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

## AGENDA #9

The School Committee will hold a meeting:

on: Thursday, April 7, 2022  
at: 5:00 p.m. - Executive Session  
6:00 p.m. - Regular Session  
in: Esther Howland South Chamber, City Hall

### ORDER OF BUSINESS

#### **A. Call to Order**

#### **B. Pledge of Allegiance**

#### **C. Roll Call**

#### **D. Consent Agenda**

##### i. Approval of Minutes

AOR 2-10 - Clerk  
(March 23, 2022)

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

##### ii. Approval of Donations

gb 2-101 - Administration  
(March 23, 2022)

To consider approval of the following donations:

- \$10 from the Blackbaud Giving Fund on behalf of Abbvie to the WPS.
- \$400 from Boston College to Heard Street Elementary School for participation in a Math Project Study to be used for classroom materials
- \$250 from Thebe Enterprises, LLC/Dairy Queen to Lake View Elementary School for fundraiser proceeds
- newly purchased books to McGrath Elementary from neighborhood resident Henry Dewey with an approximate value of \$500 **(Continued on page 2.)**

Approval of Donations (continued)

- \$3,750.71 to Belmont Street Community School from The Journey Community Church to be used for Recess Equipment
- \$25,000 from Digital Federal Credit Union to support the programs of the WPS
- \$600 from Boston College to Vernon Hill Elementary School for participation in a Math Project Study to be used for classroom materials
- A First Putt Disc Golf Package, valued at \$750.00, to Forest Grove Middle from Maple Hill Disc Golf via the Sockibomb Foundation which includes a portable basket and 100 discs.

iii. Notification of Personnel Records

2-21 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Domantas, Kristina, Special Education, Roosevelt, BA, step 2, effective March 22, 2022

Kenbeek, Katie, School Adj Couns, Systemwide, MA, step 3, effective March 22, 2022

Steinbrick, Maxwell, Social Studies, Burncoat Middle School, MA, step 5, effective March 21, 2022

2-22 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Langroudi, Kamilia, Teacher, Vernon Hill, ESL, effective February 25, 2022

Ludizaca Torres, Blanca, Teacher, Chandler Magnet, ESL, effective February 25, 2022

Muhlidis, Arianna, Teacher, Woodland Academy, Elementary, Primary, effective February 24, 2022

Resnick, Kimberley, School Adjustment Counselor, Systemwide, effective March 18, 2022

Salazar, Angela, Teacher, Sullivan Middle School, Art, Arts, effective February 22, 2022

Sinasky, Joseph, Teacher, Burncoat High School, Special Education, STEP, effective February 25, 2022

Towler, Leah, Teacher, Flagg Street, Elementary, Primary, effective February 25, 2022

2-23 The Superintendent has APPOINTED the persons named below to the position of Cafeteria Substitute Helper, permanent/intermittent at a salary of \$14.28 per hour, from Civil Service List #322-002, effective as shown:

Cruz, Balerin 3/28/2022

Diaz, Nahomy 3/14/2022

Karnacewicz, Katarzyna 3/21/2022

Nejjari, Nahid 3/14/2022

2-24 The Superintendent has provisionally APPOINTED the person named below to the position of 189 Day Word Processor, permanent/fulltime at a salary of \$21.12 (minimum) to \$26.49 per hour (maximum) effective as shown:

Watson, Stephanie 2/28/2022



v. Notices of interest to the district or to the public

An abbreviated letter from Robert Pearl, MIAA Assistant Director to Principal Siobhan Petrella

It is with great pleasure that I write this letter of congratulations to Worcester Technical High School for being selected by your district to receive the 2022 MIAA District 2 Sportsmanship Award. Your school has a great deal to be proud of as this significant recognition is selected by the schools with whom you compete.

The presentation of the District Sportsmanship Awards will take place during the 27<sup>th</sup> Annual MIAA Sportsmanship Summit at Gillette Stadium in Foxborough on Friday, March 25, 2022. We look forward to presenting this award directly to you, your athletic director and representatives of your high school captains.

Congratulations again to Worcester Technical High School for being selected to receive this significant award. We look forward to seeing you on March 25th.

**Recommendation of Administration**

**Approve the Consent Agenda items on a roll call.**

**E. Items for Reconsideration**

**F. Public Comment**

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

**G. Public Petition**

c&p 2-6 - Clerk  
(March 25, 2022)

To consider a communication from the EAW to consider approval of donations of sick days to a teacher at Burncoat High School and a systemwide teacher.

**Recommendation of Administration**

**Refer to the Standing Committee on Governance and Employee Issues.**

c&p 2-7 - Clerk  
(March 30, 2022)

To consider a communication from the EAW for approval of a donation of sick days to a systemwide teacher from a co-worker.

**Recommendation of Administration**

**Refer to the Standing Committee on Governance and Employee Issues.**

**H. Report of the Superintendent**

ros 2-4 - Administration  
(March 30, 2022)

PORTRAIT OF A GRADUATE

**Recommendation of Administration**  
**Accept and file.**

**I. Reports of the Standing Committees**

The Standing Committee on Teaching, Learning and Student Supports met virtually on Tuesday, March 15, 2022 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

The Ad Hoc Search Committee for the next Superintendent met virtually on Friday, March 25, 2022 at 11:00 a.m. in Room 410 of the Durkin Administration Building.

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

**J. Student Advisory Committee item**

gb 2-105 - Administration  
(March 30, 2022)

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Alisa St. Helene	Claremont Academy
Adalise Rivera Lugo	University Park Campus School

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

**K. Approval of Grants and other Finance Items**

gb 2-106- Administration  
(March 30, 2022)

To accept the Commonwealth Preschool Partnerships Initiative (CPPI) Planning Grant from the Massachusetts Department of Early Education and Care in the amount of \$30,000, effective March 28, 2022 through June 30, 2022.

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

**L. General Business**

gb 1-272.1 - Administration/Ms. Novick/Ms. Clancey  
(March 14, 2022)

Response of the Administration to the request to require of Durham School Services timely updates on inoperable buses and absent drivers to WPS Transportation, and further, communicate any such information in a timely manner to families, students, and schools.

**RECOMMENDATION OF ADMINISTRATION**

**Accept and file**

gb 1-311.1 - Administration/Novick/Clancey/McCullough  
(March 31, 2022)

Response of the Administration to the request to report urgently via school level staff on student disregulation, how it is manifesting in our schools, how staff is managing and coping with such disregulation, and what resources and policy changes from this Committee are necessary to better support students, families, and staff.

**RECOMMENDATION OF ADMINISTRATION**

**Accept and file**

gb 2-18.5 - Administration/Novick/Clancey/Johnson/Kamara/Mailman  
(March 30, 2022)

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

**Recommendation of Maker**

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

gb 2-73.1 - Administration/Novick/Clancey/Johnson/Kamara/Mailman/McCullough  
(March 23, 2022)

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

**Recommendation of Administration**

**Accept and file**

gb #2-74 - Novick/Clancey/Johnson/Kamara/Mailman/McCullough  
(February 23, 2022)

To consider an update on the municipal broadband committee.

**Recommendation of Maker**

**Consider update**

gb 2-77.1 - Administration/Kamara/Clancey/Mailman/McCullough/Novick  
(March 23, 2022)

Response of the Administration to the request to provide a report regarding the way in which it handles student discrimination, harassment and racism.

**Recommendation of Administration**  
**Accept and file**

gb 2-90.1 - Administration/McCullough/Clancey/Johnson/Kamara/Mailman  
(March 29, 2022)

Response of the Administration to the request to provide an update on middle school sports and what opportunities there are to add additional ones.

**Recommendation of Administration**  
**Accept and file**

gb 2-96 - Administration  
(March 29, 2022)

To amend the Mask Policy by including the effective date of based on the vote of the Department of Public Health.

**Recommendation of Administration**  
**Approve the policy as amended with an effective date of March 8, 2022.**

gb 2-107 - McCullough  
(March 17, 2022)

Request that the Administration meet with representatives from Empowering Confident Youth and consider exploring ways to utilize its platform to tie in with social emotional learning and other skill sets.

**Recommendation of Maker**  
**Refer to the Standing Committee on Teaching, Learning and Student Supports.**

gb 2-108 - Mailman  
(March 22, 2022)

To consider Night Life updates regarding:

- workforce and extracurricular classes
- numbers of in person and remote classes
- partnerships and attendance data
- most popular programs
- current and future challenges

**Recommendation of Maker**  
**Refer to the Standing Committee on Teaching, Learning and Student Supports**

gb 2-109 – Mailman  
(March 22, 2022)

Request that the Administration provide the following transportation updates regarding to After School and Out-of-school providers:

- restoration of pre-existing bus stops at sites for the Spring 2022
- exploration of summer bus support for summer school and
- include SY23 providers and future transportation planning

**Recommendation of Maker**

**Refer to the Standing Committee on Finance and Operations.**

gb 2-110 – Administration  
(March 28, 2022)

To consider amendments to Preschool Program locations for FY23.

**Recommendation of Administration**

**Accept and file**

gb 2-111 – Mailman  
(March 29, 2022)

To consider approval of the 2022 Liaison officer MOU between WPD and WPS.

**Recommendation of Maker**

**Refer to Administration**

gb 2-112 – Administration  
(March 30, 2022)

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

Boadi, Joyce, Forest Grove Middle School, Master's, Step 1, \$56,858.00, effective March 21, 2022. License Pending: School Nurse All Levels.

Joyal, Melissa, Rice Square Elementary School, Bachelor's, Step 1, \$50,262.00, effective March 1, 2022. License Pending: School Nurse All Levels.

Skipwith, Monique, Quinsigamond Elementary School, Bachelor's, Step 1, \$50,262.00, effective March 14, 2022. License Pending: School Nurse All Levels.

**Recommendation of Administration**

**Approve on a roll call.**

gb 2-113 – Administration  
(March 30, 2022)

To authorize the Administration to resubmit a Statement of Interest to the Massachusetts School Building Authority for Burncoat High School (district priority project) for major renovation or replacement for 2022.

**Recommendation of Administration**

**Approve on a roll call and submit to the Worcester City Council for its approval.**



gb 2-114 – Novick  
(March 31, 2022)

To revise the rules of the Worcester School Committee as follows: (additions are in bold)

Rule 28: The agenda of the Committee will be as follows:

**a. General business items taken in executive session**

- b. Call to order
- c. Pledge of Allegiance
- d. Roll call
- e. Consent agenda
  - i. Approval of minutes
  - ii. Approval of donations
  - iii. Notification of personnel records
  - iv. initial filing of recognitions
  - v. notices of interest to the district or to the public
- f. Items for reconsideration

**g. Recognitions**

- h. Public comment
- i. Public petitions
- j. Report of the Superintendent
- k. Report of the Standing (Committees)

**l. Report of the Student Representatives/Student Advisory Committee**

- m. Approval of grants and other finance items
- n. General business
- o. Announcements

**During the bi-monthly Student Advisory meeting, item L will be taken up directly following the roll call.**

Any item may be removed from the consent agenda to the general business agenda by majority vote of the Committee.

Rule 54: Strike "Members shall submit agenda items by Wednesday, to be considered in the same manner as the School Committee in order to speak on a topic at meetings."

**Recommendation of Maker**

**Vote acceptance of proposed revisions.**

gb 2-115 – Novick  
(March 31, 2022)

To request City Council ensure City Council and School Committee districts are parallel, so as to ensure public clarity.

**Recommendation of Maker**

**Refer to a Joint Meeting of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.**

gb 2-116 – Novick  
(March 31, 2022)

Request administration ensure school administrators make provision for students who may be observing the upcoming Ramadan season, including space away from cafeterias during lunch, care during physical education, and the like.

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

gb 2-117 – Novick  
(March 31, 2022)

To look at enrollment trends in individual schools in light of building capacity.

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

gb 2-118 – Novick  
(March 31, 2022)

Request administration update School Committee at the April 28 meeting on principal succession planning, including parent and educator voice in the process.

**Recommendation of Maker**  
**Refer to the Administration for a report back on April 28, 2022.**

gb 2-119 – Novick  
(March 31, 2022)

To consider a one-year alteration to the district policy limiting excused absences to 7 days, in light of quarantine requirements during the COVID-19 pandemic.

**Recommendation of Maker**  
**Refer to the Standing Committee on Governance and Employee Issues.**

## **M. ANNOUNCEMENTS**

## **X. EXECUTIVE SESSION**

gb 2-120 – Administration  
(March 31, 2022)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-17

To discuss strategy in preparation for contract negotiations with nonunion personnel and to conduct negotiations with nonunion personnel – Manager of Special Education and Intervention Services.  
**(Continued on next page.)**

**EXECUTIVE SESSION** (continued)

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

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

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

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 – Educational Association of Worcester and Worcester School Committee, American Arbitration Association Case No. 01-21-0016-9503, Grievance: COVID/Quarantine Leave – Aides to the Physically Handicapped, Monitors and Drivers.

**N. ADJOURNMENT**

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

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

AGENDA #9A

**SUPPLEMENTAL**

The School Committee will hold a regular meeting:

on: Thursday, April 7, 2022  
at: 5:00 p.m. – Executive Session  
6:00 p.m. – Regular Session

Virtually in: Esther Howland South Camber at City Hall

ORDER OF BUSINESS

- E. Call to Order**
- F. Pledge of Allegiance**
- G. Roll Call**
- H. Consent Agenda**
  - iii. Approval of Minutes
  - iv. Approval of Donations
  - iii. Notification of Personnel Records
  - iv. Initial filing of individual recognitions
  - v. Notices of interest to the district or to the public
- E. Items for Reconsideration**
- F. Public Comment**
- G. Public Petition**
- H. Report of the Superintendent**
- I. Reports of the Standing Committees**
- J. Student Advisory Committee item**
- K. Approval of Grants and other Finance Items**
- L. General Business**

gb 2-121 – Johnson  
(March 30, 2022)

Request that the Administration provide an update on the request to develop a Memorandum of Understanding between the Worcester Public Schools and the Worcester Police Department.

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

gb 2-122 – Mayor Petty  
(April 4, 2022)

To request an update on the Office of the Inspector General’s findings on the January 24, 2022 Audit “Massachusetts Department of Elementary and Secondary Education’s Administration of the Temporary Emergency Aid for Displaced Students Program.”

**Recommendation of Maker**  
**Provide a verbal update.**

- i. APPROVAL OF RECORDS  
Clerk  
(March 23, 2022)

ITEM - aor 2-10  
S.C. MEETING - 4-7-22

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (14 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, March 17, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, March 17, 2022  
Agenda #8

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

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

1. **EXECUTIVE SESSION**

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

On a roll call of 7-0, it was moved to recess to Executive Session at 5:05 p.m. to discuss the following items:

gb 2-97 – Administration  
(March 9, 2022)

To discuss strategy with respect to litigation for a Worker's Compensation for a HVAC Technician, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

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

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

There were present at the second Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

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

2. Consent Agenda

v. Approval of Minutes

AOR 2-9 - Clerk  
(March 9, 2022)

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

vi. Approval of Donations

gb 2-83 – Administration  
(March 9, 2022)

To consider approval of the following donations:

- \$2,000 from The Journey Community Church to Belmont Street Community School
- \$1,000 from Beta Group, Inc. to be used as a scholarship for a deserving high school student who will be pursuing a degree in STEM or landscape architecture at an institute of higher education.
- \$600 from Boston College to Jacob Hiatt Magnet Elementary School for participation in a Math Project Study to be used for classroom materials
- \$600 from Boston College to Tatnuck Magnet Elementary School for participation in a Math Project Study to be used for classroom materials

vii. Notification of Personnel Records

- 2-19 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:  
Bartkus, Anne, Norrback Ave, Special Ed., BA, 4, effective February 28, 2022  
Blackwood, Erica, Systemwide, Special Ed., MA, 6, effective March 14, 2022  
Duff, Cassandra, City View, Elementary., MA, 3, effective, March 7, 2022  
Dumas, Kaleena, Gates Lane, Special Ed., BA, 4, effective February 28, 2022  
Waugh, Hillary, Norrback Ave, Special Ed., MA, 5, effective March 10, 2022
  
- 2-20 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:  
Langroudi, Kamilia, Vernon Hill, ESL, effective February 25, 2022  
Ludizaca Torres, Blanca, Chandler Magnet, ESL, effective February 25, 2022  
Muhlidis, Arianna, Woodland Academy, Elem., effective February 24, 2022  
Salazar, Angela, Sullivan Middle, Art, effective February 22, 2022  
Sinasky, Joseph, Burncoat High, Special Ed., effective February 25, 2022  
Towler, Leah, Flagg Street, Elementary, effective February 25, 2022

viii. Initial filing of individual recognitions

gb 2-84 – McCullough/Clancey/Kamara/Mailman/Mayor Petty  
(February 28, 2022)

To recognize Gordon Hargrove on Thursday, April 28, 2022 for all he has done for the children of the WPS over the years and wish him well in his retirement.

gb 2-85 – McCullough/Clancey/Kamara/Mailman/Mayor Petty  
(March 8, 2022)

To forward letters of congratulations to The Worcester Tech Eagles for their MA High School Bowling State Team Championship win for the third year in a row

gb 2-86 – McCullough/Clancey/Kamara/Mailman/Mayor Petty  
(March 8, 2022)

To forward letters of congratulations to Worcester Tech students Joe L'Esperance and Mia Stolakis for their outstanding performance in the State Championship Bowling Tournament and for being named co-MVPs.

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

### 3. Public Comment

Jennifer Cormier spoke to item gb 2-90 regarding middle school sports.

### 4. **Reports of the Standing Committees**

The Ad-Hoc Search Committee for the Next Superintendent met virtually on Monday, February 28, 2022 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

gb #1-232 – Mayor Petty (August 31, 2021)

To begin the process and engage with a search consultant to conduct a national search to recruit and hire a Superintendent for the Worcester Public Schools with an effective date of July 1, 2022. Prior to the commencement of the search process, the School Committee, in collaboration with the consultant, will develop and implement a comprehensive, inclusive, public process to solicit input from all members of the Worcester community regarding the needs of the district and the characteristics and skillsets required in the next Superintendent of Schools.

Chair McCullough proposed the following changes to the Superintendent Search Schedule:

The Prospect Review Meeting - change from March 9, 2022 to March 21, 2022 at 5:00 p.m. via Zoom in Executive Session.

The Round-One of Interviews – change from March 23 and 24, 2022 to March 29 and 30, 2022 from 8:00 a.m. to 4:00 p.m. via Zoom in Executive Session.

The Reference Feedback Meeting – change from April 14, 2022 at 5:00 p.m. -6:30 p.m. via Zoom to April 14, 2022 at 3:00 p.m. - 4:30 p.m. via Zoom in Executive Session.

School Committee Member Novick asked if the application deadline will give enough time for applicants to submit their paperwork and if the committee members will receive the applications once the search firm categorizes them.

Chair McCullough stated that ideally the Search Firm would like all applications in by March 4, 2022 but will accept them until the process begins for the Prospect Review Meeting on March 21, 2022. From March 22nd through March 28<sup>th</sup>, the candidates will be contacted to set up an interview time which will take place on March 29<sup>th</sup> and 30<sup>th</sup>. She also stated that based on the qualifications that were set forth in the Job Description that was approved by the School Committee, individuals may submit applications even if they don't meet some of the requirements and will still be included in the review process. This is a confidential process, so the committee members can't discuss the applicants and is the reason why these meetings are in Executive Session. The Search Committee will have access to a password protected website where it can review the applicants once the search firm puts it together.



School Committee Member Novick asked when the School Committee members will be notified of the selection of the finalists.

Chair McCullough stated that April 14, 2022 is the date when the finalists will be selected and it is her understanding the School Committee Members will be notified at the next School Committee Meeting.

Chair McCullough made the following motion:

Request that the Superintendent Search Schedule be approved amended.

**Worcester Public School, Superintendent  
Updated Search Schedule 2-28-2022**

<p><b>Date: November 22, 2021 (Monday)</b> <i>Time-5:45-6:45 pm Eastern</i></p>	<p><b>Orientation with the School Committee:</b></p>
<p><b>Date: December 8, 2021 (Wednesday)</b> <i>Time: 9:30-11:30 am Eastern</i></p>	<p><b>Search Committee Start-up Meeting</b> search process is outlined, and expectations are reviewed</p>
<p><b>Date: December 13-17, 2021</b></p>	<p><b>Schedule listening session groups</b></p>
<p><b>Date: January 18-26, 2022</b></p> <p><b>Date: February 4, 2022 (Friday)</b></p>	<p><b>Conduct listening sessions</b></p> <p><b>Launch survey in English/Spanish</b></p> <p><b>Finalize Position Description/Advertisement</b> <b>Place Advertisements</b> <b>Nominations Sought</b> <b>Recruiting Conversations Held</b></p>
<p><b>Date: March 21, 2022 (Monday)</b> <i>Time: 5:00-7:00 pm Eastern</i> <i>Via zoom</i> <i>Executive Session</i></p>	<p><b>Prospect Review Meeting:</b> Search Committee meets to review leading prospects for consideration; The committee selects candidates from preliminary review to move to interview phase and discusses interview strategies</p>
<p><b>Date: March 29-30, 2022 (Tuesday and Wednesday)</b> <i>8:00 am-4:00 pm Eastern</i> <i>Via zoom</i> <i>Executive Session</i></p>	<p><b>Round-One of Interviews:</b> Search Committee and G/A&amp;A conducts interviews of leading candidates, and the Committee selects candidates for referencing.</p>

<b>Date: April 14, 2022 (Thursday)</b> <i>Time: 3:00-4:30 pm Eastern</i> <i>Via zoom</i> <i>Executive Session</i>	<b>Reference Feedback Meeting</b> Search Committee hears preliminary referencing feedback and recommends candidates to the School Committee for further consideration and interviews.
<b>Date: April 25-28, 2022</b> <i>Location: TBD</i>	<b>Round Two of Interviews</b> Finalists interview with The School Committee
<b>Will need to flex here</b>	
<b>Date: April 2022</b>	<b>Appointment</b>
<b>Date: July 1, 2022</b>	<b>Start Date</b>

On a roll call of 3-0, the Superintendent Search Schedule was approved as amended.

The Standing Committee on Governance and Employee Issues met virtually on Wednesday, March 1, 2022 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

c&p #0-13 - Clerk (August 18, 2020)

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

Chair Clancey stated that due to the fact some items have been responded to and others are currently in different subcommittees, she recommended that the item be filed.

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

gb #0-213 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough (June 10, 2020)

To review for possible implementation the Massachusetts Attorney General's Model Memorandum of Understanding for School Resource Officers.

Chair Clancey stated that the district has replaced School Resource Officers with School Liaisons and recommended that the item be filed.

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

gb #0-293 - Ms. Novick/Mrs. Clancey/Ms. McCullough (September 9, 2020)

To ensure Worcester Public Schools remote learning policies ensure all Worcester Public Schools administrators, staff, and students behave as guests in each other's homes.

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

gb #0-359 - Administration (November 12, 2020)

To consider approval to turn on the self-harm filter that is available with the current software that monitors those students' behaviors.

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

gb #1-50 - Ms. McCullough/Miss Biancheria//Mrs. Clancey/Mr. Foley/  
Mr. Monfredo (January 25, 2021)

Request that the Administration review camera use procedures regarding privacy, legal and family contract options.

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

gb #1-121 - Mayor Petty/Mrs. Clancey/Mr. Monfredo/Ms. Novick (April 9, 2021)

To consider a report from the Worcester Mayoral Commission on Latino Education and Advancement.

Chair Clancey stated that this item was brought before the full School Committee last Spring and portions of it are part of the Fourteen Points which is in the Standing Committee on Teaching, Learning and Student Supports and recommended that the item be filed.

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

gb #1-189 - Mayor Petty/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (July 13, 2021)

To consider the Worcester Teacher Pipeline: Recommendations for Diversifying and Retaining Teachers of Color-A Comprehensive Proposal.

Superintendent Binienda stated that the district and Worcester State University plan to collaborate with Mass Hire in order to attract a more diverse group of teachers. They are also working on a program that will allow those with degrees in other fields that would like to become teachers, certified as educators. She also stated that two hundred high school students will be involved in a student-teacher pipeline this summer.

Chair Clancey requested that an update be provided to the full School Committee.

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

gb #1-210.4 - Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough/Mr. Monfredo (November 10, 2021)

4. Response of the Administration to the request to list all those whose contracts are with the superintendent who are currently:
- 5.
6. 1. on automatic one year renewals of their contract;
7. 2. beyond one year renewals;
8. 3. beyond the renewal language of their contract otherwise and
9. 4. have no written contract at all.
10. Report to be current to the filing date of this item (8/16/21).

Ms. Boulais outlined the typical annual process that takes place this time of year. She meets with the Superintendent and reviews the contracts that are up for renewal. She stated that all individual employee contracts end on June 30<sup>th</sup>. Therefore, they will be reviewed with the Superintendent and any possible non-renewals will be discussed.

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

gb #1-322.1 –Administration/Ms. McCullough/Mrs. Clancey/Mr. Monfredo/  
Ms. Novick (January 12, 2022)

Response of the Administration to the request to review the policies for athletic eligibility.

Vice-Chair McCullough requested that the item be held in order to receive feedback from principals and Administration as stated in the backup.

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

c&p #2-3 - Clerk (January 26, 2022)

To consider a communication from the EAW to consider approval of a donation of sick days to an Instructional Assistant at the ACT Program from a teacher at the Alternative School.

Chair Clancey stated that the request was for a donation of twenty sick days and was approved at the School Committee meeting of February 3, 2022. Therefore, she recommended that the item be filed.

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

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

gb #0-58 - Ms. Novick/Miss Biancheria/Mr. Foley/Mr. Monfredo (January 29, 2020)

To discuss the proposal to move city polling locations into the Worcester Public Schools

On a roll call of 3-0, the item was referred to the Joint Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

gb #2-31 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (January 19, 2022)

Request that the Administration provide an update from the Nutrition Department, possibly in a presentation, with information about the different types of meals that are being provided this year and any challenges it is facing during this return to school year along with supply chain shortages.

Mr. Allen introduced Ms. Lombardi, noting the award-winning work of the Nutrition Department. Ms. Lombardi stated that the Worcester Public Schools Nutrition Department runs four programs: The National School Lunch Program; the School Breakfast Program; CACFP and Summer Food Service; and the Fresh Fruit and Vegetable Program. The Department operates under both federal and state mandates. Ms. Lombardi reviewed the work of the Department prior to the pandemic, the work under the pandemic waivers during which school nutrition was deemed an essential service, and currently. She noted that the most recent federal action did not extend the waivers under which the Department has been operating. She stated that the in-house production of the Worcester Public Schools gave some ability for the district to manage procurement challenges. She explained that having the kitchens run as production facilities also allows for workforce development. She stated that the goal of the Department is for all students to have access to all culinary options, and she further noted the ongoing work for culturally relevant food for our students.

Vice-Chair Kamara asked about the availability of menus at each school. Ms. Lombardi explained that there are three menus for the district, which are provided on the district website. Vice-Chair Kamara asked about access to fresh fruit. Ms. Lombardi explained the preference for local fresh food, which also saves on gas. Vice-Chair Kamara asked about the increase in culturally relevant food; Ms. Lombardi explained the ongoing work with the community.

Member Mailman requested more explanation on food production in-house. She asked if there is a subsidization of the Nutrition Department from the general fund. Mr. Allen stated that the Nutrition Department receives no general funds; all of the costs of the School Nutrition Department, including health insurance and retirement, are covered through nutrition funding.

Student Member Zoghbi noted the allergies of students, and requested further signage in cafeterias regarding allergens. She asked about the differing access to water. Ms. Lombardi noted a partnership in getting water access to schools.

Chair O'Connell Novick noted the 82 open positions in the Department and asked if the Committee could be useful in filling them. Ms. Lombardi stated the Nutrition Department has a good working relationship with Human Resources.

Chair Novick made the following motion:

Request that the Administration contact the federal delegation and the state and national associations to urge action on extending the federal nutrition waivers.

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

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

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

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

gb #2-44 - Johnson/Clancey/Kamara/Mailman/McCullough/Novick (January 26, 2022)

Request that the Administration provide a pre and post Covid report regarding the timeliness and consistency of school bus routes to include:

- the number of bus drivers that are currently active and indicate how many are needed
- the number of bus drivers and monitors that are needed to be fully staffed and indicate the recruitment efforts being made and
- indicate what Human Resources is doing to help in this regard.

(These items were considered together.)

Mr. Allen updated the number of Durham drivers available to the district since the last meeting; there are now 34 drivers short of the 141 contracted for the 2021-22 school year. Durham has reported that this includes 6 drivers from other locations.

Mr. Allen stated that the Worcester Public Schools now have 38 people actively in training, an increase of 2 from last month's report. Beyond drivers, the only currently open position

remaining to be filled is the Transportation Systems Coordinator, who will be responsible for the IT aspects of the system; applications are still being accepted. There will be additional positions open as part of the FY23 budget.

Student member Zoghbi restated the interest the students have in a smaller walk zone, given reasons of safety and winter weather, which was set as a student member FY23 budget priority.

Member Mailman asked about coordination with the WRTA. Mr. Hennessey stated that when the district used bus passes, the district had a better idea of the level of student ridership; now that the WRTA is free, it is more difficult to tell. Ms. Binienda stated that hundreds of students rode the WRTA buses before the pandemic.

Chair O'Connell Novick asked if the ability of the district to provide for transportation to after-school care was dependent on number of buses and drivers for next year. Mr. Allen stated that such transportation was always only provided on the basis of buses going on a route in the after school care direction with available seats. Mr. Hennessey added such provisions were dependent on space.

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

It was moved and voice voted to approve the Reports of the Standing Committees as stated.

## **5. Student Advisory Committee item**

gb 2-87- Administration  
(March 8, 2022)

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Shelley Duodu	South High Community School

Stacia Zoghbi provided the following updates

Worcester Technical High School news:

- won the Massachusetts High School Bowling State Team Championship
- DECA students are advancing to the International competition in Atlanta
- was awarded the 2022 MIAA District 2 Sportsmanship Award and
- a "Lift Each Other Up" fundraiser was held for the class of 2022.

Burncoat High School news:

- Drama Club presented a performance of "Lift Every Voice"

Superintendent Binienda stated that teachers at WTHS received balloons from students who believed that a teacher lifted them up.

Ms. Zoghbi stated that since the removal of the mask requirement, she has noticed a 50/50 ratio of mask removal.

She requested that the current policy regarding student incident reporting be reviewed.

Member O'Connell-Novick made the following motion:

Request that the incident reporting request be forwarded to the Standing Committee on Governance and Employee Issues.

Mayor Petty stated that an item can be filed at the next School Committee meeting.

Member Kamara stated that she filed a similar item at the March 3, 2022 meeting referencing the handling of incident reporting. That item was referred to the Administration.

## **6. Approval of Grants and other Finance Items**

gb 2-88 – Administration  
(March 8, 2022)

To accept the Massachusetts Department of Elementary and Secondary Education Proficiency Based Outcomes for Languages Other than English - All Levels (FC 189) Grant in the amount of \$69,811.00

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

gb 2-89 – Administration  
(March 9, 2022)

To extend a 3-year lease with Ontario Investments.

It was moved to amend the item to add the words "by three months."

On a roll call of 7-0, the item was approved as amended by adding the words "by three months."

## **7. General Business**

gb 2-70.1 - Administration  
(March 8, 2022)

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

Kitren Farrell and Bryce Maloney were recognized by the School Committee, Superintendent Binienda and Mayor Petty.

Mayor Petty asked that all recognition items be moved to the Consent Agenda section.

gb 2-18.4 - Administration/Novick/Clancey/Johnson/Kamara/Mailman  
(March 8, 2022)

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

Superintendent Binienda provided the COVID-19 numbers for the week of March 3 through March 11.

Students

13 positive  
0 quarantined  
22 Test and Stay

Staff

6 positive  
0 quarantined  
0 Test and Stay

Member O'Connell-Novick asked for the districtwide vaccination numbers. Superintendent Binienda reported the following DPH numbers from March 7, 2022:

Of the 23,829 WPS students, 2,722 have received one dose, 8,238 have received 2 doses and 815 have received a booster (3 doses). The number of students in compliance is 9,049 or 37.97 percent. The total number of students who have received at least one dose is 11, 860 or 49 percent.

Superintendent Binienda stated that the district is partnering with UMASS and DPH to provide vaccination clinics for staff and students. She also stated that DESE provided extra test kits and that 19,100 tests were received last week and another 56,000 are expected within the next few days.

It was moved and voice voted to hold the item for updates at the next meeting.

gb #2-74 - Novick/Clancey/Johnson/Kamara/Mailman/McCullough  
(February 23, 2022)

To consider an update on the municipal broadband committee.

Member O'Connell-Novick stated that the meeting of the municipal broadband committee was cancelled and requested that the item be held for April.

On a roll call of 7-0, the item was held for the meeting of April 7, 2022.

gb 2-90 - McCullough/Clancey/Johnson/Kamara/Mailman  
(March 1, 2022)

Request that the Administration provide an update on middle school sports and what opportunities there are to add additional ones.

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

gb 2-91 - Clancey/McCullough  
(March 8, 2022)

Request that the Administration consider creating a central Early Childhood/Pre-k center within a Worcester public school building.

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



gb 2-92 – Clancey/McCullough/Johnson/Kamara/Mailman  
(March 8, 2022)

Request that the Administration provide monthly reports regarding building maintenance to include timeframes on when work will begin and be concluded.

Member Clancey amended the item to read “quarterly” instead of “monthly”.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations as amended.

gb 2-93 – Kamara/Mailman  
(March 9, 2022)

Request that the Administration provide an update on the Worcester Public School’s School Bell Policy.

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

gb 2-94 – Kamara/Clancey/Johnson/McCullough/Mailman  
(March 9, 2022)

Request that the Administration provide an update on the Worcester Public School’s opt-in and opt-out options regarding the sex education curriculum and provide the full scope of program per grade level and information regarding the hiring of staff.

Superintendent Binienda stated that the sex education curriculum and opt out information is contained on the WPS website.

Member McCullough requested that the Administration provide an update at the end of the school year to include feedback from staff.

It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.

gb 2-95 – Kamara/McCullough/Mailman  
(March 9, 2022)

Request that the Administration provide an update regarding the construction of Doherty Memorial High School.

On a voice vote, the item was referred to the Standing Committee on Finance and Operations.

gb 2-96 – Administration  
(March 9, 2022)

To amend the Mask Policy by including the effective date based on the vote of the Department of Public Health.

Mayor Petty stated that the language referencing the effective date in the policy would be as follows:

“This policy will be effective March 8, 2022.”

Member O'Connell Novick made an amendment to the policy by adding the following sentence:

"No one may require another to remove their mask."

On a voice vote, the motion was approved.

### **FACE COVERING**

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

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

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

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

**No one may require another to remove their mask.**

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

Masks will be required in all school health offices.

Previously by federal public health order, all students and staff were required to wear a mask on school buses. However, effective February 25, 2022, the Center for Disease Control is exercising its enforcement discretion to not require wearing of masks on buses or vans operated by public or private school systems including early care and education/child care programs.

**This policy will be effective on March 8, 2022** and will remain in place until rescinded or amended by the School Committee.

Reference: -JICFB – BULLYING PREVENTION POLICY

Guidance Statements: Massachusetts Department of Public Health

[https://www.mass.gov/info-details/covid-19-mask-requirements -  
mask-requirements-in-certain-locations-](https://www.mass.gov/info-details/covid-19-mask-requirements-mask-requirements-in-certain-locations-)

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

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

[https://www.cdc.gov/coronavirus/2019-ncov/community/schools-  
childcare/k-12-guidance.html](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html)

Requirement for Face Masks on Public Transportation Conveyances and at Transportation Hubs.

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>

[Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance Updated February 9, 2022; updated February 28, 2022.](#)

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

SOURCE: MASC – February 10, 2022 with additional School Committee revisions and Guidance Statement references.

Request that the following paragraph be added to the policy:

“The School Committee will, in consultation with the medical community, revisit this policy when the Upper Blackstone Clean Water Raw Influent effective virus concentration is above 300K per liter for two testing periods in a row.”

Superintendent Binienda stated that the district has been meeting with Dr. Hirsch, epidemiologists, UMASS Medical School, pediatricians and others throughout the pandemic to discuss the virus and feels that their input is what should be the determining factor in amending the policy.

Mayor Petty stated that over the last few months the Center for Disease Control has changed the requirements a number of times and he does not want to have to be held to something that could change the next week.

Member McCullough requested that the motion be held in order to receive clarification on the 300k per liter rationale.

Mayor Petty made the following motion:

Request that the item be held for the next meeting.

On a roll call of 4-3 (nays Johnson, Mailman and O’Connell-Novick) the item was held.

The meeting was adjourned at 7:35 p.m.

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

ii. APPROVAL OF DONATIONS  
Administration  
(March 23, 2022)

ITEM - gb 2-101  
S.C. MEETING - 4-7-22

ITEM:

To consider approval of the following donations:

- \$10 from the Blackbaud Giving Fund on behalf of Abbvie to the WPS.
- \$400 from Boston College to Heard Street Elementary School for participation in a Math Project Study to be used for classroom materials
- \$250 from Thebe Enterprises, LLC/Dairy Queen to Lake View Elementary School for fundraiser proceeds
- newly purchased books to McGrath Elementary from neighborhood resident Henry Dewey with an approximate value of \$500
- \$3,750.71 to Belmont Street Community School from The Journey Community Church to be used for Recess Equipment
- \$25,000 from Digital Federal Credit Union to support the programs of the WPS
- \$600 from Boston College to Vernon Hill Elementary School for participation in a Math Project Study to be used for classroom materials
- A First Putt Disc Golf Package, valued at \$750.00, to Forest Grove Middle from Maple Hill Disc Golf via the Sockibomb Foundation which includes a portable basket and 100 discs.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

iv. INITIAL FILING OF RECOGNITIONS  
McCullough  
(March 14, 2022)

ITEM - gb 2-102  
S.C. MEETING - 4-7-22

ITEM:

To set the date of April 28, 2022 to recognize the Burncoat Dance Team for placing 5th in the Hip Hop Division and 1st place in the Jazz Category at the MSAA New England Regional Competition.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize on April 28, 2022.

iv. INITIAL FILING OF RECOGNITIONS  
McCullough  
(March 14, 2022)

ITEM - gb 2-103  
S.C. MEETING - 4-7-22

ITEM:

To forward a letter of congratulations to Nellie Rushton, a Doherty Memorial High School student, who was presented the 2022 Young Woman of Consequence Award by the City.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letters.

iv. INITIAL FILING OF RECOGNITIONS  
Administration  
(March 14, 2022)

ITEM - gb 2-104  
S.C. MEETING - 3-17-22

ITEM:

To forward letters of congratulations to the following students who competed and won in the Massachusetts DECA State Competition:

Advancing onto International Competition in Atlanta Georgia:

Yousif Alsudani & Christian Tarnuzzer- Sales Project  
Hailey Forrest- Apparel and Accessories Marketing  
Stacia Zoghbi- Marketing Communications

Receiving a medallion at State Competition for the Virtual Business Challenge:

Richlove Boateng- 1st Place in Accounting round 1  
Brandon Solomon- 1st place in Entrepreneurship round 1  
Yousif Alsudani- 1st place Entrepreneurship round 2  
1st place Hotel Management round 1

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letters.

G. PUBLIC PETITION  
Clerk  
(March 25, 2022)

ITEM - c&p 2-6  
S.C. MEETING - 4-7-22

ITEM:

To consider a communication from the EAW to consider approval of donations of sick days to a teacher at Burncoat High School and a systemwide teacher

PRIOR ACTION:

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.





March 25, 2022

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

VIA Email Scan

Dear Dr. Friel,

I would like to speak at the next School Committee meeting on April 7th. I will be speaking about donating sick days for two different teachers from their co-workers. One is a teacher at Burncoat High the other is a Systemwide teacher.

Please let us know when we will be presenting.

Sincerely,

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

Roger Nugent  
EAW President

G. PUBLIC PETITION  
Clerk  
(March 30, 2022)

ITEM - c&p 2-7  
S.C. MEETING - 4-7-22

ITEM:

To consider a communication from the EAW for approval of a donation of sick days to a systemwide teacher from a co-worker.

PRIOR ACTION:

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.



March 30, 2022

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

Dear Dr. Friel,

I would like to speak at the next School Committee meeting on April 7th. I will be speaking on behalf of the Systemwide Teachers about donating sick days to a Systemwide co-worker. Please let us know when I will be presenting.

Please let us know when we will be presenting.

Sincerely,

*Roger Nugent*

Roger Nugent  
EAW President

H. REPORT OF THE SUPERINTENDENT  
Administration  
(March 30, 2022)

ITEM - ros 2-4  
S.C. MEETING - 4-7-22

ITEM:

PORTRAIT OF A GRADUATE

PRIOR ACTION:

BACKUP:

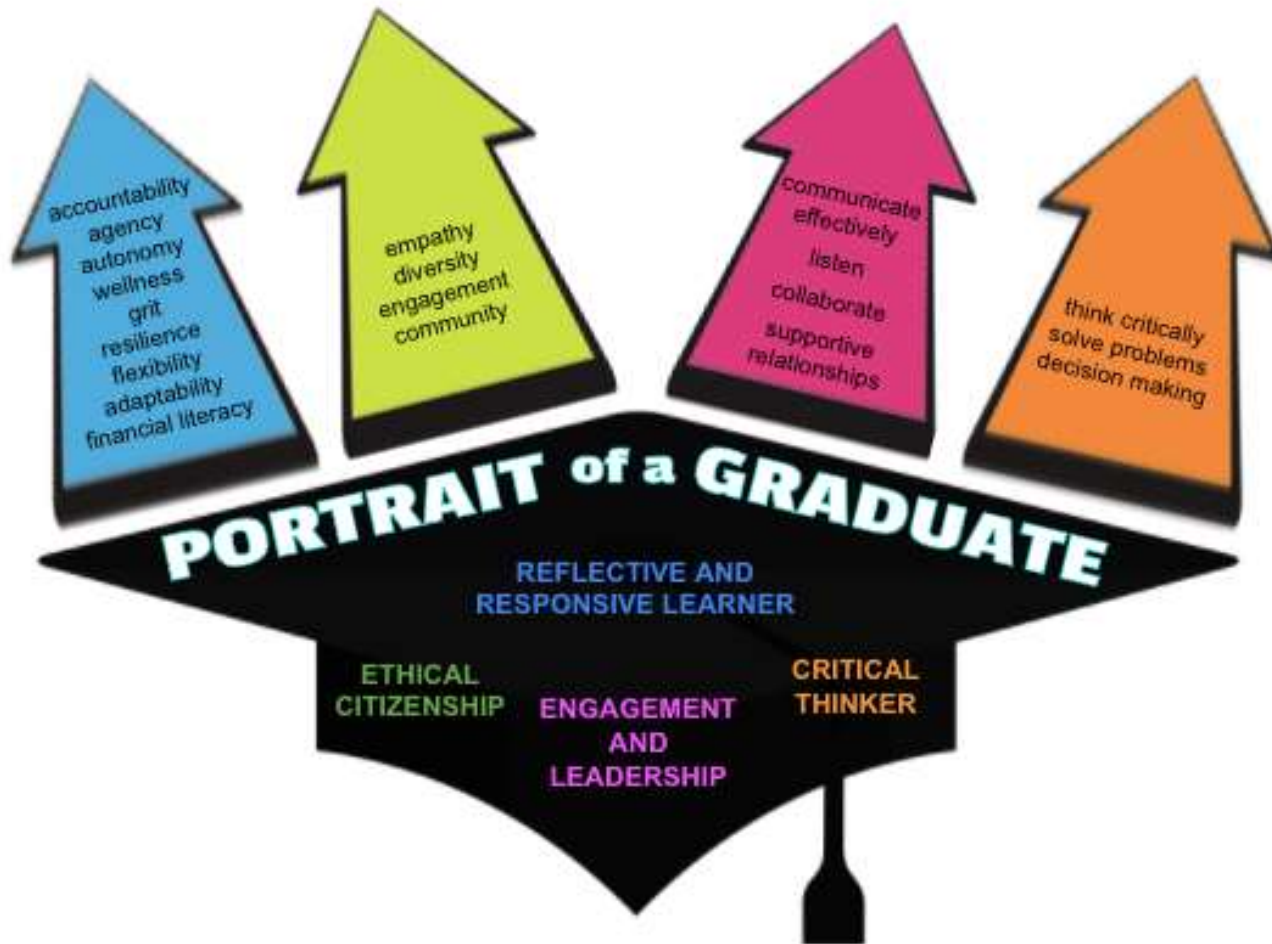
Annex A (28 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

Worcester Public Schools Portrait of a Graduate - Skills~Competencies~dispositions



# Worcester Public Schools' Portrait of a Graduate

*Authored by the Stakeholders of the Worcester Public Schools and the City of Worcester*

**A Portrait of a Graduate:  
a system's vision for 21st  
century, deeper learning for  
every student.**

**A district's North Star providing  
a strategic direction, reflecting  
the shared vision of the  
community.**



## Domain 1

### Responsive and Reflective Learner

- Develop and leverage a sense of **personal accountability**, including **agency** and **autonomy**
- Practice self-care skills and **wellness**
- **Overcome obstacles** by demonstrating **grit** and **resilience**, as well as **flexibility** and **adaptability**
- **Monitor** and **regulate** emotions
- Make **responsible fiscal decisions** to achieve aspirations



## Domain 2

### Ethical Citizenship

- **Empathize** with others from **diverse backgrounds, cultures, and contexts**
- Seek out and participate in **cultural** and lived **experiences** different from your own
- Act as a **responsible citizen** and apply learning to everyday engagement
- Engage in the **workplace** and the **community** to make positive change and create growth





## Domain 3

### Engagement and Leadership

- **Communicate** effectively and productively
- **Present ideas clearly and purposefully**, both verbally and in writing, for a variety of audiences and purposes
- **Listen** with the intent of understanding
- Practice effective **collaboration** through healthy and **supportive relationships**
- Share **responsibility** as part of a group
- **Advocate** for ideas in the face of conflict



## Domain 4

### Critical Thinker

- Assess and **solve complex problems**
- Identify and apply multiple problem solving and **decision making strategies to accomplish individual and team goal**
- Explore (**analyze**) and integrate (**synthesize**) experiences to discover new information and data





## **Worcester Public Schools'**

**“WHY”**

**“No matter where our students come from or when they come, all students in Worcester Public Schools will have success.”**

# Thinking Globally and Thinking Big Picture

McKinsey and Company is one of many references that we have used to draw out some perspective for ourselves and our stakeholders to validate the work that was begun in 2019.

Who is  ?

- see themselves as a single global partnership united by a strong set of **values**, including a deep **commitment to diversity**, and making positive social impact through their work
- represent the industries of advanced electronics, aerospace and defense, agriculture, automotive and assembly, education, engineering, construction and building materials, healthcare systems and services, life sciences and technology
- examine trends in artificial intelligence, climate change and the future of work

## The Future of Work

“Research by the McKinsey Global Institute has looked at the kind of jobs that will be lost, as well as those that will be created, as automation, AI, and robotics take hold. And it has inferred the type of high-level skills that will become increasingly important as a result.

**The need for manual and physical skills, as well as basic cognitive ones, will decline,**

**but demand for technological, social and emotional, and higher cognitive skills will grow.”**

McKinsey  
& Company

# Foundational Skills that will help citizens thrive in the world of work:

McKinsey  
& Company

## Cognitive

### Critical thinking

- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

### Planning and ways of working

- Work-plan development
- Time management and prioritization
- Agile thinking

### Communication

- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

### Mental flexibility

- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

## Worcester Public Schools' Portrait of a Graduate:

- **Critical Thinker**  
Discover new information, problem solving, Synthesizing,
- **Ethical Citizenship**  
Empathize with others from diverse backgrounds, concultures, contexts
- **Engagement and Leadership**  
Listen with intent, present ideas clearly and purposefully for a av variety of audiences and purposes,
- **Responsive and Reflective Learner**  
Adaptability, flexibility,

# Foundational Skills that will help citizens thrive in the world of work:

Self-leadership		McKinsey & Company
<b>Self-awareness and self-management</b>		
● Understanding own emotions and triggers	● Integrity	
● Self-control and regulation	● Self-motivation and wellness	
● Understanding own strengths	● Self-confidence	
<b>Entrepreneurship</b>		
● Courage and risk-taking	● Energy, passion, and optimism	
● Driving change and innovation	● Breaking orthodoxies	
<b>Goals achievement</b>		
● Ownership and decisiveness	● Grit and persistence	
● Achievement orientation	● Coping with uncertainty	
	● Self-development	

## Worcester Public Schools' Portrait of a Graduate:

- **Responsive and Reflexive Learner**  
Personal accountability, Agency, Autonomy, Wellness, Grit, Resilience, Emotional regulation, Adaptability
- **Engagement and Leadership**  
Advocate for ideas. Make positive change and create growth
- **Critical Thinker**  
Decision making, Strategies to accomplish goals

# Foundational Skills that will help citizens thrive in the world of work:

Interpersonal		McKinsey & Company
<b>Mobilizing systems</b> <ul style="list-style-type: none"><li>● Role modeling</li><li>● Win-win negotiations</li><li>● Crafting an inspiring vision</li><li>● Organizational awareness</li></ul>	<b>Developing relationships</b> <ul style="list-style-type: none"><li>● Empathy</li><li>● Inspiring trust</li><li>● Humility</li><li>● Sociability</li></ul>	
<b>Teamwork effectiveness</b> <ul style="list-style-type: none"><li>● Fostering inclusiveness</li><li>● Motivating different personalities</li><li>● Resolving conflicts</li></ul>	<ul style="list-style-type: none"><li>● Collaboration</li><li>● Coaching</li><li>● Empowering</li></ul>	

## Worcester Public Schools' Portrait of a Graduate:

- **Ethical Leadership**  
Shared responsibility, responsible citizen, Empathize with others, Present ideas clearly and purposefully
- **Engagement and Leadership**  
Communicating effectively and productively, Collaboration through supportive and healthy relationships





NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES

**A globally recognized standard of excellence,  
NEASC Accreditation attests to a school's high  
quality and integrity.**

## Standard 1

Learning Culture promotes shared values and responsibility for achieving the school's vision.

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

## Standard 2

Student Learning practices maximize the impact of learning for each student.

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

## Standard 3

Professional Practices ensure that practices and structures are in place to support and improve student learning.

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

## Standard 4

Learning Support ensures that the school has appropriate systems to support student learning and well-being.

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

## Standard 5

Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.



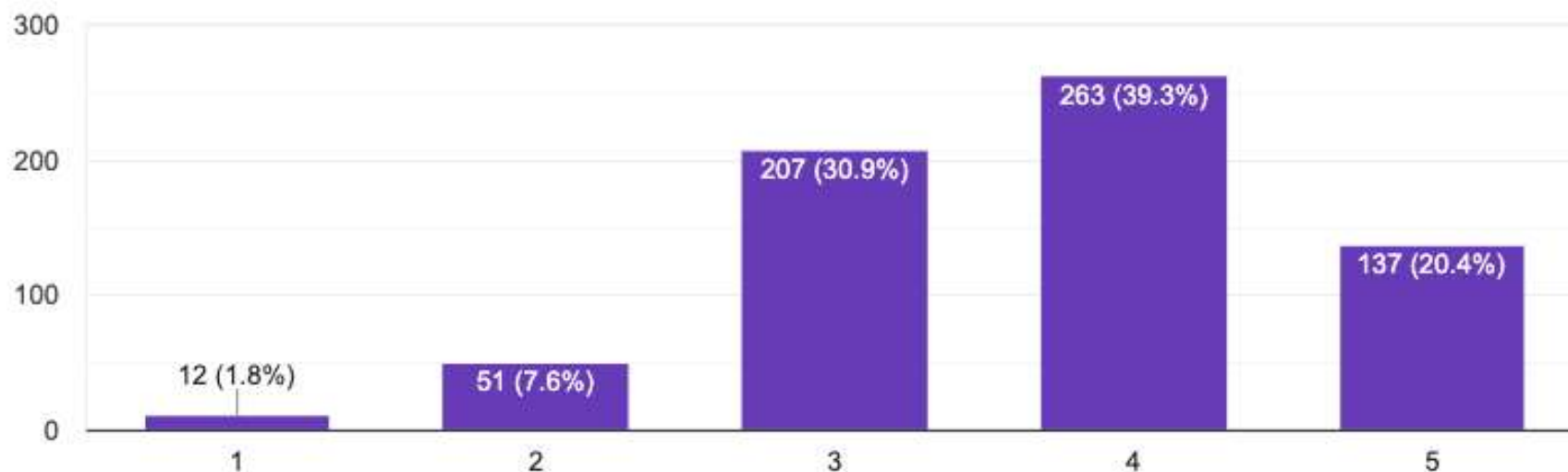
## Assessing and Validating Our Own Work

# Self Assessing Current Practices

Students are asked to engage in flexible thinking by considering an idea from the point of view of several others rather than just their own personal perspective. (Domain 1)



670 responses



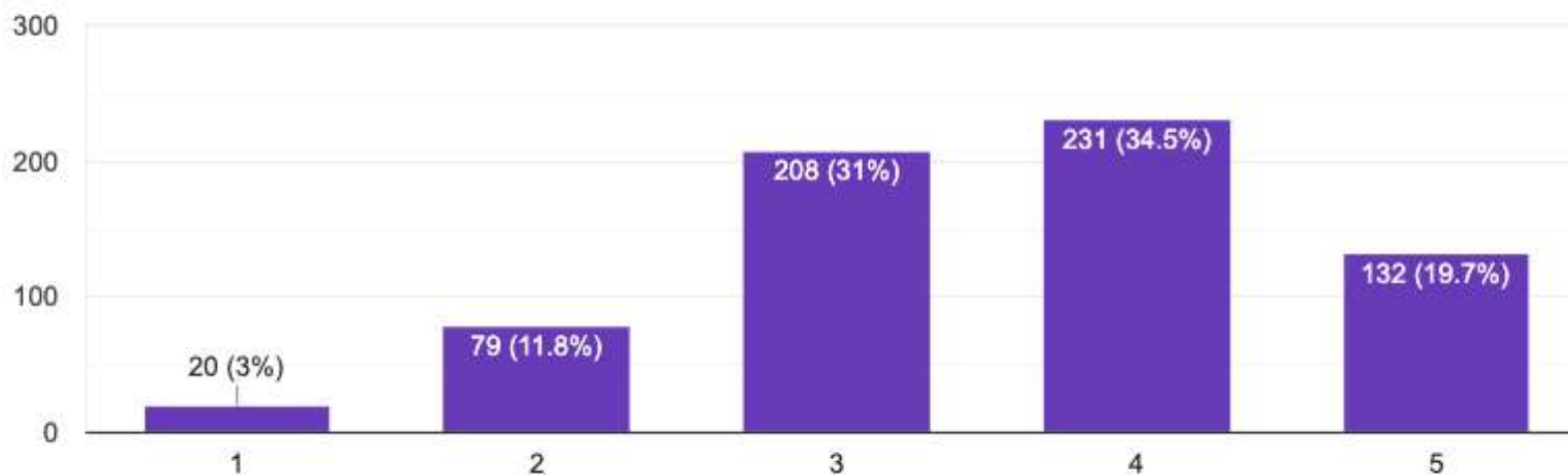


# Self Assessing

To ensure powerful learning, students are exposed to ways that they can experience the world through as many different avenues as possible and to gather information in as many ways and as many forms as possible. (Domain 2)



670 responses

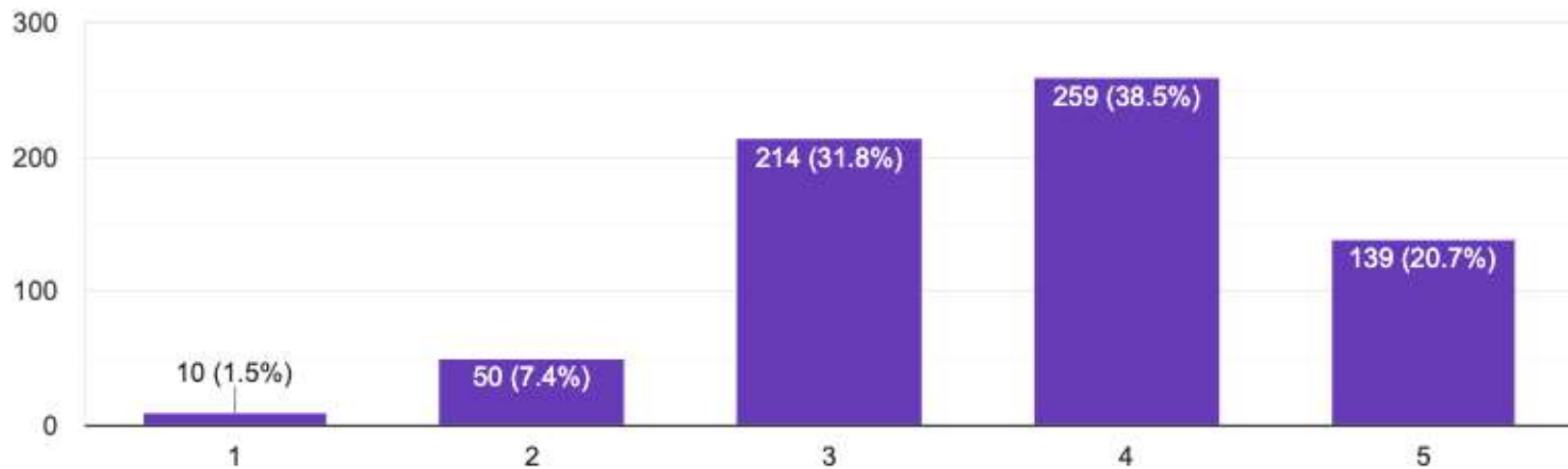


# Self Assessing

In classrooms we provide students with the opportunity to not only recall information, but also to connect with the communicator in deeper ways. We teach them how to seek clarification and how to measure their understanding. (Domain 3)



672 responses

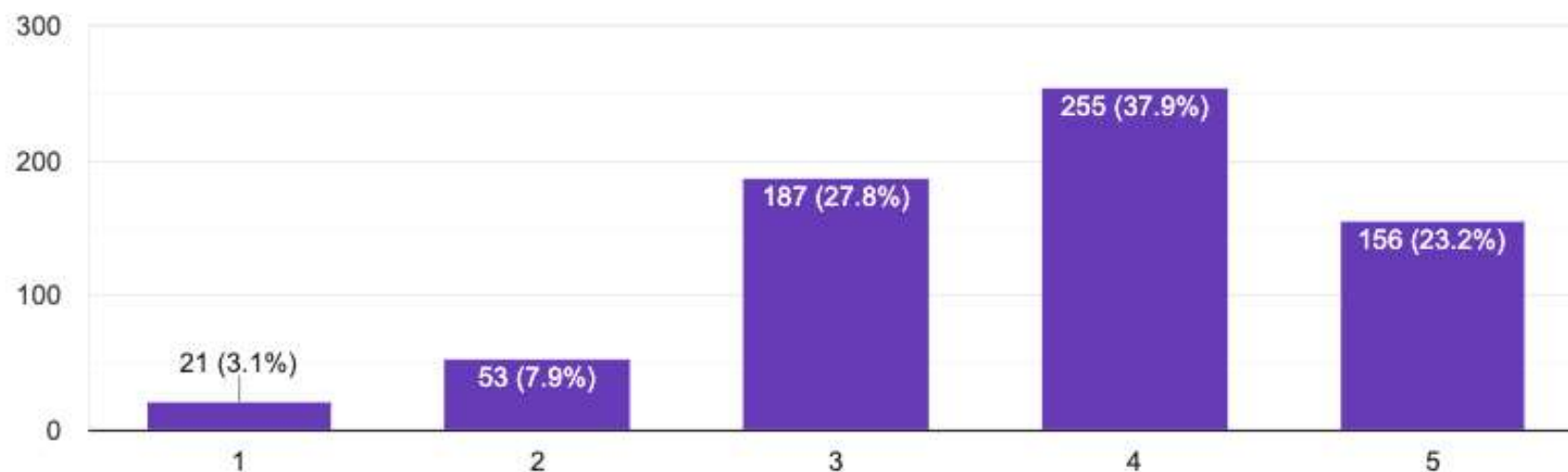


# Self Assessing

Students are encouraged to develop the ability to inquire, hypothesize, pose problems, ask questions and sustain their innate curiosity. (Domain 4)



672 responses



# Crosswalking the Portrait of a Graduate with current practices

Worcester Public Schools Domains & Indicators	Campus-Aligned Domains and Indicators
<b>Responsive and Reflective Learner</b>	
Develop and leverage a sense of personal accountability, including agency and autonomy	
Practice self-care skills and wellness	
Overcome obstacles by demonstrating grit and resilience, as well as flexibility and adaptability	
Monitor and regulate emotions	
Make responsible fiscal decisions to achieve aspirations	
<b>Ethical Citizenship</b>	
Empathize with others from diverse backgrounds, cultures, and contexts	
Seek out and participate in culture and lived experiences different from your own	
Act as a responsible citizen and apply learning to everyday engagement	
Engage in the workplace and the community to make positive change and create growth	

# Crosswalking the Portrait of a Graduate with current practices

Provide Multiple Means of Engagement	Provide Multiple Means of REPRESENTATION	Provide Multiple Means of ACTIONS & EXPRESSION
Create Purposeful and Motivated Learners...	Create Resourceful and Knowledgeable Learners...	Strategic and Goal-Directed Learners...
<ul style="list-style-type: none"> <li>● <b>Monitors</b> and <b>regulates</b> emotions.</li> <li>● <b>Empathize</b> with others from <b>diverse backgrounds, cultures, and contexts</b>.</li> <li>● Seeks out and participates in <b>cultural</b> and lived <b>experiences</b> different from their own.</li> <li>● Act as <b>responsible citizens</b> and apply learning to everyday engagement.</li> <li>● Engage in the <b>workplace</b> and <b>community</b> to make positive change and create growth.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Listen</b> with the intent to understand.</li> <li>● Assess and solve <b>complex problems</b>.</li> <li>● Identify and apply multiple problem solving and <b>decision making strategies to accomplish individual and team goals</b>.</li> <li>● Explore (<b>analyze</b>) and integrate (<b>synthesize</b>) experiences to discover new information and data.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and leverage a sense of <b>personal accountability</b>, including <b>agency</b> and <b>autonomy</b>.</li> <li>● <b>Overcome obstacles</b> by demonstrating <b>grit</b> and <b>resilience</b>, as well as <b>flexibility</b> and <b>adaptability</b>.</li> <li>● <b>Communicate</b> effectively and productively.</li> <li>● Present ideas clearly and purposefully, both verbally and in writing, for a variety of audiences and purposes.</li> </ul>

# Resources for Mobilizing the Portrait of a Graduate

## Portrait of a Graduate: Key terms. in the Indicators

... because it is important that there is a shared understanding of the these skills, competencies and dispositions

## Continuum of Learning, Kindergarten through Grade 12

...because we believe that in order for our students to graduate with proficiency the learning must span over their course of time in education, K-12

## Mobilizing the Community

... because the fingerprint of our community stakeholders must be a part of every aspect of this so that our “WHY” remains true and a commitment to our students, parents, teachers and the larger Worcester Community

## Still a ways to go...

**In SY 22 - 23, we hope to:**

- Align this work with the vision of the new leadership for the district

**From there build out a multi-year plan to:**

- Expand communication to include not only the skills, competencies and dispositions themselves but how students will know with confidence that they are building these skills
- Build ownership, trust, and competency in facilitating this learning
- Continue to collect student, teacher and parent voice

**A sincere,**

**THANK YOU**

**to the multiple stakeholders from across the district  
(staff, students, parents,  
community members and partners)  
who leave their legacy through this work  
and share their hopes and dreams for the WPS  
students.**



Committee Members  
Molly McCullough, Chair  
Susan Mailman, Vice-Chair  
Jermoh Kamara

AGENDA #3  
TLSS  
3-15-22  
Page 1

## A C T I O N S

The Standing Committee on Teaching, Learning and Student Supports met virtually at 5:02 p.m. on Tuesday, March 15, 2022 at the Durkin Administration Building in Room 410.

There were present: Vice-Chair Mailman, Member Kamara and Chair McCullough

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

Others in Attendance: Members Johnson, O'Connell-Novick and Ellen Kelley

gb #9-349 - Miss McCullough/Mr. Foley/Mr. Monfredo (October 14, 2019)

Request that the Administration invite educators who currently teach or train NoticeAbility Curriculum and consider implementing it for students with dyslexia.

Chair McCullough stated that a full presentation on dyslexia was provided at the School Committee meeting on February 17, 2022 and recommended that this item be filed.

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

c&p #0-2 -Clerk (January 2, 2020)

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

Superintendent Binienda stated that the Administration has asked for a legal opinion from Attorney Paige Tobin regarding this item.

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

gb #1-104 -Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (March 25, 2021)

To explore the feasibility of including recess for students in grades seven and eight.

Dr. Sippel stated that it is difficult to create time in the middle of the day at the secondary level and the feasibility of extending the school day would entail budgetary and contractual implications.

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

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

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

Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.

Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.

Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.

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

gb #1-323 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 19, 2021)

Request that the Administration provide an update on the use of Fountas and Pinnell Literacy Program in light of recent data.

Ed Reports provide a review of curriculum materials and not student outcome data. The discreet rubric is informed by subjective criteria on pedagogy and instruction.—Ed Reports rank a program alignment to the common core standards but does not purport to assess if a program is effective or evidence based. The current district focus is on using data, standard based instruction and evidence based practices for acceleration. One of the next steps for the district is to have managers meet with the elementary principals to update them on the Ed Reports' review and the development of related action steps.

Chair McCullough inquired as to whether teachers are being asked for feedback on the program. Dr. O'Neil stated that it has been difficult to evaluate due to remote learning but the district will now be getting feedback. She stated that the research and the trajectory of literacy development for younger students has a circular history but now the district has an opportunity to craft its own program that addresses the different ways that students learn to make sure that the outcomes are positive for all students.

Vice-Chair Mailman asked if Fountas and Pinnell is the only reading program that the district uses.

Dr. O'Neil stated that the Fountas and Pinnell curriculum was adopted just prior to the pandemic. It is the early literacy core program K-3. Heggerty Phonics is available as a supplement. Tier 2 instruction is available as needed by students.

The Department of Elementary and Secondary Education held a meeting on March 14, 2022 to explain that the department is collecting data throughout the state regarding the core curricula being used in different municipalities. That information is not due to DESE until July 15, 2022. She stated that she would provide a report at the end of June including data with the caveat that the results has been influenced by the pandemic.

Chair McCullough made the following motion:

Request that the Administration provide a report in June regarding the utilization of both Fountas and Pinnell and any other curricula and include feedback on them.

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

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

On a roll call of 3-0, the meeting was adjourned at 5:28 p.m.

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

Committee members  
Molly McCullough, Chair  
Jermoh Kamara  
Tracy O'Connell Novick

Superintendent Ad-hoc  
3-25-22

## ACTIONS

The Ad-hoc Committee for the Superintendent search met virtually at 11:01 a.m. on Friday, March 25, 2022 at the Durkin Administration Building in Room 410.

There were present: Chair McCullough and Member O'Connell Novick

gb #1-232 – McCullough (March 22, 2022)

To review and approve the questions for the applicants for the position of the next Superintendent of Schools.

Chair McCullough explained that the meeting would be deciding on questions that would be used in the semi-finalist interviews to be held by the search committee in executive session. Questions were garnered from the public input sessions, surveys, and the search committee, who represent the community. Chair McCullough put questions together into a draft form, as follows, which the committee then discussed:

1. Who do you consider the key stakeholders in developing a successful strategy forward? What role do you believe the educators, parents, community, higher educational institutions, corporations, and small business play in your planned success? How will you prioritize student voice and involvement in your decision making?
2. Worcester is an immigrant city with a large population of multilingual families that have students in the Worcester Public Schools. What is your opinion regarding multilingual education? How would you engage and build trust in the community of our diverse families? What steps would you take to build a strong partnership with our multilingual stakeholders? Building upon the work that is currently underway in the district, how will you work to promote multilingualism as an asset?
3. How would you prioritize and address disparities amongst diverse learners and close the achievement gap amongst various subgroups? What strategies have you found to be successful in achieving this goal? What strategies have you led to address educational barriers and student potential within an Urban School District to provide equity and access to all learners? What skills do you envision all graduates will possess when they move on?
4. What are the top three priorities that you would identify in your entry plan as essential to the Worcester Public Schools, please describe why and what action steps would you take to address these priorities? In three years, how would you define success for your superintendency? What benchmarks will be used to measure this?
5. Closing the digital divide has multiple factors including access, skills for stakeholders, and leveraging technology for teaching and learning. From the pandemic, what are some lessons learned and innovative practices you want to be sustained?

Committee members  
Molly McCullough, Chair  
Jermoh Kamara  
Tracy O'Connell Novick

Superintendent Ad-hoc  
3-25-22

6. How will you build a culture of respect, professionalism and collaboration amongst school and district leadership to ensure a welcoming culture that promotes inclusiveness in all of our schools? Give us some examples of how you have worked with principals and district leaders to build upon and enhance their performance. What resources would you put in place to support and sustain teachers, principals and school administration in the WPS district? And how would you support their professional development within the system?
7. Nationally, students, families and schools are impacted with mental health challenges to ensure that schools are safe and student's social emotional needs are met. Please describe in your current position what work have you led to promote healthy and safe schools and how you would meet the social emotional needs of the students in Worcester?
8. Knowledge of Fiscal management are essential skills to leading the second largest urban district in Massachusetts, how would you provide accountability of equitable expenditures and resources are allocated and monitored with fidelity throughout the district given the uniqueness of our schools and the diverse needs of our students? How would you utilize Student Opportunity Act funds and Elementary and Secondary School Emergency Relief funds in order to maximize opportunities for the district? Additionally what has been your experience with effective labor-management relationships and the Collective Bargaining process?

On question 1, Member O'Connell Novick proposed that the second sentence question be eliminated, as it was covered by the first question, stating that she would also be interested in what applicants listed without the list being provided. Chair McCullough agreed that the change covered the intent.

On question 2, Member O'Connell Novick suggested eliminating the second sentence, as it is included in the final question, and the four sentence, as it is included in the third sentence on building trust. Chair McCullough agreed to these changes. Both agreed that the voice of the community was coming through the search community.

On question 3, Member O'Connell Novick expressed concern on the term "achievement gap," commenting that the later section on "educational barriers" was encompassing the issue. She proposed moving the phrasing "educational barriers" after "diverse learners and" in the first sentence; eliminating the remainder of the first question; the rest of the third question; and the final question. This then, she said, tightens up the question and focuses on the barrier question. Chair McCullough agreed.

On question 4, Member O'Connell Novick suggested that the draft question 4 would be best addressed in public session during the public section of the process. She proposed substituting the question from the committee "What evidence can you cite from your professional record, that indicates your commitment to racial equity, diversity, and inclusion?" and then added a request for specific examples. She noted that this was in response to this frequently being raised by the community, being important to the School Committee, and being important to the mayor. Chair McCullough agreed that it tied in the position description as well as the community feedback.

Committee members  
Molly McCullough, Chair  
Jermoh Kamara  
Tracy O'Connell Novick

Superintendent Ad-hoc  
3-25-22

On question 5, Member O'Connell Novick proposed eliminating the first sentence, opening semi finalists to approaching the question of lessons learned from the pandemic beyond technology, by leaving the question alone. Chair McCullough agreed that it would lead to a deeper understanding by opening the conversation overall.

On question 6, Member O'Connell Novick proposed eliminating everything after the opening question, noting that she would substitute later on around the question of district leaders, saying that the culture of the adults and how it impacts the students then is the focus of the question. Chair McCullough agreed.

On question 7, both members agreed to the question as proposed, editing to "what work you have led" in phrasing. Chair McCullough noted that mental health frequently came up in public feedback

On question 8, Member O'Connell Novick stated that this perhaps would be a better question for the School Committee, as this falls under their purview, though fiscal oversight being something the Superintendent needs to do, though this looks at School Committee accountability. She proposed, in looking through the questions that were suggested, "Please explain what level of autonomy you give to principals and district leaders under your oversight." Chair McCullough stated that she thought this got to management style and structure, leading the applicant to be able to give a robust answer.

Chair McCullough stated that these are the initial questions for the initial round of interviews done in executive session; once the decision is made on finalists, another round of questions will be made in public interviews with the School Committee.

Chair McCullough made a motion to adopt the questions as revised. On a vote of 2-1-0 (Kamara absent), the questions were adopted as follows:

1. Who do you consider the key stakeholders in developing a successful strategy forward? How will you prioritize student voice and involvement in your decision making?
2. Worcester is an immigrant city with a large population of multilingual families that have students in the Worcester Public Schools. How would you engage and build trust in the community of our diverse families? Building upon the work that is currently underway in the district, how will you work to promote multilingualism as an asset?
3. How would you prioritize and address disparities amongst diverse learners and educational barriers? What strategies have you found to be successful in achieving this goal?
4. What evidence can you site from you professional record that indicates your commitment to racial equity, diversity, and inclusion? Please be specific in your examples.
5. From the pandemic, what are some lessons learned and innovative practices you want to be sustained?
6. How will you build a culture of respect, professionalism and collaboration amongst school and district leadership to ensure a welcoming culture that promotes inclusiveness in all of our schools?

Committee members  
Molly McCullough, Chair  
Jermoh Kamara  
Tracy O'Connell Novick

Superintendent Ad-hoc  
3-25-22

7. Nationally, students, families and schools are impacted with mental health challenges to ensure that schools are safe and student's social emotional needs are met. Please describe in your current position what work you have led to promote healthy and safe schools and how you would meet the social emotional needs of the students in Worcester?

8. Please explain what level of autonomy you give to principals and district leaders.  
Member O'Connell Novick added that she hopes that as part of district visits, public meet and greets would be included, thus giving the public more of an opportunity to meet the finalists.

On a roll call vote 2-1-0 (Kamara absent), the meeting adjourned at 11:20.

J. STUDENT ADVISORY COMMITTEE  
Administration  
(March 30, 2022)

ITEM - gb 2-105  
S.C. MEETING - 4-7-22

ITEM:

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

Stacia Zoghbi, Ex-Officio  
Alisa St. Helene  
Adalise Rivera Lugo

Worcester Technical High School  
Claremont Academy  
University Park Campus School

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.



K. APPROVAL OF GRANTS  
Administration  
(March 30, 2022)

ITEM - gb 2-106  
S.C. MEETING - 4-7-22

ITEM:

To accept the Commonwealth Preschool Partnerships Initiative (CPPI) Planning Grant from the Massachusetts Department of Early Education and Care in the amount of \$30,000, effective March 28, 2022 through June 30, 2022.

PRIOR ACTION:

BACKUP: This grant will support district and community-based organizations in completing a comprehensive needs assessment to determine local gaps in preschool accessibility and/ or quality.

Annex A (29 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:** Commonwealth Preschool Partnerships Initiative (CPPI) Planning Grant

**Type of Funder:** Massachusetts Department of Early Education and Care

**Awarded Amount:** \$30,000.00

**Grant Funding Period:** March 28, 2022 through June 30, 2022

**Project title:** CPPI Planning Grant

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

**Purpose:** This grant will support district and community-based organizations in completing a comprehensive needs assessment to determine local gaps in preschool accessibility and/ or quality.

**Description of the program:** The grant offers flexible points of entry for communities in determining the focus of the needs assessment. Districts and early learning providers will form a Leadership Team that includes stakeholders representing the local landscape of early education providers. Our project seeks funding for *Priority Strand III: Equitable Access to Special Education and Inclusion*.

**Program location:** Districtwide

**Outcomes and Measures:** A needs assessment will be conducted and develop a Strategic Implementation Plan developed focused on *Priority Strand III: Equitable Access to Special Education and Inclusion* that can provide the basis for future implementation funding.

**FY 2022 CPPI Planning Grant (Fund Code 617)**

Lead Agency: City of Worcester - Worcester Public Schools

Eligibility Amount: \$30,000.00

Total Budget Amount: \$30,000.00

Submission Date: Mar 25 2022 1:34PM

**PROCUREMENT INFORMATION**

**Vendor Name (Your lead agency name):** City of Worcester - Worcester Public Schools

**Lead Agency Legal Address:** 455 Main Street

**City, State, Zip Code:** Worcester , MA 01608

**Email Address:** biniendam@worcesterschools.net

**Phone Number:** 508-799-3115

**Authorized Applicant Signatory:**

**(This person must be listed on your Contractor Authorized Signatory Listing Form)**

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

**Name:** *Anna F. Spade*

X *Anna F. Spade*  
*(please Print Name, and then sign in blue ink)*

**Date:** 3-25-2022

Applicant Federal Tax I.D.

04-6001418

Indicate (circle) whether this grant application is:

Original  
Copy

To be mailed to:  
Department of Early Education and Care  
FY 2022 CPPI Planning Grant (Fund Code 617)  
City of Worcester - Worcester Public Schools  
Attention: Grants Administration  
51 Sleeper Street, 4th Floor  
Boston, MA 02210

From: **EECSubmission (EEC)** <eecs submission@state.ma.us>

Date: Mon, Mar 28, 2022 at 4:02 PM

Subject: [EXTERNAL] FY22 CPPI - Planning Grant - Worcester-APPROVED

To: Gregg Bares

<baresg@worcesterschools.net>, sealek@worcesterschools.net <sealek@worcesterschools.net>, biniendam@worcesterschools.net <biniendam@worcesterschools.net>

Cc: Lange, Katherine M (EEC) <katherine.m.lange@state.ma.us>, Swanson, John (EEC) <john.swanson2@state.ma.us>, Boyd, Barbara (EEC) <barbara.boyd@state.ma.us>

Hello,

The Department of Early Education and Care (EEC) has reviewed and approved your FY 2022 Commonwealth Preschool Partnership Initiative(CPPI) - Planning Grant application fiscally and programmatically.(Attached)

Also Attached is your FY22 CPPI - Planning Grant Standard Contract Form (SCF).

In order for us to process the contract, we will accept scanned copies with your Authorized Signatory signature and date in blue ink of both the SCF and the cover page of your application.

- This cannot be an electronic signature. Please send the signed scanned copies via email to: [EECSubmission@mass.gov](mailto:EECSubmission@mass.gov).
- Please make sure you email your scanned copies to EEC **as soon as possible**.

**IMPORTANT INFORMATION:** You are required to mail the originally signed hard copy to EEC within 30 days from the date your authorized signatory signs the SCF.

Please mail your entire PDF; required grant forms; and the Cover page signed by your Authorized Signatory, along with the originally signed SCF to our new mailing address below:

Mail to:

Mailing Address:

*Department of Early Education and Care  
Attention: Grants Administration - CPPI  
50 Milk Street, 14th Floor  
Boston, MA 02109*

Thank you for your cooperation in this process.  
Grants Administration, EEC

# FY 2022 CPPI Planning Grant Narrative Responses

## Instructions:

The Applicant shall include a narrative response to all of Sections below.

## Section 1: Community Overview

Please summarize your reasons for wishing to participate in CPPI Planning Grant. First describe the community's vision for preschool expansion and what the community hopes to accomplish during the grant period. As part of your response please include attention to the following questions: What is the current level of collaboration between the district and EEC-Licensed Programs? How will the Needs Assessment process support expansion of quality preschool classrooms in districts/EEC-licensed Programs? How do you plan to engage across the district and EEC-licensed Programs in the Needs Assessment process and the development of the Strategic Implementation Plan?

Response should be limited to two (2) pages, double-spaced and 12-point font.

Section 1 Response: Our proposed project draws upon the Worcester Public Schools' Strategic Plan area of "Welcoming Schools" as it engages families and builds relationships among all agencies and family-serving programs. Key partners are Worcester Public Schools (WPS), in collaboration with Edward Street Child Services, an agency that supports early educators and caregivers that serve them by advocating for policies that benefit children and families; in addition to the YWCA - Central Massachusetts and the Guild of St. Agnes. (YWCA and the Guild

## FY 2022 CPPI Planning Grant Narrative Responses

of St. Agnes are Early Education and Care (EEC) providers) and Quinsigamond Community College as an Institute of Higher Education partner. This partnership seeks funding to design and develop a strategic plan focused on Priority Strand III: Equitable Access to Special Education and Inclusion. Our vision at the end of this process is to deepen and broaden the work that was done during previous preschool expansion design processes as regards the interaction among parents, children and early education providers to strengthen all of the supports available for our children. In 2016, Worcester developed its first Preschool Expansion Strategic Plan which outlined a comprehensive plan to provide new, high quality early education for preschool children, particularly those who did not have access to formal preschool. In the spring of 2018, Worcester's Alignment Partnership Council focused on further development of preschool quality and expansion plans. Several key elements emerged from that work including an Alignment Partnership Council connecting leadership from WPS, community-based early education programs, Worcester Child Development Head Start, and community organizations serving young children and families; a community-owned definition of school readiness was developed; the role of family and social emotional development through shared professional was explored; a reciprocal data sharing pilot between community-based centers, and the development of a strategic Birth to 3rd Grade Alignment Framework, which includes guiding principles, strategic actions and outcomes to solidify and guide this work. The deeper dive into Priority Strand III will focus on gaining a better grasp on the dynamic of the early intervention process within our community. This will also be integral to formulating outreach to all incoming

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PreK families; it presents another opportunity for us to strengthen the relationships among Early Childhood agencies across the city and the school district. It is our hope that greater agency collaboration will make for a smooth transition for our families. Anecdotal evidence shows that there are misconceptions about special education services. We know that young children who have high-risk for developing disabilities benefit greatly from these types of services; they are more likely to make significant gains on both qualitative and quantitative measures when they are provided with appropriate interventions. These benefits extend to children as well as parents who, with the help of professionals, are able to recognize their child's strengths and gain skills needed to assist their child's success. This dynamic will form the focus of our needs assessment process. The leadership and governance team will work with WPS departments and community stakeholders to compile new data, link existing data and analyze data to clearly identify current needs, capacity and assets and opportunities for increasing the availability of these services that are responsive to Priority Strand III. The proposed Project Director is Kim Davenport, Managing Director, Birth to 3rd Grade Alignment, Edward Street Child Services. Under Ms. Davenport's direction, we will leverage the work that has been done within our existing partnership in the Needs Assessment Process towards the development of a Strategic Implementation Plan.

### Section 2: Establishing a Leadership and Governance Structure

Please summarize how the community will identify and develop a leadership and governance structure to engage key stakeholders in the Needs Assessment and development of the Strategic Implementation Plan. Describe the composition of the Leadership Team. What perspectives are essential to the effectiveness of this group? How will the grantee ensure the

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team is made up of a diverse group of stakeholders with multiple perspectives and represent the racial, cultural, linguistic, and economic diversity of the community. How will the selected individuals be able to contribute to the successful implementation of the grant goals and leverage opportunities to integrate grant activities across the community?

Response should be limited to two (2) pages, double-spaced and 12-point font.

Section 2 Response:

As mentioned previously, our past work on early childhood issues has provided us with a template for sound leadership and governance for these types of projects. Our proposal work features the following leadership and governance structure. Kim Davenport, Project Manager - Managing Director, Birth to 3rd Grade Alignment, Edward Street Child Services. Overall lead for grant project. Convening, facilitation, reporting, writing. Spearheading the work for Worcester Public Schools is Emily Lizano, who will for the purposes of this project, be the Coordinator for Worcester Public Schools grant activities and the WPS lead. Ms. Lizano is the Assistant Director of WPS Special Education and Intervention Services. Assisting Ms. Lizano will be: Meghan Thomson, Head Intervention Specialist, Special Education and Intervention Services, Worcester Public Schools. Input on data assessment, analysis and strategic plan and, Laurie Kuczka, Worcester Public Schools Early Childhood and Director of Worcester Child Development Head Start. Input and planning for Worcester Public Schools in the areas of preschool and Head Start. Additionally, Ms. Lizano will have access to, and cooperation from, the following WPS departments - Special Education and Intervention Services; Office of Grants; Research and Accountability and Finance and Operations. Additional partners include Linda Warren, Ph.D., Consultant. President, Early Childhood Associates. Provide strategic planning support in needs

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assessment, planning and final plan development. Meghan Martin, IHE Lead, Professor of Early Education Quinsigamond Community College. Consult on assessments, and plan design for implementation with focus on professional development needs for staff. Resumes for key personnel are included as attachments to the grant application. This leadership team will have access to significant input and planning support from collaborating partners, as well as stakeholders in the community including a broader group of community providers and families. The following community providers have been identified all of whom are part of Worcester's Alignment Partnership Council, each of whom has committed time to the project: Eve Gilmore – Community Organization Lead – Executive Director, Edward Street Child Services; Sharon MacDonald – Early Learning Partner Lead – Director of Programs, Guild of St. Agnes and Darlene Belliveau – Early Learning Partner Lead - Director of Children's Services, YWCA Central Massachusetts. Letters of Support from organizations have been attached to this application. The strength of our proposal is that staff is in place at these organizations who have established working relationships. With such a tight timeline, work on the project can commence once approvals are secured through the City of Worcester. Our Leadership and Governance team will work on the following: (1) Conduct a Needs Assessment that identifies gaps related to the goals of CPPI Priority Strand III. Needs will be examined in the context of birth to five programs and target preschool age children/families and programs, specifically. (2) Develop a strategic plan for implementation. Our project will approach strategic planning in a way that builds on the needs assessment information to generate realistic and practical solutions by involving

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those who are most familiar with implementation barriers and opportunities to design draft plans. We propose engaging participants in hands-on activities related to key strategic planning priorities and developing a vision of successful partnerships that support Priority Strand III, existing strengths in equitable access and inclusion, resources that could be leveraged and barriers to systems change.

### Section 3: Priority Strands

Describe which priority strand(s) your community will select to conduct a needs assessment and develop a Strategic Action Plan. Please identify the strand selected as Priority Strand I, II, III. Briefly describe how your community will utilize the process to understand the local landscape and the extent to which available programming meets the needs of families, and to identify gaps that should be addressed related to the goals of the selected priority strand(s)? If selecting multiple strands, describe how the additional strand(s) selected will complement each other and address enhanced access, programing, family choice and impact on the community.

Response for each Priority Strand selected should be limited to three (3) pages, double-spaced and 12-point font.

Section 3 Response(s):

Our project seeks funding for Priority Strand III: Equitable Access to Special Education and Inclusion. Central to our work will be to develop an approach to targeted and ongoing data aggregation and collection that will support the city of Worcester's ability to identify outcomes, set benchmarks, and track success and demonstrate successful completion of shared goals and refine plans as needed. We will describe funding sources and mechanisms to sustain implementation. There are promising state and local blending and braiding practices that we can draw from, including step by step guidance manuals. First, we will conduct a need assessment that identifies gaps related to the goals of CPPI Priority

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Strand Three and the questions that the NA intends to answer in seven measurement areas. Second, develop a strategic plan in a way that builds on needs assessment information to generate realistic and practical solutions by involving those who are most familiar with implementation barriers and opportunities to design draft plans. Our goal is threefold: First: Expand the ways early childhood leaders think about the benefits and challenges of using public early care and education funds from two or more funding streams. Second: Increase understanding of the diverse funding requirements of different funding streams/highlight promising practices and policies that promote equitable access and full participation in high quality early learning programs. Third: Offer additional resources on selected policies and practices and ways to promote continuity of services with minimal transitions for children keeping in mind service intensity and duration requirements and, most importantly, improved outcomes for children with special needs in natural, inclusive settings such as early learning centers across the mixed delivery system. We are committed to understanding the needs of working families. The strategic plan leadership team includes leaders from early education and care programs who serve working families directly. Their insights from families and data collected over time, coupled with additional data from our local CCR&R (Seven Hills Foundation) and from Worcester Community Connection Coalition (Family Resource Center), and several focus groups with families will enable us to identify and build a more comprehensive understanding the needs of working families. In partnership, we can improve outcomes, accommodate larger numbers of preschool children and meet

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family needs and preference of programs. Worcester is the second largest city in the Commonwealth (208,518 pop). There are an estimated 14,134 children ages (0 to age 5) living in the city; 6,832 are preschool-aged children (3/5-year olds) (US Census, 2010). Preschool learning experiences are provided by an array of programs/mixed delivery system providers. There are 30 early education centers, 279 family child care providers, four Head Start programs with 336 Head Start students, and 686 students in Worcester public preschool classrooms. Worcester Public Schools, a Local Education Agency (LEA) offers Kindergarten to all children in Worcester. In contrast, Worcester is not able to offer preschool opportunities to all children. This differential impacts children's later success in life/learning and it is why so many preschool alignment efforts in our city have taken place. We recognize and honor that parents play the most important role in the effectiveness of early intervention because they know their child best and can also give their child support at home. We fully understand the need to reach out to all our city's youngest residents/families, regardless of where they are attending preschool. We understand that issues begin before the school-house door and require an integrated approach to ensure all of Worcester's children have the opportunity to develop their full potential. Worcester is a highly-diverse Gateway City and is home to approximately 37,970 immigrants from 85 countries representing 21% of the city's total population. WPS student enrollment represents more than ninety (90) different languages. In developing this proposal, our initial data dive showed traditional "citywide" screening events do not

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draw many of the children we need to serve. For example: a most recent screening event drew 20 children out of a potential thousands who may be in need of services. We heard from our private provider partners that their center does inform parents about services and urge them to seek out services; however, few follow up with this information. We know that when dealing with a diverse community such as the city of Worcester, we need to gain a better understanding of the cultural levers that drive decisions within families. There may be misconceptions about special education services and what they entail. Those who are providing screenings and assessments need to understand these nuances in order to better communicate the many different reasons why early intervention is implemented for children with disabilities who are at-risk. We will ensure appropriate linguistic and cultural supports will be included in this work to assure equitable access. Our intent is to use the needs assessment and data analysis process to better understand all of the key issues that impact the ability to deliver special education services to all eligible students within our community. It is our hope that we will discover how we can relate to our parents and caregivers the important and positive role they play in the success of their children. We will meet families where they are within our community, both figuratively and literally. Our work together in the past has shown that this type of outcome is ambitious and achievable.

### **Section 4: Key Personnel**

**The Applicant shall designate a manager for this project. Briefly identify the position and/or person that meets the following qualifications:**

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- Demonstrated expertise in designing and implementing strategic plans;
- Capacity to conduct extensive data collection and analysis over a short period of time;
- Demonstrated ability to generate actionable findings and products from strategic plans in a format accessible to and understandable by a general audience;
- Experience with successfully conducting planning in district/school environments and/or early education and care environments; and
- Demonstrated ability to work with diverse communities of practitioners and families
- If key personnel have been identified, please include a resume

Response should be limited to two (2) pages, double-spaced and 12-point font.

### Section 4 Response:

The project manager for this funding opportunity is Kim Davenport, M.A.: Managing Director, Birth to 3rd Grade Alignment, Edward Street Child Services. Ms. Davenport brings more than 20 years of experience in early education and non-profit management. She has vast management and leadership experience, as well as content development expertise in early education. In this role she will be leading the effort to perform a needs assessment and write a strategic plan that responds to Priority Strategy III, coordinating the efforts between the community-based organizations, community stakeholders and the school district. The Worcester Public Schools Project Coordinator is Emily Lizano, M.Ed. Major in Severe Special Needs; for the last four years, she has served as the Assistant Director of Special Education and Intervention Services, Worcester Public Schools. In that capacity, Ms. Lizano monitors and ensures compliance within the department; creates and facilitates professional development; and participates in the development and implementation of districtwide initiatives. As WPS Project Coordinator, Ms. Lizano will work with WPS programs and staff and coordinate their efforts in the development

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of the needs assessment, analysis of data and formulation and writing of strategic plan for implementation. Meghan Thomson, M. Ed., M.S. in Speech Language Pathology: Currently the Head Intervention Specialist for Worcester Public Schools and as such, has extensive experience working with staff and families in the area of early education services. Managed the Speech & Language, Deaf/Hard of Hearing and ASL Interpreter departments. Previous work with WPS as a Speech Language Pathologist provided her with the perspective of working with myriad stakeholders including administration, grade level teachers, support staff and specialists in the provision of services. Ms. Thomson will bring her subject matter expertise to bear on all aspects of this project. Laurie Kuczka, M.A.: As Worcester Public Schools Director of Early Childhood and Worcester Child Development Head Start, Ms. Kuczka is responsible for providing leadership in the implementation of all phases of the Worcester Child Development Head Start (WCDHS) program in accordance with the Head Start guidelines and standards. With more than 15 years of experience in managing programs, Ms. Kuczka will bring her expertise in the area of preschool education/early childhood education within the Worcester Public Schools to assist in all aspects of this project. Linda Warren, Ph.D.: Dr. Warren, is the Founder and President of Early Childhood Associates, Inc., and has had many years of experience as Principal Investigator of numerous studies in the field of early education research. She has developed effective strategic partnership plans for integrating and coordinating the delivery of education and care services to young children, adolescents, and families. Stakeholders range from schools and educators, to community services, municipal leaders, families, and local businesses, each of

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whom have a voice in crafting a comprehensive plan. Dr. Warren will bring these skills to all phases of the strategic plan implementation initiative.

Meghan Martin, M.Ed., Early Childhood Education, Institute of Higher Education Lead, Professor of Early Education Quinsigamond Community College. As a Professor of Early Childhood Education, at Quinsigamond Community College, Ms. Martin works to develop challenging and engaging courses. Her tenured experience and management skills in all aspects of child care have granted her the challenge to successfully oversee the community relations efforts for the Early Childhood Education program within the community at large. She brings the IHE perspective to all aspects of our project.

Resumes for key personnel are included as attachments to the grant application.

### Section 5: Budget Narrative

The budget of up to \$50,000 should be based upon the Applicant's proposed work plan for the contract period (January 2022 to June 2022). Briefly describe your plan for utilizing the funding to meet the deliverables of the grant.

Response should be limited to two (2) pages, double-spaced and 12-point font.

Section 5 Response:  
Budget and Budget Narrative

#### Budget Overview

Item	Description	Total
Line 1: Administrators	NO COSTS BEING CHARGED	
Line 2: Instructional/Professional	NO COSTS BEING CHARGED	
Line 3: Support Staff	NO COSTS BEING CHARGED	
Line 4: Fringe Benefits	NO COSTS BEING CHARGED	

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<b>Line 5: Contractual</b>		
Strategic Consultant	To assist with programmatic activities such as grant oversight/communication of activities as well as strategic planning work to develop elements including needs assessment, surveys, intvws, data analysis, and essential supplies to be used by the project director. Details follow on the next page	\$ 28,900
Subtotal		\$ 28,900
<b>Line 6: Supplies</b>		
Office supplies	Worcester Public Schools supplies in support of the planning effort including toner, paper and folders	\$ 500
Subtotal		\$ 500
<b>Line 7: Travel</b> NO COSTS BEING CHARGED		
<b>Line 8: Other</b> NO COSTS BEING CHARGED		
<b>Line 9: Capacity Building</b> NO COSTS BEING CHARGED		
<b>Line 10: Indirect Costs (IDRC): Documentation attached of approved IDCR</b>		
2.04	At agreed upon rates	\$ 600
Subtotal		\$ 600
<b>Line 11: Equipment:</b> NO COSTS BEING CHARGED		
<b>Line 12: Ancillary Svcs:</b> NO COSTS BEING CHARGED		
Lead Agency Total		\$ 30,000

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DEPARTMENT OF EARLY EDUCATION AND  
CARE GRANT APPLICATION

<b>PROCUREMENT INFORMATION</b> FY 2022 Commonwealth Preschool Partnerships Initiative (CPPI) Planning Grant	
<b>Issue Date</b>	January 4, 2022
<b>Grant Application RFR Number</b>	RFR #: 617 (fund code)
<b>COMMBUYS Bid Number</b>	BD-22-1037-1CEN0-C0000-69837
<b>Procurement Contact Person</b>	Cathy Kelley/Michele Smith
<b>Telephone Number</b>	617-988-2432/617-988-7835
<b>Fax Number</b>	617-988-2451
<b>E-Mail Address</b>	EECSubmission@mass.gov

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## ABOUT EEC

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The mission of the Massachusetts Department of Early Education and Care (EEC) is to provide the foundation that supports all children in their development as lifelong learners and contributing members of the community and supports families in their essential work as parents and caregivers.

EEC supports this mission in partnership with the approximately 9,000 programs licensed by the Commonwealth through the Department. EEC serves as the entry point of Massachusetts' birth to 21 education pipelines. "Early education and care" include formal programs for infants, toddlers, preschoolers, and school-age children; group homes; foster care and adoption placement agencies; and residential schools for children with special needs. "Early education and care" also include programs in informal settings such as home visiting and community-based family engagement networks that provide literacy and other developmental activities for children and parents in libraries and adult education centers. EEC also administers financial support for children from families that are low-income or who have been referred by the Department of Children and Families (DCF) or the Department of Transitional Assistance (DTA), to attend a high-quality early education and care program.

EEC endeavors to deliver the most effective high-quality, comprehensive early learning and development system in the nation. This requires ensuring that programs meet safety and best practice standards through regulatory review, technical assistance, and monitoring, and are supported in advancing to higher levels of quality through a system of standards and support. At the heart of a high-quality and comprehensive early education and care system are its educators, and to this end the Department works to build the knowledge, competencies, and career pathways of the over 100,000 educators who comprise the early education and care workforce and are key to closing the early achievement gap and ensuring that all of our children enter school ready to succeed.

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## DESCRIPTION OF PROCUREMENT

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EEC provides the foundation that supports all children and their development as lifelong learners and contributing members of the community and supports families in their essential work as parents and caregivers. Given the important role of early education in supporting school readiness, particularly for children facing adversities that reduce the likelihood of school success, the expansion of access to high quality early education is an essential component of statewide efforts to improve educational outcomes.

EEC plans to use this grant opportunity to engage communities in collaborations between public school districts and EEC-licensed early education programs to explore ways to expand local access for 3- and 4-year-olds and provide opportunities for access to high quality care that meets the diverse needs of families in their communities. In addition, it is important to ensure that planning at the local level consider the impact proposed programming will have on the quality of the options available to infants and toddlers.

This grant will support district and community-based organizations in completing a comprehensive needs assessment to determine local gaps in preschool accessibility and/ or quality. The grant offers flexible points of entry for communities in determining the focus of the needs assessment. Districts and early

learning providers will form a Leadership Team that includes stakeholders representing the local landscape of early education providers. The group will work together to conduct a needs assessment and develop a Strategic Implementation Plan that can provide the basis for future implementation funding.

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#### APPLICABLE PROCUREMENT LAW

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Type of Purchase: Grants  
Applicable Laws: M.G.L. c. 7A, § 7; St. 1986 c. 206, § 17; 815 CMR 2.00

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#### ACQUISITION METHOD

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This is an Open Competitive Grant. The Grant Application/RFR and appendices are posted on COMMBUYS. The application will be submitted to an online grant application through EEC.

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#### ESTIMATED NUMBER OF AWARDS

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EEC expects to award, from **\$30,000 to \$50,000**, to each applicant with an expected maximum number of **twenty (20) grantees**. EEC may award more or fewer grants, if it is in the best interest of the Commonwealth. COMMBUYS vendors are hereby referred to as applicants for the purpose of this procurement.

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#### ADDING APPLICANTS AFTER INITIAL GRANT AWARD

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If, over the life of the grant, the Funding Department (EEC) determines that additional applicants may be added, these may be drawn from qualified applicants which responded to this Solicitation but were not awarded grants. If necessary to meet the requirements of the Commonwealth, the Solicitation may be reopened to obtain additional Bids.

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#### ELIGIBILITY REQUIREMENTS

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EEC intends to award grant funding for up to twenty (20) communities to implement a strategic planning process to identify resources needed to offer increased access to high-quality preschool programming, similar to that offered through the CPPI Grant, for local children ages 3 to kindergarten entry. To be considered for a grant, applicants must meet the following criteria:

- Cities, towns, regional school districts or educational collaboratives currently providing pre-kindergarten or preschool opportunities are eligible to apply.
- The application must represent a partnership between a public school district (LEA) and ***at least two (2)*** EEC-licensed early learning providers (ELPs). The partnering LEA must have staff dedicated to early learning programming.
- Preference will be given to public school districts serving a high percentage of high-needs students.

**NOTE: COMMUNITIES THAT CURRENTLY RECEIVE CPPI GRANT FUNDING ARE NOT ELIGIBLE FOR THIS GRANT OPPORTUNITY.**

If an applicant proposes subcontracting some of their required services, the applicant must submit the proposed subcontracted services for any subcontractor as part of the applicant’s grant application response. Please note that all such subcontracts must be in writing and approved by EEC prior to their execution.

**EXPECTED DURATION OF GRANT**

<b>Grant Duration</b>	<b>Number of Options</b>	<b>Number of Years/Months</b>
<b>Initial Duration</b>		<b>Three (3) months</b> March 18, 2022 to June 30, 2022
<b>Renewal Options</b>	<b>0</b>	
<b>Total Maximum Grant Duration</b>		<b>Three (3) months</b>

EEC shall have the sole discretion to determine whether to renew the grant. Renewal options are subject to State and Federal budget allotment and appropriation; the availability of funding; and the applicants’ satisfactory grant performance.

Failure of the Applicant to comply with any of the specifications in this Grant Application (RFR) shall be considered grounds for termination. The Applicant shall be liable for any costs incurred by EEC relating to the fulfillment of this Grant should it be terminated because the applicant failed to perform.

**SCOPE OF SERVICES**

The focus of this grant opportunity is to support communities in conducting needs assessments to better understand the local early education system, including programs serving infants and toddlers, and identify key issues that might be addressed to strengthen these systems, build quality, and improve access for families and children.

Communities must focus their needs assessments on ***at least one (1) of the following*** priority strands of inquiry related to access to quality preschool to plan, address key issues, and identify expected outcomes to advance planning and future implementation. These strands are: (a) expansion and access to quality preschool; (b) building locally aligned quality; and (c) equitable access to special education and inclusion.

Selected applicants will be expected to engage in the following activities as part of their planning efforts:

1. Identify and develop a **leadership and governance structure** to engage key stakeholders in planning and future implementation.

2. Conduct a **targeted needs assessment** to understand the local landscape and the extent to which available programming meets the needs of families, and identify gaps related to the goals of the selected priority strand.
3. Develop a **strategic plan for implementation** to address the identified gaps and emerging needs of the community, with attention to funding structures to support initial implementation and sustainability of strategic planning goals.

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#### STEP 1: ESTABLISH A LEADERSHIP AND GOVERNANCE STRUCTURE

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Selected applicants will be asked to identify and develop a leadership and governance structure to engage key stakeholders in planning and future implementation. A strong leadership and governance structure becomes a key driver for collective action around preschool access in local communities.

##### **Leadership Team Composition:**

Applicants should consider both existing partners and stakeholders that currently serve as leaders and/or are currently engaged in the provision of services to support young children and their families, as well as those who planning efforts may impact, including those who have not yet engaged in local planning efforts. In establishing the leadership team, applicants should include a diverse group of stakeholders with multiple perspectives and represent the racial, cultural, linguistic, and economic diversity of the community. Applicants should consider what organizations and sectors of the community that are involved in the provision of services for young children and their families.

The leadership should be designed to reflect diverse perspectives from across the community, engaging in a process that identifies key stakeholders in the early education community, prioritizing those members that will be affected by the work, and convening a group that will be effective at making strategic decisions. Existing groups focused on coordination of local early education may be identified to serve in this function.

Consideration for leadership team membership may include:

- Public School (Early Childhood Department, Early Childhood Special Education)
- EEC licensed Providers in the mixed delivery system of Early Education and Care (family child care, center based/group and school age, Head Start and Early Head Start)
- Coordinated Family and Community Engagement (CFCE) grantees
- Parents and Guardians of young children
- Entities that provide comprehensive services and resources/referral services to families (i.e., WIC, Family Resource Centers, Child Care Resource and Referral (CCR&R), Department of Children and Families, Family Literacy programs, etc.)
- City Officials
- Institutions of Higher Education
- Early Intervention and Home Visiting Programs
- Local library and museum

##### **Roles and Responsibilities of Leadership Team:**

The governance structure of the leadership team must include intentional, collaborative procedures to actively engage all team members in grant activities, including awareness of grant goals, and supporting the development of a strategic plan that addresses key principles of the strand selected, and ensuring the collaboration of all stakeholders in the community. It is important to ensure members of the team understand the expectations of participation in the grant and can commit to the time for required activities.

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## STEP 2: CONDUCT A NEEDS ASSESSMENT

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A needs assessment is a systematic and transparent process that identifies and prioritizes needs in a community in order to inform programs, policies and services aimed at addressing those needs. The assessment can be undertaken to plan new work and to better understand the context for existing work.

The applicant's needs assessment and strategic implementation plan activities must include efforts to understand the system of programs and support services available locally and consider implications of any future action on the stability of the system as a whole, including programs that serve infants and toddlers.

### **Required Elements of Needs Assessment and Data Collection:**

Applicants must conduct a needs assessment to understand the local landscape and the extent to which available programming meets the needs of families, and to identify gaps that should be addressed related to the goals of the selected priority strand. Applicants may use grant funding to revisit and/or enhance existing needs assessments to ensure all grant priorities are met. Ultimately, findings from needs assessment activities should be well-organized, analyzed to clarify questions of interest, and be accessible to key audiences to inform implementation planning.

Elements of a needs assessment should include the following:

- A plan and organized team to create a well-articulated roadmap for the process. Communities should identify clear roles and responsibilities to guide the process, establish timelines and metrics to understand progress, and determine the types of data/information to be collected that align directly to primary questions of interest.
- Development of the primary questions of interest to guide data collection and analysis efforts and align community needs assessment data collection with grant goals to identify existing and new sources of data to be leveraged.
- Data collection methods should include consideration for cultural relevance and sensitivity and examination of the approaches to data collection that are most valuable and least burdensome (i.e., existing collection systems, surveys, interviews, focus groups, feedback from small and large group meetings, etc.). Logistics around data management, analysis and communication around findings should be included as part of this process. As data is collected and analyzed, communities should identify trends and use findings to refine planning efforts and guide decision making. Key findings and emerging recommendations should be clearly documented and directly related to the goals of the local planning efforts.

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## STEP 3: DEVELOP A STRATEGIC IMPLEMENTATION PLAN

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The needs assessment findings should inform the development of a road map for program design and implementation that matches the child and family needs within the community and fosters a collaborative working relationship between the school district and early learning providers.

Required components of a Strategic Implementation Plan:

1. Identify an approach to targeted and ongoing data aggregation and collection that will support the community's ability to identify outcomes, set benchmarks and track success and demonstrate successful completion of shared goals, and refine plans as needed.
2. Plans should include attention to multiple phases of implementation, including initial/pilot stage, early implementation, and full implementation, as well as the anticipated barriers, infrastructure and activities required for effective implementation, including ongoing engagement of key stakeholders.
3. Identify the funding source(s) and mechanism required to sustain implementation, including existing local, municipal, and philanthropic funding sources. Examples include Chapter 70, grants, school district funds, local tax dollars, Head Start or other innovative fund use at the local level toward the goal of providing a 1:1 match of state dollars.

Strategic planning must consider the impact of expansion, access, and improvement efforts on the existing landscape of services for infants and toddlers and their families and include attention to partnerships with service providers to ensure stability of services to this age group through implementation. Grantees will be required to assess current data collection across local systems to develop meaningful tracking mechanism.

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## PRIORITY STRAND OVERVIEW:

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Applicants **must select at least one (1) priority strand** to focus planning activities. These strands are:

1. Expansion and access to quality preschool
2. Building locally aligned quality
3. Equitable access to special education and inclusion

Key issues for relevant strands must be included and should be determined by local priorities, and if applicable, can include additional related issues to planning if not reflected. The descriptions of the strands below include key issues for each strand that must be addressed, the types of questions to shape needs assessment and data collection, and the considerations for the development of a strategic implementation plan.

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### PRIORITY STRAND I: EXPANSION AND ACCESS TO QUALITY PRESCHOOL

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The focus of this strand is on understanding local patterns of access to quality preschool, as shaped by family need, local demographics, geography, transportation, and program services and supply.

**Needs Assessment Priorities for Strand I:**



Questions for needs assessment should include attention to how the community understands the needs of families and what challenges families face in accessing quality preschool for their children. Areas to consider with suggested questions are the following:

1. **Program type:** What program structure (i.e., length of day and duration of programs) and type of program setting (i.e., public school, group/center based, family child care) do families want and why? Consider what barriers exist for families to be served in their program of choice, the number of families that need access and the type of program structure that is most valued by families.
2. **Supply and capacity:** Where are early education and care programs located and what is the local capacity to serve preschool children? How many children ages 0-5 reside in the community? Where are families located and what barriers exist for families to access programs? Consider services for infants and toddlers as well as preschoolers and the services children receive as they grow.
3. **Cost of care:** What is the average cost of programs for families? What financial support, if any, is available to families? How can communities utilize funds to develop a tuition assistance program to support families in the community who do not qualify for subsidies? What are the typical business models for programs serving families and which are most effective at providing affordable and high-quality education and care that meet family needs?
4. **Screening:** What screening tools do district and community partners use with children and families? How is the data used to identify trends and plan for comprehensive services? How will screening data be used to identify and refer children for special education support? How will data be used to engage families and caregivers/teachers in developing goals for individual skill development?
5. **Curriculum and Assessment:** How are curriculum chosen across settings and aligned to the early grades? What types of training and tools are educators given to help implementation of curriculum in the classroom settings, understanding the long-term academic goals for children as they enter school? How will formative assessment tools be used to collect data on child outcomes that demonstrate overall skill development and individualization of instructional tools?
6. **Support for diverse learners:** What services are available for children and how do children and families access services? What barriers exist for families to access services?
7. **Demographics and local composition of families:** What is the cultural, linguistic, racial, ethnic and socioeconomic composition of the families in the community? Consider the extent to which available programs reflect the diversity and need of the community and identify specific challenges that arise for families in making decisions about early education and care.
8. **Comprehensive services, including transportation:** What comprehensive services are available to children and where? What comprehensive services do children and families need, where are they located, and how do families access them? What barriers exist to access the services and resources required to address the needs of children and families?
9. **Professional development:** Consider the approach to understanding the professional needs of the early education workforce and what resources are needed, and available, to address the current needs. What are the community-wide professional development needs and how might they be addressed with joint professional learning opportunities?

#### **Data Collection / Measurement Tools:**

Prior to developing new tools, local communities should assess what local data is being collected across local systems. Aggregating existing data across multiple systems can provide valuable insights for community-level stakeholders. Suggestions for the types of data collection and measurement tools to support assessment and planning include:

1. Local demographic data on children and families (i.e., district, census, child care subsidy, etc.)
2. Program data on slots, availability, age groupings, and location, etc. of early education opportunities in the community
3. Program data on program costs and revenues
4. Interviews, surveys and focus groups with families, early educators, administrators, local stakeholders, etc. around needs of families, and service challenges and barriers,
5. Child screening and assessment data (from community based early education and care programs and/or public-school districts)

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## PRIORITY STRAND II: BUILDING LOCALLY ALIGNED QUALITY

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The focus of this strand is building locally aligned quality: strengthening curriculum and alignment of learning goals for children.

### **Needs Assessment Priorities for Strand II:**

Questions for needs assessment should include attention to how quality is supported and aligned locally, including questions about local curriculum use, appropriateness, and alignment. Areas to consider with suggested questions are the following:

1. **On Track to Third Grade:** Utilize the community's expectations to clarify learning goals for children along the birth to three continuum. Communities should understand the developmental progress of children, so they are able to develop programming that best serves children's needs. Communities should expect to develop a road map that identifies key developmental domains for attention and local goals for success. The plan should include outcomes measurable by specific data points to ensure successful implementation of goals and attention to supports for key transitions (i.e., from preschool to kindergarten).
  - If a current plan for expectations for school readiness is not in place, communities should develop a plan that addresses aligned goals for children's acquisition of skills.
2. **Local supports for quality alignment:** To what extent is the local plan known to early education providers and families locally? What supports for quality interactions to effectively support children's development are available locally and how extensively are they taken up? Are the instructional tools (listed below) and other resources aligned across settings that care for young children? To what extent do supports address the cultural, linguistic, racial, ethnic, and socioeconomic composition of the families in the community? How do these supports differ for services to infants, toddlers, and preschoolers?
3. **Quality curriculum and Assessment:** What curricula are used by early education programs locally? How aligned are they to school readiness expectations? How does the curricula support children's attainment of skills? Do the current curricula implement a well-balanced, evidence-based curriculum that supports the development of all children socially, emotionally, physically, and intellectually and is responsive to the local cultural and linguistic context? How do curricula differ

for infants, toddlers and preschoolers? EEC has developed a curriculum review process that will be available to support communities in considering these issues. Is there an openness to the selection of a new curriculum, funding to support the purchase of quality curriculum and materials, willingness to engage in professional development opportunities to support implementation of the curriculum? What assessment tools are used to support ongoing decisions about child learning opportunities? How are assessments used to plan for individual skill development of children and daily lesson activities? How do educators utilize assessment tools to plan for whole group and individual instruction?

4. **Screening:** What screening tools do district and community partners use with children and families? How is the data to communicate with families and to support planning for individual skill development?
5. **Support for diverse learners:** How do current educational programs support diverse learners? Do the materials and curriculum activities support partnerships and provide families an opportunity to provide input on content? Is the curriculum designed to provide multiple means of accessing learning experiences for diverse learners?
6. **Professional development:** Who makes decisions about professional learning opportunities for educators? What is the quality of learning opportunities available? To what extent is there local coordination around these opportunities? What barriers exist to educator engagement in learning opportunities?

**Data Collection/Measurement Tools:**

Prior to developing new tools, local communities should assess what local data is being collected across local systems. Aggregating existing data across multiple systems can provide valuable insights for community-level stakeholders. Suggestions for the types of data collection and measurement tools to support quality curricula and alignment of learning goals include:

1. Local demographic data on children and families (i.e., district, census, child care subsidy, etc.)
2. Interviews and focus groups with families, early educators, administrators, local stakeholders, etc.
3. Surveys of educators, program leaders and families to understand the quality supports and curricula available, as well as the extent to which these supports are meeting local needs and the ways these differ for different age groups served
4. Classroom quality measures (i.e., Environmental Rating Scales (ERS), Classroom Assessment and Scoring System (CLASS), Early Language and Literacy Classroom Observation (ELLCO), etc.)
5. Child screening and assessment data to identify local needs and successes (from community based early education and care programs and/or public-school districts)

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**PRIORITY STRAND III: EQUITABLE ACCESS TO SPECIAL EDUCATION AND INCLUSION**

The focus of this strand is on the development of a program design that explores the concept that inclusion is first, a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community. The district will develop a program design to provide IEP services to children in collaboration with community-based organizations.

**Needs Assessment Priorities for Strand III:**

Questions for needs assessment should include attention on how to determine what challenges families face regarding dual-language learners, children who have been identified as having special needs and implementation of a child's IEP goals. How to reduce possible barriers to access for families as it pertains to cost, length of day, and transportation. Areas to consider with suggested questions are the following:

1. **Program type:** What program structure (i.e., length of day and duration of programs) and type of program setting (i.e., public school, group/center based, family child care) do families of children with special needs want and why? How do these differ for different aged children? Consider what barriers exist for families to be served in their program of choice, the number of families that need access and the type of program structure that is most valued by families.
2. **Special education service needs and support for diverse learners:** What services are available for children and how do children and families access services? How are children prioritized in the district to receive services? What barriers exist for families to access services? How do these opportunities and barriers differ for children of different ages? Consider the structure and delivery method of services, where services are accessible, and the program approaches that are available to meet the diverse needs of children in the community. What challenges might the district face in providing itinerant services to children placed with community-based providers? How are transitions from early intervention services to special education services managed? What improvements might be made on these various issues? How do you support alignment of curriculum across the community to plan for individual skill development and consistency across the child's day? How will formative assessment tools be used to collect data on child outcomes that demonstrate skill development?
3. **Screening:** What screening tools do district and community partners use with children and families? How is the data used to identify trends and plan for comprehensive services and referrals for special education services? How will data be used by educators to engage families in developing goals for individual skill development?
4. **Professional development:** What is the current professional development supports available to educators regarding inclusive practices? How can communities leverage any classroom quality or child level data to understand the strengths of current professional development and target areas for growth? How can communities solicit feedback from educators to understand the type of professional development that strengthen an educator's knowledge of planning activities specific for Dual Language Learners and children with special needs? What role does the district play in providing professional development opportunities to educators who care for diverse learners? What type of professional development is needed to support aligned curriculum standards across the community?
5. **Comprehensive services, including transportation:** What comprehensive services are available to supplement special education services for children? How and where are these provided? What comprehensive services do children and families of dual language or children identified with disabilities need, where are they located, and how do families access them? What barriers exist to access the services and resources required to address the needs of children and families?
6. **Transitions and referrals:** How might communities improve on the local system of screening and referrals? How are transitions into early intervention and from early intervention to preschool special education supported? How can Districts reduce the number of transitions in a child's day for

those families who require a longer day of care? What barriers exist to exploring models that provide itinerant services to children placed with community-based providers?

7. **Demographics and local composition of families:** What is the cultural, linguistic, racial, ethnic and socioeconomic composition of the families in the community? Consider the extent to which available programs reflect the diversity and need of the community and identify specific challenges that arise for families in making decisions about early education and care.

#### **Data Collection/Measurement Tools:**

Prior to developing new tools, local communities should assess what local data is being collected across local systems. Aggregating existing data across multiple systems can provide valuable insights for community-level stakeholders. Suggestions for the types of data collection and measurement tools to support equitable access to special education and inclusion include:

1. Local demographic data on children and families (i.e., district, census, child care subsidy, etc.)
2. Interviews, surveys, and focus groups with families, early educators, administrators, local stakeholders, etc.
3. Child screening and assessment data (from community based early education and care programs and/or public-school districts).
4. Referrals for IEP services, services provided by the district, tiered support data, number of transitions from Early Intervention to the District.
5. Local data on the number of placement of children in community providers.

## PROGRAMMATIC REPORTING

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Applicants must submit reporting information to EEC as outlined below:

Deliverables include formal reports on the findings of the planning process. The following schedule of deliverables is expected to be submitted to Kathie Lange at EEC by the dates listed below:

1. Written progress updates on grant funded activities by **May 27, 2022**
2. By **June 15, 2022**, a final strategic plan that addresses all required areas: leadership, design, infrastructure, community needs and resources and anticipated cost of implementation.

EEC, in its sole discretion, reserves the right to modify reporting requirements and/or add additional reporting requirements not found in this RFR. EEC may withhold funding to any grantee or to terminate or reduce funding to any grantee, if the grantee fails to submit reports and/or annual reports, as required, or otherwise fails to comply with the reporting requirements within this RFR or with any modified reporting requirements. Any changes to reporting requirements shall be made with at least 90 days' notice to Grantees.

ESTIMATED PROCUREMENT CALENDAR

<b>Procurement Activity</b>	<b>Date</b>	<b>Time</b>
Grant Application Release/Posting	<b>1/3/22</b>	
Applicants' Webinar <ul style="list-style-type: none"> <li>• Please click this link to register for the webinar: <a href="#">Applicants Webinar - Registration Link</a></li> <li>• The webinar will be recorded, and the link sent out for those that register.</li> </ul>	<b>1/11/22</b>	<b>1:00 PM ET</b>
Submission of Written Inquiries Applicants must submit written inquiries to: <a href="mailto:EECSubmission@mass.gov">EECSubmission@mass.gov</a> Inquiries may be submitted in advance of the webinar and after the webinar, up to the deadline.	<b>1/14/22</b>	<b>4:00 PM ET</b>
Posting of Response to Written Inquiries (Estimated)	<b>1/25/22</b>	
Submission Deadline for Grant Applications Applicants must submit proposals to: <a href="mailto:EECSubmission@mass.gov">EECSubmission@mass.gov</a> Hard copy submissions must also be received by this time	<b>2/18/22</b>	<b>4:00 PM ET</b>
Notification of Awards (Estimated)	<b>3/11/22</b>	
Contract Start Date	<b>3/18/22</b>	

**Applicants are required to monitor COMMBUYS for changes to the procurement calendar for this Bid.**

L. GENERAL BUSINESS  
Administration/Ms. Novick/Ms. Clancey  
(March 14, 2022)

CURRENT ITEM - gb 1-272.1  
S.C. MEETING - 4-7-22

1ST ITEM gb #1-272 S.C.MTG. 10-7-21  
2ND ITEM gb #1-272.1 S.C.MTG. 4-7-22

ITEM:

Response of the Administration to the request to require of Durham School Services timely updates on inoperable buses and absent drivers to WPS Transportation, and further, communicate any such information in a timely manner to families, students, and schools.

ORIGINAL ITEM: Ms. Novick/Ms. Clancey(September 29, 2021)

Request administration require of Durham School Services timely updates on inoperable buses and absent drivers to WPS Transportation, and further, communicate any such information in a timely manner to families, students, and schools.

PRIOR ACTION:

10-7-21 - It was moved and voice voted to refer the item to the Administration.

BACKUP:

There is an item on the Standing Committee on Finance and Operations on this topic. Therefore, the Administration recommends that this item be filed.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

L. GENERAL BUSINESS  
Administration/Novick/Clancey/  
McCullough  
(March 31, 2022)

CURRENT ITEM - gb 1-311.1  
S.C. MEETING - 4-7-22

1ST ITEM gb #1-311 S.C.MTG. 11-18-21  
2ND ITEM gb #1-311.1 S.C.MTG. 4-7-22

ITEM:

Response of the Administration to the request to report urgently via school level staff on student disregulation, how it is manifesting in our schools, how staff is managing and coping with such disregulation, and what resources and policy changes from this Committee are necessary to better support students, families, and staff.

ORIGINAL ITEM: Ms. Novick/Ms. Clancey/Ms. McCullough (November 8, 2021)

Request administration report urgently via school level staff on student disregulation, how it is manifesting in our schools, how staff is managing and coping with such disregulation, and what resources and policy changes from this Committee are necessary to better support students, families, and staff.

PRIOR ACTION:

11-18-21 - It was moved and voice voted to refer the item to the Administration.

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.



Student disregulation is addressed at the school level with students as it occurs. Supports are identified and/or adjusted in the school context and referrals to community resources are made as needed and/or requested.

Each of our schools has a team of professionals who are identified to assist students experiencing distress. Staff who intervene utilize multi tiered activities. Students are assessed during the episodes for safety needs and for effectiveness of interventions. If students cannot be regulated, often parents, guardians and outside providers will be contacted and previously established process will be implemented. Given the number of students who experience distress, and the number who ultimately require an emergency response, the school based interventions typically stabilize students. In SY 2021-2022, the district has had 15 emergency response calls for distressed students. For the same time period in SY 2019-2020, there were 35 calls.

Responses vary due to the age of the student, type of classroom/school placement, and the resources within the building. For students in substantially separate placements, the Special Education Staff (e.g., Behavioral Specialist) assigned may be immediately contacted. For students not in specialized settings, the school's School Adjustment Counselor or school Psychologist is contacted. Some schools also have Behavioral Health Clinicians as part of their School Based Health Centers. In these schools, if the student experiencing distress is a client, the clinician would be the point person.

Since 2018, WPS has worked with the UMASS Medical School Trauma Center, led by Dr. Heather Forkey. Initially, Dr. Forkey met with OSEL staff to provide clinical training on building student resilience and mitigating impact of trauma on students, which improves student functioning in all settings. These sessions were extremely well received and in the 2019-2020 school year, Dr. Forkey and her team began a series of recorded sessions. These were presented initially to principals and then a more clinical session was presented to OSEL staff, The culmination was a recording shared at staff meetings with co-facilitation by the school-based OSEL staff and building administration.

With the unexpected closing of school in March 2020, subsequent sessions with Dr. Forkey focused on the impact of the pandemic on schools, students and staff. Included were suggestions for supporting and engaging students during remote learning. Sessions included helping students stay connected, the transition to hybrid learning, and the return to school full time. Dr. Forkey has stressed the importance of building student capacity for resiliency and not viewing the impacts of a pandemic as a trauma or crisis. The most recent session was presented to principals and OSEL staff, again with clinical PD for staff, in March. This session is in the process of being shared in staff meetings. This final session focuses specifically on identifying ways that staff can meet their own emotional and mental health needs, while continuing to support students.

During Spring 2021, Dr Stuart Ablon and Dr. Jessica Minihan presented a 3 hour (2 sessions) PD on engaging with students as we returned to in person learning. The focus was on improving connections and decreasing anxiety with students. These sessions were asynchronous, facilitated at the building level and accompanied with an OSEL developed notetaking guide. The session was made available again for opening SY 2021-2022.

In school year 2021-2022, four schools/programs (e.g., ACT, Woodland Academy, Claremont Academy, and University Park Campus School) have piloted Collaborative Problem Solving with staff training and biweekly coaching to support implementation. The data for year one is positive with regard to the decrease in discipline to date. Schools are currently joining for the expansion of the program in SY 2022-2023. The understanding is that the foundation is then in place for restorative justice practices and programs Focused on universal teaching of SEL competencies.

WPS remains committed to assisting in the meeting of students' needs by increasing Tier 1 Social Emotional Supports for all students as a key to mitigating the need to increase supports for dysregulated students. By increasing social emotional competencies for all students through universal instruction, fewer students require higher levels of support. Students returned to full in person learning in August 2021. School offerings this year include mindfulness, individual and group supports, wellness activities and after school programs to continue addressing the social emotional needs of all school community members.

L. GENERAL BUSINESS  
Administration/Novick/Clancey/  
Johnson/Kamara/Mailman  
(March 30, 2022)

CURRENT ITEM - gb 2-18.5  
S.C. MEETING - 4-7-22

1ST ITEM	gb #2-18 S.C.MTG. 1-20-22
2ND ITEM	gb #2-18.1 S.C.MTG. 2-3-22
3RD ITEM	gb #2-18.2 S.C.MTG. 2-17-22
4 TH ITEM	gb #2-18.3 S.C.MTG. 3-3-22
5 <sup>th</sup> ITEM	gb #2-18.4 S.C. MTG. 3-17-22
6 <sup>th</sup> ITEM	gb #2-18.5 S.C. MTG. 4-7-22

ITEM:

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

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

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

PRIOR ACTION:

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

Students

-936 positive cases

-36 quarantined

Staff

-142 positive cases

-1 quarantined

Test and Stay cases:

Students

-922

Staff

-42

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

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

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

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Provide an update and hold for the next meeting.

PRIOR ACTION (continued)

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

**(continued on Page 3)**

PRIOR ACTION (continued)

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

Hold for updates at the next meeting.

3-3-22 - Superintendent Binienda provided the updated COVID results as follows:  
Week of February 18 through March 3

Students

-36 positive cases

-0 quarantined

Staff

-10 positive cases

-0 quarantined

Test and Stay cases:

Students

-24

Staff

-4

Superintendent Binienda stated that she would provide more information regarding vaccine clinics at the next School Committee meeting.

School Committee Member Mailman asked if there were any updates on the number of vaccinations.

Superintendent Binienda stated that she would be forwarding them to the School Committee members on Friday, March 4, 2022.

Vice-Chair Johnson asked if the vaccination numbers had changed.

Superintendent Binienda stated that the numbers come from the Department of Public Health who are the ones who provide the vaccination shots.

School Committee Member Kamara requested that the Administration invite Dr. Castiel to a School Committee Meeting to provide an updated report regarding vaccination clinics, the number of people who have received vaccinations and indicate what has been done throughout the city.

On a roll call of 6-0-1 (absent Ms. Novick), the item was held for the next meeting.

**(continued on Page 4)**

PRIOR ACTION (continued)

3-17-22 - Superintendent Binienda provided the COVID-19 numbers for the week of March 3 through March 11.

Students

13 positive

0 quarantined

22 Test and Stay

Staff

6 positive

0 quarantined

0 Test and Stay

Member O'Connell-Novick asked for the districtwide vaccination numbers.

Superintendent Binienda reported the following DPH numbers from March 7, 2022:

Of the 23,829 WPS students, 2,722 have received one dose, 8,238 have received 2 doses and 815 have received a booster (3 doses). The number of students in compliance is 9,049 or 37.97 percent. The total number of students who have received at least one dose is

11, 860 or 49 percent.

Superintendent Binienda stated that the district is partnering with UMASS and DPH to provide vaccination clinics for staff and students. She also stated that DESE provided extra test kits and that 19,100 tests were received last week and another 56,000 are expected within the next few days.

It was moved and voice voted to hold the item for updates at the next meeting.

L. GENERAL BUSINESS  
Administration/Novick/Clancey/Johnson/  
Kamara/Mailman/McCullough  
(March 23, 2022)

CURRENT ITEM - gb #2-73.1  
S.C. MEETING - 4-7-22

1ST ITEM	gb #2-73	S.C.MTG. 3-3-22
2ND ITEM	gb #2-73.1	S.C.MTG. 4-7-22

ITEM:

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

ORIGINAL ITEM: Novick/Clancey/Johnson/Kamara/Mailman/McCullough  
(February 23, 2022)

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

PRIOR ACTION:

3-3-22 - It was moved and voice voted to refer the item to the Administration for a report at the March 17, 2022 meeting.

BACKUP:

Annex A (61 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

The elementary, after school initiative has provided a unique opportunity to support students in acceleration and recovery this school year by providing a varied menu of enriching, out of school time, academic and social emotional activities for our students. Each school was given a budget, and leadership teams were given the autonomy to create and design programming that best met the needs of their students. After school plans for all the schools differ by days, time and grade level but all have both an academic and SEL focus. The feedback to date has been extremely positive and in the short time these sessions have been under way, schools have seen notable gains in learning and social well being.

Middle school principals are also designing their own after school programming based on the needs of their students. At this time, three middle school programs (Forest Grove, Sullivan, and University Park) are offering after school programs for their students using ESSER funds. Burncoat Middle and Worcester East are offering after school programs using alternate funding sources (21st Century Learning Center and Targeted Assistance Grant funds, respectively). Claremont Academy is planning to offer its ESSER-funded after school program during the fourth quarter.



Worcester Public Schools  
**Elementary After School Plans**

Principal: Sam FanFan	School: Burncoat Prep
After School Plan	
Start Date: 11/2	End Date: 5/26
Days: Tuesday, Wednesday, Thursday	Hours: 2:15-4:00
Area of Need: -Math	Evidence Data: -MCAS Data 3-6 -STAR Math Data grades 1-6
Target Grade(s) Level(s): 1-6	
Target Academics: Math	
SEL/Enrichment Options: -Fitness/Physical activity -Group games to build social skills -Social groups	Dates and Time:  T, W, TH rotating
Curriculum: -Generation Genius -Various math games	
Monitoring Dates:  Baseline data from fall assessments (11/21/21) EDcite pre-assessment (1/22/22) Mid Cycle Review (5/22/22) Mid-year assessment	Evidence of Academic Improvement: -STAR Progress Monitoring Reading/Math -EDcite-Assessments  Document of Improvement: -Star progress monitoring (math) -Data spreadsheet
<p>Brief Overview of Program:</p> <p>Students will participate in our afterschool program on T, W, Th from 2:15-4:00 each day. Students will have daily lessons focusing on math. We will focus on strengthening math skills for students in grades 1-6. We will use various math games and manipulatives, as well as Generation Genius. In addition, there will be a fitness component to the program where all students will get to participate in 15 minutes of physical activity or a group game to build social skills daily. School adjustment counselor will conduct social groups to support students.</p>	

Principal: <b>Mary G. Sealey</b>		School: <b>Canterbury</b>	
After School Plan			
Start Date: November 2 , 2021		End Date: March 31, 2021	
Days: Tuesday, Wednesday, Thursday		Hours: 2:05-4:05	
Area of Need: Reading, Writing, Math		Evidence Data: BAS, STAR, MCAS	
Target Grade(s) Level(s): 3-6			
Target Academics: Reading, Writing, Math			
Community Partners: Holy Cross			
SEL/Enrichment Options: Cooking Classes (through food service at Holy Cross)		Dates and Time: TBD	
Curriculum: Fountas and Pinnell, CIA, SRSD, Envisions, ST Math, Lexia, LLI			
Monitoring Dates: 11/2/21 Baseline data from fall assessments 1/21/22 Midcycle Review 4/1/22 Exit Review		Evidence of Academic Improvement: Running Records, Writing Samples, STAR Progress Monitoring Reading/Math  Document of Improvement: Data spreadsheet	
<b>Brief Overview of Program:</b> Our program will target students in need of academic support in reading, math, or both. Students will start the session with snack and mindfulness exercises, and then will have daily lessons in reading and math. Holy cross students will lead them in sports activities outside or in our gym to round out the day.			

Principal: Jessica Boss		School: Chandler Elementary	
After School Plan			
Start Date: November 2, 2021		End Date: May, 2022	
Days: Tuesday, Wednesday, Thursday		Hours: 2:00 - 4:30	
Area of Need: ELA, Math, Science, SEL, Fitness/Nutrition, Music/Arts		Evidence Data: STAR, BAS, Lexia, ST Math, Pre/Post Assessments, Ed Cite Assessments	
Target Grade(s) Level(s): Grades 4-6			
Target Academics: Reading Comprehension, Vocabulary Development, Writing Across Content, Mathematics			
SEL/Enrichment Options: Mindfulness Social Skills Groups (Boys/Girls) Basketball Speed and Agility Fitclub Chorus Theater Club Art Club Student Council		Dates and Time: 2:00-4:30 11/1-2/4 (10 weeks) Tuesday, Wednesday, Thursday 2:00 - 4:00 - Instruction/Activities 4:00-4:30 - Teacher Planning	
Curriculum: Chapter Books, Scholastic News, F&P materials, LLI, Envisions, Greg Tang materials, ST Math, Lexia			
Monitoring Dates: 11/2/21 Baseline Data 12/6//21 Mid-cycle Review 2/4/22 Exit Review		<p><b>Evidence of Academic Improvement:</b>          STAR Data, Lexia, ST Math, Progress Monitoring          (Formative assessments weekly)</p> <p><b>Baseline assessment</b> will be administered by          grade level  <b>Mid-Point assessment</b> - by grade level  <b>Final assessment</b> - by grade level</p> <p><b>Document of Improvement:</b>          Assessment scores will document the          improvement</p>	

Brief Overview of Program:

Our program will be multi-faceted and will incorporate academics, enrichments, exercise, and daily social-emotional activities. Each session will include homework help, reading and math instruction, with a variety of intervention programs to support the needs of all learners.

Tuesday and Thursday will focus on literacy and math instruction. There will be a social component daily. Wednesday will be the "enrichment" day. Students will have the choice to participate in two enrichments (45 minute Blocks) for 5 weeks, then will choose 2 more for the last 5 weeks.

Enrichments will focus on healthy mindset, exercise, arts, and music.

Daily Schedule: (Tuesday/Thursday)

2:00 - 2:30 Attendance, Snack, Mindfulness, Recess/Exercise

2:30 - 3:15 Literacy (Reading Comp, Vocabulary Development, Writing Across Content, Lexia)

3:15- 4:00 - Math

4:00- 4:30 - Teacher Planning

Wednesday:

2:00-2:30 Attendance, Snack

2:30 - 3:15 - Enrichment Activity # 1

3:15 - 4:00 - Enrichment Activity # 2

4:00 - 4:30 - Teacher Planning

Chandler Elementary School

Principal: Noeliz Irizarry		School: Chandler Magnet School	
After School Plan			
Start Date: 11/15/2021		End Date: 5/27/2022	
Days: Tuesday, Wednesday, Thursday		Hours: 2:45-4:45	
Area of Need: Math		Evidence Data: STAR reports suggest notable gaps in standards addressed during school closure	
Target Grade(s) Level(s): 2nd, 3rd, 4th			
Target Academics: Math			
SEL/Enrichment Options: Dance (Flamenco) Cooking Dungeons and Dragons Knitting Gardening		Dates and Time: Tuesday, Wednesday and Thursday 2:45-4:45pm  5-week cycle	
Curriculum: ST Math, teacher developed curriculum that aligned with the enrichment activity			
Site Administrator- Noeliz Irizarry		Staff: Kim Tornatola, Ashley Veras, Blanca Ludizaca, Jayquana Colon, Noeliz Irizarry	
Monitoring Dates: monthly		Evidence of Academic Improvement: -observations -informal assessments  Document of Improvement: -Star Math -pre and post assessments	
Brief Overview of Program:  Students will participate in activities that are related to our theme "Math is All Around Us". Students will learn how mathematical thinking is embedded in all sorts of fun hobbies and activities.			

Principal: GregTremba		School: City View	
After School Plan			
Start Date: 2/7/22		End Date:4/14/22	
Days: Tues; Wed; Thurs		Hours: 3:25-4:55	
Area of Need: Literacy- Reading; Math (Grades 1-3); Science/Engineering (4-6)		Evidence Data: Grades 1-3: BAS Data; Running records; ST Math data Grades 4-6: Engineering/Design project; Student work samples	
Target Grade(s) Level(s): Grades 1-3; 4-6			
Target Academics: Reading; Math; Science			
Community Partners: College of the Holy Cross; WPI- Engineering Design Project; Catapult Learning			
SEL/Enrichment Options: Grades 1-3: Tutoring- Reading; Grades 4-6: Enrichment: Latin Club; Robotics; Engineering/Design Club		Dates and Time: 3:25-4:55 Tues; Wed; Thurs 10 weeks (2/7-4/14)	
Curriculum: FP Classroom-LLI Kits for online tutoring Latin Club- Read Alouds with activities (Latin/English) provided by College of the Holy Cross WPS Robotics Program; WPI Engineering/Design (Curriculum and PD developed by WPI) ST Math			
Monitoring Dates: Reading Data: Week 5;10 Student work samples; Engineering/Design project: ongoing Student Survey: End of the program		Evidence of Academic Improvement: Reading Data; Student work samples; Student Survey  Document of Improvement:	
Brief Overview of Program: Grades 1-3: Students will spend approximately 45 minutes Math intervention (Intervention groups; ST Math) and 45 minutes literacy development (online tutoring; LLI) via Catapult Learning. Grades 4-6: We will be leveraging our work with The College of the Holy Cross (CBL Latin Club), Robotics, and a WPI Engineering/design project for students at City View.			

Principal: Fjodor Dukaj	School: Clark Street
After School Plan	
Start Date: 11/9/21	End Date: 3/4/21
Days: Tuesday, Wednesday, Thursday	Hours: 2:45 - 4:15
Area of Need: Math ELA SEL Science	Evidence Data: -EdCite assessment -STAR -benchmark reading scores -benchmark math scores
Target Grade(s) Level(s): K-6	
Target Academics: ELA, Math & STEM	
SEL/Enrichment Options: Social groups and activities. Team building	Dates and Time: Tuesday, Wednesday & Thursday 2:45 - 4:15
Curriculum: Stem lessons, Small reading groups (book clubs), Math fact fluency	
Monitoring Dates: Tuesday - Thursday	Evidence of Academic Improvement: Edcite, Star and F&P Benchmark data
<p>Brief Overview of Program:          Students will meet directly after school for additional tutoring of what is needed in order to continue progress of individual needs. The academic focus will be: Tue/Math, Wed/STEM &amp; Thu/ELA          Enrichment:          Art, exercise &amp; movement activities, and social groups that consist of games and activities.</p>	

Principal: Kathy Martinelli		School: Columbus Park School~ <i>Academic, Enrichments, and the Arts</i>	
After School Plan			
Start Date: 11/2/2021		End Date: 3/31/21	
Days: Tuesday/Thursday		Hours: 2:00-4:00 PM	
Area of Need: Homework Help Basic Skills, Core Instruction, Exercise and Enrichments, SEL, Theater Camp		Evidence Data: STAR Data, Lexia data, ST MATH, Electronic Notebooks, Speed Camp Theatre Camp Performance	
Target Grade(s) Level(s): Grades three through six			
Target Academics: Reading and Writing Across all Content areas, Mathematics			
Community Partners: Worcester Art Museum St. Andrew's Church Clark University Athletic Club Worcester State University Field Hockey Program			
SEL/Enrichment Options: Start with Hello~Sandy Hook Promise Theatre Camp Agility Training Speed Camp		Dates and Time: Tuesdays, Thursdays 2:00-4:00 pm SEL, Exercise, Art and Music Program will be offered twice a week to all students Scheduled dates: 11/2,11/4, 11/9, 11/16, 11/18, 11/23, 11/30, 12/2, 12/7, 12/9, 12/14, 12/16/2021~~~ 1/11, 1/13, 1/18, 1/20, 1/25, 1/27, 2/1, 2/3 2/8, 2/10, 2/15,/2/17, 3/1, 3/3, 3/8, 3/10, 3/15, 3/17, 3/22, 3/24, 3/29, 3/31/2022~~~	
Curriculum: Start with Hello, Fountas and Pinnell, CIA, SRSD, Envisions, ST Math, Lexia, LLI			



<p>Monitoring Dates: 11/2/21 Baseline Data 1/21/22 Midcycle Review 4/1/22 Exit Review</p>	<p>Evidence of Academic Improvement: STAR Data, Lexia, ST Math, Progress Monitoring</p> <p>Document of Improvement: Electronic Notebooks, Speed Camp Theatre Camp Performance</p>
<p>Brief Overview of Program: Our program will be multi-faceted and will incorporate academics, enrichments, exercise, and daily social-emotional activities. Students will Start with Hello on a daily basis. Each session will include homework help, reading and math instruction, with a variety of intervention programs to support the needs of all learners. Students will participate in a daily enrichment activity which will include daily exercise, skill drills, speed camp, and theater camp. Theater Camp will include sessions co-taught by the music and art teacher and will result in a final performance for all parents.</p> <p style="text-align: right;">Columbus Park School</p>	

Principal: Lucas Donohue	School: Elm Park
After School Plan	
Start Date: 11/9/2021	End Date: 4/7
Days: Tuesday, Wednesday, Thursday	Hours: 2:15-4:00
Area of Need: ELA, Math, Science, SEL, STEM, Music/Art	Evidence Data: STAR, BAS, Lexia, ST Math, Pre/Post Assessments, Ed Cite Assessments
Target Grade(s) Level(s): 1-5	
Target Academics: Reading Comprehension, Vocabulary Development, Writing Across Content, Mathematics, Engineering, Technology	
SEL/Enrichment Options: Theater Club Art Club Student Council	Dates and Time: 11/9-4/7, T, W, Th 2:15-4:00  2:15-2:30- Snack 2:30-3:15 Content Tutoring 3:15- 3:55: Content Enrichment
Curriculum: CIA, Scholastic News, F&P materials, LLI, Envisions, Greg Tang materials, ST Math, Lexia	
Monitoring Dates:  11/9- Baseline data 12/02- Mid Cycle Review 12/22- Exit Review	Evidence of Academic Improvement:  STAR Data, Lexia, ST Math, Progress Monitoring (Formative assessments weekly)  Document of Improvement: Assessment scores will document the improvement
<p>Brief Overview of Program:          The program will run in 3 six week cycles with a focus on ELA, Math, and STEM and will incorporate academics, enrichment, and social-emotional learning activities. Each day will include 45 minute of targeted academic help including small group instruction, LLI, CIA, and "just in time" scaffolds. It will also include 45 minutes of enrichment that will vary depending on the focus of the session. Enrichments will focus on student choice, social-emotional learning, and the arts, and music.</p> <p>Daily Schedule:          2:15-2:30- Attendance, snack          2:30-3:15- Content area instruction          3:15-4:00- Enrichment groups          4:00-4:30- Prep</p>	

Principal: Mary E. Labuski	School: Flagg Street School
After School Plan	
Start Date: 11-02-21	End Date: 04-07-22 (Budget dependent)
Days: Tuesday, Thursday	Hours: 2:30 - 4:00 p.m.
Area of Need: Academic: Mathematics	Evidence Data: MCAS (2021) Gr 3 - 35% meeting or exceeding expectations; Gr 4 - 35% meeting or exceeding expectations
Target Grade(s) Level(s): 2-4	
Target Academics: Mathematics using Greg Tang Math materials and strategies; math fluency	
SEL/Enrichment Options: Small group, direct instruction and support	Dates and Time: Throughout our program sessions
<p>Curriculum:</p> <p>Greg Tang Math: Math Powerpack (2) @ \$100.00; Card Game 10-Packs (2) @ \$100.00</p> <p>Online Platforms: ST Math, Freckle, XtraMath</p> <p>Achieve the Core Tasks</p> <p>Illustrative Math Tasks</p> <p>ATLAS Platform</p>	
<p>Monitoring Dates:</p> <p>Baseline: by 11-05-21</p> <p>Mid-Point: by 1-13-22 (10 weeks)</p> <p>End of Program: by 04-07-22 (20 weeks)</p>	<p>Evidence of Academic Improvement:</p> <p>Baseline assessment will be administered by grade level</p> <p>Formative assessments (math boxes) will be completed weekly</p> <p>Mid-Point assessment - by grade level</p> <p>Final assessment - by grade level</p> <p>Document of Improvement: Assessment scores will document improvement</p>
<p>Brief Overview of Program:</p> <p>Daily Schedule:</p> <p>2:30 - 2:45 Snack</p> <p>2:45 - 3:45 ACTIVE Engagement</p> <p>3:45 Clean up; Exit slips; Dismissal</p> <p>2:45 - 3:45</p> <p>Station Rotation</p> <p>20 minutes - Game (Greg Tang)</p> <p>20 minutes - Online Platform (ST Math, Freckle, XtraMath)</p> <p>20 minutes - Fluency practice; Exit slip</p>	

Principal: Ann Swenson	School: Gates Lane
After School Plan	
Start Date: November 9,2021	End Date: April 14, 2022
Days: Tuesdays, Wednesdays, Thursdays	Hours: 3:45 pm to 4:45 pm
Area of Need: Improved Reading abilities Fluency in Math facts	Evidence Data: Current BAS scores, STAR data, EnVisions
Target Grade(s) Level(s): 1, 2, 3 and 4	
Target Academics: Reading and Math	
SEL/Enrichment Options: Physical Education- movement, relaxation techniques	Dates and Time: Tuesday, Wednesday and Thursday
Curriculum: LLI kits for Reading intervention Greg Tang games for basic facts fluency in Math	
Monitoring Dates: October 2021: Baseline data from fall assessments January 2022 Midcycle Review April 2022 Exit Review	Evidence of Academic Improvement: Running Records Improved BAS scores Improved fluency in Math facts  Document of Improvement: BAS scores pre/post assessments in Math facts
Brief Overview of Program:  We will provide a Reading intervention using the LLI kits from Fountas and Pinnell to our students in grades one through four who are reading significantly below grade level. These students will also receive 30 minutes each session using the Greg Tang Math games to improve their fluency in the basic Math facts. The additional 30 minutes will be focused on movement and relaxation techniques provided by the physical education teacher in the gym.	

Principal: Karrie Allen	School: Goddard
After School Plan	
Start Date: November 2, 2021	End Date: December 21, 2021
Days: Tuesday and Thursday	Hours: 2:30-4:00
Area of Need: Reinforcement and emphasis on MA Science Standards Social Emotional Learning	Evidence Data: Grade 5 MCAS data over prior years indicates a targeted focus in lower grade levels Teacher feedback and observations regarding needs of students as we returned from closure.
Target Grade(s) Level(s): Grades 2 & 3	
Target Academics: Hands on Science	
SEL/Enrichment Options: Music and Yoga	Dates and Time: Tuesday and Thursday 2:30-4:00
<p>Curriculum: <b>ESS2. Earth's Systems</b></p> <p><b>3-ESS2-1.</b> Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area.          Clarification Statements: • Examples of weather data could include temperature, amount and type of precipitation (e.g., rain, snow), wind direction, and wind speed. • Graphical displays should focus on pictographs and bar graphs.</p> <p><b>3-ESS2-2.</b> Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.          Clarification Statement: • Examples of information can include climate data (average temperature, average precipitation, average wind speed) or comparative descriptions of seasonal weather for different regions. State Assessment Boundary: • An understanding of climate change is not expected in state assessment.</p>	

**ESS3. Earth and Human Activity**

**3-ESS3-1.** Evaluate the merit of a design solution that reduces the damage caused by weather.\*

Clarification Statement: • Examples of design solutions to reduce weather-related damage could include a barrier to prevent flooding, a wind-resistant roof, and a lightning rod.

Site Administrator: Kara Scichilone

Staff: Erica Zwicker, Jacqueline Staruk, Tina Bergevin, Brianna Embury

Monitoring Dates:  
November 2, 2021  
November 23, 2021  
December 21, 2021

Evidence of Academic Improvement:  
Pre/Post Activities to demonstrate student's prior knowledge and new learning after unit of study

Document of Improvement: KWL charts, word splashes, student work/projects, and presentations

**Brief Overview of Program:**

Students in grades 2 and 3 will participate in a rotating schedule to engage in hands-on science experiments and SEL activities. Science Standards (grades 2/3) will be instructed through hands-on experiments utilizing district materials and resources.

SEL Activities will consist of a co-teaching model that incorporates music through movement as well as, instruction of strategies that promote mindfulness.

Goddard Elementary School

Principal: <b>Thomas Toney</b>		School: <b>Grafton Street</b>	
After School Plan			
Start Date: November 2 , 2021		End Date: May 28, 2022	
Days: Tuesday, Wednesday, Thursday		Hours: 2:45-4:00	
<b>Area of Need:</b> Reading, Writing, Math		<b>Evidence Data:</b> BAS, STAR, MCAS	
<b>Target Grade(s) Level(s):</b> 3-6			
<b>Target Academics:</b> Reading, Writing, Math			
<b>Community Partners:</b> Assumption College Friendly House			
<b>SEL/Enrichment Options:</b> Mind-Up(Advisory) groups		<b>Dates and Time:</b> Every Tuesday, Wednesday and Thursday afternoons	
Curriculum: Fountas and Pinnell, SRSD, Envision, ST Math, Lexia, LLI. Mind Up			
<b>Monitoring Dates:</b> 11/2/21 Baseline data from fall assessments 11/29/21 EDcite pre-assessment 1/21/22 Midcycle Review 1/28/22 Mid-year assessment		<b>Evidence of Academic Improvement:</b> Running Records, Writing Samples, STAR Progress Monitoring Reading/Math  EDcite-Assessments  Document of Improvement: Data spreadsheet	
<b>Brief Overview of Program:</b> Our program will target students in need of academic support in reading, writing and math. Students will start each session with a brief snack followed by a mindfulness exercise to build positive classroom climates. Students will have daily lessons focusing on reading and writing and/or math. After lessons, students will have enrichment time based on their interests.  Assumption volunteers will lead them in sports activities outside, at Friendly House or in a common area within the school. Teachers will provide enrichment opportunities such as healthy eating, artistic drawing, music production (using ....) and mentoring clubs.			

Principal: <b>Cynthia Vail</b>		School: <b>Heard Street</b>	
After School Plan			
Start Date: 11/2/21		End Date: 5/26/21	
Sessions: <b>1.</b> 11/2/21- 1/27/22 <b>2.</b> 2/1/22 - 4/14/22 <b>3.</b> 4/26/22 - 5/26/22			
Days: Tuesday, Wednesday, Thursday		Hours: 2:30 - 4:30	
Area of Need: ELA, Math, Social/Emotional, Robotics/Science, Music/Arts & Homework support		Evidence Data: STAR, BAS, ST Math, Edcite Assessments	
Target Grade(s) Level(s): Grades 3-6			
Target Academics: Mathematics, Writing, Vocabulary development, Book Study/Reading			
Community Partners: Holy Cross/Tutors Yoga Math Solutions			
SEL/Enrichment Options: Music Yoga Theater Club One to one support/tutoring Community Meeting		Dates and Time: Enrichments on Wednesday's Tuesdays and Thursdays: Tutoring & community meetings	
Curriculum: Math Solutions, SRSD, ST Math, LLI Kits, Robotics			
Monitoring Dates: 11/2/21: Baseline 1/27/22: End of Session 1 4/14/22: End of Session 2 5/26/22: Exit Review		Evidence of Academic Improvement: STAR Data, ST Math, Progress Monitoring  Document of Improvement: Teachers' Own Formal and Informal Assessment: Pre & Post Assessment	



**Brief Overview of Program:**

Our students at Heard Street School, teachers and families are excited to have an after school program. The goal will not only be to support our students' academic needs from the past year, any gaps but also their social/emotional needs. It will give our students the opportunity to move forward with Math, Science, Reading and Writing along with making community connections and team building. We will dedicate Tuesdays and Thursdays to academics including homework support. Wednesdays will be dedicated as the Enrichment day, providing our students with hands-on/social activities including Music/Winds, yoga and Robotics. These Enrichments will change after Session 1. Students will be surveyed on their interests. Each day of the program, a community meeting will take place to assess students' social and academic needs.

Partnering with Holy Cross and Math Solutions, the students will be provided with academic support including one to one support.

Pre and Post assessments will be used prior to each session and reviewed with exit slips.

Heard Street School

Principal: Jyoti Datta	School: Jacob Hiatt Magnet School
After School Plan	
Start Date: November 9, 2021 - MaY 19, 2022	
Days: Tuesday, Wednesday, Thursday	Hours: 2:45 - 3:45
Area of Need: Mathematics Reading (with embedded writing and PWS)	Evidence Data: READING: STAR Reading Fall 2021 - below 10% (percentile rank) ELA MCAS: Not meeting or Partially Meeting BAS: 1 year or more below grade level benchmark In class performance  MATH: STAR Math Fall 2021 - below 10% (percentile rank) Math MCAS: NM or PM ST Math Data: Usage and Puzzles enVision Topic Assessments In class performance
Target Grade(s) Level(s): Grades 4 and 5	
Target Academics: Reading and Mathematics	
SEL/Enrichment Options: <ul style="list-style-type: none"> <li>● Goal setting with students and self reflection</li> <li>● Setting and supporting norms for partner and collaborative group work</li> <li>● Celebrations of success and improved outcomes</li> <li>● Share results with families</li> <li>● Fostering productive struggle and growth mindset</li> </ul>	Dates and Time: T, W, Th 2:45 - 3:45 Start Date November 9, 2021 - run program for 10 weeks to include assessments, monitoring and assessing outcomes
Curriculum Reading: <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention Resources (Teachers are trained in LLI)</li> <li>● Fountas and Pinnell - GR/PWS components to support LLI work</li> <li>● Writing as it connects to LLI//GR/PWS.</li> </ul>	

Mathematics:

- Aligned with standards and areas of need as indicated by Homeroom/Math teachers:
- Greg Tang Games
- ST Math Puzzle Talks - Mini lessons
- enVision Supports and Reteaching
- Common Core Math Companions
- ATLAS platform

Balanced Approach: Explicit/Direct instruction, Small group work/partner work, and independent work

Monitoring Dates:

Reading:

- Follow protocol for LLI - running records
- BAS around Week 9 to assess growth
- STAR Progress monitoring

Math:

- Beginning of standards/units assessment
- Formative checks ongoing and mid-point assessments
- STAR progress monitoring

Evidence of Academic Improvement:

Progress from beginning to end of the program using the monitoring/assessment tools.

Document of Improvement:

STAR reports, BAS, and/or ST Math data  
SEL: Evidence of perseverance, cooperative group work - attitudes, self reflection, exit slips, quick writes, etc.

Brief Overview of Program:

- Program will run for 10 weeks starting November 9, 2021 three days a week for an hour
- As of 10/22 we have a total of 19 fourth and fifth graders enrolled, and waiting for a firm response from 4 more families.
- Three teachers will take math groups, and two teachers will work with students who need reading support.
- To leverage LLI resources successfully and have an impact on growth, group sizes have to be limited to four students.

2:30 - 2:45 Transition from School Day/Snack Break/Getting ready

2:45 - 3:45: Program begins - Mini lesson, small group, independent practice

3:35: Exit slips, wrap up

3:45: Dismissal

NOTE:

A key piece of this program will be ongoing monitoring not only during the sessions, but also conversations with homeroom teachers to reassess needs, gauge impact of instruction, and carryover of learning into class work. Planning time is being given to make this collaboration possible.

Jacob Hiatt Magnet

Principal: Maureen Power	School: Lake View School
After School Plan	
Start Date: 11/9	End Date: 5/1
Days: Tuesday and Thursday	Hours: 2:30-4:30
Area of Need: <ul style="list-style-type: none"> <li>• Science</li> <li>• Math</li> <li>• Writing</li> </ul>	Evidence Data: <ol style="list-style-type: none"> <li>1. Readers Theatre - Final Performance and Google Pre and Post Assessment</li> <li>2. It All Measures Up - Pre and Post Assessment</li> <li>3. I'm the Author - Pre Assessment and Student's Published Work</li> <li>4. Full STEAM Ahead - Pre and Post Assessment.</li> </ol>
Target Grade(s) Level(s): Grades 2,3 and 4	
Target Academics: <ol style="list-style-type: none"> <li>1. Math - measurement</li> <li>2. Science and Engineering</li> <li>3. Writing</li> <li>4. Reading and speaking in public</li> </ol>	
SEL/Enrichment Options: <ol style="list-style-type: none"> <li>1. Readers Theatre</li> <li>2. It All Measures Up</li> <li>3. I'm The Author</li> <li>4. Full STEAM Ahead</li> </ol>	Dates and Time: Tuesdays and Thursdays - 2:30-4:00
Monitoring Dates: November 9, 16, 18, 23, 30 December 2, 7, 9, 14,16	Evidence of Academic Improvement: <ol style="list-style-type: none"> <li>1. It All Measures Up Comparison of Pre and Post Tests, observation of students working on Measurements</li> <li>2. Performance of "Cats and Dogs" - students ability to speak lines that have been memorized.</li> <li>3. Final Published story for each student.</li> </ol> Document of Improvement: <ul style="list-style-type: none"> <li>• <b>Readers Theatre</b> - Final Performance of "Dogs and Cats" and Google Pre and Post Assessment</li> <li>• <b>It All Measures Up</b> - Pre and Post Assessment Comparison,</li> <li>• <b>I'm the Author</b> - Pre Assessment and Student's Published Work</li> <li>• <b>Full STEAM Ahead</b> - Pre and Post Assessment.</li> </ul>

Brief Overview of Program:

Our enrichment program included four different options for students in Grades 1-5. Students were able to choose the activity that they were interested in participating in. Students could choose from the following activities.

- **Readers Theater -**
- **It All Measures Up -**
- **I'm the Author**
- **Full STEAM Ahead**

Lake View School

Principal: Michelle Gabrielian		School: Lincoln Street Elementary	
After School Plan			
Start Date: Nov. 2		End Date: May 31	
Days: Tuesday / Thursday		Hours: 2:00pm - 4:00pm	
<b>Area of Need:</b> -Social Emotional Support -Health -Wellness -Guided reading groups -Guided math groups -Homework support		<b>Evidence Data:</b> -Benchmark Reading Scores -Benchmark Math Scores -lack of consistency turning in homework -Being home for so long during the COVID shut down period - remote schooling -lack of understanding pertaining to healthy eating and exercise habits	
Target Grade(s) Level(s): 4/5/6			
Target Academics: Math/Reading			
<b>SEL/Enrichment Options:</b> SEL- mental/physical wellness conversations, team building, stress management, self care		<b>Dates and Time:</b> Tuesday/Thursday 2:00-4:00 PM	
Curriculum: Lexia - ST Math - EnVisions -EdCite - Yoga - ATLAS Platform			
<b>Monitoring Dates:</b> bi-monthly		<b>Evidence of Academic Improvement:</b> -Surveys - observations -Document of Improvement: -STAR test for reading/math scores -Student health and wellness surveys	
<b>Brief Overview of Program:</b> <p>Students will participate in physical activities promoting health and wellness such as yoga, cardio activities, team building activities and muscle building. Students will learn about different muscles in their bodies and making healthy food choices as well as ways to reduce stress and anxiety through physical exercise and meditation activities.</p> <p>Students will also participate in afterschool art activities, making healthy snacks and getting help on their math and ela skills and homework.</p>			

Principal: Luke Robert	School: May Street
After School Plan	
Start Date: November 2, 2021	End Date: April 13, 2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:30-4:30
Area of Need: STEM SEL Physical Movement/Mindfulness	Evidence Data: Most Recent MCAS 21% Meeting Expectations in Science
Target Grade(s) Level(s): Gr 3-6 high needs	
Target Academics: <ul style="list-style-type: none"> <li>★ STEM activities</li> <li>★ Music and Movement</li> <li>★ Mindfulness</li> <li>★ Physical Activities</li> </ul>	
Community Partners: Possible Worcester State University volunteers	
	Dates and Time: Nov 2-4, 9-10, 16-18, 30 Dec 1-2, 7-9 14-16 Jan 4-6, 11-13, 18-20, 25-27 Feb 1-3, 8-10, 15-17 Mar 1-3
★ Curriculum: <ul style="list-style-type: none"> <li>○ <a href="#">2016 Massachusetts Science Technology and Engineering Learning Standards</a></li> <li>○ <a href="#">English Language Arts and Literacy</a></li> </ul>	
Monitoring Dates: Thursdays	Evidence of Academic Improvement: Running Records ST Math Student Average Percentage STAR Lexia  Document of Improvement:

Brief Overview of Program:  
Students will cycle through 3 periods each afternoon.

[After School Program Schedule](#)

- ★ ELA activities
  - Play
  - Poetry Slam
  - Creative Writing
- ★ STEM activities utilizing the [2016 Massachusetts Science Technology and Engineering Learning Standards](#)
- ★ Physical/Healthy Bodies
  - Phys Ed
  - Tennis
  - Hip Hop
- ★ SEL
  - School Adjustment Counselor will be available one day per week to work with either groups or individuals as needed.

May Street



Principal: Elizabeth Merchant		School: McGrath	
After School Plan			
Start Date: Monday, Nov 15		End Date: Thur, Mar 17	
Days: Tue, Wed, Thur		Hours: 2:40 - 4:10	
Area of Need: ELA - Writing Math - Problem solving		Evidence Data: Star assessments SRSD Pre/Post assessments	
Target Grade(s) Level(s): 1 - 6			
Target Academics: ELA - Writing. Math - Complex problem solving.			
SEL/Enrichment Options:  Team building Coping skills		Dates and Time:  Tues, Wed, Thur 2:40 - 4:10	
Monitoring Dates: - Week of Nov 17th - Week of Jan 17 - Week of Mar 14th		Evidence of Academic Improvement: - Star - Pre vs Post SRSD	
Document of Improvement:			
<p>Brief Overview of Program:</p> <p>Rotations of groups separated by primary vs intermediate          Main umbrella - build/publish McGrath School Newspaper</p> <p>ELA Rotations consist of</p> <ul style="list-style-type: none"> <li>- Examples of journalism</li> <li>- Credible vs non credible sources</li> <li>- Writing for your audience</li> <li>- Informational text</li> <li>- Drafting and publishing</li> <li>- Interactive read alouds (exemplars)</li> <li>- Shared/Interactive writing</li> <li>- Photos &amp; illustrations that support text</li> </ul> <p>Math Rotations consist of</p> <ul style="list-style-type: none"> <li>- Complex math problem solving (rigorous word problems, developing stamina)</li> <li>- Math facts math games</li> <li>- Number sense math games</li> <li>- Problem solving games</li> </ul> <p>SEL &amp; Enrichment consists of</p> <ul style="list-style-type: none"> <li>- Movement breaks</li> <li>- Team building</li> <li>- Coping skills</li> </ul>			
McGrath Elementary			

Principal:Christina Guertin	School:Midland Street School
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After School Plan

Start Date: November 2, 2021	End Date: March 11, 2022
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Days: Tuesday, Wednesday and Thursday	Hours: 2:30-4:00
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Area of Need:  
**Academic - ELA, Math and Science**

**Evidence Data:**  
 MCAS indicates students in grades 3-6 scored 70% partially or not meeting grade proficiency levels. Fountas and Pinnell Benchmark indicates students in grades 1-3 are below grade level benchmark proficiency levels.

**MATH - 2021 MCAS Data**

- 70 % of our students in grades 3-6 were partially meeting or not meeting expectations as demonstrated on the 2021 MCAS Math assessment.

Grade and Subject	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
MIDLAND STREET - GRADES 3-6 - MATHEMATICS	10	20	70	0
STATE - GRADES 3-6 - MATHEMATICS	10	20	70	0

Grade and Subject	Exceeding Expectations	Meeting Expectations	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	No. of Students	Test Pass %	Raw Score	Avg Score	Percentile on EQJ/SEP				
GRADE 01 - ENGLISH LANGUAGE ARTS	62	31	76	9	16	47	38	38	7	13	27	60	508.0	104	54%
GRADE 02 - MATHEMATICS	22	22	1	5	28	28	28	46	17	28	27	60	408.0	100	54%
GRADE 04 - ENGLISH LANGUAGE ARTS	12	44	14	6	54	12	22	36	4	13	22	56	427.0	100	54%
GRADE 04 - MATHEMATICS	32	32	0	4	27	28	36	41	0	24	32	66	408.7	100	54%
GRADE 05 - ENGLISH LANGUAGE ARTS	37	47	10	6	45	30	38	41	0	12	20	100	408.0	101	21
GRADE 05 - MATHEMATICS	17	22	0	4	17	20	38	47	4	20	20	100	408.0	101	21
GRADE 05 - SCIENCE	43	42	0	7	43	30	48	30	0	19	20	100	408.0	100	54%
GRADE 06 - ENGLISH LANGUAGE ARTS	36	47	21	11	36	20	23	31	14	20	21	80	541.0	117	30
GRADE 06 - MATHEMATICS	36	32	0	3	30	28	36	44	10	20	21	80	408.0	100	54%
GRADE 01 - ENGLISH LANGUAGE ARTS	62	31	76	9	16	47	38	38	7	13	27	60	508.0	104	54%
GRADE 02 - MATHEMATICS	22	22	1	5	28	28	46	17	28	27	60	408.0	100	54%	
GRADE 04 - ENGLISH LANGUAGE ARTS	12	44	14	6	54	12	22	36	4	13	22	56	427.0	100	54%
GRADE 04 - MATHEMATICS	32	32	0	4	27	28	36	41	0	24	32	66	408.7	100	54%
GRADE 05 - ENGLISH LANGUAGE ARTS	37	47	10	6	45	30	38	41	0	12	20	100	408.0	101	21
GRADE 05 - MATHEMATICS	17	22	0	4	17	20	38	47	4	20	20	100	408.0	101	21
GRADE 05 - SCIENCE	43	42	0	7	43	30	48	30	0	19	20	100	408.0	100	54%
GRADE 06 - ENGLISH LANGUAGE ARTS	36	47	21	11	36	20	23	31	14	20	21	80	541.0	117	30
GRADE 06 - MATHEMATICS	36	32	0	3	30	28	36	44	10	20	21	80	408.0	100	54%
GRADE 01 - ENGLISH LANGUAGE ARTS	62	31	76	9	16	47	38	38	7	13	27	60	508.0	104	54%
GRADE 02 - MATHEMATICS	22	22	1	5	28	28	46	17	28	27	60	408.0	100	54%	
GRADE 04 - ENGLISH LANGUAGE ARTS	12	44	14	6	54	12	22	36	4	13	22	56	427.0	100	54%
GRADE 04 - MATHEMATICS	32	32	0	4	27	28	36	41	0	24	32	66	408.7	100	54%
GRADE 05 - ENGLISH LANGUAGE ARTS	37	47	10	6	45	30	38	41	0	12	20	100	408.0	101	21
GRADE 05 - MATHEMATICS	17	22	0	4	17	20	38	47	4	20	20	100	408.0	101	21
GRADE 05 - SCIENCE	43	42	0	7	43	30	48	30	0	19	20	100	408.0	100	54%
GRADE 06 - ENGLISH LANGUAGE ARTS	36	47	21	11	36	20	23	31	14	20	21	80	541.0	117	30
GRADE 06 - MATHEMATICS	36	32	0	3	30	28	36	44	10	20	21	80	408.0	100	54%
GRADE 01 - ENGLISH LANGUAGE ARTS	62	31	76	9	16	47	38	38	7	13	27	60	508.0	104	54%
GRADE 02 - MATHEMATICS	22	22	1	5	28	28	46	17	28	27	60	408.0	100	54%	
GRADE 04 - ENGLISH LANGUAGE ARTS	12	44	14	6	54	12	22	36	4	13	22	56	427.0	100	54%
GRADE 04 - MATHEMATICS	32	32	0	4	27	28	36	41	0	24	32	66	408.7	100	54%
GRADE 05 - ENGLISH LANGUAGE ARTS	37	47	10	6	45	30	38	41	0	12	20	100	408.0	101	21
GRADE 05 - MATHEMATICS	17	22	0	4	17	20	38	47	4	20	20	100	408.0	101	21
GRADE 05 - SCIENCE	43	42	0	7	43	30	48	30	0	19	20	100	408.0	100	54%
GRADE 06 - ENGLISH LANGUAGE ARTS	36	47	21	11	36	20	23	31	14	20	21	80	541.0	117	30
GRADE 06 - MATHEMATICS	36	32	0	3	30	28	36	44	10	20	21	80	408.0	100	54%

**(Next Generation MCAS Tests 2021 Percent of Students at Each Achievement Level for Midland Street, n.d.).**

**STAR Math -**  
 Grade 1 - 25% Students not meeting grade level proficiency  
 Grade 2 - 62% Students not meeting grade level proficiency

Grade 3 - 45% Students not meeting grade level proficiency  
Grade 4 - 21% Students not meeting grade level proficiency  
Grade 5 - 14% Students not meeting grade level proficiency  
Grade 6 - 17% Students not meeting grade level proficiency

**ELA -  
2021-2022 Fall BAS scores**

**Grade 1 -**

54% (13/24) of first grade students tested below the beginning of the year 1st grade benchmark level.

**Grade 2 -**

50% (13/26) of 2nd grade students tested below the beginning of the year 2nd grade benchmark level.

**STAR ELA -**

**STAR Early Literacy -**

Grade 1- 33% Students not meeting grade level proficiency - - (8/24 students not meeting expectations)  
(All 24 1st grade students were assessed using the Early Literacy Assessment)

Grade 2 - 30% Students not meeting grade level proficiency - (8/24 students not meeting expectations)  
Only 8 grade 2 students were assessed using the STAR Early Literacy assessment - 8/8 (100%) students who took the assessments are not meeting grade level expectations in this category.

**STAR Reading -**

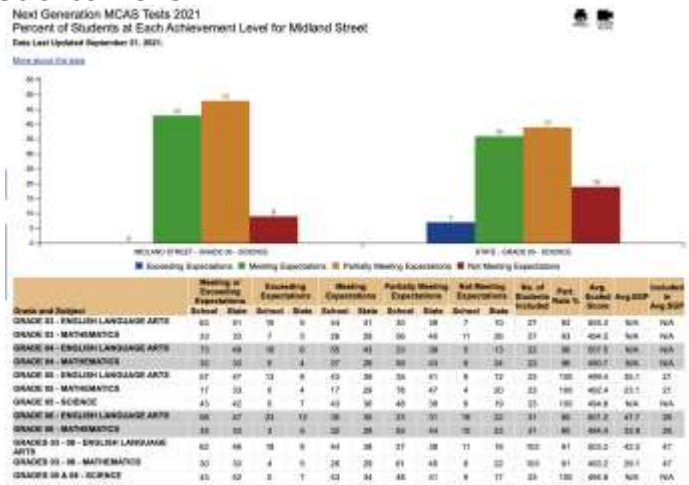
**Grade 1 -** 18% Students not meeting grade level proficiency - (3/17 students not meeting expectations)  
17/24 1st grade students were assessed using the STAR Reading assessment.

**Grade 2 -** 38% Students not meeting grade level proficiency - (10/19 students not meeting expectations)  
19/25 2nd grade students were assessed using the STAR Reading assessment.

**Non- Academic and Social-Emotional:**  
 SEL: Students struggle with self-regulation both in class and at recess

**SCIENCE -**

57% of Grade 5 students did not meet expectations on the Science MCAS.



**SEL**

Second Step Summative Knowledge Assessments /  
 Teacher Anecdotal Records

Target Grade(s) Level(s): 1-6

Target Academics: ELA (grades 1 & 2), Math, Science, and Robotics.

Community Partners:

TBD

Potential- WPI - for Robotics

SEL/Enrichment Options:

One day a week we will conduct a social emotional lesson as well as an enrichment block.

Dates and Time:

2:30 - 4:00

11/2/21 - 03/11/22

[SCHEDULE](#)  
[Lesson Plans](#)

**Curriculum:**

**ELA -** (Grades 1 and 2) - Fountas and Pinnell (Phonics and Word Study Games - Classroom components)

- [F and P Classroom Website](#)
- LLI

**Math** - (Grades 1 - 6) - 3 ACT Math

- [3 Act Task File Cabinet - Fletcher](#)
- [Robert Kaplinsky - Grade K and up](#)
- [Howard County Mathematics - Grades K and up](#)
- [SFUSD Math](#)
- [Meaningful Math Moments](#)
- [Dan Meyer - Grades 6 and Up](#)
- [Engage NY - 3 Act Tasks](#)- Revere Schools

**Robotics**- WPS program

**Science** - STEM activities

- [Stem Cobb](#)
- [1st Grade STEM activities](#)
- [TeachEngineering](#)

**Social Emotional** - Teacher Created / Second Step / Responsive Classroom

- [www.secondstep.org](http://www.secondstep.org)
- Teacher Created

**Project Based Learning** -

- [Readers Theater](#)
- [SPRINGISD - Examples](#)
- [21st Century Edtech](#)

Teacher Created

**Monitoring Dates:**

Beginning assessment- November 2,2021

Progress monitoring - January 18, 2022

End assessment- March 8, 2022

**Evidence of Academic Improvement:**

Progress monitoring with STAR Early Literacy/Reading and Math (Grades 1 and 2)

Edcite (Grades 3 - 6)

Document of Improvement:

STAR reports

Edcite Summary Report

Edcite Gradebook Report

Edcite Item Analysis Report

**Brief Overview of Program:**

Students in grades 1 and 2 will focus on each of the following 1 day per week of either ELA and/or Math and 1 day per week of social emotional / enrichment activity.

Students in grades 3-6 will focus on each of the following; 1 day per week of either; Math and/or Science and 1 day per week will be social emotional / enrichment activity

A specific group of students in grades 5 and 6 will be focusing on Robotics 2 days a week and 1 day per week will be social emotional / enrichment activity. This group will be working towards the competition later in the year.

Midland Street

Principal: Monica Poitras		School: Nelson Place Elementary	
After School Plan			
Start Date: Nov. 8		End Date: April 11,2022	
Days: Tuesday / Thursday		Hours: 3:30pm - 4:30pm	
Area of Need: <ul style="list-style-type: none"> <li>- Grade 4 science</li> </ul>		Evidence Data: <ul style="list-style-type: none"> <li>• -Being home for so long during the COVID shut down period - remote schooling</li> <li>• -lack of science knowledge based on Grade 5 MCAS</li> <li>• To expose students to STEM activities to enhance their skills in science, math and literacy</li> </ul>	
Target Grade(s) Level(s): 4			
Target Academics: STEM			
Curriculum: Self-made by the teachers			
Monitoring Dates: bi-monthly		Evidence of Academic Improvement: <ul style="list-style-type: none"> <li>-Surveys - observations</li> <li>-Document of Improvement:</li> <li>-Formative assessments</li> </ul>	
Days: Tuesday, Wednesday,Thursday		Hours: 3:30pm - 4:30pm	
Area of Need: <ul style="list-style-type: none"> <li>- Grade 5 science, ELA and Math</li> </ul>		Evidence Data: <ul style="list-style-type: none"> <li>• Being home for so long during the COVID shut down period - remote schooling</li> <li>• lack of science knowledge based on Grade 5 MCAS</li> <li>• To expose students to STEM activities to enhance their skills in science, math and literacy</li> </ul>	

Target Grade(s) Level(s): 5	
Target Academics: STEM, ELA and Math	
Curriculum: Self-made by the teachers	
Monitoring Dates: bi-monthly	Evidence of Academic Improvement: <ul style="list-style-type: none"><li>• -Surveys - observations</li><li>• -Document of Improvement:</li><li>• -Formative assessments</li><li>• STAR data</li><li>• Math data</li></ul>
<p>Brief Overview of Program: The program will focus on providing additional academic support for students to help them be successful in the areas of Math through concept reinforcement, Science through hands-on activities, and ELA through mindfulness strategies with journaling. We have chosen your child based on current academic performance.</p> <p style="text-align: right;">Nelson Place</p>	

Principal: Yeu Kue	School: Quinsigamond
After School Plan	
Start Date: 11/9/21 3/10/2022	End Date: 2/17/2022 5/26/2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:30-4:430
Area of Need: Mathematical reasoning	Evidence Data: Teacher collected checklists and anecdotal notes
Target Grade(s) Level(s): 1-6	
Target Academics: Math fluency and reasoning	
Curriculum: Math games	
Monitoring Dates: 11/10 and 2/16 as well as progress monitoring	Evidence of Academic Improvement: Cocreated math data collection tool specific to grade level and mathematical practices  Document of Improvement: Data sheet over time
<p>Brief Overview of Program:</p> <p>Teams of teachers will develop math data collection tool based on grade level standards and mathematical practices. Teams will then use games (chess, checkers, board games, strategy, game 24 etc) to teach students (perseverance, strategy, number fluency in addition to math content).</p>	



Principal: Susan Donahue	School: Rice Square
After School Plan	
Start Date: November 2, 2021	End Date: June 1, 2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:45- 4:00
Area of Need: Reading Math Science SEL	Evidence Data: BAS Envision Edcite
Target Grade(s) Level(s): Kindergarten through Grade 6	
Target Academics: Reading Math Science	
Community Partners: Mass Audubon Girl Scouts Recreation Worcester Tumbao Latin Dance	
SEL/Enrichment Options:  365Z Club	Dates and Time:  Wednesdays 2:45-4:00
Curriculum:  365Z Open Circle Second Step	
Monitoring Dates: November 1, 2021 January 15, 2022 April 29, 2022	Evidence of Academic Improvement: BAS, Edcite Math Edcite Science Document of Improvement:

Brief Overview of Program:

Tues	Wed	Thurs	Fri	Grade levels
Rec Woo	Rec Woo	Rec Woo		4-6
Robotics		Robotics		5-6
	Audubon			4-5
	Chorus			4-6
			Art Club	4-6
Girl Scouts	Girl Scouts			K-3
Dance		Dance		3-6
Crafts/Games	Crafts/Games	Crafts/Games	Crafts/Games	K-1
Tutoring	Tutoring	Tutoring	Tutoring	K-6
	365Z Club			5-6

Principal:	School: Roosevelt
After School Plan	
Start Date: November 9, 2021 End Date: May 12, 2022	
Days: T, W, TH	Hours: 2:35-4:15 PM
Area of Need: ELA Math SEL	Evidence Data: <ul style="list-style-type: none"> <li>• ELA MCAS: 58% Partially or Not Meeting</li> <li>• Math MCAS: 83% Partially or not Meeting</li> <li>• September attendance down 3.73% as compared to last year, indicating a need to build community</li> </ul>
Target Grade(s) Level(s): Grades 3-6	
Target Academics: Reading, Math, Social Skills and Overall Well-Being	
SEL/Enrichment Options: Yoga.Fitness Mindfulness Physical Fitness Social Skills Through Play	Dates and Time: 2:35-4:15 Session 1 Nov: 9-10, 16-18, 30 Dec 1-2, 7-9, 14-16 Jan: 11-13, 18-20, 25-27 Feb: 1-3  Session 2 March: 1-3, 8-10, 15-17, 22-24, 29-31 April: 5-7, 12-14 May: 10-12
Curriculum: Fountas and Pinnell Lexia ST Math Touch Math Greg Tang Math	
Site Administrators (Already on site for YWCA)  Mon/Fri: Jessica Falcone Tues, Wed, Thurs: Cindy Cramer	Staff: Brianna Deacon      Lisa Calcagni Sara Cooney         Erin Toon Amy Davis             Alicia Bartholomew Jessica Bristol        Sara Courtney MaryAnn Army

<p>Monitoring Dates: Session 1: Week of Nov.9, Dec. 14, Feb. 1 Session 2: Week of March 1, April 5, May 17</p>	<p>Evidence of Academic Improvement: STAR Assessments Exit Tickets Student Surveys</p> <p>Document of Improvement:</p>
<p>Brief Overview of Program:</p> <p>Students in grades 3-6 will participate in a 30-minute ELA block, 30-minute math block, and 30 minute enrichment block. Academic content blocks will consist of groups of 10 students each, and enrichment blocks will combine to serve those 20 students. Snack will be provided between 2:35- and 2:45, at which time rotations will begin.</p>	
<p><b>Dates and Time:</b></p> <p><b>Session 1 - 2:35-4:15</b></p> <p>Nov: 9-10, 16-18, 30 Dec 1-2, 7-9, 14-16 Jan: 11-13, 18-20, 25-27 Feb: 1-3</p> <p><b>Session 2 - 2:35-4:15</b></p> <p>March: 1-3, 8-10, 15-17, 22-24, 29-31 April: 5-7, 12-14 May: 10-12</p>	

Roosevelt School

Principal: Erin P. Dobson, Ed. D.	School: Tatnuck
After School Plan	
Start Date: November 2, 2021	End Date: June 2021
Days: Tuesdays and Thursdays	Hours: 2:30-4:30
<p>Area of Need:          Grades 2-5 Boys, ELL students and Hispanic/Latino students-Reading, Writing, Math, Science and Social Emotional Learning</p>	<p>Evidence Data:  <u>Spring 2021 ELA MCAS School Results by Subgroup</u> shows only 38% of Males compared to 45% of Females are Meeting or Exceeding Expectations and Males double Females in percentage Not Meeting Expectations</p> <p><u>Spring 2021 Science MCAS School Results by Subgroup</u> shows only 14% of Males compared to 30% of Females are Meeting or Exceeding Expectations. Among all Grade 5 students, only 23% met expectations in science.</p> <p><u>Spring 2021 Mathematics MCAS School Results by Subgroup</u> shows only 16% of Hispanic/Latino students are Meeting or Exceeding Expectations as compared to 29-31% of students from subgroups in Race/Ethnicity.</p> <p><u>Spring 2021 ELA MCAS School Results by Subgroup</u> shows only 4% of English Language Learner Status students are Meeting or Exceeding Expectations compared to 48% Non-EL students.</p> <p><u>Spring 2021 Mathematics MCAS School Results by Subgroup</u> shows 0% of English Learner students are Meeting or Exceeding Expectations as compared to 29% of Non-EL students.</p> <p>Seventy percent of all EL students scored developing or below in writing on ACCESS.</p> <p>Grade 5 has the most overall cumulative discipline infractions.</p>
Target Grade(s) Level(s): 4, 5	

Target Academics: Reading, Writing and Math	
SEL/Enrichment Options:  Exercise and Art weekly	Dates and Time:  Tuesday, Wednesday, Thursday Weeks of November 2, 2021- June 2021 7:15 am-8:15 am  Tuesday, Wednesday, Thursday Weeks of November 2, 2021- June 2021 2:35 pm -3:35 PM  Enrichment TBD
Curriculum: F and P Guided Reading, Writing (F & P, SRSD, Lucy Calkins), Tang Math	
Monitoring Dates: Every Six Weeks- Data cycle 6 weeks Calendar  Cycle 1 11/2-12/13 Meet 12/15 2:30- 3:30- Separate session for PM Staff  Cycle 2 1/4-2/7 Meet 2/9 2:30- 3:30- Separate session for PM Staff  Cycle 3 2/14-3/28 Meet 3/30 2:30- 3:30- Separate session for PM Staff  Cycle 4 4/4-5/16 Meet 5/18 2:30- 3:30- Separate session for PM Staff  Cycle 5 5/23-Last week of school Final Data meeting Meet 6/8 2:30- 3:30- Separate session for PM Staff	Evidence of Academic Improvement: Star Math and Reading, Reading Records, SRSD writing samples, BAS  Document of Improvement: Star Math and Reading, Reading Records, writing samples, BAS, Math Practice Assessments
Brief Overview of Program: Over the past couple of years we have noted that boys are scoring considerably lower than girls on assessment tests. Our plan is to provide identified boys who are scoring below grade level an opportunity to grow more proficient in the identified reading, writing and math skills. We will also focus on Latino and ELLs in Grades 4-5	
Tatnuck Magnet	

Principal: Kathleen Lee	School: Thorndyke Road School
After School Plan	
Start Date: Nov. 2, 2021	End Date: May, 2022
Days: Tuesday/Thursday	Hours: 2:30-3:45
Area of Need:  SEL: Students struggle with self-regulation both in class and at recess.  MATH: Our MCAS data illustrates a significant deficiency in Math proficiency.	Evidence Data:  Grade 3, 39% of students did not meet expectations; Grade 5, 45% of students did not meet expectations.
Target Grade(s) Level(s): Grades 4-6	
Target Academics: Math	
SEL/Enrichment Options:  Youth Mind and Body Fitness (Yoga, Self-Regulation, Playground Games)	Dates and Time: Tuesdays and Thursdays  <b>2:30-3:45</b>
Curriculum:  Grade 4: Math Standards-Based Enrichment Activities Grade 5: Math Standards-Based Enrichment Activities Grade 6: Math Standards-Based Enrichment Activities	
Monitoring Dates:  Pre-assessment: 11/2  Progress Monitoring: 11/9 and 11/30  Post-Assessment: 12/16	Evidence of Academic Improvement: Teachers will administer an assessment on Edciteat specific intervals   Document of Improvement: Pre & Post Assessment Spreadsheet

Brief Overview of Program:

The first 6-week round of the Thorndyke Road After School Program will focus on the social emotional needs of our students through youth fitness while also focusing on improving math proficiency through the instruction and creation of standards-based games for students in grades 4-6, aligned with our school accountability goals.

The Youth Mind and Body Fitness program will develop students ability to appropriately engage in cooperative games. They will learn the purpose and rules of student selected playground activities. During this time they will also learn self-regulation and calming techniques through yoga instruction. The objective is to have students understand the benefits of physical fitness and responsible social conduct, meeting the Physical Education standards 2.5 and 2.7.

The academic focus of Mathematics, for grades 4-6, will provide opportunities for students to engage with standards based math games in an effort to both target skills that need support and promote self-regulation in math practice. The direction of the math curriculum will enforce the goals in the school acceleration plan as well as meet the needs of the students enrolled revealed through a pre-test at the start of the program.

Thorndyke Road School



Principal: Ishmael Tabales	School: Union Hill
After School Plan	
Start Date: 11/ 2/21	End Date:3/4/21
Days:Tuesday Wednesday Thursday	Hours: 2-4pm
Area of Need: Math ELA SEL Health	Evidence Data: -EdCite assessment -STAR -benchmark reading scores -benchmark math scores
Target Grade(s) Level(s): 3-6	
Target Academics: Grade Level Reading	
SEL/Enrichment Options: Social groups and activities. Team building Stress management Self care	Dates and Time: Tues-Thurs 2-4
Curriculum: EdCite materials Teacher and Wrap made lessons and activities	
Monitoring Dates: Tues- Thurs	Evidence of Academic Improvement: Edcite and Star data  Document of Improvement:
<p>Brief Overview of Program:</p> <p>Students will meet directly after school for additional tutoring of what is needed in order to continue progress of individual needs. Using the Edcite and Star data, students will be monitored and given instruction to help move them along throughout the program. The data will be used to inform the educators as to where to begin and continue to guide the students.</p> <p>Enrichment: Running club, exercise groups, and social groups that consist of games and activities.</p>	

Principal: <a href="#">Craig Dottin</a>	School: Vernon Hill School
After School Plan	
Start Date:	End Date:
Days: Tuesday-Saturday	Hours: 2:05-3:05 9:00-12:00 (Saturday)
Area of Need: Fostering a sense of belonging and partnership among students and teachers	Evidence Data: Pre/Mid/Post Assessment
Target Grade(s) Level(s): K-6	
Target Academics/SEL: Literacy and STEM	
<p><b>Academic Focus:</b>          Literacy (Una): Focus is to develop phonics and sight word recognition to increase reading fluency and comprehension.</p> <p>Book Club Grade 2 (Brianna): Shared Reading: The Very Hungry Caterpillar by Eric Carle. Students will think about the story to:</p> <ul style="list-style-type: none"> <li>• Discuss stages of a butterfly.</li> <li>• recreate their own mini book version of the story.</li> <li>• use their imagination to illustrate their own version of the story.</li> </ul> <p>Book Club Grade 4 (Victoria): Discourse-Students will vote on the book in the first meeting, get their book, determine a reading schedule, and take a pre-assessment on basic skills associated with the main RL/RI standards.</p> <p>Each meeting will require outside reading so that meeting time will be for standard based discussion focusing heavily on RL 1-4, specifically theme and character development. These discussions will connect to the author's purpose (RL 7.6). Students will create a product after each discussion such as a poster, video, one pager, or more formal writing based on these discussions. Students will be able to show growth in their ability to discuss the author's purpose and craft as well as connect their personal lives and experiences to the book. We will grow academic vocabulary and understanding as it relates to the ELA standards.</p> <p>STEM Grade K (Poland and Hanley): Focus on team building activities through Science, Technology, Engineering, and Mathematics.</p> <p><b>Coding: to teach students computational skills. This will be an asset to students because it will help them break down problems into smaller parts that into manageable parts. It helps students with reasoning and problem solving skills too.</b></p> <p><b>SEL Focus:</b></p> <p><b>Dance:</b> Students will be introduced to activities that promote student and teacher engagement, discipline, social and emotional learning, technique, and dance etiquette.</p>	

**Flag Football:** The program will consist of challenging physical activities that aim to teach young people the rules and regulations of the sport of football while developing their individual skills.

**Born Winner Basketball Academy:** Basketball program for students in grades 1-6, that encourages a fun, and healthy learning environment. The program will consist of challenging physical activities that aim to teach young people the rules and regulations of the sport of basketball while developing their individual skills. Students will practice ball handling, shooting, passing, and defensive techniques while learning the importance of individual perseverance as well as team work.

**Physical Fitness:** We will do exercises, drills, and play different games that help teach different stretches that prevent injuries and also improve athletic abilities. The goal of these activities is to teach students the importance of taking care of their bodies and to develop a mindset of "never quit" and through perseverance anything can be achieved.

**Chorus:** To identify strategies that support working in a group dynamic through song.

SEL/Enrichment Options: Arts/Crafts, Chorus, Flag Football, Born Winner Basketball Academy, Dance

Dates and Time: Tuesday-Saturday 2:05-3:05 and Saturday 9:00-12:00  
 (Basketball and Dance)

Curriculum:  
 Leveled Literacy Intervention (LLI)

Monitoring Dates: Nov 2-5 and Nov 6 (Pre)  
 Nov 16/-19 and Nov 20(Mid)  
 Nov 30-Dec3 and Dec 4 (Post)

Evidence of Academic Improvement:  
 Document of Improvement:

Brief Overview of Program: The goal of this program is to provide students the opportunity to engage in PBL (Project Based Lessons) requested by students that foster positive relationships and collaboration. It is the intention to create student-requested activities to maximize engagement and investment by all participants. The activities were compiled by student and teacher surveys that focused on their interest and were designed intentionally to meet specific targeted goals. To assess the effectiveness of the program we will need to do a pre-assessment, mid-assessment, and a final assessment to monitor growth. Edcite is a resource that can be used if needed. I want to stress that this is really about integrating fun activities to encourage students to become more curious about their learning.

All the best,  
[Craig Dottin](#)

Vernon Hill

Principal: Mary Ellen Scanlon	School: Worcester Arts Magnet
After School Plan	
Start Date: October 26, 2021                      End Date: January 20, 2022 Start Date: March 1, 2022                         End Date: June 2, 2022	
Days: Tuesday, Wednesday, Thursday, Friday	Hours: 2:30-3:30 and Friday 730 - 8:15
Area of Need:  Academic: ELA and Math	Evidence Data:  Math: 36% of students scored meeting or exceeding expectations in Math MCAS. This is 3 points higher than the state  40% of grade 1-6 students scored partially or exceeding expectations in MATH STAR (Fall 2021)  ELA: 55% of students scored meeting or exceeding expectations in ELA MCAS. This is 3 points higher than the state  59% of grade 2-6 students scored AT or ABOVE benchmark in STAR READING (Fall 2021)  26% of Grade 1 Students scored at or above 60% on the STAR Early Literacy Assessment in Fall 2021  33% of first-graders scored a J or above in their benchmark reading assessments in Spring 2021  60% of second graders scored an L or above for their benchmark reading assessment in Spring 2021  75% of Kindergarten Students scored a D or above for their Spring 2021 benchmark reading assessment

<p>Non- Academic and Social-Emotional:</p>	<p>Only 54 % of teachers feel that students are encouraged to think more deeply about race-related topics.</p> <p>Only 52% of teachers feel that our school helps staff speak out against racism</p> <p>36% of teachers feel somewhat or slightly uneasy dealing with a sensitive issue of diversity when it arises in their class.</p>
<p>Target Grade(s) Level(s):</p> <p>Homework Club Grades 3-6</p> <p>Drama Grades 1-6</p> <p>Yoga Grades K-6</p> <p>WAMS String Consort 4-6</p>	
<p>Target Academics:</p> <p>Mathematics</p> <p>Writing</p> <p>Reading</p>	
<p>SEL/Enrichment Options:</p> <p>Drama</p> <p>Yoga</p> <p>String Consort</p>	<p>Dates and Time:</p> <p>Drama: Tuesday, Thursday 2:30-3:30</p> <p>Yoga: Wednesday 2:30-3:30</p> <p>String Consort: Friday 7:30-8:15 Friday 2:30-3:15</p>
<p>Curriculum:</p> <p>Fountas and Pinnell</p> <p>SRSD</p> <p>Lexia</p> <p>ST Math</p> <p>EnVision</p> <p>Breathe For A Change Yoga</p> <p style="text-align: right;">WAM</p>	

<p>Monitoring Dates: November 4, 2021 November 18, 2021 December 2, 2021 December 16, 2021 January 6, 2022 January 20, 2022</p>	<p>Evidence of Academic Improvement:</p> <p>We will be using STAR progress monitoring and student surveys to monitor how students are performing academically and how they are feeling about school.</p> <p>Document of Improvement:</p>
<p>Brief Overview of Program:</p> <p>Our program for the Fall Session, October 25th - January 18th offers Homework support in Math and ELA for grades 3-6. We are offering two Drama classes, for grades 1-2 and for grades 3-4. We are also including a K-6 model for Yoga classes. The WAMS String Conort will have a before school and an after school session for grades 4-6..</p> <p>We plan to offer the same classes in a Spring session that will run from March 1st - June 2nd. We are also exploring additional options for the Spring sessions.</p> <p style="text-align: right;">WAM</p>	

Principal: Joanna Loftus	School: Wawecus										
<b>After School Planning Template</b>											
Start Date: November 2, 2021 <span style="float: right;">End Date: April 13, 2022</span>											
Days: Tuesday, Wednesday, Thursday	Hours: 2:30-3:30										
Area of Need: ELA	Evidence Data: Running Records ST Math <ul style="list-style-type: none"> <li>Student's Average Percentages for usage and puzzles</li> </ul> STAR Progress Monitoring Lexia										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Grade Level</th> <th>Priority Standards</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td>RL 3.2-3.5</td> </tr> <tr> <td style="text-align: center;">4</td> <td>RL 4.2-4.4; 4.9</td> </tr> <tr> <td style="text-align: center;">5</td> <td>RL 5.2, 5.4, 5.5, 5.8</td> </tr> <tr> <td style="text-align: center;">6</td> <td>RL 6.3, 6.5</td> </tr> </tbody> </table>		Grade Level	Priority Standards	3	RL 3.2-3.5	4	RL 4.2-4.4; 4.9	5	RL 5.2, 5.4, 5.5, 5.8	6	RL 6.3, 6.5
Grade Level		Priority Standards									
3		RL 3.2-3.5									
4		RL 4.2-4.4; 4.9									
5		RL 5.2, 5.4, 5.5, 5.8									
6		RL 6.3, 6.5									
MATH											
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Grade Level	Math Priority Standards										
3	G A.1-2 NF.A.3 MD.C.7-D8										
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5	MD.C.1-2 NBT.B.6-7 NFB.6-7										
6	EE.A.1-3 EE.B.8 NS.C.5-6 SP.A.2-B.5										

Target Grade(s) Level(s): Gr 2-6	
Target Academics: Building Fundamental Reading Skills/Writing Stamina/Math-conceptual understanding, procedural fluency, and applying skills.	
SEL/Enrichment Options: Afternoon check-in meetings with students. In the same format as a morning meeting. Social Groups	Dates and Time: Nov 2-4, 9-10, 16-18, 30 Dec 1-2, 7-9 14-16 Jan 4-6, 11-13, 18-20, 25-27 Feb 1-3, 8-10, 15-17 Mar 1-3, 8-10, 15-17, 22-24, 29-31 April 4-6, 12-13,
<ul style="list-style-type: none"> <li>● Curriculum:</li> <li>● LLI Groups</li> <li>● ST Math</li> <li>● Creative ELA Groups-Writing/Acting out plays/Poetry</li> <li>● Math Games Mathletes</li> <li>● The Arts and PE in the content-Using the arts to support understanding of the ELA/Math content area</li> <li>● Second Step</li> </ul>	
Monitoring Dates: Thursdays	Evidence of Academic Improvement: Running Records ST Math Student Average Percentage STAR Lexia  Document of Improvement:
<p>Brief Overview of Program:</p> <p>Students will switch off between ELA and Math weeks. On the ELA content weeks, students will either have LLI groups or guided reading groups in the first half. The second half-hour will be dedicated to writing/reading plays and work on performing them, writing poetry, and incorporating the arts</p> <p>On the Math content weeks, students will do ST Math independently as well as math puzzle talks together. For the second half-hour, students will play math games. Sometimes independently, with a partner, or with teams. The games will be determined by the skills the students need support with. They will also have a period of incorporating PE and/or the arts.</p> <p>Social-Emotional Learning (SEL) will be targeted through a support group using an approved social-emotional curriculum.</p>	
Wawecus Road	



Principal: Jack Young	School: West Tatnuck School
After School Plan	
Start Date: 10/7/21	End Date: 5/22
Days: M, T, W, Th	Hours: 3:15 to 4:30 pm
Area of Need: Mathematics, Science, SEL, Foreign Language	Evidence Data: Teacher observation, Parent/ Caregiver feedback forms, MCAS/ STAR, SAC observations/ referrals
Target Grade(s) Level(s): 1 through 6	
Target Academics: Mathematics, STEM, Social/ Emotional Learning, Foreign Language Acquisition, Arts	
Community Partners: WPS robotics	
SEL/Enrichment Options: Mindfulness/ Children's Yoga	Dates and Time: Mondays 3:15-4:30
Curriculum: Varies between programs. Robotics has specific programming, while math masters and STEM follow grade 2 math/ science standards.	
Site Administrator: Mary Malley	Staff: Dan Hayes, Melanie Wheeler, Yuhong Xu, Rozita Alizadeh, Eni Allen
Monitoring Dates: Every week on Fridays	Evidence of Academic Improvement: STAR, MCAS, SAC referrals, office referrals
<p>Brief Overview of Program:</p> <p>We will offer a variety of programs during the week; M-Th, including, Robotics, math masters, chess club, STEM club, Yoga/ mindfulness, Mandarin made easy, and watercolor painting in order to promote academics in math/ science/ stem as well as children's well being.</p>	

Principal: <a href="#">Patricia Padilla</a>	School: Woodland Academy
After School Plan	
Start Date: NOVEMBER 9, 2021                      End Date: APRIL 14, 2022	
<b>Days:</b> T//Th 6 week interval Interval 1: 11/9 to 12/21 Interval 2 : 1/11 to 2/17 Interval 3: 3/8 to 4/15	<b>Hours:</b> 2:00-4:15 Breakdown: Snack 2:15-2:30 Homework: 2:35 to 2:55 Homework Enrichment/Academic: 3-4:10 Dismissal: 4:15
<b>Area of Need:</b> <ul style="list-style-type: none"> <li>• Newcomers/Language Learning</li> <li>• Literacy</li> <li>• Social/Emotional: Social Interactions</li> <li>• Problem Solving</li> <li>• Math</li> </ul>	<b>Evidence Data:</b> High rate of EPL 1 Low ACCESS scores Disciplinary Calls for SEL
<b>Target Grade(s) Level(s):</b> 4-5-6 Newcomers & identified students Language and Discussion/Oracy  2-3 Literacy Early Literacy  K-1 Play based/Early Literacy/STEM SEL Mindfulness	
<b>Target Academics:</b> Language: Speaking/Listening, Reading/Writing Play/Social Emotional Math Games/Foundational Math Mindfulness/Yoga	
SEL/Enrichment Options:  Yoga/Mindfulness Social Thinking	Dates and Time:  T/Th: 3-4:10

<p>Curriculum:</p> <p>Discussions For Learning LLI Theme Boxes/STEM kits Greg Tang Website/Tools Play Norms and Rubrics for measuring progress</p>	
<p>Monitoring Dates:</p> <p>Baseline/Beginning Program MidPoint End of Cycle</p>	<p>Evidence of Academic Improvement: Observational Checklists/Program vs Daily Classroom</p> <p>Document of Improvement: Rubric/Observational Tools Discipline Data STAR/Academics ACCESS Speaking and Listening Data</p>
<p>Brief Overview of Program:</p> <p>Woodland Academy’s after-school program will run on a 6 week cycle for three intervals. We are recruiting staff that will provide support in homework completion and understanding as well as targeted skill development in areas of early reading, socialization and play, oracy, foundational math skills, and mindfulness. Using targeted data from formal assessments (i.e. STAR/fact fluency, unit tests) and rubrics/observational checklists, after school teachers will collaborate with daytime classroom teachers in order to evaluate impact/outcomes and determine generalization of skills. Baseline will be established to compare performance at the end of the 6 week cycle.</p> <p style="text-align: right;">Woodland Academy</p>	

Worcester Public Schools <b>Secondary After School Planning Template</b>	
Forest Grove	Matthew Morse
Area(s) of Need: ELA Mathematics SEL	
Evidence/Data: <b>STAR Reading Data:</b> For grade 8, the percentage of students who scored " <b>at or above benchmark</b> " for the STAR reading assessment decreased from 21% to 19% from the spring of 2021 to the fall of 2021.  For grade 8, the percentage of students who scored " <b>at benchmark</b> " on the STAR reading assessment decreased from 22% to 21% from the spring of 2021 to the fall of 2021.  For grade 7, the percentage of students who scored " <b>below benchmark</b> " for the STAR reading assessment increased from 26% to 28% from the spring of 2021 to the fall of 2021. <b>STAR Mathematics Data:</b> 7th Grade - 47% of students are at or above grade level for the fall 2021 STAR assessment.  8th Grade - 49.8% of students are at or above grade level for the fall 2021 STAR assessment. <b>SEL Panorama Data:</b> 60% of grade 7 & 8 students scored in the "Fair" category for being on track in SEL on the fall Panorama survey. 50% of SWD scored in the "Poor" category for being on track for SEL on the fall Panorama survey.	
Academic Focus Area(s): ELA Mathematics	
Belonging/SEL Focus Area(s) Engagement Self-Regulation	
<b>After School Program Plan</b>	

**Outcome(s) Expected** (in terms of academic acceleration & belonging/SEL):  
 "By January 19, 2022, 100% of students attending the after school program will demonstrate growth in the areas of ELA and mathematics as evidenced by the STAR fall and winter assessments."

**Academic Acceleration Component(s)**-- please describe:  
 Approximately 400 students will participate in the after school program. Students will participate in an academic piece, either ELA or mathematics, at the beginning of the program. After the academic piece, students will participate in the enrichment portion of the program.  
 The program will be held on Tuesdays and Wednesdays with students choosing either day. It will begin at 3:30 pm and end at 5:00 pm.

**SEL/Belonging Component(s)**  
 Approximately 400 students will participate in the after school program. After an academic piece, students will participate in the SEL/Belonging component. The program will be held on Tuesdays and Wednesdays with students choosing either day. It will begin at 3:30 pm and end at 5:00 pm.

**Site Administrator** Needs: 1 Site Administrator for Tuesday, one for Wednesday

**Teacher** Needs: 17

**Other Staffing** Needs:

**Community Partner(s)**, if applicable:

<p><b>Start Date:</b>  <b>Session 1:</b> November 2, 2021  <b>Session 2:</b> January 25, 2022  <b>Session 3:</b> March 22, 2021</p>	<p><b>End Date:</b>  <b>Session 1:</b> January 19, 2022  <b>Session 2:</b> March 15, 2022  <b>Session 3:</b> June 1, 2022</p>
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**Monitoring Plan and Dates:**  
 The STAR reading and mathematics assessment will be used to measure progress of the students participating in the after school program. The fall STAR was administered The week of September 24, 2021 and the post assessment will be administered the week of December 21, 2021. The overall Benchmark data will be used to monitor progress.

Student daily attendance will be monitored to determine efficacy of programming as well.

FGMS

School: Sullivan Middle School	Principal: Shannon Conley
Worcester Public Schools <b>Secondary After School Planning Template</b>	
Area(s) of Need: Academic and enrichment opportunities for students <ul style="list-style-type: none"> <li>- Remediate/Accelerate student learning</li> <li>- Provide opportunities to enhance education</li> <li>- Help students find interests beyond the academic day</li> <li>- Encourage school attendance</li> <li>- Deter issues in community</li> </ul>	
Evidence/Data: STAR scores MCAS scores Interest Inventory from students Suspension rate (based on 2019-20) Attendance rate	
Academic Focus Area(s): mathematics, visual arts, performing arts, health, physical education	
Belonging/SEL Focus Area(s): restorative justice, circle process, health and wellness, accepting others	
Focus Student Group(s), if applicable: All students grades 6-8	
<b>After School Program Plan</b>	
<p><b>Outcome(s) Expected</b> (in terms of academic acceleration &amp; belonging/SEL):</p> <p><i>"By [choose date], [choose students] will demonstrate growth in [identify areas] as evidenced by [choose pre- and post-assessment measures]."</i></p> <p>By June 2022, 100% of students participating in afterschool academic and social emotional programs will demonstrate growth in their specific area of concentration and improved engagement as evidenced by survey results and improvement cycle data (including pre- and post-assessments)</p>	
<p><b>Academic Acceleration Component(s)</b>-- please describe:  <i>Who (which students and which staff)?</i>  <i>Doing what (essence of activities)?</i>  <i>How long and how often (# weeks, days per week, hours per day)?</i></p> <p>Students participating in the Academic Acceleration program will have access to after school instruction on Tuesdays, Wednesdays, and Thursdays from 3:15-4:30 and will be supported in the following ways: English Language Arts (Comprehension, Writing, Assessment Preparation), Mathematics/STE (Pre-Algebra, Algebra, Practical Math, Strategy and Problem Solving, Assessment Preparation, Coding/Robotics), ....</p>	

**SEL/Belonging Component(s)**-- please describe:

*Who (which students and which staff)?*

*Doing what (essence of activities)?*

*How long and how often (# weeks, days per week, hours per day)?*

**Site Administrator** Needs: 1 site administrator

**Teacher** Needs: 14

**Other Staffing** Needs:

1 secretary if possible

**Community Partner(s)**, if applicable: Worcester Children's Chorus

**Proposed Start Date:** 11/8/2021

**Proposed End Date:** 6/3/2022

**Monitoring Plan and Dates:**

*STAR math and reading*

SMS

School: University Park Campus School	Principal: Daniel St. Louis
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Worcester Public Schools  
**Secondary After School Planning Template**

Area(s) of Need:  
 Math and Sense of Belonging

Evidence/Data:  
 Math: Grade 7--Only 17% Meeting Expectations, down from 35% in 2019  
 Math Grade 8--Only 24% Meeting Expectations, down from 50% in 2019  
 Fall 2021 STAR testing: 66% urgent intervention in 9th grade math, 72% in 8th, 78% in 7th grade.  
 Panorama survey--only 33% of students reported feeling like they mattered to others at the school, and 51% reporting that they feel like they belong. Only 33% say they are eager to participate in their classes, and 28% say they are excited to go to class.  
 Through October, 20% of UPCS students are characterized as "Chronically absent."  
 Through October, UPCS has issued 5 suspensions.

Academic Focus Area(s):  
 Students' math abilities are starting out particularly low this year.

Belonging/SEL Focus Area(s):  
 Student attendance, discipline, and sense of belonging are in need of improvement.

Focus Student Group(s), if applicable: Grades 7-10

**After School Program Plan**

**Outcome(s) Expected** (in terms of academic acceleration & belonging/SEL):  
*By May 2022 grade 7-10 students will demonstrate growth in math as evidenced by a decrease of 20% for students needing urgent intervention.*  
*By May 2022, all students will demonstrate growth in their sense of belonging as evidenced by at least a 93% daily attendance rate and a suspension rate under 6% of the student body.*

**Academic Acceleration Component(s)**-- please describe:  
 Middle and high school math and science teachers will host tutoring sessions four days per week, for one hour per day, to focus on building targeted skills as identified by their classroom teachers. The program will run through the 2nd and third academic quarters, and halfway through the fourth quarter for a total of 23.5 weeks. While the program will be open to all students, the focus will be on students in grades 7-10.



**SEL/Belonging Component(s)**-- please describe:

Two days per week, a counselor and teacher will host SEL groups and a mentoring program. The SEL groups will focus on building the student body's capacity to improve and sustain positive mental health and healthy behaviors. These messages will also be key themes in a mentoring program that will pair 11th and 12th grade National Honor Society students with struggling middle school students. A third teacher will host a weekly video chat for students who are either chronically absent, absent due to COVID-related reasons, or simply missing school. Teacher will call the homes of students who are repeatedly absent or who miss the video check-in. The program will run through the 2nd and third academic quarters, and halfway through the fourth quarter for a total of 23.5 weeks.

**Site Administrator** Needs: 1 Site Admin

**Teacher** Needs: 2 teachers per day (individual teachers will change daily)

**Other Staffing** Needs:

**Community Partner(s)**, if applicable:

**Proposed Start Date: Nov 15, 2021**

**Proposed End Date: May 26, 2022**

**Monitoring Plan and Dates:**

*Every five weeks, teachers and administrators will review attendance and discipline data as well as class-level data with classroom teachers of students' math classes in order to make adjustments to the program.*

UPCS

**ELEMENTARY BUDGET**

ESSER II 50S25522															
Allotted:		\$1,000,000.00													
Spent:		\$587,174.63													
Remaining Balance:		\$492,825.37													
School:	Belmont	Chandler Elem	Chandler Mag	City View	Elm Park	Gates Lane	Goddard	Grafton Street	Jacob Hiatt	Quinsigamond	Rice Square	Roosevelt	Union Hill	Vernon Hill	Woodland
10/22/21			\$386.91												
10/29/21	\$777.00	\$961.00					\$2,541.85								\$458.95
11/5/21	\$1,036.00	\$2,694.00					\$1,821.50						\$1,584.00	\$1,445.29	
11/12/21	\$958.50	\$1,833.00				\$1,780.46	\$341.00	\$2,334.00	\$912.58	\$1,184.00	\$479.60	\$1,665.00	\$1,204.00	\$1,126.87	\$341.00
11/19/21	\$1,188.00	\$2,564.50		\$623.45	\$3,510.25	\$1,623.44	\$1,408.25	\$1,493.25	\$935.87	\$1,332.00	\$627.60	\$1,924.00	\$1,584.00	\$1,348.63	\$626.94
11/26/21	\$562.50			\$40.15	\$582.75	\$663.44	\$341.00		\$250.29	\$514.00	\$288.32				\$255.80
12/3/21	\$1,132.50	\$2,472.00		\$219.04	\$1,694.75	\$1,623.44	\$6,203.00		\$833.28	\$1,246.00	\$635.28	\$1,702.00	\$1,584.00	\$1,538.73	\$626.94
12/10/21	\$1,132.50	\$2,379.50		\$212.50	\$1,306.25	\$1,623.44	\$1,265.00	\$2,875.50	\$889.29	\$1,754.94	\$774.03	\$1,702.00	\$1,584.00	\$1,636.73	\$626.94
12/17/21	\$1,188.00	\$2,522.50	\$4,509.00	\$80.29	\$1,773.75	\$1,602.44	\$1,099.50		\$870.58	\$1,320.00	\$798.81	\$1,998.00	\$1,848.00	\$1,421.29	\$552.94
12/24/2021					\$1,144.75		\$819.35				\$441.03			\$909.93	
1/7/2022	\$792.00		\$1,246.00			\$1,602.44	\$410.75		\$829.00	\$1,320.00	\$538.07		\$1,584.00	\$1,040.22	
1/14/22	\$792.00				\$1,370.50	\$974.96			\$685.58	\$954.00	\$396.75	\$1,332.00	\$1,056.00	\$1,251.71	
1/21/22	\$903.00		\$2,112.00		\$1,252.13	\$1,641.94	\$474.00	\$534.75	\$977.87	\$1,468.00	\$396.75	\$1,702.00	\$1,848.00	\$1,228.79	\$460.44
1/28/22	\$792.00			\$91.76	\$1,413.88	\$1,697.44	\$316.00	\$3,234.00	\$164.58	\$1,394.00	\$641.39	\$1,776.00	\$1,500.00	\$1,186.56	\$460.44
2/4/22	\$1,188.00	\$2,009.50	\$2,143.50		\$1,214.88	\$1,412.96	\$316.00		\$69.87	\$1,468.00	\$360.75	\$1,702.00	\$1,584.00	\$812.98	\$456.03
2/11/22	\$1,077.00	\$1,824.50		\$1,413.39	\$1,327.88	\$1,647.94	\$998.25	\$2,933.88	\$935.87	\$993.00	\$647.67		\$1,584.00	\$1,138.98	\$363.53
2/18/22	\$1,188.00	\$1,639.50	\$2,104.00	\$1,591.51		\$1,641.94	\$316.00		\$829.00	\$1,285.00			\$1,584.00	\$1,138.98	\$456.03
3/4/22	\$1,354.50	\$1,732.00	\$1,294.00	\$1,906.64	\$2,077.25	\$1,597.96		\$2,901.50			\$552.03	\$1,739.00	\$1,848.00	\$1,237.40	\$456.03
3/11/22	\$1,077.00	\$2,086.00		\$1,873.97	\$1,691.50	\$1,641.94			\$1,399.87		\$700.03	\$1,702.00		\$1,434.24	\$456.03
3/18/22	\$1,188.00	\$1,833.00	\$1,597.00	\$2,474.62	\$1,643.25	\$1,542.46			\$806.58		\$700.03	\$2,035.00		\$1,367.24	\$289.53



	A	B	C	D	E	F	G
1							
2	<b>Allotted:</b>	<b>\$180,000.00</b>					
3	<b>Spent:</b>	<b>\$38,791.59</b>					
4	<b>Remaining Balance:</b>	<b>\$141,208.41</b>					
5		<b>Burncoat MS</b>	<b>Claremont Acad</b>	<b>FGMS</b>	<b>Sullivan MS</b>	<b>UPCS</b>	<b>WEMS</b>
7	<b>11/26/21</b>			\$190.88	\$1,375.69		Text
8	<b>12/3/21</b>			\$2,484.50	\$1,206.23	\$538.00	
9	<b>12/10/21</b>				\$1,344.78		
10	<b>12/17/21</b>			\$1,737.00	\$1,344.78	\$891.00	
11	<b>12/24/21</b>			\$240.50	\$700.14		
12	<b>1/7/22</b>			\$18.50	\$966.96		
13	<b>1/14/22</b>			\$1,240.00	\$856.06	\$733.00	
14	<b>1/21/22</b>				\$1,182.54	\$775.00	
15	<b>1/28/22</b>			\$948.00	\$1,404.54		
16	<b>2/4/22</b>				\$2,837.80		
17	<b>2/11/22</b>			\$296.00	\$1,404.54		
18	<b>2/18/22</b>			\$2,331.00	\$1,293.54	\$464.00	
19	<b>3/4/22</b>			\$3,700.00	\$1,349.04		
20	<b>3/11/22</b>			\$1,551.00	\$1,182.54	\$886.00	
21	<b>3/18/22</b>						
22							
23							

L. GENERAL BUSINESS  
Novick/Clancey/Johnson/  
Kamara/Mailman/McCullough  
(February 23, 2022)

ITEM - gb 2-74  
S.C. MEETING - 4-7-22

ITEM:

To consider an update on the municipal broadband committee.

PRIOR ACTION:

3-3-22 - On a roll call of 6-0-1 (absent Ms. Novick), the item was held.  
3-17-22 - Member O'Connell-Novick stated that the meeting of the municipal  
broadband committee was cancelled and requested that the item be  
held for April.  
On a roll call of 7-0, the item was held for the meeting of April 7,  
2022.

BACKUP:

RECOMMENDATION OF MAKER:

Consider update

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Administration/Kamara/Clancey/  
Mailman/McCullough/Novick  
(March 23, 2022)

CURRENT ITEM - gb 2-77.1  
S.C. MEETING - 4-7-22

1ST ITEM gb #2-77 S.C.MTG. 3-3-22  
2ND ITEM gb #2-77.1 S.C.MTG. 4-7-22

ITEM:

Response of the Administration to the request to provide a report regarding the way in which it handles student discrimination, harassment and racism.

ORIGINAL ITEM: Kamara/Clancey/Mailman/McCullough/Novick  
(February 23, 2022)

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

PRIOR ACTION:

3-3-22 - It was moved and voice voted to refer the item to the Administration.

BACKUP:

The Administration adheres to the WPS Non-Discrimination/Title IX Grievance Procedures and Sexual Harassment Policy. If there is a complaint or a complaint is known, schools investigate and take the appropriate steps to resolve the situation. If the complaint is a violation of Title IX, a formal investigation is conducted. "Student Handbook Pages 30, 31, 32, and 42."

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

L. GENERAL BUSINESS  
Administration/McCullough/Clancey/  
Johnson/Kamara/Mailman  
(March 29, 2022)

CURRENT ITEM - gb 2-90.1  
S.C. MEETING - 4-7-22

1ST ITEM gb #2-90 S.C.MTG. 3-17-22  
2ND ITEM gb #2-90.1 S.C.MTG. 4-7-22

ITEM:

Response of the Administration to the request to provide an update on middle school sports and what opportunities there are to add additional ones.

ORIGINAL ITEM: McCullough/Clancey/Johnson/Kamara/Mailman (March 1, 2022)

Request that the Administration provide an update on middle school sports and what opportunities there are to add additional ones.

PRIOR ACTION:

3-17-22 - It was moved and voice voted to refer the item 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.

Currently the Worcester Public Schools offer both a middle school sports and intramural program at each of the five middle schools. We offer the intramural program during the fall, winter, and spring seasons as well as offering the following sports and the season they fall under:

boys and girls volleyball: fall season

boys and girls basketball: winter season

boys and girls indoor soccer: spring season

We also have added field hockey during the fall season at Forest Grove and the coaches are working with the administration at the other middle schools to see if the number of students at each one would be interested in possibly starting up a field hockey team at their school.

We just recently started to work on adding a softball team at Forest Grove. Similarly to the field hockey program this has been started by parents who have worked on getting outside donations to start the team but are now working with principal Matt Morse, Athletic Director David Shea, and Middle School Coordinator Phil Giarusso to help get the team up and running for this spring season.

On Saturday April 9th we are having a boys and girls middle school basketball tournament that is being hosted by North High from 8:30am to 1:30pm. This came about through the hard work of Phil Giarusso working with the middle school principals, the athletic office, and the middle school coaches to coordinate the date, time, and the setup of the tournament.

The administration is working closely with the administration from each of the middle schools to see what other programs and or teams may be added in the future. Discussion about cross country, baseball, more field hockey and softball teams have already been taking place and we will continue to try and find ways to help support and grow the middle schools' teams, programs, and intramurals whenever that is possible.



ITEM:

To amend the Mask Policy by including the effective date based on the vote of the Department of Public Health.

PRIOR ACTION:

- 3-17-22 - Mayor Petty stated that the language referencing the effective date in the policy would be as follows:  
"This policy will be effective March 8, 2022."  
Member O'Connell Novick made an amendment to the policy by adding the following sentence:  
"No one may require another to remove their mask."  
On a voice vote, the motion was approved.

**FACE COVERING**

The Worcester Public School District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to ensure students remain in a full-time classroom learning environment. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Board of Public Health (BPH), the following requirements are in place until further notice. A face covering that covers the nose and mouth is strongly recommended to be worn by individuals who remain unvaccinated or are otherwise immunocompromised in school buildings, on school buses and vans, and on school grounds, even when social distancing is observed.

**(continued on Page 2)**

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve the policy as amended with an effective date of March 8, 2022.

PRIOR ACTION (continued)

- 3-17-22 - Individuals who are vaccinated are not required to wear a mask, but may do so if desired.
- No one may require another to remove their mask.**
- Students and staff returning from 5 day quarantine following a positive COVID test must follow strict mask use, other than when eating, drinking, or outside, and conduct active monitoring for symptoms, through day 10 of exposure. Masks will be required in all school health offices.
- Previously by federal public health order, all students and staff were required to wear a mask on school buses. However, effective February 25, 2022, the Center for Disease Control is exercising its enforcement discretion to not require wearing of masks on buses or vans operated by public or private school systems including early care and education/child care programs.
- This policy will be effective on March 8, 2022** and will remain in place until rescinded or amended by the School Committee.
- Reference: -JICFB – BULLYING PREVENTION POLICY
- Guidance Statements: Massachusetts Department of Public Health  
[https://www.mass.gov/info-details/covid-19-mask-requirements - mask-requirements-in-certain-locations-](https://www.mass.gov/info-details/covid-19-mask-requirements-mask-requirements-in-certain-locations-)  
<https://search.mass.gov/?q=school+health+offices>
- Center for Disease Control and Prevention – Guidance for Covid-19 Prevention in K-12 Schools Updated January 13, 2022.  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>
- Requirement for Face Masks on Public Transportation Conveyances and at Transportation Hubs.  
<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>
- Massachusetts Department of Elementary and Secondary Education – Fall 2021 Covid-19 Guidance Updated February 9, 2022; updated February 28, 2022.  
<https://www.doe.mass.edu/covid19/on-desktop/2022-0209mask-requirement-update.pdf>
- SOURCE: MASC – February 10, 2022 with additional School Committee revisions and Guidance Statement references.
- Request that the following paragraph be added to the policy:  
“The School Committee will, in consultation with the medical community, revisit this policy when the Upper Blackstone Clean Water Raw Influent effective virus concentration is above 300K per liter for two testing periods in a row.”

**(continued on Page 3)**

PRIOR ACTION (continued)

- 3-17-22 - Superintendent Binienda stated that the district has been meeting with Dr. Hirsch, epidemiologists, UMASS Medical School, pediatricians and others throughout the pandemic to discuss the virus and feels that their input is what should be the determining factor in amending the policy. Mayor Petty stated that over the last few months the Center for Disease Control has changed the requirements a number of times and he does not want to have to be held to something that could change the next week. Member McCullough requested that the motion be held in order to receive clarification on the 300k per liter rationale. Mayor Petty made the following motion:  
Request that the item be held for the next meeting.  
On a roll call of 4-3 (nays Johnson, Mailman and O'Connell-Novick) the item was held.

L. GENERAL BUSINESS  
McCullough  
(March 17, 2022)

ITEM - gb 2-107  
S.C. MEETING - 4-7-22

ITEM:

Request that the Administration meet with representatives from Empowering Confident Youth and consider exploring ways to utilize its platform to tie in with social emotional learning and other skill sets.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Teaching, Learning and Student Supports.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Mailman  
(March 22, 2022)

ITEM - gb 2-108  
S.C. MEETING - 4-7-22

ITEM:

To consider Night Life updates regarding:

- workforce and extracurricular classes
- numbers of in person and remote classes
- partnerships and attendance data
- most popular programs
- current and future challenges

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Teaching, Learning and Student Supports.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Mailman  
(March 22, 2022)

ITEM - gb 2-109  
S.C. MEETING - 4-7-22

ITEM:

Request that the Administration provide the following transportation updates regarding to After School and Out-of-school providers:

- restoration of pre-existing bus stops at sites for the Spring 2022
- exploration of summer bus support for summer school and
- include SY23 providers and future transportation planning

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Administration  
(March 28, 2022)

ITEM - gb #2-110  
S.C. MEETING - 4-7-22

ITEM:

To consider amendments to Preschool Program locations for FY23.

PRIOR ACTION:

BACKUP:

Annex A (9 pages) contains a copy of SOA Preschool Program report.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file

## **SOA Program 1: Preschool**

### Preschool Professional Development - Year 1 (2021-2022)

Reggio Training Pilot South High & WTHS Early Childhood Staff Monthly Meeting Stipend costs:

- 9 monthly, 2 hour Planning meetings, beginning in September – May
- 20 staff at \$37.00 per hour x 2hrs x 9 meetings = \$13,320
- 2 Reggio meeting facilitators at \$70.00 per hour x 2hr prep and planning hours x 2 hour facilitating x 9 meetings = \$5,040

**Total Budget: \$18,360 - Year 1 (2021-2022)**

### Preschool Professional Development - Year 2 (2022-2023)

Reggio Training Staff Monthly Meeting Stipend costs:

- 9 monthly, 2 hour planning meetings, beginning in September – May
- 34 - 37 preschool teachers at their contractual rate of \$37.00 per hour x 2hrs x 9 meetings = \$24,642
- 34 - 37 preschool classroom instructional assistants at their contractual rate of \$29.16 per hour x 2hrs x 9 meetings = \$19,420.56
- 2 Reggio meeting facilitators at \$70.00 per hour x 2hr prep and planning hours x 2 hour facilitating x 9 meetings = \$5,040

**Total budget: \$49,102.56 - Year 2 (2022-2023)**

### Preschool Professional Development - Year 3 (2023-2024)

Follow up and introduction to Reggio Inspired Practices Training Staff Monthly Meeting Stipend costs:

- Introduction for 10 new preschool positions opened and any new teachers to the district
- Follow up and deeper development for returning teachers
- 9 monthly, 2 hour planning meetings, beginning in September – May
- 47 preschool teachers at their contractual rate of \$37.00 per hour x 2hrs x 9 meetings = \$31,302
- 47 preschool classroom instructional assistants at their contractual rate of \$29.16 per hour x 2hrs x 9 meetings = \$24,669.36
- 2 Reggio meeting facilitators at \$70.00 per hour x 2hr prep and planning hours x 2 hour facilitating x 9 meetings = \$5,040

**Total budget: \$61,011.36 - Year 3 (2023-2024)**

### Preschool Instructional Materials and Equipment - Year 2 (2022-2023)

Replacement costs for developmentally appropriate learning materials and equipment for 34 - 37 classrooms for the 2022-2023 SY, count includes substantially separate and DLL classrooms

- \$1,000 per classroom

**Total budget: \$34,000 - \$37,000 - Year 2 (2022 -2023)**

### Preschool Instructional Materials and Equipment - Year 3 (2023-2024)

1. Materials and Equipment to open 10 new full day classrooms at Wawecus School

- \$22,914 per classroom x 10 new classrooms = \$229,140

[Lakeshore Nature Inspired Preschool Material Equipment Quote](#)

2. Replacement costs for developmentally appropriate learning materials and equipment for 47 classrooms for the 2022-2023 SY, count includes substantially separate and DLL classrooms

- \$1,000 per classroom x 47 classrooms = \$47,000

**Total budget: \$276,140 - Year 3 (2023-2024)**



Preschool Teaching Strategies GOLD Checklist/Benchmark Committee - Year 1 (2021- 2022)  
A committee of 6 - 8, WPS preschool educators collaborating to develop outcomes-based checklists/rubrics, aligned with the districts 20 Teaching Strategies GOLD identified benchmarks, selected to report out, across the 4 reporting quarters

Overview of Creative curriculum and report out on piloting for Year 2

- Participants paid at their contractual stipend (Teachers \$37.00 per hour)
- Maximum of 8 participants, at \$37.00 per hour x 2 hours x 10 sessions = \$5,920

**Total Committee work budget: \$5,920 - Year 1 (2021-2022)**

Purchase of Preschool Creative Curriculum and Professional Development - Year 2 (2022-2023)

Comprehensive 5-day Professional Development training workshops that are usually taken over a 2-year time period to support the PreK print and digital implementation of the curriculum and ensure that educators and administrators learn "Best Practices" in route to using this program and the GOLD assessment to Fidelity. Each of the 5 recommended PD training workshops can be conducted either in-person or virtually for up to 30 educators at a cost of \$3,190 for a total of 6-hours of Professional Development training. The total cost for the 5 recommended PD training workshops beginning in year 1 of the implementation and continuing into year 2 will be **\$15,950**.

Gold Curriculum: **\$162,900**

Purchase of Preschool Creative Curriculum and Professional Development - Year 3 (2023-2024)

Total: **\$122,460.00**

### **SOA Program 2: Diversity**

#### Classroom and Specialist Teachers

15 diverse paraprofessionals who lack bachelor's degrees (**\$28,000 per IA**) to attend WSU classes

12 diverse paraprofessionals who possess a bachelor's degree but lack teaching credentials (**12,000 per IA**) to attend WSU classes

6 per year teachers to participate in administrative licensure program (**\$360,000** for 6 substitute teachers to cover one-year administrative practicum)

JET mentoring for paraprofessionals- up to six mentors **\$30,000** total

#### Instructional Materials and Equipment

Culturally Responsive Materials **\$5,000**.

#### Other

Recruitment costs such as travel and advertising - **\$10,000**

Student pipeline programs: Worcester Future Teachers, **\$2,000** for supplies

Generation Teach **\$175,000**

#### Professional Development

Culturally Responsive Training, Equity, Diversity and Inclusion Training, School climate surveys

**\$10,000**

Maximizing Multilingualism as asset-based approach of working with diverse students  
**\$5,000**

DEI Training for administrators and staff Professional speakers:

**Year 1 \$35,000** Dr. Irvin Scott

**Leading and Leveraging Data for Student Success: Using an Equity Lens**

7 staff meetings (4 meetings with Principals'/Leadership and 3 meetings with Office of Social and Emotional Learning (school adjustment counselors, school psychologists, wrap around coordinators)

**Year 1 \$2,100**

Lesley University's Annual Kids, Books and Anti-Racism Series: One session Gholdy Mohammed, May 6, 2022

24 elementary and middle school-based participants (12 at cost and 12 on scholarship)

**Year 2 \$15,000 Dr. Irvin Scott**

**Leading and Leveraging Data for Student Success: Using an Equity Lens**

3 meetings with Office of Social and Emotional Learning (school adjustment counselors, school psychologists, wrap around coordinators)

**Year 2 \$5,755**

Lesley University's Annual Kids, Books and Anti-Racism Series: Session TBD  
33 elementary and middle school-based educators

**Year 3 \$5,755**

Lesley University's Annual Kids, Books and Anti-Racism Series: Session TBD  
33 elementary and middle school-based educators

**SOA Program 3: SEL**

Professional Development

Collaborative Problem-Solving training and implementation coaching

**\$175,000.00 Year 1 SOA**

**SY 21-22**

**\$244,020.00. Year 2 SOA**

**\$244,020.00 Year 3 SOA**

SEL coaching, consulting, and seminars (Power struggles: Tips for teachers, Trauma-sensitive Approach) with Brian Mendler:

\$25,000.00 **Year 1 SOA**

\$100,000.00 **Year 2 SOA**

\$100,000.00 **Year 3 SOA**

SEL Assessment Work Group & Coaching

**Year 1 SOA \$5,000**

**Year 2 SOA \$5,000**

**Year 3 SOA \$5,000**

Instructional Materials, Equipment

Circles curriculum **\$12,000.00**

Paths Program

\$37,100 **Year 1 SOA**

\$10,000 **Year 2 SOA**

\$10,000 **Year 3 SOA**

Everyday Speech Social Skills

\$7,000 **Year 1 SOA**

\$10,000 **Year 2 SOA**

\$10,000 **Year 3 SOA**

Brian Mendler book series bundle \$2,500

**SOA Program 4 : Early College and IPP**

Instructional Materials, Equipment and Technology

Innovation Pathways Consumable Materials \$17,000 **Year 2 SOA**

**\$17,000 Year 3 SOA**

Classroom and Specialist Teachers

Years (1-3) Pathway Instructors Stipends

**\$19,739 Year 2 SOA**

**\$19,739 Year 3 SOA**

## Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

**Instructions:**

1. Each evidence-based program budget should be on its own tab. Copy the worksheet if you need additional program budgets.
2. Green cells are pull-down cells. If you click on the cell, a message will appear with instructions.
3. Yellow cells are for manual entry.
4. If your district already spends funds on the evidence-based program you selected, please include the current budget (FY2020) in Year 0.
5. If you need to refer to definitions for the Foundation Budget Functional Category, see <http://www.doe.mass.edu/finance/accounting/eoy/chartofaccounts.docx>



<b>Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)</b>	10. Diversifying the educator/administrator workforce through recruitment and retention
<b>SOA Evidence-Based Program Category (Primary)</b>	
<b>SOA Evidence-Based Program Category (Secondary) - Optional</b>	
<b>Program Description</b>	WPS began an initiative in 2019 to provide the necessary coursework and other certifications for current WPS paraprofessionals to obtain MA DESE teaching licensure. WPS intends to expand and enhance this program in subsequent years through SOA funding
<b>Name of Impacted Schools or Indicate if District-Wide Program</b>	District-Wide Program

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
Chief Diversity Officer	Administration	Salaries - Administrator	Yes	0.0	0	1.0	164,987
Learner Centered Initiatives (LCI)	Professional Development	Contractual Services	Yes	0.0	0	0.0	70,000
Diverse Paraprofessional Pipeline Cohorts	Professional Development	Contractual Services	Yes	0.0	0	0.0	28,000
Recruitment and Cultivation Director	Administration	Salaries - Administrator	Yes	0.0	0	1.0	95,000
<b>TOTAL</b>				0.0	0	2.0	357,987
<b>YEAR 1 INCREMENTAL TOTAL</b>						2.0	<b>357,987</b>

# Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

**Instructions:**

1. Each evidence-based program budget should be on its own tab. Copy the worksheet if you need additional program budgets.
2. Green cells are pull-down cells. If you click on the cell, a message will appear with instructions.
3. Yellow cells are for manual entry.
4. If your district already spends funds on the evidence-based program you selected, please include the current budget (FY2020) in Year 0.
5. If you need to refer to definitions for the Foundation Budget Functional Category, see <http://www.doe.mass.edu/finance/accounting/eoy/chartofaccounts.docx>



Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)	3. Early College programs focused primarily on students under-represented in higher education
SOA Evidence-Based Program Category (Primary)	
SOA Evidence-Based Program Category (Secondary) - Optional	
Program Description	The Worcester Public Schools plans to significantly expand Early College and Innovation Pathway programming over the next three years. A variety of direct instructional and support positions to expand programming will be added over the next three years.
Name of Impacted Schools or Indicate if District-Wide Program	District-Wide Program

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)			
				FTE	Budget Amount	FTE	Budget Amount		
Director of Early College	Instructional Leadership	Salaries - Instructional	Yes	0.0	0	1.0	136,244		
Director of Innovation Pathways	Instructional Leadership	Salaries - Instructional	Yes	0.0	0	1.0	136,244		
Guidance Counselors	Guidance & Psychological	Salaries - Other	Yes	0.0	0	13.0	1,126,203		
Innovation Pathway Stipends	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	0.0	19,739		
Innovation Pathway Materials	Instructional Materials, Equipment & Technology	Supplies & Materials	Yes	0.0	0	0.0	17,000		
				<b>TOTAL</b>		0.0	0	15.0	1,435,430
				<b>YEAR 1 INCREMENTAL TOTAL</b>				15.0	<b>1,435,430</b>

## Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

### Instructions:

1. Each evidence-based program budget should be on its own tab. Copy the worksheet if you need additional program budgets.
2. Green cells are pull-down cells. If you click on the cell, a message will appear with instructions.
3. Yellow cells are for manual entry.
4. If your district already spends funds on the evidence-based program you selected, please include the current budget (FY2020) in Year 0.
5. If you need to refer to definitions for the Foundation Budget Functional Category, see <http://www.doe.mass.edu/finance/accounting/eoy/chartofaccounts.docx>



<b>Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)</b>	2. Research-based early literacy programs in pre-kindergarten and early elementary grades
<b>SOA Evidence-Based Program Category (Primary)</b>	
<b>SOA Evidence-Based Program Category (Secondary) - Optional</b>	
<b>Program Description</b>	The Worcester Public Schools plans to significantly expand early literacy programming, interventions and supports over the next three years. A variety of classroom and support positions to expand pre-kindergarten programming will be added.
<b>Name of Impacted Schools or Indicate if District-Wide Program</b>	District-Wide Program

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
PK-3 Literacy Professional Development	Professional Development	Contractual Services	Yes	0.0	46,000	0.0	287,255
Instructional Assistants - Early Literacy	Other Teaching Services	Salaries - Other	Yes	0.0	0	21.0	809,949
Instructional Assistants - Preschool	Other Teaching Services	Salaries - Other	Yes	0.0	0	18.0	694,242
Bilingual Intervention - Dual Language Teachers	Classroom & Specialist Teachers	Salaries - Instructional	Yes	0.0	0	2.0	173,262
Literacy Tutor	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	10.0	157,080
Literacy Consumables	Instructional Materials, Equipment & Technology	Supplies & Materials	Yes	0.0	0	0.0	89,337
English Learner Teachers	Classroom & Specialist Teachers	Salaries - Instructional	Yes	0.0	0	1.0	86,631
Preschool Teacher - Dual Language	Classroom & Specialist Teachers	Salaries - Instructional	Yes	0.0	0	1.0	86,631
Preschool Teacher - Special Education	Classroom & Specialist Teachers	Salaries - Instructional	Yes	0.0	0	1.0	86,631
Instructional Assistants - English Language	Other Teaching Services	Salaries - Other	Yes	0.0	0	1.0	38,569
Preschool Instructional Asst - Dual Language	Other Teaching Services	Salaries - Other	Yes	0.0	0	1.0	38,569
Preschool Instructional Asst - Special Education	Other Teaching Services	Salaries - Other	Yes	0.0	0	1.0	38,569
<b>TOTAL</b>				0.0	46,000	57.0	2,586,725
<b>YEAR 1 INCREMENTAL TOTAL</b>						57.0	<b>2,540,725</b>

# Student Opportunity Plans - Long Form Budget: Year 0 and Year 1



**Instructions:**

1. Each evidence-based program budget should be on its own tab. Copy the worksheet if you need additional program budgets.
2. Green cells are pull-down cells. If you click on the cell, a message will appear with instructions.
3. Yellow cells are for manual entry.
4. If your district already spends funds on the evidence-based program you selected, please include the current budget (FY2020) in Year 0.
5. If you need to refer to definitions for the Foundation Budget Functional Category, see <http://www.doe.mass.edu/finance/accounting/eoy/chartofaccounts.docx>

<b>Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)</b>	6. Increased personnel and services to support holistic student needs
<b>SOA Evidence-Based Program Category (Primary)</b>	
<b>SOA Evidence-Based Program Category (Secondary) - Optional</b>	
<b>Program Description</b>	The Worcester Public Schools plans to increase personnel and expand and strengthen SEL instruction over the next three years. Additional professional development offerings and direct instructional and support positions will be added over the next three years.
<b>Name of Impacted Schools or Indicate if District-Wide Program</b>	District-Wide Program

School Adjustment Counselors	Guidance & Psychological	Salaries - Instructional	Yes	0.0	0	5.0	433,155
Behavioral Health Specialists	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	4.0	346,524
Psychologists	Guidance & Psychological	Salaries - Instructional	Yes	0.0	0	2.0	173,262
Special Education Behavior Specialist	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	2.0	173,262
Health & Safety Teachers	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	1.0	86,631
BCBA	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	1.0	86,631
Health & Safety Teachers	Other Teaching Services	Salaries - Instructional	Yes	0.0	0	1.0	86,631
School Adjustment Counselors	Guidance & Psychological	Salaries - Instructional	Yes	0.0	0	1.0	86,631
Psychologist	Guidance & Psychological	Salaries - Instructional	Yes	0.0	0	1.0	86,631
School Nurse	Pupil Services	Salaries - Other	Yes	0.0	0	1.0	68,675
Social Emotional PD/Trainings	Professional Development	Contractual Services	Yes	0.0	0	1.0	62,725
<b>TOTAL</b>				0.0	0	20.0	1,690,758
<b>YEAR 1 INCREMENTAL TOTAL</b>						20.0	1,690,758

**Preschool/ early literacy curriculum**

	<b><u>Cost/Comment</u></b>
2 Preschool Teachers (2020-2021)	See Long Form - FY21
2 Instructional Assistants (2020-2021)	See Long Form - FY21
2 Preschool Teacher (2021-2022)	\$86,817
2 Instructional Assistants (2021-2022)	\$78,070
Early Childhood Coordinator-(Funded Grant 252/264)	\$135,914
10 Preschool teachers-year 3 (2023 -2024)	\$891,110
10 Instructional assistants- year 3 (2023-2024)	\$385,550

**Hiring Diversity**

Chief Diversity Officer, Recruitment and Cultivation Director	See Long Form - FY21
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**Early College and IPP**

Year 2: Director of Early College Program \$136,000	See Long Form - FY21
Year 1: Director of IPP (Perkins)	See Long Form - FY21
Year 2: Assistant Director of IPP (ESSER)	\$74,256
Year 1: 13 guidance counselors	See Long Form - FY21
Year 3: 6 guidance counselors	\$534,666

**SEL**

Year 1: 3 school psychologists, 4 SACS, 5 behavioral health specialists, 1 health/safety teacher, 2 drug educators, 1 safety center teacher, 2 special ed behavioral specialists, 4 nurses	See Long Form - FY21
Year 2: 3 school psychologists, 13 SACS, 5 health/safety teacher	\$1,823,115
Year 2: 3 wrap around coordinators	\$209,298
Year 2: 1 nurse	\$79,766
Year 3: 5 SAC, 1 Health Safety, 2 Sped Behavioral, 1 Safety, 6 BCBA	\$1,336,665
Year 3: 12 Wraparounds	\$916,716



L. GENERAL BUSINESS  
Mailman  
(March 29, 2022)

ITEM - gb 2-111  
S.C. MEETING - 4-7-22

ITEM:

To consider approval of the 2022 Liaison officer MOU between WPD and WPS.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Administration  
(March 30, 2022)

ITEM - gb 2-112  
S.C. MEETING - 4-7-22

ITEM:

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

Boadi, Joyce, Forest Grove Middle School, Master's, Step 1, \$56,858.00, effective March 21, 2022. License Pending: School Nurse All Levels.

Joyal, Melissa, Rice Square Elementary School, Bachelor's, Step 1, \$50,262.00, effective March 1, 2022. License Pending: School Nurse All Levels.

Skipwith, Monique, Quinsigamond Elementary School, Bachelor's, Step 1, \$50,262.00, effective March 14, 2022. License Pending: School Nurse All Levels.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

L. GENERAL BUSINESS  
Administration  
(March 30, 2022)

ITEM - gb 2-113  
S.C. MEETING - 4-7-22

ITEM:

To authorize the Administration to resubmit a Statement of Interest to the Massachusetts School Building Authority for Burncoat High School (district priority project) for major renovation or replacement for 2022.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Letter from MSBA on Burncoat High School 2021 Submission.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call and submit to the Worcester City Council for its approval.



# Massachusetts School Building Authority

Deborah B. Goldberg  
*Chairman, State Treasurer*

James A. MacDonald  
*Chief Executive Officer*

John K. McCarthy  
*Executive Director / Deputy CEO*

February 3, 2022

Mr. Edward M. Augustus, Jr.  
Worcester City Manager  
Worcester City Hall, Room 306  
455 Main Street  
Worcester, MA 01608

Re: City of Worcester 2021 Statement of Interest Status

Dear Manager Augustus:

The Massachusetts School Building Authority (the “MSBA”) would like to thank the City of Worcester (the “District”) for expressing an interest in the MSBA’s program for school building construction, renovation, and repair grants through the 2021 Statement of Interest (the “SOI”) process.

Overall, the MSBA received 58 SOIs from 47 different school districts for consideration in 2021. In reviewing SOIs, the MSBA identifies the school facilities that have the greatest and most urgent need based on an assessment of the entire cohort of SOIs that are received for consideration each year.

Based upon the MSBA’s review and due diligence process, it has been determined that the Burncoat Senior High School SOI will not be invited into the MSBA’s Eligibility Period at this time. If the District would like this school to be considered for future collaboration with the MSBA, the District should file an SOI in an upcoming year. The MSBA began accepting SOIs for consideration in 2022 on Friday, January 28, 2022. Please see the information below regarding the process as well as on the MSBA’s website.

If the District is planning to submit an SOI in 2022, consider notifying local governing boards of your intentions, as local governing bodies will have to vote to approve submission of an SOI with the vote(s) uploaded to the SOI system, which is a new requirement for filing an SOI in 2022, which can be found in the 2022 SOI Core Program Overview, attached to this letter, prior to the following closing dates:

- The SOI closing date for districts submitting under the Accelerated Repair Program, which is primarily for the repair and/or replacement of windows, roofs, and/or boilers in an otherwise structurally sound facility, will be Friday, March 25, 2022.
- The SOI closing date for districts submitting under the Core Program, which is primarily for projects beyond the scope of Accelerated Repair, including extensive repairs, renovations, addition/renovations, and new school construction will be Friday, April 29, 2022.

Page 2  
February 3, 2022  
2021 Core Program Statement of Interest Status Letter

The MSBA is proud to be collaborating with the City of Worcester on multiple school projects and remains committed to partnering with the District to better understand any other school facility issues. The MSBA sent detailed information to the Superintendent on January 19, 2022, January 27, 2022 and the morning of January 28, 2022, regarding the 2022 SOI process.

Please feel free to contact Katie DeCristofaro, Capital Program Manager at (617) 720-4466 should you have any questions.

Sincerely,



James A. MacDonald  
Chief Executive Officer



John K. McCarthy  
Executive Director/Deputy Chief Executive Officer

Attachment: 2022 Core Program Statement of Interest Overview

Cc: Legislative Delegation  
The Honorable Joseph M. Petty, Mayor, City of Worcester  
Donna Colorio, Vice Chair, Worcester City Council  
Dr. Helen A. Friel, Vice Chair, Worcester School Committee  
Maureen Binienda, Superintendent, Worcester Public Schools

L. GENERAL BUSINESS  
Novick  
(March 31, 2022)

ITEM - gb 2-114  
S.C. MEETING - 4-7-22

ITEM:

To revise the rules of the Worcester School Committee as follows: (additions are in bold)  
Rule 28: The agenda of the Committee will be as follows:

**a. General business items taken in executive session**

- b. Call to order
- c. Pledge of Allegiance
- d. Roll call
- e. Consent agenda
  - i. Approval of minutes
  - ii. Approval of donations
  - iii. Notification of personnel records
  - iv. initial filing of recognitions
  - v. notices of interest to the district or to the public
- f. Items for reconsideration

**g. Recognitions**

- h. Public comment
- i. Public petitions
- j. Report of the Superintendent
- k. Report of the Standing (Committees)

**l. Report of the Student Representatives/Student Advisory Committee**

- m. Approval of grants and other finance items
- n. General business
- o. Announcements

**During the bi-monthly Student Advisory meeting, item L will be taken up directly following the roll call.**

Any item may be removed from the consent agenda to the general business agenda by majority vote of the Committee.

Rule 54: Strike "Members shall submit agenda items by Wednesday, to be considered in the same manner as the School Committee in order to speak on a topic at meetings."

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Vote acceptance of proposed revisions.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Novick  
(March 31, 2022)

ITEM - gb 2-115  
S.C. MEETING - 4-7-22

ITEM:

To request City Council ensure City Council and School Committee districts are parallel, so as to ensure public clarity.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to a Joint Meeting of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Novick  
(March 31, 2022)

ITEM - gb 2-116  
S.C. MEETING - 4-7-22

ITEM:

Request administration ensure school administrators make provision for students who may be observing the upcoming Ramadan season, including space away from cafeterias during lunch, care during physical education, and the like.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.



L. GENERAL BUSINESS  
Novick  
(March 31, 2022)

ITEM - gb 2-117  
S.C. MEETING - 4-7-22

ITEM:

To look at enrollment trends in individual schools in light of building capacity.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Novick  
(March 31, 2022)

ITEM - gb 2-118  
S.C. MEETING - 4-7-22

ITEM:

Request administration update School Committee at the April 28 meeting on principal succession planning, including parent and educator voice in the process.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for a report back on April 28, 2022.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

L. GENERAL BUSINESS  
Novick  
(March 31, 2022)

ITEM - gb 2-119  
S.C. MEETING - 4-7-22

ITEM:

To consider a one-year alteration to the district policy limiting excused absences to 7 days, in light of quarantine requirements during the COVID-19 pandemic.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance and Employee Issues.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. EXECUTIVE SESSION

Administration  
(March 31, 2022)

ITEM - gb 2-120  
S.C. MEETING - 4-7-22

ITEM:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-17

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

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

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

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

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 – Educational Association of Worcester and Worcester School Committee, American Arbitration Association Case No. 01-21-0016-9503, Grievance: COVID/Quarantine Leave – Aides to the Physically Handicapped, Monitors and Drivers.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

X. GENERAL BUSINESS  
Johnson  
(March 30, 2022)

ITEM - gb #2-121  
S.C. MEETING - 4-7-22

ITEM:

Request that the Administration provide an update on the request to develop a Memorandum of Understanding between the Worcester Public Schools and the Worcester Police Department.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Mayor Petty  
(April 4, 2022)

ITEM - gb #2-122  
S.C. MEETING - 4-7-22

ITEM:

To request an update on the Office of the Inspector General's findings on the January 24, 2022 Audit "Massachusetts Department of Elementary and Secondary Education's Administration of the Temporary Emergency Aid for Displaced Students Program."

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Provide a verbal update.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.