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

AGENDA #30

on: Thursday August 27, 2020
at: 4:00 p.m. – Regular Session
6:00 p.m. - Executive Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #0-31 - Clerk
(August 19, 2020)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, August 5, 2020.

aor #0-32 - Clerk
(August 19, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, August 6, 2020.

aor #0-33 - Clerk
(August 19, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, August 13, 2020.

aor #0-34 - Clerk
(August 20, 2020)

To consider approval of the Minutes of the School Committee Meeting on Thursday, August 20, 2020.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

VI. REPORT OF THE SUPERINTENDENT - NONE

ACTION

VII. COMMUNICATION AND PETITION

c&p #0-13 - Clerk
(August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL -NONE

X. GENERAL BUSINESS

b #0-138.4 - Administration/Miss Biancheria/Ms. Novick
(August 19, 2020)

Response of the Administration to the following motions from the FY21 Budget:

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

Response of the Administration to the request to provide a detailed report on legal costs and categories for services rendered for each firm.

500146-92000 Building Utilities

Request that the Administration provide the eleven locations of the solar panels.

gb #0-200.1 - Administration/Mr. Monfredo/Miss Biancheria/
Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick
(June 18, 2020)

Response of the Administration to the request to work with the community (social agencies and inner-faith groups) to reach out to parents about signing up for pre-school and kindergarten classes for the 2020-21 school year.

GENERAL BUSINESS (continued)ACTION

gb #0-218.2 - Administration/Mayor Petty/Miss Biancheria/
Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick
(August 20, 2020)

Response of the Administration to the following motions that the Administration:

- partner with neighborhood centers in order to get the information out to parents.
- provide an update on the Chromebook funding and distribution.
- survey parents in order to assess their level of comfort with computers when helping their child/ren.
- consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.

gb #0-221.1 - Administration/Mr. Monfredo/Miss Biancheria/
Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick
(July 30, 2020)

Response of the Administration to the request to provide an update on the number of IEP students that:

- have extended school year services
- receive remote services at school or at home during the summer

gb #0-227.1 - Administration/Mrs. Clancey/Miss Biancheria/
Mr. Foley/Ms. McCullough/Mr. Monfredo/Ms. Novick
(August 18, 2020)

Response of the Administration to the request to provide an update on the district's plans to conduct kindergarten screening for the start of the 2020-21 school year.

gb #0-243.1 - Administration/Administration
(August 12, 2020)

To consider approval of the amended 2020-21 School Calendar by including the Juneteenth holiday.

gb #0-249 - Miss Biancheria/Ms. McCullough
(July 13, 2020)

Request that the Administration review the possibility of an early retirement package for WPS teaching staff including a cost analysis, that covers a three-year or a five-year buyout.

GENERAL BUSINESS (continued)

ACTION

gb #0-250 - Mrs. Clancey/Ms. McCullough/Ms. Novick
(July 13, 2020)

Request that the Administration study the feasibility of collaborating with community partners to set up in person learning laboratories for parents/guardians to bring their child/ren on remote learning days.

gb #0-251 - Administration
(July 13, 2020)

To accept the following donations:

- \$1,000 to Forest Grove Middle School from Health Resources in Action for its participation in a health science project entitled Project Here

- \$100 to the Library fund at Quinsigamond Elementary School from Spear Management Group in memory of Eleanor "Jane" Petrella

gb #0-252 - Administration
(July 17, 2020)

To approve a prior fiscal year payment in the amount of \$56.35 to an employee for services rendered previously.

gb #0-253 - Administration
(August 5, 2020)

To consider approval of the proposed school calendars for 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 school years.

gb #0-254 - Mr. Monfredo/Mrs. Clancey/Ms. McCullough
(August 5, 2020)

Request that the Administration provide a report on the way in which it will deal with absenteeism and chronic absenteeism and provide a report back in October.

gb #0-255 - Mr. Monfredo/ Mrs. Clancey/Ms. McCullough/
Ms. Novick
(August 5, 2020)

Request that the Administration provide a plan in October on ways in which students can receive additional assistance with their schoolwork.

GENERAL BUSINESS (continued)

gb #0-256 - Administration
(August 7, 2020)

To accept the Summer and Vacation Learning Program Grant in the amount of \$36,000.

gb #0-257 - Administration
(August 7, 2020)

To approve a prior fiscal year payment in the amount of \$692.00 to Automated Building Systems, Inc. for emergency service repairs to heating units.

gb #0-258 - Administration
(August 7, 2020)

To approve a prior fiscal year payment in the amount of \$530.00 to R.B. Allen Co. Inc., for fire alarm service repair at Nelson Place.

gb #0-259 - Administration
(August 7, 2020)

To approve prior fiscal year payments in the amount of \$110.00 each to the following WPS Transportation employees for School Bus Certificate License Renewals and Physical Exams:

Juan Ayala	Isaac Beauge
John Cullen	Shaelyn Landanno
Edwin Rivera	Cynthia Sicard-Melanson

gb #0-260 - Administration
(August 11, 2020)

To approve a prior fiscal year payment in the amount of \$1,860 to an employee.

gb #0-261 - Administration
(August 12, 2020)

To accept the School Water Improvement Grant in the amount of \$6,000.

gb #0-262 - Administration
(August 13, 2020)

To approve prior fiscal year payments in the total amount of \$1,487.67 to the American Arbitration Association and Arbitrator SRT.

GENERAL BUSINESS (continued)

ACTION

gb #0-263 - Ms. Novick/Mrs. Clancey/Ms. McCullough
(August 17, 2020)

Request Administration review with all staff policy GBEBD regarding fundraising and ensure it is being followed by all Worcester Public Schools staff.

gb #0-264 - Ms. Novick/Mrs. Clancey/Ms. McCullough
(August 17, 2020)

Consider and redraft as necessary the policies and associated sections of the student handbook considered by "Pandemic Policy Specific for Back to School."

gb #0-265 - Mayor Petty/Mrs. Clancey/Ms. McCullough/Ms. Novick
(August 17, 2020)

To consider the Affirmative Action Plan of the Worcester Public Schools dated, May 13, 1993.

gb #0-266 - Mayor Petty/Mrs. Clancey/Ms. McCullough/Ms. Novick
(August 17, 2020)

To consider the Recruitment and Retention Plan of Minority Teachers and Administrators, dated March 4, 1999.

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

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

gb #0-268 - Miss Biancheria/Mrs. Clancey/Ms. McCullough/
Ms. Novick
(August 18, 2020)

Request that the Administration provide an update on the free COVID-19 testing in Worcester to include WPS sites.

gb #0-269 - Miss Biancheria/Mrs. Clancey/Ms. McCullough
(August 18, 2020)

Request that the Administration provide a report regarding the remote learning highlights of Chapter 74 courses.

GENERAL BUSINESS (continued)

ACTION

gb #0-270 - Administration
(August 19, 2020)

To approve a prior year payment in the amount of \$380.00 to Peterson Oil Service, Inc. for oil service at Foley Stadium.

gb #0-271 - Administration
(August 19, 2020)

To adopt the updated Title IX Policy and related procedures.

gb #0-272 - Ms. Novick/Mrs. Clancey/Ms. McCullough
(August 19, 2020)

To consider proposed policy EBCFA regarding face coverings.

gb #0-273 - Administration
(August 19, 2020)

Request that the School Committee approve the participation of the WPS in the following Fall sports, as recommended by the EEA, MIAA and DESE Guidance:

- Field Hockey
- Boys and Girls Soccer
- Cross Country
- Golf for Fall 1 Term for practices and competition games.

Based on EEA, DESE and MIAA Guidelines, the following sports would be allowed to practice only for skills, drills and conditioning:

- Football
- Cheerleading
- Girls' volleyball

The following sports will be played during the Floating Phase between Winter and Spring Seasons:

- Football
- Unified Basketball
- Cheerleading
- Girls' Volleyball

Both individual and team crew will be moved to the Spring Season.

XI. EXECUTIVE SESSION

ACTION

gb #0-274 - Administration
(August 19, 2020)

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19 Related Issues – Educational Association of Worcester, Units A & B (Educators/Administrators); Aides to the Physically Handicapped, Monitors and Drivers; Instructional Assistants; Parent Liaisons; Tutors; and Therapy Assistants.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Massachusetts Commission Against Discrimination Litigation – Former Employee.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19 Related Issues – NAGE R1-16 Cafeteria Workers.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #19/20-23.

XII. ADJOURNMENT

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

III. APPROVAL OF RECORDS
Clerk
(August 19 2020)

ITEM - aor #0-31
S.C. MEETING - 8-27-20

ITEM:

To consider approval of the Minutes of the School Committee Meeting on Wednesday, August 5, 2020.

PRIOR ACTION:

BACKUP:

Annex A (40 pages) contains a copy of the Minutes of the School Committee Meeting on Wednesday, August 5, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Wednesday, August 5, 2020
Agenda #26

The School Committee of the Worcester Public Schools met in Open Session at 5:18 p.m. virtually in Room 410 of the Durkin Administration Building on Wednesday, July 29, 2020.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

1. APPROVAL OF RECORDS

aor #0-27 - Clerk
(July 29 2020)

(Considered with
aor #0-28, 0-29 and
0-30)

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 16, 2020.

Minutes/approval of

aor #0-28 - Clerk
(July 29 2020)

Minutes/approval of

To consider approval of the Minutes of the School Committee Meeting of Monday, July 20, 2020.

aor #0-29 - Clerk
(July 29 2020)

Minutes/approval of

To consider approval of the Minutes of the School Committee Meeting of Wednesday, July 22, 2020.

aor #0-30 - Clerk
(July 29 2020)

Minutes/approval of

To consider approval of the Minutes of the School Committee Meeting of Wednesday, July 29, 2020.

(These items were considered together.)

On a roll call, the vote to approve and file the items collectively was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

2. **IMMEDIATE ACTION**

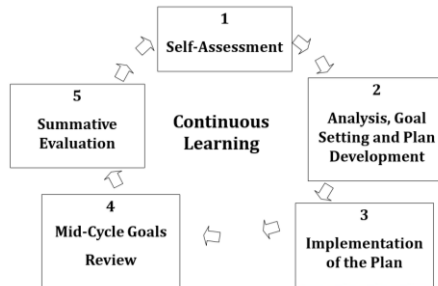
End-of-Cycle
Summative
Evaluation of the
Superintendent

gb #0-238 - Administration
(July 28, 2020)

To consider the End-of-Cycle Summative Evaluation of the Superintendent by the School Committee.

Mayor Petty presented a PowerPoint on the Superintendent's End-of-Cycle Summative Evaluation Report as follows:

Each of the following steps took place at a public meeting:



The Educator Evaluation System is based on ratings for six SMART (Specific, Measurable, Attainable, Relevant and Timely) goals.

1. Student Learning Goal

By June 2020, update and utilize the WPS High Quality Teaching and Learning (HQTL) Framework to align and increase academic relevance and rigor across all grades.

Joseph Petty	Met
Dianna Biancheria	Met
Laura Clancey	Significant Progress
Jack Foley	Met
Molly McCullough	Met
John Monfredo	Met
Tracey Novick	Some Progress

STUDENT LEARNING GOAL - FIVE MET, ONE SIGNIFICANT PROGRESS AND ONE SOME PROGRESS

2. Professional Practice Goal

By June 2020, implement a comprehensive district-wide approach to monitoring, measuring, and improving student math outcomes.

Joseph Petty	Significant Progress
Dianna Biancheria	Significant Progress
Laura Clancey	Some Progress
Jack Foley	Significant Progress
Molly McCullough	Significant Progress
John Monfredo	Met
Tracey Novick	Some Progress

PROFESSIONAL PRACTICE GOAL - ONE MET, FOUR SIGNIFICANT PROGRESS AND TWO SOME PROGRESS

District Improvement Goal 1

By June 2020, implement a district technology strategy that prioritizes and supports student learning and achievement through increasing the digital fluency skills of students, staff, and district administration.

Joseph Petty	Met
Dianna Biancheria	Met
Laura Clancey	Significant Progress
Jack Foley	Significant Progress
Molly McCullough	Met
John Monfredo	Met
Tracy Novick	Did not meet

**DISCTRICT IMPROVEMENT GOAL 1- FOUR MET,
TWO SIGNIFICANT PROGRESS AND ONE DID
NOT MEET**

District Improvement Goal 2

By June 2020, identify and implement strategies to address social and emotional needs that impact student school performance.

Joseph Petty	Met
Dianna Biancheria	Met
Laura Clancey	Significant Progress
Jack Foley	Some Progress
Molly McCullough	Significant Progress
John Monfredo	Met
Tracy Novick	Some Progress

**DISTRICT IMPROVEMENT GOAL 2 - THREE MET,
TWO SIGNIFICANT PROGRESS AND TWO SOME
PROGRESS**

District Improvement Goal 3

By June 2020, develop a plan for staff recruitment and retention and implement strategies that will increase access to well qualified, diverse candidates.

Joseph Petty	Some Progress
Dianna Biancheria	Significant Progress
Laura Clancey	Some Progress
Jack Foley	Some Progress
Molly McCullough	Significant Progress
John Monfredo	Significant Progress
Tracy Novick	Did not meet

**DISTRICT IMPROVEMENT GOAL 3 - THREE
SIGNIFICANT PROGRESS, THREE SOME
PROGRESS AND ONE DID NOT MEET**

District Improvement Goal 4

By June 2020, support the development of advanced and experiential learning opportunities for students to develop intellectual agility (the ability to think and act well), social acuity (the capacity to communicate well), and personal agency (the ability to know yourself and the capacity to act towards specific ends).

Joseph Petty	Met
Dianna Biancheria	Exceeded
Laura Clancey	Significant Progress
Jack Foley	Significant Progress
Molly McCullough	Met
John Monfredo	Met
Tracy Novick	Some Progress

DISRICT IMPROVEMENT GOAL 4- ONE EXCEEDED, THREE MET, TWO SIGNIFICANT PROGRESS AND ONE SOME PROGRESS.

Composite Ratings for the Six SMART Goals

Exceeded	1
Met	16
Significant Progress	14
Some Progress	9
Did Not Meet	2

Individual Ratings for the Assessment of Progress
Toward the Goals

	Professional Practice	Student Learning	District Improvement
Joseph Petty	Met	Significant Progress	Significant Progress
Dianna Biancheria	Met	Significant Progress	Significant Progress
Laura Clancey	Met	Significant Progress	Significant Progress
Jack Foley	Significant Progress	Met	Some Progress
Molly McCullough	Met	Significant Progress	Significant Progress
John Monfredo	Met	Significant Progress	Met
Tracy Novick	Some Progress	Some Progress	Did not meet

Composite Ratings for the Assessment of Progress Toward the Goals

Exceeded	0
Met	7
Significant Progress	10
Some Progress	3
Did Not Meet	1

There are 4 Standards of effective Professional Practice which are rated at four levels of performance: Unsatisfactory, Needs Improvement, Proficient and Exemplary as shown below:

Standard I: Instructional Leadership

Individual Ratings.

	I-A Curriculum	I-B Instruction	I-C Assessment	I-D Evaluation	I-E Data-Informed Decision Making
Joseph Petty	Proficient	Proficient	Proficient	Proficient	Needs Improvement
Dianna Biancheria	Proficient	Proficient	Proficient	Proficient	Proficient
Laura Clancey	Proficient	Proficient	Proficient	Proficient	Proficient
Jack Foley	Proficient	Needs Improvement	Proficient	Proficient	Needs Improvement
Molly McCullough	Proficient	Proficient	Proficient	Proficient	Needs Improvement
John Monfredo	Proficient	Proficient	Proficient	Proficient	Proficient
Tracy Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs improvement	Unsatisfactory

Composite Ratings

Exemplary	0
Proficient	26
Needs Improvement	5
Unsatisfactory	3

Standard I: Instructional Leadership**School Committee Comments**

- The Superintendent has done a fine job of developing programs like the bilingual certification one that continues to grow each year as well as the work around continued Advanced Placement expansion.
(Mayor Petty)
- Utilized multi sources of data to inform our school district, School Committee and stakeholders regarding the progress of our school district and addressed issues with data input and review (Dianna Biancheria)
- Superintendent Binienda has done a good job supporting the district staff. With this support, staff has been able to work together to ensure that we have set standards that reflect high quality instruction that engages our students and personalizes teaching styles that meet the needs of our diverse student population.
(Laura Clancey)
- The School Committee and the public does not see enough student achievement data that depicts a long timeline showing important trends and analysis. (John Foley)
- I-C Continue to evaluate principals/ administrators to ensure appropriate supports are being provided throughout the district.
(Molly McCullough)
- Superintendent Binienda has expanded the college and career opportunities at the high school level with such programs as AP Capstone, PSAT and SAT testing and implementation of the Seal of Biliteracy Program. In addition, under her leadership, chronic absenteeism has been reduced as well as suspension rates. (John Monfredo)

- The functional administration of the education of 25,000 students and the second largest employer in the city is scattered, moving from one thing to the next with little sense of prioritization and no delegation.
(Tracy Novick)
- This year was of course different for everyone but I appreciate the ability of the administration to do their best to adapt to the changing circumstances and keep families and staff informed.
(Mayor Petty)
- Diligently worked with district leaders to develop remote learning plans for our school district to overcome challenges by ensuring positive growth and development
(Dianna Biancheria)
- Many student subgroups continue to struggle academically and the district needs to effectively target supports and resources to bring these students to a higher level of success, fulfilling the expectations present within the Student Opportunity Act. The recommendations of how to use the limited new funds for FY21 did not reflect this objective.
(John Foley)
- I-E – Would like to see more utilization/implementation of district collected data, when appropriate.
(Molly McCullough)
- Superintendent Binienda worked diligently with UMASS Medical School, Verizon, Greater Worcester Community Foundation, City of Worcester officials, Worcester Research Bureau and United Way to provide funding for connectivity via hotspots. She provided updates, which were all translated into 7 languages, to students, staff and families during the pandemic via Connect-Ed, emails, texts, website, mailings and social media.
(John Monfredo)

- This standard calls for “effective and rigorous standard-based units,” “well-structured lessons,” and “measurable outcomes” which the superintendent is to “ensure” all staff design. There is no evidence given by Superintendent Binienda in her self-evaluation of this indicator.
(Tracy Novick)
- As we discuss instructional leadership, we need to recognize that in our increasingly aware world, no policy decision should be made by your administration without considering it through the lens of equity. Every organization of any size or regard is asking itself these same questions about how they can adapt to a changing social justice landscape and how this can be expressed in internal and external policy. (Mayor Petty)
- The COVID-19 Leadership Team comprised of the Mayor, the City Manager and the Superintendent was developed immediately to inform leaders, stakeholders and the community regarding multi issues and concerns by holding daily conference calls and press conferences to discuss and review school programs, academic progress, City Health priorities, support programs and nutrition programs
(Dianna Biancheria)
- Superintendent Binienda is a good communicator with all staff members, and has provided them best practices in professional development.
(John Monfredo)
- One of the more troubling aspects of the self-evaluation is the lack of data backing assertions; there has, as well, been ongoing concerns raised by the community over lack of data access. How “multiple sources of evidence” are being used to improve “organizational performance, educator effectiveness, and student learning” is not in evidence in Superintendent Binienda’s self-evaluation, and it is a weakness in the presentations of this administration.
(Tracy Novick)

Standard II: Management and Operations

Individual Ratings

	II-A Environment	II-B Human Resources Management and Development	II-C Scheduling and Management Information Systems	II-D Law, Ethics, and Policies	II-E Fiscal Systems
Joseph Petty	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Dianna Biancheria	Exemplary	Proficient	Exemplary	Proficient	Exemplary
Laura Clancey	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Jack Foley	Proficient	Needs Improvement	Proficient	Needs Improvement	Needs Improvement
Molly McCullough	Proficient	Needs Improvement	Proficient	Proficient	Proficient
John Monfredo	Proficient	Proficient	Proficient	Proficient	Exemplary
Tracy Novick	Unsatisfactory	Unsatisfactory	Needs Improvement	Unsatisfactory	Needs Improvement

Composite Ratings

Exemplary	4
Proficient	20
Needs Improvement	8
Unsatisfactory	3

Standard II: Management and Operations

School Committee Comments

- The role of the Superintendent is to act in the best interest of the system, to manage the issues that confront it as a whole, not the individual fires that inevitably arise on a daily basis in a district our size. I would like to see the Superintendent focus on long term strategic issues.
(Mayor Petty)

- Held Citywide Community Zoom Forums to review recommendations for our school district under the Student Opportunity Act (SOA) plan and responded to numerous questions and concerns
(Dianna Biancheria)
- Superintendent Binienda continues to provide the oversight for the district to create a safe, efficient and effective learning environment.
(Laura Clancey)
- There are a few very concerning issues from this past year that cause me great concern. The first being the bidding process and ultimate awarding of the transportation contract. The bidding process and what can only be described as an intent to manipulate the process raises serious questions relative to ethics and policies.
(John Foley)
- II-B – Work with report from Worcester State University for not only diverse hiring but overall recruitment and hiring in general
(Molly McCullough)
- Superintendent Binienda teamed up with Dr. Martin-Kniep and Dr. Zaretta Hammond to develop the importance of equity and rigor in classrooms through culturally responsive practices.
(John Monfredo)
- Focus and delegation are absolutely necessary in any school district, but most especially one of Worcester's size. Instead, there is no ability to prioritize; central administration is "in the weeds" all the time. The inexperience of many in central administration further compounds this lack of prioritization and delegation.
(Tracy Novick)

- The Administration needs to expand its middle management with qualified individuals to make sure that the Superintendent is not the sole decision maker or crisis-manager. We need to be elevating employees through the administrative ladder, investing in professional development so that they can take on more responsibility and allow the Superintendent the time, space, and bandwidth to think creatively about next steps to address the systemic issues that we face. (Mayor Petty)
- Worked with school district leadership to implement a state of the art program to prevent safety incidents in our schools with the ALICE training (Alert, Lockdown, Inform, Counter and Evacuate) (Dianna Biancheria)
- The district continues to be underfunded and even with budget constraints there have been new initiatives developed to ensure that students are provided a strong educational experience. (Laura Clancey)
- I question whether the district has developed a cohesive, intentional plan to diversify the workforce of the schools beyond the elevation of Instructional Assistants. (John Foley)
- Focus on development and retention (Molly McCullough)
- Superintendent Binienda continues to work with Dr. Heather Forkey, Director of the UMASS trauma team, in the training of principals and adjustment counselors on SEL services for the students. (John Monfredo)
- More than once during my time on the Committee, district legal counsel has been enlisted to buttress the Superintendent's arguments against Committee purview, in violation of the counsel's actual line of authority to the School Committee. (Tracy Novick)

- Next year, the Superintendent should hire a Communications Manager to serve as spokesperson for the district, while planning to continue building a larger communications department to serve the traditional and social media needs of the community.
(Mayor Petty)
- Collaborated with School Committee, the Mayor and the City Manager to discuss and approve the FY21 Budget and focus in on equity across the system
(Dianna Biancheria)
- The Administration is doing a great job providing career growth opportunities for our staff and I would like to see an expanded employee recruitment plan that will increase our candidate pool of highly qualified, diverse employees.
(Laura Clancey)
- I will note the inability of the district to provide Chromebooks in a timely manner to students without technology. Given the nature of the pandemic and the loss of educational time, it was imperative that we provide the technology for our students.
(John Foley)
- II-D – Work to ensure that the School Committee Policies are adhered to regarding how some items are first placed on the regular agenda and then referred to Standing Committees for discussion prior to approval.
(Molly McCullough)
- Superintendent Binienda proposed a FY20-21 Budget that was approved by the School Committee which supported the district’s vision and goals and hired a Chief Diversity Officer to recruit strong minority candidates for teaching positions in the Worcester Public Schools.
(John Monfredo)

- The Committee was expected to approve the allocation of \$9.4M in federal CARES Act funding based on a spreadsheet lacking detail and a list of items without explanation attached to dollar amounts demonstrates the lack of regard those managing grants have for the funds in their charge as well as for the School Committee oversight of those funds. (Tracy Novick)

Standard III: Family and Community Engagement

Individual Ratings

	III-A Engagement	III-B Sharing Responsibility	III-C Communication	III-D Family Concerns
Joseph Petty	Proficient	Needs Improvement	Needs Improvement	Proficient
Dianna Biancheria	Proficient	Exemplary	Proficient	Proficient
Laura Clancey	Proficient	Proficient	Proficient	Needs Improvement
Jack Foley	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
John Monfredo	Exemplary	Exemplary	Exemplary	Exemplary
Tracy Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Composite Ratings

Exemplary	5
Proficient	10
Needs Improvement	9
Unsatisfactory	4

Standard III: Family and Community Engagement

School Committee Comments

- The Superintendent keeps a public schedule that is truly daunting and exhausting. However, on a macro-level, I would like the Superintendent to focus on learning how to address issues of racial and ethnic equity appropriately. (Mayor Petty)

- Developed a Welcoming Committee at each of our school sites to enhance the representation of each school by supporting our students and staff and expanded innovative pathways to include community members as advisers
(Dianna Biancheria)
- The district has created different ways to communicate with families, especially during the school shutdown. Some of these include ways for families to update their contact information so they can receive updated information, phone calls and emails.
(Laura Clancey)
- Legitimate questions raised regarding racial equity, institutional bias, and student achievement in our district unfortunately resulted in conflict and acrimony when a genuine conversation was needed.
(John Foley)
- I recognize the work that has gone into improving the family and community engagement standard. (Molly McCullough)
- Superintendent Binienda has expanded the role of ESL with many parents of all nationalities participating, worked well with the Citywide Parent Advisory Council (CPPAC) and met with the leaders monthly. (John Monfredo)
- The administration must reframe its picture of the families the Worcester Public Schools serve: nearly 60% of families speak a language at home that is not English, and our families represent a multiplicity of cultures and races and ethnicities. It is not enough to post that as a statistic on our website; we must frame all that we do in that context.(Tracy Novick)

- When the community provides pointed, concerted, and constructive criticism, it is the role of the Superintendent to receive this input in a receptive manner, weigh it on its merits, and adapt accordingly. I would prefer that the Superintendent receive thoughts and suggestions of students and parents in a more constructive and proactive manner.
(Mayor Petty)
- Supported students, community members and staff who had recommendations for an increase of Mental Health Counselors and School Adjustment Counselors (Dianna Biancheria)
- District Administration participated in School Committee Public Forums focusing on the updates for the 2020-21 school year which were very successful and a very important part of engaging our families and the community.
(Laura Clancey)
- I have concerns also regarding the district's willingness to truly partner with community groups and share in the process of helping our students and our staff be successful. Too many times we hear about community groups being left out of the process and the discussions when they could assist the district tremendously.
(John Foley)
- I do believe that there is more that we can do but also recognize that there has been a significant amount of work that has gone on during the past months. (Molly McCullough)
- Superintendent Binienda has attended meetings throughout the year with higher education and businesses and has also established strong partnerships within the community with many social agencies and corporate establishments.
(John Monfredo)

- The two way communication called for in the standard—opportunities for the community to talk back to the district: to share concerns, to ask for assistance, to express opinions, to shape the future of the district—are lamentably few.
(Tracy Novick)
- There are numerous organizations that want to work with the Worcester Public Schools to help assist in the mission of educating and enriching the lives of our students. An administrator such as you needs to be judicious on which organizations are able to serve our district best.
(Mayor Petty)
- Addressed Charter Spectrum connectivity issues with the Mayor and the City Manager which favorably impacted the home online learning of approximately 22% of Worcester households and ensured nutrition for students and family members at over 20 sites throughout our City
(Dianna Biancheria)
- I believe we can do better addressing family/community issues. I continue to hear from community members and families who have concerns with the district and we need to continue to work with stakeholders to ensure that all of our families feel supported.
(Laura Clancey)
- It took over a year to address the issues raised by home school parents looking for clarity on the district's ability to authorize their home schooling requests. (John Foley)
- Nobody could have predicted that we would be in the midst of a pandemic and we have done a great deal to improve working with families and community groups. (Molly McCullough)

- Her time commitment has been exemplary and she does it with enthusiasm and a caring attitude and is a leader who motivates others, is a good listener and is a skillful communicator.
(John Monfredo)
- Family and community concerns, per the standard, are to be addressed "in an equitable, effective, and efficient manner." This simply is not the case. Language, race, ethnicity, and various kinds of access all have a great deal to do with how concerns are resolved.
(Tracey Novick)

Standard IV: Professional Culture

Individual Ratings.

	IV-A Commitment to High Standards	IV-B Cultural Proficiency	IV-C Communication	IV-D Continuous Learning	IV-E Shared Vision	IV-F Managing Conflict
Joseph Petty	Proficient	Proficient	Needs Improvement	Proficient	Needs Improvement	Proficient
Dianna Biancheria	Exemplary	Proficient	Proficient	Proficient	Proficient	Proficient
Laura Clancey	Proficient	Needs Improvement	Proficient	Proficient	Proficient	Needs Improvement
Jack Foley	Proficient	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
Molly McCullough	Proficient	Needs Improvement	Needs Improvement	Proficient	Proficient	Needs Improvement
John Monfredo	Exemplary	Proficient	Exemplary	Exemplary	Proficient	Proficient
Tracy Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Composite Ratings

Exemplary	4
Proficient	20
Needs Improvement	12
Unsatisfactory	6

Standard IV: Professional Culture**School Committee Comments**

- While the Superintendent is clearly capable, I would like to see her continue to improve her ability to express the goals and themes of her leadership and the Worcester Public Schools as a whole. (Mayor Petty)
- Expanded access to Career Technical Education with vocational partnership and innovation pathways which reflect the stakeholders and local labor priorities (Dianna Biancheria)
- Superintendent Binienda has set high expectations for our staff to foster a high quality education for our students. During the shutdown, the Superintendent held meetings for her Administration to keep them informed and updated on what was happening in the community, school district and the expectations for continued learning. (Laura Clancey)
- I will highlight concerns with the cultural proficiency component. Although I will acknowledge some movement over the past year, the district needs to significantly ramp up its professional development and awareness of this issue. (John Foley)
- I believe that cultural proficiency, communication and managing conflict are areas that we can continue to improve on. However, I do believe that many steps have been made in the right direction. (Molly McCullough)
- Superintendent Binienda opened the school year with a gathering at the DCU Center to set the tone for the next school year by bringing all staff members together and by delivering the message that "We are All in this Together." (John Monfredo)

- The commitment to high standards and continuous learning is a value that must be modeled by the superintendent; in the Worcester Public Schools, it is not. The professional learning of the superintendent, the modeling of improving one's professional practice, is nowhere in the evidence presented to the Committee.
(Tracy Novick)
- A culture is built upon what is said in private, in public, in the newspaper and in the breakroom. The question that needs to be asked is what is the story of the Worcester Public Schools at this point in time, where are we going and how are we getting there. What is the story we are telling collectively to our students, our teachers, our parents, our city, and the larger statewide community? Before we discuss how we would do so, we need to craft an inclusive vision for the Worcester Public Schools in which everyone can partake.
(Mayor Petty)
- Developed and implemented a comprehensive bullying program for students and staff to include cyber bullying and hired drug educators for students who are at risk for substance use
(Dianna Biancheria)
- In the future, I would like to see continued clear and consistent communication with staff, families and community partners especially when it comes to the planning due to the continued pandemic and concerns around opening our schools.
(Laura Clancey)
- I note the section for managing conflict where the approach of the Superintendent too often is confrontational and not deescalating. In the public arena, it is incumbent upon all of us to engage in thoughtful, professional, and genuine dialogue to move towards a productive end point.
(John Foley)

- I do feel confident in our strengths on IV-A, IV-D and IV-E. I look forward to additional work on IV-A. (Molly McCullough)
- Superintendent Binienda is a leader who leads by example and promotes professionalism by working with staff on a strong staff development program. (John Monfredo)
- Rather than engage in the implicit bias work requested by the community and vital in being an effective educator for Worcester students, the superintendent has resisted and deflected into other sorts of training throughout the district, frequently addressing our families from a deficit mindset rather than one which recognizes the strengths and knowledge families bring to the schools and to their students. (Tracy Novick)
- All of this, along with the achievements and the daily miracles that occur in our classrooms every day add up to a legacy, both for the Superintendent as well as the elected officials that are charged with holding her accountable. (Mayor Petty)
- Held several training sessions to share the vision of our district by renowned presenters on educational practices which included cultural early literacy, Fountas and Pinnell program, resiliency practices and culturally responsive and racism trainings (Dianna Biancheria)
- I would like to see our Superintendent place a focus particularly around managing conflict by building relationships with staff, particularly teachers. While some aspects of the shutdown were not in the Superintendent's control, there have been times that staff have not felt appreciated, or felt that their concerns were being heard. (Laura Clancey)

- In many ways, this standard is the one by which superintendents are judged and there are opportunities here for improvement.
(John Foley)
- With her Administrative team, Superintendent Binienda has developed, through collaboration with district stakeholders, the "Portrait of a Graduate framework" whose goal is to build a strength-based leadership model that will support implementation and ongoing improvement in the district. This program will permit staff to closely monitor students when they are on or off track for graduation and post-secondary success.
(John Monfredo)
- We have a responsibility to hear and believe children, and we have a responsibility of working with families. Too often the Worcester Public Schools do not.
(Tracy Novick)

ASSESSMENT OF THE PERFORMANCE ON THE STANDARDS

	Standard I Instructional Leadership	Standard II Management and Operations	Standard III Family and Community Engagement	Standard IV Professional Culture
Joseph Petty	Proficient	Proficient	Proficient	Proficient
Dianna Biancheria	Proficient	Exemplary	Proficient	Proficient
Laura Clancey	Proficient	Proficient	Proficient	Proficient
Jack Foley	Proficient	Needs Improvement	Needs Improvement	Needs Improvement
Molly McCullough	Proficient	Proficient	Needs Improvement	Proficient
John Monfredo	Proficient	Proficient	Exemplary	Exemplary
Tracy Novick	Needs Improvement	Unsatisfactory	Unsatisfactory	Unsatisfactory

Composite Ratings for Standards I, II, III and IV were:

Exemplary	3
Proficient	17
Needs Improvement	5
Unsatisfactory	3

Overall Summative Evaluation on the Goals and Standards

Joseph Petty	Proficient
Dianna Biancheria	Proficient
Laura Clancey	Proficient
Jack Foley	Needs Improvement
Molly McCullough	Proficient
John Monfredo	Proficient
Tracy Novick	Unsatisfactory

Composite Ratings for the Overall Summative Evaluation on the Goals and Standards

Exemplary	0
Proficient	5
Needs Improvement	1
Unsatisfactory	1

Summative Evaluation on the Goals and Standards

SCHOOL COMMITTEE COMMENTS

- Amid a worldwide pandemic, I believe that Superintendent Binienda has performed proficiently. In many ways, she is at her best in a crisis, marshalling resources, utilizing staff and materials, and working hand in hand with the City Administration and our non-profit community. (Mayor Petty)
- Worked with the Mayor, the City Manager, the Health Department, the Safety Director and the School Committee with input from the community stakeholders to support our students, staff and community (Dianna Biancheria)
- Since my start on the School Committee I have seen a significant improvement in terms of communicating with community partners and addressing concerns in the district. (Laura Clancey)
- Superintendent Binienda has committed her life to the work for the WPS. I will also note that the current planning for the reopening of the Worcester Public Schools, the collaborative nature of this effort and the communication with all parties, including the members of the school committee, has been exemplary. A continuation of this inclusive, strategic planning would address many of my critiques of the past year. (John Foley)
- I believe we can continue to work on communication with the community as well as with our staff. I am impressed with the progress we have made in community group outreach translations for important messages and know that much of this has been done through very challenging times. (Molly McCullough)

- Superintendent Binienda has continued to set the tone for the opening of school by bringing all professional and non-professional staff members together to engage in a well-planned program and to set the stage for the new school year.
(John Monfredo)
- The two overriding themes that arise again and again in this evaluation are the lack of capacity in administering the district in aspects from roles to ethics to leadership to professional learning; and the perpetration of a district climate for staff and students that too frequently is silencing, fearful, and discouraging, rather than collaborative, nurturing, and supportive.
(Tracy Novick)
- Working with me, the City Manager's team and the philanthropic community, the Worcester Public Schools has accelerated a three to five year plan to get a device in the hands of every household in around two months. 5,000 Wi-Fi hot spots were procured with the help of this team and Verizon.
(Mayor Petty)
- Expanded Chapter 74 courses with additional courses at the Comprehensive High and Worcester Technical High schools
(Dianna Biancheria)
- The Superintendent ran community meetings regarding the funding of the Student Opportunity Act and engaged with community partners to address concerns they had expressed last year.
(Laura Clancey)
- Leaders drive the strategic pathway for the schools bringing in the families, students, community groups, and business and civic leadership into a strong partnership where every voice is heard and valued. This has not been the case in Worcester with community members and groups not feeling part of the process and questions raised around lack of collaboration.
(John Foley)

- Cultural proficiency is something we continue to work on and we have a great base to build on. I would like to see more consistent communication going out to staff systemwide. I am confident that, with plans in place, these areas will be much closer to proficient in the near future. (Molly McCullough)
- Superintendent Binienda has encouraged Instructional Assistants, who are interested in furthering their education, to become teachers by offering opportunities to receive a teaching degree from WSU. (John Monfredo)
- In the fourteen points of equity that the Superintendent agreed to be judged on, she has made real and substantive progress, but most people do not understand or know the work that has been done. If the work is being done but the community is unaware of it, we are clearly missing part of effective leadership. (Mayor Petty)
- Exemplified strong leadership qualities in collaboration, with staff, for the construction of the New South High Community School (Dianna Biancheria)
- As the school year ended and the district planned for summer school and the 2020- 21 school year, the Superintendent was able to acknowledge where we have struggled. This acknowledgement made a significant impact on the progress both she and her team accomplished to make sure we have a well-developed re-opening plan for our return to school for the 2020-21 school year. (Laura Clancey)
- The Superintendent's summary of the past year had very little data on student achievement with no trending information. We need to keep this information publicly in front of all of us and we should all be judged by the rise or the decline of that student achievement data. (John Foley)

- I would like to see a more formalized and robust process for internal and teacher/administrator conflicts that put an emphasis on zero tolerance for retaliation and retribution.

(Molly McCullough)

- The Superintendent's commitment is truly outstanding as exemplified by helping families out at Andy's Attic on a Saturday morning, bringing cheer to our immigrants at various community functions at Adult Learning events or bringing food to the homeless families in need and attending student sporting events or special student programs at the schools.

(John Monfredo)

MAYOR PETTY'S SUMMARY STATEMENT

Now is the time to rethink the way in which we are educating our children, even as we try to reinvent how exactly that is being done. We should be looking to how we can use this crisis to create the opportunities for the future.

I, on behalf of the School Committee would like to thank Superintendent Binienda for her tremendous personal commitment to the success of our schools. I look forward to working with the her, her management team and my colleagues as we seek to make the Worcester Public Schools one of the best urban school districts in the country.

FINAL COMMENTS BY THE SCHOOL COMMITTEE

Mr. Monfredo stated that Superintendent Binienda is a strong leader, good listener and a skillful communicator. He feels that she is moving the system in the right direction.

Mr. Foley stated that he knows how challenging it is to work in public education and knows that the most difficult job is being a Superintendent. He acknowledged the dedication and hard work by the Superintendent, but he stated that the system needs a community wide collaboration to help the students, the system and the City to be more successful than it is right now.

Ms. Novick made the following motion:

Request that the individual evaluations be forwarded to the School Committee members.

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

Ms. Novick stated that it's important for the School Committee to ask the questions of where the data is, how many different kinds of candidates are being hired and are they being retained.

Miss Biancheria stated that the Superintendent has not only communicated with the School Committee and community through many forums during the pandemic, but also offered many professional development opportunities to the teachers and staff.

Mrs. Clancey stated that communication was an area that needs to be improved. She stated that the system needs to keep the dialog open and be transparent with the data because when it is not shared, the community is not getting the correct facts.

Mayor Petty stated that he would like to see more on data sharing but would give the Administration an A+ for the hard work that has been going on during the pandemic. He stated that "while we might disagree at the end of the day on how to reopen schools, I think communication from the Superintendent has been pretty good with both the School Committee and the community."

Mayor Petty made the following motions:

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

Request that the Clerk forward the individual evaluation to the School Committee.

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

3. REPORTS OF THE STANDING COMMITTEE

STANDING COMMITTEE ON GOVERNANCE AND
EMPLOYEE ISSUES

The Standing Committee on Governance and Employee Issues met virtually on Wednesday, July 22, 2020 at 3:07 p.m. in Room 410 at the Durkin Administration Building.

gb #0-223 - Administration (July 6, 2020)

Student Dress Code
Policy/consider
amendments to

To consider amendments to the current Student Dress Code Policy to be included in the Student Handbook and the Policy Manual.

Vice-Chairman Monfredo stated that he is in favor of a gender neutral Dress Code Policy for students.

Ms. Novick stated that it was a step forward to include durags, but felt that due to the current climate in which we are living, the proposed policy is a waste of the teacher's time. She referenced the Seattle Public Schools' Dress Code as being one of the most inclusive and free of bias policies. (See Attached). She shared and read the policy which she felt was more appropriate. She said that one of the issues she heard most from students and family members was the amount of time and attention spent on policing students.

Ms. Novick proposed striking everything in the proposed WPS Dress Code Policy beginning with "The District's core values" and replacing it with the following:

	STUDENT DRESS	Policy No. 3224 July 10, 2019 Page 1 of 3
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It is the policy of the Seattle School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values

In relation to student dress, the district's core values are the following:

Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;

Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

Students and staff are responsible for managing their personal distractions; and

Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:

Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
Bottom (pants, shorts, skirt, dress, etc.);
and Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity, science or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics.

Students may not wear clothing, jewelry, or personal items that:

Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;

Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;

Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;

Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or

Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion are not subject to this policy.

This policy permits schools with a uniform policy to continue having a uniform policy provided that it is gender neutral and inclusive of attire worn for a religious reason.

Enforcement

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.

Staff will use reasonable efforts to avoid dress-coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the noncomplying attire. A student may be instructed to leave their classroom briefly to change clothes. The Principal or their designee should notify a student's parent/guardian of the school's response to violations of the student dress policy.

The Superintendent or their designee is authorized to develop procedures in order to implement this policy if needed.

Adopted: July 2019 Revised:

Cross Reference: Policy Nos. 3200; 3207; 3433

Related Superintendent Procedure:

Previous Policies:

Legal References: RCW 28A.320.140 Schools with Special Standards – Dress Codes

Management Resources: Oregon National Organization for Women Model Dress Code

Vice-Chairman Monfredo voiced his concern that this was the first time that the Seattle policy was seen and that the special subcommittee had already submitted their proposed policy with which to go forward. He proposed that the current policy be voted on and the Seattle policy be taken to back to the special subcommittee for discussion.

Chairman Clancey stated that she has also researched other school district's policies and was concerned about the section in the WPS policy that states the school principals have the discretion to render judgment, possibly creating reason for conflict and that it may not be consistent across the district. She agreed with Vice-Chairman Monfredo that others should weigh in on this before making a decision.

Chairman Clancey opened the meeting to the public for comment. Betzabe Vasquez, Antonia Amouna-McCarthy, Helen Kennedy, Molly Roach and Diana spoke to their concerns with the current policy which included, but was not limited to, durags, hoods, victim blaming, racial profiling and religious headwear.

Superintendent Binienda made it clear that principals should be in charge of their buildings. The issue with students wearing hoods is the inability for the principals to recognize who is in the building.

Ms. Novick suggested inviting the members of the subcommittee to the next meeting and also invite students, parents and staff to be part of the discussion.

Chairman Clancey made the following motion:

To approve the proposed Dress Code Policy.

On a roll call of 2-1 (nay Ms. Novick) the motion was approved.

Chairman Clancey made the following motion:

To hold the item and bring the proposed Seattle Dress Code Policy and any other policies back to the Standing Committee on Governance and Employee Issues for discussion.

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

qb #0-230 - Administration (July 7, 2020)

To consider approval of the proposed 2020-21 Student Handbook of the Worcester Public Schools.

Chairman Clancey read each proposed change to the Student Handbook and amendments were made to the proposed changes and other sections of the Handbook.

- **i** (School Committee) change Laura **Clancy** to Laura **Clancey**
- **v** (COVID-19 PANDEMIC) add "**Under Massachusetts State guidance, all families have the option for on-line learning during the COVID-19 pandemic**" at the end of Remote Learning
- Page 1 (Registration) place the following proposed change into the Parent Information Box at the top of the page **Please note that in the event of extended school closure, online registration is available at <https://worcesterschools.org/enroll/>**
- Pages 45 (Extra-Curricular Activity) and 50 (Reasonable Conduct) delete the words "**negative attitude**"
- Page 54 (School Health Advisory Council) provide the **link for the WPS Nursing and Health website** in the last paragraph
- Page 57 (Riding School Buses) that the word "vape" be added to item 7 to read "**Smoke or vape**"

Student
Handbook
2020-21/
approved as
amended

- Page 77 (Advanced Placement Exams) delete the **last two sentences**
- Page 81 (Parents and Community) amend the language of the CPPAC to read "**Meetings are held every other month.**"
- Page 85 (Parents Volunteers who bring Children) remove paragraph beginning with "**Many parent groups...**"

Ms. Novick suggested that the following proposed amendments be discussed with the Legal Department:

Number 2 on Page 5 (Voluntary Transfer Information) needs to be deleted.

Insert the Code of Conduct section (pages 38-48) before the Legal Policies section (Page 16).

New guidance for Title IX and the reporting of sexual harassment and other Title IX infractions.

It should be noted that if the Legal Department approves the above three issues, then they can be deleted from the Handbook.

Chairman Clancey asked the following questions:

If the words "certified mail" should be removed throughout the entire Handbook and not just on page 20.

If a child is suspended for 10 days, is the Manifestation Determination meeting held within the 10 days or after the suspension is over?

Ms. Novick suggested that there be a place in the Handbook informing students what to do in order to change their name and gender identification. She recommended that the following language be added to Page 36 (Student Records) line 5. Amending Student Records:

In accordance with the Department of Elementary and Secondary Education's ["Assigning State Assigned Student Identifiers to Massachusetts Public School Students,"](#) district and school records are to reflect a student's stated name and pronouns. Nothing more formal than usage is required, consistent with the statutory standard.

Ms. Novick requested that the word "expulsion" be stricken throughout the Handbook. Also, Under Code of Conduct, Ms. Novick believes that Rule 19 (Extracurricular Activity) Page 45 should be moved to the top of the next section (Athletes and Participants in School-Related Activities). Page 48.

Ms. Novick asked if the district is still using Carnegie Units. (Athletes and Participants in School-Related Activities). Page 48.

Ms. Novick stated that the descriptions of SEPAC and ELPAC are not reflective of Massachusetts General Law Chapters 71A and B.

For the SEPAC, she suggests quoting the following (citing MGL Ch. 71B sec.3):

The parent advisory council duties shall include but not be limited to: advising the school committee in matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs.

For the ELPAC, quoting the following (citing MGL Ch. 71A, sec. 6A):

The duties of the council shall include but not be limited to (i) advising the school district, school committee and board of trustees on matters that pertain to English learners; (ii) meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for English learners; and (iii) participating in the review of school improvement plans

Chairman Clancey made the following motion:

To approve the amendments to the 2020-21 Student Handbook.

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

Chairman Clancey made the following motion:

To approve the 2020-21 Student Handbook as amended.

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

On a roll call of 3-0, the meeting was adjourned.

4. **SCHOOL COMMITTEE MEETING**

Miss Biancheria amended the Action Sheet by requesting that her name be added as an attendee on the Action Sheet.

On a roll call, the vote to accept the Action Sheet as amended was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

GENERAL BUSINESS

- 5. gb #0-239 - Administration
(July 24, 2020)

Donation/warehouse space/Chacharone Properties

To accept a donation of warehouse space for the storage of personal protective equipment (PPE) from Chacharone Properties for use by the district for the 2020-21 school year.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Prior Fiscal Year
 Payment/
 Language Testing
 International

6. gb #0-240 - Administration
 (July 24, 2020)

To consider approval a prior fiscal year payment in the amount of \$29.00, made payable to Language Testing International.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Grant/MA
 Libraries CARES
 Act

7. gb #0-241 - Administration
 (July 24, 2020)

To accept the MA Libraries CARES Act Grant in the amount of \$3,500.00.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

8. gb #0-242 - Administration (July 28, 2020) Enter into Agreement/
Five Year Lease Agreement/creation of a Dual Language School
- To authorize the Administration to enter into an agreement for the lease of space for five-years for the creation of a Dual Language School.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

9. gb #0-243 - Administration (July 28, 2020) School Calendar/
2020-21

To consider approval of the updated 2020-21 School Calendar.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

10. gb #0-244 - Administration (July 28, 2020) Prior Fiscal Year
Payment/Jostens

To consider approval of a prior fiscal year payment in the amount of \$874.00 for double honor cords, made payable to Jostens.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

ADJOURNMENT

On a roll call of 7-0 the meeting was adjourned at
6:56 p.m.

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

III. APPROVAL OF RECORDS
Clerk
(August 19 2020)

ITEM - aor #0-32
S.C. MEETING - 8-27-20

ITEM:

To consider approval of the Minutes of the School Committee Meeting on Thursday, August 6, 2020.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains a copy of the Minutes of the School Committee Meeting on Thursday, August 6, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Thursday, August 6, 2020
 Agenda #27

The School Committee of the Worcester Public Schools met in Open Session at 5:37 p.m. virtually in Room 410 of the Durkin Administration Building on Thursday August 6, 2020.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

1. GENERAL BUSINESS

gb #0-245 - Administration
 (July 28, 2020)

School Reopening/
 update on

To consider an update on school reopening.

Mayor Petty began by stating that the purpose of this special meeting was to provide an update on the plans for the reopening of schools. He commended the Administration for their effort to get this information out and announced that after the presentation, there would be time for questions from the public.

Superintendent Binienda outlined the three possible learning models as required by the Department of Elementary and Secondary Education (DESE).

- in person learning
- hybrid of in person and remote learning
- continuation of remote learning

These proposed models were the result of staff and parent surveys, guidance from DESE and careful analysis in order to provide for the safety and well-being of students and staff.

Brian Allen, Chief Financial and Operations Officer of the Worcester Public Schools began by providing a brief overview of both the building capacity and transportation analyses using the 6ft social distancing parameters.

Mr. Allen focused on the Heating, Ventilation and Air Conditioning (HVAC) analysis by detailing guidance from DESE, the Center for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA). The recommendation is that schools should work to increase outdoor air ventilation instead of using recirculated air and increase air filtration as much as possible for the ventilation and filtration system. He said that the district will take all classrooms that are in the basement without windows or adequate ventilation out of service until further notice. The district will be working over the next four months to address the following risk reduction strategies:

- increasing outdoor air and improving indoor ventilation
- increasing the efficiency of the HVAC filters and
- using portable air cleaners

He presented information on the ages and types of HVAC systems currently in each building and plans for upgrades and replacements as needed. Dr. Mary Meade-Montaque, Secondary Schools Manager, presented two proposed return to school models and began by outlining the 100% remote model in which students would engage in:

- synchronous learning four days a week in all core content subject, electives, and enrichment
- small group synchronous learning from support teachers according to their needs and
- asynchronous learning one day each week

Sample student and teacher schedules were presented for Groups A, B and C for elementary, middle and high schools.

Dr. Marie Morse, Elementary School Manager explained that in transitioning to the hybrid model, students would be grouped into one of four cohorts with sibling consistency, hardship consideration and bus routes as determining factors.

The first quarter will be 100% remote and the start date for Grades 1-12 will be September 15, 2020. Classes for students in pre-K and kindergarten will begin on September 17, 2020.

Families will be receiving a form to fill out stating whether or not they would be continuing to keep their child/ren home and engaging in 100% remote learning or sending them to school, as outlined in the hybrid model.

Once it is determined which students are choosing which option (full remote or hybrid), then the district can plan accordingly in order to maintain consistent learning.

Robert Pezzella, School Safety Director, closed out the presentation by stating the following:

- Nurses will be in each school.
- Isolation rooms will be monitored by nurses until the family is able to take their child home.
- ALL students in grades 2 through 12 will be required to wear masks.
- Teachers will be provided with a checklist.
- Free testing is available at Worcester Arts Magnet and WTHS.

Mr. Foley opened up the meeting to allow attendees to ask questions which were as follows:

Questions

1. How will notification sent out determining which group a child will be in?
2. Why put 8 million dollars into schools which have full or partial HVAC and only 1 million into schools that have no HVAC?
3. How will shop work at WTHS?
4. Will headsets be provided?
5. How and when will textbooks be delivered?
6. Why do we have to make a decision by August 14th if school is going to be remote for 10 weeks?
7. How will students be able to socialize if they are 6ft apart?

8. Who will be liable if a child brings the virus home and the person at home becomes ill?
9. Who decided on the members for the committees?
10. Why were there no nurses on the committees?
11. Why were there no instructional design staff on the committees?
12. Will there be live technical support if issues arise during remote learning?
13. Will students suffer as a result of fewer classes per day?
14. Who makes the final decision on the model?
15. What happens if more families choose the hybrid than can be accommodated?
16. Will IEP meetings be virtual or in person?
17. How will attendance be captured?
18. How can the students be protected in an open school format?
19. Will the teachers be responsible for providing supplies to their students?
20. What is the shop week schedule for WTHS?
21. Why are students only having in person learning one day a week with the hybrid model?
22. Will kindergarten students be issued iPads?
23. Who provides ongoing replenishment of supplies?
24. When will every student have a Chromebook?
25. Can Google Classroom be recorded?
26. Can a family change to hybrid if they chose remote learning on the survey?
27. How do children access their belongings that have been in the school since the Spring?
28. Has anyone looked into alternative spaces in lieu of antiquated schools?
29. Could a kindergarten student meet face to face with their teacher before going remote?
30. What is the plan for a student who was accepted into the Hanover Theater Academy?
31. Will there be a point person working with the YMCA?
32. What about co-ops with WTHS students?
33. Why were there only two teachers on the committee?

34. Will teachers be surveyed on how they feel about going back to school?
35. Will Early College classes be remote?
36. Were there any African-Americans on the committee besides Dr. Meade-Montaque?
37. Were there any students on the committee?
38. What about EBT cards?
39. How does the hybrid model work?
40. When will teachers be receiving their teaching materials and textbooks?
41. Who will assign the COVID Coordinator at each school and how will they be trained?
42. Will the nurse assigned to the Isolation Room be trained?
43. Will there be a separate meeting for Dual Language?
44. Will there be RNs at all schools?
45. Will there be a waiver to sign absolving WPS from liability?
46. Can you guarantee that the HVAC systems will be up to standard in all schools?
47. How feasible would it be to test all teachers?
48. Why do teachers have to have 12 days of in person training?
49. Are child care centers accountable for taking attendance?
50. What if no one is at home to help teach their child?
51. Will my two children be attending in person learning on the same day?
52. Has anyone been following the trends in the other states?
53. How will my child be evaluated for kindergarten?
54. Will the medical group be expanded to include epidemiologists?
55. Has anything been done about the air quality at Columbus Park?
56. How will I know by August 14th if my child's school is going to have proper air quality in order for me to answer the survey?
57. When will class materials be given out?
58. Will my child be evaluated for speech and language?
59. Will preschool be classified as Group C?

60. Will teachers be responsible for Group C if they go remote?
61. Will there be any extracurricular activities?
62. What about MIAA rulings on fall sports?
63. Will there be a hotline for parents who need technical support?
64. How is it that Group C teachers will be safe when others work remotely?
65. How will assessment be formulated throughout the year?
66. Do cafeteria workers have a job during remote learning?
67. Will Instructional Assistants be required to report for school during remote learning?
68. Will children be able to communicate with their friends during school?
69. Why is the School Committee involved with this decision?
70. When will teachers be informed of the results of the HEPA/MERV ratings?
71. Can a parent of a child in Group C choose 100% remote?
72. Can the district guarantee enough PPE?
73. What is the preschool schedule?
74. What are the rules and protocol for bus etiquette?
75. Will there be a meeting for WTHS parents?
76. How can WTHS students learn shop remotely?
77. Will there be plexiglass barriers in all classrooms?
78. What about snow days?
79. What is the plan for substitutes?
80. Is the decision already made to choose this model?
81. How will I be able to take care of my children's school work if I teach in another district?
82. If attendance wasn't counted in the Spring, why is it being counted now?
83. How will attendance be monitored?
84. Will transportation still be available from Worcester to another town?
85. How can I obtain a Student ID for my child?
86. What about vaccines?
87. Is there any guidance from DESE on MCAS, PSATs and SATs?

88. Is there a plan if there is an outbreak?
89. Are there resources available for day care support?
90. Will my child be able to get tested if they choose?
91. Wouldn't it be easier to quarantine if there were "pods" instead of full classrooms?
92. Has anyone looked into what Boston is doing?
93. Are there any options for making up MCAS?
94. Why were students hand selected for the committee?
95. What is the plan if the city experiences internet outages?
96. How can you guarantee teachers won't be near each other?

Mayor Petty thanked the callers and the Administration for an informative meeting. He said that the vote on the model for the reopening of schools will take place at the School Committee meeting to be held at 5:30 p.m. on Thursday, August 13, 2020 and public comments will be welcomed.

On a roll call of 7-0, the meeting was adjourned at 12:03 a.m. on August 7, 2020.

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

III. APPROVAL OF RECORDS
Clerk
(August 19 2020)

ITEM - aor #0-33
S.C. MEETING - 8-27-20

ITEM:

To consider approval of the Minutes of the School Committee Meeting on Thursday, August 13, 2020.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains a copy of the Minutes of the School Committee Meeting on Thursday, August 13, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Thursday, August 13, 2020
 Agenda #28

The School Committee of the Worcester Public Schools met in Open Session at 5:35 p.m. virtually in Room 410 of the Durkin Administration Building on Thursday August 13, 2020.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley,
 Ms. McCullough, Mr. Monfredo, Ms. Novick and
 Mayor Petty

1. GENERAL BUSINESS

2020-21
 Educational
 Plan/Approval of

gb #0-246 - Administration
 (July 28, 2020)

To consider approval of the 2020-21 Educational Plan for the Worcester Public Schools.

Mayor Petty discussed the first phase of the reopening of schools by stating that:

- Remote learning will take place for the first marking quarter.
- Teachers will be allowed to teach from home or in their classroom.
- Ventilation systems will be upgraded in all school buildings in the Fall and the Administration will start transitioning Group C students back into schools for in-person learning.
- Matrix will be put in place to monitor the education of all students.

Mr. Allen stated that prioritizing HVAC upgrades is part of the school reopening plan. The three criteria are increasing outside air, improving ventilation and using supplemental filtration, where possible. The district, along with the City, intends to use the Needlepoint Bipolar Ionization system in all schools and that work will be done between now and the end of December.

The cost for the HVAC upgrades is approximately a 15-million-dollar investment as a result of the purchase of the Ionization equipment. The Administrators are seeking Federal stimulus monies and are working with the City to find funding to cover the costs to ensure that these upgrades are done.

Superintendent Binienda stated that students will start school on September 15th with a hundred percent remote learning which will run through the first quarter. The Administration will then assess the work that has been done with the ventilation systems, the progress of the students, and then will provide an update to the parents regarding the plans for the second quarter.

The Superintendent stated that the Chromebooks that were ordered are delayed until mid-October. However, the IT department did a survey of equipment and indicated that every student will be able to get a Chromebook.

A Caregivers Academy will be launched to help families support their child/ren's education. The content will be translated into multiple languages and there will also be a parent's helpline during the day.

Mayor Petty asked the Superintendent to provide a quick overview of the dissemination of the breakfast and lunches to families.

The Superintendent stated that prepackaged breakfasts and lunches will be available for students. If there is a family in need of food that tested positive for COVID 19, there will be home deliveries in partnership with the YMCA on Main Street.

Mrs. Clancey suggested that teachers and/or parents record lessons for the students so the parents can help their child/ren.

Ms. Novick stated that the past seven weeks were very productive and the Administration has worked with the Committee. However, the Federal Government has not provided the adequate support that the school districts need. At the State level, the level of support has been anything but helpful but the local Government has been very supportive. She requested that the Mayor forward a letter to the State officials indicating the ways in which they let the district down.

Superintendent Binienda indicated that a contact and resource list is being developed to respond to questions from parents.

Mayor Petty requested that the following testing sites be placed on the Worcester Public School's website and Facebook page:

- Woodland Academy
- Goddard School of Science and Technology
- Elm Park Community School
- UMass Medical Hospital

Mayor Petty asked for a roll call on the following motions of Ms. Novick:

Request that the Superintendent make the following changes to the backup before forwarding it to the state:

- add the following language from page 32 to the cover letter:
Worcester Public Schools will focus on fostering community and relationships throughout the day with three overarching principles: 1. parity and interdependence of physical and emotional safety; 2. equity and racial justice; and 3. collective care.
- delete the word "November" from page 3 and throughout the document.
- add to page five the various health matrices from the City that were used to monitor the increase in the virus.
- delete the last line on page 52 that reads "families can request an alternative packet."

Request that the Administration address the issues of absenteeism when the power goes out.

Request that the Superintendent ask Dr. Hirsh to develop a Matrix Plan regarding the safe reopening of schools.

On a roll call, the vote to approve and forward the motions to the Superintendent was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Ms. Novick made the following motion:

Request that the State make available ongoing, easily accessible free testing with a quick turnaround across the state before bring students back into session.

On a roll call, the vote to approve the motion was as follows:

For the motion: Mrs. Clancey, Mr. Foley,
 Ms. McCullough, Mr. Monfredo,
 Ms. Novick, Mayor Petty 6

Against the motion: Miss Biancheria $\frac{1}{7}$

The motion carried.

Mayor Petty opened the meeting by allowing attendees to ask questions:

Questions

1. Will the bus drivers be transporting the students from Diocese and the Collaborative schools?
2. How will the Chromebooks and Internet connectivity be distributed to every student and what will be the cost?
3. Can the hybrid model be changed to allow students to attend more than one day a week?
4. Are teachers required to report to their schools for the first 12 days?
5. How is the system planning to mandate masks and what kind of discipline will be metered if they do not wear one?
6. What will the system do if there is a confirmed COVID 19 case in the school?
7. How will art supplies be distributed to students during the pandemic?

8. How will the Administration determine which HVAC system will be repaired first?
9. How does the proposed plan address the needs of foster children and does the district collaborate with DCF?
10. If a student doesn't have a Chromebook before school starts, will the system implement a no harm grading policy for first term?
11. Are there plans for more forums to take place to inform all families of updates regarding in-person learning?
12. Will the support staff, the office staff, the nurses and guidance counselors be able to work from home?
13. How will kindergarten students be tested?
14. How will parents of Autistic child/ren be notified as to whether or not they will be in Group C?
15. How will the remote learning take place for students with speech based learning disability by using of the Wilson Program?
16. What are the plans for the Instructional Assistants?
17. How will the Administration handle parents and community members that don't believe that the virus is real and refuse to wear masks?
18. Will the teachers be the same for remote learning and the hybrid learning?

It was moved to approve the 2020-21 Educational Plan for the Worcester Public Schools.

On a roll call, the vote to approve the 2020-21 Educational Plan for the Worcester Public Schools was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
Against the motion:	<u>0</u>
	7
The motion carried.	

It was moved to suspend the Rules of the School Committee to reconsider the approval of the 2020-21 Educational Plan for the Worcester Public Schools

On a roll call of 7-0, the motion to suspend the Rules of the School Committee was approved.

On a roll call, the vote the motion suspend the Rules of the School Committee was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

It was moved to reconsider the vote to approve the 2020-21 Educational Plan for the Worcester Public Schools.

On a roll call, the vote to approve the 2020-21 Educational Plan for the Worcester Public Schools was as follows:

For the motion:	0
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Against the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	$\frac{7}{7}$
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The motion was defeated.

Mayor Petty made the following motion:

Request that the report of the 2020-21 Educational Plan be forwarded to the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education for a joint meeting.

On a roll call, the vote the motion was approved as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Executive Session .2.

EXECUTIVE SESSION

It was moved to recess to Executive Session at 7:21 p.m. to discuss the following item and Mayor Petty stated they would not be coming back out to the floor:

gb #0-247 - Administration
 (August 7, 2020)

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19 Related Issues – Educational Association of Worcester, Units A & B (Educators/Administrators); Aides to the Physically Handicapped, Monitors and Drivers; Instructional Assistants; Parent Liaisons; Tutors; and Therapy Assistants.

On a roll call, the vote the motion was approved as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

The meeting adjourned at 8:00 p.m.

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

III. APPROVAL OF RECORDS
Clerk
(August 20 2020)

ITEM - aor #0-34
S.C. MEETING - 8-27-20

ITEM:

To consider approval of the Minutes of the School Committee Meeting on Thursday, August 20, 2020.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains a copy of the Minutes of the School Committee Meeting on Thursday, August 20, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Thursday, August 20, 2020
 Agenda #29

The School Committee of the Worcester Public Schools met virtually in Open Session at 5:16 p.m. in Room 410 of the Durkin Administration Building on Thursday, August 20, 2020.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

- | | | |
|----|--|-----------------------------------|
| 1. | <u>gb #0-248</u> - Administration
(August 17, 2020) | Modified ELA
Pilot/approval of |
|----|--|-----------------------------------|

To consider approval of a pilot high school ELA virtual curriculum for 2020-21.

Dr. Magdalena Gantias, Manager of the Office of Curriculum and Professional Learning, presented a modified pilot for high school English Language Arts for grades 9-12 entitled StudySync. She stated that the modified pilot was the result of an endorsement from middle schools that are currently implementing StudySync. The curriculum allows for lessons to be designed by teachers and is supported in a variety of languages. It is compatible with Clever, provides ongoing support, has over 1700 classics and categories and is interchangeable with print and digital.

Ms. Novick asked for information on who the teachers were that were involved in this decision.

Dr. Gantias stated that the decision was not the typical pilot process for choosing a curriculum. This modified pilot was chosen in part based on the fact that it has an online assessment option to assist in collecting data.

Ms. Novick asked for the cost of the program and Dr. Gantias stated that the cost of the program is \$256,500.

Superintendent Binienda stated that the money will come from the Foundation Budget's District Instructional Materials account.

Ms. Novick stated that while she was pleased to see a balance of diverse and women authors, she felt that as a district we are saying that this is what you should be using.

Ms. McCullough stated that she was happy that the district is looking at more diverse texts in this modified pilot.

Colleen Dyer, English Language Arts Liaison stated that teachers would be able to recommend a book to be taught and that monthly meetings would be held with department heads.

Mr. Monfredo stated that, although he has a problem with the cost, he would support the modified pilot for the benefit of the students.

Mr. Foley questioned the timing of the approval process and thought that spending the money this year and going to something different next year is an issue.

Miss Biancheria made the following motion:

Request that the Administration provide a report in January or February 2021 on:

- how the pilot is working
- what the challenges were and
- a list of authors

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

Mrs. Clancey asked how the teachers are being trained and supported with this curriculum.

Dr. Ganius stated that the publishing company is holding some dates for training with multiple sessions planned, contingent on the approval of the curriculum.

Ms. Novick asked when the district will know about next year's curriculum to which Superintendent Binienda replied May of 2021.

On a roll call of 6-1 (nay Ms. Novick) the item was approved.

Mayor Petty asked for an item to be placed on the August 27, 2020 agenda regarding the fall sports recommendations.

Superintendent Binienda stated that there will be an item on the agenda.

On a roll call of 7-0, the meeting was adjourned at 6:07 p.m.

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

VII. COMMUNICATION & PETITION
Clerk
(August 18, 2020)

ITEM - c&p #0-13
S.C. MEETING - 8-27-20

ITEM:

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains a copy of the petition.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

Racism Free WPS's Transforming WPS Demands

As current and former students of Worcester Public Schools (WPS), we bring forth to your immediate attention the following:

On July 18th, the Racism Free WPS page was made on Instagram, positioned as a platform where students, parents, and teachers alike could all submit anonymous testimonials of prejudice and discrimination within the Worcester Public Schools system. This page's intent was meant to validate the concerns and possible experiences of students during a time where conversations around racism in schools have sprung up nationwide, and push for policy changes that centered student needs in hopes of a better Worcester Public Schools education for all.

What began as a page intending to illuminate possible instances of racism within the WPS system grew to encompass all forms of discrimination including sexism, classism, homophobia, transphobia, xenophobia, and ableism. Hundreds of anonymous submissions flooded in over the next two weeks, illustrating pervasive problems of racial harassment, sexual assault committed towards students from peers and teachers, environmental hazards within the very school buildings students occupy, and more. Two thousand people now follow the account.

Yet, despite this outpour of public outrage, there has been no statement made by Worcester Public Schools or any attempt to reach out to the organizers behind Racism Free WPS. As such, we cannot stay silent. As students of Worcester Public Schools, we have each seen the ways in which inequality can rear its head in our educational experiences — whether as students of color, LGTBQ+ students, disabled students, immigrant students, low-income students, etc. As early as kindergarten, students have been subjected to unfair and unethical treatment from their peers, teachers, and administrators with little justice provided by Worcester Public Schools. Worcester Public Schools needs change, and it needs it immediately, especially during a time where a global pandemic and racial injustice further exacerbates the existing inequalities between students.

We, as Racism Free WPS, present the following demands for immediate attention and action from Worcester Public Schools' school committee and administration in goal setting for the next academic year, as just basic acknowledgement of these issues does not suffice.

1. COP-FREE SCHOOLS
2. RESTORATIVE JUSTICE FOR DISCIPLINED STUDENTS
3. INCLUSIVE DRESS POLICY
4. MANDATORY HEALTH AND CONSENT CLASSES
5. CULTURAL COMPETENCY TRAINING FOR FACULTY/STAFF
6. MENTAL HEALTH COMPETENCY TRAINING FOR FACULTY/STAFF
7. ETHNIC STUDIES CURRICULUM
8. DIVERSITY COUNSELORS
9. ENVIRONMENTAL ACTION AND TRANSPARENCY

1. COP FREE SCHOOLS

We demand for all Worcester Public Schools to be police-free and for the City of Worcester to reallocate the projected **\$861,309** from the 2020-2021 fiscal year budget originally meant for funding school resource officers towards supporting the programming listed in Demands 2-8. A report by the Justice Policy Institute found that schools with SROs have five times as many arrests more than schools without them “for disorderly conduct.” The Worcester Public Schools Strategic Plan for 2018-2023 states: “Experts increasingly highlight the disproportionate application of disciplinary measures to students from different racial and ethnic backgrounds...the application of discipline in the African-American, Latino, and Special Education populations deserves special consideration.” In line with the Strategic Plan, we demand for the removal of school resource officers from school campuses in order to immediately reduce the disproportionate application of discipline towards Black, Brown, and other marginalized youth.

We draw inspiration from Oakland Unified School District which has recently passed the [motion](#) to eliminate its schools’ police department and reallocate funding towards “student support positions such as school-based social workers, psychologists, restorative justice practitioners, or other mental or behavioral health professionals, as the budget supports, to meet the needs of students.”

Having police in our school is rather a recent phenomenon, developed in the 1990s during the Clinton Administration. The origins of SROs began with a program in Flint, Michigan to strengthen the ties between kids and police and escalated due to major school shooting incidents (like Columbine in 1999) and a heavily racialized concept of “juvenile superpredators” assigned to students of color. As school shootings continue to happen, there’s very little evidence that SROs actually make school safer. In a 2018 Washington Post [analysis](#), of nearly

200 gun violence on campus, SROs have only successfully intervened twice. Therefore, we demand for WPS to get rid of SROs and reallocate those funds elsewhere.

2. RESTORATIVE JUSTICE PRACTICES FOR DISCIPLINED STUDENTS

We demand that any student that is suspended for more than 10 consecutive dates receive educational services and continue to make academic progress, as continued educational services are legally required. We also demand that WPS follow the precedent set by Oakland Unified School District in using Restorative Justice when it comes to student misbehavior, a guided [process](#) which furthers the student's behavioral growth through Community Building, Restorative Processes, and Supported Re-Entry. These restorative practices would be employed by adjustment counselors (now additionally funded by the reallocated funding from the school department) and school administrators. Once established, restorative justice processes should replace current punitive punishments, such as in and out of school suspensions, which only serve to disrupt the education of students.

This demand follows the concerning disproportionate suspension data released by WPS. Statistics show in WPS that even though students of color make up 70% of the population they make up 80% of the students disciplined for non-violent behavior. While 3.1% of white youth have faced suspensions for non-violent, non-criminal and non-drug related behavior, this number skyrockets to a 11.4% suspension rate for Native American youth, 6.7% for Latinx youth, 6.6% for Multi-race Non Latinx youth, and 4.8% for Black youth. Furthermore, the suspension rate is 10.4% for students with disabilities and 6.1% for students who are economically disadvantaged.

3. INCLUSIVE DRESS POLICY

We demand that all Worcester Public Schools revise the existing dress code and model after the Seattle Public Schools [Inclusive Dress Policy](#), which solely requires students wear a top, bottom, and footwear, so long as clothing does not exhibit “private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment.” This dress code allows students to dress in a way that promotes a sense of individuality without over-policing, without removing students from classes and interfering with education time, and without body shaming.

Banning clothing that exposes body parts such as the midriff, cleavage, and lower back sexualizes student's bodies by creating a stigma around these body parts. No

student shall be labeled as a ‘distraction’, because no school environment should include a fear of body shaming. The dress code will not discriminate against racial/ethnic groups, gender identity, religion, sexual orientation, or body size/type. Any and all head coverings and hairstyles pertaining to one’s identities, will not be in violation of dress code. Head coverings and specific hairstyles are a part of different group cultures, therefore banning these attire increases marginalization of groups. Excessive disciplinary actions against students violating dress code will be limited as it is harmful to the student’s record, disrupts learning, and wastes school resources.

4. MANDATORY HEALTH AND CONSENT CLASSES

We require the implementation of **mandatory** health and consent classes for every student enrolled in Worcester Public Schools. This mandatory education must begin in elementary school and continue through high school, as children of all ages need to be exposed to effective education around these topics. The health and consent education provided to students must be free of all forms of oppression, including but not limited to: racism, sexism, homophobia, and transphobia.

- a. We demand that the consent education **must** be taught using the [affirmative consent model](#). We also call for the end of abstinence only sex education in Worcester Public Schools, as this has been proven time and again to be detrimental. Students who are not properly educated on STI and pregnancy prevention are at a higher risk of contracting an STI or becoming pregnant. We also demand that adequate education be provided around contraception methods and options including birth control and condoms, and emergency contraception such as Plan B and abortion.
- b. We demand the school committee to reconsider its stance on the implementation of the Making Proud Choices model of sex education. The way the discussion was handled around this in 2019 was incredibly dismissive of the program's proven merits and was struck from consideration before it even reached a public committee discussion due to former and current committee members’ morals and invoked religiosity as a main stopping point — as this is a public school district religion should not be a factor in these decisions. We demand that this program, Making Proud Choices, is publicly discussed at a committee meeting, based only on its educational and health benefits for the students of the Worcester Public Schools.
- c. We demand that all secondary schools provide condoms for free to ensure safe sex for their students. Teen birth rates in Worcester are higher than

the state average, and as a county, cases of sexually transmitted diseases are rising as well. Among these cases, teenage pregnancy has shown to have a higher rate within minorities than white students. Since this may be because of wealth disparity, we demand that condoms be provided in the nurse's office.

5. CULTURAL COMPETENCY TRAINING FOR FACULTY/STAFF

We demand that Worcester Public Schools mandate cultural competency training for all faculty and staff as biases permeate every level of the school system, and that this training be overseen and subject to input and shaping from current WPS students. This is evident in the disproportionate discipline rates for students of color within the Worcester Public Schools system and the myriad of unethical instances documented through the Racism Free WPS page. Competency training must be administered in a way that would educate faculty and staff on the issues of racism, sexism, homophobia, transphobia, xenophobia, classism and ableism.

We draw from the work of Minnesota Professional Educator Licensing and Standards Board (PELSB) in providing competency training and [mandating](#) that educators all be trained in cultural competency, and also draw from the [National Education Association's Diversity Toolkit](#) as a primer for the issues faced by marginalized students. Racism Free WPS would be more than willing to provide input on the implementation of a cultural competency training.

6. MENTAL HEALTH COMPETENCY TRAINING FOR FACULTY/STAFF

We demand for the competent mental health response training of WPS faculty and staff in order to ensure that students receive the help they deserve when they need help. Statistics show that 1 in 6 children in the United States suffer from a mental health disorder, with suicide being the 2nd leading cause of death in young people ages 15 to 24. The number of suicides in children ages 10-24 has increased by 56% in recent years. Another alarming fact is that 72% of children will witness a traumatic event before the age of 18. We demand that all educators be proficient at recognizing signs of psychological and emotional dysregulation for the age groups in which they teach. In addition, we demand there be an adequate number of dedicated, trained counselors in each school in the district. This will ensure that all students are able to receive help and guidance. The American School Counseling Association has recommended there be one counselor per 250 students. We demand that all Worcester Public Schools follow this recommendation, in order to ensure the mental well-being of WPS's staff as well.

We draw from the work of Mental Health Colorado’s School Mental Health [toolkit](#), and emphasize the importance of educators also having a trauma-informed understanding of mental health, given that students may be dealing with trauma from abusive households, violence in their neighborhoods, migrant trauma, and more — particularly as a majority of WPS’s students are of color and low-income.

7. ETHNIC STUDIES CURRICULUM

We demand for a mandatory Ethnic Studies (ES) curriculum to be adopted district-wide along with the teacher preparation and training necessary to allow Worcester Public Schools students to have an education that is culturally sustaining and liberating. Ethnic Studies is a discipline that teaches the histories and cultures of marginalized racial communities and the concepts of race and ethnicity. In order to adopt ES, WPS needs to expand funding to recruit, train its current educators, and support educators of color (from the community) whose teaching philosophies align with the values of Ethnic Studies. Finally, communities and students should have the power to lead the efforts to adopt ES into the WPS district.

Established in 1969, Ethnic Studies originated from student and community demand, stemming from Black Student Union, Third World Liberation Front and the communities at San Francisco State University, and was created in response to a lack of ethnic history in the dominant canon. Today, it has evolved into a globally recognized field that places marginalized voices at the center to interrogate “power and how it articulates around the axes of race and ethnicity, gender, sexuality, class, and nation.” (Okiihiro, 2010) Ethnic Studies is not just a celebration of cultural diversity or multiculturalism; it further exists to analyze how our communities are impacted by systems of oppression and power. At its core, Ethnic Studies, recognizes that institutionalized racism exists in the ways we learn and use knowledge. Rather than conforming to the oversights and inaccuracies in Euro-American curricula, Ethnic Studies places marginalized voices at the center of its goal and interrogates power, race/racism and its intersections.

8. DIVERSITY COUNSELORS

We demand that Worcester Public Schools set into motion a long-term plan to hire permanent diversity counselor positions for each high school tasked with responding specifically to the needs that arise psychologically, physically, and emotionally for youth

of color and other marginalized youth. Such a position is crucial for the well-being of marginalized youth.

9. ENVIRONMENTAL ACTION AND TRANSPARENCY

We demand that Worcester Public Schools employ more clear and transparent plan of action in response to the elevated levels of lead and/or copper in the drinking water and the existence of PCBs and Asbestos-containing materials at every Worcester Public School afflicted, informing parents, teachers, and students through communication sent home at every step of the way.

While we recognize the WPS's current and long-term actions in order to minimize environmental hazard and risk, explicit transparency on what is being done through communications sent home to students and parents is crucial in order for families to be aware of what hazards may still remain.

X. GENERAL BUSINESS
Administration/Miss Biancheria/Ms. Novick
(August 19, 2020)

CURRENT ITEM - gb #0-138.4
S.C. MEETING - 8-27-20

1ST ITEM	gb #0-138	S.C. MTG. 4-16-20
2ND ITEM	gb #0-138.1	S.C. MTG. 6-4-20
3 RD ITEM	gb #0-138.2	S.C. MTG. 6-18-20
4 TH ITEM	gb #0-138.3	S.C. MTG. 7-16-20
5 TH ITEM	gb #0138.4	S.C. MTG. 8-27-20

ITEM:

Response of the Administration to the following motions from the FY21 Budget:

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

Response of the Administration to the request to provide a detailed report on legal costs and categories for services rendered for each firm.

500146-92000 Building Utilities

Request that the Administration provide the eleven locations of the solar panels.

ORIGINAL ITEM: Administration (April 6, 2020)

To set the dates for the FY21 Budget Hearings.

PRIOR ACTION:

- 6-4-20 - 500146-92000 Building Utilities
Miss Biancheria made the following motion:
Request that the Administration provide the eleven locations of the solar panels.
On a roll call of 7-0, the motion was approved.
- 6-18-20 - 500130-92000 Personal Services (Non Salary)
500130-96000
Ms. Novick made the following motion:
Request that the Administration provide a detailed report on legal costs and categories for services rendered for each firm.
On a roll call of 6-0-1 (absent Mayor Petty), the motion was approved.
500152-92000 Facilities Department Non-Salary

BACKUP:

Annex A (2 page) contains a copy of the Administration's response to the above motions.

RECOMMENDATION OF MAKER:
RECOMMENDATION OF ADMINISTRATION:

File the motion relative to the FY21 Budget.

WORCESTER PUBLIC SCHOOLS SUMMARY OF LEGAL COSTS FY2020

Law Offices of Sean P. Sweeney, PC¹

Environmental Issues	\$1,712
Arbitrations	\$56,830
Grievances	\$6,235
Unfair Labor Practice Charges	\$15,163
MCAD Cases	\$24,312
Litigation	\$31,663
Negotiations	\$64,358
Other Personnel Matters	<u>\$39,324</u>
Total	\$239,596

Murphy, Lamere and Murphy, PC¹

Student Assessment/Evaluation/Placement	\$148,278
504 Manual	\$3,215
ELL Services	\$10,506
Vaping	\$595
Discipline	\$3,009
Data Sharing Agreements	\$2,975
Homeschooling	\$9,962
Records Requests	\$16,711
Miscellaneous / Site-Based Topics	<u>\$51,429</u>
Total	\$246,680

Other Legal Costs

Arbitration Costs / Fees	\$22,426
Legal Settlements	<u>\$20,000</u>
Total Legal Costs	<u><u>\$528,702</u></u>

¹ Categories below based on categories listed on invoices. Personally identifiable cases and other various work added to the miscellaneous or other personnel matters categories.

WORCESTER PUBLIC SCHOOLS

LOCATION OF SOLAR ARRAYS AND APPLIED NET METERING CREDITS

Schools with solar arrays

- Belmont Street School¹ – approximate 242 kW annual savings
- Burncoat High School¹ – approximate 318 kW annual savings
- Chandler Magnet School¹ – approximate 108 kW annual savings
- Forest Grove Middle School¹ – approximate 106 kW annual savings
- Nelson Place School² – approximate 345 kW annual savings
- North High School^{1,2} – approximate 115 kW annual savings
- Norrback Avenue School¹ – approximate 71 kW annual savings
- Roosevelt Elementary School¹ – approximate 150 kW annual savings
- Sullivan Middle Parking¹ – approximate 604 kW annual savings
- Worcester Technical High School¹ – approximate 256 kW annual savings

¹ Schools with solar arrays through City of Worcester ESCo program. These solar arrays produced 1.7 million kWh during FY20. The WPS funds the debt service to the City of Worcester for these solar arrays equal to the supply rate of electricity (\$159,392) and retained the remaining savings (equal to the delivery rate of electricity) \$86,824. The annual budget reflects these estimated savings.

² Schools with solar arrays through MSBA construction projects.

Schools with net metering credits from former city landfill solar arrays

For FY20, WPS received approximately \$1,271,765 in net metering credits that have been applied across 12 schools, of which WPS paid the City of Worcester \$1,017,412 with the remaining \$254,353 savings retained by the WPS.

- Belmont Street School – allocated 4% of the savings
- Burncoat High School – allocated 5% of the savings
- Claremont/Woodland Academies – allocated 7% of the savings
- Doherty High School – allocated 6% of the savings
- Durkin Administration Building – allocated 6% of the savings
- Forest Grove Middle School – allocated 6% of the savings
- Norrback Avenue School – allocated 5% of the savings
- North High School – allocated 15% of the savings
- Quinsigamond Elementary School – allocated 6% of the savings
- Roosevelt Elementary School – allocated 4% of the savings
- Worcester Technical High School (Buildings A-D) – allocated 27% of the savings
- Worcester Technical High School (Building E) – allocated 9% of the savings

X. GENERAL BUSINESS
Administration/Mr. Monfredo/Miss Biancheria/
Mrs. Clancey/Mr. Foley/Ms. McCullough/
Ms. Novick
(August 18, 2020)

CURRENT ITEM - gb #0-200.1
S.C. MEETING - 8-27-20

1ST ITEM gb #0-200 S.C.MTG. 6-18-20
2ND ITEM gb #0-200.1 S.C.MTG. 8-27-20

ITEM:

Response of the Administration to the request to work with the community (social agencies and inner-faith groups) to reach out to parents about signing up for pre-school and kindergarten classes for the 2020-21 school year.

ORIGINAL ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Ms. Novick (June 1, 2020)

Request that the Administration work with the community (social agencies and inner-faith groups) to reach out to parents about signing up for pre-school and kindergarten classes for the 2020-21 school year.

PRIOR ACTION:

6-18-20 - On a roll call of 7-0, the item was referred to the Administration for a report in August 2020.

BACKUP:

Annex A (4 pages) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

This summer, information on online registration for students new to the Worcester Public Schools was sent to a variety of local social agencies and faith based groups. Attached are: the email sent, a list the agencies contacted, and the information in the various languages.

South Worcester Neighborhood 508-757-8344
Ron Charette RChar_e2625@aol.com
Rochelle Appiah rochelleapl@verizon.net

Pleasant Street Neighborhood Network Center 508-754-7793
Emily Linhares elinhares@psnnc.org

Friendly House 508-755-4362
Gordon Hargrove ghargrove@friendlyhousema.org

Boys/Girls Club 508-754-2686
Liz Hamilton info@bqcworchester.org

Quinsigamond Village Community Center 508-755-7481
Michael Hickey mhickey@quinsigamondvillage.com

Pernet Family Health Services 508-755-1228
Sheilah Dooley sdooley@pernetfamilyhealth.org

Guild of St. Agnes
Margaret Madaus mmadaus@guildofstagnes.org

Big Brother/Big Sister
Jeffrey Chin Jeffrey.chin@bbbscm.org

YWCA
Linda Cavaioli lcavaioli@ywcacentralmass.org

Rainbow Child Development
Joyce Rowell jrowell@rainbowcdc.com

Worcester Community Connections Coalition with YOU, Inc.
Anne Bureau abureau@worcesterccc.org

Family Health Center of Worcester
Susan Sleigh susan.sleigh@fhcw.org

Edward Kennedy Health Center
Courtney Pelley info@kennedychc.org

Worcester Recreation
Letisha Amuwo amuwol@worcesterma.gov

ORGANIZATION	NAME	EMAIL	PHONE
African Community Education (ACE)	Amy Corneliussen	acorneliussen@acechildren.org	508-459-2284
African Community Education (ACE)	Regina Engel	rengel@acechildren.org	508-459-2284
Ascentria Care Alliance	Naomi Ingram	ningram@ascentrai.org	774-243-3900
Centro Cristiano Betesda	Mauricio Ramirez	churchccb@gmail.com	508-868-6531
Centro de Adoracion Vida Nueva	William Almeyda	walmeydajr@gmail.com	508-333-2151
Cultural Exchange Through SoccerCETS	Cassie Giardina	cetsworchester@gmail.com	
Cultural Exchange Through SoccerCETS	Laura Suroviak	lmeaghan@gmail.com	
Family Services of Central MA	Joanne Gravell	jgravell@cccfcsm.org	508-756-4646
Iglesia Comunidad de Fe	Neftali Rivera	gastorsnrr@gmail.com	860-539-3846
Iglesia Ebenezer	Ixotei Tatersaii-Macaner	iten88@gmail.com	508-723-4039
Latino Education Institute (LEI)	Hilda Ramirez	hramirez@worchester.edu	508-798-6508
Ministerios La Trinidad	Oscar Amparo	oscaram12aro@hotmail.com	508-826-5669
Saint Paul	Diacono Frank Lizardo	filizardo@yahoo.com	508-400-8094
Southeast Asian Coalition (SEAC)	Anh V. Sawyer	avsawyer@seacma.org	508-791-4373
Southeast Asian Coalition (SEAC)	Lina Nguyen	linanguyen@seacma.org	508-791-4373
Southeast Asian Coalition (SEAC)	Thu Nguyen	thunguyen@seacma.org	508-791-4373
Worcester Refugee Assistance Project (WRAP)	Lesla Mcwalters	lesa@worcesterrefugees.org	774-276-1602

**Email was Sent on behalf of Dr. Susan O'Neil, Deputy Superintendent of the
Worcester Public Schools Tue, Aug 4, 2020 at 9:56 AM**

Worcester Public Schools Online Registration Process

Good Morning Community Partners,

Under the current conditions, we are concerned that parents new to the city or with a child coming of school age, may not be aware of how to register their children for school.

Registration is online or by calling the WPS Parent Information Center (PIC) at 508-799-3194, 508-799-3068, 508-799-3069, 508-799-3299. There is a language interpretation line available for PIC staff to use with families as needed. As needed, the PIC staff will be making appointments with parents soon.

Below please find translated information to share with families. We would greatly appreciate your assistance in making parents aware of the need and process to register students who are new to the city or coming of age for schooling.

All children turning 5 years old by December 31, 2020 are eligible for kindergarten.

Children turning 4 by December 31, 2020 are eligible to apply for an open slot in the preschool lottery for typically developing students.

I am happy to share that Sue Obera will be the Student Assignment Officer of PIC and Mark Berthiaume has agreed to delay the start of his retirement to help us through this busy time. They may be reached at 508-799-3194.

While we are still in the process of developing and finalizing the school reopening plans with the school committee, families, staff and the Department of Education, families who are not registered will not receive communications from the school district.

We greatly appreciate your help in getting the information on the registration process out to families new to our school system

Sincerely,

Susan O'Neil, Ph.D. Deputy Superintendent Worcester Public Schools 508-799-3018

(Sent out in 9 languages)

Worcester Public Schools Registration Process for School Year 20-21

The Worcester Public Schools offers an online registration process to register all students entering the Worcester Public Schools. To register your child online, please visit worcesterschools.org/enroll and follow the instructions and upload the necessary documents requested.

To register your child for school you will need the following documents:

- **Proof of child's birth (birth certificate or passport)**
- **Updated immunization record**
 - The latest transcript or report card if applicable
- **Individual Educational Plan (IEP) if applicable**
- **Proof of Worcester residency (one of the following is acceptable: mortgage, lease, utility bill or shelter letter)**

Please note that children entering kindergarten must be five years old (born 2015) by December 31st.

The Worcester Public Schools does offer PRK classes in selected schools. Please call 508-799-3194 for additional information regarding PRK openings.

If you need additional assistance, please call 508-799-3194, 508-799-3068, 508-799-3069 or 508-799-3299

X. GENERAL BUSINESS
Administration/Mayor Petty/
Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(August 20, 2020)

CURRENT ITEM - gb #0-218.2
S.C. MEETING - 8-27-20

ITEM:

Response of the Administration to the following motions that the Administration:

- partner with neighborhood centers in order to get the information out to parents.
- provide an update on the Chromebook funding and distribution.
- survey parents in order to assess their level of comfort with computers when helping their child/ren.
- consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.

ORIGINAL ITEM: Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick (June 26, 2020)

To consider plans for the reopening of schools.

PRIOR ACTION:

- 7-2-20 - (Considered with gb#0-214.1 and gb#0-219)
Superintendent Binienda outlined the School Reopening Activities List by discussing the following:
- Facilities
 - Transportation
 - Nutrition
 - District Administration and
 - COVID-19 Training
- (Continued on page 2.)**

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

PRIOR ACTION (continued)

7-2-20 (continued) The facilities reopening plan starts with the creating of templates of classrooms in order for principals to assess how many students can fit in a classroom. All furniture has to be removed from the classroom and only the teacher's desk and students' desks and chairs may remain. The summer cleaning, needed PPE and cleaning schedules are also part of the facilities plan. Superintendent Binienda, Mr. Pezzella, Mr. Bedard and Mr. Allen met to evaluate the plan for plexiglass barriers starting with the Parent Information Center.

Transportation plans will be determined once there is guidance from DESE. Superintendent Binienda stated that a survey will be sent out to find out exactly how many parents are planning to send their children back to school. It is imperative that parents answer this survey which will be translated into eight languages. A video is being developed that will explain, in the eight languages, the importance of answering the survey. The Administration will be working with community agencies to help get the message out to all families.

The Nutrition plan will be determined by the decision to return full time or the implementation of the hybrid model.

The Administration is evaluating whether to continue to rent out building space and/or have outside programs in WPS buildings.

The COVID-19 Training has begun with videos presented to custodians and staff. There is also an email address established for families, the public and WPS staff to submit questions or concerns regarding the reopening of school. The email address is COVID-19@worcesterschools.net.

The Superintendent read the names of the chairs of the Working Group Committees and encouraged School Committee members and parents to join the groups.

She stressed that the Administration has to look at all three models for reopening in order to submit its findings to the Commissioner by the first week of August.

The last backup that was presented focused on the Learning Accelerator and Ariadne Labs which is working in partnership with the One 8 Foundation. Eight districts were invited to participate in the project which will focus on working with faculty, parents and community groups to develop best practices for the safe reopening of school for students and staff. One elementary, one middle and one high school will participate. Mayor Petty suggested focusing on the hybrid model as much as possible and still submit the results of the other models to DESE.

PRIOR ACTION (continued)

7-2-20 - Ms. McCullough agreed that the hybrid model should be the focus.
(continued) She asked for clarification on the plexiglass barriers to which Mr. Pezzella detailed two different models, one being a stand-alone station and the other a hanging model. She also asked for information regarding technology training for parents to which Superintendent Binienda stated that it was a question that is contained in the survey. Mayor Petty stated that he has spoken to churches and interfaith groups who are willing to volunteer to assist in getting the survey completed by families. Ms. McCullough also suggested that next year's student representatives be involved in providing their feedback. Ms. Novick stated that she believes that with the conditions of the schools, the HVAC issues and space, that it would be impossible to have 25,000 students return to school. Superintendent Binienda reiterated that she has to prove that statement to the Commissioner. Ms. Novick suggested that the groups that the Superintendent assembled also include a representation of all nationalities and languages and that translators be available for those groups. Ms. Novick made the following motion:
Request that the Administration contact the Diocese of Worcester to enlist their help in reaching parents.
On a roll call of 7-0, the motion was approved.
Mr. Monfredo was also in favor of a hybrid model but was concerned how the model will impact Pre-k to Grade 3 students as well as ELL students. Mr. Foley agreed that focusing on the hybrid model should be the goal. He stated that it is a daunting task to have all of this information compiled and decision making done in 7 weeks. Mrs. Clancey suggested reaching out to the EAW as we move forward with any recommendations. She also spoke to the need to focus on the Special Education population in an effort to keep all families involved. Miss Biancheria made the following motions:
Request that the Administration partner with neighborhood centers in order to get the information out to parents.
Request that the Administration provide an update on the Chromebook funding and distribution.
Request that the Administration survey parents in order to assess their level of comfort with computers when helping their child/ren.

PRIOR ACTION (continued)

- 7-2-20 - Request that the Administration consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.
(continued) On a roll call of 7-0, the motions were approved.
Mayor Petty made the following motion:
Request that the Administration provide any updates on reopening on the website.
Mayor Petty and Ms. Novick made the following motion:
Request that the Administration focus on the hybrid model.
On a roll call of 7-0, the motions were approved.
Mayor Petty asked that any updates be presented at the July 16, 2020 meeting.
- 7-16-20 - Mr. Foley made the following motion:
Request that the item be held to receive more information at the end of August.
On a roll call of 7-0, the motion was approved.
On a roll call of 7-0, the item was held for a report at the end of August.

Response

- ***Partner with neighborhood centers to get the information out to parents***

WPS continues to use neighborhood centers and local agencies to get information to our parents. The most updated list appears as backup in item gb #0-200.

- ***Provide an update on the Chromebook funding and distribution***

Grants continue to fund purchases:

\$2.2 million in CARES/ESSER funds have been budgeted for Chromebooks

\$90,315 in Targeted Assistance grant funds were reallocated to Chromebooks

\$1.46 million is proposed for Chromebook use in the pending Remote Learning Technology Essentials grant

Combined the above funding should cover the costs of over 14,000 Chromebooks

WEDF continues to seek donations from funders.

The general fund purchase was with last year funds. No new general fund dollars are included, at this point, for Chromebook purchases.

Principals are working to coordinate distribution of Chromebooks, ipads (prek-K) and hotspots to their students. This is happening at some schools now and will happen at all schools within the next weeks prior to the September 15 opening.

Students transitioning to grade 7 or 9 who received a Chromebook are expected to continue to use that device.

With the order delayed into October 2020, we are taking Chromebooks donated to schools. An inventory last week indicated there will be enough to meet the needs of most of our families. We will replace the donated Chromebooks when the orders come in.

- ***Survey parents in order to assess their level of comfort with computers when helping their child/ren.***

Surveys from fall 2019 and over the shutdown spring and summer, as well as emails and calls, indicate parents have varied levels of familiarity and comfort with technology and their child's remote learning. As a result, the district is developing a "Caregivers Tech Academy" with the support and input of a committee. Committee members included WPS employees from different departments, students and community members. The program is being translated by humans, not google translate, into seven (7) languages. In addition, there will be live webinars and live drop in sessions on different topics by WPS iteachers. The schedule is being developed:

<https://sites.google.com/worcesterschools.net/caregiverstechacademy/english/trainings>

The development team is also working with individual agencies on train the trainer sessions. Outreach has been happening with the support of the United Way Worcester Together.

There is a community meeting for anyone interested to learn about the site and dissemination plan Wednesday, August 26 at 2pm. The district will continuously collect feedback from parents through surveys, forums, and specific feedback on the “Caregiver Academy” to assess parent technology needs and the effectiveness of various district activities.

- *Consider the hours of teaching in order to provide evening and after school classes to those at-risk students who work during school time.*

The need for provision of evening and after school classes to at risk students is recognized. A DESE grant for Saturday and school vacation support for at risk grade 9-12 students has been received and is before the school committee for approval. WPS is also currently working with Worcester Together and area colleges to develop a tutoring support program for students. Given the current uncertainty with the budget, the goal is to leverage available resources.

X. GENERAL BUSINESS
Administration/Mr. Monfredo/
Miss Biancheria/Mrs. Clancey/
Mr. Foley/Ms. McCullough/Ms. Novick
(July 30, 2020)

CURRENT ITEM - gb #0-221.1
S.C. MEETING - 8-27-20

1ST ITEM gb #0-221 S.C.MTG. 7-16-20
2ND ITEM gb #0-221.1 S.C.MTG. 8-27-20

ITEM:

Response of the Administration to the request to provide an update on the number of IEP students that:

- have extended school year services
- receive remote services at school or at home during the summer

ORIGINAL ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Ms. Novick (June 21, 2020)

Request that the Administration provide an update on the number of IEP students that:

- have extended school year services
- receive remote services at school or at home during the summer

PRIOR ACTION:

7-16-20 - On a roll all of 7-0, the item was referred to the Administration.

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

ENROLLMENT OF SWD & EXTENDED SCHOOL YEAR SERVICES (ESY) – JULY 2020

Note: After July Roll-Over for 2020-2021- Does not include students placed yet in 2K

LEVELS	ENROLLMENT #'S	# SWD	Total	SWD %
Pre-K	417	211	628	33.60%
ES	10251	2618	12869	20.34%
MS	2932	818	3750	21.81%
HS	5971	1701	7672	22.17%
Post-Sec (Transition)		50	50	100.00%
Total # of Enrollment	19571	5398	24969	21.62%

TOTAL # OF IEP SWD WHO ARE ELIGIBLE FOR ESY = 887
TOTAL # OF ENROLLED IN ESY SERVICES = 372

SWD - Enrollment numbers as of July 13th

PreK Total = 9

DEAF&HARD OF HEARING = 1
 LIFESKILLS PreK = 8

Elementary Total= 251

ACT PUBLIC DAY= 19
 AUTISM LIFESKILLS = 2
 AUTISM SAIL = 107
 DEAF & HARD OF HEARING = 12
 ITINERANT SPEECH & LD = 43
 LIFESKILLS = 7
 STEP = 17
 TRANSITIONAL LIFESKILLS = 4

Secondary Total = 93

AUTISM COAST- 28
 AUTISM LIFESKILLS=10
 LIFESKILLS= 45
 ITINIERANT SPEECH & LD = 9
 STEP = 1

ST CASIMIRS PUBLIC DAY =

Post-Secondary

TRANSITION PROGRAM = 19

X. GENERAL BUSINESS
Administration/Mrs. Clancey/
Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(August 19, 2020)

CURRENT ITEM - gb #0-227.1
S.C. MEETING - 8-27-20

1ST ITEM gb #0-227 S.C.MTG. 7-16-20
2ND ITEM gb #0-227.1 S.C.MTG. 8-27-20

ITEM:

Response of the Administration to the request to provide an update on the district's plans to conduct kindergarten screening for the start of the 2020-21 school year.

ORIGINAL ITEM: Mrs. Clancey/Miss Biancheria/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick (July 1, 2020)

Request that the Administration provide an update on the district's plans to conduct kindergarten screening for the start of the 2020-21 school year.

PRIOR ACTION:

7-16-20 - Mrs. Clancey stated that it will be a very anxious time, during the COVID-19 pandemic, for parents whose child will be attending school for the first time and would like to know what is being done to ease the parents' concerns.
Mr. Monfredo asked if the Administration reached out to social agencies and interfaith groups asking them to reach out to parents about signing up for kindergarten. **(Continued on page 2.)**

BACKUP:

Annex A (30 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

PRIOR ACTION (continued)

7-16-20 - Dr. O'Neil stated that the Administration will provide a report on (continued) the plans, how many students are signed up to start kindergarten and the response from the community groups. She also stated that Mrs. Melendez and community groups will provide information to parents about the online registration for their child. Mr. Foley asked if the Administration has reaching out to parents regarding signing their child/ren up for preschool. Superintendent Binienda stated the Administration is meeting with Ms. Kuczka and that due to the pandemic, parents are not sending their child/ren to preschool resulting in a drop in attendance. Miss Biancheria stated that the Administration can advertise for student to attend preschools knowing that the parents are reluctant to send their child/ren to preschool during the pandemic. On a roll call of 7-0, the item was referred to the Administration.

The district has historically administered the Early Screening inventory-K (ESI-K) as a developmental screener to students entering kindergarten. It involves a parent survey and a 15-20 minute assessment with students using manipulatives.

Because of the current environment for schooling as we open, this year WPS kindergarten students will be screened using Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2). (<https://agesandstages.com/products-pricing/asqse-2/>).

Administration will be after a few weeks of schooling when teachers and caregivers have been able to begin to establish a relationship. Administration will be done through a parent interview with the form and the language line available. The information gives a parent/guardian perspective and can inform the support needed for the successful transition to school for both students and caregivers.



Ages & Stages
Questionnaires®

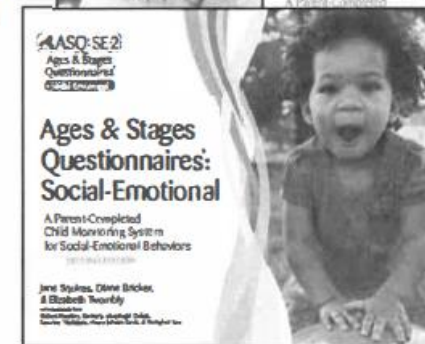
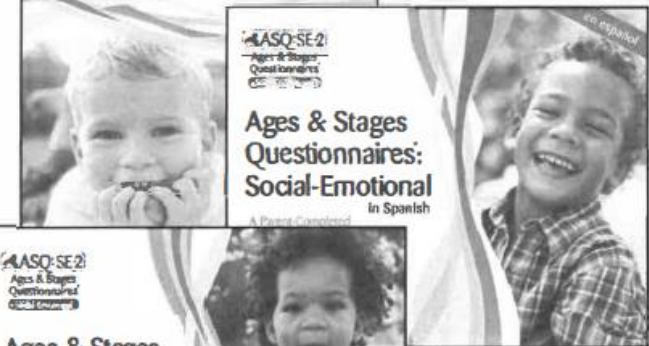
Social-Emotional

SECOND EDITION

An Introduction to ASQ®:SE-2

What is ASQ:SE-2?

- Parent-completed questionnaires that reliably identify young children at risk for social or emotional difficulties.
- Screens 7 key behavioral areas—self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people



The 7 Key Behavioral Areas

- **Self Regulation:** The child's ability to calm or settle down or adjust to physiological or environmental conditions or stimulation.
- **Compliance:** The child's ability or willingness to conform to the direction of others and follow rules.
- **Adaptive Functioning:** The child's success or ability to cope with physiological needs.
- **Autonomy:** The child's ability or willingness to self-initiate or respond without guidance.
- **Affect:** The child's ability to demonstrate his or her own feelings and empathy for others.
- **Social-Communication:** The child's ability to interact with others by responding or initiating verbal or nonverbal signals.
- **Interaction with People:** The child's ability to respond or initiate social responses to parents, other adults, or peers.

How was ASQ:SE-2 developed?

- Developed as a complement to ASQ, developmental screening tool
- Work started in 1995 at University of Oregon
- Authors reviewed other standardized tests and studied the literature extensively
- First edition published in 2001; second edition published in 2015

What's New for the 2nd Edition

- 2 month questionnaire to screen infants as young as 1 month
- Expanded age range so you can screen children from 1–72 months
- New data and cutoffs based on updated research on more than 14,000 diverse children
- Monitoring zone cutoff that clearly identifies children close to the cutoff
- Quick Start Guide to help users implement ASQ:SE-2 accurately and effectively
- New behavior and communication items designed to elicit parent concerns that may point to autism and early communication issues

Why Choose ASQ:SE-2?

- Easy-to-use tool with deep, exclusive focus on children's social and emotional behavior
- Allows professionals to quickly recognize young children at risk for social or emotional difficulties
- Identifies behaviors of concern to caregivers
- Identifies any need for further assessment
- Cost-effective, parent/caregiver-completed, photocopiable, and culturally sensitive


Features of ASQ:SE-2

- 2-, 6-, 12-, 18-, 24-, 30-, 36-, 48-, and 60-month intervals
- Available in English, Spanish, and French
- Competence and problem behaviors targeted
- Externalizing and internalizing behaviors targeted

Screen with ASQ:SE-2


- **Step 1: Complete the questionnaire**
 - Each questionnaire has approximately 30 simply worded items
 - Parents answer “often or always,” “sometimes,” or “rarely or never”
- **Step 2: Score the questionnaire**
 - Scoring takes just 2–3 minutes
- **Step 3: Share the results**
 - Scores falling above empirically-derived cutoff points mean child should be referred for assessment

Sample 24 Month – cover sheet



24 Month Questionnaire

21 months 0 days through 26 months 30 days



Date ASQ:SE-2 is completed: 3/30/15

Child's information

Child's first name: Luke Child's middle initial: K Child's last name: Jones

Child's date of birth: 2/23/13

Child's gender: Male Female

Person filling out questionnaire

First name: Lucy Middle initial: K Last name: Jones

Street address: 20 First Street

City: Baltimore State/province: MD ZIP/postal code: 21230

Country: United States Home telephone number: 410-888-5679 Other telephone number: _____

E-mail address: Lucy.Jones@email.com

Relationship to child: Parent Guardian Teacher Other: _____

Grandparent/other relative Foster parent Child care provider


People assisting in questionnaire completion: _____

Program information (For program use only)

Child ID #: <u>13235457679891384</u>	Age at administration in months and days: <u>25 months, 7 days</u>
Program ID #: <u>243465687819213</u>	
Program name: <u>Charm City Child Care</u>	

P201240000 Ages & Stages Questionnaire with Social Communication, Second Edition (ASQ:SE-2), by Squires, Goldsmith, & Tomchek
Copyright © 2015 by Paul H. Brookes Publishing Co., Inc. All rights reserved.


Sample 24 Month – questions page

24 Month QUESTIONNAIRE 24 months 0 days through 24 months 30 days 

Questions about behaviors children may have are listed on the following pages. Please read each question carefully and check the box that best describes your child's behavior. Also, check the circle if the behavior is a concern.

Important Points to Remember:

- For questions that are not specific, answer based on what you know about your child's behavior.
- Answer questions based on your child's usual behavior, not behavior when your child is sick, very tired, or hungry.
- Caregivers who know the child well and spend more than 15-20 hours per week with the child should complete ASQ:SE-2.
- Please return this questionnaire by: _____
- If you have any questions or concerns about your child or about this questionnaire, contact: _____
- Thank you and please look forward to filling out another ASQ:SE-2 in _____ months.

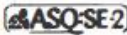
	OTHER ANSWER	NEUTRAL	SOME HOW	CHECK IF THE IS A CONCERN	
1. Does your child look at you when you talk to him?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>0</u>
2. Does your child seem too friendly with strangers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>0</u>
3. Does your child laugh or smile when you play with her?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>0</u>
4. Is your child's body relaxed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>0</u>
5. When you leave, does your child stay upset and cry for more than an hour? 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>10</u>
6. Does your child greet or say hello to familiar adults?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>5</u>
7. Does your child like to be hugged or cuddled?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>0</u>
8. When upset, can your child calm down within 15 minutes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>0</u>

TOTAL POINTS ON PAGE **15**

P201240100 Ages & Stages Questionnaires® Social-Emotional, Second Edition (ASQ:SE-2®), by Paul H. Brookes Publishing Co., Inc. Copyright © 2018 by Paul H. Brookes Publishing Co. All rights reserved. Page 1 of 5

Sample 24 Month – overall questions

ANNEX A
gb #0-227.1
Page 12

24 Month Questionnaire 

OVERALL Use the space below for additional comments.

32. Do you have concerns about your child's eating or sleeping behaviors? If yes, please explain: YES NO

33. Does anything about your child worry you? If yes, please explain: YES NO


34. What do you enjoy about your child?

P201240500 Ages & Stages Questionnaires® Social Communication Short Form (ASQ:SE-2™), Spitzer, Nelson, & Tomich
© 2015 Paul H. Brookes Publishing Co., Inc. All rights reserved. page 5 of 5

Sample 24 Month – Information Summary

24 Month Information Summary

21 months 0 days through 24 months 30 days




Child's name: **Luke K. Jones** Date ASQ:SE-2 completed: **3/30/15**
 Child's ID #: **13235457679891384** Child's date of birth: **2/23/13**
 Person who completed ASQ:SE-2: **Mother** Child's age in months and days: **25 months, 7 days**
 Administering program/provider: **Charm City Child Care** Child's gender: Male Female

1. ASQ:SE-2 SCORING CHART

- Score items (Z = 0, V = 5, K = 10, Concern = 5)
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

TOTAL PLOTS CHANGE 1	15		
TOTAL PLOTS CHANGE 2	5		
TOTAL PLOTS CHANGE 3	5		
TOTAL PLOTS CHANGE 4	15		
Total score	40	65	40

2. ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.



The child's total score is in the **near normal** area. It is below the cutoff. Social-emotional development appears to be on schedule.

The child's total score is in the **borderline** area. It is close to the cutoff. Review behaviors of concern and monitor.

The child's total score is in the **concern** area. It is above the cutoff. Further assessment with a professional may be needed.

3. OVERALL RESPONSES AND CONCERNS: Record responses and transfer parent/caregiver comments. YES responses require follow-up.

31. Any concerns raised on scored items? YES no Comments:

32. Eating/sleeping on schedule? YES no Comments:

33. Other worried? YES no Comments: **Adapting to new situations**

4. FOLLOW-UP REFERRAL CONSIDERATION: Mark all as Yes, No, or Unsure (U, N, U). See pages 000-000 in the ASQ:SE-2 User's Guide.

Setting/time factors: Is the child's behavior the same at home as at school? Have there been any stressful events in the child's life recently?

Developmental factors: Is the child's behavior related to a developmental stage or delay?

Health factors: Is the child's behavior related to health or biological factors?

Family/cultural factors: Is the child's behavior acceptable given the child's cultural or family context?

Parent/caregiver: Did the parent/caregiver express any concerns about the child's behavior?

5. FOLLOW-UP ACTION: Check all that apply.

Provide activities and resources in ___ months.

Share results with primary health care provider.

Provide parent education materials.

Provide information about available parenting classes or support groups.

Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher): _____

Administer developmental screening.

Refer to early intervention/early childhood special education.

Refer for social-emotional, behavioral, or mental health evaluation.

Other: _____

P201240600 Ages & Stages Questionnaires®, Social-Emotional Screening Edition (ASQ:SE-2), by Stephen Bridges and Timothy Shaffer. Copyright © 2012 by Paul H. Brookes Publishing Co. All rights reserved.

Scoring the ASQ:SE-2

<i>Answer Options</i>	<i>Points</i>
Often or Always	0 or 10
Sometimes	5
Rarely or Never	0 or 10
Is this a concern?	Yes = 5

(Discreet scoring code next to answer boxes for the items on the questionnaires: $x = 10$, $v = 5$, $z = 0$)

- Scores falling above empirically-derived cutoff points mean the child should be referred for further assessment

Technical Data

- Investigated with more than 14,074 children; the sample mirrors the U.S. population in terms of race/ethnicity and includes all socio-economic groups
- Reliability
 - Test-retest: .89 (excellent)
 - Internal consistency: .84 (excellent)
- Validity
 - Investigated with more than 2,800 children.
 - .83 (excellent)
- Sensitivity
 - .81 (excellent)
- Specificity
 - .83 (excellent)



ANNEX A
gb #0-227.1
Page 16



Ages & Stages
Questionnaires®

Social-Emotional

SECOND EDITION

ASQ:SE-2 Family of Products

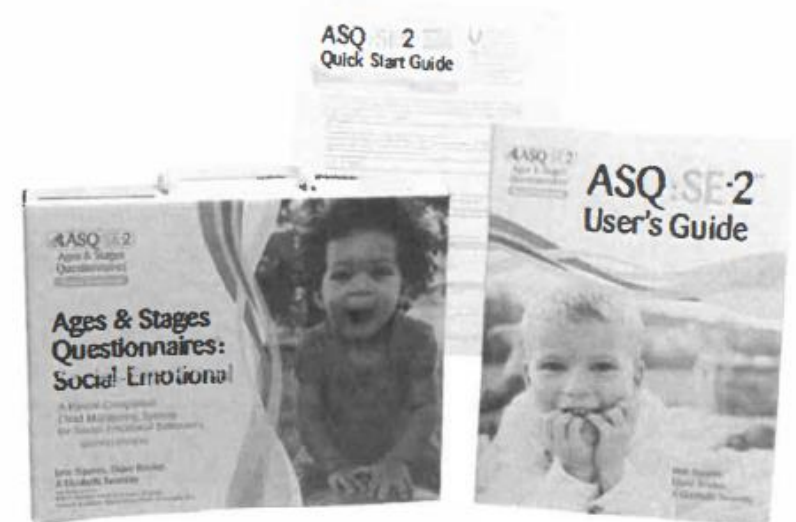
ASQ[®]:SE-2 Starter Kit

Includes

- Box of 9 photocopiable paper masters of the questionnaires and scoring sheets and CD-ROM with printable PDF questionnaires
- User's Guide
- Quick Start Guide

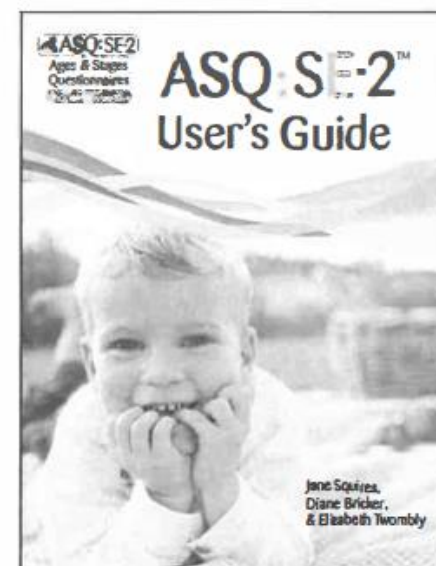
Set with Questionnaires in English
US \$295.00 • 2015 • Stock Number: 79611

Set with Questionnaires in Spanish
US \$295.00 • 2015 • Stock Number: 79628



ASQ[®]:SE-2 User's Guide

- Includes instructions on setting up and using ASQ:SE-2
- Explains validity data
- Provides tips on cultural sensitivity
- Includes case studies and activities

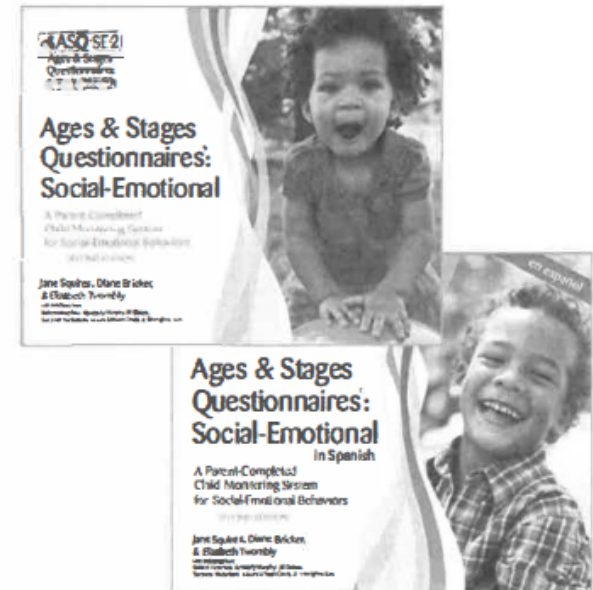


English User's Guide

US \$55.00 • 2015 • Stock Number: 79611

ASQ[®]:SE-2 Questionnaires

- 9 questionnaires and score sheets on CD-ROM and paper
- Questionnaires are written at a 4th- to 6th-grade reading level
- Each questionnaire takes 10–15 minutes for parents to complete
- Questionnaires include open-ended questions related to eating, sleeping, and toileting
- All intervals include the question, “Is there anything that worries you about your baby (child)? If so, please explain.”
- Each interval also includes the question, “What things do you enjoy most about your baby (child)?”

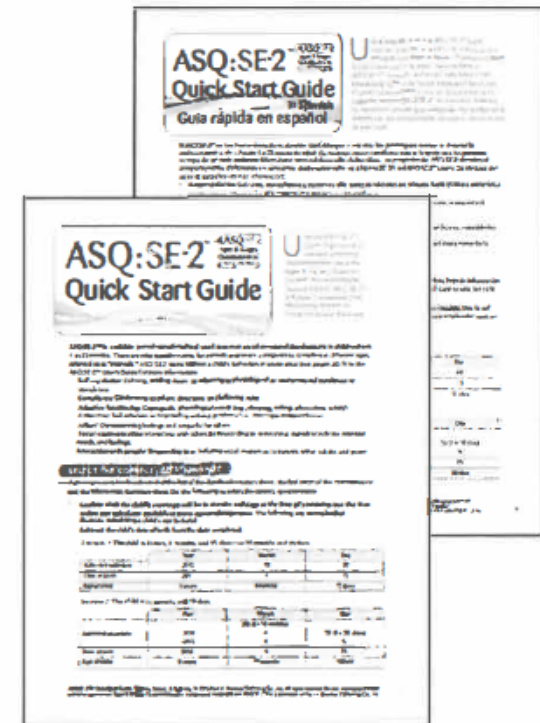


English
US \$240.00 · 2015 ·
Stock Number: 76567

Spanish
US \$240.00 · 2015 ·
Stock Number: 79574

ASQ®:SE-2 Quick Start Guides

- A convenient, at-a-glance guide
- Provides scoring and administration basics
- Includes clear directions on selecting the correct questionnaire, scoring, and communicating results to parents

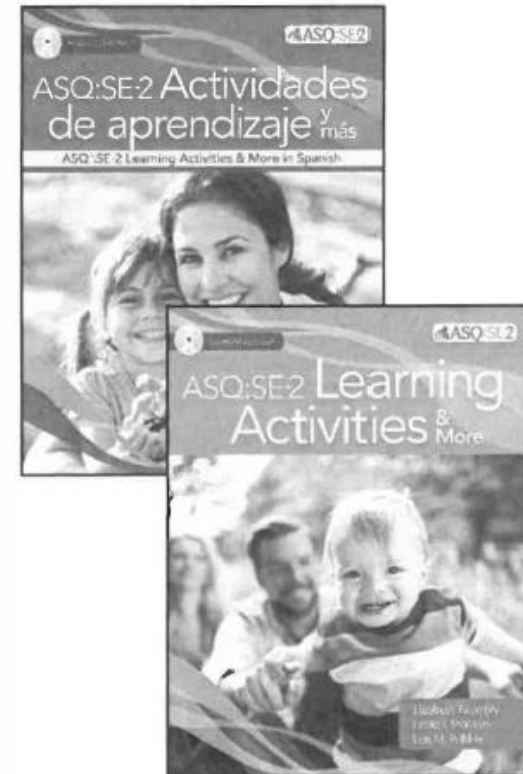


English · Pack of 5 · \$30.00 · 2015 · Stock Number 76567

Spanish · Pack of 5 · \$30.00 · 2015 · Stock Number 79604

ASQ[®]:SE-2 Learning Activities & More

- More than 90 fun, developmentally appropriate activities to share with parents
- 9 newsletters that explain key social-emotional milestones
- Topic-specific handouts that address parents' questions about feeding, sleeping, calming, establishing routines and more
- Includes CD-ROM with printable activities



English · Pack of 5 · \$49.95 · 2017 · Stock Number 69780

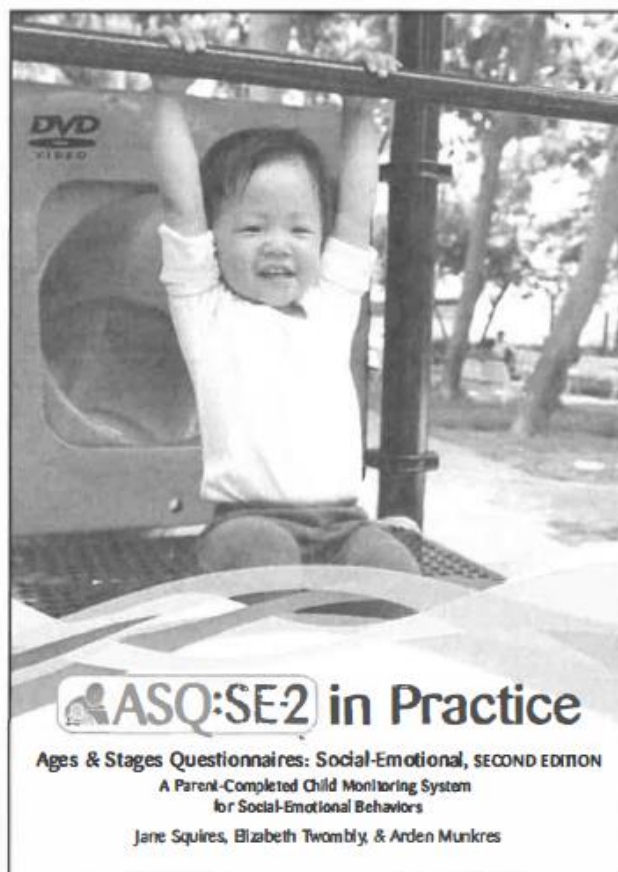
Spanish · Pack of 5 · \$49.95 · 2017 · Stock Number: 52735



ASQ[®]:SE-2 in Practice DVD

ANNEX A
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Page 22

\$49.95 | 2004, 2017 | 25 minutes | DVD | ISBN 978-1-55766-973-5



ASQ® Online

- Web-based management and questionnaire completion system; available 24/7
- Automated scoring for accuracy
- Efficient reporting to help analyze progress
- Sample letters for communication with parents
- Import/Export functionality
- API functionality to transfer ASQ data to another data management system

ASQ[®] Pro and ASQ[®] Enterprise

- ASQ Pro account for single-site programs
- ASQ Enterprise account for multi-site programs
- See videos and pricing at www.agesandstages.com/products-pricing/asq-online



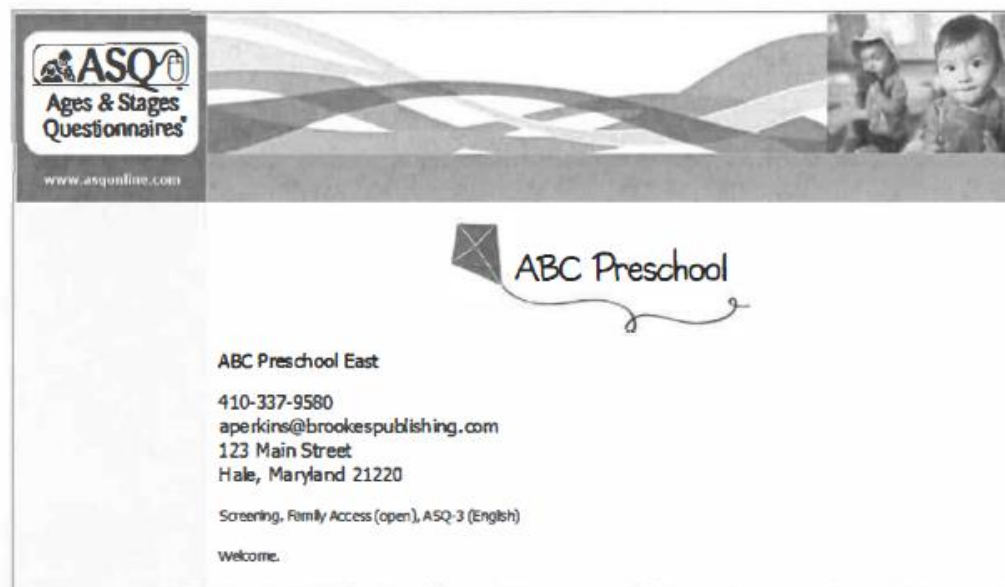
The screenshot shows the ASQ:SE-2 web interface. At the top, it indicates the user is logged in as 'accountadmin' with the role of 'Account Administrator'. The main content area displays a 'Child Profile Details' page for a child named 'Brad'. The profile includes the following information:

Last name	Brad	Address 1	123
First name	Lisa	Address 2	
Middle name		Address 3	
QMIID	1	City	03
Alternate ID		County/District	
Date of Birth	19/11/05	State/Province	Alabama
Birth weight	100.000 and 10.0000	Zip/Postal code	110
Adjusted Age	390 months and 0 days	Country	United States
Existing Conditions		Phone	977-910-9999
Ethnicity	African American	Mobile/Provisional	12
Date of submission to monitoring program		Gender	True
		Carbohydrate counted on file	True

Additional interface elements include a 'Messages' section on the left, a 'BROOKES PUBLISHING CO.' logo, and a 'Child Overview' section at the bottom of the profile details.

ASQ[®] Family Access

- Online completion for parents via a secure, customizable URL
- Mobile-optimized
- See videos and pricing at www.agesandstages.com



Brookes on Location Training

- On site seminars from ASQ:SE-2 experts
- Seminars for all levels of users
 - Introductory seminar
 - Comprehensive seminar
 - Training of Trainers seminar
 - Combo trainings for ASQ-3 and ASQ:SE-2 also available

Visit www.brookesonlocation.com to learn more

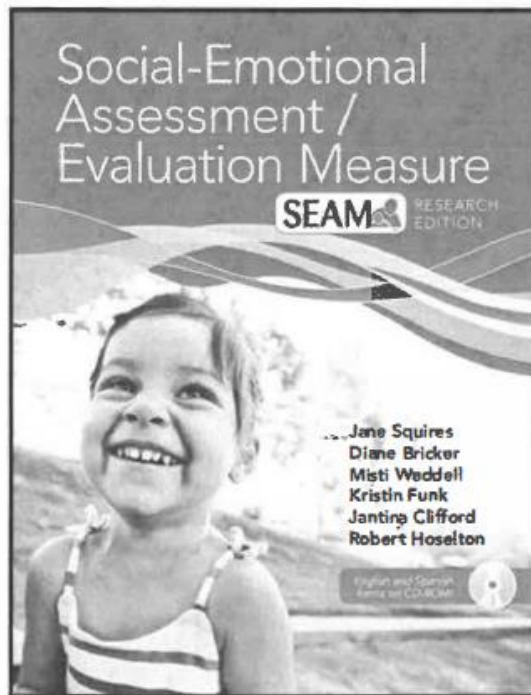
ASQ-3 & ASQ:SE-2 Training of Trainers Institutes

- Held annually in large U.S. city centers
- 3-day training from ASQ-3 and ASQ:SE-2 experts

Visit <http://bit.ly/ASQTOTInstitute> to learn more.

Social-Emotional Assessment/Evaluation Measure (SEAM™) Research Edition

\$52.00 | 2014 | 64 pages | 8.5x11 |
paperback with CD-ROM | ISBN 978-1-59857-280-3



- Measures social-emotional development and parenting competence
- Children 2–66 months
- Includes forms in English and Spanish
- Follow-up to ASQ:SE-2

Learn more about ASQ:SE-2

ASQ Resource Library

<http://bit.ly/asqse2resources>

ASQ Knowledge Base

<http://bit.ly/ASQKnowledgeBase>

Videos and Webinars

<http://bit.ly/asqvideos>

Questions?

Visit www.agesandstages.com/contact-us/ to
contact your sales representative.

X. GENERAL BUSINESS
Administration/Administration
(August 12, 2020)

CURRENT ITEM - gb #0-243.1
S.C. MEETING - 8-27-20

1ST ITEM gb #0-243 S.C.MTG. 8-5-20
2ND ITEM gb #0-243.1 S.C.MTG. 8-27-20

ITEM:

To consider approval of the amended 2020-21 School Calendar by including the Juneteenth holiday.

ORIGINAL ITEM: Administration (July 28, 2020)

To consider approval of the updated 2020-21 School Calendar.

PRIOR ACTION:

8-5-20 - On a roll call of 7-0, the item was approved.

BACKUP:

Annex A (1 page) contains a copy of the proposed amended 2020-21 School Calendar.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Worcester Public Schools Calendar 2020-2021

AUGUST 2020							SEPTEMBER 2020							OCTOBER 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

NOVEMBER 2020							DECEMBER 2020							JANUARY 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
														31						

FEBRUARY 2021							MARCH 2021							APRIL 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	

MAY 2021							JUNE 2021							JULY 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

2020	2021
August 27 – 31: Teacher/Staff Reporting September 1 – 4: Teacher/Staff Reporting September 7: Labor Day September 8 – 14: Teacher/Staff Reporting September 15: First Day of School September 17: First Day for PreK & K October 9: Staff Development October 12: Columbus Day November 11: Veterans' Day November 25 – 27: Thanksgiving December 24 – 31: Holiday Vacation	January 1: New Year's Day January 18: Martin Luther King February 15: Presidents' Day February 16 – 19: Winter Vacation April 2: Non-School Day April 19: Patriots' Day April 20 – 23: Spring Vacation May 28: Last day of school for seniors May 31: Memorial Day *June 15: Last day of School June 18: Juneteenth Holiday

☐ = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS
 *Last day of school may change in response to the number of snow days used during the school year

End of Marking Quarters:	November 13, 2020	January 22, 2021	April 1, 2021	June 15, 2021 or last day of school
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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, 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 Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

X. GENERAL BUSINESS
Miss Biancheria/Ms. McCullough
(July 13, 2020)

ITEM - gb #0-249
S.C. MEETING - 8-27-20

ITEM:

Request that the Administration review the possibility of an early retirement package for WPS teaching staff including a cost analysis, that covers a three-year or a five-year buyout.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Mrs. Clancey/Ms. McCullough/Ms. Novick
(July 13, 2020)

ITEM - gb #0-250
S.C. MEETING - 8-27-20

ITEM:

Request that the Administration study the feasibility of collaborating with community partners to set up in person learning laboratories for parents/guardians to bring their child/ren on remote learning days.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(July 13, 2020)

ITEM - gb #0-251
S.C. MEETING - 8-27-20

ITEM:

To accept the following donations:

- \$1,000 to Forest Grove Middle School from Health Resources in Action for its participation in a health science project entitled Project Here.
- \$100 to the Library fund at Quinsigamond Elementary School from Spear Management Group in memory of Eleanor "Jane" Petrella.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 13, 2020)

ITEM - gb #0-252
S.C. MEETING - 8-27-20

ITEM:

To approve a prior fiscal year payment in the amount of \$56.35 to an employee for services rendered previously.

PRIOR ACTION:

BACKUP: The mileage forms were not received prior to June 19, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(August 5, 2020)

ITEM - gb #0-253
S.C. MEETING - 8-27-20

ITEM:

To consider approval of the proposed school calendars for 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 school years.

PRIOR ACTION:

BACKUP:

Annex A (6 pages) contains a copy of the proposed school calendars for 2021-22, 2022-23, 2023-24, 2024-25, and 2025-26 school years.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The calendar committee is listed below with participant names and roles. The Citywide Parent Planning Advisory Council (CPPAC) reviewed the calendars at the March 20, 2020 meeting. The English Learners Parent Advisory Council (ELPAC) met with the lead parents and WPS staff in an organizational meeting on June 10, 2020 and reviewed.

Meade-Montague, Mary montaquem@worcesterschools.net
Morse, Marie morsemd@worcesterschools.net
Magdalena Gacias GaciasM@worcesterschools.net
Jennifer Boulais BoulaisJ@worcesterschools.net
Susan O'Neil oneilsp@worcesterschools.net
Jessica Boss bossj@worcesterschools.net
Morse, Matthew morsemc@worcesterschools.net
Tatum, Kareem tatumk@worcesterschools.net
Creamer, Jeffrey creamerrjw@worcesterschools.net
Roger Nugent roger@eawunion.org
Howard Lucas howardlucas69@gmail.com
Edward Dumphy edumphy@assabet.org
Kyle Brenner brennerk@worcesterschools.net
Labuski, Mary labuskim@worcesterschools.net

Parent:

WTHS-Fatima Kouskous-fkouskas@alhudaacademy.org
FGMS- Andrea Sullivan-andrea1278@verizon.net

PTA President

Flagg St-Renee Slovic

Worcester Public Schools Calendar 2021-2022

AUGUST 2021							SEPTEMBER 2021							OCTOBER 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

NOVEMBER 2021							DECEMBER 2021							JANUARY 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30	31					

FEBRUARY 2022							MARCH 2022							APRIL 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5			1	2	3	4	5						1	2
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28						27	28	29	30	31			24	25	26	27	28	29	30

MAY 2022							JUNE 2022							JULY 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

2021	2022
<p>August 26: Teacher/Staff Reporting August 27: Teacher/Staff Reporting August 30: First Day of School September 2: First Day for PreK & K September 6: Labor Day October 8: Staff Development October 11: Columbus Day November 11: Veterans' Day November 24-26: Thanksgiving December 23-31: Holiday Vacation</p>	<p>January 1: New Year's Day January 17: Martin Luther King Day February 21: Presidents' Day February 22-25: Winter Vacation April 15: Non-School Day April 18: Patriots' Day April 19-22: Spring Vacation May 26: Last day of school for seniors May 30: Memorial Day June 14: Last day of school June 20: Juneteenth</p>

= DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS
**Last day of school may change in response to the number of snow days used during the school year*

End of Marking Quarters:	November 5, 2021	January 21, 2022	April 8, 2022	June 14, 2022 or last day of school
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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, 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 Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

Worcester Public Schools Calendar 2022-2023

AUGUST 2022							SEPTEMBER 2022							OCTOBER 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

NOVEMBER 2022							DECEMBER 2022							JANUARY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5			1	2	3	4	5	1	2	3	4	5	6	7
6	7	8	9	10	11	12	6	7	8	9	10	11	12	8	9	10	11	12	13	14
13	14	15	16	17	18	19	13	14	15	16	17	18	19	15	16	17	18	19	20	21
20	21	22	23	24	25	26	20	21	22	23	24	25	26	22	23	24	25	26	27	28
27	28	29	30				27	28	29	30	31			29	30	31				

FEBRUARY 2023							MARCH 2023							APRIL 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

MAY 2023							JUNE 2023							JULY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

2022	2023
<ul style="list-style-type: none"> August 25: Teacher/Staff Reporting August 26: Teacher/Staff Reporting August 29: First Day of School September 1: First Day for PreK & K September 5: Labor Day October 7: Staff Development October 10: Columbus Day November 11: Veterans' Day November 23-25: Thanksgiving December 24-31: Holiday Vacation 	<ul style="list-style-type: none"> January 2: New Year's Day January 16: Martin Luther King February 20: Presidents' Day February 21- 24: Winter Vacation April 7: Non-School Day April 17: Patriots' Day April 18-21: Spring Vacation May 24: Last day of school for seniors May 29: Memorial Day *June 12: Last day of School June 19: Juneteenth

☐ = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS

**Last day of school may change in response to the number of snow days used during the school year*

End of Marking Quarters:	November 4, 2022	January 20, 2023	April 6, 2023	June 12, 2023 or the last day of school
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Worcester Public Schools Calendar 2023-2024

AUGUST 2023							SEPTEMBER 2023							OCTOBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

NOVEMBER 2023							DECEMBER 2023							JANUARY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
							31													

FEBRUARY 2024							MARCH 2024							APRIL 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1	2		1	2	3	4	5	6
4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13
11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20
18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27
25	26	27	28	29			24	25	26	27	28	29	30	28	29	30				
							31													

MAY 2024							JUNE 2024							JULY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

2023	2024
<ul style="list-style-type: none"> August 24: Teacher/Staff Reporting August 25: Teacher/Staff Reporting August 28: First Day of School August 31: First Day for PreK & K September 4: Labor Day October 6: Staff Development October 9: Columbus Day November 10: Veterans' Day November 22-24: Thanksgiving December 22-29: Holiday Vacation 	<ul style="list-style-type: none"> January 1: New Year's Day January 15: Martin Luther King Day February 19: Presidents' Day February 20-23: Winter Vacation March 29: Non-School Day April 15: Patriots' Day April 16-19: Spring Vacation May 21: Last day of school for seniors May 27: Memorial Day *June 5: Last day of School June 19: Juneteenth Day

☐ = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS

**Last day of school may change in response to the number of snow days used during the school year*

End of Marking Quarters:	November 3, 2023	January 19, 2024	April 5, 2024	June 5, 2024 or last day of school
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Worcester Public Schools Calendar 2024-2025

AUGUST 2024							SEPTEMBER 2024							OCTOBER 2024															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S									
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5									
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12									
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19									
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26									
25	26	27	28	29	30	31	29	30						27	28	29	30	31											
NOVEMBER 2024							DECEMBER 2024							JANUARY 2025															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S									
					1	2	1	2	3	4	5	6	7				1	2	3	4									
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11									
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18									
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25									
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31										
FEBRUARY 2025							MARCH 2025							APRIL 2025															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S									
						1						1			1	2	3	4	5										
2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12									
9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19									
16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26									
23	24	25	26	27	28		23	24	25	26	27	28	29	27	28	29	30												
							30	31																					
MAY 2025							JUNE 2025							JULY 2025															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S									
				1	2	3				1	2	3	4						1	2									
4	5	6	7	8	9	10	5	6	7	8	9	10	11	3	4	5	6	7	8	9									
11	12	13	14	15	16	17	12	13	14	15	16	17	18	10	11	12	13	14	15	16									
18	19	20	21	22	23	24	19	20	21	22	23	24	25	17	18	19	20	21	22	23									
25	26	27	28	29	30	31	26	27	28	29	30			24	25	26	27	28	29	30									
														31															
2024														2025															
August 22: Teacher/Staff Reporting August 23: Teacher/Staff Reporting August 26: First Day of School August 29: First Day for PreK & K September 2: Labor Day October 11: Staff Development October 14: Columbus Day November 11: Veterans' Day November 27-29: Thanksgiving December 23-31: Holiday Vacation														January 1: New Year's Day January 20: Martin Luther King Day February 17: Presidents' Day February 18-21: Winter Vacation April 18: Non-School Day April 21: Patriots' Day April 22-25: Spring Vacation May 23: Last day of school for seniors May 26: Memorial Day *June 10: Last day of School June 20: Juneteenth															
 = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS *Last day of school may change in response to the number of snow days used during the school year																													
End of Marking Quarters:		November 1, 2024							January 17, 2025							April 4, 2025							June 10, 2025 or last day of school						

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Worcester Public Schools Calendar 2025-2026

AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				
NOVEMBER 2025							DECEMBER 2025							JANUARY 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
FEBRUARY 2026							MARCH 2026							APRIL 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
							29	30	31					26	27	28	29	30		
MAY 2026							JUNE 2026							JULY 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

= DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS
**Last day of school may change in response to the number of snow days used during the school year*

End of Marking Quarters:	October 31, 2025	January 16, 2026	April 2, 2026	June 10, 2026 or last day of school
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X. GENERAL BUSINESS
Mr. Monfredo/Mrs. Clancey/Ms. McCullough
(August 5, 2020)

ITEM - gb #0-254
S.C. MEETING - 8-27-20

ITEM:

Request that the Administration provide a report on the way in which it will deal with absenteeism and chronic absenteeism and provide a report back in October.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Mr. Monfredo/ Mrs. Clancey/Ms. McCullough/
Ms. Novick
(August 5, 2020)

ITEM - gb #0-255
S.C. MEETING - 8-27-20

ITEM:

Request that the Administration provide a plan in October on ways in which students can receive additional assistance with their schoolwork.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Administration
(August 7, 2020)

ITEM - gb #0-256
S.C. MEETING - 8-27-20

ITEM:

To accept the Summer and Vacation Learning Program Grant in the amount of \$36,000.

PRIOR ACTION:

BACKUP: Annex A (17 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Summer and Vacation Learning Program Grant

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$36,000

Grant Funding Period: Upon approval through August 31, 2021

Project title: Summer and Vacation Learning Programs

Program coordinator: Susan O'Neil

Purpose: The purpose of this new competitive federally funded grant is to support local school districts in efforts to develop, expand, and enhance high quality, in-person, virtual or hybrid summer (2020); and/or school vacation programs (2020/2021) and/or weekend learning programs that will be held during School Year 2020 – 2021.

Description of the program: Funds will be used to support a hybrid program for Special Education Students in sub separate programs who have Extended School Year (EYS) as part of the Individualized Education Plan. This model will include home visits and virtual programs for students who have faced hardships as a result of the move to virtual learning. School year programs, both weekend and vacation, will also be hybrid and will target all students in Grades 9 through 12, who are on the Early Warning Indicator System (EWIS) as being under-credited and over-age.

Program location: Hybrid consisting of virtual and in-person when possible.

Outcomes and Measures: Planning activities will result in students getting the support they to achieve academic success.

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

PART I - GENERAL

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

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2021	FEDERAL - COMPETITIVE administered by the Center for Strategic Initiatives			\$38,000
114 / 333	Summer and Vacation Learning Program Grant	Upon Approval	8/31/21	

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

AUTHORIZED SIGNATORY: <i>Maureen F. Binienda</i>	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 6/30/2020

Applicant Agency: Worcester Public Schools Applicant Number: 348
 Fiscal Year: 2021 Fund Code: 114/333
 Program Name: Summer and Vacation Learning Program Grant

Budget Line Item Category					Amount	COMMENTS
1 ADMINISTRATOR SALARIES:					Total Amount	
	# of staff	FTE	MTRS		\$ -	
					\$ -	
SUB-TOTAL					\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:					Total Amount	
	# of staff	FTE	MTRS		\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:					Total Amount	
	# of staff	FTE	MTRS		\$ -	
					\$ -	
SUB-TOTAL					\$ -	
4 STIPENDS:					Total Amount	
	# of Staff	Rate	Rate Type	MTRS		
Teacher Instructional/Professional Staff	35	\$35	per hour	11	\$ 20,800	Program Implementation
Administrative	9	\$40	Per hour	11	\$ 6,000	Program Implementation
					\$ -	
SUB-TOTAL					\$ 26,800	
5 FRINGE BENEFITS:					Total Amount	
5-a MTRS (automatically calculates if MTRS box is checked)					\$ -	
5-b Other					\$ -	
Health Insurance					\$ -	
Other Retirement Systems					\$ -	
Federal Insurance Contributions (FICA)					\$ -	
SUB-TOTAL					\$ -	
6 CONTRACTUAL SERVICES:					Total Amount	
	Rate	Rate Type				
Contracted Services/Other Student Services	\$70	per hour			\$ 6,000	Program specialists
					\$ -	
					\$ -	
SUB-TOTAL					\$ 6,000	
7 SUPPLIES AND MATERIALS:					Total Amount	
Other (please describe)					\$ 1,400	
					\$ -	
SUB-TOTAL					\$ 1,400	
8 TRAVEL:					Total Amount	
					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
9 OTHER COSTS:					Total Amount	
					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
10 INDIRECT COSTS (use indirect cost calculator)					Total Amount	
enter rate %						
2.04%					\$ 734	Indirect costs at agreed upon rate
SUB-TOTAL					\$ 734	
11 EQUIPMENT:					Total Amount	
Items costing \$5,000+ per unit & having a useful life 1+ years					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
TOTAL FUNDS REQUESTED					\$ 38,000	

Name of Grant Program: Summer and Vacation Learning Program Grant	Fund Code: 114/333
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PART III – REQUIRED PROGRAM INFORMATION – DESCRIPTION OF FUND USE

Please complete each of the fields below.

General Information	
District/Charter School/Career Vocational Technical School Name: Worcester Public Schools	
Lead Applicant Name: Susan O’Neil Deputy Superintendent	Email and Phone number: oneilsp@worcesterschools.net 508 799-3644

Option A: Summer Learning Programs

Instructions: *If applicable*, in a Word document that is no more than three (3) pages in length, please provide a description of the high-quality, summer learning program to be implemented via one of the following delivery models: **in-person, virtual, or hybrid (in-person and virtual)**, that provides educational opportunities and intentionally monitors, promotes, and reinforces the health and well-being of students and staff.

The description must confirm the high-quality summer learning program is accessible to all students, with particular emphasis on students who were academically behind prior to closures, students who missed core instruction during closures, and students who are at risk socially or emotionally.

Additionally, the description must confirm the high-quality summer learning program is inclusive of:

- ✓ **Clearly defined delivery models, which describe how instruction will be delivered (in-person, virtual synchronous, virtual asynchronous, hybrid, or analogue).**

Worcester Public Schools proposes a hybrid model for Special Education students in sub separate programs who have Extended School Year (ESY) as part of their Individualized Education Plan (IEP). This hybrid model will include home visits and virtual programs for these students who have faced hardships as a result of the move to virtual learning. The program will blend both academic and social/emotional elements. Students will be selected for this program based on level of need.

In-person programming will be aligned to IEPs with an awareness and responsiveness to potential regression experienced during the shutdown. The structure and process of the in-person programming will be designed in consultation with the city’s Department of Public Health as well the WPS’ school nurse program. Safety protocols will be developed to ensure the safety of students, staff, and families. In this way, we can assure that all health protocols will be followed for maximum safety of all program participants inclusive of staff, students and their family members. Staff will voluntarily apply for these in home visits and may include BCBA, OT/PT, Behavior Specialist, and/or Speech and Language services depending on student need. It is preferred that staff team for this in person service delivery. Staff will model specific skills for parent/guardians, present routines, and collaborate with families to outline follow up activities to be completed until the next visit.

Virtual programming will be via *Zoom* or *Google Meet* to reconnect with the student and family and review and build upon the routines, skills, or content being targeted. Preference will be for providers in the team to co-teach and embed in tasks/activities that target skills. Interactive activities involving music and games (i.e. Kahoot, Boom Cards, Google Slides, etc.), which families can replicate will be utilized as appropriate. In addition, on demand videos that review the routines or skills being addressed will be available for families to access with the student. A blended approach to learning will be utilized to include

Worcester Public Schools

both synchronous and asynchronous instruction. Examples of synchronous instruction will be live meetings involving *Zoom* and *Google Meet*, while asynchronous instruction will include pre-recorded *Screencastify* video clips succinctly targeting specific skills and topic areas. Synchronous instruction will also allow for opportunities for small group instruction using break out rooms. Break out rooms will also be used as an opportunity for dysregulated students to practice social emotional learning competencies, such as self-management, self-awareness, and responsible decision-making.

Blended instruction will also be provided to address social emotional learning (SEL) competencies (self-management, self-awareness, social awareness, relationship skills, and responsible decision-making). Therapeutic groups will utilize curricula, such as *Second Step*, *Zones of Regulation*, *Mind Up*, *Social Thinking*, *Brain Wise*, and *Strong Teens*. The focus of SEL group meetings will be to increase students' self-awareness of emotions, identification of coping strategies/ skills when experiencing negative emotions like anxiety and anger, and implementation of coping strategies to alleviate negative emotions and thoughts. In addition to synchronous Zoom meetings, students and families will be provided with access to resources, which include links to hotlines, websites, You Tube videos, and articles. Behavior Specialists and BCBA's will also have a library of pre-recorded presentations on SEL topics, such as mindfulness and conflict resolution, for students and families to access. Teachers will be supporting professional staff with the implementation of blended learning approaches through professional development and ongoing office hours.

Virtual learning will also involve family engagement opportunities for parents/ guardians/ caretakers to engage in workshops (via Zoom) related to positive parenting strategies, including limit setting, creating a structured environment, and trauma-informed care. Pre-recorded parenting presentations will also be provided on topics, such as reinforcement, behavior change, and incidental teaching.

- ✓ **Clearly defined process for identifying the standards to be covered, including prerequisite content standards identified for success in the next grade level for ELA/literacy, and content essential for credit recovery for high school students. Instructional materials should be high quality, standards-aligned curriculum and resource materials. DESE: CURATE**

The standards to be covered will be based on the individual's IEP and will consider assessing for regression as the service begins. Given the complex and multi-needs of this student population, service providers will co-plan and co-present virtually to support student engagement and family.

Online curricula available for LifeSkills and AU students will include *TeachTown* and *Unique Learning Systems*. *TeachTown* is a core-aligned, standards-based adaptive curriculum for students with disabilities, which is designed to be used remotely in the home setting as they are in the classroom. *Unique Learning Systems* is a curriculum that provides differentiated, standards-aligned content based on progress monitoring through assessments and data collection tools. Both programs target IEP goals remotely, utilizing online progress monitoring tools to monitor student progress.

- ✓ **Clearly defined process for identifying and conducting outreach to students most in need of these supports, including students with disabilities and English learners to support (re)engagement.**

A District needs analysis determined this program would target Students with Disabilities – sub separate programs. Many of these students are also English Learners.

In anticipation of the summer program, Special Education Department staff will work in tandem with elementary schools to identify students and use a wide range of instructional approaches to promote engagement in academic activities. Students who meet our target criteria based on their performance on standardized testing (BAS, Envision, MCAS, STAR) as well as behavioral needs identified through teacher/school adjustment counselor observations and recommendations, will be given first tier priority in attending the program.

- ✓ **Clearly defined plans to support students with disabilities and English learners.**

We have found that one of the key factors in retaining/recruiting students in any afterschool or out-of-school time program is students' parent involvement. Through our School Adjustment Counselors as well as SPED staff, we will provide increased formal and informal communication with parents by means of phone calls, emails and informational flyers in regards to this programming opportunity. The program has been designed with many of the concerns raised by parents in mind, we are confident they will see that this program will meet the needs of their child. In addition to the academic component, the program will support and enhance students' social and emotional development by strengthening self-efficacy skills, which support positive thinking and self-confidence.

Throughout program implementation, administrators will monitor program participation on a daily basis each day the program is in session and report the weekly attendance to the program coordinator. If an issue arises in regards to a student's attendance in the program, the site administrator will conduct calls to parents to address the issue.

- ✓ **Clearly defined plans to incorporate social and emotional learning and engagement for sustained attendance.**

In order to support students in achieving academic success the team recognized students must also be supported through social and emotional interventions. As is often typical in high crime, high poverty, low education communities, many of our students and their families lack access to healthy food, mental health services and recreational opportunities, in addition to facing language barriers. Our experience during the past three months with distance learning has shown that many of our students have experienced stress as schools close due to the pandemic. Reasons are myriad: they are separated from their classmates and teachers, they are worried about becoming ill and/or their families are experiencing financial difficulties. Participation in school work does impart to students a sense of normalcy.

Our teachers have adjusted to this shift by acknowledging the anxiety students might be feeling and incorporating SEL strategies in instruction. We fully intend to carry these strategies forward and incorporate them into this blended program. This is organized around the five core competencies: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. We will continue to do this by scheduling regular check-ins with students and their families. Incorporating in-person activities will help us to reinforce this and will assure us that students are on track and address concerns with what they are struggling with.

We will ask students about their concerns directly and once their needs have been identified, they will be connected with specialists who will be able to assist them with whatever their specific need may be. An important part in combating concerns in our current era is to address and discuss current events in age appropriate ways. In this way, our students are able to talk about their feelings and this can help them to feel less isolated. Learning that they are not alone, that others are also facing similar challenges, can help students build social awareness and empathy. During the past three months, members of our staff have shared stress-reduction techniques and mindfulness strategies with our students. Studies have shown that mindfulness can be helpful in managing stress and emotions. It can also help students focus better.

Lessons learned from our experiences with our WPS students have given us a clear pathway forward in strategies that will be successful in incorporating social and emotional learning and engagement.

- ✓ **Clearly defined schedules describing how students will engage in the hybrid summer learning programs (i.e., schedules types by grade level, student subgroups, and duration of program).**

Students participating in Extended School Year programming will be grouped according to grade level (preschool, primary/intermediate elementary, middle school, high school, and secondary transition) and designated program for students in substantially separate programs. Students' skill set and needs will also be taken into consideration when determining groupings. Within the three hour day, students will be presented with both synchronous and asynchronous learning opportunities. For example, the students' day will begin with a virtual morning meeting when the schedule will be reviewed and content topics described. Students will then have an opportunity to collaborate in small groups with peers as part of a

“break out” room. When virtual morning meetings conclude, students will have the option to view pre-recorded lessons and content and independently practice learned concepts. The virtual school day will conclude with coming back together in real time with a virtual meeting to debrief and assess student learning.

Specialists, such as OTs, PTs, SLPs, BCBAAs, and Behavior Specialists, will also join virtual meetings to support students, while consulting with teachers to ensure collaboration and coordinated support. Specialists will also provide synchronous meetings for students depending on students' needs, to include either a group and/ or individual session for services as needed.

The program will be held over the course of four weeks, and will start July 6* through August 6, Monday through Thursday for three hours. A sample schedule is shown here:

Summer: Program Dates		Program Times		Days of Week				
Start Date:	7/06/2020*	From:	9:00 AM	Mon	Tues	Wed	Thurs	Fri
End Date:	8/06/2020	To:	12:00 PM	X	X	X	X	

*Dependent upon if/when program funds are awarded. These dates may have to be revised.

Funding will cover the costs of WPS instructional/professional staff as well as stipends for administrators to assist in program implementation. A portion of the funding will be used to support contractors who will work in-person with our students.

All applicants proposing to implement in-person or hybrid (combination of in-person and virtual) summer learning programs must closely review and implement the Initial Guidance on Summer School message released on June 4, 2020 for detailed health and safety information.

Worcester Public Schools assures that it will implement this program in alignment with the most recent health and safety guidance. The structure and process of the in-person programming will be designed in consultation with the city's Department of Public Health as well the WPS' school nurse program.

Option B: School Vacation Learning Programs

Instructions: *If applicable*, in a Word document that is no more than three (3) pages in length, please provide a description of the planned academic and enrichment vacation learning programs. The description must include:

- When the vacation learning programs will be implemented (i.e., December 2020, February 2021, April 2021)
- Grade spans that will participate
- How students will be identified to participate
- Sample schedule
- Anticipated program costs

Worcester Public Schools proposes a hybrid vacation learning program for the following periods: December 2020; February 2021 and April 2021. We will draw students from the following grade spans: Middle School – Grades 7 and 8; and High School, Grades 9 through 12. We propose to implement vacation programs that will include multi-disciplinary academic and enrichment activities developed around the need for homework support, enhanced English Language Arts, Mathematics and STEM activities, as well as opportunities for social and emotional development. Furthermore, parents will be engaged in the learning process through family engagement activities, which will nurture a stronger school and home partnership.

We will be targeting students on the EWIS lists with a special emphasis on those students who are under-credited and over age. This will include all students in general education and SPED students in inclusion. Our over-arching goal is to engage and prevent course failure and eventual drop outs through intervention that includes guidance support to help student explore college and career options. Through our School Adjustment Counselors, Guidance Counselors and program staff, we will provide increased formal and informal communication with parents by means of phone calls, emails and informational flyers in regards to this programming.

In order to best support positive youth development in the program, we will seek diverse individuals to staff the program, provide interpreters as needed during homework help and family engagement events, and all documents will be sent home in a family's native language. In addition, we will integrate the following features into all aspects of service delivery:

- **Positive Intergroup Relations**-By promoting positive intergroup relations, we will address and aim to prevent biases through open conversations with both students and families.
- **Cultural/Developmental Appropriate Activities**-Activities will be structured in a manner in which they reflect the cultural and developmental needs of our students. Staff will work with families to integrate culturally appropriate practices into activities.
- **Supportive Relationships**-The program will have a strong focus on positive youth-staff relationships, where staff will be encouraged to ensure that a student's culture is recognized in offered activities.
- **Youth Voice**-By providing youth with opportunities to make choices in line with their own backgrounds, norms, viewpoints, etc., we will foster cultural responsiveness.
- **Positive Social Norms**-Staff will set universal social norms that will govern how students interact with one another in a way that ensures norms focus on equality and inclusion of all students.
- **Real-World Connections**-Staff will participate in professional development opportunities through the WPS which provide examples of activities that can make real-world connections to the activities students participate in, regardless of cultural background.
- **Skill Building**-By seeking teachable moments to showcase cultural understanding, staff will discuss the role of culture and ways in which cultural differences may be bridged in certain situations.

- **Integration of Family, School and Community Efforts-**By accessing parent and community involvement in the program, we will be able to incorporate different activities and opportunities for cultural exploration.

School Year: Program Dates		Program Times		Days of Week				
Start Date:	12/28/2020	From:	9:00 AM	Mon	Tues	Wed	Thurs	Fri
End Date:	12/31/2020	To:	1:00 PM	X	X	X	X	

School Year: Program Dates		Program Times		Days of Week				
Start Date:	2/16/2021	From:	9:00 AM	Mon	Tues	Wed	Thurs	Fri
End Date:	2/19/2021	To:	1:00 PM	HOLIDAY	X	X	X	X

School Year: Program Dates		Program Times		Days of Week				
Start Date:	4/20/2021	From:	9:00 AM	Mon	Tues	Wed	Thurs	Fri
End Date:	4/23/2021	To:	1:00 PM	HOLIDAY	X	X	X	X

Anticipated program costs are:

Costs for staff to participate in the delivery of program: (staff includes instructional personnel at negotiated rate of \$35 per hour; and administrative personnel to oversee the delivery of the program at the negotiated rate of \$40 per hour) for a total of \$11,028. Program materials estimated at \$738 (includes materials that are needed for the program such as supplemental instructional materials).

Applicants proposing to implement school year programs must implement programs in alignment with most the recent health and safety guidance.

Worcester Public Schools assures that it will implement this program in alignment with the most recent health and safety guidance. The structure and process of the in-person programming will be designed in consultation with the city's Department of Public Health as well the WPS' school nurse program.

Option C: School Year Weekend Learning Programs

Instructions: *if applicable*, in a Word document that is no more than three (3) pages in length, please provide a description of the planned academic and enrichment weekend learning programs to be implemented during the 2020-2021 school year. The description must include:

- When the weekend learning program will be implemented
- Grade spans that will participate
- How students will be identified to participate
- Sample schedule
- Anticipated program costs

Applicants proposing to implement school year programs must implement programs in alignment with most the recent health and safety guidance.

Worcester Public Schools proposes a hybrid vacation learning program for the following periods: December 2020; February 2021 and April 2021. We will draw students from the following grade spans: Middle School – Grades 7 and 8; and High School, Grades 9 through 12. We propose to implement vacation programs that will include multi-disciplinary academic and enrichment activities developed around the need for homework support, enhanced English Language Arts, Mathematics and STEM activities, as well as opportunities for social and emotional development. Furthermore, parents will be engaged in the learning process through family engagement activities, which will nurture a stronger school and home partnership.

We will be targeting students on the EWIS lists with a special emphasis on those students who are under-credited and over age. This will include all students in general education and SPED students in inclusion. Our over-arching goal is to engage and prevent course failure and eventual drop outs through intervention that includes guidance support to help student explore college and career options. Through our School Adjustment Counselors, Guidance Counselors and program staff, we will provide increased formal and informal communication with parents by means of phone calls, emails and informational flyers in regards to this programming.

In order to best support positive youth development in the program, we will seek diverse individuals to staff the program, provide interpreters as needed during homework help and family engagement events, and all documents will be sent home in a family's native language. In addition, we will integrate the following features into all aspects of service delivery:

- **Positive Intergroup Relations**-By promoting positive intergroup relations, we will address and aim to prevent biases through open conversations with both students and families.
- **Cultural/Developmental Appropriate Activities**-Activities will be structured in a manner in which they reflect the cultural and developmental needs of our students. Staff will work with families to integrate culturally appropriate practices into activities.
- **Supportive Relationships**-The program will have a strong focus on positive youth-staff relationships, where staff will be encouraged to ensure that a student's culture is recognized in offered activities.
- **Youth Voice**-By providing youth with opportunities to make choices in line with their own backgrounds, norms, viewpoints, etc., we will foster cultural responsiveness.
- **Positive Social Norms**-Staff will set universal social norms that will govern how students interact with one another in a way that ensures norms focus on equality and inclusion of all students.
- **Real-World Connections**-Staff will participate in professional development opportunities through the WPS which provide examples of activities that can make real-world connections to the activities students participate in, regardless of cultural background.
- **Skill Building**-By seeking teachable moments to showcase cultural understanding, staff will discuss the role of culture and ways in which cultural differences may be bridged in certain situations.

- **Integration of Family, School and Community Efforts-**By accessing parent and community involvement in the program, we will be able to incorporate different activities and opportunities for cultural exploration.


School Year: Program Dates	Program Times	
Saturdays: 9/12/2020; 10/3/2020; 11/7/2020; 12/6/2020;	From:	9:00 AM
1/9/2020; 2/6/2020; 3/6/2020 and 4/3/2020	To:	1:00 PM

Anticipated program costs are:

Costs for staff to participate in the delivery of program: (staff includes instructional personnel at negotiated rate of \$35 per hour; and administrative personnel to oversee the delivery of the program at the negotiated rate of \$40 per hour) for a total of \$11,028. Program materials estimated at \$738 (includes materials that are needed for the program such as supplemental instructional materials).

Applicants proposing to implement school year programs must implement programs in alignment with most the recent health and safety guidance.

Worcester Public Schools assures that it will implement this program in alignment with the most recent health and safety guidance. The structure and process of the in-person programming will be designed in consultation with the city's Department of Public Health as well the WPS' school nurse program.

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Read the Initial return-to-school guidance (/covid19/return-to-school/).



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[ESEA Budget \(/finance/ESEbudget/\)](/finance/ESEbudget/)

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[Current Grants \(/grants/current.html\)](/grants/current.html)

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[Allocations & Awards \(/grants/awards.html\)](/grants/awards.html)

[Nutrition Programs \(/cnp/nprograms/\)](/cnp/nprograms/)

[Regional Districts \(/finance/regionals/\)](/finance/regionals/)

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[Spending Comparisons ▾ \(/finance/statistics/\)](#)

[Transportation \(/finance/transportation/\)](#)

[Chapter 74 Nonresident Tuition \(/ccta/cvta/admissions/\)](#)

[School Finance Contacts \(/finance/contactus.html\)](#)

[Related Links \(/finance/links.html\)](#)

FY2021: Summer and Vacation Learning Program Grant

Fund Codes: 114/333/238

Purpose: The purpose of this new competitive federally funded grant is to support local school districts, charter, and career vocational technical education schools efforts to develop, expend, or enhance high quality, in-person, virtual, or hybrid (combination of in-person and virtual) summer (summer 2020) and/or school vacation learning programs during the 2020-2021 school year. Grant funds may also be used to support the development and implementation of school year weekend learning programs to be implemented during the academic year.

Option A: Summer Learning Programs

Through the use of federal funds, eligible applicants will implement high quality, summer learning programs via one of the following delivery models: in-person, virtual, or hybrid (in-person and virtual), that provide educational opportunities and intentionally monitors, promotes, and reinforces the health and well-being of students and staff. While these high-quality summer learning programs should be accessible to all students, particular emphasis should be on students who were academically behind prior to closures, students who missed core instruction during closures, and students who are at risk socially or emotionally. Additionally, these high-quality summer learning programs must have:

- Clearly defined delivery models, which describe how instruction will be delivered (in-person, virtual synchronous, virtual asynchronous, hybrid, or analogue)
- Clearly defined process for identifying the standards to be covered, including prerequisite content standards ([/covid19/learn-at-home.html](#)) identified for success in the next grade level for ELA/literacy, and content essential for

credit recovery for high school students.

- Instructional materials should be high quality, standards-aligned curriculum and resource materials. DESE: CURATE ([/instruction/curate/](#))
- Clearly defined process for identifying and conducting outreach to students most in need of these supports, including students with disabilities ([/covid19/sped.html](#)) and English learners ([/covid19/ela/](#)) to support (re)engagement.
- Clearly defined plans to support to support students with disabilities ([/covid19/sped.html](#)) and English learners ([/covid19/ela/](#)).
- Clearly defined plans to incorporate social and emotional learning and engagement for sustained attendance and participation.
- Clearly defined schedules describing how students will engage in the hybrid summer learning programs (i.e., schedules types by grade level, student subgroups, and duration of program).

All applicants proposing to implement in-person or hybrid (combination of in-person and virtual) summer learning programs must closely review and implement the Initial Guidance on Summer School ([/covid19/on-desktop.html](#)) message released on June 4, 2020 for detailed health and safety information.

Special note: applicants proposing to implement school year programs must implement programs in alignment with most the recent health and safety guidance.

Option B: School Vacation Learning Programs

Eligible applicants may indicate its intent to implement school vacation learning programs in December 2020, April 2021 and/or February 2021. Applicants should provide a brief description of the planned academic and enrichment vacation learning programs, including when the learning programs will be implemented, grade spans, how students will be identified to participate, and the anticipated operation costs.

Option C: School Year Weekend Learning Programs

As part of this grant application, eligible applicants may indicate its intent to implement academic weekend learning programs during the 2020-2021 academic year. Applicants should provide a brief description of the planned academic and enrichment weekend learning programs, including the months of implementation, grade spans, how students will be identified to participate, sample schedule, and anticipated program costs.

Eligibility: School districts, charter and career vocational technical education schools

Funding Type: Federal CFDA 84.425 and CFDA 84.010 and State

Funding: Grant proposals should range between \$10,000 – \$12,000 per option. Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

Funds should be used to support the implementation of high quality, summer learning programs, vacation and/or school year weekend learning programs. Approved applicants are expected to use these funds in accordance with state and federal laws.

Project Duration: Upon Approval – 8/31/2021*

*Fund Code 238 state funds can PAC into FY22 (7/1/2021 – 8/31/2021) if needed, but FY22 summer budgets (7/1/2021 – 8/31/2021) will be required.


Program Unit: Center for Strategic Initiatives

Contact: csi@mass.gov  (mailto:csi@mass.gov)

Phone Number: (781) 338-3217


Date Due: Thursday, July 2, 2020


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

Required Forms:  **Part I — General — Program Unit Signature Page — (Standard Contract Form and Application for (partI- Program Grants) signature.docx** FY2021 Upon Approval through August 31, 2021

 **Part II — Budget Workbook (partII- budget.xlsx)** • FY2021 Upon Approval through August 31, 2021

 **Part III — Required Program Information Form (partIII- info.docx)**

 **Part IV — Grant Assurances (partIV- grant- assurances.docx)**

Submission Instructions: Email all required forms in their original Word or Excel formats (e.g., not converted to a PDF; with the exception of the signed Part I documents which should be signed, scanned and sent as PDF), to csi@mass.gov  (mailto:csi@mass.gov). *Note:* Electronic signatures are required on the emailed versions.

Upon award, recipients will be required to enter the approved budget in EdGrants and upload required documents. Grant recipients will be contacted with further instructions on the process.

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Contact Us

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906

Voice: (781) 338-3000

TTY: (800) 439-2370

 [Directions \(/contact/doesdirections.html\)](#)

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X. GENERAL BUSINESS
Administration
(August 7, 2020)

ITEM - gb #0-257
S.C. MEETING - 8-27-20

ITEM:

To approve a prior fiscal year payment in the amount of \$692.00 to Automated Building Systems, Inc. for emergency service repairs to heating units.

PRIOR ACTION:

BACKUP: The P.O. was closed in error.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(August 7, 2020)

ITEM - gb #0-258
S.C. MEETING - 8-27-20

ITEM:

To approve a prior fiscal year payment in the amount of \$530.00 to R.B. Allen Co. Inc., for fire alarm service repair at Nelson Place.

PRIOR ACTION:

BACKUP: The P.O. was closed in error.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(August 7, 2020)

ITEM - gb #0-259
S.C. MEETING - 8-27-20

ITEM:

To approve prior fiscal year payments in the amount of \$110.00 each to the following WPS Transportation employees for School Bus Certificate License Renewals and Physical Exams:

Juan Ayala
Isaac Beauge
John Cullen
Shaelyn Landanno
Edwin Rivera
Cynthia Sicard-Melanson

PRIOR ACTION:

BACKUP: Payment requests were received after the close of FY20.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(August 11, 2020)

ITEM - gb #0-260
S.C. MEETING - 8-27-20

ITEM:

To approve a prior fiscal year payment in the amount of \$1,860 to an employee.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(August 12, 2020)

ITEM - gb #0-261
S.C. MEETING - 8-27-20

ITEM:

To accept the School Water Improvement Grant in the amount of \$6,000.

PRIOR ACTION:

BACKUP:

Annex A (27 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: School Water Improvement Grant (SWIG)

Type of Funder: Massachusetts Clean Water Trust

Awarded Amount: \$6,000

Grant Funding Period: April 29, 2020 through October 26, 2020

Project title: School Water Improvement Grant

Program coordinator: Maureen Binienda / James Bedard

Purpose: To assist early education facilities, childcare centers and public schools with deleading projects by providing funds for the procurement and installation of point-of-use filtered bottle filling stations.

Description of the Program: To provide Francis McGrath Elementary School with two point-of-use filtered bottle filling stations.

Program location: Francis McGrath Elementary School

Outcomes and Measures: To ensure that all students at the school facility have access to safe and healthy drinking water.

Grant No: SWIG-20-32

Date: April 29, 2020

Grantee: Worcester Public Schools

Grant Amount: \$6,000

GRANT AGREEMENT
(School Water Improvement Grants)

This Grant Agreement (this “Agreement”) is entered into by and between the Massachusetts Clean Water Trust (together with its successors and assigns, the “Trust”), an instrumentality of The Commonwealth of Massachusetts (the “Commonwealth”) and the grantee listed above, a political subdivision or public instrumentality (together with its successors and assigns, the “Grantee”).

WHEREAS, in accordance with the Enabling Act and Section 94 of Chapter 142 of the Acts of 2019, the Trust is administering a School Water Improvement Grants program (“SWIG”) to assist early education facilities, childcare centers and public schools with deleading projects by providing funds for the procurement and installation of point-of-use filtered bottle filling stations (“POU Filling Stations”), as further described herein;

WHEREAS, the Grantee submitted an application to receive a grant under SWIG (the “Application”) and was awarded an amount as set forth in Schedule A hereto pursuant to an Award Letter dated [Award Letter Date] (the “Award Letter”);

WHEREAS, the Trust is willing to extend financial assistance in the form of a grant (the “Grant”) to the Grantee on the terms and conditions stated herein; and

WHEREAS, the Grantee is willing to accept the Grant and its obligations hereunder to complete the Project on the terms stated herein.

NOW, THEREFORE, in consideration of the premises and the mutual covenants herein contained, the parties agree and bind themselves as follows:

ARTICLE I - REPRESENTATIONS OF THE GRANTEE

Recognizing that the Trust is relying hereon, the Grantee represents, as of the date of this Agreement, as follows:

- (a) *Organization; Power, Etc.* The Grantee is a Local Governmental Unit or other Eligible Borrower (each as defined in the Enabling Act) with full legal right and authority to authorize, execute, and deliver this Agreement, to receive the Grant, to undertake and implement the Project and to carry out and consummate all transactions contemplated by the foregoing;
- (b) *Authority.* The Grantee has duly and validly authorized the execution and delivery of this Agreement, and all approvals, consents, and other governmental or corporate proceedings necessary for the execution and delivery of the foregoing or required to make this Agreement the legally binding obligation of the Grantee that it purports to be, in accordance with its terms, have been obtained or made.

- (c) *No Litigation.* No action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, public board or body, other than as disclosed to the Trust, is pending or, to the knowledge of the Authorized Officers of the Grantee (as identified on Schedule A) executing this Agreement, threatened (1) seeking to restrain or enjoin the execution and delivery of this Agreement, or the undertaking of the Project or (2) contesting or affecting the validity of this Agreement; and neither the corporate existence of the Grantee nor the title to office of any Authorized Officer of the Grantee executing this Agreement, is being contested.
- (d) *No Conflicts.* The authorization, execution and delivery of this Agreement, and performance thereof, will not constitute a breach of, or a default under, any law, ordinance, resolution, agreement, indenture or other instrument to which the Grantee is a party or by which it or any of its properties is bound.
- (e) *Binding Agreement.* This Agreement is, or when executed and delivered will be, the legal, valid, and binding obligation of the Grantee, enforceable in accordance with its terms, subject only to limitations on enforceability imposed in equity or by applicable bankruptcy, insolvency, reorganization, moratorium or similar laws affecting creditors' rights generally.
- (f) *Information Submitted.* All information, reports, and other documents and data submitted to the Trust in connection with this Agreement (including without limitation, the Application) were, at the time the same were furnished, and are, as of the date hereof, complete and correct in all material respects.
- (g) *Ratification.* By executing this Agreement, the Grantee affirms and ratifies all statements, representations and written documents that it has submitted to the Trust in connection with this Agreement (including, without limitation, the Application).

ARTICLE II - THE GRANT

II.1 Grant Amount and Expiration Date

- (a) *Grant Amount.* The Trust agrees to make and the Grantee agrees to accept, on the terms and conditions stated in this Agreement, a Grant, in the maximum amount specified on Schedule A hereto.
- (b) *Expiration Date.* The Grantee shall comply with all obligations detailed in Article II by no later than 180 days after the execution of this Agreement (the "Expiration Date"); provided that the Trust, in its sole discretion, may approve extensions of the Expiration Date.

II.2 Project

- (a) *Grant Purpose.* The Grant has been made solely to finance the procurement and installation of POU Filling Stations, as further described on Schedule A (the "Project"). The Grantee is awarded \$3,000 per eligible fixture as set forth on Schedule A and shall be required to procure and install POU Filling Stations in the minimum number per school as set forth in Schedule A; provided that the Grantee may be permitted to allot the Grant funds as necessary to meet such requirement.

- (b) *Project Schedule.* The Grant will be disbursed in full by the Trust upon satisfaction of the conditions set forth in Article II hereof.
- (c) *Technical Requirements.* The Grantee shall comply with the technical requirements set forth in Exhibit A hereto with respect to the Project. Grantee is required to procure fixtures necessary for the Project through FAC100: Building Maintenance Repair and Operations Project Materials and Supplies statewide contract and advised for the installation to use the TRD01: Tradesperson Installation, Repair, and Maintenance Services statewide contract.
- (d) *Close Out Provisions.* Upon completion of the Project and no later than the Expiration Date, the Grantee shall submit to the Trustee the close out certification attached hereto as Exhibit B.

II.3 Grant Award Package

In connection with the execution and delivery of this Agreement, each of the following conditions shall be satisfied (all documents, certificates and other evidence of such conditions are to be satisfactory to the Trust in its discretion).

- (a) *Executed Grant Agreement.* The Trust shall receive a duly executed original of this Agreement.
- (b) *Completed Grant Questionnaire.* The Trust shall receive a duly executed Grant Questionnaire. The Grant Questionnaire shall be supplied by the Trust with this Agreement to collect necessary financial information for the purpose of grant disbursement.
- (c) *Expiration of Offer.* The Grant, and the obligation of the Trust to disburse the Grant, or any portion thereof, shall expire ninety (90) days from the date of the executed Award Letter. No portion of the Grant will be disbursed by the Trust after this Expiration of Offer. The Trust, in its sole discretion, may approve extensions of the Expiration of the Offer.

ARTICLE III - AFFIRMATIVE COVENANTS

III.1 Use of Disbursements and Application of Grantee Contributions

The Grantee shall expend the Grant funds only for eligible costs of the Project as described in Article II. The Trust shall have no obligation to disburse or expend any amounts for the Project in excess of the Grant.

III.2 Additional Project Funding

The Grantee shall ensure that adequate funding is in place to complete the Project and will obtain loans or funds or receive binding commitments for supplemental funding in an amount needed to ensure completion of the Project.

ARTICLE IV - TERMINATION AND REMEDIES

IV.1 Termination of the Grant by the Trust

- (a) *Termination of the Grant by the Trust.* The Trust, in its sole discretion, may terminate this Agreement:
- (i) if the Grantee has breached any provision of this Agreement or has failed to strictly comply with any applicable state or federal regulation applicable to the Project and/or the Grant; or
 - (ii) if the Grantee has failed to strictly comply with the requirements for installation detailed herein as Exhibit C; and/or failed to comply with the requirements for operation and maintenance detailed herein as Exhibit D; or
 - (iii) if the Grantee has failed to complete post-installation testing and sampling and/or consumer notifications as detailed in Exhibit C; or
 - (iv) if any representation or warranty made by the Grantee in the Application, any request for disbursement, this Agreement, any certification, or other supporting documentation thereunder shall prove to have been incorrect in any material respect at the time made.
- (b) *Notice of Termination.* The Trust shall provide the Grantee with written notice of termination of the Grant, setting forth the reason(s) for termination. The termination of the Grant and this Agreement shall be effective as of the date such notice of termination is sent by the Trust.
- (c) *Effect of Termination.* Upon termination of this Agreement, the Grantee shall reimburse the Trust for all disbursements of the Grant on a schedule to be negotiated in good faith between the Trust and the Grantee, but in no event more than three (3) years from the date of such termination.

ARTICLE V - MISCELLANEOUS

V.1 Notices

All notices, requests and other communications provided for herein including, without limitation, any modifications of, or waivers, requests or consents under, this Agreement shall be given or made in writing and delivered to the intended recipient at the "Address for Notices" specified in Schedule A; or, as to any party, at such other address as shall be designated by such party in a notice to each other party. Receipt of all such communications shall be deemed to have occurred when personally delivered or, in the case of a mailed notice, upon receipt, in each case given or addressed as provided for herein.

V.2 No Waiver

No failure or forbearance on the part of the Trust to exercise, and no delay in exercising, any right hereunder shall operate as a waiver thereof nor shall any single or partial exercise by the Trust of any right

hereunder preclude any other or further exercise thereof or the exercise of any other right. Conditions, covenants, duties and obligations contained in this Agreement may be waived only by written agreement between the parties.

V.3 Governing Law

This Agreement shall be construed under, and governed by, the laws of the Commonwealth. The Grantee agrees to bring any federal or state legal proceedings arising under this Agreement in which the Trust is a party in a court of competent jurisdiction within the Commonwealth. This section shall not be construed to limit any other legal rights of the parties.

V.4 Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the Grantee and the Trust and their respective successors and assigns, except that the Grantee may not assign or transfer its rights or obligations hereunder without the prior written consent of the Trust.

V.5 Complete Agreement; Waivers and Amendments

All conditions, covenants, duties and obligations contained in the Agreement may be amended only through a written amendment signed by the Grantee and the Trust unless otherwise specified in this Agreement. The parties understand and agree that this Agreement supersedes all other verbal and written agreements and negotiations by the parties regarding the matters contained herein.

V.6 Headings

The headings and sub-headings contained in the titling of this Agreement are intended to be used for convenience only and do not constitute part of this Agreement.

V.7 Severability

If any term, provision or condition, or any part thereof, of this Agreement shall for any reason be found or held invalid or unenforceable by any governmental agency or court of competent jurisdiction, such invalidity or unenforceability shall not affect the remainder of such term, provision or condition nor any other term, provision or condition, and this Agreement shall survive and be construed as if such invalid or unenforceable term, provision or condition had not been contained therein.

V.8 Schedules, Exhibits and Attachments; Counterparts

Each Schedule and Exhibit and each other attachment hereto and referred to herein is an integral part of this Agreement. Moreover, this Agreement may be executed in several counterparts, each of which shall be deemed to be an original. Counterparts may be delivered via facsimile, electronic mail (including pdf or any electronic signature complying with the U.S. federal ESIGN Act of 2000 and related state law) or other transmission method and any counterpart so delivered shall be deemed to have been duly and validly delivered and be valid and effective for all purposes.

V.9 No Third Party Beneficiary

This Agreement is exclusively between the Trust and the Grantee, and does not nor is intended to create any privity of contract with any other party not a party hereto, nor to imply a contract in law or fact. The Trust is not obligated to disburse grant funds on any contract, or otherwise, between the Grantee and any other party, nor intends to assume, at any time, direct obligations for payment for work, goods, or other performance under such contracts. The obligation to pay any amounts due under such contracts is solely the responsibility of the Grantee. Nothing herein, express or implied, is intended to, or shall confer upon, any other person any right, benefit, or remedy of any nature whatsoever under or by reason of this Agreement between the Trust and the Grantee.

V.10 Term

This Agreement shall remain in effect until one of the following events has occurred:

- (a) The Grantee and the Trust replace this Agreement with another written agreement;
- (b) All of the Grantee's obligations under this Agreement have been discharged, including, without limitation, any obligation to reimburse the Trust for disbursements of the Grant;
or
- (c) This Agreement has been terminated pursuant to the provisions of Article IV - hereof.

[Remainder of page intentionally left blank; signature page follows.]

IN WITNESS WHEREOF, the parties hereto have caused this Grant Agreement to be duly executed as of the day and year first above written.

MASSACHUSETTS CLEAN WATER TRUST

By: _____
Executive Director

GRANTEE

By: Maureen Binionda

Authorized Officers

SCHEDULE A

1. Grant No.: SWIG-20-32
2. Grantee: Worcester Public Schools
3. Grant Amount: \$6,000
4. Grant Agreement Date: April 29, 2020
5. Expiration Date: October 26, 2020 *NTD: 180 Days from Grant Agreement Date*
6. Number of total eligible fixtures per district: 2
7. Total eligible fixtures per facility within district: as set forth on Schedule B.
8. Authorized Officers:
 - a. of the Trust: Susan Perez, Executive Director
 - b. of the Grantee: Ms. Maureen Binienda, Superintendent
Worcester Public Schools
20 Irving Street
Worcester, MA 01609
9. Addresses for Notices:
 - a. To the Trust:
Massachusetts Clean Water Trust
One Center Plaza
Boston, Massachusetts 02108
 - b. To the Grantee:
Worcester Public Schools
20 Irving Street
Worcester, MA 01609

SCHEDULE B

District Award Allocation by School

School/Facility Name	Number of Fixtures	Award Amount (\$)
Francis McGrath Elementary School	2	\$6,000

EXHIBIT A

Technical Requirements

- **Bottle Filling Stations, Filter Additions and Retrofit Units**, must be
 - constructed of a durable anti-microbial, anti-corrosion material or stainless steel;
 - certified to National Sanitation Foundation International (NSF) and American National Standards Institute (ANSI) standards for the number of contaminants that leach from the products into the drinking water (NSF/ANSI 61) and a maximum lead content by weight (NSF/ANSI 372);
 - contain a visible LED indicator for filter maintenance;
 - meet Americans with Disabilities Act (ADA) guidelines for reach range and wheelchair access

- **Filters and Replacement Filters**, must be
 - certified to NSF International /ANSI standards 42 and 53 for the removal of lead and other contaminants with documented evidence that the filters reduce lead below 1 ppb and
 - have at least a 3,000-gallon capacity.

- **Additional Recommendations from MassDEP:**
 - Particulate Filters. Utilizing a particulate filter in addition to the onboard filter could extend the useful life of fixtures and filters while decreasing the risk of filters being compromised by particulates.
 - Vandal-Resistant. For locations with heavy traffic or high-fixture-usage, consider the more durable construction found in vandal-resistant fixtures.
 - Filter Shut Off. MassDEP recommends the use of fixtures that will shut-off when the filter has reached the end of its service life.

EXHIBIT B

Close Out Certificate

1. Grant No.: SWIG-20-32
2. Grantee: Worcester Public Schools
3. Grant Amount: \$6,000
4. Grant Agreement Date: April 29, 2020
5. Expiration Date: October 26, 2020

The undersigned certifies that the data entered in the attached Grant Closeout Form is true and correct as of the date hereof. The Grantee further certifies that data confirming the installation of fixtures and post-installation water quality testing, for each allocated fixture, has been uploaded to the Massachusetts Department of Environmental Protection's Lead Contamination Control Act (LCCA) Program Management Tool.

The undersigned further certifies that the Grantee, and each school within its district, will comply with Operation and Maintenance (O&M) guidance as it applies to the POU Filling Stations. Such guidance is attached to the Agreement as Exhibit D.

GRANTEE

By: _____

Authorized Officer



Best Management Practices for the Removal of Lead and Copper in School Drinking Water

Installation of Point-of-Use Devices at Schools or Early Education and Care Facilities that Are Not Registered Public Water Systems¹

Introduction

This guidance is intended for schools and early education and care facilities (EECFs) that are not registered public water systems (PWS) and are interested in providing treatment for removal/reduction of lead and copper in drinking water. Many schools and EECFs have taken mitigation measures to address elevated lead and copper in drinking water. **Common and effective mitigation practices include replacement of fixtures and plumbing and daily pipe flushing programs.** In some cases, schools and EECFs may choose to consider installing additional treatment. One form of treatment is a Point-of-Use (POU) device. For the purposes of this guide a POU device is any treatment unit installed on a single water fixture, such as a bubbler, end of tap or water fountain, that physically removes contaminants to achieve a desired water quality. POU devices can be an effective option to reduce lead and copper.

Choosing the appropriate POU device, and performing regular maintenance of the device, is extremely important. POU devices that are not properly maintained will eventually fail to remove contaminants and may release more of the targeted contaminants back into the drinking water. Replacing POU device filters as recommended by the manufacturer to ensure performance against the specified contaminant(s) and routinely testing the water in order to confirm that the devices are working properly are important considerations when deciding whether or not to install any POU devices.

This document includes a list of recommended Best Management Practices (BMPs) that schools and EECFs should implement when installing and maintaining POU devices. Schools are also encouraged to follow the U.S. Environmental Protection Agency's (EPA's) "3Ts - Training, Testing, and Taking Action - for Reducing Lead in Drinking Water in Schools." For a link to the EPA document see the Resource section at the end of this document.

Drinking water, plumbing and water treatment devices are complex issues. It may be necessary to consult with plumbing and building maintenance professionals to explain the information included in this document. For a list of local entities that may provide technical assistance, see the 'Questions and Assistance' section below.

¹ This BMP may be used with water fountains, water coolers, water chillers, and bottle-less water dispensers, sinks/faucets, and other fixtures used for drinking water or to prepare food or beverages or medical purposes. This POU treatment device best management practice (BMP) is intended for all schools. However, if a school is a MassDEP registered PWS it is subject to Massachusetts Drinking Water Regulations 310 CMR 22.00 and the school must notify MassDEP prior to installation. MassDEP Drinking Water Program may be contacted at (617) 292-5770, program.director-dwp@mass.gov. For a list of registered PWSs see <https://www.mass.gov/doc/ma-public-water-suppliers>. Point-of-Entry (POE) devices are not covered by this BMP. All schools that are themselves a MassDEP registered PWS, or serve water to 25 or more people, 60 or more days a year, that install a POE treatment device, are subject to Massachusetts Drinking Water Regulations 310 CMR 22.00 and must seek MassDEP's approval prior to installation of a POE treatment device.

Best Management Practices

Please remember that immediately after receiving sampling results that exceeds the applicable level, the fixture should be removed from service while determining follow-up steps. For more information on lead and copper follow-up steps, see to the “*Follow-up Steps*” document at <http://www.mass.gov/guides/follow-up-steps-for-schools-and-eeef-with-lead-and-copper-sampling-results-above-the-action>.

1. **Use POU devices and filter replacements that are certified to NSF International /ANSI standards** for the removal of lead and copper. Current organizations certifying to these standards include NSF International, Water Quality Association (WQA), Underwriters Laboratory (UL), and the International Association of Plumbers and Mechanical Officials (IAPMO). Be prepared to research and follow manufacturer’s specifications. For a list of NSF International /ANSI certified devices see the “Resources” section at the end of this document.
2. **Install POU devices with a built-in mechanical filter replacement indicator** (i.e., a red light warning). The indicator should be visible to maintenance staff. MassDEP recommends the use of POU devices that automatically **shut off the flow of water** when the filter is exhausted.
3. **Develop a written lead and copper sampling plan** for all fixtures used for drinking, cooking and in offices where nurses and other medical staff provide services. If a school or EECF intends to add POU devices to an already developed and implemented program, the school should update the program to include POU devices installation, operations and maintenance practices. Routine sampling should also incorporate the device manufacturer’s specifications. For information on how to create a sampling plan see <https://youtu.be/0sjah9gQsj8> and <https://www.mass.gov/doc/plumbing-profile-guide>.
 - In addition to lead and copper testing, to ensure that the installation or repair of a POU device is sanitary, *E.coli* bacteria testing is also recommended. If a school receives its water from a MassDEP registered public water supplier, the bacterial water quality across the entire public water system is demonstrated by the public water supplier during routine bacteria testing. *E.coli* testing, after installation and repair of a POU device, is intended solely to confirm that that the installation or repair is sanitary. For more information on *E.coli* testing please see the document “*Tips on O&M for POU Devices*” (See the Resource section).
 - Additional information about sampling for, and reducing, lead in drinking water at schools see EPA’s toolkit: “3Ts for Reducing Lead in Drinking Water in Schools.” (See the Resource section).
4. **Develop an Operation and Maintenance Plan** for all POU devices. This plan should clarify operation and maintenance procedures for POU devices. In addition to information provided by the device manufacturer, please see the document “*Tips on O&M for POU Devices*”.
5. **School and EECF personnel responsible for sampling and operation and maintenance of POU devices should be adequately trained** to collect samples, monitor operations, record or evaluate operational data or signals, inspect, clean and maintain equipment, respond to emergencies, etc. To ensure adequately trained personnel manage these drinking water treatment devices MassDEP recommends that the operation and maintenance of POU devices be overseen by someone with some training in drinking water system operations. For information on basic drinking water training please see the document “*Tips on O&M for POU Devices*”.

6. **Licensed Plumber:** Installation of POU devices should be done by a licensed plumber in accordance with the Massachusetts Board of State Examiners of Plumbers and Gas Fitters - 248 CMR 1.00 -11.00. Contact your local plumbing inspector for more information. For information on plumbing regulations see <http://www.mass.gov/ocabr/licensee/dpl-boards/pl/regulations/rules-and-regs/248-cmr-300.html>
7. **Before installing a POU device,** MassDEP strongly recommends that the facility informs its local Public Water Supplier (PWS) of the planned installation, provide the PWS with a copy of the plan and inform the PWS when the installation is complete. In accordance with Massachusetts Drinking Water Regulations 310 CMR 22.22 (3) (c), PWS are responsible for “inspecting and surveying all industrial, commercial and institutional premises served by the public water system to determine if cross connections exist and that all cross connections are properly protected by an appropriate device or eliminated”. A school is considered an institutional premise. If after the installation of the treatment units the PWS determines that there are significant changes in the plumbing that make it necessary to inspect or survey the facility to determine current adequate cross connection control, the PWS may conduct an inspection or survey to determine if additional protection is required. A cross connection is a permanent or temporary piping between your potable water line and an unapproved source of water or piece of equipment which can allow your drinking water to be contaminated if a backflow² condition occurs. For more information on cross connection control contact your local Public Water Supplier and see page 6 of the EPA document “*Are you providing safe drinking water in your school*” available at <https://www3.epa.gov/region1/eco/drinkwater/pdfs/Drinking-Water-Booklet.pdf>³. Schools and EECFs are urged to maintain copies of any PWS cross connection control inspections. To locate your local PWS see link in ‘Questions and Assistance’ section below.
8. **After installing POU devices,** the school or EECF should conduct initial water quality sampling before serving water from these fixtures. Initial sampling should include testing of the devices for lead and copper to verify the effectiveness of the devices.
 - If initial testing indicates no lead results above the MassDEP recommended laboratory detection limit of 0.001 mg/L (1 ppb) and no copper above 1.3 mg/L, the devices can be placed in use and a routine sampling plan implemented. MassDEP recommends routine sampling based on the device manufacturer’s specifications, if provided. If manufacturer specifications are not provided, then follow the sample collection guidance outlined in MassDEP “*Tips on O&M for POU Devices*”.

² Backflow into a public water system can pollute or contaminate the water in that system (i.e., backflow into a public water system can make the water in that system unusable or unsafe to drink), and each water supplier has a responsibility to provide water that is usable and safe to drink under all foreseeable circumstances. Furthermore, consumers generally have absolute faith that water delivered to them through a public water system is always safe to drink. For these reasons, each water supplier must take reasonable precautions to protect its public water system against backflow. Water suppliers usually have the authority or capability to repeatedly inspect every consumer’s premises for cross-connections and backflow protection. Alternatively, each water supplier should ensure that a proper backflow preventer is installed and maintained at the water service connection to each system or premises that poses a significant hazard to the public water system. In accordance with 310 CMR (3) (c) public water systems are responsible for “inspecting and surveying all industrial, commercial, and institutional premises served by the public water system to determine if cross connections exist and that all cross connections are properly protected by an appropriate device or eliminated”. A school is considered an institutional premise. After installation of water treatment devices at schools a PWS may determine that the changes are significant and further inspection is warranted.

³ Whenever a plumbing fixture is connected to the drinking water supply, a potential cross connection exists. Most of the time these cross connections are controlled by the installation of a backflow prevention device. These backflow prevention devices may be internal to equipment or are usually installed by a plumber when the building is constructed and many of them need to be tested and maintained annually.

- Additional testing should coincide with routine replacement or repairs of the POU device filter(s).
9. **Use a Massachusetts certified laboratory**, certified to test potable water for the parameters of concern, for all samples. For a list of Massachusetts certified laboratories see <http://public.dep.state.ma.us/Labcert/Labcert.aspx> MassDEP strongly recommends that the school or EECF ask their laboratory to report all lead and copper results to MassDEP via MassDEP's electronic reporting system, eDEP. For more information on eDEP see "*Water Quality Monitoring Reports: Frequently Asked Questions*" at <https://www.mass.gov/info-details/water-quality-monitoring-reports-frequently-asked-questions>.
 10. **Take action if a sample from a POU device has lead concentrations above the MassDEP recommended laboratory detection limit of 0.001 mg/L or exceeds the Action Level copper.** If a sample is over the copper Action Level or over your school's lead shut down level (e.g.15 ppb), immediately shut off the fixture until the problem has been resolved and test results show that the water from the fixture is below the copper Action Level or contains no measurable lead concentrations. For results that exceeds the applicable level, MassDEP strongly recommends that the school or EECF follow the MassDEP recommended steps described at <https://www.mass.gov/guides/follow-up-steps-for-schools-and-eeef-with-lead-and-copper-sampling-results-above-the-action>. These steps include notifying parents/guardians, staff and students of all sampling results **and** reporting all corrective actions to MassDEP using the MassDEP School and EECF **LCCA Program Management Tool**. Note that information reported to MassDEP via e-DEP and/or via the **LCCA Program Management Tool** will be made public at: <https://eeaonline.eea.state.ma.us/portal#!/search/leadandcopper>.
 11. **Share water quality information at least annually with all students, teachers and parents/guardians.** In addition to notifying parents/guardians, staff and students when a sample result exceeds the applicable level, MassDEP also recommends that the school or EECF prepare and share information on their program annually or on some regular frequency. The information should include test results for all water quality monitoring during the year and corrective actions taken or planned.
 12. **Dispose of all waste (water or materials) in accordance with state and local requirements.** For example, reverse osmosis water treatment produces waste water that must be disposed of in accordance with state and local requirements. Contact your city or town for information on how to dispose of replacement filters.
 13. **All Schools and EECFs that have already installed POU devices at their facility should take the following actions:**
 - Revise their lead and copper sampling and remediation programs to incorporate all items noted in this guide.
 - Notify their local PWS of installed POU devices as soon as possible (if they have not already done so).
 - Notify MassDEP Drinking Water program (if they have not already done so) by doing the following:
 - i. Updating the MassDEP School and EECF **LCCA Program Management Tool** or by completing the MassDEP "**LCCA Lead and Copper in Schools Maintenance Checklist**" located at <https://www.mass.gov/doc/lead-and-copper-in-schools-maintenance-checklist>. If you need assistance with the **Maintenance Checklist** or **LCCA Program Management Tool** contact the Drinking Water Program at program.director-dwp@mass.gov.

Additional Resources

- **MassDEP**

Website: <https://www.mass.gov/lead-in-drinking-water>

Contact: program.director-dwp@mass.gov or 617-292-5770.

- **“Tips on O&M for POU Devices”**

<https://www.mass.gov/dov/tips-on-operation-maintenance-for-point-of-use-devices>

- **MassDEP School and EECF LCCA Program Management Tool**

MassDEP created the **LCCA Program Management Tool** to help schools maintain their lead and copper drinking water information and have it ready for reporting Lead Contamination Control Act (LCCA) activity. MassDEP recommends using the Lead and Copper Reporting Tool to maintain lead and copper test results, corrective actions taken, and any related program documents. The LCCA Program Management Tool is located at:

<https://script.google.com/a/macros/madwpdep.org/s/AKfycbxP99K-Cd5B3ioE7nswN0peOEndcGrXwV6zJcS5iHxzGO55B1k/exec>

- **MassDEP “LCCA Lead and Copper in Schools Maintenance Checklist”**

Schools and EECFs may also update the MassDEP “LCCA Lead and Copper in Schools Maintenance Checklist” located at <https://www.mass.gov/doc/lead-and-copper-in-schools-maintenance-checklist>.

- **USEPA**

Website: <https://www.epa.gov/dwreginfo/lead-drinking-water-schools-and-child-care-facilities>

- **3T’s Guidance**

https://www.epa.gov/sites/production/files/2018-09/documents/final_revised_3ts_manual_508.pdf

- **A Consumer Tool for Identifying Point of Use (POU) Drinking Water Filters Certified to Reduce Lead:**

<https://www.epa.gov/water-research/consumer-tool-identifying-pou-drinking-water-filters-certified-reduce-lead>

- **Massachusetts Department of Public Health**

- **FAQs on lead and copper in drinking water at schools and EECFs**

<http://www.mass.gov/eohhs/docs/dph/environmental/lead/lead-drinking-water-faq.pdf>

- **National Sanitation Foundation (NSF) International**

- **NSF/ANSI 53 – Lead**

<http://www.nsf.org/consumer-resources/what-is-nsf-certification/faucets-plumbing-certification/lead-schools?panel=water-school-lead>

<http://info.nsf.org/Certified/DWTU/Listings.asp?ProductFunction=053%7CLead+Reduction&ProductType=&submit2=SEARCH>

- **NSF/ANSI 53 – Copper**
<http://info.nsf.org/Certified/DWTU/Listings.asp?ProductFunction=053%7CCopper+Reduction&ProductType=&submit2=SEARCH>
- **NSF/ANSI58 - Reverse Osmosis drinking water treatment systems**
<http://www.nsf.org/certified-products-systems>

Questions and Assistance

MassDEP Drinking Water Program: For assistance with all lead and copper evaluation and reduction, please contact MassDEP Drinking Water Program: 617-292-5770, program.director-dwp@mass.gov

Local entities may be able to provide technical assistance to local schools and EECF, such as public water suppliers, plumbing inspectors and Board of Health/local health officials. For a list of public water suppliers see <https://www.mass.gov/doc/ma-public-water-suppliers>.



Tips on O&M for POU Devices

Operation and Maintenance (O&M) guidance for Point of Use (POU) devices used for the removal of lead and copper in drinking water at schools and Early Education and Care Facilities (EECF) that are not public water systems (PWS)

Use this document in conjunction with MassDEP's **Best Management Practices for the Removal of Lead and Copper in Drinking Water: Installation of Point-of-Use Devices at Schools or Early Education and Care Facilities that are not Registered Public Water Systems** located at <https://www.mass.gov/media/1744356>

How POU Devices Reduce Lead in Water

Water dispensers or POU devices with filters attached to a faucet or to the piping under the counter, allows water to flow through either an adsorption media, or a filter, which captures contaminants such as lead or copper and other similar sized ions. In the case of filters, the contaminants are trapped on the filter and subsequently removed. In the case of adsorption media, the contaminants are attached to the grains of the media. In either case contaminants are retained by the POU device, thus reducing the contaminants in the finished drinking water.

Training

For information on basic drinking water operations training courses, you may contact the following organizations:

Massachusetts Department of Environmental Protection, Drinking Water Program
617-292-5770, program.director-dwp@state.ma.us

Mass Water Works Association
<http://masswaterworks.org>

Mass Rural Water Association
<http://massrwa.org/>

New England Water Works Association
<http://newwa.org/>

American Water Works Association
<https://www.awwa.org/conferences-education/distance-learning/elearning.aspx>

Sacramento State Office of Water Programs
<https://www.owp.csus.edu/courses/drinking-water.php>

National Environmental Services Center
http://www.nesc.wvu.edu/subpages/operator_certification.cfm

Installation

All parties installing, repairing or maintaining these devices should wash their hands and use clean sanitary tools and practices.

Devices should be located where they are protected from tampering and vandalism.

Flushing: Prior to installation of the POU device, the water line needs to be flushed (for at least 10 minutes) in order to remove sediment from the pipe, which could clog the device filter.

Certified Devices: Use only POU treatment devices and filter replacements that are certified to NSF International /ANSI standards for the removal of lead and copper. Current organizations certifying to these standards include NSF International, Water Quality Association (WQA), Underwriters Laboratory (UL), and the International Association of Plumbers and Mechanical Officials (IAPMO). Always verify with the organization that the device has been tested and certified for the removal of lead and/or copper. For more information see the Information /Assistance section below.

Follow State and Local Requirements: Installation of POU devices must be done by a licensed plumber in accordance with the Massachusetts Board of State Examiners of Plumbers and Gas Fitters - 248 CMR 1.00 - 11.00.

Install on Cold Water Lines Only: Install POU devices on the cold water supply lines of the facility's plumbing. Do not attach devices to hot water supply line to the filter.

Shut off Valve: Install a water shutoff valve on the incoming cold water supply line to aid in future servicing of POU device filter.

Check for Leaks: After installing new POU devices, open the water supply valve and check for leaks. Flush the system sufficiently (approximately three minutes) to effectively remove residue before putting the outlet back into use.

Cross Connections and Local Public Water Supplier: Inform your local PWS when the installation of a POU device is complete. They may wish to conduct a cross connection control survey.

Tag: Install a maintenance tag (see graphic below) on the POU device to record date, action taken and name of the employee that performed the work.

Sampling and Sampling Schedule

Lead and Copper

After POU Device Installation: Flush the cold water line to remove any debris from installation. Allow the outlet to stagnate overnight, for between 6 and 18 hours. The following morning, take a first draw sample followed by another sample collected after flushing the outlet for 30 seconds. The outlet must be free from Lead and copper results must be below the action level before the POU device can be placed into service. This initial sampling will verify the effectiveness of the POU device to remove lead and copper.

Routine Lead and Copper Sampling Schedule: Many monitoring scenarios are possible. For example, a school or EECF may want to consider monitoring every POU device during the first year of operation and then modify

the monitoring frequency based on device performance and amount of use. If sample results from each outlet indicate all POU devices are functioning properly, a reduced monitoring frequency could be implemented.

MassDEP recommends that all outlets used for drinking water, cooking, and medical care offices (including those with a POU device) be sampled and tested every three years and when there are changes to the fixture or plumbing, e.g., repair and filter replacement. In order to implement this routine sampling program, one-third of all outlets (including those with POU devices) would be sampled each year for lead and copper on a rotating basis.

Sampling Procedures: Proper lead and copper sampling procedures can be found at <http://www.mass.gov/media/1104781>. Only qualified laboratory testing can reliably confirm the amount of lead or copper in the drinking water. Home test kits may not provide an accurate measurement of water quality. MassDEP recommends using a Massachusetts certified laboratory. The laboratory should be certified to test for lead and copper for potable water. For a list of Massachusetts certified laboratories see <http://public.dep.state.ma.us/Labcert/Labcert.aspx>.

Bacteria

Maintaining bacterial quality from source to tap is a cornerstone of potable drinking water practice. To ensure that installation and repair practices are sanitary, an *E.coli* bacteria sample is recommended after installing or repairing a POU device. When a sample for *E.coli* is collected the outlet should be free from *E.coli* before the POU device is placed into service.

E. coli is a type of fecal coliform bacteria commonly found in the intestines of animals and humans. *E. coli* is short for *Escherichia coli*. The presence of *E. coli* in water may indicate inadequate sanitation practices during installation and repair. If a school receives its water from a MassDEP registered public water supplier, the bacterial water quality across the entire public water system is demonstrated by the public water supplier during routine bacteria testing. Recommended *E.coli* testing, after installation and repair of a POU device, is intended solely to ensure that the installation or repair is sanitary.

See <https://www.epa.gov/sites/production/files/documents/samplingprocedures.pdf> page 7 for information on *E.coli* sample collection. MassDEP recommends using a Massachusetts certified laboratory. The laboratory should be certified to test for *E.coli* bacteria for potable water. For a list of Massachusetts certified laboratories see <http://public.dep.state.ma.us/Labcert/Labcert.aspx>.

What to do if MassDEP Issues a Public Health Order or Notice to the Supplying PWS

The POU devices should be taken out of service and an alternate supply of water provided. When the Order or Notice is lifted or removed by MassDEP the filters should be replaced, the devices flushed and *E.coli* samples collected. The outlets must be free from *E.coli* before the POU devices are placed into service.

Cleaning and Maintenance

Cleaning: All POU treatment devices and the area around them should be maintained in a clean and sanitary manner at all times. All parties maintaining and cleaning these devices should wash their hands and use clean sanitary tools and practices.

Maintenance and Records: All POU treatment devices should be maintained in accordance with manufacturer's specifications. A record of maintenance should be kept on an Equipment Maintenance Log (see graphic below). The log information should include the following: service performed, date, time, and name of the employee who performed the work. The maintenance log should be kept on file and should include the following Information:

- Manufacturer
- Model
- Serial Number
- Date of installation
- Name of installer
- Replacement Filter type

PDF copies of completed maintenance logs may be kept online in the MassDEP School and EECF **LCCA Program Management Tool** located at: <https://script.google.com/a/macros/madwpdep.org/s/AKfycbxP99K-Cd5B3ioE7nswN0peOEndcGrXwV6zJcS5iHxzGO55B1k/exec>. For assistance with the **LCCA Program Management Tool** please contact program.director-dwp@stste.ma.us. All information reported to MassDEP via the **LCCA Program Management Tool** will be made public on MassDEP's website.

Cleaning and maintenance schedules may also be posted on premises.

Waste Disposal

Dispose of all waste (water or materials) in accordance with state and local requirements. For example, reverse osmosis water treatment devices require a backwash that produces a waste brine that must be disposed of in accordance with state and local requirements.

How to Properly Use POU Devices Certified to NSF International /ANSI standards for the removal of lead and copper

Water filters included with the POU devices need to be changed regularly in order to reduce lead and other contaminants in drinking water for which they are certified. Follow the manufacturer's instructions that come with your POU device and replace filter cartridges and other items as recommended using NSF certified filters.

Many POU devices have meters or indicators that signal when the filter needs to be replaced. Review the manufacturer's specifications for details on filter change frequency and filter capacity.

Consider setting a reminder on your calendar when manufacturer recommends changing the POU device filter.

Collect samples after each filter change and analyze them to verify the effectiveness of the POU device to remove lead. Follow proper sampling procedures. Only qualified laboratory testing can reliably confirm the amount of lead in drinking water. Home test kits may not provide an accurate measurement of water quality.

Why POU Device Filters must be Changed

Many POU devices use filters are comprised of carbon, charcoal, or a blend of filter media to help reduce impurities. These systems generally reduce contaminants in one of two ways:

- Some contaminants are filtered mechanically, meaning the particles are large enough to be trapped in the pores of the filter. Eventually, the pores of the filter become so clogged with debris that water is unable to move through the filter effectively.
- Other contaminants adhere or adsorb to the surface of the filter media. Over time, the surface area of the filter media becomes filled and no more contaminants can be adsorbed.

While the former is easy to spot (the flow rate of the water being produced by the system slows dramatically), it's not as easy to tell when the surface area of the filter media has become full and needs to be changed.

How Often Should POU Device Filters be Changed

The recommended filter change cycle for a POU device varies from one product to the next. Filtration systems usually have established "service cycles," however extra precaution should be taken when tap water contains high levels of contaminants.

- NSF/ANSI 53 certification requires manufacturers to state the filter capacity, which is the volume of water that can pass through a filter before it must be changed.
- To ensure the filter continues to reduce contaminants, replace it when it has reached the manufacturer's recommended filter capacity. The filter capacity will be listed in the specifications on your product's owner's manual or on the product packaging. Many products also have indicators for when the filter must be changed.

Choosing the Right POU Device Replacement Filter

Filters are not universal.

- While a non-certified filter may look similar in size and even appear to fit inside the housing of a POU device, even the smallest size difference could allow contaminated water to go around the filter rather than through it.
- Non-certified filters may not be of the same quality as the manufacturer's recommended replacement. This could result in the water not being filtered effectively or even the introduction of chemicals into the water from materials that were never verified to be acceptable for drinking water.

To ensure your POU device is performing effectively, use the proper replacement filter and change your filter at the recommended interval.

Please Keep in Mind

Minerals are present in all natural waters (sometimes referred to as total dissolved solids or TDS) and do not indicate the presence or absence of lead. The presence of TDS (minerals) in filtered water is not an indicator that POU device is no longer reducing lead.

Information about NSF Certified Product Listings

Products listed by NSF International Certified Drinking Water Products for Lead Reduction:

- are certified for lead reduction in drinking water;
- may be certified for the reduction of other contaminants/impurities in addition to lead;
- are tested at 20°C/68°F but have not been tested for contaminant reduction at elevated temperatures, such as shower or bath water temperatures;
- MUST be maintained through regular replacement of cartridges or filters according to the instructions provided by the filter manufacturer; and
- Certified POU devices have been tested to be effective up to 150 parts per billion (ppb) lead. Filter performance has not been evaluated for performance above 150 ppb and should not be relied on when lead levels in tap water exceeds 150 ppb.

Resources

U.S. EPA Safe Drinking Water Hotline

Website: www.epa.gov/your-drinking-water/safe-drinking-water-hotline

Phone: 1 800.426.4791

MassDEP

For more information on POU see: <http://www.mass.gov/eea/agencies/massdep/water/drinking/home-treatment-devices-point-of-entry-point-of-use-tre.html>

Email: Program.director-dwp@state.ma.us

NSF International

Website: www.nsf.org/info/leadfiltrationguide

Email: info@nsf.org

Phone: 1 800.673.8010

Water Quality Association

Website: <https://www.wqa.org/>

Phone: 1 630.505.0160

Equipment Maintenance Log

Name of Equipment		Manufacturer's contact details:	
Label:		Date of purchase:	10/15/2016
Serial number:		Person responsible for equipment:	
Manufacturer:		Date put into service:	10/23/2016

Date:	Maintenance Description	Maintenance performed by:	Date of validation before put into service:	Validation performed by:	Next maintenance planned on (date):	Remarks:

EQUIPMENT INSPECTION

Equipment I.D. _____

Date	OK / Repair / Stop	By

Special Action:
 "Repair" - Write repair order
 "Stop" - Apply lock-out device

Tag IS LAB

(front)

EQUIPMENT INSPECTION

Equipment I.D. _____

Date	OK / Repair / Stop	By

Special Action:
 "Repair" - Write repair order
 "Stop" - Apply lock-out device

STONEHAMBE DAMS, INC., 1-800-423-9488 www.slvs@stonehambe.com

(back)



Grant Questionnaire

PURPOSE

This questionnaire relates to a School Water Improvement Grant (SWIG) from the Massachusetts Clean Water Trust (the “Trust”). It is intended to provide the Trust with information necessary to fund the Grant.

Please enter a response for each question. If a question requests information that is unavailable, please include an explanation of why the information is unavailable.

GENERAL INFORMATION

- A. Applicant (School District, etc.): Worcester Public Schools
- B. Employer Identification Number: 046-001-418
- C. Wire Transfer Instructions for Grant Disbursements:
- a. Bank: Peoples United Bank
 - b. Account No.: _____
 - c. ABA No.: _____

CONTACT INFORMATION

A. School District Chief Financial Officer or Equivalent

Name: Brian E. Allen

Title: CFOO

Address: 20 Irving Street
Worcester MA 01609

E-mail Address: allenb@worcesterschools.net

Telephone: 508-799-3401

B. School District Superintendent or Administrative Equivalent

Name: Maureen Binienda

Address: 20 Irving Street
Worcester MA 01609

E-mail Address: Maureen.BiniendaM@worcesterschools.net

Telephone: 508-799-3115

C. School District Application Point-of-Contact

Name: James Bedard

Title: Facilities Director

Address: 20 Irving Street
Worcester MA 01609

E-mail Address: bedardj@worcesterschools.net

Telephone: 50 8799-3151

OTHER INFORMATION

If you have any other relevant information to provide, please include it below.

By signing below, I certify that, to the best of my knowledge and belief, all information set forth in this Grant Questionnaire is correct and complete as of the date below.

Signature: J. M. Bedard

Date: 6/20/2020

By: JAMES BEDARD
Authorized Officer

Name: JAMES BEDARD

Title: FACILITIES DIRECTOR

X. GENERAL BUSINESS
Administration
(August 13, 2020)

ITEM - gb #0-262
S.C. MEETING - 8-27-20

ITEM:

To approve prior fiscal year payments in the amount of \$1,487.67 to the American Arbitration Association and Arbitrator SRT.

PRIOR ACTION:

BACKUP:

DEPARTMENT	REASON	AMOUNT
American Arbitration Association	Unpaid invoices	\$675.00
Arbitrator SRT	Unpaid Invoice	\$812.67

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Ms. McCullough
(August 17, 2020)

ITEM - gb #0-263
S.C. MEETING - 8-27-20

ITEM:

Request Administration review with all staff policy GBEBD regarding fundraising and ensure it is being followed by all Worcester Public Schools staff.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of GBEBD - Online Fundraising And Solicitations - Crowdfunding from the Policy Manual.

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

File: GBEBD - Online Fundraising And Solicitations – Crowdfunding

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy ([KCD](#)). The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL [44:53A](#); [71:37A](#); [268A:3](#); [268A:23](#); Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: [GBEA](#), Staff Ethics/Conflict of Interest;

[GBEBC](#), Gifts To and Solicitations by Staff;

[KCD](#), Public Gifts to Schools

SOURCE: MASC February 2018

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Ms. McCullough
(August 17, 2020)

ITEM - gb #0-264
S.C. MEETING - 8-27-20

ITEM:

Consider and redraft as necessary the policies and associated sections of the student handbook considered by "Pandemic Policy Specific for Back to School."

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance and Employee Issues.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

This document has been developed to act as a guide for school committees as your district develops and implements a back-to-school strategy. This task will require flexibility on the school committee's part in schedules of meetings and the time commitment required to meet the deadlines established by the Department of Elementary and Secondary Education. Briefly, the following are the target dates for the Return-to-School plans and decisions related to them:

By July 31, 2020: Each school district must submit to the Department the three plans required. These plans should be presented to the school committee so they can share them with the community.

By August 10, 2020: Each school district has to submit the plan chosen for implementation to the Department. Since the plan will require amendments to existing policy as well as budget revisions/reallocations, this plan should be approved/endorsed by the school committee prior to its submission to the Department.

Between August 10, 2020 and the start of the school year (which may be delayed by up to 10 days to permit professional development and preparation based on the most recent announcements from DESE), the school committee may have to negotiate certain parts of the plan with the appropriate unions within their district. Every effort should be made to expedite these negotiations to ensure a timely opening of schools.

As the start of school approaches, the school committee will need to address revisions or waivers to some of the policies they have established as well as student handbook language. The policy areas to concentrate on are identified within this guidance document.

POLICY ISSUES FOR THE PANDEMIC

Creation of a General (Interim) Policy on COVID-Related Issues File: EBC Supplemental

The School Committee takes note of the COVID-19 emergency; resulting disruption of the traditional school day and year; growing concerns of students, families and the community; and the growing number of issues that will affect public education.

Therefore, the school committee establishes an emergency, interim policy to:

- promote public safety and safety of students and faculty,
- maintain to the extent possible the high and efficient level of educational services,
- ensure support for students in general and in particular for those at highest risk educationally as well as those at social and economic risk, and

- comply with the emergency orders of the governor and adhere to the extent possible, to the guidance of the Department of Elementary and Secondary Education and other agencies of state and federal government, and expedite the safest strategy for returning students to school.

The school committee will approve the final plan submitted to DESE which will outline its strategy for returning students to school and will, in collaboration with the superintendent, make such modifications to the “back to school plan,” and district policy, and will authorize the superintendent to suspend, revise or create protocols to facilitate the safe return to school.

The superintendent will designate the appropriate staff members to oversee the safe administration of COVID-related policies during the period of the pandemic emergency and shall make such recommendations to the school committee as needed.

The school committee will authorize the superintendent to act expeditiously in executing the “back to school” plan in accordance with current law and regulation and will, where noted, authorize the superintendent to suspend, revise, or recommend policies, rules and protocols as needed to serve the best interests and safety of students, their families, and the community.

The “back to school” plan shall constitute the policy of the school district during the pandemic emergency, and the superintendent shall exercise the authority provided in law to carry out the plan as needed.

- General district goals affected by the pandemic.

The superintendent, with the advice and consent of the school committee, may suspend or modify individual district policies to address the COVID-19 emergency as declared by the governor. Such suspension of policy shall expire upon the end of the emergency as declared by the governor.

The goal of emergency pandemic policies shall be to:

- ensure the safety and health of students, faculty, staff, and all persons who may come in contact with them;
- provide the most effective educational services as possible to students under the circumstances;
- authorize changes to operating protocols as needed to open and operate schools effectively from various venues or platforms;
- conduct the district business and operational functions of the district as efficiently as possible;
- allow the superintendent and staff to act quickly to carry out a “back to school” plan and,
- facilitate the re-establishment of a safe and productive school day and year.

- Student assignment to schools (File JCA)

Subject to the guidance from the Department of Elementary and Secondary Education, the superintendent may suspend or revise the assignment of students to schools, including the assignment of new students for such a period as the emergency declaration is in force.

- School calendar (File IC/ICA)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or revise the school calendar with the approval of the school committee.

- Class size (File IIB)

In order to maintain healthy, safe, and effective classrooms, the superintendent may suspend district policy on class size, subject to the provisions of the collective bargaining agreements where applicable.

- Attendance (File JH)

Subject to operative law and regulations, suspend, modify or adapt policies related to student attendance including the link between and absences when appropriate, (including the link between attendance and grades), chronic absence policies, and accommodations for students requiring special placements

- Time on learning (File IC/ICA and ID)

Subject to the guidance from the Department of Elementary and Secondary Education and the provisions of collective bargaining agreements, the superintendent may suspend or amend requirements for time on learning for the duration of the COVID pandemic.

- Grading and retention (File IKE)

In accordance with guidance from the Department of Elementary and Secondary Education, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district for grading and retention of students.

- Local graduation requirements (File IKF)

In accordance with guidance from the Department of Elementary and Secondary Education and modifications to current regulation or law, the superintendent may propose, subject to the approval of the school committee, modifications to the policy of the district regarding graduation requirements. DUPLICATE STATEMENT IN SPECIAL EDUCATION

- Special education (File IHB, IHBA, IHBA, IHBF)

The superintendent and school committee should be mindful that attainment of a high school diploma may render certain students ineligible for further services.

- Discipline and Suspension/Expulsion with home schooling rights (File JIC, JK)

The “back to school” plan recommended by the superintendent and subject to the approval of the school committee shall contain protocols for serving students who are disciplined or suspended during the pandemic emergency.

Further, the superintendent shall provide in these “back to school” plans provisions for students were disciplined or suspended **or** who may elect to remain at home under the provisions of the policies related to home schooling, or who may elect remote learning in the interests of safety or health concerns.

- Exemptions for particular groups of students (i.e., use of masks for youngest children, high risk students) (File JL)

The superintendent shall provide protocols to principals and teachers regarding students who may require special exemptions from health and safety standards during the pandemic emergency. Such protocols may address exemption for utilizing support animals.

- Job descriptions (File GCA)

The superintendent may revise job descriptions for district staff, considering the provisions of current collective bargaining agreements, in order to secure the safety and health of students and staff, establish effective communications between school and community, maintain facilities, transport students as needed, provide food services, and acquire necessary materials to operate schools safely and securely during the pandemic. The superintendent will inform the school committee of any such changes. Any changes to job descriptions shall expire at the end of the declared emergency situation.

- STUDENTS AT RISK (JIE, JL, JLC, JLCC)

During the COVID pandemic, the superintendent or principal of a school may revise or suspend provisions of policy to facilitate the education of students at risk or with special physical needs or their family caregivers, including, but not limited to caring for or educating students with disabilities, illness, pregnancy, childrearing responsibilities, or special education needs consistent with law and regulation.

- Privacy of Students. (File JRA)

During the pandemic, the rights to privacy held by students and their families shall not be abridged by the public schools. Such rights extend to the confidentiality of student academic records, health data, economic status, and other such information as may be considered confidential by law.

Massachusetts law prohibits the recording of individuals without their permission. Similarly, students may not be recorded in classrooms by audio, visual, or remote means without the permission of parents or, if of age, by individual students. During periods of remote learning, the privacy of students participating in on-line classes shall not be violated by recording them without appropriate permissions.

- Pivoting back to remote learning, or back to in-school instruction

The superintendent shall incorporate into the “back to school” plan protocols for modifying these plans including addressing the needs of students who may require reversion from in-school to remote learning modalities because of the pandemic emergency.

- Home schooling File IHBG (temporary), home-bound instruction File IHBF (e.g., students with physical disabilities) and remote instruction for students in quarantine

The “back to school” plan shall provide for students who are temporarily homebound due to illness, quarantine, or disability

- Public Safety Officers, including the school resource officer (MOA with the local police.)

Subject to current law or regulation, the superintendent shall report to the school committee of any change in status of the school resource officer. (If the district eliminates visitors to school during the school day, the SRO may be impacted.)

- Eligibility for participation in extra-curricular activities, including sports (File JJ)

Subject to law, regulation and standards established by the appropriate and legitimate regulatory body, the superintendent may propose changes to district protocols for participation in extracurricular activities including sports subject to the rules established by the Massachusetts Interscholastic Athletic Association.

- Attendance vs. participation in events (File JH and Student/Athletic Handbooks)

Subject to law, regulation or emergency declaration, the superintendent may propose protocols or modifications or suspensions of district policies regarding attendance by students or the public in school events including, but not limited to assemblies, sports events, large gatherings, or other programs.

- Visitors in schools and buildings (File KI)

Subject to current emergency declarations, the superintendent may propose suspension or modification to district policies regarding visitors to school buildings during the school day and after school hours.

- Illness and contract tracing (File JLCC)

Subject to the provisions of the “back to school” plan, the superintendent may establish protocols for tracking student contacts as a means of locating others from whom students may contract or expose other persons to the CORVID-19. Such protocols will be consistent with law and regulation and be consistent with standards to protect the privacy of students, their families, and other persons.

- Transportation and busing (File EEA, EEAA, EEAE, EEAG)

Subject to current law and regulation, the superintendent may suspend or modify policies related to the transportation of students by the school district. Legal requirements relating to IEP’s that contain transportation for students shall not be altered without the appropriate family consent. These modifications shall be consistent with the district “back to school” plan.

- Operations and plant maintenance (File EC, ECA)

Subject to the provisions of law, regulation and collective bargaining agreements, the superintendent may suspend or amend current policy to ensure the efficient operation of business functions and maintenance of school buildings and other such offices as the district maintains.

X. GENERAL BUSINESS
Mayor Petty/Mrs. Clancey/Ms. McCullough/
Ms. Novick
(August 17, 2020)

ITEM - gb #0-265
S.C. MEETING - 8-27-20

ITEM:

To consider the Affirmative Action Plan of the Worcester Public Schools dated, May 13, 1993.

PRIOR ACTION:

BACKUP:

Annex A (32 pages) contains a copy of Affirmative Action Plan of the Worcester Public Schools dated, May 13, 1993.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

WORCESTER PUBLIC SCHOOLS

AFFIRMATIVE ACTION PLAN

May 13, 1993

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DEFINITIONS

ADVERSE IMPACT (EFFECT)

Applying uniformly to all applicants or employees certain personnel policies (e.g. word of mouth recruiting, diploma requirements, intelligence tests, minimum height requirements) that have the effect of denying employment or advancement to members of **PROTECTED CLASSES**. **BUSINESS NECESSITY** is the only justifiable reason for adverse impact.

AFFIRMATIVE ACTION

A demonstrated commitment to the recognition development and utilization of the abilities of persons with disabilities, minorities, disabled veterans, women and Vietnam era veterans. It is a process to achieve the purpose and spirit of anti-discrimination laws.

AFFIRMATIVE ACTION PLAN

A written document outlining those steps to be taken to bring about affirmative action as defined above. It is a plan whose execution will assure measurable, yearly improvements in hiring, training and promotion of minorities, disabled veterans, Vietnam era veterans and women in all parts of an organization.

AFFIRMATIVE ACTION POLICY STATEMENT

A written declaration of policy, by an appointing authority, to initiate an Affirmative Action Program.

AFFIRMATIVE ACTION PROGRAM

The implementation of an affirmative action plan.

AGGRIEVED PARTY

An individual alleging injury as a result of discrimination based upon race, sex, religion, national origin, disability, marital status, age, etc.

BUSINESS DAY

The calendar days in which the Worcester Public Schools Central Administration Building, and the departments therein, are engaged in normal operations.

BUSINESS NECESSITY

If an employer's practice or policies tend to **ADVERSELY AFFECT** members of a **PROTECTED CLASS**, then the employer must be able to demonstrate that the challenged practices effectively carry out the business purposes they are alleged to serve and that no alternative, non-discriminatory practices can achieve the safe and efficient operation of its business.

COMPLIANCE REVIEW

The Office of Federal Contract Compliance Program's (OFCCP) comparison of a federal contractor's affirmative action plan to the contractor's actual employment practices.

CONCILIATION

The act or process of overcoming distrust or animosity through negotiation.

DEISOLATION

The Worcester Public School's program to provide quality education in a desegregated environment. In order to better reflect the mission of the "Deisolation Plan," the name is currently being changed to the "Integration Plan."

DESEGREGATION

The interaction of groups of individuals who were previously isolated from a main body or group.

DISABILITY

A physical or mental impairment that substantially limits one or more **MAJOR LIFE FUNCTIONS**.

DISABLED VETERAN

Any veteran who (1) has a continuing service-incurred disability of not less than 10% based upon wartime service for which he is receiving or entitled to receive compensation from the veterans administration or, provided that such disability is a permanent disability, for which he has been retired from any branch of the armed forces and is receiving or is entitled to receive a retirement allowance, or (2) has a continuing service-incurred disability based on wartime service for which he is receiving or is entitled to receive a statutory award from the veterans administration.

DISCRIMINATION

The failure to treat equals equally; in equal opportunity/affirmative action parlance the unequal treatment or categorizing is either based upon race, sex, religion, age, physical or mental disabilities or has the effect of **DISPARATE** treatment for any of that class which is unlawful.

DISPARATE

Completely distinct or different in kind; entirely dissimilar.

EQUAL EMPLOYMENT OPPORTUNITY

An employer's posture that all personnel activities will be conducted in a manner as to assure equal opportunity for all. Such activities will be based solely on individual merit and fitness of applicants and employees related to the specific jobs and without regard to race, color, religion, sex, age, national origin, disability, political affiliation, marital status or other non-merit factors.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION (EEOC)

Independent federal agency created by the 1964 Civil Rights Act, Title VII, as amended. Responsible for administering Title VII, EEOC may bring suit, subpoena witnesses, issue guidelines which have the force of law, render decisions, provide technical assistance to complainants (and others). The EEOC, which does not conduct routine **COMPLIANCE REVIEWS**, investigates complaints of discrimination in employment, makes probable cause findings, attempts to achieve conciliation agreements and may bring a failed conciliation to a court of law.

ESSENTIAL FUNCTIONS

An employment position's fundamental job duties, as opposed to marginal functions. Factors that may be considered in determining whether a particular function is essential include, but are not limited to, the employer's judgment, written job description, time spent performing the function, etc.

FEDERAL CONTRACTOR

An entity that is a party to any government contract or to any federally assisted construction contract.

GOALS

A numerical objective, fixed realistically, in terms of the number of vacancies expected and the number of qualified applicants available to the job market.

GRIEVANCE

A complaint alleging discrimination on account of race, sex, age, color, religion, national origin, marital status or disability which is filed not more than thirty (30) **BUSINESS DAYS** from the date the **AGGRIEVED PARTY** had knowledge or reasonably should have had knowledge of the event or events giving rise to the complaint.

INDIVIDUAL WITH A DISABILITY

An individual who has a physical or mental impairment that substantially limits one or more **MAJOR LIFE FUNCTIONS**; has a record of such an impairment; or is regarded as having such an impairment.

LABOR MARKET AREA

A geographical area from which an employer can reasonably expect to recruit.

MAJOR LIFE FUNCTIONS

The bodily functions of walking, seeing, hearing, etc.

MINORITY

American Indian - A person having origins in any of the original peoples of North America (includes Alaskan Native).

Black (not of Hispanic Origin) - A person having origins in any of the black racial groups except those described under non-white of Hispanic Origin.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person having origins in any of the racial groups of Mexico, Puerto Rico, Cuba, Central or South America or other Spanish cultures.

PLURAL

Any reference to the plural also applies to the singular.

PROBABLE CAUSE

Reasonable grounds for belief that an accused person or entity is guilty as charged.

PROTECTED CLASS

Legally identified groups that are specifically protected by statute against employment discrimination. Unlike **AFFECTED CLASS** which must be demonstrated, protected class status is automatically conferred upon recognized minority group members, females, persons with disabilities, disabled veterans and Vietnam era veterans, by virtue of the law or other court decisions interpreting the law.

QUALIFIED INDIVIDUAL WITH A DISABILITY

One who with or without **REASONABLE ACCOMMODATION** can perform the essential job functions of the employment position. An individual is not qualified unless they can satisfy the prerequisite for the position, such as appropriate education, work experience or skills.

REASONABLE ACCOMMODATION

The modifications or adjustments (a) to existing facilities to make them readily accessible to and usable by individuals with disabilities; and (b) to the manner in which the work is customarily performed.

RETALIATION

Any efforts to take revenge against an individual seeking redress under the Worcester Public School's grievance procedures, cooperating in an investigation or otherwise, participating in any proceeding under the Affirmative Action Program.

SINGULAR

Any reference to the singular also applies to the plural.

UNDERUTILIZATION

Having fewer minorities, women, Vietnam era veterans and/or disabled veterans in a particular job classification than would reasonably be expected by their availability in the workforce or recruitment area.

UNDUE HARDSHIP

Any accommodation that would be unduly costly, extensive, substantial or disruptive or that would fundamentally alter the nature or operation of business. The terms of a collective bargaining agreement may be relevant to such a determination.

UTILIZATION ANALYSIS

The comparison of the presence of women, minorities, Vietnam era veterans and disabled veterans in the LABOR MARKET AREA to their presence in an employer's workforce.

VIETNAM ERA VETERAN

A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released therefrom with other than a dishonorable discharge.

WAIVER

The voluntary relinquishment of a right, privilege, etc.

WHITE (NOT OF HISPANIC ORIGIN)

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY STATEMENT

The Worcester Public Schools is dedicated to providing a foundation of educational excellence for children. In accomplishing this goal, we strive to create a tolerant and accepting work environment where human differences are respected and the ideas of each individual are sought and valued. We seek to empower and to treat each person who works with us in a manner which respects human worth and dignity. We value human differences in our workplace and believe that our diversity enriches the work that we do together, encouraging the challenging perspectives, creativity and opportunities for advancement on which the United States was founded. We recognize that our diverse school population needs positive role models as well as greater respect for the differences among us.

The Affirmative Action Program for our schools illustrates to our children and the community a good faith commitment to equality. Such a program is but a beginning for us, an affirmation of our intention to move aggressively in this area as a leader and a model for others to follow.

Therefore, it is the policy of the Worcester Public Schools not to discriminate against any employee or applicant for employment because of race, color, religion, sex, age, marital status, national origin or disabilities. The program shall include, but not be limited to recruiting, employing, training, assigning, transferring and promoting qualified minorities, women, Vietnam-era veterans, disabled veterans and persons with disabilities at all levels of employment within the Worcester Public Schools.

We recognize that past or present policies and/or procedures by the Worcester Public Schools or appointing authorities may have resulted in an adverse impact which must be affirmatively remedied. The Worcester Public Schools further recognizes that the percentage of qualified minorities, women, Vietnam-era veterans, disabled veterans and persons with disabilities should, at all levels, reflect the labor market of the City of Worcester.

The Worcester Public Schools will make reasonable accommodations for qualified individuals with disabilities unless to do so will cause the Worcester Public Schools undue hardship.

EQUAL EMPLOYMENT OPPORTUNITY

Legislation pertinent to Equal Employment Opportunity are the following:

1. THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972

Title VII of the Civil Rights Act of 1964, showing changes made by Public Law 92-261, approved March 24, 1972, deals with discrimination in employment:

"Section 703(a): It shall be an unlawful employment practice for an employer

- (1) To fail or refuse to hire or to discharge any individual or otherwise to discriminate against any individual with respect to his compensation, terms, conditions or privileges of employment because of such individual's race, color, sex, religion or national origin."

The Act establishes the Equal Employment Opportunity Commission (EEOC), the independent regulatory agency which administers and enforces Title VII.

Title VII, as amended, and Chapter 790 "an act requiring employers to grant Maternity Leave" was adopted to amend the Massachusetts General Law, Chapter 149, Section 105D. These laws prohibit policies which exclude applicants or employees because of pregnancy. Accordingly, the Worcester Public Schools will not penalize women because they may require maternity leave. Maternity leave shall be granted in accordance with collective bargaining agreements.

An individual alleging discrimination has the right to bring legal action against the Worcester Public Schools by contacting the Equal Opportunity Commission. Complaints of unlawful discrimination may be filed at an Equal Employment Opportunity Commission district or regional office within one-hundred-eighty (180) days of the time the alleged discriminatory act occurred. The EEOC will investigate the complaint. If, after investigation, it determines that there is probable cause to believe that discrimination did occur, the Equal

Employment Opportunity Commission will try to persuade the employer to cease voluntarily the discriminatory practice. If conciliation attempts fail, legal action may be brought against the employer by the EEOC.

Compliance reporting by the City School District to the Equal Opportunity Commission is required. Annual Employment Reports (EEO-5 Reports) are made on or before October 15. The district Equal Employment Opportunity Commission address is:

**One Congress St., 10th Floor
Boston, Massachusetts 02114**

2. Title IX of the Federal Education Amendment of 1972 prohibits discrimination on the basis of sex as it affects elementary, secondary and vocational schools and programs.

"Section 901 (a): No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance".

3. Title I of the Americans with Disabilities Act (ADA) prohibits discrimination against any "qualified individual with a disability" in regard to job applications, hiring, promotion, discharge, compensation, training, or other terms and conditions of employment. Retaliation against or interference with an individual for exercising rights under the ADA is also prohibited.

4. Title VI of the Civil Rights Act of 1964 provides for nondiscrimination in programs or activities receiving federal financial assistance and denial of benefits because of race, color, age, sex or national origin.

AFFIRMATIVE ACTION

Legislation pertinent to Affirmative Action are the following:

1. Eligibility Requirements for Receiving Funds under the Federal Emergency School Assistance Act (E.S.A.A.) as Amended in 1972

"No educational agency shall be eligible for assistance....if it has had in effect any practice, policy or procedure which results in the disproportionate demotion or dismissal of instructional or other personnel from minority groups in conjunction with desegregation or the implementation of any plan or the conduct of any activity described in this section, or otherwise engaged in discrimination based upon race, color or national origin in the hiring, promotion or assignment of employees of the agency."

These guidelines require:

"Adoption of a plan for assignment of faculty and staff members which will eliminate all racially or ethnically identifiable faculties...In the case of school districts in which percentage of minority group members on the full-time teaching faculty is less than the percentage of minority group members in the student body, such plan shall include a plan of affirmative action to increase the percent of minority group members on the full-time teaching faculty...."

2. Commonwealth of Massachusetts Executive Order No. 74, as amended by Executive Order No. 116, provides for nondiscrimination and that affirmative action steps shall be taken to insure equality of opportunity in the internal affairs of State government, including those persons and organizations doing business with the Commonwealth.

3. Executive Order Number 11246, issued by the President (1965), prohibits job discrimination because of race, color, sex, religion or national origin and requires affirmative action to encourage equality of opportunity in all aspects of employment "to remedy the effects of past discrimination". This order applies to federal contractors with 50 or more employees and with a contract in excess of \$50,000.

The United States Commission on Civil Rights defines affirmative action as "...steps taken to remedy the grossly disparate staffing and recruitment

patterns that are the present consequence of past discrimination and to prevent the occurrence of employment discrimination in the future".

4. Title 41, C.F.R. Chapter 60, Part 60-250, Affirmative Action obligations of Contractors and Sub-contractors for Disabled Veterans and Veterans of the Vietnam Era, requires all federal government contractors and sub-contractors with contracts over \$10,000 by the Vietnam Era Veterans Readjustment Act of 1974.

5. Title 41, C.F.R. Chapter 60, Part 60-2, (Revised Order No. 4) outlines specific requirements for "result oriented" affirmative action plans for non-construction contractors.

6. Title 41, C.F.R. Chapter 60, Part 60-741, Affirmative Action obligations of Contracts and Sub-contractors for disabled workers, provides for all Contractors and Sub-contractors with a federal government contract in excess of \$2,500 to take affirmative action in hiring qualified disabled individuals and treat these individuals without discrimination based upon their physical or mental disabilities in all employment practices.

The Office of Federal Contract Compliance Programs (OFCCP) enforces federal affirmative action legislation.

It is the desire and the intent of the Worcester Public Schools to comply with the specifications of the Federal government and the Commonwealth of Massachusetts and develop an equal employment opportunity policy which takes affirmative steps to promote employment for all persons, regardless of race, color, creed, national origin, sex, disabilities and religious belief. The policy of nondiscrimination includes all full-time, part-time temporary and permanent employees.

The Worcester Public Schools system will take affirmative steps to ensure that all applicants for employment receive fair consideration and that employees are treated fairly during employment. The Worcester Public Schools

system advertises its commitment to equal employment opportunity in all pertinent publications stating:

The Worcester Public School system is an Equal Opportunity/Affirmative Action Employer. Individuals with disabilities are encouraged to apply.

PROGRAM PURPOSE AND INTENT

The purpose of this program is to establish a set of programmatic objectives which shall provide for the access and advancement of minorities, women, Vietnam-Era veterans and individuals with disabilities with respect to employment opportunities throughout the school system. This program is not intended and should not be used, to discriminate against any applicant or employee because of race, religion, color, sex, age, disability, marital status or national origin.

The Worcester School Committee fully endorses the plan of action set forth in this policy and shall oversee and monitor its implementation through the auspices of the "Superintendent" and the "Personnel Manager" in cooperation with the Equal Opportunity/Affirmative Action Officer and all staff throughout the Worcester Public Schools.

GENERAL RESPONSIBILITIES

Role of the Superintendent

The Superintendent shall be responsible for fostering compliance with federal, state and local laws pertaining to equal employment opportunity, and affirmative action. He/she shall designate responsibility for systemwide coordination, implementation and evaluation of all affirmative action and equal employment programs to the Equal Opportunity/Affirmative Action Officer.

Role of Equal Opportunity/Affirmative Action Officer

There shall be an Equal Opportunity/Affirmative Action (EO/AA) Officer who will be responsible, under the direction of the Superintendent and the Personnel Manager, for the overall systemwide coordination, implementation and evaluation of the Worcester Public Schools' Affirmative Action Program. When deemed necessary, the EO/AA Officer may report directly to the School Committee.

The EO/AA Officer shall be responsible for the dissemination and utilization of all information, data and reports with respect to affirmative action/equal opportunity programs which shall include facilitating compliance with respect to all pertinent laws and reporting activities required by federal and state regulatory agencies. He/she shall also provide advice, consultation and assistance in the affirmative action process.

The Equal Opportunity/Affirmative Action Officer shall be responsible for the review of all grievances filed in accordance with the Worcester Public Schools' Affirmative Action Plan and conduct such evaluations as deemed appropriate and necessary in order to foster compliance with the School Committee policy of nondiscrimination and affirmative action.

The Equal Opportunity/Affirmative Action Officer, in conjunction with the Superintendent, the Personnel Manager and the School Committee, shall develop goals and timetables for all levels of employment opportunities within the Worcester Public Schools. Such goals and timetables will, thereafter, be monitored and reviewed semi-annually by the Equal Opportunity/Affirmative Action Officer and the Affirmative Action/Equal Opportunity Advisory Committee. The Equal Opportunity/Affirmative Action Officer and the Advisory Committee will report in writing to the Superintendent semi-annually and to the School Committee on an annual basis, with a view toward revision and/or updating where indicated. The Worcester Public Schools' minority recruitment

strategy will be reviewed and updated annually by the EO/AA Officer and the EO/AA Advisory Committee.

The Worcester Public Schools will provide its Affirmative Action Officer with an adequate recruitment budget.

Major responsibilities for the EO/AA Officer are:

1. Responsibility assisting in the development and presentation of staff development activities and programs that promote the goals of the Affirmative Action Program for the explanation and the dissemination of information to students, parents, prospective employees, community groups and interested parties regarding equal employment opportunity and affirmative action in the Worcester Public Schools.
2. Maintain a working relationship with all appropriate staff throughout the Worcester Public Schools. He/she shall serve as a resource to staff throughout the system to develop and/or maintain appropriate supportive materials in order to facilitate an understanding and acceptance of affirmative action goals and objectives.
3. Examination of all personnel policies and practices through knowledge of laws and sound judgment to ascertain compliance with the Worcester Public Schools' Equal Opportunity Policy to encourage the rights of all individuals to work and advance on the basis of merit and ability regardless of one's race, color, sex, religion, national origin, disability, age or marital status.
4. Responsibility for serving as the Worcester Public School system's liaison between federal, state and local regulatory agencies and school and community groups in all matters relating to equal opportunity/affirmative action.
5. Responsibility of examining all collectively bargained contracts for possible equal opportunity and affirmative action implications by means of knowledge and understanding of pertinent laws and sound management.
6. Coordination of the Worcester Public Schools' Equal Opportunity /Affirmative Action Grievance Procedure, which is available to all employees and prospective applicants who allege discrimination on the basis of race, sex, age, religion, marital status, color, national origin and/or disability thereby fostering an equitable and prompt settlement of any complaint.
7. Responsibility for attending all School Committee meetings, negotiation sessions, sub-committee meetings and any other sessions where information concerning equal employment opportunity and affirmative action is necessary.
8. Responsibility for developing and maintaining adequate records of all personnel actions, contract disputes and legal proceedings concerning equal opportunity/affirmative action.
9. To serve as chairperson of the Affirmative Action/Equal Opportunity Advisory Committee.

10. Performance of other duties as assigned.

Role of Supervisory Personnel

All Assistant Superintendents, Managers, Supervisors, Directors, Coordinators and Department Chairpersons shall be responsible, under the direction of the Superintendent and in conjunction with the Personnel Manager and the EO/AA Officer, for promoting compliance with the Worcester Public Schools' Affirmative Action Program with respect to all personnel under their direct supervision. This responsibility shall include, but not be limited to, conducting meetings and/or workshops in order to facilitate understanding of the Affirmative Action Plan and other related institutional goals and objectives.

ROLE OF EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

ADVISORY COMMITTEE

There will be an Equal Opportunity/Affirmative Action Advisory Committee representing the community. The Equal Opportunity/Affirmative Action Advisory Committee will be appointed for rotating terms of one, two and three years, by the Equal Opportunity/Affirmative Action Officer and the Personnel Manager confirmed by the School Committee. The Equal Opportunity/Affirmative Action Advisory Committee will meet quarterly and will be responsible for advising the Equal Opportunity/Affirmative Action Officer of the following equal educational opportunity issues, affecting employees and students in the Worcester Public Schools by:

1. Assisting in the formulation of an Equal Opportunity Plan with goals and timetables;
2. Assisting in the development and implementation of recruitment strategies; and
3. Semi-annual monitoring of goal attainment, under the direction of the Equal Opportunity/Affirmative Action Officer.

The EO/AA Advisory Committee will be composed of at least one (1) representative of the following groups:

minorities;

women;

veterans;

persons with disabilities; and

Unions who have contracts with the Worcester Public School system.

Each Equal Opportunity/Affirmative Action Committee Member must be a resident of Worcester or an employee of the Worcester Public Schools.

COMMUNICATION OF POLICY

1. The "Officer" shall distribute copies of this program to collective bargaining representatives. Copies of the program will be posted in each school.
2. The "Officer" shall be available to outline this program to make clear the commitment of the Worcester Public Schools and the responsibility of each employee in facilitating equal employment opportunity. The policy shall be discussed with new personnel annually.
3. The "Officer" shall meet with collective bargaining representatives to explain the intent of the program and to discuss ways in which representatives can cooperate in the implementation of the program.
4. A nondiscrimination clause shall be included in all collective bargaining contracts entered into by the Worcester School Committee.
5. The equal employment opportunity statement will appear on all job applications and job postings.
6. All job descriptions shall include the responsibility for compliance and enforcement of Worcester Public Schools Affirmative Action Program.
7. Appropriate sources for recruitment of new personnel shall be notified of the adoption of the program and the name of the EO/AA Officer. These

sources should refer qualified minorities, women, disabled veterans, Vietnam-Era veterans and individuals with disabilities to positions in the Worcester Public Schools. (see Appendix A)

8. The EO/AA Officer shall notify organizations representing minorities, persons with disabilities, veterans and women of the adoption of this policy.
9. Local news media shall be informed of the Worcester Public School's adoption of an Affirmative Action Plan.

GRIEVANCE PROCEDURE

AFFIRMATIVE ACTION; EQUAL OPPORTUNITY; TITLE I OF THE AMERICANS WITH DISABILITIES ACT; TITLE IX;

SECTION 504; CHAPTER 622

The Worcester Public Schools pledges to encourage the equitable and prompt settlement of complaints which may be raised by any employee or applicant on a claim of discrimination based on race, religion, color, sex, age, disabilities, marital status and/or national origin, if the claim is justifiable.

The grievance procedures are available to remedy unlawful discrimination regarding the hiring, employment, training, promotion, transfer or discipline of any person. The proceedings shall be kept confidential at each level of this procedure. No document relating to a grievance will be included in the accused employee's personnel file unless and until such time as any complaint of discrimination is substantiated. This shall not preclude an employee from utilizing any grievance procedures contained in a collective bargaining contract.

A grievance shall be a complaint by a prospective student, employee or staff member alleging discrimination on account of race, sex, age, color, religion, national origin, marital status or disability which is filed not more than thirty (30) calendar days after the alleged act and/or statement (see Appendix B):

An aggrieved party must institute proceedings hereunder within thirty (30) calendar days of the event or events giving rise to the grievance or within thirty (30) calendar days from the date the aggrieved party had knowledge or reasonably should have had knowledge of the event or events giving rise to the grievance.

Level I

- a. A staff member, student or prospective employee with a grievance shall present his/her complaint to his/her immediate superior or principal, whoever is appropriate.
- b. The immediate superior or principal shall make a determination, which shall be final unless the aggrieved party elects to appeal to the next level. The determination shall be within five (5) business days after the receipt of the formal complaint by the immediate superior.
- c. In the event that the aggrieved party is dissatisfied with the decision or no decision has been reached within five (5) business days after presentation of the grievance, the aggrieved party may reduce the grievance to writing and submit it within ten (10) business days to the Equal Opportunity/Affirmative Action Officer.

Level II

- a. If the grievance is not resolved at Level I after five (5) business days, it shall be reduced to writing by the grievant and forwarded to the Equal Opportunity/Affirmative Action Officer.
- b. The Equal Opportunity/Affirmative Action Officer shall meet with appropriate parties to attempt to settle the complaint. The determination shall be within five (5) business days after the receipt of the formal complaint by the Equal Opportunity/Affirmative Action Officer.
- c. In the event that no decision has been reached within five (5) business days after presentation of the grievance, the aggrieved party may reduce the grievance to writing and submit it within ten (10) business days to the Superintendent of Schools.

Level III

- a. The Superintendent, or his/her designee, shall meet within five (5) business days thereafter with the aggrieved person and attempt to settle the grievance.
- b. The grievance shall be answered in writing. In the event that the grievance shall not have been disposed of to the satisfaction of the aggrieved party at Level III, or in the event that no written answer has been received within ten (10) business days after the meeting on the grievance, the aggrieved person may forward the grievance with a copy of the answer, if any, to the Clerk of the School Committee with ten (10) business days.

Level IV

- a. The School Committee will hold a hearing on said grievance within fifteen (15) business days. Either party may request a hearing in the Executive Session of the School Committee and it must be granted.
- b. The School Committee will render the grievant a written decision and the reasons therefore within fifteen (15) business days of said hearing.

WAIVER

Failure of the complainant to comply with any provision of the aforesaid grievance procedure shall be deemed to be a waiver of the complaint under the terms of this policy. Failure of the Equal Opportunity/Affirmative Action Officer, Director, Principal, Supervisor, etc. to comply with the time limits set forth in this procedure shall cause the complaint to be automatically appealed to the next Level in the grievance procedure. The time limits specified in the grievance procedure may, however, be extended in any specific instance by mutual written agreement of the parties.

NOTE:

Individuals with grievances are not required to use and/or exhaust the Worcester Public Schools' grievance procedures. Written complaints, signed by complainant or an authorized representative, may be filed within 180 days as follows:

Equal Employment Opportunity Commission One Congress St., 10th Fl Boston, MA 02114	and/or	Massachusetts Commission Against Discrimination One Ashburton Place Boston, MA 02108
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RETALIATORY ACTION

No retaliatory action will be taken against those persons who file complaints of discrimination on the basis of race, sex, age, color, religion, marital status, national origin and/or disabilities.

FINDINGS OF DISCRIMINATION

If discrimination should be found to exist in any employment decisions, actions or practices within the Worcester Public Schools, all appropriate measures will be undertaken to terminate such discrimination. Furthermore, should findings be made of intentional discrimination on the part of any employee, appropriate disciplinary action shall be taken under the direction of the Superintendent and/or the Worcester School Committee. Following due process, such discipline may range from verbal reprimand up to and including termination.

RECORD KEEPING

All records involving any complaint filed in accordance with the Worcester Public Schools' Grievance Procedure shall be kept by the Equal Opportunity/Affirmative Action Officer, for a period of six (6) years. Such records and information will be considered confidential.

WORKFORCE

DESCRIPTION OF JOB CATEGORIES

As required by the Equal Employment Opportunity Commission, the Worcester Public School Committee utilizes the following job categories for reporting purposes.

1. OFFICIALS, ADMINISTRATORS AND MANAGERS

These are occupations requiring administrative personnel who set broad policies (not elected or appointed officials), exercise overall responsibility for execution of these policies, or direct individual department or special phases of the school system, or district or school operations. Include in this category - Superintendent, Personnel Manager, Assistant Superintendent of Schools, school business officials, directors and administrators of district-wide programs and other professional administrative staff.

2. PRINCIPALS

Staff members performing the assigned activities of the administrative head of their respective schools (not school systems or districts) to whom has been delegated responsibility for the coordination and direction of the activities of the school.

3. ASSISTANT PRINCIPAL

Teaching: Staff members who in addition to assisting the head of a school (normally the principal) in performing the activities of directing and managing schools are also engaged in instructing pupils in courses in classroom situations.

Nonteaching: Assignment of staff members to perform only the professional activities of assisting the head of a school (normally the principal) in performing the activities of directing and managing a school.

4. CLASSROOM TEACHER;

Staff members assigned the professional activities of instructing pupils in courses in classroom situations for which daily pupil attendance figures for the school system are kept. Include in this category full-time classroom teachers who teach ungraded classes, special education, art, music, band, physical education, home economics, etc.

5. GUIDANCE:

Includes staff members responsible for advising pupils with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, etc.

6. PSYCHOLOGICAL:

Include only the following individuals: psychologists, psychometrists, psychiatrists and psychological-social workers who are engaged in providing psychological evaluative services to pupils for placement purposes regardless of the amount of time spent in this activity.

7. LIBRARIANS AND AUDIO-VISUAL:

Librarians include staff members responsible for organizing and managing school libraries, Audio-visual personnel include staff members responsible for preparing, caring for, and making available to instructional programs, the equipment, materials, scripts and other aids which assist teaching and learning through special appeal to the senses of sight and hearing, e.g. director of audio-visual services, scriptwriter, etc.

8. CONSULTANTS AND SUPERVISORS OF INSTRUCTIONS:

Include staff members performing activities of leadership guidance and expertness in a field of specialization for the purpose of improving the performance of teachers and other instructional staff members.

9. OTHER PROFESSIONAL STAFF:

Include staff members performing some instructional or related function on a full-time basis such as non-classroom teachers who may be teaching the homebound, teaching through correspondence, teaching through radio or television from a studio, providing instruction for exceptional pupils released from regular classes for a short period of time and instructing pupils in non-course (cocurricular) activities. Include persons engaged in psychotherapy and other mental health services such as psychiatrists or psychologists. Those included are professional noninstructional staff (not officials/administrators, etc.), such as physicians, dentists, speech therapists, school social workers, community workers, attendance officers, attorneys, architects, engineers, registered professional nurses and other noninstructional professional personnel.

10. INSTRUCTIONAL ASSISTANT:

A staff member performing assigned activities which are not classified as professional-educational, but which assist a staff member to perform professional-educational-teaching assignments. Include all personnel working with students under the direct supervision of a classroom teacher, or under the

direct supervision of a staff member performing professional-educational-teaching assignments on a regularly scheduled basis. In other words, aides who participate on a regularly scheduled basis in a formal educational effort directed toward the student and/or whose impressions of student educational progress or needs may contribute to the formal authorized educational evaluation of students should be classified as Teacher Aides. (e.g. librarian aide, playground aide).

11. TECHNICIANS:

Occupations requiring a combination of knowledge and manual skill which can be obtained through about two years of post-high school education, such as is offered in many technical institutes and junior colleges, or through equivalent on-the-job training. Includes: computer programmers and operators, film inspectors, projectionists, graphic artists, drafters, engineering aides, nonteaching-related mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic physical sciences), and similar occupations which cannot be properly classified in other activity assignments.

12. CLERICAL/SECRETARIAL:

These are occupations requiring skills and training in all clerical-type work including activities such as preparing, transcribing, systematizing or preserving written communications and reports or operating such mechanical equipment as bookkeeping machines, typewriters and tabulating machines. Include: bookkeepers, messengers, office machine operators, clerk-typists, stenographers, court transcribers, hearing reporters, statistical clerks, dispatchers, license distributors, payroll clerks and kindred workers.

13. SERVICE WORKERS:

Staff members performing a service for which there are no formal qualifications including paraprofessionals and nonsupervisory personnel in

cafeteria, or transportation work. Include also custodial workers or others with the responsibility for cleaning the buildings of school plants or supporting service facilities; maintenance and operating such equipment as heating and ventilating systems; preserving the security of school property; and keeping the school plant safe for occupancy and use. Such activities may include cleaning, sweeping, disinfection, heating, lighting, moving furniture, keeping school entrances appropriately locked or unlocked, keeping such facilities as fire escapes and panic bars in working order and guard duties.

14. SKILLED CRAFTS:

Occupations in which workers perform jobs which require special manual skill and a thorough and comprehensive knowledge of the processes involved in the work which is acquired through on-the-job training programs. Includes: mechanics and repairers electricians, heavy equipment operators, stationary engineers, skilled machining occupations, carpenters, compositors and type-setters and kindred workers.

15. LABORERS:

Staff members who perform manual labor not classified in another activity assignment classification. Include garage laborers, car washers and greasers, gardeners and groundskeepers or activities such as lifting, digging, mixing, loading and pulling operations.

GOALS AND TIMETABLES

The purpose of an Affirmative Action Plan is to set forth goals and timetables designed to recruit, employ, train and promote persons with disabilities, minorities, Vietnam era veterans, disabled veterans and women to the end that said employees are fully utilized.

Goals are projected levels of achievement resulting from an utilization analysis of each department or job classification. The nature of the goals and timetables established are a function of: (1) the degree of underutilization within a specified job classification, (2) the labor market of the City of Worcester, (3) the availability of qualified persons with disabilities, minorities, women, Vietnam veterans and disabled veterans in the labor market of the City of Worcester, (4) the number of job openings available which is determined by turnover, expansion and contraction of the Worcester Public School's work force.

Separate goals for hiring persons with disabilities, women, disabled veterans and Vietnam era veterans will be established. The timetables for achievement will be over a five year period ending 1998. Percentage goals of 12% minority, 46% women, 5% persons with disabilities, 4% Vietnam era veterans and 4% disabled veterans for all hiring in specific areas of underutilization will be established for the duration of the plan. These goals do not represent maximum or minimum hiring. Equal employment opportunity will continue beyond affirmative action goals.

It is recognized that these goals reflect the present population of the City of Worcester, as of December, 1992, and they do not reflect the population of the City at the time of initial employment of the current work force. These goals will be updated according to changes in the census.

This process will enable the Worcester Public Schools to set realistic goals based upon the latest employment profile and projected job openings through attrition and newly established positions. Consideration must be given to the many variables affecting the local employment situation at the time that hiring goals are developed for each year of implementation.

Each area of the Worcester Public Schools will be monitored semi-annually by the Affirmative Action/Equal Opportunity Officer and the Affirmative Action/Equal Opportunity Advisory Committee. A written report of goal attainment and /or unfavorable changes will be furnished to the Superintendent.

An annual analysis of the Worcester Public Schools will be performed by the Affirmative Action/Equal Opportunity Office and the Affirmative Action/Equal Opportunity Committee and reported to the School Committee. Goals and timetables, as well as recruitment strategies, will be adjusted by the School Committee, the Superintendent, the Personnel Manager and the Affirmative Action/Equal Opportunity Officer, based upon the information and data received.

SEVERABILITY

If any provision of this plan or any portion of such provision or the application thereof to any person or circumstance shall be held to be invalid or unenforceable or shall become a violation of any local, state or federal laws, then, the same as so applied shall no longer be a part of this plan, but the remainder of the plan, such provisions and the application thereof to other persons or circumstances shall not be affected thereby and this plan, as so modified, shall continue in full force and effect.

GOALS: (12%) (46%) (4%) (4%) (5%)

Total	Category	Minority		Women		Vietnam Vets		Disabled Vets		Handicap	
42	Principals	2%	(1)	38%	(16)	10%	(4)	0%	(0)	5%	(2)
49	Assistant Principals	4%	(2)	44%	(22)	6%	(3)	4%	(2)	2%	(1)
26	CAB Admin.	15%	(4)	26%	(7)	0%	(0)	0%	(0)	0%	(0)
34	Dept. Heads	3%	(1)	29%	(10)	3%	(1)	0%	(0)	0%	(0)
1705	Teachers	6%	(107)	73%	(1253)	.9%	(16)	.2%	(5)	.5%	(10)
48	Guidance	16%	(8)	46%	(22)	0%	(0)	2%	(1)	4%	(2)
26	School Adj. Counselor	26%	(7)	62%	(16)	4%	(1)	0%	(0)	8%	(2)
22	School Psychol.	5%	(1)	64%	(14)	5%	(1)	0%	(0)	0%	(0)
14	Librarians	0%	(0)	86%	(12)	0%	(0)	0%	(0)	0%	(0)
89	Admin. Secretaries	6%	(5)	96%	(85)	1%	(1)	0%	(0)	2%	(2)
70	Educational Secretaries	1%	(1)	100%	(70)	0%	(0)	0%	(0)	0%	(0)
128	Custodians	5%	(7)	5%	(7)	10%	(13)	2%	(3)	5%	(6)
31	School Shop	6%	(2)	0%	(0)	35%	(11)	6%	(2)	3%	(1)
160	Cafeteria	3%	(4)	96%	(153)	1%	(2)	0%	(0)	2%	(4)
30	Drivers	30%	(9)	33%	(10)	7%	(2)	0%	(0)	0%	(0)
34	Monitors	26%	(9)	56%	(19)	0%	(0)	0%	(0)	9%	(3)
339	Instructional Assistants	24%	(81)	99%	(334)	.2%	(1)	0%	(0)	.5%	(2)
110	Crossing Guards	7%	(8)	85%	(94)	.9%	(1)	0%	(0)	0%	(0)
50	Misc.	14%	(7)	78%	(39)	2%	(1)	0%	(0)	0%	(0)

PERSONNEL OFFICE ONLY
Time of Call _____
Date _____
Name of Staff _____
Member _____

**WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS**

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION COMPLAINT FORM

A.

To be completed by Complainant or Personel Office staff:

Name _____

Position and/or Department _____

Telephone: (work) _____
(home) _____

Basis of Complaint: Race _____ Sex _____ Religion _____

National Origin _____ Handicap _____ Marital Status _____

Age _____ Other _____

Please explain the nature of your complaint _____

C.

Date(s) Complaint Occurred: _____

D.

Name(s) and/or Position(s) of others familiar with
this complaint _____

E.

Describe the corrective action which would resolve the complaint:

Date Complaint Filed

Signature of Complainant

Personnel Manager

Date _____

Case # _____

X. GENERAL BUSINESS
Mayor Petty/Mrs. Clancey/Ms. McCullough/
Ms. Novick
(August 17, 2020)

ITEM - gb #0-266
S.C. MEETING - 8-27-20

ITEM:

To consider the Recruitment and Retention Plan of Minority Teachers and Administrators, dated March 4, 1999.

PRIOR ACTION:

BACKUP:

Annex A (28 pages) contains a copy of the To consider the Recruitment and Retention Plan of Minority Teachers and Administrators, dated March 4, 1999.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

**STRATEGIC PLAN
WORCESTER PUBLIC SCHOOLS
MINORITY TEACHER RECRUITMENT AND RETENTION
MARCH 4, 1999**

BACKGROUND

In 1992 the Worcester School Committee approved a Five-Year Strategic Plan for the Worcester Public Schools. The Strategic Plan was the result of the efforts of teachers, administrators, principals, parents, community agencies, business, higher education and members of the at-large Worcester community. This comprehensive document would serve as the guiding force as the school system established its priorities to meet student and community needs.

The issue of Minority Staff Recruitment was identified as an objective in the Strategic Plan. The Plan called for the hiring of an individual to oversee the Affirmative Action and Equal Education Opportunity efforts within the school system. In October, 1992 the position of Assistant Personnel Manager for Affirmative Action and Equal Opportunity was filled. The primary goal associated with this new position was to develop an Affirmative Action Plan to address several areas, including increasing the number of minority employees within the Worcester Public Schools. Utilizing WPS staff and members of the community, the Affirmative Action Plan was developed and approved by the School Committee in 1993. Over the past seven years the school system has been monitoring its progress towards reaching the goals as established in the Affirmative Action Plan. These results are presented to the School Committee on an annual basis. In the area of minority employment, the goal of the Affirmative Action Plan is to have racial minorities account for 12 percent of the total employment. Based on the Affirmative Action Plan Annual Summary for October 1, 1998, the current number stands at 11 percent.

The Strategic Plan has served as the basis for the formulation of the Superintendent's Annual Goals for the Worcester Public Schools since 1993. In order to keep the system focused on the goal of diversifying its work force, the Superintendent established an annual goal of hiring minority staff. Since the 1992/93 school year when the Worcester Public Schools employed 264 racial minorities (7.5 percent of total employees), the number of racial minorities increased to 376 (11 percent of total employees) at the start of the 1998/99 school year. In the administrative/teaching/counseling areas, racial minorities have increased from 131 in 1992 (6.5 percent of total administrators, teachers, counselors) to 224 in 1998 (10.4 percent of total administrators, teachers, counselors). In 1995, the School Committee directed the Administration to expand the annual goal of increasing the number of racial minorities, by recommending a numerical value as to the percent of new hires being racial minorities. Below is a table to reflect the specific accomplishments in this area:

<u>YEAR</u>	<u>GOAL (%)</u>	<u>RESULTS (%)</u>	<u>RESULTS (#)</u>
1995	12%	17%	19
1996	12%	17%	20
1997	12%	17%	20
1998	13%	25%	35

The October 1, 1998 Ethnic Summary as submitted to the Department of Education indicates the Worcester Public Schools has a minority student population of 45 percent. Although Affirmative Action Plan goals are based on area work force population figures, the Worcester Public Schools is committed to hiring minority staff that exceed Affirmative Action Plan goals; we want a work force that closer reflects the cultural/racial diversity of our 25,000 students. The Administration has developed a building by building breakdown of staff by race/ethnicity. This individual school analysis allows the Administration to focus on buildings that need to diversify the teaching and/or support staff.

A LOOK TO THE FUTURE

Overall teacher recruitment is a national concern. Two million teachers in the next ten years will be needed to meet the demands of educating the youth of America. In the next ten years nearly fifty percent of the teaching force in the United States will retire. It is anticipated that this will result in teacher shortages in many districts. Attracting the best and brightest to teaching, and keeping them in the classroom once they are trained, is a concern to school districts throughout the country. The recruiting challenge is further heightened by the need of school systems, especially urban areas, to hire racially diverse staff.

Specifically, in the Worcester Public Schools we can expect nearly 900 professional staff to retire in the next ten years. This number includes nearly 200 teachers at the secondary level who are teaching in the major subject areas of math, science, world languages, english/language arts, and social studies. At the present time there is a demonstrated shortage, throughout the United States, of candidates for math, science and world languages. Based on the above projections, these shortages will increase. While the Worcester Public Schools has been fortunate to recruit and hire individuals who have majored in their teaching area, across the country it is estimated that nearly one-fourth of all secondary teachers do not even have at least a college minor in their main teaching field, with the number exceeding 30% in math. The Worcester Public Schools will have a major challenge in recruiting and hiring qualified individuals for these critical areas, regardless of the race/ethnicity of the candidates.

The Massachusetts Department of Education, recognizing the need to recruit new individuals to the teaching profession, has recently initiated a program to award \$ 20,000 bonuses to new teachers who meet specific academic requirements, including the successful completion of the Massachusetts Certification Test. In selecting candidates for this program the State is taking into consideration the need to recruit racial minorities, especially for urban districts.

CHALLENGES

The importance of diversity in the work force is not unique to the Worcester Public Schools or in the broader scope, to urban school districts throughout the country. Corporate America has recognized the need and importance associated with racial diversification. Colleges and Universities are competing with one another to attract minority students. A recent report issued by the Pew Health Professions Commission concluded that it is essential for the medical profession to diversify its work force in order to meet the growing complexities of meeting the needs of an increasingly multiracial and multicultural nation. Such findings are numerous in other professional areas as well.

Nationally, just 13.5% of all current teachers are persons of color, compared to a student population that is nearly one-third minority, and rising. Recruiting New Teachers, a Massachusetts based organization, reports only 15% of students in college/university teacher preparation programs are racial minorities - but only 11% will receive their B.A.'s, and not all will find their way into teaching. At the 1997 American Association of School Personnel Administrators, it was reported that diversity is a central part of the equality equation in teaching as the world becomes more multicultural and multiethnic. The demand for teachers of color has become critical. Not only has the representation of minorities in teaching not kept pace with the student population, but in fact the gap is widening as fewer students of color select teaching. As mentioned earlier, corporate America has opened its doors as never before to racial minorities.

The urban challenge for recruiting and retaining new teachers, regardless of the racial factor, is exacerbated by high attrition rates within the first five years of teaching. Some reasons for the attrition include inadequate preparation, particularly for those entering teaching without formal teacher-preparation coursework and practicums; the challenges presented in dealing with urban students; insufficient support programs. Contemporary classrooms and social conditions confront urban teachers with a range of complex challenges previously unknown in the profession. At the same time there are new education goals and standards, curriculum frameworks, high-stakes MCAS testing, site-based management, cooperative learning, improved use of technology in the classroom, greater need to involve parents, portfolio assessments - these factors have increased the knowledge and skills

demanded in teaching. School districts are competing against one another for a limited pool of quality teachers.

The 1993 Massachusetts Education Reform Act addressed areas of concern related to teacher recruitment. The revised Certification standards provides for Provisional Certification. This allows districts to recruit and hire individuals who have solid academic preparation in their field (i.e. math, science, world language, etc.), but who lacked the formal teacher pedagogical coursework. The Worcester Public Schools further addressed this issue by requiring teachers with Provisional Certification to work towards Provisional With Advanced Standing Certification by taking at least two courses per year.

In addition, in 1997 the Worcester Public Schools heightened its commitment to those individuals with Provisional Certification by instituting a District-Based Certification Program (as provided for under Education Reform). This partnership with the Alliance for Education has been a key ingredient in attracting minorities to the teaching field, an area many individuals did not consider while in college. A strength of the District Based Certification Program is that the coursework is taught by exemplary educators within the Worcester Public Schools who understand the successful strategies needed to be successful in an urban teaching environment.

In 1998, in its efforts to assure high standards for new teachers, the State of Massachusetts instituted a New Teacher Certification Test. While the merits of the Certification Test are many, the Test also presents recruiting challenges. It is ironic that the State has instituted more rigorous certification requirements while at the same time there is a demonstrated teacher shortage in many teaching areas. A candidate who wants to teach in Massachusetts, including the individual who would have previously qualified for Provisional Certification, now has to successfully complete the two-part Certification Test.

When the Certification Test was first proposed, provisions were provided which would exempt out of state candidates from taking the specific Massachusetts exam, as long as the individual graduated from a college or university that required its education students to pass a nationally recognized exam in the field of teacher preparation. For example, Rhode Island requires its teachers to pass the National Teachers Exam (NTE). Not only does the passing of the NTE qualify the individual to teach in Rhode Island, it also

opens the door for teaching positions in many other states. The NTE is a nationally recognized exam to test the basic competency of new teacher candidates. It should be noted that the concept of testing new teaching candidates is not new - many of the current veteran teachers in Worcester were required to take the NTE prior to being hired. This was not a State mandate, but a local policy. When Massachusetts enacted the final version of the Teacher Certification Test, it did not provide for the "nationally recognized exam" alternative. While this may not be a major obstacle for teachers who are graduating from colleges/universities in the immediate surrounding states, it is nonetheless an obstacle. It is a serious impediment when we recruit teachers, for example, from states in the South, Midwest, and other areas including Puerto Rico and Central America.

The Massachusetts Certification Test obviously gives the candidate something to think about when you are stressing the positives of working in Worcester and encouraging the person to accept employment with Worcester - with the caveat that s/he would need to travel to Massachusetts, at his/her own expense, to take a Certification Test which is only administered four times a year. Based on the overall number of states that are experiencing a teacher shortage, the Massachusetts Certification Test puts Massachusetts school districts at a disadvantage when compared to many states. The problem is compounded when you seek to recruit and hire an experienced and certified teacher from another state, who would have previously qualified for certification through reciprocity. This individual is now required to complete the Certification Test.

The Massachusetts Certification Test has attracted attention to the subject of testing prospective teachers (as well as veteran educators). While many argue the validity of the test itself, National Evaluation Systems of Amherst, the test developer, defends the test. Research is underway on all fronts to determine if the test is in fact a fair and accurate way to test new teacher candidates. Massachusetts is not alone in testing new teaching candidates. Again, it would make more sense for States to agree on a universal model (i.e. NTE) so that candidates would have a wider range of teaching opportunities and districts that need to diversify the applicant pool would have a greater area to draw upon. Another concern to teacher testing, as it impacts minority teacher recruitment, was recently brought forth in Georgia. The *Atlanta Journal-Constitution* recently reported that prospective black teachers have failed

Georgia's new licensing exam nearly four times as often as white teacher candidates since 1997.

Internally, the Worcester Public Schools has contractual concerns that impact teacher recruitment. The contract between the Worcester School Committee and the Educational Association of Worcester contains specific procedures for advertising vacant positions to existing staff. This provision impacts on the ability of a building Principal to bring in a candidate who would better meet the overall needs of the building, including racial diversity. In addition, due to contractual time lines, the Principal is prevented from hiring an individual in March or April for a known vacancy (i.e. retirement) for the following school year. While the concept of providing teachers a vehicle to transfer to another school certainly has its advantages, the process needs to be reviewed to be consistent with the spirit of Education Reform, which gives Principals the authority as to who works in their buildings.

The issue of Professional Status (formerly tenure) also needs to be addressed from the State level, as it relates to individuals who possess Provisional Certification. Under the current laws, a teacher who is certified and who has worked three full school years receives Professional Status, along with all the protections afforded to individuals who have completed three years of employment and who successfully completed the required pedagogical coursework. Professional Teacher Status should be limited to those individuals who have obtained either Provisional With Advanced Standing Certification or Standard Certification.

The ability to increase the effectiveness of the recruitment and retention of minority teachers and administrators needs the commitment of the School Committee, Superintendent and other Central Office Administrators, Principals, Teachers, Support Staff, Educational Association of Worcester, Higher Education and the entire Worcester Community. In addition, to aggressively pursue and attain the strategic objectives as put forth, the School Committee will need to allocate additional funds from the annual budget. The specific objectives will identify the needed financial resources.

Mr. Segun Eubanks, who is associated with Recruiting New Teachers (Belmont, Ma.), stated to the American Association of School Personnel Administrators: "America's teacher recruitment, development, and diversity challenges are daunting. At the same time, there's no shortage of talented and

diverse individuals who would gladly enter teaching if provided the right resources and support systems."

The attached strategic objectives have been developed to guide the Worcester Public Schools in the recruitment and retention of minority teachers and administrators. Through these objectives we will address the "right resources and support systems" that will increase the ability of the Worcester Public Schools to meet the needs of all students. It is critical, as the subject of teacher recruitment is discussed, to keep the focus on improving student learning.

In developing the attached strategic objectives the Administration has taken into account ideas and suggestions from the Equal Opportunity/Affirmative Action Advisory Committee, Minority Action Committee, Minority Educators Forum, Business Inclusion Council, Pasos al Futuro/Steps to the Future, Massachusetts Education Reform Review Commission and other committees, associations, individuals, and publications dedicated to diversification of the work force.

OBJECTIVE - I: EXPAND COLLEGE RECRUITING

BACKGROUND: Historically, local colleges and universities have been and will continue to be a solid base for the recruitment of teachers into the Worcester Public Schools. The benefits are obvious, as many of the individuals are area residents with roots in Central Massachusetts. There are many others who have matriculated at area institutions of higher learning from outside of Central Massachusetts; they have found Worcester to be an attractive place to live and work. However, the local colleges/universities are graduating very few people of color. In the area of minority recruitment it is essential for the Worcester Public Schools to expand our recruiting base.

ACTIVITIES:

1) New England: Develop data base of colleges/universities in New England that offer Education degrees. Determine minority enrollment in these programs and initiate regular communication with these schools as to both the positive developments in the WPS and our interest in recruiting minority teachers. These efforts will include having the WPS considered for student teaching assignments. We will also utilize current WPS staff who are graduates of these institutions in our outreach efforts. Selected on-campus recruitment will be initiated.

2) National: Expand our current information relative to the colleges/universities that graduate large numbers of racial minorities so as to determine those institutions that offer Education degrees. Determine minority enrollment in these programs and initiate regular communication with these schools as to both the positive developments in the WPS and our interest in recruiting minority teachers. These efforts will include working with the Placement Offices to determine the number of graduates with Education Degrees who are accepting positions outside of the home state. We need to be careful to direct our national efforts to areas of the country where we have a greater chance of success. In developing our contacts with these schools we will need to involve WPS staff and members of the community who are graduates of these institutions. Selected on-campus recruiting.

(continued)

3) Local: Continue to work with local institutions to encourage increased minority enrollment in their schools. In addition, it is important for the WPS to establish communication with the minority students who are enrolled. This includes individuals who are enrolled in the Education program, as well as those who are pursuing other areas. We need to reach these students who may not have previously considered teaching as a career. By working with these students and encouraging them to visit the WPS, we can show them first hand the opportunities and challenges that are available through teaching in a diverse urban school district where high student achievement is valued. This outreach would include a general reception at one of the local colleges (i.e. Hogan Center at Holy Cross).

Special efforts should be made to work with Community Colleges who are presently offering programs in Early Childhood Education. These graduates should be encouraged to seek employment in the WPS as Instructional Assistants while they continue their education towards a four-year degree.

4) College Recruiting Fairs: Identify regional college recruiting fairs that specialize in minority educators. Utilize these opportunities to maximize outreach efforts without having to visit each individual campus.

BUDGET IMPACT: In addition to costs associated with developing, printing and mailing recruiting related information, there will also be costs associated with WPS staff travel as well as reimbursing travel expenses of candidates who are required to visit the WPS as part of the selection process. In this competitive market it is also recommended that a relocation allowance be included (i.e. \$30 per day for 30 days) to assist individuals, from outside of Massachusetts, who are relocating to Worcester.

Requested Program Budget : \$ 58,000 for F.Y. 2000

Breakdown of costs: \$ 16,000 developing & printing brochure
\$ 1,000 postage
\$ 14,000 travel of WPS staff
\$ 6,000 travel expenses of recruits
\$ 18,000 relocation allowance
\$ 3,000 local outreach activities

OBJECTIVE - II: STRENGTHEN INTERNAL SOURCES OF RECRUITMENT

BACKGROUND: While Regional and National College recruiting will be a major factor in the WPS Minority Recruitment strategy, we also need to recognize that we are competing with thousands of prospective employers for the services of these individuals. Competition is not limited to school districts - business and industry throughout the United States have recognized the need and importance to diversify the work force. We need to increase our efforts to encourage current minority students and instructional assistants to consider teaching as a career opportunity.

ACTIVITIES:

- 1) Work with Principals to identify current Instructional Assistants who, based on performance in the classroom, have the potential to be successful teachers, provided the proper support is provided. This support includes small group or individual meetings with WPS minority teachers so that the challenges and opportunities of teaching can be reviewed. The Instructional Assistants currently have a tuition reimbursement provision in their contract which provides a financial incentive for the I.A. to pursue a four-year degree. Such a "grow our own" program has inherent advantages as the I.A. is already working in the WPS and is rooted in the Worcester community. The I.A. is familiar with the challenges of working in an urban district. If such a career ladder opportunity existed, it could also serve as a source of employment for minorities who are moving to Worcester to accompany a spouse or family member who has accepted employment with the WPS or another local employer.

- 2) Work with area colleges/universities to establish financial aid packages, scholarships or reduced tuition for current WPS minority staff who wish to pursue a career as an urban educator. Local institutions of higher learning have all expressed their need to recruit more minority students to their campuses.

(continued)

3) Worcester Future Teachers Academy. We need to strengthen our outreach efforts to current WPS minority students to encourage them to consider teaching as a career. These efforts include establishing a formal WFTA Club at each secondary school and through working with the Educational Association of Worcester, establish a financial stipend for this extra-curricular activity. The current program includes school year activities along with a summer program. The summer component is centered around a five day program at Worcester State College (including one overnight). Worcester State College is committed to the WFTA as evidenced by their on-going support and willingness to provide full scholarships to WPS minority students who have enrolled at Worcester State College for the purpose of becoming a teacher in the WPS. The College requires a specific level of academic achievement in order for the scholarship to be renewed each year. The first scholarship recipient of the program is scheduled to graduate in December, 1999.

4) Employee Referrals. As the WPS continues to increase the number of minority educators, we are realizing that these employees are potentially one of the most productive sources for minority recruitment. It is recommended that a Referral Bonus Plan be implemented whereby any employee (excluding Principals and Central Administrators) would qualify for a \$ 1,500 bonus if s/he is responsible for the initial introduction of a minority teacher/administrator candidate to the WPS and who is eventually hired for a teaching/counseling/administrative position. It is anticipated the Bonus would be paid out in three \$500 installments: \$500 when the employee starts work; \$500 after successful completion of first year of employment; \$500 after successful completion of second year of employment.

BUDGET IMPACT: Funds (\$ 10,000) are currently allocated for the tuition reimbursement program in the Instructional Assistant contract. The WFTA currently receives City Budget funds of \$ 12,000. The employee referral bonus is a new initiative and would need funding.

Requested Program Budget: \$ 43,000 for F.Y. 2000

Breakdown of costs: \$ 28,000 Expanding WFTA
\$ 15,000 Employee Referral Bonus

OBJECTIVE - III: EXPAND USE OF TECHNOLOGY IN THE TEACHER RECRUITMENT PROCESS

BACKGROUND: As the WPS' Human Resource Department strives to increase its accuracy, efficiency, effectiveness, rapid transfer of data, meeting lawful mandates, and providing quality service to potential employees, it is critical that we continue to integrate technology into the teacher recruitment process. This process will include information specific to the H.R. Department as well as general information relative to the positive developments in the WPS. After attending a recent career fair sponsored by the New England Minority Network we were able to utilize technology by immediately responding, via the Internet, to selected candidates to confirm our high level of interest in them as prospective educators in the WPS. An increased number of resumes now contain an e-mail address. This is especially helpful in arranging both initial and follow up interviews.

ACTIVITIES

- 1) Job applicant tracking system. Expand our present applicant log system so as to increase its effectiveness and utilization. Included in this process would be an On-Line Teacher Application Form which would be available to potential employees via the Internet. This process would also allow the H.R. Department to forward the applicant file to a Principal for review.
- 2) Web Page. Investigate the development of a web page to address the various employment opportunities within the WPS.
- 3) Resume Scanning Software. Such a process is used by leading organizations across a wide range of industries to streamline the candidate selection process. The software utilizes state-of-the-art scanning and imaging technologies to capture an exact picture of the resume; uses patented artificial intelligence to obtain key resume information and put it into a candidate summary; provides instant accessibility to the resume and skills database.

(continued)

BUDGET IMPACT: The WPS has a knowledgeable computer support staff to assist the H.R. staff in much of this work. There will be costs associated with purchasing Scanning Software. We will continue to investigate the proper technological utilization for the WPS and include recommendations in the F.Y. 2000 Budget.

**OBJECTIVE - IV: PROVIDE FOR INCREASED INTERACTION
AND COMMUNICATION AMONG WPS
MINORITY STAFF**

BACKGROUND: Although the WPS has increased its level of minority employees, there is still a feeling of isolation among many of the minority staff. There are many buildings where the number of minority educators is limited to one or two. In 1997 the WPS and the Alliance for Education held a forum for area minority educators. Most of the attendees were educators from the WPS. While the attendees indicated many positives with the WPS, the issue of isolation was listed as a concern. The forum itself served to address the issue. The following actions will also serve to address the efforts to retain minority staff once they are hired.

ACTIVITIES:

1) Minority Educators' Network: In cooperation with the Alliance for Education the WPS is prepared to actively assist in this venture. Such a group will not only be a vehicle to increase interaction between current WPS minority staff, but also aid in the recruitment of new staff.

2) Minority Educators' Forum: Based on the success of the 1997 forum the WPS will schedule two such gatherings per year. The goal is to increase interaction and communication among WPS minority staff. In addition to serving as a social occasion, the forum will also elicit the support of the minority staff in increasing and expanding our recruiting efforts. We anticipate the Forum to also serve as a vehicle to promote the various attributes of Worcester and the surrounding area, especially for individuals who are new to the area.

BUDGET IMPACT: It is anticipated that there will be minimal budget impact, but funds will be needed for meeting room rental, refreshments, and providing an honorarium for guest speakers.

Requested Program Budget: \$ 1,500 for F.Y. 2000

OBJECTIVE - V: EXPAND COMMUNITY INVOLVEMENT IN MINORITY TEACHER RECRUITMENT

BACKGROUND: The often quoted "It takes a village to raise a child" is appropriate as we reach out to the greater Worcester community in our efforts to increase the racial diversity of our teaching staff. As the second largest City in New England Worcester is rich in the diversity of its people and the various civic, community and social agencies that support the population. We need to continue to build partnerships with business and industry - we need them to be active participants in our efforts to diversify our work force.

ACTIVITIES:

- 1) Community agencies, groups, churches, etc.: We need to make the community aware of the employment needs of the WPS. As minorities move into the area the WPS should be recommended as a place of possible employment. These referrals are not limited to teachers but to support staff as well. The WPS will take a pro-active approach to this by making ourselves available to speak to groups regarding the WPS and the various employment opportunities.
- 2) Business & Industry: As employment levels in Central Massachusetts continue to grow, businesses have expanded their recruitment base. We need to inform the area businesses of employment opportunities, with the WPS, for the spouse and family members who may also be accompanying the new hire to Worcester. These outreach efforts will include personal visits to the local organizations, as well as printed material for their prospective employees to review. Included in these efforts will be the Greater Worcester Board of Realtors.
- 3) Professional Minorities. We need to work with the at-large community to develop a network of minorities who received their college education at institutions where there is significant minority enrollment. We will need these graduates to make some initial contacts at these schools as we commence recruiting efforts.

BUDGET IMPACT: Minimal budget impact as brochures/materials developed under previous activities will be used in this effort.

OBJECTIVE - VI: DEVELOP NATIONAL AND REGIONAL RECRUITMENT STRATEGIES

BACKGROUND: We have previously identified strategies and activities to recruit new teachers from college campuses across the country. However, we also need to continue and expand our efforts to bring experienced minority educators into the WPS.

ACTIVITIES:

- 1) Newspaper Advertisements. We will identify urban areas that have a large concentration of minority educators. Our efforts in this area will primarily focus on seeking out individuals who may be interested in moving to Massachusetts. We will move cautiously in this area due to the requirement that all new applicants for Massachusetts Teacher Certification need to take the Certification Test. This will not be attractive to a veteran teacher. The focus of these advertisements would be more of generic recruitment, stressing the positives of the school system and the many benefits that Central Massachusetts has to offer. If there is sufficient interest from the candidates we may consider a recruiting trip to specific areas.
- 2) National/Regional Recruiting Fairs. We will continue our participation in these activities that specifically target a minority audience. We have had success in these efforts; through the strategies outlined in this Plan, we are addressing issues that should lead to increased hires.
- 3) Troops to Teachers. We will pursue recruiting military personnel who may be retiring or considering a career change. The government offers financial incentives for hiring candidates from the Troops to Teachers program.
- 4) Puerto Rico. We need to continue our efforts to recruit on-site in Puerto Rico. With the WPS having a Hispanic student population of 28%, it is essential that we continue our outreach and recruiting efforts in Puerto Rico.

(continued)

5) Minority-based media. We will increase our utilization of minority based media, including newspapers, radio, newsletters and, if practical, television spots. There are a growing number of media outlets and services that are targeted for specific minority groups.

6) E.A.W./M.T.A./N.E.A. As we continue our outreach efforts to diversify the staff of the WPS it is essential to work with the Educational Association of Worcester. It is appropriate to work through the E.A.W. to take advantage of work that has been done on both the State level and National level, through the Massachusetts Teachers Association and the National Education Association. The E.A.W. has expressed its willingness to work with the Administration in these efforts.

BUDGET IMPACT. There are budget implications attached to each of these activities. However, if we are going to be as inclusive as possible in our outreach efforts, it is important to allocate the necessary funds.

Requested Program Budget: \$ 20,000 for F.Y. 2000

Breakdown of costs: \$ 6,000 National Advertising
\$ 8,000 Recruiting Fairs/Travel
\$ 2,500 Puerto Rico (2 staff)
\$ 3,500 Minority-based media

**OBJECTIVE - VII: ADDRESS DISTRICT AND STATE ISSUES
THAT RELATE TO POLICY, PROCEDURE,
CONTRACTUAL MATTERS, LEGISLATION.**

BACKGROUND: As previously discussed in the Strategic Plan there are areas at the district and state level that need to be addressed to increase our ability to diversify the professional staff of the WPS. While some of these issues may involve a procedure the Superintendent may institute, other matters will involve contractual issues and State laws, that need to be addressed, respectively, by the School Committee, Department of Education and/or the State Legislature.

ACTIVITIES:

1) Goal Setting. Include efforts to increase the racial diversity of the staff in each school in the annual goals that are mutually set by each Principal and Quadrant Manager. Consistent with the systemwide goal of increasing the number of minority employees, each school has to take a pro-active approach in their efforts to diversify the work force. However, due to transfer language in the E.A.W. contract, there are numerous cases where it is beyond the immediate control of the Principal to address the issue of why a minority was not considered for a particular position. However, it is important for each Principal to review the efforts that are made on an annual basis to increase the racial diversity within the school.

2) On-Site Offers of Employment. It has been our experience that many districts are offering on-site offers of employment to minority candidates at various recruiting fairs and campus visits. The WPS has been sensitive to this issue as Education Reform places the hiring decision with the Principal. However, the Administration is recommending the Human Resource Manager have the authority to offer a position to a minority candidate, realizing that in most cases the offer will be a generic offer of employment. The candidate would then interview with either an individual Principal or a group of Principals to determine final placement.

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3) Certification Test. The Administration is recommending the School Committee request the Board of Education allow out of State candidates the option of submitting a nationally recognized test in place of the Massachusetts Certification Test. The present DOE requirement that all candidates for certification complete the Massachusetts Test has put us at a disadvantage in recruiting out of State candidates. Candidates who are required to pass the Massachusetts Test would be responsible for the test fee, travel expenses and taking the test on one of the five available dates throughout the year. The benefits of accepting another nationally recognized test have been spelled out earlier in the Strategic Plan. The DOE should give serious consideration to replacing the current Massachusetts Certification Test with another nationally recognized new teacher competency exam.

4) Reciprocity for experienced teachers. The Administration is recommending that certified teachers from other States be exempted from the Massachusetts Certification Test, as long as Massachusetts has a reciprocal arrangement with the specific State. Unless a candidate is moving to Massachusetts as the result of a spousal transfer or other family related matter, it is unlikely that an experienced candidate would choose Massachusetts as a teaching location when there are many other States that would not require the candidate to complete a certification test. As stated earlier, in a time when the challenges to fill positions are nearing the serious stage, the DOE has made it more difficult to attract veteran educators from other districts.

5) Transfers. The current contractual language in the teacher's contract provides existing staff the opportunity to transfer into vacant positions prior to a new person being hired for the position. Not only is this a concern relative to the spirit of Education Reform, which places hiring responsibility with the Principal, but the timing is also a barrier. Contractual time lines call for the advertising of positions to existing staff twice a year (May/June). The disadvantages are many when you consider many districts are offering positions to candidates starting in February. By the time our internal transfer procedures are completed many of the top level candidates, especially minorities, have already secured positions. This contractual process is a serious issue that impacts all recruiting, not just the ability of the district to hire minority staff. The issue of a transfer versus a new hire needs to be

(continued)

reviewed at the State level. In addition, this issue needs to be a priority in the Collective Bargaining process with the Educational Association of Worcester. In a large district there are obvious benefits associated with providing transfer opportunities to teachers, but the process needs to be streamlined to improve the districts ability to secure the services of new staff in an extremely competitive market - a market which will get much more competitive in the coming years.

6) Professional Status. The Education Reform Act eliminated the term tenure, but it was replaced with Professional Status. Under the law, a certified teacher receives Professional Status after having completed three full years of employment. In today's competitive marketplace there are more and more teachers entering the teaching profession without having completed a formal teacher preparation program. In many cases three years does not provide the individual with the experience and performance level necessary to attain Professional Status. This results in non-renewal after the third year. It should be noted that this issue is not directed solely at minority teacher recruitment, but at all teachers who come into a system with Provisional Certification. The law should be revised in this area so as not to confer Professional Status on a teacher until the teacher attains either Advanced Standing Certification or Standard Certification. A Principal needs to have ample time to view the development of the Provisional teacher, without having to make the decision to either non-renew the individual or renew the teacher with the corresponding protection afforded to Professional Status.

7) Mentoring. The WPS needs to continue to provide and strengthen its mentoring program. During the 1998/99 school year a formal mentoring program was introduced. In previous years new teachers were mentored but not with the consistency that the new program offers. Feedback is being gathered from both the Mentors and the Mentees as to the effectiveness of the program. Requested changes will be discussed with Principals and the Educational Association of Worcester. Both the Administration and the E.A.W. are committed to the mentoring process and have pledged to work together to make mentoring as successful as it can be for new teachers.

8) District Based Certification. As explained previously in this Plan, the recently instituted District Based Certification has been successful in

(continued)

offering new teacher candidates an alternate means to obtain Advanced Standing Certification. The WPS needs to continue to support this venture, which is administered through the Alliance for Education. In addition, scholarships need to be provided for candidates. These scholarships will be open to all candidates, with priority given to minority staff.

9) Attrition. A review of attrition over the last ten years does not indicate minority employees are leaving the school system in numbers out of proportion to the total number of minority staff employed. During the last ten years the number of minorities to leave the WPS, including retirements, represents slightly over ten per cent of total attrition. This is consistent with overall minority employment, which is currently at ten and one-half per cent. We are concerned when any quality teacher resigns, regardless of race. In the case of minority teacher turnover, we need to keep it in perspective and also review the reason(s) for the turnover, with the goal of taking corrective action to eliminate, where possible, the situation or barrier that caused the teacher to seek employment outside of the WPS.

BUDGET IMPACT: The items that have immediate budget impact are Mentoring and providing scholarships for the District Based Certification program. If recommendations having a financial impact are needed to strengthen the mentoring program, these costs will be presented during the F.Y. 2000 Budget. The Administration is recommending the allocation of funds for the District Based Certification scholarships.

Requested Program Budget: \$ 7,500 for F.Y. 2000

BUDGET SUMMARY

F.Y. 2000

OBJECTIVE I \$ 58,000

OBJECTIVE II \$ⁱ 43,000

OBJECTIVE III \$ TBD

OBJECTIVE IV \$ 1,500

OBJECTIVE V \$ NONE

OBJECTIVE VI \$ 20,000

OBJECTIVE VII \$ 7,500

TOTAL \$ 130,000

Efforts will be made to secure grant funding to supplement the above requested funds.

Worcester Public Schools											
EO/AA Report											
1998-99											
Total	Category	Number of	% of	Number	% of	Number	%	Number	%	Number	Percent
						Minorities	Minorities	Women	Women		
Goals			12%		46%	Vets	Vets	Vets	Vets	Handicap	Handicap
31	Officials Adm. Managers	4	13%	11	35%	2	6%	0	0%	3	10%
50	Principals	5	10%	27	54%	4	8%	0	0%	1	2%
64	Assistant Principals	3	5%	34	53%	2	3%	0	0%	0	0%
1876	Teachers	181	10%	1447	77%	16	1%	4	0%	8	0%
95	Counselors	25	26%	61	64%	2	2%	0	0%	2	2%
24	School Psychologist	6	25%	17	71%	1	4%	0	0%	0	0%
16	Librarians	0	0%	14	88%	0	0%	0	0%	0	0%
160	Clerical/Secretarial	12	8%	159	99%	0	0%	0	0%	4	3%
522	Service	42	8%	330	63%	23	4%	0	0%	4	1%
41	Skilled Crafts	3	7%	0	0%	12	29%	0	0%	1	2%
398	Instructional Assistants	91	23%	380	95%	0	0%	0	0%	4	1%
194	Misc.	4	2%	181	83%	3	2%	0	0%	2	1%
Minorities Total		376									
Staff total		3471									
% Minorities		11%									

ATTRITION RATES OF ADMINISTRATORS/TEACHERS BY RACE
 OVER THE 10-YEAR PERIOD 1988/89 – 1997/98

YEAR	TOTAL ATTRITION NO. EMPLOYEES	RACIAL BREAKDOWN BY %			
		WHITE	BLACK	HISPANIC	ASIAN
88/89	78	94	1	5	
89/90	46	96	4	0	
90/91	115	95	2	3	
91/92	61	87	5	8	
92/93	77	99	0	1	
93/94	86	98	2	8	2
94/95	211	86	5	9	
95/96	45	90	4	4	2
96/97	73	89	8	3	
97/98	149	90	6	4	
TOTAL	941	90	4	6	<1

ARTICLE XIV
PROFESSIONAL DEVELOPMENT

In order to encourage professional development and continuing education, the Committee will establish a tuition reimbursement account. Employees covered by this Agreement who have completed three (3) years of full-time employment as an Instructional assistant with the Worcester Public Schools will be eligible for participation. Employees will be reimbursed tuition costs for the successful completion of a college level or graduate level course that is related to the responsibilities of the Instructional Assistant. Successful completion shall be considered a grade of "B" or above. In the case of a "Pass/Fail" course, a "Pass" shall be eligible for fifty (50) percent tuition reimbursement. Employees must submit a Course Approval Form prior to registering for the course in order to be eligible for reimbursement. The course must be approved by the building principal, Quadrant Manager and Human Resource Department. The Course Approval Form must include the cost of the course. Total reimbursement will be limited to a maximum as follows:

1998-99 year - increase to \$15,000
1999-00 year - increase to \$20,000
2000-01 year - increase to \$25,000

In the event Course Approvals reach the maximum, the Course Approval form will be returned to the employee; the Course Approval Form will indicate that the course will not qualify for reimbursement since the limit has been reached.

To assist in the equitable distribution of the annual allotment, one-half of the annual allotment will be available for courses held in the Fall session (i.e., \$7,500 for Fall of 1998-99 school year) and one-half of the annual allotment will be available for courses held in the Spring and Summer sessions (i.e., \$7,500 for Spring/Summer of 1998-99 school year). An employee will be eligible for only one course reimbursement per session to a maximum of three per year (one Fall, one Spring, one Summer). An individual may only seek approval for one course at a time. It is understood that reimbursement for Summer session courses will be available if the Spring allotment is not fully utilized.

Employees will not be released from school before the end of the employee's regularly scheduled work day to attend such courses. Only courses taken at accredited colleges/universities will be eligible for reimbursement. Correspondence courses will not qualify for reimbursement.

Upon completion of the course, the employee must submit the following in order to qualify for reimbursement: 1) approved Course Approval Form; 2) transcript/grade report from institution; 3) receipt from college indicating the amount of tuition paid. The employee must submit a request for reimbursement within sixty (60) days of the completion of the course.

An employee will be limited to a maximum of three (3) courses per year. An employee may submit a Course Approval Form for a summer course(s) prior to the end of the school year in June.

Ethnicity	AmerInd	Black	Asian	Hisp	White	Total	%	
Burncoat HS	2	145	35	342	612	1136	46.1%	High Sch
Doherty	3	179	139	265	983	1569	37.3%	Percent
North	3	103	103	257	468	934	49.9%	AmerInd 0.3%
South	4	126	168	371	523	1192	56.1%	Black 10.9%
Voke	7	99	38	292	740	1176	37.1%	Asian 8.0%
High School	19	652	483	1527	3326	6007	44.6%	Hisp 25.4%
Burncoat MS	2	81	13	236	310	642	51.7%	White 55.4%
Forest Grove	10	76	50	189	523	848	38.3%	
WEMS	4	67	73	208	382	734	48.0%	
Sullivan MS	4	89	98	324	487	1002	51.4%	Mid Sch
UPSC	0	6	10	15	39	70	44.3%	
Middle School	20	319	244	972	1741	3296	47.2%	Percent
A.L.L.	3	77	23	175	271	549	50.6%	AmerInd 0.6%
Adams	1	29	3	43	69	145	52.4%	Black 9.7%
Belmont	1	57	17	255	229	559	59.0%	Asian 7.4%
Bum Elem	0	48	9	103	131	291	55.0%	Hisp 29.5%
Canterbury	1	34	66	115	167	383	56.4%	White 52.8%
Chandler El	4	21	37	158	154	374	58.8%	
Chandler Magnet	2	18	2	370	330	722	54.3%	Elem Sch
City View	0	34	15	302	255	616	57.0%	Percent
Clark	1	15	7	71	215	309	30.4%	AmerInd 0.6%
Columbus Pk.	0	49	69	120	184	422	55.4%	Black 9.7%
Dartmouth	1	39	27	60	268	395	32.2%	Asian 6.8%
Elm Park	0	94	21	177	201	493	59.2%	Hisp 28.0%
Flagg	3	34	49	65	308	459	32.9%	White 55.0%
Gates Lane	6	53	57	115	418	649	35.6%	
Goddard	0	52	50	255	269	626	57.0%	WPS
Grafton	1	26	27	148	217	419	48.2%	Percent
Granite	0	16	60	26	109	211	48.3%	AmerInd 0.5%
Greendale	5	26	11	97	152	291	47.8%	Black 10.0%
Hartow	2	47	15	78	98	240	59.2%	Asian 7.1%
Heard	2	23	33	43	150	251	40.2%	Hisp 27.6%
Hiatt	2	89	37	199	379	706	46.3%	White 54.8%
Lake View	1	28	27	73	217	346	37.3%	
Lincoln	1	27	18	101	118	265	55.5%	
May	1	54	31	51	181	318	43.1%	
McGrath	2	37	12	63	207	321	35.5%	
Midland	3	32	15	64	186	300	38.0%	
Mill Swan	3	21	16	77	99	216	54.2%	
Nelson Pl	3	52	46	74	393	568	30.8%	
New Ludlow	2	23	31	44	208	308	32.5%	
Norrback	0	23	2	46	111	182	39.0%	
Quinsigamond	9	67	83	226	440	825	46.7%	
Rice Sq	9	31	38	82	325	486	32.9%	
Roosevelt	1	18	14	35	141	209	32.5%	
Tatnuck	6	54	47	61	360	528	31.8%	
Thorndyke	1	18	7	96	239	361	33.8%	
Union Hill	3	47	18	115	163	346	52.9%	
Vernon Hill	3	31	12	81	228	355	35.8%	
Wawecus	1	23	6	46	116	192	39.6%	
West Tatnuck	5	39	29	58	284	415	31.6%	
Worc Arts	1	53	2	144	258	458	43.7%	
Elem Schools	90	1559	1089	4512	8859	16109	45.0%	
WPS	129	2530	1816	7011	13926	25412	45.2%	

X. GENERAL BUSINESS
Administration
(August 17, 2020)

ITEM - gb #0-267
S.C. MEETING - 8-27-20

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (4 pages) contains a copy of the Worcester Public Schools FY21 Revised Baseline Budget.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Finance and Operations.

**Worcester Public Schools
 FY21 Revised Baseline Budget**

On July 30, 2020, the Governor and the State Legislature provided revised baseline FY21 Chapter 70 Aid for school districts. The Massachusetts Department of Elementary and Secondary Education also provided an Administrative Update on Chapter 70 Aid and Net School Spending Requirements based on these revised budget baseline amounts. This state funding commitment includes Chapter 70 increases for inflation and enrollment only, that while will keep all school districts at foundation, the new baseline budget does not include any of the funding for the phase-in of the Student Opportunity Act (**a \$15.5 million reduction for the Worcester Public Schools**).

According to the DESE, updated charter tuition and reimbursement amounts were not included in the local aid resolution so the amounts listed below are based on final FY20 amounts pending any additional administrative updates or final passage of the budget per state guidance.

Revenue and Tuition Offset Category:	FY21 Adopted Budget (based on Governor's Budget)	FY21 Revised Baseline Budget	Change from Adopted Budget Amount
Chapter 70 State Aid & Reimbursement:			
Chapter 70 State Aid (Total)	293,503,420	277,395,997	-\$16,107,423
Charter School Reimbursement	\$4,490,822	\$2,763,726	-\$1,727,096
Total City Contribution	<u>\$123,327,975</u>	<u>\$123,327,975</u>	<u>\$0</u>
Total General Fund Revenues	<u>\$421,322,217</u>	<u>\$403,487,698</u>	<u>-\$17,834,519</u>
Less Tuition Assessments:			
Charter School Tuition Assessment	\$29,496,484	\$27,154,480	-\$2,342,004
School Choice Tuition Assessment	\$3,176,771	\$3,176,771	\$0
Special Education Revenue Offset	<u>\$193,758</u>	<u>\$193,758</u>	<u>\$0</u>
Total Tuition Assessments	<u>\$32,867,013</u>	<u>\$30,525,009</u>	<u>-\$2,342,004</u>
Total General Fund Revenue	<u>\$388,455,204</u>	<u>\$372,962,689</u>	<u>-\$15,492,515</u>

For current planning purposes, pending further state or federal resolution on funding, the district must prepare for a budget reduction of \$15.5 million.

These actions are intended to preserve Worcester Public Schools positions to ensure full continuity of instruction, support, and services during the full remote model of the first quarter.

Final actions by the School Committee will not be taken until a final budget is adopted by the State Legislature as well as the Worcester City Council. However, to be prepared for this current budget reduction, the Administration must implement these actions immediately in order to achieve necessary savings. Therefore, the Administration recommends the following actions be approved by the Worcester School Committee:

Worcester Public Schools
 FY21 Revised Baseline Budget Actions

<u>Account</u>	<u>Description</u>	<u>Amount</u>
All Salary Accounts	Reduce 2% across all salary accounts. This reduction does not impact current salaries, step increases, or other existing contractual obligations.	\$4,859,362
Various Salary Accounts (Teachers, Instructional Assistants, School Nurses, and School Clerical)	Eliminate extended learning time (common planning time and additional instructional time) at four former Level 4 schools (Burncoat Prep, Chandler Elementary, Elm Park Community, and Union Hill School).	\$1,856,198
Various Salary Accounts	Actual and anticipated vacancy savings for positions through the end of September 2020.	\$391,378
500-91114 Teacher Substitutes	Reduce day-by-day substitutes for first quarter (full remote model).	\$285,000
500-91115 Instructional Assistants	Eliminate and reallocate selected Instructional Assistant positions due to full remote model.	\$111,396
500-91118 Supplemental Program Salaries	Line G. Student Afterschool Drop-Off Center Reduce afterschool student drop-off center for first quarter (based on full remote model).	\$7,500
500-91120 Maintenance Service Salaries	Eliminate 5 vacant positions (3 electricians and 2 carpenters).	\$271,809
500-91124 Crossing Guards	Reduce use of crossing guards (completely) for first quarter (full remote model).	\$183,781
540103-92000 Student Transportation	Reduce contracted student transportation for 10 additional staff development days (no longer student session days).	\$762,458
540103-92000 Student Transportation	Reduce contracted student transportation for Fridays (full year) due to remote learning model (32 days).	\$2,439,866
540103-92000 Student Transportation	Reduce contracted student transportation for big buses for first quarter (full remote model) (33 days, Friday dates are included in the above amount).	\$1,383,689
540103-92000 Student Transportation	Reduce contracted student transportation for mid-size or wheelchair buses for first quarter (full remote model) (33 days, Friday dates are included in the above amount)	\$1,132,421
540103-92000 Student Transportation	Reduce contracted student transportation for mid-size buses, wheelchair buses, and 7D vans during Summer 2020	\$336,822

540103-92000 Student Transportation	Reduce out-of-district special education and McKinney-Vento Transportation based estimated savings for in-district provided services and reduced transportation needs.	\$727,770
500123-96000 Health Insurance	Savings associated through vacancy factor and position reductions	\$168,610
500130-92000 Personal Services	Line I. Security Guards Reduce contracted security services (except for Durkin Administration Building) for first quarter (full remote model)	\$81,372
500-92204 Instructional Supplies	Line A. Instructional Materials Reduce \$10 per pupil instructional supply budget	\$245,780
500-92204 Instructional Supplies	Line D. Student Furniture Eliminate line item for student furniture purchases for this school year	\$153,000
500136-92000 Miscellaneous Educational OM	Line K. In State Travel Estimated savings for first quarter full remote model	\$5,000
500152-92000 Facilities Ordinary Maintenance	Line B. Trash Removal Lower trash removal costs based on first quarter full remote plan	\$89,303
TOTAL RECOMMENDED BUDGET REDUCTIONS		\$15,492,515

Some of these areas could be restored should a final state budget include Student Opportunity Act funds or through additional federal stimulus funds. However, should an all-remote model be continued during the second quarter of the school year, an additional savings totaling \$3.6 million may also be realized in several accounts listed above.

Other considerations not addressed in these recommendations:

- **Account 500-91116 Athletic Coaches' Salaries and Account 500122-92000 Athletic Ordinary Maintenance:** No actions regarding athletics are included in the budget reduction recommendation at this time until final guidance from the state is provided. Any cancelation of individual sports or seasons will result in savings (and possible loss of gate revenue) and will be addressed in future budget reports.
- **Account 500146-92000 Building Utilities:** The district expects to realize building utility savings as a result of the first quarter full remote schedule, but the district also intends to operate ventilation systems for extended times once in-person instruction resumes. The impact of the first quarter savings may be offset through increased mechanical ventilation later this school year. Any identified savings (or added costs) will be addressed through the quarterly budget review process with the School Committee.

Other Budget Concerns:

- **Account 500137-96000 Unemployment Compensation:** Due to various budget and staffing decisions, the Administration anticipates a significant deficit in the unemployment compensation account that will be addressed in the First Quarter Budget Status Report.
- **Account 50S502 School Nutrition:** The remote learning schedule for the first quarter will present a challenge to maintain full student meal participation. The actual remote feeding model will be presented in detail under a separate report, but the Administration is anticipating lower meal participation resulting in a loss of planned revenue. The planned model also uses significantly less staff than a full in-person model. Additional information and impact will be provided once the feeding model plans are finalized.

The Administration awaits final state budget action later this year and possible additional federal stimulus funds. Final budget action will occur later in the year as part of the tax rate setting process with the City of Worcester or earlier final state budget action.

The Administration recommends that the School Committee approve these recommendations so that these savings can be set aside to address the current FY21 baseline budget.

X. GENERAL BUSINESS
Miss Biancheria/ Mrs. Clancey/Ms. McCullough/
Ms. Novick
(August 18, 2020)

ITEM - gb #0-268
S.C. MEETING - 8-27-20

ITEM:

Request that the Administration provide an update on the free COVID-19 testing in Worcester to include WPS sites.

PRIOR ACTION:

BACKUP: The program is supported by the City Manager's Office, City Emergency Operations Center, AIDS Project Worcester and City Department of Public Health.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Miss Biancheria/Mrs. Clancey/Ms. McCullough
(August 18, 2020)

ITEM - gb #0-269
S.C. MEETING - 8-27-20

ITEM:

Request that the Administration provide a report regarding the remote learning highlights of Chapter 74 courses.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Teaching, Learning and Student Supports.

X. GENERAL BUSINESS
Administration
(August 19, 2020)

ITEM - gb #0-270
S.C. MEETING - 8-27-20

ITEM:

To approve a prior year payment in the amount of \$380.00 to Peterson Oil Service, Inc. for oil service at Foley Stadium.

PRIOR ACTION:

BACKUP: The P.O. was closed in error.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(August 19, 2020)

ITEM - gb #0-271
S.C. MEETING - 8-27-20

ITEM:

To adopt the updated Title IX Policy and related procedures.

PRIOR ACTION:

BACKUP:

Annex A (11 pages) contains a copy of the Title IX policy and related procedures.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the Worcester Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision - maker separate from the Title IX Coordinator or investigator;
- 3) Application of a preponderance of evidence standard;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination at a live hearing, if offered by the district, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;

- 8) Upon filing a formal complaint, the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools, a hearing is optional at the election of the district, but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying the preponderance of the evidence standard. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

The district may establish an informal investigation process that may, upon the request of the complainant, be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Worcester Public School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601 Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education) 5 Post Office Square, 8th Floor
Boston, MA 02109
Phone: 617-289-0111
- The United States Equal Employment Opportunity Commission, John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.:M.G.L. 151B:3A

Title IX of the Education Amendments of 1972 BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC July 2020

Proposed ACAB-R: Grievance Procedure for Complaints of Sexual Harassment under Title IX of the Education Amendments of 1972

The following grievance procedures apply to all complaints made by students or staff of sexual harassment, sexual assault or sexual violence under Title IX of the Education Amendments of 1972 and in accordance with School Committee Policy ACAB.

I. Reporting of Sexual Harassment Complaints

A. How to Report a Complaint of Sexual Harassment

Students and employees who believe they have experienced or witnessed sexual harassment should notify the District's designated Title IX Coordinator, **NAME AND CONTACT INFORMATION**. If the complaint concerns allegations against the Title IX Coordinator, then the complaint should be filed with the Superintendent or designee.

Employees who witness sexual harassment or have a reasonable belief that it is occurring, are required to report it immediately to the Title IX Coordinator.

Reports of sexual harassment may also be made by employees to their direct supervisor and by students to a teacher, counselor, school nurse or building administrator, who shall immediately bring such report to the attention of the Title IX Coordinator.

The complaint may be filed by the alleged by the victim or any other party. Any person filing a complaint is encouraged to do so within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution.

B. Handling of Sexual Harassment Complaints

All complaints shall be processed in a fair, expeditious and confidential manner. The Title IX Coordinator is responsible for overseeing the complaint response, including implementation of supportive measures and the grievance/appeal process. In doing so, the Title IX Coordinator may delegate certain duties to a designee. Complaints can be investigated by a building administrator, district-level staff member, or the Title IX Coordinator. The decision-maker must be a separate individual from the investigator. The Title IX Coordinator (or designee), investigator and decision maker shall not have a conflict of interest or bias. All Title IX personnel shall receive appropriate training in accordance with Section VIII below.

II. Supportive Measures and Filing of a Formal Complaint

A. Supportive Measures

Once a report of sexual harassment has been received, the Title IX Coordinator or designee will promptly contact the alleged victim (the "Complainant") to discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures. The District must investigate sexual harassment allegations in any formal complaint. The District must inform the Complainant of the availability of supportive measures with or without filing a formal complaint, and explain to the Complainant the process for filing a formal complaint. Supportive measures shall also be offered to the Respondent as necessary to ensure continued and equal access to the education program and/or activity during any investigation.

"Supportive measures" are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures must be offered to both the Complainant and the Respondent, and may include, but not be limited to" no contact orders, change of class schedules, modifications of assignments/work, leaves of absence, increased security and monitoring of certain areas of the campus, and other appropriate measures.

In addition to the above supportive measures, the District, in its discretion, may consider the emergency removal of a student in accordance with applicable student discipline regulations. The District may place an employee on paid administrative leave during the course of an investigation of sexual harassment allegations against said employee as determined appropriate and consistent with any applicable collective bargaining agreement.

B. Filing a Formal Complaint

A formal complaint may be filed in writing by the Complainant or presented verbally and put into writing and signed by the Title IX Coordinator or designee. The District will respect the wishes of the Complainant with respect to whether the District investigates a report of sexual harassment, unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the Complainant is not clearly unreasonable in light of the known circumstances.

C. Contents of a Formal Complaint

A formal complaint is signed by a Complainant or the Title IX Coordinator or designee alleging sexual harassment against a Respondent and requesting that the District investigate the allegations of sexual harassment. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District. A formal complaint may be filed with the Title IX Coordinator or designee in person, by mail, or by electronic mail, by using the contact information set forth herein.

The District must investigate sexual harassment allegations in any formal complaint. If the allegations in the formal complaint do not meet the definition of sexual harassment as set forth under Title IX, or did not occur in the District's education program or activity, the District must dismiss such allegations for the purposes of Title IX, but may still address the allegations in any manner that the District deems appropriate consistent with its policies, procedures and code of conduct, including but not limited to its anti-bullying policies and plan

III. Informal or Formal Resolution of Complaint

The District must offer the Complainant a formal resolution process and may offer an informal resolution process. If the District does not provide the option of informal resolution, the formal resolution process shall be followed.

A. Informal Resolution Process

If the District elects to offer an informal resolution process, such process shall be offered and implemented at the election of the Complainant and only after receipt of voluntary, informed, written consent of both the Complainant and the Respondent. The Complainant may elect informal resolution of a complaint at any time prior to a final determination by the decision maker. This may include conciliation and/or mediation by an individual trained to conduct such processes. At any time prior to agreeing to a resolution, either party has the right to withdraw from the informal resolution process and resume the formal complaint grievance process.

The District shall not offer an informal resolution process when a student alleges sexual harassment by staff.

B. Formal Resolution Process

The formal complaint process will comply with the grievance procedures outlined below.

IV. Grievance Procedure

In accordance with Title IX and its supporting regulations, the District shall implement the following process when investigating formal complaints of sexual harassment:

- A.** The Complainant and Respondent will be treated equally throughout the investigation process and be provided with written notice of the allegation (including sufficient details known at the time and with sufficient time to prepare a response before any initial interview), the grievance process, the range of possible remedies the District may provide a Complainant and disciplinary sanctions the District might impose on a respondent, following determinations of responsibility. Both parties have the right to have a representative/advisor participate in the process on their behalf.

- B.** Any interim supportive measures, as appropriate, will be offered to both parties.
- C.** The investigator will conduct an objective evaluation of all available evidence. This shall include an interview of both the Complainant and the Respondent, during which each party shall have a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, may also be interviewed. Please note that, during the investigation, rape shield protections apply to the Complainant and Complainants may generally not be asked about their prior sexual behavior.
- D.** During the investigation process, the parties shall not be prohibited from discussing the complaint or collecting evidence.
- E.** The investigation shall be completed in a reasonable time frame within thirty (30) school days except for good cause. Good cause may include, but not limited to, unavailability of a party, concurrent pending law enforcement investigation, or need for interpreter or accommodation of any party or witnesses' disability.
- F.** During the investigation, there is a presumption that the Respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
- G.** The investigator will make findings based on a preponderance of the evidence standard.
- H.** The investigator will not request or solicit information from any party or witness that constitutes disclosure of information that is protected under a legally recognized privilege, unless the holder of the privilege voluntarily waives the privilege.
- I.** Prior to the conclusion of the investigation, and at least ten (10) calendar days prior to completion of the investigation, the Complainant and Respondent will both be provided a copy of the investigation report and an opportunity to submit any additional information they would like considered by the investigator before their report is finalized. Both parties shall be provided the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- J.** Once the investigation has been completed, the investigator will submit their investigation report, with recommendations with regard to responsive measures, to the decision maker. The Complainant and Respondent shall also be advised, in writing, of the investigator's findings and recommendations.

- K.** The decision maker will review the investigation report and hold a disciplinary hearing with the Respondent, in accordance with applicable procedures (for student or employee).
- L.** The decision maker will advise both parties of the final determination and any related remedial/responsive measures in a manner that complies with applicable laws regarding student confidentiality and appeal rights. The Respondent will be notified of any disciplinary action and other remedial measures, if the complaint is substantiated. Notice of such final determination will be made in writing and sent simultaneously to the parties along with information about how to file an appeal.

V. Disciplinary Action

If a complaint is substantiated, the District will act promptly to eliminate the behavior and will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action and restoring a sense of safety for the Complainant. For students, discipline will be imposed consistent with the Code of Conduct and Massachusetts Student Discipline Law.

Discipline of employees will be consistent with collective bargaining procedures, if applicable, and may include disciplinary action up to and including dismissal.

Responsive measures will also include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

VI. Retaliation Prohibited

Retaliation in any form against any person because of or related to a sexual harassment or retaliation complaint, or because of or related to cooperation with an investigation of a sexual harassment or retaliation complaint, is unlawful and prohibited. Retaliation is also prohibited against any individual that participates or chooses not to participate in the grievance process.

If retaliation occurs, it could be considered grounds discipline, up to and including suspension and/or discharge for employee(s), and appropriate disciplinary action for students.

VII. Appeal Procedure

Both parties have the right to appeal the decision maker's determination to the Superintendent or designee. Any appeal should be submitted in writing to the Superintendent within ten (10) calendar days of receipt of the final determination.

The Superintendent or designee in reviewing the appeal may consider the following factors:

- A.** Was there any procedural irregularity with the investigation process?
- B.** Is there any new evidence not reasonably available at the time of the investigation?
- C.** Did the Title IX investigator have a conflict of interest?

The decision of the appeal process is final and is not subject to further review by the School Committee.

VIII. Training Requirements

All Title IX personnel including Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process shall receive training as required by Title IX and its supporting regulations. All training materials shall be made available to the public for inspection upon request.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Ms. McCullough
(August 19, 2020)

ITEM - gb #0-272
S.C. MEETING - 8-27-20

ITEM:

To consider proposed policy EBCFA regarding face coverings.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of proposed policy EBCFA.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

FACE COVERINGS

The _____ District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed. Exempted from this policy are students in Grade 1 and below.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- in incapacitated;
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes;
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -
<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for
Wearing Masks -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary
Education – Reopening Guidelines -

<http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! –

<https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020

X. GENERAL BUSINESS
Administration
(August 19, 2020)

ITEM - gb #0-273
S.C. MEETING - 8-27-20

ITEM:

Request that the School Committee approve the participation of the WPS in the following Fall sports, as recommended by the EEA, MIAA and DESE Guidance:

Field Hockey
Boys and Girls Soccer
Cross Country
Golf for Fall 1 Term for practices and competition games.

Based on EEA, DESE and MIAA Guidelines, the following sports would be allowed to practice only for skills, drills and conditioning:

Football
Cheerleading
Girls' volleyball

The following sports will be played during the Floating Phase between Winter and Spring Seasons:

Football
Unified Basketball
Cheerleading
Girls' Volleyball

Both individual and team crew will be moved to the Spring Season.

PRIOR ACTION:

BACKUP: Sports for other seasons will be voted on at a later date. Per DESE designation, WPS is a yellow designated district and 100% remote learning which requires a vote of approval by the School Committee.

Annex A (4 pages) contains a copy of the Joint Guidance on Modified Sports Seasons for School Year 2020-21.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.



Joint Guidance on Modified Sports Seasons for School Year 2020-21

Massachusetts Interscholastic Athletic Association

August 18,

As the Commonwealth of Massachusetts begins the process of opening schools, we must also look at the possibility of providing athletic experiences for our students. Sports can be an important part of a well-rounded educational experience, even during the current public health crisis. Notwithstanding the risks associated with COVID-19, organized physical activity should be encouraged, within clear health and safety parameters. Most sports can be played in ways that minimize those risks. In many cases, that will mean that inter-scholastic competitions may not look the same and may need to be played under fairly stringent restrictions with modified rules. Unfortunately, in some cases, competitive play may need to be cancelled or postponed. While difficult for all involved, it is essential that we keep health and safety paramount, both for everyone directly involved and the wider community.

Working in close consultation with a variety of stakeholders and our medical advisors and based on the [Youth and Adult Amateur Sports Guidance](#) recently provided by the Executive Office of Energy and Environmental Affairs (EEA), the Massachusetts Interscholastic Athletic Association (MIAA) and the Department of Elementary and Secondary Education (DESE) have collaborated to provide the following modified sports schedule for school year 2020-21 and guidance for sports participation for students who are learning remotely. Please note that this guidance is pending ratification by the MIAA board and is subject to change throughout the school year.

The MIAA, in consultation with their medical advisers and EEA, will develop sport-specific modifications to meet the guidance from EEA for issuance prior to the start of each season. At this time, based on current statewide health data, sports that the EEA guidance lists as lower and moderate risk may be held during their normal seasons, provided that MIAA's recommended modifications specific to those sports meet the standards outlined in the EEA guidance. For the fall season, higher risk sports, including football, cheer, and unified basketball, will be practice only, using the cohort method described in the [EEA guidance](#). Schools/districts choosing to engage in practice for these sports must complete the [Sport Attestation Compliance](#) form and keep it on file.

Higher risk sports in later seasons will continue to be evaluated in light of health metrics and the EEA guidance, and MIAA will make final decisions in consultation with their medical advisers closer to the start of each season. The sports that MIAA ultimately does not approve to be played

in their normal season will be moved or considered for later in the year during the floating season.

The health and safety of our school communities must remain the top priority, and we recognize that any plans for athletic opportunities must adapt to evolving public health metrics.

2020-21 Modified Sports Seasons

All sports must adhere to the minimum modifications outlined in the EEA guidance to achieve Level 3 play (inter-team competition). If those modifications cannot be met, the sport may consider moving to a later season or adopting a “practice only” model using the EEA cohort method and in alignment with other EEA guidelines. Guidance from EEA will be re-issued prior to the start of each season, based on public health data, testing availability, and any new information, and MIAA will make final decisions for each season following that updated guidance.

Season	Dates	Sports
Fall	Starting Sept. 18	Golf, XC running, field hockey, soccer, gymnastics, girls volleyball, fall swimming/diving, football practice,* cheer practice,* unified basketball practice* *Practice only using EEA cohort modifications : Football, cheer, unified basketball
Winter	TBA by MIAA	Winter gymnastics, boys and girls indoor track, ski, dance, winter swimming/diving, cheer, hockey, basketball, wrestling
Floating season	TBA by MIAA	Sports unable to play in earlier seasons may engage in Level 3 play (competitions) if permitted by updated EEA guidelines. Schools that offered only remote learning in early fall may use this season for play that was missed during their remote schedule.
Spring	TBA by MIAA	Girls golf, baseball, softball, tennis, boys volleyball, girls and boys lacrosse, track and field, rugby

At this time, the sports listed above have been conditionally approved for the fall season, provided they are able to meet the minimum modifications outlined in the EEA guidance. For the fall season football, cheer, and unified basketball will be practice only, using the cohort method described in the [EEA guidance](#). Schools/districts choosing to engage in practice for these sports must complete the [Sport Attestation Compliance](#) form and keep it on file.

Higher risk sports in later seasons (including hockey, basketball, wrestling, boys lacrosse, and rugby) will continue to be evaluated in light of health metrics and the EEA guidance and final decisions will be made closer to the start of each season. Those that are ultimately not approved by MIAA to be played in a season will be moved or considered for later in the year during the floating season, as reflected above. All sports, regardless of risk level, must follow the EEA guidelines, and moderate and higher risk sports must adopt the required minimum modifications for achieving different levels of play. To be able to engage in competitive play, modifications should include eliminating deliberate contact, modifying or eliminating intermittent contact, and increasing distancing. If these modifications are not possible, the sport may achieve a modified Level 2 play (competitive practice) using the cohort method outlined in the [EEA guidance](#). Again, schools/districts choosing to engage in practice for these sports must complete the [Sport Attestation Compliance](#) form and keep it on file. The EEA guidance also outlines best practices for all sports, including the use of protective equipment and masks. The sport specific modifications and plan for implementation will be developed by MIAA in consultation with their medical advisors.

Based on the schedule above, school districts should work with MIAA to develop their schedules for the year and be ready to modify those schedules as needed. More detailed information on the guidelines for practices and the start of competitions will be outlined in the guidance that MIAA will release.

Sports participation for remote learners

Districts designated as “red” based on the [Department of Public Health \(DPH\)’s metric](#) of average daily cases per 100,000 residents and which therefore have their high school students learning remotely at the start of a season, *must postpone their entire season, including practices*, until the floating season later in the year.

Districts designated as yellow, green, or unshaded based on the DPH metric that nonetheless have their high school students learning remotely at the start of a season *may similarly delay their season to the floating season*. If a yellow, green, or unshaded district that is only offering remote learning to its high school students wishes to participate in the regularly scheduled sports season, this must be approved by the local school committee.

The MIAA will develop a timeline for looking at data prior to the start of each season to determine which color-coded designation a district should fall into for the purposes of engaging in sports. For example, the MIAA could determine a school’s color-coded designation/eligibility on September 1 to determine initial eligibility and check again on October 1 to determine if the school remains eligible to participate in the fall season.



*News from Commissioner Jeffrey C. Riley & the
MA Department of Elementary and Secondary Education*

On the Desktop - August 18, 2020

Joint Guidance on Modified Sports Seasons for School Year 2020-21

Dear Superintendents, Charter School Leaders, Assistant Superintendents, Collaborative Leaders, and Leaders of Approved Special Education Schools,

Sports can be an important part of a well-rounded educational experience, even during the current public health crisis. Working in close consultation with a variety of stakeholders and our medical advisors, and based on the [Youth and Adult Amateur Sports Guidance](#) recently provided by the Executive Office of Energy and Environmental Affairs, the Massachusetts Interscholastic Athletic Association (MIAA) and DESE have collaborated to provide the attached modified sports guidance for school year 2020-21.

Sincerely,

Jeffrey C. Riley
Commissioner

XI. EXECUTIVE SESSION
Administration
(August 19, 2020)

ITEM - gb #0-274
S.C. MEETING - 8-27-20

ITEM:

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares - Coronavirus/COVID-19 Related Issues - Educational Association of Worcester, Units A & B (Educators/Administrators); Aides to the Physically Handicapped, Monitors and Drivers; Instructional Assistants; Parent Liaisons; Tutors; and Therapy Assistants.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares - Massachusetts Commission Against Discrimination Litigation - Former Employee.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares - Coronavirus/COVID-19 Related Issues - NAGE R1-16 Cafeteria Workers.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #19/20-23.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.