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

AGENDA #35

on: Thursday December 16, 2021
at: 5:00 p.m. - Executive Session
6:00 p.m. - Regular Session
virtually in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #1-32 - Clerk
(December 8, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, December 2, 2021.

V. IMMEDIATE ACTION

gb #1-329.1 - Administration/Administration
(December 6, 2021)

To recognize School Committee members Dianna Biancheria, John Foley and John Monfredo for their years of dedicated service to the Worcester Public Schools.

gb #1-331 - Administration
(December 6, 2021)

To consider input from the School Committee's student representatives.
Stacia Zoghbi, Ex-Officio Worcester Technical High School
Alisa St. Helene, Claremont Academy
Adalise Rivera Lugo, University Park Campus School

VI. REPORT OF THE SUPERINTENDENT - NONEACTIONVII. COMMUNICATION AND PETITION - NONEVIII. REPORT OF THE STANDING COMMITTEE

The Standing Committee on Finance and Operations met virtually on Tuesday, November 30, 2021 at 4:00 p.m. in Room 410 of the Durkin Administration Building.

IX. PERSONNEL

- 1-50 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Lutton, Angela, Woodland Academy, Music, BA+15, step 5, effective 12/1/21
 Minicozzi, Christian, North High School, Special Education, BA, step 1, effective 12/8/21
 Paulino, Sonia, Worcester Technical High, Vocational Education, VL 3, step 5, effective 12/6/21
 Rodriguez, Maite, La Familia Dual Language School, Elementary, BA, step 3, effective 11/29-21

- 1-51 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Bocian, Christina, Gates Lane, Teacher, ESL, Resigned, ESL, effective 12/3/21
 Parker, Amanda, Lincoln Street, Teacher, Elementary, Resigned, Primary, effective 11/23/21
 Richards, Kristen, Forest Grove Middle School, Teacher, ESL, Resigned, ESL, effective 11/26/21

- 1-52 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Calcano, Elisabel, Chandler Magnet, Teacher, Bilingual, Retired, Dual Language, effective 11/24/21
 Juneau, Mary-Beth, Union Hill, Teacher, Elementary, Retired, Lead Teacher, effective 11/30/21

- 1-53 The Superintendent has APPOINTED the person(s) named below to the position of School Bus Attendant 10 Month, permanent at a salary of \$16.89 minimum per hour to \$18.81 maximum per hour, from Civil Service List #321-056, effective as follows:

Bazile, Rools	11/15/2021
Do Carmo, Eva	11/8/2021
Melendez, Tanisha	11/15/2021

- 1-54 The Superintendent has APPOINTED the person(s) named below to the position of Aide to the Physically Handicapped 10 Month, permanent at a salary of \$25.68 perhour, from Civil Service List #321-031, effective as follows:

Choruzek, Stanley	11/1/2021
Valdez, Liselotte	10/18/2021

IX. PERSONNEL (continued)

ACTION

1-55 The Superintendent has provisionally APPOINTED the person(s) named below to the position of Junior Custodian, permanent/fulltime at a salary of \$16.87 (minimum) to \$21.47 (maximum), per hour, effective as shown:

Houston, Ryan	10/18/2021
LaBreck, Paul	11/1/2021

1-56 The Superintendent has provisionally APPOINTED the person(s) named below to the position of 202 Day Word Processor, permanent/fulltime at a salary of \$20.95 (minimum) to \$26.22 per hour (maximum) effective as shown:

Beland, Tamara	11/29/2021
Nuzzolilo-Lemay, Dorry	11/8/2021

1-57 The Superintendent has provisionally APPOINTED the person(s) named below to the position of 189 Day Word Processor, permanent/fulltime at a salary of \$20.71 (minimum) to \$25.98 per hour (maximum) effective as shown:

Cortez, Lilibeth	11/15/2021
Neves-Marquez, Briana	11/15/2021
Particianone, Deena	11/15/2021

1-58 The Superintendent has provisionally APPOINTED the person named below to the position of 52 week Principal Account Clerk, permanent/fulltime at a salary of \$23.00(minimum) to \$28.53 per hour (maximum) effective as shown:

Mezzanotti, Glenn	12/6/2021
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1-59 The Superintendent has provisionally APPOINTED the person(s) named below to the position of 52 week Word Processor, permanent/fulltime at a salary of \$19.02 (minimum) to \$23.99 per hour (maximum) effective as shown:

Boffoli, Jacqueline	11/15/2021
Ernst, Karen	12/7/2021

X. GENERAL BUSINESS

gb #0-382.1 - Administration/Ms. Novick/Ms. McCullough
(December 1, 2021)

To approve the final Worcester Technical High School's Tiered Lottery Admission requirements with allocation of seats proportional to middle schools' enrollment.

gb #1-332 - Administration
(November 30, 2021)

To accept the American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Grant in the amount of \$78,224,272.

GENERAL BUSINESS (continued)ACTION

gb #1-333 - Administration
(November 30, 2021)

To accept the Coronavirus Response and Relief Supplemental Appropriations Act: Elementary and Secondary Education Emergency Relief (ESSER II) Grant in the amount of \$34,815,950.

gb #1-334 - Administration
(December 1, 2021)

To approve a prior fiscal year payment in the amount of \$1,444.82 to Ostrow Electric.

gb #1-335 - Administration
(December 2, 2021)

To accept a reimbursement of \$39,875 from the Massachusetts Department of Education for costs related to activities supporting the administration of the Pandemic EBT (P-EBT) program.

gb #1-336 - Administration
(December 2, 2021)

To consider approval of the following donations:

- \$250.00 from Dario Diesel Service Inc., to the Diesel Tech Program at South High Community School
- \$200.00 from Harr Motor Company to the Diesel Tech Program at South High Community School

gb #1-337 - Ms. Novick
(December 8, 2021)

Request administration report back on the cost of full access to the Massachusetts Immunization Information System (MIIS) for all school nursing staff in the Worcester Public Schools

gb #1-338 - Mrs. Clancey
(December 8, 2021)

Request that the Administration provide an update on any open teaching positions and recruitment strategies to fill them.

gb #1-339 - Administration
(December 8, 2021)

To consider filing the list of outstanding General Business items or motions.

GENERAL BUSINESS (continued)ACTION

gb #1-340 - Administration
(December 8, 2021)

To approve a prior fiscal year payment in the amount of \$100 to LearnWell.

gb #1-341 - Administration
(December 8, 2021)

To accept the American Rescue Plan (ARP) – Homeless Children and Youth II (HYC) Grant in the amount of \$596,779.

gb #1-342 - Administration
(December 8, 2021)

To accept the Comprehensive School Health Services – Workforce Investment Grant in the amount of \$200,000.

gb #1-343 - Administration
(December 8, 2021)

To consider recommendations from the School Safety Task Force on the removal of the School Resource Officers.

XI. EXECUTIVE SESSION

gb #1-344 - Administration
(December 8, 2021)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-01.

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

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians. (Continued on next page.)

EXECUTIVE SESSION (continued)

ACTION

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares -Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021, Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants.

XII. ADJOURNMENT

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

III. APPROVAL OF RECORDS
Clerk
(December 8, 2021)

ITEM - aor #1-32
S.C. MEETING - 12-16-21

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, December 2, 2021.

PRIOR ACTION:

BACKUP:

Annex A (8 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, December 2, 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The School Committee of the Worcester Public Schools met in Open Session at 5:00 p.m. in the Esther Howland Chamber at City Hall on Thursday, December 2, 2021.

There were present at the Call to Order:

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

EXECUTIVE SESSION

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

On a roll call of 7-0, it was moved to recess to Executive Session at 5:04 p.m. to discuss the following items:

gb #1-330 - Administration
(November 23, 2021)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-24.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-01.

The School Committee recessed from Executive Session at 6:23 p.m. and reconvened in Open Session at 6:26 p.m.

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

There were present at the second Call to Order:

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

Pursuant to action taken in Executive Session, it was moved to approve Grievance 20/21-24.

On a roll call of 6-0-1 (abstain Ms. Novick), Grievance 20/21-24 was approved.

APPROVAL OF RECORDS

(The following items were taken together)

aor #1-30 - Clerk
(November 22, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, November 18, 2021.

aor #1-31 - Clerk
(November 23, 2021)

To consider approval of the Minutes of the School Committee Meeting of Monday, November 22, 2021.

On a roll call of 7-0, aor 1-30 and 1-31 were approved collectively.

IMMEDIATE ACTION

gb #1-309.1 Ms. Novick/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Mayor Petty
(November 8, 2021)

To recognize all those city and district staff otherwise unrecognized for their involvement in the planning, construction, and opening of the new South High Community School.

Ms. Novick thanked the city and district staff on behalf of the School Committee.

On a voice vote, the item was filed.

gb #1-310.1 -Ms. Novick/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Mayor Petty
(November 8, 2021)

To thank the Central Detachment, Task Force Castle Operation Children First of the Massachusetts National Guard, and to thank AA Transportation Company, Inc. for their well-managed collaboration with the Worcester Public Schools in providing transportation to Worcester Public Schools students during the month of October.

Ms. Novick thanked the National Guard and AA Transportation on behalf of the School Committee.

On a voice vote, the item was filed.

gb #1-317 - Administration
(November 22, 2021)

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

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

A presentation was provided by the two student representatives which included updates on the following:

- Innovation Pathways highlights
- the enforcement of face masks and
- mental health services and more safe spaces

On a voice vote, the item was filed.

REPORT OF THE SUPERINTENDENT

Superintendent Binienda stated that she met with Associate Commissioner regarding concerns with the increase in positive cases and the need to extend the Test and Stay Program for K-6 students in the ECC Program. She provided the following update regarding COVID-19 cases in the WPS:

Week of November 26-December 2

Students

- 140 positive cases
- 23 quarantined

Staff

- 28 positive cases
- 2 quarantined

Test and Stay cases were as follows:

Students

-294 (109 more than the previous week)

Staff

-36 (24 more than last week)

In order to expand the Test and Stay Program, Superintendent Binienda stated that the National Guard is on standby for extra support.

Ms. Novick requested reports on the number of families that have signed the Test and Stay form and the number of students that are currently vaccinated.

Superintendent Binienda stated she would provide those numbers.

Mayor Petty made the following motion:

Request that the School Committee approve the expansion of the Test and Stay Program to include K 6 in the ECC Program.

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

REPORT OF THE STANDING COMMITTEE

The Standing Committee on Governance and Employee Issues met virtually on Tuesday, November 23, 2021 at 4:00 p.m. in Room 410 of the Durkin Administration Building.

c&p #1-7 - Clerk (August 17, 2021)

To consider a communication from Alexandra Koukakis, President of NAGE 01-156, 52 Week Administrative Secretaries Local, to authorize a sick leave bank and allow its members to voluntarily donate sick days to a colleague.

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

c&p #1-8 - Clerk (October 25, 2021)

To consider a communication from the EAW to consider approval of a donation of 160 sick days to a staff member at Norrback Avenue School.

Melinda Martin requested that the unused donated days remain in a bank after the employee returns to work.

Ms. Boulais stated that there are no provisions in any of the banks for an employee to get days to restore their own personal supply.

Chairman Clancey made the following motion:

To approve the 160 days donated to the IA at Norrback Avenue School.

Ms. Boulais asked if the motion could include clarifying if the days that are given are necessary for as long as the employee is out on leave or are the days being pushed into the employee's available sick time without necessarily a connection to her being out on leave for this incident.

Chairman Clancey modified her motion as follows:

To approve the donation of 160 sick days to the IA at Norrback Avenue School to be used as needed to supplement as sick time through the remainder of the school year.

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

ros #0-9 - Administration (September 23, 2020)

RENNIE CENTER FOR EDUCATION RESEARCH & POLICY – REPORT ON THE TECHNOLOGY SECTION FROM THE STRATEGIC PLAN

ros #1-7 - Administration (April 7, 2021)

RENNIE CENTER-PROGRESS ON STRATEGIC PLAN

(These items were considered together.)

Superintendent Binienda stated that the Administration provided backup for these items based on the Rennie Center data. The information provided by the Worcester Research Bureau contained some other areas that were not addressed in the Rennie Center plan that has not been addressed due to time constraints. She stated that the additional information requested will be presented at the next meeting.

Ms. Novick read the original motion which requested that the Administration provide the school district data for each of the subsections of the Strategic Plan in order to be reviewed in meetings of the Standing Committee on Governance and Employee Issues.

Chairman Clancey made the following motion:

Request that the items be held for a meeting in December and use the benchmarks for success to get the data in each of the subcategories.

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

Superintendent Binienda stated that a full report was presented on MCAS and suggested that it be added as backup to these items.

HELD

gb #1-285 - Administration (October 14, 2021)

To formulate a policy regarding the use and replacement of Chromebooks and their accessories.

Superintendent Binienda stated that since becoming a 1-1 district, the Administration has been in receipt of broken or missing Chromebooks and chargers. She stated that it has become a financial burden to replace those items. The Administration found that other school districts have an agreement that parents need to sign stating that if there is a missing or damaged Chromebook or accessory that they are responsible financially for those items. The Administration drafted a policy and was looking for guidance from the Committee on formulating a policy.

Mr. Walton stated the WPS IT department is responsible for the upkeep of Chromebooks. Since the return to in-person learning, the number of damaged Chromebooks has increased whether done intentionally or unintentionally.

Mr. Monfredo stated that there should be a policy created to include some responsibility on the students and parents.

Ms. Novick stated that there are already policies in place regarding technical use (Policies IJ, EB and JQ) and feels there is no a need to create an additional policy. She recommended that the item be forwarded to the Standing Committee on Finance and Operations to seek other available resources.

Superintendent Binienda has met with Mr. Allen to discuss ways to fund the replacements and stated that the drafted policy was the result of those meetings.

Mr. Walton spoke to the suggestion of implementing an insurance clause into the policy. He also stated that approximately 500-600 Chromebooks were perhaps intentionally broken. Four thousand chargers have been ordered due to loss.

Ms. Novick made the following motion:

Request that the question of sustainable funding be forwarded to the Standing Committee on Finance and Operations to research other available sources.

On a roll call of 2-1 (nay Mr. Monfredo) the motion was referred to the Standing Committee on Finance and Operations.

School Committee Action

Mr. Monfredo made the following motion:

Request that the Administration consider a contract for families to sign and research other school districts' policies regarding the proper use of Chromebooks and accountability for them.

Ms. McCullough requested that Mr. Monfredo's motion be amended to update the current policy to include the word Chromebooks.

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

Ms. Novick made the following motion:

Request that the Administration distribute the surplus Chromebooks at South High Community School, that were given to the schools from MSBA, to those schools in need of replacement Chromebooks.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

On a roll call of 7-0, the Action Sheet for Governance and Employee Issues was approved as amended.

GENERAL BUSINESS

gb #1-248.1 Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough/Mr. Monfredo
(November 22, 2021)

Response of the Administration to the request to share the October 1 report.

Ms. Novick asked for information regarding the budgetary impact of having 250 less students this year.

Mr. Allen stated that using the average per pupil calculation, it would result in 3.7 million dollars less in the Foundation Budget. He also stated that the district is using 9.7 million dollars out of ESSER funding money for Hold Harmless this year due to the 900 student loss from last year.

Mayor Petty made the following motion:

Request that the Administration provide a report on the number of students enrolled in the WPS since October 1st.

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

Miss Biancheria made the following motions:

Request that the Administration appeal to the House and Senate for more funds based on the increase in the number of students.

Request that the Administration provide a report regarding the increase of students per building and provide that information to the delegation.

Mayor Petty requested that the motions also include a request to forward the letters to the Federal Delegation.

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

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

gb #1-314.1 - Administration/Administration
(November 23, 2021)

Response of the Administration to the request to provide, at the next School Committee Meeting, a cost breakdown for each of the new Transportation Job Descriptions.

Mr. Monfredo made the following motion:

Request that the Administration provide a report detailing how much money is being saved by owning our own busses.

On a voice vote the motion was approved.

On a voice vote, the item was accepted and filed.

gb #1-318 - Mr. Monfredo/Mrs. Clancey
(November 7, 2021)

Request that the Administration provide an update on the teaching of cursive writing in the primary grades and whether there are plans to reinforce cursive writing in the intermediate grades.

Mr. Monfredo made the following motion:

Request that the Administration provide a report on how cursive writing is being taught in the intermediate grades.

Ms. McCullough requested that the motion be amended by referring the item to the Standing Committee on Teaching, Learning and Student Supports.

On a roll call of 7-0, the item as amended was referred to the Standing Committee on Teaching, Learning and Student Supports.

gb #1-319 - Miss Biancheria/Mrs. Clancey/Mr. Monfredo/Mayor Petty
(November 16, 2021)

Request that the Administration forward a letter to UMass Memorial Health to recognize the continued support of the Building Brighter Futures Program.

It was moved and voice voted to forward a letter.

gb #1-320 - Mr. Monfredo/Mrs. Clancey
(November 17, 2021)

Request that the Administration encourage all elementary schools, parents and students to participate in the reading incentive program, "Worcester Ticket to Read", sponsored by the Worcester Bravehearts and the Worcester Railers.

Mr. Monfredo made the following motions:

Request that the Administration forward letters of appreciation to the Worcester Bravehearts and Worcester Railers for encouraging reading in the Worcester Public Schools.

Request that the Administration create a citywide committee to engage with parents and students to encourage reading in the Worcester Public Schools.

On a voice vote the motions were approved.

On a voice vote, the item was filed.

gb #1-321 - Mr. Monfredo/Mrs. Clancey
(November 19, 2021)

Request that the Administration support "Coats for Kids" which has been an ongoing effort between the Worcester Public Schools and the Worcester Educational Development Foundation for over 25 years.

On a voice vote, the item was filed.

gb #1-322 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick
(November 19, 2021)

Request that the Administration review the policies for athletic eligibility.

Ms. McCullough asked if the Spring sport eligibility policy could be reviewed.

On a voice vote, the item was referred to the Administration.

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

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

On a voice vote, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

gb #1-324 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick
(November 19, 2021)

Request that the Administration review sport coach salaries and discuss in comparison to other area districts during budget.

On a voice vote, the item was referred to Negotiations.

gb #1-325 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick
(November 19, 2021)

Request that the Administration evaluate the athletics budget pertaining to equipment, uniforms and other needs and discuss during budget.

Ms. McCullough requested that the Administration and Athletic Department provide a report on how the funding for the necessary equipment and uniforms will be sustained in the future.

On a voice vote, the item was referred to the Administration.

gb #1-326 - Administration
(November 23, 2021)

To consider approval of the following donations:

-\$1500.00 from Boston University Wheelock College of Education & Human Development to Head Start to support the work in establishing a documentation studio.

-\$30.00 from the Blackbaud Giving Fund on behalf of Abbvie to WPS

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

gb #1-327 - Administration
(November 23, 2021)

To approve a prior fiscal year payment in the amount of \$3,534.51 to Scholastic.

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

gb #1-328 - Mayor Petty
(November 23, 2021)

To inform the public regarding the list of the members of Mayor Petty's Search Committee for the next Superintendent of Schools.

Mayor Petty added Ivonne Perez, Chief Diversity Officer of the Worcester Public Schools to the Committee.

On a voice vote, the item was filed.

gb #1-329 - Administration
(November 23, 2021)

To set a date to recognize School Committee members Dianna Biancheria, John Foley and John Monfredo for their years of dedicated service to the Worcester Public Schools.

On a voice vote, the date was set for Thursday, December 16, 2021.

Mayor Petty announced that the annual tree lighting ceremony on the Worcester Common will be taking place on Friday, December 3, 2021.

On a roll call of 7-0, the meeting adjourned at 8:00 p.m.

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

V. IMMEDIATE ACTION
Administration/Administration
(December 6, 2021)

CURRENT ITEM - gb #1-329.1
S.C. MEETING - 12-16-21

1ST ITEM gb #1-329 S.C.MTG. 12-2-21
2ND ITEM gb #1-329.1 S.C.MTG. 12-16-21

ITEM:

To recognize School Committee members Dianna Biancheria, John Foley and John Monfredo for their years of dedicated service to the Worcester Public Schools.

ORIGINAL ITEM: Administration (November 23, 2021)

To set a date to recognize School Committee members Dianna Biancheria, John Foley and John Monfredo for their years of dedicated service to the Worcester Public Schools.

PRIOR ACTION:

12-2-21 - On a voice vote, the date was set for Thursday, December 16, 2021.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize and present gift.

V. IMMEDIATE ACTION
Administration
(December 6, 2021)

CURRENT ITEM - 1-331
S.C. MEETING - 12-16-21

ITEM:

To consider input from the School Committee's student representatives.
Stacia Zoghbi, Ex-Officio Worcester Technical High School
Alisa St. Helene, Claremont Academy
Adalise Rivera Lugo, University Park Campus School

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File.

A C T I O N S

The Standing Committee on Finance and Operations met virtually at 4:00 p.m. on Tuesday, November 30, 2021 at the Durkin Administration Building in Room 410.

There were present: Miss Biancheria, Ms. McCullough and Chairman Foley

Ms. Novick was also in attendance.

Representing Administration were: Mr. Allen, Superintendent Binienda and Dr. Friel

Others in attendance: Mr. Bares, Mr. Hennessey and Ms. Seale

gb #1-291 - Administration (October 25, 2021)

To accept the ARP-IDEA Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$1,722,266.

Mr. Allen provided an overview of the ARP-IDEA Grant which will run out at the conclusion of FY24. The two new positions to be added for FY22 are the Evaluation Team Chairperson and the Assistive Technology Department Head. The Special Education Focused Instructional Coaches will not be filled until FY23. At the end of FY23, these positions will be subsumed in either the general budget funds or be part of the zero-based budget discussions for FY23.

Ms. Seale stated that the Special Education Department needs staff to assist with special needs teachers in areas of instruction, curriculum and specialty designed instructions. The two Focused Instructional Coaches will:

- strengthen the skills set
- target training for teachers of moderate special needs,
- help to meet the obligations of IEPs and
- promote inclusion opportunities for students with disabilities

These positions will be assigned to quadrants to work strategically with school-based staff.

The Assistive Technology Department Head will work closely with the Educational Technology Department and its team members to make sure that the district is aligned with the needs of students with disabilities in order to accelerate their learning.

Ms. Seale discussed the proposed change in job titles from Behavioral Consultants to Focused Instructional Coaches with an emphasis on social emotional learning. These four positions are currently funded through FY22. The only additional monies needed would be a total of \$12,000, \$4,000 for each coach.

Mr. Foley made the following motion:

To approve the American Rescue Plan (ARP)- Individual with Disabilities Education Act (IDEA) Grant in the amount of \$1,722,266 to include an Evaluation Team Chairperson and an Assistive Technology Department Head.

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

It was moved and voice voted to file the item.

gb #1-292 - Administration (October 25, 2021)

To accept the ARP – Early Childhood Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$153,122.

Mr. Allen discussed the ARP-Early Childhood Grant and the Early Childhood Coordinator position which will be funded through FY23.

Ms. Seale stated that the new Early Childhood Coordinator will help with:

- child-find initiatives
- support and work closely with preschool teachers
- instructional practices
- evaluations and protocols

Mr. Foley made the following motion:

To approve the American Rescue Plan (ARP)-Early Childhood Grant in the amount of \$153,122 to include an Early Childhood Coordinator position.

On a roll call of 2-1 (absent Miss Biancheria, connectivity issues), the motion was approved.

On a voice vote the item was filed.

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

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

Mr. Allen provided information on the following:

- bus driver recruitment
- procurement of vehicles
- other updates

Bus Driver Recruitment

As of November 23, 2021, there were 27 people actively in training. Seven out of the 27 people in training acquired their 7D van license. These seven people are currently driving the bus routes that the National Guards had previously driven. The Commonwealth is conducting another 7D training class on December 4, 2021. Mr. Allen stated that updates will be provided at the December Standing Committee meeting.

Procurement of Vehicles

The district has awarded the bid of school buses as follows:

	<u>Vehicle Cost</u>	<u>Total Cost</u>
100 Type C Big Buses	\$99,580	\$9,958,000
38 Type A Mid-Size Bus	\$80,110	\$3,044,180
27 Type A Wheelchair Bus	\$84,030	<u>\$2,268,810</u>
Total Bid Award		\$15,270,990

Mr. Allen stated that the delivery of the vehicles is expected by June 1, 2022 and that the total bid was \$1,229,010 less than the amount included in the ESSER III application. He proposed that the ESSER savings could be used:

- to purchase additional school buses scheduled for regular replacement during the ESSER grant timeframe
- to purchase additional vehicles that may need to be expanded due to the possible change in walking radius or school start times.
- to apply the savings towards a higher capacity 7D van or
- for other district ESSER-eligible initiatives

Other Updates

- The recently signed Infrastructure Investment and Jobs Act will provide \$2.5 billion for new zero-emissions or electric school bus purchases and \$2.5 billion for low-emissions school buses. The Administration will explore the eligibility of applying for these funds for future school bus purchases.
- The Administration is exploring the feasibility of having a dedicated fuel location for up to 335 vehicles at or near the 115 Northeast Cutoff location.
- The Administration will provide the School Committee a 15-year vehicle replacement plan for all existing and newly purchased vehicles which will help to make informed decisions on future budgets and vehicle purchases.
- The Administration is preparing bid specifications for the purchase of 7D vans, which were approved in the ESSER III grant, and is expected to begin service for late FY23 or the FY24 school year.

Mr. Foley asked how long the training takes before a person gets their CDL license.

Mr. Allen stated that due to the fact that the School Committee has approved the additional training Job Descriptions, it will help accelerate the training process.

Mr. Hennessey stated that in order to obtain a CDL license, a person has to have 28 hours of classroom time and 32 hours behind the wheel. Once a person receives their CDL learner's permit, he/she can start receiving their 32 training hours on the road.

Ms. Novick suggested that information regarding bus driver recruitment and the free training opportunities be placed on the Worcester Public Schools' social media platforms.

Mr. Foley made the following motion:

Request that the item be held.

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

On a roll call of 3-0, the meeting adjourned at 4:33 p.m.

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

X. GENERAL BUSINESS
Administration/Ms. Novick/Ms. McCullough
(December 1, 2021)

CURRENT ITEM - gb #0-382.1
S.C. MEETING - 12-16-21

1ST ITEM gb #0-382 S.C.MTG. 12-17-20
2ND ITEM gb #0-382.1 S.C.MTG. 12-16-21

ITEM:

To approve the final Worcester Technical High School's Tiered Lottery Admission requirements with allocation of seats proportional to middle schools' enrollment.

ORIGINAL ITEM: Ms. Novick/Ms. McCullough (December 9, 2020)

Request administration report on updates to the Worcester Technical High School admission process, its results, and its interaction with state attention and possible revision to admission requirements.

PRIOR ACTION:

12-17-20 - Superintendent Binienda stated that the Emergency Admissions Policy will be presented and voted on at the January 7, 2021 School Committee meeting and resubmitted to DESE.

On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

8-30-21 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. Sippel provided a PowerPoint presentation regarding the Admissions Process for Worcester Technical High School. He stated that on June 22nd, the State Board of Education and the State Board of Elementary and Secondary Education, adopted new regulations for admissions to vocational technical schools and for vocational programs through comprehensive high schools. **(Continued on page 2.)**

BACKUP:

Annex A (8 pages) contains a copy of the Career Vocational Technical Education (CVTE) Admissions Policy.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

PRIOR ACTION(continued)

8-30-21 - (continued) These regulations require that each school district annually submit its Admissions Policy to the Department of Elementary and Secondary Education by October 1st, as well as publicizing it so that it is available to every student and parent/guardian within the district or within the districts that are eligible to apply for admission to those schools. It should be mentioned that districts can apply for a waiver from DESE by August 31st to submit their approved Admissions Policy after October 1st, as long as the district has the policy in place to be used for the upcoming 2022 applications and admissions cycle. The biggest takeaway for the new state regulations is that they do prohibit the use of any selective criteria that has the impact of disproportionately excluding persons and groups that are protected under federal state law. The Administration is recommending that Superintendent Binienda submit the waiver and that the School Committee approve the Admissions Policy in November 2021.

Ms. McCullough asked if the focus on conduct and effort will still continue as approved in the Emergency Admissions Policy.

Dr. Sippel stated that in the past, it was not just the suspensions, but for disciplinary infractions that students may have had in 7th and 8th grades which were part of the evaluation of candidates for admission.

Ms. Petrella stated that the for the past few years conduct and effort were only looked at for the Admissions process.

Mr. Monfredo asked if students and parents are made aware of the criteria for Worcester Technical High School when entering into 7th and 8th grades.

Ms. Petrella stated that there were presentations made to guidance counselors and students regarding the criteria for admission to Worcester Technical High School. It is also posted on the website and there has been outreach in the community from the ELL Department Head and the Assistant Principal.

Mr. Monfredo suggested that the information regarding the criteria for the admission to Worcester Technical High School be discussed with students and parents at the middle school's Know Your School Night.

Mr. Foley asked if the School Committee needs to approve the waiver form before submitting it to the State.

Dr. Sippel stated that the School Committee does not need to approve it. It only needs to approve the Admissions Policy.

Ms. McCullough made the following motion:

Request that the School Committee approve the following proposed Worcester Technical High School's revised criteria for the Admissions Policy:

PRIOR ACTION(continued)

8-30-21 (continued)

- Academics: Continue to calibrate the points awarded to students for passing grades in their core academic classes in grades 7 and 8; include "bonus" opportunity to encourage improved academic performance in 8th grade.
- Attendance: Comply with state requirement to not penalize students for excused absences; include "bonus" opportunity to encourage improved attendance in 8th grade.
- Discipline & Safety: Comply with state requirement to not penalize students for "minor behavior or disciplinary infractions."
- Educator Recommendation: Continue practice of recommendations coming from team of educators who know the student.
 - Revisit criteria with educators, parents, and students
 - Collaboratively develop rubrics for use by educator teams
 - Facilitate calibration exercises to ensure inter-rater reliability
 - Provide training to mitigate the impact of implicit bias in the process

and forward it to DESE with the understanding that the Administration will adhere to the following five recommendations:

- Request that the School Committee authorize the Superintendent to request a waiver from DESE to submit the WPS admissions policy by December 1.
- Request that School Committee calendar in-depth discussions of the proposed admissions policy with the appropriate standing committee.
- Schedule engagement sessions in which parents, teachers, students, and other stakeholders can provide feedback and input related to the essential attributes students must have to participate in vocational and technical education.
- Finalize policy recommendations for rubrics, calibration and implicit bias training, tie-resolution process, adjustments for comprehensive high school programs, and revised exploratory description for School Committee approval and submission to DESE.
- Calendar final School Committee policy adoption for November 18 meeting.

and provide the updated Admissions Policy to be approved at the Standing Committee meeting during the first week in November 2021.

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

9-23-21 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Ms. Novick made the following motions:

Request that the Administration provide models as to what the proposed changes in the Worcester Technical High School Admissions Policy would do in terms of demographics for the classes.

PRIOR ACTION(continued)

8-30-21 (continued)

Request that the Administration provide a report indicating what kind of a demographic would the system get if it was moved to a lottery.
 She requested that responses be provided prior to the November meeting of the Standing Committee on Teaching, Learning and Student Supports.
 On a voice vote the motions were approved.
 On a voice vote the Action Sheet was approved as amended.

11-15-21 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Dr. Sippel provided a PowerPoint presentation regarding the proposed Admissions Process for Worcester Technical High School.

The following is an overview of the PowerPoint presentation:

Seats at WTHS will be allocated to each feeder middle school in proportion to the share each has of the overall WPS 8th grade fall enrollment.

- The purpose of this change is to ensure that both geographic and socioeconomic diversity more closely matches the demographics of eighth grade students across the district.
- Worcester residents who are not enrolled as WPS students in 8th grade would be counted within the allotment of seats for the district middle school that corresponds to their home address.

There are three Admission Policy Options:

A. Adjusted Selective Criteria

- Applicants must be Worcester residents.
- Seats allocated are based on proportional enrollment of feeder schools; non-WPS students are assigned to the home school allocation for their residential addresses.
- Scoring of students based on four revised criteria:
 - Academics: Calibration of points awarded to students for passing grades in their core academic classes in grades 7 and 8; inclusion of "bonus" points to incentivize performance in 8th grade.
 - Attendance: Compliance with state requirement to not penalize students for excused absences; inclusion of "bonus" points to incentivize attendance in 8th grade.
 - Discipline & Safety: Comply with state requirement to not penalize students for "minor behavior or disciplinary infractions."
 - Educator Recommendation: Continue practice of recommendations coming from team of educators who know the student.
- Students are accepted or placed on the waiting list by school as ranked by criteria scores.

PRIOR ACTION(continued)

11-15-21 (continued)

B. Tiered Lottery

Eligibility: Applicants must be Worcester residents who provisionally meet WPS high school promotion requirements (greater than or equal to “65” for 8th grade Q2 mark in English/ESL and mathematics).

Tiered Lottery:

- Seats in ninth grade class are WTHS allocated based on feeder schools’ respective shares of overall WPS enrollment.
- Applicants are assigned to one of three tiers based on attendance and discipline/safety criteria.
- Public lottery is conducted for applicants from each tier and feeder school, beginning with Tier 1.

Students are accepted or placed on waiting list in the random order that their names are drawn.

Applicants are assigned to one of three tiers based on the criteria below:

Tier	Attendance	Discipline & Safety
1	No more than ten (10) total unexcused absences in seventh and eighth grades combined.	No more than one (1) long-term suspension (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.
2	No more than twenty-one (21) total unexcused absences in seventh and eighth grades combined.	No more than two (2) long-term suspensions (MGL 37H, 37H 1/2, 37H3/4) from 7th and 8th grade combined.
3	Twenty-two or more (22+) unexcused absences in seventh and eighth grades combined.	Three or more (3+) long-term suspensions (MGL 37H, 37H 1/2, 37H3/4) from 7th and 8th grade combined.

C. Open Lottery

Eligibility: Applicants must be Worcester residents.

Open Lottery:

- Seats in the ninth grade class at WTHS are allocated based on feeder schools’ respective shares of overall WPS enrollment.
- Public lottery is conducted for the applicants from each feeder school; all students are included.
- Students are accepted or placed on waiting list in the random order their names are drawn.
- Accepted students must meet WPS high school promotion requirements to officially enroll in program (greater than or equal to “65” for 8th grade final mark in English/ESL and mathematics).

Proposed Recommendations:

- Adopt a Tiered Lottery with allocation of seats proportional to middle schools’ enrollment, which has the following advantages:

PRIOR ACTION(continued)

11-15-21 (continued)

- It attends to unexcused absence and serious discipline/safety concerns which are important success predictors for CVTE.
- It accepts students in closer proportion to their representation within applicant pool than the adjusted criteria model.
- It does not rely on educator recommendations that may be subject to rater variability and/or implicit bias.
- It ensures all schools are represented in proportion to their share of overall enrollment.
- Conduct a community forum during November share the recommended to share the policy with parents, staff, students, and community members and receive feedback.
- Schedule presentation of policy to full School Committee for Thursday, December 2.

Ms. McCullough asked if there are any strategies in place to recruit more students with learning disabilities.

Dr. Sippel stated that the district has been awarded a grant from DESE to enhance the recruitment of English Learners for its Career and Vocational Technical Education programs. There are funds to also support enhanced recruitment of students with disabilities as well. The Administration wants to be certain that students with disabilities are aware of their opportunity to apply to WTHS and that they will receive educational benefit from the school if they are accepted.

Ms. McCullough asked what the exact date is that DESE needs to have the approved Admission Policy.

Dr. Sippel stated that December 15th is the date for the waiver request but the critical part for DESE is that the Administration has the policy adopted so that it can be used in the upcoming admission cycle.

Mr. Monfredo asked if parents are offered tours of WTHS.

Dr. Sippel stated that there is an Open House held for students and parents in January before the application window opens.

Mr. Monfredo asked if there will also be changes to the Chapter 74 programs in the high schools.

Dr. Sippel stated that there is one Chapter 74 Admissions Policy for the district. The proportional allocation of seats would only apply to WTHS.

Superintendent Binienda stated that to use the overall enrollment and to have a proportional share from each of the middle schools allows more equity and opportunity for students to have access to WTHS. The Chapter 74 programs in the high schools would use the tiered lottery but not the proportional share because there are not enough students that apply for them.

PRIOR ACTION(continued)

11-15-21 - Mr. Foley asked if the Administration has had discussions with (continued) other vocational schools on what they are doing in regards to the state admission changes.

Superintendent Binienda stated that there have been several meetings with other vocational school districts and DESE to share ideas for the admission changes. The WTHS is different from those vocational schools because their vocational schools are not part of their school system.

Mr. Foley stated that the perceived image of WTHS is that you can't have disciplinary infractions or attendance issues and you have to have high marks to attend. Parents and students need to be notified that this practice is being changed. He asked if the December 15th date is critical or could the Public Forum be held on December 6th instead of November 22nd.

Dr. Sippel stated that as long as the policy is in place for the admissions cycle to start at the end of January, DESE would probably cooperate with this change.

Mr. Foley stated that he would like the Administration to hold the Public Forum after Thanksgiving due to the fact that one week does not give enough time to advertise for it. He further stated that he wants the public to have a chance to weigh in on it before the final vote.

Superintendent Binienda stated that Hanukkah is on November 29th. Therefore, the Public Forum could be held on December 6th and the full School Committee can vote on it on December 16th.

Ms. McCullough made the following motions:

Request that the School Committee approve the adoption of the Tiered Lottery with allocation of seats proportional to middle schools' enrollment. A Public Forum will be held on December 6, 2021 for community discussion and the School Committee will vote for final approval on December 16, 2021.

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

11-18-21 - SCHOOL COMMITTEE MEETING – The School Committee on a roll call of 7-0, approved the actions of the Standing Committee as stated.

Worcester Public Schools

Career Vocational Technical Education (CVTE) Admissions Policy

For Chapter 74 programs at Worcester Technical High School and the Comprehensive High Schools

December 2021

I. INTRODUCTION

An admission process is necessary for vocational-technical schools where space is a limiting factor. Vocational technical laboratories (shops) are designed and equipped to safely serve a specific maximum number of students. Consequently, a complex of such laboratories lacks both space and flexibility to accommodate all applicants' possible needs and interests. Therefore, when the number of applicants exceeds the student capacity in a given program, a selection process is required to determine which applicants will be offered admission and which applicants will be placed on a waiting list.. All applicants to grades nine through twelve at Worcester Technical High School have been evaluated using the criteria contained in the Worcester Public School Committee approved policy since June 1, 2017.

On June 22, 2021, the Massachusetts Board of Elementary and Secondary Education adopted new regulations for admissions to vocational-technical schools and vocational programs at comprehensive high schools. This policy was thoughtfully developed for the 2022-2023 admissions process to ensure transparency for students, families, and sending districts. The Worcester Public School Committee approved this policy on **[insert date of approval]** and the policy will be in effect for the students applying for admission to enroll from the 2022-2023 school year going forward. The School Committee will review this policy on an annual basis; the District will re-submit the policy (including any approved revisions) to the Department of Elementary and Secondary Education (DESE) by October 1.

II. EQUAL EDUCATIONAL OPPORTUNITY

Worcester Technical High School (WTHS) and the Chapter 74 programs at WPS comprehensive high schools admit students and make available to them their advantages, privileges, and courses of study without regard to race, color, sex, religion, national origin, sexual orientation, gender identity, or disability.

Students who lack proficiency in English (who are classified as "English Learners") and parents of students who lack proficiency in English can request assistance from staff at WTHS or the appropriate comprehensive high school to complete the application process. Online application materials for WTHS and comprehensive programs will be accessible in at least the eight most commonly used languages within the district, a qualified representative from Worcester Technical High School will assist the applicant in completing the necessary forms and assist in interpreting/translating during the entire application and admission process upon the request of the applicant.

Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability disclosed voluntarily by the applicant to receive assistance and accommodations during the application and admission process will not affect their admission to the school.

III. ELIGIBILITY

Any eighth-grade student who is a resident of the Worcester Public School district who expects to be promoted to the ninth grade can apply for fall admission subject to the availability of CVTE program openings at WTHS and the comprehensive high schools.

Resident students will be evaluated using the criteria contained in this Admissions Policy. Students enrolled in other vocational-technical schools are eligible to apply for transfer admission during the school year to grades 9-12 in a comparable program at WTHS or a comprehensive high school, provided they expect to be promoted by their current school to the grade they seek to enter. Transfer students will be evaluated using the criteria contained in this Admissions Policy.

Worcester Public Schools (WPS) is a school choice district, however, per the WPS Student Handbook, Chapter 74 programs at comprehensive high schools and at Worcester Technical High School do not participate in the School Choice program. All applicants (whether current 8th graders or prospective transfer students) for WPS CVTE programs must reside within the boundaries of the District at the time their applications are submitted.

IV. ORGANIZATIONAL STRUCTURE

WTHS is a WPS vocational-technical school governed by Chapter 74 of the Massachusetts General Laws. WTHS is accredited by the New England Association of Schools and Colleges (NEASC) and is committed to providing quality academic and vocational-technical programs. WPS also administers Chapter 74 CVTE programs within several of its comprehensive high schools. It is the responsibility of the WPS Superintendent of Schools to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admissions Policy.

WTHS has an Admissions Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Special Needs, Vocational-Technical, and Academic Departments. Responsibilities of the Admissions Committee include:

1. Implementation of admissions procedures
2. Processing of applications
3. Acceptance of students according to the procedure and criteria in the admission policy
4. Establishment and maintenance of waiting list(s)

Chapter 74 programs at WPS comprehensive high schools each have their respective admissions committees to carry out similar responsibilities for their admissions processes.

V. RECRUITMENT PROCESS

1. WTHS

- a. WTHS disseminates information about the school through various methods including but not limited to an annual Open House, various online platforms, school-based marketing, social media, and middle school student tours.
- b. WTHS will offer tours to all WPS and charter school middle school students within the City of Worcester. Active links to a virtual school tour are provided to the middle schools by WTHS for career awareness programs. A letter describing the admissions process will be sent via US mail to each Worcester Public School eighth-grade student in their family's home language. A yearly Open House will be scheduled to allow prospective students and their parent(s)/guardian(s) an opportunity to visit all of the school's vocational-technical programs and request to speak with teachers and view a presentation about all offerings. WPS provides a written translation in the district's eight most commonly spoken languages of all Open House materials. The most updated information will be available through the online platforms associated with WTHS and WPS.

2. Comprehensive High School Programs

- a. Each Chapter 74 program at the comprehensive high schools will offer tours for prospective students who attend WPS middle schools. Informational and recruitment materials will be disseminated through US mail, social media, messaging platforms, and school-based marketing efforts.
- b. Each comprehensive high school that houses Chapter 74 programs will host annual Open House opportunities for parents and guardians to learn about each program, meet instructors, and see its facilities and equipment, Open House materials will be available in at least the eight most commonly spoken languages within WPS.

VI. ADMISSIONS PROCESS

1. Fall Admissions Process for Ninth Grade

Students interested in applying to WTHS or a program at a comprehensive high school for fall admission to the ninth grade must complete an online application. To be eligible to apply, applicants must be Worcester residents who provisionally meet WPS high school academic promotion requirements (and they must have earned greater than or equal to "65" for their 8th grade second quarter marks in English/ESL and mathematics).

- a. Proportional Allocation of Seats (WTHS only)
 - i. Seats at WTHS will be allocated to each feeder middle school in proportion to the share each has of the overall WPS 8th grade fall enrollment.

- ii. Worcester residents who are not enrolled as WPS students in 8th gradewill be counted within the allotment of seats for the district middle school that corresponds to their home address.
- b. Tiered Lottery (for all programs)
 - i. Criteria: All applicants are assigned to one of three tiers based on attendance and discipline/safety criteria (see Table 1 below). The actual lotteries will be conducted separately for WTHS and each program at a comprehensive high school (as described in the following sections).

Table 1: Criteria Admissions Lottery Tiers

Tier	Attendance	Discipline & Safety
1	No more than ten (10) total unexcused absences in seventh and eighth grades combined.	No more than one (1) long-term suspension (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.
2	No more than twenty-one (21) total unexcused absences in seventh and eighth grades combined.	No more than two (2) long-term suspensions (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.
3	Twenty-two or more (22+) unexcused absences in seventh and eighth grades combined.	Three or more (3+) long-term suspensions (MGL 37H, 37H 1/2, 37H 3/4) from 7th and 8th grade combined.

- ii. WTHS Admissions Lottery:
 - 1. Parents and caregivers will be notified of the lottery date, time, and location via electronic mail and automated phone announcement. This parental notice and a public announcement on the WPS website will be made at least fourteen (14) days in advance of the public admissions lottery.
 - 2. A public lottery will be conducted for applicants from each tier and feeder school, beginning with Tier 1. Names from Tier 2 and then Tier 3 will then be drawn from each feeder school.
 - 3. Applicants who are enrolled in a WPS middle school will be included in that feeder school’s lottery regardless of their home school assignment. Applicants not enrolled in a WPS middle school will be included in the lottery for the feeder school that corresponds to their residential address.
 - 4. Students will be accepted or placed on the waiting list for their respective feeder schools in the random order their names are drawn for their respective tiers.
- iii. Admissions Lottery for Comprehensive High School Programs
 - 1. Parents and caregivers will be notified of the lottery date, time, and location via electronic mail and automated phone announcement. This parental notice and a public announcement on the WPS website will be made at least fourteen (14) days in advance of the public admissions lottery.

2. A public lottery is conducted for applicants from each tier for each Chapter 74 program, beginning with Tier 1. Names from Tier 2 and then Tier 3 will then be drawn. *Applicants will not be drawn separately by feeder school for the programs at the comprehensive high schools.*
3. Students will be accepted or placed on a waiting list in the random order their names are drawn for their respective tiers.

2. Admissions Process for Tenth, Eleventh and Twelfth Grades (WTHS Only)

- a. Eligibility: Prospective applicants must be currently enrolled in a Vocational/Technical program or school in order to be eligible, and there must also be open capacity in the relevant program and trade each student has studied at their previous school.
- b. Students interested in applying to WTHS for admission for the current school year must:
 - i. Complete an online application.
 - ii. It is the responsibility of the sending school Guidance Counselor to:
 - iii. Complete their portion of the application form. Sending schools will receive electronic notification of action items in the application.
- c. For applications to grades 9, 10, 11 & 12 (admission during the school year), the current school year to the date of the application marks in English language arts, social studies, math, and science from the sending school report card/transcript are required.
- d. For applications to grades 9, 10, 11 & 12 (admission during the school year) from the current school year to the date of the application, complete attendance records from the sending school report card/transcript are required.
- e. For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application: The total number of suspensions under MGL Chapter 71 37H, 37H1/2, and 37H 3/4 are required.

3. Incomplete Applications. If incomplete applications are received, the following procedures will be followed:

- a. The WTHS Admissions Office will notify the sending school Guidance Counselor responsible for submitting the application, that the application is incomplete and will request completion.
- b. The applicant's parent(s)/guardian(s) will be notified by the Worcester Technical High School Admission Office in the event the problem is not resolved by the sending school Guidance Counselor.
- c. If after notifying the sending school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

4. Late Applications: Applications submitted by eligible students after April 1st will be placed on the appropriate waiting list (for WTHS, corresponding to their respective feeder school) in the order they are received, but below the applicants who applied by the deadline and were previously placed on the corresponding waiting list.

5. **Transfer Students:** Applications from students who are enrolled in a state-approved (Chapter 74) vocational-technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at WTHS or a program at a comprehensive high school.
6. **Home-Schooled Students:** Applications from resident students that are enrolled in an approved Home-School program who apply to WTHS and/or a CVTE program at a comprehensive high school will follow the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy.

IX. ACCEPTANCE, ENROLLMENT, AND WAITING LIST PROCEDURES

1. **Admissions Offers and Acceptance:** WTHS and comprehensive high school programs will notify parents and caregivers of their students' acceptance via US Postal Service and electronic mail by no later than April 30. Parents and caregivers must notify WTHS and/or the comprehensive high school program of their decision to accept or decline the offer of admission within fourteen (14) calendar days from the date on the admissions offer letter. If no response is received after 14 days, WTHS or the comprehensive program will assume the offer has been declined and will proceed to offer that student's space to an applicant from the waiting list.
2. **Enrollment:** In order to enroll at WTHS or a comprehensive high school for the fall, applicants must meet WPS promotion requirements from their sending school for the grade level they wish to enter. Under no circumstances will students be allowed to matriculate without successfully passing their courses in English language arts or the ESL equivalent and mathematics for the school year immediately preceding their enrollment in the CVTE program. Upon receipt of final marks, WTHS and comprehensive programs may withdraw admissions offers for students who do not meet WPS promotion requirements. WTHS or comprehensive program staff will notify admitted students' parents and caregivers of such withdrawal actions by telephone, US Postal Service, and electronic mail. When offers of admission are withdrawn for any reason, students' spaces will be offered to applicants from the appropriate waiting list.
3. **Waiting Lists:** Waiting lists will be established at WTHS and for each program at the comprehensive high schools following the procedures described above (see Section VI-1-b). Waiting lists will remain active until October 1st of the year following their being established, at which time they will expire.
 - a. WTHS will maintain a separate waiting list for each of the six WPS feeder middle schools. When an opening arises for any reason (e.g., due to a declined or withdrawn offer of admission, or a withdrawal from the school), WTHS staff will offer admission to the next applicant on the waiting list corresponding to the student who created the vacancy. If at any time there are no more applicants on the waiting list for a particular feeder school, the next applicant from the next school's waiting list will be offered admission (based on alphabetical order of feeder school's name). If that student declines, then the next student from the next school will be offered admission, and so on until an applicant accepts admission.

- b. Each Chapter 74 program housed at one of the comprehensive high schools will maintain a waiting list for applicants from all feeder schools. When an opening arises for any reason (e.g., due to a declined or withdrawn offer of admission, or a withdrawal from the school), designated staff from the program offer admission to the next applicant on the waiting list. In the unlikely event that there are no other applicants on the waiting list, the program may recruit from the school's regular enrollment to fill any available seats.

X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT (Only Applicable to WTHS)

All ninth-graders who enroll in WTHS participate in a vocational-technical exploratory program designed to help them learn about their talents and interests relative to a variety of different vocational-technical programs. Students initially explore each vocational program in the technical academy in a virtual setting. All accepted grade 9 students will complete a virtual *Explore* during their assigned summer work and jumpstart preparatory program. The students will have access to their career choice rankings from their application up until August 1 of their application year.

The student's top four (4) choices, taken from their original online application, together with four (4) choices taken from the total available shops are scheduled for the entire exploratory period which is composed of Quarter 1 and Quarter 2. Students are evaluated and scored (0-100 points) using the standardized Student Evaluation – Exploratory rubric by each shop & related teacher during each two-week shop exploratory rotation. At the end of this eight-shop exploratory, each student selects his/her program preferences on the shop selection form one through six from the eight programs they explored. Students are admitted into the shop of their choice based on the grade point total they received. For example, a student with a point total of 100 would be admitted before a student with a point total of 80. If a shop fills, based on the highest point total before a student gets his/her first choice, the Director of Career Vocational Technical Education then moves to the students' second through sixth choice depending upon whether there is an opening in the shop. Again, each student is admitted based upon their overall point total.

If a student's combined point total in all shops does not qualify them to be placed in

their second- through sixth- choice shop because the shops were filled by students with higher point totals, the Director of Career Vocational Technical Education will meet with the student and present a list of the shops with openings which the student can explore and ask the student to choose one of them. Again, students selecting shops from among the shops with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed. In the event of a tie, a blind lottery will decide the assignment of students to the available seats in a particular shop.

Students who wish to transfer from one shop to another during the school year may request to transfer using a standardized form from their guidance counselor. Transfer requests will be considered subject to the availability of openings in the requested shops, and career plan. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

XI. REVIEW AND APPEALS

The applicant's parent(s)/guardian(s), upon receipt of a letter from WTHS or a CVTE program at a comprehensive high school indicating that the applicant was not accepted or placed on a waiting list, may request a review of the decision by sending a letter requesting a review to the appropriate Principal within thirty days of the receipt of the letter. The Principal will respond in writing to the letter with the findings of the review within thirty days.

If after the review, the parent/guardian wishes to appeal the findings of the review they may do so by sending a written request to meet with the WPS Secondary Manager for Instruction and School Leadership to appeal the Principal's findings. The Secondary Manager for Instruction and School Leadership will respond in writing to the parent/guardian with a scheduled date for the appeal meeting within thirty days of the receipt of the letter. The Secondary Manager for Instruction and School Leadership will respond in writing to the letter with their decision on the appeal within fourteen days of the Secondary Manager for Instruction and School Leadership meeting when the appeal was presented.

X. GENERAL BUSINESS
Administration
(November 30, 2021)

ITEM - gb #1-332
S.C. MEETING - 12-16-21

ITEM:

To accept the American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Grant in the amount of \$78,224,272.

PRIOR ACTION:

BACKUP:

Annex A (6 pages) contains a copy of the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Funds

Type of Funder: Federal funding through the Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$78,224,272

Grant Funding Period: October 1, 2021 through September 30, 2024

Project title: ESSER III / ARP ESSER

Program coordinator: Binienda / Allen

Purpose: The American Rescue Plan Act provides resources to school districts to respond to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief's (ESSER III or ARP ESSER) purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

Description of the program: This multi-year grant, in conjunction with previously awarded ESSER I and II funds, will support a variety of district initiatives and investments. Significant funding will be provided in areas including staffing costs, after-school, summer and professional development programs, contractual services, technology, supplies, transportation and building projects. The multi-year budget is based on the plans outlined in the district's FY22 budget book and subsequent school committee actions.

Program location: Districtwide

Outcomes and Measures: District Research and Accountability staff will coordinate evaluation of ESSER funded initiatives to comply with federal reporting requirements as they are released.

FY22 ESSER III Fund (Fund Code 119) Budget Worksheet

Total Allocation	\$78,224,272
Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19	
Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19	20% of Total Allocation \$15,644,855

TIP: Please budget at least this amount in the column, "How much of Total Expenditures addresses learning loss/disproportionate impacts of COVID-19?" (These expenditures are also included in Total Expenditures). If less than 20% is budgeted in the column below, the box to the left will turn red.

To determine FTE, divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide \$0,000 by 120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (round to the nearest tenth).

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program.
Please consult [DESE's ESSER website](#) for reminders on allowable expenses and references to more detailed guidance.

TIP: The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See [adj'n info](#).

TIP: For information on MTRS calculations and payments, please consult DESE's [MTRS Quick Reference Guide](#).

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on the Implementation Plan and Use of Funds tabs.

Line Item Category: Select an option from the drop-down menu.	Total Expenditures (please entering)	20% Reservation: How Much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19? (whole numbers)	Primary Function	Comments
1 ADMINISTRATOR SALARIES:				
Other	# of staff	Total FTE	MTRS	Budget Detail
Select One	4	4.00	<input type="checkbox"/>	2 school based + 2 district staff, Yr 3
Select One			<input type="checkbox"/>	
SUB-TOTAL	4	4.00		
2 INSTRUCTIONAL/PROF STAFF:				
Certified Specialist Teachers (providing individualized instruction, Guidance or School Adjustment Counselors, Social Workers)	# of staff	Total FTE	MTRS	Budget Detail
Select One	4	4.00	<input type="checkbox"/>	4 teachers + 3 years
Select One	8	8.00	<input type="checkbox"/>	8 School Adjustment Counselors, Yr 1
Select One	91	91.00	<input type="checkbox"/>	preK-12 Teachers, incl EL, SPED & Specialists, Yr 3
SUB-TOTAL	103	103.00		
3 SUPPORT STAFF SALARIES:				
Non-Clinical Paraprofessionals/Instructional Assistants	# of staff	Total FTE	MTRS	Budget Detail
Select One	73	73.00	<input type="checkbox"/>	Kindergarten IA's, Yr 1
Select One	6	6.00	<input type="checkbox"/>	2 Custodians, 1 Wrip, 3 ESSER & data support + 3 yrs
Select One	36	36.00	<input type="checkbox"/>	Yr 3: 28 Paras, 7 Behavior Specialists, 2 Clerical
SUB-TOTAL	117	117.00		
4 STIPENDS:				
Teacher/ Instructional Staff Professional Days	# of staff	Rate	Rate Type	MTRS
Select One	500	\$37	per hour	<input type="checkbox"/>
Select One	75	\$42	per hour	<input type="checkbox"/>
SUB-TOTAL				
5 FRINGE BENEFITS:				
MTRS (automatically calculated if MTRS box is checked above)				Budget Detail
Other				Budget Detail
Health Insurance				Budget Detail
Other Retirement Systems				Budget Detail
Federal Insurance Contributions Act (FICA)				Budget Detail
SUB-TOTAL				
6 CONTRACTUAL SERVICES:				
Contracted Services Providers - Other Student Services	Rate	Rate Type	MTRS	Budget Detail
Select One	\$20,000	flat	<input type="checkbox"/>	AED Mgmt + 3 yrs
Select One	\$75	per hour	<input type="checkbox"/>	Multiple contracted providers for ASOGT programs
Select One			<input type="checkbox"/>	
Select One			<input type="checkbox"/>	
Select One			<input type="checkbox"/>	

<input type="text" value="Select One"/> <input type="text" value="select"/>				<input type="text" value="Select One"/>	<input type="text" value=""/>
SUB-TOTAL		\$ 1,784,000	\$ 1,700,000		
7 SUPPLIES AND MATERIALS:		Amount	Amount	Select from Drop Down List	Budget Detail
<input type="text" value="Textbooks and Related Software/Media/Materials"/>		\$ 504,000	\$ 504,000	Activities addressing learning loss	Additional school instructional supplies + 3 yrs
<input type="text" value="Other"/>		\$ 4,000,000		Improving district preparedness and response to COVID-19	COVID Maintenance & PPE supplies + 3 yrs
<input type="text" value="Instructional Technology"/>		\$ 1,250,000	\$ 1,250,000	Activities addressing learning loss	Technology to address learning loss
<input type="text" value="Other Instructional Materials (non-testing/assessment)"/>		\$ 1,446,034	\$ 1,446,934	Activities addressing learning loss	Supplies for ASOST programs
SUB-TOTAL		\$ 7,200,934	\$ 3,200,934		
8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)		Amount	Amount	Select from Drop Down List	Budget Detail
<input type="text" value="Select One"/>				Select One	
<input type="text" value="Select One"/>				Select One	
<input type="text" value="Select One"/>				Select One	
<input type="text" value="Select One"/>				Select One	
SUB-TOTAL		\$ -	\$ -		
9 OTHER COSTS:		Amount	Amount	Select from Drop Down List	Budget Detail
<input type="text" value="Student Transportation Services"/>		\$ 1,500,000	\$ 1,500,000	Activities addressing learning loss	Student transportation for ASOST programs
<input type="text" value="Student Transportation Services"/>		\$ 10,000,000		Improving district preparedness and response to COVID-19	100 large school buses @ \$100,000 each
<input type="text" value="Student Transportation Services"/>		\$ 8,500,000		Improving district preparedness and response to COVID-19	Special Education: 65 buses + 40 vans
<input type="text" value="Maintenance of Equipment"/>		\$ 22,842,843		Activities related to improving indoor air quality in school facilities	ventilation system and related building projects
<input type="text" value="Select One"/>				Select One	
<input type="text" value="Select One"/>				Select One	
SUB-TOTAL		\$ 42,842,843	\$ 1,500,000		
10 INDIRECT COSTS	(a) rate (%) (e.g., if 14%, enter 14)	Amount	Amount		
<input type="text" value="2.05"/>	(b) eligible allocation less indirect (c) maximum indirect allowed	\$ 737,829			
11 EQUIPMENT:		Amount	Amount	Select from Drop Down List	Budget Detail
Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually and described in Step 6.2, below (These expenditures are not eligible for recovery of indirect cost).				Select One	
SUB-TOTAL		\$ -	\$ -		
TIP: The discrepancy box will indicate whether you budgeted too much or too little of your allocation. Positive numbers indicate you have budgeted too much by the indicated amount, (negative numbers) indicate that you have budgeted too little by the indicated amount.		TOTAL FUNDS REQUESTED			
		\$ 78,224,272	\$ 24,830,578		
DISCREPANCY: Difference between allocation and budgeted total, if any			\$ 9,185,723		

FY2022: American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Funds

Fund Code: 119

Purpose:

The American Rescue Plan Act provides resources to school districts to respond to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief's (ESSER III or ARP ESSER) purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

Priorities:

The priorities of the ESSER III funds are to support activities to address needs arising from the coronavirus pandemic, this includes:

1. Any activity authorized by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE);
2. Required reservation of at least 20 percent of district ESSER III funds to address lost instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups:
 - o low-income children or students,
 - o children with disabilities,
 - o English learners,
 - o racial and ethnic minorities,
 - o students experiencing homelessness, and
 - o children and youth in foster care;
3. Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19. Developing strategies that describe and implementing public health protocols how they might align with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
5. School facility repairs and improvements, such as efforts to improve indoor air quality to reduce risk of airborne virus transmission and exposure to environmental hazards. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement;
6. Training and professional development on sanitizing and minimizing the spread of infectious diseases;

7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings;
8. Planning for and coordinating during long-term closures, including:
 - o how to provide meals to eligible students,
 - o how to provide technology for online learning to all students,
 - o how to provide guidance for carrying out requirements under the IDEA and
 - o how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
9. Purchasing educational technology (including hardware, software, connectivity, assistive technology and adaptive equipment) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their teachers, including low-income students and students with disabilities;
10. Providing student mental health services and supports and maximize capacity for coordination to connect students to behavioral and mental health supports and services, including with school-based and community based-services and providers the hiring of counselors;
11. Planning and implementing activities related to summer learning and supplemental afterschool programs such as:
 - o providing classroom instruction or online learning during the summer months and
 - o addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care; and
12. Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA

Eligibility:

Awards are based on each district's share of funds received under Title I, Part A of ESEA in fiscal year 2021.

Funding Type:

Federal CFDA 84.425

Funding:

An estimated \$1.6 billion will be available for eligible districts. FY22 ESSER III Fund allocations will be posted on the [Grants Management website](#) as soon as they are available.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available for this Fund Code, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

Districts are permitted to use ESSER III funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. Please see the list of priorities above. In addition, districts must reserve at least 20 percent of its ESSER III funds to address lost instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact

of COVID-19 on underrepresented student subgroups. Districts must consult with stakeholders within the community, and determine the best use of the funds before submitting their grant application, which serves as the district's ESSER III implementation plan.

A Maintenance of Equity Assurance will be included on your ESSER III application as a condition of receiving ESSER III funds. Districts must agree to the following in FY22 and FY23:

- **State and Local funds:** Your district will not reduce the per pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools divided by the total number of students enrolled in all your schools (if any) divided by the total number of students enrolled in all of your schools for that fiscal year, and
- **Full-time Equivalent Staff:** Your district will not reduce the per pupil, full-time equivalent staff in any highpoverty school by an amount that exceeds the total reduction in full-time equivalent staff in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.

Within 30 days of receiving ESSER III funds, a district must make its Return to In-Person Instruction Plan publicly available on its website. A district must then review its plan every 6 months thereafter and revise as necessary (including consulting any changes to CDC guidance) until the end of the grant award. Note: The District Reopening Plan submitted to DESE for SY2020-2021, likely satisfies this requirement for the initial plan if it was published on the district's website and included public input.

Project Duration:

FY22: Upon approval – 6/30/2022 (Year 1)

The period of availability for FY22 ESSER III grant awards will be extended into FY23 7/1/2022 – 6/30/2023 (Year 2), FY24 7/1/2023 – 6/30/2024 (Year 3), and FY25 7/1/2024 – 9/30/2024 (Year 4).

X. GENERAL BUSINESS
Administration
(November 30, 2021)

ITEM - gb #1-333
S.C. MEETING - 12-16-21

ITEM:

To accept the Coronavirus Response and Relief Supplemental Appropriations Act: Elementary and Secondary Education Emergency Relief (ESSER II) Grant in the amount of \$34,815,950.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains a copy of the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Coronavirus Response and Relief Supplemental Appropriations Act: Elementary and Secondary Education Emergency Relief (ESSER II) Funds

Type of Funder: Federal funding through the Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$34,815,950

Grant Funding Period: July 8, 2021 through September 30, 2023

Project title: CARES - ESSER II / CRRSA

Program coordinator: Binienda / Allen

Purpose: Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) provide resources to school districts to address the impact the Novel Coronavirus Disease (COVID-19) has had and continues to have, on elementary and secondary schools. This supplemental funding opportunity, the Elementary and Secondary Education Emergency Relief II (ESSER II) Fund, is intended to help school districts safely reopen schools, and measure and effectively address significant learning loss.

Description of the program: This multi-year grant will accelerate the phase-in of Student Opportunity Act initiatives and staffing, based on priorities identified with community input. Proposed fund use also includes out of school time programs, instructional technology and classroom supplies. The multi-year budget is based on plans presented in the district's FY22 budget book.

Program location: Districtwide

Outcomes and Measures: District Research and Accountability staff will coordinate evaluation of ESSER funded initiatives to comply with federal reporting requirements as they are released.

Massachusetts Department of Elementary and Secondary Education
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR ESSER FUND CODE 115

District staff with the role of "control user" in EdGrants have been provided user log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants in order to submit budget and attachments.

FY21 Applications are due by March 31, 2021 or FY22 Applications are due by July 30, 2021

District Name:

Code:

Address: 20 Irving Street
Worcester, MA 01609

DESE Federal Grant Liaison: Russ Fleming
Phone number: 781-338-6259
Email: russellw.fleming@mass.gov

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS, INCLUDING USING THE GRANT FUNDS FOR ACTIVITIES ALLOWABLE UNDER SECTION 18003(d) OF THE CARES ACT. IN ADDITION THE APPLICANT AGENCY ACKNOWLEDGES AND AFFIRMS THAT ITS FY21 FEDERAL GRANT ASSURANCES (AS WELL AS ANY FUTURE ASSURANCES PROVIDED DURING THE GRANT PERIOD) APPLY TO THIS GRANT.

AUTHORIZED SIGNATURE:


PRINTED NAME: Maureen F. Binienda

TITLE: Superintendent

SUBMISSION DATE:

FY2021/FY2022 Allocation	FEDERAL GRANT ESSER II Fund Fund Code 115	PROJECT DURATION			TOTAL ALLOCATION
		Starting FY	FROM	TO	
		FY2022	IF FY2021, UPON APPROVAL	6/30/2021	
	IF FY2022, THE LATER OF: UPON APPROVAL OR JULY 1, 2021	6/30/2022			
				Total Allocation for Schedule A Consortium <i>For Those Districts Filing Schedule A only</i>	

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR THIS GRANT
BY March 31, 2021 for FY21 or July 30, 2021 for FY22

FY21/FY22 ESSER II Fund (Fund Code 115) Budget Worksheet

Allocation	\$34,815,950
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To determine FTE, divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide 80,000 by 120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (round to the nearest tenth).

TIP: All grant expenditures must be necessary, reasonable and allowable the rules of each grant program. Please consult Quick Reference Guide (QRG) for reminders on allowable expenses and references to more detailed guidance: ESSER II Fund QRG.

TIP: The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See add'l info.

TIP: For information on MTRS calculations and payments, please consult DESE's MTRS Quick Reference Guide.

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on the Use of Funds tab.

Line Item Category: Select an option from the drop down menu.	Expenditures <small>(whole numbers)</small>	Primary Function	Comments																																																	
1 ADMINISTRATOR SALARIES: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Other</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">4.00</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Select One</td> <td></td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Select One</td> <td></td> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Other	4	4.00	<input checked="" type="checkbox"/>	Select One			<input type="checkbox"/>	Select One			<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Amount</td></tr> <tr><td style="text-align: right;">\$ 652,900</td></tr> </table>	Amount	\$ 652,900	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Select from Drop Down List</td></tr> <tr><td style="text-align: center;"><small>Activities under ESSA, IDEA, Perkins or AEFLA</small></td></tr> <tr><td style="text-align: center;">Select One</td></tr> <tr><td style="text-align: center;">Select One</td></tr> </table>	Select from Drop Down List	<small>Activities under ESSA, IDEA, Perkins or AEFLA</small>	Select One	Select One	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Budget Detail</td></tr> <tr><td>2 school based + 2 distret staff over 2 years</td></tr> </table>	Budget Detail	2 school based + 2 distret staff over 2 years																													
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SUB-TOTAL	91 91.00	\$ 13,178,246																																																		
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SUB-TOTAL

\$ 1,145,860

7 SUPPLIES AND MATERIALS:

Textbooks and Related Software/Media/Materials
General Classroom Supplies
Instructional Technology
Other Instructional Materials (non-testing/assessment)

Amount

\$ 2,544,936

\$ 305,000

\$ 3,750,000

\$ 234,378

Select from Drop Down List

Activities under ESSA, IDEA, Perkins or AEPLA

Other activities re: maintaining district activities and continuing staff employment

Providing school leadership with resources for schools

Planning/implementing summer learning and/or afterschool programs

Budget Detail

Instruction/Leadership supplies, textbooks, and ST Math over 2 years

Classroom furniture over 2 years

Instructional Technology over 2 years

Supplies for out of school time programs

SUB-TOTAL

\$ 6,825,214

8 TRAVEL: (mileage, conference registration, courses, hotels, etc.)

Select One
Select One
Select One
Select One

Amount

Select from Drop Down List

Select One

Select One

Select One

Select One

Budget Detail

SUB-TOTAL

\$ -

9 OTHER COSTS:

Student Transportation Services
Select One
Select One
Select One
Select One
Select One
Select One

Amount

\$ 800,000

Select from Drop Down List

Planning/implementing summer learning and/or afterschool programs

Select One

Select One

Select One

Select One

Select One

Budget Detail

Student transportation for out of school time programs

SUB-TOTAL

\$ 800,000

10 INDIRECT COSTS

(a) rate (%)	(b) eligible allocation less indirect
2.00%	\$33,927,837
(a x b)	\$698,513
	maximum allowed

Amount

\$ 695,315

Select from Drop Down List

Budget Detail

11 EQUIPMENT:

Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually in Step 9.2, below (these expenditures are not eligible for recovery of indirect cost). Once listed below, the total for Equipment will automatically populate in the gray cell to the right.

Amount

\$ -

Select from Drop Down List

Select One

Budget Detail

SUB-TOTAL

\$ -

TIP: The discrepancy box will indicate whether you budgeted too much or too little of your allocation. Positive numbers indicate you have budgeted too much by the indicated amount, (negative numbers) indicate that you have budgeted too little by the indicated amount.

TOTAL FUNDS REQUESTED

\$ 34,815,958

DISCREPANCY: Difference between allocation and budgeted total, if any

FY2021 and FY2022: Coronavirus Response and Relief Supplemental Appropriations Act: Elementary and Secondary Education Emergency Relief (ESSER II) Funds

Fund Code: 115

Purpose:

Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) provide resources to school districts to address the impact the Novel Coronavirus Disease (COVID-19) has had and continues to have, on elementary and secondary schools. This supplemental funding opportunity, the Elementary and Secondary Education Emergency Relief II (ESSER II) Fund, is intended to help school districts safely reopen schools, and measure and effectively address significant learning loss.

Priorities:

The priorities of the ESSER II funds are to support activities authorized by:

1. ESSA, IDEA, Carl D. Perkins Career and Technical Education Act of 2006 or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.
2. Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs, including how outreach and service delivery will meet the needs of each population:
 - o low-income children or students,
 - o children with disabilities,
 - o English learners,
 - o racial and ethnic minorities,
 - o students experiencing homelessness, and
 - o foster care youth
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
6. School facility repairs and improvements, such as efforts to improve indoor air quality to reduce risk of airborne virus transmission.
7. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
8. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings.
9. Planning for and coordinating during long-term closures, including:
 - o how to provide meals to eligible students,
 - o how to provide technology for online learning to all students,
 - o how to provide guidance for carrying out requirements under the IDEA and
 - o how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

10. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their teachers, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
11. Providing student mental health services and supports and maximize capacity for coordination to connect students to behavioral and mental health supports and services, including with school-based and community based-services and providers. **A minimum of \$10,000 must be used on student mental health services and supports.**
12. Addressing learning loss, such as administering assessments to assess progress, implementing evidence-based activities, tracking attendance, and improving student engagement.
13. Planning and implementing activities related to summer learning and supplemental afterschool programs such as:
 - o providing classroom instruction or online learning during the summer months and
 - o addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
14. Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA.

Eligibility:

Awards are based on each district's share of funds received under Title I, Part A of ESEA in fiscal year 2021.

Funding Type:

Federal CFDA 84.425

Funding:

FY21 ESSER II Fund allocations will be posted on the [Grants Management website](#) as soon as they are available.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available for this Fund Code, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

Districts are permitted to use ESSER II funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. Please see the list of priorities above. In addition, in an effort to build capacity of public school districts and communities to facilitate integrated coordination of school and community-based resources, including but not limited to, social services, mental health and behavioral health resources, **districts that receive ESSER II funds must commit a minimum of \$10,000 to student mental health services and supports.**

Project Duration:

FY21: Upon approval – 6/30/2021 (Year 1) * or
FY22: 7/1/2021 – 6/30/2022**

*The period of availability for FY21 grant awards will be extended into FY22 7/1/2021 – 6/30/2022 (Year 2) and FY23 7/1/2021 – 6/30/2023 (Year 3) and FY24 7/1/2023 – 9/30/2023 (Year 4).

**Extended periods of availability for FY22 ESSER II grant awards are allowed as follows: FY23 7/1/2022 – 6/30/2023 (Year 2) and FY24 7/1/2023 – 9/30/2023 (Year 3).

X. GENERAL BUSINESS
Administration
(December 1, 2021)

ITEM - gb #1-334
S.C. MEETING - 12-16-21

ITEM:

To approve a prior fiscal year payment in the amount of \$1,444.82 to Ostrow Electric.

PRIOR ACTION:

BACKUP:

The final invoice has exceeded amount of Purchase Order.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(December 2, 2021)

ITEM - gb #1-335
S.C. MEETING - 12-16-21

ITEM:

To accept a reimbursement of \$39,875 from the Massachusetts Department of Education for costs related to activities supporting the administration of the Pandemic EBT (P-EBT) program.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The Department of Elementary and Secondary Education (DESE) has made reimbursement funds for available to school districts for costs related to activities supporting the administration of Pandemic EBT (P-EBT). These funds were made available through the federal FY21 Omnibus and COVID Relief and Response Act and appropriated to the United States Department of Agriculture (USDA).

School district allocations have been calculated using a predetermined USDA formula based on specific rates per school based upon the number of students identified as eligible for P-EBT. Worcester has received \$39,875.

DESE has recommended that these funds be used to reimburse the school district for SIMS related staff work associated data submittal to the state. Specifically, examples of allowable reimbursable costs to apply against these funds include limited salaries of personnel, supplies, support services (including contracts for staffing or system-related work which shows clear allocation to the P-EBT program), or other expenses associated with the P-EBT program. Other more specific allowable reimbursable costs examples include:

- Reporting monthly school level learning models and eligible students to DESE.
- Designated staff to respond to parent requests and questions.
- Collecting and processing school meal applications specifically to establish eligibility for P-EBT.

Unallowable costs are those expenses that are:

- not necessary or responsible for the administration of the P-EBT program; and
- expenses already reimbursed under another Federal award.

Program costs reported for reimbursement must be documented and supportable as these reimbursements may be subject to audit.

The district will apply these funds to Account 500-91123 Non-Instructional Salaries and will be reflected in the FY22 Second Quarter Budget Status Report.

X. GENERAL BUSINESS
Administration
(December 2, 2021)

ITEM - gb #1-336
S.C. MEETING - 12-16-21

ITEM:

To consider approval of the following donations:

- \$250.00 from Dario Diesel Service Inc., to the Diesel Tech Program at South High Community School
- \$200.00 from Harr Motor Company to the Diesel Tech Program at South High Community School

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Ms. Novick
(December 8, 2021)

ITEM - gb #1-337
S.C. MEETING - 12-16-21

ITEM:

Request administration report back on the cost of full access to the Massachusetts Immunization Information System (MIIS) for all school nursing staff in the Worcester Public Schools

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for a report in early January

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Mrs. Clancey
(December 8, 2021)

ITEM - gb #1-338
S.C. MEETING - 12-16-21

ITEM:

Request that the Administration provide an update on any open teaching positions and recruitment strategies to fill them.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(December 8, 2021)

ITEM - gb #1-339
S.C. MEETING - 12-16-21

ITEM:

To consider filing the list of outstanding General Business items or motions.

PRIOR ACTION:

BACKUP:

Annex A (34 pages) contains a copy of the outstanding administrative lists with responses.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

OUTSTANDING ADMINISTRATIVE ITEMS AND SCHOOL COMMITTEE DATE	response
<p>School Committee date - January 16, 2020 ITEM gb #0-10 Request that the Administration and School Committee consider setting up a meeting in March 2020 with the Worcester Legislative Delegation.</p> <p>SUGGESTION Ms. Novick suggested that the Local Delegation be invited to attend a School Committee meeting instead of scheduling a Legislative breakfast.</p>	<p>Due to the outdated nature of the item, the Administration recommends that it be filed.</p>
<p>School Committee date - March 5, 2020 ITEM c&p #0-10 To consider a communication from a citizen, on behalf of the Worcester Education Justice Alliance, relative to the report from the community led discussion on the WPS budget that was held on February 19th at Worcester State University.</p> <p>MOTION Mayor Petty Request that the item be referred to the Superintendent with a request to incorporate salient points from the <u>People’s Budget</u> into the final Student Opportunity Act’s report to be discussed at the March 26th meeting.</p>	<p>Due to the outdated nature of the item, the Administration recommends that it be filed.</p>
<p>School Committee date - January 16, 2020 ITEM gb #0-25 Request that the Administration provide a report first to the School Committee and then to the City Council indicating the benefits of the Worcester Regional Transit Authority’s fare free transportation and provide such services to students in the Worcester Public Schools to include those on internships and Chapter 74 courses.</p>	<p>The WRTA has extended free fares through December 31, 2022. Therefore, the Administration recommends that this item be filed.</p>
<p>School Committee date - January 16, 2020 ITEM gb #0-32 Request that the Administration, upon the successful implementation of MyStop, monitor the movement of public school buses, to have the administration report daily (or weekly) to the school committee on any morning and afternoon late bus delays or “no shows”. This information from both Durham and Worcester Public School operated buses should include the route number, the destination school, the total minutes each bus was late and any routes that were not run by Durham and/or were picked up by Worcester buses. This daily information should also include any driver shortages experienced. This information should also be posted daily (or weekly) on the Worcester Public Schools’ website.</p> <p>MOTION/SUGGESTIONS Mayor Petty suggested that the report should also include WPS buses.</p>	<p>Due to items discussed in the Standing Committee on Finance and Operations regarding transportation, the Administration recommends that this item be filed.</p>

<p>gb #0-32 (continued) Miss Biancheria suggested that the reports be done on a bi-weekly basis due to the fact that traffic and weather conditions may contribute to buses being late.</p> <p>Ms. Novick Request that the Administration provide a report on a weekly basis, until the MyStop is implemented, to include bussing issues from students, families and school based administrators and also post them on the website for Transportation.</p>	
<p>School Committee date – February 27, 2020 ITEM gb #0-75 ITEM Request the delegation include in the FY21 state budget language that would direct the municipal treasurer to deposit charter reimbursement funds in a separate account for school committee expenditure without further appropriation.</p> <p>MOTIONS Request that the administration ask the state legislative delegation for a change in the FY21 budget language in order to deposit charter school reimbursement from the state to a separate account for School Committee expenditure.</p> <p>Request that the Administration provide a report by the March 26th meeting compiled by Mr. Allen and Mr. Zidelis on how this would work and the right language that the Administration wants to propose to the delegation.</p>	<p>Due to the outdated nature of the item, the Administration recommends that it be filed.</p>
<p>School Committee date –February 27, 2020 ITEM gb #0-77 To discuss the 2019 4 and 5- year graduation and dropout rates as released by the Department of Elementary and Secondary Education on February 13, 2020.</p>	<p>This item was discussed under <u>ros #1-6</u> on April 8, 2021. Therefore, the Administration recommends the item be filed.</p>
<p>School Committee date –June 4, 2020 ITEM gb #0-138.1 To consider the proposed FY21 Budget MOTION Ms. Novick <u>500130-92000 Personal Services (Non Salary)</u> <u>500130-96000</u> Request that the Administration provide a report on how much it would cost the system to pay for the AP exams next year.</p>	<p>The following was approved for the 2021-22 Student Handbook Advanced Placement Exams The Worcester Public Schools will pay for the AP exams for those students who choose to take them.</p> <p>Ms. Novick requested that this item be filed.</p>

<p>School Committee date –February 4, 2021 ITEM gb #0-138.6 To consider the proposed FY21 Budget MOTION Miss Biancheria Request that the Administration provide in April 2021 an update on the Environmental Management System.</p>	<p>This item was discussed under <u>ros #0-10</u> on April 29, 2021. Therefore, the Administration recommends the item be filed</p>
<p>School Committee date –August 27, 2020 ITEM gb #0-249 Request that the Administration review the possibility of an early retirement package for WPS teaching staff including a cost analysis, that covers a three-year or a five-year buyout.</p>	<p>The Massachusetts Legislature has two bills pending (S1791 and H2620) that would allow for enhanced retirement benefits for certain members of the Massachusetts Retirement System. If approved, the School Committee would need to accept the provisions of the bill for certain members of the Massachusetts Retirement System to participate. Therefore, the Administration recommends that this item be filed.</p>
<p>School Committee date –August 27, 2020 ITEM gb #0-250 Request that the Administration study the feasibility of collaborating with community partners to set up in person learning laboratories for parents/guardians to bring their child/ren on remote learning days.</p>	<p>Due to the outdated nature of the item, the Administration recommends that it be filed</p>
<p>School Committee date –August 27, 2020 ITEM gb #0-263 Request Administration review with all staff policy GBEBD regarding fundraising and ensure it is being followed by all Worcester Public Schools staff.</p> <p>REQUEST Ms. Novick requested that the Administration make certain that the principals forward the fundraising policy to all teachers.</p>	<p>The Administration forwarded the fundraising policy to all principals. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –October 15, 2020 ITEM gb #0-275.2 Response of the Administration to the request to provide monthly updates on the air quality and HVAC work being done in the schools beginning September 17, 2020.</p>	<p>Since the staff and students are back in the buildings and the HVAC work has been completed, the Administration recommends the item be filed.</p>
<p>School Committee date –September 3, 2020 ITEM gb #0-277 Request that the Administration provide a report regarding the role of nurses during the remote learning time to include a current list and their assignments.</p>	<p>Since staff and students are in the buildings, the Administration recommends that item be filed.</p>
<p>School Committee date –March 4, 2021 ITEM gb #0-286.6 Request that the Administration provide a list of the locations of the three different types of ventilation systems that are in the schools.</p>	<p>A separate response is attached (4 pages) Accept and file.</p>

<p>School Committee date –September 9, 2020 ITEM gb #0-289 Request that the Administration schedule a joint meeting with the Board of Health for discussion of the Worcester Public Schools 2020-21 school plan and benchmarks for changing the status of learning within them.</p>	<p>Ms. Novick requested that this item be filed.</p>
<p>School Committee date –September 17, 2020 ITEM gb #0-291 Request that the Administration clarify for all Worcester Public Schools employees proper mask usage.</p>	<p>The Administration has provided instructions and COVID protocols to all employees on the proper way to wear a mask. Therefore, the Administration recommends the item be filed.</p>
<p>School Committee date –October 1, 2020 ITEM gb #0-314 Request that the Administration, after consultation with principals and administrative staff, ensure that the Parent Advisory Councils and Site Councils are still being conducted remotely.</p>	<p>Meetings can be held in person or virtual. Therefore, the Administration recommends the item be filed.</p>
<p>School Committee date –November 5, 2020 ITEM gb #0-332 To consider input from the School Committee’s student representatives.</p> <p>Request that the Administration consider developing a more structured Friday school day and discuss the daily homework assigned to students. Ms. McCarthy</p> <p>Request that the Administration consider alternative graduation plans based on the impact of COVID-19. Ms. McCarthy</p>	<p>Since this item is outdated, the Administration recommends that the item be filed.</p>
<p>School Committee date –November 5, 2020 ITEM gb #0-345 To set budgetary priorities for the fiscal year 2022 budget in line with the Worcester Public Schools' strategic plan and recognizing likely fiscal constraints.</p>	<p>Ms. Novick requested that this item be filed.</p>
<p>School Committee date –November 19, 2020 ITEM gb#0-358 Request that the Administration consider expanding summer school in its planning based on the data regarding the academic needs of the students.</p> <p>MOTION Mr. Monfredo Request that the Administration provide a report in March 2021 on a cost estimate to expand the summer school program.</p>	<p>Since this item was answered under gb 1-179.1 on August 27, 2021, the Administration recommends that the item be filed.</p>

<p>School Committee date –December 3, 2020 ITEM gb #0-366 Request that the Administration provide the dates for all virtual open houses that will be taking place and ensure that the dates are communicated to families.</p>	<p>Since this item is outdated, the Administration recommends that the item be filed.</p>
<p>School Committee date –December 3, 2020 ITEM gb #0-370 To collaborate with the other Gateway city committees, superintendents, and business offices, along with MASC, MASS, and MASBO in educating all stakeholders on the need for implementation of the Student Opportunity Act in FY22</p>	<p>Ms. Novick requested that this item be filed.</p>
<p>School Committee date –December 17, 2020 ITEM gb #0-381 Request administration post a simple weekly dashboard of numbers of COVID-19 positive students and staff, sorted by remote or in buildings, as submitted to the state each week.</p>	<p>Since September 24, 2021, the COVID cases have been posted on the WPS website. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –January 7, 2021 ITEM gb 1-9 To discuss ways in which the Administration is developing school community connections beyond the classroom during remote learning.</p>	<p>The Administration recommends that this item be filed since staff and students are back in the school buildings.</p>
<p>School Committee date –January 21, 2021 ITEM gb #1-16 Request that the Administration consider expanding after school secondary clubs by partnering with two or more high schools via Zoom.</p> <p>REQUEST Mr. Monfredo requested that the Administration provide a report by the end of the school year to include input from teachers.</p>	<p>The Administration recommends that this item be filed since staff and students are back in the school buildings</p>
<p>School Committee date –January 21, 2021 ITEM gb #1-18 Request Administration and the Mayor, with requested assistance from the city administration, demand more timely, more transparent, and more useful information regarding internet outages and slowdowns from Spectrum.</p>	<p>The Administration recommends that this item be filed since staff and students are back in the school buildings and there is an item in the Standing Committee on School and Student performance gb #0-232 regarding broadening broadband.</p>
<p>School Committee date –May 6, 2021 ITEM gb #1-19.1 Response of the Administration to the request to provide an update on current efforts to expand internet access in the City of Worcester.</p>	<p>The Administration recommends that this item be filed since staff and students are back in the school buildings and there is an item in the Standing Committee on School and Student performance gb #0-232 regarding broadening broadband.</p>
<p>School Committee date –February 4, 2021 ITEM gb #1-40 Request that the Administration discuss the Green Report from the City Council which pertains to the use of an electric versus gas heating system at the new Doherty Memorial High School.</p>	<p>The primary heating medium for the new Doherty Memorial High School, as included in the school design approved by the Building Committee, is low-temperature hot water generated by an air-cooled roof-mounted heat recovery chiller-heater heat pump as well as high efficiency condensing gas-fired hot water boilers. Therefore, the Administration recommends that the item be file.</p>

<p>School Committee date –March 4, 2021 ITEM gb #1-74 Request administration begin preparing models for the 2021-22 school year for a preliminary Committee discussion in April.</p>	<p>Ms. Novick requested that this item be filed.</p>
<p>School Committee date –March 18, 2021 ITEM gb #1-87 Request that the Administration provide a report regarding the move of facilities and transportation to the former Allegro building located at 115 North East Cutoff.</p>	<p>Due to items discussed in the Standing Committee on Finance and Operations regarding transportation, the Administration recommends that this item be filed.</p>
<p>School Committee date –April 8, 2021 ITEM gb #1-100 Request that the Administration provide a report at each meeting on the COVID-19 statistics to include: the number of students the number of staff (schools impacted) the number of students involved in sports</p>	<p>Since the Administration provides an update and each meeting and this information is posted weekly on the WPS website, it recommends that the item be filed.</p>
<p>School Committee date –April 8, 2021 ITEM gb #1-112 Request that the Administration provide a report on the newly implemented COVID-19 program for testing of students.</p>	<p>Since this item was answered under ros 1-11 on September 23, 2021, the Administration recommends that the item be filed</p>
<p>School Committee date –June 3, 2021 ITEM gb #1-153 MOTIONS requested that the following proposals be put forward for the 2022-23 school year for advanced planning: - Summer school - Full day pre-school and - Facilities and Ordinary Maintenance</p>	<p>The Administration recommends that the item be referred to the FY23 Budget.</p>
<p>School Committee date –June 17, 2021 ITEM gb #1-153.1 MOTIONS Mr. Monfredo Request that the Administration consider adding an additional full day pre-school program. Request that the Administration create a parent liaison Instructional Assistant position at the new Dual Language School.</p>	<p>This motion was discussed under item gb1-29.2 on June 17, 2021. Therefore, the Administration recommends that the item be filed.</p>

School Committee date –June 17, 2021

ITEM gb #1-153.1

MOTIONS

500-91120 Maintenance Services Salaries

(Miss Biancheria)

Request that the Administration provide a report on the number of job opportunities within the WPS that have been given to outside contractors to include the dollar amounts.

The use of contracted services within the Facilities Department in the areas of carpentry, electrical, HVAC, and plumbing occurs when:

- WPS trades staff requests to have contracted services be used due to complexity of work, time needed for completion, or the work order conflicts with other assigned work deadlines.
- WPS trades staff are unavailable for emergency response (nights and weekends).
- The work required involves environmental disturbance or abatement requiring specialized training.

The following is the amount (includes time and materials) of contracted services during FY21 for these selected trade areas:

<u>Contracted Service Category</u>	<u>FY21 Expenditures</u>
Carpentry Services	\$141,003.32
Electrical Repairs/Service	\$64,685.98
HVAC Repairs*	\$307,172.03
HVAC Repairs, Plumbing Repairs*	\$575,955.55
Plumbing, Drain Cleaning	<u>\$23,178.49</u>
Total Facilities Contracted Services:	\$1,111,995.37

** A significant amount of these HVAC contracted services was used in FY21 for COVID-related ventilation system repairs for school reopening. In FY20, the district spent \$464,971 on HVAC related contracted services.*

This report does not include amounts for contracted services that are not assigned to WPS staff, such as environmental remediation, roofing repairs, proprietary equipment repairs, welding services, and elevator repairs.

The use of contracted services in these instances do not take away job opportunities for existing WPS staff. Each WPS employee has an opportunity for a full 40-hour work week to address the following 3,258 open work orders (as of September 21, 2021):

	<u>Trade</u>	<u>Open Work Orders</u>
1	Carpentry	757
2	Electrical	996
3	HVAC	936
4	Plumbing	<u>569</u>
	TOTAL	3,258

Accept and file.

<p>School Committee date –June 17, 2021 ITEM gb #1-153.1</p> <p>MOTION Ms. Novick <u>540103-92000 Transportation</u> Request that the Administration provide documentation from the State on the process of granting reciprocal licenses to bus drivers to include the number of drivers that were provided to the WPS.</p>	<p>Due to items discussed in the Standing Committee on Finance and Operations regarding transportation, the Administration recommends that this item be filed.</p>
<p>School Committee date –August 11, 2021 ITEM gb #1-200 To consider an update on COVID-19 to include a discussion on masks and vaccinations.</p> <p>MOTIONS Miss Biancheria Request that the Administration provide vaccine information to area churches in order to promote and advocate for vaccinations.</p> <p>Request that the Administration provide an update on the DESE’s Test and Stay Program and how it will be implemented in all schools.</p> <p>Request that the Administration provide a list of schools that have medical waiting rooms.</p> <p>Request that the Administration study the feasibility of having small trailers at school sites in lieu of medical waiting rooms.</p> <p>Ms. Novick Request that the Administration provide a report on how to proceed with mandating vaccinations for all Worcester Public Schools’ employees.</p> <p>Request that the Administration work in collaboration with the Board of Health on ways to make vaccine mandates equitable to all students.</p> <p>Mayor Petty amendment to Ms. Novick’s motion:</p> <p>Request that the Administration work in collaboration with the Board of Health and the Worcester Health Department on ways to make vaccine mandates equitable to all students.</p>	<p>Since the COVID vaccine policy has been adopted, the Administration recommends that this item and the motions be filed.</p> <p>Since this motion was answered under ros 1-11 on September 23, 2021, the Administration recommends that the motion be filed</p>
<p>School Committee date –August 26, 2021 ITEM gb #1-216 Request that the Administration provide a spreadsheet of all costs for accommodations at the new facilities/transportation site of Allegro including number of staff and departments who will be occupying site part time and full time.</p>	<p>Due to items discussed in the Standing Committee on Finance and Operations regarding transportation, the Administration recommends that this item be filed.</p>

<p>School Committee date –August 26, 2021 ITEM gb #1-225 Request administration discuss further the "test and stay" protocol with the School Committee and medical advisors prior to implementation.</p> <p>REQESUT Ms. Novick requested an update in September on how this program is working.</p>	<p>Since this item was answered under ros 1-11 on September 23, 2021, the Administration recommends that the item be filed</p>
<p>School Committee date –September 23, 2021 ITEM gb #1-235 Request that the Administration provide a report, and breakdown, on the number of new, non WPS, School Choice students for the 2021-22 school year.</p>	<p>As of December 9, 2021, there are 148 students attending the Worcester Public Schools as school choice students during the 2021-2022 school year. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –September 23, 2021 ITEM gb #1-236 Request that the Administration provide a list of the dates of the first meetings of the school site councils for the 2021-22 academic year.</p> <p>MOTION Ms. Novick Request that the Administration share the names and contact information of the members of the school site councils with families.</p>	<p>The Administration provided the backup at the meeting and the Administration has forwarded the names and contact information to the principals to be forwarded to parents. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –September 23, 2021 ITEM gb #1-245 Request administration post weekly on the district website a COVID dashboard including but not limited to the following: -number of students positive during the week -number of staff positive during the week -number of close contacts during the week -number of students testing and staying during the week -number of students quarantining/isolating -number of staff quarantining/isolating</p>	<p>Since this information is posting weekly on the WPS website, the Administration recommends that the item be filed.</p>
<p>School Committee date –September 23, 2021 ITEMS gb #1-251 and gb #1-252 Request administration prioritize school buses in the daily dismissal at schools.</p> <p>Request administration collaborate with Durham School Services to ensure all bus drivers are enabled to punch in and leave the bus yard in ample time to arrive at their first trip stops as scheduled.</p>	<p>Due to items discussed in the Standing Committee on Finance and Operations regarding transportation, the Administration recommends that these items be filed.</p>

<p>School Committee date –September 23, 2021 ITEM gb #1-253 Request administration post all homeschooling information, including all district-required forms, on the district website, and in all Department of Justice mandated languages.</p>	<p>The information is posted on the WPS website. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –September 23, 2021 ITEM gb #1-254 Request administration and the Worcester delegation prepare for a coordinated local response to the filing of the application of the proposed opening of the Ubuntu Excellence for All STEAM Charter School.</p>	<p>Ms. Novick requested that this item be filed.</p>
<p>School Committee date –September 23, 2021 ITEM gb #1-256 To consider communicating with the WRTA on whether they would be able to assist with transporting students to school this school year and a long term commitment.</p>	<p>Due to items discussed in the Standing Committee on Finance and Operations regarding transportation, the Administration recommends that this item be filed.</p>

<p>School Committee date –June 18, 2020 ITEM gb #0-138.2 To consider the proposed FY21 Budget MOTION Miss Biancheria <u>500-91134 Educational Support Salaries</u> Request that the Administration provide an update within the next few months on how the \$500,000 was spent on Behavioral Health Specialists.</p>	<p>Four Behavioral Health Specialists were funded. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –June 18, 2020 ITEM gb #0-138.2 To consider the proposed FY21 Budget MOTION Miss Biancheria <u>540-91124 Crossing Guard Salaries</u> Request that the Administration provide a report on the equipment and the condition of the equipment being used by crossing guards.</p>	<p>All crossing guards get laminated colored vests, and a stop sign. All crossing guard equipment is in excellent condition. . Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –February 4, 2021 ITEM gb #0-138.6 To consider the proposed FY21 Budget REQUESTS Ms. Novick requested that the Administration provide a report on the turnaround schools for this year and Superintendent Binienda stated that she would schedule a Report of the Superintendent. Miss Biancheria requested that the Administration provide an update on the AVID program and Superintendent Binienda stated that she would schedule a Report of the Superintendent.</p>	<p>There were no turnaround schools per DESE during the 20-21 school year. An AVID update will be provided during the 21-22 school year. Therefore, the Administration recommends that the item be filed.</p>

<p>School Committee date –August 27, 2020 ITEM gb #0-266 To consider the Recruitment and Retention Plan of Minority Teachers and Administrators, dated March 4, 1999.</p> <p>SUGGESTIONS Mr. Foley suggested that members of the Strategic Plan Committee also be invited to participate in the updating of both plans. He also stated that he would like to see intentional action steps in order to bring more diversity for the district and include ambitious benchmarks to hold the district accountable.</p> <p>Mayor Petty suggested that Administration contact the City for its Recruitment and Retention Plan and to include the Superintendent’s Advisory Counsel.</p>	<p>The Recruitment and Retention Plan was reported out in the Superintendent’s Midyear Evaluation in July 2021. The Worcester Public Schools Chief Diversity Officer meets regularly with the City of Worcester Diversity Officer. The Superintendent’s Advisory Council members have been invited to participate in school and district leadership interviews. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –August 27, 2020 ITEM gb #0-271 To adopt the updated Title IX Policy and related procedures.</p> <p>REQUEST Mayor Petty requested that the item be held.</p>	<p>Title IX policy and procedures were updated. Principals and assistant principals were trained in the update policy and procedures by the Chief Diversity Officer and Worcester Public Schools legal counsel. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –October 1, 2020 ITEM gb #0-287.1 Response of the Administration to the request to provide an update regarding study halls and any policies currently being followed.</p> <p>MOTION Ms. Novick Request that the item be held for a written report from DESE regarding study halls.</p>	<p>Schools have increased the number of electives offered as well as offering courses for 10-20 weeks. Study halls are not recommended.</p> <p>The following DESE Guidelines were presented to the school committee: 7.04: Structured Learning Time Requirements (1) No later than the 1997 - 1998 school year, schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student. (2) No later than the 1997 - 1998 school year, all schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student. Therefore, the Administration recommends that the item be filed.</p>

<p>School Committee date –October 1, 2020 ITEM gb #0-309 Request the Massachusetts Department of Public Health provide COVID-19 infection data broken down by early childhood/elementary/middle/high demographics.</p> <p>MOTION Mayor Petty Request that the item also be referred to the Worcester’s Department of Public Health.</p>	<p>The Department of Public Health publishes a dashboard that provides COVID-19 infection data broken down by age and race. See attachment. (17 pages)</p> <p>Accept and file</p>
<p>School Committee date –April 8, 2021 ITEM gb #1-115 Request that the Administration provide an update on transitioning high schools back to 5 day in-person learning.</p>	<p>The Administration recommends that this item be filed since staff and students are back in the building 5 days a week for in person learning.</p>
<p>School Committee date –June 17, 2021 ITEM gb #1-168 To explore the possibility of adding crossing guards at Burncoat Middle/High Schools.</p>	<p>Funding is available for adding 2 crossing guards- one at Burncoat Middle and one at Burncoat High School. The principals have not been able to find any candidates. Human resources will be posting the positions on schoolspring. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –June 17, 2021 ITEM gb #1-172 To explore with the city administration the creation of swim lessons for all Worcester Public School students as part of the district requirements.</p>	<p>The Worcester Public Schools has participated in two planning meetings with community and college partners to plan swimming lessons for WPS students. In November 2021, Jacob Hiatt and Chandler Elementary Grade 3 students began 10 weeks of swimming lessons and water safety at the YMCA.. Additional schools will participate throughout the school year. Lifeguarding training for high school students will be discussed with community partners in January 2022. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –June 17, 2021 ITEM gb #1-174 Request that the Administration work with community agencies to help provide free or discounted options for WPS students in need of swim/water safety lessons.</p>	<p>The WPS is partnering with Abbvie, YMCA, YWCA, Girl’s Inc, Boy’s and Girl’s Club, the Fitness Center, JCC and area colleges to provide free or discounted options for swim/water safety lessons. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –August 26, 2021 ITEM gb #1-223 Request that the Administration collaborate with Spectrum Health Services to develop a plan regarding the safety concerns in the area of Lincoln Street School.</p> <p>MOTION/REQUEST Mrs. Clancey Request that the Administration forward a letter to Spectrum Health Services expressing the safety concerns and urge them to work with the city and school officials to address those concerns.</p> <p>Miss Biancheria stated that Spectrum members were in attendance at a community meeting, but did not speak. She requested a copy of the response provided from Spectrum after the letter is sent.</p>	<p>The Principal of Lincoln Street School has established a positive working relationship with Spectrum. A letter was sent to Spectrum Health Services discussing safety concerns. Therefore, the Administration recommends that the item be filed.</p>

<p>School Committee date –August 26, 2021 ITEM gb #1-224 Request administration prioritize lunch outdoors for all students. When weather precludes such arrangements, request administration utilize spaces throughout the buildings creatively in order to have students who are eating separated widely.</p> <p>REQUEST Ms. Novick requested that Administration encourage principals to communicate any staffing or costs incurred to the Superintendent and that she relay that information to the School Committee.</p>	<p>Completed. Schools that had outdoor spaces had students eat their lunches outside. There was no additional cost. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –September 23, 2021 ITEM gb #1-244 Request that the Administration provide an update on the school safety plan in lieu of the School Resource Officers being removed in January from buildings.</p>	<p>The update of the School Safety Plan will be presented to the School Committee on December 16, 2021. Therefore, the Administration recommends that the item be filed.</p>
<p>School Committee date –October 7, 2021 ITEM gb #1-270 Request administration coordinate with the Department of Public Health and the local medical community to provide for clear, consistent communication to families and staff regarding the importance of vaccinations in creating and maintaining a healthy school community. Further request such communications include opportunities for families and staff members to ask questions confidentially in multilingual, culturally proficient, and accessible manners.</p> <p>MOTION Miss Biancheria Request that the Administration provide a list of all the medical community members that meet with the Administration on Wednesdays and Fridays.</p>	<p>Community forums were held that provided clear, consistent communication to families. Additional forums were held on December 8 and 13 (Spanish) in partnership with physicians and medical personnel to promote the vaccinations of students ages 5-11. Participants were provided the opportunity to write questions into the chat and to receive live answers to each question. Therefore, the Administration recommends that the item be filed.</p> <p>Medical Community Members Maxine Schmeidler- UMASS Medical Dr. Lloyd Fisher- Reliant Medical Dr. Christina Hermos UMASS Medical Dr. Deb McGovern and WPS nurse supervisors Dr. Michael Hirsh Patricia Bruchman, DPH Dr. Lynda Young Elizabeth Denver, Family Health Sandra Velazques, Family Health Christine Di Tullio, Edward Kennedy Dr. Beverly Nazarian</p>

gb #0-286.6

Request that the Administration provide a list of the locations of the three different types of ventilation systems that are in the schools

Summary of Devices Installed in the Project

GPS - iMod	Modular NPBI Device installed across coils of Air Handling Equipment Applications: Air Handling Equipment rated at 15,000 CFM or Greater
GPS-FC24-AC	NPBI Device installed within the fan section of Air Handling Equipment Applications: Air Handling Equipment rated at 2,400 CFM or less
GPS-FC48-AC	NPBI Device installed within the fan section of Air Handling Equipment Applications: Air Handling Equipment rated at 4,800 CFM or less unless multiple units are installed. Up to 3 units may have been used to support Air Handling Equipment up to 15,000 CFM.
GPS-DM48-AC	NPBI Device installed within the duct work of Air Handling Equipment rated for 4,800 CFM or less
VirusDoc Portable Unit	Portable air filtration unit with MERV 13 filtration, 0-500 CFM equipped with NPBI Technology
RAF Portable Unit	Portable air filtration unit with MERV 13 filtration, 0-3000 CFM equipped with NPBI Technology
Tongdy IAQ Sensors	Indoor Air Quality Sensor that measures VOC, CO2, PM 2.5 and PM 10
iMeasure Sensors	Sensor that measures ion concentration within the space
iMeasure-D Sensors	Sensor that measures ion concentration within the duct work of the ventilation equipment.

Section B: Installation Summary

A summary of the devices installed in each facility is listed below, this table represents the pre-commissioning totals of each device at location as reported by the installing contractor. Honeywell is preparing as-built drawings which will include final counts of all devices installed, including the general location of each device on floor plans. The as-builts will be submitted with the final project closeout documents.

Worcester Public Schools								
Building	GPS - iMod	GPS-FC24-AC	GPS-FC48-AC	VirusDoc Portable Unit	RAF Portable Unit	Tongdy IAQ Sensors	iMeasure Sensors	iMeasure-D Sensors
Claremont/Woodland Academy	2	9	84			4	7	
Alternative School			1	15	20			
Burncoat Senior High School	5	1	13	1		4	5	11
Burncoat Middle School	1	2	64	11	10	2	8	
Doherty High School			49	18			8	13
Durkin Administration Building			4	4	5	2	2	2
Elm Park Elementary School		1	17	1	8	2	3	13
Forest Grove Middle School	1		82	2	13	2	6	
Gates Lane Elementary School			48	1	18	2	5	
Gerald Creamer Center				10	18	2	2	
Greendale Headstart				19	19			
Jacob Hiatt Magnet Elementary School	2			1		2	2	1
Mill Swan Head Start		1	19	8	13			
Millbury Street Head start				4	12			
Nelson Place Elementary School/Elder Affairs	4		10			2	4	7
New Citizens Center			11	7	8	2	3	
Norrback Community School		0	61	1		2	2	
North High School	8		2					
Parent Information Center				11	2			
Quinsigamond Elementary School		4	11	2		2	4	

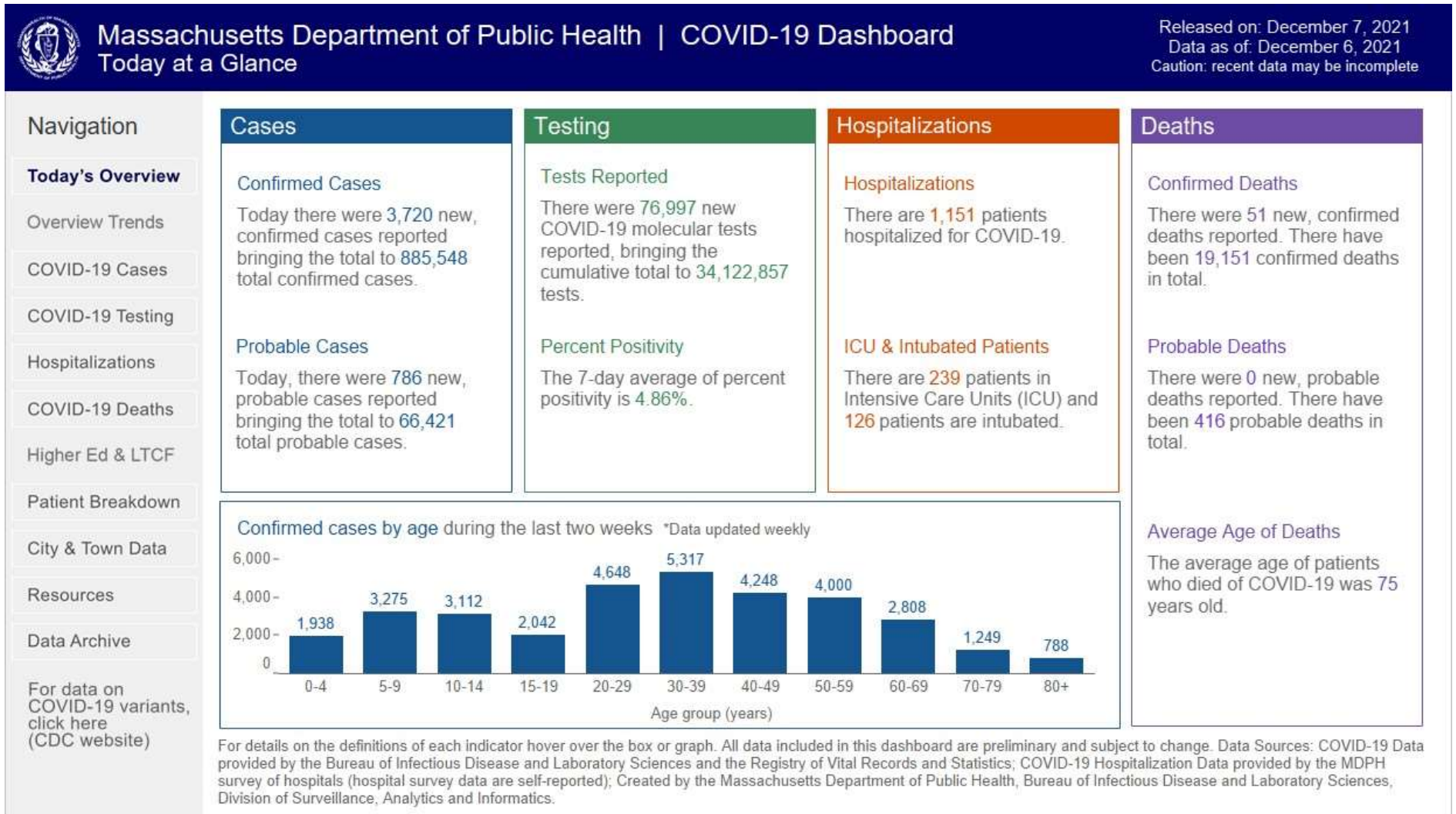
Worcester Public Schools								
Building	GPS - iMod	GPS-FC24-AC	GPS-FC48-AC	VirusDoc Portable Unit	RAF Portable Unit	Tongdy IAQ Sensors	iMeasure Sensors	iMeasure-D Sensors
Roosevelt Elementary School			74				5	3
South High School	2			55	121	4		
Taylor Building/Head Start				15	2	1		
Worcester Technical High School	5		66					
Belmont Community School			35	2	17	6	2	5
Burncoat Street Preparatory School		3			6	20	2	4
Canterbury Elementary School	2		26		5	6	2	5
Chandler Elementary School			22		16	8	0	0
Chandler Magnet School	1	1	58		7	15	0	0
City View Elementary School		1	44		2	10	2	6
Clark Street Elementary School			28		10	6	2	5
Columbus Park Elementary School	1		1		9	26	0	0
Fanning Middle School / School Administration	1				26	32	2	
First Step at Harlow			1		7	15	2	3
Flagg Street Elementary School			31		3	7	2	6
Francis McGrath Elementary School			20		4	5	2	4
Goddard School of Science & Technology					42	51	0	0
Grafton Elementary School					6	29	2	
Heard Street School	1	1			9	3	0	0
Lake View Elementary School			8		4	2		
Lincoln Street Elementary School			2		5	17	2	3
May Street Elementary School			11		9	13		
Midland Elementary School			4		24			
Rice Square Elementary School		0	1		8	30		
Sullivan Middle School	4		9		2	2	2	4

Worcester Public Schools								
Building	GPS - iMod	GPS-FC24-AC	GPS-FC48-AC	VirusDoc Portable Unit	RAF Portable Unit	Tongdy IAQ Sensors	iMeasure Sensors	iMeasure-D Sensors
Tatnuck Magnet School			19		12	22	2	3
Thorndyke Road Elementary			10		2	11	2	3
Union Hill Elementary School			19		9	15	2	5
University Park Middle School/Teachers Center			2		8	15		
Vernon Hill Elementary School					8	58		
West Tatnuck Elementary School			23		8	5	2	5
Wawecus Road Elementary School			13		7	6	2	4
Worcester Arts magnet			33		5	9	2	5
Worcester East Middle School					23	89	2	6
FREEMONT ST BUS DEPT					6	6		
YMCA WPS AREA					7	8		
CENTRAL MASS COLLABORATIVE					6	13		
Project Totals²	40	24	1036	188	591	595	104	126

² Project totals do not include additional units installed to correct punchlist items found during commissioning, counts will be updated in final closeout documents.

ITEM gb #0-309

Request the Massachusetts Department of Public Health provide COVID-19 infection data broken down by early childhood/elementary/middle/high demographics.





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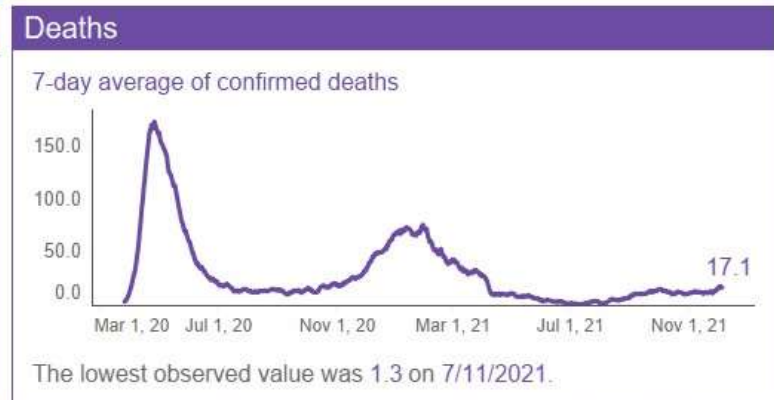
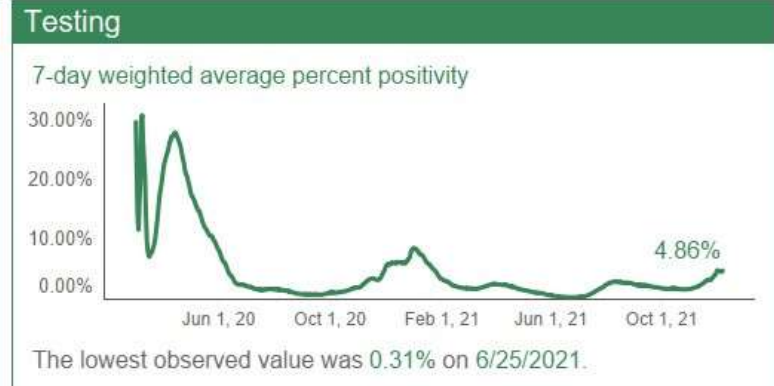
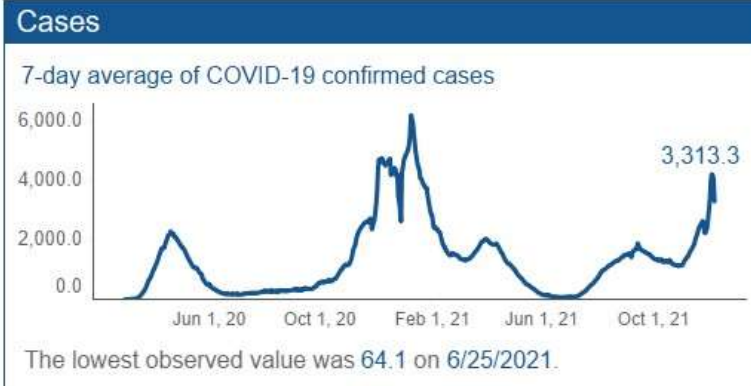
Patient Breakdown

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Select dates:
3/1/2020 to 12/6/20..



The lowest observed value is since tracking of the lowest value began on April 15, 2020. For details on the definitions of each indicator please see the corresponding tab for that indicator. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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Cases Over Time

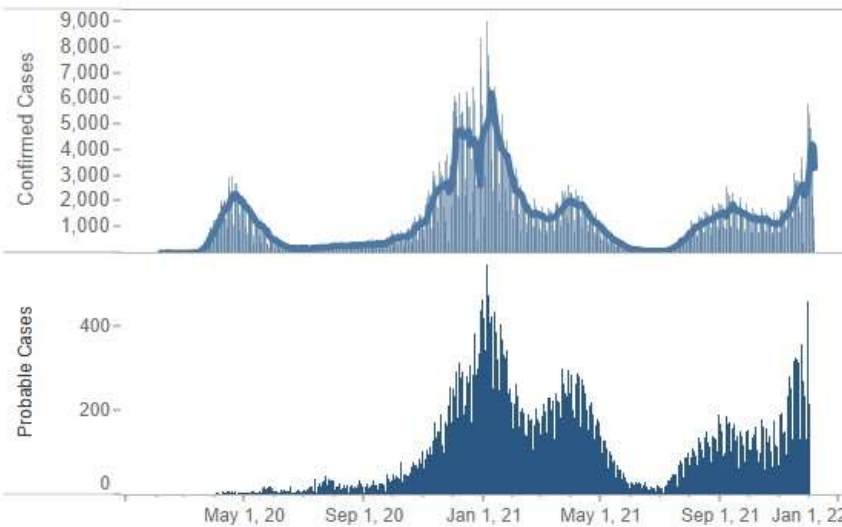
Contact Tracing

Clusters

COVID-19 Confirmed and Probable Cases

Select dates:

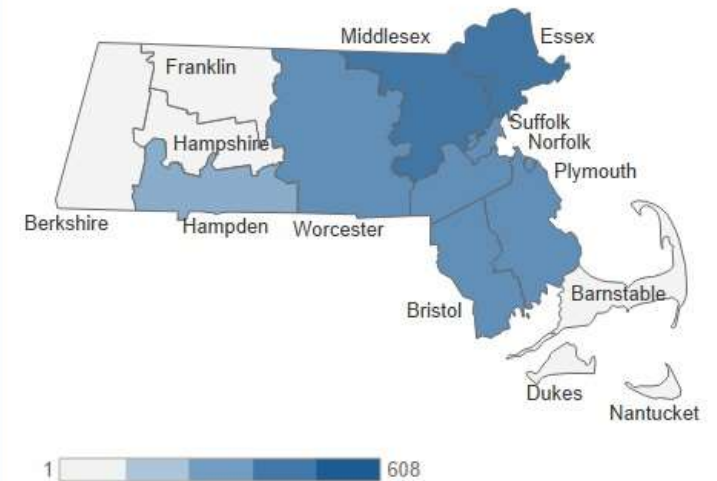
1/29/2020 to 12/6/2021



New confirmed cases reported by county and date

Select new or total cases
New confirmed cases

Select a date*
12/7/2021



All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics. Case counts for specific cities, towns, and counties change as data cleaning occurs (removal of duplicate reports within the system) and new demographic information (assigning cases to their city or town of residence) is obtained.

*The most recent 30 days of data are viewable on this map. To view data outside of this range, please visit our data archive and download the raw data.



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Filter by time period

Cumulative

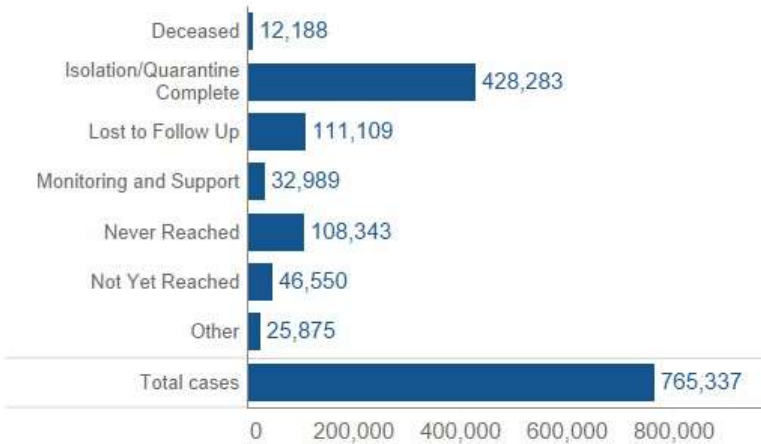
Last two weeks

The Cumulative time period includes data from April 10, 2020 to November 27, 2021.

CTC workforce

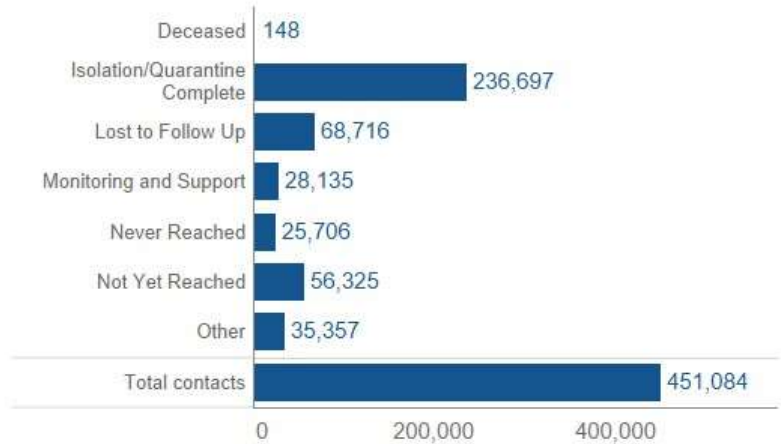
The Community Tracing Collaborative currently has 515 workers performing case investigation, contact tracing, and monitoring.

Cases outreach outcomes: Cumulative



79.8% of outreach to all cases (cumulative) is complete

Contacts outreach outcomes: Cumulative



81.8% of outreach to all contacts (cumulative) is complete

All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics. The COVID-19 Community Tracing Collaborative (CTC) began operation on April 10, 2020. Data on contact tracing and clusters reflect the combined efforts of the Local Health Departments, Massachusetts Department of Public Health (MDPH) and the CTC since that date. Prior to April 10, 2020, all COVID-19 contact tracing in Massachusetts was conducted by Local Health Departments.



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Clusters

Current clusters of COVID-19

There are currently 16,720 total clusters of COVID-19 involving 26,546 confirmed cases and 1,390 close contacts.

There are 9,260 new clusters involving 24,015 confirmed cases and 982 close contacts. New clusters are clusters where the first case was identified during the past four weeks, between October 31, 2021 and November 27, 2021.

There are also 7,460 ongoing clusters involving 2,531 confirmed cases and 408 close contacts.

Closed clusters

There are 134,639 closed clusters and 432,326 closed cases. A cluster is closed when 28 days have passed since the last confirmed case. Cases are considered closed if they occurred prior to the start of the four-week period.

[Click here to see number of cases and contacts](#)

Filter by exposure setting
All

[Scroll down to see additional data](#)

Number of total, new, and ongoing clusters by exposure setting

	Total clusters	New clusters	Ongoing clusters
24/7 Congregate Settings	11	3	8
Child Care	266	131	135
Colleges & Universities	8	3	5
Corrections	11	2	9
Hospitals	15	9	6
Household	15,946	8,935	7,011
Industrial Settings	15	1	14
K-12 Schools			

All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences Massachusetts Department of Public Health. Long Term Care Facility Data from the National Healthcare Safety Network. Only clusters consisting of two or more confirmed Massachusetts cases with a common exposure have been included.



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Select dates:
 3/1/2020 to 12/6/20..

Tests Reported

There were 76,997 new COVID-19 molecular tests reported, bringing the cumulative total to 34,122,857 tests.

Total Antigen Tests

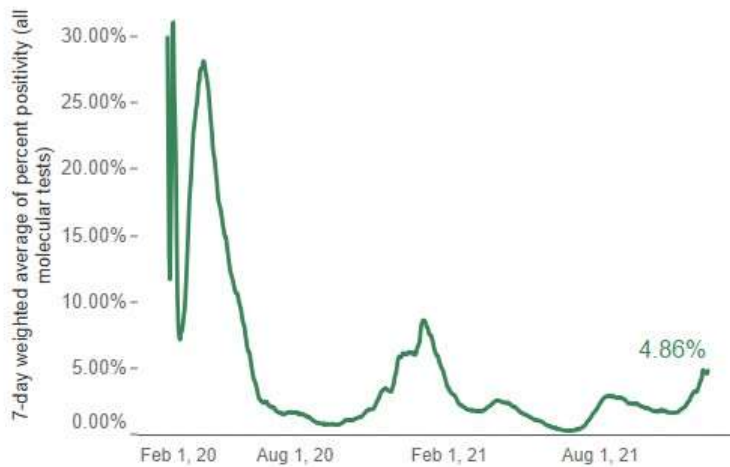
There were 30,553 new antigen tests reported today, bringing the total to 2,789,044 antigen tests.

Percent Positivity

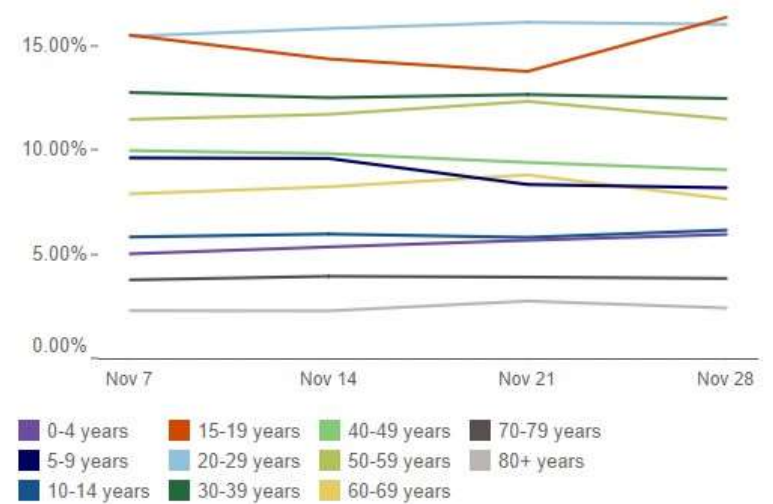
The 7-day average of percent positivity is 4.86%.

[Click here to see graphs on the numbers of tests](#)

Percent positivity among Massachusetts residents



Proportion of positive tests for the past four weeks* by age group



*The most recent 4 weeks of data are viewable on this graph. To view data outside of this range, please visit our data archive and download the raw data. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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Patient Demographics

Bed Occupancy

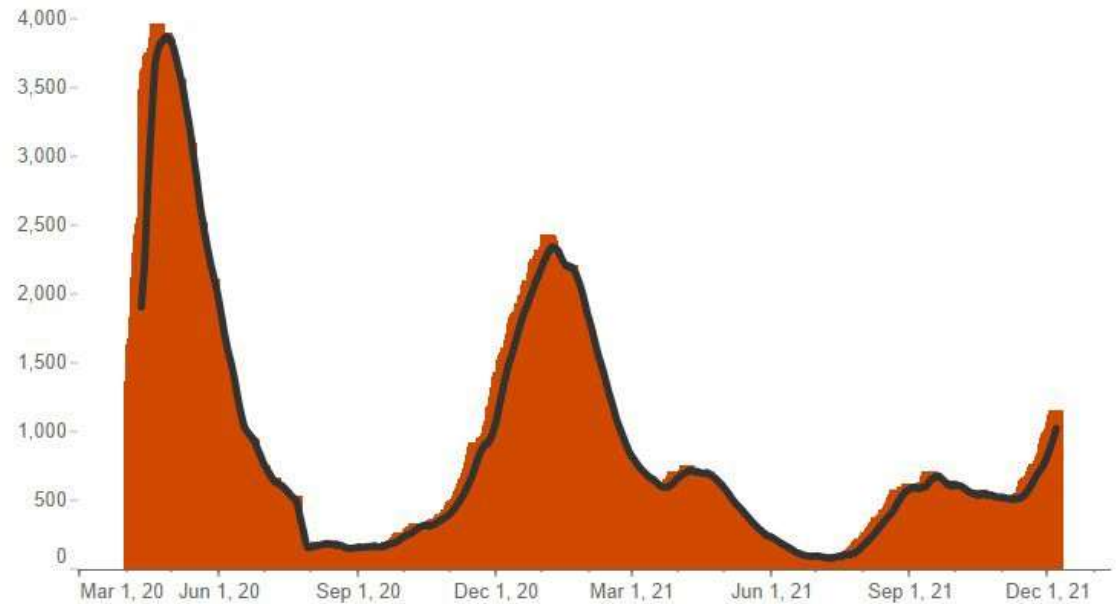
Hospitalizations

On December 6, 2021 there were **1,151** patients hospitalized for COVID-19.

Of those 1,151 patients, **407** were reported to be fully vaccinated for COVID-19 when they contracted COVID-19.

Select dates
4/4/2020 to 12/6/2021

Number and 7-day average of COVID-19 patients in the hospital



Hospitalization data provided by the MDPH hospital survey (survey data are self-reported by hospitals). All data included in this dashboard are preliminary and subject to change. Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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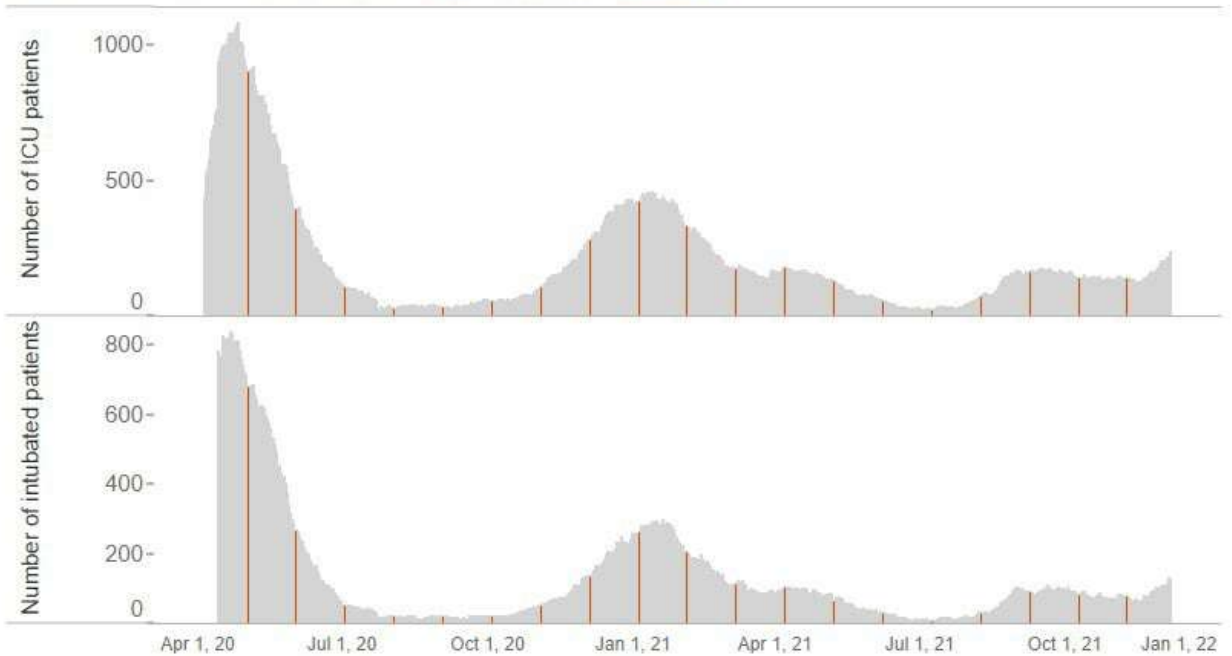
Bed Occupancy

ICU & Intubated Patients

There are **239** patients in Intensive Care Units (ICU) and **126** patients are intubated.

Select dates
4/4/2020 to 12/6/2021

Number of COVID-19 patients in the ICU and who are intubated



Hospitalization data provided by the MDPH hospital survey (hospital survey data are self-reported). All data included in this dashboard are preliminary and subject to change. Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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Select hospitalization rate or count

- Number of admissions during the last two weeks
- Rate of admissions during the last two weeks

Select a patient characteristic

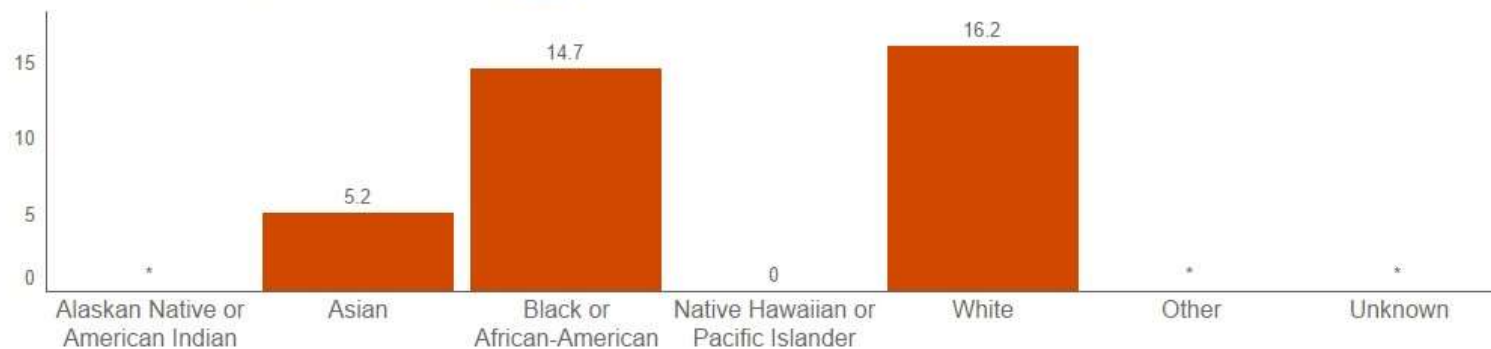
- Age
- Gender
- Hispanic Ethnicity
- Race

Select report date

12/2/2021

The report date December 2, 2021 shows data on patients admitted to hospitals between November 14, 2021 and November 27, 2021.

Rate of admissions during the last two weeks by Race



*Cells with fewer than 5 observations have been suppressed. Groups without population estimates, such as other/ unknown, will not have rates listed. All data included in this dashboard are preliminary and subject to change. The most recent 4 weeks of data are viewable on this page. To view data outside of this range, please visit our data archive and download the raw data. The demographic data shown are subsets of confirmed COVID admissions, which by definition include only patients who had confirmed COVID-19 at the time of admission. The number of total people reported within each demographic characteristic group (age group, gender, race, and ethnicity) may not equal the total number of people reported in the other demographic characteristic groups. Patients admitted with COVID who test positive after admission are not included. Data are provided by the MDPH hospital survey (hospital survey data are self-reported). These hospitalization data should not be compared to previously reported demographics of hospitalized patients as they come from a different data source. MDPH calculates rates per 100,000 population using denominators estimated by the University of Massachusetts Donahue Institute using a modified Hamilton-Perry model (Strate S, et al. Small Area Population Estimates for 2011 through 2020, report, Oct 2016.) All data included in this dashboard are preliminary and subject to change. Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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Bed Occupancy

Select a date*:
12/6/2021

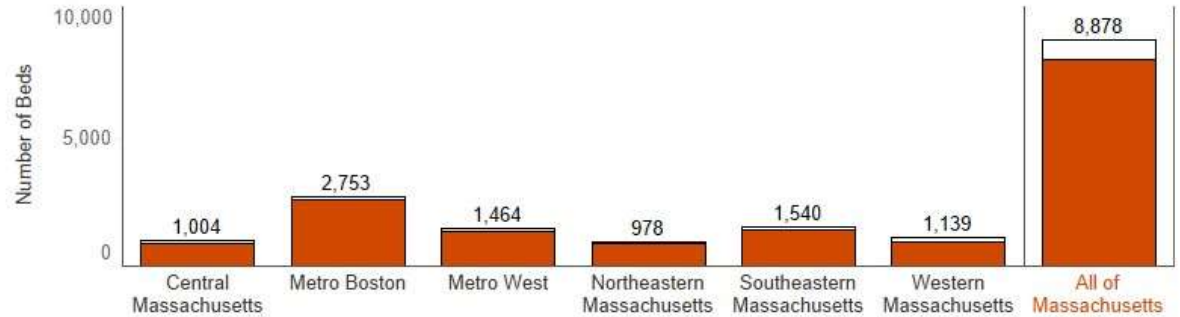
Occupied beds

As of today, 92% of medical/surgical beds are occupied and 84% of ICU beds are occupied.

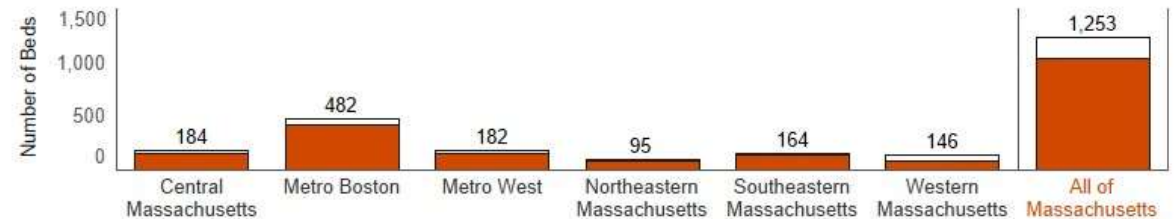
There are currently 0 beds occupied through alternate medical sites.

*The most recent 4 weeks of data are viewable on this page by using the "select a date" menu above. To view data outside of this range, please visit our data archive and download the raw data.

Available and occupied medical/surgical (not ICU) beds by region



Available and occupied ICU beds by region



Hospitalization data provided by the MDPH hospital survey (hospital survey data are self-reported). All data included in this dashboard are preliminary and subject to change. Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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Select dates:
3/10/2020 to 12/5/2021

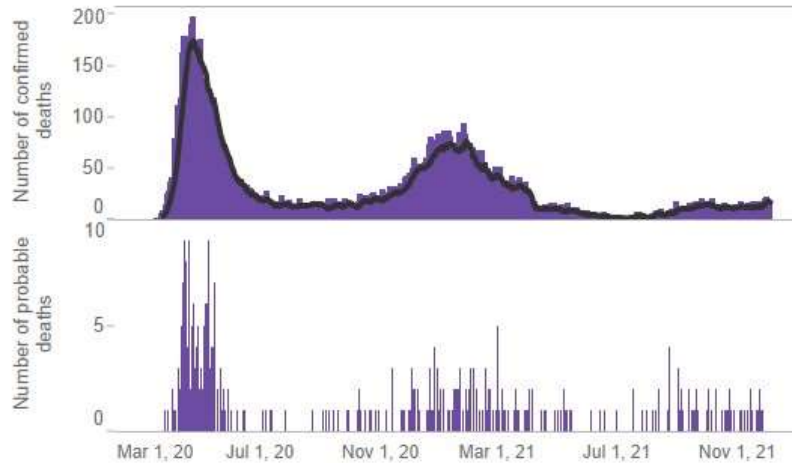
Confirmed Deaths

There were 51 new, confirmed deaths reported. There have been 19,151 confirmed deaths in total.

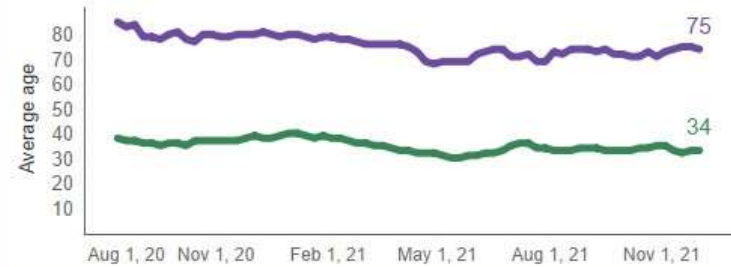
Probable Deaths

There were 0 new, probable deaths reported. There have been 416 probable deaths in total.

Number of COVID-19 confirmed deaths, probable COVID-19 deaths, and 7-day average of confirmed deaths

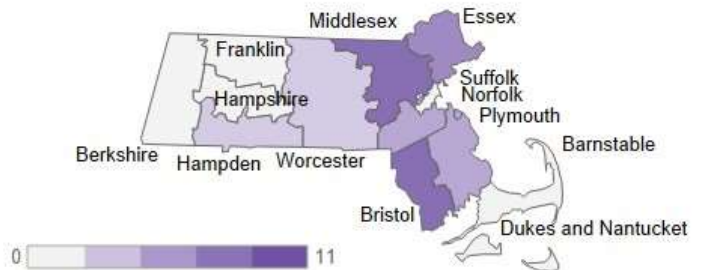


Average ages of people who tested positive for and died of COVID-19



New confirmed and probable deaths reported by county

Select new or total deaths
New confirmed and probable deaths
Select a date*
12/7/2021



All data included in this dashboard re preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics. Case counts for specific cities, towns, and counties change as data cleaning occurs (removal of duplicate reports within the system) and new demographic information (assigning cases to their city or town of residence) is obtained.

*The most recent 30 days of data are viewable on this map. To view data outside of this range, please visit our data archive and download the raw data.



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Higher Education

Cases and testing associated with testing at higher education institutions

In the last week, there were 661 new case(s) associated with higher education testing. This brings the total to 26,941 confirmed cases associated with higher education testing.

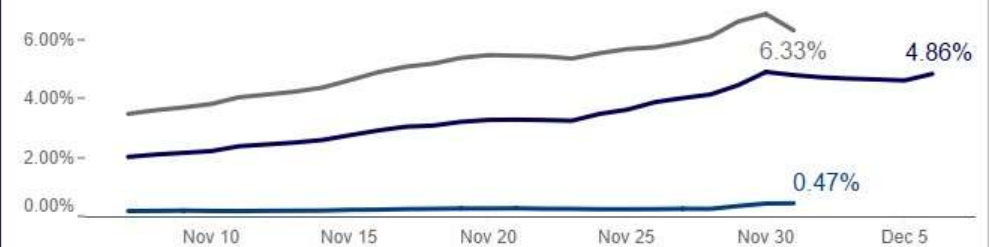
In the last week, there were 149,260 new tests associated with higher education testing. This brings the total to 12,116,886 tests associated with higher education testing.

Long Term Care Facilities

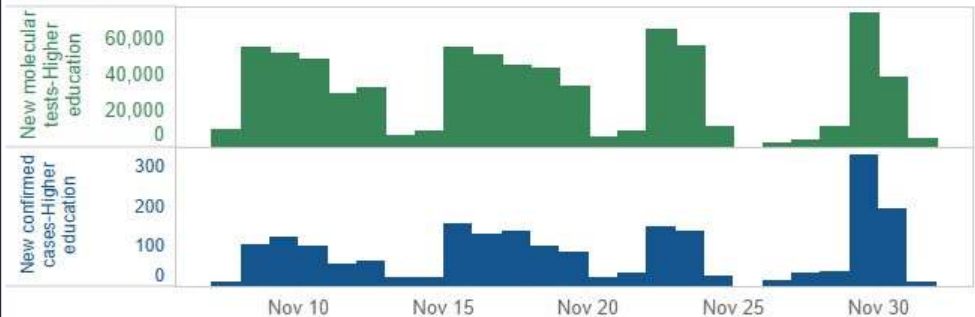
Cases and deaths in long-term care facilities are no longer being reported on the daily dashboard and are available in the Chapter 93 data here: <https://www.mass.gov/info-details/covid-19-response-reporting# covid-19-chapter-93-data>

Data are reported according to federal CMS and CDC's National Healthcare Safety Network criteria: https://www.cdc.gov/nhsn/pdfs/covid19/lcfc/57_144-toi-508.pdf

Percent positivity over the last four weeks* for all of Massachusetts, for MA without higher education institutions, and for higher education institutions on their own



Number of molecular tests and confirmed cases associated with higher education testing over the last four weeks*



*The most recent 4 weeks of data are viewable on these graphs. To view data outside of this range, please visit our data archive and download the raw data. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



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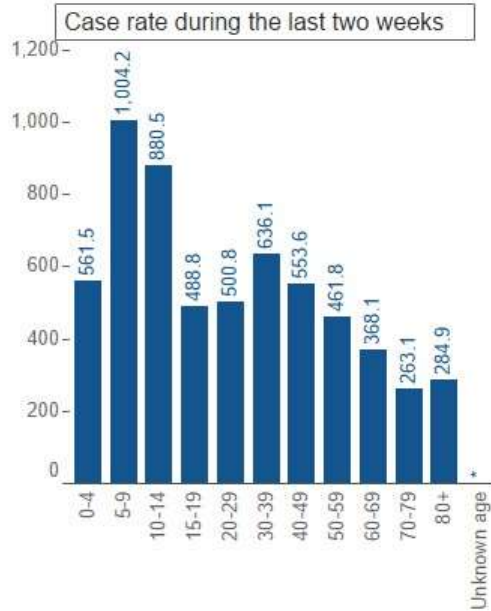
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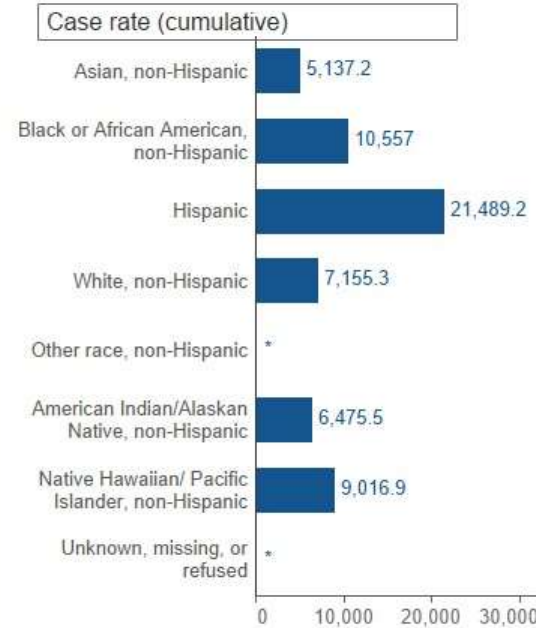
Select a date:
12/2/2021

Confirmed and probable cases and deaths (select below) by...

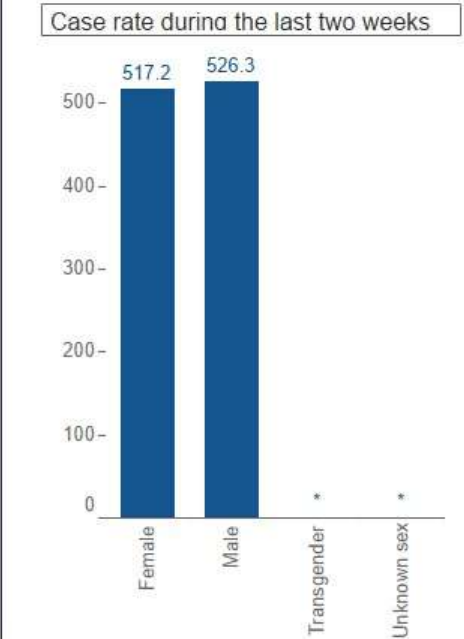
Age groups



Race and Hispanic ethnicity



Sex



*Cells with fewer than 5 observations have been suppressed. Groups without population estimates, such as other/ unknown, will not have rates listed. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics. MDPH calculates rates per 100,000 population using denominators estimated by the University of Massachusetts Donahue Institute using a modified Hamilton-Perry model (Strate S, et al. Small Area Population Estimates for 2011 through 2020, report, Oct 2016.) *The most recent 4 weeks of data are viewable on this page. To view data outside of this range, please visit our data archive and download the raw data.



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Select a date:

12/2/2021

Limit

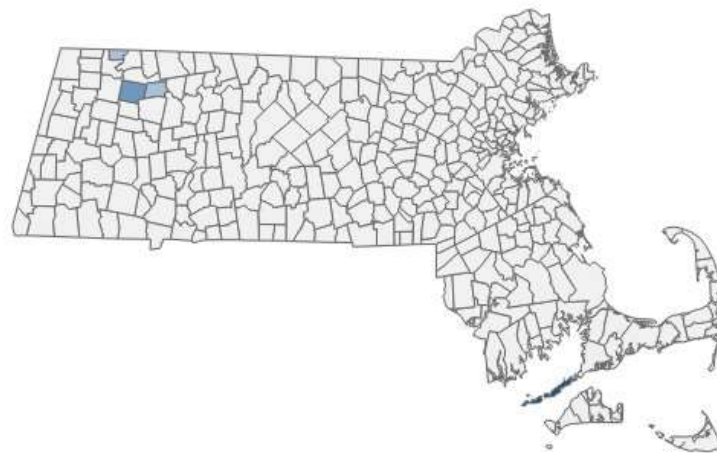
Testing Data

Data by City and Town

Data by County

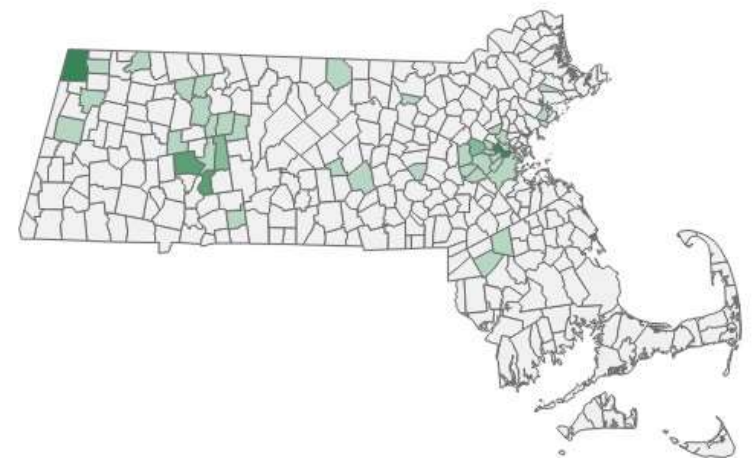
Percent positivity

Percent positivity, statewide 14-day average: 3.60%



Testing rate

Testing rate, statewide 14-day average 14,720.2 per 100,000 MA residents



View this data as a Bar Chart

The most recent 4 weeks of data are viewable on this page. To view data outside of this range, please visit our data archive and download the raw data. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.



Massachusetts Department of Public Health | COVID-19 Dashboard

Weekly Data by City and Town

Report date: December 2, 2021
 With data starting: November 14, 2021
 and ending on: November 27, 2021
 *These data are updated once per week.

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Data by County

Select an Indicator:

14-day Average Daily Incidence Rate

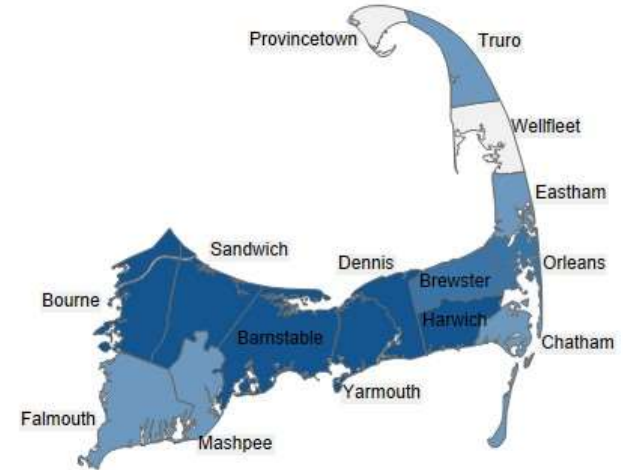
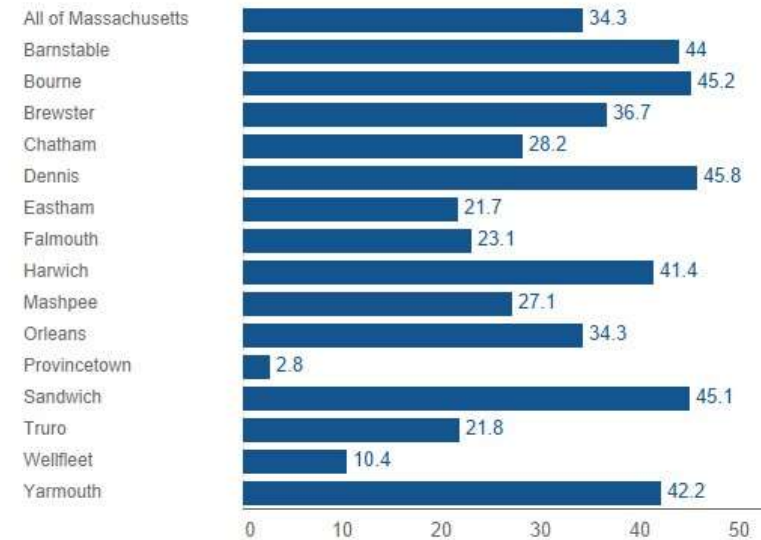
Select Counties to see Towns:

Multiple values

Select a Date:

12/2/2021

2.8 45.8



The most recent 4 weeks of data are viewable on this page. To view data outside of this range, please visit our data archive and download the raw data. *Cells with fewer than 5 observations have been suppressed. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics. MDPH calculates rates per 100,000 population using denominators estimated by the University of Massachusetts Donahue Institute using a modified Hamilton-Perry model (Strate S, et al. Small Area Population Estimates for 2011 through 2020, report, Oct 2016.) Please note: Data for these tables are based on information available in the MDPH surveillance database at a single point in time. Case counts for specific cities, towns, and counties change as data cleaning occurs (removal of duplicate reports within the system) and new demographic information (assigning cases to their city or town of residence) is obtained. Testing rates are calculated from the number of tests conducted in the geographic area divided by the population denominator (the number of people living in that geographic area). Rates are used to compare data between geographic areas that have different population sizes.



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Today's Overview

Overview Trends

COVID-19 Cases

COVID-19 Testing

Hospitalizations

COVID-19 Deaths

Higher Ed & LTCF

Patient Breakdown

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Resources

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Testing Data

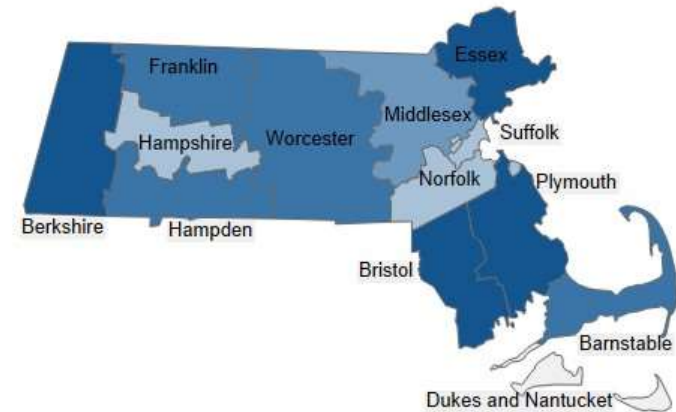
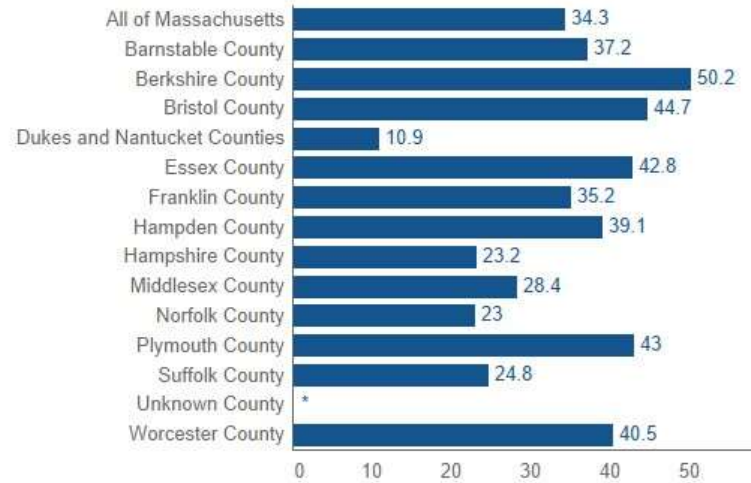
Data by City and Town

Data by County

Select an Indicator
14-day Average Daily Incidence Rate

Select a Date
12/2/2021

10.9 50.2



The most recent 4 weeks of data are viewable on this page. To view data outside of this range, please visit our data archive and download the raw data. *Cells with fewer than 5 observations have been suppressed. All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics. MDPH calculates rates per 100,000 population using denominators estimated by the University of Massachusetts Donahue Institute using a modified Hamilton-Perry model (Strate S, et al. Small Area Population Estimates for 2011 through 2020, report, Oct 2016.) Please note: Data for these tables are based on information available in the MDPH surveillance database at a single point in time. Case counts for specific cities, towns, and counties change as data cleaning occurs (removal of duplicate reports within the system) and new demographic information (assigning cases to their city or town of residence) is obtained. Testing rates are calculated from the number of tests conducted in the geographic area divided by the population denominator (the number of people living in that geographic area). Rates are used to compare data between geographic areas that have different population sizes.



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Definitions

A person is counted as a **confirmed case** of COVID-19 when they have their first positive molecular test. They might have multiple tests but are only counted once. As of 9/1/2021, they can be counted again if they are re-infected, defined as having another positive test more than 90 days after their first infection.

An **incidence rate** is the number of new cases divided by the number of people living in the geographic area. MDPH calculates rates per 100,000 population using denominators estimated by the University of Massachusetts Donahue Institute using a modified Hamilton-Perry model (Strate S, et al. Small Area Population Estimates for 2011 through 2020, report, Oct 2016.) Rates are used to compare data between geographic areas that have different population sizes.

A person is counted as a **probable case** if they meet one of three criteria: 1. if they have a positive antigen test; 2. if they have COVID symptoms AND were exposed to someone with COVID; 3. if they died and their death certificate lists COVID as a cause of death. Using the first criterion, as of 9/1/2021, they can be counted again if they are re-infected, defined as having another positive test more than 90 days after their first infection.

COVID-19 Molecular Test: The most common kind of molecular test is a PCR test. This diagnostic test identifies the presence of virus's genetic material. These tests are very accurate and a positive result means someone has a current COVID-19 infection.

Total Tests: This represents the total number of laboratory tests done and includes people who have had multiple tests.

Percent positivity: Percent positivity is calculated using molecular tests only. Percent positivity is calculated by dividing the number of positive tests by the total number of tests during the time period.

Hospitalization data includes confirmed cases of COVID-19 in acute care hospitals and alternate care sites (added as of December 6, 2020). Hospitalization data are provided by the MDPH survey of hospitals (hospital survey data are self-reported).

A **confirmed death** is a person who died of COVID-19. They had been tested and diagnosed with COVID-19 before they died or were tested after they died, and the result was positive. Effective April 1, 2021, a confirmed death is person who: died within 60 days of their first positive molecular test (unless their cause of death was clearly not related to COVID-19); or COVID-19 is listed on their death certificate following a positive molecular test regardless of time since diagnosis.

A **probable death** is a death that is suspect to be COVID-19 related but is not confirmed. Probable deaths have a clinical presentation consistent with a COVID-19 death, but were not tested and therefore not diagnosed with COVID-19. The number of probable deaths can fluctuate from day to day; some individuals will have subsequent molecular tests that move them into the confirmed death counts. Effective April 1, 2021, a probable death is a person who: died within 60 days of having their first positive antigen test (unless their cause of death was clearly not related to COVID-19); or COVID-19 was listed on their death certificate but have no positive test for COVID-19. Persons who have COVID-19 listed on their death certificate, have never tested positive and have a negative test within 7 days of death are not counted.

The "two week period" or "last two weeks" refers to the most recent two complete weeks. Weeks are defined as Sunday to Saturday.

[Click here to view additional links, references, and resources](#)

All data included in this dashboard are preliminary and subject to change. Data Sources: COVID-19 Data provided by the Bureau of Infectious Disease and Laboratory Sciences and the Registry of Vital Records and Statistics; Created by the Massachusetts Department of Public Health, Bureau of Infectious Disease and Laboratory Sciences, Division of Surveillance, Analytics and Informatics.

X. GENERAL BUSINESS
Administration
(December 8, 2021)

ITEM - gb #1-340
S.C. MEETING - 12-16-21

ITEM:

To approve a prior fiscal year payment in the amount of \$100 to LearnWell.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(December 8, 2021)

ITEM - gb #1-341
S.C. MEETING - 12-16-21

ITEM:

To accept the American Rescue Plan (ARP) – Homeless Children and Youth II (HYC) Grant in the amount of \$596,779.

PRIOR ACTION:

BACKUP:

Annex A (10 pages) contains a copy of the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: American Rescue Plan – Homeless Children and Youth II Grant
ARP-HCY II

Type of Funder: Massachusetts Department of Elementary and Secondary
Education
Federal 84,245 ESSER Funds

Awarded Amount: \$596,779.00

Grant Funding Period: December 8, 2021 – June 30, 2022 (Year 1)*
*The period of availability for this grant award can be extended
beyond Year 1 by utilizing the multi-year feature.
The extended period is broken up by fiscal year, as follows:
7/1/2022 – 6/30/2023 (Year 2); 7/1/2023 – 8/31/2024 (Year 3).

Project title: American Rescue Plan – Homeless Children and Youth II Grant

Program coordinator: O’Neil/Mahoney

Purpose: The goal of this federal American Recue Plan - Homeless Children
and Youth II (ARP-HCY II) allocation grant is to provide funding for
programs that ensure students who are homeless enroll in and
attend school, and have racially equitable and culturally responsive
opportunities to succeed in school through the following grant
program purposes:

- A. To address the immediate basic needs of students who are
homeless;
- B. To ensure students who are homeless have access to the
educational programming, services, and opportunities they
need due to gaps created by COVID-19 and
homelessness;
- C. To support districts in locating and identifying students who
are homeless; and
- D. To ensure district staff are trained and have the capacity to
support students who are homeless.

Description of the program: **Bridging the technology divide:** Funding will be used for
devices and connectivity for families. **Linkages to health
resources:** Collaborating with external agencies to provide
student and families who are homeless with access to needed
health resources. **Experiential activities:** Providing activities
for students, before and after school experiences where
students can “learn by doing” and by reflecting on the
experience. **Securing basic needs:** Promoting equity in the
provision of basic needs, so that families do not need to devote
time and resources to meeting basic needs.

Program location: Districtwide

Outcomes and Measures: Homeless children and youth will be provided with the supports
needed to maintain educational stability.

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

PART I – GENERAL

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

B. APPLICATION FOR PROGRAM FUNDING

FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2022	FEDERAL – Allocation Grant Administered by the Office of Student and Family Support			\$596,779
302	American Rescue Plan – Homeless children and Youth II Grant	Upon approval	06/30/2022	

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

AUTHORIZED SIGNATORY: <i>Maureen F. Binienda</i>	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 10/15/2021

DATE DUE: FRIDAY, October 29, 2021

* The period of availability for this grant award can be extended beyond Year 1 by utilizing the multi-year feature for this Funding Opportunity in EdGrants. The extended period is broken up by fiscal year, as follows: 7/1/2022 – 6/30/2023 (Year 2); 7/1/2023 – 8/31/2024 (Year 3).



OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

December 7, 2021

Dear Superintendent Binienda,

Congratulations! I am pleased to notify you that Worcester Public Schools has been awarded a FY22 American Rescue Plan - Homeless Children and Youth II (Fund Code 302) grant of \$596,799.

I want to thank you for your commitment to providing academic opportunities and support services for students who are homeless. Through this funding and your continued support, we hope to expand access to great educational opportunities for every child in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Kristen McKinnon, Assistant Director of Student and Family Support, Kristen.A.McKinnon@mass.gov if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in cursive script that reads "Karyn E. Polito".

Lt. Governor Karyn E. Polito

Totals for Entire Grant Project

1. ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS	Amount	Comments
SUB TOTAL					
2. INSTRUCTIONAL/PROFESSIONAL STAFF SALARIES:	# of staff	FTE	MTRS	Amount	Comments
SUB TOTAL					
3. SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS	Amount	Comments
Grant Implementation Specialist		1	1	\$180,833	Total represents 1 FTE over three years Year I = 8 months of Year I (Salary would be \$65,000 if 12 mos) Year II = \$67,500 and Year III = \$70,000
SUB TOTAL				\$180,833	
4. STIPENDS:	# of staff	Rate	Type	Amount	Comments
Administrators				\$ 62,160	After school and summer
Staff				\$ 68,450	After school and summer
Administrators				\$ 7,140	Work at shelters and other locations
Staff				\$ 37,740	Work at shelters and other locations
SUB TOTAL				\$ 175,490	
5. FRINGE BENEFITS				Amount	Comments
5-a MTRS					
5-b Other					
Health Insurance				\$ 11,700	Total all years
Other Retirement Systems				\$ 19,892	Total all years
Federal Insurance Contributions					
SUBTOTAL				\$ 31,592	
6. CONTRACTUAL SERVICES	Rate	Rate	Type	Amount	Comments
Media Contract		\$100	hour	\$ 30,000	For training video = costs only in Year I
Community service providers for programs		\$100	hour	\$ 30,000	\$30,000 per year each year for three years.
SUB TOTAL				\$ 60,000	
7. SUPPLIES AND MATERIALS				Amount	Comments
Noninstructional supplies Computers/connectivity				\$ 53,100	Desktops/printers/hot spots connectivity
Emergency supplies				\$ 53,829	Personal and safety supplies
				\$ -	
SUB TOTAL				\$ 106,929	
8. TRAVEL				Amount	Comments
SUB TOTAL				\$ -	
9: OTHER COSTS				Amount	Comments
Safe Transportation of students				\$ 19,500	
Other: Other transportation				\$ 10,500	
SUB TOTAL				\$ 30,000	
10. INDIRECT COSTS:				Amount	Comments
SUB TOTAL				\$ 11,995	
11. EQUIPMENT				Amount	Comments
SUB TOTAL				\$ -	
TOTAL				\$ 596,779	

PART III - REQUIRED PROGRAM INFORMATION

All applicants must respond to questions 1 through 5.

Proposals must provide culturally responsive, high-quality programming that advances equity, including racial equity.

1. Contact information:

a. District name	Worcester Public Schools
b. Homeless liaison (name, phone and email)	Maura Mahoney (508) 799-3175; mahoneym@worcesterschools.net
c. Grant contact (name, phone and email)	Gregory Bares (508) 799-3108; baresg@worcesterschools.net

2. Needs Assessment:

Using no more than one page:

- a. Provide an estimate of the number of students the district expects to serve with this grant and how that number was determined,

The City of Worcester, and the Worcester Public Schools, service a significant number of families and students experiencing homelessness. A 2019 report released by the River Oaks Treatment Center in Tampa, FL used data from the U.S. Department of Education to determine that Worcester has the fifth largest population of homeless youth in the nation, with a rate of 1,839 homeless students per 100,000 people. During the most recent 2020-2021 school year, data from our District show a total of 2,509 students have been identified as homeless, although there has likely been minimal updating of homeless status since school closure on March 12, 2020. Anecdotally, many families have reported they are now doubled-up, living in hotels/motels, or placed in shelters, and since system wide in person learning wasn't an option until March 2021, it is likely that all information is not known, particularly regarding families doubled-up.

- b. Identify training, professional development, or technical assistance the district needs to improve identification of students who are homeless, and

WPS will continue to work with established and emerging community partners to deliver services, provide access to supports, and provide professional development to partners about available resources, and professional development for WPS staff to facilitate school and community wide awareness of needs and available supports for students. As part of our ESR Monitoring Review, several issues were illuminated that we feel can be improved as a result of focused, professional development efforts. In a district of this size, messaging is all important. Funding will be used to create a video presentation that will be used throughout the district to ensure that each and every staff member will have the information necessary to provide the full complement of services to our homeless families. Additionally, we will be looking to refine other professional development offerings as part of our more intensive professional development efforts for those who are involved directly with these families. We will also produce a video to address some of these issues and offer professional development to our community partners.

- c. Identify the immediate needs of students who are homeless including those needs that are barriers to racial equity.

From the beginning of the Pandemic, WPS endeavored to engage our school community and our larger community in addressing these disparities and in reopening schools. WPS used several vehicles for this

including multiple surveys of families, staff and community stakeholders. As a result of these initial survey efforts, subcommittees were formed to look at specific aspects of this situation. In this way, input was collected from myriad parties, including students and their families, school personnel and community stakeholders, including local medical personnel and public health officials. We looked at what school might look like in the fall in light of the three options presented by the state – in person, online or a hybrid. Multiple forums on school openings, were held in different languages with the assistance of highly qualified staff members who are proficient in those languages. The District also conducted both a Facility Capacity Analysis and a Transportation Capacity Analysis.

Among key issues to emerge as regards barriers to racial equity include:

- (1) **Bridging the technology divide**: Funding is needed for devices and connectivity for families. Among the greatest challenges that WPS children and family faces is access to broadband services and this is an especially acute need for those who are living in temporary housing: technology and access. Funding will be used to provide technology devices (desktops and printers) so that the children we are serving are able to complete school assignments or participate in remote learning, if that is required once again. It will also assist families in providing for their meaningful involvement as well, as many of our meetings are still remote and unless families have access to this type of equipment/services, they are unable to participate. Families will also be able to increase their involvement with schools and community supports.
- (2) **Linkages to health resources**: Collaborating with external agencies to provide student and families who are homeless with access to needed health resources.
- (3) **Experiential activities**: Providing activities for students, before and after school experiences where students can “learn by doing” and by reflecting on the experience. This may include tutoring. In light of the fact that we have many valuable community partners within the city we have surveyed agencies that have worked with us in the past as well as other agencies in the City of Worcester who are working with our students. These experiences can be on school locations or in other places. Worcester Public Schools will also place Social Emotional Learning supports during extended activities.
- (4) **Securing basic needs**: Promoting equity in the provision of basic needs, so that families do not need to devote time and resources to meeting basic needs. This includes providing basic needs for our families such as cleaning supplies and also providing materials to non-school facilities who are providing services to our families and their children,

3. Resources:

In one page or less describe the resources available to address the needs identified above (both in the school district and in the broader community). Include:

- a. **community-based resources, organizations, and services that are responsive to the immediate needs of students who are homeless and specifically those of color and underserved communities; and**

A positive outcome of the Pandemic has been the strengthening of community partnerships. Throughout the Pandemic WPS staff have participated frequently in meetings with providers to make sure that services were in place, that families were continually notified of resources, and to share information. Efforts were also made to ensure that families received devices and hotspots needed to participate in remote learning, and to stay apprised of changes in learning models. These partnerships are likely to continue in the future. Since March 2021, a local partner, Open Sky, has had funding through DMH to provide emergency services, and the homeless families in WPS were identified as the target group. This partnership, and the \$50,000 funding allowed 10 WPS families to receive financial support for back rent, transportation, payment of back bills, all of which resulted in maintaining or returning to stable, secure housing. We are looking to continue this partnership. Through FC 301 – ARP HCY I, we are partnering with Open Sky to meet emergency housing needs as well.

The Homeless Services Coordination Committee (HSCC) is a more focused group which meets during alternate months, and is comprised of private/public organizations that most directly work with homeless

students and families in Worcester. The group contains representatives from local shelters, major subcontracting agencies for scattered site shelters, DTA, agencies providing health and wellness services, economic and social support and work more directly with families experiencing homelessness.

Additionally, the influx of families relocated to Worcester due to natural disasters in recent years (including January 2020 earthquakes in Puerto Rico) has resulted in community organizations working together to help meet the many complex needs of these new arrivals. While WPS was not an organizer of these efforts, we did actively participate, and remain a source of information and support for families still homeless. We participate in at least 10 meetings/month with community partners, and collaboration in all areas has increased tremendously

b. the district's coordination with Title I, ESSER, and/or other funding to address the immediate needs of needs of students who are experiencing homelessness.

Please remember ARP-HCY funds are to supplement not replace existing funding.

Worcester Public Schools will leverage the use of Title I funds to address the needs of homeless children and youth by supporting extended learning opportunities for students. Included in this are academic support programs to help these students. These programs are held during the school year and assist students who may be in need of tutoring. Additionally students experiencing homelessness will be identified and recruited for appropriate summer activities, to help close academic/achievement gaps. Parent engagement efforts and initiatives are also supported through the use of Title I funds. These funds, and ESSER funding will be used to maintain continuity of afterschool and summer activities at secondary and alternative education sites. It is expected that with the reliability of these supports we will see better academic, social and emotional outcomes for homeless youth and for youth with the highest levels of risk factors in the district.

4. **Activities:**

Using the **ARP – Homeless Children and Youth II Grant Activity Table** (below), use one row for each Need identified in Question 2 that will be addressed by this funding and complete the columns as follows:

- a) **Need** column - list the needs identified in Question 2 that will be addressed by the resources and activities of this grant.
- b) **Activities** column - identify the specific program activity(ies) that address the need(s) and the person responsible for the activity. Please indicate if the activity addresses racial, cultural and/or linguistic barriers/inequities.
- c) **Resources** column - list the local resources that support/address the activity. Please indicate if the Resource(s) will be contracted to provide a service or carryout the activity.
- d) **Grant Priority Number** column enter the grant priority for the identified need and activity, selected from the following list:
 - 1) programming designed to raise awareness throughout the district and community including professional development opportunities for homeless education liaisons;
 - 2) tutoring, supplemental instruction, and other educational services that help homeless students reach the same challenging state content and student performance standards to which all students are held;
 - 3) developmentally appropriate early childhood education programs, not otherwise provided through federal, state, or local funding for homeless preschool children;
 - 4) services and assistance to attract, engage, and retain homeless students, particularly those that are not enrolled in school, in public school programs or services provided to housed students;
 - 5) before- and after-school programs, mentoring, summer programs for homeless children and youth, and services/assistance to attract, engage, and retain homeless students in these programs;
 - 6) collaborating with external agencies to provide homeless students and families with medical, dental, mental health, and other community and state services;
 - 7) meaningful involvement of homeless parents in their student's education;
 - 8) violence prevention counseling, referrals to counseling, and/or address the needs of homeless students who are domestic violence survivors;
 - 9) supplies to non-school facilities and/or adapting these facilities to enable them to provide services; and
 - 10) extraordinary or emergency services to eligible students as necessary to enroll and retain them in school.

**AMERICAN RESCUE PLAN HOMELESS CHILDREN AND YOUTH II
GRANT ACTIVITY TABLE**

<p align="center">Needs identified in Question 2 that will be supported by this grant</p>	<p align="center">Activity(ie) to address the identified need(s) <i>Please include the person/entity responsible for this activity</i></p>	<p align="center">Resources identified in question 3 <i>(please indicate if contracting)</i></p>	<p align="center">Grant Priority Number</p>
<p>Example</p> <p>After/out of school activities needed to support academic and social emotional learning disrupted by the pandemic and high mobility</p>	<p>Example</p> <p>Provide Local After School program seats during the school year. The homeless liaison will oversee access to programming This addresses racial equity by providing access to racially and culturally responsive programming offered by the provider</p>	<p>Example</p> <p>Local Afterschool Program Provider - Contracted to provide # seats for students identified as homeless</p>	<p align="center">Example 5</p>
<p>Experiential activities Linkages to resources</p>	<p>WPS staff will work with students and families experiencing homelessness or at risk of homelessness. Stipends for WPS staff will support: -After school tutoring of students, at school, shelter or other community locations -Delivery of clinical, mental and behavioral health services at school, community or shelter locations -Outreach to parents to access services to obtain housing supports, and other needed services. -Work with community partners to increase awareness of needs and supports available to WPS students and families</p>	<p>Worcester Public Schools staff in conjunction with local service providers, homeless shelter personnel, and community partners.</p>	<p align="center">1, 2, 5, 6, 7</p>

Professional Development	<p>WPS will work with established and emerging community partners to deliver services, provide access to supports, and provide PD to partners about available resources, and professional development for WPS staff to facilitate school and community wide awareness of needs and available supports for students. As part of our ESR Monitoring Review, several issues were illuminated that we feel can be improved as a result of focused, professional development efforts. In a district of this size, messaging is all important. Funding will be used to create a video presentation that will be used throughout the district to ensure that each and every staff member will have the information necessary to provide the full complement of services to our homeless families. Additionally, we will be looking to refine other professional development offerings as part of our more intensive professional development efforts for those who are involved directly with these families</p>	<p>Worcester Public Schools staff in conjunction with local service providers, homeless shelter personnel, and community partners.</p> <p>Contract may be needed for video program to be developed</p>	<p>1, 6 & 7</p>
Experiential activities	<p>WPS will pay for students to participate in before, after school activities, as well as programs available during school breaks, summer. -Transportation to access programs</p>	<p>Worcester Public Schools staff in conjunction with local service providers, homeless shelter personnel, and community partners</p>	<p>2, 5 & 7</p>
Bridging Technology Divide Securing Basic Needs	<p>WPS will provide funding for purchase of: -materials, equipment, supplies needed to participate in activities -emergency supplies, personal hygiene, medical supplies and other items -Devices for students to access programing, school,etc, and wireless hotspots to provide internet access when not otherwise available</p>	<p>Worcester Public Schools staff in conjunction with local service providers, homeless shelter personnel, and community partners</p>	<p>5, 7 & 9</p>

X. GENERAL BUSINESS
Administration
(December 8, 2021)

ITEM - gb #1-342
S.C. MEETING - 12-16-21

ITEM:

To accept the Comprehensive School Health Services – Workforce Investment Grant in the amount of \$200,000.

PRIOR ACTION:

BACKUP:

Annex A (6 pages) contains a copy of the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Comprehensive School Health Services – Workforce Investment Grant

Type of Funder: Massachusetts Department of Public Health

Awarded Amount: \$200,000.00

Grant Funding Period: **November 22, 2021 through June 30, 2022**

Project title: CSHS – Workforce Investment

Program coordinator: McGovern/Binienda

Purpose: The goal of the CSHS Programs is to build on existing infrastructure and the required baseline of school health services to provide all school-aged children access to quality, comprehensive school health services that are managed by a qualified school nurse manager

Description of the program: Through our proposed grant funded strategies, we will create more opportunities for schools and administrators to protect the health and well-being of the school community and our families..

Program location: Districtwide

Outcomes and Measures: Dr. McGovern will work with district administrators and public health officials to develop and refine policies and procedures for case investigation, contract tracing and data collection, which our grant funded positions will utilize to support expedited determination of exposure risk and close contacts. Furthermore, grant funded staff will implement technological solutions to improve efficiency and evaluation to amplify real-time situational awareness of attendance, assessment of space and distance as well as identification of cases and contacts to augment case investigation, contract tracing efforts and data collection. As a result, we will not only decrease the level of transmission within our school district, but also within our local community and the state.

----- Forwarded message -----

From: **Robitaille, Karen (DPH)** <karen.robitaille2@state.ma.us>
Date: Mon, Nov 22, 2021 at 1:37 PM
Subject: [EXTERNAL] Workforce Investment award
To: McGovern, Debra <mcgovernd@worcesterschools.net>
Cc: Berk, Juliet (DPH) <juliet.berk@state.ma.us>, Clark, Jill (DPH) <jill.clark@state.ma.us>

Greetings from the School Health Unit!

I am pleased to notify you that you have been awarded a Workforce Investment grant! I look forward to working with you to support and grow school health services in Massachusetts during this challenging time.

The final amount of your award, through June 30th, 2022, is **\$200,000**. You will soon receive a contract amendment package via email; please complete and return to the Department as soon as possible.

Since this reflects an **increase** in your requested amount, due to the size of your district, you will also need to submit a revised budget form to Juliet Berk as soon as possible at Juliet.Berk2@mass.gov. A blank form is attached for your convenience.

If you have any questions or concerns, please contact Juliet or me. Again, thank you for your application and congratulations!
Karen

Karen Robitaille, MBA, MSN, RN, NCSN

<she, her, hers>

Director of School Health Services

Division of Child/Adolescent Health and Reproductive Health

Massachusetts Department of Public Health

250 Washington St. 5th floor, Boston, MA 02108

karen.robitaille3@mass.gov

cell 781-675-0463

Personal Webex room: <https://statema.webex.com/meet/Karen.Robitaille3>

Please don't feel obligated to respond if you receive this email outside your regular working hours.

Department of Public Health

Vendor Name Worcester Public Schools		DPH Bureau/Program Name MDPH Workforce Grant Amendment		
Vendor Code	Fiscal Year 2022	Contract Number	RFR#	Today's Date 12/7/2021

Program Component	FTE	CURRENT BUDGET (A)	Proposed Changes +/- (B)	Proposed New Budget (C)	Justification (D)
1. Direct Care/Prog. Support Staff					
Registered Nurse or Licensed Practical Nurse	2.00	\$ -	\$ 90,000.00	\$ 90,000.00	may need to hire LPN if unable to find RNs for this role to support the district with contact tracing and/or COVID testing
Secretary/clerical staff	1.00	\$ -	\$ 10,000.00	\$ 10,000.00	1 secretary to support COVID data collection for the district
RN Diabetes Nurse Educator	1.00	\$ -	\$ 48,000.00	\$ 48,000.00	Needed to support case management of and support nursing staff with new technology in the care of 66 students in the district with diabetes. This is necessary as many children with chronic diseases have not been since the school
MIS/IT Nursing Support	0.30		\$ 5,000.00	\$ 5,000.00	
UFR 107: 1 FTE Nurse Case Manager			\$ 3,000.00	\$ 3,000.00	Increase in salary for 21-22
SUB TOTAL	4.30	\$ -	\$ 156,000.00	\$ 156,000.00	
Fringe Benefits					
1. TOTAL DIRECT CARE/PROGRAM STAFF		\$ -	\$ 156,000.00	\$ 156,000.00	

Program Component	CURRENT BUDGET (A)	Proposed Changes +/- (B)	Proposed New Budget (C)	Justification (D)
2. Other Direct Care/Program				
School Nurse Overtime/Ste pends		\$ 20,000.00	\$ 20,000.00	To support OT after school hours to support ongoing contact tracing. Stipend to the nurses who have continued to
Equipment and supplies		\$ 15,000.00	\$ 15,000.00	As needed to support expanded work-force (cell phones, lap tops, PPE, etc.)
Travel/Conference Registration		\$ 5,000.00	\$ 5,000.00	
			\$ -	
			\$ -	
2. TOTAL OTHER DIRECT/PROGRAM	\$ -	\$ 40,000.00	\$ 40,000.00	

Occupancy				
Program Facility			\$ -	
Facility Operations, Maint. and Furn.	\$ -		\$ -	
3. TOTAL OCCUPANCY	\$ -	\$ -	\$ -	
SUB TOTAL: 1 + 2 + 3	\$ -	\$ 196,000.00	\$ 196,000.00	
Administrative Support				
Max Cap Amount	2.00%			
4. AGENCY ADMIN. SUPPORT	\$ 4,000.00		\$ 4,000.00	

TOTAL 1+ 2 + 3 + 4 + 5	\$ 4,000.00	\$ 196,000.00	\$ 200,000.00	
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Comprehensive School Health Services Workforce Investment Program

The Massachusetts Department of Public Health (DPH) Bureau of Community Health and Prevention's School Health Services (SHS) Unit is seeking applications from Comprehensive School Health Services (CSHS) funded schools/school districts in Massachusetts for the CSHS Workforce Investment Program. The goal of the CSHS Programs is to build on existing infrastructure and the required baseline of school health services to provide all school-aged children access to quality, comprehensive school health services that are managed by a qualified school nurse manager.

Workforce Investment Program funds are open to all Model, Affiliated, and Non-Public schools funded by the SHS Unit. Two years of funding will be available, and funds may be used to support direct service clinical providers, management, or support staff, and may be used to hire new staff or expand the hours of existing staff. Positions are not restricted to nursing roles, but may also include other health services roles, including mental health providers and case managers. Funding may also be used to cover costs, equipment, and supplies necessary to support the workforce (e.g. fringe benefits, PPE, computers, and cell phones). Approximately 40 grants of \$100,000 each (per year) will be available. Funding will be prioritized to schools and districts that need additional direct care nursing staff to reach safe student to nurse ratios, schools and districts proposing to create or expand school nurse manager positions, and schools and districts with greatest demonstrated need among their student population.

To apply for funding, please complete the brief application below. Completed applications should be emailed to Juliet Berk at juliet.berk2@mass.gov no later than Friday, October 8th, to be considered for funding.

1. School/District Name:

Worcester Public Schools

Contact Name:

Debra McGovern

Contact Email Address:

mcgovernd@worcesterschools.net

2. What funding do you receive from the SHS program?

Model Program

Affiliated Program

Non-Public School

3. Provide a nursing staffing chart using the template found in Attachment 1.

Nursing Staffing Chart is attached.

4. Review the attached report (Attachment 2) summarizing data reported to DESE for all CSHS-funded schools. If the data are accurate as of October 1, 2020, do not fill out the following table. If the data are inaccurate or have significantly changed since October 1, 2020, please explain the reason for the changes in the box below and complete the following table with updated information.

--

Data accurate – no information is needed.

Student Data Requested	Number	Percent
Enrollment:		
Number of <i>high needs students</i> (economically disadvantaged, ELL, former ELL, or a student with disabilities):		
Stability rate (<i>proportion of students that remain enrolled in a district throughout the school year</i>):		
Percentage of students who are chronically absent (<i>absent 10% or more of total enrolled days</i>):		

Staffing Data Requested	FTEs
School Nurse Managers (administrative roles released from direct care):	
Special education nurses:	
Non-special education nurses:	

5. **Optional:** Please share any additional information about school health staffing that demonstrates need for Workforce Investment Program funding. Examples may include individual schools with high student to nurse ratios, nursing FTEs included in the DESE data or table above that provide 1:1 support for specific students that should be excluded from ratio calculations, or need for ancillary staff such as case managers and care coordinators. (text input limit 1,500 characters, approximately 225 words):

Enter text here; text limit 1,500 characters

6. (a) **For non-public schools ONLY:** Provide the following data for your school for the most recent year available: (NOT APPLICABLE TO WORCESTER PUBLIC SCHOOLS)

Student Data Requested	Response
Number of students receiving need-based scholarships:	
Number of students who identify as students of color/who are non-white:	

7. **For non-public schools ONLY:** What criteria are used to determine eligibility for need-based scholarships? (text input limit 1,500 characters, approximately 225 words):
(NOT APPLICABLE TO WORCESTER PUBLIC SCHOOLS)

Enter text here; text limit 1,500 characters

8. Complete the budget in Attachment 3 for the first year of funding, for a maximum of \$100,000. In the box below, provide a budget justification describing how the funding available for the CSHS Workforce Development Program would support your ability to meet the needs of the students in your school/school district. (text input limit 3,000 characters, approximately one page):

Per state, local and district requirements, we must be prepared for the identification of COVID-19 cases among students, staff and educators as well as outbreaks that may occur at school facilities or events. By utilizing CSHS Workforce Development Program grant funds to hire two temporary COVID response nurses for the balance of the school to support the district in contract tracing and COVID testing as well as temporary office support, for the balance of the school year, to assist with COVID data collection. This will bolster our comprehensive strategy of preventing transmission in our school and work environments. Furthermore, funding will support staff in identifying potential hazards related to COVID-19; promoting vaccination of eligible students, staff and educators; promoting behaviors that reduce spread of COVID-19 such as universal and correct masks, physical distancing, handwashing and respiratory etiquette; maintaining healthy environments including ventilation and cleaning/disinfection; maintaining healthy operations; assessing risk through diagnostic and expanded testing; as well as preparing for and responding to COVID-19 cases and exposures. By facilitating isolation of students, staff and educators suspected or confirmed COVID-19, we will utilize our grant funded clerk to ensure timely reporting of probable and confirmed cases to school officials and relevant health departments.

Our Worcester Public School Director of Nursing and Health Services, Debra McGovern, DNP, RN, BCPPCNP will ensure the grant funded nurses and clerical support staff are trained and familiar with applicable legislation, regulations, guidelines, policies and other resources pertaining to case investigation, contract tracing activities and data collection practices. In addition, Dr. McGovern will work with district administrators and public health officials to develop and refine policies and procedures for case investigation, contract tracing and data collection, which our grant funded positions will utilize to support expedited determination of exposure risk and close contacts. Furthermore, grant funded staff will implement technological solutions to improve efficiency and evaluation to amplify real-time situational awareness of attendance, assessment of space and distance as well as identification of cases and contacts to augment case investigation, contract tracing efforts and data collection.

Through our proposed grant funded strategies, we will create more opportunities for schools and administrators to protect the health and well-being of the school community and our families. As a result, we will not only decrease the level of transmission within our school district, but also within our local community and the state.

X. GENERAL BUSINESS
Administration
(December 8, 2021)

ITEM - gb #1-343
S.C. MEETING - 12-16-21

ITEM:

To consider recommendations from the School Safety Task Force on the removal of the School Resource Officers.

PRIOR ACTION:

BACKUP:

Annex A (19 pages) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Prerogative of the School Committee.



Edward M. Augustus, Jr.
City Manager

CITY OF WORCESTER

cm2021dec10095737

Attachment for Item # 9.40 B

December 14, 2021

TO THE WORCESTER CITY COUNCIL

COUNCILORS:

I respectfully present communication relative to the plan for the removal of School Resource Officers from the Worcester Public Schools by December 31, 2021.

In February 2021, I signed an Executive Order acknowledging the reality of structural and institutional racism in the city of Worcester and committed to a series of goals to address it. This Executive Order responded to requests from community members recommending the removal of School Resource Officers (SROs) from Worcester Public Schools (WPS) because national research studies and data has shown that exclusionary discipline practices have a disproportionate effect on students of color which perpetuates racial inequities. On March 2, 2021, City Council approved and adopted the resolution for the removal of the SROs by December 31, 2021.

The Worcester Police Department (WPD) and my administration remain committed to the safest possible schools for all students, teachers, employees, and visitors. As such, the establishment of the School Safety Taskforce was charged with the important work of developing a new plan that replaces the day-to-day presence of SROs in the Worcester Public Schools. The Taskforce included myself, Mayor Joseph M. Petty, School Superintendent Maureen Binienda, Police Chief Steven M. Sargent, Black Families Together (BFT), Latino Empowerment Organizing Network (LEON), National Association for the Advancement of Colored People (NAACP), Worcester Interfaith, Worcester Regional Research Bureau, and a host of other City and Community leaders and organizations.



OFFICE OF THE CITY MANAGER, CITY HALL, WORCESTER, MA 01608
TELEPHONE (508) 799-1175 | FAX (508) 799-1208
EMAIL: citymanager@worcesterma.gov



In developing the plan, the Taskforce considered best practice literature, the role of police in school, response time when officers are not located in a school building, police and school staff training, and resources to ensure the school climate promotes a sense of safety, belonging and inclusion for all students. Of importance was to establish a model that centered the strengths of students and school personnel and that it also ensured timely, consistent, dependable access to WPD officers who have specialized training to work with youth when police assistance is needed. The Plan is centered on the idea that WPD is one part of a larger school safety plan that includes both school and community resources.

Since the 2015-2016 school year, SROs have been assigned full time to Burncoat High School, Doherty Memorial High School, South High Community School, and Worcester Technical High School due to concerns about school safety. North High originally had an SRO, but the decision was made to remove the SRO two years ago. Prior to 2015, Worcester had utilized a School Liaison Officer model (SLOs), which had been developed by WPD and WPS, a liaison officer was assigned to a quadrant in the city and was available to the elementary, middle, and high schools in that quadrant. Currently, North High and other schools in the district have continued to use the SLO model.

Key elements of the proposed School Safety Plan include:

1. Adopt Citywide School Liaison Model
2. Establish communication modalities between the schools and the police department
3. Enhance collaborative training with both WPS and WPD
4. Monitor and evaluate anticipated impact of SLO model on youth's exposure to law enforcement
5. Enhance School Climate

The Taskforce recommendation is premised on an increase in the number of school staff who tend to the health and wellbeing of students and teachers as well as the expansion and adoption of holistic framework to improve school climate. The Taskforce emphasizes that a great deal of time and attention is needed to develop a comprehensive plan to enhance school climate but recognizes the ongoing efforts WPS has committed throughout the years. We also acknowledge and thank the Taskforce for

the time they have dedicated over the last several months for the development of the recommendations. It is understandably a very important topic that required a lot of attention and research with the consensus that safety and partnership of WPS and WPD is extremely important for our students, families, and staff.

Respectfully submitted,

A handwritten signature in blue ink, reading "Edward M. Augustus, Jr." with a stylized flourish at the end.

Edward M. Augustus, Jr.
City Manager

City Manager's School Safety Taskforce Recommendations

Taskforce Overview: In February 2021, City Manager Edward M. Augustus, Jr. signed an Executive Order that acknowledged structural and institutional racism in the city of Worcester and committed to a set of goals to address structural racism. This Executive Order came in response to an outpour from community members recommending a series of actions, including the removal of School Resource Officers (SROs) from Worcester Public Schools (WPS). On March 2, 2021, City Council approved and adopted the resolution for the removal of the SROs by December 31, 2021.

The City Manager and Worcester Police Department (WPD) remain committed to the safest possible schools for all students, teachers, employees, and visitors. As such, the establishment of the School Safety Taskforce was charged with the vitally-important work of developing a new plan that replaces the day-to-day presence of SROs in the Worcester Public Schools. The Taskforce included Mayor Joseph M. Petty, City Manager Edward M. Augustus, Jr. School Superintendent Maureen Binienda, Police Chief Steven M. Sargent, Black Families Together (BFT), Latino Empowerment Organizing Network (LEON), NAACP, Worcester Interfaith, Worcester Regional Research Bureau and a host of other City and Community leaders and organizations.

Context for the Decision to Remove SROs: The City of Worcester introduced SROs in the 2015-2016 school year due to concerns about school safety. Prior to 2015, Worcester had utilized a School Liaison Officer model (SLOs). In this model, which had been developed by WPD and WPS, a liaison officer was assigned to a quadrant in the city and was available to the elementary, middle, and high schools in that quadrant. There were four to six SLOs designated to cover all of the city's public schools.

Since the 2015-2016 school year, SROs have been assigned full time to Burncoat High School, Doherty High School, South High School, and Worcester Technical High School. North High originally had an SRO, but the decision was made to remove the SRO two years ago. Other schools in the district have continued to use the SLO model. Concerned that SROs contribute to the school-to-prison pipeline, criminalize BIPOC (Black, Indigenous, People of Color) youth, and that the presence of SROs increase the likelihood that youth of color are suspended and arrested, Worcester organizations and community members requested the removal of SROs. The Massachusetts 2018 Criminal Justice Reform Act offers another contextual factor supporting the removal of SROs from Worcester's schools.

While a comprehensive analysis of the impact of SROs on Worcester schools using local data has not been conducted, the local data that have been reviewed (e.g. police response time, school incident data, and community incident data) suggest that removal of SROs would not have a negative impact on school safety. Further, national level data offer a relevant context to understand the impacts of SROs as Worcester shares many of the characteristics as other communities that adopted the SRO model.

National Context. School Resource Officers (SROs) became increasingly utilized to maintain school safety after mass school shootings like Columbine and Sandy Hook (Weiler & Cray, 2011). Yet, in combination with Zero-Tolerance Policies, concerns about SROs contributing to the school-to-prison pipeline emerged (Schiff & Bazemore, 2012; Ryan, Katsiyannis, Counts, & Shelnut, 2018). Studies on the impact of SROs have found an increase in students being arrested for minor offenses and that youth of color in particular have been arrested at higher rates than white youth (Theriot, 2009). It was also found that Zero-Tolerance policies in general, and when enforced by SRO's in particular, correspond with a decrease in some

student's sense of belonging, which can increase their likelihood of dropping out of school and delinquency overall (Crawford, & Burns, 2020).

A recent study reviewed existing research on the relationship between SROs and school safety, and conducted new analysis of national school-level data from 2014 to 2018 to estimate the impacts of SRO placement (Sorensen, Acosta, Engberg & Bushway, 2021). This 2021 study concluded:

SROs do effectively reduce some forms of violence in schools, but do not prevent school shootings or gun-related incidents. We also find that SROs intensify the use of suspensions, expulsions, police referrals, and arrests of students. These effects are consistently over two times larger for Black students than White students. Finally, we observe that SROs increase chronic absenteeism, particularly for students with disabilities (p. 2).

While many parents and community members express that they feel more comfortable having police in schools, there is little empirical evidence that SROs make schools safer (Sawchuk et al. 2021). Building inclusive school environments that foster student belonging through practices such as youth leadership development, restorative justice¹ and adequately resourced social-emotional and mental health supports have been found to be more effective at promoting school safety.

This recent research and renewed debates about the role of police in schools and communities following George Floyd's murder, have led to modest reductions in the use of police in schools across the country, with 33 districts making the decision to remove their SROs over the past two years (Kositsky & Sawchuck, 2021). Worcester is clearly not alone in rethinking its approach to maintain school safety.

Taskforce process: The Taskforce met monthly from June to November 2021. Each meeting featured a presentation of information followed by discussion.

- June 16: Presentation of Worcester Public Schools student safety strategies.
- July 21: Presentation of Worcester Police Department's School Resource Officer model and proposed School Liaison Officer model.
- August 18: Presentation of student focus group data.
- September 15: Discussion of Burncoat High School incident and presentation of literature review findings.
- October 27: Presentation of response time data and proposed School Safety Plan for 2022 and beyond.
- November 10: Review proposed plan; discussion of youth worker approach to maintaining a safe environment in the high school cafeterias.
- November 23 & December 1: Discussion of proposed plan.
- December 8: Finalization of white paper, discussion of roll out plan to the community, and strategy to engage other stakeholders, including teachers.
- Four focus groups were held. Two student focus groups with a total of 12 participants were held July 27th. Two parent focus groups were conducted, each attended by two parents. One was on October 15th and the other on November 10th. All focus group participants were identified by members of the Taskforce.
- The Taskforce reviewed police response time data prior to the introduction of SROs and subsequent to their introduction. Detailed findings are in the attachments. Two important

¹ Restorative justice models provide students with skills and space to air conflict, address harms, and resolve conflicts interpersonally while being supported by trained adults.

findings are 1) response time declined by 0.4 minutes subsequent to SROs and 2) the shift to SLOs should lead to a drastic reduction in the number of times police enter the schools.

- The Taskforce took into consideration the resources shared during the “Re-Envisioning School Safety: Building Resiliency and Safety in Worcester Public Schools” Forum hosted by Councilor Krystian King and Citizens for Juvenile Justice.

Proposed Plan

In developing the plan, the Taskforce considered best practice literature, the role of police in school, response time when officers are not located in a school building, police and school staff training, and resources to ensure the school climate promotes a sense of safety, belonging and inclusion for all students. Of importance, was to establish a model that centered the strengths of students and school personnel, and that also ensured timely, consistent, dependable access to WPD officers who have specialized training to work with youth when police assistance was needed. The Plan is centered on the idea that WPD is one part of a larger school safety plan that includes both school and community resources. As a result of adopting the SLO model, there will be a drastic reduction in WPD presence in the schools and reduced youth’s exposure to law enforcement.

Key elements of the proposed School Safety Plan include:

- **Adopt citywide School Liaison Model (SLO):** The Taskforce recommends moving from a School Resource Officer (SRO) Model to a School Liaison Officer Model (SLO). SROs are assigned to schools full time, 5 days a week. SLOs, on the other hand, are assigned to a quadrant of the city. They are available to schools in their quadrant for emergency and non-emergency calls, but they will not be present in schools during the school day. SLOs will provide service to the community, including neighborhood-based footbeats during their shift; however, calls from schools for assistance will be prioritized over other duties. SLOs can be available at the high schools in the morning and afternoon arrival and dismissal times to help manage traffic. There is no expectation that SLOs will play an instructional or educational role in the schools. Of note is that North High, Claremont, UPCS, and the Alternative Schools have already been using the SLO model in that there has not been a dedicated officer in these schools.

Of paramount importance is the development of clear, comprehensive, and mutually agreed upon roles and expectations for both school personnel and SLOs in safety incidents. These roles, expectations, and protocols will be formalized in an updated Memorandum of Understanding (MOU).

- **Establish communication modalities between the schools and the police department:** The Taskforce recommends the following:
 - Develop training and a clear protocol for school personnel on use of 911 and what information to provide to ensure the correct response
 - Develop training and protocol for dispatchers regarding school safety.
 - Develop training and protocol for school personnel on use of 8606 line to service division, which can route calls to SLOs.
 - Assign an alternative officer and other resources as needed when the assigned SLO is out for the day to ensure schools always have access to an SLO.
 - Ensure the lieutenant in charge of SLOs is accessible to school administrators.
 - WPS will provide cell phones to the SLOs to facilitate communication.

It is important to note that families who participated in a focus group to gain parent input into the safety plan suggested greater utilization of Youth Mobile Crisis Intervention as an alternative to a police response.

- **Enhance collaborative training with both WPS and WPD:** Even though SLOs will not be assigned to work inside of the schools, this Plan calls for collaborative training of SLOs and school personnel, meaning school personnel and SLOs will participate in training together. Recommended training includes an adapted version of the basic school resource officer training mandated under juvenile justice reform in Massachusetts for SLO model, as well as training on youth development, de-escalation strategies, anti-bias practices, anti-racism, impact of trauma on youth behavior, and additional training as needed. Training will be held annually and as new SLOs are assigned.
- **Enhance School Climate:** The Taskforce recommendation is premised on an increase in the number of school staff who attend to the health and wellbeing of students and teachers as well as the expansion and adoption of whole-school strategies to improve school climate. The Taskforce emphasizes that a great deal more time and attention is needed to develop a comprehensive plan to enhance school climate.

The Taskforce recommends additional adjustment counselors, three additional wrap-around coordinators, and other school-based supports to improve school climate. The three additional wrap-around coordinators would be for Burncoat, Doherty, and Worcester Technical High School. High school principals would like full time wrap-around coordinators to assist throughout the school day. The wrap-around coordinators will be involved with the Youth Resources Network to facilitate collaborative efforts with community-based youth organizations. Table 1 gives a baseline of school-based supports in the Worcester Public Schools.

Table 1 School	# Adjustment counselors		# Guidance counselors		# Wrap-around coordinators		Other student support resources	
	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022	2020-2021	2021-2022
Burncoat High	2.5	3	5	5				
Claremont Academy	2	2	3	3			.5 BH	1 BH, 1 NP (FH SBHC)
Doherty High	2.5	3	6	6				1 BH, 1 NP (FH SBHC)
Elm Park Elementary								1 BH, 1 NP (FH SBHC)
Goddard Elementary								1 BH, 1 NP (FH SBHC)
North High	3	3	5	5	1	1		
South High	2.5	3	6	6	1	1		1 BH, 1 NP (FH SBHC)
Sullivan Middle								1 BH, 1 NP (FH SBHC)
Tech High	2	3	5	5				
UPCS	1	1	2	2				
Alternative schools	5	5	5	5			.5 BH/ Challenge & Reach	.5 BH/ Challenge & Reach

Whole-school strategies. The Taskforce recognizes that WPS has been instituting a variety of new practices including culturally responsive pedagogies and learner-centered initiatives; increased leadership for equity-focused practices; trauma informed training and support for schools; collaborative problem-solving to reduce the use of punitive school discipline practices; and restorative justice at certain schools. The District has also adopted the use of Panorama to assess student social emotional learning on an ongoing basis. The Taskforce recommends evaluating and expanding effective practices. Additionally, the Taskforce recommends continued school personnel training on trauma, bias, and anti-racism. The Taskforce recommends that the police, schools, and the District Attorney's office work to enhance the implementation of Handle with Care to increase its effectiveness in the schools as a strategy to enhance student wellbeing.

Community resources to complement school climate strategies: There are a number of community resources that center the strengths of students, families, and teachers and that with closer collaboration with the schools could contribute to a positive school climate. Examples include School-Based Health Centers staff who provide behavioral health services; Worcester Community Action Council's SMARTT program; Main South CDC Youth-Police Dialogues; and community-based restorative justice efforts.

- The city's Youth Resources Network is an important networking and coordination space that could facilitate relationship building between schools and community-based resources that are youth and family-centered and are designed to support the holistic wellbeing of young people and families. School personnel can learn more about the Youth Resources Network by contacting Jennifer Safford, jsaffordfarquharson@clarku.edu.

The Taskforce recommends increased utilization of three community resources for students and families experiencing trauma and who are under-resourced by existing services:

- **The Hub:** [The Hub](#) which is a coordinated mobilization of resources to address individuals or families facing acute levels of elevated risk. School personnel can contact Leah Serafin serafinl@worcesterma.gov to learn more and to refer families to the Hub.
- **The Youth Crisis Response Team:** The Youth Crisis Response Team was established to support youth (under 25 years old) victims of gun and knife violence, mediate conflict between victims and perpetrators, and support healing in neighborhoods in the aftermath of violence. School personnel can contact Tee Freeman tfreeman@legendlegacy.org for more information and to refer youth and families.
- **Worcester Addresses Childhood Trauma (ACTs):** Worcester ACTs supports families with young children (0-10 years old) in the aftermath of a traumatic event. School personnel can contact Amy Ebbeson, amy.ebbeson@umassmemorial.org for more information and to refer families.

Monitoring and Evaluation Plan: A monitoring and evaluation plan for the impact of removing SROs will be developed and executed by the current research partners to the Worcester Youth Violence Prevention Initiative from Clark University in partnership with the Worcester Regional Research Bureau.

The research partners will collect school-specific police incident data, clerk magistrate summons data, and school incident data that does not involve SLOs on a monthly basis. They will monitor changes in school-based resources (e.g. number of adjustment counselors, guidance counselors, wrap-around coordinators, cross training of WPS and WPD). The schools' utilization of community resources for the

purpose of enhanced school climate will also be monitored. The Research Bureau will administer surveys of students, teachers, school staff and administrators in high schools that had had SROs to monitor plan implementation.

The monitoring and evaluation plan will include regular communication about school safety and SLO response time concerns between the city manager's office, the School Safety Director, and Worcester Police Department. The research partners will share reports with the Taskforce as well as the Governance Council for Children, Youth, and Families, School Committee, and the public on trends in incidents, SLO response times, expanded school personnel and practices, and community resource utilization at the schools.

Based on the results of the monitoring and evaluation plan, the SLO Model will be adjusted as needed throughout January 2022-June 2022. Data from the 6-month evaluation will inform the development of a School Safety Plan for the 2022-2023 school year. An ongoing evaluation plan for the full model will be developed as well.

Action Steps:

- **MOU development:** The Taskforce recommends creating an interim MOU for this 6-month plan and then developing a comprehensive MOU in summer 2022 to guide the development of a robust School Safety Plan. Collaborative development of the MOU is an opportunity to establish police and school administration buy in and ownership of the plan. The Taskforce recommends consulting with the state guidance on the development of the MOU. The following items were discussed in the Taskforce as needed in the MOU.
 - Qualifications for and criteria to select SLOs
 - Training required of SLOs
 - Clear roles and responsibilities of police and school personnel
 - Shared understanding of the types of incidents that require assistance by SLOs, including cyber threats
 - Communication and information sharing protocols between schools, police and city manager's office, including 911 and 8606 protocols

MOU will be finalized by the end of January 2022. Once the MOU is finalized, it should be used to develop guidelines and protocols for schools to guide daily operations. **RESPONSIBILITY: WPS and WPD; with input from Taskforce (Due by: January 2022)**

- **Training:** Develop collaborative training plan for school personnel and SLOs on topics such as trauma, youth development, de-escalation, anti-racism, implicit bias, and others as identified by the Taskforce, WPD, and/or WPS. Training should be conducted on an annual basis and when new SLOs are assigned. **RESPONSIBILITY: WPS and WPD (Due by: December 2021 - January 2022)**
- **Increase strategies to improve school climate**
 - Inventory existing school strategies (e.g. PBIS, restorative justice), identify gaps and opportunities to strengthen proactive supports for young people.
 - Secure wrap-around coordinators to ensure coverage for all high schools (3 additional wrap-around coordinators are needed).
 - Ensure there is adequate support for teachers when there is an incident in the schools

- Connect wrap-around coordinators to Governance Council for Children, Youth, and Families to increase coordination, communication, and problem-solving (e.g. Youth Resources Network). **RESPONSIBILITY: WPS (Due by: March 2022)**
- **Community Partnerships:** Create structure for schools to build relationships with youth workers, outreach workers, and other community supports for the purpose of youth development, referrals, and potentially to facilitate restorative practices for suspension diversion and long-term suspension school re-entry. **RESPONSIBILITY: WPS (Due by: January 2022)**
- **Funding plan:** The funding for SROs were for the salaries of the officers (FY22 \$742,094). These officers will be assigned to new duties. New funds need to be identified for additional wrap-around coordinators (3), school counselors, and programs such as restorative justice, youth leadership, youth worker/outreach workers, and others to enhance school safety and school climate. **RESPONSIBILITY: SCHOOL COMMITTEE**
- **Stakeholder Engagement:** The Taskforce recognizes that parents, teachers, and other community members may be concerned about the removal of SROs. It will be important to develop clear messaging from principals and the police about their endorsement of this plan. It will be necessary to develop a one-page document, translated into multiple languages, that explains the reason behind the decision, the measures that are being taken to ensure school safety, and that the WPD will still be available to the schools as needed. Teacher and community information and dialogue sessions should be held as needed. **RESPONSIBILITY: CITY MANAGER'S OFFICE (Due by: January 2022)**

Research informing the plan

Literature Review

School Resource Officers (SROs) became increasingly utilized to maintain school safety after mass school shootings like Columbine and Sandy Hook (Weiler & Cray, 2011). Yet, in combination with Zero-Tolerance Policies, concerns about SROs contributing to the ‘school to prison pipeline’ emerged (Schiff & Bazemore, 2012; Ryan, Katsiyannis, Counts, & Shelnut, 2018). Studies on the impact of SROs have found an increase in students being arrested for minor offenses and that youth of color in particular have been arrested at higher rates than white youth (Theriot, 2009). It was also found that when Zero-Tolerance policies are enforced by SRO’s there is a corresponding decrease in some student’s sense of belonging, which can increase their likelihood of dropping out of school and delinquency overall (Crawford, & Burns, 2020).

Part of the reason for this is that SROs primary role is that of a police officer. They tend not to receive comprehensive training on how to diffuse and deescalate conflict in a school context, nor training on topics such as implicit bias and youth, trauma-informed care, or on Adverse Childhood Experiences (ACES) (Forber-Pratt, El Sheikh, Robinson, Espelage, Ingram, Valido, & Torgal, 2020; James, Logan, & Davis, 2011; Morris, 2021; Weiler & Cray, 2011). SROs were put in schools to create a safe learning environment, yet students of color, female identifying students, and groups of parents reported feeling unsafe with these increased security measures (Mowen, & Freng, 2019). Majority-minority schools have been found to have fewer counselors, more punitive practices, and more reliance on law enforcement than non-majority minority schools (Nolan, 2018).

Five factors have been found to increase the effectiveness and decrease the negative impacts of SROs: (1) Understanding of roles of SROs in comparison with counselors, school psychologists and other student support workers; (2) a positive perception of SROs, (3) SROs must have relevant training, (4) sufficient funding to keep SROs as long as needed, and, (5) the role of SROs must be clearly laid out. An absence of any of these decreases the likelihood that SROs will contribute to a safe learning environment (Weiler & Cray, 2011).

Alternatives to SROs like restorative justice, youth advisors, and paraprofessionals have been found to be effective in enhancing the school climate and have been found to increase students’ sense of belonging, but these types of interventions have lacked adequate funding (Morris, 2021; Suleiman & Hollar, 2018).

What we found in the literature is reflected in Worcester. As was mentioned, many studies don’t show that SROs are correlated with higher rates of student arrests. Worcester data confirm this:

- 2014-2015: 33 arrests (52% for assaults, assaults with weapons, drug-related, weapon possession)
- 2015-2016: 31 (first year of full time SROs in high schools) (42% for assault with weapon, assault, weapon possession)
- 2016-2017: 22 (44% for assault with weapon, assault, pornography)
- 2017-2018: 21 (66% for assault, assault with weapon, weapon possession)
- 2018-2019: 5 (60% for assault or assault with weapon)
- 2019-2020: (no data received due to COVID-19)

Yet, in our analysis of police response time, with the introduction of SROs, we found an increase in calls for minor offenses such as harassment, threats, and fights (see Table Two). While these incidents may not have resulted in arrests, they did bring increased police presence to the schools and could have resulted in summons to court, however the Taskforce did not have access to the data needed to determine this. It

is also possible that the reduction in school-based arrests is directly related to the passage of the 2018 Criminal Justice Reform Act in Massachusetts.

TABLE TWO	Average Response Time (In Minutes)	Count of incidents	2015-2016 through 2021-2022	Average Response Time (In Minutes)	Number of incidents
2010-2011 through 2014-2015					
FIG - Fight	6.24	19	FIG - Fight	1.97	37
HAR - Harassment	5.32	27	HAR - Harassment	4.56	62
THR - Threats	7.74	61	THR - Threats	4.19	82

Also, as reflected in the literature, Worcester SROs underwent training when the model was first introduced, but have not received additional SRO training, nor did new SROs receive the standard SRO training. Finally, while there is an MOU between the schools and the police regarding roles and responsibilities associated with SROs, it has not been updated in many years. The Attorney General’s office has a comprehensive and youth-development oriented MOU that Worcester should consider.

Alternatives to SROs that have been found to be effective include efforts to integrate youth workers and case managers into the schools, enhanced mental health support, and restorative justice in the schools; Worcester should consider funding these alternatives.

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Additional Resources

Slide deck: <https://www.cfjj.org/s/FINAL-Worcester-Presentation.pdf>

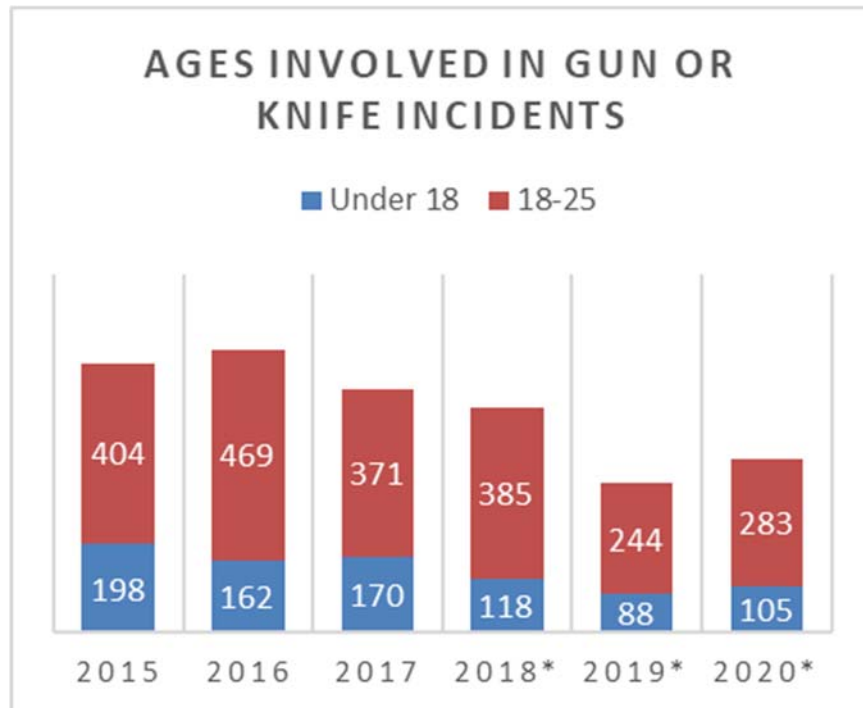
Toolkit/Resources from CfJJ:

- Evidence-Based Models:
 - Restorative Practices: A Guide for Educators <http://schottfoundation.org/restorative-practices>
 - Tiered Therapeutic Supports Framework <https://www.pbis.org/pbis/tiered-framework>
 - Positive Behavioral Interventions and Supports (PBIS) <https://www.pbis.org/>
- Toolkits:
 - Black Organizing Project, The People's Plan <https://blackorganizingproject.org/wp-content/uploads/2021/07/The-Peoples-Plan-2019-Online-Reduced-Size.pdf>
 - Girls for Gender Equality, Sustaining Police Free Schools Toolkit: <https://www.ggenyc.org/the-schools-girls-deserve/police-free-schools-toolkit/>
 - Understanding the Sanctuary School and Safe Zone Movement: A Quick Guide for Educators <https://immigrantsrising.org/resource/understanding-the-sanctuary-school-and-safe-zone-movement/>
- Model school policies:
 - Dignity in Schools Counselors Not Cops Recommendations: http://dignityinschools.org/wp-content/uploads/2017/10/DSC_Counselors_Not_Cops_Recommendations-1.pdf
 - Dignity in Schools Model Policies to Fight Criminalization <https://dignityinschools.org/resources/model-policies-to-fight-criminalization/>
- WPS plans and budget for state and federal funds:
 - Worcester Public School's original Student Opportunity Act plan to the state [here](#) and the accompanying budget [here](#).
- Other resources:
 - Denver Public Schools School Resource Officer Transition Planning Project <https://www.dpsk12.org/sro-transition/>
 - Advancement Project/Alliance for Educational Justice's Police Free Schools <https://policefreeschools.org/victories/>

Declines in Gun & Knife Incidents Involving Youth in the Community

One of the rationales given for the need for SROs in the Worcester schools has been the presence of weapons in the community, and specifically the involvement of young people under 18 in gun and knife incidents. We provide this data to show that there have been consistent declines in youth being arrested or charged in these incidents. While there was an uptick in 2020, trends for 2021 suggest that numbers are declining again. Since 2015, there has been a roughly 36% decline in gun and knife incidents in Worcester involving young people under 25.

What is of concern is the number of young people who witness or who are victims of violence. There is a great deal of untreated trauma in the community. The literature would suggest that the presence of police in schools has a greater likelihood of exacerbating trauma than reducing it. These data indicate the clear need for more mental health and social-emotional support for youth in school and in the community.



Student Discipline for Weapons on School Premises (Worcester)

The number of students who have been disciplined for weapons on school premises has declined over the past four school years (Source: Department of Elementary and Secondary Education).

Student groups	2016-2017	2017-2018	2018-2019	2019-2020	% Change
All students	58	64	27	17	-71%
ELL	22	31	7	7	-68%
Economically disadvantaged	46	54	21	15	-67%
Students with disabilities	25	26	13	6	-76%
High needs	52	59	24	17	-67%
Female	12	11	3	6	-50%
Male	46	53	24	11	-76%
Asian	1	1	1	0	-100%
African/American Black	6	8	4	1	-83%
Hispanic/Latino	33	40	15	14	-58%
Multi-racial, non Hispanic/Latino	5	2	3	0	-100%
White	13	13	4	2	-85%

Police Response time

We obtained a police incident dataset for years 2010-2021 for the following addresses, which correspond with the city's high schools, middle schools, and alternative schools:

22 WAVERLY ST	Alternative School at St. Casimir's
179 BURNCOAT ST	Burncoat High School
135 BURNCOAT ST	Burncoat Middle Schools
14 NEW BOND ST	Central MA Collaborative
15 CLAREMONT ST	Claremont Academy
299 HIGHLAND ST	Doherty Memorial High School
140 APRICOT ST	Dr. Arthur F. Sullivan Middle School
495 GROVE ST	Forest Grove Middle School
120 GRANITE ST	Gerald Creamer Center
140 HARRINGTON WAY	North High School
170 APRICOT ST	South High Community School
12 FREELAND ST	University Park Campus School
420 GRAFTON ST	Worcester East Middle School
1 SKYLINE DR	Worcester Technical High School

We divided the dataset into two periods: 1) academic years 2010—2011 through 2014-2015; 2) academic years 2015-2016 through 2021-2022 to correspond to the periods before and after the introduction of School Resource Officers. We narrowed the dataset to focus on incidents between 5:00 AM and 7:00 PM. Finally, we included the following types of incidents in the analysis as they corresponded most directly to violent incidents occurring at the schools:

ADW - Assault with Dangerous Weapon

ARI - Armed Robbery Individual

ARR - Arrest

ASB - Assault and Battery

ASL - Assault

BEA - Attempted B&E

BEC - Commercial B&E

BOM - Bomb Threat

CUS - Custodial Interference

DIG - Disorderly Gang

DIP - Disorderly Person

DIS - Disturbance

DRG - Drug Violation

FIG - Fight

FIW - Fight w/Dangerous Weapon

GUN - Gun Shots

GUP - Person w/Gun

HAR - Harassment

INJ - Injured Person

OD - Overdose

SME - School Mediation

STB - Stolen Bike

SUS - Suspicious Person

THR - Threats

Overall, there were 623 incidents in Period One and 727 incidents in Period Two. The difference in the number of incidents could be a function of the difference in the number of years in each period; however, due to the pandemic, there was less activity over a good portion of the 2020-2021 academic year. Corresponding with the introduction of SROs, response time for the above-mentioned incidents decreased by 0.4 minutes. Note: this chart does not include any incidents coded with school liaison or community police program.

Changes in Response Time: The most significant decreases in response time were at Burncoat Middle, Claremont, Forest Grove and South High. Response time increased at Doherty and Worcester Tech. Sullivan’s response time was consistently high during both periods. It must be noted that the response time during Period Two has to be thought of as the secondary response time of backup officers because the SRO was likely present on the scene and had made the call for backup.

2010-2011 through 2014-2015	Average Response Time (In Minutes)	Number of incidents	2015-2016 through 2021-2022	Average Response Time (In Minutes)	Number of incidents
Burncoat High	3.07	121	Burncoat High*	3.14	115
Burncoat Middle	6.40	45	Burncoat Middle	2.83	70
Claremont	5.80	24	Claremont	2.36	22
		14	CMC	0.83	18
Creamer	4.50	67	Creamer	1.00	8
Doherty	3.81	28	Doherty*	6.12	94
Forest Grove	4.00	80	Forest Grove	2.35	53
North	5.29	64	North	4.54	84
South	5.52	48	South*	4.58	100
Sullivan	9.38	44	Sullivan	9.14	36
Tech	5.05	9	Tech*	7.61	61
UPCS	5.88	79	UPCS	5.08	13
WEMS	5.08		WEMS	4.64	53
Grand Total	4.91	623	Grand Total	4.51	727

*Schools with SROs

Response Time by Incident Type: Looking at response time by incident type for incidents that occurred more than 10 times, response times decreased most substantially for assaults, fights, threats, disorderly person, and harassment. There were increases in the number of police responses to these incident types; raising the possibility that police might not have been called for all of the incidents had an SRO not been there. It is also important to note that response time for Assault with a Dangerous weapon increased in Period Two. There were few incidents reported involving guns or bomb threats. Note: this chart does not include incidents coded with school liaison or community police program.

2010-2011 through 2014-2015	Average Response Time (In Minutes)	Count of incidents	2015-2016 through 2021-2022	Average Response Time (In Minutes)	Number of incidents
ADW - Assault with Dangerous Weapon	4.50	44	ADW - Assault with Dangerous Weapon	6.28	32
ARI - Armed Robbery Individual	2.00	1	ARI - Armed Robbery Individual	7.00	1
ARR - Arrest	1.13	9	ARR - Arrest	1.67	3
ASB - Assault and Battery	6.78	105	ASB - Assault and Battery	4.21	115
ASL - Assault	12.38	8	ASL - Assault	6.60	25
BEA - Attempted B&E	10.00	1	BEA - Attempted B&E	5.00	1
BEC - Commercial B&E	7.81	16	BEC - Commercial B&E	8.33	9
BOM - Bomb Threat	3.00	3	BOM - Bomb Threat	3.50	2
CUS - Custodial Interference	0.00	1	CUS - Custodial Interference	10.00	1
DIP - Disorderly Person	3.52	175	DIP - Disorderly Person	5.19	215
DIS - Disturbance	3.10	47	DIS - Disturbance	2.95	40
DRG - Drug Violation	1.23	22	DRG - Drug Violation	0.00	9
FIG - Fight	6.24	19	FIG - Fight	1.97	37
FIW - Fight w/Dangerous Weapon	1.00	1	FIW - Fight w/Dangerous Weapon	3.00	1
GUN - Gun Shots	4.00	5	GUN - Gun Shots	1.50	2
GUP - Person w/Gun	4.33	4			
HAR - Harassment	5.32	27	HAR - Harassment	4.56	62
INJ - Injured Person	6.73	12	INJ - Injured Person	0.00	2
OD - Overdose	11.00	1	OD - Overdose	2.00	1
SME - School Mediation	0.71	35	SME - School Mediation	3.86	49
STB - Stolen Bike	0.00	2	STB - Stolen Bike	0.00	5
SUS - Suspicious Person	6.09	24	SUS - Suspicious Person	5.91	33
THR - Threats	7.74	61	THR - Threats	4.19	82
Grand Total	4.92	623	Grand Total	4.51	727

Response time for School Liaisons: The following chart provides an overview of the level of contact school liaisons and community police programs have had with the schools both before the introduction of SROs to schools and in the current period with SROs.

2010-2011 through 2014-2015	Average Response Time (In Minutes)	Count of incidents	2015-2016 through 2021-2022	Average Response Time (In Minutes)	Number of incidents
CPP - Community Policing Program	0.40	113	CPP - Community Policing Program	0.66	223
Burncoat High	0.25	12	Burncoat High	0.81	27
Burncoat Middle	0.00	2	Burncoat Middle	0.17	6
Claremont	0.00	1	Claremont	0.10	42
Doherty	0.17	18	CMC	0.00	1
Forest Grove	0.45	11	Doherty	0.50	19
North	0.42	20	Forest Grove	5.25	12
South	0.00	1	North	0.22	32
Sullivan	0.00	1	South	0.00	4
Tech	0.25	25	Sullivan	3.00	7
UPCS	0.00	1	Tech	0.27	67
WEMS	0.90	21	WEMS	0.00	6
SCH - School Liaison	0.77	41	SCH - School Liaison	5.71	5483
Burncoat High	0.57	9	Burncoat High	7.73	875
Burncoat Middle	0.00	5	Burncoat Middle	8.77	423
Claremont	0.00	2	Claremont	10.26	278
			CMC	3.63	128
Creamer	0.00	2	Creamer	9.98	60
Doherty		1	Doherty	2.98	854
Forest Grove		1	Forest Grove	5.61	360
North	0.25	7	North	6.57	749
South	0.00	3	South	4.29	450
Sullivan	0.00	2	Sullivan	3.62	122
Tech	12.00	4	Tech	2.76	653
UPCS	0.00	1	UPCS	6.29	90

XI. EXECUTIVE SESSION
Administration
(December 8, 2021)

ITEM - gb #1-344
S.C. MEETING - 12-16-21

ITEM:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-01.

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

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares - Successor Contract Negotiations - Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Unit D, Computer Technicians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares -Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021, Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.