

**The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Wednesday, January 29, 2020 at 4:30 p.m. in Room 410 at the Durkin Administration Building:**

gb #8-163 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

Request that the Administration provide a report regarding the process of bringing together various private and public groups to develop middle school athletic programming as highlighted in the Worcester Magazine's article entitled The Case For Middle School Sports:Can City Hoops Spark a Rebound?

gb #8-356.1 - Administration/Miss McCullough/Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Mr. Foley/Mayor Petty (February 13, 2019)

Response of the Administration to the requests to:

- explore the feasibility of implementing the Orton-Gillingham model for dyslexic students for those students in need of specific services.
- provide a summary of the Orton-Gillingham model program.
- study the feasibility of implementing the cost of this program in the FY20 Budget
- study the feasibility of including students from outside the district, on a tuition basis, if a proposed program is established in the Worcester Public Schools.

gb #9-219.1 - Administration/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (July 18, 2019)

Response of the Administration to the request to review the admissions criteria for Worcester Technical High School and the process for establishing the wait list.

gb #9-238 -Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (July 10, 2019)

Request that the Administration offer training in "domestic skills" and personal financial management to Worcester students and interested citizens through Night Life and after-school and summer programs.

gb #9-240 - Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (July 10, 2019)

Request that the Administration interact with the Harvard Teacher Fellows Program, and Teach for America, as to placement of prospective teachers in the Worcester Public Schools.

gb #9-281 - Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo (August 28, 2019)

To consider establishing goals for the School Committee for 2019-20.

gb #9-313 -Mr. Monfredo/Miss Biancheria /Mr. Foley/Mr. O'Connell (September 17, 2019)

Request that the Administration establish a committee by November to include early learning teachers to review the two year kindergarten 1 program for students who are four years old and lack the necessary readiness skills for school success.

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.

Committee Members

Molly O. McCullough, Chair  
John F. Monfredo, Vice-Chair  
John L. Foley

Administrative  
Representative

Susan O'Neil, Ph.D.

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

AGENDA #1

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a meeting:

on: Wednesday, January 29, 2020  
at: 4:30 p.m.  
in: Room 410 in the Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

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Mr. O'Connell (May 9, 2018)

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gb #9-281 - Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo (August 28, 2019)

To consider establishing goals for the School Committee for 2019-20.

gb #9-288 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo (August 28, 2019)

Request the establishment of an inclusive and transparent process for selecting and implementing a comprehensive Sex Education Curriculum that is age-appropriate, evidence-based, medically-accurate and LGBTQ inclusive in the Worcester Public Schools.

gb #9-313 -Mr. Monfredo/Miss Biancheria /Mr. Foley/Mr. O'Connell (September 17, 2019)

Request that the Administration establish a committee by November to include early learning teachers to review the two year kindergarten 1 program for students who are four years old and lack the necessary readiness skills for school success.

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

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

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversity Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.
7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

gb #9-334 - Mr. Comparetto/Mr. Monfredo (October 9, 2019)

Request that the Administration provide a report on school health clinics to include the current number of schools and the kind of services that are available to students.

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.

gb #9-383 - Mr. Comparetto (November 13, 2019)

Request that the Mayor and School Committee establish Worcester Public Schools' Safe Zones.

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

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

gb #9-385 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Administration incorporate best practices for creating a diverse workforce.

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

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

gb #9-387 - Mr. Comparetto (November 13, 2019)

Request a moratorium on suspending K-2 students for non-violent offenses.

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

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

gb #9-389 - Mr. Comparetto (November 13, 2019)

Request that the Administration provide an update on the efforts of the Administration to create ethnic studies programming.

gb #9-408 - Mr. Comparetto/Miss McCullough (November 26, 2019)

Request that the Administration consider incorporating real American history into the curriculum.

gb #9-409 - Mr. Comparetto/Miss McCullough (November 26, 2019)

Request that the Administration review recommendations made by the organization Teaching Tolerance for culturally appropriate Thanksgiving programming.

gb #9-416 - Miss McCullough/Mr. Foley/Mr. Monfredo (December 4, 2019)

Request that the Administration consider incorporating the campaign entitled "RESPECTfully" when the Sex Ed Curriculum is established.

gb #0-31 - Mayor Petty/Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick (January 8, 2020)

Request that the Standing Committee on Teaching, Learning and Student Supports recommend a comprehensive, inclusive, evidenced-based sexual and health curriculum and an appropriate level of increased classroom time for health education to the school committee for the FY21 budget.

gb #0-35 Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/Ms. Novick (January 8, 2020)

Request that the Administration provide an update on the Dual Language expansion initiative made possible through grants awarded to the Worcester Public Schools.

motion (gb #9-195.2) Mr. O'Connell (June 20, 2019)

Request that the Administration provide a report on the funding that the Worcester Public Schools receives through Education Access Channel 11 revenues, and provide information on the four positions and refer the report to the Standing Committee on Teaching Learning and Student Supports for discussion with gb #9-207.

motion (gb #9-195.2) Mr. O'Connell (June 20, 2019)

Request that the Various Grant Program section of the Budget be referred to the Standing Committee on Teaching, Learning and Student Supports.

#### IV. ADJOURNMENT

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

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell  
(May 9, 2018)

Request that the Administration provide a report regarding the process of bringing together various private and public groups to develop middle school athletic programming as highlighted in the Worcester Magazine's article entitled The Case For Middle School Sports:Can City Hoops Spark a Rebound?

PRIOR ACTION:

5-17-18 - (Considered with gb #8-161 and gb #8-162)  
Councilor King, Ms. Gem, Ms. Rodrigues and Ms. Quinn offered testimony on the importance of middle school sports.  
Mr. Comparetto stated that school sports help reduce suspension rates, dropout rates, juvenile arrests, and can lead to better academic achievement if all students have access to school sports.  
Mr. O'Connell made the following motion:  
Request that the Administration provide a proposed Budget recommendation prior to the Budget deliberation for middle school sports for FY20 and for summer school sport opportunities for 2018.  
On a voice vote, the motion was approved and referred to the Administration.  
Mr. Foley added that the Administration provide the estimated cost for a tiered summer school sports program and seek Community Partners to sponsor such a program.  
It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

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

PRIOR ACTION (continued)

- 3-20-19 - (Considered with gb #8-161 and gb #8-162.)  
Mr. Monfredo made the following motions:  
Request that the Administration provide a report on options of expanding participation of students in middle school sports including the encouragement of more students in the middle school to do so.  
Request that the Administration consider opportunities for raising funds from private sectors, booster clubs and others with an interest in sports.  
Request that the Administration survey the interest of students in sports including recommendations of sports that should be added or modified in terms of inclusion in the schedule of student sports.  
On a voice vote, the motions were approved.  
Miss McCullough made the following motion:  
Request that the Administration provide a report on the FY20 Budget recommendations for the expansion of school sports.  
On a voice vote the motion was approved.  
It was moved and voice voted to hold the item for a report in May 2019.
- 4-4-19 - THE SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 6-20-19 - Accepted and filed the following motion:  
Request that the Administration provide a report on the FY20 Budget recommendations for the expansion of school sports.  
(See gb #9-222.)
- 11-26-19 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS  
The Administration has 3 items regarding this topic and it recommends that gb #8-161 and gb #8-162 be filed and gb #8-163 remain active.
- 12-5-19 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.



Starting in June 2018, we began the discussion of how the District could implement middle school sports within the five Worcester Public Schools (W.P.S.) middle schools. Prior to June, we only had one middle school field hockey team at Forest Grove, which was running through outside donations. W.P.S. helped the Forest Grove field hockey team out by providing a field they could play on. The funding to run the team came through fundraising and parental contributions. After several meetings with principals, athletic administrators, outside interest groups, and the Superintendent's Office, it was decided that W.P.S. would start middle school sports in September of 2018. The Athletic Office was given a budget of \$70,000, which was broken down this way: \$30,000 would go for coaches and a middle school coordinator and \$40,000 would go to uniforms, equipment, and supplies. When the budget was approved, the journey to officially bring back middle schools sports began.

We polled the students once the budget was in place. With the information provided, the committee decided that we would offer boys and girl's volleyball in the fall to get the middle school sports teams up and running. Each of the five middle schools had a boys and girls team with one coach for each team. Each team had about twenty players. The athletes played a full regular season schedule and a playoff schedule. It was a huge success!

Based on the data, the committee then offered boys and girl's basketball for the winter season. Again, each of the five middle schools had a boys and girls team with about twenty players on each team. There was a regular season schedule as well as a playoff schedule. Again, the program was very well received!

For the spring season, the committee originally wanted to offer baseball and softball. There were some major setbacks trying to secure five baseball and five softball fields. As a result, indoor soccer was offered. Each of the five middle schools will have a boys and girls team and play a full regular season schedule as well as a playoff schedule.

The Worcester Public Schools provided the funding for the athletic office to start the middle school sports program. It has been very popular with both the student participants and spectators. There is a sense of school pride with cheering on the team and it brings the school together as a community, both staff and students. The \$70,000 dollars allotted for the programs initiated the middle school after school sports program.

To add more sports, we would need more funding. We were able to partner with Recreational Worcester for some additional funding (\$10,000) and the District Attorney has stated that if and when funds become available, he is willing to help us out with grant money through the Redistribution Back into the Community Program.

After speaking with the committee, we would like to see the following sports become a reality within the middle school sports program based on students' interests: baseball, softball, cross country and field hockey. We have the basic set up for the sports program now that we have undergone three different seasons with three different sports. Going forward, the committee needs to sit down and work out the logistics of starting each new sport as well as continue to encourage more middle school students to participate. The principals of the five middle schools will be asked to poll their students again to keep current with students' interests. This information will be utilized as a guide to see how we want to proceed moving forward with middle school sports.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: Administration/Miss McCullough/Miss Biancheria/Mr. Monfredo/  
Mr. O'Connell/Mr. Comparetto/Mr. Foley/Mayor Petty  
(February 13, 2019)

Response of the Administration to the requests to:

- explore the feasibility of implementing the Orton-Gillingham model for dyslexic students for those students in need of specific services.
- provide a summary of the Orton-Gillingham model program.
- study the feasibility of implementing the cost of this program in the FY20 Budget
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PRIOR ACTION:

12-6-18 - Mark Portuondo and his daughter Bella spoke to the item.  
**(Continued on page 2.)**

BACKUP: Additionally, this year a dyslexia risk screening program and related teacher training was initiated in our kindergartens in conjunction with the SAIL Lab at MGH (see <https://www.mghihp.edu/research/speech-and-language-literacy-sail-lab>). Staff are also following the related podcasts from lead researcher Tiffany Hogan (<http://www.mghihp.edu/research-research-labs-speech-and-language-sail-literacy-lab/seehearspeak-podcast>.)

- Annex A (10 pages) contains a copy of the Administration's response to the item.
- Annex B (4 pages) contains a copy of the Special Education Reading and Language-Based Program Summary of Specialized District Initiatives (2018-2020.)
- Annex C (1 page) contains a copy of the Massachusetts Dyslexia Screening Law.
- Annex D (4 pages) contains a copy of the Dyslexia Evaluation Checklist: Teacher Form.
- Annex E (7 pages) contains a copy of the Common Profiles/Subtypes of Dyslexia by the Crafting Minds Group.

PRIOR ACTION (continued)

- 12-6-18 - Mr. O'Connell made the following motions:  
(continued) Request that the Administration provide a summary of the Orton-Gillingham model program.  
Request that the Administration study the feasibility of implementing the cost of this program in the FY20 Budget.  
Request that the Administration study the feasibility of including students from outside the district, on a tuition basis, if a proposed program is established in the Worcester Public Schools.  
On a voice vote, the motions were approved.  
Referred to the Administration.  
Mayor Petty requested that his name be added to the item along with Mr. Foley and Mr. Comparetto.
- 2-28-19 - Mr. O'Connell made the following motions:  
Request that the Administration notify Mr. Portuondo, his daughter Bella and any other interested citizens of the date and time of the meeting of the Standing Committee on Teaching, Learning and Student Supports when the item is discussed.  
Request that the Administration conduct the meeting of the Standing Committee meeting early enough to have an impact for next year's FY20 Budget.  
On a voice vote, the motions were approved.  
Miss McCullough requested that any information that was presented at the School Committee meeting be provided as backup for the item when it is discussed at the Standing Committee level.  
Mayor Petty suggested that the Administration discuss with the City Manager the financial impact to implement a Dyslexic program.  
Referred to the Standing Committee on Teaching, Learning and Student Supports.

**I. Request that Administration explore the feasibility of implementing the Orton – Gillingham model for Dyslexic students for those students in need of specific services**

- **Request that the Administration provide a summary of the Orton-Gillingham model program:**

Orton- Gillingham (OG) is a systematic intensive multi-sensory reading intervention that requires educators to complete a coursework (30-40 hours) as well as (50) hours of a supervised practicum which must also include 1:1 observations. The Orton Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham approach to modify and provide literacy instruction for a classroom or small groups (Tier 1), and targeted direct instruction to individual students which can also include (Tiered 3) service delivery intervention model.

**Certification Requirements - Coursework & Practicum:**

Each of the four levels requires coursework hours and supervised practicum:

1. Orton-Gillingham Classroom Educator, OGCE/AOGPE
2. Associate Level, A/AOGPE
3. Certified Level, C/AOGPE
4. Fellow Level, F/AOPGE

**Elements of Orton-Gillingham:**

Reading acquisition in all learners and the nature and needs of the dyslexic learner includes the following components:

- Phonological and Phonemic Awareness
- Phonics
- Reading Fluency
- Vocabulary
- Reading Comprehension

**Orton-Gillingham Instruction Principals of Instruction:**

- Explicit
- Systematic & Structured
- Sequential & Cumulative
- Multisensory
- Individualized
- Diagnostic & Prescriptive
- An approach not a curriculum where all concepts, words, sentences, reading etc. involved in the lesson are teacher created based on diagnostic evaluation of previous lesson.

**Standardized Materials:**

- Phonogram drill cards
- The Gillingham Manual 8<sup>th</sup> edition (1997) By Anna Gillingham and Bessie Stillman

**Progress Monitoring Tools/ Mastery Criteria:**

- Teacher subjective based on diagnostic notes and analysis of previous lesson
- Pretests and post-tests levels

## **Sample on-line Training:**

### **Online Basic Training Institute to be held Feb. 25 - May 26, 2019**

This academy accredited Program has a national reputation. The 120 hour course is spread out over 12 weeks, and broken down into 12 modules. This is largely a 1:1 training and trainees will meet regularly online with their master teacher throughout the course.

**Tuition paid in full is due at the time of registration: \$2,095**

Each trainee must find a student (grade 2-4) local to their area that is willing to dedicate the time required to be screened online by a Master Teacher (to determine appropriateness for the practicum). Beyond the initial screening, the student will need to be available two times a week for a total of 12 forty-five minute practicum lesson sessions. Note: All practicum lesson sessions will need to be video recorded.

Minimum technology requirements include: headset, desktop/laptop with camera and microphone, high speed reliable internet connection, printer, and video recording equipment for practicum sessions. Please note a PC is preferred over a MAC when using WebEx software.

### **Overall Impact of District to Implement the Orton- Gillingham Program:**

The feasibility of the district to implement the OG program will involve the district to identify school(s) and staff that would commit to the aforementioned training modules. In order for staff to become certified OG providers/teachers must enroll in a certified program and fulfill the mandatory requirements which includes practicum hours. Given all of the prerequisites of what is required to become OG certified may also be a challenge for the district due to the mandatory practicum hours which are a key component of this program. Most importantly, the time constraints that are embedded throughout the OG program ensures intensive and explicit training of staff which is essential to the implementation of the OG program with fidelity and accountability.

The district may also have to select and/or hire additional special needs teachers and /or reading specialist who must demonstrate a commitment and competencies in order to be selected into an OG training program. The district must also allocate resources to invest in a strategic training program for all participants to ensure that each participant completes required practicum hours and video taping of lessons given the outlined training requirements.

It is also important to note, that the monetary impact to train individual participants ranges from (\$1,175 to \$2,095). Additionally, effective implementation of an OG program in our schools can only be achieved with administrative investment and committed staff. At this time, we do not have the capacity to launch an OG program within the district to include students from outside the district, on a tuition basis due to the intensive training requirements. With that said, I have included for your review a comparison of DESE approved private schools in order to analyze the tuition cost of these programs. Each of these programs provides multi-sensory language based services which includes a blended approach of Wilson, Orton- Gillingham, Project Read and/or Lindamood Bell.

Please be assured that the district continues to assess the needs of meeting students with language-based disabilities, and as a result has also done extensive training in this area to special needs staff. This is evident in our schools and through our evaluation process given service delivery options that embeds a multi-sensory approach. Also, please note the multi-sensory approach of the OG program does have similarities to the Wilson Language /Reading Program that is currently implemented in the district to meet the needs of students with a language-based disabilities and/or dyslexic students. I have also included a listing of targeted reading and language-based programs that are currently being provided to students with disabilities in the district: (See Enclosure: *Special Education Reading & Language-Based Programs, summary of Specialized District Initiatives 2018 – 2020*).

### **District Implementation of Wilson Reading and Language-Based Programs:**

Wilson Language is a research based multi-sensory language based program. The district has invested in providing extensive Wilson training to moderate special needs and learning disabilities teachers throughout the district at each level. The Wilson Implementation Network (WIN) as part of a research study also partnered with selected Worcester Public Schools to implement one or more of the Wilson programs: **Foundations, Just Words, and/or the Wilson Reading System**. These schools were invited to participate in WIN after demonstrating a dedication to improving literacy outcomes, commitment to creating systems to develop a culture of learning for students. Throughout the district several teachers including; general educators, moderate special needs and learning disabilities teachers, and specialist have been trained to provide Wilson Programs in schools based on targeted tiered interventions as well as students individualized education plans.

### **Elements of Wilson Language Reading System 4<sup>th</sup> edition (2018)**

- Addresses phonemic awareness, phonics, fluency, vocabulary, comprehension, and spelling
- Lessons can be taught individually or in a small group (2 to 4 or 5 students)
- Standardized scope and sequence organized in 12 steps
- Progress Monitoring and Assessment Tools
- Principles of instruction
  - Multisensory: all teaching and learning done through visual, auditory, and tactile/kinesthetic methods
  - Explicit: learning through modeling and doing
  - Systematic: sequential and cumulative
  - Teach to mastery
  - Diagnostic planning and teaching
  - Decoding and Encoding
  - Oral Reading Fluency
  - Curriculum materials are designed for teachers to implement throughout each lesson

### **Wilson Training Requirements and Practicum:**

In order for staff to be certified in Wilson, The district has provided on-going Wilson training to several special needs teachers based on the following professional development:

Please note that all teachers must be certified in order to provide Wilson Language services to students.

- 16.5-hr. introductory workshop
- 15-hr. workshop on group strategies
- Minimum 60-hour practicum for Level 1 certification
- Minimum 100-hour practicum for Level 2 certification
- 90+-hr. online courses for Level 1 and Level 2 certification
- Bi-annual conference for certified teachers
- Wilson Academy website providing additional resources for teachers and students

## District Language-based Initiatives

(See Enclosure: *Special Education Reading & Language-Based Programs, Summary of Specialized District Initiatives 2018 – 2020*)

In reviewing our current census the district has (5,275) students with disabilities (SWD). Here is a breakdown of (SWD) that may benefit from language-based services in accordance to Individualized Education Plans given the following disabilities:

- SWD with Specific Learning Disabilities = (1,577)
- SWD with a Communication Disability = (609)
- Average percentage of SWD equals (41%) *based on current data of both of these disabilities*

The special education department is committed to implementing research based practices initiatives given that (41%) of students in the district has a diagnosis of a communication and/or a specific learning disability which may present in any of these areas; reading, comprehension, written language, and/or math. As a result, schools and IEP teams continuously evaluate tiered interventions, and the need to prioritize service delivery options for students who have a communication and/or learning disability.

Also, throughout the years, the district has made a commitment to provide specialized extensive training to staff given evidenced-based practices of Wilson Language/Reading Programs. Wilson Trainers and Facilitators have provided explicit trainings to staff at all levels to ensure the fidelity of implementation as well as on-going mentoring and coaching. On-going collaboration with Barbara Wilson, founder of Wilson and her team through extensive professional development has refined our practices. The implementation of various Wilson's programs in the district based on coaching and monitoring continues to be a priority and an essential prerequisite to our service delivery options for students who have a language-based disability and/or dyslexia.

### Special Education Department Priorities:

- [2] Wilson Trainers – Provides on-going training to district staff
- Wilson Language / Reading Programs:
  - [39] Learning Disabilities Specialist – Wilson Reading Program and selected Teachers of Moderate Special Needs
  - Foundations (K-3) General Education and Special Education Teachers
  - Just Words (Middle Schools) Reading Specialist and Special Education Teachers
- [40] Speech and Language Pathologist
  - [5] Speech and Language Assistants
  - Selected Speech and Language Pathologist and Special Education Teachers are trained in Lindamood Phoneme Sequencing (LiPS) Program
  - **Lindamood Phoneme Sequencing® (LiPS®) Program** develops phonemic awareness—the ability to determine the identity, number, and order of sounds within words. The program teaches students to discover and label the oral-motor movements of phonemes. The established articulatory feedback enables students to verify the identity, number, and sequence of sounds in simple, complex, and multisyllabic words. The sensory-cognitive function of phonemic awareness is applied to reading, spelling, and speech

- [7] Orton - Gillingham Trained Teachers (Certifications may require re-certification program)
- Project Read [ Framing Your Thoughts, Visualization and Comprehension] Implementation Plan for training staff began August 2018 – June 2020

This school year the special education department learning disabilities workgroup focus has been on explicit training for students with language based disabilities. The district is also exploring research options to collaborate with Dr. Tiffany Hogan at MGH in a longitudinal study as a result of the changes to the Dyslexia Law. Priority areas to ensure best practices for students with a language-based disability will address the following areas:

- Child Find Initiatives
- Special education evaluations process
- Dyslexia screenings ( New Dyslexia Law )
- Specialized Programs given comprehensive service delivery options at (Pre-school, Elementary, Middle and High Schools)



Please note that the results of our efforts will guide us in the development of a strategic plan to integrate research and evidence based practices that will involve staff professional development trainings, coaching and modeling. The end result, will provide the district with a comprehensive plan to meet the needs of students with a specific learning disability.

**II. Request that the Administration study the feasibility of including students from outside the district, on a tuition basis – if a proposed program is established in the Worcester Public Schools.**

**FEASIBILITY ANALYSIS OF OUT OF DISTRICT PROGRAMS:**

The following DESE approved private schools services students with Language-based Disabilities, Attention Deficit Disorder, Executive Function Disorder, Dyslexic, Learning Disabled, Mild Learning Disabled, and Non-Verbal Learning Disabilities.

At this time, WPS do not have any students attending these out of district programs who are in need of Language-based services with the exception of Summit Academy due to an Autism diagnosis.

<b>Out of District Approved Schools</b>	<b>Enrollment</b>	<b>Tuition Cost</b>
Clearway School	Location: West Newton Age Range: 11-18 Staff/Pupil Ratio: 1:8 Enrollment: 30-36	Day Rate: \$269.71 Annual Rate: \$48,548.60
Dearborn Academy High School Program	Location: Arlington Age Range: 14-22 Staff/Pupil Ratio: 2:1 Enrollment: 56	Day Rate: \$395.00 Annual Rate: \$71,099.52
Farr Academy	Location: Cambridge Age Range: 12 -19 Staff/Pupil Ratio: 2:1 Enrollment: 36	Day Rate: \$495.92 Annual Rate: \$89,265.72
Landmark Foundation School	Location: Beverly Grade Range: 2-12 Staff/Pupil Ratio: 1:3 Enrollment: 470	Day Rate: \$303.52 Annual Rate: \$54,634.22
Summit Academy Autism Spectrum Disorder, Communication, Non-Verbal Learning/Executive Functioning	Location: Worcester Age Range: 5-22 Staff/Pupil Ratio: 1:4 Enrollment: 41	Day Rate: \$251.70 Annual Rate: \$49,835.77
The Carroll School Lower School - Waltham Gr: (1-5) Middle School - Lincoln Gr: (6-8) Upper School - Wayland Gr: (8-9)	Location: (3) Programs Age Range: 6-14 Staff/Pupil Ratio: 3:1 Enrollment: 427	Day Rate: \$280.55 Annual Rate: \$50,500
White Oak School	Location: Westfield Age Range: 9-18 Staff/Pupil Ratio: 1:3 Enrollment	Day Rate: \$261.26 Annual Rate: \$54,634.22
<b>IT IS IMPORTANT TO NOTE</b>	<b>THE SIGNIFICANT COST</b>	<b>OF THESE DESE PRIVATE SCHOOL PROGRAMS!</b>

**DISTRICT Capacity to Provide Services to Students  
 with Language- Based Disabilities and/or Dyslexia**  
 See Enclosure: of Summary of Specialized District Initiatives (2018-2019)

<b>DISTRICT CAPACITY</b>	<b>SERVICE DELIVERY OPTIONS</b>	<b>MULTI-SENSORY SPED STAFF</b>
<p>Each Elementary, Middle and High Schools in WPS has moderate special needs teachers who are assigned to provide specialized instruction based on individual students' Individualized Education Plans.</p>	<p>The district currently does not fund out of district placements for students in need of language-based services. SWD in need of language-based services are receiving these services in our public schools.</p> <p>The district Language- Based Service Delivery options consist of special needs teachers who have extensive training in teaching students with disabilities:</p> <p><b>Wilson Language Reading Programs:</b>          Wilson Reading Grades: (K-12)          Elementary Foundations (Tiered 2 Interventions)          Secondary Schools – Just Words (Tiered 2 Intervention)</p> <p><b>Project Read – (New Initiative)</b>          Framing your Thoughts - Reading Comprehension</p> <p><b>Preschool Literacy Initiative</b>          Tellian – Lively Letters</p>	<p>Learning Disability Specialist = 37 FTE's</p> <p>Intensive Specialized Learning Disabilities Programs:</p> <p><b>Elementary – Norrback</b>  <b>Middle – Forest Grove</b>  <b>LD Specialist</b> are assigned to all <b>District High Schools</b></p> <p>Speech and Language Pathologist = 38 FTE's</p> <p>Speech and Language Assistants = 5 FTE's</p>
<p><b>Central Mass Collaborative (CMC) Programs provides services to five WPS students who have a Primary Disability of Learning Disabilities</b></p>	<p>Central Mass Prep [2] Students          Robert Goddard Academy [3] Students</p>	<p>CMC Learning disabilities specialist and speech and language pathologist provides direct services to these five students based on individualized educational plans.</p>

### **III. District Resources and Action Steps :**

**SPED Professional Development:** It is through our network of collaboration that we will continue to explore research based practices to enhance our service delivery options for students who have a specific language-based disability to implement dyslexia screening tools according to the revised Dyslexia law. The following activities will highlight our next steps to address how we continuously assess specialized services and program needs:

- District meeting was held on January 11, 2019 to discuss a possible research collaboration with Mass General Hospital with Dr. Tiffany Hogan, Director of Speech & Language Literacy Lab at MGH. A follow-up meeting has been scheduled to finalize the districts' participation in this research study. This research will focus on early literacy intervention that will assist the district to refine our identification process of students who may be Dyslexic through a research-based early intervention program.
- Carroll School is a DESE approved private school known nationally for servicing students with a language-based and dyslexia. Special education staff have scheduled an on-site visit to Carroll School in Waltham on February 6, 2019. The following district representative will include Sue Gallagher, SPED Dept. Head of LD, Melanie Sullivan-Fogerty, SPED Dept. Head of Speech and Language, Cheryl Koki, Focus Instructional Coach of Specialized Instruction and Learning Disabilities. The purpose of this visit will allow district staff to visit classrooms in order to preview Carroll Schools' program for students with dyslexia and language-based disabilities.
- March 4 - 5 2019 Everyone Reading Conference [ Success for students with Dyslexia & LD]
  - A team of WPS representatives are presenting *Getting "What Works" Going in Classrooms!* Leslie Laud, Instructor, Bank Street College of Education, Susan O'Neil, Deputy Superintendent, Worcester Public Schools, Magdalena Ganas, Professional Development Coordinator, Worcester Public Schools, Colleen Dyer, ELA Coordinator, Worcester Public Schools, and Michelle Maloney, Grade Four Teacher, Worcester Public Schools *Are you expected to support colleagues in improving instruction, particularly for students who struggle? Learn how grade-team, school and district leaders' turn-key cutting-edge literacy practices. Learn "what works" and see data gains from presenters' schools.*
  - The Everyone Reading Annual Conference is a platform to learn about language-based learning disabilities and dyslexia, and the explicit, systematic instruction needed to develop skilled readers. S.P.I.R.E., along with its digital version inspire, is an Orton-Gillingham based reading intervention program designed to help students build reading success through an intensive, structured, and spiraling curriculum
  - The SPED Department will also send participants to engage in several of the PD sessions on Multi-sensory Approaches to Literacy, Specially Designed Instruction in Reading: Intensify Reading Interventions, and Orton- Gillingham

- District on-going partnership with Barbara Wilson, Founder of Wilson Reading System (WRS) who was also trained at Mass General Hospital in Orton Gillingham methodology has extensive background in working with Dyslexic students. WRS is also used in public elementary, middle, and high schools, private schools, private clinics, community colleges, and adult education settings across the United States as well as in the Bahamas, Brazil, Canada, England, Ireland, and Qatar.
  - **When asked the question - What do students with dyslexia require that other students may not?**  
**Ms. Wilson stated:** “The biggest difference is that students with dyslexia need to be taught word structure systematically, incrementally, and with mastery. They need a lot of opportunities to apply their decoding skills in text that is limited to word structures that have been directly taught. Students with dyslexia develop fluency incrementally and they need substantial practice with specific word patterns for mastery.”
  - Ms. Wilson feels strongly that it is the commitment to teacher support that makes Wilson stand out. Also for over 30 years, Wilson has worked collaboratively with school districts to implement achievable and sustainable plans for teacher and student success. Wilson program has provided training to nearly 220,000 teachers across all 50 states. Approximately, 25,000 are Wilson Reading System® (WRS) Level I certified. In 2016, Wilson worked closely with well over 200 districts to develop comprehensive implementation plans that include professional learning to support teachers’ use of the programs with fidelity.

During the period of (2010 – 2016) the district engaged in an extensive implementation plan through Wilson Implementation Network (WIN) within several schools to use various Wilson programs.

- The Wilson Implementation Network (WIN) as part of a research study also partnered with selected Worcester Public Schools to implement one or more of the Wilson programs: **Foundations, Just Words, and/or the Wilson Reading System.** These schools were invited to participate in WIN after demonstrating a dedication to improving literacy outcomes, commitment to creating systems to develop a culture of learning for students.

It is through these efforts that the district will continue to collaborate with Barbara Wilson to ensure that Wilson Language/ Reading Systems is being implemented with fidelity to meet the needs of students with language-based disabilities.

- **Nadine Gaab**, the person whose name is on the screening page to the link below presented at the Dyslexia Foundation conference. A member of the SPED team who attended the conference spoke to her after the presentation regarding Worcester as a possible pilot site for the Dyslexia screening she has developed in conjunction with **Boston Children's Hospital and Harvard.** Dr. Gaab was quite enthusiastic about working with Worcester. It would be exciting to pursue this opportunity for the benefit of our students and for the benefit of forming a collaboration with two great institutions. The outcome will result in the district accessing and implementing a dyslexia screening tool.  
Dr. Nadine and her team has developed neuroscience recommendations regarding dyslexia.  
<https://www.screenandintervene.com/>.

Additionally, on-going professional learning will include district specialist who will work collectively with Barbara Wilson and the Wilson team to continuously improve our service delivery models of the Wilson Language/ Reading Programs. District initiatives will also include various train the trainer series to special and designated general education staff as outlined throughout this response. It is our goal to be reflective in our practice and to strive to provide data-driven and effective specialized services to students with disabilities in schools throughout the district.

In closing, district initiatives and priorities that have been outlined in this response as well as our partnership with MGH and possibly Children Hospital will validate our sense of urgency to engage in research based practices for language disorders and dyslexia. The expected outcome through these efforts and given evidenced based language-based service delivery options is that the special education department will continuously strive to create optimal specialized programs and services for students with disabilities in our district who are presenting with a specific learning disability.

Regards,



Kay C. Seale,  
Manager of Special Education and Intervention Services  
Worcester Public Schools

**Enclosures and Resources:**

1. Massachusetts Dyslexia Screening Law - Screening by schools for Dyslexia will enable early identification. When students are screened for key indicators, including phonemic awareness and naming speed at an early age, intervention can target needs based on explicit systematic instruction.
2. District Special Education Reading & Language-Based Programs  
Summary of Specialized District Initiatives (2018-20)
3. District Special Needs Learning Disabilities Teachers - Evaluate students using WJIV Woodcock Johnson  
Dyslexia Evaluation Checklist: Teacher Form
4. Crafting Minds – Melissa Orkin, Ph.D. – Common Profiles Subtypes of Dyslexia  
Dyslexia is characterized in part by the striking inability to read accurately and or fluently, despite adequate exposure and instruction.
5. Academy of Orton-Gillingham Practitioners and Educators <https://www.ortonacademy.org/training-certification/classroom-educator-ogce-level/>  
Children's Dyslexia Center also has professional development and training available that we will share with staff

**Special Education Reading & Language- Based Programs  
Summary of Specialized District Initiatives (2018-2020)**

<b>Programs</b>	<b>Description of Interventions for Students with a Language-Based Disability</b>	<b>Targeted Students Implementation Plan</b>	<b>Training Requirements &amp; District staff Plan</b>
<b>Wilson Reading System</b>	<p>WRS is an intensive Tier 3 program for those with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. students receive instruction in:</p> <ul style="list-style-type: none"> <li>• Word structure, in depth, for automatic decoding and spelling</li> <li>• Word recognition and spelling of high frequency words, including irregular words</li> <li>• Vocabulary, word understanding, and word-learning skills</li> <li>• Sentence-level text reading with ease, expression, and understanding</li> <li>• Listening comprehension with age-appropriate narrative and informational text</li> <li>• Reading comprehension with narrative and expository text of increasing levels of difficulty</li> <li>• Narrative and informational text structures</li> <li>• Organization of information for oral or written expression</li> <li>• Proofreading skills</li> <li>• Self-monitoring for word recognition accuracy and comprehension</li> </ul>	<p>Grade 2- Adult</p> <p>Special Education Learning Disabilities Specialist Implementation: Elementary, Middle and High Schools</p>	<p>3-day introductory workshop; certified practicum in Levels 1 &amp; 2</p> <p>All (39) District Learning Disabilities Teachers are trained in Wilson Level 1</p> <p>(2) District Wilson Trainers Level 1 &amp; 2</p>
<b>Fundations</b>	<p>Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Students receive a <b>systematic program</b> in critical <b>foundational skills</b>, emphasizing:</p> <p>Phonemic awareness Phonics/ word study</p>	<p>Grades K-3 Facilitators General Education and Selected Special Education Teachers (2010 – 2016)</p>	<p>One-day general ed. workshop for each grade level. Elementary Schools Tiered 2 Intervention (2018-2019)</p>

**Special Education Reading & Language- Based Programs  
Summary of Specialized District Initiatives (2018-2020)**

<b>Fundations</b>	High frequency word study Reading fluency Vocabulary Comprehension strategies Handwriting Spelling	Grades K-3 Facilitators General Education and Selected Special Education Teachers	An additional 2-day workshop for used as a Tier 2 intervention program
<b>Just Words</b>	Just Words® is a highly explicit, multisensory decoding and spelling program for students who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.	Grade 4-adult  District implementation at the secondary (2016 – Present)	Two-day workshop; additional 1-day workshop for screening and placement
<b>Project Read Language Circle Framing Your Thoughts</b>	<p>Framing Your Thoughts – Is a sequential systematic method of instruction that teachers sentence structure from simple to complex. Using graphic symbols to represent the sentence parts and how they function, students learn to construct compound complex sentences with accuracy and creativity. Teachers will use and understand multisensory structured language techniques utilizing various strategies. Student Impact: Students will develop skills in sentence writing and editing and understanding of syntax, grammar and punctuation</p> <p>Project Read Language Circle Curriculum Components: Phonics, Reading Comprehension, and Writing Programs that are research- based and student tested Written Expression (Framing Your Thoughts) Delivers direct skill instruction and multisensory strategies for all tiers. Students are targeted visual, auditory, kinesthetic, and tactile strategies that enables students to transfer these skills across content areas. This curriculum is aligned to Common Core State Standards</p>	<p>Targeted Teachers of Moderate Special Needs Grades: 4 - 8</p> <p>Targeted Teachers of Moderate Special Needs and Learning Disabilities Grades: 7 – 12</p>	<p>Selected Special Needs Teachers began a three day training October 2019 – June 2019</p> <p>On-going PD Training Plan 2019-2020</p>

**Special Education Reading & Language- Based Programs  
Summary of Specialized District Initiatives (2018-2020)**

<p><b>Lively Letters</b></p>	<p>The Lively Letters program is used throughout the US and globally as a supplement to the core reading curriculum in grades Pre-K - 2. It is also used as a powerful intervention program, quickly closing gaps for all types of learners and struggling students of all ages. The Lively Letters Program addresses the needs of students with various learning challenges, including the following:</p> <ul style="list-style-type: none"> <li>• Students with various reading disabilities, including dyslexia</li> <li>• Students with speech and language disorders</li> <li>• Students with memory weaknesses</li> <li>• Student learning English as a second language</li> </ul> <p>The Lively letters program teaches students the following critical skills:</p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Speech Production</li> <li>• Phonics</li> </ul>	<p>Pre-School Teachers and (40) Speech and Language Pathologists received training.</p>	<p>On-going Implementation 2018 - 2019 Analysis and Review of student progress</p>
<p><b>Lindamood Phoneme Sequence Program for Reading, Spelling, and Speech (LiPS)</b></p>	<p>The LiPS® Program addresses the sensory cognitive functions, and the development of an oral-motor, visual, and auditory feedback system that enables all students to prove the identity, number, and order of phonemes in syllables and words. It is more basic and more extensive than traditional phonics programs. LiPS teaches students to discover and label the oral-motor movements of phonemes phonemic awareness is then applied to reading, spelling, and speech. Students can then verify the identity, number, and sequence of sounds in words. Visualizing and Verbalizing program develops concept imagery to address comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking and writing.</p>	<p>Children and adults of all ages</p> <p>SPED Teachers and Speech and Language Pathologist</p>	<p>Specialized Training (3-4) days/Monitoring</p> <p>Projected Training Dates May – Oct 2019</p>
<p><b>Edmark Reading Training</b></p>	<p>Across Levels 1 and 2, the Edmark Reading Program provides repeated encounters with 350 frequently seen sight words and three word endings. Students begin by recognizing and reading a new word in isolation and then in the context of phrases, sentences, and stories. They use their newly learned words in a variety of reading activities, which include matching pictures to words, using manipulatives, reading story books, practicing spelling and writing, and playing interactive card and board games for reinforcement of word recognition and comprehension</p>	<p>Students with developmental disability, intellectual disability, autism, hearing impairment; and ELL learners</p>	<p>Teacher Training through the formal training program</p>



**Special Education Reading & Language- Based Programs  
Summary of Specialized District Initiatives (2018-2020)**

<p><b>Orton-Gillingham</b></p>	<p>Orton- Gillingham (OG) is a systematic intensive multi-sensory reading intervention that requires educators to complete a coursework (30-40 hours) as well as (50) hours of a supervised practicum which must also include 1:1 observations. The Orton Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham approach to modify and provide literacy instruction for a classroom or small groups (Tier 1), and targeted direct instruction to individual students which can also include a (Tiered 3) service delivery intervention model.</p> <p>Currently, the district has two learning disabilities specialist trained in Orton-Gillingham and we are exploring feasibility to train additional special needs teachers in this multisensory program. As a result of school committee request, the special education department will also review service delivery needs of students with a language-based disabilities to address an implementation plan of Orton- Gillingham at the elementary level given the emphasis for students in grades: (K-3).</p> <p>Additionally, The Institute of Multi-Sensory Education (IMSE) is offering an OG training in Massachusetts. The cost for each participant is \$1,175.00.</p> <p>This comprehensive training provides participants with an in-depth understanding of IMSE’s Orton-Gillingham methodology over the course of (30) hours. IMSE course is a more traditional OG approach that focuses primarily on phonological awareness and phonics. Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction.</p>	<p>Targeted Students Grades: K-3</p> <p>Implementation Plan of OG Training: Based on funding and given support from Principals to implement an OG Program for selected students based on IEP’s the district will identify and train a specific number of Elementary Teachers of Moderate Special Needs or Learning Disabilities Teachers.</p>	<p>IMSE Comprehensive Orton-Gillingham Training (30)Hours Anticipated Training Dates March 11 -15, 2019</p> <p>Review of students with disabilities who have a language- based disability or dyslexia to determine if OG intervention would be an appropriate multi-sensory intervention</p>
<p><b>Research Study with MGH Institute of Health Professional Study</b></p>	<p>MGH – Speech &amp; Language Literacy Lab Tiffany P. Hogan, PhD, MGH Institute of Health Professions World Learning, reading and Academic Achievement: A Longitudinal Study from Kindergarten to 4<sup>th</sup> Grade. This will include:</p> <ul style="list-style-type: none"> <li>• Language screening to determine which students will participate in study</li> <li>• Teachers will receive data on classroom screening measures</li> <li>• Research staff will provide professional development on language as related to reading and academic achievement, as well as implementation of evidence-based language and reading comprehension instruction, which can help close achievement gaps</li> </ul>	<p>Research Projects based on parental consent for students Grades: K-4</p> <p>Dyslexia screener as required by the new Dyslexia Law</p>	<p>June 2019 – June 2020</p>

## MASSACHUSETTS DYSLEXIA SCREENING LAW

**Like similar laws for screening vision, and hearing in Massachusetts, screening by schools for dyslexia will enable early identification.**

When students are screened for key indicators, including **phonemic awareness** and **naming speed** at an early age, intervention can target needs based on explicit systematic instruction.

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**AN ACT RELATIVE TO STUDENTS WITH DYSLEXIA** *Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

**SECTION 1.** Chapter 71 of the General Laws is hereby amended by inserting after section 57 the following section:-

Section 57A. The department of elementary and secondary education, in consultation with the department of early education and care, shall, subject to appropriation, issue guidelines to assist districts in **developing screening procedures or protocols for students that demonstrate 1 or more potential indicators of a neurological learning disability including, but not limited to, dyslexia.**

**SECTION 2.** Section 1 of chapter 287 of the acts of 2012 is hereby amended by inserting after the word “education”, in line 8, the second time it appears, the following words:- ; provided further, that 1 member shall be a representative or member of a dyslexia advocacy organization.

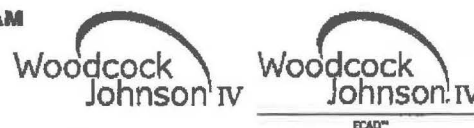
**SECTION 3.** Said section 1 of said chapter 287 is hereby further amended by striking out, in line 40, the word “and”, the third time it appears, and inserting in place thereof the following words:- the identification of neurological learning disabilities including, but not limited to, dyslexia and.

**SECTION 4.** Said section 1 of said chapter 287 is hereby further amended by striking out, in line 49, the word “and”.

**SECTION 5.** Subsection (b) of said section 1 of said chapter 287 is hereby amended by striking out clause (6) and inserting in place thereof the following 2 clauses:-  
(6) action steps to implement the research-based recommendations contained in reports written by experts in early language and literacy development; and  
(7) action steps to implement research-based recommendations contained in reports written by experts in early language and literacy development on **student screening and teacher preparation methods with respect to reading disabilities including, but not limited to, dyslexia.**

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Dyslexia Evaluation Checklist: Teacher Form



Student's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Preferred Form of Address:  Mr.  Mrs.  Ms.  Miss

Check only the items that apply to the student.  
Provide examples where indicated.

**A. Oral Language Skills**

- 1. Has difficulty rhyming words
- 2. Has difficulty isolating the first and/or last sound in one-syllable words
- 3. Has trouble pronouncing multisyllabic words
- 4. Has trouble retrieving words quickly
- 5. Often uses the wrong word when speaking or has difficulty recalling a word
- 6. Has difficulty following oral multistep directions

**B. Nonreading Skills**

- 1. Has age-appropriate oral language skills
- 2. Is creative (e.g., art, music, problem solving)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 3. Enjoys visual-spatial tasks (e.g., puzzles, blocks, visual designs)  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 4. Enjoys activities that do not require reading  
If checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_

**C. Basic Reading Skills**

- 1. Has difficulty learning letter names
- 2. Has difficulty learning letter sounds
- 3. Has difficulty retaining the connections between letters and sounds
- 4. Demonstrates difficulty learning phonics
- 5. Learns phonics generalizations but has difficulty applying them to new words
- 6. Is slow to develop a sight vocabulary
- 7. Has difficulty recognizing/reading irregular words
- 8. Reverses/inverts/transposes letters or words with similar visual appearance  
(e.g., b/d; n/u; was/saw; build/blind)  
if checked, provide example(s): \_\_\_\_\_  
\_\_\_\_\_
- 9. Substitutes articles and prepositions when reading  
(e.g., a/the; for/of)  
If checked, how frequently does this occur?
  - a. Sometimes
  - b. Often
  - c. Very often

**C. Basic Reading Skills (continued)**

- 10. Substitutes similar-looking words when reading  
(e.g., house/horse)  
If checked, how frequently does this occur?
  - a. Sometimes
  - b. Often
  - c. Very often
- 11. Has trouble reading words with two or more syllables

**D. Attitude Toward Reading**

- 1. Complains about reading
- 2. Shows frustration or anxiety when reading
- 3. Resists reading aloud

**E. Reading Proficiency and Comprehension**

- 1. Takes a long time to complete assignments that require reading
- 2. Reads slowly
- 3. Lacks expression/prosody when reading
- 4. Ignores punctuation marks when reading
- 5. Frequently must reread to get the meaning of the text
- 6. Does not understand or remember what has been read
- 7. Reading level is below other classmates'

**F. Spelling and Writing Skills**

- 1. Omits sounds when spelling words
- 2. Spells words the way they sound, not the way they look (e.g., said as sed)
- 3. Spells the same word in different ways on the same page
- 4. Expresses ideas orally but struggles to put them into writing

**G. Additional concerns:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**EXAMINER USE ONLY**

**Exclusionary Factors:** Please check the following factors that might be contributing to the student's reading and spelling difficulties.

- 1. Vision impairment
- 2. Hearing impairment
- 3. Motor impairment
- 4. Emotional disturbance
- 5. Intellectual impairment
- 6. Limited English proficiency
- 7. Health-related concerns
- 8. Poor school attendance
- 9. Environmental or economic disadvantage

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

# Dyslexia Evaluation Checklist: Parent Form



Student's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Date \_\_\_\_\_

Respondent's Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Preferred Form of Address:  Mr.  Mrs.  Ms.  Miss

Relationship:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> 1. Mother     | <input type="checkbox"/> 5. Stepfather  | <input type="checkbox"/> 9. Brother                |
| <input type="checkbox"/> 2. Father     | <input type="checkbox"/> 6. Grandmother | <input type="checkbox"/> 10. Aunt                  |
| <input type="checkbox"/> 3. Guardian   | <input type="checkbox"/> 7. Grandfather | <input type="checkbox"/> 11. Uncle                 |
| <input type="checkbox"/> 4. Stepmother | <input type="checkbox"/> 8. Sister      | <input type="checkbox"/> 12. Other (specify) _____ |

Check only the items that describe your child.  
Provide examples where indicated.

## A. Development

- 1. Has a history of ear infections
- 2. Had ear tubes inserted
- 3. Had difficulty learning to talk
- 4. Had speech therapy
- 5. Currently has speech therapy
- 6. Had some difficulty pronouncing new words
- 7. Currently has some difficulty pronouncing new words
- 8. Mispronounces some words by putting the sounds in the wrong order (e.g., *aminal* for *animal* or *pusgetti* for *spaghetti*) or leaving sounds out  
If checked, provide example(s): \_\_\_\_\_
- 9. Has difficulty following directions
- 10. Has difficulty remembering the details of a story that has been read aloud
- 11. Has difficulty with word retrieval such as remembering the names of people and places
- 12. Often uses the wrong word when speaking or has difficulty recalling the word he/she wants to use

## B. Family History

- 1. Has one or more family members who have/had difficulty learning to read and spell  
Relationship(s): \_\_\_\_\_
- 2. Has one or more family members who have/had difficulty with attention  
Relationship(s): \_\_\_\_\_

## C. Nonreading Skills

- 1. Is creative (e.g., loves to draw, sing, act, invent)  
If checked, provide example(s): \_\_\_\_\_
- 2. Is good at assembling puzzles
- 3. Enjoys many activities that do not require reading  
If checked, provide example(s): \_\_\_\_\_

## D. Prereading Skills

- 1. Likes to listen to books
- 2. Does not like to look at print when listening to books read by others
- 3. Had trouble learning how to rhyme words
- 4. Currently has trouble rhyming words
- 5. Had trouble learning the alphabet
- 6. Has trouble remembering letter sounds
- 7. Has trouble breaking apart the sounds in words and then blending them back together to pronounce the words
- 8. Currently has difficulty recognizing some letters
- 9. Complains about having to read
- 10. Shows anxiety or frustration about having to read
- 11. Dislikes reading aloud

## E. Reading Skills

- 1. Confuses little words that look alike (e.g., *who* and *how*, *was* and *saw*)  
If checked, provide example(s): \_\_\_\_\_
- 2. Does not read as well as others the same age
- 3. Takes a long time to finish homework that requires reading
- 4. Reads slowly and often has to reread to understand what he/she is reading
- 5. Needs a parent to read the assigned text aloud prior to doing the assignment

## F. Spelling and Writing Skills

- 1. Spells words the way they sound rather than the way they look
- 2. Knows how to spell a word but then forgets it
- 3. May spell the same word in different ways on the same page
- 4. Had difficulty with handwriting
- 5. Currently has difficulty with handwriting
- 6. Has difficulty with written assignments

## G. Additional concerns:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Additional Considerations in Dyslexia Assessment



When assessing for dyslexia, teams should consider factors such as family history of dyslexia, prior interventions, school attendance, and Response to Intervention data. In addition, the following issues should be considered.

1. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine whether there is evidence of previous phonological/phonemic awareness interventions. Prior effective instruction in phonological/phonemic awareness may have remediated these skills in isolation, while the student might continue to have difficulties in reading and spelling. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in more advanced phonological tasks involving multisyllabic words and manipulation, as well as in word reading and/or spelling.
2. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of irregular word reading and spelling. People with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound rather than the way they look.
3. As a person grows older and reads less, the limited reading affects the development of both vocabulary and academic knowledge, areas generally assessed by cognitive ability tests. As a result, a person may not have a discrepancy between cognitive abilities and his or her present level of reading skill.
4. Dyslexia often occurs along with other disorders, such as Attention Deficit/Hyperactivity Disorder and speech or language impairment. It is important to consider the additional impact these disorders can have on both cognitive and linguistic measures. In these cases, a significant discrepancy may not exist between a person's cognitive or linguistic abilities and his or her present reading skill level.
5. The symptoms of dyslexia can vary based upon a person's age and the type of prior instruction he or she received. What often begins as a problem with reading accuracy becomes a problem with reading rate and automaticity. Thus, measures of reading rate should be included in most comprehensive dyslexia evaluations.
6. In cases of dyslexia and speech or language impairment, a person's potential to read successfully may be more accurately estimated by measures of nonverbal reasoning and mathematics.
7. Typically, the more cognitive factors that are involved, the greater difficulty a person will have learning to read and spell.
8. The Woodcock-Johnson IV (WJ IV) does not provide multiple measures of all important constructs, such as rapid automatized naming or timed nonsense word reading. At times, it may be necessary to supplement the WJ IV with other instruments.
9. Dyslexia occurs across all languages; however, it affects individuals differently depending on the characteristics of their language (Mather & Wendling, 2012). The nature of a language's writing system, or its orthography, impacts the reading process. Thus, the most salient characteristics of dyslexia may differ from language to language. For example, shallow or transparent written languages, such as Spanish, Finnish, and German, have more predictable sound (phoneme)/letter (grapheme) correspondences; consequently, students more easily develop phoneme-grapheme correspondence in such languages. So for students speaking these languages, a slow reading rate may be more characteristic of dyslexia than poor phonological processing (Alvarado & Bilingual Special Education Network of Texas, 2011; Mather & Wendling, 2012; Texas Education Agency, 2014).

10. Gifted students with dyslexia, commonly referred to as twice-exceptional learners, are often not diagnosed appropriately because they may excel in some subject areas, including reading comprehension. Their strengths in oral language, knowledge, and reasoning enable them to compensate for weak decoding and encoding skills. These students may skip or misread many words when reading, but they still understand the gist of the material. Their difficulties in decoding may be attributed to carelessness, inattention, or limited motivation; therefore, their dyslexia is often not identified (Uhry & Clark, 2005). When evaluating a gifted student for dyslexia, carefully consider the extent to which discrepancies between the student's strengths and weaknesses cause frustration and interfere with the full development of his or her abilities (Silverman, 2009, 2013). Rather than relying on below average standardized test scores to identify dyslexia, consider that relative weaknesses, which are unexpected compared to a person's strengths, can suggest the existence of dyslexia (Silverman, 2013). Thus, a gifted student with dyslexia may obtain scores in the average range in basic reading skills and still experience a significant impairment. This is even more likely if the student has received systematic, explicit reading interventions in the past. Furthermore, a student with dyslexia who has had effective interventions may have average reading scores but may still demonstrate a significant weakness in spelling.

Alvarado, C. G., & Bilingual Special Education Network of Texas. (2011). *Best practices in special education evaluation of students who are culturally and linguistically diverse*. Retrieved from <http://www.educationeval.com/articles>

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia: Assessment and intervention*. Hoboken, NJ: Wiley.

Silverman, L. K. (2009). The two-edged sword of compensation: How the gifted cope with learning disabilities. *Gifted Education International*, 25, 115–130.

Silverman, L. K. (2013). *The psych 101 series: Giftedness 101*. New York, NY: Springer.

Texas Education Agency. (2014). *The dyslexia handbook: Procedures concerning dyslexia and related disorders*. Austin, TX: Author.

Uhry, J. K., & Clark, D. B. (2005). *Dyslexia: Theory and practice of instruction* (3rd ed.). Austin, TX: PRO-ED.



## Crafting Minds

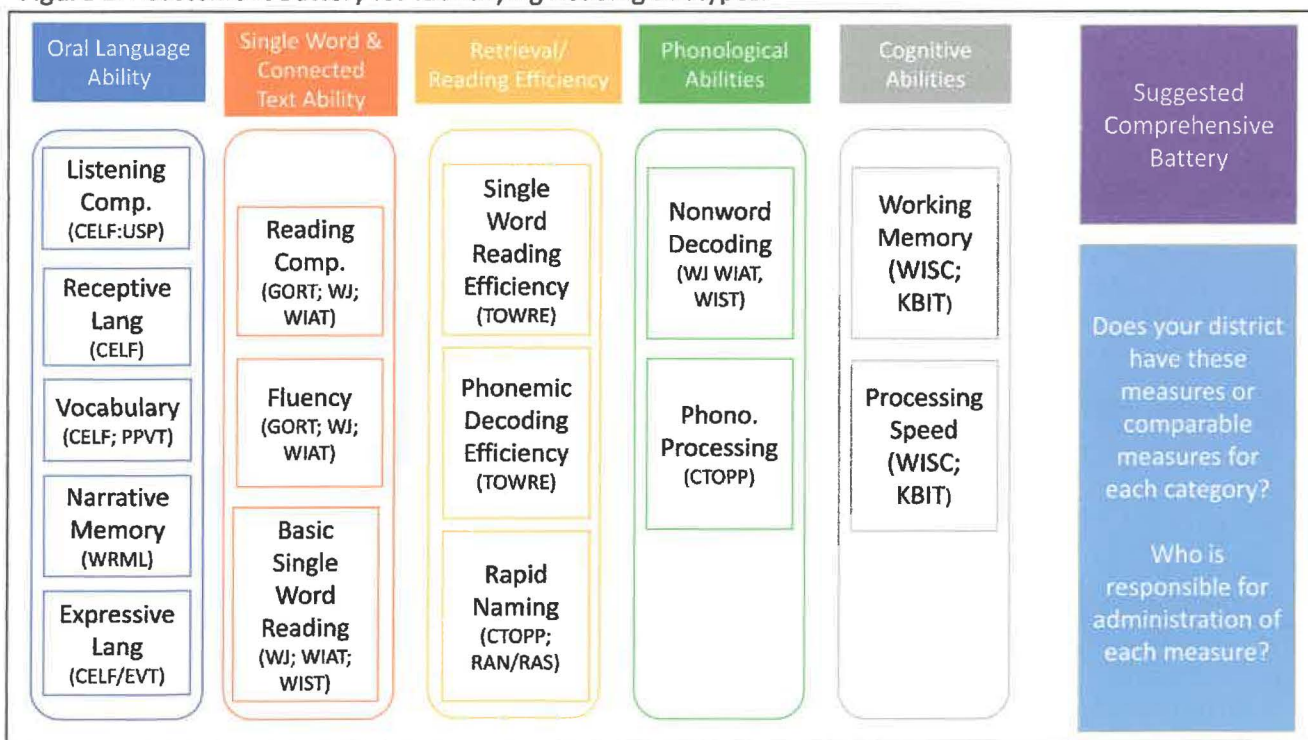
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### Common Profiles/Subtypes of Dyslexia

**Background:** Dyslexia is characterized in part by the striking inability to read *accurately* and/or *fluently*, despite adequate exposure and instruction. Yet, beyond the broad definition of dyslexia, significant evidence now demonstrates that rather than a homogenous impairment, dyslexia is a **heterogeneous disorder with specific profiles or (subtypes) of strength and deficit patterns** (Wolf & Bowers, 1999; Wolf et al., 2002; Miller et al., 2006).

**Assessment Battery:** Developing a thorough assessment battery to evaluate students' cognitive strengths and weaknesses is the first step in identifying subtypes. A thorough battery will **include measures from across several different domains related to written language comprehension**. These domains include: *Oral Language Processing, Phonological Processing & Nonword Decoding, Single Word and Connected Text Skills, Retrieval and Reading Efficiency, and Related Cognitive Abilities*. Within each domain there are suggested measures, and in some cases specific subtests, which assess critical skills areas (see Figure 1).

Figure 1: Assessment Battery for Identifying Reading Subtypes.

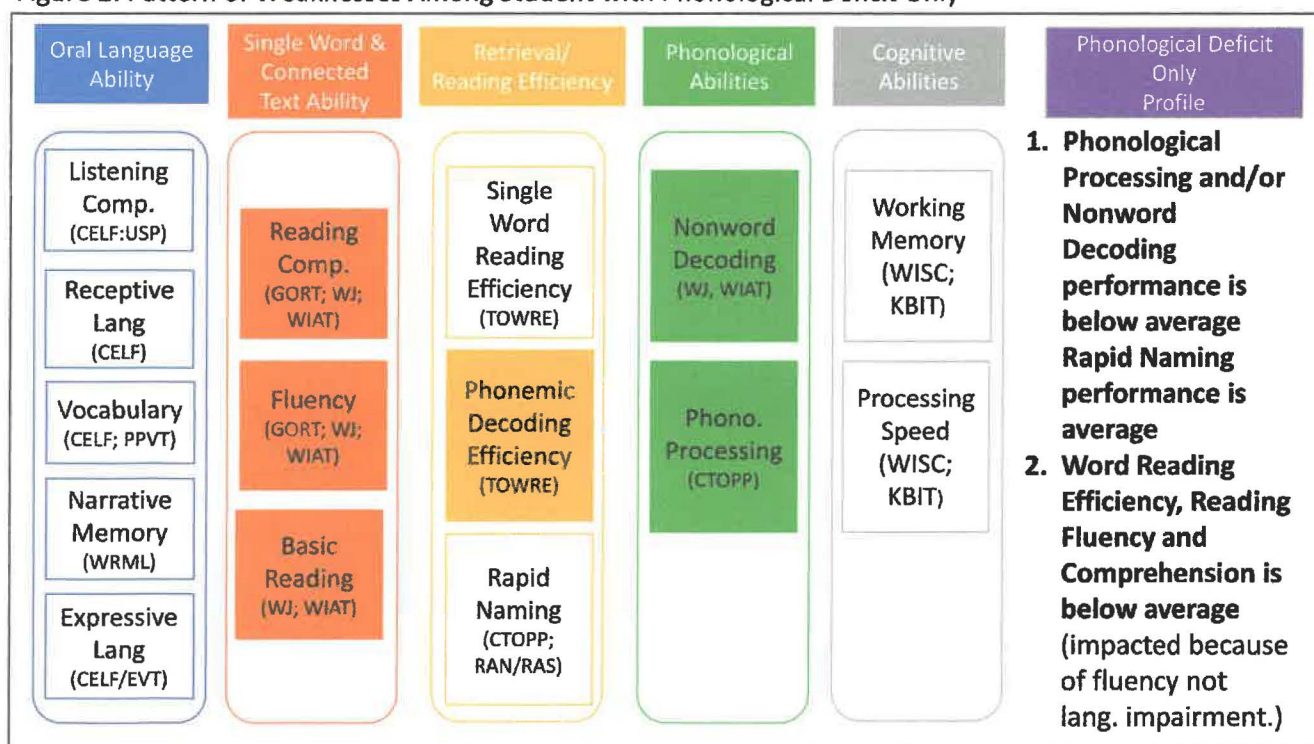


**Common Profiles/Subtypes:** Beginning in kindergarten, subtypes can be characterized by cognitive strengths and weaknesses that predict reading achievement (Ozernov-Palchik et al., 2016) and inform the nature of specialized reading instruction and curricular modifications. There are five common subtypes. The recommendations below for identifying each subtype are a suggested framework and should not replace the diagnostic judgement of skilled practitioner.

**Subtype 1: Phonological Deficit.** The first subtype, Phonological Deficit, is characterized by a deficit in phonological processing and/or decoding. A Phonological Deficit is the most widely acknowledged and detected subtype (Lovett, Steinbach & Frijters, 2000), and it represents: a) difficulty distinguishing between and manipulating the sounds in language; and b) matching up sounds with corresponding symbols for accurate reading and spelling. A Phonological Deficit is indicated by *below average* performances on measures of phonological and phonemic awareness, and/or non-word phonemic decoding. *These deficits impact students' accuracy during reading and subsequent comprehension.* Students with a phonological deficit will perform in at least the *average range* on measures of naming speed, oral language ability, and areas of cognitive processing (See Figure 2: Pattern of Weaknesses Among Students with Phonological Deficit Only).

**Recommended instruction:** *Direct, explicit, systematic, strategy-based multi-sensory instruction in phonological processing and phonemic awareness* (particularly before age 9) which includes but is not limited to: *Lindamood Bell's LiPS program, Just Right Phonological Awareness, Earobics, Read Naturally's Funemics.* Examples of direct, explicit, systematic, strategy-based multi-sensory phonics program include, but are not limited to: *Orton Gillingham, Wilson Language Program, Project Read, Lively Letters, Spell Links, and Barton Reading.*

Figure 2: Pattern of Weaknesses Among Student with Phonological Deficit Only



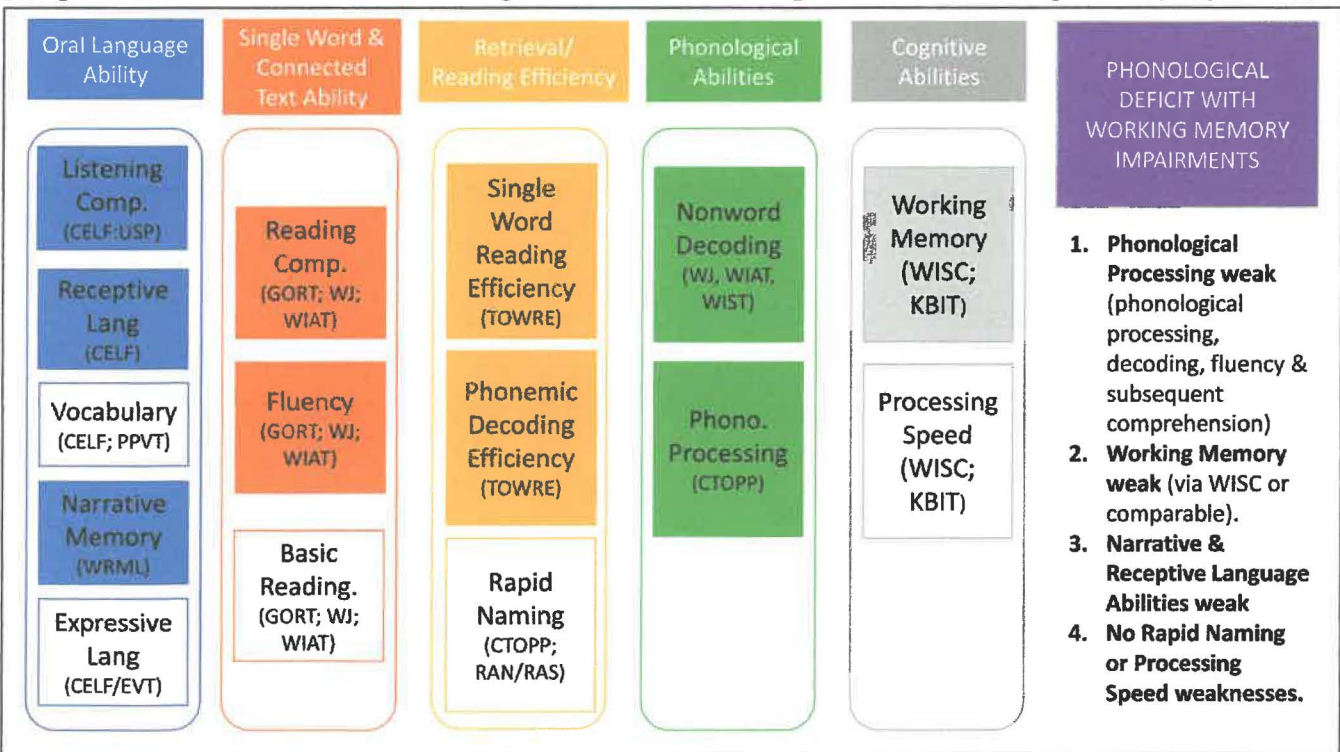
\* Shaded boxes represent areas of Below Average performance, and/or relative weakness that impacts achievement.



**Subtype 2: Phonological Deficit with Working Memory Weaknesses.** The second deficit introduces a common comorbidity in which students struggle in *both* phonological (i.e. phonemic awareness and decoding) and working memory processes. A Phonological Deficit with Working Memory Weaknesses is characterized by *below average performance on measures of phonological and phonemic awareness, and/or non-word phonemic decoding*. These deficits impact students’ accuracy during reading and subsequent comprehension. Students also perform in the *below average range on measures of working memory on measures of intellectual capacity and/or narrative comprehension when stories are read aloud* (See Figure 3: Pattern of Weaknesses Among Students with Phonological Deficit & Working Memory Impairments). The co-morbidity of weaknesses in both areas can make learning to read particularly difficult because rules that govern the alphabetic code (i.e. explicit phonics instruction) can often be abstract or decontextualized. For example, when learning the strategies to decode long words by syllable types, students will learn how to distinguish between syllable types. One common syllable type is a *closed syllable*, but the rule, that syllables are closed when the vowel sound is short, and closed in by a consonant, can be difficult for students with working memory issues to master because it relies on a pure memorization strategy that often unrelated to other aspects of word knowledge.

**Recommended instruction:** Pair instruction designed for a phonological deficit (see Subtype 1) with instructional characteristics that support weaknesses in working memory. These instructional characteristics include *highly structured routines, a strong visual component, kinesthetic techniques, use of mnemonics, activation of background knowledge, regular opportunities for review*. Examples of programs that include, but are not limited to *Lively Letters, and Project Read for phonics, Sight Words You Can See, and Seeing Stars* for sight words.

Figure 3: Pattern of Weaknesses Among Students with Phonological Deficit & Working Memory Impairments

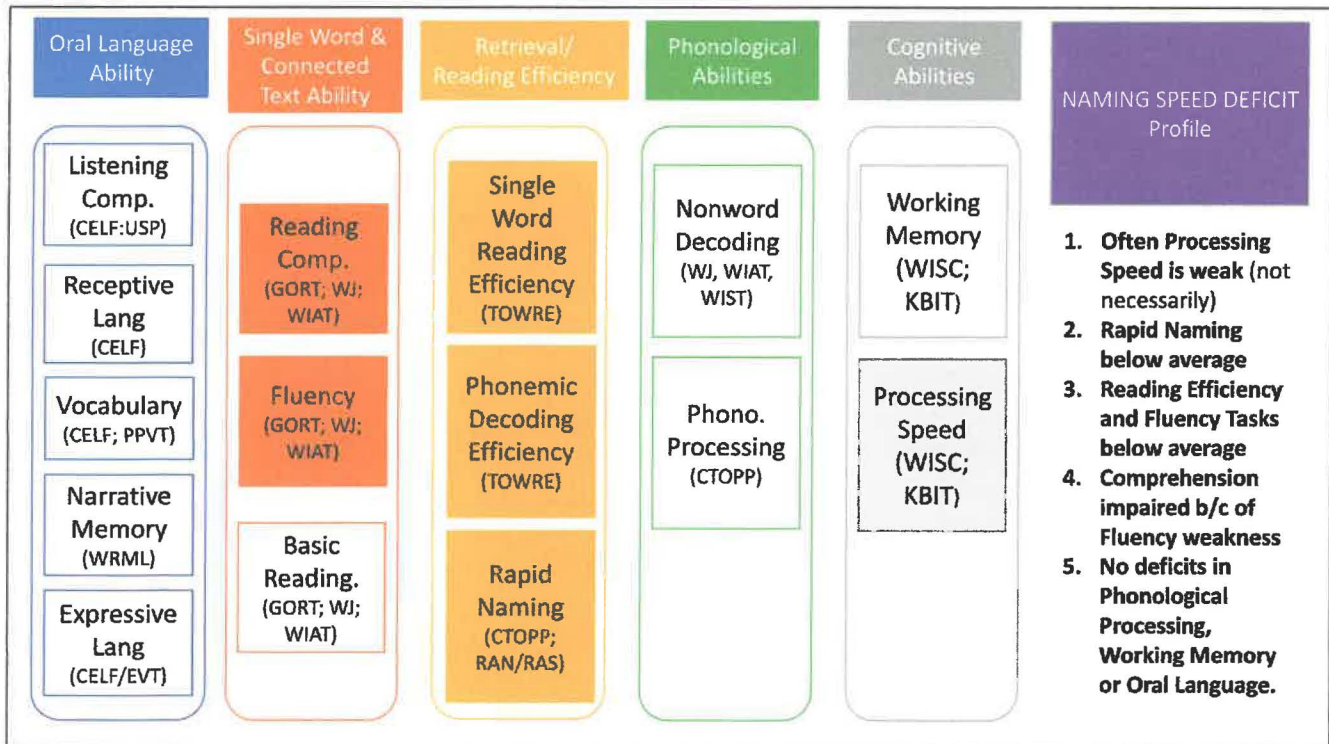


\* Shaded boxes represent areas of Below Average performance, and/or relative weakness that impacts achievement.

**Subtype 3: Naming Speed Deficit:** The third subtype, a Naming Speed Deficit, is related to the *speed and accuracy of students' automatic access to and retrieval of labels when they are presented with visual symbols*, for example rapidly naming a letter, number, color, or object (Bowers & Swanson, 1991; Wolf, Bowers & Biddle, 2000). This deficit is conceptualized not simply as a problem in retrieval, but as a *deficiency in the processing speed necessary to connect visual and linguistic knowledge*. As such, it is conceptualized as an emerging mini-circuit of the same processes that must be connected in the later developed reading brain. A naming speed deficit is indicated by *below average* performances on measures of *naming speed*, and/or efficient *phonemic decoding or single word reading*. *These deficits impact students' fluency during passage reading and typically also impact reading comprehension*. There is often a comorbid weakness in the *related area of cognitive processing called processing speed*. Students with a naming speed deficit *will perform in at least the average range on measures of phonological processing and oral language ability*.

**Recommended instruction:** *Direct, explicit, multi-sensory, strategy-based instruction in all aspects of word knowledge (phonology, orthography, semantics, syntax & morphology) in order to support retrieval*. Examples of programs include but are not limited to: *RAVE-O (1<sup>st</sup> – 4<sup>th</sup> grade)*, and *Language! or Language! Live (5<sup>th</sup> – 12<sup>th</sup> grade)*. If students struggle with fluency, but have average scores on measures of rapid automatized naming (RAN) they will likely benefit from a repeated reading program such as *Read Naturally, Wilson Language's Just Words or Great Leaps*.

Figure 4: Pattern of Weaknesses Among Student with Naming Speed Deficit

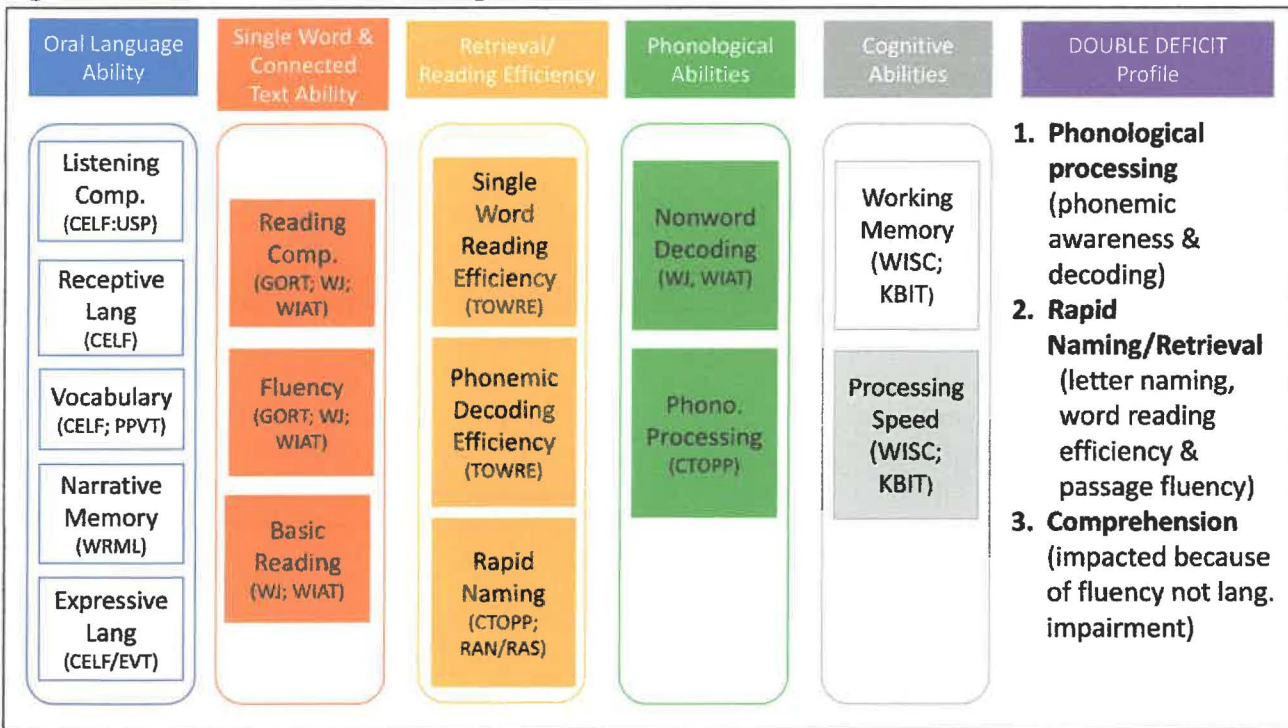


\* Shaded boxes represent areas of Below Average performance, and/or relative weakness that impacts achievement.

**Subtype 4: Double Deficit.** The fourth deficit, a Double Deficit, is considered the most severe form of dyslexia in which students struggle with weaknesses in two major contributors to reading ability: phonological processing and naming speed. The nature of the profile implies that students will have difficulty becoming accurate and fluent in their reading, and because of their weaknesses (and effort expended on reading) they are likely to struggle with fatigue, and comprehending complex texts. A Double Deficit is indicated by *below average* performance on measures of *single word and connected text ability, retrieval, and phonological abilities*. There is often a *comorbid weakness in processing speed*, and sometimes even *working memory*. Students are typically *performing in at least the average range on measures of oral language ability*.

**Recommended Instruction:** Due to its severity, students require *highly intensive, daily instruction for at least 45-minutes per session* in the curricula recommended for phonological and naming speed deficits (See *recommendations above*). If practitioners are delivering curricula which are designed for a full 45-minute session, then they should not divide the curriculum into shorter blocks. Rather, research suggests that intensive work in a particular curriculum (e.g. phonics) for an intensive period of time (several weeks) and then switching the alternate curriculum (e.g. fluency) at a natural breaking point (e.g. end of a unit).

Figure 5: Pattern of Weaknesses Among Students with a Double Deficit

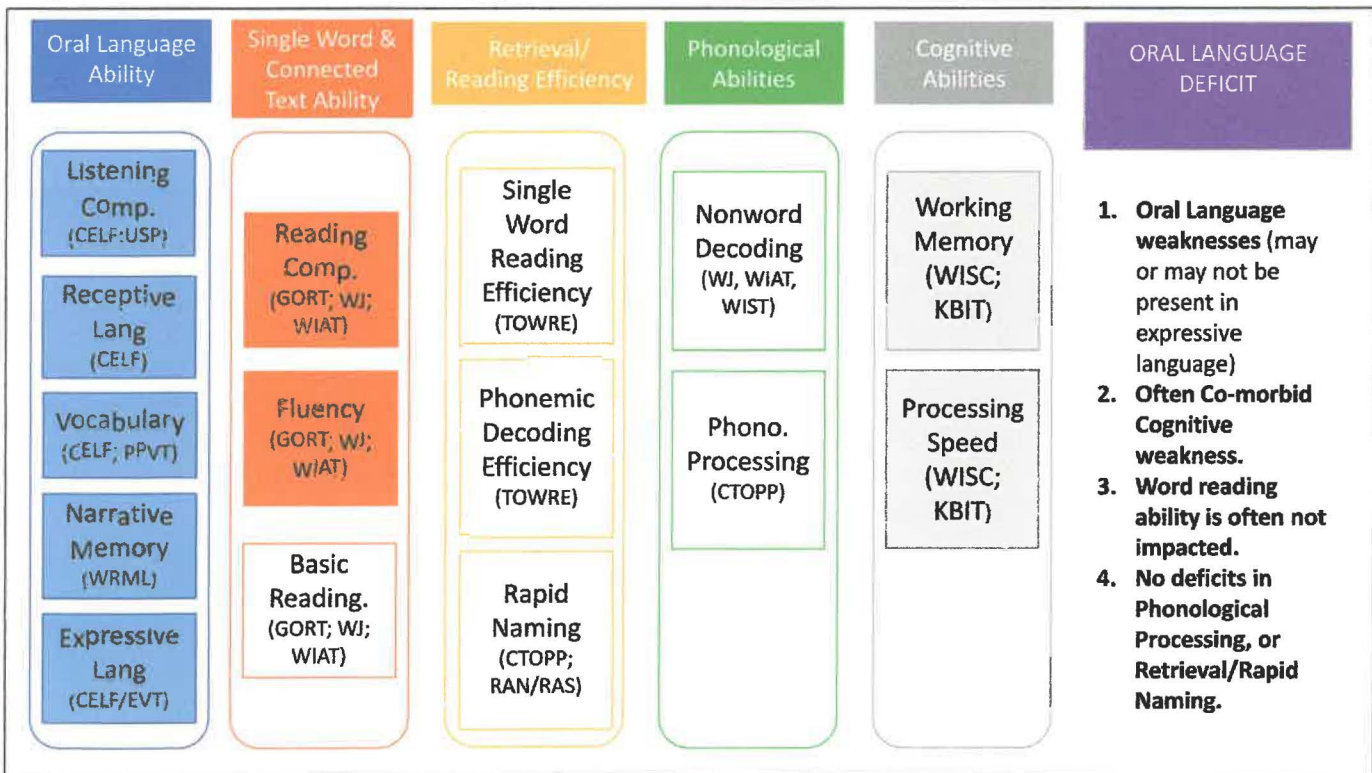


\* Shaded boxes represent areas of Below Average performance, and/or relative weakness that impacts achievement.

**Subtype 5: Oral Language Deficit:** The final deficit is related to students’ ability to process oral and therefore written language. An Oral Language Deficit, also referred to as a Communication Disorder or Specific Language Impairment (SLI) implies that weaknesses lie in organizing language (e.g. structure of a narrative, vocabulary, inferential thinking, cause and effect, etc.) but not in decoding or sight word recognition. An Oral Language Deficit is indicated by *below average* performance on measures of *oral language ability, reading fluency and comprehension*. There are often *comorbid weaknesses in cognitive abilities such as verbal comprehension, fluid reasoning, working memory and processing speed*. Average range performance is usually observed on measures of *phonological and single word reading abilities, and naming speed* (See Figure 6: Pattern of Weaknesses Among Student with Oral Language Deficits).

**Recommended Instruction:** Since the primary deficit lies in the organization of language, systematic language-based instruction is focused on providing students with explicit, visual frameworks of how language is organized in various texts (e.g. understanding narratives, categories ideas, distinguishing between main idea/details, compare and contrast, etc.). Language-based instruction is designed to remediate weaknesses in oral language comprehension by *minimizing abstract language, pairing all oral instructions with visuals* to demonstrate the relationship between ideas, *utilizing multi-sensory components to tangibly depict conceptual ideas*, and relying heavily on routines. Examples of these curricula include but are not limited to: *Story Grammar Marker, Story Form, and Report Form, and Visualizing/Verbalizing for reading comprehension. Framing Your Thoughts, Step Up to Writing, and EmPOWER for writing*.

Figure 6: Pattern of Weaknesses Among Student with Oral Language Deficits



\* Shaded boxes represent areas of Below Average performance, and/or relative weakness that impacts achievement.

**Progressing Monitoring & Benchmark Assessments:** Assessments serve as a critical practitioner tool in determining the degree to which instruction is supporting adequate skill building. In addition to the standardized measures that are used during a diagnostic evaluation, there are three different types of assessments that are essential to an RTI model: curricular assessments, benchmark assessments and progress monitoring measures. **Curricular assessments** are built into the curriculum to determine the extent to which the student is mastering the concepts from the lessons. Curricular assessments are typically administered on a weekly basis and help inform the pacing and focus of the instruction. **Benchmark assessments (not to be confused with the specific measure called the *Benchmark Assessment System* from Heinemann)** are designed to measure student's progress towards expected annual reading achievement. Benchmark assessments are typically administered to the general population of students three times per year and identify students who need additional support (Tier 2 or Tier 3) and help to inform the goals of instruction. **Progress monitoring measures** are designed to measure student growth in a short period of time in order to determine how instruction is supporting the development of skills. Progress monitoring measures are typically aligned with benchmark assessments, and are not necessarily tied to a particular curriculum.

The Center on Response to Intervention has wonderful resources available for administrators and they can be accessed at [www.rti4success.org](http://www.rti4success.org).

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: Administration/Miss Biancheria/Mr. Foley/Miss McCullough/  
Mr. Monfredo/Mr. O'Connell (July 18, 2019)

Response of the Administration to the request to review the admissions criteria for Worcester Technical High School and the process for establishing the wait list.

PRIOR ACTION:

- 6-20-19 - Referred to the Administration for a report in August 2019.
- 8-15-19 - Miss McCullough made the following motion:  
Request that the Administration provide at the meeting of the Standing Committee on Teaching, Learning and Student Supports the Department of Elementary and Secondary Education's updated Chapter 74 Manual for Vocational Technical Education Admission Policies.  
On a voice vote, the motion was approved.  
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The requested document is provided at:  
<http://www.doe.mass.edu/ccte/cvte/programs/>

Mr. Kyle Brenner, Principal of Worcester Technical High School, will be present at the meeting to update the committee on current conversations regarding admissions.

ITEM: gb #9-238

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo  
(July 10, 2019)

Request that the Administration offer training in "domestic skills" and personal financial management to Worcester students and interested citizens through Night Life and after-school and summer programs.

PRIOR ACTION:

- 7-18-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.  
Superintendent Binienda stated that she would provide a report on the number of students who have elected to take the new financial class which will be offered at all of the high schools.

BACKUP:

- Annex A (1 page) contains a copy of the list and description of the financial courses.  
Annex B (2 pages) contains a copy of the student enrollment figures.

The social studies content liaison has shared multiple resources to support the MA state standards for the new financial literacy course in the History and Social Science Framework. Teachers will be meeting in curriculum committees in the spring of 2020 to review the standards and resources used and make determinations on which resources best align to support student access of the curriculum. We applied for and received the DESE financial literacy grant to help support the content knowledge of teachers and provide opportunities for students to meaningfully interact with the content.

The courses offered new this year are:

3502	Pers Financial Lit Pt 1	Personal Financial Literacy Part 1: In this course, students will examine topics such as making personal economic choices and managing financial assets. Students will study these topics by exploring and researching guiding questions such as, "What do I need to know and be able to do in order to achieve financial stability over time?" and "Why should I plan for the future?" As an honors level course, the content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.
3503	Pers Financial Lit Pt 1	Personal Financial Literacy Part 1: In this course, students will examine topics such as making personal economic choices and managing financial assets. Students will study these topics by exploring and researching guiding questions such as, "What do I need to know and be able to do in order to achieve financial stability over time?" and "Why should I plan for the future?"
3512	Pers Financial Lit Pt 1A	Personal Financial Literacy Pt 1A: In this course, students will examine topics such as making personal economic choices and managing financial assets. Students will study these topics by exploring and researching guiding questions such as, "What do I need to know and be able to do in order to achieve financial stability over time?" and "Why should I plan for the future?" As an honors level course, the content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.
3513	Pers Financial Lit Pt 1A	Personal Financial Literacy Part 1A: In this course, students will examine topics such as making personal economic choices and managing financial assets. Students will study these topics by exploring and researching guiding questions such as, "What do I need to know and be able to do in order to achieve financial stability over time?" and "Why should I plan for the future?"



Personal Financial Literacy Enrollments as of 01/23/2020										
Location	EmpID	Teacher	CrsNumb	CrsName	SecNumb	Enrollment	9	10	11	12
21 - Burncoat High	13161	Donington, Thomas	3502	Pers Financial Lit Pt 1	1	32	4	1	13	14
23 - North High	13175	Duva, Michael	3512	Pers Financial Lit Pt 1A	6	26				26
23 - North High	13435	Murphy, David	3512	Pers Financial Lit Pt 1A	7	25			3	22
23 - North High	16111	Strepka, David	3512	Pers Financial Lit Pt 1A	9	21			1	20
24 - South High	6328	Skende, Dhimitri	3513	Pers Financial Lit Pt 1A	13	10		5	4	1
24 - South High	6328	Skende, Dhimitri	3513	Pers Financial Lit Pt 1A	21	15		1	6	8
24 - South High	6328	Skende, Dhimitri	3513	Pers Financial Lit Pt 1A	24	16	2	5	8	1
24 - South High	6328	Skende, Dhimitri	3513	Pers Financial Lit Pt 1A	31	11	1	1	2	7
24 - South High	6328	Skende, Dhimitri	3513	Pers Financial Lit Pt 1A	32	14	1	1	12	
24 - South High	6328	Skende, Dhimitri	3513	Pers Financial Lit Pt 1A	33	24	1	8	1	14
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	15	13			6	7
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	16	24	1	8	9	6
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	17	28	22	4	2	
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	18	23	22		1	
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	23	23	3	4	2	14
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	41	12	1	2	1	8
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	42	15		9	6	
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	44	14		1	6	7
24 - South High	6792	Boyle, Daniel	3513	Pers Financial Lit Pt 1A	71	25		3	13	9
24 - South High	13392	Weinsaft, Hannah	3503	Pers Financial Lit Pt 1	11	13	1	3	4	5
24 - South High	13392	Weinsaft, Hannah	3503	Pers Financial Lit Pt 1	12	15		2	6	7
24 - South High	15295	Platt, Migdalia	3513	Pers Financial Lit Pt 1A	14	13		7	4	2
24 - South High	15295	Platt, Migdalia	3513	Pers Financial Lit Pt 1A	19	9		1	3	5
24 - South High	15295	Platt, Migdalia	3513	Pers Financial Lit Pt 1A	61	13	13			
24 - South High	15295	Platt, Migdalia	3513	Pers Financial Lit Pt 1A	62	17	17			
24 - South High	15295	Platt, Migdalia	3513	Pers Financial Lit Pt 1A	63	18		18		
24 - South High	16004	Diaz, Patricia	3503	Pers Financial Lit Pt 1	52	17			6	11
24 - South High	16004	Diaz, Patricia	3503	Pers Financial Lit Pt 1	71	22			7	15
24 - South High	16004	Diaz, Patricia	3513	Pers Financial Lit Pt 1A	34	14	4	2	8	
24 - South High	16004	Diaz, Patricia	3513	Pers Financial Lit Pt 1A	73	16			7	9
24 - South High	16004	Diaz, Patricia	3513	Pers Financial Lit Pt 1A	74	21			13	8
24 - South High	16100	Hannah, Mark	3513	Pers Financial Lit Pt 1A	91	16	1	11	1	3

24 - South High	16100	Hannah, Mark	3513	Pers Financial Lit Pt 1A	92	17	1	13	3	
24 - South High	16100	Hannah, Mark	3513	Pers Financial Lit Pt 1A	93	19		10	5	4
24 - South High	16100	Hannah, Mark	3513	Pers Financial Lit Pt 1A	94	24	1	19	4	
30 - University Park	16929	O'Malley, Brendan	3502	Pers Financial Lit Pt 1	1	25			9	16
District Totals					36	660	96	139	176	249
					# of Sections	Totals				

ITEM: gb #9-240

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo  
(July 10, 2019)

Request that the Administration interact with the Harvard Teacher Fellows Program, and Teach for America, as to placement of prospective teachers in the Worcester Public Schools.

PRIOR ACTION:

7-18-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The Administration will speak to the item.

ITEM: gb #9-281

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING:

ITEM: Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo  
(August 28, 2019)

To consider establishing goals for the School Committee for 2019-20.

PRIOR ACTION:

9-5-19 - Mr. O'Connell made the following motion:  
Request that the Administration establish goals for the School Committee by the end of the school year.  
On a voice vote, the motion was approved.  
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The Administration recommends that the item be referred to the School Committee retreat.

ITEM: gb #9-313

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: Mr. Monfredo/Miss Biancheria/Mr. Foley/Mr. O'Connell  
(September 17, 2019)

Request that the Administration establish a committee by November to include early learning teachers to review the two year kindergarten 1 program for students who are four years old and lack the necessary readiness skills for school success.

PRIOR ACTION:

- 10-3-19 - Mr. Monfredo made the following motions:  
Request that the Administration form a committee by November to study the feasibility of establishing a two year kindergarten 1 program.  
Request that the Administration consider revising the date of eligibility to start kindergarten.  
On a voice vote, the motions were approved.  
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The District has been challenged with finding space in our elementary schools for additional classrooms in general education, special education and integrated preschool classrooms. A next step might be to determine if a site and the necessary funding for an early childhood center can be explored with the two year kindergarten program a part of this structure.

ITEM: gb #9-349

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Wednesday, January 29, 2020

ITEM: 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.

PRIOR ACTION

11-7-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The Administration has reviewed the NoticeAbility Curriculum and feels it has comparable programs and resources. Therefore, the Administration recommends that the item be filed.