

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

AGENDA #18

The School Committee will hold a regular meeting:

on: Thursday, August 23, 2018
at: 4:00 p.m. – Regular Session
5:00 p.m. - Executive Session
6:00 p.m. – Regular Session and Proposed Strategic Plan
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Reverend Robert H. Jackson
First Congregational Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #8-14 Clerk
(July 24, 2018)

Annex A 27 pages

To consider approval of the Minutes of the School Committee Meeting
of Thursday, June 21, 2018.

aor #8-15 Clerk
(July 24, 2018)

Annex A (18 pages)

To consider approval of the Minutes of the School Committee Meeting
of Thursday, July 19, 2018.

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

ACTION

IV. MOTION FOR RECONSIDERATION

gb #8-220.1 - Mr. O'Connell
(July 23, 2018)

To reconsider the proposed changes on Line 3, Page 13 of the Student Handbook as follows:

Legal Policies, Nondiscrimination, add the following:

- genetics
- military service
- mental illness
- sexual harassment

V. IMMEDIATE ACTION

gb #8-211.1 - Administration/Administration
(July 30, 2018)

To recognize Judy Freedman Fask and the Worcester Public Schools Transition Department for being awarded the American Alliance for Theatre & Education (AATE) 2018 Distinguished Book Award for the book entitled "Creative Collaborations through Inclusive Theatre and Community Based Learning."

gb #8-212.1 - Administration/Administration
(July 30, 2018)

To recognize Mark Brophy, Director of Instructional Support Staff, for his 32 years of dedicated service to the students and staff in the Worcester Public Schools.

VI. REPORT OF THE SUPERINTENDENT -NONE

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL - NONE

X. GENERAL BUSINESS

ACTION

gb #7-148.5 - Administration/Ms. Colorio/Mr. O'Connell
(August 7, 2018)

Annex A (1 page)

Responses of the Administration to the motions to:

- add a column in the Budget that would reflect the exact amount of money spent through the third quarter
- provide a report on the establishment of a revolving account for gate receipts in the FY19 Budget.
- include in the First Quarter Report with a summary regarding Workers Compensation accounts and any recommendations it considers appropriate to be addressed.
- provide a report as to the number of students and costs to attend the Gateway School.
- delete the following sentence from the description of D. Parent Liaisons:
 - "Monthly parent workshops and home visits are included in the responsibilities of these positions."

gb #7-177.1 Administration/Miss Biancheria
(August 7, 2018)

Backup

Response of the Administration to the motion to identify the person who is in charge of the checklist that is used to make certain that the busses are completely safe to transport the students in the Worcester Public Schools.

gb #7-351.1 - Administration/Mr. O'Connell
(August 7, 2018)

Backup

Response of the Administration to the request to update the School Committee as to the number of students who have arrived in Worcester from Puerto Rico and the Virgin Islands.

gb #8-153.3 - Administration/Administration
(July 29, 2018)

Annex A (2 pages)
Annex B (41 pages)
Annex C (10 pages)

To discuss the proposed Strategic Plan.

gb #8-224 - Administration
(July 9, 2018)

To consider changing the title of the Standing Committee on Accountability and Student Achievement to the Standing Committee on School and Student Performance.

X. GENERAL BUSINESS (continued)

ACTION

gb #8-228 - Administration
(July 12, 2018)

To approve a prior fiscal year payment in the amount of \$2,330.58 to the MTA for the printing of the Unit A Collective Bargaining Agreement.

gb #8-229 - Administration
(July 16, 2018)

To approve a prior fiscal year payment in the amount of \$29.98 for in-state travel reimbursement for a teacher.

gb #8-230 - Administration
(July 17, 2018)

To approve a prior fiscal year payment in the amount of \$189.31 for in-state travel reimbursement for the Manager of Curriculum and Professional Learning.

gb #8-231 - Administration
(July 17, 2018)

Annex A (2 pages)

To accept the MAPLE - MISL Grant in the amount of \$47,059.00.

gb #8-232 - Administration
(July 17, 2018)

Annex A (1 page)

To accept the PCHP (Parent-Child Home Program) Family Child Care Quality Grant in the amount of \$50,000.00.

gb #8-233 - Administration
(July 18, 2018)

To review the status of the FY19 Budget and make appropriate transfers as required.

gb #8-234 - Miss Biancheria/Miss McCullough/Mr. Monfredo/
Mr. O'Connell
(July 23, 2018)

Request that the Administration provide an update on the Facilities Master Plan Report, prepared by Symmes, Maine & McKee Association, Inc.

X. GENERAL BUSINESS (continued)

ACTION

gb #8-235 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell
(July 23, 2018)

Request that the Administration provide an update on the 2018 Accelerated Repair Project and include recommendations for 2018-19.

gb #8-236 - Miss Biancheria/Miss McCullough/Mr. Monfredo/
Mr. O'Connell
(July 23, 2018)

Request that the Administration provide the SchoolDude's recommendations for 2018-19 and include the 2018 requests for issues and concerns at school sites.

gb #8-237 - Administration
(July 24, 2018)

To consider a prior fiscal year payment to The Grenier Company in the amount of \$1,500.00 for services rendered in FY18.

gb #8-238 - Administration
(July 30, 2018)

To consider approval of the following donations:

- to support the Exhilarate Worcester Initiative at Woodland Academy:
 - \$875.00 from various donors
 - \$125.00 from Flying Dreams Brewing Co, Inc.
 - \$250.00 from Coghlin Services Fund
 - \$500.00 from Cornerstone Bank
 - \$500.00 from Bollus Lynch, LLC.
 - \$120.00 from Basil & Spice, LLC
 - \$100.00 from Engineering Design Services, Inc.
 - \$500.00 from Mackintire Insurance Agency
 - \$500.00 from Rigali Roofing and Exteriors
 - \$250.00 from Seder & Chandler, LLP
 - \$125.00 from Smokestack Urban Barbeque and
 - \$250.00 from Tierney & Dalton Assoc., Inc.

- \$250.00 from WEDF to Burncoat Preparatory Elementary School
- \$7,684.80 from Clark University to support the purchase of Chromebooks at Claremont Academy

X. GENERAL BUSINESS (continued)

ACTION

gb #8-239 - Mr. Monfredo/Miss Biancheria/Mr. O'Connell/
Mayor Petty
(July 30, 2018)

To set a date to recognize the Jesse Burkett Senior League All-Star Team for placing 4th at the Little League World Series in Delaware and for winning a sportsmanship award.

Manager: Daniel Coffey
Coaches: Anthony Gigliotti and Sean Murray
Players:
Natalie Barrera Nicole Canizares
Kayleigh Coffey Alexa Diaz
Emily Gahagan Grace Gigliotti
Paige Hubacz Molly Lynch
Emily Mahan Bridget Murray
Amelia Soltys Ainsley White

gb #8-240 - Mr. O'Connell/Miss Biancheria/Mr. Monfredo
(August 2, 2018)

To ask the JROTC units of the Worcester Public Schools to consider raising and lowering the United States flag in the veterans' section of Hope Cemetery, in coordination with other volunteers, including but not limited to veterans' groups, college ROTC detachments, boy scout troops, and girl scout troops.

gb #8-241 - Administration
(August 7, 2018)

To approve a prior fiscal year payment in the amount of \$22,426.60 for the LIUNA Pension Fund.

gb #8-242 - Administration
(August 7, 2018)

To consider the following amendment to the 2018 Student Handbook:

- by changing the wording on page 62 under Class Rank Grade Point Average to read:

Class rank will be recomputed at the end of the **2nd marking period senior year** for determining the valedictorian and for processing of college applications.

X. GENERAL BUSINESS (continued)

ACTION

gb #8-243 - Mr. O’Connell/Miss Biancheria/Miss McCullough/
Mr. Monfredo
(August 7, 2018)

To consider use in the Worcester Public Schools, as appropriate, of the Fidelity Financial Services' "Boundless" program, which is designed to partner with youth organizations to educate girls and young women about careers in financial services.

gb #8-244 - Administration
(August 14, 2018)

To approve a prior fiscal year payment in the amount of \$767.05 made payable to a teacher at Burncoat High School for a hotel reimbursement to attend the Advanced Placement Summer Institute which was held in Fairfax, VA in FY18.

gb #8-245 - Administration
(August 14, 2018)

To consider approval of the following MASC policies to be included in the Policy Manual:

- JFABE - Education Opportunities for Military Children
- JFABF - Education Opportunities for Children in Foster Care
- KI - Add the section on Outside Agencies in Schools

add the term “pregnancy or pregnancy related condition” to these policies:

- AC – Nondiscrimination
- GBA – Equal Employment Opportunity
- GCF – Professional Staff Hiring
- JB – Equal Education Opportunity
- JFBB – School Choice

gb #8-246 - Mr. Comparetto
(August 14, 2018)

Request that the School Committee amend its rules by including an item on each agenda for public comment.

gb #8-247 - Mr. Comparetto/Mr. Foley/Mr. Monfredo/Mr. O’Connell
(August 14, 2018)

Request that the School Committee conduct a Public Policy Forum which would meet quarterly at a regularly scheduled School Committee meeting, as recommended in the Strategic Plan, in order to increase civic engagement and create informed public policy.

Annex A (2 pages)
Annex B (2 pages)
Annex C (1 page)

X. GENERAL BUSINESS (continued)

ACTION

gb #8-248 - Mr. Comparetto/Mr. Monfredo/Mr. O'Connell
(August 14, 2018)

Request that the Administration provide a report regarding Site Council meeting times and dates and consider holding these meetings at convenient times for parents and community members.

gb #8-249 - Administration
(August 15, 2018)

Annex A (2 pages)

To consider approval of the proposed Student Absence Policy to be inserted in both the Policy Manual and the Student Handbook.

gb #8-250 - Mr. O'Connell/Miss Biancheria/Mr. Foley/
Mr. Monfredo
(August 15, 2018)

Request that the Administration provide a report on its review of home instruction plans, and on its recommendations for processing such plans on an expedited basis in the future.

gb #8-251 - Executive Session (Administration)
(August 15, 2018)

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #17/18-17.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #17/18-18.

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

X. GENERAL BUSINESS

ACTION

gb #8-251 - Executive Session (continued)

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

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

To discuss a potential lawsuit against the Commonwealth for the purpose of fully funding the State's Foundation Formula Budget.

To discuss the deployment of Security Personnel or devices.

To discuss strategy with respect to litigation as to the obligation of the Commonwealth of Massachusetts to assure an "adequate education" to Massachusetts children, including potential plaintiffs, litigation finding sources, and a timeline, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

XI. ADJOURNMENT

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, June 21, 2018
Agenda #16

The School Committee of the Worcester Public Schools met in Open Session at 4:07 p.m. in the Council Chamber at City Hall on Thursday, June 21, 2018.

There were present at the Call to Order:

Miss Biancheria, Mr. Comparetto, Mr. Foley, Miss McCullough, Mr. Monfredo and Mr. O'Connell

There was absent: Mayor Petty

Vice-Chairman Foley chaired the meeting from 4:07 p.m. to 4:55 p.m.

It was moved and voice voted to suspend the Rules of the School Committee to take up the following item:

FY19 Budget

1. qb #8-123.2 - Administration/Administration
(June 12, 2018)

To consider the proposed FY19 Budget and the responses to the following motions:

Account 540103-92000 Student Transportation

Request that the Administration provide a report to include:

- a cost analysis for the school department to own its busses versus leasing services and recent bids. Miss Biancheria

Account 500125-92000 Other Insurance Programs (Line C. Other Insurance Programs)

Request that the Administration provide a report to include an explanation for the increase in Student Accident Insurance for Worcester Technical High School as opposed to other schools. Mr. O'Connell

Account 500146-92000 Building Utilities

(Line C. #2 Fuel Oil)

Request that the Administration provide a report on the City Council contracts for number two fuel to determine if it is a fixed rate. Mr. O'Connell

500122-82000 Athletics Ordinary Maintenance

Request that the Administration consider providing free tickets for senior citizens to attend certain athletic events.
Mr. O'Connell

500130-92000 Personal Services (Non Salary)

500130-96000 Personal Services (Non Salary)

Request that the Administration provide a list of schools that have their own security systems.
Miss Biancheria

Request that the Administration provide a report detailing the current deployment of security guards in the Worcester Public Schools.
Mr. O'Connell

540103-92000 Student Transportation

It was moved and voice voted to approve Account 540103-92000 Student Transportation in the amount of \$15,431,224.

Student
Transportation/
540103-92000

500122-92000 Athletics Ordinary Maintenance

Mr. O'Connell made the following motion:

Request that the Administration publicize the reduced athletic tickets at both the Senior Center and at Foley Stadium.

On a voice vote, the motion was approved.

500130-92000 Personal Services (Non Salary)

500130-96000 Personal Services (Non Salary)

Mr. O'Connell made the following motion:

Request that the Administration provide a report regarding the current deployment of security guards in the Worcester Public Schools.

On a voice vote, the motion was approved.

It was moved and voice voted to file the following motions in the item:

Account 540103-92000 Student Transportation

Account 500125-92000 Other Insurance Programs (Line C. Other Insurance Programs)

Account 500146-92000 Building Utilities
(Line C. #2 Fuel Oil)

500122-92000 Athletics Ordinary Maintenance

500130-92000 Personal Services (Non Salary)

500130-96000 Personal Services (Non Salary)

Senate Bill 2525/
An Act
Modernizing the
Foundation Budget

Mr. Monfredo spoke to S2525 An Act Modernizing the Foundation Budget for the 21st Century and suggested that the committee take legal action against the state and continue to put pressure on the legislators to pass the bill.

500-91110 Administration Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report on the grant funded positions and the State funded positions in line B. Teaching and Learning Division on page 164 of the Budget Book.

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration provide a report as to whether or not there are Chapter 74 quarterly meetings.

On a voice vote, the motion was approved.

Mr. O’Connell made the following motion:

Request that \$500,000 be held from the Administration Salary account for any recommendations the Administration might have on any administrative positions that could be scaled back at DAB to be used for teachers in the classroom.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria,
Mr. O’Connell 2

Against the motion: Mr. Comparetto, Mr. Foley,
Mr. Monfredo,
Miss McCullough, 4

Absent: Mayor Petty $\frac{1}{7}$

The motion was defeated.

On a roll call, the vote was as follows to approve account 500-91110 Administration Salaries:

For the motion: Mr. Comparetto, Mr. Foley,
Mr. Monfredo,
Miss McCullough, 4

Against the motion: Miss Biancheria,
Mr. O’Connell 2

Absent: Mayor Petty $\frac{1}{7}$

It was moved to approve Account 500-91110 Administration Salaries in the amount of \$12,684,286.

500-91111 Teacher Salaries

Teacher Salaries/
500-91111

Miss Biancheria made the following motions:

Request that the Administration provide a report on the Perkins Grant Funding allocations.

Request that the Administration provide a report in a Friday Letter on the middle schools' enrollment figures and a list of positions in each of the schools.

On a voice vote, the motions were approved.

It was moved and voice voted to approve Account 500-91111 Teacher Salaries as amended in the amount of \$165,260,605.

School Committee
Salaries/
500-91112

500-91112 School Committee Salaries

Mr. O'Connell made the following motion:

Request that the Administration reduce the School Committee Salaries Budget by \$8,000 to be transferred into account 500122-92000 Athletics Ordinary Maintenance to be utilized for the crew team.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500-91112 School Committee Salaries as amended in the amount of \$88,692.

Teacher
Substitutes
Salaries/
500-91114

500-91114 Teacher Substitutes Salaries

It was moved and voice voted to approve Account 500-91114 Teacher Substitutes Salaries in the amount of \$2,198,440.

Instructional
Assistants
Salaries/
500-91115

500-91115 Instructional Assistants Salaries

Miss Biancheria recused herself from voting on the Instructional Assistants Salaries account due to a potential conflict of interest.

For the motion:	Mr. Comparetto, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell	5
Recused:	Miss Biancheria	1
Absent:	Mayor Petty	$\frac{1}{7}$

The motion to recuse Miss Biancheria was approved.

It was moved and voice voted to approve Account 500-91115 Instructional Assistants Salaries in the amount of \$10,783,639.

500-91116 Athletic Coach Salaries

Athletic Coach
Salaries/500-
91116

Mr. O'Connell made the following motion:

Request that the Administration provide a report in November 2018 on any recommendations it has for the FY20 Budget and for the remainder of FY19 as to additional teams that could be established, based on available resources and on student interest.

On a voice vote, the motion was approved.

Mayor Petty arrived at 4:55 p.m.

It was moved to suspend rules to take the following item out of order:

- 2. gb #8-161.1 - Administration/Mr. O'Connell/
Mr. Foley/Mayor Petty
(May 22, 2018)

FY19 Budget
recommendations

Response of the Administration to the requests to:

- provide a proposed Budget recommendation prior to the Budget deliberation for middle school sports for FY20 and for summer school sport opportunities for 2018.
- provide the estimated cost for a tiered summer school sports program and seek Community Partners to sponsor such a program.

It was moved to approve the following transfers within the FY19 Budget:

From:		2,278,423
500-91120 Maintenance Service		- 70,000
Salaries		2,208,423
Reduce by \$70,000		
 To Accounts:		
500-91116 Athletic Coaches		565,719
Salaries		+30,000
Increase by \$30,000		595,719
 500122-92000 Athletic Supplies		406,052
Increase by \$40,000		+40,000
		446,052

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
 Mr. Foley, Miss McCullough,
 Mr. Monfredo, Mr. O'Connell,
 Mayor Petty 7

Against the motion: 0
 7

The motion to transfer the funds was approved.

It was moved and voice voted to approve Account 500-91116 Athletic Coach Salaries as amended in the amount of \$595,719.

Transportation Salaries/**540-91117**

540-91117 Transportation Salaries

It was moved and voice voted to approve Account **540-91117** Transportation Salaries in the amount of \$3,554,542.

Supplemental Program Salaries/
500-91118 and **540-91118**

500-91118 and 540-91118 Supplemental Program Salaries

Miss Biancheria made the following motions:

Request that the Administration provide a report regarding the \$60,000 for the AVID Program.

Dr. Ganius explained in detail the projected use of the \$60,000 for the AVID Program which included:

- licenses for 18 AVID sites and the addition of two schools
- monthly after-school district meetings
- stipend for after-school site coordinator and
- field trips

Miss Biancheria made the following motion:

Request that the Administration provide a report on the benefits, accomplishments and the number of students in the Recreation Worcester Program.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500-91118 Supplemental Program Salaries in the amount of \$1,613,901.

It was moved and voice voted to approve Account **540**-91118 Supplemental Program Salaries in the amount of \$195,585.

500-91119 Custodial Salaries

It was moved and voice voted to approve Account 500-91119 Custodial Salaries in the amount of \$6,870,788.

Custodial Salaries/
500-91119

500-91120 Maintenance Services Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report on the number of Maintenance Service positions for the last 3 years and compare them with those in FY19.

On a voice vote, the motion was approved.

Maintenance
Services Salaries/
500-91120

It was moved and voice voted to approve Account 500-91120 Maintenance Services Salaries as amended in the amount of \$2,208,423.

Administrative
Clerical Salaries/
500-91121

500-91121 Administrative Clerical Salaries

It was moved and voice voted to approve Account 500-91121 Administrative Clerical Salaries in the amount of \$3,195,272.

School Clerical
Salaries/
500-91122

500-91122 School Clerical Salaries

It was moved and voice voted to approve Account 500-91122 School Clerical Salaries in the amount of \$2,181,610.

Non-Instructional
Support Salaries/
500-91123

500-91123 Non-Instructional Support Salaries

Miss Biancheria made the following motion:

Request that the Administration consider changing the title of the Standing Committee on Accountability and Student Achievement.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500-91123 Non-Instructional Support Salaries in the amount of \$2,287,525.

Crossing Guard
Salaries/**540-**
91124

540-91124 Crossing Guard Salaries

It was moved and voice voted to approve Account **540-91124** Crossing Guard Salaries in the amount of \$506,745.

Nursing and
Clinical Care
Salaries/500-
91133

500-91133 Nursing and Clinical Care Salaries

It was moved and voice voted to approve Account 500-91133 Nursing and Clinical Care Salaries in the amount of \$5,156,099.

500-91134 Educational Support Salaries

Educational
Support Salaries/
500-91134

Miss Biancheria made the following motion:

Request that the Administration make as a priority the restoration of the tutors, if the funds are received from the state.

Mr. O'Connell made the following amendment to Miss Biancheria's motion:

Request that the Administration provide a report at the July School Committee Meeting as to:

- the availability of any supplemental funding grants as well as Budgetary funds and
- recommendations by the Administration for restoration of the tutor positions in light of funding that may be available at that time.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

It was moved and voice voted to approve Account 500-91134 Educational Support Salaries in the amount of \$3,401,776.

540-97201 Transportation Overtime

Transportation
Overtime/
540-97201

It was moved and voice voted to approve Account **540-97201** Transportation Overtime in the amount of \$538,043.

500-97203 Custodian Overtime

Custodian
Overtime/
500-97203

It was moved and voice voted to approve Account 500-97203 Custodian Overtime in the amount of \$1,078,481.

Maintenance
Services
Overtime/
500-97204

500-97204 Maintenance Services Overtime

Miss Biancheria made the following motion:

Request that the Administration study the feasibility of combining all monies for snow removal into one account.

On a voice vote, the motion was approved.

Mr. Allen stated that he would provide a report back to the School Committee on the monies that the system expends on snow removal between custodians and maintenance services.

It was moved and voice voted to approve Account 500-97204 Maintenance Services Overtime in the amount of \$155,351.

Support Overtime/
500-97205

500-97205 Support Overtime

It was moved and voice voted to approve Account 500-97205 Support Overtime in the amount of \$70,915.

Nutrition Program/
50S502

50S502 Nutrition Program

It was moved and voice voted to approve Account 50S502 Nutrition Program in the amount of \$15,208,294.

Various Grant
Programs

Various Grant Programs

Mr. O'Connell made the following motion

Request that pages 237-265 from the Budget Book regarding the Various Grant Programs be referred to the Standing Committee on Teaching, Learning and Student Supports for further discussion.

On a voice vote, the motion was approved.

It was moved and voice voted to approve the Various Grant Programs in the amount of \$33,553,403.

It was moved to refer the \$2,000 that was reduced from the In-state Travel account to account 500-91111 Teacher Salaries.

Mr. O'Connell made the following motion:

Request that page 415 in the Budget Book regarding the calculation of indirect costs be referred to the Standing Committee on Finance and Operations.

On a voice vote, the motion was approved.

Mayor Petty requested that the School Committee approve the FY19 Budget (July 1, 2018-June 30, 2019) in the amount of \$395,917,481.

It was moved to approve the FY19 Budget in the following amounts:

General Fund	\$	341,679,421
Grants	\$	33,553,403
School Nutrition	\$	15,208,294
Other Special Revenue	\$	<u>5,476,365</u>
Total FY19 Budget	\$	395,917,481

On a roll call, the vote was as follows:

For the motion: Mr. Comparetto, Mr. Foley, Mr. Monfredo, Miss McCullough, Mayor Petty	5
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Against the motion: Miss Biancheria, Mr. O'Connell	<u>2</u> 7
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The motion carried.

It was moved to recess to Executive Session.

- 3. gb #8-209 - Executive Session (Administration)
(June 13, 2018)

Executive Session

To discuss strategy with respect to collective bargaining for EAW-Tutors, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for EAW-Parent Liaisons, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

The School Committee recessed to Executive Session from 5:50 p.m. to 7:00 p.m.

The School Committee reconvened in Open Session at 7:10 p.m.

There were present at the second Call to Order:

Miss Biancheria, Mr. Comparetto, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

The Invocation was given by Reverend Clive Talley of Belmont A.M.E. Zion Church in the absence of Reverend Roosevelt Hughes.

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

- 4. Pursuant to action taken in Executive Session, it was moved to ratify and approve the terms of the Memorandum of Agreement between the School Committee and the EAW, E.S.L. Tutors, signed June 21, 2018, for a collective bargaining agreement between the School Committee and the EAW, E.S.L. Tutors, for the term of January 1, 2016 through August 31, 2017.

Memorandum of Agreement/E.S.L. Tutors

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
 Mr. Foley, Miss McCullough,
 Mr. Monfredo, Mr. O'Connell,
 Mayor Petty 7

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

The motion carried.

- 5. Pursuant to action taken in Executive Session, it was moved to ratify and approve the terms of the Memorandum of Agreement between the School Committee and the EAW, E.S.L. Tutors, signed June 21, 2018, for a collective bargaining agreement between the School Committee and the EAW, E.S.L. Tutors, for the term of September 1, 2017 through August 31, 2020.

Memorandum of Agreement/E.S.L. Tutors

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
 Mr. Foley, Miss McCullough,
 Mr. Monfredo, Mr. O'Connell,
 Mayor Petty 7

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

The motion carried.

Memorandum of Agreement/Parent Liaisons

- 6. Pursuant to action taken in Executive Session, it was moved to ratify and approve the terms of the Memorandum of Agreement between the School Committee and the EAW, Parent Liaisons, signed June 21, 2018, for a collective bargaining agreement between the School Committee and the EAW, Parent Liaisons, for the term of September 1, 2016 through August 31, 2017.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Memorandum of Agreement/Parent Liaisons

- 7. Pursuant to action taken in Executive Session, it was moved to ratify and approve the terms of the Memorandum of Agreement between the School Committee and the EAW, Parent Liaisons, signed June 21, 2018, for a collective bargaining agreement between the School Committee and the EAW, Parent Liaisons, for the term of September 1, 2017 through August 31, 2020.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

8. APPROVAL OF RECORDS

aor #8-13 - Clerk
(June 11, 2018)

Minutes/approval
of

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 7, 2018.

It was moved and voice voted to approve the minutes of the School Committee for Thursday, June 7, 2018.

9. IMMEDIATE ACTION:

qb #8-175.1 - Administration/Mr. Monfredo/
Miss McCullough/Miss Biancheria/
Mr. Foley/Mayor Petty
(June 11, 2018)

Recognitions

To recognize:

- Donna Lombardi, Director of School Nutrition, and the following principals for having received the Healthy Start Award from the Eos Foundation:
 - Dr. Susan Hodgkins - Belmont Street Community School
 - Mary Sealey - Canterbury Street Magnet Computer-Based School
 - Jessica Boss - Chandler Elementary Community School
 - Fjodor Dukaj - Clark Street Developmental Learning School
 - Dr. Kerrie Allen - Goddard School of Science and Technology
 - Shannon Conley - Lincoln Street School
 - Paula Gibb-Severin - Francis J. McGrath Elementary School
 - Susan Donahue - Rice Square School
 - Ishmael Tabales - Union Hill School
 - Joanna Loftus - Wawecus Road School
(Mr. Monfredo)
- The Telegram & Gazette Student Achievers:
 - Anton Deti - University Park Campus School
 - Nancy Huynh - North High School
 - Diane Khong - Burncoat High School
 - Anh Nguyen - Claremont Academy
 - Henry Rich - South High Community School
 - Herlin Rijo - Worcester Technical High School
(Miss McCullough)

Mayor Petty and Superintendent Binienda presented certificates to the Healthy Start Award winners and the Telegram & Gazette winners.

10. REPORT OF THE SUPERINTENDENT

It was moved to suspend the rules to allow the following individuals to speak regarding the proposed Strategic Plan:

- | | |
|-----------------------|----------------------|
| Mariana Islam | Ruth Rodrigues |
| Roger Nugent | Sue Mailman |
| Steve Joseph | Dr. Thomas Del Prete |
| Reverend Clive Talley | Stuart Loosemore |
| Dawn Johnson | Shirley Osarols |

Report of the
Superintendent/
Proposed Strategic
Plan

ROS #8-9 - Administration
(June 11, 2018)

PRESENTATION OF THE PROPOSED STRATEGIC PLAN

Superintendent Binienda, Jennifer Carey Davis, Timothy McGourthy and Chad d'Entremont presented an excellent PowerPoint presentation regarding the proposed Strategic Plan for the Worcester Public Schools.

Mayor Petty thanked everyone involved in the Strategic Plan and stated how important this is to the school system and the community. He further stated that there should be an advisory committee to help assist in the implementation of the Strategic Plan and to have quarterly reports on its progress.

Mayor Petty stated that the meetings to discuss the proposed Strategic Plan will take place on Thursday, July 19, 2018, Thursday, August 23, 2018 at 6:00 p.m. and have one in September, if needed.

Miss McCullough stated that she would like the students be more involved in the Strategic Plan.

Mayor Petty requested that the Clerk of the School Committee/Assistant to the Superintendent provide binders for the Committee members for the proposed Strategic Plan.

It was moved to suspend rules to take the following item out of order:

- 12. gb #8-153.1 - Administration/Mr. O'Connell/
Miss Biancheria/Mr. Comparetto/
Mr. Foley/Miss McCullough/
Mr. Monfredo/Mayor Petty
(June 11, 2018) Proposed
Strategic Plan

To review the recommendations of the proposed Strategic Plan and assign them to appropriate Standing Committees of the School Committee, and/or to the Administration, for further analysis, consideration, discussion, and development.

The content of item is filed and the proposed Strategic Plan will be forwarded to the School Committee meetings to be held on July 19, 2018, August 23, 2018 and if necessary, September 6, 2018.

GENERAL BUSINESS

- 13. gb #8-172 - Administration Prior Fiscal Year
Payment/Milford
Maine School
District
(May 14, 2018)

To approve a prior fiscal year payment in the amount of \$3,750.10 made payable to the Milford Maine School District.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

- 14. gb #8-194 - Administration Prior Fiscal Year
Payment/James F.
Farr Academy,
Inc.
(June 4, 2018)

To approve a prior fiscal year payment in the amount of \$16,808.00 to James F. Farr Academy, Inc. for services rendered during a prior fiscal year.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Prior Fiscal Year
Payment/JN
Philips Auto Glass

15. gb #8-195 - Administration
(June 7, 2018)

To approve a prior fiscal year payment in the amount
of \$70.00 to JN Philips Auto Glass for repairs to a
school bus.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Prior Fiscal Year
Payment/Van Pool
Transportation

16. gb #8-196 - Administration
(June 7, 2018)

To approve a prior fiscal year payment in the amount
of \$3,090.00 to Van Pool Transportation for
McKinney-Vento Transportation in June 2017.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

- 17. gb #8-197 - Administration
(June 7, 2018)

Prior Fiscal Year
Payment/Direct
Energy

To approve a prior fiscal year payment in the amount of \$153, 022.52 to Direct Energy for natural gas payments as explained in the backup to the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

- 18. gb #8-198 - Administration
(June 11, 2018)

Superintendent's
Mid-Cycle
Evaluation

To set a date to consider the Mid-Cycle Evaluation of Superintendent Binienda.

It was moved and voice voted to set the date of Thursday, July 19, 2018.

- 19. gb #8-199 - Administration
(June 11, 2018)

FY19 Budget/filed
items

To consider all items filed by the School Committee that have budgetary implications in light of the FY19 Budget.

Mr. O'Connell made the following motion regarding gb #7-148.1 which was included with the filed items for FY19:

ITEM: Request that the Administration provide a report on the establishment of a revolving account for gate receipts in the FY19 Budget.

Request that the Administration provide a status report in a Friday Letter for item gb #7-148.1 regarding the establishment of a revolving account for gate receipts in the FY19 Budget.

On a voice vote, the motion was approved.

It was moved and voice voted to accept and file the item.

Science
Curriculum

20. gb #8-200 - Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Foley/
Miss McCullough/Mr. Monfredo/
Mayor Petty
(June 11, 2018)

To review the new Science Curriculum.

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

Course approvals

21. gb #8-201 - Administration
(June 11, 2018)

To consider approval of the following courses:

- Business Technology Seminar
- Database Administration
- Spreadsheet Development
- Technical Theater and Design
- Introduction to Life Sciences

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

Recognitions/
forward letters

22. gb #8-202 - Miss McCullough/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Foley/Mayor Petty
(June 11, 2018)

To forward letters of congratulations to:

- the Worcester Regional Middle School Science Fair winners:

Grand Prize Award

Nexus Attigbe - How Does Salinity Affect the Dissolved Oxygen Content of Water?

First Place

Keira Gentilucci - What Melts Faster?

Second Place

Tiffany Rawlston - Flying High

Miles Appleton and Bryce Maloney - Shakes and Ladders

Third Place

Luca Frost and Avery Strogoff - Ice Melt Mania

Lauren Popinchalk and Sophia Guerra - Fluorescent Yeast

Honorable Mention

Diego Suchenski-Loustaunau - C the Benefits!

Natalia Cosgrove Atienza - Explosive Science

Emma Robeau - How Does Sweetener Type Affect Yeast Metabolism?

Abigail Padilla and Kelly Grace - Paper Rockets
(Miss McCullough)

- Keira Gentilucci for placing 3rd in the Statewide Science Fair. (Miss McCullough)
- the students following who were selected to represent their school at the Massachusetts Youth Leadership (MYL) Foundation Annual MassSTAR Citizenship Conference:

Sherlin Santillan - Claremont Academy

Jacklyn Adu- -Doherty Memorial High School

Yeimi Ayala- -University Park Campus School

Mackenzie McNeil- -Worcester Technical High School (Mr. Monfredo)

- Timmary Leary, Visual Arts Liaison and the following students whose art work was selected as the finest at the 14th Annual Exhibit sponsored by UMass Memorial Obstetrics and Gynecology Department, the Worcester Public Schools and the Gaston Art and Frame:

Alexis Abdulmassih - Roosevelt School
Benjamin Black - Doherty Memorial High School
Lydia Cahill - Doherty Memorial High School
Samaira Chheda - Lake View School
Rose Early - Doherty Memorial High School
Yavieiralis Molina - Grafton Street School
Hector Ramirez - Roosevelt School
Kayani Sheehan Castro - Chandler Magnet School
Ibrahim Yusuf - Burncoat Middle School
Tia Tomco - South High Community School
(Mr. Monfredo)

- the members of the Worcester Unified Track & Field Team (comprised of athletes from Worcester Technical High School and Burncoat High School) on their success in their first MIAA Unified All State Track & Field Championship, in which the following athletes achieved the following superlative achievements:

Jose Zabala (*Burncoat High School*) - 1st Place
State Champion - 100 Meter Dash Tier 2

Marquise Little (*Worcester Technical High School*) - 2nd Place - Javelin Throw Tier 5

Rachel Burwick (*Worcester Technical High School*) - 3rd Place - 100 Meter Dash Tier 5

Marcus Walley-McKay (*Burncoat High School*) - 3rd Place - Javelin Throw Tier 9

Justice Batista, Ryan Stokalis, Jamarcus Taylor, Henry Thanh-Nguyen (*Worcester Technical High School*) - 3rd Place - 4x400 Meter Relay Tier 1

Samantha Carey (*Worcester Technical High School*) - 4th Place - Javelin Throw Tier 1

Jose Zabala (*Burncoat High School*) - 5th Place
- Long Jump Tier 2

Marcus Walley-McKay (*Burncoat High School*)
- 5th Place - 100 Meter Dash Tier 8

Ryan Stokalis (*Worcester Technical High School*) - 5th Place - 100 Meter Dash Tier 9

Jamarcus Taylor (*Worcester Technical High School*) - 7th Place - Long Jump Tier 6

Kaitlyn Lauzaire (*Worcester Technical High School*), **Ashley Echeveria** (*Burncoat High School*), **Henry Thanh-Nguyen** (*Worcester Technical High School*), **Rachel Burwick** (*Worcester Technical High School*) - 13th Place - 4x100 Meter Relay Tier 1 (Mr. O'Connell)

It was moved and voice voted to forward letters of recognition.

23. gb #8-203 - Mr. Monfredo/Miss Biancheria/
Mr. Comparetto/Mr. Foley/
Miss McCullough/Mr. O'Connell
(June 12, 2018)

Cannabis Facilities

Request that the Administration forward a letter to the City Council requesting that it review the proposed zoning regulations for cannabis facilities and reconsider the proposed boundary by making it further than 500 feet away from any school building.

Mr. O'Connell made the following amendment to Mr. Monfredo's item as follows:

Request that the Administration forward a letter to the City Council requesting that it review the proposed zoning regulations for cannabis facilities and consider **changing the boundary from 500 feet to 1,000 feet** from any school building.

On a voice vote, the amendment to Mr. Monfredo's item was approved.

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

Development
Specialist Position/
consider creating

24. gb #8-204 - Mr. Comparetto/Miss McCullough/
Mr. Monfredo
(June 13, 2018)

Request that the Administration consider creating a Development Specialist position to help raise much needed funding for the Worcester Public Schools.

Mr. O'Connell made the following motion:

Request that the Administration invite Louise Clark, a representative from the WEDF and other appropriate representatives to the Standing Committee on Governance and Employee Issues when the item is discussed.

On a voice vote, the motion was approved.

It was moved to suspend rules to allow Richard Shea to speak regarding bullying at all levels in the schools.

It was moved and voice voted to refer the item to the Standing Committee on Governance and Employee Issues.

Donations

25. gb #8-205 - Administration
(June 13, 2018)

To accept the following donations:

- \$125.00 from George's Coney Island to Woodland Academy
- \$250.00 from Amica Mutual Insurance Company to Woodland Academy
- \$250.00 from WEDF to Nelson Place School
- \$4,455.50 from Unifirst Corporation to Tatnuck Magnet School
- \$250.00 from WEDF to Belmont Street Community School

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

- 26. gb #8-206 - Mr. O'Connell/Mr. Comparetto/
Miss McCullough/Mr. Monfredo
(June 13, 2018)

Doherty Memorial
High School/
replacement
school process

Request that the Administration develop a process,
procedure and timetable to invite the Worcester
community to participate in formulation of the design
of the replacement Doherty Memorial High School,
including its configuration, features, contents (e.g.,
swimming pool), footprint, grounds and technology.

- 27. gb #8-207 - Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Monfredo
(June 13, 2018)

Burncoat High
School/
replacement
school process

Request that the Administration develop a
process, procedure and timetable to invite the
Worcester community to participate in
formulation of the design of the replacement
Burncoat High School, including its configuration,
features, contents (e.g., multi-media performing
arts center), footprint, grounds and technology.

(These items were considered together.)

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

JROTC
participation

28. qb #8-208 - Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Miss McCullough/
Mr. Monfredo
(June 13, 2018)

To ask the JROTC units of the Worcester Public Schools to coordinate their activities for community Memorial Day and Veterans' Day exercises – with the support and assistance of the Worcester Director of Veterans' Services – to assure that all units are able to participate in exercises on those days, and to assure that all appropriate exercises include the participation of Worcester JROTC cadets.

Miss Biancheria made the following amendment to Mr. O'Connell's item:

To ask the JROTC units of the Worcester Public Schools to coordinate their activities for community Memorial Day, Veterans' Day, **Korean War Memorial** exercises – with the support and assistance of the Worcester Director of Veterans' Services – to assure that all units are able to participate in exercises on those days, and to assure that all appropriate exercises include the participation of Worcester JROTC cadets.

On a voice vote, the motion was approved.

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

Big Dipper All-
you-can-eat Ice
Cream Festival

29. Mayor Petty stated that the Children's Friend's Big Dipper All-You-Can-Eat Ice Cream Festival sponsored by the Seven Hills Foundation will take place at Elm Park on Saturday, June 23, 2018 for 10:30 a.m. until 3:00 p.m.

The meeting adjourned at 9:20 p.m.

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, July 19, 2018
Agenda #17

The School Committee of the Worcester Public Schools met in Open Session at 4:20 p.m. in the Esther Howland Chamber at City Hall on Thursday, July 19, 2019.

The invocation was given by Reverend Jonathan Slavinkas of St. Bernard's Church of Our Lady of Providence.

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

There were present at the Call to Order:

Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

There were absent: Miss Biancheria, Mr. Foley

1. ROS #8-10 - Administration
(June 25, 2018)

SUPERINTENDENT'S MID-CYCLE REPORT BASED
ON HER GOALS

Report of the
Superintendent/
Superintendent's
Mid-Cycle Report
Based on Her
Goals

Superintendent Binienda presented an excellent PowerPoint relative to her Mid-Cycle Report, based on her Goals and received positive feedback from the School Committee.

Mr. Monfredo praised Superintendent Binienda on her work ethic and eagerness to reach out to all parents and for always having the best interest of the students first and foremost. He suggested an expanded summer school program be offered next year.

Miss Biancheria arrived at 5:04 p.m.

Mr. O'Connell highly commended Superintendent Binienda for her outreach to the community and for the outstanding accomplishments as contained in the PowerPoint.

Mr. Comparetto expressed his hope for transparency in the hiring of principals and a continued dialogue between the Superintendent and the Mayor's Task Force on Latino Education.

Miss Biancheria was happy that all schools are internet ready and she praised the Superintendent for her work in projecting the system from STEM to STEAM.

Miss McCullough suggested that the K-2 literacy stays consistent across the board.

It was moved and voice voted to accept the report and file the item.

REPORT OF THE STANDING COMMITTEE

2. The Standing Committee on Teaching, Learning and Student Supports met at 3:45 p.m. on Thursday, July 19, 2018 in the Esther Howland Chamber at City Hall.

Courses

gb #8-201 - Administration (June 11, 2018)

To consider approval of the following courses:

- Business Technology Seminar
- Database Administration
- Spreadsheet Development
- Technical Theater and Design
- Introduction to Life Sciences

On a roll call of 2-0-1 (absent Miss McCullough) the item was approved.

Mr. O'Connell made the following motion:

Request that the Administration schedule a meeting of Teaching, Learning and Student Supports prior to the start of the school year.

On a voice voted, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration consider approving new courses earlier in the academic year.

On a roll call of 2-0-1 (absent Miss McCullough) the motion was approved.

SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee on Teaching, Learning and Student Supports as amended.

gb #8-201 - Administration (June 11, 2018)

Courses

To consider approval of the following courses:

- Business Technology Seminar
- Database Administration
- Spreadsheet Development
- Technical Theater and Design
- Introduction to Life Sciences

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty	6
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Against the motion:		0
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Absent:	Mr. Foley	$\frac{1}{7}$
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The motion carried.

PERSONNEL

3. It was moved and voice voted to file Personnel Item 8-29 and 8-30.

8-29 The Superintendent has provisionally APPOINTED the person named below to the position of Junior Custodian, permanent/fulltime at a salary of \$16.06 (minimum) to \$20.44 (maximum), per hour, effective as shown:

Appointment

Sullivan, William 4/17/18

8-30 The Superintendent has approved the posting of the following non-represented positions:

Job Postings

- School Bus Service Manager
- School Bus Router
- Acting Transportation Operations Supervisor
- Transportation Liaison
- School Bus Driver – Full Size School Bus

GENERAL BUSINESS

Employees on
administrative
leave

4. gb #8-173.1 - Miss Biancheria/Mr. Monfredo
(July 11, 2018)

Response of the Administration to the request to provide a report on the number of employees in the Worcester Public Schools who are on administrative leave.

Miss Biancheria made the following motion:

Request that the Administration provide, in a Friday Letter, a report on the cost for the four employees who are currently on administrative leave.

It was moved and voice voted to approve the motion.

It was moved and voice voted to accept the report and file the item.

Forward letters

5. gb #8-210 - Miss McCullough/Mr. Monfredo/
Mr. Comparetto/Mr. Foley/
Mr. O'Connell/Mayor Petty
(June 18, 2018)

To forward letters of recognition to:

- Simon Eber, Founder and Kid President of Simon Says Give, for providing fully stocked backpacks to 6th graders at Columbus Park Preparatory Academy, Goddard School of Science and Technology, Lincoln Street School and Woodland Academy. (Miss McCullough)
- Worcester Technical High School for being selected as one of 31 schools statewide to receive a grant of \$495,575 from a Skills Capital Grant to support its Robotics Automation Technology Program.
(Mr. Monfredo)

Mr. Monfredo made the following motion:

Request that the Administration provide a progress report by the Spring of 2019 regarding the Skills Capital Grant.

On a voice vote, the motion was approved.

It was moved and voice voted to forward letters of recognition.

6. gb #8-211 - Administration
June 24, 2018) Recognition/set
date

To set a date to recognize Judy Freedman Fask and the Worcester Public Schools Transition Department for being awarded the American Alliance for Theatre & Education (AATE) 2018 Distinguished Book Award for the book entitled "Creative Collaborations through Inclusive Theatre and Community Based Learning."

It was moved and voice voted to set the date of Thursday, August 23, 2018.

7. gb #8-212 - Administration
(June 26, 2018) Recognition/set
date

To set a date to recognize Mark Brophy, Instructional Support Personnel Director, for his 32 years of dedicated service to the students and staff in the Worcester Public Schools.

It was moved and voice voted to set the date of Thursday, August 23, 2018.

MASC voting
delegate/
selection of

- 8. gb #8-213 - Administration
(June 27, 2018)

To select a voting delegate and an alternate voting delegate for the Annual Business Meeting of the Massachusetts Association of School Committees, scheduled for November 7, 2018.

Mr. Monfredo nominated Brian O’Connell as the MASC voting delegate. Mr. Comparetto volunteered to serve as the alternate delegate.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O’Connell, Mayor Petty	6
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Against the motion:	0
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Absent: Mr. Foley	<u>1</u> 7
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The motion carried.

Adequate
education for
Massachusetts
children

- 9. gb #8-214 - Mr. O’Connell/Miss Biancheria/
Mr. Comparetto/Mr. Foley/
Mr. Monfredo
(June 27, 2018)

To discuss projected litigation as to the obligation of the Commonwealth of Massachusetts to assure an “adequate education” to Massachusetts children, including potential plaintiffs, litigation funding sources, and a timeline.

Mr. Monfredo made the following motion:

Request that the Administration provide a report on the allocation of funds after the House and Senate approve the Budget.

It was moved and voice voted to approve the motion.

Mr. Allen reported to the Committee that the House and Senate approved the FY19 Budget and that the Governor has ten days to review and approve it.

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

10. gb #8-215 - Administration
(June 27, 2018)

MASC policy
inclusions

To consider approval of the following MASC policies to be included in the Policy Manual:

- Online Fundraising and Solicitation-
Crowdfunding Policy
- Section **GBEBD**
- Student Submission to Educational Surveys
and Research
- Section **ILD**

Miss Biancheria made the following motion:

Request that the Administration research the definition of a Crowdfunding service.

It was moved and voice voted to refer the item to the Standing Committee on Governance and Employee Issues for a response prior to the August 23, 2108 School Committee meeting.

On a voice vote, the motion was approved.

FY19 Budget/
amendments to

11. gb #8-216 - Administration
(June 27, 2018)

To consider approval of the following amendments
to the FY19 Budget:

1. Other Special Revenue Funds in the amount of \$7,411,563, as contained on page 142 of the Budget Book
2. the FY19 amended Budget in the amount of \$397,814,142
3. a reflection in the Minutes of the June 21st School Committee Meeting of the above mentioned amendments.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty	6
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Against the motion:		0
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Absent:	Mr. Foley	$\frac{1}{7}$
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The motion carried.

Immigration
Enforcement
Activities policy/
proposal of

12. gb #8-217 - Administration
(June 27, 2018)

To consider the proposed policy regarding
Appropriate School Response to Immigration
Enforcement Activities to be included in the Policy
Manual.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 6

Against the motion: 0

Absent: Mr. Foley $\frac{1}{7}$

The motion carried.

- 13. gb #8-218 - Administration
(June 29, 2018)

Prior fiscal year
payment/
College Board

To approve a prior fiscal year payment in the amount of \$685.00 made payable to the College Board for PSAT/NMSQT test fees.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 6

Against the motion: 0

Absent: Mr. Foley $\frac{1}{7}$

The motion carried.

- 14. gb# 8-219 - Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Foley/
Mr. Monfredo
(June 30, 2018)

M.G.L. compliance
with Section 54C
of Chapter 71/
verification of

Request that the Administration verify the compliance, by the Worcester Public Schools, with Section 54C (a) of Chapter 71 of the Massachusetts General Laws (Chapter 443 of the Acts of 2016).

Superintendent Binienda reported that the Worcester Public Schools does comply with the state law regarding AEDs.

Mr. O'Connell made the following motion:

Request that the Administration provide a report in February 2019 on the budgetary requests for AEDs to comply with state law.

On a voice vote, the motion was approved.

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

2018-19 Student
Handbook/
approval of

15. qb# 8-220 - Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Foley/
Mr. Monfredo
(July 3, 2018)

To consider approval of the proposed text of the 2018-19 Student Handbook, and to approve the policies set forth therein in time for printing of the handbook itself and its translations, prior to the beginning of the 2018-19 academic year.

Mr. O'Connell moved to approve the following amendments to the proposed changes for the Student Handbook:

Request that on page 2, third paragraph, first sentence add **105** before (CMR 220.00).

Request that on page 2, second bullet Physical Examination be amended by adding after K, 4, 7 and 9, **and** to read as follows:

Physicals examination documentation is required from students entering grades, K, 4, 7 and 9, **and** yearly for all student athletes.

Request that on page 3, under Elementary (K-6), second sentence, change six citywide magnet schools to **five**.

Request that on page 3, under Secondary (Grades 7-12), replace paragraph to read:

Depending on the school district in which the student resides, he/she can attend his/her local high school. This is based on the quadrant of residence of the student at the time of enrollment, unless special permission has been requested by the parent/guardian and approved by the District Administration to attend a different school. Attendance at Worcester Technical High School is based upon an application and selection process approved by the State Department of Education.

Request that on page 5, Admission, first sentence, remove the extra space after foreign.

Request that on page 7, last paragraph under Internet Safety and Acceptable Use Policy, change Act S. 1492 to **Act (Pub. L. No. 110.385)**.

Request that on page 13, under Legal Policies, Nondiscrimination, delete the following:

- criminal record (inquiries only)
- mental illness
- retaliation
- sexual harassment and
- genetics or military service

On a voice vote, the motion as amended for the Student Handbook was approved.

It was moved to approve the Student Handbook as amended.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty	6
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Against the motion:		0
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Absent:	Mr. Foley	$\frac{1}{7}$
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The motion carried.

Worcester Public
Schools Policy
Handbook/
dissemination of

16. gb #8-221 - Administration
(July 5, 2018)

To endorse the dissemination of the Policy Manual
of the Worcester Public Schools.

Mr. O'Connell moved to approve the following
amendments to the proposed changes for the
Policy Manual:

Request that in Policy BCB, in the third line, add
"**of**" between "out" and "the".

Request that in Policy IHBEA, in the second line of
the second paragraph, replace "is" with "**as**".

Request that in Policy JCA, in the section on
Elementary (K-6) Registration Policy, second line,
change six citywide magnet schools to **five**.

Request that in Policy JCA, in the Secondary
Registration Policy, replace to read:

Depending on the school district in which the
student resides, he/she can attend his/her local
high school. This is based on the quadrant of
residence of the student at the time of
enrollment, unless special permission has been
requested by the parent/guardian and approved
by the District Administration to attend a
different school. Attendance at Worcester
Technical High School is based upon an
application and selection process approved by
the State Department of Education.

Request that paragraph 4 in Policy JFBB be
replaced with **paragraph 4** from **Policy JFBB-1**
and that **Policy JFBB-1** be deleted.

On a voice vote, the motion as amended for the Policy Manual was approved.

It was moved to approve the Policy Manual as amended.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 6

Against the motion: 0

Absent: Mr. Foley $\frac{1}{7}$

The motion carried.

- 17. qb #8-222 - Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Mr. Monfredo
(July 5, 2018)

Worcester Public
Schools "indirect
costs"

To review the "indirect costs" assigned to the Worcester Public Schools by the City of Worcester for the 2019 fiscal year.

Mr. O'Connell made the following motion:

Request that the Administration provide a report on the indirect costs assigned to the Worcester Public Schools by the City of Worcester for the FY19 Year.

On a voice vote, the motion was approved.

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

Prior fiscal year
payment/
Technology
Focused
Instructional
Coach

- 18. gb #8-223 - Administration
(July 9, 2018)

To approve a prior fiscal year payment in the amount of \$96.33 for in-state travel reimbursement for a Technology Focused Instructional Coach.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 6

Against the motion: 0

Absent: Mr. Foley $\frac{1}{7}$

The motion carried.

Standing
Committee/
renaming

- 19. gb #8-224 - Administration
(July 9, 2018)

To consider changing the title of the Standing Committee on Accountability and Student Achievement to the Standing Committee on School and Student Performance.

HELD.

20. gb #8-225 - Administration
(July 11, 2018)

Donations/
various donors

To consider approval of the following donations:

- \$8,000.00 from SME Education Foundation/General Motors to Worcester Technical High School Advanced Manufacturing Program
- \$250.00 from WEDF to Woodland Academy
- \$500.00 from Metso USA, Inc., to support the Exhilarate Worcester Initiative at Woodland Academy
- \$250.00 from WEDF to Tatnuck Magnet School
- \$250.00 from WEDF to Lake View School
- \$2,000.00 from Saint-Gobain to Lake View School
- \$738.82 from Lake View School PTO to Lake View School
- \$2,000.00 from Furniture Trust Organization, Inc. to Worcester Alternative School
- \$600.00 from Sunbelt Rentals Inc. to South High Community School Diesel Program
- \$250.00 from WEDF to Lincoln Street School
- \$250.00 from WEDF to New Citizen Center

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty	6
-----------------	--	---

Against the motion:		0
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Absent:	Mr. Foley	$\frac{1}{7}$
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The motion carried.

It was moved to recess to Executive Session.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 6

Against the motion: 0

Absent: Mr. Foley 1
7

The motion carried.

The School Committee recessed to Executive Session from 6:10 p.m. to 6:40 p.m.

- Executive Session 21. gb #8-226 - Executive Session (Administration) (July 11, 2018)

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

- Executive Session 22. gb #8-227 - Administration (July 17, 2018)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #17/18-04.

The School Committee of the Worcester Public Schools reconvened in Open Session at 6:45 p.m. in the Esther Howland Chamber at City Hall on Thursday, July 19, 2019.

There were present at the second Call to Order:

Miss Biancheria, Mr. Comparetto, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

There was absent: Mr. Foley

It was moved and voice voted to suspend rules to take up the following item out of order:

23. gb #8-153.2 -Administration/Administration
(June 11, 2018)

Proposed Strategic
Plan/ New
Worcester Public
Schools website

To discuss the proposed Strategic Plan.

Mayor Petty began the review of the Proposed Strategic Plan with the section on Technology and Operations.

Mr. O'Connell made the following motion:

Request that the Administration make the following amendments to the proposed Strategic Plan:

On page 25, insert the word "primarily" between **quarterly** and **to** on line 2 in the black insert.

On page 26, insert the words "and/or Ethernet" between **wireless** and **access** on bullet 4 in two locations.

On a voice vote, the motions were approved.

Miss Biancheria made the following motion:

On page 26, insert the words "district wide" between **mechanisms** and **for** on bullet 7.

On a voice vote, the motion was approved.

Sarah Kyriazis, Manager of Instructional Technology and Digital Learning presented a PowerPoint outlining the process that went into the selection of the branding for the Worcester Public Schools website.

Mr. O'Connell made the following motions:

Request that the Administration create a logo more tailored to learning and requested that the proposed new logo not be placed on official documents until a consensus is reached.

Request that the Administration provide to the School Committee the other design choices that were available.

Request that the item be referred to the Standing Committee on Governance and Employee Issues for further discussion and review.

On a voice vote, the motions were approved.

Miss McCullough made the following motion:

Request that the Administration forward the link to the new website in order for all members to look at the content and offer suggestions for improvement.

On a voice vote, the motion was approved.

Mayor Petty indicated that this item would appear on the agenda for August 23, 2108 and, if needed on September 6, 2018.

The meeting adjourned at 7:38 p.m.

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

- The Administration added a column in the budget summary (page 162 of the budget book) that reflects the expected spending through the third quarter; matching the amounts within each of the following account detail pages.
- The Worcester Public Schools maintains a revolving fund for gate receipts for certain athletic events. These funds are used to defray the cost of athletics to the general fund portion of the budget.
- The Administration provided updates in each of the Quarterly Budget Status Reports as to the projected deficit in Workers Compensation during FY18. The First Quarterly Budget Status Report projected a \$323,615 deficit, the Second Quarter Budget Status Report projected a \$404,634 deficit, and the Third Quarter Budget Status Report projected a \$509,366 deficit.
- During 2017-18 school year, 18 Worcester-resident students attended the Massachusetts Virtual Academy through the state's school choice program. The school choice tuition for these students was \$122,952
- The sentence was removed from the FY19 budget book

X. GENERAL BUSINESS
Administration/Miss Biancheria
(August 7, 2018)

CURRENT ITEM - gb #7-177.1
S.C. MEETING - 8-23-18

1ST ITEM gb #7-177 S.C.MTG. 5-4-17
2ND ITEM gb #7-177.1 S.C.MTG. 8-23-18

ITEM:

Response of the Administration to the motion to identify the person who is in charge of the checklist that is used to make certain that the busses are completely safe to transport the students in the Worcester Public Schools.

ORIGINAL ITEM: Miss Biancheria/Ms. Colorio/Mr. O'Connell/Mr. Monfredo
(April 26, 2017)

Request that the Administration review the precautionary measures and safety features under the safety regulations of the bus contracts for both the Worcester Public Schools and Durham School Services.

PRIOR ACTION:

5-4-17 - Miss Biancheria made the following motion:
Request that the Administration identify the person who is in charge of the checklist that is used to make certain that the busses are completely safe to transport the students in the Worcester Public Schools and provide a report in July or August.
On a voice vote, the motion was approved.
Referred to the Administration.

BACKUP:

Transportation Director John Hennessey oversees the state's inspection of all WPS School buses, conducted three times per year by the Registry of Motor Vehicles. Durham School Services, as required by contract, must supply the WPS with copies of Registry of Motor vehicle inspections of their operated buses to the WPS.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

X. GENERAL BUSINESS
Administration/Mr. O'Connell
(August 7, 2018)

CURRENT ITEM - gb #7-351.1
S.C. MEETING - 8-23-18

1ST ITEM gb #7-351 S.C.MTG. 10-19-17
2ND ITEM gb #7-351.1 S.C.MTG. 8-23-18

ITEM:

Response of the Administration to the request to update the School Committee as to the number of students who have arrived in Worcester from Puerto Rico and the Virgin Islands.

ORIGINAL ITEM: Mr. O'Connell/Ms. Colorio/Mr. Foley/Mr. Monfredo/
Ms. Biancheria (October 13, 2017)

To recommend that the Massachusetts Department of Elementary and Secondary Education extend its October 1 enrollment reporting calculation deadline for students arriving in Massachusetts from Puerto Rico, the Virgin Islands, Texas, Florida and other hurricane damaged regions, to permit them to be included in the foundation budget.

PRIOR ACTION:

10-19-17 - Forward letter to Acting Commissioner Wulfson.
Mr. O'Connell requested that the Administration update the School Committee as to the number of students who have arrived in Worcester from Puerto Rico and the Virgin Islands and forward a letter to Acting Commissioner Wulfson with the enrollment numbers so the students can be included if there is an extension of the October 1st deadline.

BACKUP:

DESE has released all FY18 payments for displaced student relief (students from Puerto Rico or U.S. Virgin Islands) and Worcester's amount was \$1,922,753 for the two payments. We have budgeted \$2,000,000 in the FY19 budget for anticipated funding; and anticipated that we would "roll-over" all FY18 funds as permitted under this program. The FY19 state budget also has available funds for students that remain in the district during the 2018-19 school year, and DESE has indicated that they will provide guidance about those funds once they are included in the final state budget.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

A STRATEGIC PLAN FOR EDUCATION IN WORCESTER

AN OVERVIEW

2018-2023

Mission of Worcester Public Schools

Provide all students the opportunity to advance their scholarship with a rigorous core curriculum and high-quality instruction. This enables students to discover the expanse of their academic talents, shape the quality of their character, and develop the confidence to become conscientious, reflective citizens who are empowered to better our community and our world.

Our Vision for 2023

Worcester Public Schools will be a national leader in education, offering high-quality learning experiences, ensuring that all young people are prepared to thrive, and equipping them to become engaged citizens in their community.

Theory of Change

IF we embrace a student-centered approach that:

- fosters innovation in schools;
- provides vital supports for teaching and learning;
- ensures access to modern technology;
- develops the critical thinking and technical skills of all students; and
- leverages the input of families and community;

THEN we will build a system of diverse, high-performing schools that can equip all students with the academic, social, and technical skills necessary to thrive.

Worcester Public Schools in 2023

The Worcester community will transform its public school system into one which ensures all students receive a high-quality education and are prepared for the challenges of tomorrow.

Where We're Headed

WPS STUDENTS WILL

Current **2023**
31% → 47%

MEET/EXCEED EXPECTATIONS
ON 3RD GRADE ELA MCAS

65% → 76%

ENROLL IN POSTSECONDARY
OPPORTUNITIES^B

17% → 14%

REDUCE CHRONIC ABSENTEEISM

1:4 → 1:1

ACCESS TECHNOLOGY
(STUDENT TO DEVICE RATIO)

WPS WILL

INCREASE PER PUPIL EXPENDITURE BY

↑ 8%

INCREASE NUMBER OF HIGH
PERFORMING SCHOOLS BY

↑ 20%

INCREASE DIVERSITY OF NEW HIRES BY

↑ 25%



Culture of Innovation

All students will have access to high quality learning experiences which leverage effective approaches

Worcester will foster a districtwide culture of innovation by testing and spreading evidence-based practices and supporting school leaders in making improvements. Worcester will develop an incubation hub to provide a structured approach to piloting and scaling effective practice in the district.



Academic Excellence

All students will have access to rigorous and personalized learning supported by technology

Worcester will improve early education experiences to ensure all students have the knowledge and skills to become lifelong learners. The district will also create a range of stimulating educational experiences in all grades which challenge the intellectual demands of students; develop technological and career skills; and provide students with choices in their academic preparation.



Welcoming Schools

All students will gain a holistic set of skills and be supported by a network—inclusive of their families and the community—to realize their personal, academic, and professional goals

Worcester will cultivate welcoming environments in all schools by supporting students' social and emotional health and fostering collaboration and participation from families and the community. Schools will proactively monitor students' wellbeing and academic needs to more equitably allocate resources and provide holistic support.



Investing in Educators

All students will be supported by effective educators who demonstrate leadership and commitment to enhancing student learning and development

Worcester will enhance its educator workforce by recruiting top candidates from diverse backgrounds and supporting current educators through training and instructional support in social-emotional learning, integrated instruction with technology, and cultural competence.



Technology & Operations

All students will learn in an efficient and fiscally sound district

Worcester will come together as a city, community, and school district to prioritize and support success for all students. This includes more public participation in school policy discussions and new strategies to advocate for state funding.

Defining our Path



A STRATEGIC PLAN FOR EDUCATION IN WORCESTER

2018-2023

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A LETTER TO THE WORCESTER COMMUNITY

Dear Worcester Students, Families, and Community,

It is with great pleasure that we share *Defining Our Path: A Strategic Plan for Education in Worcester*. Worcester Public Schools (WPS) is well-known for many of its successful practices, which foster real-world skills and student achievement. While we celebrate our district's progress, we also recognize that there is a continuous need for improvement in our schools and in the outcomes for all our students. We understand that the continued success of the district's mission can only be accomplished through a community-wide vision coupled with a commitment to action and sustained engagement.

The strategic planning process was a unique experience. In many strategic plans, the school district is the singular driving force. However, our community seized the opportunity to assemble a diverse group of community leaders—with invaluable support from the school district—to consider ways to address the needs of Worcester students. Our approach recognizes the central role of the schools in the life of our community. It acknowledges the vital need for all sectors of the city to fully support WPS, as well as the shared work required to achieve educational excellence in all schools for all students.

Conversations among community leaders, families, educators, and students during the process forged new relationships and deepened existing networks. We also expanded our community's capacity to consider a broad range of perspectives, data, and outstanding educational practices. Through subcommittees, representative of multiple stakeholder groups, we explored critical areas of need identified by the community and developed recommendations for improvement. We engaged state and national education leaders to highlight a range of education best practices that could be replicated. Our work was effective, but not without challenges. We delved into the nuances of quantitative data; considered the experiences, hopes, and concerns of stakeholders; and wrestled with very real financial and contractual constraints. We worked beyond mere accommodation to deep consensus. Our most important takeaways were that policies, practices, and initiatives should drive toward the district's student-centered goals and that substantive changes in the finances of the district are essential for high-quality, system-wide improvements.

Our plan is aspirational, inspirational, and innovative. In some cases, it is admittedly but intentionally ambitious. It considers new approaches to school and district design, teaching and learning, and finances. The plan recognizes that the work of schools is about both the transfer of knowledge, skills, and information and the fostering of safe and nurturing learning environments that support social and emotional skills critical for student well-being.

Defining Our Path: A Strategic Plan for Education in Worcester articulates a commitment to continue Worcester's renaissance by placing the city's children, and the future that they represent, at the center of our shared work. It calls for the resources of a community, not just a school district, to fulfill that mission. Achieving the goals of the plan will demand hard work and unflagging support from each sector of the city. It will also require the dedicated involvement of the state. We must ensure state funding levels realize the vision of the 1993 Education Reform Act and guarantee equitable outcomes in both high-wealth and low-wealth communities. The result of these actions will be well worth the effort—a system of schools focused on and able to educate every child for sound futures as positive contributors to our community and beyond.

Toward a Brighter Future,

Jennifer Davis Carey & Timothy J. McGourthy
Strategic Plan Co-Chairs

In Collaboration with
Maureen Binienda
Superintendent, Worcester Public Schools



Worcester, the *Heart of the Commonwealth*, is the second-largest city in Massachusetts. It is a community with a history of innovation and progress. Modern-day Worcester is rich in assets, home to leaders in education, healthcare, and technology, with more than 5,000 local businesses, 70 cultural institutions, nine colleges/universities, and the third-largest public-school system in the Commonwealth.¹ A forward-looking community, Worcester seeks to cultivate the success of the next generation to ensure that it continues to thrive for years to come.

Worcester is a growing global community. Since 1990, the population has increased 8%, bringing shifts in the racial, ethnic, age, gender, and household composition of the city.^{2,3} The city's international community has grown more than 200%, enhancing both the linguistic and cultural vibrancy of the city.^{4,4} The growth of Worcester's racial and ethnic communities also exceed national trends. The number of residents of Latino, African American, and Asian descent has grown by more than 150% since 1990, while the number of residents of European descent has declined 13%.⁵

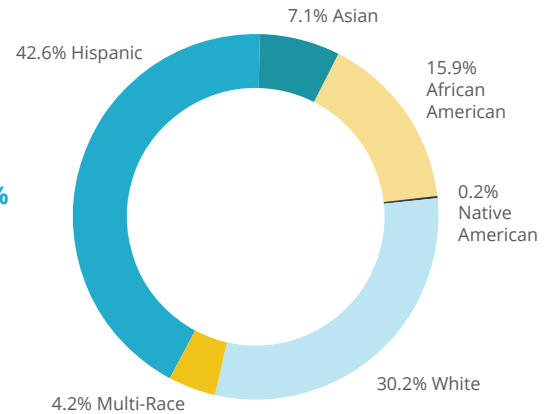
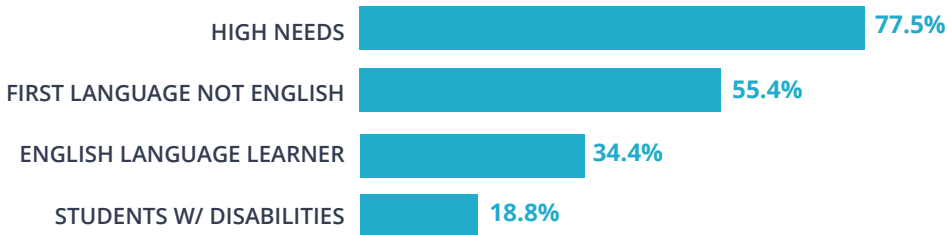
With growth in the population, Worcester has experienced new challenges. Nearly one-third of the city's youth are living in poverty.⁶ In addition, the student population is frequently changing. In 2017, the percent of students moving in and out of the school district during the year was 17.8%, which indicates a highly transitional learning population and impacts funding designations.⁷ The effects of youth experiencing significant trauma have also become more apparent. Educators report a high frequency of student exposure to childhood adversity, ranging from housing instability to the statewide opioid crisis.⁸ Worcester is also a leading resettlement community for refugees, serving populations particularly vulnerable to increased hardships as they adapt to their new community.⁹ Worcester's growth and the presence of new challenges demands consideration of new ways to

support and educate an increasingly diverse and global population.

Through the first strategic plan in 26 years, district and community leaders are looking to set a new vision for the education of the city's youth. Worcester Public Schools (WPS) sits at the center of these community-level changes and strives to play a positive and important role in cultivating the city's future creators, reformers, healers, and leaders. The success of WPS is critical to the economic vitality of the city. By 2024, 75% of jobs in the region's fastest growing industries (health, technology, management, and services) will require a postsecondary credential (professional certificate, bachelor's degree, or graduate degree).¹⁰ While 84% of Worcester residents over 25 have a high school diploma or equivalent, only 37% hold a postsecondary credential (associate degree or higher).¹¹ Ensuring student success in public schools—and a pathway to and through a postsecondary credential—will help meet regional labor needs while creating a highly skilled and educated workforce that enhances the vitality of the city.

However, the complex workplace that our students will face in years ahead cannot be addressed by WPS alone. Both the depth of need and the absence of necessary financial resources to operate the school district demands the collective action of the entire community. This strategic plan, collaboratively designed and with a commitment to collaborative implementation, addresses persistent challenges in the district and offers supports to schools in the interest of creating an environment for teaching and learning that fosters student success. As the priority of the district is excellence in WPS regardless of the financial climate, the plan incorporates actions that can be implemented immediately and calls attention to ones that will require significant financial support and collaboration to realize.

25,306 STUDENTS

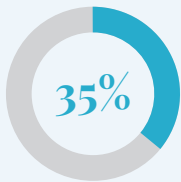


Community

183,677
RESIDENTS



83% OF SCHOOL-AGE
RESIDENTS ATTEND WPS



SPEAK A LANGUAGE
OTHER THAN ENGLISH

90+
Languages

Schools

44

K-12 Schools



7 INNOVATION SCHOOLS



Schools Met State Targets

13

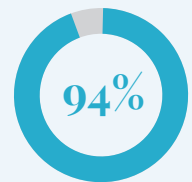
CAREER PATHWAY
PROGRAMS

Outcomes

2.2%
DROPOUT



86% FIVE-YEAR HIGH
SCHOOL GRADUATION RATE



ATTENDANCE
RATE

4.3%
*Dropout for English
Language Learners*

Mission of Worcester Public Schools

To provide all students the opportunity to advance their scholarship with a rigorous core curriculum and high-quality instruction. This enables students to discover the expanse of their academic talents, shape the quality of their character, and develop the confidence to become conscientious, reflective citizens who are empowered to better our community and our world.¹⁴

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- develops the critical thinking and technical skills of all students; and
- leverages the input of families and community;

THEN we will build a system of diverse, high-performing schools that can equip all students with the academic, social, and technical skills necessary to thrive.

Focus Areas



CULTURE OF INNOVATION



ACADEMIC EXCELLENCE



WELCOMING SCHOOLS



INVESTMENT IN EDUCATORS



TECHNOLOGY & OPERATIONS

Where We're Headed¹³

WPS STUDENTS WILL

Current **2023**

31% ➔ 47%

**MEET/EXCEED EXPECTATIONS
ON 3RD GRADE ELA MCAS**

65% ➔ 76%

**ENROLL IN POSTSECONDARY
OPPORTUNITIES^B**

17% ➔ 14%

REDUCE CHRONIC ABSENTEEISM

1:4 ➔ 1:1

**ACCESS TECHNOLOGY
(STUDENT-TO-DEVICE RATIO)**

WPS WILL

INCREASE PER-PUPIL EXPENDITURE BY

▲ **20%**

**INCREASE NUMBER OF HIGH-
PERFORMING SCHOOLS BY**

▲ **20%**

INCREASE DIVERSITY OF NEW HIRES BY

▲ **25%**

^B Students attending a private or public 2 or 4-year college within 16 months of graduation

Guiding Our Vision

COORDINATING COMMITTEE

17 Members

District managers, along with university and community leaders, met monthly for review of local resources and state data to craft recommendations for the strategic plan.

SUBCOMMITTEES

50 Members

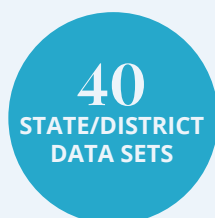
Five groups with approximately 10 participants each, including parents, recent students, educators, and community members reviewed district data, prioritized challenges, and developed strategy recommendations within specific focus areas.

ADVISORY COMMITTEE

50 Members

Parents, educators, School Committee, and community, city, and university leaders met monthly to investigate challenges facing the district and weigh in on strategies for improving WPS.

Engaging the Community



About the Strategic Planning Process

Launched in June 2017, the strategic planning process was a community-driven effort led by Worcester Education Collaborative (WEC) and Worcester Regional Research Bureau (WRRB) in collaboration with WPS. Organizers recognized the need for a jointly developed strategic plan able to address the growth and demographic changes of the community, new economic demands, new expectations and methods in teaching and learning, and achievement gaps that persist despite concerted efforts for improvement. These organizations, representative of multiple sectors of the community, and others with a vested interest in education assumed collective responsibility for charting a course toward success for WPS.

CONTEXT

WPS has made progress in improving several outcomes, including significant gains in attendance and noteworthy services for English Language Learners, resulting in the lowest dropout rate for a large urban district in the Commonwealth.¹⁵ However, gaps in students' academic proficiency, growth, and achievement remain.¹⁶ Spurred by these findings and the transition in district leadership, the 2016 report, *The Urgency for Excellence: Considerations for the School Committee and New Superintendent of Schools in Worcester*, called for a new approach to fostering student success: the development of a city-wide vision and plan for educational improvement.¹⁷

Following the report's release, community leaders representing businesses, foundations, nonprofits, and service agencies signed the Worcester Compact for Public Education (Worcester Compact), a public document detailing their commitment to educational improvement in the city. The group secured private financial support for the strategic planning process and engaged students, alumni, parents, educators, and community-based organizations to participate.¹⁸ The strategies listed in the plan are designed to enhance success for all students and include action steps for the whole community. The collaborative model established through the Worcester Compact and continued through this process was foundational to our approach, and differentiating this document from any other known resource.

PARTICIPANTS

The strategic planning process was informed by voices throughout the community. From June 2017 to January 2018 community and district organizers along with strategic planning facilitators from the Rennie Center for Education Research and Policy met with more than 400 Worcester residents in focus groups and forums. In response to community requests, one forum, attended by more than 100 participants, was conducted "café-style" to assure maximum opportunity for small group discussion and input. Throughout the process, all who sought an opportunity for input or to participate were included.

Events were held throughout the district and offered in multiple languages to maximize participation and ease of access. Individuals also had the chance to share their input through surveys on their experiences with WPS and education in the City of Worcester more broadly. Respondents included students, families, educators, and community members.

Finally, the strategic planning process featured a multi-tiered committee system that engaged stakeholders from diverse backgrounds and roles in the community. More than 70 community members participated in one or more committees. The planning groups included an Advisory and a Coordinating Committee as well as five subcommittees focused on high-priority areas for the city: Access to Availability of Higher-Level Learning; Educator Resources and Development; Governance, Finance, and Operations; Instructional Resources and Technology; and Social and Emotional Learning and School Climate. With the help of the Rennie Center, these committees reviewed more than 40 data sets from state and district systems, along with 30 local and national journal publications providing insights on budget, population demographics, discipline, culture, and educational best practices.^c

Lessons Learned

Committee members considered the themes and trends that emerged from the conversations, meetings, and data review to refine and prioritize the recommendations of the strategic plan. Key learnings included¹⁹:

- Worcester's residents are dedicated to high-quality education for all its students. The commitment of teachers, staff, and the community to support students is what allows the district to operate and succeed despite challenges.
- Offering high-quality learning options for all students—regardless of age, ability, language, background, and/or neighborhood—is paramount. It is critical that improvements in learning experiences address needs from early childhood education through high school and benefit the whole student population, including advanced learners, students with disabilities, and English language learners.
- Improvements must also address complementary learning needs, such as developing social and emotional skills, cultivating a welcoming and supportive environment in schools, enhancing communication and partnership with families, and overcoming any barriers that hinder student success.
- Specific calls to action include increased options for advanced learning, better access to technology, greater support for postsecondary transitions, new and enhanced facilities, and more collaborative learning opportunities for educators.
- All stakeholders described the dire need to increase the district's operating budget, including through additional funds from an improved Chapter 70 state funding formula.

These lessons inform a new vision for the district, which calls on all sectors of the city to support Worcester in becoming a national leader in urban education.

^c Example local reports reviewed by subcommittees include *Report of the Dialogues on Race, The Schools We Deserve*, and *Not Present, Not Accounted For*.

Orientation to the Plan

The strategic plan is divided into five sections aligned with the focus areas. Each section includes information on:

What We Heard: Reflects the findings from focus groups, document reviews, surveys, and subcommittee reports related to the focus area. This information provides insights on key challenges that the strategic plan's objectives and strategies are designed to address.


Making it Count for All Students: Highlights outcomes from comparable urban districts and state averages on key indicators. Reported metrics are based on data from the Massachusetts Department of Elementary and Secondary Education and reflect the top-performing comparison district in each category. Metrics are intended as a guide, rather than an expressed goal for Worcester. The list of communities was drawn from participants in the Urban Superintendents Network, based on size and demographics, and vetted by strategic plan organizers. The full list of comparison districts and additional measures are included in Appendix A.

Benchmarks for Success in 2023: Features priority benchmarks for expected improvement (e.g., growth in students' ELA and Math performance) based on the successful implementation of this plan's strategies. A full list of improvement benchmarks associated with each section is included in Appendix B.


Current Resources and Initiatives: Worcester has many resources and initiatives that exist to support the action steps of the plan. This section acknowledges the ongoing work to address core challenges and highlights initiatives that may need to be scaled to achieve maximum impact.

Subsequent pages detail objectives and action steps that will guide improvement efforts over the next five years. Each objective includes feasibility metrics established in collaboration with district and community leaders that delineate the level of effort and financial cost.

Investment: The financial investment needed to implement the objective


 **\$0-\$100,000** No or minimal additional cost for implementation


 **\$100,000 - \$499,000** Seed funding required for implementation

 **\$500,000+** Substantial funding must be added for implementation

Level of Effort: The amount of resources, coordination, or operational change that would be required

 Minimal effort required to implement objective (resources already exist)

 Medium effort required to implement objective (resources already exist, but may need to be coordinated or repurposed)

 Maximum effort required to implement objective (new resources must be developed or brought on)



CULTURE OF INNOVATION



Culture of Innovation

The achievement gap is a persistent and critical obstacle to ensuring the future personal, academic, and career success of today's youth.²⁰ In Worcester, the gap exists primarily for students with disabilities and those from low-income, Latino, and/or language-diverse backgrounds, who are less likely than their peers to reach grade-level benchmarks and graduate from high school.²¹

In Massachusetts, research shows that practices focused on school leadership, collective teacher efficacy, rigorous instruction, and high expectations for all students are critical to turning the tide in schools.²² Worcester has undertaken numerous initiatives to support the needs of students, with localized success.²³ To see systemwide change, structures must be established so that effective practices can be tested and brought to scale. By developing a culture of innovation that supports the incorporation of established and emerging best practices, the district will make the necessary adjustments that enable all students to learn and thrive, while ensuring enhancements (and lessons learned from them) benefit the entire school system.

WHAT WE HEARD²⁴

- Worcester residents and its education professionals value community schools and specialized or focused programs as opportunities to bring educators, families, and community partners together to offer broad opportunities, supports, and services to students and their champions.
- New approaches are needed to address student achievement gaps and foster improvement.

CURRENT RESOURCES & INITIATIVES²⁵

- Principal Learning Network
- New Principals' Institute and Mentoring

MAKING IT COUNT FOR ALL STUDENTS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. In the 2016-2017 school year²⁶:

49%

of the 44 schools in Worcester ranked in the top 80% statewide

91%

of the 11 schools in a comparable urban district ranked in the top 80% statewide

69%

of the 1514 schools in Massachusetts met or exceeded state learning targets

OBJECTIVES AND STRATEGIES

CULTURE OF INNOVATION

1. Embrace a culture of innovation that develops and pilots evidence-based approaches and allocates resources to address chronic student achievement gaps and underperforming schools

- **Target District Supports for High Needs Schools:** Create a Superintendent Schools designation, afforded to consistently underperforming settings, that provides increased supports coupled with enhanced accountability, trainings, and resources for the school to implement transformative learning approaches
- **Proactive Supports to Enable School Improvements:** Identify and develop aggressive improvement strategies for lower-performing schools prior to required state intervention, incorporating successful turnaround practices from across Massachusetts and providing necessary operational flexibility for successful implementation

Investment: \$\$\$

Effort: ★★

2. Increase the capacity of school leadership to leverage existing resources for school improvement

With support from the community we will:

- **Enhance School Leader Training Initiatives:** Expand the New Principals' Institute through a third year of practice in partnership with community organizations, allowing aspiring and experienced principals to collaborate and catalyze innovative management practices that foster improvement and student success
- **Provide Supports and New Learning Experiences for Veteran Leaders:** Develop an Institute for veteran principals to support continued growth and development in school management and classroom pedagogy

Investment: \$\$

Effort: ★★

3. Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps

- **Expand Early Learning Supports:** Increase implementation of, and access to, early literacy and math interventions for all students through the 6th grade
- **Scale Early Learning Solutions:** Pilot early literacy initiatives in select elementary schools to determine the best fit for a district-wide approach
- **Sustain High Performance in Thriving Schools:** Engage and support the continued success of on-track and high-performing schools by establishing a process to set next-level targets for student learning and spread effective practices

With support from the community, we will:

- **Develop a Network of Schools to Pilot and Scale Evidence-Based Practice:** Design an Incubation Hub drawing on tested, effective, and transferable practices from multiple school models (e.g., community and pathways schools). The hub will focus on scaling these practices in the district and be supported by a body of community members and elected officials²⁷

Investment: \$\$

Effort: ★★

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
REDUCE NUMBER OF SCHOOLS PERFORMING AT OR BELOW THE 10TH PERCENTILE STATEWIDE	10	9	7	5

Strategies in Action: *Incubation Hub*

Worcester Public Schools will create an Incubation Hub in the District. The Hub will consider the current elementary and secondary school feeder system and serve as the pilot site for innovative and best practices, drawing significantly from those of community schools and special academic programs, and leverage parent, educator, and community expertise and resources. These practices will be refined and scaled across the district.



**ACADEMIC
EXCELLENCE**



Academic Excellence

As the third-largest school district in the state, WPS makes an important contribution in equipping today's students with knowledge and skills to become tomorrow's engaged community and productive workforce.²⁸ As the district builds on a legacy of success in preparing students with real-world skills, it must expand its offerings to accommodate the learning needs and interests of its diverse population, ensuring that all students can chart a path to a meaningful postsecondary opportunity.²⁹ In addition, it must equip students with the digital skills necessary for success in the modern workplace.

Academic excellence starts with universal access to the learning environment and a focus on foundational skills at the elementary level. This ensures that essential building blocks for knowledge are well-established, laying the groundwork for more advanced courses in later years.³⁰ Given the importance of rigorous learning experiences across all grades, WPS will focus on enhancing early education, expanding the breadth and depth of coursework, increasing options for demonstrating knowledge, developing students' technological skills, and providing additional supports for students' college or career aspirations.

WHAT WE HEARD

- Students and educators wanted increased course variety and the opportunity to delve deeply into subject matter and explore current topics.
- Students need more opportunities to develop real-world skills such as financial literacy, career skills, and civics.
- College and career decisions are at the forefront of discussion for middle and high school students; students and parents want planning supports for college and career decision making to start earlier (e.g., middle school) so that youth can be intentional about the learning opportunities they select.

MAKING IT COUNT FOR ALL STUDENTS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently³¹:

31%

of 3rd graders in Worcester meet grade-level benchmarks in English Language Arts MCAS

49%

of 3rd graders in a comparable urban district meet grade-level benchmarks in English Language Arts MCAS

47%

of 3rd Graders in MA meet grade-level benchmarks in English Language Arts MCAS

**ACADEMIC
EXCELLENCE**

- Students and parents advocated for more variety in programming inside and outside the school day, including sports, additional advanced courses, and the arts.
- Students and educators need increased access to technology and its full and sustainable integration in classrooms to enhance digital skills.
- Parents and residents noted the importance of expanded partnerships with the community to address district needs, including enrichment initiatives, technology deficits, and transportation.

CURRENT RESOURCES & INITIATIVES

- Targeted, evidence-based literacy and math interventions in elementary schools
- Early college opportunities (e.g., 100 Males to College, dual enrollment initiatives)
- Career technical education pathways throughout the district
- 2018 donation to support 2:1 technology access for students in grades 4-8

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
47% OF 3RD GRADERS WILL MEET OR EXCEED BENCHMARKS IN READING	31%	36%	41%	47%
49% OF 3RD GRADERS WILL MEET OR EXCEED BENCHMARKS IN MATH	29%	36%	42%	49%
100% OF STUDENTS CAN ENGAGE IN A DIGITAL LEARNING EXPERIENCE <i>(Course or skill-building activity)</i>	30%	53%	76%	100%

Strategies in Action: Worcester City Enrichment Academy

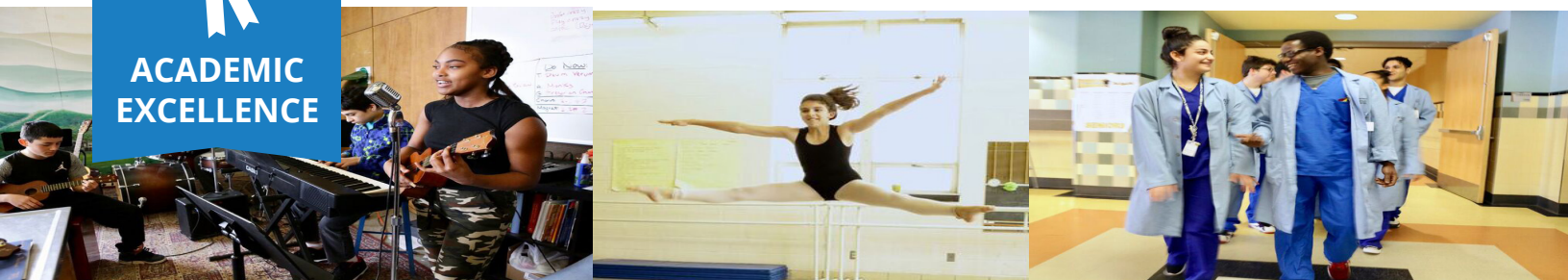
Worcester Public Schools—in collaboration with local universities, cultural institutions, and community organizations—will lay the groundwork for the creation of a year-long enrichment program providing instruction, academic support, and experiential learning opportunities for advanced learners.

Based on national models of accelerated learning, this program will be available to WPS students in grades 7-12 to enhance their academic knowledge and skills while providing opportunities to pursue specific subject areas in depth and cultivate their expertise. The program will offer mentoring from local college students and learning activities throughout the school year hosted by the city’s cultural and community organizations. In the summer, grade cohorts will participate in intensive seminars on Worcester’s college campuses. Juniors will participate in a short summer residency.

More than 300 qualified students will be able to participate in the Academy each year (with an expected enrollment of five students per grade, per school). Students will be accepted by application or nomination from each middle and high school. The program is anticipated to begin in the 2022-2023 school year.



ACADEMIC EXCELLENCE



OBJECTIVES AND STRATEGIES

1. Increase opportunities for students to develop critical thinking and problem-solving skills and demonstrate knowledge

- **Implement Community-Based Learning Opportunities:** Strengthen experiential learning options across grades K-12, providing students with multiple strategies to acquire and demonstrate understanding of concepts
- **Employ Demonstrated College and Career Academic Sequence:** Align class offerings to state requirements and ensure all students can access learning opportunities to fulfill the state's recommended course sequence for college and career readiness (MassCORE)
- **Offer More Advanced Course Options:** Increase the number of advanced learning options and enrichment opportunities in 9th grade to better prepare students to succeed in advanced courses throughout high school
- **Diversify and Increase High School Electives:** Foster deeper and broader subject matter exploration in areas relevant to student interests and societal needs by increasing the variety of electives in grades 9-12

Investment: \$\$

Effort: ★★

2. Develop students' technology fluency and ensure access to digital learning and computer science (DLCS) curricula

- **Develop Digital Learning and Computer Science Options:** Create course curricula to meet state standards for DLCS and provide learning opportunities at the elementary, middle, and high school levels
- **Implement Digital Skill-Building Opportunities:** Develop learning opportunities for students and their families to develop foundational digital skills
- **Increase Access to Digital Learning Options and Courses:** Align curricula to include effective technology integration strategies and blended learning opportunities and ensure all students have the opportunity to participate in at least one digital learning experience each year

Investment: \$\$\$

Effort: ★★

**ACADEMIC
EXCELLENCE**

3. Increase career awareness and exploration at all grade levels through integrated coursework and a tiered career learning program

- **Foster Career Skills Development:** Vertically align career exploration experiences from elementary through high school, creating age-appropriate learning opportunities that are rigorous, skill-building, and linked to meaningful postsecondary options
- **Implement *My Career and Academic Plan* and Mentoring:** Increase relevance of learning experiences by aligning options to students' skills and interests through personalized learning plans and partnerships with students, families, and the community
- **Increased Availability and Access of Career Learning Experiences:** Create opportunities for students to develop real-world skills through integrated academic and career pathway initiatives in their own or other district schools
- **Enhance Career Exploration and Planning Process through Technology:** Use technology to streamline and support the postsecondary planning process by increasing access to career resources, assessments, and a digital portfolio of students' accomplishments

With support from the community, we will:

- **Increase Community-Based Career Learning Options:** Expand career learning opportunities for students by scaling existing pathways and developing new initiatives in partnership with business and community organizations
- **Develop Afterschool Career Learning Opportunities:** Enhance in-school and out-of-school-time options for students to participate in career exploration programs
- **Increase Accessibility of Career Learning:** Increase access to vocational learning opportunities by identifying operational resources to support student participation (e.g., schedule, transportation)
- **Implement Skill-Building Opportunities in Digital Literacy:** Develop learning opportunities for families to build foundational digital skills

Investment: \$\$\$

Effort: ★★ ★

4. Leverage Worcester's distinct community assets to increase choices in learning options and academic support through partnerships with higher education and community organizations

With support from the community, we will:

- **Document Effective Programs and Monitor Barriers to Access:** Establish partnerships with local universities and/or research centers to document existing advanced learning opportunities (e.g., dual enrollment, STEM programs), identify barriers to access, and monitor program impacts as well as effects of improvements
- **Monitor Student Interest to Design Relevant Coursework:** Develop and maintain an information system that monitors student interest and course needs to inform future learning options as well as academic supports
- **Collaborate with Community Leaders for Comprehensive Student Supports:** Establish a body that includes representatives from youth-serving organizations to develop strategies for supporting students' needs beyond the school schedule (e.g., after school, summer, and vacations)
- **Offer Credit-Bearing Courses in Partnership with Colleges and Universities:** Partner with local colleges and universities to offer high school students access to additional credit-bearing course opportunities through dual enrollment
- **Identify District Liaison to Organize and Manage Community Partnerships:** Develop a comprehensive and coordinated approach to community partnerships that is managed and executed by district liaison
- **Develop an Enrichment Academy Supported by Learning Institutions in the Community:** Develop a public/private enrichment academy to support advanced learners, including after-school and summer opportunities for children in grades 7-12, that leverages Worcester's distinct community, STEM, and civic assets

Investment: \$\$

Effort: ★★



Welcoming Schools

Students sit at the center of a network of individuals vested in their success. Parents, educators, and community leaders know the value of developing the talent and skills of Worcester’s youth so that they can become thriving adults and strong community members capable of addressing the demands of the workforce. A whole-child approach ensures that education accounts for many of the challenges that extend beyond the schools but have an impact on students’ ability to learn. Research shows that an emphasis on social-emotional learning aids the development of the skills needed for advancing academically, building positive relationships, communicating effectively, and thriving in the face of adversity, thereby increasing the likelihood of success in college and career.³²

Schools that foster positive culture—and build partnerships between families and the community—create effective learning environments that can address whole-child learning needs. Leveraging citywide assets for student success, Worcester will foster positive school culture by increasing resources to address students’ social-emotional needs, raising awareness about trauma, and enhancing wraparound supports. As Worcester is a community rich in the ethnic and cultural diversity that characterizes our increasingly globalized world, each school will develop, as a part of its accountability plan, a program for ensuring cultural competence among the staff consistent with its student population. Worcester will also focus on enhancing communication efforts with families and the community to ensure that this work is coordinated and allows students, their families, and educators to feel confident, nurtured, and able to thrive in school.

WHAT WE HEARD

- Students and educators report that schools can be stressful environments. All stakeholders request additional resources to support social-emotional learning and problem-solving skills.
- A notable number of students and parents express a need for schools to provide warm and welcoming environments, as well as a need to identify and alter practices and policies that have a negative effect on school culture (e.g. limited family outreach, lack of recognition protocols for school visitors).
- All participants describe a need for increased sensitivity to cultural and individual differences, especially when communicating about life circumstances influencing school performance and adjustment.
- Parents need increased connections with educators through two-way communication and easier access to student information, such as grades.

MAKING IT COUNT FOR ALL STUDENTS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently:³³

17%

of Worcester Public Schools students are absent from school for 10% or more of the school year

13%

of students in a comparable urban district are absent from school for 10% or more of the school year

14%

of students in Massachusetts are absent from school for 10% or more of the school year

CURRENT RESOURCES & INITIATIVES

- Wraparound supports and trauma-focused initiatives (e.g., Worcester Healthy Environment and Resilience in Schools)
- Special Education Department parent trainings and Special Education Advisory Council
- Citywide Parent Planning Advisory Council (CPPAC)
- WIPLE (Worcester Involved in Parent Leadership Education) Trainings
- Chronic Absenteeism Task Force

WELCOMING SCHOOLS

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
REDUCE CHRONIC ABSENTEEISM TO 14% FOR STUDENTS	17%	16%	15%	14%
INCREASE THE NUMBER OF SCHOOLS WITH AN ACTIVE SITE COUNCIL REPRESENTATIVE OF THE SCHOOL COMMUNITY BY 50%	N/A	10%	30%	50%
REDUCE NUMBER OF YOUTH DISCIPLINED FOR NON-DRUG, NON-VIOLENT, AND NON-CRIMINAL OFFENSES BY 30%	71%	61%	51%	41%
REDUCE PERCENTAGE OF STUDENTS SUSPENDED FOR NON-DRUG, NON-VIOLENT, AND NON-CRIMINAL OFFENSES BY ONE-THIRD	4.8%	4.48%	3.84%	3.2%

Tackling a National Challenge

Experts increasingly highlight the disproportionate application of disciplinary measures to students from different racial and ethnic backgrounds.³⁴ Addressing potential bias and resolving non-violent confrontations prior to the application of disciplinary measures for these subgroups offers an opportunity for WPS to substantially reduce overall disciplinary actions and address long-term inequitable outcomes. Worcester boasts a diverse student body and is cognizant that discipline must be appropriate and equitably implemented. As schools work to improve school climate and student engagement and reduce the overall need for disciplinary measures, the application of discipline in the African-American, Latino, and Special Education populations deserves special consideration. According to data reported by the Massachusetts Department of Elementary and Secondary Education:



More than 70% of Worcester’s disciplinary actions in the 2016-2017 school year were for non-drug, non-violent, and non-criminal offenses, exceeding state averages and most comparable urban districts.



Youth of color represented 80% of discipline actions for non-drug, non-violent, and non-criminal offenses, although they represent just 70% of the total population.



OBJECTIVES AND STRATEGIES

1. Prioritize development of systems that support a shared vision for social and emotional development across the district

- **Engage Working Group to Design and Implement Whole-Child Support System:** Convene district and building leaders to create a 3-year multi-tiered system of support (MTSS) implementation plan
- **Employ a System to Proactively Respond to Student Needs:** Develop an early warning system to identify students' needs, establish benchmarks for intervention, and provide personalized and proactive support for high-risk students
- **Monitor and Take Action to Improve Differences in Outcomes Among Student Groups:** Develop a district approach to monitor differences among groups in academic performance, absenteeism, and behavior referrals and take corrective actions if gaps between groups exceed a specific threshold (e.g., 25%)
- **Monitor Student Needs and Allocate Appropriate Supports:** Establish a consistent process for data conversations among educators and administrators to monitor student progress and determine necessary supports and interventions
- **Support Behavioral and Mental Health of Students and Educators:** Implement an internal comprehensive behavioral health program for all schools
- **Increase Availability of Wraparound Resources:** Develop a wraparound coordinator position in all buildings, beginning with secondary and Superintendent's Schools

Investment: \$\$

Effort: ★★

2. Implement comprehensive, district-wide approach to monitoring and measuring social and emotional growth and school climate

- **Measure Social-Emotional Learning and School Climate:** Employ validated measures of social-emotional development and school climate in each building
- **Develop District-wide Expectations for Social-Emotional Learning:** Articulate district goals for social-emotional competencies, to be achieved through school-based initiatives
- **Increase Staff Capacity to Address Trauma:** Provide training on trauma intervention and trauma-sensitive practices at each school
- **Scale Tested Trauma Supports to All Schools:** Pending results of the Worcester HEARS initiative, share best practices from the program framework at all schools (beginning with Superintendent's Schools) to monitor students' social-emotional growth

Investment: \$\$

Effort: ★★

WELCOMING SCHOOLS

3. Foster and monitor positive school climate through articulation of shared values/ goals and implementation of effective practices in schools

- **Develop District-wide Expectations for School Culture:** Articulate shared values and expectations for school climate in all public schools in Worcester and provide resources for schools to localize best practices
- **Incorporate Student Participation in School Improvements:** Provide opportunities for students to participate in age-appropriate decision making at the school level
- **Review Discipline Practices to Ensure Equitable Outcomes:** Implement system-wide review and training on school and classroom management practices to ensure that the use of exclusionary discipline is limited, appropriate, targeted, and equitably implemented
- **Reduce Suspension Rates Across the District:** Build upon best practices from WPS, community-based programs, and beyond to include instructional and environmental supports that offer alternative consequences to suspension for non-drug, non-weapon, and non-criminal behaviors

Investment: \$\$

Effort: ★★

4. Increase opportunities for family engagement and participation in decision making at the school level

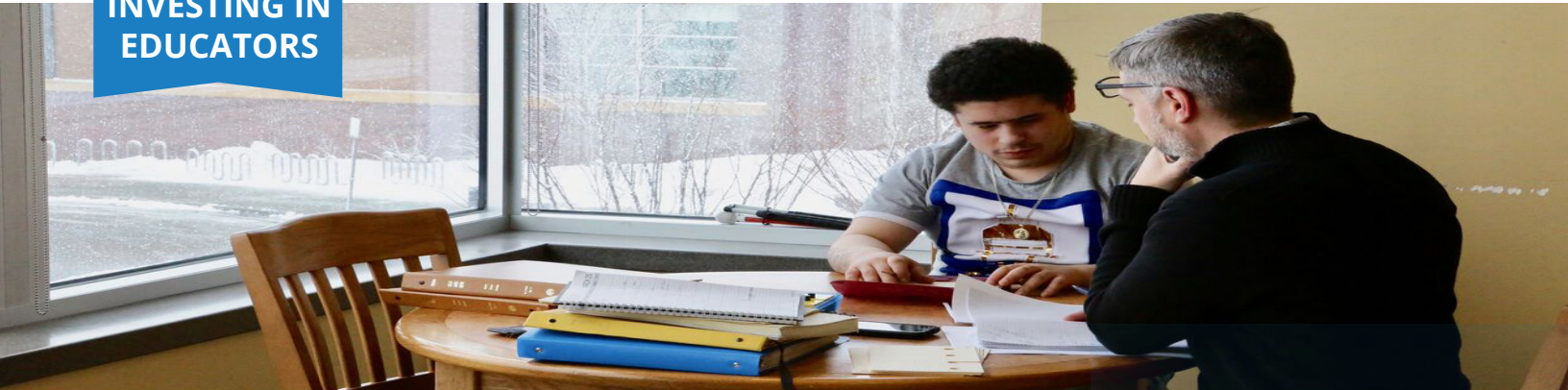
- **Enhance and Increase Positive Parent Engagement Experiences:** Partner with community organizations to strengthen engagement with constituents and foster a welcoming, culturally sensitive environment in each school
- **Increase Parent Engagement in School-Level Decision Making:** Increase parent awareness and engagement in school planning and decision-making opportunities by providing training to participate in school leadership initiatives (e.g., site councils, parent-teacher organizations, and CPPAC)
- **Increase Collaboration Between Parents and Teachers:** Provide co-trainings for parents and teachers on how to collaborate effectively for student success and school improvement
- **Increase Understanding of the Impact of Operational Decisions on Student Experience:** Explore including an analyst, hired by CPPAC, to consider the impact of contract provisions on students
- **Increase Ease of Access to District Information:** Develop standardized communication protocols for families' ease of access including: regular updates to the district website, multilingual communications across all contact types (e.g., phone, email), a tool for sharing sensitive information, and annual updates to contact lists (to make sure families are receiving district communications)
- **Increase Ease of Access to Student Information:** Provide timely and secure access to student information and progress indicators for families and students
- **Develop a Bilingual Parent Advisory Council:** Establish a parent advisory group that represents the diverse language community of Worcester and can contribute to school-level decision making

Investment: \$\$

Effort: ★★★

Strategies in Action: *Systems for Support*

Worcester has an established reputation of providing critical supports to students with demonstrated need. As the district improves, the focus will shift to more proactively supporting all students. Early Warning Systems monitor student outcomes and flag areas of potential concern early on, so that course adjustments can be readily made and supports can be provided. Similarly, a multi-tiered system of support allocates resources such that all students receive high-quality basic interventions and more intensive supports are provided as needed. Worcester will prioritize the development of both systems and use data to ensure that more students remain on track throughout their academic careers by monitoring key indicators such as attendance, grades, test scores, and behavior.



Investing in Educators

Educators are the life force of schools. In considering how to best support students, we must also reflect on support for educators, including classroom teachers, aides, specialists, and service providers. Worcester students have a variety of learning needs that require educators to apply new approaches, such as trauma-informed instruction and personalized learning. As educators and students cultivate relationships, it is beneficial to have a workforce with a variety of life experiences that can inspire and support students. The district will focus on recruiting a diverse, highly qualified teacher and administrative workforce, offering professional development in key instructional and support areas, and creating professional ladders and lattices to ensure career opportunities throughout an educator’s tenure.

WHAT WE HEARD

- Educators are seeking increased opportunities to collaborate within their grade levels or departments as well as with special educators and specialists.
- Educators need additional funding for classroom resources and learning materials.
- Educators want increased supports for the integration and use of technology.
- Educators need increased support, including staffing, to allow for personalized and differentiated instruction in the face of increasing class sizes.

CURRENT RESOURCES & INITIATIVES

- Student Centered Coaching Workshops
- First Year Teacher Induction Program
- Partnerships in teacher education with 11 colleges in surrounding areas
- Future District Administrators training program

MAKING IT COUNT FOR ALL SCHOOLS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently³⁵:

16%

of educators in Worcester identify as African American, Asian, Latino, Native American, or Multi-Race

70%

of students in Worcester identify as African American, Asian, Latino, Native American, or Multi-Race

48%

of educators in a comparable urban district identify as African American, Asian, Latino, Native American, or Multi-Race

BENCHMARKS FOR SUCCESS IN 2023

	2019	2021	2023
INCREASE DIVERSITY OF NEW HIRES TO 25%	8%	17%	25%

INVESTING IN EDUCATORS

OBJECTIVES AND STRATEGIES

1. Review teacher recruitment and retention approach and implement strategies that will increase access to a highly qualified, diverse teacher workforce

- **Increase the Number of Highly Qualified Teacher Candidates:** Partner with local teacher preparation programs to provide career pathways for top educators to train and remain in Worcester
- **Recruit Educators Knowledgeable in Instruction in Urban Environments:** Identify and develop partnerships between the district and exemplary teacher preparation programs in urban education
- **Expand and Enhance Recruitment of Diverse Educator Candidates:** Review recruitment and retention processes to maximize the district's ability to attract diverse candidates from across the nation and partner with local organizations to increase the community's awareness of opportunities
- **Provide Supports to Increase New Teacher Retention:** Enhance and scale mentoring strategies to support and retain new teachers
- **Develop a Pipeline of Educators among WPS Students:** Strengthen existing educator development initiatives in the district using best practices from effective teacher training models
- **Attract Recent College Graduates to WPS:** Develop a teacher residency program that recruits talent to WPS and encourages students to pursue the teaching profession

Investment: \$\$

Effort: ★★

2. Provide pathways for educators to demonstrate mastery and advance in their professional development

- **Recognize Skill Acquisition with Formal Credentials:** Provide opportunities for educators to receive credentials for new skill sets or leverage expertise by becoming a building coach
- **Develop Career Advancement Opportunities for Top Educators:** Develop opportunities for educators to become teacher leaders, based on a consistent demonstration of efficacy in the classroom. Teacher leaders will receive recognition, participate in school and district decision making, and support their colleagues

Investment: \$\$

Effort: ★★

Strategies in Action: *Diversity in Education*

As Worcester becomes more diverse, it is critical to have an educator population that reflects the various life experiences of the community. Worcester will make a concerted effort to attract and retain educators and leaders from a variety of backgrounds by establishing partnerships with reputable programs in urban education. Worcester will rely on these settings to recruit candidates who are deeply knowledgeable about how to address and support the learning needs of students in urban settings. In addition, Worcester will initiate partnerships with multicultural institutions (e.g., historically Black Colleges/Universities and Hispanic Serving Institutions) to develop an educator workforce that reflects the student population. Furthermore, Worcester will employ evidence-based educator retention strategies to increase the longevity of new educators within the district. Efforts to increase diversity of the teacher workforce will launch for the 2019-2020 hiring period and continue beyond 2023.



3. Increase educator capacity to provide high-quality instruction and address student needs by offering diverse professional development opportunities and positive supports

- **Provide Training in High-Need Content Areas:** Provide district-level training opportunities in emerging content areas, including but not limited to social-emotional learning, trauma-sensitive practices, and cultural sensitivity
- **Ensure Peer Learning Opportunities District-wide:** Establish district expectations and opportunities for peer learning that can be implemented in schools
- **Encourage Existing Peer Sharing Initiatives in Schools:** Support and encourage the development of existing communities of practice for educators
- **Create Inclusive General Education Classrooms for English Language Learners:** Implement staff training in co-teaching models for general education classes with English language learners beginning with elementary educators
- **Provide Trainings for Special and General Educators:** Offer learning opportunities on updated assessments in special education as well as support for co-teaching implementation strategies
- **Review Positive Incentives for Educator Engagement:** Explore ways to support and re-energize educators to cultivate renewed enthusiasm and reduce non-health-related absences

Investment: \$\$

Effort: ★★

4. Prioritize and provide supports to develop digital competence and confidence among all educators and leaders in the district to ensure the effective use of technology for teaching, learning, and communication

- **Use Technology to Enhance Communication Options for Educators:** Ensure that technology resources for both internal and external communication are available and that all staff are trained in their use
- **Provide Professional Development on Available Technology:** Build the collective efficacy of teachers and leaders to utilize technology by developing a professional development plan based on current educator needs
- **Employ Instructional Coaches for Technology Integration:** Train instructional coaches in digital literacy at each school. Identify at least six educators with advanced technology and instruction skills to serve as master coaches who provide learning sessions for peers through a “train the trainer” model
- **Employ District Liaison in Digital Learning and Computer Science:** Identify and bring on board a district liaison to work with educators to create and monitor K-12 DLCS curriculum
- **Increase Training District-wide on Technology-Enhanced Classrooms:** Provide trainings on technical skills as well as strategies to maximize the impact of technology-integrated instruction
- **Provide Variety in Continued Learning Opportunities:** Offer self-paced and diverse professional learning for teachers

Investment: \$\$\$

Effort: ★★





TECHNOLOGY + OPERATIONS



Technology & Operations

The vision of Worcester as a national leader in urban education can only be realized through wide-scale improvements in teaching and learning supported by a sustainable infrastructure. Worcester must address challenges that deeply impact the learning experience in the district—such as access to technology inside and outside the school building, transportation options for after-school programming, and funding gaps. This will require coordination among district administrators, School Committee members, municipal leaders, and community members. Together, the community can develop collaborative interim solutions and advocate for the foundational issue of underfunding in the school district. By working together to improve our schools and strategizing to increase state funding, we will be well-equipped to develop an infrastructure that can support excellence in education.

WHAT WE HEARD³⁶

- There is a need for increased coordination among the School Committee, City Council, and district leadership to prioritize, support, and implement improvements for the schools.
- The current budget of the district is insufficient to effectively operate and educate all students because of a \$90 million gap between foundation formula calculations and actual spending.
- In 2017, unfunded budget needs totaled \$12.9 million, including resources such as textbooks, furniture, and instructional technology.
- Critical improvements to physical spaces, transportation, and programming can be better and more consistently addressed with additional financial supports.
- Educators and students expressed the need for enhanced wireless infrastructure and access to devices for teaching and learning.

MAKING IT COUNT FOR ALL SCHOOLS

Our actions will drive improvement for all students and—most critically—change the course for our highest-need students. Currently³⁷:

\$14,492

on average, is allocated per pupil within Worcester

\$15,545

on average, is allocated per pupil for students in Massachusetts

\$20,247

on average, is allocated per pupil within a comparable urban district

CURRENT RESOURCES & INITIATIVES³⁸

- Building replacement plan resulting in new South High Community School and anticipated Doherty High School
- Partnership with Massachusetts State Building Authority to replace windows and boilers
- Transportation of 12,000 students and current feasibility study to insource transportation within the district

TECHNOLOGY + OPERATIONS

BENCHMARKS FOR SUCCESS IN 2023

	CURRENT	2019	2021	2023
INCREASE PER-PUPIL EXPENDITURE BY 20%	0%	4%	12%	20%

OBJECTIVES AND STRATEGIES

1. Coordinate and align school administration, governance, and municipal processes to prioritize and support educational improvements for the success of all students

The community will:

- **Review and Improve Governance Operations for Efficiency:** Review governance procedures and identify strategies to enhance the district's efficiency and foster continuous improvement
- **Increase Opportunities for the Community to Engage in Policy Discussions:** Expand School Committee planning and strategy processes to engage the public in policy discussions
- **Develop Joint Committee for Improvement:** Establish standing joint committee (School Committee and City Council) to address district challenges and improvement needs

Investment: \$

Effort: ★★

2. Identify and establish support for fiscal strategies that enhance and scale improvements with demonstrated effectiveness

- **Review and Identify Strategies to Support District Priorities within Current Budget:** Engage in a targeted review of district operational and fiscal efficiency to identify strategies for addressing high-priority improvements within current budget
- **Launch Campaign for Increased State Funding for School District:** Establish committee and campaign to advocate for an increase in the foundation budget

Investment: \$\$

Effort: ★★

Strategies in Action: *Quarterly Policy Forums*

Worcester aims to increase the participation of a range of sectors and stakeholders in policy conversations that ultimately affect the functions and initiatives of schools. Building on existing opportunities for formal feedback through School Committee meetings, Worcester will use one meeting per quarter to engage in a rigorous briefing and dialogue around district policy and its ability to support the actions and improvements envisioned in this document for Worcester Public Schools. Through this discussion, Worcester aims to keep all stakeholders informed and coordinated on the strategic vision of the district and its successful implementation.



3. Establish a strategic communication and outreach approach that promotes district opportunities and establishes Worcester as a leader in urban education

- **Develop and Maintain Resources that Attract New Families to WPS:** Strengthen public presence (including web presence and social media) to promote opportunities in the school district
- **Enhance Community Awareness of WPS Offerings:** Create central information points for community members to learn about and support the district

Investment: \$\$

Effort: ★★ ★

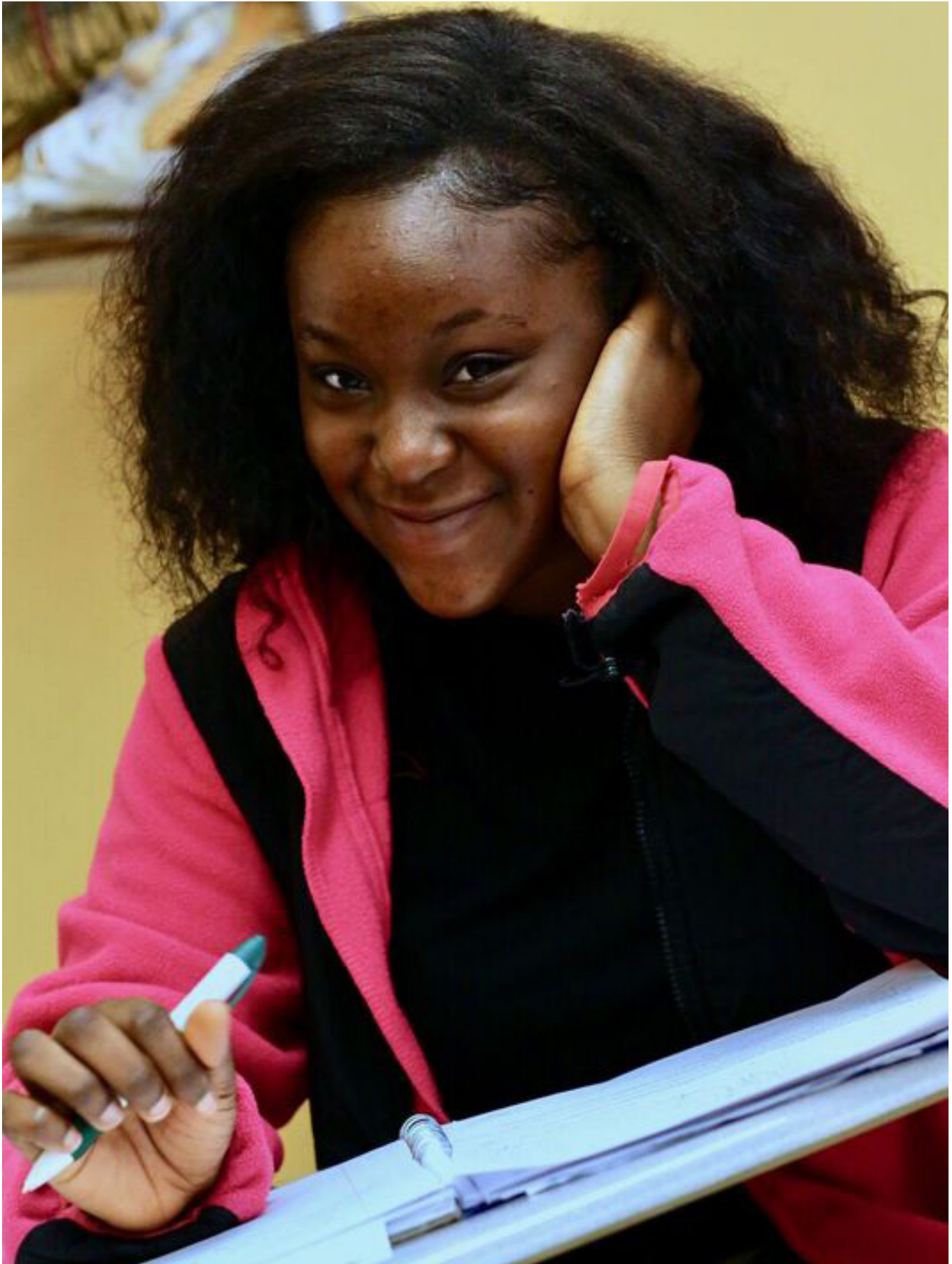
4. Establish the infrastructure necessary to support technology access and integration across the district

With support from the community we will:

- **Establish District Culture and Operations Around Technology:** Develop policies and procedures for technology access, use, and improvement that will facilitate district-wide implementation and sustainability
- **Engage an Advisory Body on Technology Rollout:** Establish a committee on technology, representative of all stakeholders, to oversee implementation and ensure alignment with community needs
- **Employ an Updated Information System:** Invest in the acquisition and support of a student information system
- **Improve Wireless Access in School Buildings:** Develop and maintain a robust wireless infrastructure to support a 1:1 device initiative throughout the district
- **Develop a Strategy to Increase Access to Technology in Classrooms:** Craft a district-wide strategy to ensure all educators have access to basic technology that effectively supports instruction
- **Increase Student Access to Devices in All Grades:** Provide access to devices to ensure that all students can use technology for personalized learning experiences
- **Establish Funding for Device Maintenance:** Develop funding mechanisms for the maintenance and replacement of technology at appropriate intervals
- **Address the Digital Divide Outside of School:** Work on solutions to improve after-school access to technology and the internet to support student learning

Investment: \$\$\$

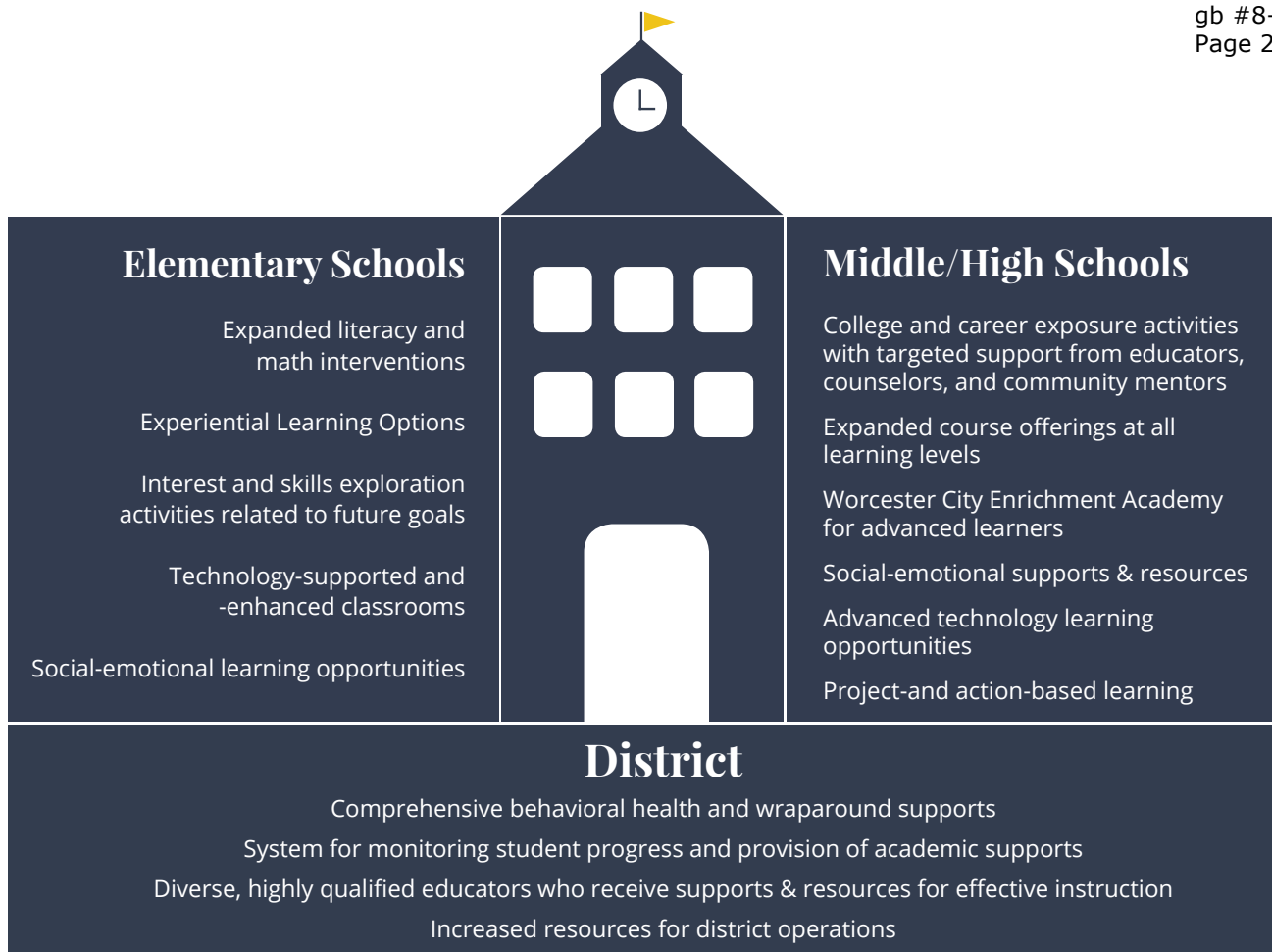
Effort: ★★





Conclusion

Defining our Path provides a broad and ambitious plan for assuring strong educational outcomes for all Worcester Public School students. Unlike most public school strategic plans, the genesis of this work was not with the School Department or the School Committee but rather with the community. While at times challenging, the work to bring together the multitude of sectors and interests making up our city highlighted a new way for all stakeholders to collaborate to address the pressing matters facing our schools and impacting our common life. Each participant learned a tremendous amount about the work of education in our district and the lived experience of administrators, teachers, students, and families. We believe that the cooperative approach that founded this plan remains key to its implementation; soliciting meaningful community engagement, calling on expert insight, and working with civic leaders and associations is integral to sustaining the forward momentum that will ensure the ongoing success of our schools and our children.



Worcester Public Schools in 2023

ALL STUDENTS WILL

1. Have access to high-quality learning experiences that leverage effective approaches;
2. Have access to rigorous and personalized learning supported by technology;
3. Gain a holistic set of skills and be supported by a network—inclusive of their families and the community—to realize their personal, academic, and professional goals;
4. Be supported by effective educators who demonstrate leadership and commitment to enhancing student learning and development; and
5. Learn in an efficient and fiscally sound district.

Acknowledgments

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Appendix A^D

Worcester: Where We Are and Our Comparisons³⁹

	Worcester	Highest-Performing Comparison District	Median Performance of Comparison Districts ^E	State
	Innovation			
Graduation Rate- 5yr	86.4%	90.3% ^F	78.9%	89.8%
Student Growth Percentile- ELA	50%	53% ^G	46%	50%
Student Growth Percentile- Math	49%	52% ^H	41%	50%
	Academic Excellence			
3rd Graders Meeting or Exceeding Expectations on MCAS - English Language Arts (%)	31%	49% ^I	32%	47%
3rd Graders Meeting or Exceeding Expectations on MCAS- Math (%)	29%	53% ^J	36%	49%
8 th Graders Meeting or Exceeding Expectations on MCAS- ELA (%)	33%	46% ^J	30.5%	49%
8 th Graders Meeting or Exceeding Expectations on MCAS-Math (%)	25%	46% ^K	31%	48%
Completion of College and Career Curriculum (MassCORE)	92.4%	100.0% ^L	71.2%	80.9%

^D All indicators and rates described within the appendix are sourced from the most current Massachusetts Department of Elementary and Secondary Education statewide reports and data sets available.

^E Comparison District Cohort: Boston, Brockton, Fall River, Fitchburg, Holyoke, Lawrence, Leominster, Lowell, Lynn, New Bedford, Revere, and Springfield Public Schools

^F 2016 Graduation Rate: Leominster Public Schools

^G 2017 Next Generation MCAS Achievement Results: Revere Public Schools

^H 2017 Next Generation MCAS Achievement Results: Lynn Public Schools

^I 2017 Next Generation MCAS Achievement Results-3rd Grade ELA: Revere Public Schools

^J 2017 Next Generation MCAS Achievement Results-3rd Grade Math: Revere Public Schools

^J 2017 Next Generation MCAS Achievement Results-8th Grade ELA: Revere Public Schools

^K 2017 Next Generation MCAS Achievement Results-8th Grade Math: Leominster Public Schools

^L 2016-2017 MassCORE Completion Report All Students: Lawrence, Leominster, and Revere Public Schools

	Worcester	Highest-Performing Comparison District	Median Performance of Comparison Districts^M	State
	Positive Culture			
Dropout Rate (Grades 9-12)	2.2%	1.2% ^N	3.8%	1.8%
Students Disciplined for Non-Drug, Non-Violent, or Non-Criminal-Related Offenses (% of All Students Disciplined)	71.3%	9.5% ^O	69.5%	63.5%
Students Disciplined (% of Total Student Population)	8.4%	2.1 % ^P	7.7%	4.0%
Attendance Rate	94.1%	94.7% ^Q	92.9%	94.6%
Chronically Absent	16.9%	12.9% ^Q	23.3%	13.5%
	Educators			
Educator Proficient or Higher on Evaluation	97.4%	98.0% ^R	91.2%	95.7%
	Foundations for Improvement			
Per Pupil Spending Rate	\$14,492	\$20,247 ^S	\$14,473	\$15,545

^M Comparison District Cohort: Boston, Brockton, Fall River, Fitchburg, Holyoke, Lawrence, Leominster, Lowell, Lynn, New Bedford, Revere, and Springfield Public Schools

^N 2016-2017 Dropout Report (District) All Students: Lowell Public Schools

^O 2016-2017 Student Discipline Data Report- 18: Non-Drug, Non-Violent, or Non-Criminal-Related Offenses: Lawrence Public Schools

^P 2016-17 Student Discipline Data Report - All Offenses - All Students: Revere Public Schools

^Q 2016-2017 Student Attendance and Retention Report: Revere Public Schools

^R 2015-2016 Educator Evaluation Performance (District)- All Educators: Lowell Public Schools

^S 2016 Per Pupil Expenditures, All Funds: Boston Public Schools

Teacher Race and Ethnicity Comparison

	African American	Asian	Hispanic	White	Native American	Native Hawaiian, Pacific Islander	Multi-Race, Non-Hispanic
Worcester	4.05%	1.25%	9.17%	84.05%	0	0.22%	1.26%
Highest Comparison District	27.39%	5.09%	13.16%	52.42%	0.23%	0.10%	1.61%
State	3.76%	1.39%	3.90%	90.28%	0.08%	0.06%	0.52%

Appendix B⁴⁰

Benchmarks for Success in 2023

	Current	Year 1	Year 3	Year 5
SCHOOL IMPROVEMENT ^T				
Reduce number of schools performing at or below the 10th percentile statewide	10 schools	9 schools	7 schools	5 schools
Increase the number of schools demonstrating or maintaining an SGP in ELA higher than state median 50%	50%	50.33%	50.67%	51%
Increase the number of schools demonstrating or maintaining an SGP in Math to higher than state median 50%	49%	49.33%	49.67%	50%
100 % of top-performing schools maintain their performance levels on state-designated metrics	9 schools	9 schools (Minimum)	9 schools	9 schools
100% of building leaders participate in Principal Academy	n/a	25%	45%	100%
ACADEMIC EXCELLENCE				
Reduce proficiency gap to 75% in English Language Arts and Math	50%	58%	67%	75%
47% of 3rd Grade students will meet or exceed benchmarks on English Language Arts MCAS	31%	36%	41%	47%
49% of 3rd Grade students will meet or exceed benchmarks on Math MCAS	29%	36%	42%	49%
49 % of 8 th Grade students will meet or exceed benchmarks on English Language Arts MCAS	33%	38%	44%	49%
46 % of 8 th Grade students will meet or exceed benchmarks on Math MCAS	25%	32%	39%	46%
100% of 12 th graders enroll and pass a college or career success activity prior to graduation (e.g. AP, dual enrollment, internship)	n/a ^U	80%	90%	100%
100% of students can engage in a digital learning experience (e.g., course or skill building activity in K-5)	30%	53%	76%	100%
Welcoming Schools				
Reduce chronic absenteeism to 13.5% for students	16.9%	15.8%	14.6%	13.5%
Reduce number of youth disciplined for non-drug, non-violent, and non-criminal offenses by 30%	71%	61%	51%	41%

^T Benchmarks for strategies listed in the culture of innovation section are reflected here as school improvement. This allows a focus on a critical goal for Worcester, improvement of the schools and acknowledges the innovative practices infused throughout all sections.

^U N/A signifies that current data is not available as the metric or initiative is yet to be calculated or implemented

Reduce number of students suspended for non-drug, non-violent, and non-criminal offenses by one-third districtwide	4.8%	4.48%	3.84%	3.2%
Reduce number of students suspended for non-drug, non-violent, and non-criminal offenses by one-third in each subgroup	Shown Below			
<i>English Language Learners</i>	4.7%	4.4%	3.8%	3.1%
<i>Economically disadvantaged</i>	6.1%	5.7%	4.9%	4.1%
<i>Students w/ disabilities</i>	10.4%	9.7%	8.3%	7.0%
<i>High needs</i>	5.5%	5.1%	4.4%	3.7%
<i>American Indian or Alaska Native</i>	11.4%	10.6%	9.1%	7.6%
<i>Asian</i>	0.7%	0.7%	0.6%	0.5%
<i>African American/Black</i>	4.8%	4.5%	3.8%	3.2%
<i>Hispanic/Latino</i>	6.7%	6.3%	5.4%	4.5%
<i>Multi-race, Non-Hispanic/Latino</i>	6.6%	6.2%	5.3%	4.4%
<i>White</i>	3.1%	2.9%	2.5%	2.1%
100% of student engage in social and emotional support initiatives by graduation	n/a	33%	75%	100%
Reduce dropout rate to 1.8%	2.2%	2%	1.93%	1.8%
By 2023 all schools have a parent liaison trained in parent engagement best practices	20%	46%	72%	100%
Increase the number of schools with an active site council representative of the school community by 50%	0	10%	30%	50%
80% of families report using student information and communication vehicles	n/a	26%	52%	80%

EDUCATORS

100% of educators proficient or higher on evaluation	97.4%	97.6%	98.1%	98.5%
Increase diversity of new hires by 25%	n/a	8%	17%	25%
80% of district- and school- level professional development opportunities align with strategic plan training areas	n/a	27%	53%	80%
50% of educators earn continuing education credits in priority areas of strategic plan	n/a	17%	33%	50%
80% of educators report application of practices aligned with training area	n/a	27%	53%	80%
80% of all leadership and educators will report that they have proficiency in the ISTE standards	n/a	26%	52%	80%

OPERATIONS

100% of School Committee meetings are guided by a consent agenda supported by mayor and superintendent	n/a	33%	75%	100%
Increase participation of the community in existing governance meetings by 40%	n/a	13%	26%	40%
Increase per-pupil expenditure by 20%	n/a	4%	12%	20%
Increase the revenue from in-kind or financial contributions within the community by 20%	n/a	6%	13%	20%

INTERIM AND PROCESS BENCHMARKS

100% of students have a personalized learning plan	n/a	20%	50%	100%
100% of high schools provide course offerings meeting all requirements of MassCORE	n/a	33%	75%	100%
Increase available spaces for advanced learning initiatives by 25%	n/a	8.3%	16.6%	25%
Increase available internships by 25%	n/a	8.3%	16.6%	25%
Develop district-wide policy and procedures manual that outlines EWIS, school data teams, and MTSS ^v	n/a	100% (complete)		
100% of schools collect data using district school climate measures	n/a	25%	50%	100%
100% of schools collect data and report on social emotional learning	n/a	25%	50%	100%
75% of schools will use a multi-tiered system of support for both academic and behavior intervention	n/a	n/a (design year)	30%	75%
Implement system-wide review of and training program in classroom management practices for equitable behavioral outcomes launched	n/a	50%	100%	
80% of grade-level teams routinely use EWIS data to proactively identify students at risk	n/a	20%	40%	80%
Implement positive supports for teacher wellness and attendance in all schools	n/a	30	70	100%
Implement enhanced communication process and system implemented (website, contact protocols, identification of student system vendor)	n/a	50%	100%	
100% of students are educated in technology-enabled classrooms	20%	46%	72%	100%
Develop districtwide policy and procedures manual for technology use and operations	n/a	100%		
Quarterly policy discussions are held in the community and within School Committee	n/a	100%		
Establish a standing joint committee of city and school district leaders	n/a	100%		
Develop a funding campaign that engages community and policy leaders	n/a	100%		

^v EWIS- early warning indicator system; MTSS- multi-tiered system of support



The Research Bureau

In Collaboration with:



With the Support of:



Defining our Path



A STRATEGIC PLAN FOR EDUCATION IN WORCESTER

2018-2023

Our Strategic Vision

Worcester Public Schools will be a national leader in education, offering **high-quality learning experiences**, ensuring that **all young people are prepared to thrive**, and equipping them to become **engaged citizens in their community**.

Worcester Public Schools in 2023

■ All Students Will

- Have access to high-quality learning experiences which leverage effective approaches.
- Have access to rigorous and personalized learning supported by technology.
- Gain a holistic set of skills and be supported by a network – inclusive of their families and the community – to realize their personal, academic, and professional goals.
- Be supported by effective educators who demonstrate leadership and commitment to enhancing student learning and development.
- Learn in an efficient and fiscally sound district.

Focus Areas and Improvement We Expect

Our Focus Areas

- Culture of Innovation
- Academic Excellence
- Welcoming Schools
- Investment in Educators
- Technology & Operations

WPS Students Will...	Current	2023
Meet or Exceed Expectations on MCAS ELA at 3 rd Grade	31%	47%
Enroll in Postsecondary Opportunities	65%	76%
Reduce Chronic Absenteeism	17%	14%
Access Technology	1:4	1:1
WPS Will...	Current	2023
Increase Per Pupil Expenditure by	NA	8%
Increase Number of High Performing Schools by 20%	NA	20%
Increase Diversity of New Hires by 25%	NA	25%

Culture of Innovation

Objectives:

- Embrace a culture of innovation that develops and pilots evidence-based approaches and allocates resources to address chronic achievement gaps and underperforming schools.
- Increase the capacity of school leadership to leverage existing resources for school improvement.
- Identify demonstrated best practices regionally and across the globe that can be adapted to Worcester's unique conditions to alleviate achievement gaps.

•Example Initiatives:

- Target District Supports for High Needs Schools (Superintendent Schools)*
- Enhance School Leader Training Initiatives*
- Support New Learning Experiences for Veteran Leaders*
- Sustain High Performance in Thriving Schools*

Strategy in Action

Incubation Hub

Create a network of schools that will pilot and measure evidence-based practices that can be scaled through the district

Academic Excellence

Objectives:

- Increase opportunities for students to develop critical thinking and problem-solving skills and demonstrate knowledge.
- Develop students' digital competence and ensure access to digital learning and computer science (DLCS) curricula.
- Increase career awareness and exploration at all grade levels through a coordinated and tiered career learning program.
- Leverage Worcester's distinct community assets to increase choices in learning opportunities and academic support through partnerships with higher education and community organizations.

•Example Initiatives:

- Expand Early Learning Interventions (K-6)*
- Implement Career and Academic Plans and Mentoring*
- Increase Access to Digital Learning Options and Courses for Students*
- Increase Availability of and Access to Career and Community-Based Learning Experiences*
- Diversify and Increase Available Electives*

Strategy in Action

Enrichment Academy

Increase experiential and accelerated learning options by creating a yearlong enrichment program supported by private and public partnerships

Welcoming Schools

Objectives

- Prioritize development of systems that support a shared vision for social and emotional development across the district.
- Implement comprehensive, district-wide approach to monitoring and measuring social and emotional growth and school climate.
- Foster and monitor positive school climate through articulation of shared values/goals and implementation of effective practices in schools.
- Increase opportunities for family engagement and participation in decision making at the school level.

•Example Initiatives:

- *Engage Working Group to Design and Implement Whole-Child Support System*
- *Increase Availability of Wrap-Around Services and Staff Capacity to Address Trauma*
- *Monitor and Take Action to Improve Differences in Outcomes Among Student Groups*
- *Develop a Bilingual Parent Advisory Council*
- *Increase Collaboration of Parents and Teachers*
- *Measure Social-Emotional Learning and School Climate*

strategy in Action

Tackling a National Challenge

disproportionate application of disciplinary measures to students from different racial and ethnic backgrounds. Addressing potential bias and resolving non-violent confrontations prior to the application of disciplinary measures for these subgroups offers an opportunity for WPS to substantially reduce overall disciplinary actions and address long-term inequitable

Investment in Educators

Objectives:

- Review teacher recruitment and retention approach and implementation strategies that will increase access to a highly qualified, diverse teacher workforce.
- Increase educator capacity to provide high-quality instruction and address student needs by offering diverse professional development opportunities and positive supports.
- Provide pathways for educators to demonstrate mastery and advance in their professional development.
- Prioritize and provide supports to develop digital competence and confidence among all educators and leaders in the district to ensure the effective use of technology for teaching, learning, and communication.

•Example Initiatives:

- Increase the Number of Highly Qualified Teacher Candidates*
- Expand and Enhance Recruitment of Diverse Educator Candidates and Develop a Teacher Residency Program for WPS*
- Ensure Peer Learning Opportunities District-wide*
- Create General Classrooms with Effective Co-Teaching Models for English Language Learners*
- Employ District Liaison for Educator Instruction in Digital Learning and Computer Science*
- Develop Career Advancement Opportunities for Educators and Provide Variety in Continued Learning Opportunities*

Strategy in Action

Collaborative and Diverse Educator Workforce
Enhance recruitment and retention strategies to maximize attraction of a teacher workforce representative of the student population. Simultaneously, build the capacity of existing educators to collaborate for the education of all students

Technology & Operations

Objectives:

- Coordinate and align school administration, governance, and municipal processes to prioritize and support education improvements for the success of all students.
- Identify and establish support for fiscal strategies that enhance and scale improvements with demonstrated effectiveness.
- Establish a strategic communication and outreach approach that promotes district opportunities and establishes Worcester as a leader in urban education.
- Establish the infrastructure necessary to support technology access and integration across the district.

•Example Initiatives:

- Launch Campaign for Increased State Funding for School District (Chapter 70 Reform)*
- Review and Improve Governance Operations for Efficiency*
- Increase Opportunities for Community Engagement in Policy Discussions*
- Establish District Culture and Operations Around Technology*
- Increase Student Access to Devices in All Grades*
- Improve Wireless Access in School Buildings*

Strategy in Action

Enhanced Policy Discussion and Fiscal Support

Host quarterly policy forums open to the public which discuss the ways that district policies and governance entities can better support the improvements needed in education. An initial focus will be ways to address underfunding in the school district.

Defining our Path



A STRATEGIC PLAN
FOR EDUCATION
IN WORCESTER
2018-2023

For more information:

www.worcesterschoolsstrategicplan.wrrb.org

*Worcester Public Schools
Office of Grants Management*

Grant Acceptance Form

Name of Grant: MAPLE - MISL

Type of Funder: Nellie Mae Education Foundation

Awarded Amount: \$47,059.00

Grant Funding Period: July 1, 2018 – June 30, 2019

Project title: MAPLE Innovative School Leaders

Program coordinator: Sarah Kyriazis

Purpose: The MAPLE Consortium connects schools with necessary resources-professional learning, digital tools, funding strategies, and a rich evidence base-innovative models of teaching and learning.

Description of the program: 44 teachers/administrators will participate in the MAPLE Innovative School Leaders Summit (MISL), a three-day learning experience that will provide School leadership teams with support and professional learning opportunities.

Program location: Worcester Public Schools

Outcomes and Measures: The Worcester Public Schools will implement strategies that will result in high student achievement.

**GRANTS REPORT
2018-2019**

Fund	Grant	Purpose/Priorities	Amount
N/A	Nellie Mae MAPLE	<p>This grant will be used for activities directly related to Worcester Public School's participation in MAPLE Innovative School Leaders ("MISL") network, which starts with a 3-day Summit at the Boston College Graduate School of Education, and continues through the 2018-2019 school year.</p> <p>Funds must be used for activities directly related to Worcester Public School's participation in MISL this summer and during the next school year.</p> <p>Funding can be used to support the implementation of the personalized learning initiatives designed by the MISL school leadership teams, as well as stipends for team members' time, travel, and related PD participation outside of school hours</p>	\$47,059.00

*Worcester Public Schools
Office of Grants Management*

Grant Acceptance Form

Name of Grant: PCHP Family Child Care Quality

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$50,000.00

Grant Funding Period: July 01, 2018 – June 30, 2019

Project title: Family Child Care Quality Enhancement

Program coordinator: Kuczka/O'Neil

Purpose: This program is designed to support the Family Child Care (FCC) educator's growth in key literacy areas and provide curriculum materials to strengthen the learning environment in the home.

Description of the program: The structure of this model requires two weekly visits to Family Child Care Educators by a PCHP trained Early Learning Specialist (ELS) for a period of 24 weeks. These visits foster the development of strong relationships, which promote open communication.

Program location: Worcester Public Schools/Head Start

Outcomes and Measures: To bring together a growing community of early education and care providers, educators, academic researchers, business leaders, families and individuals to raise awareness of the critical importance of fostering the cognitive, social and emotional development of young children.

File: JFABE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

File: JFABE

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children

Education Opportunities for Children in Foster Care

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: *Every Student Succeeds Act* (ESSA);
Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

FILE: KI

OUTSIDE AGENCIES IN SCHOOLS

A substantial number of community agencies have staff providing services within the Worcester Public Schools. Many grants are written by outside agencies. Some include programs and/or services for students without the full knowledge of school officials. The Worcester Public Schools has a process in place to try to minimize the number of instances in which this happens. Principals must complete the Worcester Public Schools Partnership and Grant Development form for every school-related grant activity. School Managers must approve these activities and sign the completed forms prior to any services and/or programs taking place in their schools. In addition, this form must be completed whenever any Worcester Public Schools employee writes a letter of support for an outside agency proposal. Please attach a copy of the support letter to the form and forward both documents to the Grants Office.

Also, a number of social service agencies and private vendors frequently request permission to come into the Worcester Public Schools to recruit and provide programs or services to students. Our policy requires written approval by the School Managers before any agency may deliver services, presentations or programs to pupils within the various schools (see attached Approval form). Among the reasons why this approval is necessary are:

- issues of School Department liability; (CORI checks, Fingerprinting),
- the interruption of State mandated student instructional time;
- the importance of active parental participation and understanding of the psychological and counseling services involving the child.
- programs and presentations must be researched based, and aligned with curriculum frameworks.

Principals must ensure that no agency or outside vendor is providing services to students for fees, including third-party payments, with the exception of school based health centers.

STUDENT ABSENCES

School attendance is a priority for the Worcester Public Schools. Students who are chronically absent from school impact their own learning and the school community as a whole. Schools can take the following steps to address absenteeism:

School Attendance

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, Worcester has an attendance policy and should make sure that parents/guardians are familiar with it.

CRA – Child Requiring Assistance: M.G.L. Chapter 119 Section 39e

A school can file a CRA application with the Worcester Juvenile Court if the Student is a Habitual School Truant or a Habitual School Offender. The following rules apply:

- I. Habitual School Truant: Student between the ages of 6 and 18 who, without excuse, willfully fails to attend school for more than 8 days in a quarter.
 - a. School must document whether or not the child's family have participated in a truancy prevention program.
 - b. CRA will be dismissed when the child turns 16.
 - c. If the failure to attend school is due to a physical or mental disability rather than a willful failure to attend school, the school should not file a CRA. If the failure to attend is due to a physical or mental disability, the school should convene the student's IEP or 504 Team to discuss supports and services necessary to facilitate school attendance.

- II. Habitual School Offender. Student between the ages of 6 and 18 who repeatedly fails to obey school rules.
 - a. School must document specific steps taken to improve the child's conduct.
 - a. CRA will be dismissed when the child turns 16.
 - b. If the failure to obey school rules is due to a physical or mental disability rather than willful disobedience, the school should not file a CRA. In such cases, the school the

school should convene the student's IEP or 504 Team to discuss supports and services necessary to facilitate good behavior and consider a FBA and BIP as appropriate. If the student is subject to school discipline, the school should conduct a manifestation of the student's disability as appropriate.

Home Hospital Educational Services 603 CMR 28.03(3)(c)

State regulations provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon Worcester's recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The Principal and/or his designee determines the credits will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Principal and/or his or her designee will initiate a referral to determine eligibility for special education or 504 services.

Worcester requires students who seek home/hospital instruction to provide the Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The Principal and/or his or her designee may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

Failure to send M.G.L. Chapter 76 Section 2

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

M.G.L. Chapter 119 Section 51A

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Children and Families. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of sixteen for educational neglect if a child is not attending school on a regular basis.