

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

AGENDA #13

The School Committee will hold a regular meeting:

at: 4:00 p.m. – Budget Hearing
6:00 p.m. - Executive Session
7:00 p.m. – Regular Session
in the: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER - REGULAR MEETING

INVOCATION - Reverend Gary Shahinian
Park Congregational Church

PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #5-12 - Clerk
(May 26, 2015)

To consider approval of the Minutes of the School
Committee Meeting of Thursday, May 21, 2015.

IV. MOTION FOR RECONSIDERATION - NONE

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

V. IMMEDIATE ACTION

ACTION

gb #5-129.1 - Administration/Mr. Monfredo/Mr. Foley/
Mr. O'Connell/Miss Biancheria/
Ms. Novick/Miss Ramirez/Mayor Petty
(May 11, 2015)

To recognize the following schools for having received the EOS Healthy Start Award:

Deborah Catamero, Burncoat Elementary School
Dr. Susan Hodgkins, Belmont Street Community School
Mary Sealey, Canterbury Street Magnet Computer-Based School
Ivonne Perez, Chandler Magnet School
Joany Santa, Elm Park Community School
Kendall Grigg, Goddard School of Science and Technology
Joanna Cackett, Grafton Street School
Dr. Patricia Jordan, Jacob Hiatt Magnet School
Martha Dewar, Lincoln Street School
Paula Gibb-Severin, McGrath Elementary School
Carenza Jackson, Vernon Hill School
Patricia Padilla, Woodland Academy

gb #5-143.1 - Administration/Mr. Monfredo/Ms. Novick/
Mr. O'Connell/Miss Biancheria/Mayor Petty
(May 26, 2015)

To recognize Belmont Street Community School for receiving the Reading Energizer Award from the Scholastic Book Company and Energizer.

gb #5-147 - Administration
(May 27, 2015)

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

X. GENERAL BUSINESSACTION

gb #5-109.1 - Administration/Administration
(May 27, 2015)

To consider the proposed FY14 Budget.

gb #5-148 - Mr. Monfredo
(May 14, 2015)

Request that the Administration forward letters of congratulations to the following art winners in the Fair Housing Poster Contest:

Xavier Perez	Kindergarten	Roosevelt School
Elijah Antoine	4th grade	Gates Lane School of Technology
Angeles Mendez-DeLeon	5th grade	Woodland Academy
Raymond Lopez	10th grade	Worcester Technical High School
Sharleen Feeron	10th grade	Worcester Technical High School
Erik Martinez	11th grade	Doherty Memorial High School

gb #5-149 - Mr. Monfredo
(May 18, 2015)

To set a date to recognize Cultural LEAP and the WEDF for all they have done for the children of Worcester in engaging our students in cultural learning experiences.

gb #5-150 - Mr. Monfredo
(May 21, 2015)

Request that the Administration review the summer school program and provide a report to include the number of students enrolled, attendance percentage for each school and an evaluation of their educational progress.

GENERAL BUSINESS (continued)

ACTION

gb #5-151 - Mr. Monfredo
(May 21, 2015)

To set a date to recognize the Worcester Bravehearts for their involvement and incentives to promote reading with our students.

gb #5-152 - Administration
(May 27, 2015)

To hold a public hearing on the proposed Innovation Plans for Claremont Academy.

gb #5-153 - Mr. O'Connell
(May 27, 2015)

To set a date to recognize the Wal-Mart Foundation, the Nathaniel Wheeler Trust and Roosevelt School for their support of the Worcester Tree Initiative and for their efforts at beautification of the grounds of Roosevelt School.

gb #5-154 - Mr. O'Connell
(May 27, 2015)

To transfer from Account 500-91112, or from such other account as is selected by the administration, sufficient funds to permit the Worcester Public Schools' crew team to send two crews to Fairfax County, Virginia, to attend the National Schools' Championship Regatta, sponsored by the National Scholastic Rowing Association, for which they have qualified.

gb #5-155 - Ms. Novick
(May 27, 2015)

Request administration share with staff, parents, and students the dates, times, and locations of the upcoming Board of Education hearings on PARCC and MCAS, as well as contact information for submitting testimony.

GENERAL BUSINESS (continued)

ACTION

gb #5-156 - Administration
(May 27, 2015)

To set a date to recognize the Worcester Public Schools' Teacher of the Year and the finalists.

gb #5-157 - Ms. Novick
(May 27, 2015)

Request administration update the School Committee regarding FY15 capital spending, including MSBA reimbursements.

gb #5-158 - Ms. Novick
(May 27, 2015)

Request administration consider appropriate and equitable implementation of the Worcester Public Schools' student dress code.

gb #5-159 - Administration
(May 27, 2015)

To consider the appointment of a district representative to the Board of Directors to serve on the Central MA Special Education Collaborative.

gb #5-160 - Miss Biancheria
(May 27, 2015)

Request that the Administration provide the number of students that are serviced by adjustment counselors and the number of students serviced by guidance counselors at each high school.

GENERAL BUSINESS (continued)

ACTION

gb #5-161 - Miss Ramirez
(May 27, 2015)

To review and consider advocating for the Worcester Child Development Head Start program by sending a letter to the Worcester legislative delegation in support of funding under the Inclusive Preschool Learning Environments grant, a state funded grant under the Department of Early Education and Care, which is being reallocated in a way that will result in a significant loss of funds to the Early Childhood programs of the Worcester Public Schools.

gb #5-162 - Administration
(May 27, 2015)

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body, to conduct strategy sessions in preparation for negotiations with nonunion personnel, to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

XI. ADJOURNMENT

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

To The School Committee of the City of Worcester:

The undersigned, residing in the City of Worcester most respectfully petition your Honorable Board:

NAME

ADDRESS

TELEPHONE NUMBER

Leonard Zalauskas EAW 397 Grove St. Worcester 508 791 3296

Beth Kaake EAW Executive Secretary

We propose a moratorium on High Stakes testing. We would like to present and ask for the School Committee to support or amend the attached resolution.

The Worcester School Committee supports

Resolution Calling for Moratorium on High-Stakes Standardized Tests

WHEREAS, our future well-being relies on a high-quality public education system that prepares all students for college, careers, citizenship and lifelong learning; and

WHEREAS, our school systems in Massachusetts and across the country have been spending increasing amounts of time, money and energy on high-stakes testing in which student performance on standardized tests is used to make major decisions affecting individual students, educators, schools and districts; and

WHEREAS, the overreliance on high-stakes and standardized testing in state and federal accountability systems is undermining educational quality and equity in U.S. public schools by hampering educators' efforts to focus on the broad range of learning experiences that promote the innovation, creativity, problem-solving, collaboration, communication, critical thinking and deep subject matter knowledge that will allow students to thrive in a democracy and increasingly global society; and

WHEREAS, it is widely recognized that standardized testing is an inadequate and often unreliable measure of both student learning and educator effectiveness; and

WHEREAS, the overemphasis on standardized testing has caused considerable collateral damage in too many schools, including narrowing the curriculum, teaching to the test, reducing a love of learning, pushing students out of school, driving excellent teachers out of the profession, and undermining school climate; and

WHEREAS, high-stakes standardized testing has negative effects on students from all backgrounds, and especially for low-income students, English language learners, children of color, and those with disabilities;

THEREFORE, let it be resolved that the Worcester School Committee supports locally developed, authentic assessments and more time for educators to teach and students to learn;

THEREFORE, let it be resolved that the Worcester School Committee supports calls on state and federal education policymakers to adopt a moratorium on the high-stakes use of standardized tests so that educators, parents and other members of our communities can work together to develop assessment systems that support positive teaching practices and better prepare students for lifelong learning.

Signed,

Worcester School Committee

For Immediate Release

Friday, May 8, 2015

Contact: Jacqueline Reis 781-338-3115

Board of Elementary and Secondary Education Updates Times for Public Forums on PARCC Assessment

Malden - The Board of Elementary and Secondary Education is holding a series of public forums across the Commonwealth on the upcoming decision on whether to sunset the Massachusetts Comprehensive Assessment System (MCAS) and adopt the Partnership for the Assessment of College and Careers (PARCC). Members of the public will be invited to attend and offer their perspectives on the PARCC assessments on the following dates and times. Please note that the times for the May 18 and June 10 meetings have been shifted one hour later, with each meeting still scheduled for three hours:

- Monday, May 18, 2015, Bunker Hill Community College, A300 Auditorium, ***updated*** 5:00-8:00 p.m. (in lieu of the special Board meeting)
- Wednesday, June 10, 2015, Bridgewater State University, Rondileau Campus Center Ballroom, ***updated*** 5:00-8:00 p.m.
- Monday, June 22, 2015, North Shore Community College - Lynn Campus, Gymnasium, 4:00-7:00 p.m. (in lieu of the special Board meeting)
- Tuesday, July 7, 2015, Springfield Technical Community College, Top of Our City Conference Center, 4:00-7:00 p.m.

Individuals who would like to speak must register when they arrive and will be given three minutes to speak within the time allotted. In addition to hearing testimony from members of the public, the forums may also include brief presentations from educators and others with particular expertise on topics such as test administration, college and career readiness, alignment with the curriculum frameworks, implications for classroom instruction, and online testing. Members of the public who are unable to testify at one of the forums are encouraged to submit written comments to boe@doe.mass.edu.

The Board of Elementary and Secondary Education is expected to make a decision this fall as to whether PARCC should replace current MCAS tests in English language arts and mathematics. The Board will be reviewing the results of last year's field tests and this year's operational tests, as well as studies conducted by other organizations. At the request of Governor Baker and Lt. Governor Polito, the Board will also inform their decision with the additional feedback provided at the forums.

For more information on PARCC, please see www.doe.mass.edu/parcc.

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Last Updated: May 8, 2015

GRANT APPLICATION (RFR)
Inclusive Preschool Learning Environments Grant - FUND CODE 391
GRANT APPLICATION (RFR) # IPLE Grant 391
COMMBUYS Bid# BD-15-1037-1CEN0-C0000-00000003966

Scope of Services:

The work of the Massachusetts Department of Early Education and Care (EEC) is steeped in the notion that *brain building is in progress* for young children in enriching environments with caring adults and meaningful and engaging interactions. The latest science shows that these early experiences actually build the architecture of the developing brain much like a house is built from the bottom up.

When you understand the sequence and process by which brains are built, it's easy to understand why it's wiser to start every child out strong. Trying to change behavior or build new skills on a weak foundation requires more work and is less effective than providing brain building interactions and environments early in life. Brain building is an investment that yields high returns, an investment in the economic prosperity of everyone in Massachusetts as the next generation will pay that back through a lifetime of productivity and responsible citizenship.

We know that children's earliest experiences are especially important because building the human brain begins even before birth; a strong foundation in early years greatly increases the chance of positive outcomes. Massachusetts estimates that as many as 135,000 children from birth to age five face one or more risk factors each day that could lead to toxic stress, with as many as 20,000 (15%) facing three or more risk factors that without intervention are likely to lead to developmental delays.¹

EEC is focused on strengthening the system of early education and care in Massachusetts as a critical element of the education pipeline from cradle to career. The system EEC is building includes all children, not just those who are subsidized or in formal care. To that end, EEC provides services for children in Massachusetts through a mixed delivery system which includes group and center based programs, out-of-school time programs, family child care homes, public preschool programs, private preschool programs, kindergarten, and Head Start programs.

EEC is also responsible for licensing over 9,556 early education and care and out of school time programs throughout Massachusetts and for providing financial assistance to eligible families seeking early education and care or out of school time programs that serve approximately 56,000 children, birth to fourteen (14) years of age, from low-income families.

EEC strives to bring together a growing community of early education and care providers, educators, academic researchers, business leaders, families and individuals to raise awareness of

¹ National Center for Children in Poverty. Young Child Risk Calculator. Retrieved from <http://www.nccp.org/tools/risk/>.

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the critical importance of fostering the cognitive, social, and emotional development of young children. By giving a strong start to our youngest citizens we create a stronger, more prosperous future for all. Massachusetts is dedicated to increasing coordination in our system of early learning and development and aims to prepare children for school success, especially those with the highest needs.

Priorities:

Through this competitive grant, EEC seeks to:

- Support program capacity to offer inclusive preschool learning environments in EEC-licensed center-based programs, Head Start programs, and public school preschool programs;
- Support access to high-quality inclusive preschool learning environments for preschool-age children with and without disabilities that are responsive to the needs of children and families; and
- Increase the number of preschool-age children with disabilities and preschoolers with "high needs"² that are participating in high quality, inclusive preschool learning environments.

For the purposes of this grant, the defining features of a **high quality, inclusive preschool learning environment are access, participation, and supports.**³

² For the purposes of this grant, the term "high needs children" is defined as children who have two or more of the following risk factors shown to be linked to poor outcomes in areas such as school performance, health, and mental health:

- i. Low-income households/children eligible for free or reduced priced meals;
- ii. Children with special needs/disability (IEP or 504 Plan);
- iii. Children and families who previously participated in Early Intervention services (IFSP)
- iv. Children who are homeless or move more than once per year, as defined under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001;
- v. Children who are Dual Language Learners whose home language is not English (DLL/ELL/LEP);
- vi. Parent(s) with education less than a high school diploma or GED;
- vii. Parent(s) with chronic illness or disability affecting care-giving ability;
- viii. Children who have experienced multiple traumas or losses;
- ix. Young children whose family recently immigrated to U.S. (parent(s) who came to the U.S. within the past 10 years);
- x. Families and children involved with multiple state agencies;
- xi. Children with parent(s) who are deployed and are not living on a military base.

³ DEC/NAEYC (2009) *Early Childhood Inclusion: A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.

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- **Access** – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.
- **Participation** – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
- **Supports** – refers to broader aspects of the system such as professional development, incentives for inclusion and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.

Required Services:

Applicants must provide the following services with the grant funds they are awarded:

- I. Provide grant oversight that supports program capacity to offer high quality, inclusive preschool learning environments in EEC-licensed center-based programs, Head Start programs, or public school preschool programs.**
 - A. The Lead Agency must meet all requirements set forth in Lead Agency role and responsibilities and subcontracting requirements (Appendix I).
 - B. The Required Services may be provided by the Lead Agency and/or through subcontracts with other providers (public school preschools, EEC-licensed center-based programs, and Head Start programs) within designated towns and cities (subject to EEC approval).
 - C. Lead Agency must ensure that there is a system in place to conduct screenings for three and four year olds and for children who are of age to enter kindergarten, within the communities to be served (with parental consent).
 1. Such screenings shall be designed to review a child's development and to assist in identification of those children who are to be referred for an evaluation to determine eligibility for special education services and/or potential participation in the IPLE-funded programs.
 2. Screening materials and strategies that are evidenced-based and appropriate for the child's age and level of development must accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional skills.
 3. Materials should include all areas of development and behavior to learn about the child's strengths, needs, preferences, and interests.

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II. Provide an inclusive preschool learning environment that serves preschool-age children with and without disabilities.

The following requirements and criteria must be met by each preschool site and each preschool session(s)⁴ to be considered eligible for funding through this grant. These settings are referred to as IPLE-funded settings.

A. Settings:

1. Services must be provided in public schools, Head Start programs, and/or EEC licensed EEC licensed group and school age programs. For the purpose of the grant, these early learning settings will be referred to as IPLE-funded programs or sites.

B. Composition of Children Enrolled:

1. At least 15% of the children enrolled in each IPLE-funded classroom or IPLE preschool session must have a documented disability for the session to be considered an inclusive preschool learning environment.
2. For each child who is enrolled in an IPLE-funded session as a “child with a disability”, the IPLE program is required to have a current Individualized Education Program (IEP) in place that documents the child’s special education needs and describes the services that are being provided to meet those needs.

C. Class Size and Teacher-Child Ratio:

For the purposes of the grant, these classrooms/sessions are referred to as IPLE-funded sessions or IPLE sessions⁵.

⁴ For the purposes of this grant, **IPLE sessions** refers to the group of preschool-aged children who are enrolled and participating in an IPLE-funded setting at the same time and are assigned to the same educators for early education and care, instruction and supervision. For example, when IPLE-funds are used to provide an AM session as well as PM session, each session is counted as one (1) session for a total of two (2) IPLE preschool sessions. Alternatively, a full-day, full-year program that uses IPLE funds to provided services for a full-day in **one classroom** is counted as one (1) IPLE session.

⁵ For the purposes of this grant, **IPLE sessions** refers to the group of preschool-aged children who are enrolled and participating in an IPLE-funded setting at the same time and are assigned to the same educators for early education and care, instruction and supervision. For example, when IPLE-funds are used to provide an AM session as well as PM session, each session is counted as one (1) session for a total of two (2) IPLE preschool sessions. Alternatively, a full-day, full-year program that uses IPLE funds to provided services for a full-day in **one classroom** is counted as one (1) IPLE session.

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1. The maximum class size for each IPLE-funded session must not exceed twenty (20) children.
2. When the IPLE session has up to five (5) children with disabilities, the total class size shall not exceed twenty (20) children with a minimum of one (1) Lead Teacher and one (1) Paraprofessional/Assistant Teacher.
3. When the IPLE session has six (6) or seven (7) children with disabilities, the total class size may not exceed fifteen (15) children with a minimum of one (1) Lead Teacher and one (1) Paraprofessional/Assistant Teacher.

D. Educator Qualifications:

Funding provided through this grant must support the cost of salaries and fringe benefits of preschool lead teachers and preschool paraprofessional/assistant teachers who provide direct program services within designated IPLE sessions.

1. Preschool Lead Teachers funded through this grant must hold a Bachelor's degree or an advanced degree in Early Childhood Education or a related field of study⁶, hold appropriate certification/licensure as required by EEC and/or The Department of Elementary and Secondary Education (as applicable), and have experience or coursework in working with diverse learners and/or young children with disabilities.
2. Paraprofessionals/Assistant Teachers funded through this grant must hold a high school diploma and be at least 18 years old.

III. Support the development and early learning of children with and without disabilities in inclusive preschool settings through the implementation of a developmentally, culturally and linguistically appropriate early childhood curriculum.

- A. All preschool settings that receive IPLE grant funds must implement a well-balanced curriculum that supports the development of all children socially, emotionally, physically, and intellectually. This early childhood curriculum must be aligned with:
1. The Massachusetts Preschool Early Learning Guidelines;
 2. The Massachusetts Curriculum Frameworks for Preschool and Kindergarten;
 3. Pre-K Science/Technology and Engineering (STE) Standards;

⁶ **Related field of study:** A program at an accredited institution of higher learning, which includes the study of care giving, development, education, health care, or psychology of children, birth to eight years of age, or provision of direct services to children and their families. See 606 CMR 7.09(18)(a)(3).