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

AGENDA #3

The School Committee will hold a regular meeting:

on: Thursday, February 28, 2019
at: 6:00 p.m. – Executive Session
     7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS   ACTION

I.   CALL TO ORDER

      INVOCATION – Pastor Steven Barrett
                   Christ the Rock Fellowship Church

      PLEDGE OF ALLEGIANCE

      NATIONAL ANTHEM

II.   ROLL CALL

III. APPROVAL OF RECORDS

      aor #9-3 -   Clerk
                   (February 20, 2019)

      To consider approval of the Minutes of the School Committee Meeting
      of Thursday, February 7, 2019.

IV.   MOTION FOR RECONSIDERATION - NONE

V.   IMMEDIATE ACTION   ACTION

gb #9-36.1 - Administration/Miss McCullough/Miss Biancheria/
                    Mr. Comparetto/Mr. Monfredo/Mr. O'Connell/
                    Mayor Petty
                    (February 11, 2019)

To recognize Madelyn Rich, a student at Burncoat High School, for being nominated to audition and for being accepted to an International All Young Women's Choir that will be performing at Carnegie Hall in New York City on Sunday February 11, 2019.

gb #9-49 - Administration
                    (February 11, 2019)

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

VI.   REPORT OF THE SUPERINTENDENT

ROS #9-2 - Administration
                    (January 30, 2019)

FY20 PRELIMINARY BUDGET ESTIMATES

VII.   COMMUNICATION AND PETITION - NONE

VIII.   REPORT OF THE STANDING COMMITTEE - NONE

IX.   PERSONNEL   ACTION

9-10   The Superintendent has APPROVED the APPOINTMENT of the persons named below:

Jordan, Janis, Teacher, Special Education, North, MA, Step 8, $75,970 effective February 13, 2019. Licensed: Moderate Disabilities 5-12. *

McHugh, Caroline, Teacher, English as a Second Language, Claremont, BA, Step 8, $69,755 effective February 4, 2019. License pending: English as a Second Language 5-12.*

prorated

9-11   The Superintendent has provisionally APPOINTED the persons named below to the position of Junior Custodian, permanent/fulltime at a salary of $16.22 (minimum) to $20.64 (maximum), per hour, effective as shown:

Berthiaume, Joshua   02/11/19
Jackson, Bryan   02/11/19
Tokatli, Nicholas   02/18/19

X.   GENERAL BUSINESS   ACTION

gb #8-289.1 - Administration/Miss Biancheria/Mr. Comparetto/   **Consider with**
                      Miss McCullough/Mr. Monfredo/Mr. O'Connell   **gb #8-290.1 and**
                      (December 12, 2018)   **gb #8-341.1**

Response of the Administration to the request to provide a report on
all transportation operations that were transferred to the Fremont
St. facility and include all administrative vacancies that were
advertised along with new or additional bus routes that were added.

gb #8-290.1 - Administration/Miss Biancheria/Mr. Comparetto/   **Consider with**
                      Miss McCullough/Mr. Monfredo/Mr. O'Connell   **gb #8-289.1 and**
                      (November 28, 2018)   **gb #8-341.1**

Response of the Administration to the request to provide a report on
the Worcester Public Schools' bus transportation system and include
information relative to the ten new buses operated by the Worcester
Public Schools and indicate the routes of said buses.

gb #8-311.1 - Administration/Miss Biancheria/Mr. Comparetto/
                      Miss McCullough/Mr. Monfredo/Mr. O'Connell
                      (January 16, 2019)

Response of the Administration to the request to provide a report on
the In Force Technology (IFT) 911 Software program that allows
teachers and other staff members to contact 911 directly in case of
emergency.

gb #8-341.1 - Administration/Miss Biancheria/Mr. Monfredo/   **Consider with**
                      Mr. O'Connell   **gb #8-289.1 and**
                      (November 12, 2018)   **gb #8-290.1**

Response of the Administration to the request to review the process
by school for requesting changes or additions to bus stops.

gb #8-346.1 - Administration/Mr. Monfredo/Miss Biancheria/
                      Mr. O'Connell/Mr. Comparetto/Miss McCullough/
                      Mr. Foley
                      (February 11, 2019)

Response of the Administration to the request to provide an update on
the new Civics Bill filed by State Senator Harriette Chandler and
indicate the impact of it on current and future students.

X.   GENERAL BUSINESS (continued)   ACTION

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

Response of the Administration to the requests to:

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

gb #9-50 - Mr. Foley/Miss McCullough/Mr. Monfredo/
                   Mr. O'Connell
                   (February 1, 2019)

Request that the Administration work with the site council and staff at
Claremont Academy to develop a geographic catchment area for
students who wish to attend Claremont.

gb #9-51 -   Administration
                    (February 1, 2019)

To approve a prior fiscal year payment in the amount of $48.00 to
Learnwell Education.

gb #9-52 - Administration
                    (February 7, 2019)

To set a date in April for a public hearing on School Choice.

gb #9-53 - Mr. O'Connell/Miss Biancheria/Mr. Foley/
                   Miss McCullough/Mr. Monfredo
                   (February 7, 2019)

To review, and, as appropriate, to comment upon, standards and
evidence proposed by the Massachusetts Department of Elementary
and Secondary Education related to health education and sex
education.

X.   GENERAL BUSINESS (continued)   ACTION

gb #9-54 - Administration
             (February 8, 2019)

To accept the STARS Residencies FY19 Clark Street Community School
Grant in the amount of $5,000.00.

gb #9-55 - Administration
             (February 8, 2019)

To accept the Amplify Program Grant in the amount of $1,000.00.

gb #9-56 - Mr. Monfredo/Miss Biancheria/Miss McCullough/
             Mr. O'Connell/Mayor Petty
             (February 8, 2019)

Request that the Administration forward letters of congratulations to
the following winners of the "Be My Valentine" Contest, sponsored by
the Worcester Historical Museum.

HISTORIC (any design in the style of valentines made in Worcester from
the late 1840s to 1942)

Grade 3   Hennesy Balbuena   McGrath Elementary School
Grade 4   Leah Cruz   Chandler Magnet School
Grade 5   Jordan Golinski   Lake View School
Grade 6   Benito G. Martinez   Worcester Arts Magnet School

CONTEMPORARY (an original valentine, possibly featuring a favorite
book, story or character)

Grade 3   Chloe Latham   Worcester Arts Magnet School
Grade 4   Lily Bocelli   McGrath Elementary School
Grade 5   Jadalise Bonaparte   Lincoln Street School
Grade 6   Celine Astacio   Lake View School

VERSE (an original verse by today's valentine maker)

Grade 3   Patrick Kodra   Worcester Arts Magnet School
Grade 4   Imogene Gay   Worcester Arts Magnet School
Grade 6   Annabelle Monero   Chandler Elementary School

MASTERS (students in grades 4, 5, and 6 who have won in previous
years must enter in the Master's Competition. These entries are judged
as a group—not by grade level)

Grade 5   Emiy Yoshida Araujo   McGrath Elementary School

X.   GENERAL BUSINESS (continued)   ACTION

gb #9-57   - Mr. Monfredo/Miss Biancheria/Mr. Foley/
                 Miss McCullough/Mr. O'Connell/Mayor Petty
                 (February 12, 2019)

Request that the Administration forward letters of congratulations to
Gerald Snay, track and field coach at Worcester Technical High
School's and to track stars Shawna Thomas from WTHS and Robert
Jackson from North High School for being honored to represent the
Inter High and the Worcester Public Schools at the 3rd annual indoor
track recognition breakfast at the MIAA Headquarters in Franklin, MA.

gb #9-58   - Mr. O'Connell/Miss Biancheria/Mr. Foley/
                 Miss McCullough/Mr. Monfredo
                 (February 12, 2019)

To vote to support H.R. 141, the Social Security Fairness Act of 2019,
"to amend Title II of the Social Security Act to repeal the government
pension offset and windfall elimination provisions."

gb #9-59   - Administration
                 (February 13, 2019)

To review bid specifications for student transportation services and
award contract to lowest responsive and responsible bidder for a
contract term to begin in June 2020.

gb #9-60   - Mr. Monfredo/Miss Biancheria/Miss McCullough/
                 Mr. O'Connell/Mayor Petty
                 (February 13, 2019)

To forward letters of congratulations to the following members of the
South High Community School High School Quiz Team for advancing
to the quarterfinals in the WGBH High School Quiz Show with the help
of their coaches Kitren Farrell and Kayla Avellino.

      Jacob Boatright   Julio Morales-Mena
      Mauricio Tejeda Davila   Galen Greenwald
      Samuel Posner   Jessica Clivio

gb #9-61   - Mr. Comparetto/Mr. Foley/Miss McCullough
                 (February 13, 2019)

Request that the Administration provide a progress report from the
committee tasked with coming up with a plan to reduce school
suspensions.

X. GENERAL BUSINESS (continued)   ACTION

gb #9-62 - Mr. Comparetto/Mr. Foley/Miss McCullough
                 (February 13, 2019)

Request that the Administration consider changes to the Student
Handbook regarding headwear.

gb #9-63 - Mr. Comparetto/Miss McCullough
                 (February 13, 2019)

Request that the Administration consider hiring a Chief Diversity
Officer.

gb #9-64 - Mr. Comparetto/Mr. Monfredo/Mr. O'Connell
                 (February 13, 2019)

Request that the Administration ask the City Council to consider adding
a tax to marijuana retailers to help pay for a tutor for every
underperforming Worcester Public School student.

gb #9-65 - Mr. Comparetto/Mr. Foley/Mr. Monfredo/Mr. O'Connell
                 (February 13, 2019)

Request that the Administration ask the City Manager to consider
increasing the Worcester Public Schools' budget in light of new
revenues coming into the city.

gb #9-66 - Mr. Comparetto/Mr. Foley/Miss McCullough/
                 Mr. Monfredo/Mr. O'Connell
                 (February 13, 2019)

Request that the Administration forward a letter to the State
Delegation urging action on the Education Promise Act, a bill to update
the funding formula for school districts.

gb #9-67 - Mr. Comparetto
                 (February 13, 2019)

Request that the Administration forward a letter to the State
Delegation requesting a reduction in state spending on prisons and to
redirect that funding to public schools.

X.   GENERAL BUSINESS (continued)   ACTION

gb #9-68 - Miss Biancheria/Mr. Foley/Miss McCullough/
            Mr. Monfredo/Mr. O'Connell
            (February 15, 2019)

Request that the Administration ask the City Manager to provide a
report on the Shannon Initiative Grant in the amount of $656,525.14
and indicate how it will impact youth violence and gang activities and
work, in conjunction with the Worcester Public Schools, to implement
it.

gb #9-69 - Miss Biancheria/Miss McCullough/Mr. Monfredo/
            Mr. O'Connell/Mayor Petty
            (February 15, 2019)

To set a date to recognize Officer Sean Lovely on his selection as the
2019 Worcester County St. Patrick's Parade Grand Marshal.

gb #9-70 - Miss Biancheria/Miss McCullough/Mr. Monfredo/
            Mr. O'Connell
            (February 15, 2019)

Request that the Administration provide an update on the number of
lawsuits that are pending before the School District and the School
Committee and those that are current lawsuits.

gb #9-71 - Mr. Monfredo/Miss Biancheria/Mr. Foley/
            Miss McCullough
            (February 19, 2019)

Request that the Administration seek input by April 2, 2019 from
secondary principals regarding changes to the cell phone policy.

gb #9-72 - Miss McCullough/Miss Biancheria/Mr. Foley/
            Mr. Monfredo/Mr. O'Connell
            (February 19, 2019)

Request that the Administration provide an update on graduation rates
by ethnic categories.

gb #9-73 - Administration
            (February 19, 2019)

To approve a prior fiscal year payment in the amount of $1,300.00 to
the CollegeBoard.

X.   GENERAL BUSINESS (continued)   ACTION

gb #9-74 - Administration
              (February 20, 2019)

To consider approval of the following donations to Woodland
Academy:

    $172.00 from various donors from a school fundraiser
    $700.00 from Target for field trip

gb #9-75 -   Mr. O'Connell/Miss Biancheria/Miss McCullough/
              Mr. Monfredo
              (February 20, 2019)

To request a status report, and to meet with counsel and appropriate
administrative personnel, regarding the action of Jane Doe v.
Worcester Public Schools et al (Worcester Superior Court Civil Action
#18-1920-D, Massachusetts Appeals Court Action #2019-J-0055).

gb #9-76 - Executive Session (Administration)
              (February 20, 2019)

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

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, February 7, 2019
Agenda #2

The School Committee of the Worcester Public Schools met in
Open Session at 6:05 p.m. in the Council Chamber at City Hall
on Thursday, February 7, 2019.

There were present at the Call to Order:

Mr. Comparetto, Mr. Foley, Miss McCullough,
Mr. Monfredo and Mayor Petty

There were absent: Miss Biancheria and Mr. O'Connell

It was moved to recess to Executive Session:

1.   gb #9-48 - Executive Session (Administration)   Executive Session
                    (January 30, 2019)

To discuss strategy with respect to collective
bargaining and to conduct collective bargaining
regarding Grievance #18/19-1.

To discuss strategy with respect to collective
bargaining and to conduct collective bargaining
regarding Grievance #18/19-5.

To discuss strategy with respect to collective
bargaining for Aides to the Physically Handicapped
and Monitors, 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: Mr. Comparetto, Mr. Foley,
                Miss McCullough, Mr. Monfredo,
                Mayor Petty   5

Absent: Miss Biancheria and Mr. O'Connell   2

Against the motion: 0
                                              ─
                                              7

The motion carried.

The School Committee recessed to Executive
Session from 6:05 p.m. to 7:00 p.m.

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

The invocation was given by Reverend Jonathan
Slavinskas of Our Lady of Providence Church

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

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

Grievance   2.   Pursuant to action taken in Executive Session, it
#18/19-1   was moved to deny Grievance #18/19-1.

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.

APPROVAL OF RECORDS

3.   aor #9-2 - Clerk   Minutes/
                  (January 25, 2019)   approval of

       To consider approval of the Minutes of the School
       Committee Meeting of Thursday, January 17,
       2019.

       It was moved and voice voted to approve the
       Minutes of the School Committee Meeting of
       Thursday, January 17, 2019.

       IMMEDIATE ACTION

4.   gb #9-25.1 - Administration/Administration   Recognition/
                  (January 22, 2019)   Benjamin Robinson

       To recognize Benjamin Robinson, a student
       from Burncoat High School, for his brave and
       selfless action in helping to save eight people
       from potential peril at a recent fire in the City of
       Worcester.

       Mayor Petty and Superintendent Binienda
       presented a certificate to Benjamin Robinson.

5.   It was moved and voice voted to allow EAW
       President Roger Nugent to speak regarding the
       Foundation Budget.

6.   gb #9-28 - Administration   Student
                  (January 30, 2019)   Representatives

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

       It was moved and voice voted to file the item.

Report of the
Superintendent/
Comprehensive
Health Education
Curriculum

7.   REPORT OF THE SUPERINTENDENT

ROS #9-1.1 - Administration
                  (January 25, 2019)

TO APPROVE THE RECOMMENDATION FROM THE
SUPERINTENDENT REGARDING THE MICHIGAN'S
UPDATED COMPREHENSIVE HEALTH EDUCATION
CURRICULUM

Mayor Petty relinquished the chair to Vice-
chairperson McCullough in order to speak to the
item.

Mayor Petty indicated that he would set up a Task
Force to develop a Sex Education Unit based on
the standards that will be developed in the Spring
of 2019.

Mayor Petty returned to the chair.

The following attendees spoke to the item:

M. Mullaney, F. Carroll, Representative J. O'Day,
B. Ense, M. King, S. Kusharski, L. Crowley,
C. Bethea, L. Faiola, C. Whalen, M. Thomas,
A. De Jesus, J. Trobaugh, Dr. S. Shields,
C. Darensbourg, S. Richmond Davidow,
H. Ramirez, C. Berg-Powers, S. Allen,
E. Pallares O' Laoghaire, M. Spillane, E. Sisler,
D. Brindisi, K. McCarthy

Mr. Monfredo made the following motion:

Request that the Administration consider the
feasibility of expanding the teaching of sex
education to students in Grade 9, if funds
become available.

On a voice vote, the motion was approved.

Mayor Petty moved to approve the Michigan's Updated Comprehensive Health Curriculum with the exclusion of the Sexual Education Unit.

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: <u>0</u>
    7

The motion carried.

8.   <u>ROS #9-2</u> - Administration   FY20 Preliminary
           (January 30, 2019)   Budget Estimates

FY20 PRELIMINARY BUDGET ESTIMATES

Hold for the meeting on Thursday, February 28, 2019.

9.   <u>PERSONNEL</u>

It was moved and voice voted to file Personnel Items 9-8 and 9-9.

9-8   The Superintendent has APPROVED the   Appointments
APPOINTMENT of the persons named below:

Ayande, Sharon, Teacher, Special Education, Systemwide, MA, Step 2, $56,163 effective January 24, 2019. Licensed: Moderate Disabilities Prek-9. *

Berthiaume, Jessica, Teacher, Art, Systemwide, BA, Step 2, $49,946 effective January 15, 2019. Licensed: Visual Art Prek-8. *

Conway, Ellen, Teacher, Allied Health, North, MA, Step 8, $75,970 effective January 17, 2019. Licensed: Health Assisting 9-14. *

Cardogno, Rachel, Teacher, Elementary, Chandler Magnet, BA, Step 1, $46,894 effective January 9, 2019. Licensed: Elementary 1-6. *

Krouner, Mitchell, Teacher, Science, Worcester East, BA, Step 8, $69,064 effective January 10, 2019. Licensed: Middle School 5-9. *

Macora, Erin, Teacher, Elementary, May Street, BA, Step 1, $46,894 effective January 14, 2019. Licensed: Elementary 1-6. *

Murphy, Amanda, Teacher, Elementary, Tatnuck Magnet, BA, Step 1, $47,363 effective January 17, 2019. Licensed: Elementary 1-6. *

Murphy, Erica, Teacher, Art, Systemwide, BA, Step 1, $47,363 effective January 28, 2019. Licensed: Visual Art Prek-8. *

Tropeano, Adriana, Teacher, English as a Second Language, Woodland, BA, Step 3, $53,682 effective January 30, 2019. License pending: English as a Second Language Prek-6. *

Turner, Brianna, Teacher, Special Education, Vernon Hill School, MA, Step 3, $59,300 effective January 14, 2019. License pending: Social Work/School Adjustment Counselor.*

prorated

Resignations   9-9   The Superintendent has ACCEPTED the RESIGNATION of the persons named below:

Jarrett, Arthur, Teacher, Special Education, North, effective February 1, 2019.
Kelly-Bernhard, Patricia, Teacher, Art, Systemwide, effective January 25, 2019.
Nguyen, Peter, Teacher, Math, Forest Grove, effective January 25, 2019.

GENERAL BUSINESS

10.   gb #8-289.1 - Administration/Miss Biancheria/   Transportation
                        Mr. Comparetto/Miss McCullough/   Operations/
                        Mr. Monfredo/Mr. O'Connell   Fremont Street facility
                        (December 12, 2018)

        Response of the Administration to the request to
        provide a report on all transportation operations
        that were transferred to the Fremont St. facility
        and include all administrative vacancies that were
        advertised along with new or additional bus routes
        that were added.

        Hold for the meeting on Thursday, February 28,
        2019.

11.   gb #8-290.1 - Administration/Miss Biancheria/   Bus Transportation/
                        Mr. Comparetto/Miss McCullough/   report
                        Mr. Monfredo/Mr. O'Connell
                        (November 28, 2018)

        Response of the Administration to the request to
        provide a report on the Worcester Public Schools'
        bus transportation system and include information
        relative to the ten new buses operated by the
        Worcester Public Schools and indicate the routes of
        said buses.

        Hold for the meeting on Thursday, February 28,
        2019.

12.   gb #8-311.1 - Administration/Miss Biancheria/   In Force Technology
                        Mr. Comparetto/Miss McCullough/   911 Software
                        Mr. Monfredo/Mr. O'Connell
                        (January 16, 2019)

        Response of the Administration to the request to
        provide a report on the In Force Technology (IFT)
        911 Software program that allows teachers and
        other staff members to contact 911 directly in case
        of emergency.

        Hold for the meeting on Thursday, February 28,
        2019.

Bus Stops

13.   gb #8-341.1 - Administration/Miss Biancheria/
                        Mr. Monfredo/Mr. O'Connell
                        (November 12, 2018)

Response of the Administration to the request to
review the process by school for requesting changes
or additions to bus stops.

Hold for the meeting on Thursday, February 28,
2019.

Online Grading

14.   gb #8-350.1 - Administration/Mr. O'Connell/
                        Miss Biancheria/Mr. Monfredo/
                        Mr. Comparetto/Miss McCullough/
                        Mr. Foley
                        (January 28, 2019)

Response of the Administration to the request to
develop and implement a system of online grading
which would be accessible to parents/guardians
and appropriate staff members.

Mr. O'Connell made the following motion:

Request that the Administration provide a report,
at its earliest convenience, outlining the anticipated
costs of implementing a system of online grading
prior to the 2020 Budget discussion.

On a voice vote, the motion was approved.

Substitute
Teachers

15.   gb #9-19.1 - Mr. Monfredo/Miss McCullough/
                        Mr. O'Connell
                        (January 23, 2019)

Response of the Administration to the request to
consider raising the pay of substitute teachers for
the next school year and consider giving those
retired teachers who worked in the Worcester
Public Schools additional compensation as an
incentive to come back as a substitute.

Mr. Monfredo made the following motion:

Request that the Administration provide a
response to the item in April 2019.

It was moved and voice voted to refer the item
to the 2020 Budget.

16.   gb #9-29 - Miss McCullough/Miss Biancheria/   Parent Information
                     Mr. Comparetto/Mr. Monfredo/   Center/expansion of
                     Mr. O'Connell   hours
                     (January 11, 2019)

To explore the possibility of having the Parent
Information Center (PIC) open several times
throughout the year on weekends/evenings in an
attempt to accommodate parents who are working
during typical hours.

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

17.   gb #9-30 - Miss McCullough/Miss Biancheria/   Recognition/
                     Mr. Comparetto/Mr. Monfredo/   forward letters
                     Mr. O'Connell/Mayor Petty
                     (January 16, 2019)

To forward letters of appreciation to the individuals
responsible for the very successful Coats for Kids
drive this past season.

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

18.   gb #9-31 - Administration   Grant/
                     (January 18, 2019)   STARS Residencies

To accept the STARS Residencies FY19 Woodland
Academy Grant in the amount of $5,000.00.

It was moved and voice voted to approve 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: <u>0</u>
                                                    7

The motion carried.

Recognition/   19.   <u>gb #9-32</u> -   Mr. Monfredo/Miss Biancheria/
forward letters   Mr. Comparetto/Miss McCullough/
                                                  Mr. O'Connell/Mayor Petty
                                                  (January 22, 2019)

Request that the Administration forward letters of
congratulations to:

-    Gordon Hargrove, Friendly House Director
     and Dorothy Hargrove, former teacher and
     School Committee member for receiving
     the MLK, Jr. Community Service Award
-    Ronald Waddell, Jr., for the MLK Jr. Youth
     Service Award
-    and the following students for winning the
     poetry contest

          <u>Goddard Scholars Academy</u>
               Chloe Williams
               Anya Geist
               Emmanuel Torto
               Matthew Mingolla
               Tatyana Richman

          <u>Burncoat Middle School</u>
               Vafa Soheyli
               Wyatt Dancy
               Ella Wells
               Mary Kathryn Lambert

          <u>Doherty Memorial High School</u>
               Lolita Cani

          <u>Worcester Technical High School</u>
               Hussain Bhatti

          <u>Claremont Academy</u>
               Rudy Sanchez Cortez

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

(The following items were considered together)

20. gb #9-33 - Mr. Monfredo/Miss Biancheria/   Recognition/
               Mr. Comparetto/Miss McCullough/   forward letters
               Mr. O'Connell/Mayor Petty
               (January 22, 2019)

Request that the Administration forward letters of
congratulations to the following students
recognized at the Martin Luther King, Jr. event at
Quinsigamond Community College for their winning
work.

      gb #9-47 - Miss McCullough/Miss Biancheria/
                 Mr. Comparetto/Mr. Monfredo/
                 Mr. O'Connell/Mayor Petty
                 (January 30, 2019)

To set a date to recognize the following student
winners of the 2019 Martin Luther King, Jr. Art
Contest at the event which was held at the
Historical Museum.

Both items had the same winners, but the latter was
at a different venue.

Essay winner: Emma Robeau, grade 8, Sullivan Middle
School
Art winners

Frist Place   Third Place
Thiery J. Pierre, grade 4,   Evi Galbraith, grade 3,
Heard Street Discovery   Norrback Avenue School
Academy   Elena Melka, grade 5,
                                 Midland Street School

Second Place   Honorable Mention
Amy Nasto, grade 5,   Ketlyn Flauzino, grade 4,
Norrback Avenue School   City View School
Neh Reh, grade 6,   Vera Asho, grade 5, Elm
Canterbury Street Magnet   Park Community School
Computer-Based School   Jenell Atuahene, grade 6,
                                Norrback Avenue School
                                Madison Reed, grade 6,
                                McGrath Elementary
                                School

Group Art Winners:

Grade Four	Second Place - Flagg Street School - Charlotte Rose, Anna Pasenello, Angeliki Soufleris, Julia Cahill, Ava Rogers
Grade Five	First place - Flagg Street School - Sarah DeFusco, Emma O'Connor, Lucia Smachetti, Roisin O'Malley, Daphne Baumann
	Second place – Flagg Street School - Elisse Boucher, Phoebe Martin, Charlotte Martin, Mina Tsoutsis
Grade Six	First place – Flagg Street School - Leilah Ali, Mia McCarter, Dea Kamberi, Malak Laallami

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

Donations   21.   gb #9-34 - Administration
                                        (January 22, 2019)

To consider approval of the following donations:

- $57,346.00 from the Worcester Technical Skyline Fund to support the Innovation Pathways Program.
- $349.80 from Box Tops for Education to Tatnuck Magnet School
- $78.60 from Box Tops for Education to Woodland Academy
- $500.00 from WEDF for Get Fit at Woodland Academy
- $1,000.00 to the Betty Reidy Scholarship at North High School

Mr. O'Connell made the following motion:

Request that the Administration forward a letter of appreciation to Kyle Brenner to be shared with members of the Worcester Technical Skyline Foundation for its generous contribution.

It was moved and voice voted to forward a letter of appreciation.

It was moved and voice voted to approve the donations.

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: <u>0</u>
                                                            7

The motion carried.

22.   <u>gb #9-35</u> -Mr. O'Connell/Miss Biancheria/   Accelerated Repair
                   Mr. Comparetto/Miss McCullough/   Projects/
                   Mr. Monfredo   employee wages from
                   (January 22, 2019)   contractors

To develop a process, for use with Worcester Public Schools construction and "accelerated repair" projects, to ensure that contractors participating in these projects, as general contractors or as subcontractors, pay their employees all wages to which those employees are entitled by law, including, but not limited to, regular wages, overtime, holiday pay, and, where applicable, minimum wage, all calculated, as appropriate, at prevailing wage rates.

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

23.   <u>gb #9-36</u> - Miss McCullough/Miss Biancheria/   Recognition/
                   Mr. Comparetto/Mr. Monfredo/   set date
                   Mr. O'Connell/Mayor Petty
                   (January 23, 2019)

To set a date to recognize Madelyn Rich, a student at Burncoat High School, for being nominated to audition and for being accepted to an International All Young Women's Choir that will be performing at Carnegie Hall in New York City on Sunday February 11, 2019.

It was moved and voice voted to set the date of Thursday, February 28, 2019.

Worcester Red Sox/ internships for students	24.	<u>gb #9-37</u> -	Mr. O'Connell/ Miss Biancheria/ Mr. Comparetto/Miss McCullough/ Mr. Monfredo (January 25, 2019)

To meet with representatives of the Worcester Red Sox, at an appropriate time, to discuss a preference for Worcester students in filling of internships and summer employment positions with the team.

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

Worcester Red Sox/ summer positions for students	25.	<u>gb #9-38</u> -	Mr. O'Connell/Miss Biancheria/ Mr. Comparetto/Miss McCullough/ Mr. Monfredo (January 25, 2019)

To include a hiring preference for Worcester students in construction projects involving the City of Worcester, including but not limited to the stadium to be constructed for the Worcester Red Sox, and for related structures, especially for summer positions and for positions which are amenable to the academic schedules of students.

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

Student Handbook	26.	<u>gb #9-39</u> -	Administration (January 25, 2019)

To consider approval of the 2019-20 Student Handbook of the Worcester Public Schools.

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

27.   <u>gb #9-40</u> - Miss McCullough/Miss Biancheria/   Recognition/
                            Mr. Comparetto/Mr. Monfredo/   forward letter
                            Mr. O'Connell/Mayor Petty
                            (January 28, 2019)

        To forward a letter of congratulations to SOFA for
        its successful performance of FAME.

        It was moved and voice voted to forward a letter of
        congratulations.

28.   <u>gb #9-41</u> - Mr. Monfredo/Miss Biancheria/   Read Across America
                            Mr. Comparetto/Miss McCullough/   Day
                            Mr. O'Connell
                            (January 29, 2019)

        Request that the Administration have all students
        in K-6 participate in the NEA's "Read Across
        America Day" on March 1st honoring Dr. Seuss
        with a variety of motivational reading activities in
        their classrooms and to encourage parents to do
        the same.

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

        Mr. Monfredo made the following motion:

        Request that the Administration encourage
        schools, parents and local agencies to participate
        in Read Across America Day through the use of
        social media.

        Request that the Administration provide an update
        on the activities that took place at the end of
        March.

        On a voice vote, the motions were approved.

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

        Request that the Administration include a list of
        schools that participated in the event and the
        names of the companies that were involved.

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

School Committee   29.   <u>gb #9-42</u> -   Mr. O'Connell/Miss Biancheria/
Policy GCA   Mr. Comparetto/Miss McCullough/
                                                    Mr. Monfredo
                                                    (January 30, 2019)

To establish a practice and procedure for expeditious compliance with School Committee Policy GCA ("All professional staff positions in the school system will be created initially by the Superintendent and approved by the School Committee.")

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

School Nurses/   30.   <u>gb #9-43</u> -   Administration
approval of   (January 30, 2019)

To consider approval of the appointment of the following provisional civil service employees as School Nurses, effective as shown:

Engel, Melinda, Systemwide, Bachelors, Step 1, $47,363, effective January 7, 2019. License Pending: School Nurse All Levels

Kibe, Marygoretti, Systemwide, Bachelors, Step 1, $47,363, effective January 7, 2019. License Pending: School Nurse All Levels

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: <u>0</u>
                                                           7

The motion carried.

31.   gb #9-44 - Mr. Comparetto   Public Policy Forum/
                (January 30, 2019)   sex education

       Request that the Administration consider creating a
       public policy forum on sex education within the
       next few weeks.

       It was moved and voice voted to file the item.

32.   gb #9-45 - Mr. Comparetto   Parent Engagement
                (January 30, 2019)   Plan

       Request that the Administration establish a
       committee to develop a Parental Engagement Plan
       which would include members of the community
       with expertise on the topic.

       Mr. O'Connell made the following motion:

       Request that the Administration seek more
       delegates from each school to attend CPPAC
       meetings.

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

33.   gb #9-46 - Mr. Comparetto   Sex Education Curricula
                (January 30, 2019)

       Request that the Administration review the
       recommendations regarding rigorously evaluated sex
       education curricula listed by the Department of
       Health and Human Services' Office of Adolescent
       Health (OAH) and the Sexuality Information and
       Education Council of the United States (SIECUS)
       (Annex A) and consider input from the
       representatives of the public policy forum on sex
       education prior to formulating its recommendations.

       It was moved and voice voted to file the item.

       The meeting adjourned at 9:55 p.m.

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

FY20 Preliminary Budget

Analysis of Governor's Proposed Budget and Recent Legislative Foundation Budget Proposals

Report of the Superintendent
February 28, 2019

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FY20 Budget Themes

Modest Inflation Growth (3.75%)

Overall Enrollment Growth
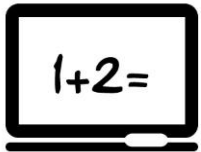
Initial Foundation Budget Funding Proposals

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FY20 Budget

Total Foundation Budget

Foundation Budget Funding

FY20 Preliminary WPS BUDGET

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FY20 Foundation Budget

Foundation Budget	Amount
FY20 Proposed: as contained in FY20 Governor's Budget	$374,554,603
FY19 Current Year:	$353,662,082
Increase:	$20,892,521

5.9% increase

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FY20 Foundation Budget

Foundation Budget Funding

Change from FY19	Amount	
Chapter 70	$17,266,265	6.8%
City Contribution:	$3,626,256	3.6%
Increase:	$20,892,521	

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FY20 Governor's Budget

Change from FY19	Amount
Inflation (3.75%)	$13,262,328
Enrollment Change (189):	$1,059,407
Economically Disadvantaged Enrollment (310):	$1,233,667
Base Foundation Change:	$15,555,402
FBRC New Funding	$5,337,119
TOTAL	$20,892,521

FY20 Governor's Budget

FBRC New Funding*	Amount
Employee Benefits	$2,943,186
English Learners	$2,148,634
Special Ed. – Out of District	$258,326
Early College/Career Pathways	$160,233
Eco Dis. & Special Ed. In district*	-$173,260
TOTAL	$20,892,521

* Eco Dis Rate Change Adjusted for Inflation and Excludes Employee Benefits Portion of Rate Change. Special Education In District Rate adjusted for inflation

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FY20 Foundation Budget

Price Deflator Index for State & Local Governments

Year	Value
98	2.80%
99	3.90%
00	0.34%
01	3.47%
02	4.00%
03	1.92%
04	1.34%
05	2.83%
06	3.74%
07	5.86%
08	4.66%
09	5.18%
10	3.04%
11	-2.20%
12	1.78%
13	3.65%
14	1.55%
15	0.86%
16	1.50%
17	-0.22%
18	1.11%
19	2.64%
20	3.75%

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8

WPS Enrollment Trends

Enrollment Trends:
1 year:	1.4%
5 year:	2.5%
10 year:	10.0%

Year	Enrollment
08	23,114
09	24,001
10	24,191
11	24,360
12	24,769
13	24,777
14	25,188
15	24,959
16	25,425
17	25,021
18	25,402
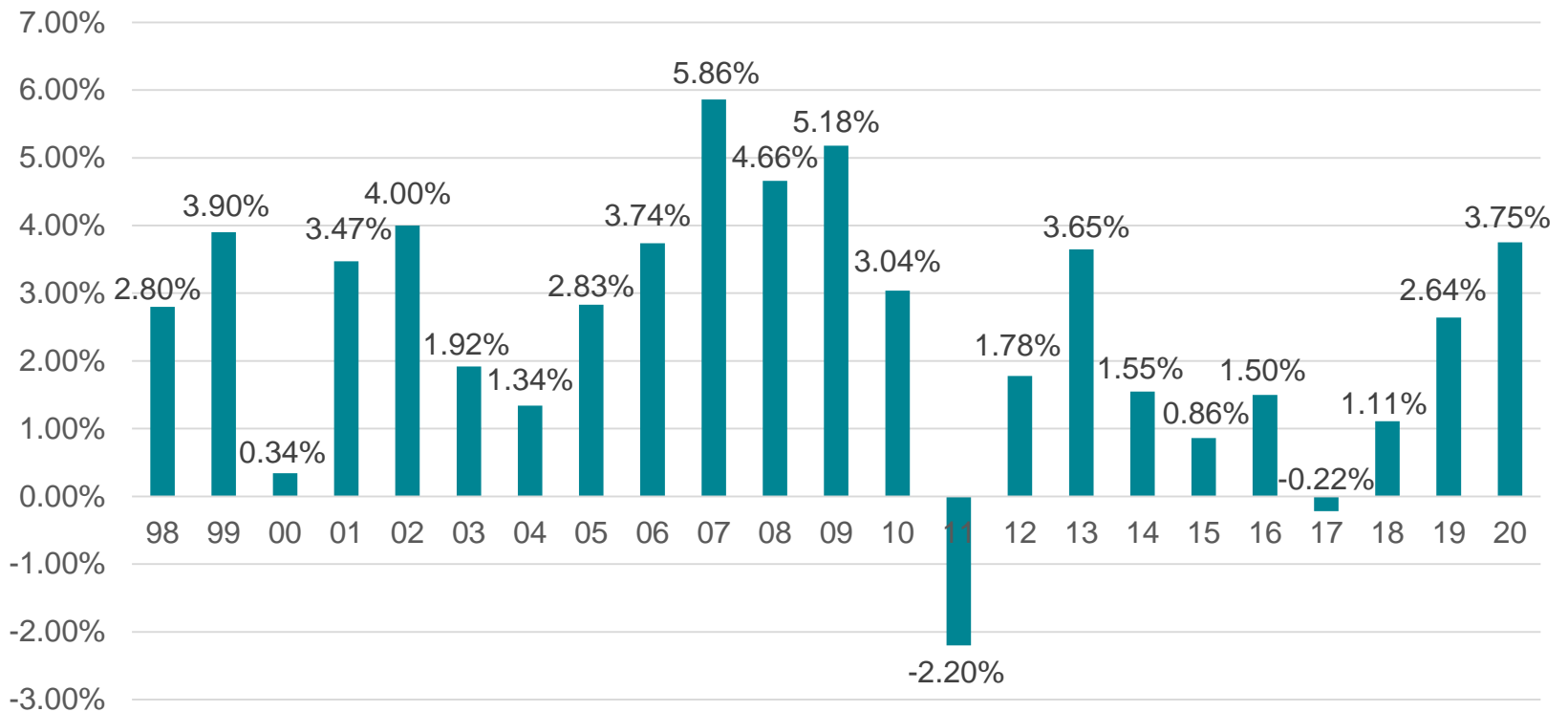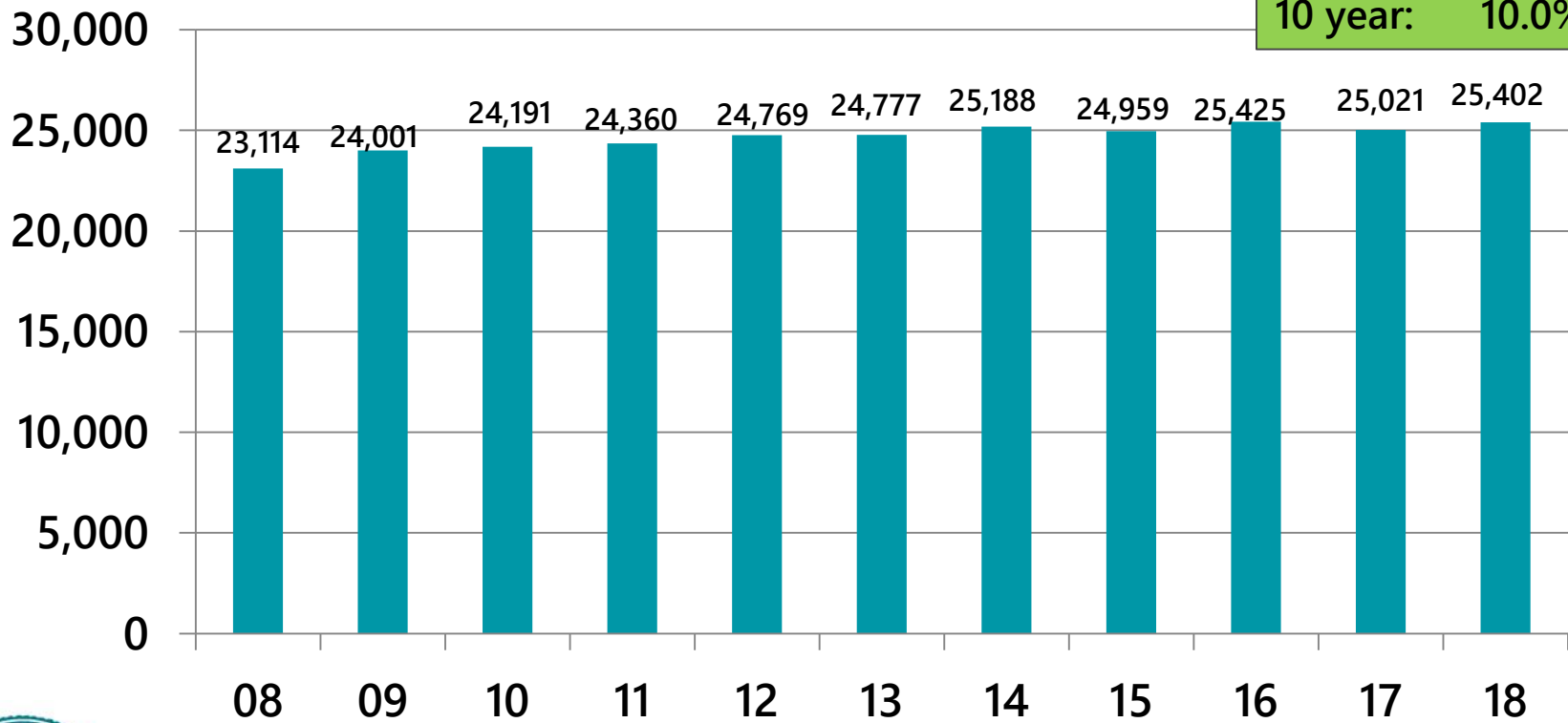
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WPS Enrollment Trends

Grades	Enrollment 10/1/18	Change from Last Year
Pre-School	1,244	290
Grades K-6	13,394	-69
Grades 7-8	3,561	147
Grades 9-12	7,142	12
Total	25,341	380

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Economically Disadvantaged Students

Enrollments– Worcester and State Totals

Worcester

19,651

16,076
-3,575

16,619
+543

17,320
+701

17,630
+310

25,000
20,000
15,000
10,000
5,000
0

FY16   FY17   FY18   FY19   FY20

State

376,810

312,203   314,776   339,256   342,575

450,000
400,000
350,000
300,000
250,000
200,000
150,000
100,000
50,000
0

FY16   FY17   FY18   FY19   FY20

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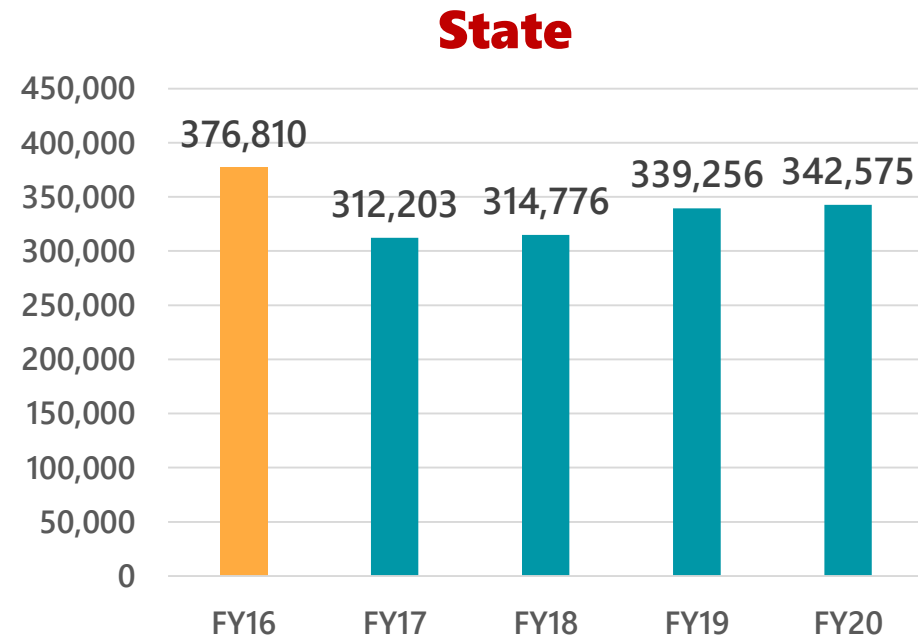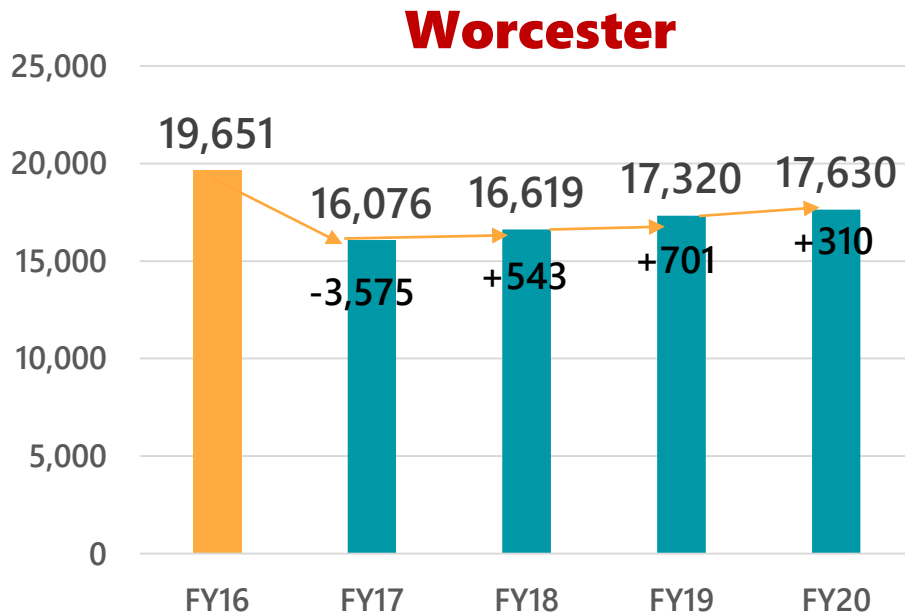
Foundation Budget → FY20 BUDGET

Total Foundation Budget	Foundation Budget Funding	FY20 Preliminary WPS BUDGET

Change from FY19	Amount
Foundation Budget	$20,892,521
Less Charter Schools and School Choice:	-$2,234,960
Less One-Time Impact Aid	<u>-$1,922,753</u>
Budget Increase:	$16,734,808

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4.8% increase

FY20 BUDGET PLANNING

Total Foundation Budget	Foundation Budget Funding	FY20 Preliminary WPS BUDGET

- **Develop Level Service Cost Increases**

- **Address Enrollment Shifts & Changes**

- **Target New Funds to Foundation Budget Gaps**

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FY20 BUDGET PLANNING

| Total Foundation Budget | Foundation Budget Funding | FY20 Preliminary WPS BUDGET |

- School-based Resource Allocation Process Begins Next Week.

- Develop Budget Recommendations using district's Seven Point Plan For Advancing Student Achievement and Program Sustainability and Address Foundation Budget Spending Gaps

- Monitor State Budget & Foundation Budget Bills

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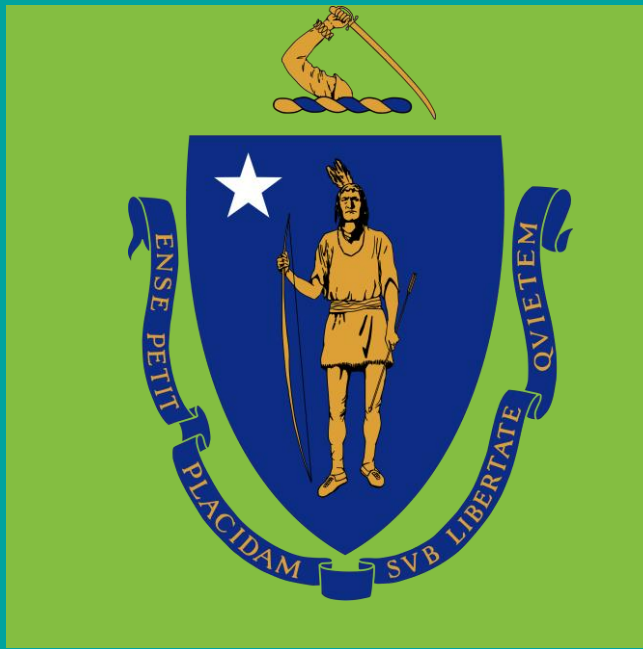
Recent Foundation Budget Proposals

Summary of Major Factors and Estimated Impact on the Worcester Public Schools

Recently filed foundation budget

- Governor House Bill 70
- Senate Docket Number 101
- House Docket Number 3195

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FOUNDATION BUDGET REVIEW COMMISION

★ Health Insurance

★ Special Education

★ English Learners

★ Low Income

Health Insurance

Findings

- Actual spending "far exceeds" current foundation budget allotment by more than 140%.
- Current formula does not factor cost for retiree health insurance

Recommendations

- Adjust the employee health insurance rate to the state's GIC rate.
- Add "Retired Employee Health Insurance" to foundation budget.
- Change inflation factor to annual change to GIC rates.
-

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Special Education

Findings

- Districts spend "far more" than the current foundation budget allotment for out-of-district placements by more than 59%.
- The current assumed in-district special education enrollment is less than the actual statewide enrollment

Recommendations

- Increase the assumed in-district special education enrollment.
- Increase the out-of-district cost rate to capture the total costs that districts bear before circuit breaker is triggered.

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Other Recommendations of the FBRC:

Low Income: The FBRC recommendation was to increase the increment to 50%-100% of extra funding.

ELL Increment: The FBRC recommendation is to change the per pupil rate from a fixed rate to an increment similar to the increment for low income students. The FY19 final state budget converted the rate to an increment (at 65% of recommended level)

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Special Education

Item/Current	Governor H70	Senate Bill Docket 101	House Bill Docket 3195
Special Education: Assumed In-District Rate 3.75% and 4.75% for Vocational Students	**4.0%** and 4.75% for Vocational Students Worcester Increase $1.6 million	**4.0%** and **5.0%** for Vocational Students Worcester Increase $1.7 million	**4.0%** and **5.0%** for Vocational Students Worcester Increase $1.7 million
Special Education: Out-of-District Rate Assumed at 1% of enrollment at $28,428.66/student	Assumed at 1% of enrollment at 3 times the average per pupil rate (beginning in FY21)($35,632.95) Worcester Increase $1.8 million	Assumed at 1% of enrollment at 3 times the average per pupil rate ($35,632.95) Worcester Increase $1.8 million	Assumed at 1% of enrollment at 3 times the average per pupil rate ($35,632.95) Worcester Increase $1.8 million

Worcester's Current Spending Gap: $34.6 million

Foundation Budget Commission Report

<u>Special Education Recognition:</u>
Average expenditure per pupil exceeds foundation budget, even upon adoption of recommendations, **by $700 million*.**

*Page 15 of the FBRC Report

Employee Benefits

Current	Governor H70	Senate Bill Docket 101	House Bill Docket 3195
Additional increment in FY18 (added $66 million statewide)

FY19 increment raised by 14% toward total increase | Per pupil rates increase 35%-81% above FY20 Rates* under this plan

* FY19 + 3.75% inflation

Adjusted annually by increases in employer premium costs for municipal participants in state GIC

Worcester Increase
$15.3 million**
**Excludes eco dis rates | Per pupil rates increase 20%-75% above FY20 Rates* under this plan

* FY19 + 3.75% inflation

Adjusted annually by the average annual rate of growth for the average premium of all GIC plans over the past three years.

Worcester Increase
$18.1 million | Employee Health Insurance Rate: Average active employee premium for all GIC plans for the previous 3 fiscal years.

Retired Employee Health Insurance Rate: Weighted average of GIC plans for all retiree plans the previous 3 fiscal years.

Foundation Benefits: Allotment equal to 1.29 x (Employee Health Insurance Rate x # of Active Employees) + Retired Employee Health Insurance Rate x # of district retired employees. |

Worcester's Current Spending Gap:
$34.9 million

English Learners

Item / Current	Governor H70	Senate Bill Docket 101	House Bill Docket 3195
English Learners (rate per student) *Created an increment rate implemented in FY19, formerly as base rate. Increment is 65% of FBRC goal rates*	Increment above base: PK-5: $2,177.17 6-8: $2,721.46 9-12: $3,265.74 Eliminates "students who have already met or exceeded state exit requirements"	Increment above base: $2,537.49	Increment above base: PK $1,177.18 All other grades: $2,354.36
Worcester's Increase $3.3 million	Worcester Increase $2.2 million	Worcester Increase* $2.6 million *Assumes no enrollment change from FY19	Worcester Increase* $1.1 million *Assumes no enrollment change from FY19

Economically Disadvantaged

Item / Current	Governor H70	Senate Bill Docket 101	House Bill Docket 3195
Economically Disadvantaged (Eco. Dis.) FY20 (FY19 Adjusted for Inflation) Decile 10 $4,128.80	Decile 10 $4,600.59 per student + $181.00 per student high needs concentration Worcester Increase $11.5 million	Deciles 1-10 at 50-100% of the statewide per pupil amount approx. **$8,251** per student (decile 10) Worcester Increase $72.7 million	"Amount shall not be less than 50% of the average **per pupil expenditure** for the decile with the lowest percentage of low income students and shall increase with each subsequent decile."

Governor's H70 Proposals

Item	Current	Governor H70
Early College & Career Pathways Programs	No added funding / Students in High School Rate	$1,050 per student higher than High School Rate Worcester Increase* $167,000 *Based on current level of students in Early College / Career Pathway programs
Guidance and Psychological Support		Increases Per Pupil Rates (From FY19 Rate Adjusted for Inflation at 3.75%) PK $70.89 K $141.76 Elementary $141.76 Middle $63.57 High $ 0 Early College $262.50 Vocational $0 Eco. Dis. $116.97* *Eco Dis funding is redistributed in Governor's Budget Proposal and the amount for this category is reflected in Eco. Dis. increase on previous slide) Worcester Increase $2.3 million

Senate Bill Docket 101 Proposals

Item	Current	Senate Bill Docket 101
District Student Aid Increment	No Student Aid Increment	Guarantees a floor of state funding for districts after accounting for charter school costs Worcester Increase $4.4 million

Determines a **Student Aid Floor** based on the district's foundation budget for district students only (Worcester = $345.6 million) multiplied by the target aid share (72.1%) = $249.2 million

Student Aid Increment: Student Aid Floor less the sum of (Prior Year Aid, Foundation Aid Increase, Minimum Aid, Other Aid Adjustments, Charter Reimbursement less charter school tuition)

Other Notable Items

Governor H70

- Section 16:   Establishes partial exception for a school committee's generally unlimited discretion in budgeting by empowering the Commissioner direct a school district to include changes in a underperforming schools turnaround plan and allows Commissioner to withhold a portion of a district's foundation budget failing to make sufficient progress in implementing the changes and placing the funds in a Trust Fund (solely for use by the Commissioner in the district from which the funds were withheld.)

- Section 22: Changes Charter School Reimbursement formula back to the 100%-60%-40% phase-out funding. Focuses reimbursement on high growth charter districts.

Other Notable Items

Governor H70

- Section 23:   Directs the Commissioner to study the feasibility of established tier foundation budgets for career and vocational programs which would enable more expensive programs to receive higher levels of funding and less expensive programs to receive funding commensurate with their costs.

Other Notable Items

Senate Bill Docket 101

- Allows a school district to choose annually to have its low income enrollment established through collection of forms or through a between direct certification process.

- Establishes a 5 year review cycle of the Foundation Budget

Other Notable Items

House Bill Docket 3195

<u>Outdated Language</u>:
Section 4: "Pre-School enrollment" definition. "Enrollment may not exceed twice the number of pre-school students enrolled under individual education plans". *This language was deleted in 2014.*

<u>Language Conflict</u>:
Section 4: Enrollment category counts for kindergarten, elementary, middle, and high schools exclude "bilingual" students. *The change in classification of students from Bilingual to English Learners occurred in 2005.* However, Section 3 creates an English language learner as an increment rate.

Other Notable Items

House Bill Docket 3195

<u>Section 10:</u>
Creates a Student Supports Fund grant program for schools and districts with "high percentages" of low income students for the purchase of instructional materials and summer programs.

Bill Summaries

Item	Category	Governor H70	Senate 101	House 3195
Total Estimated Additional Funding (Subject to Annual Enrollment and Inflation Changes)	Special Education: In-District	$1.6	$1.7	$1.7
	Special Education: Out of District	$1.8	$1.8	$1.8
	Employee Benefits	$15.3	$18.1	
	Economically Disadvantaged	$11.5	$72.7	
	English Learners	$2.2	$2.6	$1.1
	Early College / Career Pathways	$0.2		
	Guidance & Psychological	$2.3		
	Student Aid Increment		$4.4	
	TOTAL	**$34.9**	**$101.3**	
	Implementation Schedule	7 years	To be determined	5 years

FY20 Budget Schedule

February-March

School and District Resource Allocation Meetings to develop budget priorities and recommendations

April 17

House of Representatives Budget Released (Expected Date). This budget is used to develop budget recommendations to School Committee

May 10

FY20 Budget to be submitted to School Committee and posted on district website

May (TBD)

Standing Committee on Finance and Operation sPublic Budget Hearing

June 6 & 20

School Committee Budget Hearings

FBRC

On-going monitoring and advocacy for Foundation Budget Review Commission Recommendations

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Positions Moved to Fremont Street

On April 1, 2018, the Transportation Director (John Hennessey) and an Assistant Transportation Coordinator (the position was restructured in FY19 to a new position titled "Router") were moved from the Durkin Administration Building to the Fremont Street WPS bus yard facility. This is the eleventh year that the bus yard has operated from the Fremont Street location. The move of these two positions was done in order to have all transportation operations and supervision at one location, allow the Transportation Director to directly oversee all operations onsite, and to have the Director directly develop and implement a new support staff organization that was adopted in the FY19 budget. In addition, having the all Transportation Department staff in one location has enabled the development of a positive climate and culture among drivers and monitors that their supervisors are onsite, their supervisors are approachable, and demonstrate that all department staff are working together to support the transportation needs of the district. This move has been very well received and has been extremely successful in building a transportation team amongst drivers, monitors, support, and administrative staff.

The move was also intended to provide direct support of an additional eleven big bus routes that the district began directly providing this year resulting from not receiving any bids for the athletic transportation contract for this year. This is the first time in known history that the WPS is directly operating big bus transportation. In order to be cost effective in providing athletic transportation, the district also operates eleven morning and afternoon routes for home-to-school transportation. Overall, the transition of eleven district-operated big buses **saved the district $402,000,** with $208,000 invested in new support positions for transportation operations (see pages 62 and 176-177 of the FY19 budget book) resulting in FY19 savings of $194,000. The current eleven district-operated big bus routes are attached. The afternoon routes are designed and assumed to be available for athletic transportation daily at 2:15pm.

Transportation Staffing

Two recent administrative vacancies were the Assistant Transportation Director (position recently filled) and Operations Supervisor (previously titled Transportation Coordinator last year is currently vacant after retirement in October). The district is advertising, recruiting and in the process of filling this position as soon as possible.

Of the eleven district-operated big bus routes, the district has hired nine drivers and has covered the remaining routes with "mid-size" bus drivers and licensed support staff throughout the year thus far. To date, **100% of the eleven big bus routes** have operated every single day this year. The district continues the civil service hiring process to add big bus drivers (up to the budget amount of 14).

Transportation Update

Unrelated to the operation of big bus routes or the administrative office relocations, every year there are initial school year start-up issues that are resolved in the first few weeks of school. The issues are generally the same year-to-year and fall under the following categories:

- Special Education School and Transportation Assignments
- Bus Overcrowding
- New Bus Stop Requests
- Late Buses

Some of these issues were prolonged longer than usual this year and the district and transportation administration has been working to determine the root cause and long-term solutions to each of these areas.

The following describes these issues and solutions going forward:

Special Education Assignments

Students eligible for curb-to-curb transportation on a midsize or wheelchair bus are generally coordinated through a Special Education Team Chairperson by submitting a transportation order for the student. The transportation order is uploaded into the district transportation routing software. Bus routes are then scheduled for students accordingly.

In order for students to be routed properly, all student information in the student database program (SAGE) or transportation routing software must be entered correctly. The student must be active in the system, must have the correct home address, the correct "special request" location (daycare or other), and must have the correct school or program to attend, and have proper AM or PM designation for preschool students. It is very common for students to move or placements to change during the summer. The Transportation Department does not have the ability to make any of these changes to the database and if any of these fields change (student moves, changes school, changes daycare, etc), that requires the student's SAGE system to be updated and uploaded into the transportation software for updated routing.

To date, there have been 2,004 special education transportation route changes made from the beginning of the year through November 18, 2018 for a total of **2,108** students transported on mid-size or wheelchair school buses. Any change in a bus stop or location for an existing student results in the change of up to four bus routes: the two new routes (morning and afternoon) and the two prior routes (morning and afternoon) and the accommodation for a new student changes two bus routes (one morning and one afternoon) that need to be identified, scheduled, re-routed appropriately.

Special Education Transportation Order Solution: First, the Transportation and Special Education Departments will work collaboratively in late June to better identify / anticipate student transportation orders for planning purposes to eliminate as many late summer transportation orders (resulting in hundreds of route changes) as possible. Second, the district IT Department will develop a transportation order module as part of SAGE that will centralize (and electronically capture) all special education transportation orders and will allow appropriate transportation, special education, and district administrators to view the status of the order (pending, approved, completed, etc.). These transportation orders will be tracked in SAGE from submission to completion and will also track the frequency of address changes, school changes, and other relevant information. This transportation module will be scheduled to be in place for the 2019-20 school year.

Bus Overcrowding

Scheduling and routing of school buses for the upcoming school year begins in early summer after the student enrollment database is "rolled over" to the new school year. Students eligible for transportation (distance or safety reasons at the elementary level) are routed on bus routes based on capacity and efficient use of the school bus. Overall, bus routes do not change significantly change from year-to-year. The adjustment and balancing of routes based on student enrollment (mostly as students transition to into middle and high schools) occurs based on expected ridership estimates. The district uses bus passes at the secondary level to manage bus loads. The bus passes are provided by the schools to students based on bus routes that are loaded by the Transportation Department into the district's SAGE program. Often, bus passes are distributed by the schools towards end of September when all school start up issues are resolving. Prior to that, the Transportation Department receives actual ridership headcounts at the beginning of the year from bus drivers and balances ridership loads as quickly as possible. In this interim

time between the start of the school year and the issuance of bus passes is typically when the greatest number of overcrowding issues occur. Often, we find that non-eligible riders (those that board buses before bus passes are assigned and live less than 2 miles from school) contribute to most of the overcrowding issues. We also see when students that enroll in the district or change schools (move) during the summer after the database "rollover" may contribute also, but far less often, to overcrowding issue as well. All of these issues are rebalanced or resolved as soon as possible.

Solution: The district Transportation Department proposes that all bus passes will be generated for students in the summer and distributed to the school to be handed to students on the first day of school. Presently the bus pass is a simple paper card, and the district can continue this method, but the district is also exploring bus passes encoded with RFID technology (radio-frequency identification) can be linked to existing GPS technology on buses. This technology can be used for immediate and accurate passenger counts to allow for quicker response to any overcrowding issues. This technology can also be linked to a secure parent portal that informs parents/guardians if and when their student got on and off their school bus and at which location. This new technology is in the early stages of research, study, and cost analysis and no recommendation from the Administration is provided at this time.

New Stop Requests (also response for gb#8-341)
The Student Handbook (page 44) describes the process for new stop requests as, "all requests for additions or changes of school bus stops must be made through the student's school principal or designee." The district evaluates and processed new stop requests from schools (not directly from parents/guardians). The process is slightly different for private, parochial, and charter schools, as the district requires these students to apply for transportation on an annual basis. As part of the application process, stop requests are considered based on a number of factors as described below.

New stop requests are evaluated based on safety, distance from school, and reasonableness issues. Instances where student safety is an issue is prioritized and addressed as soon as the safety issue is confirmed. Stops may be added to the existing trip or routes may change depending on how the new stop impacts existing routes to the school. Generally, new stop requests around distance from school occurs when students are newly enrolled in citywide programs (WTHS, Burncoat fine arts, Goddard Scholars, etc.) and the student enrolled late or the student database for school/academy within a school assignment is incorrect. While students maybe expected to be up to a mile from their assigned bus stop, every reasonable effort is made to accommodate requests much closer to home when possible.

To date, there have been 467 changes to big bus route this year through November 14, 2018. This total is 130 more (+39%) than the five-year previous average through the same point in time of the year.

Solution: The district is exploring an electronic workflow management module that can log all new stop requests and will allow the district transportation liaisons with real-time information regarding the status of the request to share with the parent/guardian or school.

Late Buses and Solutions:
The district attributes the vast majority of late buses this year to the following reasons: (1) driver absence (combined routes), (2) overcrowding (double-tripping routes), (3) loading times, routing/traffic and road construction issues, and (4) chronically late buses.

When **driver absences** in excess of any spare drivers occur, routes are often combined resulting in extended route times and lateness to the next schools (or in some cases the bus doesn't show up). The district

continues to monitor Durham School Services driver absences, daily bus shortages, or reported bus delays. The district withholds payments when buses do not operate as contractually allowed. The Administration has developed a reporting protocol for schools to report late bus issues so that Transportation Department can explore these issues with Durham (and deduct payment as warranted and authorized under the contract).

While addressing **overcrowded buses**, in some cases buses had to "double-trip" the run – taking one group of students to/from school and returning for the remaining group. This caused some of the late buses earlier in the year and these are immediately resolved when overcrowding loads are rebalanced. The ability to reduce/eliminate early year overcrowding (see solution on previous page) will also eliminate late buses in subsequent trips.

The planning of routes assumes reasonable time for student dismissal, loading, and buses leaving school property. Delays at one school cause a ripple of delays at other schools later in the day. In our study of late buses this year, we experienced a number of instances that the dismissal, loading, and exiting of buses was taking much longer than anticipated (or in some cases needed). There are a variety of contributing site-by-site factors to these delays. In many cases, we have encouraged schools to be more efficient with the dismissal process. In other cases, we need to segregate student / parent traffic patterns where possible. The Administration has also identified street flow issues that should is being looked at for future traveling efficiencies as well. These issues will be continually addressed as needed going forward.

In some cases, trips may be scheduled too efficiently (too tightly), and they need to be adjusted based on current conditions: construction, traffic, or otherwise to allow for greater travel time. Sometimes these issues may be temporary and other cases the solution requires a routing change. This issue most often occurs in buses that are travelling across the city to/from citywide programs.

Finally, a recent review of several **chronic late buses** indicate that the buses are (1) not combined, (2) there has been no overcrowding issues earlier in the day/route, and (3) there are no traffic/road construction issues impacting arrival times. Simply stated, the Administration believes that there is ample time to arrive at the next school on time for dismissal or arrival. The district will continue to address these issues with Durham School Services to determine what actions are needed to improve the timeliness of the buses.

Student Transportation is an important link for the 12,000 students that board buses each day. The timeliness of the buses are important so that **students** have the full instructional day available to them, so that **parents** can get to work or other obligations on time, and so that **schools** can operate smoothly without interruption in schedules. The proposed solutions will make significant improvements in scheduling and balancing of buses in a more efficient and effective manner.

IN FORCE911 POLICY & PROCEDURE

Issue Date: October 5, 2018

Effective Date: TBD

Revision Date:

I.   PURPOSE

The purpose of this policy is to provide guidelines for department personal in the use of In Force911.

II.   POLICY

It is the policy of the Worcester Police Department to participate in the use of the In Force911 alert system, in partnership with the Worcester Public Schools to enhance our ability to protect the school populations within our community and by decreasing our response times when there is a call for help and to receive critical information about the incident in real time.

The philosophy driving this policy recognizes that a critical incident at one of our schools, such as an active shooter, must be stopped to negate or reduce the loss of innocent lives. This will be the duty and responsibility of all responding officers.

III.   DEFINITIONS

In Force911: An emergency notification software application that is installed at the local schools, the Worcester Police Dispatch center and in our cruiser MDT's, to allow rapid emergency alerts to be sent and received. This software also allows for communication to occur between all parties in real time.

In Force911 Activation: Any alert that is activated through the use of In Force911 from the school or other subscriber that is recognized as a call for help. This activation may or may not include specific information about the nature of the emergency.

Chat: A feature of the software application is to allow for a "chat screen" to be opened by any party involved in the alert notification. This chat screen gives

anyone involved the ability to send and receive typed messages, which are used to help pass on critical information to all parties involved.

Reverse Alert: A method by which the Worcester Police Department can send alerts to notify schools and other participating organizations of pending threats or other important issues affecting their building(s) or organization, as the threat/issue is discovered or reported.

IV. PROCEDURE

The Operations Commander or his designee will be identified as the In Force911 coordinator and that person will be responsible for acting as a liaison with In Force911 and with the schools to insure that In Force911 is properly working. If any police employee experiences an issue with In Force911, they are to advise the Coordinator immediately.

All authorized officers who have been assigned a user account will be required to sign in to In Force911 on their cruiser MDT's at the beginning of every shift. Those officers and administrative staff that have In Force911 installed on their desktop computers at the station should be logged in to In Force911 at all times when logged in to a company computer.

All Police Personnel with department-issued cell phones may be ordered by the Chief of Police or his designee to install the In Force911 software application on their issued devices.

A. Response to an In Force911 Alert

When the department receives an In Force911 alert activation, the patrol supervisor should request that any available unit (F1 or F2 depending on location) respond to the location of the call for help.

The Patrol Supervisor should begin working with Dispatch to ascertain if there is any specific information available about the event and determine if a School Resource Officer (SRO) is present at the alert location. If an SRO is on scene, immediate communication shall be established by Dispatch.

Dispatch should send a message to the activating location, acknowledging that the In Force911 activation was received. The message could be something as simple as, "Alert received Officers enroute." This will provide the activating location with confirmation of that the alert was received and that officers are on the way.

Information can be gathered by reviewing the In Force911 chat window, by calling the school's number and/or by calling the cell phone of the principal or other administrators that may be known.

Responding units should rely on Dispatch passing on any information that is received by way of the In Force911 chat screen. No officer should attempt to read the In Force911 chat screen while responding to the call.

If the only information available is that there has been an In Force911 Alert, and no other information can be gathered, all responding officers will respond to this as a critical call for help and respond in accordance with an Active Shooter response protocol. (Would like to have our active shooter experts develop this protocol and attach to this policy).

B. Confirming an Accidental In Force911 Alert

There may be occasions where an In Force911 alert is activated in error from the school.

The Police Department and School Administrators will first establish that the alert was made in error and is not a true activation.

Once it is confirmed that the alert was made in error, Dispatch should communicate to all officers that it is believed the alert was sent in error. All responding officers should discontinue their emergency response and continue to the scene with traffic unless otherwise directed by a supervisor.

At least two officers and the Sector Sergeant should continue to the location of the activation to confirm the alert was made in error.

Upon their arrival, the officers on the scene should conduct an investigation to help dispel any concerns and to confirm that the alert was sent in error.

Once the investigation is complete and they have determined that the call was made in error, the Sector Sergeant shall notify Communication to end the alert.

If, at any time during this process, it cannot be confirmed that the alert was made in error, the officers on the scene should communicate that a full response is necessary in accordance with an Active Shooter response protocol.

C. Ongoing Training with In Force911

It should be recognized by all parties that the use of In Force911 will only work through the collaborative efforts of the police department and the schools. To

that end, police and school officials should routinely meet to develop, establish, and review local defined expectations regarding school safety plans, police response plans, and how the use of In Force911 is part of those plans.

Police SRO's and school officials should plan and conduct drills using the In Force911 alert system every year as part of these efforts.

In Force911 user guide

Logging in:

- **Click on the In Force911 icon on your desktop.**

- **Use the Username and Password provided to you in the email from In Force911**

Interface (map screen)

- **In Force911 utilizes BING maps to provide you with all In Force911 locations that we are connected to. This feature will enable the following: Locations will flash when notifying you of an alert, allow you to choose locations to view their details, send Reverse Alerts to notify locations of a threat in the area, and also provide you a map of the area**
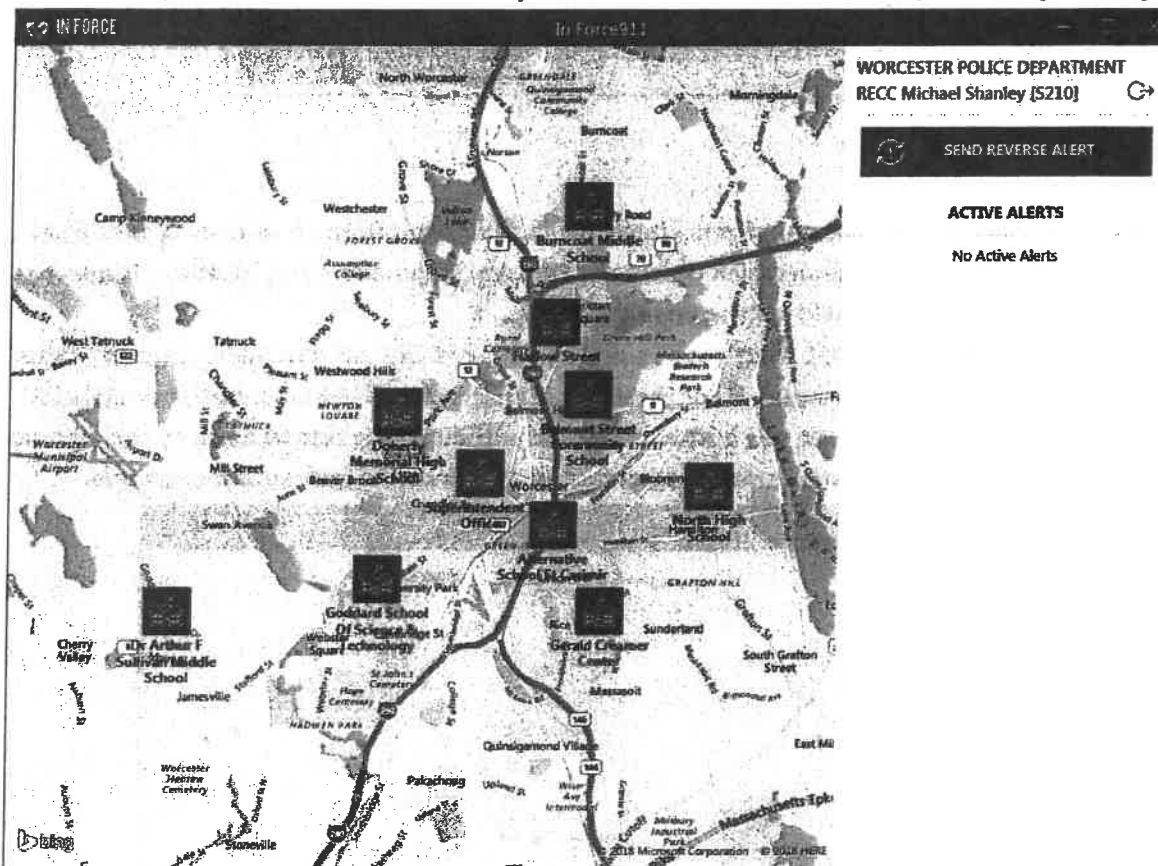
Receiving Alerts

- **As soon as an alert is activated by one of your connected locations you will be prompted with the following window. You will be prompted with this window whether In Force911 is opened or minimized within the taskbar. Besides being prompted with this window, you will also hear an alarm (volume must be on), see a flash on the IF911 icon within the taskbar and if you look at the BING map you will see the specific location flashing.**
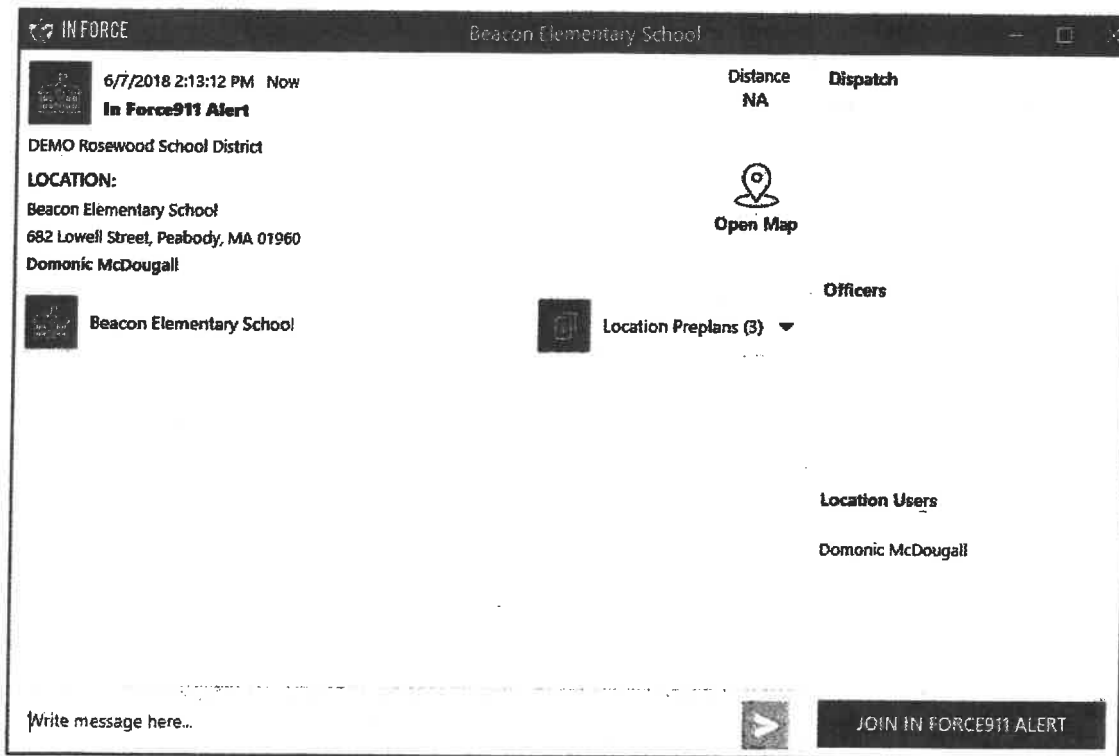
Using the Chatroom

- The IF911 chatroom consists of 5 items: Location from where the alert initiated from, dropdown of files from the "Location Details" feature, participant column which consists of Officers, Dispatchers and Location Users, ongoing chat between participants and an empty field to type your messages.
- Once the chat is joined, the "Join In Force911 Alert" button will be replaced with an "End Alert" button. If this button is clicked, you will be prompted for confirmation. If confirmed, that chatroom will no longer be accessible for participation. Under no circumstances should this button be clicked without being told to do so by the whomever is in command of the incident from the Worcester Police Department, as this ends the incident for everyone.
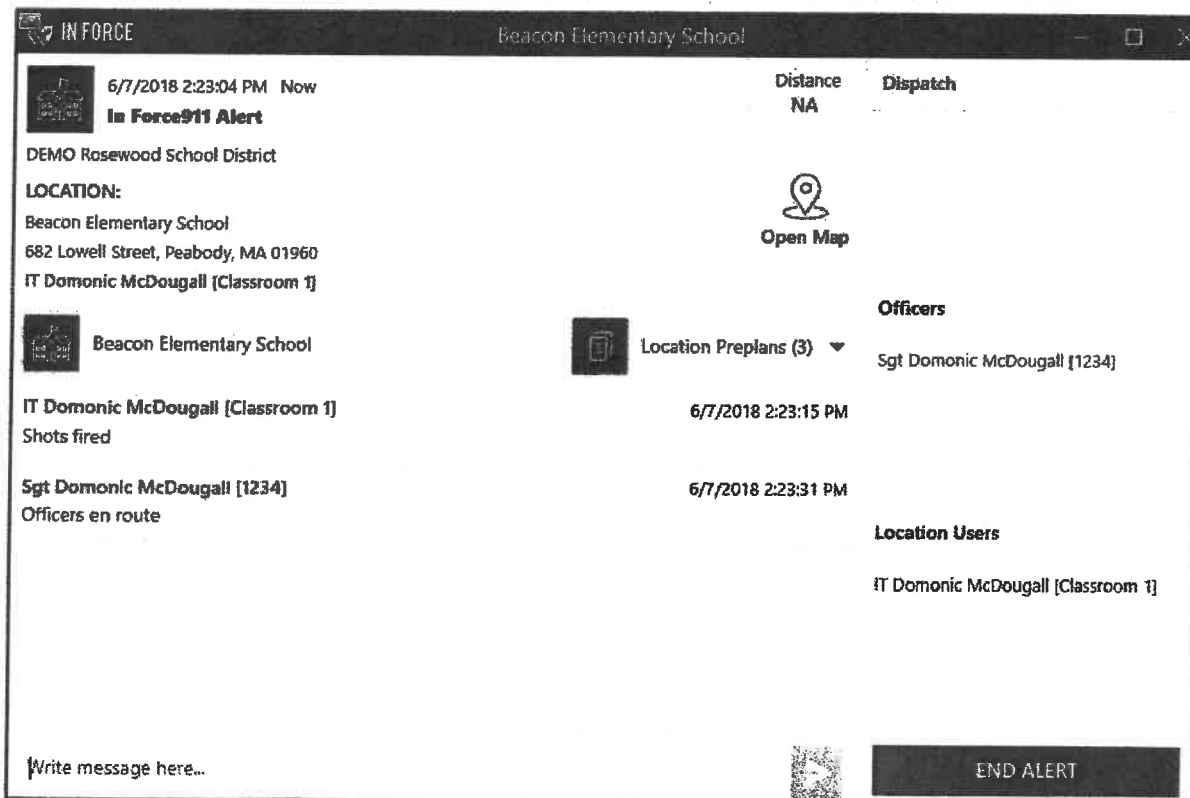
The City of
WORCESTER
EMERGENCY COMMUNICATIONS DEPARTMENT

ANNEX A
gb #8-311.1
Page 7

Michael E. Shanley
Acting Director

Elizabeth M. Monahan
Deputy Director

October 3, 2018

Procedural Directive #18-006

To: All Personnel
From: Acting Director Michael E. Shanley
Re: In Force911

PURPOSE:

The purpose of this directive is to provide guidelines for Department personnel in the use of In Force911

SCOPE:

All notifications of incidents at Worcester Public Schools received by Worcester Emergency Communications through the In Force911 software

DEFINITIONS:

- **In Force911:** An emergency notification software application that is installed at many Worcester Public Schools(WPS), the Worcester Regional Emergency Communications Center(WRECC), and on Worcester Police Department(WPD) Mobile Data Terminals(MDTs), which allows for emergency alerts to be sent and received rapidly. This software allows for communication to occur between all parties in real time.

- **In Force911 Activation:** Any alert that is activated through the use of In Force911 from a WPS or other subscriber that is recognized as a call for help. This activation may or may not include specific information about the nature of the emergency.

- **Chat:** A feature of the software application is to allow for a "chat screen" to be opened by any party involved in the alert notification. This chat screen gives anyone involved the ability to send and receive types messages, which are used to help pass on critical information to all involved.

PROCESS:

All Dispatchers have been assigned a user account and log in credentials. Every Dispatcher is responsible to be logged into the In Force911 software immediately upon logging onto their computer.

The WPS staff will be using the In Force911 software to alert the WRECC and WPD of an ACTIVE SHOOTER/HOSTILE EVENT in their school. This is the only reason that the WRECC and WPD should receive an In Force911 Activation. Knowing this, and in effort to preserve lives and safety, the WRECC shall immediately acknowledge the In Force911 Activation. This shall be done by an on duty call taker announcing to the room "I have the In Force911 Activation", acknowledging the alert in the software, and typing "Alert received, officers enroute". This will provide the activating location with confirmation

The City of
WORCESTER
EMERGENCY COMMUNICATIONS DEPARTMENT

ANNEX A
gb #8-311.1
Page 8

Michael E. Shanley
Acting Director

Elizabeth M. Monahan
Deputy Director

that the alert was received and that officers are on the way. We should not have multiple dispatchers messaging in the chat window, as this will cause confusion for all involved.

An incident shall be created in CAD, and sent to the appropriate Police Dispatcher. The Police Dispatcher shall contact the patrol supervisor, at which point the patrol supervisor will request that any available unit respond to the location of the call for help.

If a School Resource Officer is working at the School where the In Force911 Activation originated, the Police Dispatcher shall immediately establish communications with this Officer and provide updates as they are received.

Throughout the incident, the WRECC should continue to message in the chat to obtain details just as they would on a phone call. Any newly obtained information should be put out over the appropriate Police radio channels.

- **ENDING AN ALERT:** Once it is confirmed that the threat is over (or the determination that it was an accidental activation) the patrol supervisor in charge of the incident will notify Dispatch to "End the alert". At that point, Dispatch will click the "END ALERT" button on the In Force911 Chatroom. Doing this will end the alert for everyone. The "END ALERT" button should not be clicked at any time without first being told to do so by the patrol supervisor in charge of the incident.

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

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

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

Certification Requirements - Coursework & Practicum:

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

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

Elements of Orton-Gillingham:

Reading acquisition in all learners and the nature and needs of the dyslexic learner includes the following components:
- Phonological and Phonemic Awareness
- Phonics
- Reading Fluency
- Vocabulary
- Reading Comprehension

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

Standardized Materials:
- Phonogram drill cards
- The Gillingham Manual 8th edition (1997) By Anna Gillingham and Bessie Stillman

Progress Monitoring Tools/ Mastery Criteria:
- Teacher subjective based on diagnostic notes and analysis of previous lesson
- Pretests and post-tests levels

Sample on-line Training:

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

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

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

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

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

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

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

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

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

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

District Implementation of Wilson Reading and Language-Based Programs:

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

Elements of Wilson Language Reading System 4th edition (2018)

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

Wilson Training Requirements and Practicum:

In order for staff to be certified in Wilson, The district has provided on-going Wilson training to several special needs teachers based on the following professional development:
Please note that all teachers must be certified in order to provide Wilson Language services to students.

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

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

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

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

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

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

Special Education Department Priorities:

- [2] Wilson Trainers – Provides on-going training to district staff

- Wilson Language / Reading Programs:
    - [39] Learning Disabilities Specialist – Wilson Reading Program and selected Teachers of Moderate Special Needs
    - Fundations (K-3) General Education and Special Education Teachers
    - Just Words (Middle Schools) Reading Specialist and Special Education Teachers

- [40] Speech and Language Pathologist
    - [5] Speech and Language Assistants
    - Selected Speech and Language Pathologist sand Special Education Teachers are trained in Lindamood Phoneme Sequencing (LiPS) Program
    - **Lindamood Phoneme Sequencing® (LiPS®) Program** develops phonemic awareness—the ability to determine the identity, number, and order of sounds within words. The program teaches students to discover and label the oral-motor movements of phonemes. The established articulatory feedback enables students to verify the identity, number, and sequence of sounds in simple, complex, and multisyllabic words. The sensory-cognitive function of phonemic awareness is applied to reading, spelling, and speech

- [7] Orton - Gillingham Trained Teachers (Certifications may require re-certification program)

- Project Read [Framing Your Thoughts, Visualization and Comprehension] Implementation Plan for training staff began August 2018 – June 2020

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

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

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

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

FEASIBILITY ANALYSIS OF OUT OF DISTRICT PROGRAMS:

The following DESE approved private schools services students with Language-based Disabilities, Attention Deficit Disorder, Executive Function Disorder, Dyslexic, Learning Disabled, Mild Learning Disabled, and Non-Verbal Learning Disabilities. At this time, WPS do not have any students attending these out of district programs who are in need of Language-based services with the exception of Summit Academy due to an Autism diagnosis.

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

Worcester Public Schools

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

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

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

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

- District meeting was held on January 11, 2019 to discuss a possible research collaboration with Mass General Hospital with Dr. Tiffany Hogan, Director of Speech & Language Literacy Lab at MGH. A follow-up meeting has been scheduled to finalize the districts' participation in this research study. This research will focus on early literacy intervention that will assist the district to refine our identification process of students who may be Dyslexic through a research-based early intervention program.

- Carroll School is a DESE approved private school known nationally for servicing students with a language-based and dyslexia. Special education staff have scheduled an on-site visit to Carroll School in Waltham on February 6, 2019. The following district representative will include Sue Gallagher, SPED Dept. Head of LD, Melanie Sullivan-Fogerty, SPED Dept. Head of Speech and Language, Cheryl Koki, Focus Instructional Coach of Specialized Instruction and Learning Disabilities. The purpose of this visit will allow district staff to visit classrooms in order to preview Carroll Schools' program for students with dyslexia and language-based disabilities.

- March 4 - 5 2019 Everyone Reading Conference [Success for students with Dyslexia & LD]

  o A team of WPS representatives are presenting *Getting "What Works" Going in Classrooms! Leslie Laud, Instructor, Bank Street College of Education, Susan O'Neil, Deputy Superintendent, Worcester Public Schools, Magdalena Ganias, Professional Development Coordinator, Worcester Public Schools, Colleen Dyer, ELA Coordinator, Worcester Public Schools, and Michelle Maloney, Grade Four Teacher, Worcester Public Schools Are you expected to support colleagues in improving instruction, particularly for students who struggle? Learn how grade-team, school and district leaders' turn-key cutting-edge literacy practices. Learn "what works" and see data gains from presenters' schools.*

  o The Everyone Reading Annual Conference is a platform to learn about language-based learning disabilities and dyslexia, and the explicit, systematic instruction needed to develop skilled readers. S.P.I.R.E., along with its digital version inspire, is an Orton-Gillingham based reading intervention program designed to help students build reading success through an intensive, structured, and spiraling curriculum

  o The SPED Department will also send participants to engage in several of the PD sessions on Multi-sensory Approaches to Literacy, Specially Designed Instruction in Reading: Intensify Reading Interventions, and Orton- Gillingham

Worcester Public Schools

- District on-going partnership with Barbara Wilson, Founder of Wilson Reading System (WRS) who was also trained at Mass General Hospital in Orton Gillingham methodology has extensive background in working with Dyslexic students. WRS is also used in public elementary, middle, and high schools, private schools, private clinics, community colleges, and adult education settings across the United States as well as in the Bahamas, Brazil, Canada, England, Ireland, and Qatar.

  o **When asked the question - What do students with dyslexia require that other students may not?**
  Ms. Wilson stated: "The biggest difference is that students with dyslexia need to be taught word structure systematically, incrementally, and with mastery. They need a lot of opportunities to apply their decoding skills in text that is limited to word structures that have been directly taught. Students with dyslexia develop fluency incrementally and they need substantial practice with specific word patterns for mastery."

  o Ms. Wilson feels strongly that it is the commitment to teacher support that makes Wilson stand out. Also for over 30 years, Wilson has worked collaboratively with school districts to implement achievable and sustainable plans for teacher and student success. Wilson program has provided training to nearly 220,000 teachers across all 50 states. Approximately, 25,000 are Wilson Reading System® (WRS) Level I certified. In 2016, Wilson worked closely with well over 200 districts to develop comprehensive implementation plans that include professional learning to support teachers' use of the programs with fidelity.

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

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

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

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

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

Worcester Public Schools

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

Regards,

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

Enclosures and Resources:

1. Massachusetts Dyslexia Screening Law - Screening by schools for Dyslexia will enable early identification. When students are screened for key indicators, including phonemic awareness and naming speed at an early age, intervention can target needs based on explicit systematic instruction.

2. District Special Education Reading & Language-Based Programs
   Summary of Specialized District Initiatives (2018-20

3. District Special Needs Learning Disabilities Teachers - Evaluate students using WJIV Woodcock Johnson
   Dyslexia Evaluation Checklist: Teacher Form

4. Crafting Minds – Melissa Orkin, Ph.D. – Common Profiles Subtypes of Dyslexia
   Dyslexia is characterized in part by the striking inability to read accurately and or
   fluently, despite adequate exposure and instruction.

5. Academy of Orton-Gillingham Practitioners and Educators https://www.ortonacademy.org/training-certification/classroom-educator-ogce-level/
   Children's Dyslexia Center also has professional development and training available that we will share with staff

Worcester Public Schools

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

Programs	Description of Interventions for Students with a Language-Based Disability	Targeted Students Implementation Plan	Training Requirements & District staff
Wilson Reading System	WRS is an intensive Tier 3 program for those with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia. students receive instruction in: • Word structure, in depth, for automatic decoding and spelling • Word recognition and spelling of high frequency words, including irregular words • Vocabulary, word understanding, and word-learning skills • Sentence-level text reading with ease, expression, and understanding • Listening comprehension with age-appropriate narrative and informational text • Reading comprehension with narrative and expository text of increasing levels of difficulty • Narrative and informational text structures • Organization of information for oral or written expression • Proofreading skills • Self-monitoring for word recognition accuracy and comprehension	Grade 2- Adult Special Education Learning Disabilities Specialist Implementation: Elementary, Middle and High Schools (2010 – 2016)	3-day introductory workshop; certified practicum in Levels 1 & 2 All (39)District Learning Disabilities Teachers are trained in Wilson Level 1 (2) District Wilson Trainers Level 1 & 2
Fundations	Based on the Wilson Reading System® principles, Wilson Fundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Students receive a **systematic program in** critical **foundational skills**, emphasizing: Phonemic awareness Phonics/ word study	Grades K-3 Facilitators General Education and Selected Special Education Teachers (2010 – 2016)	One-day general ed. workshop for each grade level. Elementary Schools Tiered 2 Intervention (2018-2019)

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

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

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

Program	Description		
Lively Letters	The Lively Letters program is used throughout the US and globally as a supplement to the core reading curriculum in grades Pre-K - 2. It is also used as a powerful intervention program, quickly closing gaps for all types of learners and struggling students of all ages. The Lively Letters Program addresses the needs of students with various learning challenges, including the following: • Students with various reading disabilities, including dyslexia • Students with speech and language disorders • Students with memory weaknesses • Student learning English as a second language The Lively letters program teaches students the following critical skills: • Phonemic Awareness • Speech Production • Phonics	Pre-School Teachers and (40) Speech and Language Pathologists received training.	On-going Implementation 2018 - 2019 Analysis and Review of student progress
Lindamood Phoneme Sequence Program for Reading, Spelling, and Speech (LiPS)	The LiPS® Program addresses the sensory cognitive functions, and the development of an oral-motor, visual, and auditory feedback system that enables all students to prove the identity, number, and order of phonemes in syllables and words. It is more basic and more extensive than traditional phonics programs. LiPS teaches students to discover and label the oral-motor movements of phonemes phonemic awareness is then applied to reading, spelling, and speech. Students can then verify the identity, number, and sequence of sounds in words. Visualizing and Verbalizing program develops concept imagery to address comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking and writing.	Children and adults of all ages SPED Teachers and Speech and Language Pathologist	Specialized Training (3-4) days/Monitoring Projected Training Dates May – Oct 2019
Edmark Reading Training	Across Levels 1 and 2, the Edmark Reading Program provides repeated encounters with 350 frequently seen sight words and three word endings. Students begin by recognizing and reading a new word in isolation and then in the context of phrases, sentences, and stories. They use their newly learned words in a variety of reading activities, which include matching pictures to words, using manipulatives, reading story books, practicing spelling and writing, and playing interactive card and board games for reinforcement of word recognition and comprehension	Students with developmental disability, intellectual disability, autism, hearing impairment; and ELL learners	Teacher Training through the formal training program

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

Orton-Gillingham	Orton- Gillingham (OG) is a systematic intensive multi-sensory reading intervention that requires educators to complete a coursework (30-40 hours) as well as (50) hours of a supervised practicum which must also include 1:1 observations. The Orton Gillingham Classroom Educator is qualified to apply the principles of the Orton-Gillingham approach to modify and provide literacy instruction for a classroom or small groups (Tier 1), and targeted direct instruction to individual students which can also include a (Tiered 3) service delivery intervention model. Currently, the district has two learning disabilities specialist trained in Orton-Gillingham and we are exploring feasibility to train additional special needs teachers in this multisensory program. As a result of school committee request, the special education department will also review service delivery needs of students with a language-based disabilities to address an implementation plan of Orton- Gillingham at the elementary level given the emphasis for students in grades: (K-3). Additionally, The Institute of Multi-Sensory Education (IMSE) is offering an OG training in Massachusetts. The cost for each participant is $1,175.00. This comprehensive training provides participants with an in-depth understanding of IMSE's Orton-Gillingham methodology over the course of (30) hours. IMSE course is a more traditional OG approach that focuses primarily on phonological awareness and phonics. Participants will also discuss how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction.	Targeted Students Grades: K-3 Implementation Plan of OG Training: Based on funding and given support from Principals to implement an OG Program for selected students based on IEP's the district will identify and train a specific number of Elementary Teachers of Moderate Special Needs or Learning Disabilities Teachers.	IMSE Comprehensive Orton-Gillingham Training (30)Hours Anticipated Training Dates March 11 -15, 2019 Review of students with disabilities who have a language- based disability or dyslexia to determine if OG intervention would be an appropriate multi-sensory intervention
Research Study with MGH Institute of Health Professional Study	MGH – Speech & Language Literacy Lab Tiffany P. Hogan, PhD, MGH Institute of Health Professions World Learning, reading and Academic Achievement: A Longitudinal Study from Kindergarten to 4th Grade. This will include: • Language screening to determine which students will participate in study • Teachers will receive data on classroom screening measures • Research staff will provide professional development on language as related to reading and academic achievement, as well as implementation of evidence-based language and reading comprehension instruction, which can help close achievement gaps	Research Projects based on parental consent for students Grades: K-4 Dyslexia screener as required by the new Dyslexia Law	June 2019 – June 2020

MASSACHUSETTS DYSLEXIA SCREENING LAW

**Like similar laws for screening vision, and hearing in Massachusetts,
screening by schools for dyslexia will enable early identification.**
When students are screened for key indicators, including **phonemic awareness** and **naming speed** at an early age, intervention can target needs based on explicit systematic instruction.

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

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

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

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

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

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

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

Approved, October 19, 2018

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Dyslexia Evaluation Checklist: Teacher Form

Woodcock Johnson IV   Woodcock Johnson IV ECAD™
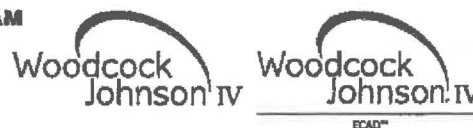
Student's Name (Last)_____ (First)_____ Date_____

Teacher's Name (Last) _____ (First)_____

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

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

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

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

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

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

D. Attitude Toward Reading
- ❑ 1. Complains about reading
- ❑ 2. Shows frustration or anxiety when reading
- ❑ 3. Resists reading aloud

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

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

G. Additional concerns:
_____
_____
_____

EXAMINER USE ONLY

Exclusionary Factors: Please check the following factors that might be contributing to the student's reading and spelling difficulties.
- ❑ 1. Vision impairment
- ❑ 2. Hearing impairment
- ❑ 3. Motor impairment
- ❑ 4. Emotional disturbance
- ❑ 5. Intellectual impairment
- ❑ 6. Limited English proficiency
- ❑ 7. Health-related concerns
- ❑ 8. Poor school attendance
- ❑ 9. Environmental or economic disadvantage

WJ IV INTERPRETATION AND INSTRUCTIONAL INTERVENTIONS PROGRAM

Dyslexia Evaluation Checklist: Parent Form

Woodcock Johnson IV   Woodcock Johnson IV ECAD™

Student's Name (Last)_____ (First)_____ Date_____

Respondent's Name (Last)_____ (First)_____

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

Relationship:

❑ 1. Mother
❑ 2. Father
❑ 3. Guardian
❑ 4. Stepmother

❑ 5. Stepfather
❑ 6. Grandmother
❑ 7. Grandfather
❑ 8. Sister

❑ 9. Brother
❑ 10. Aunt
❑ 11. Uncle
❑ 12. Other (specify) _____

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

A. Development

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

B. Family History

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

C. Nonreading Skills

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

D. Prereading Skills

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

E. Reading Skills

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

F. Spelling and Writing Skills

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

G. Additional concerns:

_____
_____
_____
_____

Additional Considerations in Dyslexia Assessment

Woodcock Johnson IV   Woodcock Johnson IV
ECAD™

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

1. If the student exhibits reading and spelling difficulties and currently has average phonological/phonemic awareness, review the student's history to determine whether there is evidence of previous phonological/ phonemic awareness interventions. Prior effective instruction in phonological/phonemic awareness may have remediated these skills in isolation, while the student might continue to have difficulties in reading and spelling. Thus, average phonological awareness scores alone do not rule out the existence of dyslexia. Ongoing phonological awareness deficits can also be exhibited in more advanced phonological tasks involving multisyllabic words and manipulation, as well as in word reading and/or spelling.

2. A weakness in orthographic awareness can be a significant contributing factor to dyslexia. Orthographic awareness is often assessed through tests of irregular word reading and spelling. A person's recognition and retrieval of orthographic patterns may be ascertained by analysis of the patterns of responses, as well as the scores, on measures of irregular word reading and spelling. People with a weakness in orthographic awareness are more successful in reading and spelling phonically regular words than irregular words and tend to spell irregular words the way they sound rather than the way they look.

3. As a person grows older and reads less, the limited reading affects the development of both vocabulary and academic knowledge, areas generally assessed by cognitive ability tests. As a result, a person may not have a discrepancy between cognitive abilities and his or her present level of reading skill.

4. Dyslexia often occurs along with other disorders, such as Attention Deficit/Hyperactivity Disorder and speech or language impairment. It is important to consider the additional impact these disorders can have on both cognitive and linguistic measures. In these cases, a significant discrepancy may not exist between a person's cognitive or linguistic abilities and his or her present reading skill level.

5. The symptoms of dyslexia can vary based upon a person's age and the type of prior instruction he or she received. What often begins as a problem with reading accuracy becomes a problem with reading rate and automaticity. Thus, measures of reading rate should be included in most comprehensive dyslexia evaluations.

6. In cases of dyslexia and speech or language impairment, a person's potential to read successfully may be more accurately estimated by measures of nonverbal reasoning and mathematics.

7. Typically, the more cognitive factors that are involved, the greater difficulty a person will have learning to read and spell.

8. The Woodcock-Johnson IV (WJ IV) does not provide multiple measures of all important constructs, such as rapid automatized naming or timed nonsense word reading. At times, it may be necessary to supplement the WJ IV with other instruments.

9. Dyslexia occurs across all languages; however, it affects individuals differently depending on the characteristics of their language (Mather & Wendling, 2012). The nature of a language's writing system, or its orthography, impacts the reading process. Thus, the most salient characteristics of dyslexia may differ from language to language. For example, shallow or transparent written languages, such as Spanish, Finnish, and German, have more predictable sound (phoneme)/letter (grapheme) correspondences; consequently, students more easily develop phoneme-grapheme correspondence in such languages. So for students speaking these languages, a slow reading rate may be more characteristic of dyslexia than poor phonological processing (Alvarado & Bilingual Special Education Network of Texas, 2011; Mather & Wendling, 2012; Texas Education Agency, 2014).

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

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Crafting Minds

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Common Profiles/Subtypes of Dyslexia

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

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

Figure 1: Assessment Battery for Identifying Reading Subtypes.

Oral Language Ability	Single Word & Connected Text Ability	Retrieval/ Reading Efficiency	Phonological Abilities	Cognitive Abilities	Suggested Comprehensive Battery
Listening Comp. (CELF:USP)	Reading Comp. (GORT; WJ; WIAT)	Single Word Reading Efficiency (TOWRE)	Nonword Decoding (WJ WIAT, WIST)	Working Memory (WISC; KBIT)	Does your district have these measures or comparable measures for each category?
Receptive Lang (CELF)					
Vocabulary (CELF; PPVT)	Fluency (GORT; WJ; WIAT)	Phonemic Decoding Efficiency (TOWRE)	Phono. Processing (CTOPP)	Processing Speed (WISC; KBIT)	Who is responsible for administration of each measure?
Narrative Memory (WRML)	Basic Single Word Reading (WJ; WIAT; WIST)	Rapid Naming (CTOPP; RAN/RAS)			
Expressive Lang (CELF/EVT)					

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

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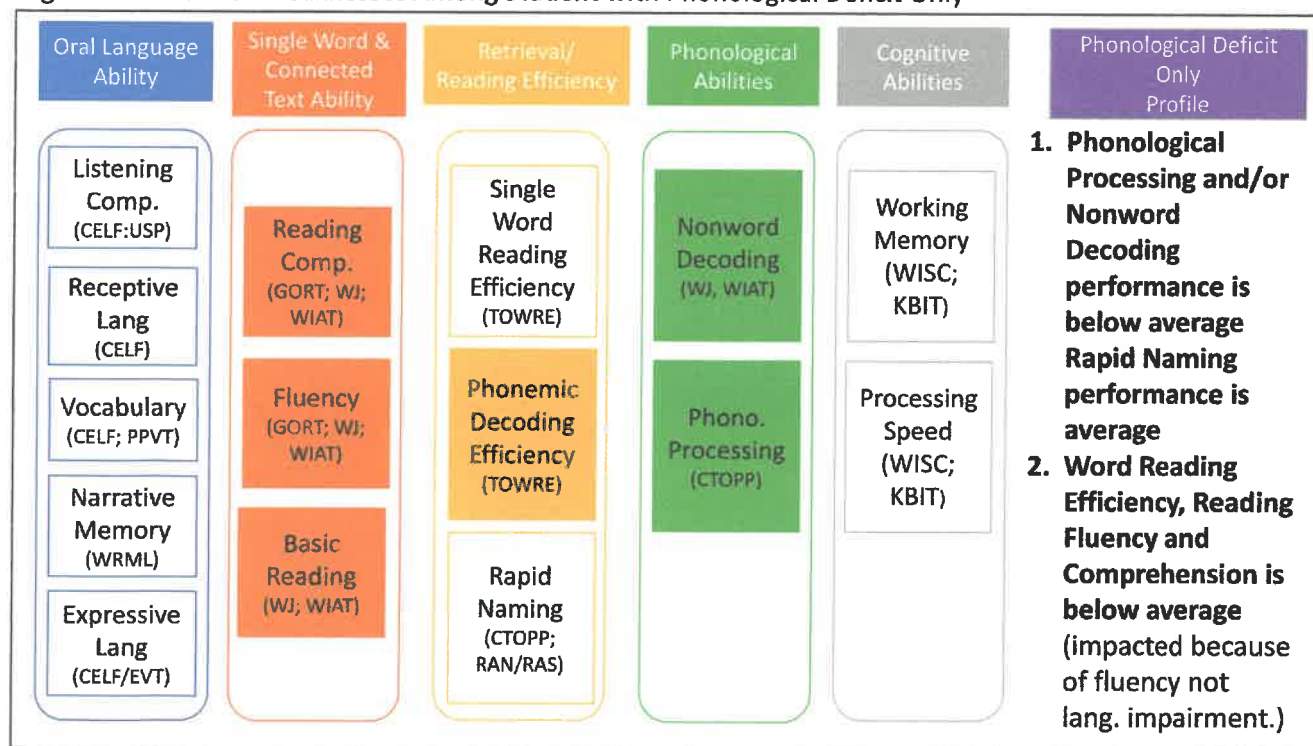shing between and manipulating the sounds in language; and b) matching up sounds with corresponding symbols for accurate reading and spelling. A Phonological Deficit is indicated by *below average* performances on measures of phonological and phonemic awareness, and/or non-word phonemic decoding. *These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

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

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

| Oral Language Ability	Single Word & Connected Text Ability	Retrieval/ Reading Efficiency	Phonological Abilities	Cognitive Abilities	Phonological Deficit Only Profile
Listening Comp. (CELF:USP)	Reading Comp. (GORT; WJ; WIAT)	Single Word Reading Efficiency (TOWRE)	Nonword Decoding (WJ, WIAT)	Working Memory (WISC; KBIT)	1. **Phonological Processing and/or Nonword Decoding performance is below average** **Rapid Naming performance is average** 2. **Word Reading Efficiency, Reading Fluency and Comprehension is below average** (impacted because of fluency not lang. impairment.)
Receptive Lang (CELF)	Fluency (GORT; WJ; WIAT)	Phonemic Decoding Efficiency (TOWRE)	Phono. Processing (CTOPP)	Processing Speed (WISC; KBIT)	
Vocabulary (CELF; PPVT)					
Narrative Memory (WRML)	Basic Reading (WJ; WIAT)	Rapid Naming (CTOPP; RAN/RAS)			
Expressive Lang (CELF/EVT)					

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

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

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

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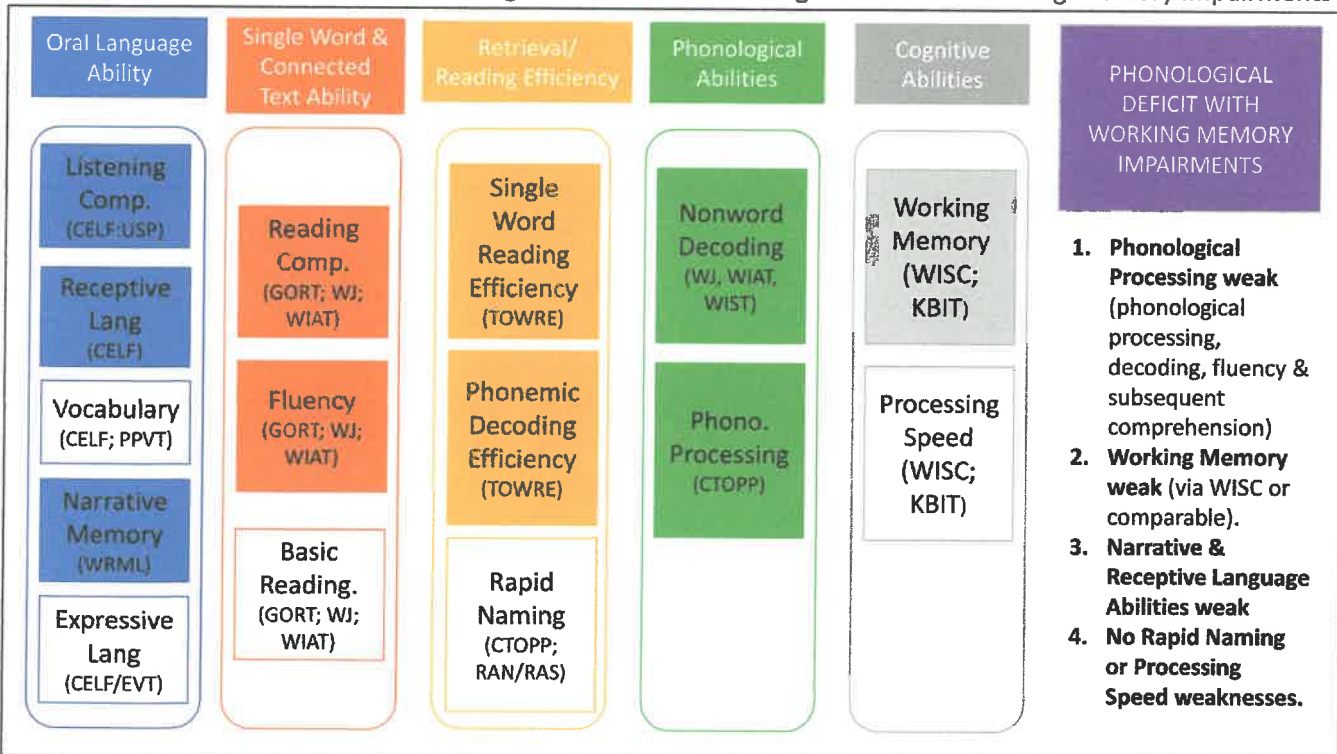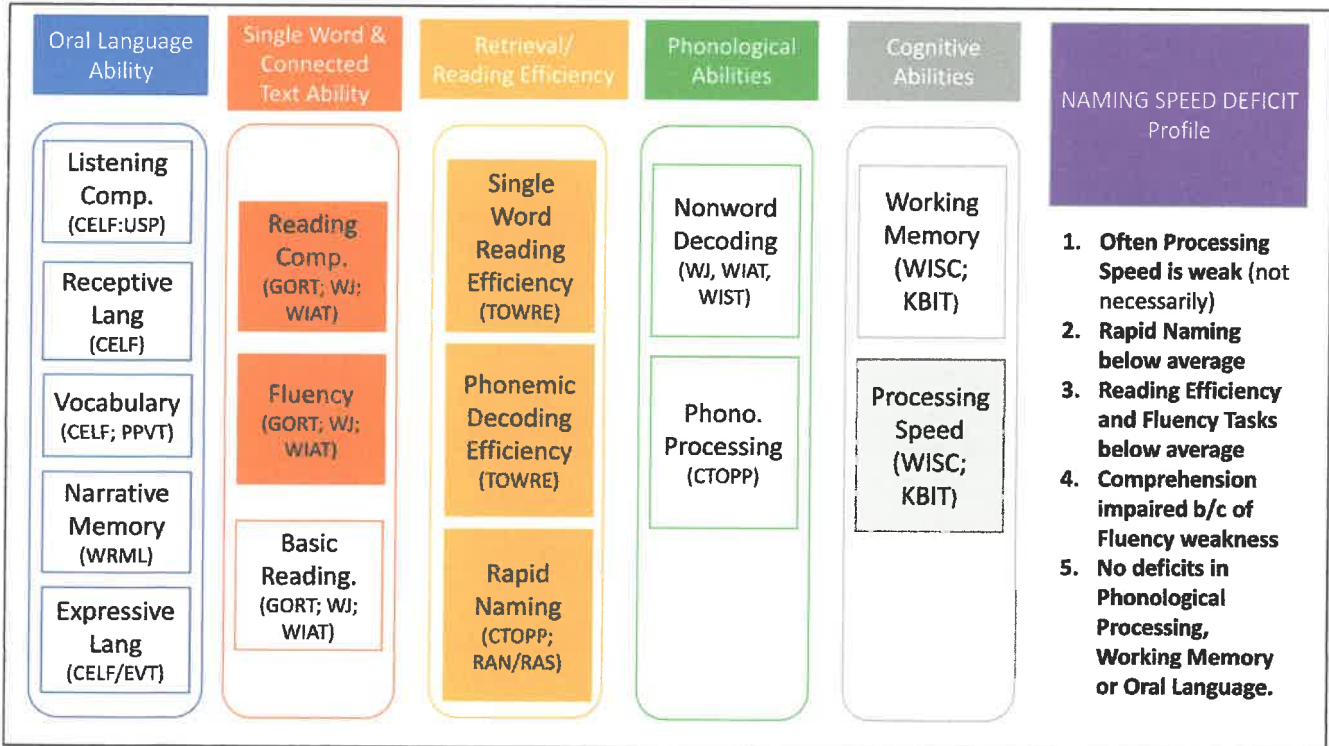

* *Shaded boxes represent areas of Below Average performance, and/or relative weakness that impacts achievement.*

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

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

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

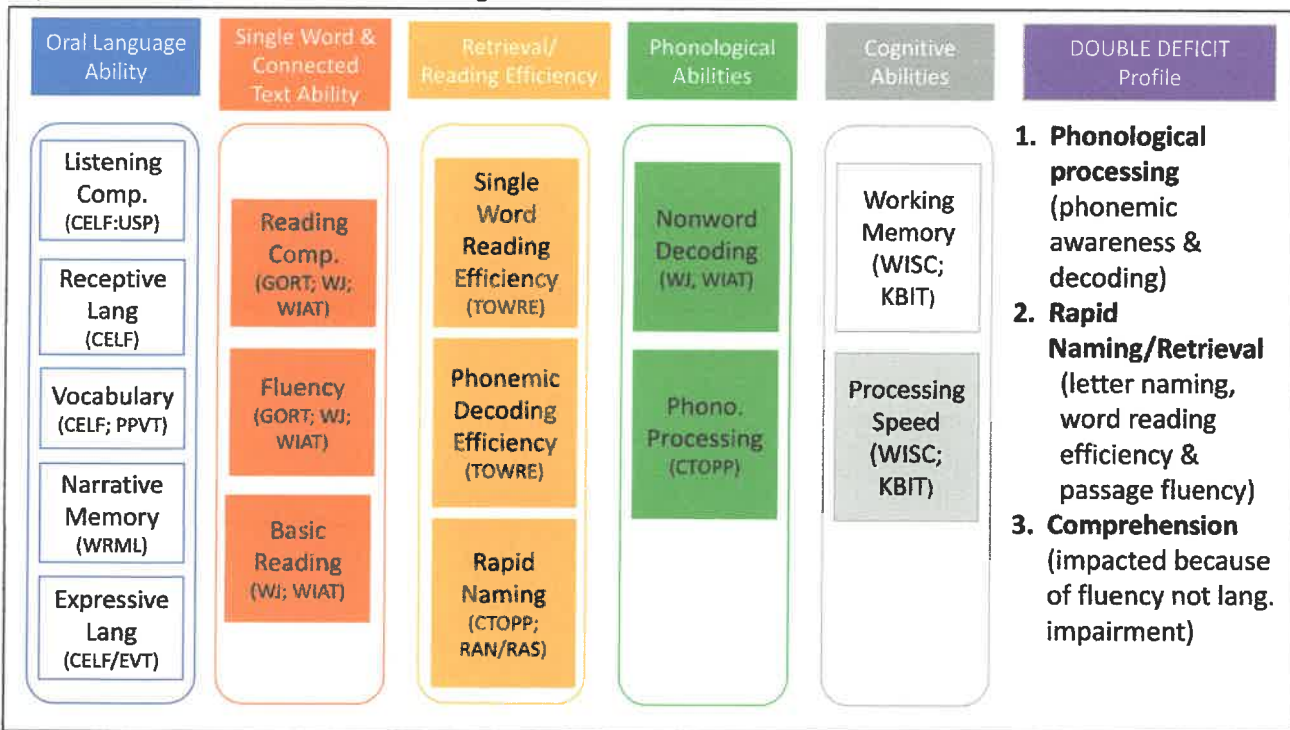| Oral Language Ability	Single Word & Connected Text Ability	Retrieval/ Reading Efficiency	Phonological Abilities	Cognitive Abilities	NAMING SPEED DEFICIT Profile
Listening Comp. (CELF:USP)	Reading Comp. (GORT; WJ; WIAT)	Single Word Reading Efficiency (TOWRE)	Nonword Decoding (WJ, WIAT, WIST)	Working Memory (WISC; KBIT)	1. **Often Processing Speed is weak** (not necessarily)
Receptive Lang (CELF)					2. **Rapid Naming below average**
Vocabulary (CELF; PPVT)	Fluency (GORT; WJ; WIAT)	Phonemic Decoding Efficiency (TOWRE)	Phono. Processing (CTOPP)	Processing Speed (WISC; KBIT)	3. **Reading Efficiency and Fluency Tasks below average**
Narrative Memory (WRML)	Basic Reading. (GORT; WJ; WIAT)	Rapid Naming (CTOPP; RAN/RAS)			4. **Comprehension impaired b/c of Fluency weakness**
Expressive Lang (CELF/EVT)					5. **No deficits in Phonological Processing, Working Memory or Oral Language.**

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

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

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

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

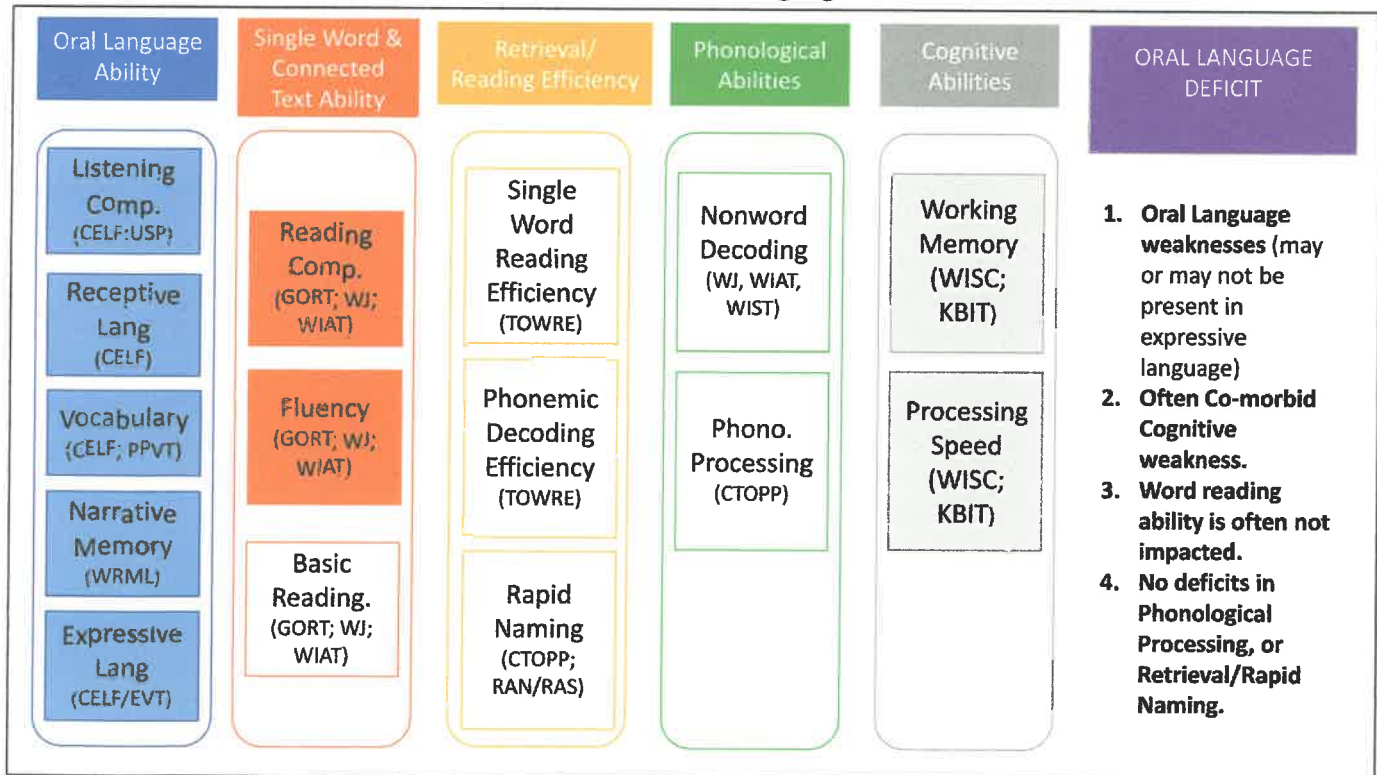| Oral Language Ability	Single Word & Connected Text Ability	Retrieval/ Reading Efficiency	Phonological Abilities	Cognitive Abilities	DOUBLE DEFICIT Profile
Listening Comp. (CELF:USP)	Reading Comp. (GORT; WJ; WIAT)	Single Word Reading Efficiency (TOWRE)	Nonword Decoding (WJ, WIAT)	Working Memory (WISC; KBIT)	1. **Phonological processing** (phonemic awareness & decoding)
Receptive Lang (CELF)					2. **Rapid Naming/Retrieval** (letter naming, word reading efficiency & passage fluency)
Vocabulary (CELF; PPVT)	Fluency (GORT; WJ; WIAT)	Phonemic Decoding Efficiency (TOWRE)	Phono. Processing (CTOPP)	Processing Speed (WISC; KBIT)	
Narrative Memory (WRML)	Basic Reading (WJ; WIAT)	Rapid Naming (CTOPP; RAN/RAS)			3. **Comprehension** (impacted because of fluency not lang. impairment)
Expressive Lang (CELF/EVT)					

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

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

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

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

Oral Language Ability	Single Word & Connected Text Ability	Retrieval/ Reading Efficiency	Phonological Abilities	Cognitive Abilities	ORAL LANGUAGE DEFICIT
Listening Comp. (CELF:USP)		Single Word Reading Efficiency (TOWRE)	Nonword Decoding (WJ, WIAT, WIST)	Working Memory (WISC; KBIT)	1. **Oral Language weaknesses** (may or may not be present in expressive language)
Receptive Lang (CELF)	Reading Comp. (GORT; WJ; WIAT)				
Vocabulary (CELF; PPVT)	Fluency (GORT; WJ; WIAT)	Phonemic Decoding Efficiency (TOWRE)	Phono. Processing (CTOPP)	Processing Speed (WISC; KBIT)	2. **Often Co-morbid Cognitive weakness.**
Narrative Memory (WRML)					3. **Word reading ability is often not impacted.**
Expressive Lang (CELF/EVT)	Basic Reading. (GORT; WJ; WIAT)	Rapid Naming (CTOPP; RAN/RAS)			4. **No deficits in Phonological Processing, or Retrieval/Rapid Naming.**

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

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

The Center on Response to Intervention has wonderful resources available for administrators and they can be accessed at www.rti4success.org.

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: STARS Residencies FY19 Clark Street Community School

Type of Funder: Massachusetts Cultural Council

Awarded Amount: $5,000.00

Grant Funding Period: November 12, 2018 – June 14, 2019

Project title: Neighborhood Strings

Program coordinator: Fjodor Dukaj

Purpose: This residency will transform the lives of urban youth through music.

Description of the program: National Strings will provide free instruments, free after-school music lessons and ensembles in string instruments and intensive mentorship by teaching artists. Youth at the school will learn to make music together with musicians and in the process, they discover a creative outlet that hones life skills like discipline, cooperation, imagination, and leadership.

Program location: Clark street Community School

Outcomes and Measures: Students will not only gain the satisfaction of creating music, but also the many benefits of music education, including self-discipline, improved academic performance, and the confidence both to lead and to cooperate.

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: Amplify Program

Type of Funder: Massachusetts Cultural Council

Awarded Amount: $1,000.00

Grant Funding Period: January 2, 2019 through June 30, 2019

Project title: Unites Master Class Project

Program coordinator: Lisa Leach, Liaison

Purpose: To strengthen the connections between elementary schools and the
                               Burncoat Middle and High School music magnet program that will help
                               students become better musicians and citizens.

Description of the program: The coaching staff will meet with the directors to choose music and
                               prepare a beginners orchestra event for elementary instrumentalists.
                               Students will work with program staff to develop a master class experience
                               where they can support elementary musicians.

Program location: Burncoat Quadrant

Outcomes and Measures: Students and families will benefit from this program as they will see how they
                               can improve as musicians, get to know others with a passion for music making
                               and see a path for themselves to continue their study.