

In order to participate in all future public meetings in the Esther Howland Chamber, please call 415-655-0001 (Access Code: 735751404) to participate.

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

AGENDA #22

on: Thursday July 16, 2020
at: 4:00 p.m. – Regular Session
5:30 p.m. - Executive Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION
PLEDGE OF ALLEGIANCE
NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #0-25 - Clerk
(July 8, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 18, 2020.

aor #0-26 - Clerk
(July 8, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 2, 2020.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

gb #0-199 - Administration
(June 8, 2020)

To recognize Mark Berthiaume, Student Assignment Officer, for his 43 years of dedicated service to the Worcester Public Schools.

VI. REPORT OF THE SUPERINTENDENT

ACTION

ros #0-7 - Administration
(July 8, 2020)

SUPERINTENDENT’S SUMMATIVE EVALUATION

VII. COMMUNICATIONS AND PETITIONS

c&p #0-12 - Clerk
(June 21, 2020)

To consider a communication from Kwaku Nyarko relative to the Worcester Voter Registration Initiative partnering with the Worcester Public Schools to increase voter turnout in the city through community engagement, workshops, and civics lessons catered towards the youth.

VIII. REPORTS OF THE STANDING COMMITTEES - NONE

IX. PERSONNEL -NONE

X. GENERAL BUSINESS

gb #0-138.3 - Administration/Ms. Novick/Miss Biancheria/Mr. Foley
(July 6, 2020)

Response of the Administration to the motions from the FY21 Budget:

500-91133 Nursing and Clinical Care Salaries

Request that the Administration report publicly on the difficulties in hiring school nurses.

Request that the Administration provide a list of the schools that have nurses to include the hours that they are on site and the gaps and the challenges relative to hiring school nurses.

gb #0-177.2 - Administration/Mr. Monfredo
(June 24, 2020)

Response of the Administration to the request to send out a ConnectEd message in June, July and August alerting parents of the opportunity to pick up books on loan from the Worcester Public Library.

GENERAL BUSINESS (continued)ACTION

gb #0-218.1 - Administration/Mayor Petty/Miss Biancheria/
Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick
(July 8, 2020)

Response of the Administration to the following motions that the Administration:

- partner with neighborhood centers in order to get the information out to parents.
- provide an update on the Chromebook funding and distribution.
- survey parents in order to assess their level of comfort with computers when helping their child/ren.
- consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.

gb #0-221 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Ms. Novick
(June 21, 2020)

Request that the Administration provide an update on the number of IEP students that:

- have extended school year services
- receive remote services at school or at home during the summer

gb #0-222 - Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick
(June 24, 2020)

Request that the Administration provide a report on the process for the public voting for elections in September and November in school buildings to include security measures, COVID 19 precautions and cleaning processes.

gb #0-223 - Administration
(July 6, 2020)

To consider amendments to the current Student Dress Code Policy to be included in the Student Handbook and the Policy Manual.

GENERAL BUSINESS (continued)

ACTION

gb #0-224 - Administration
(July 6, 2020)

To accept the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) ESSER - Elementary and Secondary Schools Emergency Relief Grant in the amount of \$9,463,606.

gb #0-225 - Mrs. Clancey/Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 1, 2020)

Request that the Administration provide a report on Chromebook distribution indicating how many more are needed with hot spots in order to accommodate all students in the Worcester Public Schools and include a plan for the distribution of these devices.

gb #0-226 - Mrs. Clancey/Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 1, 2020)

Request that the Administration study the feasibility of implementing Google Classroom Trainings for parents/guardians prior to the start of the school year.

gb #0-227 - Mrs. Clancey/Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 1, 2020)

Request that the Administration provide an update on the district's plans to conduct kindergarten screening for the start of the 2020-21 school year.

gb #0-228 - Administration
(July 6, 2020)

To consider review of the following Innovation Schools Annual Evaluations:

Chandler Magnet School
Claremont Academy
Goddard Scholars Academy at Sullivan Middle School
Goddard School of Science and Technology
Woodland Academy
Academy of Science, Technology and Health at Worcester East Middle School
Worcester Technical High School and
University Park Campus School

GENERAL BUSINESS (continued)

ACTION

gb #0-229 - Mr. Monfredo/Miss Biancheria/Mr. Foley/
Ms. McCullough/Ms. Novick
(July 6, 2020)

Request that the Administration provide an update on summer school learning and include the grade levels with the content covered and the number of students who participated.

gb #0-230 - Administration
(July 7, 2020)

To consider approval of the proposed 2020-21 Student Handbook of the Worcester Public Schools.

gb #0-231 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo
(July 7, 2020)

Request administration consider the World Health Organization's review of evidence of airborne transmission of COVID-19 and ASHRAE [American Society for Heating, Refrigeration, and Air-Conditioning Engineers] guidance and resources regarding air circulation in planning for the 2020-21 school year.

gb #0-232 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo
(July 7, 2020)

To consider the Worcester Regional Research Bureau's July 2020 report "[Broadening Broadband](#)".

gb #0-233 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo
(July 7, 2020)

To adopt the MASC Anti-Racism Resolution.

gb #0-234 - Administration
(July 7, 2020)

To consider the lessons learned from the Worcester Public Schools' remote learning.

XI. EXECUTIVE SESSION

ACTION

gb #0-235 - Administration
(July 8, 2020)

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

To discuss strategy with respect to collective bargaining and litigation if an open meeting may have a detrimental effect on the bargaining and the litigating position of the public body and the chair so declares – Contractual Arbitration – Instructional Assistant/Educational Association of Worcester and Massachusetts Commission Against Discrimination Litigation – Instructional Assistant.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – All Worcester Public Schools Bargaining Units (**Educational Association of Worcester** – Units A/B; Instructional Assistants; Parent Liaisons; Therapy Assistants; Tutors; Aides to the Physically Handicapped, Monitors and Drivers; **NAGE** – 52 Week Administrative Secretaries; Cafeteria Workers; **IUPE** – Plumbers and Steamfitters; Tradesmen; **Massachusetts Laborers’ District Council** – Custodians; Computer Technicians; Educational Secretaries; and **Massachusetts Nurses Association** – Nurses).

XII. ADJOURNMENT

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

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

AGENDA #22A

SUPPLEMENTAL

The School Committee will hold a regular meeting:

on: Thursday, July 16, 2020
at: 5:30 p.m. – Executive Session
4:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

- I. CALL TO ORDER – REGULAR MEETING
INVOCATION
PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM
- II. ROLL CALL
- III. APPROVAL OF RECORDS - NONE
- IV. MOTION FOR RECONSIDERATION - NONE
- V. IMMEDIATE ACTION - NONE
- VI. REPORT OF THE SUPERINTENDENT – NONE
- V. COMMUNICATION AND PETITION - NONE
- VIII. REPORTS OF THE STANDING COMMITTEES - NONE
- IX. PERSONNEL - NONE

- X. GENERAL BUSINESS

gb #9-327.1 - Administration/Mayor Petty
(July 14, 2020)

To provide an update on the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.

(Continued on page 2.)

GENERAL BUSINESSACTION

6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.
7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

III. APPROVAL OF RECORDS
Clerk
(July 8, 2020)

ITEM - aor #0-25
S.C. MEETING - 7-16-20

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 18, 2020.

PRIOR ACTION:

BACKUP:

Annex A (36 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, June 18, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Thursday, June 18, 2020
 Agendas #20 & 20A

In order to participate in all future public meetings in the Esther Howland Chamber, please call 415-655-0001 (Access Code: 735751404) to participate.

The School Committee of the Worcester Public Schools met virtually in Open Session at 4:05 p.m. in the Esther Howland Chamber at City Hall on Thursday, June 18, 2020.

There were present at the Call to Order:

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

There was absent: Mayor Petty.

Vice-chairman Foley chaired the meeting from 4:05 p.m. to 5:24 p.m.

Mayor Petty arrived at 5:24 p.m.

There were present at the second Call to Order:

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

FY21
 Budget/responses
 and approval of

1. gb#0-138.2 - Administration/Administration/
 Mr. Monfredo/Ms. Novick
 (June 10, 2020)

To consider the proposed FY21 Budget and the responses to the following motions:

540103-92000 Transportation

Request that the Administration provide a report on the funds reimbursed to the City from the State from McKinney-Vento.

On a roll call of 6-0-1 (absent Mayor Petty), the response to the motion was accepted and filed.

500130-92000 Personal Services (Non Salary)
500130-96000

Request that the Administration provide an itemized report on the legal cost for services rendered prior to the School Committee meeting on Thursday, June 18, 2020.

Ms. Novick made the following motion:

Request that the Administration provide a detailed report on legal costs and categories for services rendered for each firm.

On a roll call of 6-0-1 (absent Mayor Petty), the motion was approved.

500152-92000 Facilities Department Non-Salary

Request that the Administration provide the percentage from the Foundation Budget for operations and maintenance that is funded in this account.

Ms. Novick suggested scheduling a meeting with the Joint Standing Committee on Finance and Operations and the **City Council's Standing Committee on Education** to discuss facilities.

On a roll call of 6-0-1 (absent Mayor Petty), the response to the motion was accepted and filed.

500-91110 Administration Salaries

Administration
Salaries/
500-91110

Miss Biancheria asked for clarification as to why the Director of Innovation Pathways is no longer partially funded by State grants.

Mr. Allen stated that the grant was phased out so the balance of that position is now fully funded in the General Fund Budget.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91110 Administration Salaries in the amount of \$14,249,909.

Teacher Salaries/
500-91111

500-91111 Teacher Salaries

Ms. Novick asked the Administration to publicly explain what non-renewals mean.

Superintendent Binienda explained that the non-renewals are not budget related. By June 15, those teachers that have under three years of experience in the WPS can be non-renewed without reason. Some reasons include, but are not limited to, lack of certification and only being hired for one year.

Miss Biancheria asked for a summary of the 87 teaching positions from Various Grants.

Mr. Allen gave a brief overview in which he stated that of the eighty-seven grant funded positions, half of them are Focused Instructional Coaches that would either come out of Title I or Title 2A. There are Chapter 74 teachers that are funded through the Perkins Grant and Title III coaching positions.

Mayor Petty made the following motion:

Request that \$120,000 be reduced from Account 500-91118 Supplemental Program Salaries Line N-Worcester Police Services and add the funds to Account 500-91111 Teacher Salaries Line D-Student Support Services in order to hire 2 School Adjustment Counselors.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91111 Teacher Salaries in the amount of \$185,342,212 as amended.

School Committee
Salaries/
500-91112

500-91112 School Committee Salaries

Ms. Novick pointed out that the 11% increase was due to the City Council increases as the School Committee salaries are tied into theirs.

Mr. Allen added that Mr. O'Connell also did not take a salary and therefore it was not budgeted.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91112 School Committee Salaries in the amount of \$98,628.

500-91114 Teacher Substitutes SalariesTeacher Substitutes
Salaries/
500-91114

Mr. Monfredo stated that he was happy with the increase from \$75.00 to \$80.00 for Day by Day Substitute teachers.

Mr. Allen explained that the overall number of substitutes during the closure was significantly lower.

Ms. Biancheria wanted the public to know that the savings were used for the purchase of Chromebooks and other materials.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91114 Teacher Substitutes Salaries in the amount of \$2,439,515.

500-91115 Instructional Assistants SalariesInstructional Assistants
Salaries/
500-91115

Ms. Novick asked for an explanation of the 10% drop in the Grant allocations to which Mr. Allen replied that it was an expected drop from Title I grant. The reduction is the result of both the State losing **students and Worcester's percentage loss of low** income students in relation to the whole state.

Miss Biancheria recused herself due to a conflict of interest.

On a roll call of 5-0-1-1 (absent Mayor Petty, recused Miss Biancheria), it was moved to approve Account 500-91115 Instructional Assistants Salaries in the amount of \$13,962,930.

500-91119 Custodial SalariesCustodial Salaries/
500-91119

On a roll call of 7-0, it was moved to approve Account 500-91119 Custodial Salaries in the amount of \$7,541,209.

500-91120 Maintenance Services SalariesMaintenance
Services Salaries/
500-91120

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91120 Maintenance Services Salaries in the amount of \$2,322,454.

Administrative
Clerical Salaries/

500-91121 Administrative Clerical
Salaries

500-91121

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91121 Administrative Clerical Salaries in the amount of \$3,607,045.

School Clerical
Salaries/
500-91122

500-91122 School Clerical Salaries

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91122 School Clerical Salaries in the amount of \$2,420,178.

Non-Instructional
Support Salaries/
500-91123

500-91123 Non-Instructional Support Salaries

Superintendent Binienda stated that two candidates applied for the Student Assignment Officer position but neither was recommended and the position is still open.

Mr. Monfredo requested that the Administration consider hiring a full time parent liaison in all schools.

Miss Biancheria wanted to acknowledge the work that the Information Technology Department has done over the past three months.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91123 Non-Instructional Support Salaries in the amount of \$2,738,924.

Crossing Guard
Salaries/
540-91124

540-91124 Crossing Guard Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report on the equipment and the condition of the equipment being used by crossing guards.

On a roll call of 6-0-1 (absent Mayor Petty), the motion was approved.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account **540**-91124 Crossing Guard Salaries in the amount of \$518,320.

500-91133 Nursing and Clinical Care Salaries

Nursing and Clinical
Care Salaries/
500-91133

Ms. Novick requested that the Administration report publicly on the difficulties in hiring school nurses.

Miss Biancheria made the following motion:

Request that the Administration provide a list of the schools that have nurses to include the hours that they are on site.

Mr. Foley asked that an amendment be made to Miss **Biancheria's motion to include a report on the gaps** and the challenges relative to hiring school nurses.

On a roll call of 6-0-1 (absent Mayor Petty), the motion was approved as amended.

On a roll call of 6-0-1 (absent Mayor Petty), it was moved to approve Account 500-91133 Nursing and Clinical Care Salaries in the amount of \$5,973,882.

500-91134 Educational Support Salaries

Educational
Support Salaries/
500-91134

Mr. Monfredo asked for an explanation as to why the Literacy Tutors budget was cut by 30% to which Mr. Allen replied that it was to add some additional secondary support teaching positions.

Ms. Novick questioned why there were fewer Board Certified Behavioral Analyst positions.

Mrs. Seale stated that the district had to look at the compliance needs and shift positions towards teaching. The BCBA positions were swapped out in order to add three Special Education autism teaching positions.

Ms. Novick asked what schools currently employ wraparound coordinators.

Mr. Allen stated that they are located at the Level 4 schools and at Woodland Academy, North High School, Sullivan Middle School and Canterbury Street Magnet School.

Miss Biancheria asked for clarification on tutors being described as generally licensed teachers.

Superintendent Binienda explained that some have expertise in a particular field and are qualified to tutor.

Miss Biancheria made the following motion:

Request that the Administration provide an update within the next few months on how the \$500,000 was spent on Behavioral Health Specialists.

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

On a roll call of 7-0, it was moved to approve Account 500-91134 Educational Support Salaries in the amount of \$4,174,342.

Supplemental
Program Supplies/
500-91118

500-91118 Supplemental Program Salaries

Mayor Petty stated that he met with Councilor King who suggested that \$120,000 be moved from Line N-Worcester Police Services and move that money to Adjustment Counselors.

He also stated that the City Manager is going to be picking up the money for the Resource Officers in the City Budget.

Mr. Monfredo stated that he would like to have the WPS continue to have School Resource Officers at the schools.

Ms. Novick voiced her concerns about \$120,000 being enough to cover two School Adjustment Counselors and also referenced Holyoke Public Schools and its Restorative Justice Program which is quasi-independent and partially funded from a grant through the school system.

Mr. Foley stated that the district needs to be creative in implementing a Restorative Justice Program. He suggested eliciting the help of students to lead the efforts. He felt that this was a great investment of dollars.

Superintendent Binienda said there would be no change in SROs in schools.

Mayor Petty made the following motions:

Request that \$120,000 be reduced from Account 500-91118 Supplemental Program Salaries Line N-Worcester Police Services and add the funds to Account 500-91111 Teacher Salaries Line D-Student Support Services in order to hire 2 School Adjustment Counselors.

Request that the Administration provide a report on how other cities and towns have implemented their Restorative Justice practices.

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

Miss Biancheria made the following motion:

Request that the Administration update the School Committee on the progress of the Restorative Justice Program.

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

540-91118 Supplemental Program Salaries

Supplemental
Program Salaries/
540-91118

Ms. Novick made the following motion:

Request that the Administration provide a report on the efficacy of the AVID program.

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

On a roll call of 7-0, it was moved to approve Accounts 500-91118 and **540-91118** Supplemental Program Salaries in the total amount of \$1,635,466 as amended.

540-97201 Transportation Overtime

Transportation
Overtime/
540-97201

On a roll call of 7-0, it was moved to approve Account **540-97201** Transportation Overtime in the amount of \$700,000.

500-97203 Custodian Overtime

Custodian
Overtime/
500-97203

On a roll call of 7-0, it was moved to approve Account 500-97203 Custodian Overtime in the amount of \$1,122,051.

500-97204 Maintenance Services
OvertimeMaintenance
Services
Overtime/
500-97204

On a roll call of 7-0, it was moved to approve Account 500-97204 Maintenance Services Overtime in the amount of \$161,627.

500-97205 Support OvertimeSupport Overtime/
500-97205

On a roll call of 7-0, it was moved to approve Account 500-97204 Maintenance Services Overtime in the amount of \$73,780.

Mayor Petty made the following motion:

Request that the School Committee approve the FY21 Budget in the amount of **\$388,455,204**.

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

It was moved to suspend the rules to reconsider the FY21 Budget in the amount of **\$388,455,204**.

On a roll call of 7-0, it was moved to suspend the rules.

It was moved to reconsider the FY21 Budget in the amount of **\$388,455,204**.

On a roll call of 0-7, the motion to reconsider the FY21 Budget in the amount of **\$388,455,204** was defeated.

Nutrition Program/
50S502

Account 50S502 - Nutrition Program

Mayor Petty made the following motions:

Request that the School Committee approve Account 50S502 - Nutrition Program in the amount of \$15,146,573.

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

Grant Programs

Grant Programs

Request that the School Committee approve the Grant Programs in the amount of \$32,999,820.

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

Mr. Allen stated that there were 90% fewer meals delivered due to the closure. He said that the WPS is partnering with the YMCA with a Grant through Mass Hires to expand some home delivery programs.

Ms. Novick made the following motion:

Request that the Administration forward a letter to Congressman McGovern asking for assistance through the USDA for the loss of funding to the school Nutrition Program.

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

Mr. Foley made the following motion:

Request that Account 50S502 –Nutrition Program and Grant Programs be referred the Standing Committee on Finance and Operations.

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

Mayor Petty made the following motion:

Request that the School Committee approve the Other Special Revenue Funds in the amount of \$5,280,083.

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

2. EXECUTIVE SESSION

Executive Session

Mayor Petty stated that the School Committee will recess into Executive Session to discuss the following item:

It was moved to recess to Executive Session at 6:00 p.m. to discuss the following items:

Executive Session

gb #0-198 - Administration
(May 27, 2020)

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

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #19/20-20.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Massachusetts Commission Against Discrimination Litigation – Former Employee.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Miss McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

The School Committee reconvened in Open Session at 7:46 p.m.

There were present at the second Call to Order:

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

A moment of silence was held in memory of Donna Rodrigues, longtime teacher and administrator in the Worcester Public Schools and wife of former Deputy Superintendent Marco Rodrigues, Ed.D.

The Pledge of Allegiance was recited.

APPROVAL OF RECORDS

3. aor #0-24 - Clerk Minutes/
approval of
(June 10, 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 4, 2020.

On a roll call, the vote to accept and file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

IMMEDIATE ACTION

4. gb #0-189.1 - Administration/Administration Recognition/
Mary E. Meade-
Montaque
(June 8, 2020)

To recognize Mary E. Meade-Montaque, Secondary Manager of Instruction and School Leadership for her 30 years of dedicated service to the Worcester Public Schools.

Superintendent Binienda, Mayor Petty and the School Committee recognized Dr. Mary E. Meade-Montaque, Secondary Manager of Instruction and School Leadership for her 30 years of dedicated service to the Worcester Public Schools.

On a roll call, the vote to file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

- Recognition/held 5. gb #0-199 - Administration/Administration
(June 8, 2020)

To recognize Mark Berthiaume, Student Assignment Officer, for his 43 years of dedicated service to the Worcester Public Schools.

On a roll call, the vote to hold the item for the meeting of Thursday, July 16, 2020 was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

6. Mayor Petty asked for a suspension of the rules in order for the public to speak.

State Representative Mary Keefe, Kwaku Nyarko, Nelly Medina and Isabel Gonzalez-Webster spoke to the issue of investing in a Restorative Justice Program.

Representative Keefe spoke specifically to the moral responsibility the district has to create a better environment for students and Administration. She is hopeful that the Worcester Public Schools will move forward with a plan similar to the one currently being used in Holyoke.

Kwaku Nyarko believed that if there had been a Restorative Justice Program during his time in the Worcester Public Schools, some of his classmates may have benefitted from such a program instead of being suspended.

Nelly Medina believes that a Restorative Justice Program has been known to lower suspension rates and improve performance.

Isabel Gonzalez-Webster stated that she would like to see Worcester commit more money for wraparound services and become less dependent on police presence in the schools. She said that with COVID-19 and the civil unrest in the country, she feels the need is even greater for those services.

COMMUNICATION AND PETITIONS

7. c&p #0-11 - Clerk
(June 10, 2020)

Communication and
Petition/
sick time approval

Pursuant to Rule 41, which requires a previous 2/3 vote of the School Committee, consider a request by the EAW to docket a petition on the School Committee calendar, prior to the passage of 3 months since an unfavorable vote was taken by the School Committee.

Beth Kaake spoke on behalf of the petitioner and asked for the item to be reconsidered.

Mr. Monfredo requested that the item be voted on and approved.

It was moved to request that the School Committee vote to allow members of the faculty and staff of Doherty Memorial High School to donate eight accrued sick days to an Instructional Assistant.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,	
Mr. Foley, Ms. McCullough,	
Mr. Monfredo, Ms. Novick,	
Mayor Petty	7

Against the motion:	$\frac{0}{7}$
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The motion carried.

8. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Teaching, Learning and Student Supports met virtually at 3:00 p.m. on Tuesday, June 9, 2020 in the Esther Howland South Chamber at City Hall.

Two year
Kindergarten

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

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

Mr. Monfredo stated that Worcester is the only school district with the late start date of December 31.

Dr. O'Neil stated that the Administration will look at research done on the subject and will send an email by Friday to solicit committee members.

Mr. Monfredo made the following motions:

Request that the Administration work with the city administration and check on various schools to see if it is possible to secure space for additional pre-school or K1 programs.

Request that the Administration move the start date from December 31 to November 1 and then to September 1 by the 2021-22 school year.

Request that the Administration consider implementing a pilot program for kindergarten and Grade 1.

On a voice vote, the motions were approved.

On a roll call of 3-0, the item was held for a report in October.

School Health
Clinics

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

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

Mr. Monfredo asked if there were any plans to expand the health clinics to other schools in the future.

Superintendent Binienda responded that funding for school based health clinics has not increased.

Mr. Foley stated that health clinics are an essential part of the school system, and in light of the COVID-19 crisis, students will be in need of additional support.

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

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

Safe Zones

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

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

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

Diverse Workforce

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

Chairman McCullough stated that the Mayor has created a task group to address the hiring of a diverse workforce and will present the results in a report.

Mr. Monfredo stated that the Administration has hired Ivonne Perez as its Chief Diversity Officer.

Mr. Foley remarked that a diverse workforce is an essential part of moving forward.

Mr. Monfredo made the following motion:

Request that the Administration provide a report in May 2021 on the progress being made by the new Chief Diversity Officer in conjunction with the **Mayor's report.**

On a voice vote, the motion was approved.

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

K-2 Suspensions/
moratorium on

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

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

Dr. O'Neil explained that suspension is a last resort and the following steps are taken before suspending a student:

- teacher redirecting and
- support from guidance and school adjustment counselors and Administration

Mr. Monfredo stated that the principals are receiving training and again suggested that the Administration reach out to parents and community groups for assistance.

Mr. Foley would like to work to find alternatives before suspending students.

Superintendent Binienda pointed out that K-2 students are not suspended for non-violent offenses. They are given an emergency removal which counts as a suspension.

Mr. Foley made the following motion:

Request that the Administration provide a report citing the examples, definition and number of non-violent K-2 suspensions over the past 3 years and **compare them to this years' numbers.**

On a voice vote, the motion was approved.

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

Curriculum/
real American
history

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

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

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

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

Teaching Tolerance/
review
recommendations

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

Superintendent Binienda stated that culturally responsive training regarding holidays is being addressed.

Mr. Foley made the following motion:

Request that the Administration review the recommendations contained in Teaching Tolerance and compare some of the findings to the WPS policy on cultural sensitivity.

On a voice vote, the motion was approved.

Chairman McCullough made the following motion:

Request that the Administration provide an update in October on the results of the culturally responsive training.

On a voice vote, the motion was approved.

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

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

Dual Language/
update on Grants

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

Mrs. Melendez provided an overview of the Dual Language and Transitional Bilingual Education Programs which is the instructional model to help accelerate language and bridge the gap with Latino Students. An assessment was done on the recent research on best practices which allowed them to apply for a grant from the state. The grants were specific to evaluate, align and expand the program. The current programs are as follows:

Chandler Magnet, Roosevelt and Woodland
(Elementary)and
Burncoat Middle and High (Secondary)

Plans for expansion are as follows:

New one way Dual Language program
Dual Language to 8th grade and
High school Dual Language program

Erin Goldstein spoke about the process for selecting curriculum. Through feedback from educators, other districts and publishers, the American Reading Curriculum was selected. The department is working with families by holding virtual Open Houses which had over 100 individuals in attendance, but due to the COVID-19 pandemic, some work has been delayed.

Mr. Monfredo made the following motion:

Request that the Administration provide a report in the Fall with updates on the Conference.

On a voice vote, the motion was approved.

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

It was moved to hold the following items:

Latino Students/
annual report

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

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

Restorative Justice
Practices

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

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

Equity Audit

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

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

gb #0-101 - Mr. Monfredo (March 5, 2020)

Full-Day Pre-School Program/
available space for

Request that the Administration work with the City Administration to see if there is a building available for the expansion of a full-day pre-school program.

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

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

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

FY20 Budget/grant section

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

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

SCHOOL COMMITTEE ACTION

On a roll call the School Committee approved the action of the Standing Committee on Teaching, Learning and Student Supports as stated as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

The Standing Committee on Finance and Operations met virtually at 5:00 p.m. on Thursday, June 11, 2020 in the Esther Howland South Chamber at City Hall.

Student
Information
System/update on

ROS #0-6 -Administration (May 15, 2020)

UPDATE ON THE STUDENT INFORMATION SYSTEM (SIS) PROCUREMENT PROJECT – Center for Educational Leadership and Technology (CELT)

Mr. Foley stated that he was sure that the School Committee members are in support of a new Student Information System (SIS) and wish to discuss the following:

- the hiring of an SIS consultant
- the cost factor for this year and next year and information regarding training

Mr. Allen stated that information was provided regarding a projected 5-year Budget plan for the SIS.

The Center for Educational Leadership and Technology (CELT) consulting firm has been working with the following stakeholder groups to gather input from:

- students
- parents
- classroom teachers
- school principals/assistant principals
- district Administrators and support staff
- School Committee and community members

The new SIS will:

- improve the use of data to guide and inform student learning anywhere and at anytime.
- be much more user-friendly and intuitive.
- become the cornerstone of WPS' data management architecture.**
- increase the use of data to improve decision-making and redirect costs.
- support more contemporary education reforms and post-COVID19 data management needs.
- encourage data use by parents, teachers, and students.
- streamline State and Federal reporting requirements.

The following proposed timeline for the implementation of the SIS is as follows but will need to be adjusted, due to the pandemic:

- Planning and Orientation March – April 2020
- Data Collection and Needs Analysis - April – May 2020
- Draft & Vet Functional Requirements and Bid Specifications May 26 – June 12, 2020
- Advertise & Circulate RFP June 15 – July 10, 2020
- Evaluate RFP Responses Jul 13 – July 24, 2020
- Vendor Demonstrations and Reference Checks – Aug. 3 – Aug. 7, 2020
- Vendor Selection – Aug. 10 – Aug. 14, 2020
- Develop/Negotiate Contract Aug. 17 – Aug. 21, 2020
- Plan/Conduct Implementation – Aug. 24, 2020 – Dec. 17, 2021

Mr. Walton discussed the proposed 5-year financial impact that the SIS will have on the system. He stated that the larger expenses will be during the first 2 years at approximately ten dollars per student per year which averages out to be \$250,000 for 2 years.

Mr. Foley asked for the cost of the consultant's fee with CELT.

Mr. Walton responded that it would be approximately \$89,000.

Mr. Foley asked if there would be any offset savings by not using SAGE and would the system need to buy additional hardware to run the new system.

Mr. Walton stated that there would be no savings in the personnel section but there would be about a \$25,000 to \$40,000 per year savings in the infrastructure section. He further stated that there would be no additional cost for hardware due to the fact that the new system would all be Cloud based.

Ms. McCullough asked why the spreadsheet reflects a downward trend to \$10,000 in year 5.

Mr. Walton responded that it was due to the fact that **the system's trainers will be training others on the SIS.**

Miss Biancheria inquired as to what the greatest challenge will be in the development of the new SIS system.

Mr. Walton stated that one of the greatest challenges will be **the migration of all the students' information into the new system**. He also indicated that the other challenge would be the long-term training.

Ms. Kyriazis discussed some of the elements that are part of a comprehensive SIS training and support program.

Ms. Novick requested a copy of the Cost Estimates for SIS Needs Analysis, Procurement, and Implementation spreadsheet and further requested what the Administration expects as an increase year to year with the new SIS.

Mr. Walton stated that after the 5-year contract is up, the estimated increase could be from 5% to 10% but the Administration would negotiate the increase with the vendor.

Ms. Novick asked if there was a cost benefit analysis done.

Mr. Walton stated that the SIS Committee had done a cost analysis. If the system were to upgrade SAGE, the estimated cost would be around \$700,000 to \$800,000 in staffing. The Administration would have to hire 3 additional Developers, one Graphic Designer, one Usability Designer, a Project Manager/Business Analyst and a Security Officer. It would take 24 months to do this and would be more expensive and not have all the features that a new SIS would have.

Mr. Dumphy, Co-chair of the CPPAC, stated that the community fully supports the SIS system.

Superintendent Binienda stated that the system is in need of an updated SIS system and fully supports moving forward. She stated that the research and time that went into the searching for the best system was a long process.

Miss Biancheria made the following motion:

Request that the Administration provide a report on the timeline for the training that would occur for the transition from Sage to the new SIS.

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

Mr. Foley and Miss Biancheria made the following motion:

Request that the Administration provide quarterly updates on the SIS beginning in September to include where we stand in the entire process, the number of vendors that bid, the hiring of a vendor and the product selected.

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

SCHOOL COMMITTEE ACTION

On a roll call the School Committee approved the action of the Standing Committee on Finance and Operations as stated as follows:

For the motion: Miss Biancheria Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

GENERAL BUSINESS

9. gb #9-59.1 - Administration/Mayor Petty
 (June 5, 2020)

Transportation
 Telephone Numbers

Response of the Administration to the request to **provide on the Worcester Public Schools' website all** telephone numbers of the transportation offices of both Durham and the Worcester Public Schools.

On a roll call, the vote to accept and file the motion was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Facilities/
cleanup schedule

10. gb #9-179.1 - Administration/Miss Biancheria
(June 5, 2020)

Response of the Administration to the request to provide a report at the end of July detailing the facilities department schedule for cleanup of the schools.

Miss Biancheria requested an update on the plans for cleaning the schools before reopening in light of COVID-19.

On a roll call, the vote to accept and file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Facilities/
2019 summer
projects

11. gb #9-191.1 - Administration/Miss Biancheria/
Mr. O'Connell
(June 5, 2020)

Response of the Administration to the request to provide a report to be prepared by the Facilities Department of the projects both in the schools and on the grounds surrounding them for the Summer of 2019 and indicate the action plan regarding the following ongoing issues:

- the wall adjacent to Lake View School
- repairs to the wall on the westside of Tatnuck Magnet School and
- plans in connection with installation of a pathway from Flagg Street School to St. Paul Drive.

On a roll call, the vote to accept and file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

12. gb #9-195.8 - Administration/Miss Biancheria (June 5, 2020) FY20 Budget Responses

Response of the Administration to the following motion from the FY20 Budget:

540103-92000 Transportation

Request that the Administration provide a report on the results of the bidding process for the contracted/leased buses.

On a roll call, the vote to accept and file the response to the motion was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

13. gb #9-221.1 -Administration/Miss Biancheria/ Ms. McCullough/Mr. Monfredo/
Mr. O'Connell Cafeterias/
(June 5, 2020) listing of

Response of the Administration to the request to **provide a list of the number of schools that don't** have a cafeteria and the accommodations that are made for students at these sites.

On a roll call, the vote to accept and file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Roosevelt School/
information on
land purchased

14. gb #0-167.1 -Administration/Miss Biancheria/
Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick
(June 5, 2020)

Response of the Administration to the request to
provide information from the City Manager in
reference to land purchased on Grafton Street near
Roosevelt School which will provide accommodations
for parking and traffic flow.

On a roll call, the vote to accept and file the item was as
follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Worcester Public
Library/online
book ordering

15. gb #0-177.1 - Administration/Mr. Monfredo/
Miss Biancheria/Mrs. Clancey
(June 10, 2020)

Response of the Administration to the request to work
with the Worcester Public Library and the City Council
Standing Committee to see what can be done about an
order book online program at all of the branch libraries
and to take whatever safety precautions that are
necessary and report on its findings in June.

Mr. Monfredo made the following motion:

Request that the Administration send out a ConnectEd
message in June, July and August alerting parents of
the opportunity to pick up books on loan from the
Worcester Public Library.

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

On a roll call, the vote to accept and file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

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| 16. | <u>gb #0-200</u> - Mr. Monfredo/Miss Biancheria/
Mrs. Clancey/Mr. Foley/
Ms. McCullough/Ms. Novick
(June 1, 2020) | Registration/
2020-21 pre-
school and
kindergarten |
|-----|--|---|

Request that the Administration work with the community (social agencies and inner-faith groups) to reach out to parents about signing up for pre-school and kindergarten classes for the 2020-21 school year.

On a roll call, the vote to refer the item to the Administration for a report in August 2020 was as follows:

For the motion: Miss Biancheria Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

- | | | |
|-----|---|-----------|
| 17. | <u>gb #0-201</u> - Administration
(June 5, 2020) | Donations |
|-----|---|-----------|

To accept the following donations:

- \$500.00 to Tatnuck Magnet School from I.U.O.E. Local No. 4 Social Action Committee
- \$50.00 to the UPCS Scholarship in memory of Donna Rodrigues from a staff member of the Hudson Public Schools

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

Against the motion: 0
7

The motion carried.

Attendance Rates/
 forward letters

18. gb #0-202 - Mr. Monfredo/Miss Biancheria/
 Mrs. Clancey/Mr. Foley/
 Ms. McCullough/Mayor Petty
 (June 7, 2020)

Request that the Administration forward letters of congratulations to the following schools that achieved a student attendance rate of 95.9% or better for the 2019-20 school year.

Worcester Technical High School	University Park Campus
Belmont Community School	Flagg Street School
Heard Street School	Lake View School
May Street School	Midland Street School
Tatnuck Magnet School	Thorndyke Road School
Worcester Arts Magnet School	Chandler Magnet School
Francis J. McGrath School	Jacob Hiatt Magnet School
West Tatnuck School	

On a roll call, the vote to forward letters was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

19. gb #0-203 - Mrs. Clancey/Mr. Foley/Ms. McCullough/
Mr. Monfredo/Ms. Novick
(June 7, 2020)

Arrests/
School Resource
Officers

Request that the Administration provide a report on the number of students arrested in the Worcester Public Schools since the implementation of the School Resource Officer Program.

Mrs. Clancey made the following amendment to the item:

Request that the Administration provide a detailed report broken down by schools, years and types of offenses.

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

On a roll call, the vote to refer the item to the Administration as amended was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

20. gb #0-204 - Ms. Novick/Ms. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(June 9, 2020)

Resolution/
COVID-19

To pass the attached resolution calling for full reimbursement of state mandated COVID-19 related costs and forward to the appropriate authorities.

Ms. Novick made the following motion:

Request that the Administration forward letters to the Local Delegation in support of the resolution.

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

On a roll call, the vote to pass the resolution was as follows:

For the motion: Miss Biancheria Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

FY21 Budget items/filed

- 21. gb #0-205 - Administration
(June 9, 2020)

To consider all items filed by the School Committee that have budgetary implications in light of the FY21 Budget.

On a roll call, the vote to accept and file the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

- 22. gb #0-206 - Administration
(June 10, 2020) Grant/SPED
Targeted Program
Improvement

To accept the SPED Targeted Program Improvement Grant in the amount of \$1,500.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

23. gb #0-207 - Miss Biancheria/Mr. Foley/Ms. McCullough/
 Mr. Monfredo/Ms. Novick
 (June 10, 2020)

COVID-19/
 opening of school

Request that the Administration review the process specifically for opening of school buildings vis à vis the COVID 19 pandemic

Miss Biancheria stated that this item was meant to specifically address the process for the cleaning of the schools that will need to take place prior to the opening.

Superintendent Binienda stated that any information regarding the opening of schools will be on the website. There will be a meeting of all Superintendents on Friday, June 19, 2020 with the Commissioner that may provide some information that can be passed along. In addition, she said that the CARES Act is due by June 30th.

Mayor Petty made the following motion:

Request that a meeting be scheduled after July 4th in order for Superintendent Binienda to outline the plans for the re-opening of schools.

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

On a roll call, the vote to refer the item to the Administration was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Free Lunch Tally/
funding

24. gb #0-208 - Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/
Ms. Novick
(June 10, 2020)

Request that the Administration discuss the free lunch tally decrease in comparison to actual enrollment numbers and the effect this will have on any/all funding.

On a roll call, the vote to refer the item to the Administration was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

COVID-19/
new student
enrollment

25. gb #0-209 - Miss Biancheria/Mrs. Clancey/
Mr. Foley/Ms. McCullough/
Mr. Monfredo
(June 10, 2020)

Request that the Administration review the process for enrollment of new students and the necessary steps to make certain, if needed, that the necessary services and evaluation of services are provided relative to COVID 19 limits.

On a roll call, the vote to refer the item to the Administration was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

26. gb #0-210 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough
(June 10, 2020) Policy and Student
Handbook/
equity audit

To conduct an equity audit of the Worcester Public
Schools' policies and student handbook.

On a roll call, the vote to refer the item to the Standing
Committee on Governance and Employee Issues was as
follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

27. gb #0-211 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough
(June 10, 2020) Retreat/School
Committee

To conduct a summer retreat on implicit and
institutional bias for the Worcester School Committee.

Ms. Novick suggested that various independent
facilitators be considered.

Mr. Monfredo would like to see the retreat facilitated by
the district's cultural responsive consultant.

Superintendent Binienda suggested the same training
as the district leadership receives.

Mayor Petty suggested that Mr. Foley provide dates for
the retreat to be scheduled.

On a roll call, the vote to refer the item to the School Committee to schedule and plan a retreat was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Training/
institutional and
therapeutic
support

28. gb #0-212 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough
(June 10, 2020)

Request that the Administration provide institutional and therapeutic support and training for discussions of race, ethnicity, and bias in school settings.

On a roll call, the vote to refer the item to the Administration was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Attorney General's
Model MOU/
resource
officers/review of

29. gb #0-213 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough
(June 10, 2020)

To review for possible implementation the Massachusetts Attorney General's Model Memorandum of Understanding for School Resource Officers.

Ms. Novick stated that Attorney General Healy worked with the State, Chiefs of Police and the Massachusetts Association of School Superintendents and created a model Memorandum of Agreement between school districts and municipal police departments.

Ms. McCullough would like to review the current Memorandum of Agreement between the WPS and Student Resource Officers.

Mayor Petty suggested that the School Committee review both Memoranda of Agreements for comparative purposes.

On a roll call, the vote to refer the item to the Standing Committee on Governance and Employee was as follows:

For the motion: Miss Biancheria Mrs. Clancey,	
Mr. Foley, Ms. McCullough,	
Mr. Monfredo, Ms. Novick,	
Mayor Petty	7

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

The motion carried.

30. gb #0-214 - Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(June 10, 2020) Reopening School/
potential cost of

To review the cost analysis of June 8, 2020 prepared by the American Association of School Administrators and the Association of School Business Officials, International, regarding the potential costs of reopening schools.

Ms. Novick requested that this item be referred to the Administration for review and discussion at the special meeting in July.

On a roll call, the vote to refer the item to the Administration for review and discussion at the special July meeting was as follows:

For the motion: Miss Biancheria Mrs. Clancey,	
Mr. Foley, Ms. McCullough,	
Mr. Monfredo, Ms. Novick,	
Mayor Petty	7

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

The motion carried.

Donation/
UMass Medical
School

31. gb #0-216 - Administration
(June 16, 2020)

To accept a donation in the total amount of \$76,500 from UMass Medical School with a breakdown of \$73,500 for the purchase of hotspots in the North Quadrant and \$3,000 for a remote Grade K-1 Summer School Program in the North Quadrant.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

Donation/
Greater Worcester
Community
Foundation COVID
Fund

32. gb #0-217 - Administration
(June 16, 2020)

To accept a donation in the amount of \$100,000 from the Greater Worcester Community Foundation COVID Fund which was given to the WEDF, a 501c3 and donated to the WPS, for the purchase of hotspots.

Ms. Novick made the following motion:

Request that the Administration provide in a Friday letter the results of the hotspot survey and a copy of the mapping with the designations.

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

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

The meeting adjourned at 9:31 p.m.

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

III. APPROVAL OF RECORDS
Clerk
(July 8, 2020)

ITEM - aor #0-26
S.C. MEETING - 7-16-20

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 2, 2020.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, July 2, 2020.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE
 Worcester, Massachusetts
 Thursday, July 2, 2020
 Agenda #21

In order to participate in all future public meetings in the Esther Howland Chamber, please call 415-655-0001 (Access Code: 735751404) to participate.

The School Committee of the Worcester Public Schools met in Open Session at 5:03 p.m. in the Esther Howland Chamber at City Hall on Thursday, July 2, 2020.

There were present at the Call to Order:

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

GENERAL BUSINESS

Mayor Petty made the following motion:

Request that all three agenda items (gb #0-214.1, gb #0-218 and gb #0-219) be taken collectively.

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

American
 Association of
 School
 Administrators/
 Association of
 School Business
 Officials/cost
 analysis

1. gb #0-214.1 -Administration/Ms. Novick/
 Mrs. Clancey/Mr. Foley/
 Ms. McCullough/Mr. Monfredo
 (June 10, 2020)

Response of the Administration to the request to review the cost analysis of June 8, 2020 prepared by the American Association of School Administrators and the Association of School Business Officials, International, regarding the potential costs of reopening schools.

Mr. Allen began by detailing the terms of the cost analysis done by the Association of School Business Officials (ASBO) and the School Superintendents Association (AASA) to reopen schools. He highlighted the costs that will be needed for supplies and Personal Protective Equipment (PPE) which would be approximately 12.7 million dollars. The estimated cost for a twelve week supply of PPE for the district would be 2.9 million dollars. The Department of Elementary and Secondary Education

(DESE) provided a draft budget totaling 9.5 million dollars. Based on an October 2020 enrollment estimates the district may be eligible for 5.6 million dollars from the Coronavirus Relief Fund (CvRF). Additionally, 40 million dollars in competitive federal funding and grants would be available.

2. gb #0-219 - Mayor Petty/Miss Biancheria/
Mrs. Clancey/Mr. Foley
Ms. McCullough/Mr. Monfredo/
Ms. Novick
(June 26, 2020) Budget Update

To consider a budget update.

Mr. Allen stated that the State Budget will not be completed until the end of July. He referenced an article which stated that the Baker Administration advised cities and towns to expect their local aid payments for the beginning of FY21 to match FY20 levels. Two major elements, income tax filing deadline, to get a better sense of what state revenue will look like and the fourth stimulus care package, which will provide guidance on how the district could spend the revenue will impact the numbers.

Three different scenarios were presented that included:

- cuts (a \$45 million deficit)
- level funding (staying at the same level as the previous school year) or
- increases (based on enrollment and inflation rates).

Mayor Petty asked about potential layoffs to which Mr. Allen replied that, from a financial perspective, there is not enough information to address layoffs at this time, but from a collective bargaining standpoint, it may be something to refer to Attorney Sweeney.

Mayor Petty made the following motion:

Request that the item relative to layoffs be referred to Attorney Sweeney.

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

Ms. Novick asked if the Administration has done any of its own estimates regarding facilities, busing and space.

Mr. Allen responded that the Administration is waiting for guidance on what school bus loads may look like assuming that there will be 20 students per bus and a way in which to deal with a national bus driver shortage. As to facilities, he stated that there are 1900 classrooms and measuring the square footage of each of those classrooms will give the Administration a benchmark as to the number of students that could be in the class. Due to the fact that many classrooms have different furniture, it makes it difficult to maintain a distance between students of six feet.

Superintendent Binienda stated that some districts are proposing three feet apart for distance and she asked for guidance from the School Committee on that proposal.

Mr. Foley felt that the survey presented underestimated the costs for custodians, partitions and ventilation which he believes would increase the budget dramatically.

Miss Biancheria asked how the district is accessing PPE.

Mr. Allen stated that the district is going out to bid for state contracts to procure the twelve week supply of PPE.

Miss Biancheria made the following motion:

Request that the Administration study the feasibility of partnering with the Worcester Regional Transit Authority (WRTA) in order to add bus routes.

Mayor Petty suggested that it would be more appropriate to hold the motion until the next meeting.

Reopening of Schools 3.

gb #0-218 - Mayor Petty/Miss Biancheria/
Mrs. Clancey/Mr. Foley
Ms. McCullough/Mr. Monfredo/
Ms. Novick
(June 26, 2020)

To consider plans for the reopening of schools.

Superintendent Binienda outlined the School Reopening Activities List by discussing the following:

- Facilities
- Transportation
- Nutrition
- District Administration and
- COVID-19 Training

The facilities reopening plan starts with the creating of templates of classrooms in order for principals to assess how many students can fit in a classroom. All furniture has to be removed from the classroom and **only the teacher's desk and students' desks and chairs** may remain. The summer cleaning, needed PPE and cleaning schedules are also part of the facilities plan. Superintendent Binienda, Mr. Pezzella, Mr. Bedard and Mr. Allen met to evaluate the plan for plexiglass barriers starting with the Parent Information Center.

Transportation plans will be determined once there is guidance from DESE.

Superintendent Binienda stated that a survey will be sent out to find out exactly how many parents are planning to send their children back to school. It is imperative that parents answer this survey which will be translated into eight languages. A video is being developed that will explain, in the eight languages, the importance of answering the survey. The Administration will be working with community agencies to help get the message out to all families.

The Nutrition plan will be determined by the decision to return full time or the implementation of the hybrid model.

The Administration is evaluating whether to continue to rent out building space and/or have outside programs in WPS buildings.

The COVID-19 Training has begun with videos presented to custodians and staff. There is also an email address established for families, the public and WPS staff to submit questions or concerns regarding the reopening of school. The email address is COVID-19@worcesterschools.net.

The Superintendent read the names of the chairs of the Working Group Committees and encouraged School Committee members and parents to join the groups.

She stressed that the Administration has to look at all three models for reopening in order to submit its findings to the Commissioner by the first week of August.

The last backup that was presented focused on the Learning Accelerator and Ariadne Labs which is working in partnership with the One 8 Foundation. Eight districts were invited to participate in the project which will focus on working with faculty, parents and community groups to develop best practices for the safe reopening of school for students and staff. One elementary, one middle and one high school will participate.

Mayor Petty suggested focusing on the hybrid model as much as possible and still submit the results of the other models to DESE.

Ms. McCullough agreed that the hybrid model should be the focus. She asked for clarification on the plexiglass barriers to which Mr. Pezzella detailed two different models, one being a stand-alone station and the other a hanging model. She also asked for information regarding technology training for parents to which Superintendent Binienda stated that it was a question that is contained in the survey.

Mayor Petty stated that he has spoken to churches and interfaith groups who are willing to volunteer to assist in getting the survey completed by families.

Ms. McCullough also suggested that next year's student representatives be involved in providing their feedback.

Ms. Novick stated that she believes that with the conditions of the schools, the HVAC issues and space, that it would be impossible to have 25,000 students return to school. Superintendent Binienda reiterated that she has to prove that statement to the Commissioner.

Ms. Novick suggested that the groups that the Superintendent assembled also include a representation of all nationalities and languages and that translators be available for those groups.

Ms. Novick made the following motion:

Request that the Administration contact the Diocese of Worcester to enlist their help in reaching parents.

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

Mr. Monfredo was also in favor of a hybrid model but was concerned how the model will impact Pre-k to Grade 3 students as well as ELL students.

Mr. Foley agrees that focusing on the hybrid model should be the goal. He stated that it is a daunting task to have all of this information compiled and decision making done in 7 weeks.

Mrs. Clancey suggested reaching out to the EAW as we move forward with any recommendations. She also spoke to the need to focus on the Special Education population in an effort to keep all families involved.

Miss Biancheria made the following motions:

Request that the Administration partner with neighborhood centers in order to get the information out to parents.

Request that the Administration provide an update on the Chromebook funding and distribution.

Request that the Administration survey parents in order to assess their level of comfort with computers when helping their child/ren.

Request that the Administration consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.

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

Mayor Petty made the following motion:

Request that the Administration provide any updates on reopening on the website.

Mayor Petty and Ms. Novick made the following motion:

Request that the Administration focus on the hybrid model.

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

Mayor Petty asked that any updates be presented at the July 16, 2020 meeting.

At the end of meeting Mayor Petty asked if anyone wanted to speak to any of the items.

Roger Nugent, President of the EAW, spoke on behalf of its members and asked the School Committee to consider the health and safety of staff and students by surveying families on whether they feel comfortable allowing their child/ren back into buildings.

Dawn Johnson asked who will be providing the technology help for families where English is not their native language and how will teachers communicate with non-English speaking families. She also wanted to know what the WPS policy and EAW contractual agreement is regarding one-on-one communication between teachers, students and parents. She requested that the Administration provide a report to school site councils on the plans for their individual schools. She agreed with the School Committee motions to collaborate with local agencies to connect with families where relationships are already established.

Community members Trini and Abby agreed that the hybrid model was the best option.

Mr. Foley made the motion to adjourn the meeting.

On a roll call the motion to adjourn was as follows:

For the motion: Miss Biancheria Mrs. Clancey,	
Mr. Foley, Miss McCullough,	
Mr. Monfredo, Ms. Novick,	
Mayor Petty	7

Against the motion:	<u>0</u>
	7

The motion carried.

The meeting adjourned at 7:03 p.m.

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

X. GENERAL BUSINESS
Administration
(June 8, 2020)

ITEM - gb #0-199
S.C. MEETING - 7-16-20

ITEM:

To recognize Mark Berthiaume, Student Assignment Officer, for his 43 years of dedicated service to the Worcester Public Schools.

PRIOR ACTION:

6-18-20 - On a roll call of 7-0, the item was held for Thursday, July 16, 2020.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Acknowledge and file.

VI. REPORT OF THE SUPERINTENDENT
Administration
(July 8, 2020)

ITEM - ros #0-7
S.C. MEETING - 7-16-20

ITEM:

SUPERINTENDENT'S SUMMATIVE EVALUATION

PRIOR ACTION:

BACKUP:

Annex A (73 pages) contains a copy of the PowerPoint Presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

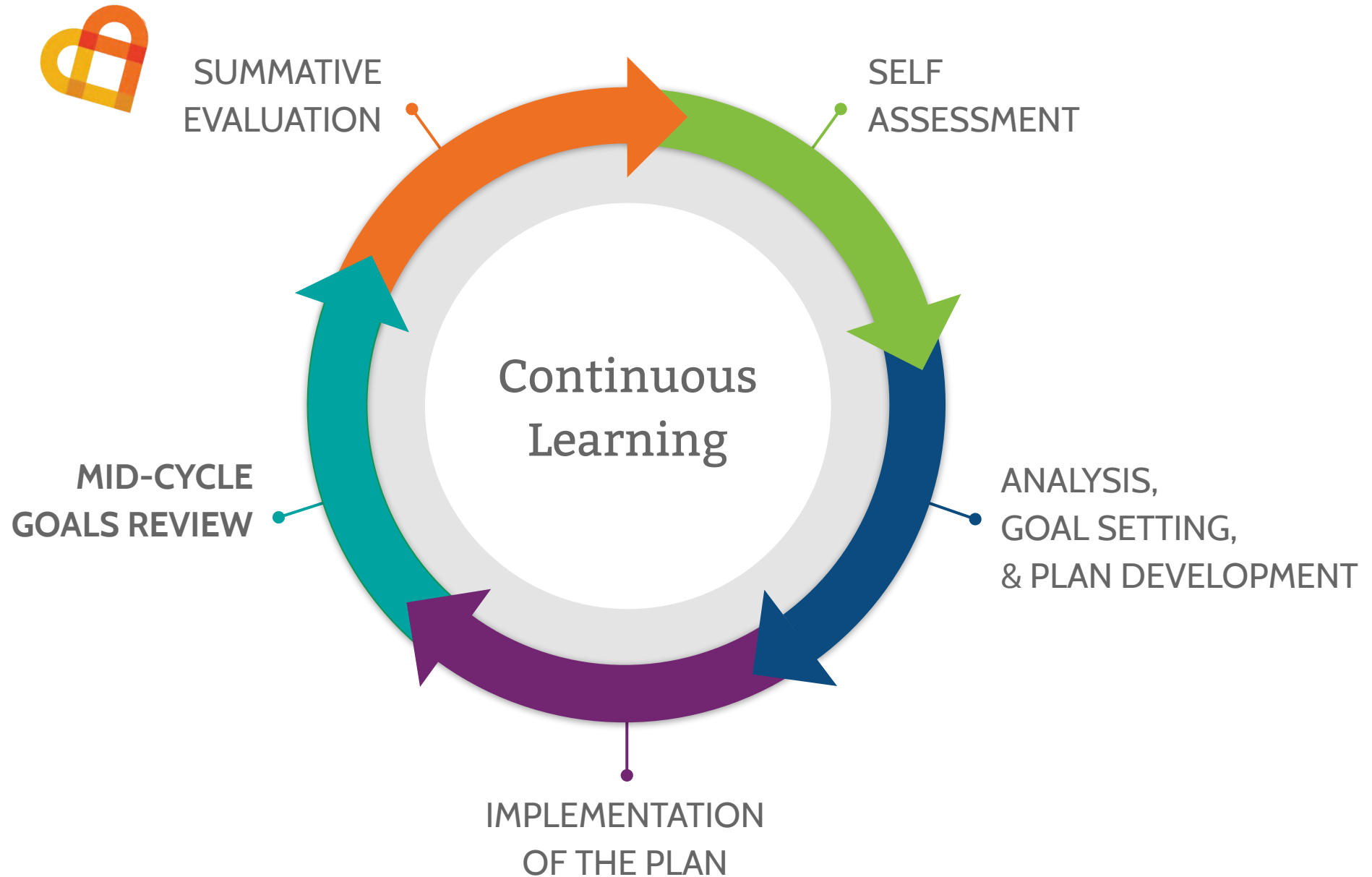
Summative Evaluation

Report of the Superintendent

Superintendent Maureen Binienda | 7.16.20



From Here, Anywhere





Performance Ratings for Standards

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	<u>Met</u>	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	<u>Significant Progress</u>	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	<u>Significant Progress</u>	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Summative: Proficient

Performance Goals Progress Report

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By June 2020, update and utilize the WPS High Quality Teaching and Learning (HQTL) Framework to align and increase academic relevance and rigor across all grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	By June 2020, implement a comprehensive district-wide approach to monitoring, measuring, and improving student math outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	By June 2020, implement a district technology strategy that prioritizes and supports student learning and achievement through increasing the digital fluency skills of students, staff, and district administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	By June 2020, identify and implement strategies to address social and emotional needs that impact student school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	By June 2020, develop a plan for staff recruitment and retention and implement strategies that will increase access to well qualified, diverse candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6	By June 2020, support the development of advanced and experiential learning opportunities for students to develop intellectual agility (the ability to think and act well), social acuity (the capacity to communicate well), and personal agency (the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Instructional Leadership

Proficient

Instructional Leadership - Comments

- Supported administrators collaboration for developing strategies that enable educators to develop interconnected, well structured lessons
- While observing principal practice, ensured that principals identified a variety of effective teaching strategies and practices when they observed practice
- Provided the resources for planning time and effective support for administrative teams to review assessment data and identify appropriate interventions and adjustments to practice
- Engaged in conversations with all administrators about improvement, celebrated effective practice, and provided targeted support to administrators
- Engaged with school and district leaders to develop both remote and non-tech learning during Covid shutdown
- Attended zoom meetings of every school and SEL department to share my reflections and to solicit staff feedback on the effectiveness of school and district practices during Covid shutdown
- Engaged with Gallop to conduct strength based practice assessment for all school based teams and district leaders for August 2020

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Management & Operation

Proficient

Management & Operations - Comments

- Worked with principals to establish systems and routines that resulted in orderly and efficient learning environment
- Supported administrator teams to develop procedures for positive student behavior.
- Worked with WSU to support IA's in both the JET Program and the Post Baccalaureate Program
- Provided multiple opportunities for administrator and educator growth and learning
- Facilitated two meetings every week with all principals and district leaders during Covid shutdown
- Coordinated the safe closing of all schools, transportation agreement, food distribution, and budget allocations with district and school leaders
- Participated in union negotiations with the EAW and implemented MOU agreements

Family & Community Engagement

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Proficient

Family & Community Engagement - Comments

- Established strategic partnerships with community organizations that improved district effectiveness
- Set clear expectations for educators and administrators to regularly engage families in supporting learning at home and in school
- Provided support for all school personnel to reach out to families as soon as concerns arise
- Participated as an active member of several community groups which included providing daily updates for the City Manager's daily press brief and weekly updates two times a week for Worcester Together
- Worked with UMASS Medical School personnel, Verizon, Greater Worcester Community Foundation, City of Worcester officials, Worcester Research Bureau and United Way to provide funding for connectivity via hotspots
- Provided updates to students, staff and families by Connect-Ed, emails, txt, website, mailings and social media. Updates were translated into 7 languages.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Professional
 Culture

Proficient

Professional Culture - Comments

- Trained administrators to reflect on the effectiveness of interactions with faculty and students and uses data, and best practice to adapt practice to achieve improved results
- Provided professional development opportunities for administrators and educators to expand their knowledge of culturally responsive and resiliency practices
- Provided school based teams, all principals and secondary assistant principals, training in Collaborative Problem Solving to change current mindset on discipline practices
- Expanded professional network to include additional opportunities for principals, school and district leaders to conduct school walk-throughs to provide collaborative and calibrated feedback on the four turnaround practices

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Goals

Goals Legend

✓ Completed

➤ In Progress

☐ Not Started

Professional Practice Goal

By June 2020, update and utilize the WPS High Quality Teaching and Learning (HQTL)

Framework to align and increase academic relevance and rigor across all grades.

Did not meet

Some progress

Significant Progress



Met

Exceeded

Professional Practice Goal Benchmarks

- ✓ By November 2019, create HQTL stakeholder committee to review and revise existing framework
- ✓ By January 2020, distribute and review the new WPS HQTL Framework with all staff
- ✓ January - June 2020 implementation of new WPS HQTL Framework

✓ Completed

➤ In Progress

☐ Not Started

Evidence of Benchmarks

[WPS High Quality Teaching and Learning Framework Link](#)

HIGH QUALITY TEACHING & LEARNING (HQTL)



Worcester Public Schools

High Quality Teaching & Learning is content rich, student - centered, measurable and exists in a culture of high expectations for all students Pre K - 12. High quality teaching and learning classrooms are sensitive to students' needs, interests, strengths, abilities, modes of contribution, social/cultural backgrounds, and address three essential elements: organization of the classroom; instructional design and delivery and student ownership of learning.

ORGANIZATION OF THE CLASSROOM	INSTRUCTIONAL DESIGN & DELIVERY	STUDENT OWNERSHIP OF LEARNING
Teachers	Teachers	Students
<p>Construct collaborative learning environment that foster academic discourse, purposeful learning and respectful interactions</p> <p>Post, discuss and revisit content objectives throughout the lesson</p> <p>Post, discuss and revisit language objectives throughout the lesson</p> <p>Effectively manage time to maximize student learning</p> <p>Use classroom walls and environment as a learning tool</p>	<p>Activate Prior Knowledge</p> <p>Align instructional material with student needs</p> <p>Differentiate instruction and inclusive practices that scaffold for content & language development</p> <p>Demonstrate deep content knowledge throughout the presentation of the lesson</p> <p>Instruct using standards based units and lessons incorporating a range of techniques</p> <p>Pose questions that require students to engage in a process of application, analysis, synthesis and evaluation</p> <p>Pace lessons to ensure that all students are actively engaged</p> <p>Use multiple forms of data and timely formative assessments to check for understanding to plan and inform instruction & celebrate growth</p> <p>Provide specific feedback to students to inform revision</p> <p>Maximize use of human capital to support student learning</p>	<p>Explain how routines, procedures and processes are helping their thinking and learning</p> <p>Express, in their own words what they are learning and why</p> <p>Articulate the connection between what they are learning and the school-wide instructional focus</p> <p>Utilize method/strategies, models and materials independently and/or collaborate to support their own learning</p> <p>Articulate personal data, goals, growth and benchmark expectations</p> <p>Ask questions to deepen their understanding of process and content</p>

Student Learning Goal

By June 2020, implement a comprehensive district-wide approach to monitoring, measuring, and improving student math outcomes.

Did not meet



Some progress

Significant Progress

Met

Exceeded

Student Learning Goal Benchmarks

- ✓ By October 2019, use STAR math assessment, grades K-9 (benchmark and progress monitoring), to analyze student performance and provide intervention and support as needed
- ✓ By November 2019, begin quarterly administration and analysis of standards based, common assessments to guide instruction in the use of the enVision Math program in K-6, year three implementation



Completed



In Progress



Not Started

Evidence of Benchmarks

- STAR Fall testing occurred between 9/16 and 10/10
- STAR Winter testing occurred between 2/10 and 3/6
- Beginning of year webinars focused on supplemental Renaissance math products, Math Facts in a Flash and Accelerated Math 2.0
 - 3 training sessions on 10/16, 10/17, and 10/22 allowing schools to work with current student data
 - 28 schools implemented Accelerated Math as of the beginning of December
 - 12 elementary schools implemented Math Facts in a Flash as of the beginning of December
- District Elementary and Secondary Leadership Network meetings include STAR data analysis
 - Meetings were held 11/7, 11/13, 11/14, and 11/15

Evidence of Benchmarks

- Preschool workgroup Math Initiative
 - Focus - PreK Math Intervention Tools and Curriculum Selection
 - Meetings were held: 10/3, 11/19, 1/31
 - Math Preschool Survey and Needs Assessment was completed (Nov- Dec) 2019
 - Selected PreK Teachers to pilot various curriculum resources
 - SY' 2020 - 21 > Selection of McGraw Hill - Building Blocks Curriculum - Implementation plan for all (31) PreK classrooms to include (10) digital licenses each preschool classroom will also have two IPADs
- After School Bilingual MCAS and Math Tutoring for ELs by retired Cuban engineering professors
 - Sullivan, North and South, 2x a week - 11 students out of 24 participants from South High passed the Spanish MCAS retest.

Evidence of Benchmarks

STAR Math Assessment- Average Grade Performance on **Winter** Screening

Grade	1	2	3	4	5	6	7	8	9
# of Students tested	1751	1742	1725	1684	1787	1770	1690	1696	1628
Avg. Grade Equivalent	1.9 ↑	2.7 ↑	3.8 ↑	4.7 ↑	5.9 ↑	6.9 ↑	7.1 ↓	7.8 ↓	7.9 ↑
Avg. Percentile Rank*	54 ↑	49 ↑	55 ↑	53 ↑	57 ↑	52 ↓	44 →	42 ↑	38 →

↑ Increase from Fall ↓ Decrease from Fall → No Change

*STAR includes the scores all students nationwide taking STAR Math assessments to determine percentile rank

* Year 2 of STAR Assessment

Evidence of Benchmarks

Assessment data is used to analyze and create adjustments and interventions

- Grade Level and course PLCs, analysis of data, creation of lesson plans and adjustment to practice
- Monitoring of data by Instructional Leadership Teams
- Peer observations, sharing best practices
- Instructional Rounds with Coaches and Department Heads
- Content Specific Consultants
- Text based Math Diagnostic and Intervention System

Evidence of Benchmarks

Professional Learning Opportunities - focused on Mathematics

- Monthly Math Professional Learning Community for middle and high school department heads
- Unit planning workshops for new math teachers
- enVision trainings for new elementary math teachers and FICs
- Big Ideas Math training for all middle school math teachers
- Math Institute with Dr. Richard Bisk for elementary teacher leaders on conceptual math concepts
- Examining Depth of Knowledge in Math for elementary and secondary FICs and principals
- 3-Act Math workshops (Engaging Students in Problem Solving)
- Examining Ratios and Proportional Relationships workshops
- Framingham State University, Mahesh Sharma - Learning Problems in Mathematics (Dyscalculia) Focus - Special Needs Teachers (Rescheduled SY' 2020-21)

Goal 2 Benchmarks

- ✓ By November 2019, begin quarterly student progress monitoring on all AP math courses through check-ins at the school and district level
- ✓ Beginning in September 2019, provide individualized support to teachers during Professional Learning Communities through modeling lessons, personalized workshops, and lesson plan development

✓ Completed



In Progress



Not Started

Evidence of Benchmarks

- Advanced Placement- AP online classroom supports & progress monitoring checks at school level
- Support has been provided in every content area through PLC's, department meetings, lesson focus, and personalized workshops. In addition, every teacher in grades 3-6 attended a grade level PLC each quarter focused on literacy instruction.

Goal 2 Benchmarks

- ✓ By June 2020, monitor the implementation of the ST Math Program in two new elementary schools and continue support for Union Hill

- ✓ By June 2020, identify and pilot supplemental math curriculum for students with disabilities in specialized programs or in need of intensive services
 - ❑ Review of supplemental curriculum math materials (March - June 2020)
 - ❑ SY' 2020-21 Specialized programs will implement supplemental math curriculum at each level (Elementary/ Middle and High)
 - ❑ Implementation plan includes ongoing coaching support to special education teachers, SWD pre and post assessments to address improving outcomes for SWD in the area of Mathematics across all levels

✓ Completed > In Progress ❑ Not Started

Evidence of Benchmarks

- Worked closely with ST Math Teaching Consultant for ongoing Professional Development at Union Hill, Grafton Street and Worcester Arts Magnet
- FY21-FY24 Competitive grant awarded to 10 schools-Chandler Elementary, Jacob Hiatt, Lake View, Lincoln Street, Nelson Place, Thorndyke Road, Vernon Hill, Elm Park, Tatnuck Magnet, West Tatnuck
- FY21 - Massachusetts Math Initiative-COVID supplemental grant awarded to remaining 20 schools

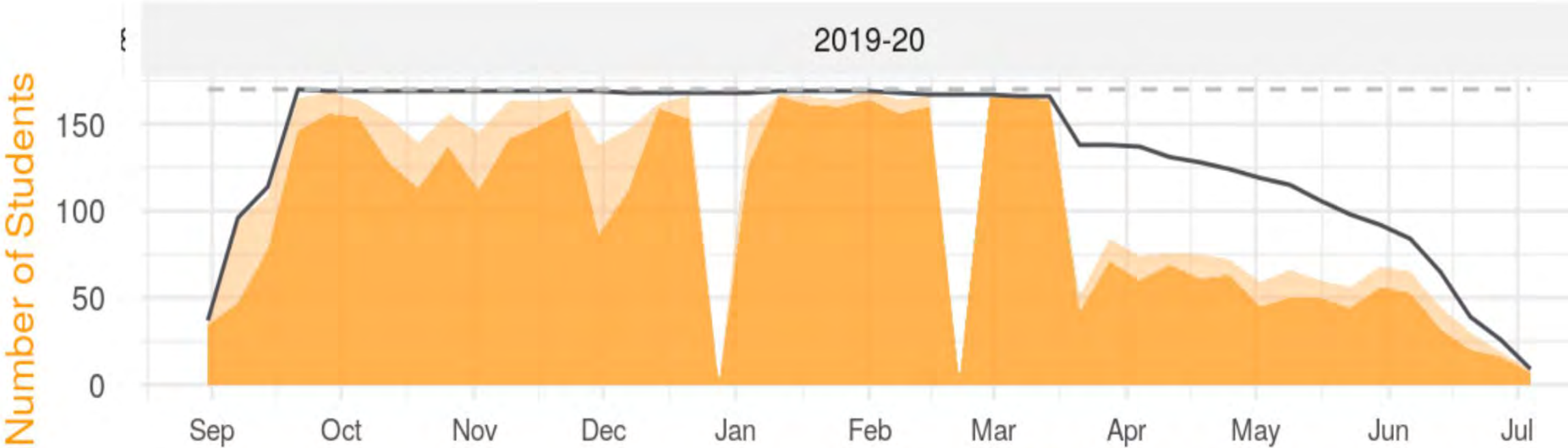


Evidence of Benchmarks

Worcester Arts Magnet

Weekly Logins

Weekly Minutes



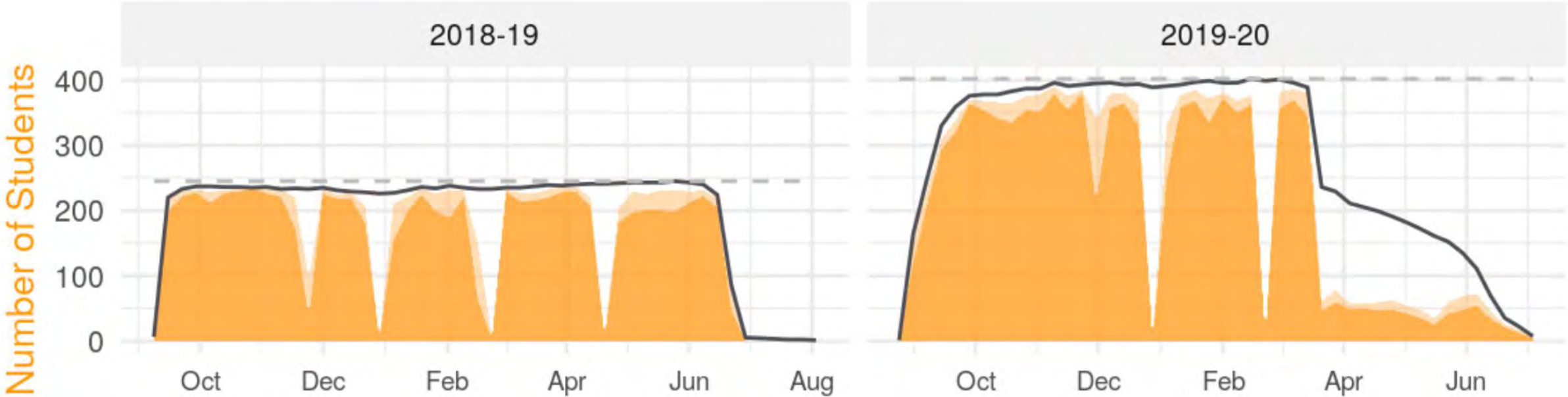
2019-20 YTD Usage Fidelity Metric: 64.4%

Evidence of Benchmarks

Union Hill

Weekly Logins

Weekly Minutes



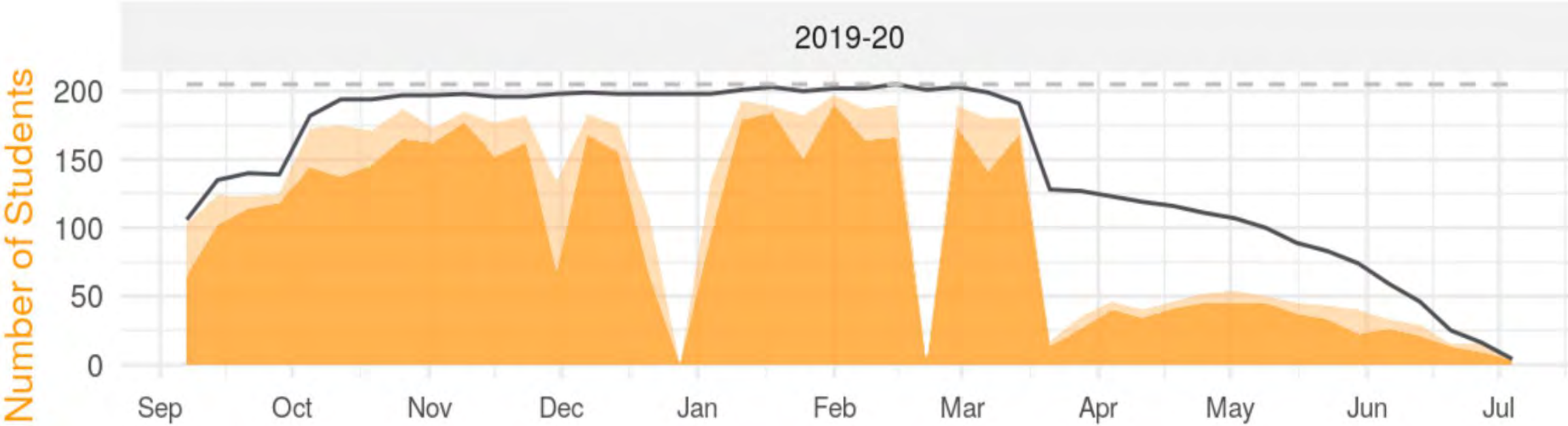
2019-20 YTD Usage Fidelity Metric: 64.4%

Evidence of Benchmarks

Grafton Street ES

Weekly Logins

Weekly Minutes



2019-20 YTD Usage Fidelity Metric: 56.4%

District Improvement Goal 1

By June 2020, implement a district technology strategy that prioritizes and supports student learning and achievement through increasing the digital fluency skills of students, staff, and district administration.

Did not
meet

Some
progress

Significant
Progress



Met

Exceeded

Evidence of Benchmarks

Action Steps that have been accelerated

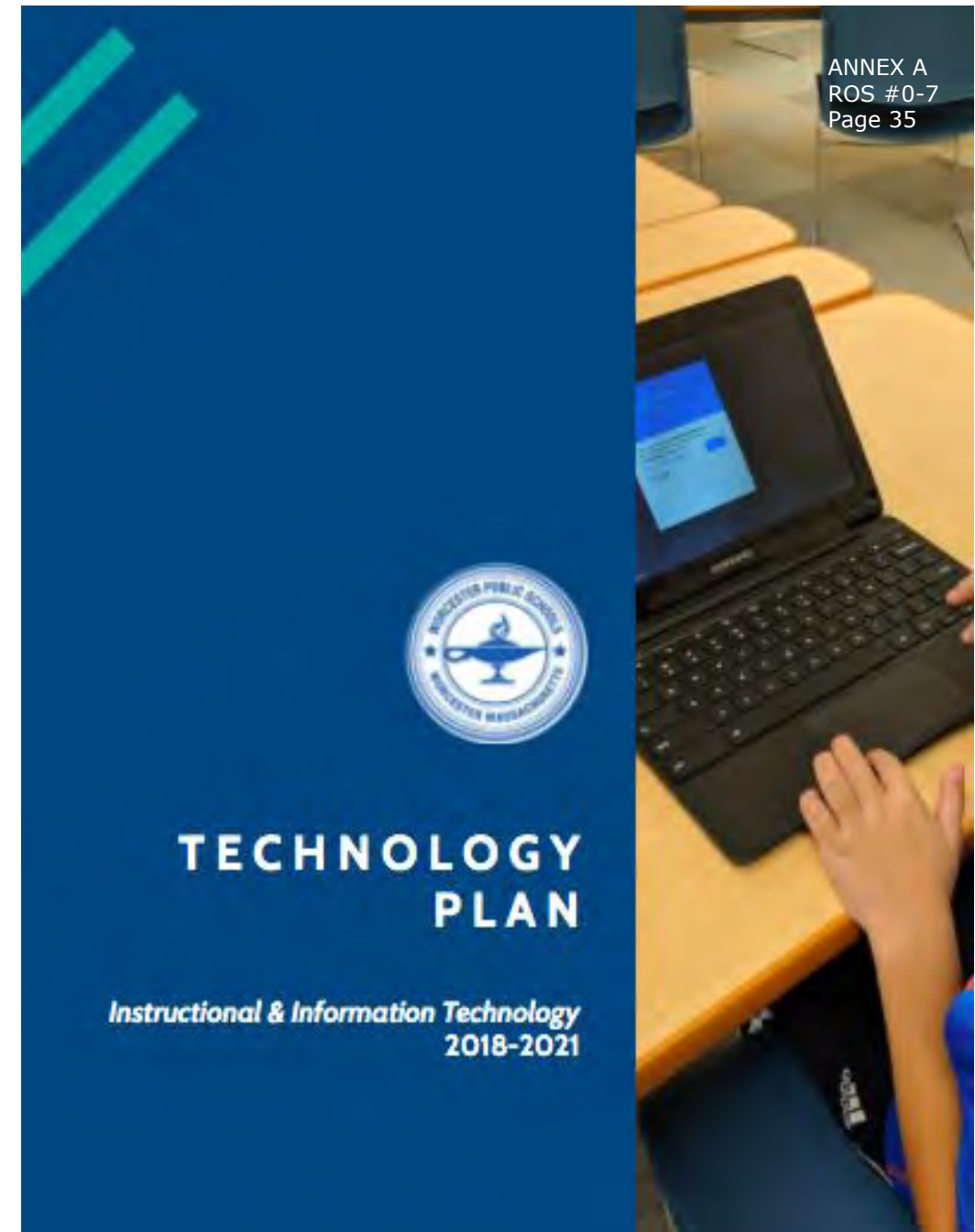
- 1:1 Devices*
- Internet
- Student Data Privacy
- Skill building by staff of tools

Action Steps that have been delayed

- DLCS Liaison
- Instruction of DLCS curriculum
- SIS procurement

**In FY24 annual Instructional Technology budget will need to be increased for sustaining 1:1 ~ + \$875,000 annually*

**New 3 year Instructional and Informational Technology Plan needs to be written this year for FY22-25*



District Improvement Goal 1 Benchmarks

- ✓ By September 2019, deliver student home device/internet access survey and family home device/internet survey
- ✓ By October 2019, create a Techquity subcommittee to analyze survey results and begin to research best practices for closing home digital access divide for students and families
- By May 2020, through a student information system (SIS) stakeholder subcommittee and RFP Process, select a 3rd party SIS
- ✓ By May 2020, advocate for two additional district instructional technology coaches to continue to reach the goal of 8. (Currently 4/8)



Completed



In Progress

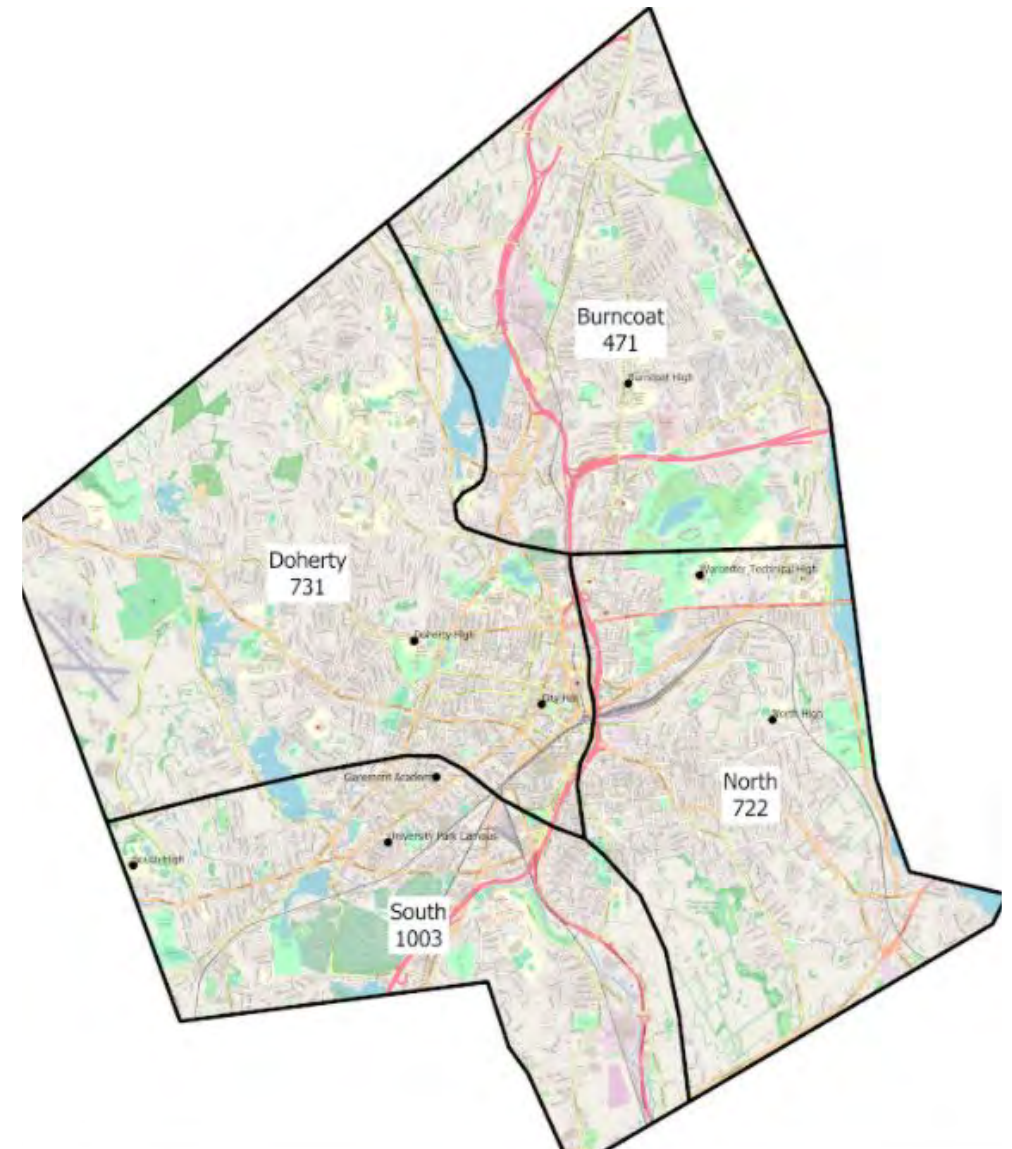


Not Started

Evidence of Benchmarks

Spring Family Survey - no internet access Worcester Research Bureau

- Fall 2019 Student Survey (taken in school)
- Fall 2019 Family Survey (paper survey)
- Spring (COVID) Family Survey (personal phone calls home)
- [Link to survey results](#)



Spring Survey

24,124 students

Population	% with Internet	% with Device	% with Both Internet and a Device
American Indian or Alaska Native	86.4%	75.0%	75.0%
Asian	88.1%	82.7%	81.2%
Black or African American	85.5%	75.6%	74.3%
Hispanic or Latino	79.2%	66.6%	64.8%
Multi-Race, Non-Hispanic	85.2%	76.3%	74.5%
Native Hawaiian or Other Pacific Islander	100%	75.0%	75%
White	90.3%	83.1%	82.3%
English Learner	77.1%	63.4%	61.9%
Student with Disabilities	78.7%	76.2%	65.0%

Evidence of Benchmarks

Techquity Committee

- Engaged a group of over 25 teachers, parents, students, community partners, and local business owners in participating in the techquity committee
- Met monthly from September 2019 - February 2020
- Broke into 5 subcommittees to explore potential solutions for the “homework gap”
- Utilized information gathered in committee meetings and with subcommittees to inform involvement in City of Worcester Internet Access Working Group, which has ultimately led to the purchase of 5,000 wifi hotspots to be distributed to families without internet access. Continued advocacy at local, state, and national level for broadband access for all.

Student Information System

- SIS Progress Underway for selection in September 2020 ([Report of Superintendent 5/25/20](#))
- 36 stakeholders on selection team including families, students, and staff - kickoff 6/30/20

District Improvement Goal 1 Benchmarks

- By May 2020, advocate for a K-12 Digital Literacy and Computer Science Liaison **(not funded)**
- ✓ By May 2020, complete implementation of the first phase of the K-5 Digital Literacy, Computer Science and Engineering enrichment curriculum with support, modeling, and coaching
- ✓ By May 2020, implement new aligned curriculum for the 7-8 Digital Literacy and Computer Science courses

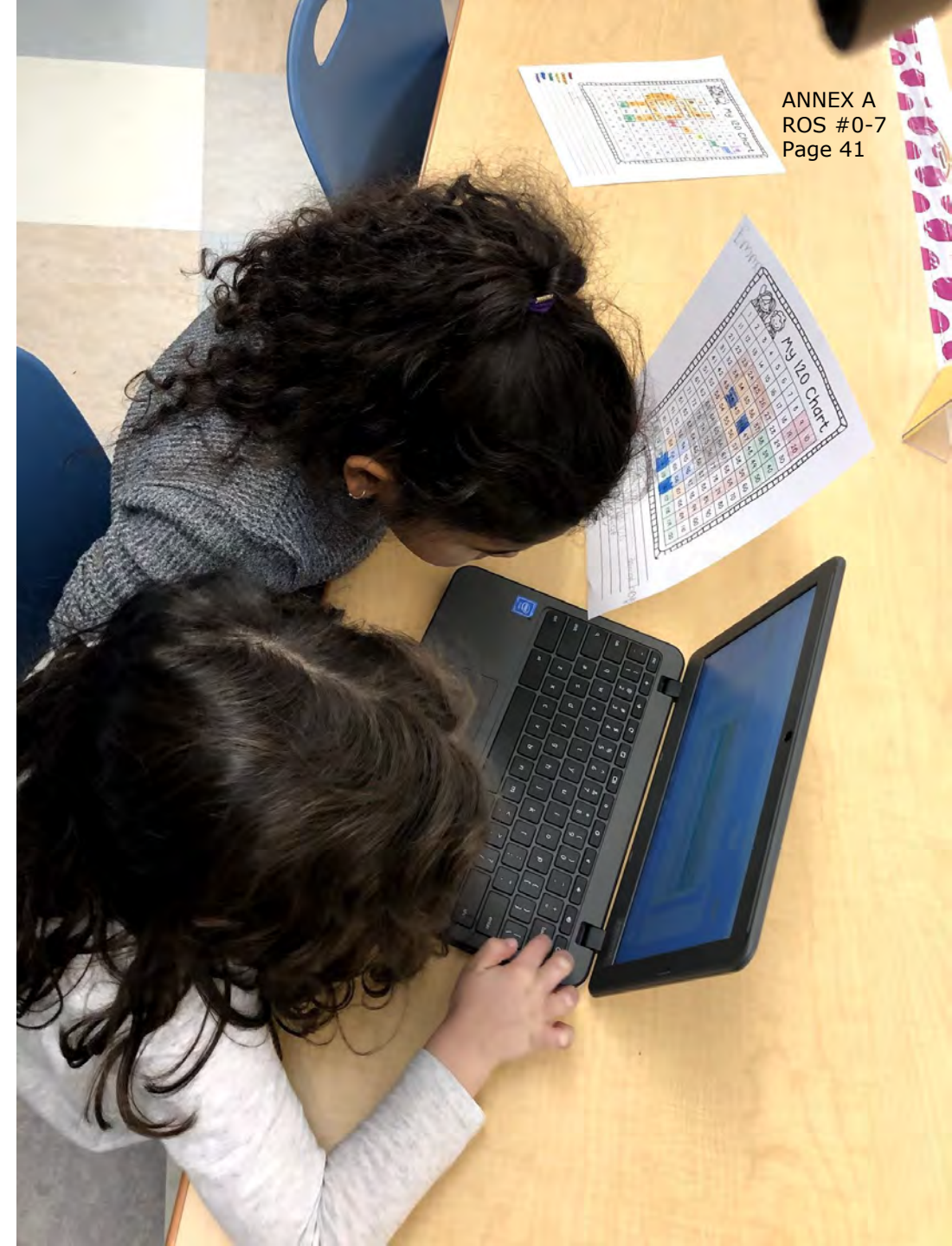
✓ Completed

➤ In Progress

☐ Not Started

Evidence of Benchmarks

- Completed first year of K-5 & 7-8 Digital Literacy and Computer Science (DLCS) curriculum
- Monthly department meetings, 1:1 coaching
- Changing name to “Technology Enrichment” (Gr K-5)
- Ongoing coaching and training to SPED & EL staff to promote access to intervention tools and technology



Evidence of Benchmarks

K-5 DLCS

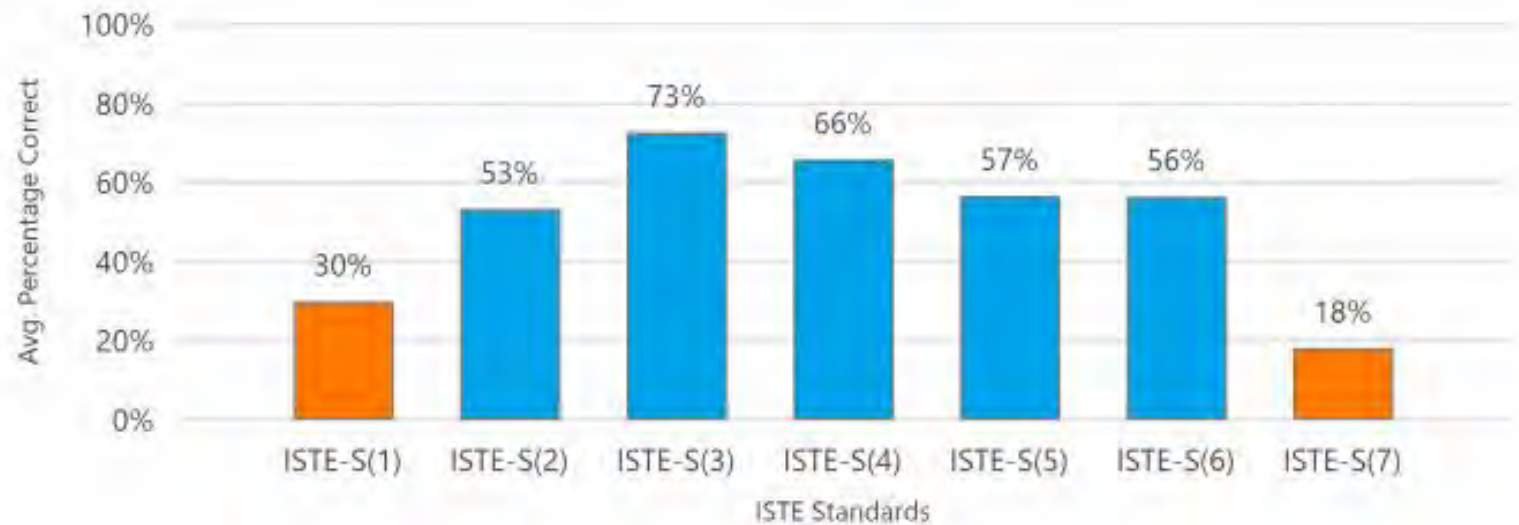
Pre-Assessment of 4th and 5th graders who were enrolled in the 4th Enrichment class in January 2020.

(Post assessment was not administered due to COVID)

District Performance



Bars represent the district's average score for each ISTE standard.



District Improvement Goal 1 Benchmarks

- ✓ By May 2020, implement first phase of the Student Data Privacy Alliance
- ✓ By May 2020, implement first phase of district staff training on cybersecurity awareness
- ✓ By June 2020, complete the 4th and 5th cohorts of the “Innovative Teacher Leader Network” (iTeacher)
- ✓ By June 2020, complete a second cohort of the “innovative Principal Network” (iPrincipal)

✓ Completed



In Progress



Not Started

Evidence of Benchmarks

- Signed up with MAStudent Data Privacy Alliance (Spring 2019)
 - [WPS TEC SDPA Website](#)
 - Vetting apps
- Principals and district admin trained by city cybersecurity trainer
- Self-Paced Cybersecurity Workshops
- 4-5th Cohorts of iTeachers complete
- 2nd Cohort of iPrincipals complete



District Improvement Goal 1 Benchmarks

- ✓ By June 2020, sustain and strengthen the skills and knowledge of Cohorts 1-3 iTeachers and Cohort 1 Principals through deeper integration of ISTE Standards, continued professional development, and exposure to national trainers
- ✓ By June 2020, provide ongoing, expanded, and diversified professional development technology integration offerings, as requested in June 2018 staff survey results
- ✓ By June 2020 focus on Universal Design to Learning, Models of Inclusion, and Assistive Technology Tools



Completed



In Progress



Not Started

Evidence of Benchmarks

- Continued ongoing sustained professional development [Link to Slide Deck of iTeachers](#)
 - iTeacher Cohorts 1-3
 - 9/25, 12/5, 3/12, 6/3 transitioned to virtual
 - iTeacher Cohort 4
 - 10/9, 11/6, 1/29, 2/26, 3/12, 4/25, 5/20
 - iTeacher Cohort 5
 - 10/10, 11/7, 1/30, 2/27, 3/12, 3/26
 - iPrincipal Cohort 1
 - 9/27, 10/18, 11/22, 1/7, 3/13 (full days)
 - iPrincipal Cohort 2
 - 10/25, 11/21, 1/16, 2/25, 3/13, 3/24 (full days)
 - ISTE Educator Certification Cohort (summer + 6 month portfolio process)
- Ongoing pd offerings and embedded coaching by OITDL coaches and iTeachers



Impact of iTeachers

6576+ participants FY20

Sample of Workshops (over 500 offered)

*Participants may have attended multiple workshops

- Tech Tools for English Learners
- Tech Tools to Bring Your Google Classroom to Life
- PearDeck and Flashcard Factory
- Virtual Escape Rooms
- Zoom and Google Meets
- Using Screencastify in Google Classroom to Engage, Explain, and Evaluate
- Creating Self-Differentiated Activities
- Virtual Tools in Performing Arts
- Greatest Hits from 2nd grade- ideas for google tool uses in the classroom
- Classroom Management with Live Video Class

iTeachers in Schools

84

iTeachers in District

15

Google Certified Trainers

54

Office of Digital Learning

Average Feedback

3.77/4

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COVID - Remote Learning

- Assistive Technology Modules
- Book Creator
- Clever Academy Badge
- Common Sense Media Student Data Privacy Course
- EdCite
- EdPuzzle
- Google Educator Level 1
- Google Educator Level 2
- Listen & Learn Podcast PD
- Nearpod
- PearDeck
- Read & Learn Blog PD
- Screencastify Genius Badge
- Screencastify Master Badge
- See Saw
- Google Classroom 101
- Cybersecurity
- Google Meet for Pre-K
- Digitizing Class Community
- Google Forms

Digital
Drop In

1200
attendees

Remote Learning
Workshops &
Self-Paced Courses

2758
participants

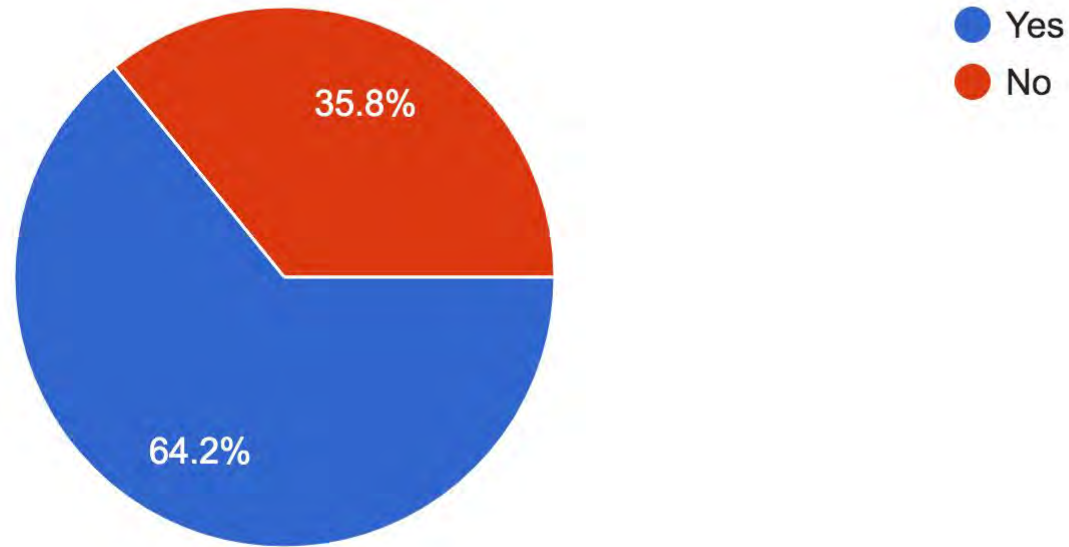
4 Digital Learning Coaches

*Participants may have attended multiple workshops

iTeachers - Office hours during closure

Did you hold drop in hours during the closure?

53 responses

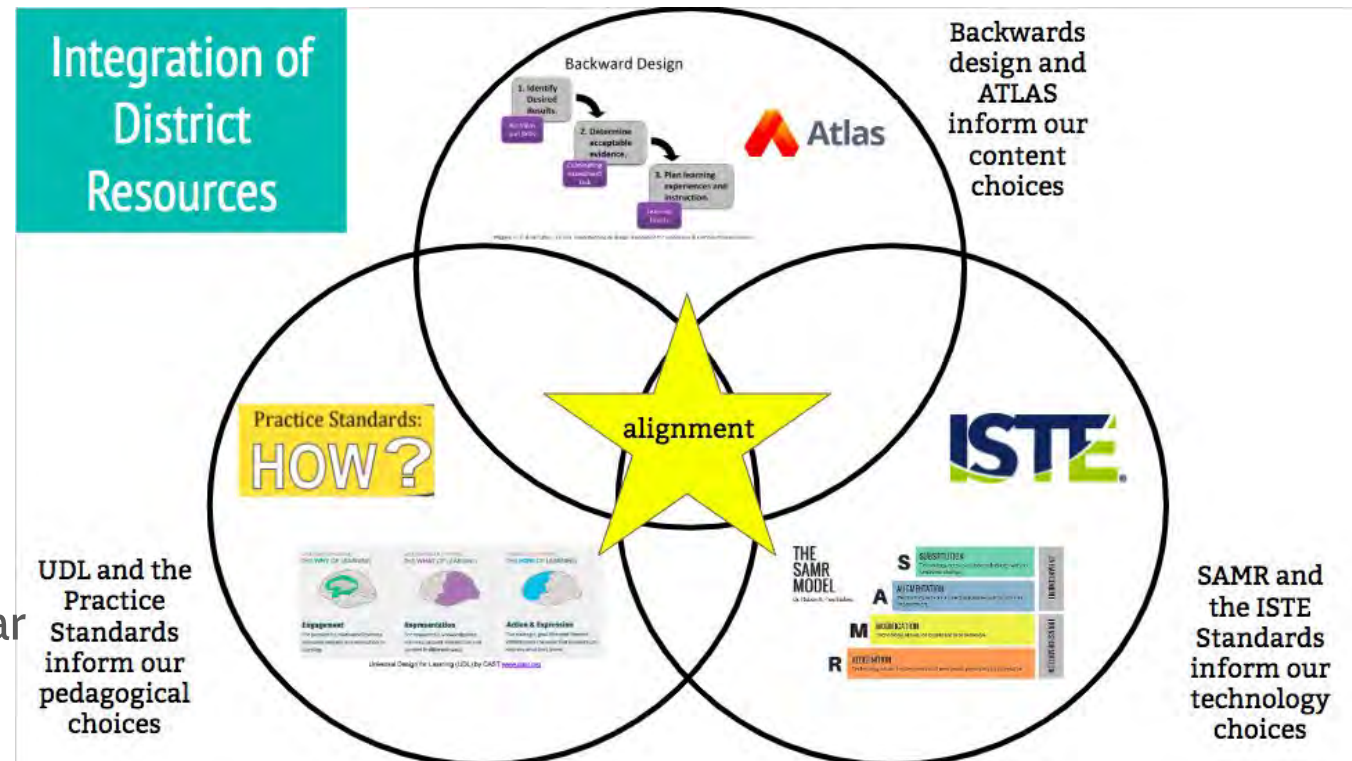


- Every middle school has 2-4 iTeachers
- Every high school has 2-4 iTeachers
- 27 elementary schools have 1-2 iTeachers

Evidence of Benchmarks

UDL, Models of Inclusion, & Assistive Technology Tools

- [Thoughtful Technology Integration](#) (TPACK, SAMR, UDL, ISTE, & Standards) - presentation to coaches
- [UDL - Inclusive Practices Presentation](#)
- [UDL and Access to Rigor](#)
- Assistive Technology Tools
- 15 PDP Technology for Diverse Learners
- AT/OT/PT/OITDL staff attended annual ATiA Conference, January 2020
- SPED/OITDL/IT Working Group Established, February 2020
- iTeacher Support to SPED Extended School Year
- iTeacher Support to EL - WELLS Summer Academy



District Improvement Goal 2

Did not
meet

Some
progress

Significant
Progress



Met

Exceeded

By June 2020, identify and implement strategies to address social and emotional needs that impact student school performance.

District Improvement Goal 2 Benchmarks

- ✓ By August 2019, provide a Leadership Institute to all district, school administrators and coaches on collaborative problem solving, “The Discipline Fix”, by J. Stuart Ablon, Ph.D.
- ✓ By September 2019, begin bi-monthly resiliency workshop series for all district leaders, principals, and teachers.

✓ Completed



In Progress



Not Started

Evidence of Benchmarks

- Professional Development with Dr. J. Stuart Ablon
 - School and district leaders - 8/19 [Leadership Institute Agenda](#)
 - Secondary school teams (Collaborative Problem Solving) - 12/17, 12/18, & 12/19 and subsequent ongoing school coaching
 - District and School leadership training (Collaborative Problem Solving)- 6/15, 6/16, 6/17, & 6/18
- Resilience Training with UMASS Trauma Team Director Dr. Heather Forkey and Open Sky
 - Principals and District Leaders - 8/19, 10/8, 3/10
 - Training for School Adjustment Counselors and School Psychologists - 8/22, 10/11, 12/18, 3/10
 - These sessions were recorded and shown to all district staff during September, November, December and March Principal Meetings - school sessions were facilitated by SEL staff

District Improvement Goal 2 Benchmarks

- ✓ By September 2019, launch district Stabilization Team (Fully launched in January 2020)
- By January 2020, provide safe, and supportive schools by completing and implementing a multi-tiered system of support (MTSS) and an accompanying data collection strategy to monitor and target student support interventions and resources aligned to improve academic and behavioral outcomes
- ✓ Participate in DESE MTSS workshops (year 1)

✓ Completed

➤ In Progress

☐ Not Started

Evidence of Benchmarks

- DESE/Urban Superintendents' Network MTSS Workshop Attended
 - Two-day leadership institutes: 9/26-27 & 2/3-4
- [District Self-Assessment](#) of MTSS to be updated due to expected increased needs of students for additional supports due to Covid-19
- Stabilization Team fully implemented in January 2020 with full time nurse, and 3 behavioral health specialists. Team located at Woodland Academy with extra support at Claremont/Challenge and Reach, and City View
- Approved and supported Pilot partnership with Bryt Program for Woodland Academy 20-21
- Partnered with Barr Foundation for Panorama SEL assessments of students in Grade 9 across all high schools
- Implemented agreement with Panorama for September 2020 to assess social emotional needs of all students in grades 7-12.

District Improvement Goal 2 Benchmarks

- ✓ By June 2020, Burncoat Middle, Worcester East Middle, Sullivan Middle, Claremont, and North High faculty and staff will receive training on “ The Culturally Responsive Classroom”
- ✓ By June 2020, analyze student and staff attendance data, monthly at the school and District Attendance Taskforce to develop targeted interventions
- ✓ By June 2020, analyze student discipline data, monthly at the district and building level to evaluate progress and revise action steps as needed



Completed



In Progress



Not Started

Evidence of Benchmarks

- Culturally Responsive Teaching - Professional Development

- Sullivan, Claremont, and Office of Digital Learning began with consultants from www.lcilttd.org
- Secondary principals and coaches and district leadership with consultants from www.lcilttd.org
- Elementary principals with consultants from www.lcilttd.org
- A 3 day module training for secondary assistant principals at Assabet Valley Collaborative 8/21, 9/9-11, and 10/11- 27 participants
- Second book studies on *Culturally Responsive Teaching and the Brain* by Zaretta Hammond- 20 participants
- District participation in DESE's Diversity Network

- Attendance Task Force

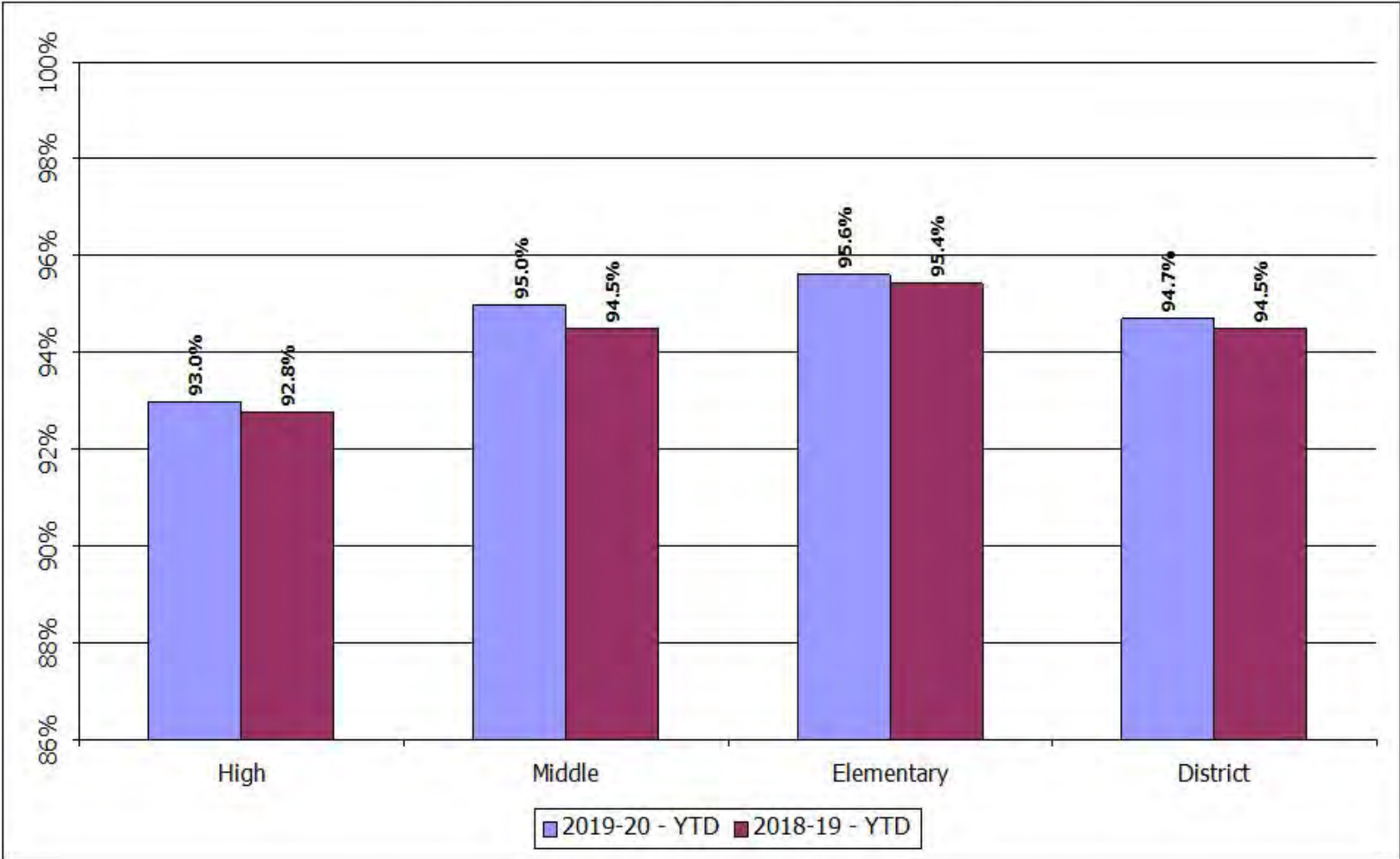
- Task force members met bimonthly, with much of work being done at school level. District/school level data reviewed. Schools convened school level Attendance Team meetings, which focused on promoting universal, daily attendance, and evaluating and planning for students identified as chronically absent. Principals and OSEL staff receive data updates monthly
- All schools receive specific data on chronically absent students monthly

- Discipline Task Force

- Monthly meetings with district leaders occurred on 11/12, 12/9, 12/10, 1/15 and 2/13
- Action plan developed to shadow students who have been suspended to learn gain insight into their daily experiences and areas for skill development
- Preliminary data indicate reduction in discipline when comparing 18-19 SY up to March to 19-20 SY

Evidence of Benchmark

Attendance Rate History - 2019-20 (3/12/2020), 2018-19 (3/14/2019)

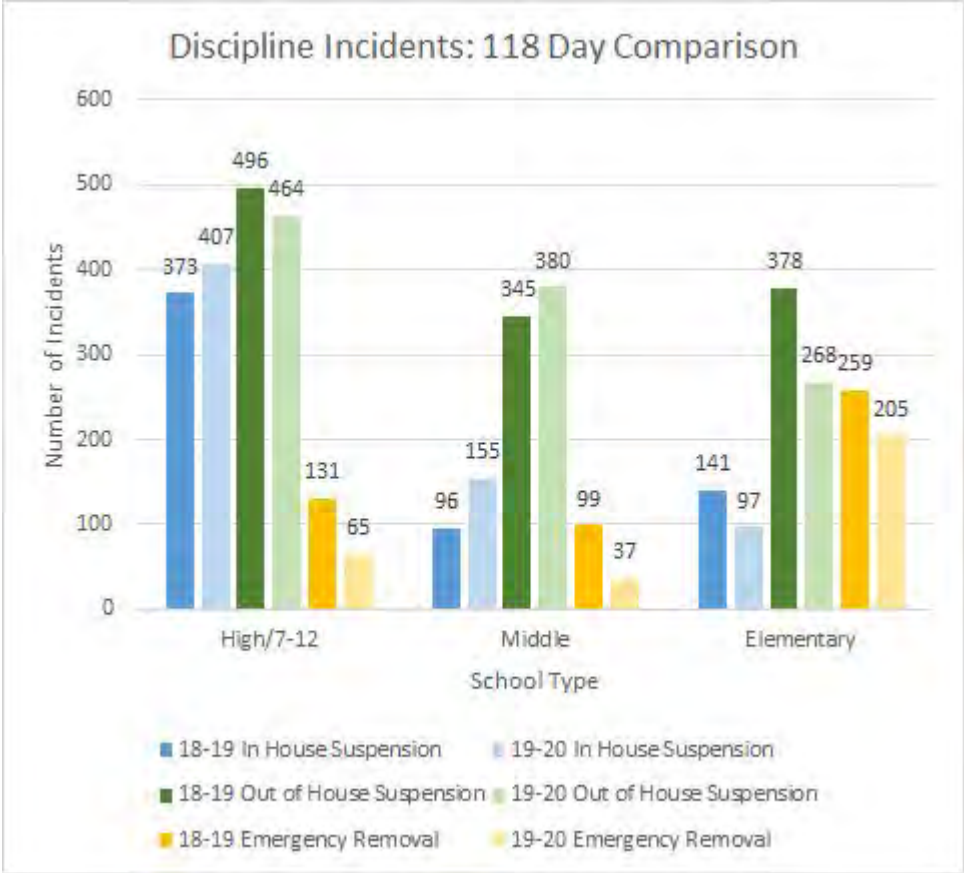


Evidence of Benchmark

Discipline

* the below data compare disciplinary incidents from the first 118 days of the 18-19 SY to the 19-20 SY

Overall District Incidents Count			
School Year	2018-19	2019-20	Change
In House Suspension	610	659	49
Out of House Suspension	1219	1112	-107
Emergency Removals	489	307	-182
Total Infractions	1829	1771	-58



Evidence of Benchmark

Discipline

* the below data compare disciplinary incidents from the first 118 days of the 18-19 SY to the 19-20 SY

Suspended Student Count		
2018-19	2019-20	Change
1373	1220	-148

# of Suspensions			
1	2-4	5-9	10+
779	393	44	4

5.0%

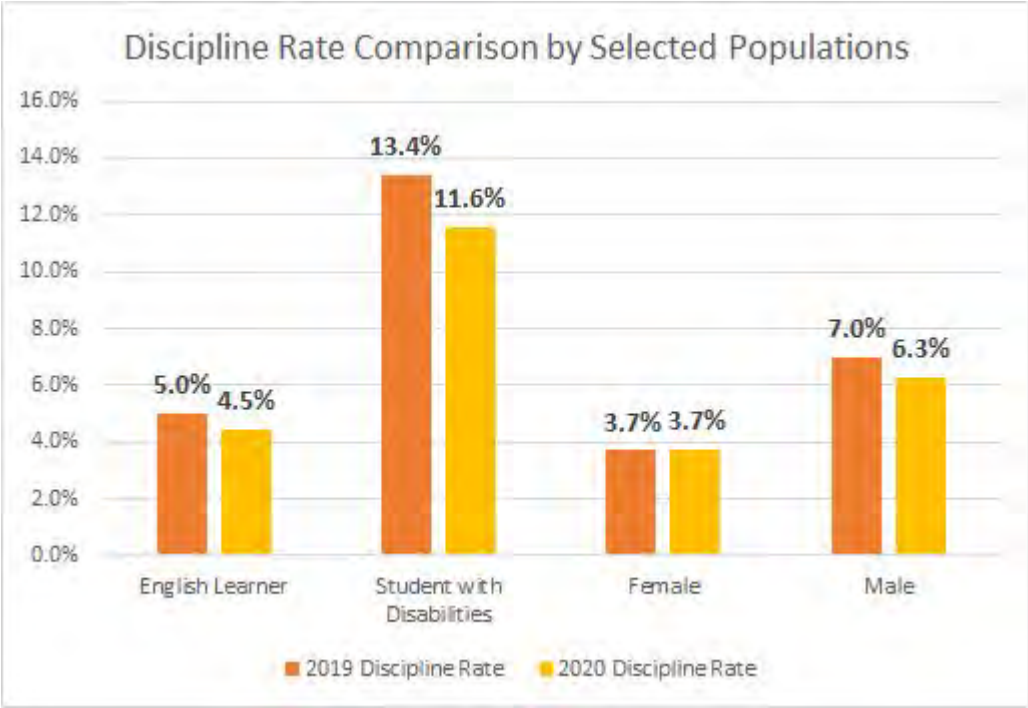
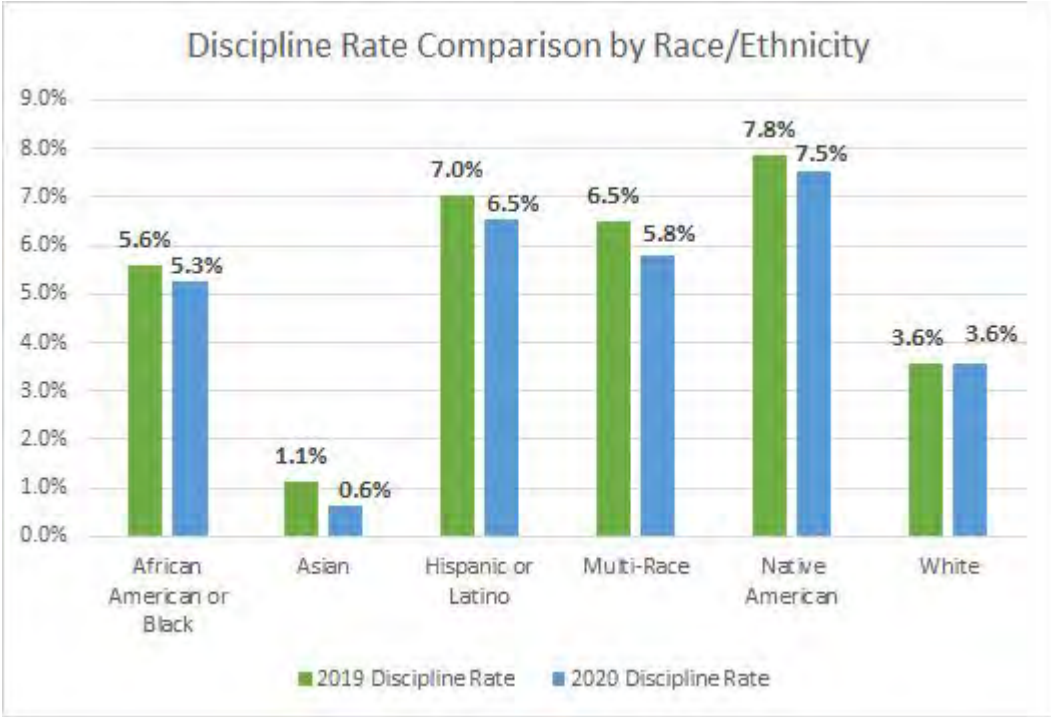
of kindergarten through 12th
graders were suspended
between August and March 12,
2020

Discipline rate was 5.4% at same point last year

Evidence of Benchmark

Discipline

* the below data compare disciplinary incidents from the first 118 days of the 18-19 SY to the 19-20 SY



District Improvement Goal 3

By June 2020, develop a plan for staff recruitment and retention and implement strategies that will increase access to well qualified, diverse candidates.

Did not
meet

Some
progress



Significant
Progress

Met

Exceeded

District Improvement Goal 3 Benchmarks

- ✓ By October 2019, hired Ivonne Perez, Chief Diversity Officer to join the work of the superintendent and district leadership team to develop a plan for staff recruitment, diversity, and retention.
- ✓ By November 2019, expand staff participation in the “Real Talk” educators network
- ✓ By June 2020, expand MTEL preparation support for dual licensure in ESL.



Completed



In Progress



Not Started

Evidence of Benchmarks

- Chief Diversity Officer position offered to and accepted by current WPS Principal Ivonne Perez to be implemented fully on July 1, 2020
- Diversity Advisory Committee selected, met and members have been included in 20-21 interview process
- 4-week ESL MTEL workshops- Fall(9/25, 10/16, 30 & 11/13) Spring(2/11, 2/25, 3/10, 3/17)-total of 22 participants
- “RealTALK” development
 - Oct. 25th - Consulted with Keisha Lamb, Educational Equity Specialist from Assabet Valley Collaborative
 - Oct 28th - Consulted with Irving Scott, professor at Harvard Graduate School of Education
 - Nov 4th - ELL Manager and Chief Diversity officer are collaborating on the efforts. An invite was sent to principals to discuss possible guest speaker to launch RealTALK for 19/20.
 - Feb. 5th - Guest Speaker Giselle O. Martin-Kniep
 - Selected a book for a spring book study- *Crucial Conversations: Tools for Talking When Stakes are High*, by Patterson, Grenny, MCMillan, Switzler-**postponed due to COVID-19**

District Improvement Goal 3 Benchmarks

- ✓ By June 2020, provide financial and academic support to 29 instructional assistants with current degrees to gain MA DESE educator licensure in partnership with WSU.
- ✓ By June 2020, provide financial and academic support to 24 undergraduate instructional assistants to continue their education in partnership with WSU.
- By June 2020, expand recruitment of students in the Worcester Future Teachers Program.

✓ Completed

➤ In Progress

☐ Not Started

Evidence of Benchmarks

- 13 WPS paraprofessionals have enrolled in courses toward a Bachelor's degree at Worcester State University with the support of JET including one para who graduated in May 2020.
- 16 WPS paraprofessionals have enrolled in courses towards a Post-Baccalaureate certificate, of which 6 have graduated and completed their licensure.
 - Out of the remaining 10 paras, 5 are on track to graduate in 12/20 and 5 are on track to graduate in 5/21.
 - Out of the remaining 10 left to graduate, 5 students are diverse with 2 Latinx and 3 multicultural.
- There are 13 JET participants for 20-21 cohort, including 3 are non-white (2 Latinx and 1 Asian).
- Worcester Future Teachers Program planning [Educator Signing Day](#) in Spring 2020. (Cancelled due to Covid-19)

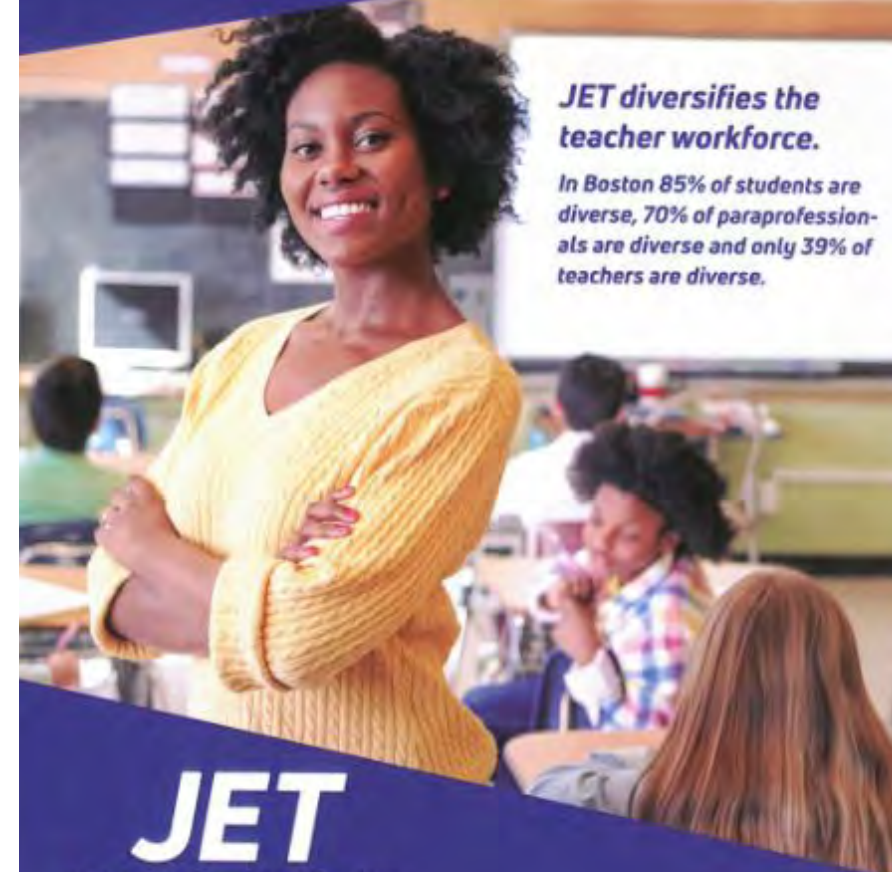
Helping Paraprofessionals without bachelor's degrees become Teachers in MA

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JET builds a community teacher pipeline by leveraging the knowledge, experience, and passion of paraprofessionals who are committed to teaching long-term in their community schools.

JET diversifies the teacher workforce.

In Boston 85% of students are diverse, 70% of paraprofessionals are diverse and only 39% of teachers are diverse.



JET

Journey into Education & Teaching

Other Goal 4

By June 2020, support the development of advanced and experiential learning opportunities for students to develop intellectual agility (the ability to think and act well), social acuity (the capacity to communicate well), and personal agency (the ability to know yourself and the capacity to act towards specific ends).

Did not
meet

Some
progress

Significant
Progress



Met

Exceeded

District Improvement Goal 4 Benchmarks

- ✓ By September 2019, enroll students from each high school in 22 Dual Enrollment courses taught during the fall of 2019.
- ✓ By October 2019, increase student enrollment in the Innovation Pathways Program.
- ✓ By October 2019, partner with Mass Hire and Workforce Central to develop shadowing and internship opportunities.
- ✓ By January 2020, enroll students from each high school in 21 Dual Enrollment courses taught during the spring of 2020



Completed



In Progress



Not Started

Evidence of Benchmarks

2019-2020 Enrollment in Early College Dual Enrollment Classes

(DESE counts the school year enrollment as Summer, Fall, and Spring)

School	Total Enrollment	Summer 2019 QCC	Summer 2019 WSU	Fall 2019 QCC	Fall 2019 WSU	Spring 2020 QCC	Spring 2020 WSU
Burncoat High School	72	15	2	31	2	22	0
Claremont Academy	65	1	1	24	12	20	7
Doherty High School	169	23	7	58	3	64	14
North High School	75	22	4	27	1	17	4
South High School	133	30	8	38	3	41	13
University Park Campus School	53	7	6	12	7	21	0
Worcester Technical High School	173	23	1	47	0	82	10
NCCYA/GCC	12	0	0	0	0	12	0
Totals	742	121	29	237	28	279	48

Evidence of Benchmarks

Innovation Pathways Enrollment Data

Internship Opportunities						
	Advanced Manufacturing	Construction / Engineering	IT	Health Care	Total	Notes
Summer 2019			11	10	21	11 IT and 4 Health Care paid and supported by partnership with MassHire. 6 Health Care supported by industry.
Spring 2020	15 Planned but not executed due to COVID-19 3 Paid online Trainings	4 planned but not executed due to COVID-19 9 Paid online Trainings			0 Internships 12 Paid online Trainings	While 19 internships were planned, however they could not be executed because of the COVID-19 shutdown. Students participated in paid online trainings supported through Mass Hire
Summer 2020	3	2	9	7	21	All paid and supported by partnership with MassHire.
School year 2020 -2021	34				34	\$30 grant from DESE was awarded for 34 internships. Placement areas are still to be determined. Additionally, waiting to see if a DESE grant will be awarded for internships in Business

District Improvement Goal 4 Benchmarks

- ✓ By June 2020, increase the network of community based opportunities for students with disabilities in the areas of self-advocacy, personal learning, and transition planning
- ✓ By June 2020, increase the number of English learner students in the New Citizen's Center (NCC) Young Adult program who participate in dual enrollment classes.
- By August 2020, increase recognition of the AP Capstone Diploma by increasing the number of students in AP Seminar and Research.



Completed



In Progress



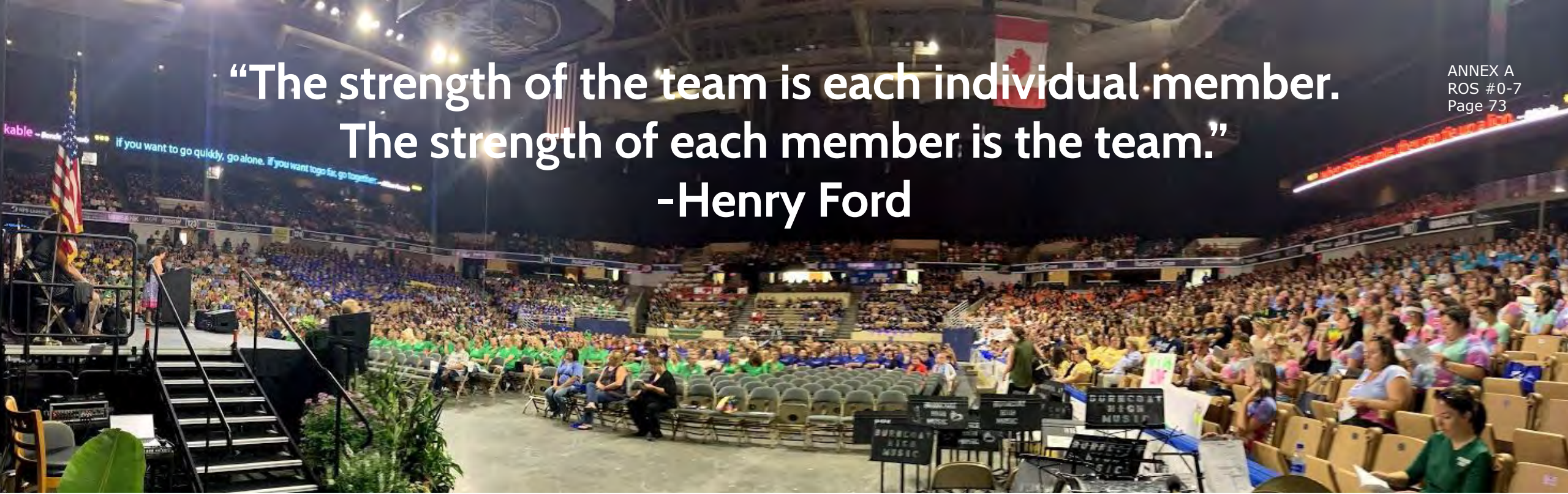
Not Started

Evidence of Benchmarks

- IEP Teams develop transition plans for all students with disabilities beginning at age 14 - [DESE Transition Planning Form](#)
- Postsecondary outcomes for students with disabilities [DESE Summary of Student Performance](#)
 - Burncoat High School LEADERS Initiative
 - North High School lunch and cafeteria initiatives
- [Transition Passport](#) - Portfolio of transitional skills for students with significant disabilities
- New QCC courses aligned for ELs for Spring 2020
 - Math BootCamp (in Spanish)- 22 Participants
 - Math 100 -2 participants
 - First Year Experience 101 - 14 participants
 - Computer Information Systems 111 - 3 participants
 - Statistics i(n Spanish) - 6 participants

Total 33 Els, 12 were students from the NCCYA
- AP Capstone Diploma (Results in mid July 2020)

**“The strength of the team is each individual member.
The strength of each member is the team.”
-Henry Ford**



WORCESTER
PUBLIC SCHOOLS



VII. COMMUNICATION & PETITION
Clerk
(June 21, 2020)

ITEM - c&p #0-12
S.C. MEETING - 7-16-20

ITEM:

To consider a communication from Kwaku Nyarko relative to the Worcester Voter Registration Initiative partnering with the Worcester Public Schools to **increase voter turnout in the city through community engagement, workshops, and civics lessons catered towards the youth.**

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the Petition from Kwaku Nyarko.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

There is a non-profit organization run by Worcester college and high school students called the WVRI, the Worcester Voter Registration Initiative. They're a non-partisan organization that seeks to increase voter turnout in our city through community engagement, workshops, and civics lessons catered towards the youth. One of the tenets of the Governor's recent Civics Bill (late 2018) was to engage students in at least one civics project in their community and WVRI is looking to partner with WPS to help provide students in our district with more active civics education in that kind of manner.

On behalf of WVRI, I'd like to request time at the beginning of the next school committee meeting to present our intentions and goals to the committee to see if we can form some sort of working partnership in the future to serve our youth.

Sincerely,

Kwaku N.

P.s. here are some links with more information:

<https://wvri.org>

<https://www.google.com/amp/s/www.worcestermag.com/entertainmentlife/20200618/worcester-youth-group-joins-effort-to-build-youth-vote%3ftemplate=ampart>

X. GENERAL BUSINESS
Administration/Ms. Novick/
Miss Biancheria/Mr. Foley
(July 6, 2020)

CURRENT ITEM - gb #0-138.3
S.C. MEETING - 7-16-20

1ST ITEM	gb #0-138	S.C. MTG. 4-16-20
2ND ITEM	gb #0-138.1	S.C. MTG. 6-4-20
3 RD ITEM	gb #0-138.2	S.C. MTG. 6-18-20
4 TH ITEM	gb #0-138.3	S.C. MTG. 7-16-20

ITEM:

Response of the Administration to the motions from the FY21 Budget:

500-91133 Nursing and Clinical Care Salaries

Request that the Administration report publicly on the difficulties in hiring school nurses.

Request that the Administration provide a list of the schools that have nurses to include the hours that they are on site and the gaps and the challenges relative to hiring school nurses.

ORIGINAL ITEM: Administration (April 6, 2020)

To set the dates for the FY21 Budget Hearings.

6-4-20 - Vice-chairman Foley opened the meeting and allowed testimony from the public regarding the FY21 Budget.
On a roll call of 6-0-1 (absent Mayor Petty), it was moved to suspend rules to allow the following individuals to state their concerns for the FY21 Budget for the Worcester Public Schools:
Gordon Davis, NAACP, spoke to the elimination of racial inequity and the need to hire an adequate number of teachers, counselors and other staff to insure that the disparities are eliminated. **(Continued on page 2.)**

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to the above motions.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

RESPONSE: In consideration of this request the Worcester Public School Director of Nursing and Health Services reports that the Department has limited difficulties in hiring school nurses (SN). We usually have many applicants when positions become available, however it can be difficult to find qualified, experienced SNs. This is often approached by hiring some nurses as substitute nurses, who receive a two week orientation and mentoring, to provide them with the experience needed. Having a DESE license is required to work full-time as a SN, presenting another challenge. If the nurse applicant is not DESE licensed but has experience and is enthusiastic about school nursing they are hired on a waiver with the intent of completing the courses and MTEL within the first year as required for licensure. The professionalism, unity, professional development and salary offered are often cited as reasons for applying to the WPS Nursing Department.

Please see the attached list of the schools with nurse/ nurses assigned and time on-site. School nurses are required to arrive at school 10 minutes before the starting time and to remain on duty 15 minutes after the close of school or longer, on occasion to perform professional duties.

NURSING STAFF 2019-2020	
LOCATION	Hours
ACT at CMCS (.5)	10:30am - 2:00pm
BURNCOAT HIGH	7:20am - 1:43pm
BURNCOAT MIDDLE	7:20am - 1:43pm
BURNCOAT ST. PREP	8:05am - 3:10pm
*CHALLENGE & REACH ASP-Safety	7:00am - 1:15pm
CLARK ST	8:25am - 2:30pm
LINCOLN ST	7:45am - 1:50pm
FRANCIS J. MCGRATH	8:30am - 2:35pm
NORRBACK AVE	7:55am - 2:00pm
NORRBACK AVE	7:55am - 2:00pm
THORNDYKE	8:25am - 2:30pm
WAWECUS	8:25am - 2:30pm
WORCESTER ARTS MAGNET	8:25am - 2:30pm
CHANDLER EL	7:40am - 2:55pm
CHANDLER ANNEX	7:45am - 2:20pm
CHANDLER MAGNET	8:25am - 2:30pm
DOHERTY	7:20am - 1:43pm
DOHERTY	7:20am - 1:43pm
ELM PARK	8:10am - 3:45pm
TRANSITIONS & NCC YOUNG ADULT	7:55am - 2:00pm
FLAGG ST	8:25am - 2:30pm
FOREST GROVE MIDDLE	8:47am - 3:10pm
FOREST GROVE MIDDLE	8:47am - 3:10pm

JACOB HIATT	7:55am - 3:35pm
MAY ST	8:25am - 2:30pm
MIDLAND ST	8:25am - 2:30pm
NELSON PLACE	9:05am - 3:10pm
W. TATNUCK (.5)/NELSON PLACE (.5)	9:05am-3:10pm
TATNUCK MAGNET	8:25am - 2:30pm
WEST TATNUCK	9:05am - 3:10pm
BELMONT	8:15am - 2:20pm
CITY VIEW	8:25am - 4:10pm
*GERALD CREAMER CENTER (.5)	10:30am -1:30pm
GRAFTON ST	8:25am - 2:30pm
LAKE VIEW	8:25am - 2:30pm
NORTH HIGH	7:20am - 1:43pm
NORTH HIGH	7:20am - 1:43pm
RICE SQUARE	8:25am - 2:30pm
ROOSEVELT	8:15am - 2:20pm
ROOSEVELT (.5)/FLOAT (.5)	
*ST CASMIR'S (.5)	7:10am - 10:15am
UNION HILL	7:50am - 2:55pm
WORCESTER EAST MIDDLE	7:20am - 1:43pm
WORCESTER EAST MIDDLE (.5)	7:20am - 10:15am
WORCESTER TECH	7:20am - 1:43pm
WORCESTER TECH	7:20am - 1:43pm
CANTERBURY ST	7:45am - 1:50pm
CLAREMONT ACADEMY	7:57am - 2:20pm
COLUMBUS PARK	7:45am - 1:50pm
GATES LANE	9:05am - 3:10pm
GODDARD	8:15am - 2:20pm
HEARD ST	8:25am - 2:30pm
NEW CITIZENS CENTER (.25)	12:30pm - 2:30pm
QUINSIGAMOND	8:25am - 2:30pm
QUINSIGAMOND	8:25am - 2:30pm
SOUTH HIGH	7:20am - 1:43pm
SOUTH HIGH	7:20am - 1:43pm
SULLIVAN MIDDLE	8:47am - 3:10pm
SULLIVAN MIDDLE	8:47am - 3:10pm
UNIVERSITY PARK (.75)	7:45am - 11:45am
VERNON HILL	7:45am - 1:50pm
WOODLAND	7:55am - 2:13pm
*Alternative Schools that do not have a FT SN may be assigned different programs/times based on the needs of the student population.	

X. GENERAL BUSINESS
Administration/Mr. Monfredo
(June 24, 2020)

CURRENT ITEM - gb #0-177.2
S.C. MEETING - 6-18-20

1ST ITEM gb #0-177 S.C.MTG. 5-21-20
2ND ITEM gb #0-177.1 S.C.MTG. 6-18-20

ITEM:

Response of the Administration to the request to send out a ConnectEd message in June, July and August alerting parents of the opportunity to pick up books on loan from the Worcester Public Library.

ORIGINAL ITEM: Administration/Mr. Monfredo/Miss Biancheria/Mrs. Clancey
(May 13, 2020)

Request that the Administration work with the Worcester Public Library and the City Council Standing Committee to see what can be done about an order book online program at all of the branch libraries and to take whatever safety precautions that are necessary and report on its findings in June.

PRIOR ACTION:

- 5-21-20 - **Mr. Monfredo stated that he has a few thousand children's books** to donate prior to the summer break at the school sites.
On a roll call of 7-0, the item was referred to the City Manager.
- 6-18-20 - Mr. Monfredo made the following motion:
Request that the Administration send out a ConnectEd message in June, July and August alerting parents of the opportunity to pick up books on loan from the Worcester Public Library.
On a roll call of 7-0, the motion was approved.
On a roll call of 7-0, the item was accepted and filed.

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

The following ConnectEd messages have been scheduled and have or will go out:

June 23 at 7:00 pm for Prek through grade 12

Good evening Worcester Public School Families,
Summer is here and planning for summer reading is important to be ready for the new school year. Please go to Worcester schools dot org and click on summer reading. You will find the summer reading requirements by grade. Please scroll down to the link for the Worcester Public Library. Consider joining the summer reading club where students can track their progress. The library also offers books and programs virtually for all ages this summer. Also explore the District web page on Access to Summer Reading Materials. Wishing you a happy summer full of good reads!

July 14 at 7:00 pm for Prek through grade 12

Good evening Worcester Public School Families,
Summer reading prepares students of all ages for the new school year. It builds background knowledge as it helps ensure our students do not lose skills over the break. Please go to Worcester schools dot org and click on summer reading. You will find the summer reading requirements by grade. Access the Worcester Public Library and also look at the "Access to Summer Reading" page to find books online for summer reading. Please make time to read each day. Bedtime stories help early readers in many ways. Older students explore the world and widen their horizons through books.

August 11 at 7:00 pm Prek through grade 12

Good evening Worcester Public School Families,
As we think ahead to the new school year, get ready by reading each day. Summer reading prepares students of all ages for the new school year. Please go to Worcester schools dot org and click on summer reading. You will find the summer reading requirements by grade. Access the Worcester Public Library and also look at the "Access to Summer Reading" page to find books online for summer reading. Reading fosters independence. Early readers learn to read and benefit from listening to stories, too. Older students read to learn. Whatever age your children are, encourage them to keep reading daily as we prepare for the new school year!

X. GENERAL BUSINESS
Administration/Mayor Petty/
Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 8, 2020)

CURRENT ITEM - gb #0-218.1
S.C. MEETING - 7-16-20

ITEM:

Response of the Administration to the following motions that the Administration:

- partner with neighborhood centers in order to get the information out to parents.
- provide an update on the Chromebook funding and distribution.
- survey parents in order to assess their level of comfort with computers when helping their child/ren.
- consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.

ORIGINAL ITEM: Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick (June 26, 2020)

To consider plans for the reopening of schools.

PRIOR ACTION:

7-2-20 - (Considered with gb#0-214.1 and gb#0-219)
Superintendent Binienda outlined the School Reopening Activities List
by discussing the following:
-Facilities
-Transportation
-Nutrition
-District Administration and
-COVID-19 Training

(Continued on page 2.)

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

PRIOR ACTION (continued)

7-2-20 (continued) The facilities reopening plan starts with the creating of templates of classrooms in order for principals to assess how many students can fit in a classroom. All furniture has to be removed from the **classroom and only the teacher's desk and students' desks and chairs** may remain. The summer cleaning, needed PPE and cleaning schedules are also part of the facilities plan. Superintendent Binienda, Mr. Pezzella, Mr. Bedard and Mr. Allen met to evaluate the plan for plexiglass barriers starting with the Parent Information Center.

Transportation plans will be determined once there is guidance from DESE.

Superintendent Binienda stated that a survey will be sent out to find out exactly how many parents are planning to send their children back to school. It is imperative that parents answer this survey which will be translated into eight languages. A video is being developed that will explain, in the eight languages, the importance of answering the survey. The Administration will be working with community agencies to help get the message out to all families.

The Nutrition plan will be determined by the decision to return full time or the implementation of the hybrid model.

The Administration is evaluating whether to continue to rent out building space and/or have outside programs in WPS buildings.

The COVID-19 Training has begun with videos presented to custodians and staff. There is also an email address established for families, the public and WPS staff to submit questions or concerns regarding the reopening of school. The email address is COVID-19@worcesterschools.net.

The Superintendent read the names of the chairs of the Working Group Committees and encouraged School Committee members and parents to join the groups.

She stressed that the Administration has to look at all three models for reopening in order to submit its findings to the Commissioner by the first week of August.

The last backup that was presented focused on the Learning Accelerator and Ariadne Labs which is working in partnership with the One 8 Foundation. Eight districts were invited to participate in the project which will focus on working with faculty, parents and community groups to develop best practices for the safe reopening of school for students and staff. One elementary, one middle and one high school will participate.

Mayor Petty suggested focusing on the hybrid model as much as possible and still submit the results of the other models to DESE.

PRIOR ACTION (continued)

7-2-20 - Ms. McCullough agreed that the hybrid model should be the focus.
(continued) She asked for clarification on the plexiglass barriers to which Mr. Pezzella detailed two different models, one being a stand-alone station and the other a hanging model. She also asked for information regarding technology training for parents to which Superintendent Binienda stated that it was a question that is contained in the survey.

Mayor Petty stated that he has spoken to churches and interfaith groups who are willing to volunteer to assist in getting the survey completed by families. Ms. McCullough also suggested that next **year's student representatives be involved in providing their feedback.**

Ms. Novick stated that she believes that with the conditions of the schools, the HVAC issues and space, that it would be impossible to have 25,000 students return to school. Superintendent Binienda reiterated that she has to prove that statement to the Commissioner.

Ms. Novick suggested that the groups that the Superintendent assembled also include a representation of all nationalities and languages and that translators be available for those groups.

Ms. Novick made the following motion:

Request that the Administration contact the Diocese of Worcester to enlist their help in reaching parents.

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

Mr. Monfredo was also in favor of a hybrid model but was concerned how the model will impact Pre-k to Grade 3 students as well as ELL students.

Mr. Foley agreed that focusing on the hybrid model should be the goal. He stated that it is a daunting task to have all of this information compiled and decision making done in 7 weeks.

Mrs. Clancey suggested reaching out to the EAW as we move forward with any recommendations. She also spoke to the need to focus on the Special Education population in an effort to keep all families involved.

Miss Biancheria made the following motions:

Request that the Administration partner with neighborhood centers in order to get the information out to parents.

Request that the Administration provide an update on the Chromebook funding and distribution.

Request that the Administration survey parents in order to assess their level of comfort with computers when helping their child/ren.

PRIOR ACTION (continued)

7-2-20 - Request that the Administration consider the hours of teaching in order to provide evening and afterschool classes to those at-risk students who work during school time.
(continued) On a roll call of 7-0, the motions were approved.
Mayor Petty made the following motion:
Request that the Administration provide any updates on reopening on the website.
Mayor Petty and Ms. Novick made the following motion:
Request that the Administration focus on the hybrid model.
On a roll call of 7-0, the motions were approved.
Mayor Petty asked that any updates be presented at the July 16, 2020 meeting

The administration has the initial reopening committee and sub-committees in place with district members. Parents, students and community stakeholders will be added in the coming week.

Potential schedules, in coordination with transportation and nutrition, were the first need to proceed with the other committees. The proposed schedules will be vetted with principals on July 15, adjusted as necessary, and then shared with school committee.

The other committees are beginning their preliminary work. The focus is on a hybrid model with an understanding that we might need to adjust to a full remote model if conditions warrant.

X. GENERAL BUSINESS
Mr. Monfredo/Miss Biancheria/Mrs. Clancey
Mr. Foley/Ms. McCullough/Ms. Novick
(June 21, 2020)

ITEM - gb #0-221
S.C. MEETING - 7-16-20

ITEM:

Request that the Administration provide an update on the number of IEP students that:

- have extended school year services
- receive remote services at school or at home during the summer

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Miss Biancheria/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 24, 2020)

ITEM - gb #0-222
S.C. MEETING - 7-16-20

ITEM:

Request that the Administration provide a report on the process for the public voting for elections in September and November in school buildings to include security measures, COVID 19 precautions and cleaning processes.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(July 6, 2020)

ITEM - gb #0-223
S.C. MEETING - 7-16-20

ITEM:

To consider amendments to the current Student Dress Code Policy to be included in the Student Handbook and the Policy Manual.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the proposed updated Student Dress Code Policy.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

STUDENT DRESS CODE POLICY

The district's core values, in relation to student dress, are that appropriate dress and attire contribute to a safe, respectful, and inclusive learning environment. The emphasis of this policy is on equitable treatment of students and regulations of student dress must be free from bias. While students have a right to self-expression by the dress and hair style of their own choosing, their clothing shall not disrupt the school's educational process. In addition, students are expected to wear garments that meet acceptable standards of health, safety, and cleanliness.

Head coverings such as scarves, durags, hair wraps, cultural and religious headwear are permissible. Hats and bandanas are not permissible unless for medical reasons.

Clothing should provide appropriate body coverage. Bareback, midriff, and low-cut shirts are not permitted. In addition, attire that reveals undergarments, and garments that are made of see-through materials (mesh, sheer fabrics) without a blouse/shirt underneath are not allowed. Clothing must cover undergarments when sitting, standing, or bending.

Safe footwear must be worn in the school building. Seasonal footwear is recommended (example: boots and closed shoes to be worn in the winter).

Student clothing and jewelry shall be free of graphics/images that are obscene, violent, vulgar, sexist, racist, and/or promote the use of illegal drugs/alcohol/tobacco and cause disorder or disrupt the educational process. Apparel that is gang, violence and cult related (refer to Rule 15) is not permitted.

Outerwear will not be worn in school buildings. (example: jackets/parkas/windbreakers) Students may wear hooded sweatshirts or shirts but may not wear the hoods up or covering their heads or faces in the building or on school property.

Earbuds or headphones may not be worn or used except when it is connected to a learning activity with permission of school personnel. Specific accommodations will be granted to students who require headphones to access their learning.

The school principal has the discretion to render judgments regarding what is and what is not appropriate based upon the recognition that students have the right to freedom of expression for their clothing and hair so long as their choices do not cause disorder or disruption to the educational process. The principal will determine what consequences should follow when a student does not comply with the policy.

Career Vocational Technical Education Programs: Shop Uniform Policy

All trades require specific uniforms or clothing, and adherence to workplace standards of appearance beyond the requirements for school dress. Shop instructors with the respective trade department heads identify the necessary dress.

Shop instructors, with the respective department heads, have a responsibility to provide a safe shop environment for all students. The Administration enforces these requirements.

VOLUNTARY SCHOOL UNIFORM POLICY

The School Committee approved the following Voluntary Uniform Policy:

1. Voluntary uniform policies must comply with existing School Committee policies on student attire.
2. Prior to seeking School Committee approval, a majority of the school **council members and the school principal must approve the school's** voluntary uniform policy. The principal forwards the request to the Clerk of the School Committee who places it on the agenda for School Committee approval which then allows the school to implement the policy.
3. There will be no disciplinary action if a student does not adhere to the voluntary uniform policy.

X. GENERAL BUSINESS
Administration
(July 6, 2020)

ITEM - gb #0-224
S.C. MEETING - 7-16-20

ITEM:

To accept the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) ESSER - Elementary and Secondary Schools Emergency Relief Grant in the amount of \$9,463,606.

PRIOR ACTION:

BACKUP:

Annex A (12 pages) contains a copy of the Grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Coronavirus Aid, Relief, and Economic Security Act (CARES Act) ESSER - Elementary and Secondary Schools Emergency Relief

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

Awarded Amount: \$9,463,606.00

Grant Funding

Period: July 1, 2020 - June 30, 2021

Project title: CARES Act - ESSER

Program coordinator: O'Neil

Purpose: To provide resources to school districts to address the impact the Novel Coronavirus Disease (COVID-19) has had, and continues to have, on elementary and secondary schools. Districts must provide equitable services to students in private schools as required under the CARES Act.

Description of the Program:

Coordination or preparedness and response efforts by LEAs with State, and local public health departments to improve coordinated response to coronavirus this includes providing principals and school leaders with the resources they need to address the needs of their schools as well as activities to address the unique needs of each population: low income; children with disabilities; English learners; racial and ethnic minorities; students experiencing homelessness and foster care youth; purchasing of supplies such as PPE; purchasing educational technology (including hardware, software and connectivity) for students who are served by the LEA and planning/implementing activities related to summer learning and afterschool learning.

Program location: District wide

Outcomes and Measures:

The District will have procedures and coordination systems to improve District preparedness and response efforts to COVID-19, along with other activities necessary to maintain district operation and services.

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

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR ESSER FUND CODE 113

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

FY20 Applications are due by June 15, 2020, FY21 Applications are due by July 1, 2020

District Name: Worcester

Code: 0348

Address: 20 Irving Street
 Worcester, MA 01609

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

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS, INCLUDING USING THE GRANT FUNDS FOR ACTIVITIES ALLOWABLE UNDER SECTION 18003(d) OF THE CARES ACT. IN ADDITION THE APPLICANT AGENCY ACKNOWLEDGES AND AFFIRMS THAT ITS FY20 FEDERAL GRANT ASSURANCES (AS WELL AS ANY FUTURE ASSURANCES PROVIDED DURING THE GRANT PERIOD) APPLY TO THIS GRANT.

AUTHORIZED SIGNATURE:

Maureen F. Binienda

TITLE: Superintendent

PRINTED NAME: Maureen F. Binienda

SUBMISSION DATE:

6/24/2020

FY2020/FY2021 Allocation	FEDERAL GRANT ESSER Fund Fund Code 113	PROJECT DURATION		TOTAL ALLOCATION \$9,463,606	
		Starting FY	FROM		TO
		FY2021	IF FY2020, UPON APPROVAL		6/30/2020
	IF FY2021, THE LATER OF: UPON APPROVAL OR JULY 1, 2020	6/30/2021			

UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR THIS GRANT
 BY June 15, 2020 for FY20 or July 1, 2020 for FY21

Line Item Category: Select an option from the drop down menu.				Expenditures (whole numbers)	Amount Included in this expenditure for Equitable Services	Primary Function	Comments		
1	ADMINISTRATOR SALARIES:	# of staff	Total FTE	MTRS	Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
SUB-TOTAL				0	0.00				
2	INSTRUCTIONAL/PROF STAFF:	# of staff	Total FTE	MTRS	Amount	Amount	Select from Drop Down List	Budget Detail	
	Instructional Coaches	4	4.00	<input checked="" type="checkbox"/>	\$ 316,000		Providing school leadership with resources for schools	Four Focused Instructional Technology Coaches	
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
SUB-TOTAL				4	4.00	\$ 316,000			
3	SUPPORT STAFF SALARIES:	# of staff	Total FTE	MTRS	Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
	Select One			<input type="checkbox"/>			Select One		
SUB-TOTAL				0	0.00				
4	STIPENDS:	# of staff	Rate	Rate Type	MTRS	Amount	Amount	Select from Drop Down List	Budget Detail
	Select One			select	<input type="checkbox"/>			Select One	
	Select One			select	<input type="checkbox"/>			Select One	
	Select One			select	<input type="checkbox"/>			Select One	
	Select One			select	<input type="checkbox"/>			Select One	
SUB-TOTAL				0	0.00				
5	FRINGE BENEFITS:				Amount	Amount	Brief Description	Budget Detail	
	Sa MTRS (automatically calculated if MTRS box is checked above)				\$ 28,440				
	Sb Other				\$ 40,000				
	Health Insurance				\$ 40,000		Health benefits at agreed upon rates	Associated health benefits for the coaches	
	Other Retirement Systems								
	Federal Insurance Contributions Act (FICA)								
SUB-TOTAL					\$ 68,440				
6	CONTRACTUAL SERVICES:	Rate	Rate Type	MTRS	Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One		select	<input type="checkbox"/>			Select One		
	Select One		select	<input type="checkbox"/>			Select One		
	Select One		select	<input type="checkbox"/>			Select One		
	Select One		select	<input type="checkbox"/>			Select One		
	Select One		select	<input type="checkbox"/>			Select One		
	Select One		select	<input type="checkbox"/>			Select One		
SUB-TOTAL									
7	SUPPLIES AND MATERIALS:				Amount	Amount	Select from Drop Down List	Budget Detail	
	Instructional Technology				\$ 3,200,000		Acquiring education technology for students to facilitate remote learning	Chromebooks and related hardware to improve connectivity	
	Textbooks and Related Software/Media/Materials				\$ 1,000,000		Meeting unique needs of special student populations	Applications to be used to access educational materials	
	Other				\$ 3,905,710		Supplies to sanitize schools and district facilities	PPE and other related materials needed for safety	
	Other				\$ 784,184	\$ 784,184	Meeting unique needs of special student populations	Equitable Services for Non public school students	
SUB-TOTAL					\$ 8,889,894	\$ 784,184			
8	TRAVEL: (mileage, conference registration, courses, hotels, etc.)				Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One						Select One		
	Select One						Select One		
	Select One						Select One		
	Select One						Select One		
SUB-TOTAL									
9	OTHER COSTS:				Amount	Amount	Select from Drop Down List	Budget Detail	
	Select One						Select One		
	Select One						Select One		
	Select One						Select One		
	Select One						Select One		
	Select One						Select One		
	Select One						Select One		
SUB-TOTAL									
10	INDIRECT COSTS	(a) rate (%)	(b) eligible allocation less indirect	Amount	Amount				
		2.05%	\$9,273,499	\$ 189,272					
		(a x b)	\$190,107						
			maximum allowed						
SUB-TOTAL									
11	EQUIPMENT:				Amount	Amount	Select from Drop Down List	Budget Detail	
	Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually in Step 9.2, below (these expenditures are not eligible for recovery of indirect cost). Once listed below, the total for Equipment will automatically populate in the gray cell to the right.				\$ -		Select One		
SUB-TOTAL									

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

TOTAL FUNDS REQUESTED	TOTAL FOR EQUITABLE SERVICES
\$ 9,463,606	\$ 784,184
DISCREPANCY: Difference between allocation and budgeted total, if any	DISCREPANCY: Difference between reservation for Equitable Services., if any, and amount budgeted (budgeting more than required is fine)

BUDGET SUMMARY - FC 113 - CARES Act - ESSER Funds

Allocation	9,463,606
Indirect Cost - City of Worcester @ 2%	189,272
Non-public school reservation	784,184
Focused Instructional Technology Coaches 4 FTE	316,000
MTRS Assessment	28,440
Health Insurance	40,000
Chromebooks	2,200,000
Connectivity	1,000,000
Apps	1,000,000
PPE supplies	<u>3,905,710</u>
	9,463,606



Stay informed about Coronavirus—COVID-19 (/covid19/) | Read the initial return-to-school guidance (/covid19/return-to-school/guidance.docx)



Security Portal (<https://gateway.edu.state.ma.us/>) | **A-Z Index** (</resources/A-Zindex.aspx>) |

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FY2020 and FY2021: CARES Act: Elementary and Secondary Education Emergency Relief (ESSER) Funds

Fund Code: 113

Purpose:

Coronavirus Aid, Relief, and Economic Security (CARES) Act, Elementary and Secondary Education Emergency Relief (ESSER) Fund provides resources to school districts to address the impact the Novel Coronavirus Disease (COVID-19) has had and continues to have, on elementary and secondary schools. Districts must provide equitable services to students and teachers in private schools as required under the CARES Act.

Priorities:

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

1. ESSA, IDEA, Carl D. Perkins Career and Technical Education Act of 2006 or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act.
2. Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
4. Activities to address the unique needs, including how outreach and service delivery will meet the needs of each population:
 - low-income children or students,
 - children with disabilities,
 - English learners,
 - racial and ethnic minorities,
 - students experiencing homelessness, and

- foster care youth
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
 6. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
 7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings.
 8. Planning for and coordinating during long-term closures, including:
 - how to provide meals to eligible students,
 - how to provide technology for online learning to all students,
 - how to provide guidance for carrying out requirements under the IDEA and
 - how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
 9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their teachers, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
 10. Providing mental health services and supports.
 11. Planning and implementing activities related to summer learning and supplemental afterschool programs such as:
 - providing classroom instruction or online learning during the summer months and
 - addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
 12. Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA.

Eligibility:

Awards are based on each district's share of funds received under Title I, Part A of ESEA in fiscal year 2020.

Funding Type:

Federal CFDA 84.425D

Funding:

FY20 ESSER Fund allocations will be posted on the Grants Management website (</grants/awards.html>) as soon as they are ready.

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

Fund Use:

Districts are permitted to use ESSER funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. Districts that receive ESSER funds must provide equitable services to students and teachers in non-public schools located within district boundaries.

Districts budgeting for indirect costs on these should use the restricted indirect cost rate as published for their entity.

Project Duration:

Choose one based on district need:

FY20: 3/13/2020 – 6/30/2020 (Year 1)* **or**

FY21: 7/1/2020 – 6/30/2021 (Year 1)**


*The period of availability for FY20 grant awards will be extended into FY21 7/1/2020 – 6/30/2021 (Year 2) and FY22 7/1/2021 – 6/30/2022 (Year 3) and FY23 7/1/2022 – 9/30/2022 (Year 4).

**Extended periods of availability for FY21 grant awards are allowed as follows: FY22 7/1/2021 – 6/30/2022 (Year 2) and FY23 7/1/2022 – 9/30/2022 (Year 3).

Program Unit:

Resource Allocation Strategy and Planning (/federalgrants/)

Contact:

Federal Grants at federalgrantprograms@doe.mass.edu 
(mailto:federalgrantprograms@doe.mass.edu)

Phone Number:

(781) 338-6230

Date Due:

Applicants should choose one based on district needs:

Option 1: Due date for FY20 fund use Monday, June 15, 2020:

Applicants that intend to obligate any funds in FY20 (FY20 period of availability is 3/13/2020 – 6/30/2020) should submit by this deadline.


Those who opt to apply for FY20 funds, will likely get one initial payment of 10% of the award amount in July/August. DESE will then roll the balance of the grant into FY21 (Year 2) of the award (7/1/2020 – 6/30/2021).

Option 2: Due date for FY21 fund use Friday, August 14, 2020:

Applicants that *do not* intend to obligate any funds in FY20, but plan to begin using these funds in FY21 should submit by this deadline (FY21 period of availability is 7/1/2020 – 6/30/2021, but a start date cannot be issued on a grant prior to the date of grant submission). Applicants will receive an initial payment of 10% of the award amount once the grant is programmatically approved and established on the state's accounting system.

Applicants that currently do not have Covid-19 emergency related expenses to offset and do not expect to obligate any funds for this purpose prior to July 1, 2020, should submit under Option 2 for an FY21 start.

Required Forms:

 **ESSER Funds Application Workbook**
(*esser-leacode.xlsx*)
(Please save the excel workbook as file name:

FY20.21ESSER-leacode.xlsx)

For example, Abington (0001) would name their excel workbook *FY20.21ESSER-0001.xlsx*)



Included as a tab in the workbook:

Option 1 FY20 applicants only: Part I Signature Page with FY20 selected as FY and original signature of the Superintendent/Executive Director. Note: Please sign and date your cover page and ensure the allocation matches the amount budgeted.

Option 2 FY21 applicants only: Part I Signature Page with FY21 selected as FY and original signature of the Superintendent/Executive Director. Note: Please sign and date your cover page and ensure the allocation matches the amount budgeted.

Schedule A (if applicable)

**Additional
Information:**

- ESSERF Quick Reference Guide  (/federalgrants/esser/qrg-113.docx)
- Equitable Services Guidance (<https://oese.ed.gov/files/2020/04/FAQs-Equitable-Services.pdf>)
- Budget detail and description of line item information
(/grants/procedure/manual.html)
- Affirmation of Consultation for Private Schools 
(/federalgrants/resources/equitable-services-essa/affirm-consultation.docx)

**Submission
Instructions:**

Note:

Option 1, FY20 applicants may receive a start date dating back to 3/13/2020.

Option 2, FY21 applicants may only legally claim expenses to the grant starting from the date of final DESE approval. The start date for the grant is the date on which the district submits substantially approvable budget and information for the grant.

Please carefully review and follow the instructions below to submit all required grant materials through EdGrants (<https://edgrants.eoe.mass.edu/grantium/frontOffice.jsf>). **Please register to and create projects under the proper funding opportunity based on desired start of fund use.**

Applicants submitting for Option 1 FY20 funds due June 15, 2020:

1. Register to the funding opportunity named: *DESE — FY20 Fund Code 113 — Elementary and Secondary Education Emergency Relief (ESSER) (Fed) (ENT)*
2. *Create and name the project: FY20 FC 113 Applicant Name ESSER Applicant Number*

For example, Abington (0001) would name the file as FY20 FC 113 Abington ESSER 0001

Applicants submitting for Option 2 FY21 funds due July 1, 2020:

1. Register to the funding opportunity named: *DESE — FY21 Fund Code 113 — Elementary and Secondary Education Emergency Relief (ESSER) (Fed) (ENT)*
2. *Create and name the project: FY21 FC 113 Applicant Name ESSER Applicant Number*

For example, Abington (0001) would name the file as FY21 FC 113 Abington ESSER 0001

In EdGrants, district staff enter the grant budget, and upload all required documents listed in the Required Forms section of this RFP and outlined on the Attachments List section of the EdGrants Application Submission.

For additional submission instructions, see the "Read Me First" tab of the ESSER Application workbook.

For Guidance Documents regarding EdGrants, visit EdGrants: User Guides and Information (</grants/edgrants.html>).

Please note: It is up to the district to determine who it wants to add as EdGrants Front Office users in order to submit the grant application as well as payment request information. Please review the EdGrants: User Security Controls (</grants/edgrants/user-security-controls.html>) to make informed decisions regarding assigning your district level users.

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906

Voice: (781) 338-3000

TTY: (800) 439-2370

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X. GENERAL BUSINESS
Mrs. Clancey/Miss Biancheria/Mr. Foley
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 1, 2020)

ITEM - gb #0-225
S.C. MEETING - 7-16-20

ITEM:

Request that the Administration provide a report on Chromebook distribution indicating how many more are needed with hot spots in order to accommodate all students in the Worcester Public Schools and include a plan for the distribution of these devices.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Mrs. Clancey/Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 1, 2020)

ITEM - gb #0-226
S.C. MEETING - 7-16-20

ITEM:

Request that the Administration study the feasibility of implementing Google Classroom Trainings for parents/guardians prior to the start of the school year.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Mrs. Clancey/Miss Biancheria/Mr. Foley/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 1, 2020)

ITEM - gb #0-227
S.C. MEETING - 7-16-20

ITEM:

Request that the Administration provide an update on the district's plans to conduct kindergarten screening for the start of the 2020-21 school year.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(July 6, 2020)

ITEM - gb #0-228
S.C. MEETING - 7-16-20

ITEM:

To consider review of the following Innovation Schools Annual Evaluations:

Chandler Magnet School
Claremont Academy
Goddard Scholars Academy at Sullivan Middle School
Goddard School of Science and Technology
Woodland Academy
Academy of Science, Technology and Health at Worcester East Middle School
Worcester Technical High School and
University Park Campus School

PRIOR ACTION:

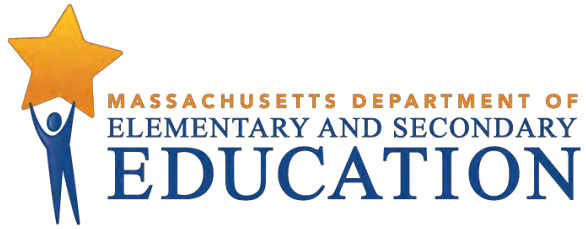
BACKUP:

- Annex A **(17 pages)** contains a copy of Chandler Magnet School's Innovation Schools Annual Evaluation.
- Annex B **(18 pages)** contains a copy of Claremont Academy's Innovation Schools Annual Evaluation.
- Annex C (23 pages) contains a copy of Goddard Scholars Academy at Sullivan Middle School's Innovation Schools Annual Evaluation.
- Annex D **(19 pages)** contains a copy of Goddard School of Science and Technology's Innovation Schools Annual Evaluation.
- Annex E **(23 pages)** contains a copy of Woodland Academy's Innovation Schools Annual Evaluation.
- Annex F **(17 pages)** contains a copy of Worcester East Middle School's Academy of Science, Technology and Health's Innovation Schools Annual Evaluation.
- Annex G (15 pages) contains a copy of Worcester Technical High School's Innovation Schools Annual Evaluation.
- Annex H **(19 pages)** contains a copy of University Park Campus School's Innovation School Annual Evaluation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve.



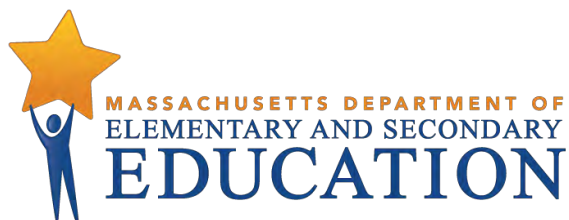
Innovation Schools Annual Evaluation

Chandler Magnet Elementary School

For School Year 2019-2020

Maureen Binienda, Superintendent
BiniendaM@worcesterschools.net

Ivonne Pérez, Principal
PerezI@worcesterschools.net



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Chandler Magnet Elementary School	
School Type (New/Conversion/Academy): Conversion	District Name: Worcester Public Schools
Year Innovation Status Granted: 2011	School Year Implementation Commenced: 2011
Grades Served: PK, K, 1, 2, 3, 4, 5, 6	Total Enrollment: 504
Mission: Chandler Magnet School is committed to meeting the academic, social, and emotional needs of our diverse multilingual and multicultural community. We pledge that our students will be met with acceptance, respect, positive interactions, high expectations and academic rigor. We plan to uphold a culture of collegiality, rigor, and accountability for the adult members of our community.	
Vision: Chandler Magnet School is poised to accelerate the literacy and language of all students in English and Spanish. Chandler Magnet students will be confident, bilingual, bi-literate, and bicultural lifelong learners prepared to engage within a global society.	
Educational Model: The Chandler Magnet Elementary School Innovation is Literacy and Language for all. A strand within this innovation is a Dual Language program in grades Pre-K through Sixth Grade. Key Design Elements: <ul style="list-style-type: none"> ● Literacy and language for all ● Piloting new literacy series for possible adoption for Dual Language and Transitional Bilingual Education Programs (ARC – American Reading Company) ● Universal Design for Learning (UDL) ● Safe, supportive, consistent and positive learning environment with Social Emotional Learning supports for students and Professional Learning opportunities for all staff. ● Dual language program PK- 6 and Transitional Bilingual Education Program K-6 ● Addition of full day Preschool (2015) (Addition of a Dual Language Pre-School 2020-2021) ● Partnership with Worcester State University and the Latino Education Institute ● Family Partnerships ● Professional Development concentrating on our school focus, utilizing Professional Learning Communities (PLCs) and other formats as needed. ● District addition of a 4th Prep time for teachers where students will be exposed to STEAM (Science, Technology, Engineering, Art and Mathematics) once per week. ● Early Literacy Grant K-3 – second year ● Gateway Grant K-6 Transitional Bilingual Education and Dual Language 	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

Chandler Magnet School (CMS) utilizes the Massachusetts State Frameworks and the district scope and sequence to guide curriculum and instruction. We also incorporate ESL and SEI strategies in our instructional practice to meet the needs of our unique learners, most of whom are ELs. CMS assesses students regularly by using school and district level assessments (e.g., EnVision, STAR, F&P Benchmark Assessment, SRSD) to guide practice and inform instruction to meet the needs of all students.

Chandler Magnet has the only Transitional Bilingual Education (TBE) program in the district. Students enroll in the program throughout the school year and almost on a daily basis. In order to help strengthen the program, the district provided the program with an additional ESL teacher to support the influx of new students into the school.

Chandler Magnet uses block scheduling to maintain uninterrupted literacy and math blocks at all grade levels. ESL and special education services are scheduled to minimize interruption of core content and provide the necessary scaffolds, modifications and supports for all learners.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.

The district provides schools with autonomy to use budget allocations to meet the needs of the district schools. The district provides materials in all core content areas
Chandler Magnet purchases authentic literacy materials to supplement and enhance native language instruction at all grade levels and all strands. Literacy, math and assessment materials are purchased to meet the needs of all students.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed

school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

We have used this autonomy to create a block schedule for students that features predominately uninterrupted literacy and math time including time for interventions as needed. Due to the high number of English Learners (ELs) we have arranged our core instruction around ESL periods to comply with DOJ guidance.

By professional staff consensus, we combined all of our contractual minutes/hours to accommodate three monthly meetings. One was dedicated to district wide initiatives such as social emotional professional learning and compliance mandates by the district/state. The second meeting was dedicated to professional learning and led by the Focused Instructional Coaches. The third meeting was utilized for grade level teachers to plan lessons together.

Our school calendar is identical to that of all of the district schools.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

Our staffing autonomy gives us the flexibility to select teachers and administrators for open and new teaching positions. The new teaching positions require that prospective candidates participate in a demonstration lesson and a panel interview with current Chandler Magnet teachers and staff. Our staff takes an active role in the selection of new teachers who are ultimately hired and mentored at Chandler Magnet School. Selected teachers must adhere to district policies and requirements (e.g., licensure, training, etc.). ***Our greatest challenge to date, has been the recruitment and retention of certified and experienced native Spanish speaking teachers for the Dual Language and Transitional Bilingual Classrooms.***

.Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

The school's Instructional Leadership Team (ILT) plans Professional Development (PD) before the beginning of each school year. The Professional Development is planned after careful analysis of student data and features research based practices to improve student outcomes. Although we plan and implement our PD for the year during the summer, Chandler Magnet teachers take part in all district-wide PD that will augment teacher capacity in literacy, mathematics and science. One of the challenges we faced this year was to effectively use our allotted PD time to implement and monitor our professional development plan. We recognized the need to work with new curriculum materials for mathematics, writing and literacy purchased by the district. The unprecedented closure of all public schools due to a nationwide pandemic interrupted our plans for instruction, supervision, and professional development from March 12 until the present. The public school closures presented the need to quickly plan for remote, synchronous and asynchronous learning over the course of eleven weeks. This included helping teachers become comfortable with online teaching, preparation of remote learning plans as well as paper packets that were mailed home to students. Although, many teachers were familiar with district resources through Google classrooms and CLEVER, some were not as comfortable with the available platforms, etc. The coaches and district liaisons prepared opportunities for teachers to learn how to video their lessons. Chandler Magnet coaches and Google trained staff compiled a library of video read-alouds that could be accessed by students and their families at any time. The district's Office for Curriculum and Professional Learning provided many opportunities to support teachers in all academic content areas as well as computer/online workshops to assist them in becoming more skilled in presenting and preparing online content for their students.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.

N/A

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student attendance rates (including, but not limited to overall attendance rate and chronic absenteeism)

Our daily student attendance goal is to remain at over 94%
Our attendance rate through March 12, 2020 was 95.56%

- Attendance recognition for classrooms and individual students was celebrated quarterly.
- SACs monitored daily attendance and checked in with families with students with chronic absenteeism
- School wide celebrations took place for school wide attendance that surpassed 97%

Student safety and discipline rates (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

- One hundred percent of students and staff will participate in PBIS (Positive Behavioral Intervention Supports)
- Bi-weekly PBIS PLC meets to discuss and plan supports for teachers and students, review discipline data, introduce and implement new "Cool Tools".

Discipline Rate

Action Type	Days	Male	Female	ELL	SpEd	504
Out Suspension	8	5	1	5	3	0
Emergency Removal	0	0	0	0	0	0
Total	8	5	1	5	3	0

This year's data had a two-thirds decline from the previous year. With the onset of COVID 19, school closure began March 13 in comparison with completion of 180 days for the 2018-2019 School Year.

Student promotion and retention rates

ESL and literacy interventions were closely observed to reduce retention rates in 2019-2020 school year

<i>EPL</i>	<i>Grade K</i>	<i>Grade 1</i>	<i>Grade 2</i>	<i>Grade 3</i>	<i>Grade 4</i>	<i>Grade 5</i>
	% #Students	% #Students	% #Students	% #Students	% #Students	% #Students
1	0	0	0	0	50%	7.14%
2						
3						
4						
No EL Designation		3				

% 1.19 % of Chandler Magnet students were retained

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

N/A

Student [dropout rates](#), if applicable

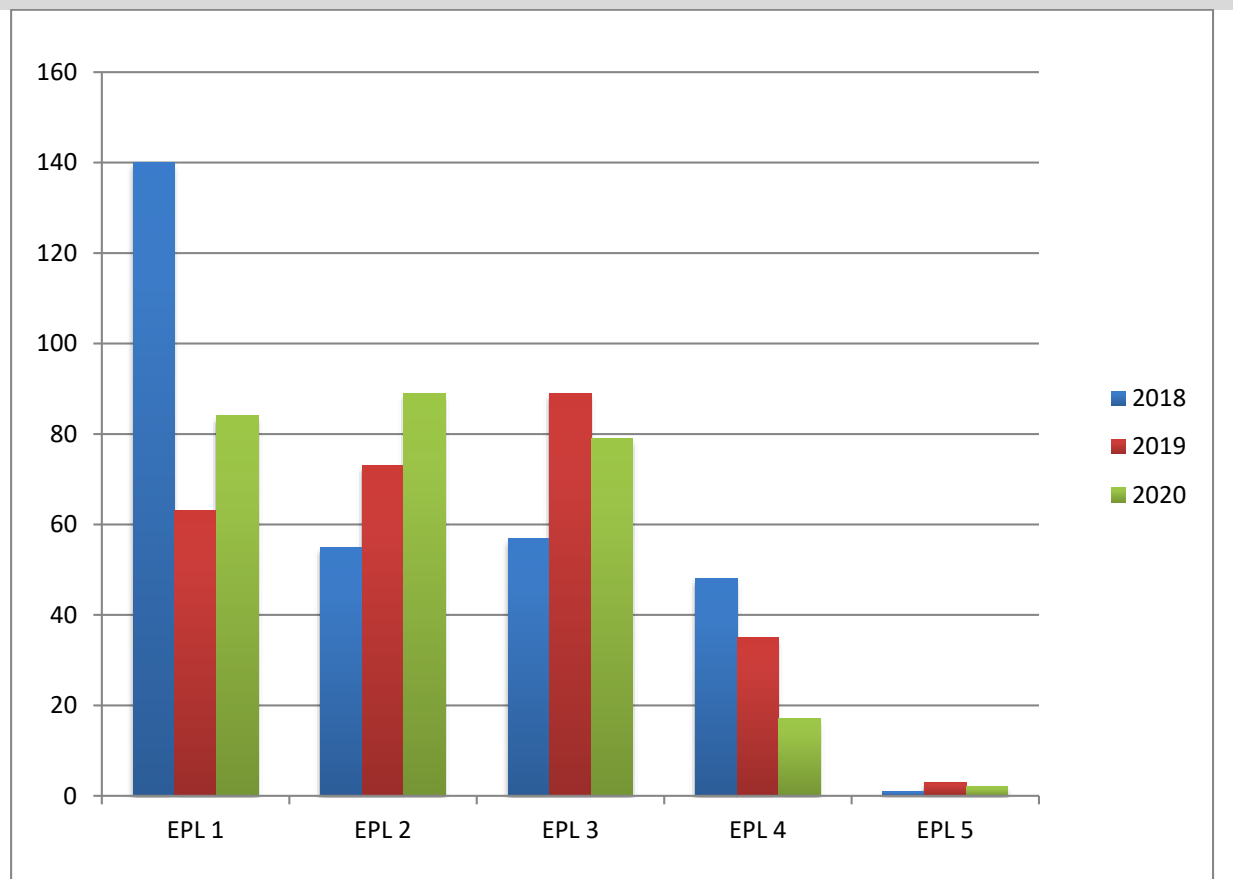
N/A

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCL proficiency)

STAR Data SY 19-20

	Grade Level	Reading	Reading
		Mean GE	% Proficient
	Grade K	No DATA	NO Data
	Grade 1	1.2	46%
	Grade 2	2.4	23%
	Grade 3	2.9	24%
	Grade 4	3.4	6%
	Grade 5	3.6	7%
	Grade 6	3.9	9%
STAR	Grade Level	Math	Math
		Mean GE	% Proficient
Math	Grade K	No Data	No Data
	Grade 1	1.7	24%
	Grade 2	2.2	13%
	Grade 3	3.3	10%
	Grade 4	4.3	15%
	Grade 5	4.7	15%
	Grade 6	4.2	12%

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)



ACCESS Comparison Data

Examining the ACCESS data, there was an increase in students transitioning from EPL 1 to EPL 2 and EPL 2 to EPL 3 in 2019 and 2020.

MCAS was not administered in 2020 due to the COVID19 Pandemic

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2019-2020 SY. Be sure to include when implementation of these revisions or updates began or will take place.

N/A

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

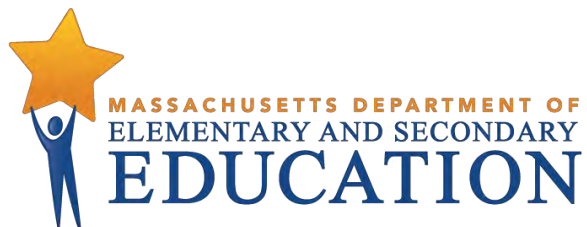
Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.



Innovation Schools Annual Evaluation

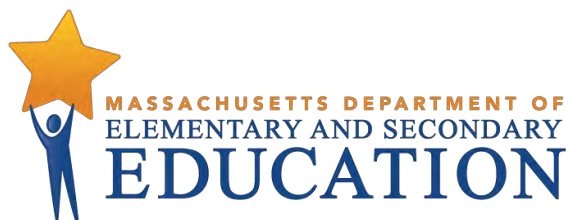
Claremont Academy, Worcester

For School Year 2019-2020

Worcester Public Schools
Superintendent Maureen Binienda
biniendam@worcesterschools.net

Claremont Academy
Angela Plant, Principal
planta@worcesterschools.net

Massachusetts Department of Elementary and Secondary Education
The Office of Charter Schools and School Redesign
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Claremont Academy	
School Type (New/Conversion/Academy): Innovation school	District Name: Worcester Public Schools
Year Innovation Status Granted: June 2015	School Year Implementation Commenced: 2015-2016
Grades Served: 7-12	Total Enrollment: 543 students
<p>Mission: The Claremont Academy Innovation School strives to ensure that all of its Main South students realize the power of their minds and hearts and develop their capabilities as readers, writers, problem-solvers, communicators, creators, collaborators, and civic-minded contributors to their community; to guide and support every student on a pathway to college, career, and civic readiness; to provide the majority of students, in tandem with its college partners, with early college academic experiences such as visiting, auditing, and taking courses; and to qualify every student for postsecondary education, with at least three-fourths enrolling at a two- or four-year college within a year of the fall following graduation.</p>	
<p>Vision: Claremont will fulfill its mission by committing to college and career as common goals, to community and civic-mindedness as core values, and to each and every student as a powerful thinker and important community member capable of postsecondary learning and contributing to the betterment of the world. Our sense of community will be grounded in the concept of Ubuntu adopted by the Claremont staff during its redirection process several years ago—"I am because we are!" All students will participate in a unique neighborhood-based and partnership-supported college-going culture and curriculum shaped by the following design elements:</p> <ul style="list-style-type: none"> • An all-honors foundational curriculum built on the idea of students as powerful thinkers. • A curriculum in which career, community and early college learning are integrated • A curriculum in which socio-emotional learning is integrated • A personalized college, career and civic readiness plan upon graduation • An assessment process which charts students' progress in college, career and civic readiness and which involves them in public "Gateway" demonstrations of their learning • A strategically aligned partnership and professional community, spanning Pre-K- College designed to support students • A process of tracking students' progress in postsecondary learning, building a stronger connection between secondary and postsecondary experience • A professional learning community built on the idea of teachers as powerful learners of practice 	
<p>Educational Model: The Educational Model of our school is grade-level, team -based organization, with team leaders instead of Department Heads. Through this structure, we are able to provide support for the entire child and support for teacher development</p>	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

Claremont's Innovation Plan is an all-honors curriculum. Teachers learn and implement strategies and supports needed within the classroom to ensure student access to content and concepts. Teaching practices are identified and supported through work in Professional Learning Communities (PLCs). A team-based approach to curriculum implementation is used to support powerful teaching and learning. PLC practices include instructional rounds, looking at student work, collaborative lesson planning, and implementation of our school-wide rubrics aligned to our Claremont Characteristics of (Perseverance, Collaboration, Communication, Research, Analysis and Ubuntu). Student engagement and data are discussed weekly.

Advanced Placement (AP) classes are offered on site. In the 2019-20 school year 86 students participated in AP coursework grades 9-12 with 15% earning a qualifying score rate on the AP exam. Our students also engaged in college preparation by taking courses at Clark University, our community partner, and through the District's dual enrollment and early college programs at Worcester State University and Quinsigamond Community College.

The 2019-2020 SY was our third year of Gateways implementation at Grades 8, 10 and 12 to provide authentic performance assessments within several grade levels. Due to the COVID-19 closure only grade 12 students were able to successfully present.

We continue to utilize scheduling autonomy to allow each student to meet two times a month with a small group of 7 through 12 graders in an advisory program. The goal is to provide a structure to support teachers in getting to know each student and ensuring each student has at least one adult within the building that they can go to. This supports a culture of transparency and respect in the academic community. During the 2019-2020 students on a monthly basis engaged in My Cap work on teams utilizing Naviance lessons and various social emotional strategies for restorative justice practices and college and career ready supports.

The neighboring community, in partnership with the District, utilizes our building to offer evening ESL classes and Saturday programming for immigrant youth

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per

pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.

N/A

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

Claremont Academy adjusts the daily schedule of time on learning, adding minutes to accommodate a three-hour staff professional development during the first Wednesday of every month. This staff meeting time has been used, to develop and refine the Gateway assessments, to identify formative assessment strategies that lead to improved summative assessments, and provide PD in the areas of Culturally Relevant Pedagogy and social emotional learning (SEL)/trauma training for teaching staff.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

Claremont Academy has the autonomy to work outside of the District's collective bargaining agreement in this area. Rubrics were created to interview and rate candidates. Many teachers had a voice in the development of this process. Depending on the number of candidates, the process follows these steps:

- The paperwork committee (approximately 3 members) determines 3-5 candidates with suitable licenses, experience and recommendations to forward to the next committee.
- The 3-5 candidates come in for a ten-question interview process with approximately 5 committee members including a staff and/or student member. *Adjusted to be done via Zoom due to COVID-19 closure.

- The candidates are then screened further by performing a demo lesson in front of a mock student classroom of approximately 3 committee members. *Adjusted to complete a Claremont Lesson Plan and be prepared to explain/walk through the lesson due to COVID-19.
- The paperwork and evaluation of each committee then goes to the final “tally” committee (3 people) who send the final two recommendations to the Principal.

As a result, to hire for one position, approximately 14 people are involved. Our belief is that this process benefits the teachers hired as well as to the staff involved in the hiring.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of professional development flexibilities during the 2019-2020 school year.

As described in the mission, vision and educational model, a collaborative, team approach is assumed as an overarching organizational structure. The monthly three- hour staff meeting block structures time specifically for targeted professional development. Teacher voice plays a role as well as District mandates in shaping the PD offered. For example, in years past staff have worked to: improve the Gateway implementation; to identify how the Claremont Characteristics are developed and taught within each department; to evaluate and refine the Advisory period; and to prepare for the NEASC visit, Fall 2019. The bulk of our PD for the 2019-2020 year was focused early on preparation for the NEASC visit, Culturally Relevant Pedagogy and Dr. Forkey Trauma Informed training.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy’s implementation of district policies and procedures flexibilities during the 2019-2020 school year.

Claremont Academy assumes the District policies and procedures.

Additionally, our Innovation Advisory Board has been in existence since the beginning of the Innovation plan and represents Faculty, Student, Parent and Community partners. With two to three meetings each year, it is a valuable support. Board members are invited to participate in as many school activities as possible. Because the Advisory Boards at Woodland Academy has common members, we began the 2018-2019 year with meetings in conjunction with our

partner K-6 school. This was successful and we look to continue this. During the 2019-2020 school we were only able to hold one joint meeting of the Advisory Board. The other was canceled due to the COVID-19 closure.

In 2017-2018, we instituted the Gateway performances. In 2018-2019, these ran in grades 8, 10 and 12.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

When we compare data for the first 118 days of school in 2018-2019 and 2019-2020, our attendance rate remained essentially the same (e.g., March 2019=92.95% and March 2020= 93.01%)

Chronic absenteeism increased by 28 students when looking at the same time period during the last two school years. A break out of these demographics highlights a need to identify targeted support for Hispanic/Latino students (100 chronic students) and low income students (110 chronic students).

Our dropout rate increased by 4 students (e.g., increase from 8 in March 2019 to 12 in March 2020). A break out of these demographics (e.g., gender= 5 f and 7 m; race= 1 AA, 1 As, 10 H; 11 low income; 9 LEP) suggests we must continue to identify effective supports for students at the intersection of low-income status and English learners.

CLAREMONT ACADEMY ATTENDANCE (Data source: WPS March 2020 Baseline data)

	Pupil Attendance	Chronic Abs	Dropout
2018-19 (first 118 days)	92.95%	120 Ss	8 Ss
2019-20	93.01%	92 Ss	12 Ss
Difference	+0.07%	+28 Ss	+4 Ss

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to ‘All offenses’ and ‘Non-drug, non-violent, and non-criminal-related offenses’)

Our discipline data show no significant changes in the number of suspensions, but do indicate a shift from using out-of-school suspensions to in house suspensions.

	Total Suspensions	In House	Out of School	Emergency Removal
2018-19 (first 118 days)	56	3	53	16
2019-20	60	15	45	18
Difference	+4	+12	-8	+2

Additionally, our data does not show a significant change in the number of students between years. There was a slight increase (e.g., 2018-19= 51 Ss, and 2019-20= 57 Ss).

Student promotion and [retention rates](#)

Our goal will be re-examined when the data is in for the 2019-20 school year. At the end of the 2018-19 school year, 11 students were retained (2.0%) with a majority of retention in 9th grade.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

For the 2018-19 school year, the 4 year adjusted graduation rate was 90.7%, down from 93.3% the prior year, and the 5 year adjusted graduation rate was 93.3%, up from 90.0% the prior year.

Student [dropout rates](#), if applicable

At the end of the 2018-19 school year, 3.1% (n=11) of students dropped out.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

This goal cannot be assessed, for this year. For the 2018-19 school year, Claremont has a state accountability percentile of 11 with the notation of “Not requiring assistance or intervention”. Progress toward improvement targets is noted as “41% Moderate progress toward targets”.

Category/Percentile	Middle School	High School
Achievement	6th	4th
SGP	29th	8th
EPL Progress	16th	55th
Chronic Absent	20th	21st

Overall	6th	16th		
	% Meeting/Exceeding	Avg. Scaled Score	Avg. SGP	Achievement %ile
ELA Grade 7	20	482.9	42.3	11
Math Grade 7	13	476.8	34.5	7
ELA Grade 8	29	483.5	56.1	14
Math Grade 8	12	477.6	29.2	7
Science Grade 8	10	479.9	-	14
ELA Grade 10	22	484.6	33.0	7
Math Grade 10	23	484.8	42.1	9
Science Grade 10*	28	68.0	-	-

**HS Science is still the legacy version of the MCAS assessment. The performance levels and scoring scales are different for this group, are not comparable to the other grade, and subject data.*

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

Click or tap here to enter text.

As per our Innovation plan, all students at Claremont Academy are enrolled in honors level classes/courses. Students in grades 9-12 are offered many opportunities as in years past to enroll in Advanced Placement classes and to take college courses at three local campuses. Our students were engaged in multiple civic, academic and social emotional programs prior to the closure. All grade nine and ten students took an Early College Awareness class. Work has been done to provide more supports to students who are struggling academically to minimize the achievement gap. With after school tutoring for MCAS preparation and college readiness programs such as CSI.

Much work and attention is needed to increase student success for Hispanic/Latino students (male) to ensure greater academic success in school and post-graduation. A first step in full staff training in the 2019-20 school year for teacher on Culturally Relevant Pedagogy.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.

N/A

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

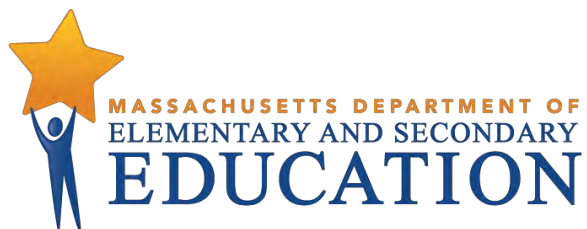
Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

The newly appointed Principal will meet with the stakeholders during the 2020-2021 school year to review relevant data and determine the best next step for the students at Claremont Academy. Recommendations will be made in Spring of 2021.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

N/A



Innovation Schools Annual Evaluation

Goddard Scholars Academy at Sullivan Middle School

For School Year 2019-2020

District Contact

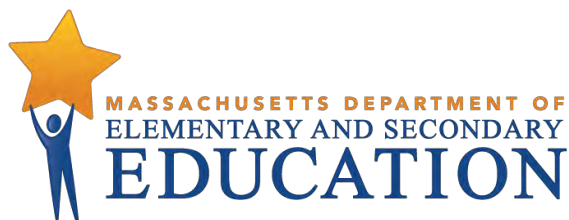
Maureen Binienda, Superintendent
BiniendaM@worcesterschools.net

School Contact Information

Andrea Ostrovsky, Department Head (August 27, 2020)
OstrovskyA@worcesterschools.net

Shannon Conley, Principal

ConleyS@worcesterschools.net



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick in January of 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Goddard Scholars Academy at Sullivan Middle School	
School Type (New/Conversion/Academy): Goddard Scholars Academy at Sullivan Middle School	District Name: Worcester
Year Innovation Status Granted: March 24, 2011	School Year Implementation Commenced: 2011-12
Grades Served: 6, 7, 8	Total Enrollment: 144
Mission:	
<p>The Goddard Scholars Academy (GSA) provides a rigorous, accelerated and enriched middle school program in a safe, nurturing, and personalized atmosphere. The student body, from throughout the City of Worcester, is comprised of a selected group of 6th grade through 8th grade students who have demonstrated academic proficiency. GSA develops students' abilities and gifts into talents and skills. GSA is the middle school component of a college preparatory program conducted in collaboration with South High School and Clark University.</p>	
Vision:	
<p>The Goddard Scholars Academy (GSA) lays the foundation for students to reach their full potential, to engage in higher-level course work, and to prepare students to compete nationally at high academic levels. Cornerstones of the GSA include developing persistence, pride, discipline, and integrity in challenging work. This is accomplished through reading, writing, discourse, the arts, social interaction, and application of critical thinking and digital literacies. GSA students become lifelong learners, good citizens and leaders in the 21st Century.</p>	
Educational Model:	
<p>School-wide Enrichment Model (SEM) - is a model developed with the vision that schools <i>are places for talent development</i>. This vision of schools for talent development is based on the belief that everyone has an important role to play in societal improvement and that everyone's role can be enhanced if educators provide students with enrichment opportunities, resources, and encourage students to aspire to the highest levels of talent development.</p> <p>Key Design Elements: Grade 6 to 7th and 8th grade program (full implementation in 2012-13); on-going implementation of gifted and talented educational strategies inclusive of enrichment selection, performance band, after school activities, and an accelerated mathematics curriculum so that students complete algebra in grade 8.</p>	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

The **Curriculum** of the GSA aligns with the Massachusetts Frameworks and the Common Core Standards in all content areas. With the autonomy of curriculum, instruction and assessment, GSA embeds several best practices within its innovation to improve student learning. This occurs through consistent reading, writing, and discourse across the curriculum which supports greater fluency in students' language, written and discourse abilities. Some of these strategies include writing summaries, topic development, vocabulary building, close reading, Cornell note taking, annotating, debating, Socratic Seminars and Philosophical Chairs. A school-wide annotating protocol for writing in the margins/annotating text continued its implementation this year.

This year, Goddard Scholars Academy continued implementation of a uniform binder system and weekly binder checks that is modeled after AVID (Advancement Via Individual Determination). The Goddard Scholars Academy introduced a new 8th grade Civics textbook this year. For the 6th grade, Read Side by Side and the C.I.A (collect-interpret-apply) approach was procured for the 2020-21 school year for ELA. StudySync will be used in grades 7 and 8 in English Language Arts for 2020-21. Big Ideas Math will be used for 7th and 8th grade mathematics in 2020-21. EnVisions Math began this year for grade 6 and we will continue to use this. A digital literacy is an elective offering for students next year. Additionally, students in the 6th grade are provided with a seminar class in which they participate in digital literacy, instrumental practice, and guided supports for organizational opportunities.

Foreign language instruction, provided by a native speaker, enables students to become immersed in the language and to communicate with a wider range of the population in another language, utilizing skills in reading, writing, speaking and listening students work to earn HS credit for this class during 7th and 8th grade. During 6th grade, students, during their enrichment or seminar time, also receive an introduction to the Spanish language. All GSA students learn to play an instrument for the GSA performance band.

During the weekly Professional Learning Community (PLC), the GSA staff meets to collaborate on how to reach and teach all students, to use data to inform instruction, to implement skills with consistency across grade levels, curricula, to plan interdisciplinary lessons or units of study, to discuss new strategies, to schedule peer observations, and to monitor and plan interventions for student growth. Teachers also participate in CPT (common planning time). These meetings are used to schedule parent conferences, discuss student academic and socio-emotional concerns, to plan GSA events, and to support staff. In the 2020-21 school year CPT will be focused upon data analysis in regards to curriculum and on social emotional learning.

Challenges:

Having sufficient time to address all of the standards, especially in science and technology seems to be one of the greatest on-going challenges. Also, having the resources needed to incorporate the technology strand has also been a challenge. Lack of elective courses taught by content area certified teachers is a challenge as well as meeting the physical education and health requirements has also been difficult.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.

GSA has the ability to spend the district's per pupil allowance on supplies and instructional materials that meet the needs of students. The district has recently procured texts for the coming school year for English, Mathematics and Social Studies departments. The purchase of technology, materials and supplies, copying equipment leases, funding for field trips, funding for school events, and additional pay for teachers to work beyond contractual hours are ways in which the budget is utilized.

Challenges:

There are no challenges currently in utilizing the per-pupil funding that the WPS district allocates to the GSA.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

The **Scheduling Autonomy** allows GSA to maximize time on learning and to allow for flexible grouping to meet students' needs. This year the GSA used a rotating schedule and A/B weeks as a means of autonomy. The students have a daily advisory period as part of this flexibility. Students participate in a weekly Gifted and Talented Class, daily Enrichment classes, have guest speakers, participate in performances, and go on a variety of field trips as this scheduling flexibility allows. Teachers have Common Planning Time and Professional Learning Communities because of the schedule as well.

GSA follows the district calendar.

Challenges:

The GSA school schedule has to conform with the schedule of the greater school during two portions of their day – lunch and last period. This is to allow for a physical education teacher to teach PE to students in the GSA. This year, due to snow delays, the scheduling autonomy made it possible to accommodate teachers teaching all of their classes, even on the days with reduced school hours.

To offer more electives for our students we must continue to offer electives during the greater school's time of 7th period as they are required by the district to use a locked, non-rotating schedule.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

The **Hiring Autonomy** is exercised when it is necessary to fill an opening within GSA. The Hiring Committee consists of three teachers, an administrator, and a family/community member with a student enrolled in GSA. The principal wrote a proposal to the district in which GSA was able to replace the Lead Teacher role with a Department Head. This adjustment to the position allowed the role to have a supervisory component over the GSA teachers, which was not the case previously.

Challenges:

The principal did not concur with the selected candidate for the Lead teacher position during the summer of 2019. Due to the Covid-19 Pandemic, the interview process for the Department Head and an English Language Arts/Social Studies Teacher had to be conducted via Zoom, rather than in person. The remote learning created a hindrance to having the candidate conduct a model lesson.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

Professional Development Plans included topics such as Google Classroom and Google Training, Gifted and Talented Education, technology, Pre-AP, Common Core, AVID, Model U.N., Cultural Competency, improving teacher quality, SEI, Social Emotional Learning, Writing Like a Scientist, Heart Saver CPR/AED/First Aid, Sullivan Middle Remote Learning, Sullivan Middle School Professional Collaboration and Learning, Putting SMP1 Into Action: Make Sense of Problems and Persevere in Solving Them, Screencastify, Desmos of

Middle School Math Teachers, Supporting EL Students in 7th Grade Science, STAR Resources Support, Math Self-Paced, Tutorial Focus on Grade 6 Standards, Digital Tools in the Performing Arts, Instrument Repair, Special Education, and content specific courses or workshops, such as SRSD and training on new textbooks and materials. This autonomy allows the staff to participate in course work, workshops, and conferences that meet the needs of GSA's unique population and to expand content knowledge and pedagogy.

Challenges:

One of the challenges for GSA, particularly during the school year, is participating in relevant professional development. Another major challenge was the pandemic and the need to swiftly shift professional learning to teaching via technology platforms.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.

This autonomy was not requested in the innovation plan.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Attendance – Through March 12

Year	Academy	Grade	Att%
2019-20	GSA	6	97.4%
2019-20	GSA	7	96.9%
2019-20	GSA	8	97.8%
		GSA Total	97.4%

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Discipline Action Summary

Academy	Action Description	# of Infractions
GSA	Infractions	2
GSA	Suspensions	0

Student promotion and [retention rates](#)

100% of all students in grades 6, 7, and 8 will be promoted to the next grade.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

N/A

Student [dropout rates](#), if applicable

N/A

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

GSA Student Achievement Data
ELA MCAS and Star Test Performance Data
Student Achievement

100% of students will show improvement in ELA as demonstrated by the administration of the 2019 MCAS test.
The goal is to achieve a SGP above the 60thile.

2018-2019 MCAS Results English Language Arts

Grade	Mean Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting of Exceeding Expectations
All	531.5	64.7	98.6	37.0	51.0
Grade 6	532.5	73	97.78	45.0	53.0
Grade 7	533.0	53	100	31.0	48.0
Grade 8	528.9	68	97.92	35.0	52.0

Reading STAR Test Growth Report Based on 60 SGP %ile Fall 2019-20 to Winter 2019-20

	# of Students Meeting Expectations	Median SGP	Winter Ave. Scaled Score	%ile Rank	%ile Rank Increase/Decrease
Grade 6	33/47	57	1020.213	77	+3
Grade 7	28/44	39.5	1108.333	73.5	-8
Grade 8	33/46	47.5	1189.804	75	-4
Total %	68.5% Meeting Expectations				

Math MCAS Performance Data
Student Achievement: Math

100% of our students will show improvement in Math as demonstrated by the administration of the MCAS test.
The goal is to receive a SGP above the 60th percentile.

2018-2019 MCAS Results Math

Grade	Mean Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting of Exceeding Expectations
All	523.6051	41	88.72	30	48.67
Grade 6	532.4889	60	95.56	43	52
Grade 7	520.6596	26	89.36	24	48
Grade 8	517.6667	37	81.25	23	46

Math STAR Test Growth Report Based on 60 sgp-ile Fall 2019-20 to Winter 2019-20

	# of Students Meeting Expectations	Median SGP	Winter Ave. Scaled Score	%ile Rank	%ile Rank Increase/Decrease
Grade 6	31/47	42	833.2128	84	-3

Grade 7	23/44	61.5	904.1591	87	0
Grade 8	21/46	74.5	925.4348	84	+4
Total %	54.6% Meeting Expectations				

**Science MCAS Performance Data
Student Achievement: Science**

100% of GSA students will show improvement in science as demonstrated by the administration of the Science MCAS test.

2018-19 MCAS Results Science

Grade	Median Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting or Exceeding Expectations
Grade 8	523	N/A	97.78	22	46

The MAGs for student achievement ensure that instructional curricula are aligned with their respective Massachusetts Frameworks and Common Core Standards. To evaluate GSA's progress toward meeting its MAGs for Student Achievement test items, as they are available, MCAS results are examined and analyzed for patterns in student responses. Students are given ample MCAS practice opportunities in digital and paper formats. Teachers also review student data from MCAS, STAR, class assignments, and other formative and summative assessments to inform instruction. The STAR testing results provide a plethora of information for teachers to plan and differentiate lessons appropriately to accommodate the range of student ability and skill. All teachers and students consistently evaluate and reflect on learning, understanding and metacognitive processes, during and after completing assignments. Formative and summative assessment strategies are used to continuously assess student performance and to adjust instruction.

Strengths for 2019-20:

Academic achievement was an area of strength, particularly in ELA, as MCAS and STAR test results reflected high achievement coupled with high growth. Core teachers were successful in aligning instructional curriculums to respective Massachusetts Frameworks and the Common Core Standards. GSA teachers also worked with curricular departments to align with the WPS scope and sequence, where appropriate. Having the sixth graders for an extra year, compared with the make-up of students in the greater school, allowed for more instruction of the Common Core Standards and acceleration in the content areas, especially math. Students were given numerous and ongoing opportunities for MCAS practice of reading, writing and responding to text and essay questions in all classes.

New generation MCAS scores in ELA remained high with 98.6% of students in all three grades Meeting or Exceeding Expectations. The median SGP was 64.7, indicating a high growth rate coupled with high achievement, highlighting the seventh grade scores with 100% in the Exceeding or Meeting Expectations Categories.

On average, 88.72% of students were Meeting or Exceeding Expectations in Next Generation MCAS MATH. The median SGP was 41 for all three grades combined.

MCAS scores in SCIENCE indicated 97.78% of students met or exceeded expectations on the science test.

In addition, on the average, 64% of students were on the Honor Roll, first or second honors, for the first three quarters of the 2019-20 school year.

In February, 34 students and 6 adult chaperones were awarded an all-expenses paid trip to New York City. The trip took place February 24-26. The focus of the trip was "How to Recognize and Achieve Excellence." The program included a theater experience (*Wicked* along with a question and answer session with a Broadway actor), an NBA Nets game, a visit to an architectural landmark (The Edge at Hudson Yards and the Brooklyn Navy Yard), and a visit to one of New York's many fine museums (American Museum of Natural History and a survivor led walking tour of the 9/11 Tribute Museum). In each venue, students focused on how to recognize excellence and how the people or places we see have achieved excellence in their field. The sponsoring organization, SYTA accompanied the group on the trip to and from New York and on all excursions. They also facilitated team-building and reflection activities for the group in the mornings and evenings. We participated as recipients of their Silver Linings scholarship. All travel, meals and admission to activities and attractions were paid for.

In May, twenty-three students from all three grades applied to become members of Sullivan Middle School's chapter of the National Junior Honor Society.

Professional Learning Community (PLC) Meetings were used effectively to plan for implementation of Enrichment Clusters, to analyze data from MCAS, STAR and other assessments to inform instruction, to closely monitor students' academic status and to create interventions when necessary, and to collaborate in making and planning cross curricular connections. This year several articles were read and discussed on Social Emotional Learning.

Implementation of Enrichment Clusters continued to be a success in the 2019-20 school year, from both a student and teacher perspective. Enrichment clusters are designed for authentic learning through application of relevant knowledge, thinking skills, and interpersonal skills to the solution of authentic problems. GSA scheduled the enrichment clusters during the weekly Gifted and Talented Class time, guaranteeing that time was devoted to the kind of learning that makes school an enjoyable and engaging place to be.

Teachers were successful in executing one eight-week and one six-week session of enrichment clusters in the fall and spring, respectively. Among the topics offered were Maker Space, Fantasy Sports, Patriotism, Hand Bells, Puppets, Healthy Habits, Calligraphy, Comic Books, Reimaging Mythology, Australian Wildfires, and Decorate the Halls. Teachers have become comfortable stepping out of their comfort zones and offering topics with which they had limited expertise. This helped to increase the opportunity for students to take on the leadership and direction of the Clusters.

To further enrich students, teachers volunteered their time to offer after school clubs: Model U.N., Math Team, Creative Writing, Science Olympiad, Korean Dance, and Yearbook. Each of these clubs allows for personal and academic growth for participants.

The poems of three students were chosen as winning entries for the Re. Dr. Martin Luther King, Jr. Essay and Poetry Contests.

Twenty-eight members of Model U.N. Club from all three grades consistently won awards at three conferences, at Northeastern University, Becker College, and Tufts University, including awards for Best Public Speaking, and Best Negotiator.

Eight students auditioned and two students were selected for participation in Massachusetts Music Educators Association Central District Festival. The festival, which was due to take place over the course of three weeks with a final culminating concert, directed by guest conductors and made up of hundreds of students from central Massachusetts, was cancelled as a result of Covid-19

Community Partners also played a pivotal role in providing enrichment opportunities for GSA students. Each grade received a drama workshop from the Education director of the Hanover Theatre. Seventh grade was the beneficiary of a school visit from Jeremy Lawrence, who played Scrooge, in the theatre's production. Mr. Lawrence shared his acting journey with the students and engaged students in a fantastic Q & A session. Ten students volunteered to speak to the audience at *A Christmas Carol* performance on behalf of the theatre to promote its Access to the Arts Program. Performers from the Hanover Theatre put on a performance of Roald Dahl's *The Witches* at Sullivan for GSA students in the Fall.

GSA continued its partnership with Community Harvest Project by visiting and working at the farm in early September. Students experienced first-hand the challenges and hard work required to take care of farm fields, as well as how vegetables grow and how they look in raw form. Students also learned of the connection between the Community Harvest Project and the Worcester County Food Bank.

GSA's Partnership with Massachusetts Educational and Career Opportunities, Inc (MassEdCO) allowed for visits to local colleges for each grade: Worcester State University, Worcester Polytechnic Institute, and Clark University. In preparation for the trips, eighth graders attended a college fair and a PowerPoint about the college application process and a hands-on activity was presented by the representative from MassEdCO who works at South High School. Unfortunately, due to Covid-19 the college visits were cancelled for 2019-20.

Teachers continued the use of the best practices: Cornell notes, effective questioning, Bloom's revised taxonomy, AVID and pre-AP strategies, Word of the Week, summary writing, SRSD writing, interactive notebooks, and daily starters. A "binder system" was implemented five years ago along with a schedule for teachers to do weekly binder checks in an effort to help students become and stay organized. This binder system has worked very well and will be continued in future years. Anecdotally, more students come to class prepared with work and materials and fewer trips to lockers are necessary to retrieve these items.

In addition, all nine teachers took part in a one-day Summer Institute in August to prepare for the beginning of the 2019-20 school year. GSA students and teachers also continued to engage in a common read during the summer, which allowed for interdisciplinary projects during the first days of school. Each teacher developed a syllabus and document expressing student expectations for each grade and class that was disseminated to parents on Know Your School Night or sent home with each student.

To encourage GSA students to become leaders, several students, with representation from each grade and each advisory, took advantage of the opportunity to become Student Ambassadors. Student Ambassadors are asked to facilitate and help plan GSA events, such as the two Shadow Days for accepted 6th graders, Know Your School Night, the 9th grade social event, and to prepare ice breaker-type activities for execution in advisories at the beginning of school.

Sustaining and Expanding Gains:

The ELA MCAS scores indicate success, proficiency, and growth across grade levels. As the Next Generation MCAS test becomes more reliable over time and taking the test on Chromebooks becomes more standardized, we hope to see scores in all test areas increase.

Similarly, the STAR Test Results show growth in Reading/ELA. The STAR Test also makes a wide variety of information and individualized scores available to teachers for analysis. As teachers become more familiar with the assessment and its results, differentiation in lessons can become more targeted. Due to the Covid-19 pandemic, students were not able to undergo spring STAR testing.

MCAS Math Scores and STAR Test results show strong growth in eighth grade.

The science scores indicate consistent growth based on the low number of students in the Needs Improvement category.

Students continue to be strongly encouraged to stay after school for extra help when their grades drop below 80%. The GSA guidance counselor worked closely with the staff to offer support to students and teachers in this effort as well contacting parents via phone, email or the messaging system of the online grading system. Student success will continue to be celebrated weekly, quarterly, and yearly in cooperation with SMS's PBIS programs and with Honor Roll acknowledgements. In addition, making connections between families and the Wrap Around Coordinator may facilitate additional support for the student and families, academically or socio-emotionally.

Data-driven instruction continues to be implemented in GSA. Teachers continue to use the best practices with more fidelity and increase use of formative assessments with exit slips and pre and post testing for units of study. Teachers will also continue to analyze MCAS, STAR, SRSD assessments, and other data to ensure that all students are being supported and challenged. Classroom teachers will also continue to monitor students' academic progress on interims and quarterly report cards.

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

Parent Involvement

100% of students' parents will be involved in school-based activities, GSA events or programming.

GSA Events and Activities are in addition to Sullivan Middle Events or Activities.

A GSA Events calendar, created to outline information about upcoming events, procedures, reminders, and expectations, was distributed to parents during the first days of school and is shared in monthly newsletters. Teachers communicated with parents about positive student behavior and achievement, as well as socio-emotional concerns through the on-line grading system, parent conferences, monthly newsletters, phone calls and/or emails to communicate about upcoming GSA events. GSA also utilized Blackboard to deliver academy-wide phone messages. GSA also participates in direct and indirect services available to students and families at Sullivan Middle School. GSA has created a Twitter to notify parents who subscribe of upcoming events and important information, such as the delivery of a new newsletter.

Parent/guardian attendance at GSA events and activities was collected to assess the number of parents who attended or participated in GSA events and activities, such as Parent Teacher Organization (PTO) Meetings,

volunteering for school functions: chaperoning field trips or other extracurricular activities, fundraising and serving as guest speakers for the Open House or Enrichment Clusters.

2019-20 Parent/Guardian Attendance at GSA School events

Know Your School Night (evening)	137 families Overall - 94%
Ice Cream Social (evening)	140 families Overall – 96%
Winter Concert (evening)	144 families Overall – 99%
GSA PrideNight (evening)	Cancelled due to Covid-19
Veterans Day Program (school day- Gr. 6, 7, 8)	120 families Overall – 82%
End of the Year Concert and Awards Night (June)	Cancelled due to Covid-19
GSA Fundraiser (average for grades 6, 7, 8)	70% participation overall – cut short due to Covid-19

Strengths for 2019-20:

Involving parents in school-based activities was also an area of strength in 2019-20. The GSA PTO had an eighth grade and seventh grade co-chair. Seven meetings were held at the school and parents who could not attend meetings were kept abreast of events, activities and initiatives via email communication. On the average eight to ten parents attended the meetings. with at least four or five sixth grade parents attending consistently. The group also worked diligently to support the annual fundraiser, which was a letter writing effort soliciting donations from friends, family, acquaintances, and other personal or business connections. The proceeds from the fundraiser allowed us to provide all but the end of year field trip, free of charge, to purchase three Chromebooks during the Covid-19 pandemic, and t-shirts for graduating 8th graders. Parents also served as chaperones for field trips to a concert at Mechanics Hall, Worcester City Hall, the Hanover Theatre, and Broad Meadow Brook.

Parent involvement greatly increased as a result of remote learning due to the Covid-19 pandemic. The GSA team sent out a weekly newsletter electronically, which included dates and times of Zoom/Google Meet lessons, contact information, and an overview of the week’s assignments.

100% of GSA students were enrolled in an online grading system, providing 24/7 access to students’ grades and a messaging system, which facilitated communication with students, parents/guardians, and whole classes. Parents were assigned accounts, as login information and passwords were available up at Know Your School Night or mailed home to each parent at the beginning of the school year. Parents and students were also given the opportunity to sign up for REMIND, a cell phone app that allows for short reminders to be sent to enrolled recipients. A monthly newsletter was sent home in English and in translated hard copy to keep parents informed of GSA events and information.

Data was collected to monitor parent attendance at GSA events. A GSA Calendar of Events for families was created, collated with a similar calendar for Sullivan Middle School, and disseminated to parents at the beginning of the school year.

As a teacher-led initiative, an operations chart was updated to allow teachers to volunteer for and to take on responsibility for various aspects of running the school. Creating the monthly newsletter, working with the Student Ambassadors, managing the entire recruitment process, creating Honor Roll and other awards for students, signing up for building permits, organizing field trips and events are among the roles and responsibilities taken on by the GSA teaching staff.

Sustaining and expanding gains by:

GSA will continue efforts to reach out to parents and guardians to participate in the PTO and to attend GSA events.

Equitable Access

The recruitment process eliminates subjectivity to ensure equitable access to all qualified students through a tiered lottery system. Random numbers were assigned to applicants who were placed on a wait list, which was designed and implemented to fill any open seats.

With district cooperation, a targeted mailing is created to identify qualified students and invite them and their families to an Open House to share the mission, vision, and focus of GSA.

Correspondence is sent to families in the home language. If a potential new student and his or her family is unable to attend the Open House, every effort is made to meet and provide another Information Session. Email communication is made with each family to facilitate and questions or concerns before final decisions are made. Students who have accepted admission were invited to join a Google Classroom to participate in a “Virtual Shadow Day” due to the cancellation of the in-person shadow days due to the Covid-19 pandemic.

Strengths for 2019-20:

The recruitment process seeks to ensure equitable access to all qualified students through a tiered lottery system. Random numbers were assigned to applicants who were placed on a wait list, which was designed and implemented to fill any open seats.

Applications were received from 72 of the invited 133 students all of the WPS elementary schools and two private schools. Incoming 6th graders were admitted from 23 of 33 elementary schools.

Recruitment of students for the 2019-20 school was a strong area for GSA, following the tiered lottery system. A targeted mailing was conducted to invite all of the district’s qualified fifth grade students to apply to GSA. The mailing, including separate letters to parents and students in English and translated into seven languages, was sent to 133 potential sixth graders. An evening Open House was held to present the goals and focus of GSA. This event was very successful; 98 families composed of parents and students attended.

Accepted incoming sixth grade students attended “Virtual Shadow Day” through videos and icebreakers on Google Classroom to help them feel comfortable about attending GSA the following fall.

Sustaining and Expanding Gains:

Sustaining and expanding gains will be accomplished by continuing to use the tiered lottery system as it seems to have been successful in removing subjectivity from the process. However, as a result of the revisions to the innovation plan, the pool of students invited to apply to GSA was revised to include only those students with at least one advanced score. Based on the data provided by the district, GSA did not feel there were enough eligible candidates to fill the incoming class of 48, so the pool was expanded to include students who had both ELA and Math MCAS scores that were above 520. With the change, the number of applications and the waitlist were more manageable, and those on the waitlist will have a reasonable chance of gaining admission over the three years of middle school. Due to the lack of MCAS testing during the 2019-2020 year due to Covid-19 the program will need to consider an adjustment to the application process for the 2020-2021 school year.

Additionally, it is important to provide translators at recruiting events to encourage non- English speaking parents and guardians to attend. Staff will continue to use the Student Support Process (SSP) to address student's academic and socio/emotional needs and as a protocol for identifying students who may be misplaced.

The racial and ethnic make-up of the GSA 2019-20 student body was represented by 53% White, 11% Asian, 8% Black non-Hispanic, 17% Latino, and 10% Multi-racial. 41% of GSA students are considered economically disadvantaged and 7% have 504 Plans or IEPs, and 20% are Former English Language Learners. There is a disparity between our racial and ethnic diversity in the GSA and Sullivan Middle School as a whole. There are approximately 980 students in grades 6-8 (only 50 6th graders) at Sullivan with a student population: 40% Hispanic, 33% White, 18% African-American, 9% Asian, 5% Multi-race and, 0.2% Native American. Additionally, 57% of students' first language is not English. 61% of students are economically disadvantaged and 21% of students receive special education services.

Measure of Success:

Maintain manageable number of applications from across the district and implement the approved recruitment process with fidelity. Improve racial and ethnic diversity in GSA.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2019-2020 SY. Be sure to include when implementation of these revisions or updates began or will take place.

Goddard Scholars Academy did not make any revisions or updates to the innovation plan in the 2019-20 school year.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

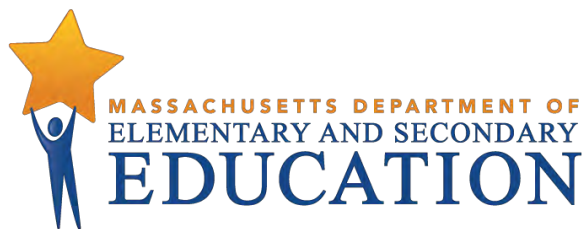
Renewal status updates.
Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–
Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

The renewal process will take place in the SY 2020-2021.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

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Innovation Schools Annual Evaluation

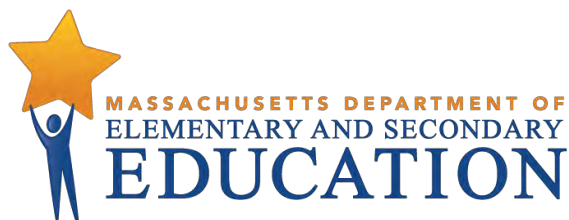
Goddard School of Science & Technology

For School Year 2019-2020

Maureen Binienda, Superintendent
biniendam@worcesterschools.net

Karrie Allen, Ed.D., Principal
Goddard School of Science & Technology
Worcester Public Schools
allenk@worcesterschools.net

Massachusetts Department of Elementary and Secondary Education
The Office of Charter Schools and School Redesign
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Click or tap here to enter text.	
School Type: Full Conversion	District Name: Worcester
Year Innovation Status Granted: 2011	School Year Implementation Commenced: 2011-2012
Grades Served: Preschool-Sixth Grade	Total Enrollment: 378
Mission: At Goddard School of Science & Technology, we are proud of our commitment to educate all children with purpose and support so that each child can reach readiness for college and career.	
Vision: Goddard School of Science & Technology recognizes that our individual visions for innovation and improvement begins with the overarching set of expectations set by Worcester Public Schools. The Worcester Compact promises to parents, guardians and students that as a system, they will deliver on high expectations and outstanding results for all students. 100% of students will be guaranteed a rigorous core curriculum resulting in measurable gains in students learning. As part of that Compact, Goddard has established a culture of high expectations, teacher collaboration and concrete instructional strategies.	
Educational Model: Goddard's Core Values define our overarching belief system, grounding in the notion that acceleration of academic achievement can only occur in a school environment that is safe, orderly, welcoming and focused on the individual needs of each student. Decision making is centered on empowering both children and adults, to sustain ideal conditions in order that teaching and learning is maximized. Our thoughtful approach to school wide improvement is implemented with a focus on research based, data driven practices. Goddard's community understands the essential components of progress, notably collaborative and trusting relations between all stakeholders, must be in place in order to create ideal conditions for learning. Together, we seek to create an elementary experience defined as "cutting edge" for our students, staff, parents, guardians and community.	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

Goddard's literacy framework is defined and addressed through an intensive professional development model that focuses on curriculum, instruction and assessment based on a two-tiered model (Tier I/Maintenance and Tier II/New Learning). This model was designed to ensure continued maintenance of best practices learned prior and to introduce/extend new understandings in the literacy domains. Key aspects of our literacy framework included:

(1) Extension of Reading Workshop Model: In Depth focus included both read aloud and shared reading strategies to reinforce comprehension goals and to link/identify gaps of instruction between District initiatives (SRSD/CIA) and Goddard's literacy focus.

(2) Bridging of Foundations and Phonics Word Study: Goddard began Introduction of Fountas & Pinnell's Phonics Word Study and phased out Foundations in order to provide a logical sequence of instruction (PreK-2).

(3) Development and implementation of Goddard's RTI Model (primary grades) included a systematic approach to assessment practices with targeted students and the identification of teams to implement targeted lessons and assess on a bi-weekly basis.

(4) Introduction and Implementation of Lucy Calkins Writing Workshop (K-2) as part of the Tier II/New Learning professional development model for primary staff

(5) Intensive research and implementation of running records (Tier II/New Learning professional development) in all grade levels including creation of systematic scheduling to ensure fidelity to implementation

6 Implementation of Word Study/Word Work initiative (Tier II/New Learning professional development/intermediate grades) to address deficit areas assessed and analyzed through running records.

Goddard's emphasis on Mathematics (2019-2020) was defined and addressed through targeted grade level meetings that focused on outcomes of enVision Topic Assessments (District initiative) and enVision Diagnostic Assessments (Black Box). Key aspects included

(1) Detailed analysis of End of Unit/Topic Assessments with creation of targeted lessons to address deficits in both content (mathematics) and technology needs (use of tools for successful test taking sessions).

(2) Research, implementation and analysis of enVision Diagnostic Assessment System including creation of cross classroom groups, recreation of math schedules and biweekly progress monitoring systems to successfully implement mathematics intervention groups.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

Calendar and scheduling autonomy provides for continued collaboration between all faculty members as our Tier I/Maintenance and Tier II/New Learning Professional Development Plan provides support needed to address accelerated student performance levels. Worcester Public Schools supported our professional development schedule as teachers volunteer to attend sessions after school (each Wednesday for 2 hours). The two tiered professional development model provides a focused approach in reinforcing past practices (Tier I/Maintenance) and embarks on new learning (Tier II/New Learning) in both literacy and math domains.

Goddard's school wide schedule is created by the special education and ESL team to ensure no overlap or gap in services for students. Classroom schedules are followed with fidelity as service providers are bound to blocks of instruction in order to meet the needs of individual and groups of students through mandated services as well as intervention blocks. In addition, the school wide schedule provides increased collaborative time for each grade level as well as the special education and ESL teams.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

Staffing autonomy allows Goddard to select and hire candidates aligned to the mission, vision, core values and operating structure. The staffing autonomy provides interested candidates the opportunity to hear of the journey of Goddard that promotes acceleration of our School. Candidates must demonstrate the highest expertise in designated domains, show a willingness to actively participate in our professional development model and accept ownership and leadership throughout the school day. Interested candidates visit our school to gain a clear understanding of our school day and meet with colleagues who are invested in

the continued progress of all students. Interviews are conducted throughout the summer months with continued attention to all interested candidates. The administration continues to interview candidates in a hiring process independent of District policies and mandates which is essential to the mission of Goddard. This autonomy has resulted in the hiring and retainment of exemplary teachers who may not have had such opportunities had Goddard not been provided this option.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

Goddard's literacy framework was defined and addressed through an intensive professional development model that focused on curriculum, instruction and assessment based on a two-tiered model (Tier I/Maintenance and Tier II/New Learning). This model was designed to ensure continued maintenance of best practices learned prior and to introduce/extend new understandings in the literacy domains.

An essential component of teaching and learning was addressed this school year through collaborative, weekly meetings with the special education staff and ESL staff. Each week, two instructional coaches and the administration collaborated with both groups of specialists in a "case study approach" that included:

(1) Selection of a targeted group of students to analyze key assessments including: BAS, running records, STAR, classroom anecdotal notes, goals and objectives (of IEP's) as well as goals as defined by WIDA/ACCESS outcomes in the four domains.

(2) Case study approaches defined the areas of needs of each student with creation of targeted lesson plans collaboratively created utilizing the Continuum. Targeted lessons emphasized authentic learning opportunities for each student and group.

(3) Implementation of lessons and review of lesson outcomes (including student work) are shared among all group members each week, to provide feedback and guidance regarding next steps for each student and group.

In addition, as defined prior, key aspects of our literacy framework included:

(1) Extension of Reading Workshop Model: In Depth focus included both read aloud and shared reading strategies to reinforce comprehension goals and to link/identify gaps of instruction between District initiatives (SRSD/CIA) and Goddard's literacy focus.

(2) Bridging of Foundations and Phonics Word Study: Goddard began Introduction of Fountas & Pinnell's Phonics Word Study and phased out Foundations in order to provide a logical sequence of instruction (PreK-2).

(3) Development and implementation of Goddard's RTI Model (primary grades) included a systematic approach to assessment practices with targeted students and the identification of teams to implement targeted lessons and assess on a bi-weekly basis.

(4) Introduction and Implementation of Lucy Calkins Writing Workshop Model(K-2) as part of the Tier II/New Learning professional development model for primary staff

(5) Intensive research and implementation of running records (Tier II/New Learning professional development) in all grade levels including creation of systematic scheduling to ensure fidelity to implementation

(6) Implementation of Word Study/Word Work initiative (Tier II/New Learning professional development/intermediate grades) to address deficit areas assessed and analyzed through running records.

Goddard's emphasis on Mathematics (2019-2020) was defined and addressed through targeted grade level meetings that focused on outcomes of enVision Topic Assessments (District initiative) and enVision Diagnostic Assessments (Black Box). Key aspects included

(1) Detailed analysis of End of Unit/Topic Assessments with creation of targeted lessons to address deficits in both content (mathematics) and technology needs (use of tools for successful test taking sessions).

(2) Grade level meetings focused solely on administration and analysis of the enVision Diagnostic Assessment System. Targeted lessons were created based on results, with progress monitoring systems in place on a biweekly basis. In addition, math blocks were revised in order to increase time for intervention based on outcomes.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.

Goddard continues to emphasize the mission and vision established by the Governance Board including review of policies as agreed upon. Our work is supported through District initiatives which includes frequent opportunities for Innovation School leaders as well as administrators and teachers from similar settings to collaborate, share best practices and attend professional development sessions.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Daily Attendance Rates (August -March) 2018-2019 & 2019-2020

2018-2019: 96.06% 2019-2020: 96.27%

Chronic Absentee Rates (August -March) 2018-2019 & 2019-2020

2018-2019: 21 Students 2019-2020: 20 Students (5.33%)

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Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Number of Suspensions

2018-2019: 13 2019-2020: 12

Number of Suspensions (+) Emergency Removal

2018-2019: 15 2019-2020: 13

Click or tap here to enter text.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

ACCESS: 2019-2020

2018-2019: 38% of students made targets/composite score goal

2019-2020: 60% of students made targets/composite score goals

MCAS: 2018-2019 School Year

<http://profiles.doe.mass.edu/mcas/mcascharts2.aspx?linkid=33&orgcode=03480100&fycode=2019&orgtypecode=6&>

Subject	17-18 Scaled Score	18-19 Scaled Score	17-18 SGP	18-19 SGP	17-18 % Meeting/Exceeding	18-19 % Meeting/Exceeding	17-18 %-ile rank	18-19 %-ile rank
3-6 ELA	483.6	484.5	48.6	51.4	51	21	6	6
3-6 Math	478.6	480.7	53.9	52.1	48	22	4	5

The 5th Grade Science MCAS transitioned from legacy MCAS in spring 2018 to Next-Generation MCAS in spring 2019, therefore we cannot compare outcomes from the two years.

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)








Goal: BAS: 65% of students who did not reach Fall Benchmark will make 1.5 years progress or more on Spring BAS.







- Fall to Winter outcomes are defined below (3 year comparison) and includes the percentage of students who reached Winter benchmarks/Goals: Students who meet the Winter benchmark are defined as “on target” to meet Spring benchmark (and reduced the achievement gap 1.5 years).
- Fall to Spring are not provided due to school closure/March 2020

		Reaching F-W Goal		
		2017-2018	2018-2019	2019-2020
Winter Goal (C)	Kinder	2/61 = 3%	2/64 = 3%	14/55 = 25%
	Grade 1	25/59 = 42%	19/42 = 45%	32/47 = 68%
	Grade 2	17/59 = 30%	25/47 = 53%	24/41 = 59%
	Grade 3	17/46 = 37%	38/54 = 70%	30/45 = 67%
	Grade 4	40/60 = 67%	33/41 = 85%	35/52 = 67%
	Grade 5	43/65 = 66%	36/52 = 69%	27/38 = 71%
	Grade 6	39/61 = 64%	50/60 = 83%	47/54 = 87%
	Goddard K - 6	183/411 = 45%	203/360 = 56%	209/332 = 63%
	Goddard 1 - 6	181/350 = 52%	201/296 = 68%	195/277 = 70%

STAR Outcomes: Fall 2019 to Winter 2020

*Standard Scores
 Reading and Math*

Reading				
	Grade Level At or Above SS	Fall 2019	Winter 2020	
	Kinder Scaled Score		34/53 = 64%	Early Lit
	Grade 1 Scaled Score	17/49 = 35%	32/49 = 66%	Early Lit - 66/102 = 65%
	Grade 2 Scaled Score	8/45 = 18%	10/45 = 22%	
	Grade 3 Scaled Score	6/45 = 13%	6/45 = 13%	
	Grade 4 Scaled Score	8/55 = 14%	6/55 = 11%	
	Grade 5 Scaled Score	9/41 = 22%	10/41 = 24%	
	Grade 6 Scaled Score	9/55 = 16%	13/56 = 23%	
	Goddard At or Above SS 2 - 6	40/241 = 15%	45/272 = 17%	

Math				
	Grade Level At or Above SS	Fall 2019	Winter 2020	
	Grade 1 Scaled Score	13/49 = 27%	15/49 = 31%	
	Grade 2 Scaled Score	14/45 = 31%	7/45 = 16%	
	Grade 3 Scaled Score	5/45 = 11%	7/45 = 16%	
	Grade 4 Scaled Score	10/55 = 18%	11/55 = 20%	
	Grade 5 Scaled Score	12/41 = 29%	9/41 = 22%	
	Grade 6 Scaled Score	14/55 = 25%	18/56 = 32%	
	Goddard At or Above SS 1 - 6	68/290 = 23%	67/291 = 23%	

ELA/SpED						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 2	73.7	96.5	54	0.7	1.1
	Grade 3	119.2	157.9	16	1.2	1.7
	Grade 4	288	351.3	62	2.7	3.2
	Grade 5	290.5	403.1	64	2.8	3.7
	Grade 6	224.2	261.3	51	2.1	2.5
ELA/EL						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 2	115.5	186.7	49	1.2	1.9
	Grade 3	176.7	264.6	76	1.8	2.5
	Grade 4	322.6	392.8	63	3	3.6
	Grade 5	319.3	412.1	75	3	3.8
	Grade 6	302.9	335.9	60	2.8	3.2
Math/SpED						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 1	230.5	355	75	1.1	1.9
	Grade 2	315.8	361.2	41	1.5	1.9
	Grade 3	322.2	398.2	62	1.6	2.3
	Grade 4	502.8	529.4	30	3	3.3
	Grade 5	601.2	670.5	78	4.1	5.3
	Grade 6	531.2	607.2	71	3.4	4.3
Math/EL						
		Fall 2019 Avg SS	Winter 2020 Avg SS	Median Winter SGP	Fall 2019 Avg Grade Equivalent	Winter 2020 Average Grade Equivalent
	Grade 1	262.3	362.4	53	1.4	1.9
	Grade 2	397	425	22	2.2	2.3
	Grade 3	435.8	481.6	31	2.4	2.9
	Grade 4	542.8	601.3	59	3.4	4.2
	Grade 5	596.9	645.9	73	4.1	5
	Grade 6	601.4	659.9	56	4.4	5.2

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.

Click or tap here to enter text.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

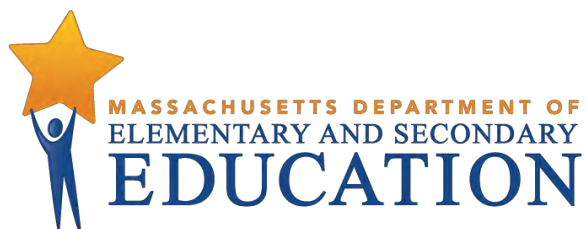
*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–
Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.



Innovation Schools Annual Evaluation Woodland Academy

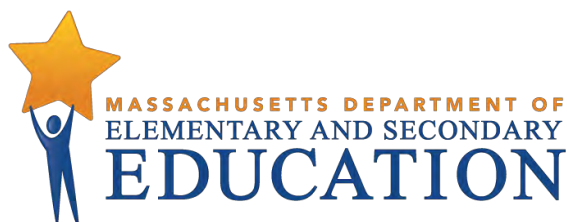
For School Year 2019-2020

District Level

Maureen Binienda, Superintendent, biniendam@worcesterschools.net

School Level

Patricia Padilla, Principal, padillap@worcesterschools.net



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Woodland Academy	
School Type (New/Conversion/Academy): Conversion	District Name: Worcester Public Schools
Year Innovation Status Granted: 2011	School Year Implementation Commenced: 2011
Grades Served: K-6	Total Enrollment: 560
Mission: Woodland Academy, in partnership with Clark University and other Main South neighborhood partners will focus unswervingly on empowering students with the strategies and skills necessary for college readiness, character development and community responsibility.	
Vision: Our students will be empowered with the strategies and skills needed to develop into contributing, 21st century citizens who demonstrate community responsibility, and who work together respectfully, with a positive attitude in order to maximize their learning.	
Educational Model: We focus on cooperation in learning among both students and teachers. Students are encouraged to work together in ways that make them feel more engaged. In addition, our literacy focus works to improve the reading and writing skills of every student in the school. By using research-based instruction models that focus on language, processes, and outcomes and the continuous coaching and development of teachers, we track the progress of each student in the school so that any problems can be quickly noticed and solved.	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

Woodland Academy uses autonomy in the area of curriculum in order to facilitate the education of the whole child. The overarching themes of our plan are community engagement, character development, and college readiness. These serve to connect and reinforce all aspects of the lives of our students, faculty, and families. Teachers co-design instruction that meets the demands of the MA Curriculum Frameworks in Science and Social Studies as well as Massachusetts State Standards in grades K to 6. Instruction is individualized to engage student interests while targeting academic skills and unique needs. Teachers collaborate in curriculum mapping teams both district-wide and building based. Each grade level has created units of study to meet the expectations of the standards.

Woodland Academy continues to implement the autonomies in this area. We constantly refine our curriculum maps and the scope and sequence of instructional planning. In the summer of 2015, a school based team researched best practices, in response to intervention. This team worked collaboratively to create a block schedule and planned to implement Response to Intervention across all grade levels. Teachers at each grade level have created standards based assessments. A PLC was formed to design assessments that are aligned to early literacy skills. Through three cycles, the team analyzed data to adjust assessment practices and instructional groupings.

A few years ago, a professional learning community gathered to research response to intervention (RTI) practices as well as analyze school data in an attempt to begin the process of RTI implementation. A team of ILT members also visited and consulted with other district schools that reported a functioning RTI system in order to observe and share best practices. During the summer months in 2015 and into the academic year, this PLC designed a block schedule, created assessments, and organized intervention groups in a 3-cycle approach. After each cycle, assessments were conducted using an internally created phonics screener, which yielded data to drive the following cycle. This RTI approach was a school wide effort and included interventionists from classroom teachers, special education, ESL, tutors, as well as the focused instructional coach. By maximizing human capital, staff expertise was utilized across grade levels during each cycle.

In the 2018-19 school year, Woodland Academy adopted Fountas and Pinell Classroom as our balanced literacy program for grades K-2 and Reading Side by Side CIA (Collect, Interpret, Apply) for grades 3-6 as well as SRSD (Self-Regulated Strategy Development) for writing. These curricula are aligned with the district's expectations for balanced literacy. We continue with the use of EnVisions for our math curriculum.

In 2019-20, Principal and Dual Language teacher were part of the Bilingual/Dual Language Curriculum review team. ARC was approved for the Woodland Dual Language program, in Grades k & 1.

Budget (if applicable)

The innovation schools' model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.

Woodland Academy, is provided full budget autonomy regarding the allocation of staff and all non-staff financial resources provided to the school through the budget process. We were also able to use Title III funds to provide professional development to our staff on Linguistics and Language Acquisition.

In order to support our continued efforts in improving literacy and language, as well as build our RTI repertoire, student allocation funding was strategically utilized in order to purchase specific tools and resources to ensure successful delivery of instruction.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

Enhancements to the school calendar did not change the number of hours that teachers and students are engaged in learning. We have Professional Development sessions on the first Wednesday afternoon of the month for a total of 10 months. Students are dismissed at 12:00 noon on this day. This change maximizes professional development and collaborative planning time. The meetings are focused on instruction and student learning. The time on learning lost by sending students home early once a month has been replaced by adding minutes to each weekday, with the exception of the 10 first Wednesdays of each month. The three district-wide Professional Development Days (two in August and one in October) are not impacted by these adjustments.

Enhancements to the school calendar have been fully implemented. The administration and staff continue to use the half-day professional development

schedule that occurs on the first Wednesday of each month to plan and execute relevant professional development. A change occurred during the 17-18 school year that affected the hours allotted contractually for teachers in the WPS. The number hours for PD have reduced; therefore, PD time has been adjusted accordingly.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

Woodland Academy's autonomy of hiring has allowed us to establish a committed team of educators from within Worcester and beyond who share the vision and mission of our Innovation Plan. We have been able to recruit and retain highly effective teachers, instructional assistants, secretaries and other staff members who meet the unique professional expectations of the school. This autonomy includes the adoption of a hiring timeline, which ensures that faculty are recruited and trained well in advance of the beginning of the school year.

Woodland Academy's autonomy of hiring has been fully implemented. The administration in collaboration with the instructional leadership team, have designed a rigorous process that includes a panel interview and demonstration lesson. Vacancies are posted within and outside the district according to school-based need, and candidates are selected accordingly. Due to Covid-19 and state restrictions, interviews are taking place virtually and demonstration lessons cannot take place.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

The professional development autonomy calls for the 25.5 WPS contractual PD hours to be divided across ten Wednesday afternoons. In addition to the scheduling adjustments, we have autonomy of PD content. Given our large population of English Learners (325, grades kinder through six), we have focused our professional development on increasing the capacity of all our staff, classroom teachers, special subject teachers, instructional assistants and administrators to meet the instructional needs of our ELs. During the 18-19 school year almost all staff members participated in a Linguistics course offered

through Lesley University and funded by Title III called Essential Linguistics: What Every Teacher Needs to Know about Language which focused on Language Acquisition.

Through this course our teachers focused on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax and pragmatics that informs planning for teaching first or second language. During the 2019-20 school year, the Lesley professor, Dr. Laura Schall-Leckrone worked with some of our teachers and in our Dual Language classroom to assist with developing our understanding of effective practices for second language learners. She is expected to continue this work during the 2020-21 school year.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.

The principal continues to have autonomy over special permission and rescinding decisions.

Our autonomy of assessment has been fully implemented through the 16-17 school year. During the 17-18, 18-19, and 19-20 school years, many district wide assessments were required from all schools. Woodland Academy did comply with these new assessment requests, but will be reviewed each year.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

Goals: Woodland Academy students will increase time on learning by reducing tardiness. Objective: All students and families will work to ensure students' timely arrival to school on a daily basis.

Measure 1: Students will increase timely attendance to school each day to 98%.

The goal of increasing attendance was achieved as the average number of tardies per student decreased from 4.7% to 4.3%. Our attendance rate increased from 96.2% in the previous year to 96.42% for this current school year. Although the goal of 98% was not achieved, the average number of tardies per student decreased and overall attendance rate increased. We engaged in the following activities in an effort to improve timely attendance to school: -Having conversations with parents when their child arrived late to the tardy station. -Giving parents a print-out of their child's attendance so that they were aware of the number of tardies their child had. Sending letters to the parents informing them of their child's attendance and requesting they contact the school to schedule a meeting -Making phone calls to parents when their child had excessive tardies to school. -Assisting families with referrals to community-based services. -Referring families to the Attendance Intervention Meeting (AIM), which is a collaboration with the Department of Children and Families, when attendance issues continued to be problematic despite previous intervention. -Having a pancake breakfast for the students who had perfect attendance and their parent/guardian in the quarter to motivate and reward students to attend daily and on time. -Referring families to the Worcester Juvenile Court and Department of Children and Families when an Adult Failure to Cause School Attendance needs to be filed and continuous monitoring throughout the school year by the School Adjustment Counselor (SAC). -Communicating with community partners and involved agencies to target family needs impacting attendance and support from the Wrap Around Coordinator (WAC).

Analysis of the tardy data indicates the vast majority of tardy students do get to their classrooms before instruction begins. It should be noted that our enrollment has increased over the last several years. Our current enrollment is 572 students and the majority of the students who have transferred into Woodland have come with significant attendance concerns from their previous schools. When new students enroll at Woodland Academy administration notifies the SAC of any known factors that would impact attendance in order to target needed supports. This school year the school held monthly meetings for AIM resulting in 20 students being targeted. We referred 1 family (3 students) to Worcester Juvenile Court and the Department of Children and Families.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

Goal: Woodland Academy Students will maintain a welcoming, safe and secure school.

Objective: 100% of teachers will use a formal, visual or routine-based behavior management system based on Woodland Academy's Core Values.

Measure 1: 100% of teachers will use a formal, visual or routine-based behavior management system based on Woodland Academy's Core Values.

In a survey of teachers and their approaches to behavior management, 100% of teachers use a strategic system of managing behavior and providing incentives. Teachers reported that they use combination systems to ensure safety and security while maintaining discipline in the room. Teachers at Woodland Academy use a variety of approaches including but not limited to Core Values, Color Charts, CHAMPS, Class Dojo, Community Rules, Points Systems/Incentives, and Character Traits. In breaking down the types of strategic management, 18% of all staff use Class DoJo, 46% use a color system chart where movement is fluid up and down based on choices throughout the day, 75% of all teachers are rooted in character development and incentives based on the display of these traits, and 39% of teachers use a group incentive targeting a universal goal. All systems are rooted in the Woodland Core Values and decisions are based on these values across the building when deciding consequences. All teachers use a reflection system with students to document and discuss behaviors. Reflection sheets are differentiated across K and 1, 2, 3-4, and 5- 6. Each classroom also has a take a break/reflection station which allows students to re-group and calm themselves down so they can return to learning in a timely manner. Measure 2: 100% of students will maximize time on learning resulting in a reduction in office referrals to fewer than 50 per month. This academic year's data is reflective of school closure on March 13, 2020. According to the SAGE data for 2019-2020, the average referral rate per month was 137 referrals a month over a 8 month span, including August. The total number of referrals at closure was 1097, 97 more referrals then the end of year total for 2018-2019. The month with the most referrals was October with 214 referrals. The month with the least number of referrals was August with 12 in total. This was significant from last year where we averaged 93 referrals a month. Infractions are most severe in the inappropriate behavior classification (281 referrals), followed by failure to follow rules (276 referrals), and finally physical contacts (227 referrals) as the top three areas for targeted improvement. Suspension rates for 2019-2020 revealed a total of 55 days spent in emergency removals. Out of school suspensions totaled 26 days and in-school suspension totaled 13 days. Of those students suspended two a Kindergarten female and a 5th grade male had over 7 days out of school suspension/removals. In order to address the increasing number of disciplinary infractions, the school is going to adopt a universal management system (i.e. CHAMPS) for school wide expectations in each classroom. Core Values will continue to be our guiding principles; however, data continues to indicate that these intrinsic motivators are not adequate as a primary management approach. In collaboration with the district stabilization team, and the Office of Social Emotional Learning, teachers will receive curriculum related to social thinking in addition to the development of a year-long lesson plans that will explicitly teach students core social emotional skills necessary to navigate school environments and relationships.

Student promotion and [retention rates](#)

Click or tap here to enter text.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

Click or tap here to enter text.

Student [dropout rates](#), if applicable

Click or tap here to enter text.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

Due to the extraordinary nature of this school year with the COVID-19 outbreak, students were not able to participate in MCAS for the 2019-20 school year. The previous year's data is included for reference.

Data from the 19/20 MCAS shows the following school and district average points for both ELA and Math. Woodland continues to close the gap between school and district.

	School Average Points	District Average Points
Grade 3 ELA	13.9	15.7
Grade 4 ELA	15.9	16.3
Grade 5 ELA	14.0	16.7
Grade 6 ELA	13.6	14.8
Grade 3 Math	16.3	18.8
Grade 4 Math	21.0	20.8
Grade 5 Math	15.4	18.5
Grade 6 Math	19.1	20.5

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

Goal: Woodland Academy will develop a dynamic approach to curriculum delivery designed to accelerate student learning.

Objective: All students will show growth in their ability to read with proficiency and write with competence.

Measure 1: 100% of students K-6 will show improvement in their ability to explain their comprehension of text in writing. Progress towards this goal will be measured by assigning on-demand performance assessment reading response prompts. These will be scored using an analytic rubric. (BAS rubric) The rubric was changed this year and we are now using the SRSD writing rubrics

Almost all students showed gains in the area of writing with the exception of a few. Pre to Post data shows some improvement, such as Grade 3 improving grade average from a 2.7 to an 8.4 with 20 being the highest score. Incorporating the SRSD strategies has assisted in the improvement our writing scores across all grade levels.

	Informational	
	Pre Average	Post Average
3	2.7	8.4
4	2.5	4.65
5	3.6	6.9
6	2.5	6.8

Measure 2: 70% of students will increase their baseline (fall) score by 4 or more points by May of 2019 on the Benchmark Assessment.

Since were unable to complete the school year the following data is from September and ends in February. Therefore, we would expect to see a greater increase in scores if school had ended in June.

	Average Growth through February	Expected Growth
Grade K	1.2	4
Grade 1	2.8	6
Grade 2	1.8	3
Grade 3	1.0	3
Grade 4	1.6	3
Grade 5	1.1	3
Grade 6	1.0	3

Objective: All students will show growth in their ability to problem solve, compute, and analyze data in mathematics.

Measure 1: 100% of students in Grades K-6 will show improvement in math as measured by the standards-based unit assessments.

Data is not available for this measure due to the current situation with COVID-19

As an ILT team, we created fluency check-ins to be completed monthly to track student progress. The data below shows beginning and data through February. All grades showed improvement in all areas and we would have expected to see even more growth if we were able to continue in a normal fashion.

	Addition		Subtraction		Multiplication		Division	
	September/Jan		September/Jan		September/Jan		September/Jan	
Grade K	17% Jan	67% May						
Grade 1	14%	61%	5%	38%				
Grade 2	25%	49%	9%	31%				
Grade 3	80%	86%	39%	72%	34%	60%	23%	36%
Grade 4	81%	94%	55%	71%	21%	77%	22%	47%
Grade 5	86%	94%	77%	83%	68%	75%	59%	66%
Grade 6	100%	97%	87%	92%	76%	89%	66%	81%

Measure 2: 100% of students will show growth in the Science and Technology Evaluation Strand: Use grade level Science terms while explaining observations, data and information obtained from text/print and other media as evidence to support a claim or present an argument (wording varies by grade level). Measured by performance assessment prompts and rubrics. 50% of students will score proficient or above, the remaining 50% will increase their score by 10%

Data is unavailable at this time due to the abrupt end of the school year.

Serving English Language Learners and Students with Special Needs

Goal: Woodland Academy will integrate new programming and instructional approaches to meet the needs of our English Language Learners and students with special needs

Objective: Our school will implement structured vocabulary instruction and language instructions based upon students' English Language Proficiency

Measure 1: 100% of staff will be fully trained in professional development focused on English Language Learners.

- We continue to meet this goal. As the principal of the school, I have participated in a Linguistics class in order to strengthen my knowledge base around language acquisition. I am working directly with Dr. Laura Schall-Leckrone, the professor from the Linguistics course, in order to work collaboratively throughout the 18-19 and 19-20 school year and provide my staff on-going PD directly related to language acquisitions. During the 18-19 school year almost all staff members participated in a Linguistics course offered through Lesley University and funded by Title III called Essential Linguistics: What Every Teacher Needs to Know about Language which focused on Language Acquisition. Through this course our teachers focused on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax and pragmatics that informs planning for teaching first or second language. The school-based team continues to work with the district's new ESL Director, in order to align the district's philosophy and initiatives.
- Woodland Academy is participating in the district wide training of the co-teaching model and will provide PD to the staff in order to assist in making the connection to this new initiative.
- We will also be participating in the next course titled Scaffolding Language Scaffolding Learning provided by Dr. Laura Schall-Leckrone
- Woodland added a Dual Language Kindergarten in the Fall of 2019 and will be adding a Dual Language First Grade in the Fall of 2020.
- As the building principal, I have enrolled in the Bi-lingual Endorsement program offered through the WPS and Boston College. This program started in May 2020 and will be completed by June 2021.

Measure 2: By August 2015, all of our core, SPED, and ESL teachers will be dually licensed or SEI endorsed.

We continue to meet this goal. As of September 2019 we have:

- 32 teachers SEI endorsed
- 5 ESL licensed teachers

- 3 classroom teachers dually licensed

Measure 3: Student progress will be measured and documented through the analysis of ACCESS data

The following chart shows our ACCESS data from January 2018 in comparison to our ACCESS data from January 2019:

PINK: 2019 ACCESS

GREEN: 2020 ACCESS

WOODLAND	EPL 1		EPL 2		EPL 3		EPL 4		EPL 5		EPL 6	
K	48		9		4		0		0		0	
Grade 1	19	8	8	25	5	21	4	2	8	1	16	0
Grade 2	4	3	5	12	11	28	4	4	14	2	21	0
Grade 3	2	1	6	4	13	24	5	16	15	1	22	0
Grade 4	3	2	5	3	10	12	4	21	15	3	19	0
Grade 5	1	2	0	3	4	9	1	10	5	0	37	1
Grade 6	0	1	0	7	2	17	3	3	10	0	43	0
Total 2018 (gr 1-6)	41		17		42		22		48		165	
Total 2019 (gr 1-6)	10		17		50		22		67		153	

Overall Preliminary Data calculations show that 47% (106 out of 227) of students met their target. Our DESE accountability target would have been 67%. Our current rate is 61.8%.

This year 8 students exited from ELservices by scoring a 5.0 or higher
We also had 30 students Reclassified and exit from EI services.

Objective: Our school will move towards the establishment of full inclusion of students with special needs

Measure 1: Staff will continue to participate in professional development and planning for a phase-in process for a full inclusion school model.

The 2018-2019 and 2019-2020 academic year have welcomed more inclusive practices, specifically in math, for the special education team. The team has taken advantage of all professional development opportunities including extensive co-teaching analysis and implementation. The team attended a targeted professional development within co-teaching strategies and participated in a book study within the books 30 Days To The Co-Taught Classroom and Best Practices in Co-teaching and Collaboration. Using this new knowledge as a basis for instruction, the team used various models to implement multiple co-teaching models including parallel teaching,

team teaching, and alternative teaching within the general education classroom. The special education team adapts and develops practice by collaborating through school-based monthly professional development and weekly focus meetings. To support adjustment of inclusion-based practices, the development of modified units, appropriate assessment tools, daily teacher/service provider collaboration, and universal support tools have been implemented to facilitate progress for our students within the general education classroom. To promote effective reading instruction fluid within whole group and small group settings, every member of the academic special education team is now Wilson Reading Program Level 1 certified. To improve behavior across all classroom settings in order to instill daily curriculum progression and maximize targeted instruction, the teachers of moderate disabilities initiated collaborative practice. This was accomplished through teacher shadowing across the district and within various school settings, exposing them to daily progression, behavior tools and strategies, and self-regulation supports.

Measure 2: Selected students will be identified for full inclusion through a collaborative assessment process including teachers, parents, and administration to be included in general education classes starting in school year 2012- 2013 and will continue to monitor and adjust throughout the all school years.

Currently, Woodland Academy services 89% of total students on a full inclusion-based model, defined as spending 75% or more of the academic day in a general education classroom. This is monitored and adjusted through progress monitoring and documented within quarterly progress reports.

FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS

Goal: 100% of families will have the opportunity to participate in school- wide activities that promote community, support best practices and increase connections for all stakeholders.

Objective: Our school will fully engage as a member of the Main South neighborhood in order to increase family and community involvement.

Measure 1: The Wrap-around coordinator (WAC) will track and monitor student academic performance and student thriving through achievement surveys and face-to-face interviews related to outside support services and programming.

The WAC continues to collect data electronically and communicates regularly with parents to help connect families to appropriate support services and programs depending on their needs. Prior to the COVID-19 pandemic disruption to programs and services across our community this year, the Wraparound Coordinator assisted families to enroll over 250 Woodland students in after school programs facilitated by community partners such as the Boys & Girls Club of Worcester, Girl Scouts, Boy Scouts, Big Brothers Big Sisters of Central MA/ Metrowest, Neighborhood Strings, YMCA, Girls Inc, Creative Hub, and many more. The Wraparound Coordinator communicates with parents to assist with family needs and make referrals to services related to homelessness, food insecurity, childcare, employment and adult education, legal assistance, immigration assistance, and much more. In addition to individual meetings, the Wraparound Coordinator facilitated monthly PTO

meetings, inviting community providers as guest presenters to speak with parents directly about the services and programs they provide. PTO presenters this school year have included the CENTRO, the Office of Human Rights and Disabilities, the Main South CDC Volunteer Income Tax Assistance program, Worcester Family Partnership, Worcester Addresses Childhood Trauma, and more.

Measure 2: 100% of parents in grades kindergarten through six will attend parent-teacher conferences minimally on a bi-annual basis. At least 80% of parents with children in grades four through six will attend a minimum of two parent teacher conferences per school year.

We have not met this goal, as fewer than 80% of parents in any grade attended more than one parent-teacher conference this year. Over 90% of all parents attended at least one parent teacher conference this school year.

We have not met this goal, as fewer than 80% of parents in any grade attended more than one parent-teacher conference this year. Although we did not meet the goal of having formal parent teacher conferences with 80-100% of parents at least twice this school year, we did engage with the vast majority of parents many times throughout the year in less formal settings. After schools were shut down and remote learning began in March, teachers and school staff have communicated with 100% of parents, many on a weekly basis. Additionally, prior to the shutdown, 100% of our classroom teachers had invited parents to regularly scheduled classroom events such as author's celebrations at the end of writing units, poetry slams, classroom potlucks, reading workshops, and more. In addition, we welcomed our families to a range of school-wide after school events. Before and during our school closure, teachers frequently communicate with parents regarding their students' academic, behavioral, and social emotional progress via phone, email, Class Dojo, Remind.com, and (before the pandemic) home visits.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.

Click or tap here to enter text.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to brenton.stewart@mass.gov.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

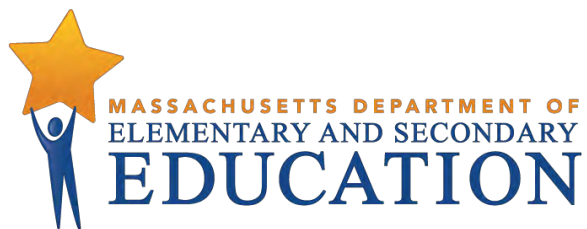
Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR– Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.



Innovation Schools Annual Evaluation

The Academy of Science, Technology and Health: Worcester East Middle School

For School Year 2019-2020

Worcester Public Schools
Maureen Binienda, Superintendent
biniendam@worcesterschools.net

Worcester East Middle School
Kareem Tatum, Principal
tatumk@worcesterschools.net

Massachusetts Department of Elementary and Secondary Education
The Office of Charter Schools and School Redesign
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2018-2019 school year should be submitted by August 1, 2019. Questions and completed evaluations should be submitted to Brenton Stewart at bstewart@doe.mass.edu. Please note in the subject line of the email message "Innovation School Annual Evaluation 2018-2019 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Click or tap here to enter text.	
School Type (New/Conversion/Academy): Academy	District Name: Worcester Public Schools
Year Innovation Status Granted: 2012	School Year Implementation Commenced: 2012
Grades Served: 8	Total Enrollment: 95
<p>Mission: The Academy of Science, Technology, and Health will prepare students who seek a rigorous academic program for college and career success grounded in the sciences. Twenty-first century skills will be embedded in the context of core subjects and interdisciplinary themes that will challenge students. Applied learning opportunities will encourage engagement in real-world problems and solutions. Inquiry and problem-based approaches to instruction will enable students to recognize interests and opportunities beyond the walls of the classroom.</p>	
<p>Vision: The Academy of Science, Technology, and Health will integrate independent research, experimental methodology, mathematical analysis, and engineering design projects into the core of the middle school curriculum. By providing students with the tools to develop and apply content knowledge and literacy skills to exhibition of their work, students will enter high school with the academic foundation and expressive skills necessary for higher level coursework, advanced placement readiness, and preparation for college.</p>	
<p>Educational Model: The Academy frames student learning around the exploration of relevant projects and problems. It provides students with the foundations for advanced literacy through application and practice in the core skills of reading, writing, and communicating complex ideas and concepts to a specific audience. The integration of rigorous academics, relevant content, inquiry-based science instruction, and comprehensive support for developing and strengthening students' literacy skills creates an environment within which students can master the multi-dimensional abilities required of them for success in college and careers. The goal of uniting student learning of specific skills, content knowledge, expertise, and literacies under a common structure of inquiry, problem solving, and expression of ideas guide the school's focus on 21st century student outcomes.</p>	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

Only the 8th graders in SY 19-20 were part of the innovation cohort as the program was intentionally faded out. The innovation school curriculum emphasizes the link between knowledge and critical thinking using authentic literacy-reading, writing, speaking and listening- as a vehicle to interpret text, support arguments with evidence, draw conclusions, and solve complex problems. Data suggests that it was not effective.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.

NA

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

The scheduling autonomy includes an applied learning lab block for structured extensions and enrichments to core curricula as well as providing ongoing academic support for students as they apply newly acquired skills and knowledge to their work. This block is essential to support the school's focus on building students' ability to synthesize learning through overt connections between content strands as well as across academic disciplines.

Second, the Academy of Science, Technology, and Health implements the Origins Developmental Designs model of comprehensive practices which integrate social and academic learning. Scheduling autonomy allows for advisory meetings using the Developmental Design approach, which supports student development.

Third, the Innovation School calendar has an additional two evening sessions for formal presentation of student work. Each semester parents, partners, and the community are invited to participate in student presentations, meet with teachers, tour our facilities, and view student work.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

The Academy has the autonomy to recruit and retain highly effective teachers who will meet the unique professional expectations of the Innovation School. This autonomy has been helpful in recruiting skilled and knowledgeable teachers who aligned their beliefs with the mission and vision of the Academy and committed to the unique professional expectations of the Innovation School.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

The Academy teachers have the autonomy to determine their professional development needs based on the specific aspects of their program including inquiry-based learning, reading, writing and speaking for presentations and curriculum development of the science, health and technology content area.

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

<p><i>Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.</i></p>
<p>NA</p>

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meeting its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

The academy Challengers team (95 students) had 96.06% attendance with a chronically absent rate of 5.15%. This was similar to the 2018-2019 overall academy attendance of 96.1% and chronically absent rate of 8.3%.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

The 2019-2020 Discipline rate in the academy is comparable to that of the 2017-2018 (49 infractions) academic school year. While there were no infractions reported during the 2018-2019 school year, there were 42 infractions during the 2019-2020 school year. The Academy discipline was lower than the main school.

Student promotion and [retention rates](#)

All students in the Challenger cluster were promoted to high school.

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

NA

Student [dropout rates](#), if applicable

NA

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

The 2018 state accountability results indicated Worcester East Middle ranked in the 5th percentile for the state. Below is a synopsis of the Turnaround Plan as required by the state:

Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration

Strategy 1: Use common planning time to impact student learning

Strategy 2: Develop CPT schedules that ensure administrator participation.

Strategy 3: Ensure routines and protocols are utilized with fidelity.

Strategy 4: Develop measures for CPT effectiveness.

Strategy 5: Communicate the purpose and interrelationships of teaming structures to staff members.

Strategy 6: Continue to promote positive professional culture among staff.

Turnaround Practice #2: Intentional practices for improving instruction

Strategy 1: Define expectations for rigorous and consistent standards-based instructional practices that include well-planned differentiation for our targeted sub-groups (EL and IEP students).

Strategy 2: Plan system of frequent observations leading to constructive, teacher-specific feedback, supports, and professional development.

Strategy 3: Use data to adapt and improve instructional strategies

Strategy 4: Improve core instruction (lesson planning, Assessment measures, Student engagement).

Strategy 5: Foster instructional coherence for writing between ELA and History content areas.

Turnaround Practice #3: Student-specific supports and instruction to all students

Strategy 1: Share common assessment data.

Strategy 2: Evaluate options for more precise assessment options for specific ELA and Math skills.

Strategy 3: Adopt curriculum tailored to the needs of our students.

Strategy 4: Develop robust support to students through academic recovery courses.

Strategy 5: Improve the capacity for ELL teachers to collaborate with cluster teachers.

Turnaround Practice #4: School Culture and Climate

Strategy 1: Implement practices to improve student behavior and response to discipline.

Strategy 2: Implement reciprocal teacher observation practices to create an open, collegial culture of sharing strategies, thereby improving practice.

Strategy 3: Continue to implement active parent contact and recruitment strategies to create a consistent home-school connection for all students.

Strategy 4: Ensure that students have expanded opportunities to participate in school decision making.

WEMS's Anticipated Success and Progress Monitoring

Every goal can be monitored and measured by concrete evidence. The Principal and the ILT will be responsible for progress monitoring, in conjunction with grade-level teams. The following are examples of anticipated outcomes and key data used to assess progress.

- Using a strategic schedule and common meeting protocols, we will hold ourselves accountable for efficient use of professional collaboration time.
- Using formal Professional Learning Initiative (PLI) cycles, we will hold ourselves accountable for supporting teachers in the implementation of instructional practices.
- Using frequent and smart data collection, we will hold ourselves accountable for evaluating the effectiveness of instructional practices.
- Using feedback from peers as well as school leadership, we will support teachers in improving practice both with regard to relationships and academic rigor.
- Using a Student Investment Data Dashboard, we will hold ourselves accountable for our students' relationships with teachers and investment in the school.

Key benchmarks and a description of the school's progress monitoring process is provided in Section VI. The school's leadership and ILT will meet regularly to assess progress towards key benchmarks, including a focus on: (a) CPT/PLC minutes; (b) evaluating efficacy of instructional strategies through a district walk-through tool; (c) discipline data; and (d) Formal Assessment measures (e.g., MCAS, STAR, quarterly common assessments). Additionally, WEMS will continue to be part of the district's Middle School Network, which includes other middle schools (principals, coaches, leaders) and meets monthly, throughout the school year. The Middle School Network is designed so that schools (and the network) set specific goals at the beginning of the school year and work collectively to implement strategies to accomplish goals, jointly measure progress towards goals, and use the network to share best practices. As such, the Middle School Network supplements school-level monitoring and ensures the use of standard data collection tools and measures across schools.

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

See outline of the Turnaround Plan above.

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2010-2020 SY. Be sure to include when implementation of these revisions or updates began or will take place.

As decided in SY 18-19 based on performance outcomes and approved by the School Committee in July 2019, at the onset of the 2020-2021 academic school year, The Academy of Science, Technology and Health will be discontinued. Seventh graders were not admitted for SY 19-20.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to bstewart@doe.mass.edu.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

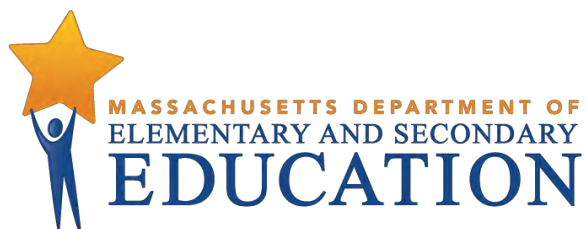
*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–
Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

Click or tap here to enter text.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

As decided and approved in SY 18-19, the WPS will not seek renewal and end the Academy in June 2020 with the promotion of the 8th graders.



Innovation Schools Annual Evaluation

Worcester Technical High School

For School Year 2019-2020

District Level

Maureen Binienda, Superintendent

biniendam@worcesterschools.net

School Level

Kyle J. Brenner, WTHS Principal

BrennerK@worcesterschools.net

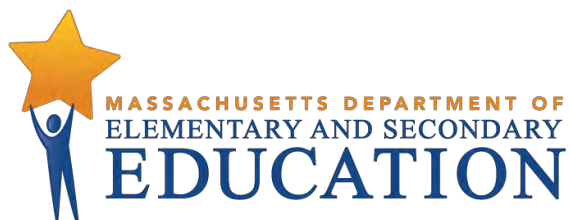
Massachusetts Department of Elementary and Secondary Education

The Office of Charter Schools and School Redesign

75 Pleasant Street, Malden, MA 02148-4906

Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370

www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at bstewart@doe.mass.edu. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: Worcester Technical High School	
School Type (New/Conversion/Academy): Conversion	District Name: Worcester Public Schools
Year Innovation Status Granted: 2012 *renewed 2017	School Year Implementation Commenced: 2012-2013
Grades Served: 9-12	Total Enrollment: 1,528
<p>Mission:</p> <p>The mission of Worcester Technical High School is to educate and prepare our students, both academically and technically, to meet the challenges of a global society. Students will be provided with a highly supportive and academically challenging learning environment in the STEM initiatives to ensure our graduates are prepared for career and college and are able to compete globally.</p>	
<p>Vision:</p> <p>The philosophy of Worcester Technical High School is steeped in a proud tradition of providing excellence in technical and academic education. Administration, faculty, staff, and students work collaboratively to promote a school culture that fosters the expectation of excellence while respecting differences. All students are treated with respect and dignity and are provided diverse, extra-curricular experiences as they pursue their professional and academic goals in a multicultural environment. The educational climate serves to guide, assist and instill in each student a commitment to lifelong learning and to develop productive, responsible, and well-rounded citizens. All programs are enhanced and supported by partnership with community, industry, and educational institutions, as well as through participation and recommendations of various advisory boards. This educational environment affords all students the opportunity to achieve to their fullest potential. Our philosophy is supported by clearly defined curriculum goals focused to meet or exceed current standards, yet flexible enough to meet the demands of an ever-changing world.</p>	
<p>Educational Model: Vocational/Technical High School</p>	

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2019-2020 school year.

WTHS instituted STEM focused curriculum to prepare students with 21st century skills. We also applied intelligent integration of technology use in the curriculum. WTHS ensured that all assessment and instruction was personalized. WTHS reviewed and prepared curriculum that was composed of rigorous college level courses. WTHS continued to collaborate with Quinsigamond Community College and other local colleges/universities to improve college readiness and offer dual enrollment courses.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

Describe the innovation school or academy's implementation of budgetary flexibilities during the 2019-2020 school year.

Although not an autonomy allowed by the district, WTHS did include budget neutral strategies for the innovation plan as follows. Build capital improvement 5 year plans to ensure that the equipment available in each of the 22 technical programs continues to be up-to-date. WTHS will also build line items for the continued operation and maintenance of the current facilities at the highest levels.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2019-2020 school year.

N/A – not one of the autonomies

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2019-2020 school year.

Any additional staffing vacancies, including assistant principals, will be filled by a Hiring Committee which will be comprised of: Principal, Assistant Principal, Department Head, and Director of Career & Technical Education. Applications from teachers interested in a teaching or administrative position in this school would be forwarded from Central Administration to the Hiring Committee for consideration. The Hiring Committee will interview candidates and review the applicant's qualifications, prior performance, recommendations, and willingness to support the vision and mission of WTHS. Applicants may be asked to teach a sample lesson, which will be observed as part of the selection criteria.

The Instructional Leadership Team (ILT) will look to align support staff to maximize staffing with a focus on student needs and achievement. We will look to develop collaborations with the local higher education institutions which would allow college student volunteers to assist in STEM courses, allowing for more interaction between teacher and student.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2019-2020 school year.

Professional Development opportunities offered at WTHS consists of, but are not limited to:

- *Trauma Informed Teaching*
- *Collaborative Problem Solving*
- *New Technology Training (Google Suite, Chromebooks, Schoology, Website Enhancements)*

- *STEM Content Information*
- *Motivational Speakers*
- *Guest Lecturers*
- *Integrated Learning*
- *Project Based Learning*
- *Development of Higher Order Thinking*
- *Inquiry Based Learning*
- *Shop specific equipment and industry training (Robotics, PLTW, Anamotage, etc.)*
- *21st Century Skills*
- *Inclusion Strategies for Academic and CVTE Instructors.*

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2019-2020 school year.

N/A – While this is not one of the identified autonomies in the WTHS Innovation Plan, we fully complied and enforced Worcester Public School policies and procedures for both staff and students. All staff is provided the WPS Faculty and Staff Handbook and all Superintendent Bulletins are reviewed and signed off on at the beginning of the school year. All students are provided both the WPS Student Handbook and WTHS Supplement. Students are required to review and sign with their parent/guardian both documents.

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

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 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2019-2020 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

1. Average daily attendance rate as of 3/12/20: 96.50 % (increased)
9th grade daily attendance rate as of 3/12/20: 97.88% (increased)

*Notable attendance data: 68% of students have had 0-4 absences;
91% of WTHS students had 9 or fewer absences, 97% of students had 0-14 absences, 3% of students had greater than 14 absences*

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

We are proud to report that as of 03/12/20, there were only 39 suspensions, which is a decrease from 54 suspensions during the previous school year. There were only five students at Worcester Technical High School who were suspended more than once.

Student promotion and [retention rates](#)

Student retention (2019-2020) 0.1%

Student [graduation rates](#), if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

- 4-year graduation rate: 98.4% previous year 95.6%
 - EL 97.4% previous year 92.8%
 - Students w/ disabilities 95.1% previous year 94.0%
 - Low income 99% previous year 95.4%
 - High needs 98.3% previous year 95.3%
 - Afr. Amer./Black 100% previous year 91.3%
 - Asian 100% previous year 95.0%
 - Hispanic/Latino 97.4% previous year 95.7%
- 4 -year adjusted cohort graduation rate: 98.7 % previous year 97%
- 5-year graduation rate 96.2%
- 5-year adjusted cohort graduation rate: 97.6%

Student [dropout rates](#), if applicable

Based on 2018-2019 DESE data, three students dropped out of Worcester Technical High School.

Student [Next-Generation MCAS achievement](#) and [legacy MCAS achievement](#) (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

Spring 2019

	ELA	Math
Exceeding Expectations	9%	13%
Meeting Expectations	49%	48%
Partially Meeting	36%	31%
Not Meeting	9%	8%
Avg. Scaled Score	504.6	501.1
Avg. SGP	48.8	51.9

CPI

- *Aggregate – 98 (exceeded target)*
- *High Needs – 97 (no change)*
- *EL – 97.2 (no change)*
- *Hispanic – 97.5 (exceeded target)*
- *Students with Disability – 87.8 (declined)*
- *African American – 97.8 (exceeded target)*

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

BARR data (year one)

- *WTHS students taking any advanced courses: 34.7%, * Recognized as needing improvement by WTHS ILT*
- *WTHS Special Education students' performance toward narrowing proficiency gaps declined this year and is an area of concern. CPI was 97.8*

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2019-2020 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2019-2020 SY. Be sure to include when implementation of these revisions or updates began or will take place.

No substantive updates to provide at this time.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to bstewart@doe.mass.edu.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

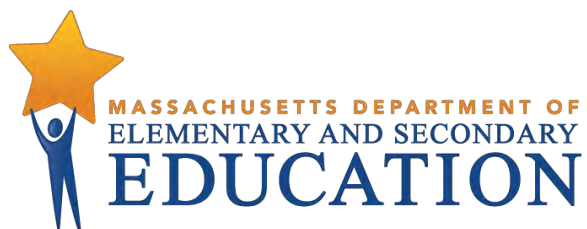
In May of 2017, WTHS sought renewal of their current Innovation Plan. As such, WTHS composed a presentation of the Innovation Plan Implementation Highlights, Measurable Annual Goal achievements and Future steps. This presentation was given to the Worcester School Committee. Subsequently, the School Committee unanimously approved the renewal of the plan for three (3) years.

Due to the COVID-19 Pandemic and subsequent school and business closures, the plan for WTHS Innovation Plan Renewal has been postponed until the Spring of 2021. As such, the new WTHS administration will meet with the stakeholders group to prepare the renewal plan and present to the Worcester Public School Committee in Spring of 2021. The current plan will remain in place until said renewal.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.



Innovation Schools Annual Evaluation

University Park Campus School, Worcester

For School Year 2019-2020

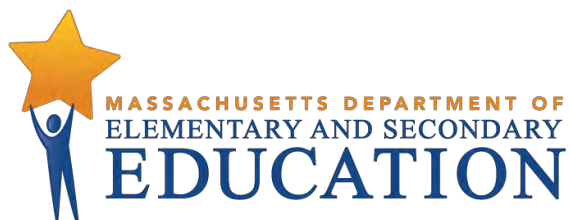
Worcester Public Schools

Maureen Binienda, Superintendent
binienda@worcesterschools.net

University Park Campus School

Daniel St. Louis, Principal
stlouisd@worcesterschools.net

Massachusetts Department of Elementary and Secondary Education
The Office of Charter Schools and School Redesign
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
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Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute [M.G.L., c.71, s.92](#), requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

Annual Evaluation Submission Instructions

Evaluations for the 2019-2020 school year should be submitted by August 1, 2020. Questions and completed evaluations should be submitted to Brenton Stewart at brenton.stewart@mass.gov. Please note in the subject line of the email message "Innovation School Annual Evaluation 2019-2020 *[insert School name_District name]*."

Innovation School/Academy Information

School/Academy Name: University Park Campus School	
School Type (New/Conversion/Academy): Conversion	District Name: Worcester
Year Innovation Status Granted: 2011	School Year Implementation Commenced: 2011-2012
Grades Served: 7-12	Total Enrollment: 240
<p>Mission: University Park Campus School (UPCS) exists to provide a first-class education to a traditionally disadvantaged population. Situated in the Main South section of Worcester, UPCS is a public, 7-12 school that accepts neighborhood students of all abilities and prepares them for success in college.</p> <p>Students will be taught to read, write, and think on their own, with the realization that hard work develops a strong intellect. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student's particular level of development. There is no tracking. Instead, there are small, heterogeneous classes centered on active student inquiry and collaborative group work. UPCS utilizes extended learning blocks, morning and afternoon academic help sessions, a rich variety of extracurricular activities, and a range of powerful summer learning opportunities to develop well-rounded, deep-thinking individuals.</p> <p>Students study in a building that is small, nurturing, intimate, and comfortable, but one that is inextricably connected to Clark University. The Clark University Hiatt Center for Urban Education is an important partner in developing and implementing effective teaching strategies. In addition, Clark offers UPCS students access to a number of facilities, including a research library, gymnasiums, classrooms, commons area, etc. In addition, every UPCS student will take at least one college course from Clark or from another member of the Worcester College Consortium.</p> <p>The mission at UPCS is to produce students who are confident and who understand that desire and hard work beat adversity.</p>	
<p>Vision: The vision of University of Park Campus School (UPCS) is for each student to graduate prepared for success in college. This includes the ability to work collaboratively with different people, to communicate effectively in a number of formats, to think independently, to persist in difficult tasks, to be reflective, and to contribute to society in a positive manner. Students should have plans to pursue post-secondary studies, and they should have all the confidence and skills necessary to pursue those studies successfully.</p>	

As an institution, the goal of UPCS is to continually reflect upon both our successes and our shortcomings, and to use this reflection to revise instructional practices to best serve our students.

Educational Model:

UPCS is a grade 7-12 neighborhood school that focuses intensely on college readiness for its diverse, low-income population. Its student-centered, active learning approach values student voice and seeks to internalize student motivation.

Part A: Description of Autonomies and Flexibilities Implementation

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

Curriculum, Instruction, and Assessment (if applicable)

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2018-2019 school year.

UPCS has the autonomy to create its own curriculum maps, design its own Common Instructional Framework, integrate its approach to standardized test preparation, and assess its students success in reaching the school's academic, civic, and social expectations. This autonomy has been fully implemented.

The U.S. News and World Report in 2020 ranks UPCS 57th in Massachusetts noting students opportunity to take Advanced Placement (AP) coursework, the 92% AP participation rate, and the total minority enrollment of 90%. UPCS is ranked #1,368 in the National Rankings (top 6%) based on performance on state tests, graduation, and preparation for college. (Retrieved at:

<https://www.usnews.com/education/best-high-schools/massachusetts/districts/worcester/university-pk-campus-school-9570>)

UPCS has many positive outcomes in 2018-2019:

4 year graduation rate (2019): 100 %	11/12 th graders completing adv. course: 88.9%
5 year adjusted graduation rate (2018): 92.3%	Grads receiving a qualifying AP score: 42%
Dropout rate: 0.0%	Average SAT Reading score: 484
Grads attending higher ed institutions: 77.1%	Average SAT Math score: 486

(Retrieved at:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&>)

UPCS will sustain and continue to improve these rates using the structures of ongoing sophomore and junior year PEP (Planning for Educational Progress) talks, junior and senior seminar courses for college readiness, and student support services to access non-academic concerns.

In 2018-2019, UPCS offered 12 AP courses. This was accomplished through creative scheduling, including extra AP courses offered before school. Over time, the number of AP course offerings has increased, the number of exams given has trended up, and the pass rate (score 3+) has increased. Recent data indicates that 42% of graduating seniors have passed at least one AP exam.

School Year	# exams passed (3+)	% "pass" (3+)	# exams given	#courses offered
07-08	17	25.8%	66	7
08-09	9	20.9%	43	5
09-10	11	24.4%	45	4

10-11	9	23.1%	39	4
11-12	16	28.1%	57	6
12-13	24	25.5%	94	8
13-14	27	24.1%	112	9
15-16	20	23%	90	9
16-17	24	20%	120	9
17-18	54	36%	149	11
18-19	39	35%	112	12

Additionally, the UPCS partnership with Clark University enables us to offer college courses free of charge to juniors, seniors, and a few select sophomores. Our students also participate in the District early college program.

In 2019 the sophomore class students completed the first high school administration of the “Next Generation” MCAS. 97% of students “passed,” at least “partially meeting expectations,” and 92% “passed” math at least “partially meeting expectations.” Staff believe the continued use of the UPCS Common Instructional Framework and curriculum maps will sustain these scores.

Budget (if applicable)

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

UPCS has the autonomy to allocate staffing as needed. With this autonomy, we created a college transition/alumni support coordinator position. This autonomy has been fully implemented, and contributes to our college acceptance rate.

School Schedule and Calendar (if applicable)

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2018-2019 school year.

While UPCS does not deviate from the Worcester Public Schools calendar, it does implement an innovative schedule that provides for weekly common planning time for the entire faculty. In addition, UPCS hosts 7th and 9th grade transition academies during the summer to orient and prepare students for middle and high school.

Staffing (if applicable)

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

Describe the innovation school or academy's implementation of staffing flexibilities during the 2018-2019 school year.

UPCS has implemented its own hiring process, independent of the District collective bargaining agreement. Faculty is hired through a process of interview panels and model lessons.

Professional Development (if applicable)

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of professional development flexibilities during the 2018-2019 school year.

UPCS faculty have multiple opportunities for professional learning throughout the year. In addition to weekly common planning time, faculty attend conferences, participate in rounds, lesson studies, and book studies. Staff meet frequently to refine curriculum maps, share student work, meet with college professors to align expectations, and create cross-curricular projects. All faculty are members of Professional Learning Communities (PLCs).

District Policies and Procedures (if applicable)

Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.

Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2018-2019 school year.

N/A

Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
 - Race/ethnicity
 - Students identified as economically disadvantaged
 - English Learners (ELs)
 - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2018-2019 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

Student [attendance rates](#) (including, but not limited to overall attendance rate and chronic absenteeism)

MAG: UPCS will achieve a daily attendance rate of 96% in the 2019-2020 SY.

Results:

This goal was met. By March, UPCS had a daily attendance rate of 96.21% in the 2019-2020 SY, an increase of .45% over the same period in 2018-2019.

Chronic absenteeism by March was 7.7%, a 2.3% decrease from the same period in 2018-2019. Monthly data reviews enable the school to track its progress and allows support staff to reach out to families, connect with classroom teachers to track student progress, and provides any necessary supports.

Student safety and [discipline rates](#) (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')

MAG: Fewer than 10% of student will be suspended in the 2019-2020 SY.

Results: This goal was met. Discipline decreased this year. Data is tracked monthly and administration works closely with support faculty to provide alternatives to suspension, including restorative justice circles, family meetings, and work with guidance and adjustment counselors. The breakout of discipline data suggests interventions were successful.

UPCS Discipline (Data source: WPS March 2019 Baseline data)

	Suspensions 7-12	In	Out	Emerg. Removals	37H	37H1/2	37H3/4
2018- 2019	17	0	17	2	1	0	18
2019- 2020	5	3	2	0	0	0	5
Difference	-12	+3	-15	-2	-1	0	-13

Student promotion and [retention rates](#)

MAG: UPCS will have a 100% promotion rate.

Results: This goal was essentially met, with 99.6% of students being promoted for the next school year. This compares to a 99.51% promotion rate in 2018-2019. Staff feel this success is due to the features outlined in the autonomies and that most important is the instructional autonomy that encourages teachers to use our common instructional framework to engage learners, support struggling students, and to meet regularly with other faculty to plan interventions.

Student graduation rates, if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)

MAG: UPCS will maintain its adjusted 100% graduation rate.

Results: The 2019 4-year adjusted cohort graduation rate was 100%. This is achieved by keeping students engaged through meaningful instruction, and by continuing to engage families in keeping students enrolled and active in school.

Student dropout rates, if applicable

MAG: UPCS will have a 0% dropout rate.

Results: This goal was met in 2019-2020 with zero drop outs for the second straight year. Students who struggle are tracked carefully every five weeks in order to plan intervention around warning signs such as attendance, discipline, and grades. Interventions are planned in order to keep student engaged through tutoring, family meetings, mentorships, and small group instruction support.

Student Next-Generation MCAS achievement and legacy MCAS achievement (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)

The spring 2019 state accountability report for UPCS classified our grade 7 through 12 school making substantial progress toward targets.

Student achievement results at the middle grades improved compared to spring 2018. The average scaled score in both Math (494) and ELA (490) was categorized as “Partially meeting expectations” in spring 2019. Interestingly, the achievement percentile rank varies from 2017-2018 to 2018-2019 considerably with an improvement across grades and subjects. The SGPs also indicated that grades 7 and 8 out grew their peers across the state. Due to change in the format of the science MCAS we cannot compare grade 8 spring 2018 and spring 2019 science results. The middle school ranks in the twenty-eighth percentile, a large improvement from the ninth percentile in spring 2018, in the state with the ELA SGP percentile 93 and the Math SGP percentile 96.

	Spring 2018 Ach %	2018 Median SGP	Spring 2019 Ach %	2019 Avg SGP
7 ELA	18	42.7	24	65.2
7 Math	30	59.4	32	79.1
8 ELA	8	42.4	23	56.7
8 Math	20	55.9	49	65.3
3-8 ELA	4	42.4	12	60.9
3-8 Math	16	59.1	29	72.1

Grade 10 transitioned to Next Generation MCAS in Spring of 2019. The state provided conversion charts to allow us to compare legacy scores to next gen scores. Comparison of grade 10 CPI's indicate slightly improved performance between spring 18 to spring 19 for grade 10 in Science, and a slight drop in ELA and Math (e.g., ELA 2018=98.8 and 2019=97.2, Math 2018=87.2 and 2019=84.7, and Science 2018=85.5 and 2019=87.9).

Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)

The 2019 accountability report gives an overall classification of “not requiring assistance or intervention” with the reason “substantial progress toward targets”. Progress toward improvement targets was 58% across two years.

Middle School data indicates progress in ELA and Math with all subgroups exceeding their targets. Higher achievement at the High School level with our small student population made hitting improvement targets more difficult, but overall there was no substantial change in performance with subgroups either improving below targets, not changing, or declining. Tracking this data is further complicated by the transition to the next generation MCAS

(Retrieved from:

<http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=03480000&orgtypecode=5&>)

2019-2020 UPCS Demographics (Retrieved from:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=03480285&orgtypecode=6&>)

Enrollment by Race/Ethnicity (2018-19)			
Race	% of School	% of District	% of State
African American	13.5	16.9	9.2
Asian	18.8	6.4	7.1
Hispanic	53.9	43.1	21.6
Native American	0.4	0.2	0.2
White	8.6	29.1	57.9
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	4.9	4.2	3.9

Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.

There were no revisions or updates in the 2019-2020 SY.

Part D: Renewal *(if applicable)*

Innovation schools or academies seeking renewal

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to bstewart@doe.mass.edu.

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

Step 1: Convene Stakeholders

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

These discussions should include the MAGs.

Step 2: Innovation Plan Revision Process

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

Step 3: Teacher Vote (if applicable)

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

This is the only time that teachers will have to vote.

Step 4: School Committee Vote

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

Renewal status updates.

Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR–

Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.

University Park Campus School will seek renewal for the 2020-2021 school year with a goal of gaining school committee approval at the August 27th meeting.

Innovation schools or academies not seeking renewal

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

N/A

X. GENERAL BUSINESS
Mr. Monfredo/Miss Biancheria/Mr. Foley/
Ms. McCullough/Ms. Novick
(July 6, 2020)

ITEM - gb #0-229
S.C. MEETING - 7-16-20

ITEM:

Request that the Administration provide an update on summer school learning and include the grade levels with the content covered and the number of students who participated.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Provide the response at the August 27, 2020 School Committee Meeting.

X. GENERAL BUSINESS
Administration
(July 7, 2020)

ITEM - gb #0-230
S.C. MEETING - 7-16-20

ITEM:

To consider approval of the proposed 2020-21 Student Handbook of the Worcester Public Schools.

PRIOR ACTION:

BACKUP:

Annex A (105 pages) contains a copy of the proposed changes to the 2020-21 Student Handbook.

The link below contains a copy of the 2019-20 Student Handbook.

<https://worcesterschools.org/wp-content/uploads/2019/09/2019-20-Handbook-English.pdf>

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

PAGE	PROPOSED CHANGES
Cover	Change 2019-2020 to 2020-2021
Inside front	Insert updated calendar for 2020-21
i	<p>School Committee Mayor Joseph M. Petty – Chairman John L. Foley, Vice Chair Dianna L. Biancheria Laura Clancy Molly O. McCullough John F. Monfredo Tracy O’Connell Novick</p>
ii	<p>Superintendent’s message Change 2019-2020 to 2020-2021 (2 places)</p> <p>Policy Updates change to: Handbook Updates</p>
iii	Add new section: COVID-19 PANDEMIC (see attached)
iii, iv	<p>Update table of contents Change Worcester Technical High School Shop and Uniform Policy to: Career Vocational Technical Education Programs: Shop Uniform Policy</p>
1	<p>Grades 7-12 Add third paragraph: Please note that in the event of extended school closure, online registration is available at https://worcesterschools.org/enroll/</p>
2	<p>Opt-Out Policy for EL Students Change to read: Opt-Out Policy for English Learners (ELs)</p>
3	<p>Opt-Out Policy for EL Students (continued)</p> <p>Add #9: The initial Opt-Out of a student remains active for one school year. According to guidelines developed by the Department of Elementary and Secondary Education (DESE), parents are now required annually to complete a form requesting their child to remain opted out of ESL services. The Annual Parent Choice Form also allows families who have previously made the decision to opt out of ESL, an opportunity to reconsider ESL instruction for their child.</p>

PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

PAGE	PROPOSED CHANGES
3	<p>Massachusetts School Immunization Requirements for School Year 2019-20 Change to 2020-2021</p> <p>Update immunization requirements:</p>

	Child Care/ Pre-K	Kindergarten	Grades 1-6	Grades 7-12
Hepatitis B	3 doses	3 doses	3 doses	3 doses
DtaP/DTP/Td/Tdap	>= 4 doses DTap/DTP	5 doses DTap/TDP	>= 4 doses DTap/DTP or >= 3 doses TD	>= 4 doses DTap/DTP or >= 3 doses TD plus 1 dose Tdap
Polio	>= 3 doses	4 doses	>= 3 doses	>= 3 doses
Hib	1 to 4 doses	N/A	N/A	N/A
MMR	1 dose	2 doses	2 doses	2 doses
Varicela	1 dose	2 doses	2 doses	2 doses
Meningococcal	N/A	N/A	N/A	1 dose Grade 7 entry, 1 dose on or after 16 years of age or Grade 11 entry

7	<p>School Choice First paragraph: change 2019-2020 to 2020-2021</p>
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8	<p>Voluntary School Uniform Policy – move after Student Dress Code Policy and change heading to match Career Vocational Technical Education Programs heading (small, bold, not centered)</p> <p>Student Dress Code Policy Replace entire section:</p> <p>The district’s core values, in relation to student dress, are that appropriate dress and attire contribute to a safe, respectful and inclusive learning environment. The emphasis of this policy is on equitable treatment of students and regulations of student dress must be free from bias. While students have a right to self-expression by the dress and hair style of their own choosing, their clothing shall not disrupt the school’s educational process. In addition, students are expected to wear garments that meet acceptable standards of health, safety and cleanliness</p> <p>Head coverings such as scarves, durags, hair wraps, cultural and religious headwear are permissible. Hats and bandannas are not permissible unless for medical reasons.</p> <p>Clothing should provide appropriate body coverage. Bareback, midriff and low-cut shirts are not permitted. In addition attire that reveals undergarments, and garments that are made of see-through materials (mesh, sheer fabrics) without a blouse/shirt underneath are not allowed. Clothing must cover undergarments when sitting, standing or bending.</p> <p>Safe footwear must be worn in the school building. Seasonal footwear is recommended (example: boots and closed shoes to be worn in the winter).</p> <p>Student clothing and jewelry shall be free of graphics/images that are obscene, violent, vulgar, sexist, racist and/or promote the use of illegal drugs/alcohol/tobacco and cause disorder or disrupt the educational process. Apparel that is gang, violence and/or cult related (refer to Rule 15) is not permitted.</p> <p>Outerwear will not be worn in school buildings (example: jackets/parkas/windbreakers). Students may wear hooded sweatshirts or shirts but may not wear the hoods up or covering their heads or faces in the building or on school property.</p> <p>Earbuds or headphones may not be worn or used except when it is connected to a learning activity with permission of school personnel. Specific accommodations will be granted to students who require headphones to access their learning.</p>
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PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

	<p>The School principal has the discretion to render judgements regarding what is and what is not appropriate based upon the recognition that students have the right to freedom of expression for their clothing and hair so long as their choices do not cause disorder or disruption to the educational process. The principal will determine what consequences should follow when a student does not comply with the policy.</p> <p>Worcester Technical High School Shop and Uniform Policy Change heading to: Career Vocational Technical Education Programs: Shop Uniform Policy All trades require specific uniforms or clothing, and adherence to workplace standards of appearance beyond the requirements for school dress. Shop instructors, with the respective trade department heads, identify the necessary dress. Shop instructors, with the respective department heads, have a responsibility to provide a safe shop environment for all students. The Administration enforces these requirements.</p>
<p>12</p>	<p>COPPA (continued) Last sentence of first paragraph: Change the word “must” to “may”. Sentence will read: In order for students to use these programs and services, certain personal identifying information – typically the student’s name and email address – may be provided to the website/application operator.</p> <p>Add to end of first paragraph: The Worcester Public Schools enters into a data sharing agreement with 3rd parties to ensure student data is handled in a manner not in violation of federal requirements.</p> <p>Change third paragraph to read: A list of the sites used in our classrooms with links to privacy policies, terms of service and our data share agreements can be found on our Student Data Privacy Consortium website: https://sdpc.a4l.org/district_search.php?state=MA&districtID=786</p> <p>Fourth paragraph, first sentence: change to read ...can be obtained at the above district website.</p>
<p>16</p>	<p>LEGAL POLICIES Due Process – at end of first paragraph add: The Code of Conduct applies during remote learning opportunities and events.</p> <p>Notice of In-School Suspension Change first sentence of 3rd paragraph to read: On the day of the in-school suspension, the principal of his/her designee shall send written notice (by hand-delivery, first class mail or email) to the student and parent/guardian...</p>

PAGE	PROPOSED CHANGES
<p>17-18</p>	<p>Parent/Guardian Meeting: Change first sentence to read: The principal or his/her designee shall also invite the parent/guardian to a meeting (in person or by telephone) to discuss the student’s academic performance...</p> <p>Notice for any Out-of-School Suspension Change last sentence of first paragraph to read: The notice for every potential out-of-school suspension will set forth in plain language:</p> <p>Eliminate e) and f) by pulling them into d); so d) should now read: d) the opportunity for the student to have a hearing with the principal or his/her designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident, and for the parent/guardian to attend the hearing; the date, time and location of the hearing; and the right of the student and the student’s parent/guardian to interpreter services at the hearing if needed to participate.</p> <p>Eliminate g) and replace with:</p> <p>If the student may be placed on long-term suspension following the hearing with the principal, the student shall be provided notice of the rights described above, and also the following rights:</p> <ol style="list-style-type: none"> 1. In advance of the hearing, the opportunity to review the student’s record and the documents upon which the principal may rely in making a determination to suspend the student or not; 2. The right to be represented by counsel or a lay person of the student’s choice, at the student’s/parent’s expense; 3. The right to produce witnesses on his or her behalf and to present the student’s explanation of the alleged incident, but the student may not be compelled to do so; and 4. The right to cross-examine witnesses presented by the school district; and 5. The right to request that the hearing be recorded by the principal and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request; 6. The right to appeal to the Superintendent or her designee <p>Continue with last two paragraphs</p>
<p>18</p>	<p>Emergency Removal of Student a) Change to read: Make immediate and reasonable efforts to orally notify the student and the student’s parent/guardian of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on short- or long-term suspension as set forth in 603 CMR 53.08</p>

PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

PAGE	PROPOSED CHANGES
20	<p>Principal Hearing – Long term Suspension d) remove “certified mail” from second sentence.</p>
25	<p>Nondiscrimination First paragraph, third sentence: change School Safety office to School Safety Director;</p> <p>First paragraph sixth sentence change to read: Timothy Sippel, Ed. L. (Secondary) and Marie Morse, Ed. D. and Ellen Kelley (Elementary) in the Office for Instruction and School Leadership (508-799-3499) are responsible for Chapter 622.</p> <p>Change last sentence to read: For more information relating to Equal Opportunity/Affirmative Action contact the Chief Diversity Officer, Ivonne Perez, at 508-799-3115, 20 Irving Street, Worcester, MA 01609.</p>
50	<p>Discipline of Students Under Section 504 and ADA Change 2nd sentence to read: In addition to those rights set forth in the Worcester Public Schools Student Handbook, procedures will be implemented to comply...</p>
51	<p>Students with Disabilities and/or Suspected Disabilities Receiving Special Education Services or 504 Plan Change #2 to read: When the suspension of a student with a disability and/or 504 Plan accumulates to more than ten (10) days during the school year, or there appears to be a pattern of suspensions, a Manifestation Determination meeting will be held.</p> <p>Change b. to read: If the student’s violation of the discipline code is not related directly and substantially to his/her disability or to an IEP or a 504 Plan not fully implemented, a suspension or other discipline may be imposed. The IEP or 504 team will determine a placement in which the student will receive services during periods of suspension beyond ten (10) days, which provides access to the general curriculum and addresses his/her IEP goals or 504 Plan accommodations.</p>
52	<p>Resolving School-Related Problems Change phone number for Deputy Superintendent to 508-799-3644</p>
66	<p>Pathway/Enrichment Courses may include: Remove Industrial Technology (6th on list)</p>
70	<p>High School Attendance and Academic Credit Policy</p> <ol style="list-style-type: none"> 1. Should read: Attendance is required to earn credit. 2nd sentence – change 2019-2020 to 2020-2021 3. Attendance Buyback Program: first sentence – change 2019-2020 to 2020-2021
72	<p>Standardized Testing First paragraph: remove last sentence (A description of standardized instruments...)</p>

PAGE	PROPOSED CHANGES
<p>73</p>	<p>High School Graduation Requirements Replace entire section with:</p> <p>Because of the transition to the next generation Massachusetts Comprehensive Assessment System (MCAS) tests in spring of 2019, requirements for the classes of 2021-2023 reflect an interim passing standard for ELA and Mathematics defining a level of achievement on the new tests that is similar to the standard on the legacy tests. Students in the graduating classes of 2021-23 will need to satisfy one of the following two conditions in both English Language Arts and Mathematics to earn a competency determination.</p> <ul style="list-style-type: none"> • Meet or exceed the scaled score threshold of 472 on the English Language Arts grade 10 MCAS test and 486 on the Mathematics grade 10 MCAS test • Earn a scaled score between 455 and 471 on the English Language Arts grade 10 MCAS test or earn a score between 469 and 485 on the Mathematics grade 10 MCAS test and fulfill the requirements of an Educational Proficiency Plan (EPP) <p>Scaled score requirements for the class of 2024 are yet to be determined by the Massachusetts Department of Elementary and Secondary Education (DESE). More information can be found at http://www.doe.mass.edu/mcas/graduation.html.</p> <p>In order to graduate, all students must:</p> <ul style="list-style-type: none"> • Meet one of the above criteria for competency determination through a high enough scaled score on the English Language Arts and Mathematics sections of the Grade 10 MCAS and completion of an Education Proficiency Plan (as necessary), in accordance with the guidelines set forth by DESE. • Receive a passing score of 220 on a science section of the MCAS in one of the following: Biology, Chemistry, Engineering/Technology or Physics • Earn 24 credits • Worcester Technical High School students must also complete the minimum required credits and required graduation subjects established for them by the School Committee <p>To receive a diploma with a specific high school name, a student must meet the Worcester Public Schools graduation requirements which must include a minimum of 10 credits earned from the particular high school. If a student has earned less than 10 credits but meets the Worcester Public Schools graduation requirements, the student will be eligible to receive a generic Worcester Public Schools Diploma.</p>
<p>78</p>	<p>College Courses for High School Students 2nd paragraph: eliminate 2nd sentence (Called Dual Enrollment, students receive high school and free college credit from Assumption College, Becker College, Clark University, and for college-level courses at Quinsigamond Community College and Worcester State University.) Replace with: Students receive dual enrollment credit for courses taken at area colleges.</p>

PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

PAGE	PROPOSED CHANGES
78	<p>MA Seal of Biliteracy Third paragraph change to read: In order to earn the MA Seal of Biliteracy, students must meet all their graduation requirements, demonstrate proficiency in English through the ELA MCAS or ACCESS, and show proficiency in a target language by earning 4 or 5 in an AP Language Exam or other state-approved language test provided by the district.</p>
80	<p>No School/Delayed School Opening/Early Dismissal Announcements Add: WFTX-TV Channel 25</p>
81	<p>Special Education Parent Advisory Council Add to end of paragraph: For additional information please email sealek@worcesterschools.net</p> <p>English Learner Parent Advisory Committee: Change EL PAC to ELPAC (2 places) and change 4th sentence to read: Meetings are a venue for meaningful discussions about parents’ interests. Add to end of paragraph: For additional information please email melendezquinteroc@worcesterschools.net</p> <p>Citywide Parent Planning Advisory Council (CPPAC) Add to end of paragraph: For additional information email contactcppac@gmail.com</p>
82	<p>Volunteer Staff Regulations</p> <p>Volunteer Organizations Delete last two sentences of 2nd paragraph (Volunteers that are part of these or similar programs need to contact the Volunteer Office to attend an orientation session and obtain additional paperwork before volunteering in any of the schools. The CORI check process is a routine part of their screening process.)</p>
Back cover	<p>First paragraph change to read: The Worcester Public Schools and the School Committee consider the violation of the Weapons Policy found in this booklet to be a serious matter. Please review the Worcester Public Schools Media Policy on the opposite side of this page. Please spend some time discussing these policies, as well as other policies located within this booklet with your child(ren). Your signature below confirms that you have reviewed it.</p> <p>Fourth paragraph: change 2019-2020 to 2020-2021</p>

PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

COVID-19 PANDEMIC

The district will follow state and federal guidelines to address COVID-19 related school issues. Due to the unpredictable nature of the pandemic, the guidelines may change during the school year. The district will provide timely information to parents/students/guardians about any needed changes to district programs and services.

Remote Learning Time and Use of Remote Learning Platforms

As a result of the COVID-19 pandemic, during the 2020-2021 school year the District may be required to provide some or all educational programming via remote learning and various remote learning platforms, e.g. Zoom, Google Classroom etc.

The Code of Conduct and District Policies, including but not limited to those that govern student discipline, bullying, harassment, and discrimination, are applicable during remote learning times and when using remote learning platforms.

Parents and students are prohibited from recording and/or disseminating remote learning lessons or instruction. Violations of the no-recording policy may result in school-based discipline or referral, in appropriate cases, to law enforcement.

Safety Requirements and Educational Program Continuum

As a result of the on-going Covid-19 pandemic, on June 25, 2020, the Massachusetts Department of Elementary and Secondary Education issued “Initial Fall School Reopening Guidance” (the “Guidance”). In accordance with this guidance, the following safety requirements and educational programming models will be in place for the 2020-2021 academic school year as required by the Commonwealth. The District reserves the right to amend these requirements and the manner in which educational services are provided to its students as determined appropriate and as order/advised by the various agencies of the federal and state governments.

Safety Requirements

Masks/face coverings

- Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth.
- Students in kindergarten and grade 1 should be encouraged to wear a mask/face covering.
- Masks/face coverings must be provided by the student/family; however, extra disposable face masks will be made available by the school for students who need them.
- Adults, including educators and staff, are required to wear masks/face coverings.
- Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
- Mask breaks will occur throughout the day in a manner that complies with health and safety standards.
- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.

Physical Distancing/Student Groupings

- The District will aim to maintain a physical distance of six feet between individuals
- When a physical distance of six feet cannot be maintained, the District will aim to maintain a minimum distance of three feet between individuals.
- Classrooms will be configured in a manner that provides for the above-referenced physical distance between individuals.

PROPOSED CHANGES TO 2020 – 2021 STUDENT HANDBOOK

- Students will be contained in one classroom and with one group of students to the extent feasible.
- Additional safety precautions will be taken by the school nurses and/or any staff supporting students with disabilities in close proximity, when distance is not possible.

Hand Hygiene

- Students and staff are required to exercise hand hygiene (handwashing or sanitizing) upon arrival to school, before eating, before putting on and taking off masks, and before dismissal.
- When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly, and dry with an individual disposable towel.
- If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol content can be used. Hand sanitizer should be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry.

Educational Program Continuum

Per the Guidance, educational services will be provided in one of the three (3) below described models depending upon the needs of the student and/or health and safety requirements.

Model 1 – In-Person Learning

It is the District’s goal to provide in-person learning to as many students as possible without compromising safety. In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements outlined above. Examples of modifications could include altered classroom configurations, setting up additional learning spaces, and schedule changes.

Model 2 – Hybrid Learning

In the event that the District is unable to bring all students back to school under the health and safety requirements despite best efforts, or in case of COVID-19 related circumstances, a hybrid learning model will be implemented. In this model, students will alternate between in-person and remote learning. For instance, students could switch between in-person and remote learning on alternating weeks or days of the week.

Model 3 – Remote Learning

In the event that individual students cannot not return to in-person learning, or in the event of future classroom or school closures impacting all students, remote learning will be implemented. As stated throughout the Handbook, the Code of Conduct and District Bullying and Harassment/Discrimination policies apply to students during remote learning times and when using remote learning platforms.

Plan for Special Populations

Additional plan(s) will be developed as appropriate for the provision services and accommodations to special student populations, including students with disabilities and English learners.

For students with disabilities who receive services and/or accommodations pursuant to an IEP or Section 504 Plan, please note that in the event of a school closure or provision of a hybrid learning model as described above, these exceptional circumstances may affect how a particular service is provided and FAPE may look different than it did during in-person learning. Federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. In these instances, the District will work to provide specialized instructional opportunities and related services through remote learning or a hybrid model of remote and in-person learning to the extent feasible while maintaining the safety of both students and staff and complying with applicable federal, state and local government directives.

Worcester Public Schools

Student Handbook



2020—2021

Please Note: The form located on the back of this Handbook
must be signed and returned to school.

www.worcesterschools.org/handbook

SCHOOL COMMITTEE

Mayor Joseph M. Petty - Chairman

John L. Foley - Vice-Chair

Dianna L. Biancheria

Laura Clancy

John F. Monfredo

Molly O. McCullough

Tracy O'Connell Novick

SUPERINTENDENT'S MESSAGE

The Worcester Public Schools is pleased to present the 2020-21 Student Handbook to inform students and parents/guardians of the important policies and procedures that are in effect in our school system.

Thank you for reviewing this handbook with your child and for keeping it for future reference. Please note there have been revisions made to some of the policies and procedures from the previous year. We ask that you pay particular attention to those revisions.

Best wishes for a successful 2020-21 school year,
Superintendent Maureen F. Binienda

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REGISTRATION

Dr. James L. Garvey Parent Information Center

Open All Year Monday through Friday

8:30 a.m.- 4:00 p.m.

768 MAIN STREET

SHATTUCK BUILDING

JACOB HIATT COMPLEX

Phone: (508) 799-3299, (508) 799-3068,
(508) 799-3069, (508) 799-3194

In order to enroll a student in the Worcester Public Schools, the following documentation must be provided and verified:

Verification of:

1. Birth Certificate or Passport
2. Legal Guardianship or a responsible adult party in the household who can serve as an emergency contact.
3. Worcester residence (utility bill, lease, mortgage statement, etc.) or completed STUDENT ADDRESS VERIFICATION FORM
4. State mandated immunizations
5. If available, records from previous school

The requirement for school immunizations and records may be temporarily waived for students who qualify as homeless under the McKinney Vento Homeless Assistance Act or are in foster care.

Preschool—Grade 6

All students (preschool through grade 6) registering for, or transferring into or within the Worcester Public Schools, must do so at the Dr. James L. Garvey Parent Information Center.

The Dr. James L. Garvey Parent Information Center staff will:

- Provide information to parents/guardians regarding the student assignment policy
- Assist parents/guardians in selecting an educational environment most appropriate for their child's needs
- Assist parents/guardians in the initial stages of registration required by schools, i.e., documentation of birth and immunization, completion of Home Language Survey Forms, Medicaid eligibility, etc.
- Answer questions regarding school policies

Grades 7 – 12

Students new to our city in grades 7-8 register at the Dr. James L. Garvey Parent Information Center. New students in grades 9-12 have the option to register at their respective high school. Potential English learners must complete registration at the Dr. James L. Garvey Parent Information Center.

Students in grades 7-12 who are transferring within the Worcester Public Schools will do so at the appropriate middle or high school based on their new address.

Please note that in the event of extended school closure, online registration is available at <https://worcesterschools.org/enroll/>.

Home Language

State and federal regulations require that all schools determine the language (s) spoken in each student's home in order to identify their specific language needs. If a language other than English is spoken in the home, the district is required to do further assessment to determine whether the student is an English Language Learner and to place the student in the appropriate instructional program to support content area and language learning.

Opt-Out Policy for English Learners (ELs)

The Worcester Public Schools is committed to comply in good faith with all federal, state and local laws, rules and guidelines in the area of education for English Language Learners. Federal civil rights laws, namely, Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), require schools to take appropriate steps to address the language barriers that prevent ELs from meaningfully participating in their education. Massachusetts General Laws Chapter 71A and supporting regulations provide the state framework for the education of English learners in Massachusetts.

Parent/Guardians of ELs may notify the district of their choice to have their child “opt out” of English learner education programs. The decision to opt out must be made by the parents/guardians (or students over 18 years of age) and must be **voluntary** and **informed**.

In opt-out cases, the district must inform the parents/guardians of the services the child would receive in the district’s English learner education programs, as well as the type of support that would be provided to the student if the parents/guardians decide to “opt out” of English learner services.

A parent’s/guardian’s choice to opt out means their child will not receive separate English as a Second Language (ESL) instruction focused on language development, but the district will provide the necessary support and actively monitor the student’s progress to ensure that the student’s English language and academic needs resulting from lack of English proficiency are met.

In order to comply with the laws, the following procedures shall be followed in every school building:

1. Parents/guardians who contact the school to request that their child opt out of ESL services will be invited to attend a meeting at school to include a school administrator and an ESL teacher. If the parents/guardians have identified in the Home Language Survey that they prefer an interpreter at meetings, the district shall provide an interpreter at the meeting.
2. No school personnel shall influence or encourage parents/guardians to request that their child opt out of ESL services.
3. At the meeting, the district shall inform the parents/guardians of the services the child would receive in the district's English learner education programs, as well as the type of support that would be provided to the students if the parents/guardians decide to opt out.
4. If the parents/guardians are unable or unwilling to attend a meeting in person at the school, the school can offer an alternative means of meeting – by telephone or otherwise.
5. The school shall provide the parents/guardians with the Opt-Out Form in the parent's/ guardian's native language if the parents/guardians have indicated in the Home Language Survey that they seek written information in their native language.
6. The school shall retain a copy of the Opt-Out Form in the student's cumulative file.
7. If parent/guardians decide to opt-out of an English language learner program, the school should place the student in an English language mainstream classroom with an SEI-endorsed teacher. The school may also provide support from a reading specialist or other specialist as appropriate in order to ensure that the student has access to the curriculum and is provided the same opportunities to master the same academic standards and curriculum framework as their native English-speaking peers.
8. The student will continue to be classified as an "EL" on district reports, and will continue to be assessed annually in his/her language proficiency with the state-mandated English language proficiency test, ACCESS for ELLs 2.0. The parents/guardians will be notified of their child's participation in such assessments, as well as assessment results.
9. The initial opt-out of a student remains active for one school year. According to new guidelines from the Department of Elementary and Secondary Education (DESE), parents are now required to complete a form **annually** requesting their child to remain opted out of ESL services. The Annual Parent Choice Form also allows families who have previously made the decision to opt-out of ESL, an opportunity to reconsider ESL instruction for their child.

**Massachusetts School Immunization Requirements
 for School Year 2020-2020**

	Child Care/ Pre-K	Kindergarten	Grades 1-6	Grades 7-12
Hepatitis B	3 doses	3 doses	3 doses	3 doses
DTaP/DTP/ Td/Tdap	>=4 doses DTap/DTP	5 doses DTap/ DTP	>=4 doses DTap/DTP or >=3 doses TD	>=4 doses DTap/DTP or >=3 doses TD, plus 1 dose Tdap
Polio	>=3 doses	4 doses	>=3 doses	>=3 doses
Hib	1 to 4 doses	N/A	N/A	N/A
MMR	1 dose	2 doses	2 doses	2 doses
Varicela	1 dose	2 doses	2 doses	2 doses
Meningococcal	N/A	N/A	N/A	1 dose grade 7 entry, 1 dose on or after 16 years of age or grade 11 entry

Students lacking proper documentation of required immunizations shall be excluded until proof of such immunization is provided (102 CMR 7.07 and 105 CMR 220.00). If a child cannot be immunized due to medical reasons, (requires physician documentation yearly) or if a parent refuses to have a child immunized because of religious beliefs (requires a parent-signed letter yearly), the non-immunized student will be excluded from school during outbreaks of diseases for which the student is not immunized (MGL c. 111, § 3, 6, 7, 109, 110, 112 and 105 CMR 300.00).

- **Lead Screening documentation is required of all students prior to entering Pre-K and/or kindergarten (105 CMR 460).**
- **Physicals Examination documentation is required from students entering grades K, 4, 7 and 9, and yearly for all student athletes.**

An **immunization clinic** is available for students at the Dr. James L. Garvey Parent Information Center (PIC). All state-required immunizations are provided by an

RN at no cost. Please refer to the WPS website for hours of operation or call the Parent Information Center at 508-799-3194.

Registration Policy

Elementary (K-6)

Students in the Worcester Public Schools shall attend schools based upon neighborhood district lines. They are also eligible to attend the five citywide magnet schools based on conditions of space availability and the magnet school being in compliance with the Worcester Public Schools' Deisolation Plan. The five citywide magnet schools are: (1) Chandler Magnet School, (2) City View Discovery School, (3) Jacob Hiatt Magnet School (4) Norrback Avenue School and (5) Worcester Arts Magnet School. Elementary students residing in the North quadrant are eligible to attend the North quadrant magnet school, Roosevelt School, based on space availability. Under the Voluntary Controlled Transfer Policy, transfers are permitted to any school within that school's quadrant provided the transfer has a positive effect on the minority percentage of the school and space is available.

Secondary (Grades 7-12)

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

Voluntary Controlled Transfer Policy

I. Conditions for Out-of-District Transfers

It is the policy of the Worcester Public Schools that students shall attend schools based upon neighborhood district lines. Exceptions to this policy are allowed under the "Voluntary Controlled Transfer Policy" which permits transfers to other elementary, middle and high schools or to citywide magnet schools under the following conditions:

1. There must be space available in the receiving school.
2. Elementary, middle and high schools having a minority percentage greater than the citywide average on October 1 of each year will adhere to the following restrictions:
 - a. Minority students will not be allowed to transfer into a school which has a minority percentage greater than the citywide average on October 1 of each year.

- b. Majority students will not be allowed to transfer out of a school except in the case where the sending school is in compliance and the receiving school is out of compliance as a result of having a minority percentage greater than 15 percentage points above the citywide minority percentage.
 - c. All students, both minority and majority, shall be eligible to attend citywide magnet schools and secondary magnet schools. In order to exercise this eligibility, the magnet school must be in compliance.
 3. Elementary, middle and high schools having a minority percentage less than the citywide average on October 1 of each year will adhere to the following restrictions:
 - a. Majority students will not be allowed to transfer into a school which has a minority percentage less than the citywide average on October 1 of each year.
 - b. Minority students will not be allowed to transfer out of a school except in the case where the sending school is in compliance and the receiving school is out of compliance as a result of having a minority percentage less than 15 percentage points below the citywide minority percentage.
 - c. All students, both minority and majority, shall be eligible to attend citywide magnet schools and secondary magnet schools. In order to exercise this eligibility, the magnet school must be in compliance.
 4. Voluntary transfer requests will be considered for properly documented medical disabilities and other unique circumstances.
 5. Spanish Bilingual, Structured English and Special Education Programs are offered in certain schools. Any student requiring these services will be enrolled in the school that will meet his/her assessed needs.
 6. When a student changes residence and would enter grade 6, 8 or 12, he/she may finish the year in that school provided that he/she is a resident of Worcester and has received the out-of-district principal's permission to remain in that school.
 7. Students who enroll in an out of district magnet program or the Worcester Technical High School must complete the year in the out-of-district school.

II. Procedures for Applying for a "Voluntary Transfer"

1. Applications and a policy statement are available at the Parent Information Center or the Office for Instruction and School Leadership:
 - Parent Information Center: (508) 799-3194
 - Burncoat/South Quadrants (508) 799-3264
 - Doherty/North Quadrants: (508) 799-3221
 - *Technical Quadrant: (508) 799-3499

*Applications for Worcester Technical High School may be obtained in all secondary guidance offices or at the Technical School Admissions Office.

2. The application must be filled out and returned to the appropriate office. Parent Information Center or the Office for Instruction and School Leadership.
3. A written approval or denial will be sent to the home of the parent/guardian and copies will be forwarded to the principals of both the sending and receiving schools.
4. A copy of the application and the approval or denial letter will be kept on file in the Office for Instruction and School Leadership.

III. Hardship Appeals Process

If the parent/guardian disagrees with the decision of the Office for Instruction and School Leadership, an appeal must be filed before the first day of the school year. A maximum of two weeks will be allowed to appeal the decision in writing to the Chairperson of the Hardship Appeals Board, Parent Information Center, 768 Main Street, Worcester, MA 01610.

The board will review each case referred to it and make timely decisions relative to the disposition of the appeal. A copy of the decision will be sent to the parent/guardian and the Office for Instruction and School Leadership. Proceedings of the Hardship Appeals Board will be recorded and maintained by personnel in the Office for Instruction and School Leadership.

Policy for Non-resident Foreign Students holding J-1 Visas

Admission:

- By the first week in January each Worcester Public School high school principal will determine how many spaces are available (no fewer than three) in his/her school to accommodate the admission of non-resident foreign students whose host family resides in their district (or who otherwise obtain special permission from the Managers for Instruction and School Leadership on a space available basis) **for the following school year**. No high school principal will enroll more than three non-resident foreign students until this determination is made and forwarded to the Managers for Instruction and School Leadership.

Criteria for Attendance:

- Foreign exchange students must provide certified proof of prior academic performance from the high school(s) in his/her native country.
- Transcripts from intermediary or sponsoring agencies will not be accepted as appropriate documentation for determining past academic performance unless they bear the seal of the school and/or are presented in a sealed envelope from the school.
- Acceptance to the Worcester Public Schools will be on a one (1) year basis with the sponsoring organization or guardian required to reapply annually for continued study.

- Once admitted, the foreign student will be subject to all rules, policies, regulations and procedures as they relate to all students in the system.
- The system will provide an academic record of the foreign student's participation while a member of the system to the sponsoring organization or the parent/guardian, as required.
- Foreign students holding J-1 visas participating in this program are exempt from paying tuition.
- Award appropriate city (general) diplomas and/or school diplomas if students can demonstrate through appropriate documentation and verification that they have met the prerequisite requirements of the Worcester Public Schools.

School Choice

The Worcester Public Schools participates in the Massachusetts School Choice program. The School Choice program allows parents to send their children to schools in communities other than the city or town in which they reside. For the 2019-2020 school year, the School Committee has approved the following:

1. Student enrollment in the Inter-District School Choice program is based on availability and limited preference will be given to young siblings, if space is available.
2. Parent/guardian is responsible for transportation to the district school.
3. All Pre-K to Grade 12 schools participate in the program with the following exceptions:
 - a. Chapter 74 approved programs in the comprehensive high schools
 - b. Chapter 74 approved programs in the Worcester Technical High School
 - c. Alternative Pathways Programs
 - d. Students with Limited or Interrupted Formal Education (SLIFE) Pathway Programs
4. Students accepted into the Inter-District School Choice program may apply for schools on the same basis as resident students, but the Intra-District Choice Plan (Voluntary Transfer) may give preference to resident students in assigning students to schools.

To obtain information regarding the Inter-District School Choice program, please contact the **Parent Information Center** at 508-799-3194 or the **Office for Instruction and School Leadership** at 508-799-3499.

STUDENT DRESS CODE POLICY

The district's core values, in relation to student dress, are that appropriate dress and attire contribute to a safe, respectful and inclusive learning environment. The emphasis of this policy is on equitable treatment of students and regulations of student dress must be free from bias. While students have a right to self-expression by the dress and hair style of their own choosing, their clothing shall not disrupt the school's educational process. In addition, students are expected to wear garments that meet acceptable standards of health, safety and cleanliness

Head coverings such as scarves, durags, hair wraps, cultural and religious headwear are permissible. Hats and bandannas are not permissible unless for medical reasons.

Clothing should provide appropriate body coverage. Bareback, midriff and low-cut shirts are not permitted. In addition attire that reveals undergarments, and garments that are made of see-through materials (mesh, sheer fabrics) without a blouse/shirt underneath are not allowed. Clothing must cover undergarments when sitting, standing or bending.

Safe footwear must be worn in the school building. Seasonal footwear is recommended (example: boots and closed shoes to be worn in the winter).

Student clothing and jewelry shall be free of graphics/images that are obscene, violent, vulgar, sexist, racist and/or promote the use of illegal drugs/alcohol/tobacco and cause disorder or disrupt the educational process. Apparel that is gang, violence and/or cult related (refer to Rule 15) is not permitted.

Outerwear will not be worn in school buildings (example: jackets/parkas/windbreakers). Students may wear hooded sweatshirts or shirts but may not wear the hoods up or covering their heads or faces in the building or on school property.

Earbuds or headphones may not be worn or used except when it is connected to a learning activity with permission of school personnel. Specific accommodations will be granted to students who require headphones to access their learning.

The School principal has the discretion to render judgements regarding what is and what is not appropriate based upon the recognition that students have the right to freedom of expression for their clothing and hair so long as their choices do not cause disorder or disruption to the educational process. The principal will determine what consequences should follow when a student does not comply with the policy.

Career Vocational Technical Education Programs: Shop and Uniform Policy

All trades require specific uniforms or clothing and adherence to workplace standards of appearance beyond the requirements for school dress. Shop instructors, with the respective trade department heads, identify the necessary dress.

Shop instructors, with the respective department heads, have a responsibility to provide a safe shop environment for all students. The Administration enforces these requirements.

Voluntary School Uniform Policy

The School Committee approved the following Voluntary Uniform Policy:

1. Voluntary uniform policies must comply with existing School Committee policies on student attire.
2. Prior to seeking School Committee approval, a majority of the school council members and the school principal must approve the school's voluntary uniform policy. The principal forwards the request to the Clerk of the School Committee who places it on the agenda for School Committee approval which then allows the school to implement the policy.
3. There will be no disciplinary action if a student does not adhere to the voluntary uniform policy.

POLICY REGARDING TELEVISED BROADCASTS

Many times Worcester Public Schools extra curricular activities and programs are broadcast on Charter Channel 191 WEA-TV and participants may be shown in these broadcasts. Re-broadcasts of all programs may be made throughout the school year at unannounced times.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

It is the policy of the Worcester Public Schools that the Pledge of Allegiance be recited and a "Moment of Silence" be observed at all levels on a daily basis.

SAFETY AND BEHAVIOR

INTERNET SAFETY AND ACCEPTABLE USE POLICY

Purpose

The Worcester Public Schools recognize the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. Worcester Public Schools encourages the responsible use of computers; computer networks, including the internet; and other electronic resources in support of the mission and goals of our district.

It is the policy of the Worcester Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The Worcester Public School system certifies that its schools have adopted and are enforcing Internet safety policies as part of Protecting Children in the 21st Century Act. Children's Internet Protection Act (CIPA) as amended in the Broadband Data Improvement Act [Pub. L. No. 110.385] to include educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The district has adopted curriculum to remain in compliance with the most recent FCC Report and order FCC 11-125.

Terms of Agreement

In order to use networked and Internet resources, all students and parents/guardians must sign and return the signature page as contained on the back cover of the Student Handbook, and those under age 18 must obtain parental permission.

Internet Safety

The Worcester Public Schools is in compliance with the Children's Internet Protection Act (CIPA), the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). The Worcester Public Schools will comply with any additional state and federal regulations that pertain to technology use within the district and through use of the Worcester Public Schools District network infrastructure and servers that is forthcoming from the local, state and federal regulatory agencies.

A third party filtering system is in place that prevents accessing web pages that are 1) obscene, 2) pornographic, or 3) deemed harmful to minors. The district will monitor the online activities of users. The staff and students are advised never to access, keep or send anything that they would not want made public. While some pages are blocked by human intervention, other sites are blocked based on an algorithm that attempts to discern inappropriate sites. Best efforts are made to make the filtering as accurate as possible given the vast number of websites on the Internet. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

Staff and students should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive. The Internet is to be used for constructive educational purposes only. Drives and files may be reviewed by network administrators occasionally to maintain system integrity.

To the extent practical, steps shall be taken to promote the safety and security of users of the Worcester Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: a) unauthorized access, including so-called "hacking," and other unlawful activities; and b) unauthorized disclosure, use and dissemination of personal identification information regarding minors.

Unacceptable Uses

The activities listed below are not permitted. The list of activities described below is not meant to be comprehensive. The Worcester Public Schools reserves the right to make judgments both as to what constitutes inappropriate behavior and the consequences that apply.

- Sending or displaying offensive messages or pictures
- Using obscene language
- Giving personal information, such as full name, phone number, address or identifiable photo without permission from teacher and parent or guardian
- Harassing, insulting or attacking others (cyber-bullying)
- Damaging or modifying computers, computer systems or network resources, whether physically or through use of software means such as deletion, formatting, viruses, hacking, phishing, cracking
- Attempting to bypass web content filters through proxy sites or other means
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources
- Installing any software, shareware or freeware without Principal approval and installation by on-site contact person

- Employing the network for commercial purposes, financial gain or fraud
- The network, wired and wireless, is for educational uses only. Any non WPS device on the Worcester Public Schools network shall be used for educational purposes only. Non educational use is prohibited.

Penalties

Violation of any terms set forth in this policy may result in the loss of Worcester Public Schools computer network privileges, disciplinary action and/or appropriate legal action.

Electronic Messaging Guidelines

The Worcester Public Schools contracts with a vendor to provide emergency and informational calls, texts and emails. The Telephone Consumer Protection Act of 1991 "TCPA" (and subsequent amendments) was created to prevent consumers from receiving "robo" marketing calls from telemarketers. By signing the parent handbook, you are providing prior express consent for the school district to contact you and your family via phone, email or text message for emergency and informational purposes. If you would like to opt-out of receiving informational messages, you can do so at www.worcesterschools.org/tcpa. Emergency messages will continue to be sent to the contact numbers provided, as authorized under TCPA.

Note: Worcester Public Schools' teaching staff is not contractually obligated to check email or other electronic messaging systems. Please contact your child's teacher personally to confirm whether they utilize these systems. When using email, please follow these important guidelines: Email is not confidential. Teachers will not respond via email to discuss contentious, emotional, or highly confidential issues. These issues are to be handled by phone or personal contact. Emails should be used for general information that is non-vital. For example, do not use email to inform a teacher that your child is not to go home on the bus. A teacher may not read the message in time. A phone call should be made to make sure your message is clearly received.

Adoption

The School Committee of the Worcester Public Schools adopted this Internet Safety and Acceptable Use Policy at a public meeting following normal public notice on May 21, 2009. This amended policy was adopted by the School Committee of the Worcester Public Schools on June 5, 2014.

Children's Online Privacy Protection Act (COPPA)

The Worcester Public Schools utilizes a number of computer software applications and web-based services to supplement educational services provided by school-based staff. While these tools are reviewed to ensure that they provide students with effective tools for learning, the applications and services are not operated by the district but by 3rd parties. In order for students to use these programs and services, certain personal identifying information – typically the student's name and e-mail address – may be provided to the website/application operator. The Worcester Public Schools enters into a data sharing agreement with 3rd parties to ensure student data is handled in a manner not in violation of federal requirements.

Under the federal Children’s Online Privacy Protection Act (COPPA), the websites/application operators must provide parent/guardian notification and obtain consent before collecting personal information from children under the age of 13. The law permits school districts to consent to the collection of personal information on behalf of its students thus eliminating the need for individual parent/guardian to consent directly to individual website/application providers.

A list of the sites used in our classrooms with links to privacy policies, terms of service and our data share agreements can be found on our Student Data Privacy Consortium website:

https://sdpc.a4l.org/district_search.php?state=MA&districtID=786

If a parent/guardian wishes for their child to be removed from specific 3rd party services, an opt-out form can be obtained at the above district website. Completed forms should be returned to the school principal.

Science Laboratory Safety

Science is taught using an inquiry based approach in the Worcester Public Schools. This can be done safely only with the cooperation of students to the teacher's directions and procedures. It is the responsibility of students to conduct themselves in an appropriate manner in the lab setting. Students are expected to:

1. Sign a safety contract which emphasizes their responsibilities in the science lab;
2. Have parents/guardians co-sign the contract to alert them to these responsibilities;
3. Be aware of measures to be taken should an accident occur;
4. Know classroom evacuation procedures in case of an emergency;
5. Use protective equipment (gloves, aprons, goggles, etc.) provided as instructed; and
6. Food or beverages are not permitted in the laboratory.

SECURITY MEASURES

Crisis Prevention and De-escalation (Physical Restraint)

The Board of Education adopted new regulations on the use of physical restraint in public education programs. The regulations (603 CMR 46.00) are meant to promote safety for all students. Physical restraint shall be considered an emergency procedure of last resort and shall be used only when a student’s behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Mechanical restraints, medication restraints and seclusion are prohibited in all public education programs.

The amended regulations may be found at

<http://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>

Security Cameras in Schools

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement and emergency response officials shall be granted access to video recordings or the security system after giving prior notice to the School Superintendent/designee.

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

Emergency Plans

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students/staff have been trained in carrying out the plans.

The Superintendent shall review annually the safety plan with local police and fire officials. Building principals will meet all requirements for conducting fire drills and Emergency Response drills to give students practice in moving with orderly

dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

Student Lockers

All lockers available to students are the property of the Worcester Public Schools. Use of lockers by students is regulated by the school administration and all lockers are subject to inspection by the school administration when deemed appropriate.

Any student assigned a locker must use a school issued lock. The administration will remove all non-school issued locks. If a locker is not used/assigned, the administration will secure it with a lock.

Students must store all book bags, gym bags and outerwear (coats and jackets) in their lockers during the school day.

For security reasons, students will not be permitted to wear outerwear (coats and jackets) during the school day. Students will be permitted to carry backpacks made of a mesh or transparent material at the secondary level.

Any weapon, drugs or other prohibited items or substances found in a locker in violation of school policy may be considered to be the property of the student assigned to the locker for purposes of disciplinary action under this code.

Access to Students During School Hours

The Legal Office of the Department of Elementary and Secondary Education has supported the present policy of the Worcester Public Schools regarding permitting persons to meet with students during school hours without parental permission.

The following persons may be granted access to students during school hours:

1. The custodial parent (the parent with physical custody more than 50% of the time) or guardian or personnel or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. According to Massachusetts General Laws Chapter 71, §34H, the non-custodial parent must submit a written request to the school principal for such access. For further information, contact your child's principal.
2. A student, age 14, or upon entering grade 9, may consent to meet with an individual.
3. Certain individuals, including school personnel, police, and employees of certain state agencies may be granted access to students in the performance of their official duties. This information can be viewed at <https://worcesterschools.org/wp-content/uploads/handbook/Access%20to%20Students%20During%20School%20Hours.pdf>

If any court ordered restrictions exist regarding access to your child, it is imperative that you provide the WPS a copy of the order so that we can comply with the order of the court.

Dismissal of Students

1. Students may only be dismissed to persons specified by parents and/or guardians in writing. Principals may remind families to update student emergency contact information to include a robust network of persons who may be called in case of an emergency.

2. Parents may be provided with a Caregiver Affidavit to designate someone to make educational and/or medical decisions for a child if the child is temporarily living with someone who is not the parent/guardian.

Handling of Students Whose Parents Have Been Detained or Taken Into Custody

If a school receives notification that parent/guardian of a student has been detained or taken into custody by immigration law enforcement officials or agents, the school will take the following steps:

1. Contact the person(s) listed on the student's emergency card to inform the person(s) of the situation and ask if they can retrieve the student;
2. Make arrangements for school counselors to be available to support the student;
3. Contact DCF if there is no responsible adult authorized by parents to receive the student.
4. Consult with the district's homeless liaison if the student becomes homeless as a result of their parent/guardian's detention.

Visitors in the Schools

All Worcester Public Schools are posted with signs requiring that all visitors must report to the Office of the Principal. This ensures that the school administration knows who is visiting in the building, the reason for the visit, and if the timing of the visit is appropriate.

The following sign-in procedures will be adhered to upon entering a school building:

- Enter through the front door (some schools have Intercom Systems that will allow you to enter after ringing a bell and identifying yourself)
- Go immediately to the front office
- Please sign in at the register
- Affix a Visitor's Tag on a visible area of your attire
- Wait for further instructions from the school clerk or administrator on how to proceed to the respective visiting area or classroom

Any other entry into a school building by visitors will be considered trespassing. Intruders into the building are immediately asked to leave, and if they refuse to do so, local law enforcement officials are contacted for assistance. Trespassing laws will be enforced in accordance with this policy.

Use of Motor Vehicles

Students are extended the privilege of bringing automobiles to school as long as they respect the safety of others and obey these basic rules:

1. Automobiles must be parked in the assigned student parking areas.
2. Students who leave the campus in motor vehicles during the school hours without following established dismissal procedures will be suspended.
3. Idling of a motor vehicle engine in excess of 5 minutes is prohibited on school property. Violators will be fined.
4. Students must drive slowly and carefully on or near school grounds, always

- remembering that pedestrians have the right of way.
5. Cars may not be visited during the school day except with principal's approval
 6. Parking privileges will be revoked or suspended for the following reasons:
 - a. Speed in excess of 15 m.p.h.
 - b. Any act endangering life or property while on school grounds.
 - c. Parking in areas other than student parking areas.
 - d. Parking privileges will not be available without an appropriate school registration and parking permit.

LEGAL POLICIES

Due Process

The Code of Conduct of the Worcester Public Schools is administered within the framework of the United States Constitution and federal and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school. The Code of Conduct applies during remote learning opportunities and events.

The Worcester Public Schools adheres to the Student Discipline Laws and Regulations as set forth in MGL c. 71 §§37H, 37 H½ and 37 H ¾ and 603 CMR 53.00 et seq.

Section I

IN-SCHOOL SUSPENSION DUE PROCESS PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to adhere consistently to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, first class mail or email) to the student and parent/guardian including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent/Guardian Meeting:

The principal or his/her designee shall also invite the parent/guardian to a meeting (in person or by telephone) to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent/guardian after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.

No Right to Appeal:

The decision of the principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Section II

OUT-OF-SCHOOL SUSPENSION DUE PROCESS PROCEDURES FOR OFFENSES UNDER MGL c. 71 §37H ¾:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, short-term suspensions and long-term suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for any Out-of-School Suspension:

Prior to suspending a student, the principal or his/her designee will provide the student and the parent/guardian oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity for the parent/guardian(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice for every potential out-of-school suspension will set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;

- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the principal or his/her designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing; the date, time, and location of the hearing; and the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;

If the student may be placed on long-term suspension following the hearing with the principal, the student shall be provided notice of the rights described above, and also the following rights:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. The right to cross-examine witnesses presented by the school district;
5. The right to request that the hearing be recorded by the principal and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request;
6. the right to appeal the principal's decision to the Superintendent or his/her designee.

The principal or his/her designee shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent/guardian present, the principal or his/her designee will document reasonable efforts to include the parent/guardian. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal and parent/guardian.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or mate-

rially and substantially disrupts the order of the school, and, in the principal's or his/her designee's judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall:

- a) Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on short- or long-term suspension as set forth in 603 CMR 53.08;
- b) Provide written notice to the student and parent/guardian, including the information described in 603 CMR 53.06(2);
- c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent/guardian.
- d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES UNDER MGL c. 71 §37H ^¾:

A short-term suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Any student facing a potential short-term suspension is entitled to a hearing with the principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and, if so, the consequences for the infraction. At a minimum, the principal or his/her designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts that the principal or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her

designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- c) The principal or his/her designee shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

No Right to Appeal:

The decision of the principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES UNDER MGL c. 71 §37H ¾:

A long-term suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Except for students who are charged with a disciplinary offense set forth in MGL c. 71, §37 H, or in MGL c. 71 §37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the principal or his/her designee with the following process:

Principal Hearing - Long-term Suspension:

- a) The purpose of the hearing with the principal or his/her designee is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and, if so, the consequences for the infraction. At a minimum, the principal or his/her designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal or his/her designee should consider in determining whether other remedies and

consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

- b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:
 1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
 2. The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's/guardian's expense;
 3. The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 4. The right to cross-examine witnesses presented by the school district;
 5. The right to request that the hearing be recorded by the principal or his/her designee, and to receive a copy of the audio record upon request. If the student or parent/guardian requests an audio record, the principal or his/her designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.
- c) The principal or his/her designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.
- d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent/guardian by hand-delivery, first-class mail or email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the principal or his/her designee and the parent/guardian. If the principal or his/her designee decides to suspend the student, the written determination shall:
 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 2. Set out the key facts and conclusions reached by the principal or his/her designee;
 3. Identify the length and effective date of the suspension, as well as a date of return to school;
 4. Include notice of the student's opportunity to receive educational services to make academic progress during the period of removal from school;
 5. Inform the student of the right to appeal the principal's or his/her designee's decision to the superintendent or designee, but only if the

principal or his/her designee has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

- a. The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
- b. If the student is in a preschool program or in grades K through 3, the principal or his/her designee shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing:

- a) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent or his/her designee.
- b) The student or parent/guardian shall file a notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- c) The superintendent or his/her designee shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
- d) The superintendent shall make a good faith effort to include the parent/guardian in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and superintendent to participate. The superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.
- e) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and, if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The superintendent shall in-

form all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request.

- f) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.
- g) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.
- h) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent/guardian conference (re-entry meeting) with the principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents/guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Section III

LONG-TERM SUSPENSION/EXPULSION FOR SPECIAL CIRCUMSTANCES

UNDER MGL c. 71 §37H:

The long-term suspension or expulsion of a student from school will be in accordance with MGL c. 71 §37H. The grounds for long-term suspension or expulsion include but are not limited to the following:

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
- b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to long-term suspension or expulsion from the school or school district by the principal or his/her designee.
- c) Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:
 - 1. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
 - 2. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
 - 3. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.

4. The student may appeal the expulsion (suspension of more than 90 days) to the superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
5. At the appeal hearing, the student may be represented by an attorney and may present oral and written testimony.
6. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 §37H.
7. The superintendent's decision is final.
8. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION UNDER MGL c. 71 §37H ½:

In accordance with MGL c. 71 §37 H ½, principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a) The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b) The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c) The student may appeal the suspension to the superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d) The superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e) At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f) The superintendent must render a decision within five (5) calendar days.
- g) The superintendent's decision is final.
- h) Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i) Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspen-

sion as a result of a felony conviction includes:

- a) A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b) The student shall be given an opportunity to respond to the charges.
- c) The student may appeal the expulsion or long-term suspension to the superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d) The superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e) At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f) The superintendent must render a decision within five (5) calendar days.
- g) The superintendent's decision is final.
- h) Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Section IV

EDUCATIONAL SERVICES AND ACADEMIC PROGRESS UNDER MGL c. 71 §§37H, 37H½ AND 37H¾:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal or his/her designee shall inform the student and parent/guardian of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive educational services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

Nondiscrimination

Equal Opportunity/Affirmative Action/Title IX

ADA Title I Section 504/Chapter 622 Grievance Procedure

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, religion, national origin, ancestry, sex, gender identity, age, handicap (disability), genetics, military service, mental illness, sexual harassment or sexual orientation. The Worcester Public Schools provides equal access to a full range of general, occupational and vocational education programs. The School Safety Director (Robert Pezzella, 508-799-3472) is responsible for coordination of Title IX. The Manager of Social and Emotional Learning (Maura Mahoney, 508-799-3175) is responsible for Section 504 Americans with Disabilities Act (ADA). The Grants Manager (Greg Bares, 508-799-3108) is responsible for Title I. Timothy Sippel, Ed. L. (Secondary) and Marie Morse, Ed. D. and Ellen Kelley (Elementary) in the Office for Instruction and School

Leadership (508-799-3499) are responsible for Chapter 622. These staff members are responsible for coordinating grievance procedures, which can be viewed at <https://worcesterschools.org/wp-content/uploads/handbook/Nondiscrimination%20Grievance%20Procedures.pdf> and by contacting your child's school. For more information relating to Equal Opportunity/Affirmative Action contact the Chief Diversity Officer, Ivonne Perez at 508-799-3115, 20 Irving Street, Worcester, MA 01609

Sexual Harassment Policy

It is the policy of the Worcester Public Schools, as well as state and federal law, that sexual harassment of a student, present or prospective employee, or visitor shall not be tolerated.

Definition

Sexual harassment is defined as unwelcome advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is either made explicitly or implicitly a term or condition of an individual's study, work or employment, in the Worcester Public Schools
2. submission to or rejection of such conduct by an individual is used as the basis for educational or employment decisions affecting such individual
3. such conduct has the purpose or effect of substantially interfering with the educational performance or work of an individual with reasonable sensitivity.

Considerations

Sexual harassment is not limited to prohibited conduct by a male toward a female, by a supervisory employee toward a non-supervisory employee or by a teacher toward a student, by a student toward a teacher, or by a student toward a student. The Worcester Public Schools' view of sexual harassment includes, but is not limited to, the following considerations:

1. A male, as well as a female, may be the victim of sexual harassment and a female, as well as a male, may be the harasser
2. The harasser does not have to be the victim's superior.
3. The victim may be the same or opposite sex as the harasser
4. The victim does not have to be the person to whom the unwelcome sexual conduct is directed; the victim may also be someone who is affected by such conduct when it is directed toward another person. For example, inappropriate attempts at humor or sexual harassment of one female/male may create an intimidating, hostile or offensive environment for another female/male or may unreasonably interfere with an individual's educational or work performance.
5. Sexual harassment does not depend on the victim's having suffered an educational or economic consequence as a result of the harasser's conduct.

Complaint Procedure

1. Any member of the school community who believes that he/she has been subjected to sexual harassment will report the incident(s) to one of the grievance officers. All complaints shall be investigated promptly and resolved as soon as possible.

2. The grievance officer will attempt to resolve the problem in an informal manner through the following process:
 - a. The grievance officer will confer with the charging party in order to obtain a clear understanding of that party's statement of the facts, and may interview any witnesses.
 - b. The grievance officer will then attempt to meet with the charged party in order to obtain his/her response to the complaint.
 - c. The grievance officer will hold as many meetings with the parties as is necessary to establish the facts.
 - d. On the basis of the grievance officer's perception of the situation he/she may:
 - Attempt to resolve the matter informally through reconciliation.
 - Report the incident and transfer the record to the Superintendent or his/her designee, and so notify the parties by certified mail.
3. After reviewing the record made by the grievance officer, the Superintendent or designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings, the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, the Worcester Public Schools will act promptly to eliminate the offending conduct.

State and Federal Remedies

Nothing in this policy or procedure shall be deemed to affect a complainant's right to pursue other remedies at law, including administrative appeals or lawsuits.

ANTI-HAZING LAW (G.L. c. 269)

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than \$3,000.00 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in Sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18. Whoever knows that another person is the victim of hazing as defined in Section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.00.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and Sections 17 and 18; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and Sections 17 and 18 to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and Sections 17 and 18 to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said Sections 17 and 18, that each of its members, plebes, pledges or applicants has received a copy of Sections 17 and 18 and that such group, team or organization understands and agrees to comply with the provisions of this section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and Sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Child Abuse

MGL c. 119, §§51A and 51B govern the reporting of child abuse and neglect and require all professional school employees to report suspected cases of abuse of students to the Department of Children and Families..

Worcester Public Schools' policy requires personnel to inform parents or guardians when there is an indication of a student's self-destructive behavior. The purpose

of this is to alert the parents/guardians about the student's possible need for additional support and/or treatment.

Related to this requirement, a 51A report will be filed by school authorities when a parent/guardian ignores the school staff's efforts to involve the parent/guardian in a perceived need of the child requiring special education, counseling or emergency medical attention.

Drug Free School Zones

Any person who distributes or possesses with intent to distribute any controlled substance as defined by Massachusetts General Laws Chapter 94C within one thousand feet of Worcester Public Schools' property, whether or not school is in session, shall be subject to punishment by imprisonment of not less than two nor more than fifteen years. In addition, a fine of not less than one thousand or more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum term of imprisonment as established by law.

Gun Free School Zones MGL c.269 §10(j)

MGL c. 269 §10(j) prohibits anyone who is not law enforcement from carrying a gun or dangerous weapon on the grounds of any school (elementary, secondary, college or university). This prohibition is applicable *regardless of whether or not an individual possesses a valid license to carry*.

Education of Homeless Children

The Worcester Public Schools complies with all requirements of the McKinney-Vento Homeless Assistance Act (Subtitle B – Education for Homeless Children and Youth) reauthorized in January, 2002 and the amendments to this act under the Every Student Succeeds Act (ESSA) of 2015. The Worcester Public Schools will:

1. Establish safeguards that protect homeless students from harassment and/or discrimination on the basis of their homelessness
2. Ensure that all children and youth will receive a free appropriate public education and are given meaningful opportunities to succeed in our schools
3. Inform parents/guardians/students of their right to appeal the district's enrollment or transportation decisions to the Commissioner of the Department of Elementary and Secondary Education or his/her designee, consistent with the Homeless Education Advisory 2003-7; McKinney-Vento Homeless Education Dispute Resolution process
4. Follow the requirements of the McKinney-Vento Act

When a family is enrolling a student or students in school or changing an address, but is unable to provide the usual form of address verification, or is sharing housing with others or is temporarily sheltered in some other alternative arrangement, the family member will be asked to verify the current living situation on the Student Address Verification Form so as to determine whether the student(s) is/are eligible under the McKinney-Vento Homeless Assistance Act for required supplementary supportive services and legally mandated exemptions from certain enrollment requirements. In keeping with these requirements:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing, assuming transportation arrangements are feasible and are in the best interest of the student;
2. Students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
3. Students who choose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;
4. If a homeless student arrives without records, the student will be enrolled immediately and the district's designated Homeless Education Liaison must assist the family and contact the previously attended school system to obtain the required records;
5. To the extent feasible, transportation will be provided for students in order to maintain continuity of their attendance in a single school over the course of the school year;
6. When a student is residing outside of the city due to circumstances related to homelessness (in accordance with the statutory definition of "homeless") efforts will be coordinated with the district where the student is temporarily residing to provide transportation to the school of origin if this is the preference of the parent/guardian/caregivers and student;
7. Persons living in battered person's shelters or a safe house can give school officials the Post Office Box or mailing address of the shelter office, along with verification from the shelter director that the children are residing in that facility in lieu of the street address. Transportation arrangements will be made in a manner that seeks not to disclose such shelter addresses.
8. Questions or concerns regarding issues pertaining to homeless students should be referred to the Office of Social and Emotional Learning at (508) 799-3175.

POLICY ON PARENTAL NOTIFICATION RELATIVE TO SEXUALITY EDUCATION

In accordance with Massachusetts General Laws Chapter 71, Section 32A, the School Committee has adopted the following policy:

At the beginning of each course, all parents/guardians of students in the Worcester Public Schools will be notified in writing of the courses and curriculum offered that primarily involve human sexual education or human sexuality issues. The principal of each school will be responsible for sending notice(s) to the child's parents/guardians. The parental notice will include the date and time for a parent/guardian meeting to be held at the school. At the parent/guardian meeting, the school's health or biology teacher will describe the course in detail and answer questions / concerns which parents/guardians may have about course content and delivery.

At the time of enrollment, principals will give this written notice to parents/guardians of those students who enroll in school after the start of the school year.

If the school's curriculum changes during the school year, to the extent practica-

ble, parents/guardians will be notified of this fact in a timely manner before changes are implemented.

Each written notice sent to parents/guardians will include a brief description of the curriculum covered by this policy and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexuality issues, without penalty to the student's grades or academic standing. Parents/guardians who request to exempt their child can send to their child's principal a letter or the reply form attached to the parent/guardian notice. The parent/guardian should specify the course, class or school activity from which the child is to be exempted. Any student who is exempted by request of the parent/guardian under this policy will be given an alternative assignment or a directed study period for the duration of the exemption.
2. Inspect and review program instructional materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at the Worcester Public Schools' Health Education Office, 20 Irving Street, Worcester, MA (508) 799-3075 and/or the Office of Science and Technology/Engineering, 20 Irving Street, Worcester, MA (508) 799-3479.

A parent/guardian, dissatisfied with the process for notice, the access to instructional materials, or the exemption for a student under this policy will follow the Procedures for Resolving School-Related Problems as described in this Policy Handbook.

After following the school district's problem-resolution process, a parent/guardian who is still dissatisfied can write to the Massachusetts Commissioner of Education at 75 Pleasant Street, Malden, Massachusetts 02148 to request a review of the issue(s) in dispute.

ANNUAL NOTICE TO PARENTS/GUARDIANS ON THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Worcester Public Schools will inform parents/guardians of any student surveys that their child may be asked to participate in that include questions on drug use, sexual activity, political/religious affiliations, or other personal information. All such surveys are voluntary and anonymous. A copy of the survey will be made available for review through the principal and on the Worcester Public Schools' website.

SELECTIVE SERVICE

Peacetime Registration Requirement of Selective Service System

Section 3 of the Military Selective Service Act states that male U.S. citizens and aliens residing in the United States, who are between the ages of 18 and 26, are required to register in a manner prescribed by proclamation of the President. The proclamation under which registration is presently required was signed on July 2, 1980. It provides that males born on or after January 1, 1960, must register with Selective Service within 30 days of their 18th birthday.

The Every Student Succeeds Act reiterates that the various branches of the United States armed forces may have access to directory information of 11th and 12th grade high school students. However, the Family Rights to Privacy Act states that parents and guardians may deny this access if they so wish. Directory information includes your son/daughter's name, address, phone number and age. If you wish for the Worcester Public Schools NOT to divulge your child's directory information, you must make your request in writing to your child's principal.

SEX OFFENDER REGISTRY

Public Information

Massachusetts has created a sex offender registry by enacting Chapter 239 of the Acts of 1996. Under this law persons convicted of certain sex offenses are required to register with the police department where the offender lives and works. The designation for any particular offender is given by the State Criminal History Systems Board. The law requires that any person requesting sex offender registry information appear in person at police headquarters to obtain sex offender registry information. For further information you may contact the Worcester Police Department at (508) 799-8651.

STUDENT RECORDS

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have transferred are "eligible students."

Under FERPA, parents and eligible students have the following rights:

1. To inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records. Schools may charge a fee if copies are requested.
2. To request that a school add information, comments, data or any other relevant written material to the student record. If the school decides not to amend the record, the parent or eligible student then has the right to a conference with the principal. After the conference, if the school still decides not to amend the record, the parent or eligible student has the right to appeal to the Superintendent and has a further right to appeal to the School Committee.
3. To have control over the disclosure of personal identifiable information from the education record. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a. School officials with legitimate educational interest

- b. Other schools to which a student is transferring
- c. Specified officials for audit or evaluation purposes
- d. Appropriate parties in connection with financial aid to a student
- e. Organizations conducting certain studies for or on behalf of the school
- f. Accrediting organizations
- g. To comply with a judicial order or lawfully issued subpoena
- h. Appropriate officials in cases of health and safety emergencies and
- i. State and local authorities, within a juvenile justice system, pursuant to specific State law

FERPA allows schools to disclose, without consent, “directory” information, which is considered by the Worcester Public Schools to include student’s name; honors and awards received; participation in officially recognized activities and sports; weight and height of members of athletic teams; school or program attended; enrollment status; grade level; and dates of attendance.

Parents and eligible students may request that the Worcester Public Schools not disclose directory information by contacting the Office of School and Student Performance by U.S. mail at the Durkin Administration Building, Room 202, 20 Irving Street, Worcester, MA, 01609. Additional information on FERPA may also be obtained from the U.S. Department of Education at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Regulations

In compliance with Chapter 71, Section 34D of the General Laws of the Commonwealth of Massachusetts, the Worcester School Department is notifying the parents/guardians of public school students of its plans to gather information regarding students and their backgrounds, aptitudes and achievement in order to better meet their individual needs.

On the secondary level, students maybe be asked to complete a questionnaire which relates to identifying information, family background, interests and plans for the future. Any questions which students and/or parents/guardians feel should not be answered may be omitted. This information is necessary in order to keep school records up to date.

Any variance from the preceding plans will be made known in writing prior to implementation.

Types of Student Records

The school principal or his/her designee is responsible for the privacy and security of all student records maintained in the school. The Superintendent of Schools or his/her designee is responsible for all student records that are not under the supervision of the school principal.

The student's record consists of the transcript and the temporary record, according to 603 Code of Massachusetts Regulations, Chapter 23.00. It includes all information, regardless of form or characteristics, concerning a student that is organized

on the basis of the student's name or in a way such student may be individually identified.

1. **Transcript** - Minimum administrative records necessary to reflect the student's educational progress and to operate the educational system. Data is limited to:
 - a. Name (student and parent/guardian)
 - b. Address (student and parent/guardian)
 - c. Telephone number (student and parent/guardian)
 - d. Date of birth
 - e. Course titles
 - f. Grades or equivalent
 - g. Course credit
 - h. Grade level completed
 - i. Year completed

The transcript may be destroyed sixty (60) years following the student's graduation, transfer, or withdrawal from the school system.

2. **Temporary Record** - All information in the student record not contained in the transcript which is clearly of importance to the educational process. This information may include:
 - a. Standardized test results (including MCAS results)*
 - b. Class rank
 - c. Extracurricular activities
 - d. Evaluations
 - e. Educational plans
 - f. IEP, 504, Regular Education Accommodation, Behavior Support Plans and Safety Support Plans
 - g. Student Support Process Reports
 - h. Individual Student Success Plans
 - i. Health records
 - j. Attendance
 - k. Incident reports involving student suspension or the committing of criminal acts
 - l. School Discipline Records

*In accordance with Massachusetts General Laws Chapter 71, Section 87, the score of any group intelligence test shall be removed from the record of the student at the end of the school year in which the test was administered.

Section 37L of the Education Reform Act of 1993 requires that any incident report involving student suspension for the committing of criminal acts must be included in the student's record. This includes reports in which the "student" was charged with an infraction that resulted in suspension. If a student transfers to a new school system, this information must be included as part of the student record, as the new system must be provided with this information.

Teachers' notes and similar information that is not accessible to authorized school personnel or third parties are not included in the student record. Such information may be shared with the student, parent/guardian, or a temporary substitute without making the file part of the student record. However, if such infor-

mation is released to authorized school personnel, it then becomes a part of the student's record. Any information added to the temporary record shall include the name, signature and position of the person entering the information, date of entry, and shall be limited to that which is relevant to the educational needs of the student.

The temporary record of each student enrolled on or after June 2002 shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school district. Written notice to the eligible student and his/her parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation or withdrawal.

During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated or irrelevant information contained in the temporary record. The Worcester Public Schools hereby gives notice on an annual basis that temporary records are so reviewed and destroyed at the end of each school year as deemed appropriate. Parents/guardians wanting an opportunity to receive the information or a copy prior to its destruction should contact the principal by June 1st of the school year.

3. Access to Student Records

The following personnel have access to students' records in the performance of their official duties:

- a. School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider who work directly with the students.
- b. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche who process information for the student's records. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- c. The Evaluation Team which evaluates children pursuant to Chapter 71B of the Massachusetts General Laws.
- d. School health personnel and local and state health department personnel in the performance of official duties.
- e. The following persons serving in a parental role shall have access to a student's records:
 - i. The custodial parent(s) (parent with physical custody)
 - ii. The student's guardian
 - iii. A person or agency legally authorized to act on behalf of or in conjunction with the student's father, mother or guardian, assuming this father, mother or guardian has physical custody.
- f. Non-custodial parents **shall not** have access to a student's records when:
 - i. The parent has been denied legal custody based on a threat to the safety of the child or to the custodial parent or
 - ii. The parent has been denied visitation or has been ordered to supervised visitation or
 - iii. The parent's access to the child or to the custodial parent has been

restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the student information described in the statute.

Massachusetts General Laws Chapter 71 § 34H requires the non-custodial parent to submit a written request for access to the student's records to the school principal. For further information contact your child's principal.

- g. The student, if age fourteen (14) or upon entering grade nine (9).
- h. Authorized school administrative personnel may examine records for administrative reasons even if they are not providing direct service to the student.
- i. Federal, state and local education officials, and their authorized agents, as necessary, in connection with the enforcement of federal and state education laws. Personally identifiable data shall be protected and destroyed when no longer needed for enforcement purposes.
- j. Worcester Public Schools will forward student records to authorized school personnel of the school to which a student transfers or seeks to enroll [603 CMR 23.07 (4)(f)].
- k. Upon the receipt of a court order or lawfully issued subpoena, provided that the eligible student or parent/guardian is notified in reasonable time that (s)he may seek to have the process quashed, as required by Massachusetts General Laws Chapter 66A, § 2(k).
- l. The Department of Children and Families (DCF).
- m. A probation officer.
- n. A justice of any court.
- o. The Department of Youth Services (DYS).
- p. Bureau of Special Investigation on Welfare Fraud may inspect enrollment and attendance records of any student who is being investigated for welfare fraud or of any student who is the child, ward or dependent of someone who is being investigated for welfare fraud. The law prohibits the Bureau from obtaining access to academic, medical and evaluative records.
- q. Appropriate parties, including the local police department and the Department of Children and Families (DCF), in connection with a health or safety emergency, including weapon reports, if knowledge of the information may be necessary to protect the health or safety of the student or other individuals.
- r. Schools are required by state law to "flag" or mark the student record of a child who has been reported missing, and should notify the police whenever there is an inquiry regarding the records.
- s. In line with federal regulations a school may release a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletics teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent/guardian. This serves as Worcester Public Schools public notice of the types of information it may release. **Eligible students and parents/guardians who do not want this information dis-**

closed to any third party must submit a written request to the principal of the school.

4. **Access of other third parties** requires the written consent of the eligible student or parent/guardian except for the provisions specified under 23.07(4) of the regulations. When granting consent, the eligible student or parent/guardian shall have the right to designate which parts of the student's record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent/guardian and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall be released to a third party on the condition that (s)he will not permit any other third party to have access to such information without the written consent of the eligible student or parent/guardian.

5. **Amending Student Records**

The student and/or his or her parent/guardian shall have the right to add information, comments, data or any other relevant written material to the student record.

The above persons have the right to request deletion or amendment of any information contained in the student record. They shall also have the right to a conference with the principal to make objections known regarding material contained in the record.

In the event any decision of a principal is not satisfactory, the student and/or his or her parent/guardian may then appeal to the Superintendent in writing for a review of the objections. A further appeal is possible to the School Committee if the Superintendent's response is not satisfactory. A hearing shall be conducted by the School Committee within four weeks of written notice of an appeal. The student and/or parent/guardian may be represented by an advocate of his or her choosing to cross-examine witnesses and to present evidence. Written notice of the decision will be furnished to the student and/or parent/guardian.

EVERY STUDENT SUCCEEDS ACT

The Worcester Public Schools makes every effort to comply with the regulations and requirements of the Every Student Succeeds Act (ESSA), a federal law enacted in 2015. This legislation requires school district personnel to notify parents/guardians of a variety of issues regarding their children's education. Among them is a requirement to notify parents/guardians of students attending Title I schools of their right to know about the qualifications of the teachers and instructional assistants who work with their children.

In a Title I school, parents/guardians have the right to know the professional qualifications of classroom teachers who instruct their children. ESSA allows parents/guardians to ask for certain information about a student's classroom teacher and requires that the district provide the parents/guardians with the requested information in a timely manner. Specifically, parents/guardians have the right to ask

for the following information about each of their children's classroom teachers in a Title I school:

1. Whether the teacher has met the Massachusetts Department of Elementary and Secondary Education (DESE) qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which DESE qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether any instructional assistants or other paraprofessionals provide services to your child, and, if they do, their qualifications.

If parents/guardians would like to receive any of this information, they must contact the principal of their child(ren)'s Title I school.

In addition, districts are required to provide to each individual parent/guardian information on the child's level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under Title I.

At the beginning of each school year, Title I schools must notify parents/guardians of each child that the parents may request (and the school will provide) in a timely manner information regarding any state or school policy regarding student participation in any assessments mandated by ESSA. Information on each mandated assessment is available on the Worcester Public Schools' website.

No later than thirty days after the beginning of the school year, each Title I school must inform parents/guardians of an English learner identified for participation or participating in a language instruction educational program of the reasons for placement; the child's level of English proficiency and academic achievement; and how the program will address the child's specific needs; and to provide parents/guardians with written guidance detailing the parental rights and options with regard to such a program.

CODE OF CONDUCT

Philosophy

It is the policy of the Worcester Public Schools to ensure fair and effective disciplinary practices. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom.

A key aspect of a student's education is the acquisition of social and behavioral skills, since effective learning can only occur when students obey basic rules of conduct. This means that:

1. Students have a responsibility to conduct themselves in a manner that is in the best interest of the school and its students.
2. Parents/guardians have a responsibility to develop positive attitudes toward study and behavior.
3. Teachers have a responsibility to continue behavior development through teaching and discipline in the classroom.

4. The Administration and the School Committee have a responsibility to support and maintain the enforcement of discipline within the school buildings.

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP). Such provisions will also be made, when appropriate, for students with a disability who are receiving accommodations or related services under a 504 plan.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences.

The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning.

School-Imposed Discipline

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under MGL c. 71, §§37H or 37H½ for: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal or his/her designee determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in MGL c. 71, §§37H or 37H½ .

In-school suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of MGL c. 71, §37 H, or in section 37H ½ of MGL c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension under section MGL c. 71 §37H ¾ shall extend beyond the end of the school year in which such suspension is imposed.

Other Discipline: Demerits or detentions may be imposed for infractions of these rules at the school level. Alternative consequences may be used, as appropriate, and include the use of evidence based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Participation in clubs and activities at Worcester Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Worcester Public Schools is limited to students who are currently enrolled in and attending Worcester Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the principal or his/her designee. If a student is suspended from an extracurricular activity, at the determination of the principal, the student may be excluded from that specific type of event involving the student's school of enrollment for the remainder of the school year. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of MGL c. 71 §37H ¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents/guardians will be notified when a student is removed or excluded from extracurricular activities.

School discipline shall not include the right to inflict corporal punishment except that reasonable force may be used as necessary to protect other students or other persons from assault or the imminent threat of bodily injury.

School Officials may legally search a student and confiscate property provided:

1. there are reasonable grounds to suspect a search will turn up evidence tending to show that the student has violated or is violating the law or the school's rules; and
2. the search as conducted is reasonably related in scope to the circumstances that justified the search in the first place.

Disruptive Conduct

Violation of any of the following rules is grounds for discipline as defined above and pertains to actions both on or off school grounds during school or school-related situations.

Rule 1. – Damage or Destruction of School Property

A student shall not steal or cause damage to school property, nor make such attempts. The Administration intends to file criminal complaints against, and seek restitution from, any student who violates this rule.

Rule 2. – Damage or Destruction of Private Property, Cheating, Forgery, Plagiarism

A student shall not steal or cause damage to private property nor make such attempts during school situations on or off school grounds or at any school-related situations including, but not limited to, travel to and from the situation. A student shall not cheat, forge or plagiarize any work submitted for academic credit or documentation.

Rule 3. – Physical Assault on a School Employee

A student shall not cause or attempt to cause physical injury to a school employee on or off the school grounds or during school situations or school-related situations including, but not limited to, travel to and from the situation. Any student who assaults any school employee or any student who assaults a principal, teacher, instructional assistant, or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion or a long-term suspension from the school by the school principal.

Rule 4. – Physical Assault on a Student or Other Person not Employed by the School

A student shall not cause or attempt physical injury to another student or any other person on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation.

Rule 5. – Verbal Assault on a School Employee

A student shall not assault verbally any school employee on or off school grounds at any school related situation including, but not limited to, travel to and from the situation. Verbal assault means defiance, insolence, rudeness, obscenity, bullying or abusive language. Abusive language shall include but not be limited to derogatory statements concerning race, sexual orientation, color, gender, age, religion, gender identity, national origin or disability.

Rule 5A. – Threatening a School Employee

A student shall not threaten any teacher, administrator, or other school employee or volunteer with physical harm so as to place such person in reasonable apprehension that force will be used to inflict such physical harm.

Rule 6. – Verbal Assault on, or Threat to, a Student or Non-employee of School

A student shall not assault verbally any person on or off school grounds at any school-related situation including, but not limited to, travel to and from the situa-

tion. Verbal assault means defiance, insolence, rudeness, obscenity, bullying or abusive language. Abusive language shall include but not be limited to derogatory statements concerning race, sexual orientation, color, gender, age, religion, gender identity, national origin or disability.

Rule 6A. - Written Assault or Threat on a Student or Non-employee of School

A student shall not threaten, intimidate or bully in writing, any person on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation. Written threats mean any messages including e-mail, text messaging or any other cyber-related forms of communication; e.g. chat rooms.

Rule 7. - Policy on Possession or Use of Weapons

If any device which may be considered a weapon under this policy is distributed by a teacher, for use in the classroom, then no student receiving such a device shall be charged with an offense under Rule 7 provided the device remains in the classroom and provided the device is only used for the classroom purpose.

A student shall not possess, use, or attempt to use, any weapon on school premises or at a school related situation, including but not limited to travel to and from the situation.

In order to protect the students of the Worcester Public Schools, any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife may be subject to expulsion or a long-term suspension from the school by the principal regardless of the size of the knife.

For purposes of this policy, a dangerous "weapon" includes but is not limited to a gun (including a B.B., pellet or other replica device), knife, sling shot, blowgun, blackjack, metallic knuckles including a ring intended to be worn on more than one finger ("fused rings") or knuckles or any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed star-like object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar material weighted with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon.

This policy will be implemented according to the due process provisions of the WPS Discipline Code applicable to Regular and Special Education students.

Rule 8. - Policy on Possession or Use of Drugs or Alcohol

- a. Any student who distributes or possesses, with intent to distribute, any controlled substance as defined in MGL c. 94C, including, but not limited to, marijuana, cocaine, or heroin, on school premises or at a school sponsored activity, may be expelled or have a long-term suspension imposed from the Worcester Public Schools by the school principal. This applies to drug paraphernalia such as scales, grinders, pipes, electronic smoking devices and any and all instruments used for drug products.

- b. Any student who uses or possesses any controlled substance as defined in MGL c. 94C, including, but not limited to, marijuana, cocaine or heroin, or is under the influence of such a substance on school premises or at a school sponsored activity may be subject to expulsion or a long-term suspension from school by the school principal.
- c. Possession or use of alcohol on the premises of the Worcester Public Schools is forbidden. Any student who uses or possesses alcohol on school premises, or at a school sponsored activity, or is under the influence of alcohol on school premises, or a school sponsored situation, may be expelled or have a long-term suspension imposed from the Worcester Public Schools.
- d. This policy will be implemented subject to the due process provision of the Worcester Public Schools Discipline Code applicable to Regular and Special Education students. Any student charged with a violation of Rule 8 shall have the due process rights outlined in Due Process, Section III.
- e. Possession or use of drugs or controlled substances which are medically prescribed is not a violation of this policy. However, all prescribed medications will be administered to students by authorized personnel and will be kept in a secure location.

Rule 9. - Excessive Tardiness

A student shall not be tardy from school or class without legitimate cause.

Rule 10. – Repeated School Violations

A student shall not repeatedly fail to comply with directions and reasonable requests of any authorized school personnel during any period of time he/she is under school supervision.

Rule 11. - Hazing

A student shall not organize or participate in hazing. A student with knowledge of any hazing activity must report the incident to the school administrator.

Rule 12. - Sounding False Alarms

A student shall not, without reasonable cause, by outcry, bells, or otherwise cause a false alarm of fire (such action shall be reported under MGL c. 269, §13). No student shall set a fire in a school building or at a school-sponsored site or situation.

Rule 13. - Smoking and Tobacco Products

Smoking, possession, use, or distribution of tobacco or tobacco products, including e-cigarettes and vaping devices within school buildings, school facilities, school grounds, on school buses or at a school sponsored activity by any person are prohibited. Any student who violates this rule may be suspended.

Rule 14. - Cell Phones, Electronic Devices, and Laser Pointing Devices

While on school premises or at a school sponsored event during the school day, a student shall not, without expressed permission of appropriate school personnel, use any cell phone, smart phone, tablet, camera or any other type of electronic device which may potentially be disruptive of school activities or a distraction to

students. Electronic devices shall include any cell phone, smart phone, tablet or anything powered by electricity and is suitable for communicating any oral, voice, audio or text messages or postings or for recording or communicating any audio, voice, picture, image or video imagery. Students are not permitted to have their cell phones or electronic devices powered while in school.

Student should also be aware that recording an individual without his/her consent could result in criminal charges under MGL CH. 272.

Use of such devices in violation of this rule may result in disciplinary action including, but not limited to, out-of-school suspension time. The School Administration reserves the right to confiscate cellular phones or other electronic devices when a student is believed to be violating this rule.

A student shall not use or possess a laser pointing device of any type on school premises or at a school sponsored event, unless such device is distributed by a teacher or its use is authorized by a teacher in connection with school work. Use of a laser pointing device against the face, eyes, or head of another individual may be considered a weapon for disciplinary purposes including, but not limited to, the possibility of long-term suspension.

Enforcement and Penalties:

This cell phone policy may be enforced by the principal, any teacher (including substitutes) or by any other school official or employee designated by the principal.

Enforcement personnel shall have the right to confiscate any cell phone or electronic device possessed or used in violation of the Code of Conduct.

Penalties for students found in violation of the policy will be as follows:

1. First offense: Student's cell phone/electronic device will be confiscated and returned to the student at the end of the school day.
2. Second and subsequent offenses: Student's cell phone/electronic device will be confiscated and returned only to the student's parents or guardians. Any such parent or guardian may, within five days of any such confiscation, request a hearing to determine the validity of the violation of the Code of Conduct and resulting confiscation of the cell phone/electronic device. In such event the principal shall designate a hearing officer who shall: 1) give the student and/or his or her parents/guardians an opportunity to present their case; 2) hear or review the incident report from the enforcing person and any other person with relevant information; and 3) provide a recommendation to the principal as to whether there is a reasonable basis to conclude that the cell phone policy of the Code of Conduct was violated by the student. Regardless of any request for a hearing, any confiscated cell phone/electronic device shall be returned to the parent/guardian at the first opportunity and shall not be dependent on the scheduling or outcome of any hearing.
3. Student committing repeated violations of this policy may be subject to additional disciplinary action, consistent with the Worcester Public Schools Code of Conduct up to and including suspension from school.

Rule 15. - Policy on Gangs and Obscene Clothing

1. No student on school property or at any school sponsored function shall wear any article of clothing (including hats, bandanas, scarves and sweat-

bands), jewelry, emblem, badge, symbol or sign which has wording, or designs that are reasonably deemed by the school administration to be obscene, lewd or vulgar.

2. No student on school property or at any school sponsored function shall wear any article of clothing (including hats), jewelry, emblem, badge, symbol or sign, which displays, evidences or advertises alcoholic beverages, tobacco products, illegal drugs, or other controlled substances illegal under Massachusetts law.
3. No student on school property or at any school sponsored function shall wear any article of clothing (including hats), jewelry, emblem, badge, symbol or sign which the school administration reasonably deems to be evidence of membership or affiliation in any gang. As defined in this policy a "gang" is any group of two or more persons affiliated together, either formally or informally, whose purposes include the commission of illegal acts or who in concert commit illegal acts.

Rule 16. - Students Charged with or Convicted of a Felony

In accordance with MGL c. 71 §37 H ½ principals have the authority to suspend students charged with a felony and expel or impose a long-term suspension for students convicted or adjudicated of committing a felony if the principal or his/her designee has determined that the student's continued presence would have a substantial detrimental effect on the general welfare of the school.

Any student charged with a violation of Rules 3, 7, 8 and 18 shall have the due process rights outlined in Due Process, Section III.

Rule 17. - Disruption of School

1. In addition to complying with Rules 1 through 15 stated above, a student shall not use violence, force, threat, fear, passive resistance or any other conduct in order to cause the disruption or obstruction of any lawful mission, process, or function in school.
2. Students are not permitted in any area of the school building/grounds without supervision by a staff person of the WPS before, during and after normal school hours. Students are not permitted access to the school building/grounds until 30 minutes before the official start of the school day or when personnel of the Worcester Public Schools are available for supervision.

Rule 18. - Bomb Threats

No student shall communicate or cause to be communicated any information in any form whatsoever that a bomb or any type of explosive device is located in or on any building or property under the control of the Worcester Public Schools or is at any school sponsored situation, including but not limited to transportation provided by the Worcester Public Schools, either directly or by contracted services.

Rule 19. - Extracurricular Activity

A student may be excluded from extracurricular activities where his/her conduct has a harmful effect on the safety of the student or other persons or property or where his/her conduct has adverse effects on the reputation of the Worcester Public Schools.

The Worcester Public Schools recognizes that the safety and welfare of individual students and teams are a priority. Therefore, students will not engage in any acts of criminal activity such as, but not limited to, vandalism, assault and battery, sexual misconduct, hazing, plagiarism, theft or other disruptive conduct.

Students are expected to behave appropriately during all school-related activities. Detrimental actions prohibited hereunder include, but are not limited to, insubordination, fighting, taunting, negative attitude, unsportsmanlike conduct, lying, inappropriate language or gestures and all other infractions and violations of rules set forth in the Worcester Public Schools' Policies Handbook and school handbooks.

Rule 20. - Fighting

A student shall not engage in physical altercation with another student on or off school grounds at any school-related situation including, but not limited to, travel to and from the situation.

Rule 21. - Inciting a Disturbance

A student shall not incite a disturbance on or off school grounds at any school-related activity. A student shall not organize, encourage, or participate in a disturbance of school. It can apply to one who urges or instigates others to disturb the school setting or related activity.

Rule 22. - Leaving School without Permission

A student shall not leave the school grounds or school-related activity without permission from the school administration.

Rule 23. - Lab and Shop Safety

A student shall comply with all standards of safety in a lab or shop setting. Students are expected to behave appropriately in these settings without causing any unsafe situation that may cause harm to self or others.

Rule 24. - Bullying and Harassment

A student shall not engage in conduct that constitutes bullying or harassment in school, at school events or activities, or outside of school if the conduct creates a hostile or disruptive environment at school.

Bullying and Harassment

The Worcester Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying or cyber-bullying.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target which:

- Causes physical or emotional harm to the target or damage to the target's property;
- Places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school for the target;

- Infringes on the rights of the target at school; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- Wire
- Radio
- Electromagnetic
- Photo-electronic or photo-optical system, including but not limited to electronic mail, internet communications, instant messages or facsimile communications

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying or cyber-bullying. Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops
- On school buses or other vehicles owned, leased or used by the school district; or
- Through the use of technology or an electronic device owned, leased or used by the school district.

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- Create a hostile environment at school for the target
- Infringe on the rights of the target at school; and/or
- Materially and substantially disrupt the education process or the orderly operation of a school

Acts of bullying can result in any one, or combination of, the following legal charges:

- Assault (GL c. 265, §13A). The act or an instance of unlawfully threatening or attempting to injure another.
- Assault & Battery (GL c. 265, §13A). An assault upon a victim that is carried out by striking the victim, knocking the victim down, or otherwise doing violence to the victim.
- Criminal Harassment (GL c. 265, §43A). Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress.
- Harassing/Annoying Phone Calls. (GL c. 269, §43A). Whoever telephones another person, or causes any person to be telephoned, repeatedly, for the sole purpose of harassing, annoying or molesting such person or his/her family, whether or not conversation ensues, or whoever telephones a person repeatedly, and uses indecent or obscene language to such a person.
- Threats (GL c. 275, §4) (GL c. 209A, §7). An expression of intention and an ability in circumstances that would justify apprehension on the part of the recipient.
- Disruption of School Assembly (GL c. 272, §40). Whoever willfully interrupts or disturbs a school or other assembly of people met for a lawful purpose.
- Civil Rights Violation (GL c. 265, §§37, 38). No person, whether or not acting under color of law, shall by force or threat of force, willfully injure, intimidate or interfere with, or attempt to injure, intimidate or interfere with, or oppress or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him by the constitution or laws of the Commonwealth or by the constitution or laws of the United States.
- Malicious Destruction of Property (GL c. 266, §127). Whoever destroys or injures the personal property, dwelling house or building of another.

Athletes and Participants in School-Related Activities

General

Athletes and participants in school-related activities shall be governed by local and state law, MIAA regulations, the Policies Handbook of the Worcester Public Schools, and rules included in the Worcester Public Schools Code of Conduct for Athletes and Participants in School-Related Activities.

Academic Requirements

1. A student must secure during the last marking period preceding the contest (e.g., second quarter marks determine third quarter eligibility) a grade of 65 or above in four traditional yearlong major courses. Yearlong major courses are equivalent to a Carnegie Unit which is a minimum of

1.0 credits. In addition, a student's overall average of all yearlong courses must be a C or above.

2. A student cannot at any time represent a school unless that student is taking courses that would be the equivalent of four traditional yearlong major courses.
3. To be eligible for the fall marking period, students are required to have passed four yearlong classes with a 65 or above. In addition, a student's overall average of all yearlong courses must be a C or above. Students in grades 10, 11 or 12 are eligible for a one-time-only waiver during their high school years. The waiver is applicable if the student does not meet the C average (minimum of 70) on all yearlong courses in the previous academic year. Incoming 9th graders are exempt from academic requirement for the first quarter only.
4. Academic eligibility of all students shall be considered as official and determining only on the published date when the report cards for that ranking period are to be issued to the parents/guardians of all students.
5. Incomplete grades may not count towards eligibility.
6. A student who repeats work upon which he/she once received credit cannot count that subject a second time for eligibility.
7. A student cannot count for eligibility any subject taken during the summer, unless that subject has been previously pursued and failed.

Attendance

1. A student who is absent from school will not participate in any school-related activity. This includes in-house suspensions.
2. A student must be in school for at least three (3) hours to be able to participate in any school-related activity.
3. Any student with five (5) or more unexcused absences will be excluded from the club or team for the remainder of the current sports season. A student with ten (10) or more unexcused absences will be ineligible for any club or team for the remainder of the academic year.

Head Injuries and Concussions in Extracurricular Activities

Consistent with the requirements of Chapter 166 of the Acts of 2010, An Act Relative to Safety Regulations for School Athletic Programs:

1. At or before the start of each sport or band season, all students who plan to participate in extracurricular athletic activities shall complete and sub-

mit to the coach, athletic director, or band director a current WPS Permission Form, signed by both the student and the parent, that provides comprehensive history with up-to-date information relative to concussion history; any head, face or cervical spine injury history; and any history of co-existent concussive injuries.

2. Any student, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
3. The student shall not return to play unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.

All head injuries must be reported to the nursing administrative office, including those that occur outside of the school prior to the start of the sports season or physical activity. Parents must also complete the history of head injury section on the **Extracurricular Athletic Activities Permission Form**.

Additional information, including the *Post Sports-related Head Injury Medical Clearance and Authorization Form*, can be found on the Worcester Public Schools website: <https://worcesterschools.org/wp-content/uploads/handbook/HEAD%20INJURY%20MEDICAL%20CLEARANCE%20FORM.pdf>

Chemical Health MIAA Rule 62

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is later), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAP pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as “NA or near beer”, inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one’s mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor.

If a student who violates this rule is unable to participate in interscholastic sports due to injury or academics, any penalty imposed will not take effect until that student is able to participate again. See MIAA Handbook for penalties.

Reasonable Conduct

The Worcester Public Schools recognizes that the safety and welfare of individual students and teams are a priority. Therefore, students will not engage in any acts of criminal activity such as, but not limited to, vandalism, assault and battery, sexual misconduct, hazing, plagiarism, theft or other disruptive conduct.

Students are also expected to behave appropriately during all school-related activities. Detrimental actions include, but are not limited to, insubordination, fighting, taunting, negative attitude, unsportsmanlike conduct, lying, and inappropriate language or gestures and all other infractions as stated in the Worcester Public Schools' Policies Handbook and school handbooks.

Recognizing the varying degrees of severity, the type of misconduct and a student's previous record of conduct, each situation will be considered individually. The principal working with the coach/advisor will determine appropriate consequences, which may include denial of participation or dismissal from the team/activity. In all cases the student will have the right to due process (Due Process, page 16).

It is also understood that spectators, including parents/guardians of all Worcester Public Schools' athletes/students, are to conduct themselves appropriately at all athletic competitions/activities, both home and away. Parents/ guardians are not expected to taunt or display any inappropriate behavior to other fans, officials, coaches or players. Inappropriate behavior may lead to expulsion from the event.

Felony Charge/Conviction

1. Any student charged with a felony will be ineligible to participate in any school-related activities until the case has been adjudicated and the charges dismissed or reduced to a non-felony status.
2. Any student convicted of a felony and/or expelled or issued a long-term suspension from school will be ineligible to participate in any school-related activities for the duration of the expulsion or long-term suspension.

Team Management Plan

At the preseason meeting with the Director of Athletics, each coach will turn in a management plan outlining rules and expectations for the coming season that has been approved by the principal. This plan will be distributed to all candidates for the team.

Discipline of Students Under Section 504 and ADA

Under various federal and state laws and regulations, students with disabilities may not be discriminated against in discipline matters on the basis of their disability or impairment. In addition to those rights set forth in the Worcester Public Schools Student Handbook, procedures will be implemented to comply with state and federal law and regulations regarding students with disabilities. Additional information can be found at <https://worcesterschools.org/wp-content/uploads/handbook/Discipline%20of%20Students%20Under%20Section%20504%20and%20ADA.pdf> , or you may obtain a copy from your child's school or by contacting the WPS 504 coordinator at 508-799-3175.

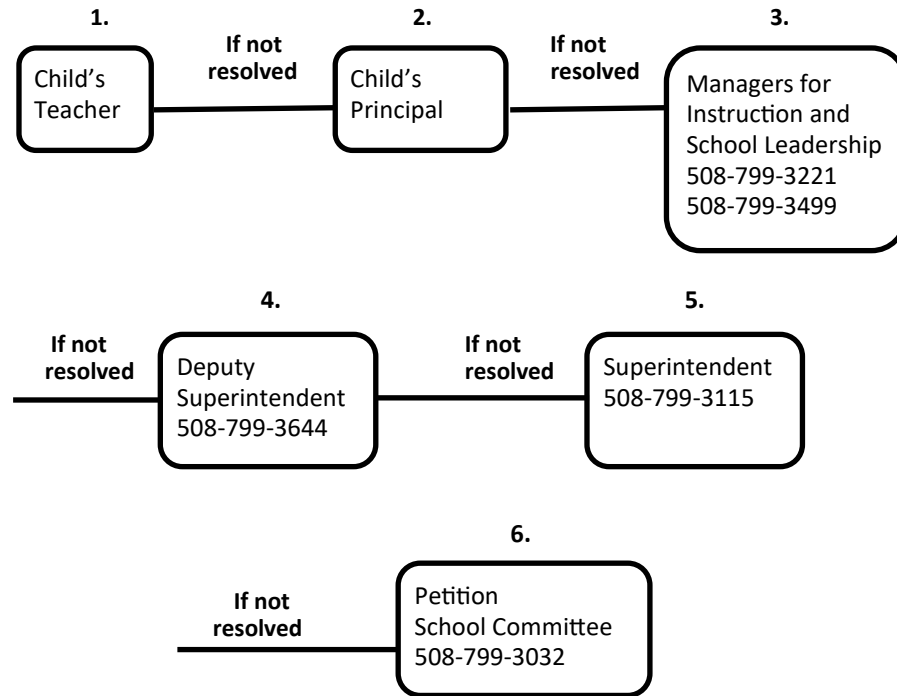
Students with Disabilities and/or Suspected Disabilities Receiving Special Education Services or 504 Plan

1. The principal or his/her designee will notify the Special Education Office of the suspendable offense of a student with a disability and a record will be kept in the SAGE student management system.
2. When the suspension of a student with a disability and/or 504 Plan accumulates to more than ten (10) days during the school year, or there appears to be a pattern of suspensions, a Manifestation Determination meeting will be held.
 - a. If the IEP Team at the Manifestation Determination finds that there is a direct and substantial relationship between the violation of the discipline code and the student's disability or that the conduct in question was the direct result of the school's failure to implement the IEP, the student returns to school and the discipline action is revoked.
 - b. If the student's violation of the discipline code is not related directly and substantially to his/her disability or to an IEP or a 504 Plan not fully implemented, a suspension or other discipline may be imposed. The IEP or 504 team will determine a placement in which the student will receive services during periods of suspension beyond ten (10) days, which provides access to the general curriculum and addresses his/her IEP goals or 504 Plan accommodations.
 - c. If a student carries a weapon to school or a school function, or if the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at a school or at a school function, or inflicts serious bodily injury upon a person at school or at a school function, the district may remove the student to an interim alternate educational placement for up to forty-five (45) school days. The placement will be determined by the IEP Team.
 - d. In cases where a student's violation of the discipline code presents a danger to other students, staff, or the student himself/herself, and the parent/guardian does not accept the proposed placement, the School Committee will immediately seek court approval or an order from the Bureau of Special Education Appeals (BSEA), to suspend or exclude the student from the Worcester school premises.
 - e. Any dispute regarding the IEP will be resolved through the special education dispute resolution process. If a hearing is requested, the student may stay in his/her current placement unless the BSEA determines otherwise or the parent/guardian agrees to an alternate setting pending resolution of the dispute.

RESOLVING SCHOOL-RELATED PROBLEMS

Procedure

In order to resolve school-related problems, parents will follow this process:
If a problem arises, contact:



Policy Regarding the Reporting of any Potential or Actual Incidents that may Impact on the Safety of Children.

Principals have been directed to provide parents/guardians with verbal and written reports of any potential or actual incidents that may impact on the safety of students.

Criteria for reporting will include the following:

1. Parents/guardians should be notified immediately by telephone of any incident which might impact safety.
2. Each verbal report will be followed up immediately by a written report which is either mailed or delivered to the parents/guardians.
3. Principals will file a dual report immediately with the appropriate Managers for Instruction and School Leadership and the School Committee.

HEALTH SERVICES FOR STUDENTS

Wellness Policy

Preamble

It is the mission of the Worcester Public Schools (WPS) Wellness Policy to enable students to become independent and self-directed learners, responsible for meeting their own health and nutritional needs as developmentally appropriate. It is the goal of the Wellness Policy to promote **all students'** physical, emotional and social well being through the coordinated efforts of all departments and services offered in the Worcester Public Schools. This model calls for a collaborative, coordinated and comprehensive approach to learning and health, and serves as the model for the WPS Wellness Policy and nursing practice.

Overview of School Health/Nursing Services Offered

A coordinated program of accessible health services will be provided to students through the leadership of the Nursing Department, in collaboration with the school Physician Consultant, various school departments, and community agencies, as applicable. The program includes communicable disease prevention and reporting, immunization compliance, health education and wellness promotion, health assessments and screenings, chronic condition (including but not limited to asthma, diabetes, life-threatening allergies, seizures, ADHD) management, counseling, community health referrals, first aid and emergency care. The school nurses collaborate and coordinate with parents and other health care providers to create an Individual Health Care Plan.

School nurses provide **mandated screenings** for students at various grade levels in accordance with MA State laws and the Division of Public Health requirements. Screenings include vision and hearing (grades K-5, 8, 10), scoliosis (grades 5 -9) height, weight and BMI (grades 1, 4, 7, 10) and Screening Brief Intervention and Referral to Treatment [SBIRT] (grades 7 and 9). All students will receive a form from school for parents/ guardians to choose to opt out of one or more of these preventive screenings.

All school staff throughout the district are trained by school nurses yearly on life threatening allergy awareness education and Epi-Pen administration and basic first-aid. There are also many school staff members who are trained by the Nursing Department in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) use. Every school and outside athletic area has at minimum one AED available and at least one person trained to use it at all times.

The Nursing Administration coordinates and supports other health services available to students including oral health screenings and preventive care such as fluoride and sealant application with referral to a dentist as needed. All high-schools, Burncoat, Worcester East, and Sullivan middle schools, and Elm Park Community, Goddard School of Science and Technology, and Woodland Academy elementary schools have School-Based Health Centers (SBHC) staffed with Nurse Practitioners who can provide more advanced health assessments, diagnoses, and treatment as indicated. Students can also receive physical examinations and immunizations if registered. The Edward Kennedy Health Center (EKHC) and the Family Health Center (FHC) of Worcester operate the SBHCs in the WPSs. Parents/guardians who are

interested in this additional health service must register your child/children at the start of every school year, providing consent for treatment.

School Health Advisory Council

The School Committee recognizes the relationship between student wellness and student achievement. The purpose of the School Health Advisory Council is to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health (105 CMR 215.000). The council is comprised of the Coordinator of Nursing and a variety of community agencies who work together to advocate, develop, implement, monitor, review and revise school health policy as needed/mandated.

See the WPS Nursing and Health website for the complete Wellness Policy and other health-related policies and forms or call your school nurse with any questions.

Suggested Guidelines for Safe Backpack Use

Recommendations from the American Academy of Pediatrics for choosing the correct backpack include:

1. Do not carry weight greater than 20% of body weight
2. Select a style that has padded shoulders and waist strap
3. Use both shoulder straps
4. Tighten the straps so the pack is close to the body
5. Distribute the weight of objects evenly in the backpack
6. Utilize all compartments
7. Pack heaviest objects close to the back with the center of gravity near the pelvis

Access for Pregnant Students

Pregnant students are encouraged to continue to attend school. Every effort will be made to see that the educational program of the student is disrupted as little as possible, that return to school after delivery is encouraged, and the every reasonable opportunity to complete high school is provided.

In accordance with Federal Law and Massachusetts Department of Elementary and Secondary Education regulations and guidance, a student who is pregnant is permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout her pregnancy. After giving birth, a student is permitted to return to the academic program in which she was enrolled and is permitted to participate in extracurricular programs.

TRANSPORTATION

Transportation Program

Free transportation is granted to students in grades kindergarten through 12 who reside two (2) miles or more from the school which they are entitled to attend. **The legal obligation of the School Committee in this respect is limited to provision for**

transportation for elementary school children and the School Committee does have the right, if necessary, to charge for transportation or not provide transportation at the secondary level regardless of where students may live.

All eligible K-12 students are expected to ride only the bus to which they are assigned both to and from school and be picked up and dropped off at their assigned bus stops. Students will be asked to walk to a common bus stop. In that situation, students in grades K-6 should be accompanied to the stop by a parent or guardian. The safety responsibility for escorting a child to and from the bus stop shall rest with the parents or guardians of the student involved.

Parents or guardians of students are responsible for supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day. Once the child boards the bus – and only at that time – does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day. It is the responsibility of the parent/guardian to escort the child to and from the bus stop where there are no sidewalks, where sidewalks are only on one side, where the bus stop is on the opposite side of the street, or where the parent/guardian has other traffic concerns.

It is also expected that all students will be outside at the bus stop TEN minutes before the bus arrives. Bus drivers have been instructed NOT TO STOP if no child is waiting. Students should be visible and not in cars, stores or otherwise not easily seen by the school bus driver. For safety reasons, it is most important that a parent or guardian be at the bus stop to receive the homecoming child.

Students in kindergarten who are transported will receive an identification tag at their school to ensure that they are not discharged from the school bus without a parent/guardian being present. Students not released from the school bus because no parent/guardian is present will be taken to the Quinsigamond School, 14 Blackstone River Road (508) 799-3502 to be picked up by a parent or guardian.

Students who are assigned a school bus pass through their secondary school are expected to carry the pass with them at all times when riding the school bus and to display it to the driver for inspection, if requested. Only students with valid passes will be permitted to ride the school bus.

Transportation eligibility is based solely on the student's home address and is only for the transportation between the student's home bus stop and the school he/she attends.

Additionally, transportation shall be provided at city expense for children whose Individualized Education Plan (IEP) requires such transportation.

Free transportation will be provided when the presence of long-term heavy construction projects on the prescribed routes creates a hazard. This would apply only for the duration of the project.

Busing Privileges

In view of the fact that a school bus is an extension of the classroom, the Worcester Public Schools shall require each student to conduct himself/herself in a manner consistent with the Code of Conduct and Safety and Behavior Rules for Pupils Riding School Buses as stated in the student handbook. School bus drivers have the

authority and the responsibility to maintain good order while operating the bus. Additionally, bus drivers are instructed to inform the building principal about any student misconduct that creates an annoyance or distraction while driving. The building principal will inform the parents/guardians of the misconduct and request their cooperation in monitoring the child's behavior. Any student who becomes a disciplinary problem on the school bus may have riding privileges suspended on a temporary or permanent basis. In such cases, the parents/guardians of the child involved become responsible for seeing that the child gets to and from school safely.

Worcester Public Schools' school buses may be equipped with cameras to create a video and audio record of each trip. This video and/or audio may be used to assist the school principal in determining what discipline, if any, is appropriate in cases of reported violations of safe riding practices. It may also be used as a tool to teach and reinforce safe riding practices for all students.

As always, safety is of primary importance. At the bus stops and on the school bus, students are expected to be well behaved and cooperative at all times.

Transfer Students

Transportation will be provided to transfer students only if their transfers have a positive effect on the state approved deisolation plan.

Homeless Students

Refer to transportation services described on page 29 under Education of Homeless Children.

Two Mile Limit

The two-mile measurement is the shortest vehicular route between the nearest walkway or driveway to the student's residence and the nearest walkway or gateway leading to the front door of the school. Mileage will NOT be calculated to or from a daycare provider.

School Bus Stops and Routing

Students will walk to a common bus stop. Bus stops will be set up, approved, and verified by the Worcester Public Schools Transportation Department only. Students are not entitled to street-to-street or door-to-door pickup or delivery. All stops will be at corners, whenever possible, to make them fair and consistent for all. All requests for additions or changes of school bus stops must be made through the student's school principal or designee. Parents or guardians are responsible to ensure that their child is at the correct bus stop. Any child standing at unauthorized locations, or bus stops not assigned by the Transportation Department, will not be picked up. Do not assume bus stops are in the same location as the previous year, as they may change due to student location and population. School bus drivers are not permitted to make changes, additions or deletions of any bus stops. While the law requires school departments to furnish transportation to those students falling within the state's guidelines, it does not relieve the parent or guardian of the responsibility of supervision of the child until the child boards the bus in the morning and after the child leaves the bus at the end of the day. Once a child boards the

bus, only at that time does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the bus stop at the close of the school day.

Riding School Buses

The following safety and behavior rules for pupils riding school buses are published as a guideline for students entitled to transportation by the Worcester Public Schools. A breach of these rules may result in loss of busing privileges.

1. Only pupils and school personnel assigned to the bus shall be allowed to ride in a school bus unless permission is granted by the Director of Transportation.
2. Students should be at the pick-up point at the time designated and prepared to get on the bus with the least possible delay in order to keep the bus on schedule.
3. While at a bus pick-up point, students must:
 - Conduct themselves in an orderly manner
 - Stay out of the street
 - Respect nearby private property rights
 - Remain at least ten (10) feet from the bus when it stops to pick up, and move toward the bus only when the door opens
4. Students should ride only the bus to which they are regularly assigned.
5. Students should take seats promptly after boarding the bus and remain in their seats while the bus is in motion.
6. Students shall not open or close windows or emergency doors except when asked to do so by the driver or the bus monitor. Students must keep arms and heads inside the bus.
7. While a passenger on a bus, a student must not:
 - Smoke
 - Throw any objects on the bus or out the windows
 - Disturb the driver or other students
 - Litter
 - Make loud or unnecessary noises
 - Eat food or drink
 - Transport items which may endanger the health or safety of any other passengers
 - Damage or deface any part of the bus
8. Students must remain quiet when approaching a railroad crossing.
9. Students who exit from the bus should pass ten (10) feet in front of the bus and look in both directions before crossing.
10. In the event of a road emergency, students are to remain on the bus unless requested to leave by the driver of the bus.
11. After exiting the bus, students should enter the school directly for safety purposes.
12. A student who has been issued an identification card by school authorities should carry such card with him/her at all times and show it when requested.
13. Bus drivers/monitors must report violations of the above rules and regula-

tions to the school official on Bus Conduct Forms. Riding the bus is a privilege that can be denied temporarily or permanently when the student's behavior warrants it.

STUDENT SERVICES

Social Emotional Learning

The Social Emotion Learning Department consists of School Psychologists and School Adjustment Counselors who assist students, referred as a result of academic, social or behavioral difficulties. **A referral to the Social Emotional Learning Department does not constitute a referral for a Special Education Team Evaluation.**

Child Study Department services include:

- Collaborative consultation with teachers
- Individual and group counseling
- Individual assessments
- Collaboration with community agencies
- Referral and case management services
- Parent Consultation and Support and referral to appropriate community-based resources
- Supervision of attendance
- Mediation
- Participation in SSP and 504 committees as requested by building principal
- Risk assessments
- Crisis intervention and stabilization services
- Specialized case management, service coordination and support for students in the care of DCF and for homeless students
- Coordination, training and support of the district's PBIS initiative
- Delivery of school-wide social emotional learning supports

Section 504 - Americans with Disabilities Amendments Act

It is the policy of the Worcester Public Schools to comply with Section 504 of the Americans with Disabilities Amendments Act (ADAA, 2008) in all aspects of its programming, including both academic and extra-curricular activities and programs.

The Rehabilitation Acts of 1973, also known as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination by institutions that receive federal funding and to assure that qualified disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

An eligible student under Section 504 is a student who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities
2. has a record of such an impairment
3. is regarded as having such an impairment

Major life activities include but are not limited to caring for oneself, performing

manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Under the ADA Amendments Act, whether an impairment substantially limits a major life activity is to be determined without reference to the ameliorative effects of mitigating measures. This means that the school cannot consider the ameliorative effect of mitigating measures — with the exception of eyeglasses and contact lenses — in determining whether someone has a qualifying disability.

Eligibility

If you believe that your child may qualify for a 504 accommodation plan in order to access programs or activities in the Worcester Public Schools, please notify the Principal at your child's school. If you have medical or other documentation about the disabling condition it is helpful to bring this to the Principal, although a medical diagnosis is not required. The Principal or their designated 504 coordinator for the school will review the concerns and gather data from teachers, school nurses, parents or others working with your child. This information will assist the 504 committee to determine how and whether your child's impairment substantially limits a major life activity. Specialists at the school may be consulted. If an assessment by a specialist is needed you will be asked for written consent to complete these at school at no charge to you. When relevant data and information has been collected, the 504 committee will meet with you to determine the student's eligibility under Section 504 and to develop a plan of appropriate accommodations for your child. If it is determined that your child is not eligible, you will be provided this decision in writing and receive information concerning your procedural rights.

Who Might be Eligible Under Section 504?

Students may be eligible for accommodations or related services for a variety of reasons. Following are examples of students who may be eligible under Section 504 depending on the degree to which the disability interferes significantly with a major life activity:

- a student who has a hearing impairment
- a student who has exercise-induced asthma
- a student diagnosed with ADD/ADHD
- a student with juvenile rheumatoid arthritis
- a student with Crohn's disease

School Districts Must

Conduct an evaluation of any student who, because of a disability, needs or is believed to need special education or related services in order to access all learning activities in a manner comparable to that of non-disabled same age peers. The evaluation will consist of the collection and analysis of data relevant to the impact of the disability on the student's functional access to curriculum, learning, social and enrichment opportunities that comprise the educational program.

Additionally, the Worcester Public Schools must "undertake to identify and locate every qualified handicapped person between the ages of 3 and 22 residing in the district who is not receiving a public education" 34 CFR 104.32 (a). In addition, the Worcester Public Schools must take appropriate steps to notify students with disa-

bilities and their parents or guardians about this child find duty 34 CFR 104.32 (b). Written notice of Parent Rights under Section 504 may be requested at your child's school or accessed through the Worcester Public Schools website:

<https://worcesterschools.org/wp-content/uploads/handbook/Section%20504%20Parents%20Rights%20Notice.pdf>

The person responsible for Section 504 at your school is the principal. Please contact your child's school or the Office of Social and Emotional Learning at 508-799-3175 if you have any questions or concerns regarding this notice or Section 504.

Special Education

The mission of the Special Education Department is to provide support, technical assistance and service to schools, staff, students, families and community stakeholders as we work collaboratively to promote safe schools to maximize educational outcomes for students with disabilities. Through our efforts we are committed to partnering with families and schools to ensure the fidelity of specialized instruction, inclusion opportunities, professional learning and rigorous outcomes to ensure the individual growth and personal success of students.

The following key areas provides an overview of special education:

Child Find activities includes the district providing screenings and evaluations annually for students to determine eligibility for special education and /or related services. Parental consent is required for all evaluations and completed within 45 school working days after the parent provides the district with written consent. Through the evaluations process the evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to determine the child's eligibility for special education and/or related services or a 504 Plan.

Special education services provides specially designed instruction to meet the unique needs of a child who has a disability. The Federal law, Individuals with Disabilities Education Act (IDEA), in combination with the state's special education law (MGL c.71B) protects students with disabilities who are eligible for special education and guarantees them an Individual Education Program (IEP) designed to meet their unique needs. Special education laws and regulations are meant to protect a student with disabilities to ensure that individualized education program services are designed to make effective progress. **While not every child with a disability will require special education services, every child whose disability affects their school progress is entitled to receive a free and appropriate public education (FAPE).**

Students are the focus of the special education process as each IEP TEAM must discuss and create a vision for the student. A student at the age of 14 should be encouraged to be an active participant through the TEAM process as this begins the onset of the IEP TEAM to create a Transition Plan. The Transition Planning process should include an interest inventory, transition assessments, post-secondary goals and/or prevocational assessments for all students with a disability who are (14-22) years of age. The completion of the Transition Planning Form (TPF) allows TEAM members to discuss what a student is interested in doing after high school and what supports they need to get there. When the student is 17 years of age, the school district must discuss with both the student and parent the change in rights of the student and the parent(s) that will occur on the student's 18th birthday. In Massa-

chusetts, at age 18 the student reaches the age of majority and thus able to make his or her own medical and education decisions.

Another critical process for students with severe disabilities is the Chapter 688 process. This is not a continuation of special education services and is not an entitlement to services. Special education services provided while a student is in school are entitlements mandated by federal and state law. A 688 referral is to plan for needed adult services for students with severe disabilities. Filing a Chapter 688 referral is discussed by the TEAM at least two years before the student is expected to graduate or turn 22, as part of a transition planning. This process sets in motion a two year planning process for students whose entitlements to special education services will end when they graduate from school or turn 22 years of age. This filing results in the creation of an Individual Transition Plan (ITP) that describes how the student will connect with needed supports and services beyond school. Additional information about this process can be found at the following link: www.doe.mass.edu/sped/links/transition.html . Parents can also call the Parent Training Information Center at the Federation for Children with Special Needs at 1-800-331-0688, or the Director of the Bureau of Transitional Planning with The Executive Office of Health and Human Services at 617-573-1600.

Referrals are made by contacting the principal, school personnel, or the district's Manager of Special Education when requesting an evaluation for a special education eligibility. The parent must give consent in writing before a special education evaluation can begin. The school must contact the parent within five school days of receiving the referral asking for written permission and/or consent to begin the evaluation process.

Principals at each school are responsible to ensure that individual student's education plans are implemented with fidelity as written. The person responsible for assuring that the district complies with Federal and State guidelines that governs special education regulations is the Manager of Special Education and Intervention Services. Please contact your child's school, evaluation team chairperson or the Special Education Manager if you have any questions or concerns regarding special education and your child's educational program.

Please visit <https://worcesterschools.org/about/departments-offices/special-education-intervention-services/> for additional information.

Employment Information and Procedures

Employment Permits (14-18 years of age) are issued in the nine (9) secondary schools for students enrolled in those schools. Other students may obtain the permit or certificate at the Parent Information Center, 768 Main Street between 8:30 a.m. and 4:00 p.m. Monday through Friday throughout the year. Students who do not attend public schools must present proof of date of birth when applying for the certificate or permit.

Anyone under 18 years of age must obtain a work permit before starting a new job (M.G.L. c. 149 §86-89). Applications for work permits and complete information on legal limits of work hours and conditions of employment are available on the Massachusetts Department of Labor's Division of Occupational Safety website at: <https://www.mass.gov/how-to/how-to-get-a-work-permit>

Occupation Restrictions

Minors under 14 may not work

There are a few exceptions to this such as working as news carriers, on farms, and in entertainment (with a special permit).

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

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

Any student who will be confined to a hospital or a home by an attending physician for fourteen (14) school days or longer due to a medical condition is eligible for this service. Note that for chronically ill students, the fourteen days need not be concurrent, but must result from the stated diagnosis.

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

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

The Home Hospital Department will review and approve request once in receipt of the state-mandated Physician's Statement form which must be completed by the attending physician and must include at a minimum the following information:

1. the date the student was admitted to a hospital or confined to home
2. the medical reason for the confinement
3. the expected duration of the confinement
4. the medical needs of the student that should be considered to assist in the planning the home or hospital educational services

The program begins as soon as the physician requests Home and Hospital Instruction on the Physician's Statement form and the district approves the services. Once the Home and Hospital Department receives the completed Physi-

cian's Statement, the parent or guardian will be contacted to coordinate the services and an instructor will be assigned to provide educational services.

Home Schooling

Parents/guardians who choose to educate their children at home, as allowed under Massachusetts law, can fulfill the requirements of the compulsory attendance statute by having their educational programs reviewed and accepted in advance by the Worcester Public Schools. Students enrolling in homeschool for initial year must attend their assigned school until approval has been received. The notifications to homeschool (elementary and secondary versions) are available upon request from the office of the Child Study Department at (508) 799-3175. To avoid miscommunication and to ensure compliance with the home schooling approval law, parents are requested to give this notice in writing. **The Worcester Public Schools shall do whatever is feasible to expedite the approval process.**

Parents are expected to provide evidence of their child's home schooling program once a year. Students completing high school through home schooling programs are not eligible for a Worcester Public Schools' Diploma.

A student being educated through Home Schooling may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent or designee.

The district reserves the right to allow enrolled students to have precedence or priority over the home schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee, and in consultation with the principal, a home schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student. Home schooled students applying to participate in district-sponsored sports must follow the athletic eligibility guidelines described on page 48.

INSTRUCTIONAL POLICIES

Homework Policy

The School Committee recognizes that a reasonable amount of study and preparation is necessary for the scholastic growth of all students. It is also aware that the amount of preparation should increase as the child progresses through the grades. Teachers will ensure that homework supports the district's curriculum.

Meaningful homework is connected to district expectations for accelerating academic performance, college readiness and career readiness.

Parents/guardians are important partners. They can support student success when they:

- ensure that students complete homework
- check work to assure quality
- stress importance of systematic study

- supervise and assist when necessary and,
- provide a suitable place to study

Elementary Schools

The purpose of homework is to reinforce skills that are taught in the classroom. Homework assignments should be related and/or connected to the Massachusetts Frameworks.

Assignments should be an extension of the class lessons that provide students with opportunities to (1) increase or practice learning objectives, (2) engage in higher order thinking, (3) reinforce concepts and apply learning, (4) work on open-ended questions and writing skills, or (5) project work.

Teachers will adhere to the following guidelines and coordinate their assignments so that students are not overloaded with homework on any particular night.

- K-grade 2 Introduction to homework. Students might be asked to finish papers that were started in school or rehearse early reading skills and math skills.
- grade 3 Formal homework is introduced at this level. Students are assigned between 15 and 30 minutes of homework on a daily basis.
- grade 4 Students are assigned between 45 and 60 minutes of homework on a daily basis.
- grades 5-6 Students are assigned between one and one-and one half hours of homework on a daily basis.

Secondary Schools

Homework assignments will be designed to accelerate student learning, engage students in higher order thinking and facilitate career and college readiness and should be related to the Massachusetts Frameworks in support of success on the MCAS.

Purposeful homework will vary from day to day for each student. The combined minimum daily homework for academic assignments from middle school teachers should be 120 minutes. The average minimum daily homework assignment from the high school teachers should be 45 minutes per academic subject and up to one hour for AP classes.

Teachers are responsible for including homework in their individual lesson plans and providing students with guidelines for:

- linking assignments to learning objectives that reflect and support the Massachusetts Curriculum Frameworks, Worcester Public Schools curricula, School Improvement Plans and Worcester Public Schools benchmarks
- providing learning experiences that are both rigorous and relevant and that can be completed independently by the student
- ensuring that homework is an extension of learning that takes place in the classroom and applying the same standards of performance as applied to classroom work
- assigning homework that is explicit and of reasonable length
- ensuring that the quality of homework is more important than the quantity

- completing and evaluating assignments as part of the students' progress toward standards
- showing how homework is factored into the student grade and,
- never assigning homework as punitive work
- Ensuring all students can complete the work assigned regardless of home or family access to technology or the media

Principals are responsible for encouraging school communities to embrace homework as a true extension of student learning and to evaluate the utilization of homework as part of student achievement in the learning process.

With the support and encouragement of teachers, principals, parents/guardians, students will be responsible for completing their homework assignments with care and constancy.

Process for Assigning Textbooks

Students and parents/guardians are responsible for books and all other equipment issued to a student of the Worcester Public Schools. All books and equipment shall be returned by the student and in the condition in which they were issued. Reasonable wear on books and materials is anticipated due to students use.

Worcester Public Schools reserves the right to collect payment for lost or damaged textbooks and other equipment from the students and/or their parents/guardians.

Promotion Policy

General

The principal, after considering recommendations from members of the Student Support Process (SSP), may determine that a child, who is trying but lacks the maturity or has failed to grasp the basic skills, and can gain academically from an additional year at his or her present grade designation, may be retained for one (1) year. Before retaining a student, all elementary principals will meet with the SSP members to consider and discuss the nineteen (19) items of the Light's Retention Scale (without any numerical rating scores and conference with the student's parent(s)/guardian(s).

The principal is the final authority in promotion at the building level and for good cause may override the passing of promotional subject requirements. In all such cases, the principal must file a statement with his/her supervisor stating the reasons for such promotions and the steps that will be taken to provide the necessary remediation at the next level.

Elementary (K- 6)

Promotional Subjects

Grade 1

English Language Arts:
(Reading, Language and Writing)

Grades 2-6

English Language Arts:
(Reading, Language and Writing)
Mathematics

Students must pass English Language Arts (Reading, Language and Writing) at the first-grade level. Students must pass English Language Arts and Mathematics from the second-grade level through the sixth-grade level. Students in grades 2-6 must pass English Language Arts and Mathematics each year.

Grades 7-8

Middle school students must complete core academic subjects and enrichment courses that are unique to each school. All middle school students participate in physical education as required by state law (M.G.L. Chapter 71, Section 3).

Core Academic Courses (full year)

- English Language Arts
- Mathematics
- Science and Technology/Engineering
- History and Social Sciences

Pathway/Enrichment Courses may include:

- Academic Literacy, Word Study or Intervention Reading Courses
- Academic Numeracy - supplemental math course
- AVID
- Art
- Music
- Computer Literacy
- Health/Physical Education
- Family/Consumer Science
- Other: Dance, Theatre, etc.

For promotion, students must pass English Language Arts and Mathematics, two (2) additional core academic subjects and two (2) enrichment courses each year. Students cannot fail ELA and Mathematics in grades 7 and 8 and pass to grade 9.

Academic Dishonesty

Cheating, plagiarism and forgery are considered to be academic dishonesty. For any work containing any information improperly submitted as one's own, or completed by means of academic dishonesty or deception, including information obtained from the Internet and not properly cited, students will receive appropriate consequences which may include suspension and require that the student redo the assignment for credit. Violation of this policy may result in discipline ranging from a student receiving a failing grade for the assignment to suspension from school.

ATTENDANCE POLICY

Overview:

In accordance to the Massachusetts General Laws, the Worcester Public Schools recognizes and enforces that every child, between the ages of six and sixteen, must attend school. School personnel and parents/guardians must work

together to ensure that all students, Pre-Kindergarten through grade 12, attend school every day, and on time, during the 180-day pupil calendar.

School attendance is a priority for the Worcester Public Schools. Students' academic, social and emotional growth and development depend upon students' daily attendance, classroom participation and exposure to high quality teaching and learning. The daily interactions among teachers and students are irreplaceable components of the learning experience. In addition, daily attendance and punctuality habits acquired during schooling are essential skills in the adulthood life, and it begins as early as the pre-school years. Students who are chronically absent from school impact their own learning and the school community as a whole. Schools can take the following steps to address absenteeism:

School Attendance

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

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

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

- I. Habitual School Truant: Student between the ages of 6 and 18 who, without excuse, willfully fails to attend school for more than 8 days in a quarter.
 - a. School must document whether or not the child's family have participated in a truancy prevention program.
 - b. CRA will be dismissed when the child turns 16.
 - c. If the failure to attend school is due to a physical or mental disability rather than a willful failure to attend school, the school should not file a CRA. If the failure to attend is due to a physical or mental disability, the school should convene the student's Individualized Educational Plan (IEP) for 504 Team to discuss supports and services necessary to facilitate school attendance.
- II. Habitual School Offender: Students between the ages of 6 and 18 who repeatedly fails to obey school rules
 - a. School must document specific steps taken to improve the child's conduct.
 - b. CRA will be dismissed when the child turns 16.
 - c. If the failure to obey school rules is due to a physical or mental disability rather than willful disobedience, the school should not file a CRA. In such cases, the school should convene the student's Individualized Educational Plan (IEP) or 504 Team to discuss supports and services necessary to facilitate good behavior and consider a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) as appropriate. If the student is subject to school discipline, the school should conduct a manifestation of the student's disability as appropriate.

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

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

M.G.L. Chapter 119 Section 51A

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

Excused Absences

The following is a list of absences which will not count toward retention or loss of credit:

1. **Religious holy days:** The student's religion must require that the student does not attend school on the specific holy day or that school attendance would interfere with required religious observances. The parent/guardian must notify the school in writing within two (2) school days before or after the absence.
2. **Death in the immediate family:** Up to five (5) consecutive days for bereavement due to the death of a member of the student's immediate family: mother, father, sister, and brother. One (1) day to attend the funeral of grandparents, aunts, uncles, cousins, nieces or nephews. The parent/guardian must notify the school in writing within five (5) school days after the absence(s) occurred.
3. **Court appearance:** The student must have been subpoenaed to appear in a court of law. The student must be a witness, plaintiff, or defendant in a court proceeding. Within five (5) school days before or after the required court appearance, the parent/guardian must notify the school in writing and provide documentation from the court.
4. **Hospitalization:** The parent/guardian must submit to the school release papers from the hospital documenting the student's hospitalization.
5. **Illness:** The parent/guardian must submit to the school medical documentation of the illness that requires the student's exclusion from school. The principal has the right to require and seek additional medical opinions and diagnosis regarding a student's absence(s) due to illness.

Students who will be out of school for more than fourteen consecutive days because of illness or hospitalization may receive home or hospital instruction. For more information refer to Home and Hospital Instruction on page 61.

Family vacations taken during school time are absences. Families should plan their vacations during the regularly scheduled vacations. Non-emergency appointments should be scheduled after school hours.

Student Absence Notification Program

The District will notify a student's parent/guardian daily of a student's absence based on morning attendance via a ConnectEd automated phone call.

Beginning with 5 absences, parents/guardians will receive an attendance letter via U.S. Mail with each absence. Each Principal, by whatever title he/she may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate that the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian but no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present.

Tardiness and Dismissal

A student who is not in his/her assigned seat at the start of homeroom or class is tardy.

If a student starts school after half of the academic day has passed, then that student will be marked absent from school for that day. The student may not participate in any school activity (e.g., sports, dances, prom) during the rest of that day.

If a student leaves school before half of the academic day has passed, then that student will be marked absent from school for that day. The student may not participate in any school activity (e.g., sports, dances, prom) during the rest of that day.

Each principal will meet with the parent/guardian and school's faculty to develop and institute an intervention plan for students who reach 10 tardies and/or dismissals.

Faculty Responsibility

Faculty members will record all absences, tardiness, and dismissals of students

from their assigned classes. As students may miss some classes more frequently than others, each faculty member will be responsible for notifying the administration on occasions when notification must be sent to a parent or guardian.

Attendance Notification to Students and their Parents/Guardians

Parents and guardians are notified by phone on a daily basis if their child is absent. After five unexcused absences, the principal (or his/her designee) will notify the parent(s) or guardian(s) in writing and, when appropriate, request a meeting to discuss the student's attendance. Parents will continue to receive written notification of their child's attendance at every 5th absence from school.

Parents and guardians will also receive attendance information through:

1. Interim and attendance progress reports (at five weeks into each marking period)
2. Report cards (every ten weeks). The secondary report cards show students' absences from each class and students' total absences from school

Retention and/or Loss of Credit

Fourteen absences or more per school year may result in retention and/or loss of credit.

Absences accumulated due to out-of-school suspensions do not count towards a loss of academic credit. Students who are absent because of out-of-school suspensions must make up missed assignments, including homework and test(s).

The principal can determine that other extenuating circumstances justify absences which do not merit a loss of academic credit.

Truancy

When a student accumulates excessive unexcused absences, the principal (or his/her designee) may seek assistance from the Juvenile Court and/or the Department of Children and Families to resolve attendance matters.

High School Attendance and Academic Credit Policy

1. Attendance is required to earn credit
A student who has enrolled in a class is expected to be present each time the course is in session. For the 2020-2021 school year, high school students will not receive credit when they exceed the following number of absences:
 - a. Fourteen (14) unexcused class absences per one-credit course
 - b. Seven (7) unexcused class absences for courses less than one credit
2. Administrative Procedure for Loss of Credit
 - a. In any case where a student fails to receive credit for any course, the final course grade will still be recorded on that student's permanent record card.
 - b. In the case where no credit is received for a course required for graduation (e.g., American History) and in which a passing grade

- has been received, it is required that the course be repeated.
- c. A minimum of twenty-four (24) credits is required to graduate.

3. Attendance Buyback Program

During the 2020-2021 school year, eligible high school students will be able to voluntarily participate in an Attendance Buyback Program. Through this program, students can make up the credit(s) which they lost due to excessive absences. To be eligible for the Attendance Buyback Program, students must have passed a course and must have between 15 and 22 absences. Eligible students who complete additional hours of instruction beyond the school day or on Saturday mornings can then receive full credit for the course. Students will not be able to change their passing grade for their course. Eligible students who are interested in this program, should contact their high school guidance counselor for additional information.

4. Appeal Procedure

- a. The following areas may be considered in the appeal process:
 - Documented illness
 - Mandated school-sponsored activities
 - School-sponsored field trips
 - Alternative Education Programs
 - Home tutoring assigned by the school
- b. Appeals for waiver of the policy will be heard by the Principal or his/her designee.
- c. The parent/guardian may appeal an adverse decision by the Principal or his/her designee to the Managers for Instruction and School Leadership
- d. The parent/guardian may appeal an adverse decision by the Managers for Instruction and School Leadership to the Superintendent
- e. The parent/guardian may appeal an adverse decision by the Superintendent of Schools to the School Committee. Appeals to the School Committee must be submitted in writing to the Superintendent, who will place the parent's or guardian's appeal on the School Committee agenda for the next regular meeting. The parent or guardian is to be notified of the date, time and place of the School Committee meeting.

Note: Confirmed class cuts and confirmed truancy cannot be appealed.

FIELD TRIP POLICY*

The Worcester Public Schools has adopted a Field Trip Policy that is in compliance with the requirements of Chapter 346 of the Acts of 2002, An Act Relative to Safety of School Sponsored Travel. The policy establishes procedures for school sponsored student travel that is planned between the hours of midnight and 6:00 a.m., overnight or foreign trips, and over water or air travel.

A copy of the policy is available through the Office for Instruction and School Leadership.

Cancellation Policy: The Superintendent reserves the right to cancel an approved field trip until the time of departure. In the event of a cancellation, the school system is not responsible for any expenses incurred.

***The Worcester Public Schools does not condone or take responsibility for privately funded trips without authorization of the school principal.**

HONOR ROLL POLICY

High School

Honor roll status in the Worcester Public Schools is determined by the individual student's average in all major subject areas. A major subject is defined as a course that yields a minimum of 1.00 unit of credit.

Eligibility

First Honors is defined as those students who receive grades of 90 or above in all major subjects.

Second Honors is defined as those students who receive grades of 80 or above in all major subjects.

Note: There is no weighting relative to courses of study.

Middle School

Honor roll status in the Worcester Public Schools is determined by the individual student's average in all major subject areas and enrichments. A major subject is defined as a full year course or the equivalent thereof.

Eligibility

First Honors is defined as those students who receive grades of 90 or above in all major subjects and A's in conduct and effort in all subjects including enrichments.

Second Honors is defined as those students who receive grades of 80 or above in all major subjects and A's and B's in conduct and effort in all subjects including enrichments.

Note: There is no weighting relative to courses of study.

STANDARDIZED TESTING

Throughout their education, students will take selected standardized tests. A standardized test is one that is administered under uniform and controlled conditions. This ensures that any difference in scores (pre- and post-results, between students, etc.) reflect differences in knowledge and skills, rather than differences in unrelated factors such as test conditions. These tests are one of many ways educators assess what students know and can do. This can include paper-based or computer-based testing, oral and written tasks, classroom observations and portfolios of student work. These measures are used to monitor progress, refine instructional practices and improve our capacity to ensure that all students reach and exceed grade level expectations and graduate from the Worcester Public Schools career and/or college ready. Students whose parents opt them out of state or district standardized assessments will not be academi-

cally penalized or face disciplinary action except as prohibited by the Commonwealth of Massachusetts or by the United States.

For Information on Testing

For questions or concerns related to testing procedures and security or for information on your child's performance or participation in testing, please contact your child's principal or teacher. For general questions about assessment or for questions or concerns related to testing procedures and security or for information on your child's performance or participation in testing in the Worcester Public Schools, please contact the Office of School and Student Performance (508) 799-3592. You may also visit the Worcester Public Schools website for information on testing. Information from the Department of Elementary and Secondary Education concerning state assessments can also be found online at <http://www.doe.mass.edu/mcas/TestingMatters.html> or by contacting the State Office of Student Assessment at (781) 338-3625.

HIGH SCHOOL GRADUATION REQUIREMENTS

Because of the transition to the next generation Massachusetts Comprehensive Assessment System (MCAS) tests in spring of 2019, requirements for the classes of 2021-2023 reflect an interim passing standard for ELA and Mathematics defining a level of achievement on the new tests that is similar to the standard on the legacy tests. Students in the graduating classes of 2021-23 will need to satisfy one of the following two conditions in both English Language Arts and Mathematics to earn a competency determination.

- Meet or exceed the scaled score threshold of 472 on the English Language Arts grade 10 MCAS test and 486 on the Mathematics grade 10 MCAS test
- Earn a scaled score between 455 and 471 on the English Language Arts grade 10 MCAS test or earn a score between 469 and 485 on the Mathematics grade 10 MCAS test and fulfill the requirements of an Educational Proficiency Plan (EPP)

Scaled score requirements for the class of 2024 are yet to be determined by the Massachusetts Department of Elementary and Secondary Education (DESE). More information can be found at

<http://www.doe.mass.edu/mcas/graduation.html>.

In order to graduate, all students must:

- Meet one of the above criteria for competency determination through a high enough scaled score on the English Language Arts and Mathematics sections of the Grade 10 MCAS and completion of an Education Proficiency Plan (as necessary), in accordance with the guidelines set forth by DESE.
- Receive a passing score of 220 on a science section of the MCAS in one of the following: Biology, Chemistry, Engineering/Technology or Physics.

- Earn twenty-four (24) credits.
- Worcester Technical High School students must also complete the minimum required credits and required graduation subjects established for them by the School Committee.

To receive a diploma with a specific high school name, a student must meet the Worcester Public Schools graduation requirements which must include a minimum of 10 credits earned from the particular high school. If a student has earned less than 10 credits but meets the Worcester Public Schools graduation requirements, the student will be eligible to receive a generic Worcester Public Schools Diploma.

Graduation Course Requirements

Grade 9 beginning 2013-14

4 credits English

4 credits Mathematics (Effective with the graduating class of 2019, three of the four courses must include Algebra I and II, Geometry or Trigonometry)

3 credits Science and Technology/Engineering

3 credits History/Social Science (including 1 credit World History and 2 credits U.S. History)

2 credits Foreign Language (of the same language)

1 credit Arts

5 credits additional core courses

Additionally, students must complete a physical education course each year

Grades 10, 11 & 12 students enrolled prior to 2013-14

4 credits English

3 credits Mathematics

3 credits Science and Technology/Engineering

3 credits Social Studies (includes 2 credits of U.S. History)

½ credit Health

1 credit Physical Education

1. Beginning with students who entered the 9th grade in September 2013, the High School Graduation Requirements were replaced by the Mass Core requirements.
2. Students who successfully complete Algebra in grade 8 have the option of receiving one (1) high school credit that will be recorded on their high school transcript. (Massachusetts college admissions accept Grade 8 College Preparatory Courses, provided that the student successfully completes the next level course with a grade of "C" or better). Students electing to take Algebra I in high school will not receive credit for Algebra taken in grade 8. Students who have earned a credit for 8th grade Algebra must complete 4 credits of Mathematics during their high school years.

3. Students who successfully complete the second course of a Foreign Language in grade 8 have the option of receiving one (1) high school credit that will be recorded on their high school transcript. (Massachusetts College admissions accept Grade 8 College Preparatory courses, provided that the student successfully completes the next level course with a grade of “C” or better). Students electing to take the first course of a Foreign Language in high school will not receive credit for the course taken in grade 8.
4. The intent of awarding credits for College Preparatory courses taken in grade 8 is so that students can have additional learning opportunities while in high school. These additional opportunities include but are not limited to Advanced Placement, dual enrollment, online, service learning and work-based learning courses. All students must complete 24 credits of coursework while in high school in addition to fulfilling the other graduation requirements as per the policy handbook.
5. Exception Allowances
 - a. English Language Learners (ELL) identified through the Massachusetts’ state standardized test (ACCESS) as English Proficiency Level (EPL) 1, 2, 3, 4 or 5 may substitute two college preparatory elective courses for the two required foreign language courses. Students who reach EPL level 6 while in grades 9 or 10 are required to take the two foreign language courses to meet graduation requirements.
 - b. Students with disabilities whose psycho-educational evaluation provides a specific diagnosis of a learning disability that precludes the student’s successful completion of a foreign language course may substitute two college preparatory elective courses for the two required foreign language courses.
 - c. Students enrolled in Career/Vocational Technical Programs may substitute foreign language courses for an additional academic elective course plus one of the following options:
 - i. complete at least one full year of study of foreign language or
 - ii. complete a fourth year of study of science and technology/ engineering or
 - iii. complete one full year of study for computer science

MCAS Appeals Process

The Worcester Public Schools carries out the Massachusetts Department of Elementary and Secondary Education’s appeal processes for regular and special education high school students who have not passed MCAS. The MCAS Performance Appeals process was established in 2002 to provide eligible high school students who have been unable to pass the required MCAS tests an additional opportunity to demonstrate through their course work that they meet or exceed the state’s Competency Determination (CD) standard in order to earn a high school diploma. There are specific eligibility requirements relative to student achievement in English Language Arts, Mathematics and Science and Technolo-

gy/Engineering, attendance and participation in tutorial and remediation efforts. Further information on these processes is available through your child’s school or the Office of School and Student Performance (508-799-3060). Information from the Massachusetts Department of Elementary and Secondary Education concerning MCAS appeals can also be found online at <http://www.doe.mass.edu/mcasappeals/>

**Massachusetts State College and University Minimum
 Required Courses for Admission**

English	4 courses
Mathematics	4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) including mathematics during the final year of high school
Sciences	3 courses (from Natural Science and/or Physical Science and/or Technology/ Engineering), including 3 courses with laboratory work
Social Sciences	2 courses (including 1 course in U.S. History)
Foreign Languages	2 courses (in a single language) <i>Note: American Sign Language (ASL) is a foreign language.</i>
Electives	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

Advanced Placement Policy

Advanced Placement courses provide students with unique learning experiences that help ensure college success. Students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively, while developing time management skills, discipline and study habits. Students who achieve a score of 3, 4 or 5 on the Advanced Placement Exam may earn college credit from **many** four-year colleges in the US. Worcester Public Schools offers over 20 Advanced Placement Courses in on-site, community-based or virtual learning settings.

Recommendations for Advanced Placement Enrollment

Students who are interested in enrolling in Advanced Placement Courses should discuss readiness for this challenging learning opportunity with their parents, teachers and guidance counselors.

The following indicators should be considered together when assessing a stu-

dent’s readiness. One indicator is not more valuable than another in determining readiness.

- AP Potential using PSAT results
- Motivation and interest
- Course expectations and course work
- Prior grades in the same-discipline courses
- The number of same-discipline courses taken

Teachers may assign work to students during the summer to help prepare them for the course. Summer course work supports students’ preparation, but it is not required as a component of the student’s grade; teachers may waive this requirement for individual students when necessary.

Advanced Placement Exams

Students are responsible for costs for Advanced Placement Exams. The cost for one Advanced Placement Exam is \$90.00. Scholarships and reduced fees are available for eligible students. School guidance counselors can provide additional information. Students must take the Advanced Placement Examination in their course in order to receive Advanced Placement credit for the course. Students who do not take the Advanced Placement Examination, but pass the course, shall receive honors credit for the course.

Class Rank Grade Point Average

Class rank is computed at the end of the 6th semester, using major subjects only. Class rank will be recomputed at the end of the second marking period senior year for determining the valedictorian and for processing of college applications. The student grades are weighted as follows:

Average	A.P.	Honors	College
100-99	5.3	4.8	4.3
98-97	5.2	4.7	4.2
96	5.1	4.6	4.1
95-94	5.0	4.5	4.0
93	4.9	4.4	3.9
92	4.8	4.3	3.8
91	4.7	4.2	3.7
90	4.6	4.1	3.6
89	4.4	3.9	3.4
88	4.3	3.8	3.3
87	4.2	3.7	3.2
86	4.1	3.6	3.1
85	4.0	3.5	3.0
84	3.9	3.4	2.9
83	3.8	3.3	2.8
82	3.7	3.2	2.7
81	3.6	3.1	2.6
80	3.4	2.9	2.4
79	3.3	2.8	2.3

78	3.2	2.7	2.2
77	3.1	2.6	2.1
76	3.0	2.5	2.0
75	2.9	2.4	1.9
74	2.8	2.3	1.8
73	2.7	2.2	1.7
72	2.6	2.1	1.6
71	2.4	1.9	1.4
70	2.3	1.8	1.3
69	2.2	1.7	1.2
68	2.1	1.6	1.1
67	1.9	1.4	0.9
66	1.8	1.3	0.8
65	1.7	1.2	0.7
64-0	0.0	0.0	0.0

Marking System

A=100-90 B=89-80 C=79-70 D=69-65 F=64-0

College Courses for High School Students

High school students in the Worcester Public Schools who wish to pursue advanced or specialized courses beyond those offered in their high schools may take courses at these area colleges:

- Anna Maria College College of the Holy Cross
- Assumption College Quinsigamond Community College
- Becker College Worcester Polytechnic Institute*
- Clark University Worcester State University

*Worcester Polytechnic Institute offers courses at reduced tuition to high school students.

With a Guidance Counselor’s recommendation and approval by the college/university, students may take one college course per semester as agreed upon by the Worcester Public Schools and the individual college/university. Students receive dual enrollment credit for courses taken at area colleges. For GPA computation, Worcester Public Schools students will receive the same weight as an A.P. course for each completed college course.

MA Seal of Biliteracy

The Worcester Public Schools will offer the MA Seal of Biliteracy to graduating seniors on their diplomas and transcripts. The MA Seal of Biliteracy recognizes graduates who speak, listen, read and write proficiently in English and a second or even third language.

By offering the MA Seal of Biliteracy to its students the Worcester Public Schools recognizes, honors and encourages the bilingual students and diverse communities in Worcester and encourages all students to pursue proficiency in more than one language. Bilingualism is a critical 21st century skill that recipi-

ents of the MA Seal of Biliteracy can highlight in both college and job applications.

In order to earn the MA Seal of Biliteracy, students must meet all their graduation requirements, demonstrate proficiency in English through the ELA MCAS or ACCESS, and show proficiency in a target language by earning 4 or 5 in an AP Language Exam or other state-approved language test provided by the district.

Students interested in participating in the MA Seal of Biliteracy program must complete an application available in the guidance office or scan the QR Code included here by the Fall of their Senior year.

Questions about the MA Seal of Biliteracy program can be directed to Michelle Huaman, World Languages Liaison (huamanm@worcesterschools.net) or Carmen Melendez-Quintero, Director of English Learner Programs (Melendezquinteroc@worcesterschools.net)



GENERAL SCHOOL ISSUES

Delayed School Opening/Early Dismissal/School Cancellation Policy

The School Administration will exercise one of the following options when weather conditions dictate a change in the normal opening of the school day:

1. Cancellation of school
2. Delay of one hour in the opening of school
3. Delay of two hours in the opening of school
4. If a delay is in effect, a.m. preschool will be cancelled; p.m. preschool will be held.

Delayed AM School Opening

If there is a one-hour delay in the opening of school, all procedures now in place will be delayed by one hour. A two-hour delay requires that all procedures in place be delayed by two hours. These procedures include:

1. reporting time of pupils
2. pick up time of all bus routes (i.e.: If a bus normally picks up a child at 7:15 a.m. in a one-hour delay it would be 8:15 a.m. If a bus normally picks up a child at 7:15 a.m., in a two-hour delay it would be 9:15 a.m.)

Early Dismissal

***Please note:** When schools are dismissed early all after-school programs including daycare are canceled. Early dismissal time is two hours earlier than each school’s regular dismissal time.

No School/Delayed School Opening/Early Dismissal Announcements

Announcements of no school, a delay in the opening of school, or early dismissal from school will be made on the following radio and television stations:

WTAG 580 AM	WORC 1310 AM	WBZ 1030 AM
WXLO 104.5 FM	WSRS 96.1 FM	WCUW 93.1 FM*
WHDH-TV Channel 7	WCVB-TV Channel 5	WBZ-TV Channel 4
WFXT-TV Channel 25		

*This announcement is broadcast in Spanish between the hours of 5:00 a.m. and 6:00 a.m. on WCUW FM 93.1.

Radio stations have requested that students and parents/guardians refrain from calling to make inquiries as to the status of school. In addition, information about no school, a delay in the opening of school and early dismissal from school will be posted on the WPS Website and social media, and an automated phone message will be sent to parents/guardians.

Policy Statement and Procedural Guidelines for Recess

Quality education requires a healthy learning environment that provides students (K-6) with minimally a total of 30 minutes of recess over the course of the day. The 30 minutes can be divided into shorter breaks and shall include a break at lunch. Recess is designed for the purpose of engaging students in developmentally appropriate activity which promotes learning, social development, and physical health. Structured/unstructured recess shall rarely be taken away from students as a form of punishment/consequences. Neither shall severe exercise be used as a form of punishment/consequences for students. This time shall not be a substitute for physical education.

The School Principal is responsible for communicating, applying, maintaining, and evaluating the Recess Policy. The School Principal shall review the Recess Policy with the members of the School Site Council annually and submit results of that review to the Deputy Superintendent in May of each year.

Procedural Guidelines

Recess shall occur outside, weather permitting, **or unless circumstances dictate otherwise for a limited period.** Students shall be supervised by adult, staff members, parents, or school learning community volunteers. The school principal shall insure that adults receive appropriate training to support students and intended outcomes. The school principal shall insure that students are provided with developmentally appropriate equipment. Public spaces in proximity to the school, such as parks and public playgrounds may be appropriate substitutions for play space at the school.

The School Committee shall equitably support budgetary requirements needed for recess equipment for all elementary schools. This allocation will be in addition to the per pupil allocation provided to each school. Each school principal shall have autonomy to expend allocations to support the needs of students for recess.

PARENTS AND COMMUNITY

Parent Advisory Councils

School Parent Advisory Council

The Massachusetts Education Reform Act of 1993, Section 59C, requires the establishment of school councils in all schools, comprised of parents/guardians of students attending the school who shall be selected by the parents/guardians of students attending the school, teachers, students and community representatives and co-chaired by school principals. The council should be broadly representative of the racial and ethnic diversity of the school building and community. The council will meet with the principal and assist in identifying the educational needs of students, reviewing the annual school budget and in formulating a school improvement plan. For additional information please contact your child's school principal.

Special Education Parent Advisory Council

The SEPAC provides ongoing professional development and networking to families of students with disabilities and the opportunity to discuss common areas of interest and specific needs regarding the education and well-being of students with disabilities. Parent/guardians meet four times during the school year to engage in various activities or selected topics of interest. These meetings provide opportunities for parents to share and collaborate as they deepen their understanding of the procedural regulations that govern special education, as well as various resources available for students with disabilities and their families. For additional information, please email sealek@worcesterschools.net

English Learner Parent Advisory Committee

The English Learner Parent Advisory Committee (EL PAC) was established in 2018-2019. It's goal is to enable parents of English learners (ELs) to participate in their children's education and success in school by creating and strengthening effective communication and home-school partnerships. The EL PAC consists of parents, community members, teachers and district staff members. Meetings are a venue for meaningful discussions about Dual Language, Transitional Bilingual Education and English as a Second Language, as well as for asking questions about topics related to education, schools, and the district. Parents of English learners are encouraged to attend the numerous meetings that are held throughout the school year. For additional information, please email melendezquinteroc@worcesterschools.net

Citywide Parent Planning Advisory Council (CPPAC)

Each school is represented by two (2) parent members selected by their parent

group and principals. Meetings are held on the second Wednesday of each month. The objectives of the CPPAC are:

1. To involve parents/guardians in addressing relevant issues in the Worcester Public Schools including integration and changing (increasing/decreasing) enrollment.
2. To provide an open forum for discussion between parents/guardians and administrators regarding school issues and voted policies.
3. To give its members the responsibility of keeping their respective schools informed.

For additional information email contactcppac@gmail.com

Parent and Family Engagement

It is the policy of the Worcester Public Schools to promote parent and family engagement in accord with Title I of the Every Student Succeeds Act (ESSA) of 2015. The WPS conducts outreach to parents and family members; implements programs, activities and procedures to involve parents and family members in the Title I programs, and plans and implements such programs, activities and procedures with meaningful consultation with parents and family members. The Office of English Learners and the WPS works with schools, parents and community partners in a variety of ways to facilitate verbal and written communication in a language that family members can understand.

Opportunities for Parent/Guardian Support

Please see district website or contact your school for information on community resources available to parents.

Volunteer Staff Regulations

Application Process

All school volunteers must fill out a volunteer application which can be obtained at the school or on the WPS website. This applies to any individual who volunteers in school property or for school activities, including field trips. All volunteers must go through a screening process prior to beginning service. This includes the CORI process.

Screening Process

The Commonwealth of Massachusetts has mandated that all school volunteers must complete the CORI (Criminal Offender Record Information) screening process. This process must be completed before the volunteer begins in any school or program. As the CORI check can take several weeks, all volunteers are encouraged to complete the CORI form as soon as possible. Please be aware that CORI checks expire every three years and need to be resubmitted to the Human Resource Office.

Volunteer Organizations

There have been a number of initiatives in the community to strengthen school volunteer programs. Some of these include:

- State Employees Voluntary Leave Services Program
- Retired and Senior Volunteer Program (R.S.V.P.)
- Transitional Assistance Program (Welfare Office)

These types of initiatives are very specific about requirements for participation.

Parent Volunteers who bring Children

Some parent/guardian volunteers have come to school to perform a volunteer assignment and have brought young children with them. Each principal is responsible for developing a building policy in conjunction with his/her School Council regarding this issue.

If your building does allow younger children to accompany parent/guardian volunteers, these parents/guardians must perform tasks that are safe and harmless to young children.

These volunteers must not operate machinery such as:

- paper cutters
- copying machines

Many parent groups, in the past, have set up Child Care Co-ops within the group for the purpose of allowing parents/guardians to volunteer without having to bring young children with them.

ALL volunteers must sign in at the office. Parent/guardian volunteers must sign in both themselves and any child that accompanies them.

Worcester Public School District Media Policy

Purpose: During the school year, your child may have opportunities to have their work or activities publicized. Examples include, but not limited to: student work published on the district website and social media channels; feature stories about student performances or school-wide events in newspapers or on television (the district's Charter Channel 191 WEA-TV or local/national coverage); and photographs and videos of students "in action" on the website and social media channels, and in local and regional newspapers. Students first names and last initials (example: Paul F.) are used to identify pictures of three or fewer students and student work on the district website and social media channels. When reporters visit the district, they often speak with students and use their full names in covering the story.

General Media Coverage: Throughout the year there may be in-school programs, events or meetings (such as a school-wide assembly or PTA event) that are open to the public and where large group photographs or videotapes will be taken by parents, the media, or school district staff. In these cases, students would not be identified by name. Your consent to these types of group photographs or videotapes is assumed. If you do not want your child photographed or video-taped at these public events, please speak with the principal or event coordinator to insure that your child is excluded from the coverage.

Procedure: Any parent who does not want their student's name, photograph, or work published on the district's website and social media channels, or included in newspaper or television coverage must complete and return the form on the inside back cover of this handbook to the homeroom teacher.

TELEPHONE DIRECTORY

HIGH SCHOOLS

Burncoat High.....	(508) 799-3300
Claremont Academy.....	(508) 799-3077
Doherty Memorial.....	(508) 799-3270
North High	(508) 799-3370
South High Community	(508) 799-3325
The Gerald Creamer Center	(508) 799-3476
Worcester Technical High School.....	(508) 799-1940
Alternative St. Casimir.....	(508) 799-3245
University Park Campus	(508) 799-3591

MIDDLE SCHOOLS

Burncoat.....	(508) 799-3390
Claremont Academy.....	(508) 799-3077
Forest Grove.....	(508) 799-3420
Sullivan Middle.....	(508) 799-3350
Worcester East Middle.....	(508) 799-3430

ELEMENTARY SCHOOLS

Belmont.....	(508) 799-3588	May.....	(508) 799-3520
Burncoat.....	(508) 799-3537	McGrath.....	(508) 799-3584
Canterbury	(508) 799-3484	Midland	(508) 799-3548
Chandler Elementary.....	(508) 799-3572	Nelson Place	(508) 799-3506
Chandler Magnet.....	(508) 799-3452	Norrback.....	(508) 799-3500
City View	(508) 799-3670	Quinsigamond	(508) 799-3502
Clark	(508) 799-3545	Rice Square	(508) 799-3556
Columbus Park	(508) 799-3490	Roosevelt	(508) 799-3482
Elm Park	(508) 799-3568	Tatnuck	(508) 799-3554
Flagg.....	(508) 799-3522	Thorndyke.....	(508) 799-3550
Gates Lane.....	(508) 799-3488	Union Hill	(508) 799-3600
Goddard School of Science and Technology	(508) 799-3594	Vernon Hill.....	(508) 799-3630
Grafton.....	(508) 799-3478	Wawecus	(508) 799-3527
Heard.....	(508) 799-3525	West Tatnuck.....	(508) 799-3596
Hiatt	(508) 799-3601	Woodland Academy ..	(508) 799-3557
Lake View	(508) 799-3536	Worcester Arts Magnet	(508) 799-3575
Lincoln	(508) 799-3504	Academic Center.....	(508) 538-9106
		for Transition	

Dr. James L. Garvey Parent Information Center . (508) 799-3299, (508) 799-3068,
 (508) 799-3069, (508) 799-3194
 Dr. James A. Caradonio New Citizen Center (508) 799-3494

MANAGERS FOR INSTRUCTIONAL LEADERSHIP

Elementary	(508) 799-3221
Secondary.....	(508) 799-3499

WORCESTER PUBLIC SCHOOL DISTRICT MEDIA POLICY

Purpose: During the school year, your child may have opportunities to have their work or activities publicized. Examples include, but not limited to: student work published on the district website and social media channels; feature stories about student performances or school-wide events in newspapers or on television (the district's Charter Channel 191 WEA-TV or local/national coverage); and photographs and videos of students "in action" on the website and social media channels, and in local and regional newspapers. Students first names and last initials (example: Paul F.) are used to identify pictures of three or fewer students and student work on the district website and social media channels. When reporters visit the district, they often speak with students and use their full names in covering the story.

General Media Coverage: Throughout the year there may be in-school programs, events or meetings (such as a school-wide assembly or PTA event) that are open to the public and where large group photographs or videotapes will be taken by parents, the media, or school district staff. In these cases, students would not be identified by name. Your consent to these types of group photographs or videotapes is assumed. If you do not want your child photographed or video-taped at these public events, please speak with the principal or event coordinator to insure that your child is excluded from the coverage.

OPT OUT PROVISIONS FOR WPS DISTRICT MEDIA POLICY

Please check only those items that you do not grant permission to.

Publication of Student Work on the Internet

I/We **do not grant** permission for this student's work to be published on the School District Website(s).

Publication of Student First Name, Last Initial and/or Photograph on the Internet

I/We **do not grant** permission for photographs that include this student to be published on the School District Website(s), using the student's first name and last initial to identify him/her.

Interviews and Photographs with Newspapers, Radio, and Television Reporters

I/We **do not grant** permission for this student to be photographed or interviewed by reporters who are covering events in the School District.

***If a box is unchecked and the parent/guardian signs the student handbook, your consent is granted for the full school year. This decision can be changed at any time by contacting your child's school in writing.**

To All Parents and Guardians:

The Worcester Public Schools and the School Committee consider the violation of the Weapons Policy found in this booklet to be a serious matter. Please review the Worcester Public Schools Media Policy **on the opposite side of this page**. Please spend some time discussing these policies, as well as other policies located within this booklet with your child(ren). Your signature below confirms that you have reviewed it.

The policies in this handbook pertain to student actions both on or off school grounds during school and school-related situations (including transportation to and from school). In addition to the academic year, the policies set forth in the handbook apply to all after-school and summer programs including, but not limited to, Work for Worcester's Youth.

The School Committee requires that all parents/guardians of students in the Worcester Public Schools sign the statement below acknowledging receipt of this handbook and return it to their child's school.

As a parent/guardian of a student within the Worcester Public Schools, I acknowledge receipt of the 2020-21 Policies Handbook for the Worcester Public Schools . The Worcester Public Schools does participate in out-of-district School Choice, but students residing outside of the City can attend the Worcester Public Schools only if they are accepted for enrollment under this program. Unless accepted under this program, I pledge residency in the City of Worcester.

--	--

(Student's Name)

(School)

--	--

(Parent/Guardian Signature)

(Date)

Worcester Public Schools' students enrolled in secondary schools are also required to sign below, acknowledging receipt of this handbook and knowledge of the policies contained within this handbook.

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(Student Signature)

(Date)

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(July 7, 2020)

ITEM - gb #0-231
S.C. MEETING - 7-16-20

ITEM:

Request administration consider the World Health Organization's review of evidence of airborne transmission of COVID-19 and ASHRAE [American Society for Heating, Refrigeration, and Air-Conditioning Engineers] guidance and resources regarding air circulation in planning for the 2020-21 school year.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer back to School Planning Committees.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Opening Committee.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(July 7, 2020)

ITEM - gb #0-232
S.C. MEETING - 7-16-20

ITEM:

To consider the Worcester Regional Research Bureau's July 2020 report
["Broadening Broadband"](#)

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on School and Student Performance.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(July 7, 2020)

ITEM - gb #0-233
S.C. MEETING - 7-16-20

ITEM:

To adopt the MASC Anti-Racism Resolution.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the MASC Anti-Racism Resolution.

RECOMMENDATION OF MAKER:

Adopt Resolution.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

SCHOOL COMMITTEE ANTI-RACISM RESOLUTION:

NOTE: This has been revised for general distribution (6/14/20)

WHEREAS, as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS, it is the responsibility that every district provide to all district staff, including School Committee members annual professional development on diversity, equity and inclusion; and

WHEREAS, every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS, every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS, every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS, we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

RESOLVED: that [District] and all the school districts in the Commonwealth must guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

We must ensure our own school culture and that of every district in the Commonwealth is anti-racist, that acknowledges that all lives cannot matter until black lives matter.

- Board of the Massachusetts Association of School Committees
- Springfield School Committee
- Holyoke School Committee
- Acton-Boxborough School Committee
- East Bridgewater School Committee
- Ipswich School Committee
- Maynard School Committee
- Montachusett Regional Vocational Technical School Committee
- Framingham School Committee
- Rockport School Committee
- Carlisle School Committee
- Southern Berkshire Regional School District
- Revere School Committee
- Monomoy Regional School Committee
- Nashoba Regional School Committee
- Holbrook School Committee

- Arlington School Committee
- Hingham School Committee
- Auburn School Committee
- Plainville School Committee
- West Springfield School Committee
- Dighton-Rehoboth Regional School Committee
- Northeast Metro Tech School Committee
- Haverhill School Committee
- Freetown-Lakeville Regional School Committee
- Dudley-Charlton Regional School Committee
- Belmont School Committee
- Old Colony Regional Vocational Technical School Committee
- Norwell School Committee
- Seekonk School Committee
- Ludlow School Committee
- Hingham School Committee
- Winchendon School Committee
- Wilmington School Committee
- Brewster School Committee
- Hampden-Wilbraham Regional School Committee
- Georgetown School Committee
- Northampton School Committee
- Hull School Committee
- Manchester-Essex Regional School Committee

Passing similar resolutions:

- Cambridge School Committee
- Somerville School Committee
- Weymouth School Committee
- Lynn School Committee
- Belchertown School Committee
- Bridgewater-Raynham School Committee
- Melrose School Committee

X. GENERAL BUSINESS
Administration
(July 7, 2020)

ITEM - gb #0-234
S.C. MEETING - 7-16-20

ITEM:

To consider the lessons learned from the Worcester Public Schools' remote learning.

PRIOR ACTION:

BACKUP:

Annex A (32 pages) contains a copy information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

WPS Remote Learning: Lessons Learned

ANNEX A
gb #0-234
Page 1

Report to School Committee
July 16th, 2020

Reflection Activities in the Month of June

- WPS centrally administered three surveys (student, parent/guardian, and staff) to gather information on remote learning experiences
- Managers engaged in meetings with their respective teams/staff and stakeholders to reflect on the school closure period
- Managers met internally to share learnings from their team/staff meetings
- Ongoing formal and informal conversations with community members

End of Year Surveys

Student

Administered 6/8 - 6/19
1799 Responses

Lower response rate than prior years

36% of respondents preK to grade 6
64% of respondents grade 7 to 12+

Likely over representation of students more comfortable with and/or with easier access to tech and underrepresentation of students who were disengaged during closure

Parent Guardian

Administered 6/14 - 7/5
2255 Responses

Higher response rate than prior years

Respondents are representative of district schools and grades

Over representation of parents/guardians identifying as white, non-hispanic (47%)

Staff

Administered 6/8 - 6/19
1082 Responses

Lower response rate than prior years

63% of respondents identified as classroom teachers

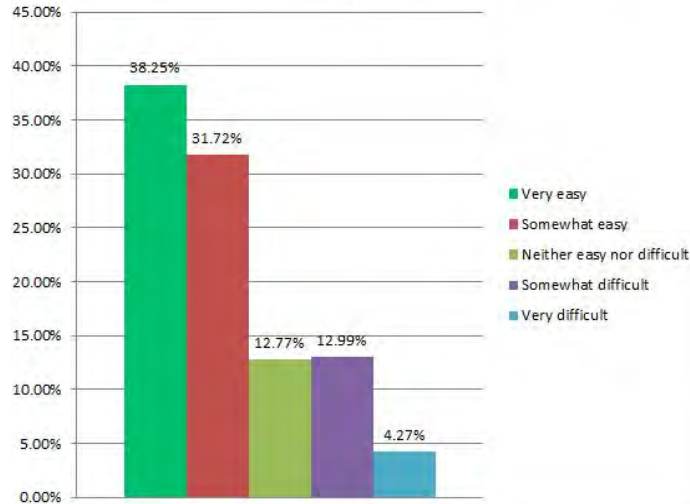
***“It was the best of times, it was the worst of times.”
-WPS Educator***

Student and Parent/Guardian Responses

Ease in Accessing Work

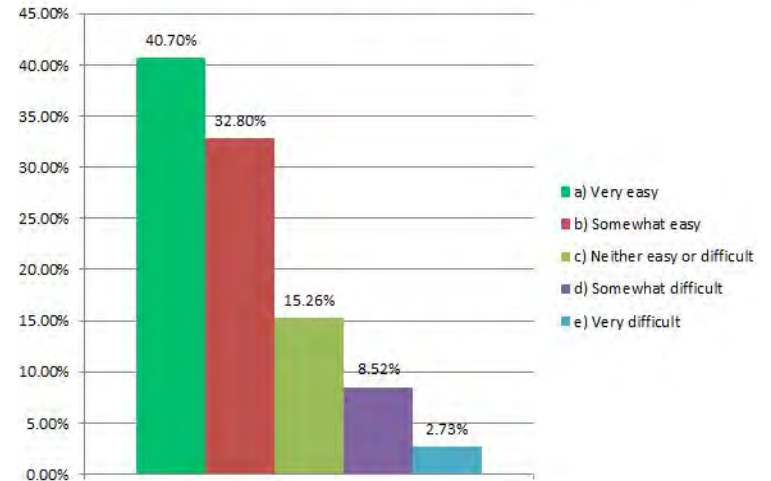
Parents/Guardians

How easy was it for your child/children to access work from the Worcester Public Schools since school closure on March 13?



Students

How easy was it for you to access work from the Worcester Public Schools since school closure on March 13th?



Most families found it very easy or somewhat easy to access school work during the school closure period.

Ability of Students to Work Independently

A majority of students reported no need for adult technology help (80%) or academic help (81%) on a majority of assignment.

This contrasted with **parent/guardian responses that were more evenly spread** across the response options. Parents of elementary students and students with IEPs or 504 plans expressed that their children couldn't complete assignments independently.

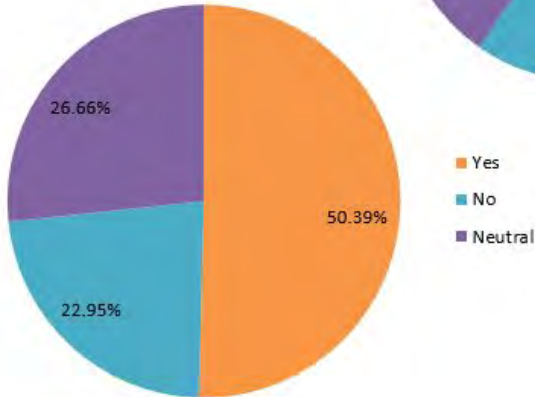
Approximately **2 out of 3 parents** who reported at least one **elementary age student** in their household **helped their children with half or more of the assignments.**

Approximately **3 out of 4 parents** who reported at least one **student with a disability** in their household **helped their children with half or more of the assignments.**

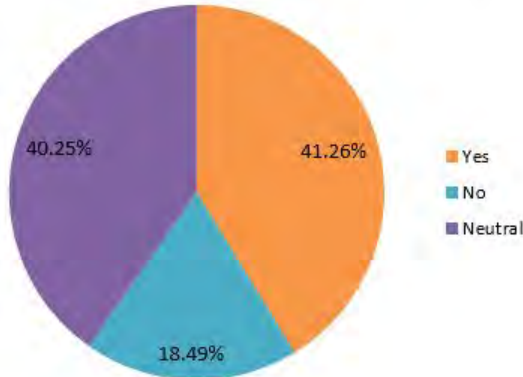
Manageable Workload

Was the amount of remote learning time manageable?

Parents/ Guardians



Students



Of secondary school students responses were **33% Yes, 22% No, 44% Neutral.**

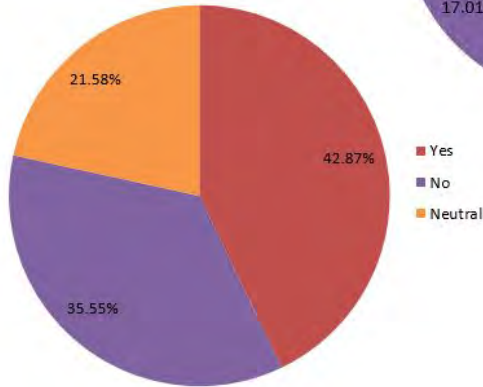
“It was difficult at the start to keep up with assignments. But after a few weeks it was easy doing work.”
-10th grader

“The workload is manageable if the parent(s) are not working, but very difficult while parent(s) are working.”
-WPS Parent/Guardian

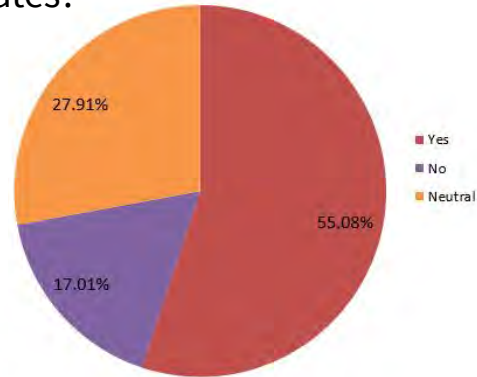
Social Interactions

Were there enough opportunities for personal connection with teachers and classmates?

Parents/ Guardians



Students



“I missed my time with my friends. My video lessons were a good way to see everyone, but it's not the same. Email was ok, when trying to get more information about the lessons, but it is not the same as being able to talk to my teacher in person.”

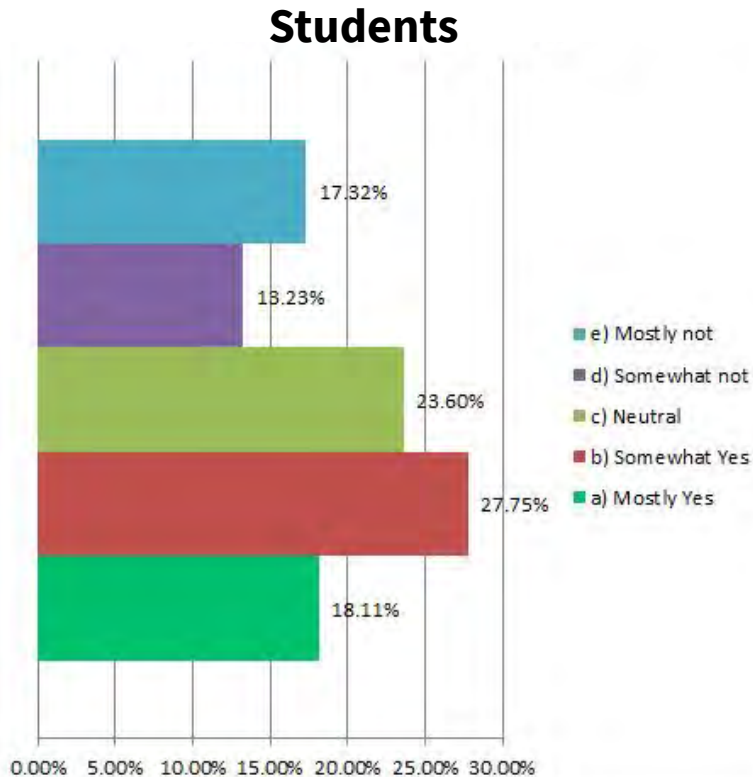
-4th grader

“The loss of social interaction with her peers has been devastating for my... daughter. She became depressed and lost interest in academic work. The short daily video meetings with her teachers and class were the highlight of her day. She needs an environment where she feels safe and where she can be social with her peers.”

-WPS Parent/Guardian

Interest in Learning

Did you find the remote learning plans to be meaningful and interesting?



Of secondary school students responses were 23% Mostly not, 17% Somewhat not, 26% Neutral, 24% Somewhat yes, 10% Mostly yes.

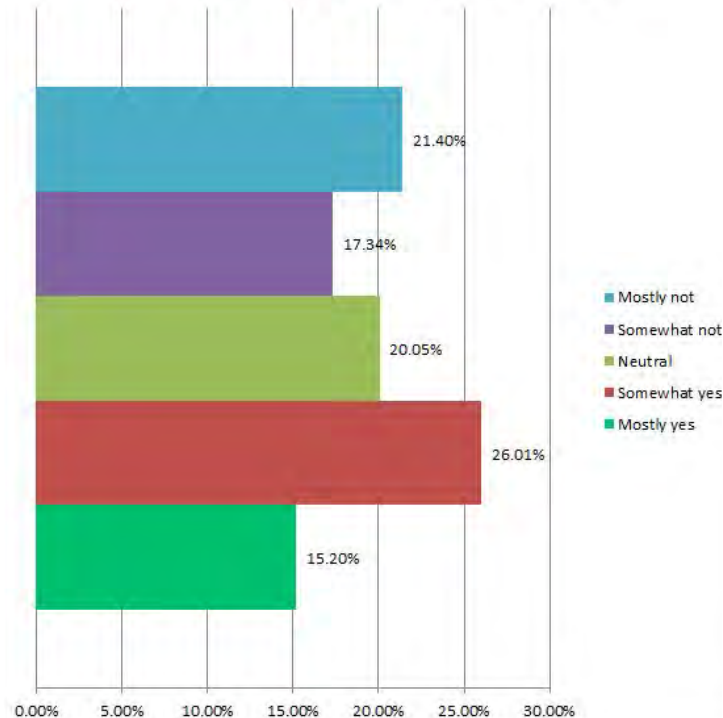
“I disliked all of the remote learning that was sent out by the school district. I found that it was too easy and didn't help me in any way, shape, or form.”
-12th grader

“Remote learning definitely isn't the right way for me to learn. I feel like the work is not challenging enough in a way. It's just random basic work.”
-10th grader

Interest in Learning

Did you find the remote learning plans to be meaningful and interesting?

Parents/Guardians



There were no apparent grade level trends in the parent/guardian responses to this question. Many parents/guardians cited specific schools or teachers as being critical in the success of their child's remote learning activities.

“For [high school] students the remote learning themes were not useful and quite annoying. The most successful classes were where the teachers taught what they would have been teaching anyway.”

-WPS Parent/Guardian

“I am very grateful to have had [Ms.P] and [Mrs. B] during this difficult time. The online experience once tailored to Monday-Friday assigned work was most helpful and keep my daughter on track.”

-WPS Parent/Guardian

Successes of Remote Learning

A majority of students reported that the independence (60%) and use of technology (70%) worked well for them during the closure period.

“I enjoyed doing the work at my own pace and being able to just check in with my teachers instead of having them hover also I learned better because I was teaching myself”

-11th grader

55% of parents/guardians reported the use of technology worked well for their child/children. No other response option was selected by a majority of respondents.

Many parents/guardians identified specific teachers as critical to the success of remote learning for their child/children.

Student Voices

The following quotes highlight repeating themes in students' open ended responses:

“Packets did not help learn anything and stressful it felt like like busy work”
-5th grader

*“The initial remote learning assignments were no fun at all, I felt they did not benefit my education at all, it was not until the **last 5 or so weeks**, my teachers were assigning tasks [on] their own **that I found to be useful and helpful**. About 50% of the time I needed to work with my mom to help me and she was also still working full time.”*
-8th grader

Student Voices

*“One of my teachers went above and beyond. The rest were fine, but when I **struggled with a new concept in math, I basically gave up.** No way for me to learn that remotely.”*

-11th grader

*“I kept **losing internet** and I couldn't get everything done within a scheduled time sometimes.”*

-6th grader

*“This **time period was difficult for many students.** There was a pandemic infecting and killing people (some were their family members) and there [are] **big problems going on** like people getting murdered by the police, riots, protests around the world and many more.”*

-11th grader

Parent/Guardian Voices

The following quotes highlight repeating themes in parent/guardians' open ended responses:

*“My child did all of the assigned work, but got **very little feedback from teachers**. She felt like she was doing all the work when her friends were not and that no one was even looking at it.”*

-WPS Parent/Guardian

*“It was **challenging for my child to self manage** as I worked from home. She **felt some of the activities were more busy work** especially the first 2 packets. Structure was also challenging. From speaking with my child. She felt it would have felt more like school... if she was in a virtual classroom with her teachers everyday with a similar schedule... and continuing with the assignments there were already doing.”*

-WPS Parent/Guardian

Parent/Guardian Voices

“Navigating the various websites with all different passwords and toggling between the google classroom and Clever to find the links was a struggle.”

-WPS Parent/Guardian

*“It was difficult that I as a parent **did not understand all the pedagogical terms** (LOW TIDE, for instance, or that an essay in 5th grade means a paragraph).”*

-WPS Parent/Guardian

*“A zoom meeting run by a teacher struggling with zoom features simply **cannot hold the attention of a kindergartner.**”*

-WPS Parent/Guardian

Parent/Guardian Voices

*“We appreciate the effort the school district made, but the **constantly changing plans and requirements** for our student were extremely hard to follow and complete which led to much anxiety and mental health issues.”*

-WPS Parent/Guardian

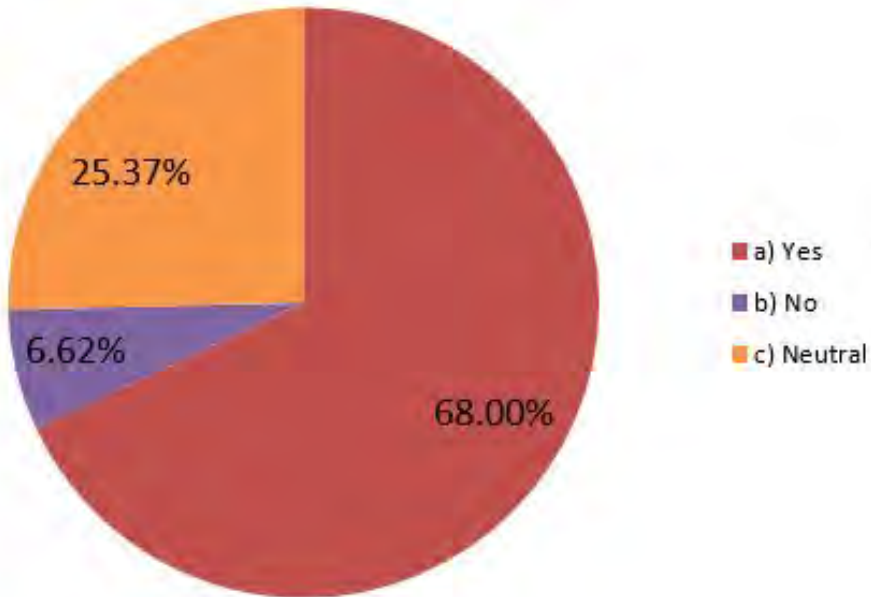
“After speaking with parents of children who attend different schools within the Worcester school district, it became clear that my child's teacher contacted her students much less than other teachers. My daughter would have felt more connected with her class and been more invested in her schoolwork if her teacher had held more online meetings and if she had reached out to her personally more. Her teacher only held one 30 minute weekly class meeting without any formal instruction, which is much less class time and much less formal instruction than what other students received. If we continue to have remote learning, there needs to be standards met by all teachers, and these standards should be made known to parents so they can make sure all teachers are held accountable.”

-WPS Parent/Guardian

Staff Responses

Educator Confidence

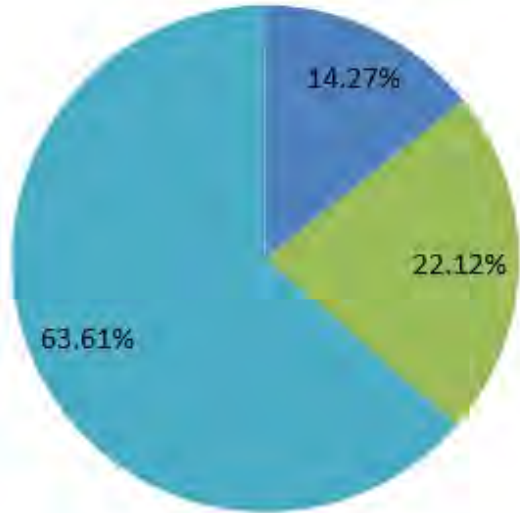
Did you gain confidence as a virtual/remote educator after the school closure?



“Remote learning has forced me to use technology I hadn't ever used before. I was teaching in a whole new way. I have way more confidence with tech now.”
-WPS Educator

Professional Learning

How do you prefer to learn?



- a) Synchronously (I prefer live webinars, synchronous Zoom or Meet, digital drop ins)
- b) Asynchronously (I prefer to be given the materials through Google Classroom, scaffolded for learning at my own pace, and a contact person for support)
- c) Blended (I prefer to have a webinar to kick me off, but can then move to asynchronous)

“[Professional development (PD)] after a long day of school is torture for an exhausted teacher who then goes home to tend to other responsibilities/family. Being able to do PD on my own time, I did much more than I would have done if it were in person”

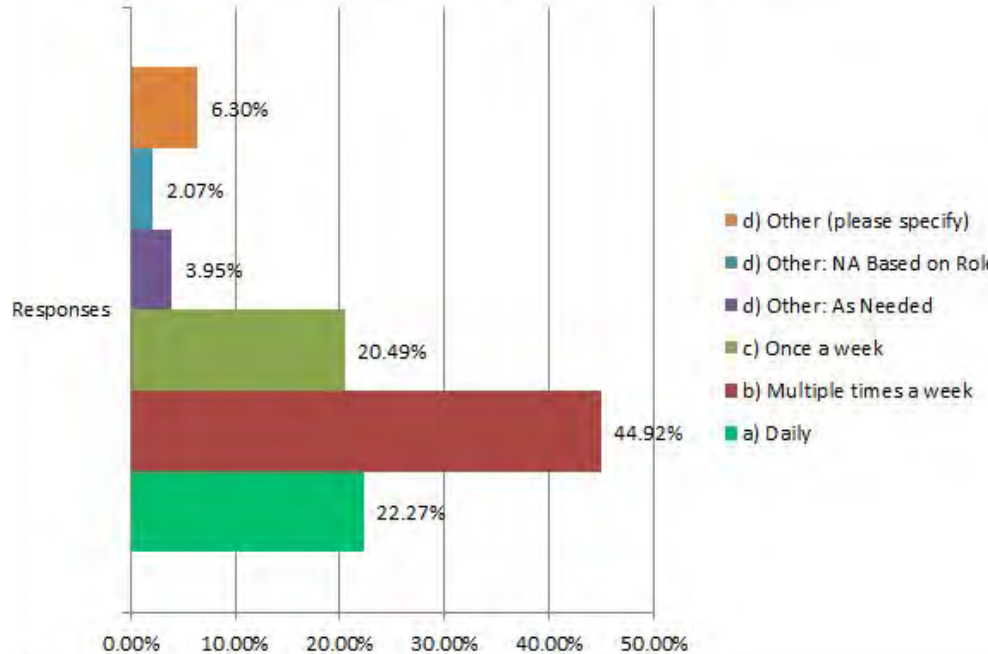
-WPS Educator

“I would like to express my gratitude to all liaisons for providing us direct and indirect assistance and how well the school closure went because of the opportunities that were provided to all staff.”

-WPS Educator

Communication with Parents/Guardians

On average, how often did you communicate (video conferencing, google classroom, google voice, email, communication apps, etc.) with parents/guardians?



Other responses: Rarely; Once a Month; Varied

Many staff expressed that they contacted families more frequently at the beginning of the closure period, but began to contact less frequently as the closure period carried on.

Communication with Parents/Guardians

Positive Outcomes

- Increased and more regular communication
- Increased student and parent engagement
- Increased parent trust
- Increased feedback from families
- Strengthened relationships with parents/guardians
- Opportunity to check in on well-being and family needs

Challenges

- Incorrect contact information
- Irregular parent and student schedules
- Language barriers
- Unresponsive and/or overwhelmed families; screening non 508 numbers
- No access to technology
- Discomfort navigating technology
- Disengagement due to confusion/unclear communication
- Disengagement due to no grades

Educator Feedback

Support/Specialist Staff

- Staff in certain support/specialist position lacked directives and/or access to resources (chromebooks, student information, etc.) to effectively engage in remote learning
- Concern amongst special education staff about the effectiveness of remote learning plans for students with special needs

Remote Schedule

- Students struggled with unstructured time
- In order to accommodate irregular student and parents/guardian schedules, many staff shifted their work hours
- Need for virtual “social time” for students to support student emotional health

Educator Feedback

Technology

- Desire to schedule more synchronous face to face learning opportunities but internet and/or device was a barrier
- For some staff the technology learning curve was steeper
- Appreciated all the timely professional learning opportunities offered

Relationships

- Established relationship with students/families prior to the closure period was essential to the success of remote learning activities
- Perception of a lack of parent/guardian support when family was disengaged
- For some staff, the amount of communication expected by the district felt intrusive and/or overwhelming

Educator Feedback

Stress and Frustration

- Missed physically going to school
- Unclear communication and last minute directives
- Lack of student accountability in grading policy resulting in low participation rates
- Need for balance between personal and work life
- Desire for adult wellness checks and educator self-care initiatives

Optimistic Perspectives: Educator Voices

"I loved the online learning with my students. We built excitement in learning by engaging in some fun activities, learning, writing contest, google meetings, and coming together as a group. My parents were great and we built a strong relationship."

-WPS Educator

I learned... "that most of the procedures we use can be eliminated"

-WPS Educator

"Our young people ARE learning during this school closure time. We should not return to school with the attitude that kids will "suffer" from "learning gaps." They ARE learning important, critical, life-long lessons, and we need to approach the new school identifying students' strengths instead of an assumption of deficits that need to be corrected. Educators need training in approached that are rooted in student-directed learning. Going into next year focused on "gaps" that need to be filled is a huge mistake."

-WPS Educator

District Administrator Reflections

District Data: Technology Engagement

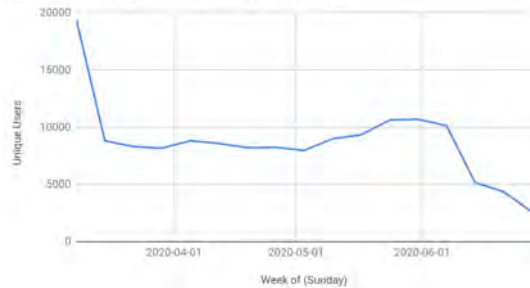
Google Classroom, Active Classrooms



Google Classroom

1070 active weekly teachers
13,987 active weekly students
8250 classroom created
6234 still active

Unique Clever Users by Week of (Sunday)



Clever

Peak engagement the weeks of
5/24 and 5/31
G suite apps most frequently used
when logging in through Clever

App name	% Students	% Teachers	Active time per user		
Clever	94%	88%	11 minutes		
Google Classroom	87%	88%	59 minutes		
Google Docs	70%	92%	127 minutes		
Google Drive	66%	88%	22 minutes		
Google Slides	45%	61%	93 minutes		
Google Sites	43%	67%	7 minutes		
Google Forms	34%	83%	31 minutes		
Google Meet	3,300 users	33%	1,448 users	73%	100 minutes
Zoom - Teachers & Staff	30%	81%	37 minutes		
ST Math	24%	78%	61 minutes		
Edmentum	19%	7%	138 minutes		
UsingClass	16%	1%	24 minutes		
Pearson Realize	16%	1%	49 minutes		
Flexile by Renaissance	14%	7%	43 minutes		
Lexia Core5	13%	5%	78 minutes		
Edc Education	13%	12%	66 minutes		
Khan Academy	12%	12%	26 minutes		
BrainPOP	12%	8%	20 minutes		
Allyzi	1%	3%	88 minutes		
myON	9%	1%	46 minutes		
Kameo	8%	12%	28 minutes		
Prodigy Game	8%	3%	112 minutes		
BrainPOP Jr.	8%	4%	23 minutes		

District Data: Professional Learning

District Sponsored Trainings for PDPs during Closure

Content Area	# of trainings	# of Enrollees
Technology	35	2758
ELA	5	173
Math	9	66
History and Social Science	1	20
Science	18	436
World Language	6	99
Health and Physical Education	11	213
Performing Arts	19	230
Visual Arts	9	108

Non-PDP opportunities included:

- Weekly office hours
- Curriculum committees
- Professional Learning Communities
- Tutorials

District Data: Student Engagement

0=no engagement 1=minimum expectations met 2=some expectations met 3=met expectations 4=exceeded expectations

Percentage of total students with score of 0 = 20%

Percentage of total students with score of 1 = 18%

Percentage of total students with score of 2 = 20%

Percentage of total students with score of 3 = 18%

Percentage of total students with score of 4 = 24%

Percentage of Elementary (grades K-6) students with scores of 0-2 = 55%

Percentage of Elementary (grades k-6) students with scores of 3-4 = 45%

Percentage of Secondary (grades 7-12) students with scores of 0-2 = 62%

Percentage of Secondary (grades 7-12) students with scores of 3-4 = 38%

District Key Takeaways

Lessons Learned

- Expanded learning and use of technology integration for staff
- Variety of options and modalities for professional learning
- Consistent support from district offices to staff
- Increased connections with families
- Consistency across schools and grade levels

Next steps

- Continued learning and technology integration for staff
- Support students and families with technology access and skills
- Social Emotional Learning (SEL) supports and resources
- Continued communication with staff, students, and families
- Structured schedule for synchronous and asynchronous remote learning
- More structured, timely, and action oriented feedback

Summer School Pilot based on Lessons Learned

Summer School Structure

- Technology training & support for teachers & families with OITDL coaches and iteachers
- Curriculum support with OCPL liaisons
- Special Education & ELL support and co-teaching
- Required Google classroom platform for students
- Daily focus on one subject area
- Dedicated Teacher planning time one day per week & daily for 1 hour
- Daily time for teacher to receive technology & curriculum support
- 1:1 devices & hot spots for students
- Ex. Elementary Schedule: 9:00-9:15am morning meeting, 9:15-10:00am synchronous lesson, 10:00-11:00am asynchronous student work (teacher available for support), 11:00-11:30am synchronous check in, follow up, exit tickets

Initial Success with Summer School

*“The spring session lack[ed]... needed social contact my kids need. My son is currently in summer school and he **loves the structure of the summer school that he has "real" class like experience and have chance to interact with his peers.** If we every goes back to remote learning again I strongly urge the school to have teachers having regular class time using meeting app so kids can feel connected!”*

-WPS Parent/Guardian

*“My daughter really likes the summer program because they are on Google Meet for 1 hr. then off for another 1.5 hrs. has work to complete before meeting again on Google meet online and they discussed what was completed. **My daughter enjoys it better and it challenges her to complete her work offline before meeting again.**”*

- WPS Parent/Guardian

XI. EXECUTIVE SESSION
Administration
(July 8, 2020)

ITEM - gb #0-235
S.C. MEETING - 7-16-20

ITEM:

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

To discuss strategy with respect to collective bargaining and litigation if an open meeting may have a detrimental effect on the bargaining and the litigating position of the public body and the chair so declares – Contractual Arbitration – Instructional Assistant/Educational Association of Worcester and Massachusetts Commission Against Discrimination Litigation – Instructional Assistant.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – All Worcester Public Schools Bargaining Units (**Educational Association of Worcester** – Units A/B; Instructional Assistants; Parent Liaisons; Therapy Assistants; Tutors; Aides to the Physically Handicapped, Monitors and Drivers; **NAGE** – 52 Week Administrative Secretaries; Cafeteria Workers; **IUPE** – Plumbers and Steamfitters; Tradesmen; **Massachusetts Laborers’ District Council** – Custodians; Computer Technicians; Educational Secretaries; and **Massachusetts Nurses Association** – Nurses).

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

X. GENERAL BUSINESS
Administration/Mayor Petty
(July 14, 2020)

CURRENT ITEM - gb #9-327.1
S.C. MEETING - 7-16-20

1ST ITEM gb #9-327 S.C.MTG. 11-7-19
2ND ITEM gb #9-327.1 S.C.MTG. 7-16-20

ITEM:

To provide an update on the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

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

BACKUP:

Annex A (17 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

(Continued on Page 2)

(continued)

ORIGINAL ITEM: Administration/Mayor Petty (October 7, 2019)

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

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
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14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

PRIOR ACTION

- 10-17-19 Held for the meeting of Thursday, November 7, 2019.
11-7-19 - Mayor Petty requested that the item containing the responses to the 14 Action Steps be referred to the Standing Committee on Teaching, Learning and Student Supports for further discussion.

ACTION ITEM 1

1. School Department to create a clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.

ANSWER

Full discipline data for 2018-2019 has not yet been released by DESE. Although Mr. Robert Curtin from DESE did present an abbreviated version of Worcester's discipline data as part of his data presentation at School Committee on October 17th, full data has yet to be released. Specifically, state-wide data and data for other urban districts has not been released. Additionally, full discipline data is only available for seven years. When full 2018-2019 is made available by DESE, the Administration will provide a full report on the past seven years to the School Committee.

Update July 2020: The Superintendent provided a discipline update to the community, which included State Senators and Representatives, Congressman McGovern, District Attorney Joseph Early, School Committee members, principals, teachers and community groups on January 31, 2020. The update included a review of discipline data from 2015 through December 2019.

ACTION ITEM 2

2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.

ANSWER

The Memorandum of Agreement between Worcester State University and the Worcester Public Schools is still being reviewed by legal counsel from both groups.

Update July 2020: The WPS continues to work with DESE to review and analyze data. WPS is also assigned Joan Tuttle, Director of West, Central Regional Assistance, Statewide System of Support and her team to work with the WPS on a regular basis. Additionally, secondary and elementary principals met with the district monthly through February to analyze data, assess the impact of related action steps, and propose next steps The March meeting was preempted by the unexpected shutdown.

ACTION ITEM 3

3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including the School Committee.

ANSWER

The following training and practices commenced in August 2019 through June 2020. These trainings will address welcoming schools, transitioning students in grades 7 and 9, discipline interventions, building strong leaders, the Barr Grant, turnaround professional practice training, culturally responsive instruction and curriculum, understanding resiliency and DESE Access and Equity Training.

1. Welcoming Schools: One focus for 2019-20 is improving how welcoming our schools are for students, staff and parents. Each WPS will convene a welcoming committee that includes students, parents, school staff to meet monthly. The committee will discuss and implement welcoming schools initiatives. The focus of the Superintendent's Student Advisory Council will be to develop a student handbook that welcomes students to each high school.

Update July 2020: Welcoming Schools is now a section of the annual, individual School Accountability Plan. Each School developed action steps for the 2019-2020 school year. The Superintendent's Student Advisory Council's "Welcome Handbook" will be completed in the 2020-21 school year due to the COVID school shutdown.

2. In June 2019, WPS educators participated in a professional development program that focused on learning about families and the community in the Woodland/Claremont area by going out and exploring the community and visiting families in their homes. This Community Immersion PD was designed for engagement beyond our school walls. The Administration plans to replicate and expand this experience in the current school year.

Update July 2020: Planning commenced for a similar summer PD for the Clark Street Community School neighborhood. The program will be held when circumstances allow.

3. Dr. Stuart Ablon, author of "The Discipline Fix" and "Changeable: How Collaborative Problem Solving Changes Lives at Home, at School and at Work", provided a full day training to all WPS district leaders, focused instructional coaches, and curriculum liaisons. Dr. Ablon has researched why discipline challenges occur. "Challenging behavior is linked with deficits in the following areas of neuro-cognitive skills: Language and communication skills (e.g., Willcutt 2008), attention and working memory skills (e.g., Cohen 2003), emotion and self-regulation skills (e.g., Stieben et al., 2007), cognitive flexibility skills (e.g., Van Goozen et al., 2004) and social thinking skills (e.g., Dodge et al., 2003)

Discipline Goals of Intervention are as follows:

1. Pursue high priority expectations
2. Reduce challenging behavior
3. Solve chronic problems durably
4. Build skills, confidence (ie, intrinsic motivation)
5. Create (or restore) a helping relationship

Dr. Ablon will be providing additional training on the collaborative problem solving approach for district leadership and school leadership and staff. An introductory overview was provided on October 23, 2019. Future, targeted on-site training will include; grade 9 team representatives (Assistant Principal, one teacher per team, school guidance counselor, school adjustment counselor, and behavior specialists) This is a multi-year initiative. The 2019- 20 school year will focus on Tier 1 training and 6 months of coaching. All participants will receive the text, The Discipline Fix.

Update July 2020: School based teams from each secondary school and two elementary sites completed Collaborative Problem Solving (CPS) Training for Tier 1 on January 8, 9 and 10, 2020. Each participating team developed an implementation plan and began initial site based implementation. Biweekly, virtual coaching by Collaborative Problem Solving is currently being planned to support implementation. CPS has been coaching teams servicing students face to face and, more recently, in the virtual environment. District and school leadership, management, principals and assistant principals, received this training on June 15, 16, 17 and 18. Each of these teams developed or reviewed their school implementation plan and submitted to the district for review. The district is partnering with Think Kids: Collaborative Problem to submit a federal grant for 8 elementary schools in August 2020. Collaborative Problem Solving training will be deepening and extended for the 2020-2021 school year.

4. Michael Fullan, world renowned researcher on systemic school change, author of Nuanced Leader, provided a full day workshop to school and district leadership on embracing change, collaboration on common problems of practice, and building a strong culture within the district. All participants received the text for summer reading, "Nuance: Why Some Leaders Succeed and Others Fail".

5. Dr. Heather Forkey, Director of UMASS Trauma Team, is training principals and school adjustment counselors who will train all staff at their schools. The five areas of training are ACES (Adverse Childhood Experiences), anxiety, mindset, transitions and problems of practice. All WPS staff will continue to receive training every other month. School adjustment counselors will facilitate school based training and work with school administration to coach implementation of strategies during the school day.

Update July 2020: The WPS is planning with Dr. Forkey and other health professionals to continue with these staff trainings on trauma informed teaching and the development of resilience in the 2020-2021 school year.

6. Barr Grant - The WPS has applied for a continuation of the current Barr Grant. Area of focus is Grade 9 in all high schools. Principal and VP of Claremont Academy, Principals of North and South High and Sullivan Middle School traveled with the district team to Mission Vista Tech High in San Diego, CA. If successful in receiving the grant, WPS will work with the Rennie Center and Next Generation Learning. By Spring 2020, a Portrait of a Graduate will be completed.

Update July 2020: The Portrait of a Graduate framework was developed through collaboration with a diverse group of district stakeholders: students, a core team of teachers across grade levels, administrators, parents and community based organizations including colleges and workforce development and many of the city's agencies that support our students. This work will continue with the support of the Barr Foundation and their partner, NGLC (Next Generation Learning Challenges). It will be finalized in the Spring of the 2020-2021 school year.

The Barr Foundation's flexibility during this time of the COVID 19 disruption has allowed the district to refocus funds and enhance goals and objectives already underway in the district. The collection of student readiness data, now grades 7-12 instead of only grade 9, will allow professional staff to closely monitor students when they are "on or off track" for graduation and post-secondary success. Exposure to Strengths Based Leadership by a small group of secondary school leaders in January can now be expanded to include **all** building leaders K-12 as well as those that they identify as their leadership team within their buildings. The district's goal is to build a Strengths Based Leadership Model that will strongly support implementation and ongoing improvement in education in Worcester Public Schools.

Also, through the Barr Funds, the Rennie Center has been commissioned and has partnered with the Worcester Public Schools to "tell our story of growth and development" that is tied directly to the progress on the Strategic Plan.

7. WPS received a grant to train all high school assistant principals and one AP from each middle school on Culturally Responsive Instruction. It was a 3 day training and was completed on October 11, 2019. The training was conducted by Assabet Collaborative. The target audience was Assistant Principals from middle and high schools. Main themes were:
 - Self-exploration on blind spots and biases
 - Deepen viewpoints & experiences related to identity, diversity, achievement, & learning;
 - Increase understanding of the history of educational inequity in the U.S,
 - Develop a lens for detecting and disrupting bias in school climate, practices and policies through the principles, elements and tools of the cultural proficiency continuum;
 - Develop skills to intervene and advance the thinking/learning of others through practice;
 - Develop an Action Plan for next steps in your life and work
8. Dr. Gisiele Martin-Kniep, CEO of Learner-Centered Initiatives, began her work with the district on October 10, 2019. Dr. Martin-Kniep's work is targeted with middle and high school staff and district leaders on a culturally responsive curriculum. She has extensive experience in this area and has trained the New York City schools previously on a culturally responsive curriculum.

Update July 2020: Dr. Martin-Kniep worked with the Turnaround School Networks, elementary and secondary, throughout the year identifying culturally responsive pedagogy and applications in context. This work within the network included identifying implicit biases in the perspectives/orientations of instructional frames and resources used. The Claremont and Sullivan Middle School staff had ongoing professional development on the topic with application to their school based work. During the shutdown, Dr. Martin-Kniep also worked with the Office of Curriculum and Professional Development liaisons focused on professional learning support that targeted rigor through questioning. Culturally responsive teaching was framed with particular attention to engagement and rigor. The work involved examining criteria for facilitating the evaluation of materials.

9. For the second year, WPS staff will participate in a virtual book study of the text "Culturally Responsive Teaching and the Brain" by Zaretta Hammond. Last year, 40 participants completed this interactive book study experience. Dr. Hammond is considered the foremost expert on Culturally Responsive Teaching (CRT) and her book provides concrete strategies for teachers across grade levels and subjects to make their classrooms as culturally responsive as possible.

Update July 2020: This year 20 staff participated in the "Culturally Responsive Teaching and the Brain" book study sponsored through the ELL Department. Additionally, managers participated in a related Edweek webinar with Hammond and DeWitt on July 1, "Culturally Responsive Teaching: How to Improve Your Impact in the Physical and Virtual Classroom". Hammond's work aligns with Dr. Martin-Kniep with a focus on equity and rigor in classrooms through culturally responsive practices.

10. WSU Diversity Grant: This program is in progress with WSU. This program provides instruction/training to WPS IAs. Currently, 18 IAs are participating in the education tract and 13 are on track to graduate with a post BAC in June 2020. 18 additional IAs students are enrolled in the undergraduate program and are taking their first college class this Fall.

Update July 2020: Six have graduated and completed their licensure. Out of the remaining ten, five are on track to graduate in December 2020 and five are on track to graduate in May 2021. There are 13 new JET participants for 2020-21, five are diverse candidates. The district has reapplied for this grant and will be notified this summer.

11. Monday, October 28, 2019, 5:00 to 7:00 pm. Linda Nathan, founder and headmaster of the Boston Arts Academy, Boston's first and only public high school for the visual and performing arts, educational author and researcher, will share her research and facilitate conversation about ways to address roadblocks to our students' post- secondary success. A book signing will follow of her latest publication, "When Grit Isn't Enough: A High School Principal Examines Poverty and Inequality and the College for All Promise". The Worcester Public Schools is co-sponsoring this event with the Latino Education Institute at Worcester State University.

12. Thursday, October 24, 2019, DESE 2nd Annual Leading with Access and Equity Convening Forum: District Leadership team participated in various workshops that focused on systems and strategies to meet students' holistic needs and ensure that every child has equitable access to a world-class education. The event represents a collaboration across multiple offices and initiatives at DESE and will focus on topics including, but not limited to: creating a pipeline of diverse educators, developing multi-tiered systems of support, equitable access to high quality curriculum, bilingual education, ensuring racial and cultural equity, effectively engaging families, student mobility, approaches to addressing students' mental health needs, integrating social emotional and academic learning, and more. Participants: DESE expects to have approximately 600 participants from across the Commonwealth representing state, district, and school leaders, classroom educators, student support staff, community and family partners, and others.

Update July 2020: Manager Carmen Melendez was invited to participate in a conference sponsored by presenter Dr. Irvin Scott on her work in Worcester engaging families in schooling through their faith based groups.

Conference presenters will present to district leadership in 2020-2021. On August 18, 2020, Dr. Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will present "Leading for Access and Equity" to district administrators, principals and managers. Dr. Novak, who also presented, will offer a workshop to district administrators, principals, liaisons and focused instructional coaches on Universal Design for Learning (UDL) in the context of access and equity. See below.

13. Universal Design for Learning (UDL): Katie Novak presented to all coaches, liaisons, and several managers on UDL and how to incorporate into our classrooms. North High and a team of District Administrators are part of the DESE Inclusive Practice Academy incorporating UDL.

Update July 2020: All school and district leaders are reading Dr. Katie Novak's latest book, "Unlearning" and will attend district training on August 24, 2020.

14. "Leadership for Equity and Access", a full day workshop with Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will be held Thursday, August 18, 2020 for district principals and management. The related summer book study is being determined. (<https://www.gse.harvard.edu/faculty/irvin-scott>)

Update July 2020: See number 12 above. The timing was changed to a 2 hour presentation and discussion because of the virtual format.

15. World Language Ambassadors: The World Language Department, in collaboration with the Deputy Superintendent's Office, is providing opportunities for high school World Language students to participate in an after-school club that will develop lesson plans to teach Spanish, French and possibly other languages to elementary schools through after-school programs. It is planned that these high school students, who become our WPS World Language Ambassadors, will also play an integral role in our Welcoming Schools Committees that are being instituted in every WPS school.

Update July 2020: The program was well received. It ran during the school day at Burncoat High School/Thorndyke Road and Doherty High/Midland Street. It was offered after school at South High/Gates Lane, North High/Union Hill and Claremont/Woodland Academy. Between 10 and 15 high school students worked with language teachers to develop the lessons to bring to the elementary schools. Between 20 and 30 elementary students were involved at each site. Feedback from students, teachers and administrators was very positive. A final closing event at Assumption College was not held due to the closure.

16. October 15, 2019 - Michael Giangreco, Ph.D.: Rethinking Service Delivery and Personnel Utilization to Support Students with Disabilities in General Education Classrooms. District participants included principals, school based teams, general education and special education staff.

Update July 2020: This workshop was designed to target participants such as; principals, school based teams, general education and special education staff . The focus of this professional development training addressed the redesign of instructional strategies to meet the needs of diverse learners in general education classrooms. Emphasis on universal design to learning, differentiated instruction to improve academic outcomes for SWD in general education to access content standards. Participants engaged in a variety of activities to understand the learning styles of students and evidenced based strategies to support SWD in general education classrooms. Participants included the following staff: Assistant Director of Special Education, System wide SPED Department Heads, General Education teachers, bilingual diagnostician, Middle School Special Needs Teachers, Guidance Counselor, and Evaluation Team Chairpersons. The district is considering presenting this workshop this coming school year to expand participants to principals and school based teams.

17. October 11, 2019 Special Education Clinicians and Behavioral Consultants participated in a comprehensive training on Trauma-Focused Cognitive Behavior Therapy (TF-CBT). This approach is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers. Research shows that TF-CBT successfully resolves a broad array of emotional and behavioral difficulties associated with single, multiple and complex trauma experiences. This is the official TF- CBT National Therapist Certification Program, in which clinicians can become certified in the TF-CBT treatment model.

In this workshop, participants learned an evidence based treatment modality for children and adolescents as well as strategies to improve functioning.

Update July 2020: 19 Special Education Behavior Specialists, 3 Behavior Consultants, and 1 Special Education Department Head attended the Trauma Focused - Cognitive Behavioral Therapy (TF-CBT) two day workshop on October 10th and 11th, 2019 led by Dr. Jessica Griffin. Dr. Jessica Griffin is an associate professor of psychiatry and pediatrics, as well as the executive director of the Child Trauma Training Center, at the University of Massachusetts Medical School. 17 of the 23 staff members, who attended the two day TF-CBT workshop, chose to attend twelve follow up TF-CBT consultation sessions led by Dr. Griffin in order to obtain certification as TF-CBT clinicians. Dr. Griffin provided these consultation sessions pro bono to the district. The 12 follow up consultation sessions were scheduled beginning on February 11, 2020 and ending on July 21st outside of work hours. There is one more session left for July 21st. The anticipated outcome is that the majority (75%) of the behavior specialists working within the Structured Therapeutic Education Program (STEP) and COAST classrooms will be eligible for certification as trauma focused cognitive behavioral therapists. As referenced in the above description of TF-CBT, it is a therapeutic approach that addresses the needs of youth with post-traumatic stress disorder (PTSD) and other challenges and symptoms related to traumatic life events. Many of the students in Worcester Public Schools, who we service in the Special Education Department, have experienced traumatic life events for which they need clinical support to: (1) develop trusting relationships, (2) build upon social skills, and (2) identify and apply coping skills. An evidence-based approach, such as TF-CBT, will assist with this endeavor.

18. SY' 2019 -20 Professional Practices Symposium for Behavioral Analysts: Developing Effective ABA Programs in Public School Systems to promote targeted interventions to address learning objectives and social skills needs of students with disabilities

Update July 2020: During the SY 2019 -2020 the special education department supported the initiative of BCBA's to engage in a Professional Practices Symposium for Behavioral Analysts: Developing Effective ABA Programs in Public School Systems to promote targeted interventions to address learning objectives and social skills needs of students with disabilities. This initiative symposium was through the ACCEPT Collaborative as participants included (10) Board Certified Behavioral Analysts (BCBA's). This learning opportunity provided explicit training to district BCBA's on targeted evidenced based interventions to meet the diverse needs of SWD. Training requirements also included on-going monthly meetings throughout the school year. Feedback from participants was that the PD was highly useful and effective in building collaboration and consistency in the delivery of applied behavioral analysis (ABA) programming which has enhanced our district autism services. Also, the outcome of this training directly impacted the needs of our autism students as BCBA's promoted evidenced based intervention strategies both in our schools and through service delivery options for home autism ABA services. This also included strengthening the evaluation process in the area of trauma informed functional behavioral analysis.

19. Preschool Teachers and Preschool Classroom Instructional Assistants were trained on the Teaching Strategies GOLD (TSG) Observational Assessment the first week of school. TSG is an authentic, ongoing observational system for assessing children from birth through grade 3. It is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards that align with the Massachusetts Curriculum Frameworks. See the Massachusetts birth.

This assessment offered teachers a variety of online tools to gather and organize meaningful data, including online portfolios where children's work could be stored. The system also generated comprehensive reports that could be customized and shared with families.

Update July 2020: The observational assessment TSG was implemented and ongoing support was provided to teachers for implementation. This will continue next year.

The response regarding training for staff and School Committee as to MGL c222 is contained in Action Step 4.

ACTION ITEM 4

4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.

ANSWER

All district processes and policies have been reviewed for compliance with MGL Chapter 222 by legal counsel and found to be fully in compliance. Legal counsel provided professional development and updates to all principals prior to the start of the 2019-20 school year .

ACTION ITEM 5

5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversity Officer.

ANSWER

Worcester Public Schools (WPS) continues to maintain and further develop the English Language Learner Parent Advisory Council (ELPAC) to promote and support the success of our English language learners. The Massachusetts Department of Elementary and Secondary Education (DESE) published guidance on the council formation in August 2018. (See: <http://www.doe.mass.edu/ell/guidance/>)

In the 2018-2019 school year, our focus was on introducing the group and purpose to our families, engaging families' interest, and soliciting parent leaders. Topics were generated by the interest of the parents that participated in the previous meeting. Interpreters of the following languages were always represented at each meeting: Albanian, Arabic, Nepali, Portuguese, Spanish, Swahili, Twi, and Vietnamese.

Update July 2020: The Office of English Learner Programs has engaged with families and communities throughout the 2019-2020 school year in order to foster collaboration and facilitate communication to support our shared goal of success for every student. We have sustained our work through ELPAC, community partnerships, and information sessions.

Our ELPAC was off to a strong start this year. We formed a planning committee composed of volunteer ELPAC parents who were interested in taking a leadership role. On the evening of December 29, 2019, the planning committee that included parents, met to identify topics of interest and to prioritize a focus for subsequent meetings. We also invited our community partners to be part of this planning meeting. At this meeting, we had two priorities: establishing the goals of the ELPAC and identifying a central location. At this planning meeting with parents we had three questions guiding the discussion: *What information do parents want/need to share with the district?*, *What information do parents want/need to know from the district?*, and *What are the areas or issues we want/need to work on together?* Identifying a location that was central and accessible to as many parents as possible was another important priority. To address this priority, we were able to partner with Creative Hub who provided both the space and an art activity for children while their parents were meeting. Our ELPAC meeting held January 30, 2020 at the Creative Hub was very well attended (standing room only) and parents provided positive feedback on the experiences. The overwhelming response of the families caused us to think about possibly having a quadrant-based ELPAC as we thought accommodating growth would post a challenge for both locations and support from interpreters. This idea will be explored further with the parents in future meetings.

We continued our work with the planning committee and met again on March 5, 2020 to reflect on our January ELPAC meeting and to plan for the next ELPAC meeting. Due to the shutdown, we were unable to hold the remaining two planned ELPAC meetings for the year. However, we met virtually one last time with our planning committee on June 10, 2020 to discuss current challenges families are facing and ideas for our collaborative work moving forward.

ELPAC Meetings 2019-2020

- December 19, 2019: ELPAC Planning Committee Meeting, Forest Grove
- January 3, 2020: ELPAC Meeting, Creative Hub
- March 5 2020: ELPAC Planning Committee Meeting, YWCA - Main St.
- June 10, 2020: ELPAC Planning Committee Meeting, Virtual

Our goal for 2020-2021 is to gradually release the coordination of the ELPAC to be solely led by the parents. In the meantime, we will work with the current parent leaders to support their planning and implementation of the meetings and the development of the by-laws. DESE has announced that they will release additional resources and guidance to support districts with the ELPAC and will create training for parents involved in leadership with the ELPAC. As we continue this work, we will update our community partners and continue to invite them to support this work.

Community Partner Quarterly Meetings

At these meetings we work together on mutual goals that support ELs and their families. The work of the ELPAC has been part of our meeting conversations. Last year we met monthly, but the community partners requested we transition to quarterly meetings for the 19-21 school year. Here are the dates of our meetings:

- Sept. 9 @ Dunkin Administration Building
- Nov. 20 @ Durkin Administration Building
- Jan. 22 @ Durkin Administration Building

(Participants include: ACE, LEI, SEAC, Ascentria, Cultural Exchange through Soccer, Family Service of Central Massachusetts)

Virtual Information Sessions for current community partners and other community organizations during school shutdown.

The goal of these virtual sessions was to provide information to community organizations in order to help our EL families understand, transition and navigate our new "virtual world". We met virtually these dates:

- April 10: WPS website overview and relevant links
- April 23: Remote Learning overview
- May 11: FAQ list in our website, Translations, Clever and Google classroom
- June 9 : Summer program, technology registration, graduation

Participants included: Refugee and Immigrant Assistance Center (RIAC); Worcester Alliance for Refugee Ministry (WARM); ACE; SEAC; Family Services of Central, MA; Cultural Exchange through Soccer (CETS); LEI; Worcester Family Partnership and Greendale Headstart; Worcester Public Library; Dynamy Youth Academy; Ascentria Unaccompanied Minors Program and Training Resources of America.

WPS Chief Diversity Officer, Ivonne Perez, officially assumed her role July 1, 2020 and will continue to be involved in the ELPAC work going forward.

ACTION ITEM 6

6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.

ANSWER

The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

Update July 2020: The WPS Discipline Committee reviewed out of school suspensions for students in K-2. As a result, funding was provided to hire five mental health clinicians. Three mental health clinicians have been hired to date. One is working at Woodland Academy with the Stabilization Team and one clinician is working with at risk elementary students who will be transitioning to the district Assessment Stabilization Program (ASP).

The special education, SEL and nursing departments are coordinating at Woodland Academy to pilot the Bridge for Resilient Youth in Transition (BRYT) Program for Tier 3 students in 2020-2021 through the state nursing grant. BRYT will consult and coach the Woodland staff for implementation of a support room. BRYT positions schools as an essential part of the safety net for students with serious mental health or medical issues. BRYT partners with schools and districts to provide support for a school's priority population by providing tools and a structure that treat and support students for the purpose of returning students to the general education classroom. WPS staff will continue to be trained by Dr. Heather Forkey, UMASS Medical Trauma Center. Training at staff meetings will continue with supported facilitation by building based school adjustment counselors.

The Superintendent and Manager of Social Emotional Learning met in March with Regional and Sectional Directors from the Department of Children and Families to better coordinate work with students and families.

ACTION ITEM 7

7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.

ANSWER

The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

Update July 2020: The Affirmative Action Advisory Committee has not been formed, Due to the hiring responsibility given by law to the superintendent and the principal, the affirmative action committee would have no jurisdiction on hiring.

The goals of the Strategic Plans include achieving increased hiring of diverse staff. The Human Resource Department will report hiring percentages with the Strategic Plan updates.

Update July 2020: The Chief Diversity Officer officially began on July 1, 2020. The Chief Diversity Officer and the Human Resource Department will provide a report to the School Committee on reopening hiring in October 2020.

ACTION ITEM 8

8. Create a Superintendents Latino Advisory Committee

ANSWER

The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

Update July 2020: A Superintendent Latino Advisory Council Committee has been formed. The Superintendent has expanded the council to include additional leaders in the community. The first meeting was March 3, 2020. Current confirmed community members include Junior Belisea, Marcela Uribe-Jennings, Anh Vu Sawyer, Robert Layne, Erik Baptista, Neftali Rivera, Oscar Amparo, Kolawole Akindele and Kwame Yeboah. District and school leaders are Carmen Melendez, Principal Yeu Keu, Ivonne Perez and Susan O'Neil.

ACTION ITEM 9

9. Quarterly/biannual reports on the progress of the Strategic Plan

ANSWER

The Superintendent will provide a Report of the Superintendent on Thursday, November 21, 2019.

Update July 2020: The District is partnering with the Rennie Center to provide updates on the Strategic Plan. Reports will be provided to the School Committee on a quarterly basis. Rennie's report was interrupted by the COVID shutdown. A report will be given early in the 2020-2021 school year.

ACTION ITEM 10

10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals. Timeline: Implement immediately

ANSWER

The same person doesn't do the hearing and appeals. The principal does the initial hearing and either the Superintendent or the Director of School Safety does the appeals.

Update July 2020: The Superintendent can have a designee for appeals under 37 H ¾ but not under 37 H or 37 H ½.

ACTION ITEM 11

11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools

ANSWER

The Administration has hired Ms. Ivonne Perez as the Chief Diversity Officer. She is currently the Principal of Chandler Elementary School. She will report to the Superintendent and will work collaboratively with the Human Resources Office.

Update July 2020: Ms. Perez began her position as of July 1, 2020.

ACTION ITEM 12

12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.

ANSWER

Worcester Teacher Pipeline Committee

The Administration continues to play an active role in the Worcester Teacher Pipeline Committee. This committee includes representatives from higher education institutions, DESE, community groups, business leaders and municipal officials and continues to meet regularly throughout the year. President Barry Maloney of Worcester State University has graciously agreed to host and facilitate the meetings throughout the year. At this point, subcommittees have been formed around the following five areas:

- Recruitment
- Funding & Scholarships
- Mentoring & Retention
- MTEL Preparation & Advising
- Summer Internships & Employment

The Committee met as a whole on August 28th and September 26th and is scheduled to meet again on November 7th, December 5th, January 9th and February 13th. Each subcommittee will conduct additional meetings throughout the year. The Worcester Teacher Pipeline Committee will present its findings in the early spring.

Update July 2020: The Superintendent has attended the Teaching Pipeline Task Force which is chaired by the President of Worcester State University and attended by local college presidents and community representatives. The final meeting of the group was on March 5, 2020. A final report will be provided by President Barry Maloney.

ACTION ITEM 13

13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.

Timeline: Fall 2019

SEMI ANNUAL REPORT OF THE OFFICE OF ENGLISH LEARNERS PROGRAMS, 10/10/19

The following report provides an update on the work of the English Language Learner Department and related programs in reference to compliance and best practices as guided by the state Department of Elementary and Secondary Education (DESE) and our current settlement agreement with the U.S. Department of Justice (2016).

I. COMPLIANCE

Below are compliance updates on four items aligned to recent DESE guidance: the Home Language Survey, Opt-out procedures, SLIFE students and Benchmark Monitoring.

A. Home Language Survey (HLS)

Attached is the new Home Language Survey we adopted from DESE. The changes were in response to feedback the state received from districts around the concern of over testing students for language proficiency.

B. Opt-Out Procedures

The following are our new WPS Opt-out procedures:

1. If a parent of an English learner (EL) decides to "opt out" of a language program at the time of enrollment, the school/PIC will place the student in an English language mainstream classroom with an SEI-endorsed teacher and maintain the parent's/guardians opt out notice in the student's file.
2. If a parent of an EL decides to "opt out" while their child is receiving ESL instruction, a meeting will be convened with the ESL teacher, principal and parent/ guardian and with an interpreter to ensure parents/guardians understand their educational rights for ESL instruction and the support available in mainstream education. If the parent/guardian chooses, an "opt out form" will be provided in their preferred language of communication. Forms will be filed in a student's cumulative record.
3. Per new DESE guidelines, starting in the academic year 2019-2020, and every year thereafter, the WPS will provide parents/guardians of an "opt-out" child an opportunity to reconsider ESL instruction annually. A letter will be sent home in the preferred language of communication instructing parents /guardians of the options available. The parent/guardian is asked to return the form or call the school with their decision to either return their child to ESL instruction or keep them in an "opt- out" status. Once the forms are returned, documents will be filed in the student's cumulative file and SAGE is updated.

C. SLIFE students: (Students with limited or interrupted formal education)

Last year we started a SLIFE Task Force composed of teachers, coaches, counselors and administrators to review our SLIFE registration and placement protocols. We also hired a district SLIFE coach to work with teachers, students and families to ensure proper identification, placement and monitoring. By the end of 2019-2020 our goal is to have a SLIFE identification assessment composed of a Literacy and Math assessment in the student's native language. This will be in addition to a WPS Protocols and Procedures that will be our guiding document when working with SLIFE students. We are also adding this year a community member to be part of the SLIFE Taskforce.

D. Benchmark Monitoring:

The annual ACCESS test has a target that is set for individuals to reach English proficiency in a six-year period. Under the LOOK Act, we are required to monitor the progress of each EL not meeting their ACCESS benchmark. We are calling the monitoring team **LIST** (Language Intervention Support Team). A draft tool has been developed for this year and will be refined based on feedback. The ESL Coaching Team will support principals and their school based teams to respond to the Benchmark Data section of the LOOK Act by implementing the draft Benchmark Monitoring Tool/Student Success Plan and:

- Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency
- Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement
- Develop resources to support intervention strategies and progress monitoring
- Incorporate an improved pre-referral protocol that will include culturally and linguistically appropriate processes, observations and assessments with input from the parents or legal guardian of the identified EL
- Offer district-wide PD to support RTI for ELs

II. BEST PRACTICES:

A. Identification and support of ELs with identified special needs: We continue to work with staff on clarifying the difference between English learning needs and specific learning disabilities as categorized in special education.

- Annually, Evaluation Team Chair persons (ETCs), receive updated training from the EL Department on the English Learners identification process, the levels of language acquisition, ESL service delivery, opt-out procedures, and parent program options.
- Each year, every school identifies staff who are trained annually and responsible for reporting out at meetings about the needs of individual EL students. The ESL, special education teacher, and 504 coordinators are typically involved. The purpose is to have a shared understanding about the difference between language acquisition and a learning disability as well as knowledge of current best practices regarding interventions for ELs. PD *Supporting ELs with Disabilities* was offered in the district in October/November 2018. Slides from "Effective Instruction/Assessment for ELWD PD" are attached. Training is scheduled to happen in October and November this year.
- The EL coaches provide support to teachers in regards to scheduling and services for ELSWD. The coaches observe classrooms and model best practices in both general education and special education classrooms.
- WPS has updated the protocols for evaluation and assessment of English Learners. See the attachment.
- WPS has updated the training process and protocols to be used when an interpreter is used during an evaluation. See the attachment.
- A Professional Learning Community (PLC) with Special Education and ESL teachers meets after school, throughout the year, to discuss how to better serve ELs with identified special needs. We will continue these discussions and representation from Child Study will be added to the PLC Team for the 2019-2020 school year. Topics discussed in the PLC have included:
 - Building and sustaining a foundation for learning for all WPS diverse learners Cultivating culturally and linguistically responsive learning environments
 - Intervention and Progress Monitoring Types of interventions/RTI utilized for ELs Multi-Tiered Systems of Support Improvements to the EL Current Performance Template
 - Measuring and Sustaining Student Support Programs Development of a draft Student Success Plan to plan for and monitor struggling ELs.

B. Staffing Support has continued to increase over the past 3 years:

- 2019-2020 addition of 12 full time ESL teachers and 6 part-time teachers
- 2019-2020 2 additional ELL coaches have been hired to focus on our secondary schools
- 2019-2020 2 bilingual interventionist added to work with our Dual Language programs
- 2019-2020 Assistant Director has been hired to support compliance implementation, curriculum development and programmatic expansion
- WPS offers an ESL MTEL prep course twice a year to encourage teachers to be dually certified and to support our ESL teachers on waivers

C. Bilingual Programs:

- An evaluation of our bilingual programs was conducted in spring 2019 with support from a state grant and the assistance of Patrick Proctor, a Professor from Boston College, whose work and research is based on bilingualism and bilingual programs. (<https://www.bc.edu/bc-web/schools/lynch-school/faculty-research/faculty-directory/c--patrick-proctor.html>) Resources, curriculum and instruction for our bilingual programs were examined. The final report is attached.
- This year we were able to expand our Dual Language (DL) program to the 8th grade at Burncoat Middle School and opened a new Kindergarten class at Woodland Academy. We are applying to the state to offer a High School Dual Language program beginning in 2020-2021.

- This year we are piloting three resources that support biliteracy (e.g., American Reading Company, Benchmark Education Company, and Houghton Mifflin). This pilot is coupled with time spent in curriculum development that mirrors biliteracy standards as well as benchmarks for Spanish language development.
- We have applied for a DESE grant to provide our teachers in the bilingual programs an opportunity to earn their Bilingual Endorsement Certification through an online program from Boston College.

D. Co-teaching:

In co-teaching, the ESL teacher and homeroom/content teacher plan and deliver content and language lessons together. Both teachers receive professional development on co-teaching. We have trained 144 teachers in this model. This year we have 23 teaching pairs implementing the co-teaching model. We began with initial training in June 2018 with Honigsfeld and Dove. (See <http://coteachingforells.weebly.com/>)

E. Parent/Guardian Outreach and Engagement:

Last year our family outreach served 75 adults in 4 churches. Leveraging the success with reaching Latino families through workshops in local faith based communities, we developed a summer opportunity. WPS offered an intensive 1-week early literacy summer program for Latino families with preschool children. Two churches hosted this workshop series. 36 adults attended. Each family received two bilingual books each session. The books were used in the workshop to teach tips on developing early reading habits. Blanca Figueredo, a bilingual educator from Chandler Magnet School, was the main facilitator. Her background is early literacy development. Please see the attached flyer.

F. Graduation Improvement efforts and College and Career Readiness:

- *Summer Program 2019* For the first time we offered a Math SAT program in Spanish for Latinos students delivered by two retired engineering professors from Cuba. We also partnered with the EcoTarium and offered another summer opportunity for high school ELs to receive instruction on academic language and then get an opportunity to volunteer at the EcoTarium. The focus of this partnership was Science and Teaching. We provided financial support for summer programming to: the Latino Educational Institute for the middle school "My Voice, My Community" program; Cultural Exchange through Soccer for a middle and high school "Leadership Development" program; Southeast Asian Coalition for K-12 ESL classes, "Youth Effect" program; and the African Community Education for "Literacy and Youth Development". The following initiatives are slated for this academic year to support our English learners toward high school graduation and dive into their college and career pathways.
- *Dropout prevention interventions: Our coaches will work with high school teams to identify at-risk youths.*
- *Afterschool programming: Writing support and tutoring Goals*
Improve students' writing skills by reviewing grammar and writing mechanics Nurture creativity to allow students to express themselves in the form of writing Reinforce ELA and WIDA standards
Program Description Students will participate in an after-school writing club for 30 weeks that will use different formats to engage them in a fun way to support the development of writing skills. Topics will include, but are not limited to, creative writing exercises, poetry and publishing their own book. There will be opportunities to meet local authors who are English learners themselves.
This program will run two days per week at Burncoat and Doherty High Schools from 2:00 – 3:30 (pending planning with schools)

Math support and tutoring Goals

Support the Math curriculum with fun and interactive ways to learn mathematics of students Close the achievement gap of EL in mathematics Reinforce topics that would support the requirements of Graduation Bring Math skills to the "next level" Develop skills for college and career readiness Program description I. For the month of September, October, January, February, March and April: The main focus will be academic tutoring that would address the specific needs of each student. They will be student-centered remedial activities that could support their success in their math classes. The activities range from individual help, practical activities and small projects. Topics may include, among others, numerical operations, algebra, geometry and probability. II .For the months of November, December, May and June: The main focus will be to run a math club with different emphases / themes to reinforce math concepts and open students' interest in exploring math beyond the "classroom walls" in a way that is engaging, interactive and FUN! 2: 00-3: 30 4 days a week for October, January, February, March, April 2: 00-3: 00 5 times a week for November, December, May June Both South High and North High will have the same programming.

College and Career Readiness activities for (Spring) 2019-2020:

- Multilingual professionals speaker series in ESL classrooms\
- Local college admission counselors lunch series with ELs
- College tours for ELs
- Explore more opportunities for Advanced Placement and Early College Experience
- Parent workshops on college and career readiness

III. PROFESSIONAL DEVELOPMENT:

A .Culturally Responsive Teaching

There are various initiatives the ELL Department launched last year in efforts to expand educators' competency in culturally responsive teaching.

1. **RealTALK!** In 2018-2019, this was an "after-hour" PLC for school leaders and teachers around topics of diversity, equity, race, workforce landscape and teaching diverse learners. We met for 2 hours in each of the three meetings (10/29/18. 12/10/18 and 2/5/19)
2. **A Book study on "Culturally Responsive Teaching and the Brain" by Zaretta Hammond.** 40 participants completed the online book study via Google Classroom. Participants were responsible for responding to posts from at least 2 other participants on each assignment. As a final product, participants wrote a paper that included: a. something they saw transform as a result of learning and thinking about Culturally Responsive Teaching (CRT) and b. identifying an area where they see they could learn more and grow regarding CRT. Two of the participants who are principals, have planned to do this book study with their staff in 2019-2020. The Digital Learning Department is also running this book study. We will hold another district-wide book study again starting October 25, 2019.
3. **A 3 day module with Assabet Valley Collaborative.** 25 participants trained between August and October 11th. The target audience was Assistant principals from middle and high schools. Main themes were:
 - Self-exploration on blind spots and biases
 - Deepen viewpoints & experiences related to identity, diversity, achievement, & learning;
 - Increase understanding of the history of educational inequity in the U.S,
 - Develop a lens for detecting and disrupting bias in school climate, practices and policies through the principles, elements and tools of the cultural proficiency continuum;
 - Develop skills to intervene and advance the thinking/learning of others through practice;
 - Develop an action plan for next steps in your life and work.

4. Community Immersion PD. 19 WPS educators participated in a June professional development that focused on learning about families and the community in the Woodland/Claremont area by going out and exploring the community and visiting families in their homes. This Community Immersion PD was designed for engagement beyond our school walls - scavenger hunt style. Participants walked the streets of a Worcester Public School neighborhood with the goal of seeing the world through the eyes of our students' and families'. As part of the exploration, participants experienced shopping for food, visiting a place of worship, navigating public transportation and visiting within a student's home. There was a debrief before and after the scavenger hunt. We are hoping to be able to duplicate this PD with another school this year.

B . Instructional Practices:

1. Please see attached for 2018-2019 summary of EL related PD.
2. Based on classroom observations and feedback we decided to hone in on *Student Talk* as a major focus for PD for teachers. The various PD will be available for all ESL teachers, Content-Area teachers and administrators. An example of that PD involves the book that all principals and ESL teachers received in August, **Content- Area Conversations** by Douglas Fisher, Nancy Frey and Carol Rothenberg. In addition, we will do a book study on **Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding**, by Jeff Zwiers and Marie Crawford.
3. Another exciting PD is based on the book **Scaffolding Language, Scaffolding Learning**, by Pauline Gibbons. This particular PD is run by Lesley University Professor and Linguistic expert, Dr. Laura Schall-Leckrone (<https://lesley.edu/about/faculty-staff-directory/laura-schall-leckrone>) and provides strategies to develop oral language skills as a platform for literacy development for ESL and content teachers. Imbedded in this PD are 4 sessions for coaching opportunities with the participants as well as working with our ESL coaches. 3. In 2019-2020, WPS ESL staff will deliver PD for teachers of students with special needs using the following resources, "**RTI with English Learners**", by Douglas Fisher, Nancy Frey and Carol Rothenberg, and "**Seven Steps to Separating Difference from Disability**", by Catherin Collier. 4. ESL staff gave and reviewed with ESL teachers and principals this past August the document
4. **"The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12"**, by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood. Department staff will lead a more paused and in depth PD on this resource for teachers and administrators during the school year.
5. Other Titles of PD lined up for 2019-2020 include but not limited to:
 - Academic Conversation-book study
 - Supporting ELs with Disabilities
 - Co-teaching Part II
 - Gradual Release for all learners
 - Pathway to dual/ESL licensure
 - Exploring the ESL MTEL exam
 - Educational and Assessment Considerations for ELs (Intersection) PLC
 - Google hacks to manage and organize your professional work
 - How to support/coach ESL and SEI teachers
 - Inside Textbook Review- Diving deeper
 - EL strategies to use in Science with Lesson Study (ESL/content WIDA)
 - New ESL Teacher Support (Elementary)
 - Creating a Community Immersion PD Scavenger Hunt Style at Your School
 - Revisiting Language Objectives
 - SMART card for Administrators
 - Supporting English learners for fluid and fluent writing (focus on SRSD)
 - Understanding the data around ELs and how to navigate the data to inform change
 - Using technology to develop oracy and literacy i English Learners
 - Effective strategies when working with newcomers students

- GO TO SEI Strategies-Hands on PD that brings SEI strategies to live
 - Supporting ELs in Sub-Separate Settings
 - Intersection Training between ESL and Sped-Part II
6. Monday, October 28, 2019, 5:00 to 7:00 pm. Linda Nathan, founder and headmaster of the Boston Arts Academy, Boston's first and only public high school for the visual and performing arts, educational author and researcher, will share her research and facilitate conversation about ways to address roadblocks to our students' post- secondary success. A book signing will follow of her latest publication, "When Grit Isn't Enough: A High School Principal Examines Poverty and Inequality and the College for All Promise". The Worcester Public Schools is co-sponsoring this event with the Latino Education Institute at Worcester State University.
 7. During the 2019-2020 school year, schools in the secondary network will be working with consultant Giselle Martin on culturally responsive pedagogy. Dr. Gisiele Martin- Kniep, CEO of Learner-Centered Initiatives, began her work with the district on October 10, 2019. Dr. Martin-Kniep work is targeted with middle and high school staff and district leaders on a culturally responsive curriculum. She has extensive experience in this area and has trained the New York City schools previously on a culturally responsive curriculum.
 8. "Leadership for Equity and Access", a full day workshop with Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will be held Thursday, August 20, 2020 for district principals and management. The related summer book study is being determined. (<https://www.gse.harvard.edu/faculty/irvin-scott>)

ACTION ITEM 14

14. Work with the School Committee to consider and implement recommendations of the Mayor's Commission where appropriate. Work with the Commission to benchmark projects.

ANSWER

The report was released on Monday, October 28, 2019 and feedback was gathered in a meeting on the same day. The final report will be issued at a later date.