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The following items will be discussed at a virtual meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, October 18 at 5:30 p.m. in Room 410 in the Durkin Administration Building:

c&p 0-2 -Clerk (January 2, 2020)

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

gb 1-53 - Monfredo/Biancheria/Clancey/McCullough/Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

gb 1-323 - McCullough/Clancey/Monfredo/Novick (November 19, 2021)

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

gb 2-94 – Kamara/Clancey/Johnson/McCullough/Mailman (March 9, 2022)

Request that the Administration provide an update on the Worcester Public School's opt-in and opt-out options regarding the sex education curriculum and provide the full scope of program per grade level and information regarding the hiring of staff.

gb 2-145 - Mailman (May 6, 2022)

Request that the Administration provide a report, from January to present, regarding teacher shortages to include teacher absences by school and indicate the resources utilized to cover their classroom.

gb 2-186 Kamara (May 27, 2022)

Request that the Administration allow the Worcester Bravehearts to discuss the organization's school based opportunities that link students to reading.

gb 2-218 - Administration (August 8, 2022)

To accept the Early College Full School and Expansion Year 2; Fund Code 175 Grant from the Massachusetts Department of Elementary and Secondary Education Continuation administered by the Office of Early College in the amount of \$500,000.

Committee Members

Molly McCullough, Chair
Susan Mailman, Vice-Chair
Jermoh Kamara

Administrative
Representative
Dr. Marie Morse

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

AGENDA #7

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a virtual and/or in-person meeting:

on: October 18, 2022
at: 5:30 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

c&p 0-13 -Clerk (August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

gb 0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

gb 1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

c&p 2-4 - Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

gb 2-42 - Kamara/Novick (January 26, 2022)

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health and provide an update on the implementation of the health curriculum.

gb 2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

gb 2-61 - Mailman/Clancey/Johnson/Kamara/McCullough/Novick (February 7,9 2022)

Request that the Administration, before further expansion of pre k programming in WPS, include local non-profit early education and care partners in order to incorporate lessons learned and to avoid pitfalls of 20 years ago.

gb 2-139 - McCullough - (April 11, 2022)

Request that the Administration provide an update on High School Non-MCAS programs and explore utilization of space at schools in the district.

gb 2-152 - Mayor Petty (May 11, 2022)

To set up a meeting among Adjustment Counselors, School Psychologists, Wraparound Coordinators, Dr. Castiel, the Department of Public Health and certain members of the Mayor's Mental Health Task Force to discuss Mental Health issues facing students in the WPS.

gb 2-167 - McCullough (May 17, 2022)

To provide professional development and training systemwide for all educators related to Social Emotional Learning (SEL) and tie it into the Multi-Tiered System of Supports (MTSS) and other SEL strategies.

gb 2-168 - McCullough (May 17, 2022)

To explore technology needs to assist with student and family communication for School Adjustment Counselors and School Psychologists.

gb 2-188 Kamara (May 27, 2022)

To discuss the role of peer mental health supporters to target social, emotional, mental health and wellness in the district.

gb 2-201 - Mailman (July 11, 2022)

To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

gb 2-244 - Administration (August 24, 2022)

To consider an update of the Admissions Policy at Worcester Technical High School and recommend possible amendments.

gb 2-248 - McCullough (September 6, 2022)

To review district policy regarding lunch and recess time at the elementary school level and review across the district, making any adjustments necessary.

IV. ADJOURNMENT

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

ITEM: c&p #0-2

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: Clerk (January 2, 2020)

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

PRIOR ACTION:

1-16-20 - Gordon Davis, Chair of the Education Committee, Worcester Branch NAACP, Gwen Davis, member of the Progressive Labor Party and Ruth Rodriguez spoke to the Communications and Petitions filed by Mr. Davis regarding suspensions and the adverse impact on the black and Latino community. Referred to the Standing Committee on Governance and Employee Issues.

BACKUP: Annex A (2 pages) contains the Administration's response to the item.

PRIOR ACTION (continued)

- 5-13-20 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES
Mr. Davis referenced an incident in which a student was suspended for hugging a teacher and he would like the Administration to develop a policy regarding age appropriate touching.
Attorney Tobin stated that both Title IX and the Sexual Harassment Policy (ACAB) make references to unwanted touching of students and staff.
Ms. Novick suggested that a policy may not need to be drafted, but that the topic of inappropriate touching should be addressed when the health curriculum is discussed in subcommittee.
Mrs. Clancey made the following motion:
Request that the item be referred to the Standing Committee on Teaching, Learning and Student Supports for discussion when selecting a health curriculum.
On a roll call of 3-0, the motion was approved.
- 5-21-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.
- 3-15-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Superintendent Binienda stated that the Administration has asked for a legal opinion from Attorney Paige Tobin regarding this item.
On a roll call of 3-0, the item was held.
- 4-7-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

GUIDELINES FOR BUILDING ADMINISTRATORS IN ADDRESSING AGE-APPROPRIATE TOUCHING

Appropriate Physical Interactions (age-appropriate touching): Individuals may not violate the rights of others to a safe environment in which to learn and work. Unwelcome, inappropriate touching is not permitted.

Individuals must respect and understand personal physical boundaries (with mindfulness of cultural differences), and be safe, respectful, and appropriate in all interactions with others.

Worcester Public Schools policies provide that “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 their classroom.”

Students learn this in many ways, in the classroom, whole school rules, WPS policies, and directly in health class.

WPS Health Education Curriculum Rights, Respect, Responsibility

Grade	Lesson
Kindergarten	K.2 My Space, Your Space
First Grade	1.2 My Body is My Body
Second Grade	2.5 Feeling SAFE
Third Grade	3.4 If You Don’t Have Consent
Third Grade	3.5 Seeking Help
Sixth grade	6.4 Understanding Boundaries
Seventh Grade	7.5 Harassment Prevention Basics
Eighth grade	8.4 Warning Signs: Understanding Sexual Abuse and Assault
High School	9.8 My Boundaries

Understanding the context

The building administrator should consider the totality of the circumstances in which the behavior occurs in determining whether a violation has occurred and in deciding a disciplinary consequence. The totality of the circumstances means that school administrators should use common sense and consider the following:

- The student's individual characteristics: age, maturity, developmental level, disability status, prior disciplinary history, and other factors must be considered.
- The context: the nature, severity, and precipitating circumstances that led to the conduct, including whether the conduct was premeditated and whether the conduct involved verbal assault in addition to physical assault. ***It is important to consider whether the unwanted touching included an intent to harm.***
- The impact: Was there an injury to persons or property or did the conduct disrupt the school environment?
- **Suspension is not an appropriate disciplinary consequence for touching that is casual, accidental, or incidental.**
- These guidelines should be implemented in a manner consistent with the Student Code of Conduct and due process procedures and school district policy.
- If the conduct includes sexual assault or harassment, refer to School District Policy ACAB and ACAB-R.
- If the conduct involves a crime consult with local law enforcement.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: Monfredo/Biancheria/Clancey/McCullough/Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

PRIOR ACTION:

2-25-21 - Mr. Monfredo requested that the Administration consider formulation of a committee by early April.

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

3-30-21 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES

Dr. O'Neil stated that new grant opportunities were announced by the State this week and plans for the 2022 summer programs have begun.

Mr. Monfredo made the following motion:

Request that the Administration provide an update in May regarding summer program possibilities and pandemic planning.

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

4-8-21 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

1-18-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Dr. Morse stated that the Administration is looking for innovative ways to make the elementary school summer learning program more engaging for students. **(Continued on Page 2)**

BACKUP: Annex A (1 page) contains the Administration's response to the item.

Annex B (1 page) contains a report on the number of students who participated in the Summer Early College Programs at Quinsigamond Community College and Worcester State University.

PRIOR ACTION (continued)

- 1-18-22 - Dr. Sippel stated that WPS is partnering with Generation Teach, which engages educators as leadership residents, who train and supervise high school and undergraduates who are interested in teaching to lead a program for middle school students. He feels this is an opportunity to cultivate future educators within the community.
Ms. Kamara asked about reading programs and Dr. Morse stated that the Administration is exploring tutoring labs for students who need extra help.
On a roll call of 3-0, the item was held for additional updates in March.
- 2-3-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
- 4-12-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Member Kamara made the following motion:
Request that the Administration provide more information regarding the grants.
On a roll call of 3-0, the motion was approved.
Chair McCullough made the following motion:
Request that the Administration provide a report on the Jump Start Program by mid July 2022.
On a roll call of 3-0, the motion was approved.
On a roll call of 3-0, the item was held.
- 5-5-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 6-22-22- STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. O’Neil stated that programs began this week and will carry on throughout the summer.
Superintendent Binienda stated that summer school programs are different than in past years with the district trying to make it like a campus. The students had choices as to which programs they wanted to get involved in. The Generation Teach program for middle and high school students is completely full.
Ms. Kelley added that summer camps will be held at Elm Park, robotics camps at the Worcester Art Museum and the Bookmobile will be available. She also stated that there are 150 to 200 students that signed up for Catapult tutoring. Another new initiative is a camp, funded with ESSER money, with the Boys and Girls Clubs.
- (Continued on Page 3)**

PRIOR ACTION (continued)

- 6-22-22 - Ms. Melendez-Quintero stated that the district has a secondary program which partners with Quinsigamond and 100 multilingual students have signed up for the program with many on the waiting list. Professors have been working with WPS to develop curriculum that focuses on college and career readiness. Another program is focused on middle school ESL tutoring in Math and Spanish and an elementary program focused on building bilingualism that is taught completely in Spanish. Member Kamara asked for a report on the number of low income students who have registered for these programs compared to last year and also a list of the programs that were offered in past years. Ms. Kelley stated that she would provide that information. Member Mailman asked for a list of the secondary school programs being offered this year and Dr. Sippel stated that he would provide that information. Chair McCullough requested that the item be held for an update in September.
On a roll call of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 9-13-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Member Mailman made the following motion:
Request that the Administration provide a report containing the number of students who participated in the Summer Early College Programs at Quinsigamond Community College and Worcester State University.
On a roll call of 3-0, the motion was approved.
Chair McCullough made the following motion:
Request that the item be held for a report in October.
On a roll call of 3-0, the motion was approved.
- 10-6-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

Response

Our summer school programming collaborated with some of our community agencies. Utilizing ESSR funds WPS sponsored approximately 80 students, providing them with a full scholarship to Boys and Girls' Clubs for a full summer schedule. WPS also partnered with Ecotarium to provide scholarships to week-long camps.

We had a quadrant based summer school program focusing on ELA and Math instruction as well as providing a full block of extracurricular activities for all students enrolled in summer programs to ensure an interest based engagement with an SEL focus.

During the school year, 21-22 we hired retired teachers to fill tutoring positions. We had great success bringing back retired teachers to provide Tier 2 support to our students. Most tutors worked 19 1-2 hours a week.

Unfortunately during Summer Programming we did not have interest from our retired teachers to work the summer school programs. We had difficulty recruiting employed teachers to teach summer programming, and did not have any retired teachers interested in teaching the summer programs.

In Summer 2022, WPS students took several Early College courses at Quinsigamond Community College (QCC) and Worcester State University (WSU). The courses, locations, and number of students that completed each class are listed below:

Course Number and Title	Location	Number of students
BA 100 Introduction to Business	WSU	22
BTT 101 Introduction to Biotechnology	QCC	17
CM 110 Public Speaking	WSU	20
FYE 101 First Year Experience	QCC	19
PSY 101 Introduction to Psychology	QCC	26

In addition to the courses above, the district also collaborated with QCC and WSU to offer three Early College Summer Academies to engage rising 9th grade students. All three academies were hosted on the campus of WSU, and featured workshops led by faculty from WPS, QCC, WSU, and partner organizations. The attendance for each of the programs was as follows:

Program	Dates	Number of students
Claremont Academy (2 weeks. including overnight experience)	July 5-15	48
District-wide Session I (1 week)	July 18-22	108
District-wide Session II (1 week)	July 25-29	80

ITEM: gb #1-323

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: McCullough/Clancey/Monfredo/Novick (November 19, 2021)

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

PRIOR ACTION:

- 12-2-21 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 3-15-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Ed Reports provide a review of curriculum materials and not student outcome data. The discreet rubric is informed by subjective criteria on pedagogy and instruction.—Ed Reports rank a program alignment to the common core standards but does not purport to assess if a program is effective or evidence based. The current district focus is on using data, standard based instruction and evidence-based practices for acceleration. One of the next steps for the district is to have managers meet with the elementary principals to update them on the Ed Reports' review and the development of related action steps.

BACKUP: Annex A (2 pages) contains a report on the feedback received from the teachers who are teaching the program.

PRIOR ACTION (continued)

- 3-15-22 - Chair McCullough inquired as to whether teachers are being asked (continued) for feedback on the program. Dr. O'Neil stated that it has been difficult to evaluate due to remote learning but the district will now be getting feedback. She stated that the research and the trajectory of literacy development for younger students has a circular history but now the district has an opportunity to craft its own program that addresses the different ways that students learn to make sure that the outcomes are positive for all students. Vice-Chair Mailman asked if Fountas and Pinnell is the only reading program that the district uses. Dr. O'Neil stated that the Fountas and Pinnell curriculum was adopted just prior to the pandemic. It is the early literacy core program K-3. Heggerty Phonics is available as a supplement. Tier 2 instruction is available as needed by students. The Department of Elementary and Secondary Education held a meeting on March 14, 2022 to explain that the department is collecting data throughout the state regarding the core curricula being used in different municipalities. That information is not due to DESE until July 15, 2022. She stated that she would provide a report at the end of June including data with the caveat that the results has been influenced by the pandemic. Chair McCullough made the following motion:
Request that the Administration provide a report in June regarding the utilization of both Fountas and Pinnell and any other curricula and include feedback on them.
On a roll call of 3-0, the motion was approved.
On a roll call of 3-0, the item was held.
- 4-7-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as amended. Member Novick stated that there is wide agreement among early literacy practitioners that Fountas and Pinnell effectively is educational malpractice at this point. There are three decades of studies in terms of how early students acquire literacy that disproves the basis of Fountas and Pinnell as an educational program. Member McCullough requested that the Administration provide a report on the feedback they received from the teachers who are teaching the program. Dr. O'Neil stated that the components of the Fountas and Pinnell program encompass a broad range of literacy skills so that it's responsive to a variety of learners and meets the needs of the individual learner.

The WPS has begun a curriculum analysis, review process, and audit of all curricula. WPS is dedicated to ensuring the curriculum we use is of high quality, culturally responsive, effective, and impactful. We recognize that there is no perfect curriculum tool and that educators teach to standards and use evidence-based instructional practices in combination with effective curriculum tools to deliver the best instruction. Recently, concerns were raised regarding the impact and quality of the Fountas and Pinnell Classroom program, we surveyed educators to gather their opinions regarding the program in June 2022

Here is a summary of the teacher feedback survey from June 2022 that includes the following key findings.

A survey of K-3 teachers was administered in May/June 2022. The survey investigated teachers' opinions about the Fountas and Pinnell core literacy program. Many shared that the program had some positive aspects and that they received appropriate support for implementation at the school level. However, a concerning high number of teachers, (69%), of respondents rated the program as **somewhat effective- not at all effective**. Many respondents mentioned that the phonics component of the program was not effective as it was not explicitly taught. In addition, 52% of respondents used a supplementary phonics program and used Foundations, Haggerty, and Lexia to address phonics gaps in the Fountas and Pinnell program.

Other concerns teachers raised were that the program is not a good match for ELs, nor is it appropriate for all students, was difficult to use, and did not have decodable texts for students to learn to read. Others shared that they needed more training and the time for planning lessons was extensive as resources were not collected in one manual.

In a variety of ways, the district sought the input of elementary principals regarding their opinions about the Fountas and Pinnell program and the results were mixed. During discussions following the Ed Reports publication, district leaders spoke with school leaders to understand their points of view. In discussions with groups of principals, most agreed and shared that they had concerns since Ed Reports published that Fountas and Pinnell did not meet expectations and were interested in looking into using/adopting a different program. Some worried that we were giving up on Fountas and Pinnell (F&P) too soon but also shared they felt a great urgency to address learning loss and did not want to waste time on something that may not lead to the results needed. Additionally, many worried that the time and energy given to F&P was a major concern and felt more change would be hard for schools to endure.

Others shared that some of the new materials currently available were not available at the time the district adopted (F & P) and shared that elementary schools had been without a curriculum for a decade or longer and were just grateful to have a whole district curriculum. They felt F & P was a good start, but the pandemic changed everything and some of the new curricula on the market accounted for new research and the Science of Reading, SEL needs, explicit phonics, are good for English learners, are culturally aware, and have built-in assessments and a better focus on writing. Additionally, they said whatever we adopt must be easier for educators to use as an F&P lesson is hard to plan as there are many components and teacher decisions within the lesson may or may not be aligned with what students need. Another point discussed by the group was related to student achievement and while it was hard to tell due to the pandemic, about the program's impact on student learning, many felt that they were not seeing results despite using the program as intended and as trained to. Finally, most shared that they were asking their staff to supplement the phonics component with Foundations, Heggerty, and Lexia.

Our response:

We will begin the process of looking for a new elementary curriculum. The district will engage with a variety of stakeholders to find an appropriate elementary literacy curriculum for the WPS.

- The WPS is beginning the formal process to pilot programs for elementary ELA during the 2022-2023 school year.
- Both Ed Reports and the DESE Curate sites will offer guidance for highly effective curriculum materials and programs for a formal review of programs through December, 2022. A formal pilot with the selected programs will begin in the Spring, 2023.
- A WPS Team (OCPL Liaison, OCPL coach, elementary Assistant Principal, & high school department head) has enrolled in DESE's IMPLement Select HQIM Network to support the district's pilot process around adopting the next K-6 ELA Curriculum.
- A wide-reaching group of educators, school leaders, parents, and district leaders will participate in the final ELA curriculum adoption process.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: Kamara/Clancey/Johnson/McCullough/Mailman (March 9, 2022)

Request that the Administration provide an update on the Worcester Public School's opt-in and opt-out options regarding the sex education curriculum and provide the full scope of program per grade level and information regarding the hiring of staff.

PRIOR ACTION:

- 3-17 22 - Superintendent Binienda stated that the sex education curriculum and opt out information is contained on the WPS website.
Member McCullough requested that the Administration provide an update at the end of the school year to include feedback from staff.
It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.
- 6-22-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. Bersin stated that caregivers can opt out their students out of the three hour lessons at any time and that 15.4% of students have opted out. The main challenge has been misinformation regarding the curriculum.
Chair McCullough asked if new teachers are trained on this curriculum and Mr. Bersin stated that there were five additional health teachers added in secondary schools and two were hired for grades K-3 and they all received training.
Member Kamara requested a report on the number of students that opted out per school to include feedback from students and families. Mr. Bersin stated he would provide that information.
On a roll call of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

BACKUP: Annex A (2 pages) contains a report on the number of students that opted out per school.

Annex A
gb2-94

The WPS is in the process of preparing a survey for caregivers and high school students that have both opted in and out of the 3Rs curriculum. Overall feedback will be available in December, 2022. As of September 28, 2022, the opt out numbers by school are as follows:

Row Labels	#Opt Out	School Pop.	% Opt Out
22-23 Academic Center for Tran	3	36	8%
22-23 Alternative School - St	0	28	0%
22-23 Belmont Street Community	144	568	25%
22-23 Burncoat Middle School	153	722	21%
22-23 Burncoat Senior High Sch	64	1158	6%
22-23 Burncoat Street Preparat	49	252	19%
22-23 Canterbury Street Magnet	17	276	6%
22-23 Challenge and Reach Acad	1	61	2%
22-23 Chandler Elementary Comm	8	448	2%
22-23 Chandler Magnet School	75	388	19%
22-23 City View Discovery Scho	120	438	27%
22-23 Claremont Academy	47	483	10%
22-23 Clark Street Community S	64	249	26%
22-23 Columbus Park Preparator	130	385	34%
22-23 Doherty Memorial High Sc	63	1335	5%
22-23 Dr. Arthur F. Sullivan M	160	841	19%
22-23 Elm Park Community Schoo	33	451	7%
22-23 Flagg Street School	103	367	28%
22-23 Forest Grove Middle Scho	180	901	20%
22-23 Francis J. Mcgrath Eleme	57	213	27%
22-23 Gates Lane School	130	492	26%
22-23 Gerald Creamer Center Pr	1	140	1%
22-23 Goddard School Of Scienc	75	384	20%
22-23 Grafton Street School	100	456	22%
22-23 Heard Street Discovery A	31	251	12%
22-23 Jacob Hiatt Magnet Schoo	97	342	28%
22-23 La Familia Dual Language	34	166	20%
22-23 Lake View School	104	335	31%
22-23 Lincoln Street School	32	249	13%
22-23 May Street School	62	313	20%
22-23 Midland Street School	22	216	10%
22-23 Nelson Place School	62	535	12%
22-23 New Citizens Center	1	88	1%

22-23 Norrback Avenue School	184	471	39%
22-23 North High School	57	1329	4%
22-23 Quinsigamond School	160	734	22%
22-23 Registered - Pending Ass	1	27	4%
22-23 Rice Square School	112	509	22%
22-23 Roosevelt School	97	503	19%
22-23 South High Community Sch	45	1608	3%
22-23 SWD - Out of District	3	397	1%
22-23 SWD - Services Only	0	123	0%
22-23 Tatnuck Magnet School	74	371	20%
22-23 Thorndyke Road School	52	378	14%
22-23 Union Hill School	93	417	22%
22-23 University Park Campus S	10	228	4%
22-23 Vernon Hill School	86	466	18%
22-23 Wawecus Road School	31	137	23%
22-23 West Tatnuck School	45	313	14%
22-23 Woodland Academy	35	501	7%
22-23 Worcester Arts Magnet Sc	51	348	15%
22-23 Worcester East Middle Sc	124	772	16%
22-23 Worcester Technical High	57	1480	4%
Grand Total	3539	24679	14%

Row Labels	#Opt Out	Grade Pop.	% Opt Out
0K	94	2051	5%
01	422	2042	21%
02	413	1686	24%
03	452	1858	24%
04	418	1875	22%
05	413	1847	22%
06	370	1814	20%
07	327	1731	19%
08	317	1848	17%
09	177	2107	8%
10	44	2096	2%
11	43	1916	2%
12	49	1808	3%
Grand Total	3539	24679	14%

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: Mailman (May 6, 2022)

Request that the Administration provide a report, from January to present, regarding teacher shortages to include teacher absences by school and indicate the resources utilized to cover their classroom.

PRIOR ACTION:

- 5-19-22 - On a voice vote, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.
- 6-22-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Superintendent Binienda stated that the number in absences reported corresponded to spikes in COVID and the availability of having long term substitutes provided greater flexibility.
Member Kamara requested that a report be provided throughout the school year listing teacher absences by school.
Superintendent Binienda suggested that the report include the number of teachers at the schools and also include the number of students that have been vaccinated.
Member Mailman requested an update in September on the vaccination rate per school.
Chair McCullough requested that the item be held for updates in September and January.
On a roll call of 3-0, the item was held.
- 7-21-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

(continued on Page 2)

BACKUP: Annex A (3 pages) contains the Administration's response to the item.

PRIOR ACTION (continued)

- 9-13-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. Morse stated that the district continues to have vacancies in Special Education, ELs and other core subjects. The district has hired 56 day-by-day teachers and 59 building substitutes in order to mitigate teachers' absences.
Chair McCullough made the following motion:
Request that the item be held for a meeting in October.
On a roll call of 3-0, the item was approved.
- 10-6-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

This school year has proven to be more difficult than in past years to hire and retain teachers, especially Special Education and Multilingual teachers. Please see the below charts listing present vacancies at our schools and absences of instructional staff from January 1, 2022 to October 12, 2022.

Teacher Shortages for School year 22-23			
Positions	Classroom Teachers	ESL Teachers	Special Education Teachers
Oct. 6,2022	Elementary: 3 classroom teachers Middle: 6 content teachers(4 Science, 1 Math, 1 Enrichment) High: 7 content teachers(1 math/science, 3 foreign language, 2 math, 1 CVTE, Engineering)	ESL: 6 TBE: 2	3

Unit A and B Staff Absences Teachers and Instructional Support Staff		
School	January 1- June 30	Number of Absences July 1-October 12
Belmont	338	56
Burncoat Prep	324	68
Canterbury	182	43
Chandler Elementary	213	46
Chandler Magnet	397	68
City View	512	101
Clark Street	209	26
Columbus Park	247	34

Elm Park	270	39
Flagg Street	216	62
Francis McGrath	243	37
Gates Lane	527	111
Goddard	389	58
Grafton Street	555	18
Heard Street	156	47
Jacob Hiatt	160	31
LaFamilia	131	
Lakeview	238	14
Lincoln Street	112	6
May Street	133	37
Midland Street	153	9
Nelson Place	643	146
Norrback	729	97
Quinsigamond	564	114
Rice Square	438	59
Roosevelt	393	84
Tatnuck	258	50
Thorndyke	119	14
Union Hill	180	29
Vernon Hill	390	41
Wawecus	70	8
West Tatnuck	178	53
Woodland	390	69
Worcester Arts	324	69

Burncoat Middle	553	182
Sullivan	985	158
Forest Grove	1121	237
Worcester East	468	112
Burncoat High	1032	270
Claremont	444	185
Doherty	1208	272
North	1016	213
South	981	165
University Park	211	90
Worcester Tech	1498	330

**Please note there are many factors to the numbers, this includes all types of absences (ie sick, funeral, bereavement, jury..)

Resources to cover for when a teacher is absent:

- All schools have a building substitute; the large schools have two building substitutes
- The pay for substitute teachers has increased to \$100 a day; schools can hire a sub for the day through the platform AESOP
- At the secondary level teachers can cover absences utilizing fifths
- The last two resorts are: Splitting the class to other classrooms and using an instructional assistant to cover for an absent teacher

ITEM: gb 2-186

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: Kamara (May 27, 2022)

Request that the Administration allow the Worcester Bravehearts to discuss the organization's school based opportunities that link students to reading.

PRIOR ACTION:

6-16-22 - It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Both community involvement and promoting enjoyment of reading to all our students are very important to all district leaders. The Executive Directors of Schools look forward to meeting with the Bravehearts to discuss their interest in providing school based opportunities to link students to reading. Ellen Kelley will reach out to the Worcester Bravehearts Community Relations Representative to set up a meeting to discuss the many opportunities to promote the excitement of Reading.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, October 18, 2022

ITEM: Administration (August 9, 2022)

To accept the Early College Full School and Expansion Year 2; Fund Code 175 Grant from the Massachusetts Department of Elementary and Secondary Education Continuation administered by the Office of Early College in the amount of \$500,000.

PRIOR ACTION:

- 8-18-22 - On a roll call of 5-2 (absent Clancey and Kamara), the item was approved.
On a voice vote, the item was referred to the Standing Committee on Teaching, Learning and Student Supports for discussion.
- 9-13-22 - **STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS**
Dr. Sippel stated that the Administration will provide information regarding the overall Early College Programs districtwide at the October Standing Committee meeting. He provided an overview of the grant and stated that two new positions were added to Claremont Academy, one a Focus Instructional Coach and the other an Early College Advisor.
Chair McCullough made the following motion:
Request that the item be held for an update in October.
On a roll call of 3-0, the motion was approved.
- 10-6-22 - **SCHOOL COMMITTEE MEETING** - The School Committee approved the action of the Standing Committee as stated.

BACKUP: Annex A (12 pages) contains a copy of the districtwide Early College Programs.



Early College



W O R
C E S
T E R



Program Overview
October 18, 2022



What is it?



- State-designated partnership between Worcester Public Schools (WPS), Quinsigamond Community College (QCC), and Worcester State University (WSU)
- Students take a series of college courses while they are still in high school with the goal of earning 12 college credits before graduation
- Classes are taught by college faculty both on the college campuses and at WPS public high schools
- The program is open to students from all WPS high schools; there is no financial cost for students

Why are we doing it?

- Empower students traditionally underrepresented in higher education
- Reduce the time and expense of earning a college credential
- Increase the likelihood of both high school graduation and completion of a degree



Who were Early College students in 2021-2022?

Overall: 758 students: 7% 9th, 17% 10th, 31% 11th, and 45% 12th grade

<i>Population</i>	<i>Early College</i>	<i>WPS High Schools</i>
Female	72%	49%
English Learners	10%	21%
Students with Disabilities	5%	18%
Economically Disadvantaged	64%	74%
Asian	12%	8%
Black/African American	21%	19%
Hispanic/Latino	36%	46%
White	27%	27%

Who were Early College students in 2021-2022?

How did EC enrollment compare with share of WPS enrollment?

School	Early College	WPS High Schools
Burncoat High	14%	15%
Claremont Academy	3%	7%
Doherty Memorial High	17%	16%
North High	13%	15%
South High Community	11%	18%
University Park	5%	3%
Worcester Tech	32%	19%
Other (alternative programs)	4%	6%

Timeline

First year of Early College Worcester and Innovation Pathways as designated programs

All classes ran fully remote due to pandemic restrictions

Expanded DESE funding; Pathway Partnership Review

2018-2019

2019-2020

2020-2021

2021-2022

2022-2023

Alignment of high school schedules and bus transportation to QCC & WSU

DESE funding increased; EC counselors provided for each school

DESE Early College Funding in 2022-2023

Full School Impact Grant for Claremont Academy* = \$500,000

Support Grant for Designated Programs** = \$350,000

Expansion Grant (through QCC) = \$305,000

**DESE will sustain funding for Claremont in 2023-2024*

***\$100K in additional funding is expected pending confirmation of fall program enrollment*

Current Practice

Desired State

Course registration & engagement from semester to semester

Building cohorts of students at each school who complete defined sequences of college courses over multiple years

Focus on students who may already be motivated to take college coursework

Accelerated preparation of students who enter high school lacking academic readiness and career awareness

Inconsistent focus on underrepresented students

Intentional recruitment and support of students from underrepresented populations within each high school

Building Capacity

Director of Early College

Dedicated district-level role to provide leadership and coordination of Early College Worcester across schools and in ongoing collaboration QCC and WSU.

Dedicated supplemental school-based positions

- Early College Coordinators
- Early College Counselors

DESE Expansion Grant (through QCC)

Strategic strengthening of systems to sustainably engage 25% of students in grades 10-12 by the end of the 2023-2024 school year.

Immediate Next Steps

Recruitment & Student Schedules for Spring 2022

- Enroll current 11th and 12th grade students in spring courses
- Register 10th grade students to take FYE 101 in the spring/summer 2023 and consider following a sequence of courses through June 2025

Personnel

- Select of Early College Counselors (supplemental) at each high school
- Facilitate selection of Early College coordinators (supplemental) at each high school
- Pending School Committee approval, recruitment and onboarding of Director of Early College

Claremont Academy Full School Model

30-credit goal

The school is committed to securing this opportunity for students in the 9th grade class of 2023-2024 and beyond

Full-school model

Building academic acceleration and school-wide systems of support in grades 7 to 12 to ensure that all students have the preparation to successfully engage in advanced college coursework.

Planning and piloting practices to bring program to scale

Pathway development, higher education collaboration, summer bridge programs, FYE 101, innovative scheduling, and parent/family engagement

Thank you!

