

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

AGENDA #21

The School Committee will hold a regular meeting:

on: Thursday, August 18, 2016
at: 4:00 p.m. – Regular Session
5:00 p.m. - Executive Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Pastor Christopher P. Adams
Bethlehem Covenant Church

PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #6-18 - Clerk
(July 28, 2016)

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 14, 2016.

IV. MOTION FOR RECONSIDERATION - NONE

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

V. IMMEDIATE ACTION

ACTION

qb #6-239.1 - Administration/Mr. O'Connell/Mr. Foley/
Ms. Colorio/Mr. Monfredo/Miss Biancheria/
Mayor Petty
(July 20, 2016)

To recognize, with gratitude and appreciation, Science from Scientists, its founder, Dr. Erika Ebbel Angle, an MIT graduate with a doctorate in biochemistry from Boston University School of Medicine, and Dr. Don Gammon, a virologist engaged in postdoctoral research at UMass Medical School, for their support for the education of the children of Burncoat Preparatory School in science.

qb #6-248.1 - Administration/Mr. O'Connell/Mr. Foley/
Ms. Colorio/Mr. Monfredo/Miss Biancheria/
Mayor Petty
(July 20, 2016)

To recognize AbbVie, with gratitude and appreciation, for the time and effort devoted by its staff to refurbishment of the Burncoat High School Library, as part of its "Week of Possibilities" volunteer initiative.

qb #6-262.1 - Administration/Mr. O'Connell/Mr. Foley/
Ms. Colorio/Mr. Monfredo/Miss Biancheria/
Mayor Petty
(July 20, 2016)

To congratulate Albert G. Ganem Jr., Manager of Professional Learning, on his selection as Superintendent of the Hampden-Wilbraham Regional School District.

VI. REPORT OF THE SUPERINTENDENT

ros #6-5 - Administration
(August 10, 2016)

SCHOOL OPENING READINESS

VII. COMMUNICATION AND PETITION

ACTION

c&p #6-5 - Clerk
(July 22, 2016)

To consider a communication from the Goddard School of Science and Technology's Site Council regarding a request to institute a voluntary school uniform policy.

VIII. REPORT OF THE STANDING COMMITTEE

The Standing Committee on Teaching, Learning and Student Supports met at 5:30 p.m. on Tuesday, August 16, 2016 in Room 410 at the Dr. John E. Durkin Administration Building.

IX. PERSONNEL - NONE

X. GENERAL BUSINESS

ACTION

gb #6-77.2 - Administration/Mr. O'Connell
(July 7, 2016)

Response of the Administration to the request to provide a report as to the number of children attending the Worcester Public Schools under School Choice from outside the City of Worcester and the amount of revenue we have derived from that this year and recent years.

gb #6-220.1 - Administration/Mr. Monfredo/Mr. O'Connell/
Miss Biancheria
(August 10, 2016)

Response of the Administration to the request to work with community groups such as the Worcester Chamber of Commerce, Media Outlets, and the Colleges to create a video/dvd about the successes in the Worcester Public Schools and share it with real estate brokers and other agencies in the city.

gb #6-236.1 - Administration/Miss Biancheria/
Mr. O'Connell/Ms. Colorio/Mr. Monfredo
(August 10, 2016)

Response of the Administration to the request to provide a copy of the job description of the new position created as a compliance position to oversee Durham Transportation and also include:

- a list of the present positions in the Worcester Public Schools' Transportation Department
- a copy of the Durham Transportation contract and
- a payment schedule to Durham Transportation

gb #6-255.1 - Administration
(August 5, 2016)

Request that any items or motions that were referred for responses in a Friday Letter, that are not acted upon within 24 months, should automatically be filed.

GENERAL BUSINESS (continued)

ACTION

gb #6-264 - Mr. O'Connell
(July 6, 2016)

To consider opportunities to enhance the education of the academically gifted students of the Worcester Public Schools, at all appropriate levels.

gb #6-265 - Mr. O'Connell
(July 15, 2016)

To determine whether the Administration has signed the 2017 Grant Assurances Document of the Massachusetts Department of Elementary and Secondary Education, and, if so, whether and how it complies with its obligations to "expel from school for a period of not less than one year any student who is determined to have brought a firearm to a school under the jurisdiction of the district," subject to due process and case-by-case modifications "on a case-by-case basis", also as mandated by the Gun-Free Schools Act, Public Law No. 107-110 section 4141, 20 United States Code Section 7151.

gb #6-266 - Mr. O'Connell
(July 15, 2016)

To determine whether to restore, or to remove, the "guard shack" at Burncoat High School.

gb #6-267 - Mr. Monfredo
(July 18, 2016)

Request that the Administration forward a letter of thanks to Houghton Mifflin Harcourt for its generous donation of over 11,000 books to Worcester: the City that Reads for distribution to our students.

gb #6-268 - Mr. Monfredo
(July 20, 2016)

Request that the Administration forward a letter to James Leary, Vice - Chancellor of UMass Medical School to express thanks for its check of \$875,000 to support the Worcester Technical High School's Health and Biomedical Science Programs.

GENERAL BUSINESS (continued)

ACTION

gb #6-269 - Miss Biancheria
(July 22, 2016)

Request that the Administration forward letters of appreciation, on behalf of the School Committee, to the appropriate contacts at each of the sites of the College Community Connections Program.

gb #6-270 - Mr. Monfredo
(July 22, 2016)

Request that the Administration provide a report on the summer school programs to include:

- academic progress
- attendance
- community involvement
- engagement of colleges in summer activities
- number of ELL students
- number of grade 1 and 2 students

and suggest improvements for next year.

gb #6-271 - Mr. Monfredo
(July 21, 2016)

Request that the Administration consider including training in the Heimlich maneuver as part of the Compression CPR Program and review the Heimlich Heroes Program, which was created by Deaconess Associations, Inc. (DAI) with the support from the Heimlich Institute, for possible implementation in the Worcester Public Schools.

gb #6-272 - Mr. O'Connell
(July 22, 2016)

To consider submitting an application to participate in the Massachusetts School Building Authority Public School Information Technology Loan Program.

GENERAL BUSINESS (continued)

ACTION

gb #6-273 - Mr. Monfredo
(July 25, 2016)

Request that the School Committee forward letters of congratulations to the Doherty Memorial High School and Worcester Technical High School teams which participated in the 2016 Mass Envirothon.

gb #6-274 - Mr. O'Connell
(July 25, 2016)

To congratulate Johnetta Smith and Lisa Leach on being awarded Future Symphony Hall Scholars Grants, funded by members of the Massachusetts Music Educators Association.

gb #6-275 - Mr. Monfredo
(July 28, 2016)

Request that the Administration encourage all of the schools to participate in Constitution Day activities during the week of September 12, 2016.

gb #6-276 - Administration
(July 28, 2016)

To consider necessary policy changes concerning the implementation of the recently enacted Bill relative to Substance Use, Treatment, Education and Prevention and review the policy developed by the Massachusetts Association of School Committees.

gb #6-277 - Administration
(August 1, 2016)

To consider a request from the School Committee to file certain Friday Letter items.

GENERAL BUSINESS (continued)

ACTION

gb #6-278 - Mr. Monfredo
(August 4, 2016)

To set a date to recognize the Eaton Corporation for its donation of \$25,000 to the Worcester Educational Development Foundation which, in turn, forwarded the monies to South High Community School in support of its Band.

gb #6-279 - Administration
(August 9, 2016)

To consider approval of a TEC (Think, Explore, Create) School as a private Montessori school in the Trinity Lutheran Church at 73 Lancaster Street in Worcester MA.

gb #6-280 - Administration
(August 10, 2016)

To accept a donation in the amount of \$500.00 from the United Way for Worcester Technical High School.

gb #6-281 - Mr. O'Connell
(August 10, 2016)

To implement the provisions of the November 1995 letter of the Commissioner of Education, and the Advisory on School Governance which accompanied it, that "the school committee remains the body responsible for approving and transmitting school department expenditures to the municipal accountant for the drawing of warrants. The Department of Revenue's Division of Local Services has advised that all school department bills must be approved by the school committee. When the superintendent, or principal and superintendent, have statutory authority to incur expense, the Department of Revenue advises that the bills must be approved by them as well as by the committee."

gb #6-282 - Miss Biancheria
(August 10, 2016)

Request that the Administration provide a report containing a list of the new bus routes.

GENERAL BUSINESS (continued)

ACTION

gb #6-283 - Administration
(August 10, 2016)

To approve Phase I of the Career and Technical Education (CTE) Partnership Planning Grant from DESE in the amount of \$10,000.

gb #6-284 - Administration
(August 10, 2016)

To approve a prior fiscal year payment for the 2015-16 school year in the total amount of \$43,460.25 made payable to HMEA for services rendered to students between May 28 - June 30, 2016.

gb #6-285 - Administration
(August 10, 2016)

To approve a prior fiscal year payment for the 2015-16 school year in the total amount of \$605.00 made payable to HMEA for services rendered to students between May 28 - June 30, 2016.

gb #6-286 - Administration
(August 10, 2016)

To approve a prior fiscal year payment for the 2015-16 school year in the total amount of \$6,484.00 made payable to the Providence Nursing Agency, LLC. for services rendered to students on June 27, 2016.

gb #6-287 - Administration
(August 10, 2016)

To approve a prior fiscal year payment for the 2015-16 school year in the total amount of \$1,120.00 made payable to the Providence Nursing Agency, LLC. for services rendered to students on June 7, 13 and 14, 2016.

GENERAL BUSINESS (continued)

ACTION

gb #6-288 - Administration
(August 10, 2016)

To approve a prior fiscal year payment for the 2015-16 school year in the total amount of \$570.00 made payable to the May Institute, INC. for services rendered to students on May 31, 2016 and June 21, 2016.

gb #6-289 - Administration
(August 10, 2016)

To approve a prior fiscal year payment for the 2015-16 school year in the total amount of \$1,530.00 made payable to the May Institute, INC. for services rendered to students on June 10, 16, 28 and 29, 2016.

gb #6-290 - Administration
(August 10, 2016)

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

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

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

X. ADJOURNMENT

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, July 14, 2016
Agenda #20

The School Committee of the Worcester Public Schools met in Open Session at 4:10 p.m. in the Council Chamber at City Hall on Thursday, July 14, 2016.

The invocation was given by Pastor Mark Nilson of Salem Covenant Church.

There were present at the Call to Order:

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

There was absent: Mr. Foley

APPROVAL OF RECORDS

Minutes/
approval of

- 1. aor #6-17 - Clerk
(June 27, 2016)

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 16, 2016.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, June 16, 2016.

IMMEDIATE ACTION

Recognition/
SHINE Initiative

- 2. gb #6-207.1 - Administration/Mr. O'Connell/
Mr. Foley/Ms. Colorio/
Miss McCullough/Mr. Monfredo/
Miss Biancheria/Mayor Petty
(June 28, 2016)

To recognize the SHINE Initiative, with gratitude and appreciation, for its donation of \$7,900 to the Worcester Public Schools, to train WPS staff in Youth Mental Health First Aid, "a program that helps adults to better understand adolescent mental illness and respond to emotional and mental distress in young people."

Mayor Petty and Superintendent Binienda presented a Certificate of Recognition to a representative of the SHINE Initiative for its donation of \$7,900 to the Worcester Public Schools, to train WPS staff in Youth Mental Health First Aid, "a program that helps adults to better understand adolescent mental illness and respond to emotional and mental distress in young people."

3. gb #6-208.1 - Administration/Mr. O'Connell/
Mr. Foley/Ms. Colorio/
Miss McCullough/Mr. Monfredo/
Miss Biancheria/Mayor Petty
(June 28, 2016)

Recognition/
Stacy Lord

To recognize Stacy Lord, a Worcester East Middle School Art Teacher, upon her selection for the Distinguished Visual Arts Educator Advocate Award by Arts/Learning.

Mayor Petty and Superintendent Binienda presented a Certificate of Recognition to Stacy Lord, a Worcester East Middle School Art Teacher, upon her selection for the Distinguished Visual Arts Educator Advocate Award by Arts/Learning.

4. gb #6-221.1 - Administration/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria/
Mayor Petty
(June 28, 2016)

Recognition/
Worcester Bravehearts/
David Peterson

To recognize David Peterson, General Manager of the Worcester Bravehearts Baseball Team, for partnering with the Worcester Public Schools on the many literacy initiatives throughout the year including the distribution of 1,000 tickets to a Bravehearts game to the students who participated in the Home Run Reading Club as an incentive to read.

Mayor Petty and Superintendent Binienda presented a Certificate of Recognition to David Peterson, General Manager of the Worcester Bravehearts Baseball Team, for partnering with the Worcester Public Schools on the many literacy initiatives throughout the year including the distribution of 1,000 tickets to a Bravehearts game to the students who participated in the Home Run Reading Club as an incentive to read.

Mr. Foley arrived at 4:18 p.m.

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

Contract/Attorney
Paige Tobin

5. gb #6-231.1 - Administration/Administration
(June 28, 2016)

To extend the proposed contract of Attorney Paige L. Tobin from Murphy, Lamere and Murphy for three years.

Contract/Attorney
Sean Sweeney

- gb #6-237 - Administration
(June 17, 2016)

To extend the proposed contract of Attorney Sean P. Sweeney for three years.

(These items were considered together).

Mr. O'Connell made the following motions:

Request that the Administration provide copies of the legal bills as they are received from Counsel for review by the School Committee.

To refer to the Standing Committee on Finance and Operations, a more extensive use of the City Solicitor's Office to assist in legal matters where the expertise and availability of the City Solicitor can save us some significant expenses.

Mr. O'Connell's motions did not receive a vote by the School Committee.

Mr. Foley made the following motion:

Request that the Administration provide a comparison between legal costs for the Worcester Public Schools versus other communities of comparable size as either a percentage of the budget or as a raw number.

On a voice vote, the motion was approved.

Mr. Foley was opposed to receiving copies of bills. He suggested that the Administration provide a summary of the costs from both law firms with an explanation of how the monies were expended.

Mayor Petty suggested that a compromise would be to provide a report in six months regarding the legal bills.

Mr. O'Connell made the following motion:

Request that the Administration provide copies of the legal bills for a briefer amount of time in order to review the services requested and determine whether these services require Counsel or should they be handled by Administrative staff.

On a voice vote, the motion was approved.

It was moved to extend the proposed contract of Attorney Paige L. Tobin from Murphy, Lamere and Murphy for three years.

On a roll call, the vote was as follows:

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

It was moved to extend the proposed contract of Attorney Sean P. Sweeney for three years.

On a roll call, the vote was as follows:

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

The Mayor requested that the Administration provide a report in late October with at least a month's worth of bills for both attorneys as recommended by Mr. O'Connell.

Mayor Petty left the meeting from 4:25 p.m. – 4:51 p.m.

Vice-chairman O'Connell chaired the meeting from 4:25 p.m. – 4:51 p.m.

GENERAL BUSINESSMeet with the Local
Delegation

6. gb #6-152.1 - Administration/Mr. Monfredo/Mr. Foley/
Mr. O'Connell/Miss Biancheria/
Miss McCullough/Mayor Petty
(June 30, 2016)

Response of the Administration to the request to set up tentative dates to meet with our local delegation in late October 2016 and in January and March 2017.

Mr. Monfredo made the following motions:

Request that the School Committee and the Administration provide a list of agenda items that would impact students for discussion with the local delegation.

Request that the members of the School Committee submit items to be discussed with the local delegation by September 1, 2016.

On a voice vote, the motions were approved.

Mr. Monfredo suggested the following topics to be discussed with the local delegation:

- funding from the state for a full day pre-school program
- an update on the Foundation Budget Commission's recommendations
- kindergarten funding for Instructional Assistants

It was moved and voice voted to set the following dates to meet with the local delegation:

Friday, November 4, 2016
Friday, January 20, 2017
Friday, March 10, 2017

FY17 Budget/
responses to
outstanding
motions

7. gb #6-153.3 - Administration/Administration
(June 28, 2016)

To consider responses to the following:

- a report indicating what .8 means in reference to teachers who travel

- report on how other cities and towns handle monies received by McKinney Vento by either putting the monies into their school district's accounts or the city/town general funds
- information with regard to the Instructional Assistant involved in the processing of the CORI checks in Section E. - Other

It was moved and voice voted to accept and file the Administration's responses to the motions.

8. gb #6-199.1 - Administration/Mr. O'Connell/Ms. Colorio/
Miss McCullough/Mr. Monfredo/
Miss Biancheria
(June 15, 2016)

Durham School Services/
Granby Road

Response of the Administration to the request to address with Durham School Services the continued – and unauthorized – use by its buses of Granby Road as a short-cut between Belmont Street and Shrewsbury Street, and to obtain a workable, and enforceable, commitment from Durham to terminate this practice.

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

Miss Biancheria left the meeting from 4:30 p.m. – 4:46 p.m.

9. gb #6-233 - Administration
(June 15, 2016)

General Business Items/
file outstanding items

To consider filing the list of outstanding General Business items as contained in the backup.

It was moved and voice voted to approve the item.

10. gb #6-234 - Administration
(June 15, 2016)

Strategic Plan/
development of

To consider development of a Strategic Plan for the Worcester Public Schools.

It was moved and voice voted to approve the item.

Superintendent Binienda announced that the Strategic Planning Meeting would be held on Tuesday, August 23, 2016 from 9:00 a.m. to 11:00 a.m. in Room 410 at the Durkin Administration Building.

Mr. O'Connell made the following motion:

Request that the Administration provide an update to the School Committee after the initial meeting and indicate the role of the School Committee in retaining the consultant.

On a voice vote, the motion was approved.

Superintendent Binienda indicated that the cost would be between \$50,000 - \$100,000 and the people on the committee have signed on to fundraise that money so there will be no cost to the Worcester Public Schools.

It was moved and voice voted to approve the recommendation of the Administration to move forward with the development of a Strategic Plan for the Worcester Public Schools and provide any recommendations or fiscal impact in connection with the development of the Strategic Plan.

Chapter 71, Section 96 of the Massachusetts General Laws/verify compliance

- 11. gb #6-235 - Mr. O'Connell/Ms. Colorio/Mr. Monfredo/ Miss Biancheria (June 15, 2016)

To verify the compliance of the Worcester Public Schools with Chapter 71, Section 96 of the Massachusetts General Laws, which requires that "[e]ach public school shall have a policy, regarding substance use prevention and the education of its students about the dangers of substance abuse. The school shall notify the parents or guardians of all students attending the school of the policy and shall post the policy on the school's website."

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

Job Description/new position to oversee Durham Transportation

- 12. gb #6-236 - Miss Biancheria/Mr. O'Connell/Ms. Colorio/ Mr. Monfredo (June 17, 2016)

Request that the Administration provide a copy of the job description of the new position created as a compliance position to oversee Durham Transportation and also include:

- a list of the present positions in the Worcester Public Schools' Transportation Department
- a copy of the Durham Transportation contract and
- a payment schedule to Durham Transportation

It was moved and voice voted to refer the item to the Administration for a report back on either August 18, 2016 or September 1, 2016.

13. gb #6-238 - Administration
(June 20, 2016)

Donation/Voya
Foundation/\$2,500

To accept a donation in the amount of \$2,500 for student scholarships from the Voya Foundation in recognition of the Worcester Public Schools being the 2016 recipient of the Donald Johnson Operational and Cost Efficiency Award from the Massachusetts Association of School Business Officials.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Tyler Fortier, Voya, Inc. and David Verdolino, Executive Director of the Massachusetts Association of School Business Officials presented a check in the amount \$2,500 for student scholarships from the Voya Foundation in recognition of the Worcester Public Schools being the 2016 recipient of the Donald Johnson Operational and Cost Efficiency Award from the Massachusetts Association of School Business Officials.

Recognition/set
date

14. gb #6-239 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria/Mayor Petty
(June 20, 2016)

To set a date to recognize, with gratitude and appreciation, Science from Scientists, its founder, Dr. Erika Ebbel Angle, an MIT graduate with a doctorate in biochemistry from Boston University School of Medicine, and Dr. Don Gammon, a virologist engaged in postdoctoral research at UMass Medical School, for their support for the education of the children of Burncoat Preparatory School in science.

It was moved and voice voted to set the date of Thursday, August 18, 2016.

Recognition/
forward letters

15. gb #6-240 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria/Mayor Petty
(June 20, 2016)

To forward letters of congratulations to the following recent graduates of the Worcester Public Schools who have been awarded scholarships by Bay State Savings Bank based on their academic achievements, character, and service to their community:

Claremont Academy – Akua Sarpomaah
Doherty Memorial High School – Morgaine Payson
North High School – Elena Jacques
Worcester Technical High School – Kimberly Davis

It was moved and voice voted to forward letters with copies to Bay State Savings Bank.

Recognition/
forward letters

16. gb #6-241 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria/Mayor Petty
(June 20, 2016)

To forward letters of congratulations to Adja Sackor, of Worcester Technical High School, on earning All-America Honors in the triple jump, and Francis Konneh, Levone Thomas, George Biney, and Edward Bohmah on earning fourth in the Emerging Elite class, all at the New Balance Outdoor Nationals at North Carolina A & T University.

It was moved and voice voted to forward letters.

- 17. gb #6-242 - Administration
(June 22, 2016)

Donation/Furniture
Trust Organization, Inc./
\$2,000.00

To accept a donation from Furniture Trust Organization, Inc. in the amount of \$2000.00 for students at St. Casimir's receiving first place in the 2016 Furniture Trust's Eco Carpentry Challenge.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

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

The motion carried.

- 18. gb #6-243 - Administration
(June 22, 2016)

Donation/Ryder System,
Inc./\$200

To accept a donation from Ryder System, Inc. in the amount of \$200 to go towards South High School's Diesel Tech Program.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

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

The motion carried.

- 19. gb #6-244 - Administration
(June 22, 2016)

Donation/UMASS
Memorial Health Care,
Inc./\$2,800.00

To accept a donation from UMASS Memorial Health Care, Inc. in the amount of \$2,800.00 to help support the Belmont Community School's summer physical education and healthy eating programs.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Donation/Main
South Community
Development
Corp/\$75.00

- 20. gb #6-245 - Administration
(June 22, 2016)

To accept a donation from Main South Community Development Corp in the amount of \$75.00 to the Goddard School of Science and Technology.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Donation/Worcester
Educational
Development
Foundation,
Inc./\$500.00

- 21. gb #6-246 - Administration
(June 22, 2016)

To accept a donation from Worcester Educational Development Foundation, Inc. in the amount of \$500.00 to Chandler Magnet School.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0
7

The motion carried.

- 22. gb #6-247 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria
(June 22, 2016) Recognition/
forward letter

To forward a letter of congratulations to Oved Rico, a junior at South High Community School, on receiving the Artistic Director's Scholarship Award and a Merit Scholarship from the Robert Booth Fund of the Greater Worcester Community Foundation.

It was moved and voice voted to forward a letter.

- 23. gb #6-248 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria/Mayor Petty
(June 23, 2016) Recognition/
set date

To set a date to recognize AbbVie, with gratitude and appreciation, for the time and effort devoted by its staff to refurbishment of the Burncoat High School Library, as part of its "Week of Possibilities" volunteer initiative.

It was moved and voice voted to set the date of Thursday, August 18, 2016.

- 24. gb #6-249 - Administration
(June 24, 2016) Donation/Special
Education Transitions
Program/\$785.00

To accept donations in the total amount of \$785 for the Special Education Transitions Program.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Donation/Growing
our Vision Gala
Fundraiser Event
and Celebrity
Fashion
Show/\$40,000

- 25. gb #6-250 - Administration
(June 24, 2016)

To accept a donation in the amount of \$40,000 for Chandler Magnet School from the "Growing Our Vision" Gala Fundraiser Event and Celebrity Fashion Show.

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Technology
Capabilities/
computer-based
MCAS testing
regimen

- 26. gb #6-251 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria
(June 30, 2016)

To review the technology capabilities of the Worcester schools, to determine whether they are equipped to implement the computer-based MCAS testing regimen in grades four and eight during the 2016-2017 academic year, as to number of computers available, internet bandwidth, and device compatibility, without significantly impeding computer-based instruction during the weeks of testing.

It was moved and voice voted to refer the item to the Administration for a report in October 2016.

27. gb #6-252 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria
(June 30, 2016)

FY17 State Budget

To review the approved FY17 state budget as to its impact on funding of the Worcester Public Schools, and to make any necessary or appropriate adjustments to the school district budget, ideally prior to the start of the school year as to staffing.

- gb #6-253 - Mayor Petty/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria
(July 7, 2016)

FY17 Budget/update
based on the final state
budget

To consider an update to the FY17 Budget based upon the final state budget.

(These items were considered together).

Vice-chairman O'Connell chaired the meeting from 5:19 p.m. to 5:29 p.m.

Mayor Petty requested that the Administration provide a report as to recommendations to deal with the \$2.25 million deficit in the FY17 Budget.

Superintendent Binienda indicated that the only possibility would be to cut summer school for next year which is budgeted at \$750,000.

Mayor Petty asked the Administration to provide an update on Charter Schools.

The Administration indicated that there is an adjustment made to the final state budget as to the actual reimbursement amount that comes back to the Worcester Public Schools and the Administration has always set aside \$350,000 for this purpose. The amount in the final state budget was almost \$400,000.

Mayor Petty said that the Administration could ask the City Manager and the City Council if any extra funding becomes available or if there are any other solutions in the Worcester City Council budget to help the school department with its deficit.

Ms. Colorio made the following motion:

Request that the Administration provide a report:

- as to whether 10% of students in summer school is the norm as compared with surrounding districts of similar size and demographics
- as to what was the percentage of students in summer school for the past 10 years, if possible

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration send a letter to the Governor and the local delegation requesting additional revenues for the Worcester Public Schools possibly from the tobacco tax or from a supplemental budget on the state level.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motions:

Request that the School Committee vote to request that the City Council and the City Manager consider providing funds to the Worcester Public Schools sufficient to maintain the 63 Kindergarten Instructional Assistants lost to the school system by virtue of the Quality Kindergarten Grant deletion and changes in Title I which is a total of \$736,360 and request that the Administration provide a report at the August 18, 2016 School Committee Meeting with regard to additional steps with regard to:

- a. the need to find funds within the confines of the school system's budget or elsewhere to maintain these positions and
- b. to take any actions advisable to provide supplemental services for students to minimize the impact from the loss of these positions.

Request that the Administration include an item on the August 18, 2016 School Committee agenda and include any resources the Administration has been able to garner for the Instructional Assistants.

On a voice vote, the motions were approved.

Mr. O'Connell suggested that the Administration apprise the City Council of the details in the summary provided by the Finance Officer and include it as backup for the City Council in an effort to find whatever resources possible to provide for those Instructional Assistants that are so vital for the students.

Mr. Foley requested that the Administration provide a one page report that would list where the shortfalls are and what the impact is upon our district and forward it to the local delegation as well as to the City Council.

Mr. O'Connell made the following motion:

Request that the Administration forward a letter, on behalf of the School Committee, to the City Manager requesting that he seek funds to the degree available to replace the funds lost from the failure to continue the Quality Kindergarten Grant and to restore and retain the 63 Instructional Assistants for our kindergarten program. That request should be sent to the City Manager with a request to send a letter to the Council asking them to support the City Manager in whatever assistance he is able to provide to the public schools to carry out this request.

On a voice vote, the motion was approved.

Mayor Petty requested that the report that was written by Mr. Allen and Superintendent Binienda and an updated report be included with that letter.

28. gb #6-254 - Mr. Monfredo/Mr. O'Connell/
Ms. Colorio/Miss Biancheria
(July 7, 2016)

2015-16 Teacher Survey

Request that the Administration provide an update on the 2015-16 teacher survey in a Friday Letter this month.

Mr. Monfredo made the following motion:

Request that the Administration provide an action plan that would address some of the needs of the survey and provide the update in a Friday Letter prior to the School Committee meeting on August 18th.

On a voice vote, the motion was approved.

Ms. Colorio made the following motion:

Request that the Administration also provide a report for each of the two surveys indicating the number of teachers that participated versus the number of teachers in each school.

On a voice vote, the motion was approved.

Ms. Colorio inquired as to the confidentiality of these survey and comment results.

Friday Letter Items

29. gb #6-255 - Administration
(July 7, 2016)

Request that any items or motions that were referred for responses in a Friday Letter, that are not acted upon within 24 months, should automatically be filed.

It was moved and voice voted to hold the item.

MCAS Appeals/
2013-14 and 2014-
15

30. gb #6-256 - Miss Biancheria/Mr. O'Connell/
Ms. Colorio/Mr. Monfredo
(July 7, 2016)

Request that the Administration provide a report regarding the number of students and the school sites that have received the MCAS appeals for 2013-14 and 2014-15.

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

City View School
and Belmont Street
Community School/
keep grounds
trimmed

31. gb #6-257 - Miss Biancheria/Mr. O'Connell/
Ms. Colorio/Mr. Monfredo
(July 7, 2016)

Request that the Administration make certain that the grounds at City View School and Belmont Street Community School are well trimmed.

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

32. gb #6-258 - Miss Biancheria/Mr. O'Connell/
Ms. Colorio/
Mr. Monfredo
(July 7, 2016)

Inventory of Recess
Equipment

Request that the Administration provide an inventory in October 2016 of the recess equipment by school.

It was moved and voice voted to refer the item to the Administration for a report in October.

33. gb #6-259 - Miss Biancheria/Mr. O'Connell/
Ms. Colorio/Mr. Monfredo
(July 7, 2016)

Belmont Street
Community School/
painting crosswalks

Request that the Administration provide a report on the progress or completion of painting crosswalks near schools, especially Belmont Street Community School's crosswalk.

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

Mr. O'Connell made the following motion:

Request that the Administration also include the report requested from the DPW in gb # 2-232.1 regarding the crosswalks that need to be painted.

On a voice vote, the motion was approved.

34. gb #6-260 - Miss Biancheria/Mr. O'Connell/
Ms. Colorio/Mr. Monfredo
(July 7, 2016)

School Designation
Levels/provide report

Request that the Administration provide a report indicating by individual school its designated level (I, II, III, IV or V) and outline ways in which these levels can be improved.

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

Donations/Chandler
Elementary School

- 35. gb #6-261 - Administration
(July 7, 2016)

To accept the following donations for Chandler Elementary School:

\$1,619.70 from Jesse Kim
 \$1,000 from METSO and
 \$500 from Nouria Energy Corporation

It was moved to approve the item.

On a roll call, the vote was as follows:

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

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

The motion carried.

Recognition/
set date

- 36. gb #6-262 - Mr. O'Connell/Mr. Foley/Ms. Colorio/
Mr. Monfredo/Miss Biancheria/Mayor Petty
(July 7, 2016)

To set a date to congratulate Albert G. Ganem Jr.,
Manager of Professional Learning, on his selection as
Superintendent of the Hampden-Wilbraham Regional
School District.

It was moved and voice voted to set the date of Thursday,
August 18, 2016.

Executive Session

- 37. gb #6-263 - Administration
(July 7, 2016)

- Finding that an open meeting may have a detrimental
 effect on the bargaining position of the School
 Committee, the committee votes to go into Executive
 Session for the purpose of discussing strategy with
 respect to litigation and strategy for collective bargaining
 for a denial of access.

- To discuss strategy with respect to collective bargaining for the following Collective Bargaining Agreements, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares:
 - Plumbers and Steamfitters
 - Tradesmen
 - Custodians
 - Nurses
 - Drivers and Monitors
 - Cafeteria Workers
 - Administrative Secretaries
 - Teachers

- Finding that an open meeting may have a detrimental effect on the bargaining position of the School Committee, the committee votes to go into Executive Session for the purpose of discussing Grievance #15/16-18.

- Finding that an open meeting may have a detrimental effect on the bargaining position of the School Committee, the committee votes to go into Executive Session for the purpose of discussing strategy with respect to a Collective Bargaining request for voluntary recognition and accretion for Speech Pathology Assistants.

It was moved to recess to Executive Session.

On a roll call, the vote was as follows:

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

The School Committee recessed to Executive Session from 6:14 p.m. – 7:00 p.m.

The meeting adjourned at 7:01 p.m.

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

Goddard School of Science and Technology
WORCESTER PUBLIC SCHOOLS

Yuisa Pérez Chionchio
Principal

Kara Scichilone
Assistant Principal



14 RICHARDS STREET
WORCESTER, MASSACHUSETTS 01610
(508) 799-3594
FAX: (508) 799-8258
perezy@worc.k12.ma.us

July 22, 2016

Dear Dr. Friel,

I am writing this letter in request and support from the School Committee to implement school uniforms at the Goddard School of Science and Technology for 2016-2017 school year. In 2015 we conducted a survey that yielded 268 responses with 71% of the those stating yes, uniforms would be welcomed to our Goddard community.

Please let me know if you need further information.

Governance Council Members:

- Tom DelPrete – Clark University
- Dawn McCabe – Goddard Teacher
- Heidi Paluk - United Way of Central MA
- Raquel Castro-Corazinni – Youth Development Office, City of Worcester
- Pastor Gibson – Goddard Parent
- Jennifer Davis Carey – Worcester Education Educaiton Collaborative
- Hilda Ramirez – Latino Eduation Institute
- Ann Marie Kahn – Goddard Staff
- Elsa Rivera – Goddard WRAP Around Coordinator

Regards,

A handwritten signature in black ink that reads "Yuisa Pérez Chionchio".

Yuisa Pérez Chionchio
Principal

The following information provides detail on the 2015-2016 school choice program. During this past year, 474 Worcester students participated in the state's inter-district School Choice program. The following is the sending school and receiving school enrollment data:

<u>Sending School</u>	<u>FTE</u>	<u>Receiving District</u>	<u>FTE</u>	<u>Grade</u>	<u>FTE</u>
Belmont Community	3.5	Ashland	1.0	K	10.2
Burncoat Elementary	11.9	Athol Royalston	0.5	1	10.5
Burncoat High	94.0	Auburn	22.6	2	13.4
Burncoat Middle	29.7	Belchertown	1.0	3	19.9
Canterbury Street	0.1	Berlin	1.0	4	30.3
Chandler Elementary	1.0	Berlin Boylston	50.0	5	37.0
City View	0.5	Boylston	13.5	6	26.5
Clark Street	2.0	Clinton	6.8	7	45.0
Doherty High	51.1	Douglas	1.8	8	52.5
Elm Park Community	1.2	Dudley Charlto	8.0	9	68.4
Flagg Street	6.8	Fitchburg	2.0	10	48.3
Forest Grove	30.8	Grafton	15.0	11	56.1
Gates Lane	3.1	Hudson	3.0	12	<u>56.0</u>
Goddard	0.9	Leicester	34.2	Total	474.0
Grafton Street	5.1	Leominster	3.0		
Heard Street	4.5	MAVA	14.1		
Lake View	2.8	Medway	2.0		
Lincoln Street	1.3	Mendon Upton	1.0		
May Street	2.0	Montachusett	0.4		
Midland Street	6.0	Nashoba	1.0		
Nelson Place	25.0	North Brookfield	1.0		
Norrback Avenue	22.9	Northbridge	6.0		
North High	49.3	Quabbin	1.4		
Quinsigamond	5.4	Quaboag	0.7		
Rice Square	9.2	Ralph C Mahar	3.0		
Roosevelt	5.0	Southbridge	0.7		
South High	36.3	Spencer E Brookfield	6.7		
Sullivan Middle	14.0	Sutton	11.0		
Tatnuck Magnet	5.0	Tantasqua	1.0		
Thorndyke Road	9.0	TECCA	30.4		
Union Hill	1.0	Uxbridge	9.7		
Vernon Hill	6.0	Wachusett	76.0		
Wawecus Road	4.0	Webster	5.3		
West Tatnuck	1.0	West Boylston	138.2		
Worc East Middle	<u>22.6</u>	Westfield	<u>1.0</u>		
Total	474.0	Total	474.0		

In 2015-2016, the Worcester Public Schools paid \$2,669,896 in school choice sending tuition. The tuition assessment is deducted from the Chapter 70 payment to the city and sent to the receiving district through the quarterly local aid payments from the Commonwealth.

During 2015-2016, the Worcester Public Schools received 69.2 students through the School Choice Program. The following is a breakdown of the receiving WPS school and sending school district:

<u>Receiving School*</u>	<u>FTE</u>	<u>District From:</u>	<u>FTE</u>	<u>Grade</u>	<u>FTE</u>
Burncoat Elementary	3.0	Auburn	2.3	K	15.0
Burncoat High	2.1	Clinton	1.5	1	11.0
Chandler Magnet	5.0	Dudley Charlton	2.0	2	7.3
Doherty High	3.0	Framingham	1.0	3	3.3
Forest Grove	3.0	Grafton	3.0	4	6.0
Heard Street	1.0	Leicester	8.0	5	3.0
Jacob Hiatt	3.0	Leominster	2.0	6	4.0
Lake View	0.3	Millbury	2.0	7	3.0
May Street	1.0	Oxford	1.0	8	1.0
McGrath	13.0	Quabbin	2.0	9	2.0
Midland Street	7.0	Shrewsbury	7.4	10	4.0
Nelson Place	1.0	Southbridge	2.0	11	5.0
Norrback Avenue	2.0	Spencer E Brookfield	6.0	12	<u>4.7</u>
North High	5.0	Wachusett	17.0	Total	69.2
Quinsigamond	1.0	Webster	4.0		
Roosevelt	1.3	West Boylston	5.0		
South High	3.5	Westborough	<u>3.0</u>		
Sullivan Middle	1.0	Total	69.2		
Tatnuck Magnet	1.0				
Technical High**	3.0				
Union Hill	2.0				
Vernon Hill	2.0				
West Tatnuck	2.0				
Worc Arts Mag	<u>3.0</u>				
Total	69.2				

* It is important to note that students that move from Worcester to another district have been allowed to attend their WPS school under the school choice program. Once a student is accepted to attend a school district under school choice, the student has the right under state law to remain in the receiving school district until graduation from high school.

** All previously Worcester residents enrolled at Worcester Technical High. Students were not admitted to WTHS as non-resident students.

In 2015-2016, the Worcester Public Schools received \$391,327 in school choice receiving tuition. The tuition revenue is deposited into a School Choice Revolving Fund.

X. GENERAL BUSINESS
Administration/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria
(August 10, 2016)

CURRENT ITEM - gb #6-220.1
S.C. MEETING - 8-18-16

1ST ITEM gb #6-220 S.C.MTG. 6-16-16
2ND ITEM gb #6-220.1 S.C.MTG. 8-1816

ITEM:

Response of the Administration to the request to work with community groups such as the Worcester Chamber of Commerce, Media Outlets, and the Colleges to create a video/dvd about the successes in the Worcester Public Schools and share it with real estate brokers and other agencies in the city.

ORIGINAL ITEM: Mr. Monfredo/Mr. O'Connell/Miss Biancheria (June 6, 2016)

Request that the Administration work with community groups such as the Worcester Chamber of Commerce, Media Outlets, and the Colleges to create a video/dvd about the successes in the Worcester Public Schools and share it with real estate brokers and other agencies in the city.

PRIOR ACTION:

6-16-16 - Referred to the Administration for completion of a video prior to the end of August.

BACKUP: The Superintendent has contacted the Chamber of Commerce to determine whether it would like to work together to develop a video/DVD about the successes of the City and the school Department possibly in conjunction with a local college and/or university.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

PLEASE POST

HUMAN RESOURCES

WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS

Bulletin # 13

2016 – 2017
Personnel Series

July 15, 2016

TO: ALL PERSONNEL

FROM: Mark T. Brophy, Director, Instructional Support Personnel

SUBJECT: ASSISTANT TRANSPORTATION COORDINATOR – CONTRACT COMPLIANCE

REPORTS TO: DIRECTOR OF TRANSPORTATION
TRANSPORTATION COORDINATOR

ANTICIPATED START DATE: IMMEDIATELY

ACCOUNTABILITY OBJECTIVE:

Responsible for monitoring vendor performance regarding contract compliance. Assist Special Education Transportation Coordinator and Assistant Transportation Coordinator with operation of WPS school bus operations office. Professionally communicate with students, parents, school administrators, staff and others to direct and convey expectations.

PRINCIPAL RESPONSIBILITIES:

1. Oversee contracted transportation service to ensure full compliance with all contractual requirements.
2. Serve as direct point of contact with transportation providers regarding contractual requirements.
3. Conduct on-site inspections of contracted transportation vehicles in accordance with contractual specifications.
4. Review and maintain certified payroll records of contracted transportation providers, when required by state laws and local ordinance.
5. Analyze bus stop location requests and make recommendations to the Director of Transportation on appropriate locations.
6. Assist the Director of Transportation on analyzing, and developing transportation routes using Versa-Trans software program.
7. Conduct transportation safety training to district drivers and monitors.
8. Assist Transportation Coordinator and other Assistant Transportation Coordinator(s) with operation of WPS school bus operations, including customer service, dispatch radio communications, assignment of vehicles, vehicle maintenance and inventory, etc.
9. Responsible for assuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, national origin, sexual orientation, homelessness, or disability.

10. Performance of other job-related duties as assigned.

REQUIRED QUALIFICATIONS

1. High School diploma or equivalent.
2. 1 year of experience.
3. Valid Massachusetts driver's license.
4. Flexible and capable of handling emergencies using sound judgement.
5. Computer literate with a working knowledge of Word and Excel.
6. Ability to interpret Zonar GPS data relative to contract compliance.
7. Awareness and sensitivity for the unique challenges associated with transporting children with special needs.
8. Positive attitude, professional and friendly demeanor.
9. Strong communication and customer service skills.
10. Strong organizational skills.
11. Must be detail oriented.

PREFERRED QUALIFICATIONS

1. Valid CDL with passenger and "S" endorsement.
2. Valid Massachusetts school bus operator's certificate.
3. Ability to speak Spanish, Portuguese, Arabic, Vietnamese, Albanian, or an African Language.

WORK YEAR: 52 week position / 40 hours weekly with overtime (3 to 4 hours/weekly)

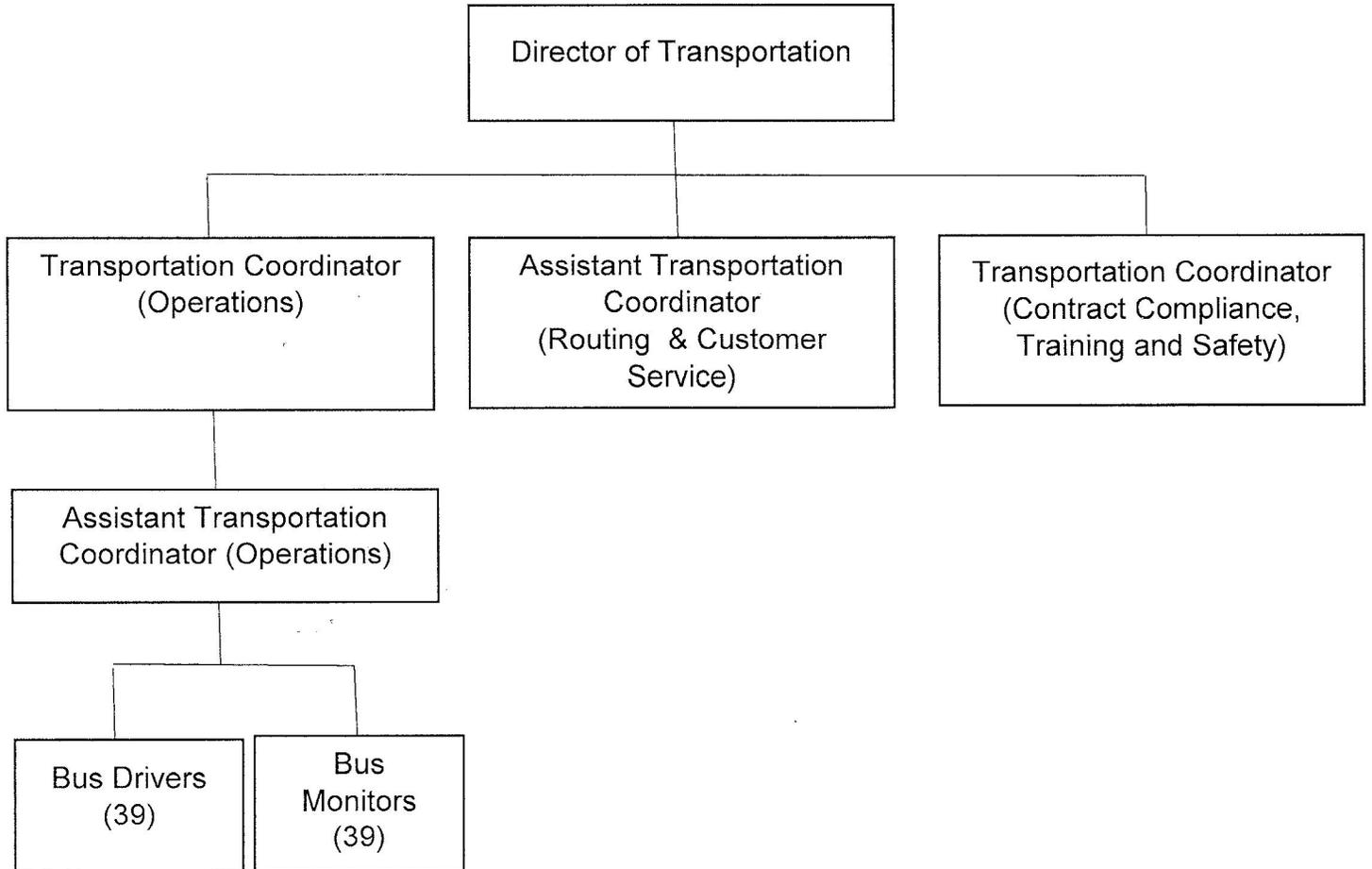
WORK DAY: 8 hours/daily

TO APPLY: Any person interested in this position should apply on-line on or before July 31, 2016 at www.worcesterschools.org.

****Interviews will be scheduled during the first week of August 2016.***

This deadline does not preclude further advertisement or recruitment.

Worcester Public Schools
Transportation Department



Bid for Pupil Transportation for the Worcester Public Schools to cover the following programs:

- Regular Education
(School Year, Head Start Summer School, and Academic After-School Programs)
- Special Education

for a five-year period beginning the First Day of Summer School 2015 and ending on the last school day of June 2020.

The following meanings are to be attached to the defined words when used in this proposal:

- A "large" vehicle is a school bus with a 13 inch seating capacity of seventy-one (71) passengers and over. All Large Vehicles must be of a Type-D design.
- A "mid-size" vehicle is a school bus with a 13 inch seating capacity of twenty-nine (29) passengers. It is the intent of the Worcester Public Schools that mid-size vehicles are to be used primarily for in-city transportation requirements and all Central Massachusetts Special Education Collaborative locations through duration of this contract. Any vehicle with a 2016 model year or later must be a 37-38 inch seat for two students with integrated car seats for all positions except side emergency window exit locations and rear seat on entrance door side.
- A "wheelchair" vehicle is a school bus with a minimum of four (4) adjustable tie-downs, a minimum capacity of four (4) walk-ons and a hydraulic lift for boarding and discharging wheelchair pupils. Pupils/wheelchairs must be secured in a forward-facing position. All wheelchair buses must contain a fire blanket as per the specification in Appendix A.

Bidders shall be required to submit the following pertinent information with the bid submittal:

- A balance sheet and a statement of profit and loss, prepared and certified by the bidder's certified public accountant, which reflects financial status for each of the last three (3) corporate fiscal years.
- A bank letter of reference from the bidder's principal financial institution.
- Bidders shall furnish a certificate or letter to the City of Worcester Purchasing Director from an insurance company legally authorized to act within the Commonwealth of Massachusetts indicating that the bidder is insurable to the extent required by these specifications.

Bidders shall be required to submit the following pertinent information at time of contract award:

- Upon award of the contract, the successful bidder must provide the City of Worcester Purchasing Director proof of performance bond from an acceptable surety company for 100% of the annual contract value on the following dates:

Within 30 days of contract execution: for the periods July 1, 2015-June 30, 2016 and July 1, 2016-June 30, 2017.

Thereafter, the contactor shall submit the annual performance bond to the Superintendent of Schools of the Worcester Public Schools.

By July 1, 2016: for the period of July 1, 2017 to June 30, 2018

By July 1, 2017: for the period of July 1, 2018 to June 30, 2019

By July 1, 2018: for the period of July 1, 2019 to June 30, 2020

The Worcester Public Schools reserves the right to investigate the financial responsibility of any or all bidders and surety companies to determine what assurance the Worcester Public Schools may have of subsequent service. It further reserves the right to withhold the award of this contract if the bidder is unable to furnish satisfactory evidence of adequate ability and experience to execute this contract as specified.

Upon award of the contract, the contractor shall deposit with the City of Worcester Purchasing Director, certificates from an insurer to the effect that the insurance policies required in the below Insurance section have been issued to the Contractor. The certificates must be on a form satisfactory to the Worcester Public Schools. Actual policy represented by certificate must be filed with the City of Worcester Purchasing Director within 30 days of signing resulting contract.

The Contractor shall maintain vehicles according to a planned preventative maintenance program. Evidence of such plan, satisfactory to the Worcester Public Schools, shall be presented upon contract award and updated and submitted to the Worcester Public Schools Director of Transportation annually by September 1 thereafter.

RULE OF AWARD

The Worcester Public Schools shall award the contract to the lowest responsible and eligible bidder on the basis of competitive bids. The words "lowest responsible and eligible" shall mean the bidder whose bid is the lowest of those bidders possessing the skill, ability and integrity necessary for the faithful performance of the work.

A contract shall not be awarded to a bidder if that bidder cannot accommodate all pupils with vehicles currently owned or leased unless the bidder submits proof of ability to obtain sufficient vehicles to perform the contract.

INSURANCE

The Contractor agrees at its sole expense to procure and keep in force, during the entire period of the Agreement, public liability and property damage liability insurance protecting the City of Worcester, the Worcester Public Schools and officers thereof, the Contractor, drivers, and other related personnel. The Contractor will have the City of Worcester named as an additional named

insured on the required insurance policies and this will be shown on the certificates of insurance. All certificates of insurance should bear a 30-day written notice of cancellation on their face.

Contractor will supply the Worcester Public Schools with certificates of insurance showing coverage for General Liability written on a comprehensive form, including Contractual Liability, with bodily injury limits of Fifteen Million Dollars (\$15,000,000).

Contractor will supply the Worcester Public Schools certificates of insurance covering Motor Vehicle Liability on all types of owned, hired and non-owned motor vehicles, including garage liability, on a state form with bodily injury liability limits of One Million Dollars (\$1,000,000.00) per person and Fifteen Million Dollars (\$15,000,000.00) per accident and property damage limits of One Million Dollars (\$1,000,000.00) per accident.

The Contractor may obtain these insurance limits either through a single carrier or through a combination of primary carrier and umbrella insurance.

The Contractor shall furnish the School Committee with certificates showing that all employees who shall be connected with this work are protected under Worker's Compensation insurance policies and said policies should bear a thirty (30) day notice of cancellation on their face.

The Contractor agrees to keep in force, at all times during the terms of the contract, a policy or policies of insurance as specified in the General Laws of Massachusetts. All of these policies shall be continuously carried during the term of the contract by the Contractor. The Contractor shall also provide extra-territorial coverage and guest insurance.

The successful bidder shall provide additional copies of these policies with the Superintendent of Schools.

DURATION

Contract will be awarded for five school years, beginning on the first day of summer school June 2015 and ending on the last regular school day of June 2020.

VEHICLES

No vehicle to be used in fulfilling the terms of this agreement shall be more than 10 years old, or show more than 150,000 miles on its odometer at any time during the life of this contract. However, the average age of the vehicle fleet shall not be greater than six (6) years. When the term "year" is used it is understood that "model year" is intended in defining the age of the bus.

All federal laws, local laws, and laws of the Commonwealth of Massachusetts, and all regulations of the Registry of Motor Vehicles, the Department of Public Safety, the Department of Transportation, the Department of Public Utilities, the Department of Education, where applicable, and ICC regulations relating to the use, maintenance and operation of motor vehicles or school buses shall be and are hereby made a part of this contract. Contractor agrees to comply

with all such laws and regulations as they now exist or as they may be amended or promulgated during the life of this contract.

The Worcester Public Schools does not assume any responsibility for any change in state or federal laws concerning school transportation which may occur during the duration of this contract.

All buses shall be constructed, equipped and maintained in conformance with all applicable laws, regulations, and rules of the Federal Government and Registry of Motor Vehicles. The attention of all concerned is particularly directed to the following sections of Chapter 90 of the General Laws of the Commonwealth of Massachusetts:

Section 1 – Definitions

Section 1A – School Bus Registration

Section 7A – Inspection of School Buses

Section 7B – Requirements as to Equipment and Operation of School Buses

Section 7C – Registrar may establish Minimum Standards for Construction, etc.
of School Buses

Section 14 – Precautions for Safety

Section 17 – Speed limit in Operation of School Buses

Buses furnished must comply with the General Laws of the Commonwealth of Massachusetts and the rules and regulations of the Registry of Motor Vehicles relating to the transportation of school children.

All vehicles will comply with Federal School Bus Safety Standards. All vehicles shall provide for safety egress. All vehicles shall have fire-retardant seat materials.

All vehicles shall be kept clean, mechanically safe, and be equipped with working heaters. In all mid-size and wheelchair buses, vehicles must be also equipped with working air conditioners.

All mid-size and wheelchair vehicles, seats must meet spacing requirements as per Federal Motor Vehicle Safety Standard Number 222 regarding compartmentalization and be equipped with simultaneous load color-coded seat belts. The seat covering must be of flame-retardant material.

All mid-size and wheelchair vehicles, as well as twelve (12) of the large buses, used in accordance with this contract must be equipped with an integrated child restraint in each seat to accommodate children up to 50 pounds. The installed seats must be equal to or exceed the specifications of the C.E. White integrated school bus seat or the Collins DuraStraint integrated school bus seat. All restraints must be in good working order. All vehicles are subject to inspection at any time by an authorized representative of the Worcester Public Schools.

All wheelchair lifts must comply with Federal Motor Vehicle Safety Standard Numbers 203 and 204.

All diesel vehicles used in connection with the contract must use electric block heaters or other mechanical means when outside temperatures reach freezing or below.

The Contractor shall keep the vehicles or buses in good working condition and furnish all necessary fuel, oil, grease, tires, maintenance and repairs through the entire period of the contract; and to comply with all applicable motor and equipment laws of the Commonwealth of Massachusetts. The Contractor shall, on request, provide the Worcester Public Schools Director of Transportation with written verification of such compliance.

Each vehicle shall clearly identify the contractor name in letters not less than 2" height. Each vehicle shall clearly identify the WORCESTER PUBLIC SCHOOLS in letters not less than 6" height. These vehicle markings must be done in a size, style, and location approved by the Superintendent of Schools for the Worcester Public Schools.

The Contractor shall ensure that all vehicles are equipped with drop-down tire chains (On-Spot or Insta-Chain) for use when road conditions require their use. All tire chains must be installed on vehicles used in connection with this contract by October 15, 2015.

Each large vehicle shall be marked along each side and the rear perimeter with 3M reflective tape or equivalent, having the same reflective quality as that of the 3M tape. "School Bus" signs on the front and rear of each vehicle shall be of 3M reflective material or equivalent, having the same reflective quality as that of the 3M tape.

All buses shall have a system of mirrors that will give the seated driver a view of the immediate area of the roadway to each side of the bus, and of the area in front of the front bumper. All drivers, in seated position, shall have full view of students boarding and departing from the bus as required by law. All new vehicles used in accordance with this contract shall be equipped with heated exterior mirrors.

Written reports of conditions of buses, as determined at the time of inspection, to be held the first week of January, March, May, August, and November, shall be presented to the Superintendent of Schools or her designee no later than ten (10) working days following the date of each inspection.

All vehicles shall be equipped with a wireless telephone and/or a working two-way radio licensed by the Federal Communication Commission (FCC) to enable the driver to communicate with central dispatching at any time students are being transported. However, in accordance with Massachusetts General Laws, Chapter 90, Section 7b, no person shall operate a moving school bus while using a mobile telephone except in the case of an emergency. For the purpose of this paragraph, an emergency shall mean that the operator of the school bus needs to communicate with another to report any of the following: (a) that the school bus is disabled; (b) that medical attention or assistance is required for a passenger on the bus; (c) that police intervention is necessary for the personal safety of a passenger or to otherwise ensure the safety of the passengers; and (d) the presence of a disabled vehicle or an accident in the roadway. The contractor must supply the Worcester Public Schools with three programmed two-way radios

(portable hand held with charger and extra battery per unit) with all frequencies used in connection with the operation of this contract.

The rear emergency door of each vehicle shall be equipped with an audible device that requires that the driver walk the interior length of the vehicle prior to exiting the vehicle to disengage the audible device. These devices should be equal to or exceed the specifications of those manufactured by "C.R.S."(Child Reminder System) and "Child Check Mate Systems."

All vehicles used in connection with this contract with a 2016 model year or later must be equipped with a factory installed high-visibility seat belt for the bus driver. All other vehicles must be equipped with a high visibility seat belt cover.

The contractor shall provide a detailed description of each vehicle to be used in connection with the contract. The description shall include manufacturer, manufacturer model number, year of manufacture, present mileage, seating capacity, and present condition. The Worcester Public Schools reserves the right to reject any unacceptable vehicle. The contractor must submit annual updated documentation to the Worcester Public Schools Director of Transportation identifying and detailing composition of the fleet to be used as of each of the following dates: a) August 1, 2015 b) August 1, 2016 c) August 1, 2017 d) August 1, 2018 e) August 1, 2019.

No vehicle used as part of this contract may be parked on city streets overnight, during mid-day hours, or on weekends.

The Worcester Public Schools reserves the right to install on any vehicle used by the Contractor in performance with this contract real time video devices, or any other equipment, at any time during the duration of this contract and at its own expense.

VIDEO SYSTEM

The Worcester Public Schools use a four (4) camera Pro-Vision Channel Solid State Digital Recording System on its owned and operated school buses. For consistency and compatibility the contract must use this same system and no exceptions will be allowed. The specifications are attached in Appendix B. This digital recording system of four (4) video cameras and a digital recording unit shall be installed, maintained and operational for one-hundred (100%) of the vehicles. The location of the four (4) cameras will be determined by the Worcester Public Schools upon award of the final contract and will be consistently located for all vehicles included in this contract.

All video and data obtained in the mobile digital recording devices will become the sole property of the Worcester Public Schools. Sufficient removable spare SDXC memory cards in conformity to original specifications must be available to replace units that may be turned over to the Worcester Public Schools to ensure full compliance on all vehicles. The original removable SDXC card will be returned to the vendor as soon as practicable.

Cameras and the digital recording unit shall be used only in accordance with the policies and procedures of the Worcester Public Schools and all relevant state and federal regulations

regarding student confidentiality. No video may be viewed prior to being turned over to a representative of the Worcester Public Schools.

The video system shall be supplied, installed and fully operable by August 20, 2015.

REAL TIME GLOBAL POSITIONING SYSTEM

All vehicles used in connection with this contract must be equipped with a real time global positioning system (GPS) as included in Appendix C with no exceptions allowed. The contractor shall provide the Worcester Public Schools with full access to this system.

The real time GPS system shall be supplied, installed and fully operable by August 20, 2015.

PERSONNEL

The Contractor agrees to assign a representative acceptable to the Worcester Public Schools who shall be available to the School Administration for the purpose of conferences and consultations with a representative from the School Administration relative to bus schedules, bus routes, bus stops, pupil behavior, and other related matters.

Contractor shall permit vehicles required pursuant to this contract to be operated only by trained and competent drivers who hold valid licenses for the operation of school buses in the Commonwealth of Massachusetts. Immediately upon discovery of carelessness and/or incompetence, the driver or drivers shall be replaced. The bidder agrees to require references on drivers as a condition of employment.

No operator who has tested positive for alcohol and/or drug use, and/or has had his/her driver's license suspended or revoked for alcohol or drug related offenses, and/or has been convicted for operating any vehicle while under the influence of alcohol or drugs, at any time while they have possessed a driving license of any type shall be permitted to operate any vehicle under the terms of this contract.

The Contractor agrees to submit written health record reports on physical condition and freedom from tuberculosis of the drivers and monitors; and agrees to list name and the experience of drivers. Such a list to be updated annually and provided to the Director of Transportation.

All drivers and monitors employed by the Contractor pursuant to this contract shall not be younger than 21 and all State Law Age requirements must be met.

Special Education Bus Monitors shall be employed by the Contractor. At least one bus monitor or substitute shall be assigned to each Mid-Size and Wheelchair vehicle for each trip. Assignment of these bus monitors shall be subject to the approval of the Director of Transportation of the Worcester Public Schools as necessary.

Bus monitors and drivers are required to be trained annually in immediate first aid, including but not limited to, CPR, EPI pen administration, and Crisis Prevention Institute (nonviolent

prevention training). The Contractor shall provide acceptable documentation to the Worcester Public School that such annual training was provided.

Head Start bus monitors shall be assigned at the direction of the Superintendent of Schools or assigned designee.

The Contractor will insure that the Worcester Public Schools has a current list of drivers and their addresses at all times.

The Contractor will comply with the Department of Transportation's drug testing program and with M.G.L. C.71 §38R regarding C.O.R.I. (Criminal Offender Record Information). The Contractor will conduct criminal record checks in each state where the Driver has lived since he/she was sixteen (16) years of age, to determine if there have been any felony convictions. If the felony conviction in another state would have disqualified the applicant as a driver in Massachusetts (had the felony conviction been in Massachusetts), the Contractor agrees not to hire this person as a driver to transport students attending the Public Schools. The contractor shall certify and provide sufficient documentation to the Director of Transportation of the Worcester Public Schools that this information was obtained for each driver.

The Contractor must submit a C.O.R.I. REQUEST FORM as provided by the Worcester Public Schools for every bus monitor, licensed operator and substitute operator along with a copy of their license. The Contractor will insure that all drivers will allow the Worcester Public Schools to conduct a C.O.R.I check on their record at least every three years.

All drivers and monitors must complete the Statewide Applicant Fingerprinting Identification Service background check.

All bus drivers and monitors (including substitutes) are required to wear a photo identification issued by the Contractor that is clearly visible at all times while the school bus is in operation. All bus drivers and monitors must also wear safety vests at any time the bus is in operation as part of this contract.

The Contractor shall present and implement an ongoing and viable plan for the selection, training, and supervision of all school bus drivers and monitors. The intent of such plan is to ensure that all drivers (regular and temporary) and bus monitors are highly trained and competent.

The contractor shall operate with an available reserve of not less than five qualified substitute bus drivers to be on site at all times.

Upon the recommendation of the Superintendent or assigned designee, the Contractor agrees to dismiss any driver for violating any of the rules and regulations of the School Committee and/or the General Laws of Massachusetts.

The Superintendent or assigned designee reserves the right to check the credentials of any drivers or monitor, and require replacement if unacceptable.

SAFETY AND TRAINING

The Contractor shall administer a satisfactory safety program. Said program shall include, but not be limited to regularly scheduled safety meetings for Contractor's personnel. A driver-supervisor shall ride with every driver at least twice per year for the purpose of observing their driving practices with respect to safety, mechanical operation, and conformance with applicable laws, rules and regulations, including adherence to published time schedules. This program shall be included in a formal, ongoing, in-service driver and monitor training and safety program for all drivers and monitors, including spare drivers/monitors and substitute drivers/monitors in accordance with M.G.L. Ch.71B. A list identifying those drivers who have satisfactorily completed this training is to be furnished to the Worcester Public Schools Director of Transportation annually. A list containing the names of the supervisor, the dates such supervision occurred, and the employees supervised on that date shall be provided to the Director of Transportation twice per year (February 1 and June 15) during the term of this contract.

The Contractor will make available information and instructions needed by drivers for the proper and safe transportation of students.

No Special Education pupil will be dropped at any home other than his/her own without the approval in writing of the Superintendent or assigned designee.

No Special Education pupil will be dropped at a home that shows no evidence of a parent, guardian, or other supervising person. In the event a Special Education student cannot be dropped at home, the Director of Transportation will be notified immediately.

All vehicles shall carry students in accordance with the laws of the Commonwealth governing capacities. However, no vehicle shall carry students in excess of seating capacity.

The Contractor shall take all necessary precautions for the maximum safety of all students and, specifically, he shall agree:

- a. that no one but the driver shall occupy the driver's seat;
- b. that the driver shall not leave the vehicle while the motor is running, and that the bus must not be in gear while the motor is running and the vehicle is stopped;
- c. that the doors of the vehicle must be kept closed while the bus is in motion;
- d. that he will not allow vehicles to be overcrowded;
- e. that there will be no smoking or use of tobacco products by the drivers or monitors at any time while on the school bus or while on any grounds owned or leased by the Worcester Public Schools;

- f. that drivers and monitors will be at all times courteous and exemplary in speech and behavior before said children;
- g. that drivers and monitors will not leave a vehicle unattended when children are in the vehicle;
- h. that drivers and monitors will not take disciplinary action against any child. Cases that warrant such action should be reported at once to the Principal of the school and the Director of Transportation;
- i. that Chapter 90, Section 7-B will be met-- No fueling shall take place while any school vehicle is occupied by passengers;
- j. the speed and method of operation of school vehicles shall always be such as to insure a high degree of safety for the pupils, and shall be in compliance with all state and local laws regarding this aspect;
- k. that Chapter 90, Section 17 will be met --No persons shall operate a vehicle at a rate of speed exceeding posted limits.

The Contractor agrees to make available, at the Contractor's expense, a bus to be brought to each school for use in bus evacuation drills as required by M.G.L. Ch. 90.

PUPILS

Only those persons authorized by the Worcester Public Schools shall be allowed to ride in the vehicles. Pupils shall include only those listed on the schedule. The schedule is subject to adjustment and/or modification during the school year.

The Worcester Public Schools shall have the authority to make such changes as are deemed necessary in adjusting times, dates, schedule, and routes or any other matters effecting the specific, individual needs of children.

Students with special needs will be serviced in accordance with the State Department of Education guidelines for Chapter 766 of the acts of 1972 as amended. Students in wheelchairs will not be required to leave their wheelchair to travel safely.

The Worcester Public Schools reserves the right to collaborate with other districts for the transportation of special education students.

Pickup and delivery of Special Needs pupils will be from place of residence or other site as approved by the Worcester Public Schools to the designated school or program site and return as determined by the Worcester Public Schools.

No pupil will be dropped at school prior to arrival of supervisory person(s) and, at no time, will a pupil be dropped at his school earlier than 15 minutes before the opening school time.

WAGES

Attention of all bidders is directed to the wage rates as determined by the Department of Labor and Workforce Development's Division of Occupational Safety to be paid to School Bus Drivers employed under the provisions of Chapter 71, Section 7A, as amended. This rate constitutes the minimum wage rate, and does not supersede or preempt higher rates that may result from collective bargaining agreements or individual employment contracts.

FUEL ADJUSTMENT

The Worcester Public Schools shall establish a starting price for fuel of \$3.00 per gallon. The basis of the fuel adjustment computation will be the average daily price (school session days) for fuel paid during each month by the City of Worcester plus state and federal taxes if such state and federal taxes are not required to be paid by the City of Worcester at the time the fuel adjustment computation is made. This shall be the base price for the purpose of determine the fuel adjustment calculation.

The fuel consumption rate standards will be as follows:

1. All Vehicles (Large, Mid-Size, and Wheelchair) 8 miles per gallon

Fuel adjustment calculation applies to regular home-to-school and summer school routes only.

The fuel adjustment shall be calculated semi-annually by the Worcester Public Schools and the contract amount paid to the Contractor will be adjusted accordingly by multiplying the base price times the total route mileage for all vehicles divided by the appropriate fuel consumption standard. For the purpose of this calculation, only "live miles" will be used based upon the routing software of the Worcester Public Schools.

Any fuel adjustment will be invoiced separately.

PAYMENTS

Payments will be made monthly for Worcester Public School transportation services based upon the Contractor's rendering an invoice weekly. Said invoices shall be emailed to the Worcester Public Schools Director of Transportation and will include:

- a. a summary of daily cost based upon bid price per vehicle type,
- b. an itemized listing of vehicles actually used, indicating vehicle type, schools served,
- c. totals of the number of vehicles of each type actually used each day.

There will be no billing for services on those days when the Contractor is notified by 5:30 AM that school is canceled for the entire day.

The lack of bus monitor coverage will reduce the daily trip cost charge for the specific bus to the Worcester Public Schools by one-half (1/2). The Contractor will provide the Director of Transportation of the Worcester Public Schools upon request with sufficient evidence that coverage was provided on all trips (such as payroll records or day sheets).

ROUTING

The Worcester Public Schools shall provide the Contractor in a timely fashion with a listing of all bus routes, vehicle assignments, stopping places, and time schedules for each school. The Worcester Public Schools reserves the right to alter any of the aforementioned routes and schedules at any time for any reason, with due notice supplied to the Contractor for implementation of the changes. It will be the responsibility of the Contractor to provide the bus service as specified by the Worcester Public Schools, and to communicate promptly any problems or difficulties encountered in the implementation of the specified bus routes and schedules.

Time schedules and stopping places on all routes developed by the Worcester Public Schools shall be documented on forms. Regular buses shall be run on schedule and shall not be required to wait for pupils. Special Education buses shall run on a schedule and are required to wait a minimum of two (2) minutes in picking up a pupil.

A copy of the specific bus route shall be maintained in an up-to-date condition in each bus for ready reference by the driver.

During the 2014-2015 school year, the Worcester Public Schools are expected to employ the following buses:

- 96 large vehicles
- 31 mid-size vehicles
- 20 wheelchair vehicles

Included in this total, the Head Start program is expected to utilize 6 of the large vehicles during the 2014-2015 school year to transport approximately 250 students.

In addition, charter school transportation has required twenty additional days beyond the regular school year schedule utilizing ten large buses.

Special Education programs has required 13 midsize and 20 wheelchair vehicles for summer school programming consisting for approximately twenty additional days.

The total number of buses used during the duration of this contract is not expected to exceed the following:

- 106 large vehicles
- 40 mid-size vehicles
- 25 wheelchair vehicles

The Head Start schedule may require an estimated 8 buses to run mid-day routes.

Charter school and summer school scheduling is expected to be approximately the same.

The actual number of buses used is subject to change based on the policies of Worcester School Committee, changes to any state or federal regulations regarding student transportation, the number of eligible students, and availability of funding. The Worcester Public Schools reserves the right to add or delete from these numbers of vehicles as the Worcester Public Schools deems is the best interest of the Worcester Public Schools. Additions to the contract will be at the same prices as in the base bid for the appropriate vehicle.

The successful bidder shall be responsible to have all drivers on all routes drive a school bus over their routes not less than once during the week prior to school opening. During these pre-opening runs, the driver shall follow the routes exactly as listed on the routing documents supplied by the Worcester Public Schools to the successful bidder. The drivers shall stop the bus at all listed pickup and discharge points on the route and be thoroughly familiar with the location of streets, stops, schools, etc.

The Contractor shall arrive at the respective schools with the pupils prior to the designated starting time. No pupil will be dropped at school prior to arrival of supervisory person(s) and, at no time, will a pupil be dropped at school earlier than 15 minutes before the opening school time.

The Contractor shall arrive at the designated schools no sooner than 15 minutes prior to school dismissal time for the pupils' return trip home. The Contractor shall comply with the above, except for unusual circumstances beyond the Contractor's control, such as breakdowns, storms, etc. In the event such unusual circumstances should occur, for either AM or PM schedules, the Contractor shall immediately notify the affected school or schools and the Director of Transportation.

OTHER

The requirements of the Worcester Public Schools contained herein will supersede any corporate/company policy of the Contractor.

The Contractor shall agree to disclose to the Worcester Public Schools the ownership and management organization proposed for the Worcester Public Schools Bus Contract. Such management and staff organization shall have the approval of the Worcester Public Schools. A representative of the Contractor must be assigned to Worcester, whose duty it is to maintain the terms of this contract. Such representative must be on-site daily.

If for any reason, scheduled vehicles cannot be operated, the Contractor agrees to provide, without additional charges, suitable insured transportation in place thereof. In the event the Contractor is unable or does not furnish all contracted transportation on such day or days, or if it appears unlikely, in the opinion of the Superintendent, that all such transportation can be

provided, then the Worcester Public Schools may hire a bus, buses, or any type of vehicle for such time as is necessary and charge the cost thereof to the Contractor and he shall pay same.

The Contractor agrees that any bus that is 15 minutes late in its scheduled routing of pickup stops and/or arrival time to school will result in having a credit issued for the contract price for that bus on that day. Full credit will be issued for a bus which does not perform its scheduled runs on any given day. A 15 minute deviation from a scheduled run is considered non-performance.

For purpose of this contract, transportation for Regular Education will be required for all pupil session days. Transportation for Special Education will be required for all pupil session days and as required by students' Individual Education Plans (IEP's).

Vehicles shall normally be operated five days a week, excepting holidays, vacations, and emergencies resulting in the closing of schools. The per day rate for buses shall apply to all summer school or extra day service that may be required by the Worcester Public Schools.

The contractor shall have available and keep in reserve at all times five (5) large vehicles, four (4) mid-size vehicles, and two (2) wheelchair vehicles. Such buses shall comply with all provisions of these specifications.

Transportation for early release purposes shall be considered to be included in the base bid pricing, including high school final exam schedule in June. Final exam schedule in June, not to exceed five days, at high schools includes two school-to-home trips per day per bus.

The bidder agrees that on each school day when school is kept for one session or any portion of a day, he will have appropriate transportation ready at the school premises at the time set by the Worcester Public Schools.

The Contractor will follow with the Worcester Public Schools crisis response plan for each school. In the event of an individual school emergency, a minimum of five (5) large buses, a minimum of five (5) mid-size and at least two (2) wheelchair buses will be available within thirty (30) minutes to accomplish the evacuation of students as specified in the individual school crisis response plan.

The Contractor shall report, immediately by phone after its occurrence, to the Superintendent of Schools or assigned designee, any event or circumstance which causes unavoidable delay or in any way interferes with the strict performance of the agreement. A formal written report of such accident, event, or circumstance must be submitted within 24 hours to the Superintendent or assigned designee.

The Contractor shall pay the cost of obtaining alternative contract services to transport students in the event that any routes cannot be served due to the unavailability of drivers or buses.

The contract entered into between the City of Worcester and the successful bidder shall not be assigned nor assignable by way of subcontract or otherwise, unless or until the Worcester Public Schools shall have first assented thereto in writing.

In the event of a negligent failure, for five (5) consecutive days, to transport pupils as herein provided, this contract may be terminated by the Worcester Public Schools, or its legal representatives, by notice in writing, given to the Contractor, or its legal representatives or assignee, of its intention to terminate this contract, and after three (3) days said notice shall constitute termination of this contract and the Worcester Public Schools shall not be liable for any service rendered under this contract for any part of the month when said services ceased or failed to be rendered, according to the terms thereof, and the Contractor shall be liable for all other damages suffered by the Worcester Public Schools as a result of the termination of the contract.

In addition to the right to terminate for the neglect of the contractor referenced above, it is understood that upon ten (10) days' notice the School Committee, in its sole discretion, may terminate the contract, or eliminate any number of vehicles, trips, and/or routes which therefore may have been in effect. Such termination or elimination of vehicles, trips and/or routes shall not result in any cost or liability to the Worcester Public Schools.

In the event that school is canceled for a part of the day, the Contractor, upon one (1) hour's notification, shall be required to provide student transportation.

The Contractor will have installed and maintained, at the Contractor's expense, a direct, two private telephone lines (one for regular education transportation and one for special education transportation), in order to provide immediate and continuous communication between the office of the Contractor's local manager and the Director of Transportation for the Worcester Public Schools. The Contractor will also maintain a second local telephone line for the term of the contract dedicated to receiving complaints or answering the questions of citizens.

The Contractor must be reachable by telephone at all times buses are used in connection with this contract.

The Contractor agrees to indemnify and to hold the City of Worcester, the School Committee, and School Administration harmless from any and all claims for damages arising out of bodily injury to or death of any person or persons, and for all claims for damages arising out of injury to or destruction of property caused by accident resulting from the use of implements, equipment or labor used in the performance of the contract or from neglect, default or omission, or want of proper care, or misconduct including intentional acts and torts on the part of the Contractor or any one of its employees, agents, or servants during the execution of the contract.

APPENDIX A

**SPECIAL EDUCATION
FIRE BLANKET SPECIFICATION
REQUIRED ON ALL VEHICLES**

Each lift-equipped school bus shall be equipped with an Evac Aid fire blanket. It shall be at least eighteen (18) square feet in size, having a minimum width of 29 inches. The Evac Aid shall be enclosed in a non-metallic enclosure cabinet of no more than five and one half inches (5 ½") in depth, eight and one half inches (8 ½") X ten and one half inches (10 ½") in length and width. It shall be identified on the front as to the contents. The pouch shall be mounted on the left side interior wall in the buffer zone, behind the left rear seat as close to the rear entrance door opening as practical on a horizontal and vertical line no higher than the horizontal metal portion of the seat frame. The blanket and the cabinet combined weight shall be less than ten (10) lbs. and shall be attached to the interior wall in a manner that would retain the pouch to the wall when a 20G force is applied to the cabinet in any direction.

Appendix B

Video System

4- Camera Pro-Vision® 8 Channel Solid State Video Recording System (NO EXCEPTIONS)

To include:

1 each DVR-808-128 1080p HD Base Kit with Single Camera [128GB] as per a-f:

- a) 2.8mm Wide Angle Dome Night Vision Camera
- b) Solid State DVR
- c) 128GB Class 10 SDXC Memory Card
- d) Lockable Cage
- e) 20 foot HD Camera Cable
- f) Software and Guides

2 each DVR-810 1080p HD Night Vision Dome Camera

1 each DVR-812 1080p HD Forward Facing Cameras

1 each DVR GPS Antenna

1 each DVR-710 Enhanced Event Marker Button

1 each Wireless File Transfer

1 each PX-1843 30 foot HD Extension Camera Cable

Appendix C

Real Time Global Positioning System

The Worcester Public Schools uses Versatrans Routing and Planning System. For compatibility and consistency, this contract requires:

Versatrans Onscreen (up to 170 vehicles)

Versatrans e-Link (up to 25,000 students)

- The Worcester Public Schools will contract directly with Versatrans for the Versatrans Onscreen (up to 170 vehicles) and Versatrans e-link (up to 25,000 students) in order to maintain ownership of the license and all student data.
- GPS hardware **MUST** be compatible with Versatrans Onscreen
- Versatrans will provide the download information necessary to the contractor.
- Versatrans will invoice the contractor for all application software license and maintenance fees for the term of this contract. *These products will be billed directly to and paid by the contractor.*
- The contractor will be required to provide all upgrades to all application software for the term of this contract.
- The contractor will be required to provide all maintenance for all application software and systems for the term of this contract.

GROUP I
Bid Proposal Pages – Bid #: CR-6300-W5
Regular Transportation
Head Start Transportation
2015 – 2020

- It is estimated ninety-six (96) buses will be needed to complete the contract.
- It is estimated eight (8) buses will be needed for after school programming yearly

A. Bid Price: 2015 - 2016

a) 96 Buses, Large x _____ per day x 180 days = \$ _____

b) 8 Buses, Large x _____ per day x 90 days = \$ _____

Total 2015-2016 (sum a + b) = \$ _____

B. Bid Price: 2016 - 2017

a) 96 Buses, Large x _____ per day x 180 days = \$ _____

b) 8 Buses, Large x _____ per day x 90 days = \$ _____

Total 2016 - 2017 (sum a + b) = \$ _____

C. Bid Price: 2017 - 2018

a) 96 Buses, Large x _____ per day x 180 days = \$ _____

b) 8 Buses, Large x _____ per day x 90 days = \$ _____

GROUP I
Bid Proposal Pages – Bid #: CR-6300-W5
Regular Transportation
Head Start Transportation
2015 – 2020

Total 2017 – 2018 (sum a + b) = \$ _____

D. Bid Price: 2018 - 2019

a) 96 Buses, Large x _____ per day x 180 days = \$ _____

b) 8 Buses, Large x _____ per day x 90 days = \$ _____

Total 2018 – 2019 (sum a + b) = \$ _____

E. Bid Price: 2019 - 2020

a) 96 Buses, Large x _____ per day x 180 days = \$ _____

b) 8 Buses, Large x _____ per day x 90 days = \$ _____

Total 2019 – 2020 (sum a through d) = \$ _____

GROUP I
GRAND TOTAL 2015 – 2020 (Sum A through E) = \$ _____

GROUP II
Bid Price Page – Bid #: CR-6300-W5
Special Needs Transportation / WPS
2015 - 2020

- It is estimated thirty-one (31) mid-size vehicles will be needed to complete the contract.
- It is estimated twenty (20) wheelchair buses will be needed to complete the contract
- It is estimated four (4) mid-size vehicles will be needed for mid day preschool program to complete this contract.
- It is estimated four (4) wheelchair vehicles will be needed for mid day preschool program to complete this contract.

A. Bid Price: 2015 - 2016

- | | | | |
|----------------------|-----------------|------------|------------|
| a) 31 Mid Size | x _____ per day | x 180 days | = \$ _____ |
| b) 20 Wheelchair | x _____ per day | x 180 days | = \$ _____ |
| c) 4 Mid-Day Bus | x _____ per day | x 180 days | = \$ _____ |
| d) 4 Mid-Day W/chair | x _____ per day | x 180 days | = \$ _____ |

Total 2015 – 2016 (sum a through d) = \$ _____

B. Bid Price: 2016 - 2017

- | | | | |
|----------------------|-----------------|------------|------------|
| a) 31 Mid Size | x _____ per day | x 180 days | = \$ _____ |
| b) 20 Wheelchair | x _____ per day | x 180 days | = \$ _____ |
| c) 4 Mid-Day Bus | x _____ per day | x 180 days | = \$ _____ |
| d) 4 Mid-Day W/chair | x _____ per day | x 180 days | = \$ _____ |

Total 2016 – 2017 (sum a through d) = \$ _____

GROUP II
Bid Price Page – Bid #: CR-6300-W5
Special Needs Transportation / WPS
2015 - 2020

C. Bid Price: 2017-2018

- a) 31 Mid Size x _____ per day x 180 days = \$ _____
- c) 20 Wheelchair x _____ per day x 180 days = \$ _____
- c) 4 Mid-Day Bus x _____ per day x 180 days = \$ _____
- d) 4 Mid-Day W/chair x _____ per day x 180 days = \$ _____

Total 2017-2018 (sum a through f) = \$ _____

D. Bid Price: 2018-2019

- a) 31 Mid-Size x _____ per day x 180 days = \$ _____
- b) 20 Wheelchair x _____ per day x 180 days = \$ _____
- c) 4 Mid-Day Bus x _____ per day x 180 days = \$ _____
- d) 4 Mid-Day W/chair x _____ per day x 180 days = \$ _____

Total 2018-2019 (sum a through f) = \$ _____

GROUP II
Bid Price Page – Bid #: CR-6300-W5
Special Needs Transportation / WPS
2015 - 2020

E. Bid Price: 2019-2020

- a) 30 Mid-Size x _____ per day x 180 days = \$ _____
- b) 20 Wheelchair x _____ per day x 180 days = \$ _____
- c) 4 Mid-Day Bus x _____ per day x 180 days = \$ _____
- d) 4 Mid-Day W/chair x _____ per day x 180 days = \$ _____

Total 2019-2020 (sum a through f) = \$ _____

GROUP II
GRAND TOTAL 2015 – 2020 (Sum A through E) = \$ _____

GROUP I TOTAL	=	\$ _____
+		
GROUP II TOTAL	=	\$ _____
GRAND TOTAL ALL GROUPS	=	\$ _____ *

* Award to be based on this amount.

PAYMENTS

Payments will be made monthly for Worcester Public School transportation services based upon the Contractor's rendering an invoice weekly. Said invoices shall be emailed to the Worcester Public Schools Director of Transportation and will include:

- a. a summary of daily cost based upon bid price per vehicle type,
- b. an itemized listing of vehicles actually used, indicating vehicle type, schools served,
- c. totals of the number of vehicles of each type actually used each day.

There will be no billing for services on those days when the Contractor is notified by 5:30 AM that school is canceled for the entire day.

The lack of bus monitor coverage will reduce the daily trip cost charge for the specific bus to the Worcester Public Schools by one-half (1/2). The Contractor will provide the Director of Transportation of the Worcester Public Schools upon request with sufficient evidence that coverage was provided on all trips (such as payroll records or day sheets).



Administrators

Schools Can Save Lives, Teaching a Life-Saving Technique

The Heimlich Heroes program is educationally based to teach young people how to do the Heimlich maneuver. It was created by Deaconess Associations, Inc. (DAI), with support from The Heimlich Institute. Developed in 2011 to teach sixth grade students, several schools and over 500 students have completed the program.

Through Heimlich Heroes training, students will recognize when someone is choking, and become confident to step in and save a life. Additionally, they will learn how to prevent and minimize the risk of choking. Heimlich Heroes believes anyone can save a life. Aimed at teaching children, and historically successful, the program is well-designed and effective. Otherwise, young people may not learn about this method until high school, if at all.

Lesson Plan Engagement, Interaction and Fun!

Teachers enjoy this program, as much as students enjoy learning it. Heimlich Heroes is a lesson that students remember for a lifetime. Additionally, it is designed *by teachers for teachers*, providing a platform for science/health teachers to incorporate math, language arts, and STEM activities.

“Heidi” and “Hank” Heimlich are our specially designed training dolls, which allow students to get hands-on practice. They feature an internal diaphragm, lungs, and a windpipe. Functional training models help illustrate the mechanics of the Heimlich maneuver. Students gain confidence and have fun learning the Heimlich maneuver with these dolls.

Ready to bring the Heimlich Heroes program to your school? [Click here](#) for more details and registration.

"The students were all commenting at the end of the day how much they enjoyed the training. I think it was empowering and confidence-building. Thank you so much for making this possible for my students." - Lisa W., sixth grade health/science teacher, St. Ursula Villa



Massachusetts School Building Authority

Funding Affordable, Sustainable, and Efficient Schools in Partnership with Local Communities

The MSBA announces \$50 Million School Technology Infrastructure Partnership Loan Program

July 20, 2016

The Board of the Massachusetts School Building Authority (MSBA), Chaired by State Treasurer Deb Goldberg, voted today to approve the establishment of the MSBA Public School Information Technology Loan Program.

The MSBA IT Loan Program will fund projects in public schools across the Commonwealth, improving the student experience through the use of enhanced technology and increased broadband access. This will support an existing information technology grant program, the Digital Connections Partnership Schools Grant ("DCPSG") program, that is currently being managed by the Department of Elementary and Secondary Education ("DESE") and the Massachusetts Office of Information Technology ("MassIT").

"We are excited to collaborate with DESE and MassIT through this loan program," said Treasurer Deb Goldberg. "By making these loans available to school districts across the State, the MSBA is providing assistance for much needed IT infrastructure improvements for the thoughtful use of technology to support teaching and learning."

"We are thrilled to begin this important and unique partnership with the Massachusetts School Building Authority to improve connectivity across public school districts in the Commonwealth," said Governor Charlie Baker.

Through a collaborative effort across the agencies, the MSBA loan program will have \$50,000,000 available over a five year period. Loans will be given to approved districts, with funding up to a maximum of \$2.5 million per district. Loans will be available to pay for IT infrastructure on the basis of need as determined by DESE with the total cost of procuring and installing the equipment determined by MassIT. Since the inception of the DCPSG in 2014, 247 schools from 98 districts have applied for funding, with 70 schools in 25 districts having successfully received funding.

"We live in an increasingly digital world. In order to provide a world-class education, our students and educators need access to 21st century technology. I'm thrilled that our agencies have partnered to upgrade school technology infrastructure for the benefit of our students," said DESE Commissioner Mitchell Chester.

"As the state's lead technology agency, MassIT is well-positioned to support our public schools' digital teaching and learning efforts. We are happy to help schools leverage the strength of the Commonwealth at the local level by providing IT expertise and economies of scale," said Karthik Viswanathan, head of MassIT's Office of Municipal & School Technology.

The MSBA partners with Massachusetts communities to support the design and construction of educationally-appropriate, flexible, sustainable and cost-effective public school facilities. Since its 2004 inception, the Authority has made over 1,700 site visits to more than 250 school districts as part of its due diligence process and has made over \$12 billion in reimbursements for school construction projects.

For any questions on this, please contact [Matt Donovan](mailto:Matt.Donovan@massschoolbuildings.org) at the MSBA by email or by phone at 617-720-4466.

NATIONAL CONSTITUTION DAY... (SEE ACTIVITIES VIA THE INTERNET)

Constitution Day (or **Citizenship Day**) is an [American](#) federal [observance](#) that recognizes the adoption of the [United States Constitution](#) and those who have become U.S. citizens. It is normally observed on September 17, the day in 1787 that delegates to the [Constitutional Convention](#) signed the document in Philadelphia.

In September of 1787, the Founding Fathers signed the most influential document in American history: the United States **Constitution**. The Constitution is the most important document in the United States. It establishes the American government and our position as a democracy. The Constitution also lays out our freedoms as Americans. The U.S. Constitution was signed in 1787, and it has been the basis of other democracies around the world. The Constitution is also known as a "living document" because it grows and changes as America and its people grow and change.

Every year, the National Constitution Center commemorates the anniversary of the signing of the United States Constitution with the greatest Constitution Day celebration in the country. [Visit the Center](#) to enjoy many engaging and informative programs, or use our outstanding [online resources](#) in your classroom.

This year, the Center will observe Constitution Day on Friday, September 16, 2016. Admission to the museum will be FREE, but spots are limited; contact [Group Sales](#) or call [215-409-6800](#) to plan your visit today!

[Constitution Hall Pass: "Separation of Powers"](#)

A new episode of the Center's award-winning educational video series is now online. In this edition of [Constitution Hall Pass](#), we explore how the Founding Fathers devised a system of government in which power is divided among three branches, and how that separation of power puts limits on each branch of government and protects our rights as citizens. Watch the video with your students and join our staff for a live chat this week between 7 AM and 6 PM EDT.

Educators must provide their school ID at the box office to enjoy the \$10 family admission. For more information, please contact education@constitutioncenter.org or [215-409-6700](#).

Ms. Colorio

ros #2-14
c&p #2-19
gb #2-323
gb #2-150

Mr. Monfredo

gb #5-184
gb #5-224
gb #6-46
gb #7-229
gb #9-19.1
gb #9-190
gb #0-82
gb #0-289
gb #0-331
gb #1-55.1
gb #1-172
gb #1-310
gb #2-60
gb #2-124
gb #2-225
gb #2-228
gb #3-317
gb #4-190
gb #4-244
gb #4-331

Mr. O'Connell

gb #4-8
gb #4-143
gb #5-162
gb #6-22
gb #7-149
gb #7-241.2
gb #8-134.2
gb #8-166
gb #8-242
gb #8-243
gb #9-25.1
gb #9-169.1
gb #9-191.1
gb #0-28
gb #0-249
gb #1-101
gb #1-265
gb #2-18
gb #2-134
gb #2-140
gb #2-254
gb #2-279
gb #3-83.1
gb #4-260

To consider approval of The TEC Schools as a private Montessori school in Worcester.

Mrs. Rupali Sharma submitted to the administration a request for approval of The TEC Schools – Think – Explore - Create, a private Montessori school located at 73 Lancaster Street in Worcester.

According to the Massachusetts General Laws (MGL) Chapter 76, Section 1, private schools must obtain approval of the school committee of the city or town in which the school is located. The MGL also sets the standards by which school committees must evaluate private schools.

In addition to the school committee approval, the Department of Elementary and Secondary Education (DESE) conducts an extensive review of the private schools that apply for such approval, including their curriculum, physical facilities, personnel, and administration.

In order to comply with the standards for approval, Mrs. Maureen Binienda and Dr. Marco Rodrigues conducted an on-site evaluation of the school according to the criteria specified in the suggested checklist for approval of private school by a local school committee.

The TEC Schools is a private school for students in Kindergarten through grade five. TEC's mission is to cultivate children's natural curiosity and educate them to reach their highest potential to become accomplished, moral and satisfied individuals. Using the tools of education in a Montessori environment students met their intellectual, social and emotional needs by engaging in hands-on, real life experiences to prepare them for life.

During the on-site visit on July 14, 2016, Mrs. Binienda and Dr. Rodrigues met with Mrs. Rupali Sharma, Founder and Director of The TEC Schools, and Mrs. Jill Perkins, Founding Member and Lead Teacher and met a few teachers who were setting up their classrooms.

Mrs. Sharma and Mrs. Perkins explained that at TEC, learning will be anchored by three key principles: Think, Explore, and Create. The school environment will be permeated with purposeful conversations among students engaged in hands-on Montessori activities. Mrs. Binienda and Dr. Rodrigues also had the opportunity to speak with some teachers and to learn more about the classroom setting and teaching styles.

The administration recommends that approval be granted to The TEC Schools for operation in Worcester. The administration will schedule subsequent site visits to The TEC Schools when it is in full operation.

Selected supporting documents are attached for your review.



It is my pleasure to welcome you to The TEC Schools at Trinity Lutheran Church in Worcester. Our inaugural year of 2016-2017 is very exciting! We have established our school and have started enrolling our very first group of students in Kindergarten through Grade Five. Faculty and staff members have been working hard to prepare our first classroom and welcome new students. During this year, we are looking forward to an amazing growth of the programs at The TEC Schools.

We are delighted that you are considering The TEC Schools for your child. Our commitment to individualized teaching method and focus on developing each child's moral compass is appealing to many families. Additionally, small classroom size fosters many interactions between teachers and students. The interdisciplinary curriculum at TEC challenges students, yet allowing them to take charge of their own learning through interest-based projects.

We are conveniently located in the heart of the city, near the beautiful Worcester Polytechnic Institute campus, and the Worcester Art Museum, within the Trinity Lutheran Church building, in the Salisbury Street neighborhood. Our proximity to various institutions provides our students with unique opportunities to collaborate with professionals and participate in highly engaging STEAM projects. The TEC Schools are proud to partner with the Worcester Art Museum, Crocodile River Music and Think Tank at Technocopia to enrich the education of TEC students.

We at The TEC Schools are focused on nurturing the enterprising child through experiential learning, and we are thrilled to show you how The TEC Difference can enhance your child's elementary education. We invite you to become a member of our growing TEC community, and we are so pleased to partner with you, and to commit to your child's education.

Sincerely,

Rupali Sharma
Founder and Director,
The TEC Schools.
Think. Explore. Create.



OUR MISSION

The mission of The TEC Schools is to
cultivate children's natural curiosity
and educate them to reach their highest potential and
become accomplished, moral, and intrinsically satisfied individuals.
Using the scientific tools of education in a Montessori environment,
students meet their intellectual, social, and emotional needs
by engaging in hands-on, real life experiences
to prepare for life.

OUR PHILOSOPHY

Our teaching method is anchored in the three tenets: Think, Explore, Create.

Think: At The TEC Schools, we believe that all students are thinkers capable of producing high quality work of which they are proud. The vast curriculum is made comprehensible through carefully prepared, attractive, hands-on Montessori materials. Teachers recognize the unique talents of each student and foster their interest, encouraging students to take charge of their learning. Students develop rigor, work ethic, and focus, which in turn helps them learn core academic skills to enable independent thinking.

Explore: In addition to the core academic skills, students at The TEC Schools are immersed in a robust integrated science, technology, engineering, arts and math program called STEAM. Students learn the scientific method and the iterative engineering design process. This exploratory component of our teaching method inspires students to be passionate about their learning while developing soft skills of time management, collaboration and peer mentoring.

Create: The TEC Schools work directly with local institutions focused on STEAM education, creating opportunities for our students to participate in field experiences and STEAM-related competitions. In this unique, cooperative association with community partners, students apply their knowledge and skills to create real life solutions that address the needs in their community. Students at The TEC Schools, however young, learn that they play a part in the well being of their environment.

CORE VALUES

Be respectful. Seek truth. Strive for excellence. Achieve balance. Live with dignity and integrity. Be joyful.



ADMISSION CRITERIA

Students at The TEC Schools are admitted on a first come, first serve basis. In our inaugural year, students are accepted year round. At our Worcester campus, The TEC Schools accepts students who have turned five by December 31, 2016 in Kindergarten. For grades 1-5, the Director and Office Administrator work with parents to determine that The TEC Schools is the right school for the student through an interview process, by reviewing student records, progress reports, other evaluations, and observations of the classroom teachers.

The TEC Schools admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school administered programs.

APPLICATION AND ADMISSION PROCEDURES

1. Come for a Visit: Call or email us, or fill out the Callback form on our website to schedule a visit our school. You will see the school, learn about our education method, and discuss whether The TEC Schools is the right school for your child.

2. Complete the Application Form: After the school visit, we will give you an application form to complete and submit with the non-refundable \$50 application fee. For elementary students, we request you to include any transcripts and evaluations. Our admissions are on a rolling basis at this time.

3. Classroom Visit and Parent Interview: Students and teachers work together during the classroom visit, while parents meet with the Admissions Director to mutually determine whether The TEC Schools is a good fit for your child. It is also a time to discuss our programs in depth and answer your questions regarding your child's education at TEC.

4. Enrollment Decision: Once we mutually agree that the TEC Schools is the right place for your child, we will mail an acceptance package. The package contains important information about the school and includes the acceptance letter and various forms as mandated by law (field trip permissions, emergency, health, immunization forms, etc). Please return the completed and signed forms with a payment of \$500.

5. Welcome to The TEC Schools! We look forward to partnering with you in the education of your child at TEC.

ENROLLMENT DECISION

Enrollment at The TEC Schools is open and will offer year-round admissions in our inaugural 2016-2017 school year. Students can enroll at any point in the school year. Currently, there is no financial assistance available through The TEC Schools.



Kindergarten through Grade Five

The TEC School Application for 2016-2017

(Check One)

_____ K-2 (5-7 year olds)

_____ 3-5 (8-11 year olds)

Student's Full Name: _____ Nickname: _____ Gender: _____
Home Address: _____ Home Phone Number: _____
City: _____ State: _____ Zip Code: _____
Birth Date: _____ Age on September 1: _____ Grade Level to Enter: _____ Date to Enter: _____

Present School: _____ Present Grade: _____ Number of Years in System: _____
Address of Present School: _____
Name of Teacher/s: _____ School Phone Number: _____
Previous Montessori School Attended (if different from above): _____ Years Attended: _____

Parent/Guardian 1: _____ Parent/Guardian 2: _____
Home Address: _____ Home Address: _____
City: _____ State: _____ Zip Code: _____ City: _____ State: _____ Zip Code: _____
Home Phone Number: _____ Home Phone Number: _____
Place of Business: _____ Place of Business: _____
Position/Title: _____ Position/Title: _____
Business Address: _____ Business Address: _____

Work Phone: _____ Work Phone: _____
Cell Phone: _____ Cell Phone: _____
Email Address: _____ Email Address: _____

Who of named parent/ guardian is responsible for child support? _____

Names and ages of siblings: _____

How did you hear about The TEC Schools? Circle all that apply:
Friend Website Social Media Radio Magazine Drive-by Other

Parent/ Guardian 1 Signature: _____ Date: _____

Parent/ Guardian 2 Signature: _____ Date: _____

Please enclose a non-refundable application fee of fifty (\$50) dollars and return this form to:
The TEC Schools, 73 Lancaster St., Worcester, MA 01609

OFFICE USE ONLY:

Date Received: _____ Date of Enrollment: _____ Date of Interview: _____ First Day of Class: _____

Child care: AM: Mon. Tues. Wed. Thurs. Fri. 3:30-4:00 PM: Mon. Tues. Wed. Thurs. Fri. 4:00-5:00PM: Mon. Tues. Wed. Thurs. Fri.
Circle all that apply Circle all that apply Circle all that apply

THE TEC SCHOOL																
2016-2017 ACADEMIC CALENDAR																
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F
August						September						October				
1	2	3	4	5					1	2		3	4	5	6	7
8	9	10	11	12		5	6	7	8	9		10	11	12	13	14
15	16	17	18	19		12	13	14	15	16		17	18	19	20	21
22	23	24	25	26		19	20	21	22	23		24	25	26	27	28
29	30	31				26	27	28	29	30		31				
31	Health forms Due					1	Back to School Night and Grand Opening					10	Columbus Day- No School			
						6	First Day of School					11	Conferences- No School			
						7	First Full Day of School									
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F
November						December						January				
	1	2	3	4					1	2		2	3	4	5	6
7	8	9	10	11		5	6	7	8	9		9	10	11	12	13
14	15	16	17	18		12	13	14	15	16		16	17	18	19	20
21	22	23	24	25		19	20	21	22	23		23	24	25	26	27
28	29	30				26	27	28	29	30		30	31			
11	Veterans Day- No school					8	Parent Visit 8:30-10:00am					2	New Year's Holiday- No School			
23-25	Thanksgiving Break					19-30	December Break- No School					16	Martin Luther King Day- No School			
												20	Progress Reports Mailed			
												27	Conferences- No School			
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F
February						March						April				
		1	2	3				1	2	3		3	4	5	6	7
6	7	8	9	10		6	7	8	9	10		10	11	12	13	14
13	14	15	16	17		13	14	15	16	17		17	18	19	20	21
20	21	22	23	24		20	21	22	23	24		24	25	26	27	28
27	28					27	28	29	30	31		17-21	April Vacation- No School			
16	STEAM Fair					31	Professional Day- No School									
20-24	Feb Vac- No School Vacation Care															
M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F
May						June										
1	2	3	4	5					1	2						
8	9	10	11	12		5	6	7	8	9						
15	16	17	18	19		12	13	14	15	16						
22	23	24	25	26		19	20	21	22	23						
29	30	31				26	27	28	29	30						
19	Progress Reports Mailed					8	Parent Night Celebration									
29	Memorial Day- No School					9	Last day of School									
						12	Optional Parent Conference Day									
Snow Policy																
▪ If Worcester Public Schools close for adverse weather or road conditions, TEC will be closed.																
▪ If Worcester Public Schools open one hour late, TEC will open one hour later than the child's start time.																
▪ If Worcester Public Schools open two hours late, TEC Elementary classes will open two hours late,																
▪ If Worcester Public Schools close early due to inclement weather, TEC will remain open.																
In the interest of safety, parents may decide to pick up their children due to adverse weather conditions.																
School closing information is posted by 6:00 AM on school website: www.tecschool.org																
School closing information may also be found on: www.thebostonchannel.com/weather/closings																
▪ Channel 4 (WBZ)					▪ Channel 5 (WCVB)					▪ Channel 7 (WHDH)						
TEC SCHOOL 508-5773045																

The TEC Schools

Think, Explore, Create

Proposal of Approval by The Worcester School Committee

August 9, 2016

Mission Statement:

The mission of the TEC Schools is to cultivate children's natural curiosity and educate them to reach their highest potential to become accomplished, moral and satisfied individuals. Using the tools of education in a Montessori environment students meet their intellectual, social and emotional needs by engaging in hands-on, real life experiences to prepare them for life.

Core Values:

- Be Respectful
- Seek Truth
- Strive for Excellence
- Achieve Balance
- Live with Dignity and Integrity
- Be Joyful

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1) Population To Be Served

The TEC School community intends to serve students from cities and towns from the Greater Worcester area. Towns include and are not limited to Worcester, Shrewsbury, Auburn, Grafton, Northborough, Holden, Marlborough, West Boylston, Millbury, Webster, Paxton, Sutton, Boylston, Southborough, Leicester, Sterling, Princeton, Uxbridge, and Townsend.

Admissions criteria; documentation of school's enrollment

Initiation of the Admissions Process: The Director or the Office Administrator (OA) initiate the admission process when The TEC School receives a phone call, an in-person visit, Open House inquiry, or a website inquiry. The Director or the Office Administrator (OA) follow up the inquiry by a phone call and respond via email to invite the family for a tour. The tour is an important element of the admission process because prospective parents can determine if education at The TEC Schools is right for their child/ren. This informational tour includes viewing of all indoor and outdoor spaces of the school. Prospective parents/guardians also learn about The TEC School's policies and procedures during this tour. An Admissions Folder is handed to the family where all information is included for further reference.

Tour of the Facility: In our inaugural year, The TEC School has scheduled weekly Open House events in order to spread the word about the school and boost enrollment. The Director schedules and staffs the weekly tours. During the school year, two Open House events are planned in January and March. The OA maintains a record of all visitors and shares this information with the Director.

Group Tours are scheduled on Monday and Friday afternoons. Individual Tours are scheduled according to the availability of the OA and the inquiring family. The tour begins with welcoming parents to the school, and giving them information about the school. The OA speaks about the Montessori approach, how science, technology, engineering, arts and math (STEAM) are integrated within the curriculum, the importance of developing moral values, and takes the time to answer any questions. The OA also informs the parents about our unique partnerships with local museums and businesses. Information about curriculum and the schedule of the special subjects including music, art, foreign language, technology, and physical education is given at this time. It is important to The TEC School to make parents more knowledgeable about the Think, Explore, Create philosophy so that parents can determine if The TEC School is the right fit for their child. The OA also explains the makeup of the school; kindergarten - grade five in mixed-age groups. Each classroom has two adults with at least one certified Montessori teacher.

Admissions Information: After returning from the tour, an admissions folder is handed to each family. This folder includes a letter from the Director, the Mission statement, the admissions process, the tuition schedule, the school calendar, and the application. At this time, the OA reviews the Tuition Schedule sheet included in an admissions folder, which includes a \$50 nonrefundable application fee, the total tuition for the year based

on the program level, Before School Program fees, After School Program fees, Enrichment fees, and the \$500 nonrefundable deposit to enroll the child.

Inquiring families may submit the application with the \$50 nonrefundable fee after the tour, or mail the application and fee. The TEC School considers children who have turned five by December 1 as eligible for our Kindergarten program. Siblings of current students, siblings of TLC Christian Preschool, staff children, and Montessori transfers receive preferential treatment and are placed at the top of the Admissions List.

Eligibility of Students: The TEC School does not discriminate based on religion, race, ethnicity, or gender. In the Kindergarten Program, The TEC School accepts applications on a first come first serve basis. The TEC School does not use formal testing in its admission of Kindergarten students. The Admissions Committee, consisting of the Director, OA and classroom teacher, references school reports, and evaluations to determine whether The TEC School can meet the needs of the child and/or provide the optimal environment for the child.

Elementary students are also accepted on a first come, first serve basis. The OA schedules a classroom visit for the elementary applicant and requests parents to submit current progress reports and evaluations. The classroom visit provides an opportunity to the teacher to evaluate the student's social, academic and emotional development. The teacher records the student's activities on a observation form and uses benchmarks from The Montessori Foundation's Scope and Sequence to assess the student's readiness for the lower and upper elementary programs. The OA may also consult with the music, art, technology, or P.E. teacher to assess the student's readiness. The OA also meets with the parents to address any concerns or questions about the school.

Acceptance and Enrollment Agreement: The OA and the parents determine whether The TEC School is the right fit for the student. After the parents return the completed admission forms, the parent receives an Enrollment Agreement. This packet includes detailed Tuition Payment Schedule with the exact amount to be paid depending on the payment plan chosen. The \$500 nonrefundable Enrollment Agreement deposit is credited to the last tuition payment. The OA meets with parent to review the entire Enrollment Agreement to ensure parents are aware of the payment options, schedule, and terms of the agreement. The Enrollment Agreement clearly states the terms of the agreement.

The Enrollment Agreement states the two instances where a parent may be relieved of tuition payments: The first states that if a parent is moving more than forty miles away from the school for unforeseen circumstances, the Admissions Committee may at their own discretion, relieve that parent from the contract. This refund will not be available except by written request, including evidence of proof of change in residency. The second instance is when a child is identified by TEC to be an inappropriate match due to age, or learning differences for which the school is not equipped to assist. Parents must sign the contract, and the OA signs that the agreement has been received, and the date of review by OA or her designee and the parent and guardian.

For Returning Families: Enrollment Agreements are released to current students and their siblings on or about January 1. Current families have until January 31 to return their Enrollment Agreement with a \$500 deposit. After January 31, the OA releases agreements to new families for all available places. This process continues until TEC reaches full enrollment. Full enrollment at the TEC Campus will vary from Year 1- Year 5. The TEC School is in its infancy and enrollment will be unpredictable in its initial years.

Summer Mailing: All enrolled families receive a August mailing. The mailing includes letters from the Director and School Nurse Consultant, Health and Immunization Record, Medication form, the Back-to-School Night flyer, the letter from the classroom teacher, Supply List, Class List, Before School, After school, the Enrichment registration forms, and The TEC School academic calendar.

Timeline and dates of importance in the admissions cycle

Applications are accepted throughout the entire year. Admission events in our inaugural year are

- **June 2016:** Admissions strategies for ongoing enrollment are developed.
- **July- August 2016:** Admission Tours begin.
- **September 2016:** Ongoing enrollment to achieve a goal of 20 students for the first school year.

The School's STATEMENT OF NON-DISCRIMINATION is:

The TEC Schools admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, and athletic and other school administered programs.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title: Director

Address: 73 Lancaster Street, Worcester, MA 01609

Telephone No: 508 577 3045

The school's non-discrimination policy is used in the admission process, enrollment, staffing, and all programs. The statement is published in the TEC Parent and Student Handbook, the Staff Handbook, the Enrollment Agreement, and is included on the school's website. The school's non-discrimination statement is reviewed on an annual basis, to ensure that it complies with all aspects of current legislation.

2016-2017 Tuition and Fees

- Kindergarten (Full-Day): \$13,000
- Lower Elementary Grades 1-3: \$13,500
- Upper Elementary Grades 4-5: \$13,750
- Before-School Child Care: \$ 5 per day.
- After School Enrichment Programs are offered in three sessions and are priced separately.
- Summer Programs: \$350 per week

Fees

- A non-refundable \$50 application fee is required at time of submitting the Application Form.

- A non-refundable \$500 deposit is required at time of enrollment.
- \$50 fee is charged for late tuition payments.

We offer payment plans to support parent's budgeting process.

Admissions Events

- **Open House**

For parents seeking an educational experience where their child will be challenged to do the best, The TEC School offers Open House events at various times during the year. During our inaugural year, we offer Open House events frequently. During the school year, Open House events are offered in January and March. This event is a good opportunity for the prospective parents to learn how students take charge of their learning, collaborate with peers and develop lifelong skills of creative problem solving.

2) Physical Plant/Safety

A. The school shows evidence of current: (Attached are copies of the certificates)

- i) Certificate of Occupancy
- ii) Fire inspection
- iii) Safety inspection
- iv) Elevator inspection, if applicable
- v) Compliance with lead paint poisoning prevention (for children under 6 years old)
- vi) Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
- vii) Copies of valid safety and health inspection certificates

B. The site, plant, and equipment adequately support the program and are operated to ensure the safety and health of the students.

Please see the attached floor plans that show the various indoor and outdoor areas of the school.

The city of Worcester, known as The Creative City, has many beautiful urban neighborhoods. Nestled in the safe neighborhood of the Worcester Art Museum and Worcester Polytechnic Institute, The TEC School is housed in the elegant building of Trinity Lutheran Church. The church opened its doors to share its educational space with The TEC Schools on June 11, 2016.

The TEC School is located in the lower level of the church building and is easily accessible by a staircase or the elevator. The OA's office is located in the hallway at the bottom of the staircase. All visitors have to sign in at the OA's desk to announce their presence in the space. The OA directs visitors to appropriate spaces.

Wide hallways lead to two well-lighted classrooms. Two doors at either end of the hallways are secured to ensure safety of the students.

The long, wide hallway is used for storing students' outerwear, lunch bags and backpacks. An art area and the library are also housed in the wide hallway.

The TEC School has two classrooms along the hallways. Currently, one classroom is equipped with child sized furniture and developmentally appropriate materials. The other classroom is being used as an office space to organize materials. The smaller classroom also has an attached bathroom, which students can use during work time. When enrollment reaches 15 students, both classrooms will be equipped with furniture and materials for students. Storage for materials will be provided in the hallway and in the bathroom.

The lower level also has a large cafeteria that can be divided into two spaces. One section is equipped with tables and chairs for students to have lunch. Students practice grace and courtesy and practical life skills during lunch time. A full size kitchen is available for teachers to prepare food for special events.

The other section of the cafeteria is used for technology, art and music program. This space is sparsely furnished so that teachers can place tables and chairs according to the needs of their class.

Additional bathrooms are located at the end of the hallway beyond the secured door. Teachers accompany students to the bathroom area before lunch time and after recess. For the physical development program we use the three-fourths size indoor gymnasium that is located at the end of the hallway in the preschool space. The gymnasium has a finished hardwood floor and is equipped with basketball hoops.

On the first floor, The TEC School uses the church's shared spaces. The auditorium is available for special events. The facilities manager coordinates the setup of the auditorium space.

For staff meetings, lunch and other events, teachers use The Golden Room on the first floor. A small enclosed and secure courtyard attached to The Golden Room is available for outdoor lessons in gardening and botany.

Outside, the expansive church premises offer multiple outdoor spaces for students to play, contemplate and relax. The playground is secured and is suitable for students to climb, run and practice gross motor skills. A large parking area allows for safe and easy drop off and pick up.

In addition, we use the city of Worcester as an extension of our classroom. The campus is only a block away from Institute Park, where our students find many opportunities to study biology in nature. An outdoor theater at Institute Park offers the perfect stage for our creative students. The Worcester Art Museum is also developing an institutional membership for The TEC School so that some art lessons are conducted at the museum.

3) Curriculum

The curriculum offered is "equivalent" to that offered in the local school system generally and, specifically, in terms of the following instructional areas:

- i) mathematics
- ii) science and technology
- iii) history and social science
- iv) English
- v) foreign languages
- vi) the arts
- vii) physical education

Our teaching method is anchored in the three tenets: Think, Explore, Create.

Think: At The TEC Schools, we believe that all students are thinkers capable of producing high quality work of which they are proud. We also know that students learn best when they are curious and interested in a topic. The vast, sequential, challenging curriculum is made comprehensible through carefully prepared, attractive, hands-on Montessori materials. These sensory inputs facilitate hand to brain connection sparking interest in learning and students are motivated. Teachers recognize the unique talents of each student and foster their interest, encouraging students to take charge of their learning. Every day students ask many questions and seek answers through independent work during the large blocks of uninterrupted work time. Using the individualized Montessori approach students develop rigor, work ethic, and focus, which in turn helps them learn core academic skills to enable independent thinking.

Explore: Often we hear, "Do what you are passionate about." But where does this passion come from? We believe it comes from experiential learning, from a deep understanding of a topic, from accidental discoveries that are made while collaborating with peers, and from gaining mastery over skills. In addition to the core academic skills, students at The TEC Schools are immersed in a robust integrated science, technology, engineering, arts and math program called STEAM. Students learn the scientific method and the iterative engineering design process to explore the fundamental principles that make our world work. In a systematic approach from learning about safety methods to handling specialized tools, students learn to use technology as they learn the science, history and geography curriculum. This exploratory component of our teaching method inspires students to be passionate about their learning while developing soft skills of time management, collaboration and peer mentoring.

Create: Whether a student chooses to be a poet or an artist, an entrepreneur or an engineer, a scientist or a comedian, we empower every student to create value that adds to the quality of life in our global community. The TEC Schools work directly with local institutions focused on STEAM education, creating opportunities for our students to participate in field experiences and STEAM-related competitions. In this unique, cooperative association with community partners, students apply their knowledge and skills to create real life solutions that address the needs in their community. During this collaborative process, students develop mastery in areas of their interest. By expanding our learning environment from the classroom to the

neighborhood, and from the country to the world, students at The TEC Schools, however young, learn that they are important contributors to the global community and play a part in the well being of their environment.

Moral Compass: At the The TEC Schools we believe that true education lies not only in imparting academic skills, but also in developing a sense of purpose in life. Our code of conduct is defined by the values we embody. Students at The TEC Schools develop their own moral compass through practice as the core values become an integral part of their education. Students emulate adults around them. Adults at TEC are role models for the students who demonstrate how to be gracious and kind members of the community. We cultivate a safe environment where students feel comfortable to discuss conflicts and arrive at resolutions. At the TEC Schools, faculty and staff members, students and parents live by six core values that define how we work and treat ourselves and others.

- Be respectful
- Seek truth
- Strive for excellence
- Achieve balance
- Live with dignity and integrity
- Be joyful

Curriculum:

The TEC School offers an interdisciplinary program for students in kindergarten-grade five in mixed age classrooms. Through a thoughtful and developmentally appropriate Montessori curriculum and an interdisciplinary STEAM course based on the NGSS standards, students develop habits of creative thinking and innovation throughout their academic career at TEC.

The TEC Schools has created an account with an online record keeping system called Montessori Compass. Check them out at <http://montessoricompass.com>. Montessori Compass is licensed to use the Scope and Sequence of lessons as developed by Tim Seldin and his team at Montessori Foundation.

<http://store.montessori.org/Montessori-Curriculum-Scope-and-Sequence-MF3SSS.htm>. The curriculum is aligned with the United States Common Core State Standards for both Mathematics and English Language Arts (Kindergarten through Grade 6). The TEC Schools already has an account with Montessori Compass. Each teacher will have his/ her own account to access the curriculum and share information.

Here are the detailed curriculum pages:

<http://montessoricompass.com/scope-and-sequence>

<http://montessoricompass.com/language-arts>

<http://montessoricompass.com/mathematics>

<http://montessoricompass.com/practical-life>

<http://montessoricompass.com/art-music-movement>

<http://montessoricompass.com/cosmic-studies>

<http://montessoricompass.com/geography>

<http://montessoricompass.com/history>

<http://montessoricompass.com/science>

<http://montessoricompass.com/sensorial>

In addition, The TEC School has adopted the Next Generation Science Standards to integrate STEAM curriculum. <http://www.nextgenscience.org/framework-k-12-science-education>

For art integration, our partners at the Worcester Art Museum are working with us to develop a unique art curriculum that integrates artwork from the museum.

Mixed-age Montessori Approach: Inspired by Dr. Maria Montessori's methodology, our classrooms have mixed age groups that span three years and foster collaboration and peer mentoring. In our inaugural year, we start with a 'One Room Classroom' approach where the environment is prepared for students in Kindergarten through grade five. When we reach our enrollment goal of fifteen students, The TEC School will open the second classroom. At this time, one classroom will serve students in kindergarten through grade two and the other will serve students in grades three through five.

Teachers at TEC inspire students to think of the big picture by approaching topics from 'whole to its parts'. Students have the freedom to choose their work in a structured environment and are accountable for their work through work plan check-ins and daily one-on-one meetings with teachers.

After the impressionistic group lessons, students use uninterrupted work time to choose activities that support the lesson. This teaching method reflects our mission to foster creativity, self discipline, initiative and academic development. Another teaching method used throughout all program levels of our school is peer mentoring. Because each program level consists of three age groups, students are encouraged to assist each other in practicing and understanding lessons, using unfamiliar materials, and mastering skills. This method supports our goal of encouraging self confidence and a sense of personal and communal responsibility. A third teaching method used throughout our school is the individual lesson, which is presented at a time when a child shows readiness for the material. This method supports our philosophy in allowing the child the freedom to fully realize his or her potential. Students are encouraged to work in groups or independently. Each student is able to realize his or her own unique abilities while celebrating the skills and abilities of others within a cooperative and respectful community.

Community Partnerships: The city of Worcester is our textbook. We extend our classroom walls by partnering with businesses in Worcester's rich, cultural environment. Students increase interest and abilities in STEAM opportunities by engaging purposefully in work-based, real life projects. Students work in formally structured teams and develop lifelong interpersonal skills such as respect for diverse perspectives, active listening and checking for shared understanding.

Worcester Art Museum: TEC students and families can continue their learning at TEC after school and on weekends. Benefits include expert docent-led tours, Gallery Studio Workshops using WAM studios, Close consultation on curriculum/gallery connections, Free membership for all students, faculty, and staff of TEC, and Free membership for students' families.

African Arts in Education: In this unique immersion program, students learn African-drumming and dance, with a focus on uplifting rhythms of West Africa. Students study various artifacts of Western Africa and create their own. They build a djembe and understand the science of sound. At the end of the program,

students participate in a dynamic and interactive concert featuring Crocodile River Music's world-class performers!

Think Tank at Technocopia: In the STEAM component, students will learn the basics of woodworking and will work with the teachers at Think Tank to learn the engineering design process. They learn to handle tools safely. Students develop an understanding of using technology in everyday projects.

i) Mathematics

The basic academic lessons in math and language are presented to each individual child, or in small group lessons, as the students demonstrate their readiness. At The TEC Schools, students are led to abstract ideas and relationships by working with the concrete materials. Through the interdisciplinary experience from sensorial activities, students develop the language to express mathematical concepts of measurement, geometry, sequencing, and data gathering. Students practice all four operations to add, subtract, multiply and divide, and begin to comprehend many abstract mathematical concepts using concrete Montessori materials. This individualized approach helps students develop the foundations for number sense through the integrated approach of geometry, mathematics and algebra. For example, the binomial cube that is assembled purely as a puzzle is used to practice squares of a number and later, to express quadratic equations. Students apply their knowledge in STEAM projects to collect and analyze simple data and represent their findings in mathematical expression.

ii) Science and Technology (STEAM Integration):

The curriculum also addresses the science, technology, engineering, arts and mathematics standards of the Next Generation Science Standards (NGSS). Engineering Design Process and the Scientific Method are taught at all levels where lesson plans incorporate science, engineering and technology strategies in pertinent topics. Our interdisciplinary curriculum challenges students' minds and stimulates the imagination of all kinds of learners. Students learn to frame the problem, design procedures, generate multiple solutions, and develop strategies to complete the task. They participate in a variety of hands-on projects and work with many technical tools to develop knowledge and skills in multiple technologies. Teachers provide multiple opportunities for students to participate in STEM competitions, MakerFaire or other STEM related events. Students benefit from participating in solving real-life problems and become purposeful members of the community.

iii) History and Social Science

Students begin to develop an understanding of the world around them by collecting and classifying everyday objects around them. Teachers present the TEC School Scope and Sequence on a three year cycle, which is based on Maria Montessori's theory of the "Planes of Development". This is the foundation of our curriculum. The "Planes of Development" define the sensitive periods for the acquisition of certain skills for students at a particular age and physical and emotional development. The three-year curriculum introduces "Great Lessons" which are presented every year. The "Great Lessons" are presented to inspire a natural curiosity and a sense of wonder and awe about our natural, physical, and spiritual world. History, geography and science studies are taught with reference to each other as students learn about the History of the Universe and Life on Earth.

Students also participate in Students use the globes, maps, land and water forms, timelines, and other materials to develop their own sense of life and an understanding of the world. Students are encouraged to research topics that interest them. In doing so, the child takes ownership of his/her education.

iv) English

Our language program is individualized to meet the needs of every student. At The TEC Schools we believe that language activities of reading, writing, spelling and comprehension go hand-in-hand. Students practice and develop oral expression through a variety of activities such as reading aloud, class participation, presentations, poetry recital, songs, stories, and working with classified language cards. Students develop handwriting through regular penmanship practice. Carefully prepared lessons guide students in the writing process. Spelling rules are taught through a systematic phonetic program. Students learn parts of speech and practice forming grammatically correct sentences. Our literature program emphasizes reading and comprehension skills, and encourages students to draw deeper inferences in stories. Students learn to use reference materials to develop research skills. Creativity is encouraged and students write and share their own stories and reports.

v) Foreign Languages

The goal of the foreign language curriculum is to provide exposure to a different culture, develop an appreciation for different perspectives, while building academic skills of pronunciation and vocabulary in kindergarten through grade three, and fluency in grades four and five. The curriculum builds systematically from learning basic concepts like greetings, numbers, colors, letters of the alphabet to naming everyday objects. In upper grades three to five, the curriculum includes grammar, sentence formation and short conversations with a focus on developing fluency.

The interdisciplinary curriculum integrates art, where the study of artists at the Worcester Art Museum is conducted in foreign languages to encourage students to learn to vocabulary and practice reading and writing exercises.

vi) The Arts

The TEC Music and Art Programs are based on the precept that music and art are nature's reward for cognitive fitness, a pleasurable means of encouraging wholesomeness of the mind. Therefore music and art, analogously with pursuit of physical fitness, are approached as a means of cultivating the student's moral and emotional well-being and sense of interest in and enjoyment of his own mind and spirit.

In addition to teaching skill based lessons in music and art curriculum, teachers also use the interdisciplinary approach to integrate the rich opportunities available at the Worcester Art Museum. The TEC School is working with the staff at Worcester Art Museum to develop curriculum based, interdisciplinary science, math, history, geography, and language activities.

In music program, students learn the fundamental components of western music and study the development of styles through the centuries. An Artist-in-Residence program promotes an immersion program that enriches the geography curriculum. For example, during the continent study of Africa, students participate in African Arts and Music program offered by the local Crocodile River Music. The music program provides multiple opportunities for students to present solo and group performances, thus building confidence and self esteem.

The components of the music curriculum are:

1. Making Music Through Singing and Analytical Understanding of Music
 - a. Sing various traditional European and Chinese songs in English – discuss in age-appropriate terms concepts of mood and pace
 - b. Understand beats and meter; learn conducting patterns for 2-, 3-, and 4-beat meters; conduct along with songs.
 - c. Learn to read and recite basic rhythms from music notation, with conducting.
 - d. Hear and name major versus minor scales, and various forms of pentatonic scale.
 - e. Beginning Solfege - fixed vs movable
 - f. Theory of melodic shape & fitting together of the notes
 - g. Build a Monochord - and use it for musical study
2. Enjoying Live Performances (Motivational/ Experiential Component)

The teacher and guest artists perform vocal and instrumental music from the European and Chinese traditions for the children, with the main purpose being the child's appreciation of the performer's skill and ability to make the music.
3. Engaging with Music through Stories
 - a. Watch & discuss excerpts that highlight classical music to develop analytical skills
4. Poetry & Music
 - a. Reading poetry - interpretation, rhythm, timing
 - b. Rhythm & Meter - applying musical concepts
 - c. Setting poems to music - advanced activity using melodic theory
5. Integrated Art and Music Performances
 - a. The Medieval Play of Robin & Marion
 - b. Stories about music from Greek Mythology

In art program, students learn the elements of art and color theory. The rich experience at Worcester Art Museum provides a springboard for an in-depth study art history. Students learn about the various time periods the development of styles through the centuries. An Artist Study program promotes deeper exploration of art styles and expression in visual media. For example, students immersed in the Artist Study of Monet visit the museum to learn from original masterpieces and practice impressionistic art during work time at school. The components of the art curriculum are:

1. Experience various painting materials and tools like water colors, tempera, acrylic, paint brushes, fingers, sticks, etc.
 2. Safety procedures for use of special tools.
 3. Learn color theory; primary, secondary and tertiary colors.
 4. Create two and three dimensional art work.
 5. Study classical art to analyze emotions and moods expressed in art.
 6. Communicate clearly using appropriate vocabulary related to visual art.
 7. Participate in an interdisciplinary projects and use the visual elements to express ideas.
 8. Enjoy visits to the Worcester Art Museum.
 9. Learn the iterative design process to build structures.
 10. Develop an appreciation for art as a medium to express ideas creatively.
-

vii) Physical Education

In physical education, students participate in weekly gym classes where they learn to develop balance, participate in collaborative team exercises and learn skills to participate in team sports. The program is congruent to the school's mission on several levels. The TEC School Gym Program emphasizes the development of skills and understanding of rules so students can become active participants in schoolyard, neighborhood, and local team sports. The TEC School Gym Program fosters development of physical fitness so that each child can realize his or her own potential. The program instructors incorporate games which focus on team-building exercises. These components encourage self-discipline, self-confidence and a sense of personal and communal responsibility.

viii) Other Montessori Subject Areas

Practical Life: Students are attracted to practical life activities because of the natural link between their home environment and the classroom. Students develop fine motor skills, a sense of order, and independence through many activities ranging from easy movements to more complex, multi-step activities. The goal of practical life activities are to develop focus and concentration while taking care of self, care of the environment, and practicing grace and courtesy.

Sensorial: As students develop their knowledge of the world, they begin to discern and isolate fundamental qualities by perceiving them through their five senses. The curriculum focuses on classifying everyday objects and sorting them in order, collecting data and measurement, and distinguishing objects by comparing texture, size, form, volume, pitch, etc. Students practice precise language to describe their findings, thus developing the basis for abstract thinking.

Enrichment Programs: Additionally, the school offers many innovative enrichment programs to meet the needs of parents and to address students' interests. We offer a Before and After School Program. Our robust After School program and vacation camps include cutting-edge STEAM programs like art, robotics, animation, Lego Club, animatronics, 3D Printing and Destination Imagination. TEC also collaborates with local businesses and institutions in the area to bring rich cultural, science and technology programs such as African Drumming for immersion in arts. These pilot programs add vigor and life and demonstrate the school's willingness to collaborate with the Greater Worcester community.

The Before and After School staff prepare a calm and supportive environment to meet the needs of the children with a planned activity. The programs are designed to provide a safe, non-competitive environment for those students that require extended days, either early or late. Each child is given the respect and freedom they need to develop his or her own unique personality and potential as they adjust to the day, morning or afternoon.

4) Educational Materials

Textbooks and individual instructional materials, including computers and other technology, are adequate.

Resources at The TEC School include Montessori Training Binders for lessons in language, mathematics, geometry, history, geography, science, practical life, sensorial, music, art, and grace and courtesy lessons. The binders have detailed lesson plans to meet the needs of each individual student in kindergarten through grade five. Teachers also use the binders to plan the three year cycle, yearly plan, monthly topics and weekly lesson plans. Additionally, hands-on Montessori materials are available for students to practice concepts taught in every subject area.

Instruction materials also include educational workbooks to supplement reading, writing, comprehension and math curriculum. Third through fifth graders use online resources to support their classroom activities. For example, students may use Khan Academy and Assistent Programs to enhance their learning experience and collaborate with peers. Teachers also make workbooks for follow up activities to reinforce concepts learned in the classroom.

The library also provides many resources for teachers and students. Reference books are available for staff and students to use at liberty. Students in kindergarten through grade two are accompanied by a teacher. Students in grades three through five use library skills independently. Teachers choose books according to the curriculum topics. Students' interests also determine the choice of books in the classroom. For example, if a student is interested in rocks and minerals, the teacher will create a workspace to include samples of rocks and minerals and place a

The curriculum is supported by the use of technology in all areas of the curriculum. Interdisciplinary curriculum is supported by the variety of tools and equipment available to teachers to integrate in the lessons and follow up activities. Our community partners also share resources to support the curriculum. For example, African Arts in Education offers a STEAM kit to practice skills learned during the art, drumming and dancing classes. Worcester Art Museum offers lesson plans, artist kits and materials for special projects.

Staff members share the office equipment which is made available in the church's front office. Equipment includes copier, bookmaking tools, color printer, scanner, projector, and other office supplies.

Please see the Supplements box, materials and technology equipment in the school. Technology equipment available on loan to TEC from Imagination Unbound, LLC:

- Laptops - 10
- Chromebook - 7
- iPad Mini - 3
- iPad - 2
- 3 Doodler - 1
- 3D Printer - 1
- Robotics Mindstorms Kits - 5 sets

- Lego Sets - 3 basic, 2 intermediate and 3 advanced level boxes
- Digital camera
- Computer Speakers

Montessori and Other Educational Materials

- List of inventory of Montessori materials
- Little Lamb cards
- Spelling program
- SRA Reading program
- Early readers and chapter books
- Teacher-made Materials
- Educational workbooks
- DIBELS Next Assessment program

Professional Training

- Teacher guides
- Education books
- Compact Discs of various subjects
- Publications

Office Equipment for Staff: The TEC School shares the office equipment with the Trinity Lutheran Church.

Montessori Materials (American Montessori Society)

EARLY CHILDHOOD 2.5 – 6 years		
PRACTICAL LIFE (Must be a variety of activities)	ESSENTIAL	DESIRABLE
Hand Washing Materials	X	
Squeezing a Sponge	X	
Table Washing	X	
Shell/Rock Scrubbing	X	
Bubble Making		X
Sweeping (Floor)	X	
Sweeping (Table)	X	
Pouring Beans	X	
Pouring Grains	X	
Pouring Water	X	
Spooning Activities	X	
Scooping Activities	X	
Tong Activities	X	
Sorting by Size	X	
Sorting by Color	X	
Sorting by Objects	X	
Food Preparation	X	
Sewing	X	
Serving Snack	X	
6 - 8 Dressing Frames	X	
Grace and Courtesy	X	
Cutting (With sequence of difficulty)	X	
Pasting/Gluing	X	

Folding	X	
Clothes Pins		X
Walking on the Line	X	
Silence Game	X	
Flower Arranging		X
Ironing		X
Weaving		X
Large motor i.e. woodworking		X
SENSORIAL	ESSENTIAL	DESIRABLE
Knobbed Cylinders (4)	X	
Pink Tower	X	
Broad Stair	X	
Long Rods	X	
Color Tablet Box I	X	
Color Tablet Box II	X	
Color Tablet Box III	X	
Triangle Box	X	
Sm. Hexagon Box	X	
Large Hexagon Box	X	
Rectangle Box	X	
Knobless Cylinders (4)	X	

Touch Boards	X	
Touch Tablets	X	
Sound Cylinders	X	
Geometric Solids	X	
Geometric Cabinet (Trays and Cards)	X	
Touch Fabrics	X	

Bells/Tone Bars		
Stereognostic Exercises	X	
Mystery Bag	X	
Smelling Exercise	X	
Tasting Exercise		X
Binomial Cube	X	
Trinomial Cube	X	
Baric Tablets	X	
LANGUAGE	ESSENTIAL	DESIRABLE
Metal Insets	X	
Sandpaper Letters	X	
Movable Alphabet	X	
Comprehensive Reading Plan	X	
Vocabulary Activities	X	
Reading Readiness Activities	X	
Categories	X	
Patterns	X	
Relationships	X	
Sequencing	X	
Objects/Movable Alphabet	X	
Picture/Moveable Alphabet	X	
Phonogram Exercises	X	
Composing Words	X	
Non-Phonetic Words	X	
Phonetic Reading Books	X	
Command Cards	X	
Grammar	X	
Nouns	X	

Adjectives	X	
Verbs	X	
Article	X	
Comprehensive Writing Plan		X
Sand Tray		X
Letter Tracing	X	
Writing Sequence	X	
Non-phonetic reading books		X
Poetry		X
Mini environments e.g. farm/phonetic		X

Farm or equivalent for intro to grammar		X
Easy Readers		X
MATH	ESSENTIAL	DESIRABLE
Number Rods and Numerals	X	
Sandpaper Numerals	X	
Spindle Boxes	X	
Cards and Counters	X	
Memory Game	X	
Golden Bead Material	X	
Presentation Tray	X	
Stamp Game	X	
Bead Frame	X	
Dot Game		
Ten Boards	X	
Teen Boards	X	
Hundred Board	X	
Bead Cabinet & Arrows	X	

Addition		
Short Bead Stair	X	
Addition Strip Board	X	
Positive Snake Game	X	
Addition Charts	X	
Subtraction		
Subtraction Strip Board	X	
Subtraction Charts	X	
Subtraction Snake Game		X
Multiplication		
Short Bead Stair Exercises	X	
Multiplication Board	X	
Multiplication Charts	X	
Division		
Division Board with One Divisor	X	
Division Charts		X
Fractions		
Fraction Skittles		X
Fraction Insets		
Money—coin recognition		X
Money Activities		X
CULTURAL AREAS	ESSENTIAL	DESIRABLE
Globes	X	
Land Forms	X	
Geography Maps	X	

Hemisphere Map	X	
North America	X	

United States	X	
Europe	X	
South America	X	
Asia	X	
Africa	X	
Antarctica		X
Australia	X	
Cultural Geography	X	
Directions - North, South, East, West		X
History	X	
Zoology	X	
Botany	X	
Leaf Cabinet		X
Science Activities	X	
Plant Puzzles	X	
Botany 3-Part cards	X	
Animal Puzzles	X	
Animal 3-Part Cards (nomenclature)	X	
Outdoor Environmental Activities	X	
Additional Materials	X	
Art Materials (various mediums and techniques)	X	
Library (Book) Area	X	
Musical Instruments		
History Activities		X
Nomenclature Cards (culture)		X
Study of Clocks, Learning Time		X
Time Activities		X

Timeline of a Child's Life		X
Timeline of a Day		X
Calendars		X
Peace Education Materials		X

Elementary 6 – 9 years		
LANGUAGE	ESSENTIAL	DESIRABLE
Oral Introductions to Language	X	
Comprehensive (Phonetic) Reading Program	X	
Movable Alphabet	X	
Sandpaper Letters	X	
Words to Pictures	X	
Sentences to Pictures	X	
Phonetic Books	X	
Puzzle or Sight (Non-Phonetic) Words	X	
Mini Environments (Words to Objects)	X	
Word Study		
Synonyms	X	
Antonyms	X	
Homonyms	X	
Suffix	X	
Prefix	X	
Compound Words	X	
Command Cards		
One Action	X	
Two Actions	X	
Three Actions	X	
Correct Expression Activities	X	

(e.g., animal - homes/voices, etc.)		
9 Parts of Speech and Grammar Symbols	X	
Appropriate Action Cards	X	
Agreement of Pronoun/Verb	X	
Interpretive Reading Cards	X	
Grammar Charts		
Boxes with Arrows	X	
Pictures	X	
Sentences	X	
Forms for Student Writing	X	
Detective Adjective Game	X	
Grammar Boxes	X	
Irregular Verbs	X	
Verb Forms	X	
Conjugation of Verbs Materials		X
Genre's of Literature		X
SRA Reading Labs		X
Four Square Writing Program		X
Symbolic Grammar		X
Language Mechanics		X

Creative Writing Materials		X
Library for research and pleasure reading		X
MATH	ESSENTIAL	DESIRABLE
Quantity of Golden Bead Material	X	
Quantity of Short Bead Stairs	X	
Arithmetic Charts & Equations	X	
Addition Snake Game	X	

Multiplication Snake Game	X	
Subtraction Snake Game	X	
Bead Cabinet & Arrows	X	
Decanomial Materials	X	
Stamp Games	X	
Division Boards	X	
Small Bead Frames	X	
Large Bead Frames	X	
Horizontal Bead Frames	X	
Fraction Skittles	X	
Fraction Insets	X	
Additional Fractions (Parts of a Circle)	X	
Checkerboard Multiplication	X	
Bank Game Cards	X	
Test Tube Division	X	
Pegboard	X	
Decimal Fraction Material		X
Math Word Problems		X
GEOMETRY	ESSENTIAL	DESIRABLE
Geometric Cabinet	X	
Constructive Triangles	X	
Geometric Solids (corresponding objects in the environment)	X	
Geometry Stick Material	X	
Classified Nomenclature	X	
Insets of Equivalencies	X	
Yellow Area Material	X	
HISTORY	ESSENTIAL	DESIRABLE

Concept of Time	X	
Humans Through Several Stages	X	
Fundamental Needs of Humans	X	
Stages of Progress of Civilization	X	
Story of Creation	X	
Impressionistic Charts	X	
Clock of Eras	X	

Time Line of Life (Control and blank with matching movable pieces)	X	
Time Line of Humans	X	
Stone Age People		
Early Great Civilizations Materials		
Command Cards/Cultural		X
PHYSICAL SCIENCE	ESSENTIAL	DESIRABLE
Science Experiments		
Cold/Colder Than Cold	X	
Solid-Liquid-Gas	X	
Centripetal/Centrifugal Force	X	
Inertia	X	
Gravity	X	
Hot Air Rises	X	
ZOOLOGY	ESSENTIAL	DESIRABLE
Pictures of Vertebrates for Classification	X	
Classified Nomenclature of External Parts of Vertebrates		
Wall Charts	X	
3 Part Cards	X	
Booklets	X	

Classified Nomenclature of Internal Parts of Vertebrates		
Wall Charts	X	
3 Part Cards	X	
Booklets	X	
Organization of the Animal Kingdom:	X	
(Vertebrate and Invertebrate or 5 Kingdom Charts for Classification)	X	
Classified Nomenclature of Invertebrates	X	
Animal First Knowledge - Questions		X
Command Cards/Cultural		X
BOTANY	ESSENTIAL	DESIRABLE
Botany Classified Nomenclature		
The Plant	X	
Roots	X	
Stem/Trunk	X	
Leaves	X	
Flowers	X	
Fruit	X	
Seed	X	
Pictures and Stories of Plants	X	
Botany Impressionistic Charts	X	
Plant Classification Charts	X	

Plant First Knowledge – Questions		X
Command Cards/Cultural		X
GEOGRAPHY	ESSENTIAL	DESIRABLE
Globes	X	
Map of Hemispheres	X	

Maps of Continents	X	
Flags	X	
Classified Nomenclature for Geography	X	
Geography Experiments/ Concepts	X	
Geography Impressionistic Charts	X	
The Universe, The Solar System and the Earth	X	
Solar Energy & the Earth	X	
Movements of the Earth & their Consequences	X	
The Atmosphere and Its Phenomena	X	
The Work of the Wind	X	
The Hydrosphere & Its Phenomena	X	
Rock Collection	X	
Classified Nomenclature for Geography	X	
Land Forms		X
Astronomy Materials		X
Archeology Materials		X
Ecology Materials		X
Command Cards/Cultural		X
SUPPLEMENTAL ACTIVITIES	ESSENTIAL	DESIRABLE
Practical Life		X
Peace Education		X
The Arts		X
Artistic Expression		X
Drama		X
Art Appreciation Materials		X
Music appreciation Materials		X
Physical Education		X
Computers		X

Montessori Materials List (American Montessori Society)

Elementary II 9 – 12 years		
LANGUAGE	ESSENTIAL	DESIRABLE
Grammar Charts		
Boxes with Arrows	X	
Pictures	X	
Sentences	X	
Forms for Student Writing	X	
Conjugation of Verbs Materials	X	
Study of the History of English/Etymology	X	
Word Study Materials		
Affixes	X	
Word Families	X	
Compounds	X	
Functions of Words Extended		
Materials for Study	X	
Complete Set of Grammar Symbols	X	
Extended Logical Analysis		
Materials for Study	X	
Non-Montessori Specific Materials		
Literature Study	X	
Reading Techniques	X	
Research Methods	X	
Oral Presentations		X
Literature Books		X
Reference Books/Computers		X
Drama		X

MATH	ESSENTIAL	DESIRABLE
Large Bead Frames	X	
Horizontal Bead Frames	X	
Fraction Skittles	X	
Fraction Insets	X	
Additional Fractions (Parts of a Circle)	X	
Bank Game Cards	X	
Test Tube Division	X	
Pegboard	X	
Decimal Fraction Material	X	
Squaring and Square Root		
Golden Bead Material	X	
Guide Squares	X	
Pegboard	X	
Cubing and Cube Root		
Cubing Wooden Material	X	
Algebraic Trinomial	X	
Powers and Integers	X	
Power of Two		X

Power of Three		X
Power of Ten		X
Additional Materials		
Ratio and Proportion	X	
Principal/Interest/Rate/Time	X	
Velocity/Distance/Time	X	
Advanced Math Word Problems		X
GEOMETRY	ESSENTIAL	DESIRABLE

Geometry Stick Material	X	
Classified Nomenclature	X	
Insets of Equivalencies	X	
Yellow Area Material	X	
Equivalency - Pythagorean Plates	X	
Circle-Circumference & Area Materials	X	
Area—Plane Figures & Solids	X	
Volume—Solid & Hollow Blue Shapes	X	
HISTORY	ESSENTIAL	DESIRABLE
Time Line of Humans	X	
Early Great Civilizations Materials	X	
Transition Materials	X	
Migration Charts	X	
Fundamental Needs Charts	X	
Archeology Overview	X	
Sumerian & Egyptian	X	
Greek & Roman Materials	X	
Middle Ages Materials (Germanic Tribes, Vikings, Feudalism)	X	
Renaissance Materials	X	
Study of the Great Explorers	X	
Study of the Americas	X	
Pre-Columbian (Native People)	X	
United States		
Colonization	X	
Revolution	X	
Developing Nation	X	
Civil War	X	

Study of Other Civilizations		
African	X	

Asian	X	
Timeline of Life		X
Timeline of Universe		X
Great River		X

SCIENCE	ESSENTIAL	DESIRABLE
Plant Classification Chart	X	
Five Kingdoms Materials	X	
Comparative Functions of Animals (Strip Charts and Packets)	X	
Human Reproductive System	X	
Ecology	X	
Chemistry Materials for Study and Experiments	X	
BOTANY	ESSENTIAL	DESIRABLE
Botany Stamps		X
LIFE SCIENCE	ESSENTIAL	DESIRABLE
Nutrition/Health issues		X
Sustainability		X
GEOGRAPHY	ESSENTIAL	DESIRABLE
Classified Nomenclature	X	
ECONOMIC GEOGRAPHY	ESSENTIAL	DESIRABLE
Interdependencies	X	
Production/Consumption (Maps & Graphs)	X	
Import/Export	X	
Research Materials	X	
SUPPLEMENTAL ACTIVITIES	ESSENTIAL	DESIRABLE
Advanced Practical Life		X

The Arts		X
Artistic Expression		X

Drama		X
Music		X
Physical Education		X
Computers		X
Community Service Projects		X

5) School Staff

The instruction provided is "thorough and efficient" based on:

i) Teacher Qualifications

Faculty and staff members at The TEC School are innovative and experienced professionals. Lead teachers are certified in the Montessori Method and trained in integrating STEAM education. Each staff member, specialist and teacher, lead and assistant, brings unique talents to the school that enrich the TEC curriculum. Every teacher's passion for working in an innovative environment is exemplified in the students' projects and performances. Specialist teachers for art, music, P.E. and technology are professionals who practice their art in their respective industries. They also have extensive experience working with children. All of our faculty and staff members are trained in CPR and First Aid. Faculty and staff at The TEC Schools are goal-oriented individuals who continue to model lifelong learning through their commitment to professional development. Their innovative approach to teaching is based on research, observations, evaluation and reflection of the curriculum and teaching practices.

TEC School ensures that all personnel are well suited to their responsibilities by following a thorough hiring process. The Director is responsible for overseeing the planning, developing, and monitoring of hiring procedures. The Director selects personnel who meet the standards of their profession including the major national Montessori organizations and the Massachusetts Department of Education.

Once the need is determined, the Director begins the search for the qualified and most fitting candidate. The minimum amount of education, training and experience that is required for the position is stated in the Staff Handbook with the job descriptions. The Director additionally determines if the applicant's character and personality traits align with our school's mission and philosophy.

ii) Adequate Student/Teacher Ratio

The TEC School maintains a low student to teacher ratio to ensure individualized attention to all students. There are two teachers for every 24 students. Additionally, the support teacher and the OA offer one-on-one support to students who need remedial work. The TEC School also hires a specialist to conduct diagnostic tests at the beginning of the year and support students who may have special needs.

iii) Regular Evaluation of Staff

The Director and administrative staff formulate and review all job descriptions on a yearly basis. Each spring, staff members undergo their self evaluations, and compare their roles and responsibilities to what is stated in their job descriptions to see if modifications need to be made to the job descriptions. Every month, the Director meets with every staff member to ensure that goals are met and necessary support is provided to meet the outlined goals.

Job descriptions are specific, detailed, and state clearly the minimum responsibilities of each staff member. By printing all job descriptions in the Staff Handbook, all staff members understand what each member is expected to contribute to the school community.

iv) The school principal reviews criminal offender record information (CORI) of current and prospective employees and volunteers, as required by law

The school complies with federal, state and local regulatory requirements for health and safety by following the guidelines and requirements set forth by the MA Department of Public Health.

All adults working in The TEC School undergo a CORI evaluation through the Trinity Lutheran Church (TLC). A copy of the records is kept in the TLC office. A copy of the records is given to the Director of The TEC School. The TEC School then informs the respective adults of the fingerprinting procedure. The TEC School pays for all adults working on the premises to be fingerprinted. CORI and fingerprinting reports are kept in a locked file cabinet.

The TEC School is aware of FERPA and COPPA regulations. Copies of the regulations are maintained. Faculty and staff members are made aware of the protocols at staff meetings. The Director, along with the technology teacher maintain student confidentiality per FERPA and COPPA regulations while teaching online technology classes.

FACULTY AND STAFF

Name	Title	Email	Educational Background
Rupali Sharma	Director/Classroom Teacher	rsharma@thetecschoos.com	Bachelor of Architecture, Montessori 3-6, 6-9
Jill Perkins	Classroom Teacher	jperkins@thetecschoos.com	Bachelor's of Arts in Education and English, Montessori 6-9
Christina Papalilo	Support Staff	cpapalilo@thetecschoos.com	Bachelor's of Arts
Nicole Caligiuri	Office Administrator	ncaligiuri@thetecschoos.com	Bachelor's of Arts, History and Education
Denise McKenna	Business Manager	accounts@thetecschoos.com	Bachelor's of Science, Business Administration
Alexander Gray	Technology Teacher	technology@thetecschoos.com	Bachelor's of Science, Interactive Media and Game Development
Matthew Zachary Johnson	Music Teacher	music@thetecschoos.com	Bachelor's of Music in Music Theory and Music Composition, Master's of Music in Music Theory
Ammar Dheyab	Gym Teacher	gym@thetecschoos.com	Diploma of Circus Arts, EMT
Sharon Duquette	School Nurse Consultant	nurse@thetecschoos.com	Bachelor's of Science in Nursing, National Certificate of School Nurses 2014
Mary Avola	Content Support Staff	NA	Bachelor's of Science in Elementary Education, certificate of Special Education from The Carroll School, Montessori 3-6, 6-9

6) Administration

The school has a clearly defined organization that facilitates its objectives.

The Legal Personality of the School: The TEC School Articles of Incorporation demonstrate that the school is a for-profit institution, and complies with all applicable current legislation. Certificate of Incorporation is included in the Supplements.

The TEC School was incorporated incorporated in June 10, 2016. The TEC School moved into the TLC premises on June 13, 2016.

Initially, the school will build up in the following manner:

- Year 1: One room serving maximum of 20 students in grades K-5, two rooms serving a maximum of 24 students in grades K-5
- Year 2: Two rooms serving maximum of 40 students in grades K-5
- Year 3: Three rooms serving maximum of 65 students in grades K-5
- Year 4: Four rooms serving maximum of 70 students in grades K-5
- Year 5: Four rooms serving maximum of 70 students in grades K-5

Information About Governing Body and Structure

The TEC School is owned and operated by the Founder and Director, Mrs. Rupali Sharma. Faculty, staff members, consultants, Board of Advisors and parent organization form the core group to run the various operations at the school.

Board Of Advisors (BOA)

Leadership at The TEC Schools is guided by a Board of Advisors (BOA) comprised of accomplished professionals who bring the strategic expertise, resources, and perspectives needed to achieve our mission and strategic objectives. The Founder and Director of The TEC School engages proactively with the advisors in cultivating and maintaining good relations with our constituents as well as the broader community. The Board of Advisors is also committed to developing a rigorous academic program that includes tried and tested Montessori principles, an innovative and integrated STEAM approach, and best practices in the education industry.

The BOA is a volunteer board. Their primary responsibilities are to define the school's mission, clarify its philosophy and establish supporting policies. The BOA advises the Director on matters regarding the annual operating budget, financial performance and ensures long-term financial well-being, confirms that the day-to-day operations are consistent with Board policies, school mission, and school philosophy. The BOA supports the Director, plays a key role in fundraising, strategically moves the institution forward, and serves as ambassadors for the school.

BOARD OF ADVISORS

Name	Title	Current Industry Position	Qualifications
Mark Powell	Montessori Expert	Founding Member, Montessori Leadership Collaborative Assistant Principal at Montessori International College, Australia	Bachelor of Science, Montessori 3-6, 6-9, 9-12. Writer, Montessori Material Maker, Teacher Trainer, Classroom teacher, Head of School.
Margie Smetana	Montessori Expert	Head of Montessori at Barrie School, MD	Bachelor of Arts, Montessori 6-9, Artist, School Administrator, Head of School
Nausheen Moulana	Strategic Thinker	VP, Software Engineering	Bachelor of Engineering, Masters in Business Administration, Project Manager
Mangesh Kirtane	Leadership and Team Building	Entrepreneur and Leadership Coach, India	Co-founder at Pegasus Institute, Alchemy Training, Human Resources
Shrikant Rangnekar	Business Advisor	Partner at law firm, NY	Masters in Engineering, Immigration law
Neena Wagh	Integration of Special Ed.	Writer and Special Ed. Activist, India	Bachelor of Science, Interactive Media and Game Development

School Administration

The school administration consists of the Director, OA, Business Manager and School Nurse Consultant.

The Director’s responsibilities are to implement the strategic plan, support the school’s mission, communicate and carry out policies, manage facilities, enrollment, budget, and all staff, handle day-to-day operation, and serve as the main contact for parents, staff, Parent Organization, BOA, other schools, and the community-at-large.

The OA’s responsibilities are to support the Director with enrollment and re-enrollment strategies, communicate and carry out admission and enrollment policies, handle all admissions inquiries and support next-step requirements, and facilitate all admissions events through scheduled Open Houses and individual and group Parent Tours.

The Business Manager maintains financial records, and is responsible for receivables, payables, ordering materials, and coordinating payroll. Responsibilities also include preparing a budget with the Director, drafting annual reports and maintain the records for regular audits.

The School Nurse Consultant guides the Director in ensuring that all health and safety records are maintained according to the regulations as defined by the State. The Director and the School Nurse work with the Trinity

Lutheran Church and TLC Preschool to develop the Crisis Manual, Pest Management System, Fire Drill and Emergency Procedures, Bullying Policy, and the Health and Safety Policies for the Parent and Staff handbooks. The Nurse Consultant also maintains student health record files in a locked file cabinet, coordinates CPR and First Aid training for faculty and staff, and reviews school records to ensure compliance with regulations.

Faculty and Support Staff: The faculty (classroom teachers and specialists) and support staff (substitutes, content support, Before and After School staff) are responsible for providing an educationally prepared environment embracing the philosophy and methods of Dr. Maria Montessori. The tasks between Director and staff are also outlined in the school's handbook. The Director has responsibility over operational policies, such as staffing, admissions, programs, and systems, with guidance from the staff. The Director and staff have shared responsibility over matters involving curriculum, regulations, special needs, and parent communications. The staff is responsible for classroom decisions such as student progress, discipline, schedule, supervision, and safety, with guidance from the Director.

7) Records

- A. The school maintains an adequate system of student records (e.g., attendance, health, discipline, progress reports).

Under the umbrella of the TEC Scope and Sequence, staff members utilize various means to collect data on their current students. Assistants Teachers and Lead Teachers collaborate on the record keeping. Lead Teacher maintain observation and records binder to track students in their classroom. Within this binder are individual forms for each student for reading and math work. As a child completes each work, a checkmark is placed in the box accordingly. The Lead and Assistants may also record observations or take notes in a more narrative form in a designated notepad or clipboard.

Before the beginning of the school year, the Lead Teacher discusses with her Assistant Teacher as to how this will work in their classroom. On a daily basis, the Lead Teacher and Assistant Teacher observe and record each student's work. These observations provide the ongoing data that is used to impart one-on-one lesson and to ensure that growth is witnessed on a social, emotional and intellectual level. Teachers provide check-off lists that the students themselves complete, to track their own progress in certain areas of the curriculum, such as math, S.R.A., and language work.

Teachers additionally have regular weekly, sometimes daily, meetings with each child to ensure expected work is completed in a timely manner. Students develop individual work plans and consult with the teacher on a daily or weekly basis as needed. Teachers also gather data on their students through various class tests, spelling and math quizzes and the Wordly Wise Workbooks. All students' work is kept in the classroom and reviewed to demonstrate the student's progress throughout the year.

On a more formal basis, once a year students undergo standardized testing, such as TerraNova or DIBELS*Next*. Scores are returned to Lead Teachers shortly after results have been sent to the assessment company.

Twice a year, the student's progress is documented in the written Progress Reports generated by the Lead Teachers, with input from Assistants and Specialists. These reports are mailed home and may also be shared with the parents during scheduled conferences.

- B. The student records are kept in a secure and organized manner that is consistent with federal and state student record laws to the extent applicable.

1. Applicant files

Parents interested in enrolling a child at the school must attend a tour at which time they submit a one page paper application and application fee. The applications are filed in a locked cabinet. Information is transferred from the application to a database with restricted access. Applicant data is retained until the student is enrolled or withdrawn. Disposal of inactive paper applications is through shredding and inactive designation on the electronic database.

1. Student records

Student records include 1. Information in the database 2. Health and Medical records 3. Academic progress reports 4. Alumni records

- Enrollment applications are filed in a locked cabinet in the office. Active student data is managed to reflect changes in student, parent and family information (such as phone numbers, emergency contact, change in marital status, change in address as well as changes in grade status). Students are classified as inactive, withdrawn or alumni when they leave the school. Paper Enrollment Agreements are stored in student academic files for reference on parent pick-up, emergency contact and financial obligations. They are retained for seven years after a student leaves the school.
- Health and medical records are filed in a locked cabinet. Information is transferred by the nurse from the medical forms to a database with restricted access. Student medical records are protected by HIPAA regulations and are considered confidential. With parental consent the nurse consultant may share health information with the child's teacher and staff. Parents consent is included as part of the Enrollment Agreement.
- Academic reports are stored in a locked file cabinet.
- Alumni records: When students graduate from the Fifth Year, they are designated as alumni and records are stored as detailed above.
- Health and medical records of all employees are also maintained in a locked filing cabinet. Paper employee files are kept in locked file cabinets accessible to the Business Manager and the Director only. Employee files include employment application and supporting documentation, offer letter, annual contracts with salary changes, benefit enrollment/waiver documents, payroll information (W-2's, direct deposit) and emergency contact information. Employee records are kept for seven years after employee's termination and shredded once that time has elapsed. Employees may access their personal file by verbal request to the Business Manager or HOS and a mutually convenient time is set up for access.

C. The school maintains and timely provides transcripts in response to requests of students and former students in accordance with G.L. c. 71, § 34A.

The OA maintain students' records as required by law as explained above. When a request is made for transcripts, the OA promptly mails the requested records to authorized personnel.

D. The school is prepared efficiently to transfer transcripts of all students and former students to the Massachusetts Department of Elementary and Secondary Education and/or other schools should it cease operation, in accordance with G.L. c. 71, § 34G.

The OA maintain students' records as required by law as explained above. In the event that that the school should cease to operate The TEC School will transfer the records as maintained above to the MA Department of Elementary and Secondary Education.

8) Student Services

The school provides adequate pupil personnel services for all students (e.g., health care procedures, guidance and counseling programs, discipline policy).

The TEC School maintains a low student to teacher ratio to meet the needs of every student. The school is diligent in monitoring compliance with local, state and federal rules and regulations for all activities and programs.

The School Nurse Consultant guides the Director in administering health care procedures. Teachers are first aid trained and always carry the appropriate emergency medicines and First Aid Kit on all field trips. On-campus insurance and safety procedures, staff training and awareness ensure the safety of the children. The appropriate number of teachers accompanies each group of children.

The Parents Handbook details the discipline policy. Teachers empower students in learning about appropriate behavior and set clear expectations that students can follow. The expectations are discussed as community meetings in the classroom, and also posted as Classroom Rules in the classroom. This document is referred constantly to ensure proper discipline is maintained when students are on and off campus. When discipline concerns need to be addressed, the teacher speaks directly with the concerned students and works with them to develop strategies to rectify the behavior. After multiple opportunities, the Director addresses the concern and requests a meeting with the parents.

Teachers and the Director are the primary resources for parents and students for guidance and counselling. In matters that the Director and teachers cannot address, an effort is made to connect the students and parents to appropriate resources in the Worcester area. Parents have a choice to avail the resources recommended by The TEC School.

9) Financial Support

A. The school provides evidence of financial solvency and resources to sustain the educational program. Currently, all TEC School families pay the same rate of tuition. TEC School tuition covers the operating costs. TEC School families contribute as they are able, to the Annual Fund. The Annual Fund provides funds for enriching materials and programs within the school. This allows TEC School to offer a very competitive tuition rate to all students. TEC School does not have a program to provide financial assistance to families.

The financial management of The TEC School is a coordinated effort of the part-time Business Manager and the Director. Under the direction of the Director, the Business Manager is responsible for all day-to-day financial aspects of the school, including, but not limited to:

1. Accounts Receivable, billing and collections.
2. Accounts Payable.
3. Payroll.
4. Bank reconciliations.
5. Preparation of budget and monthly reports.
6. Audit preparation.
7. Present monthly budget versus actual reports to the Director
8. Develop and present an annual budget to the Director and BOA
9. Audit review and presentation of the audit report to the Director
10. Review and recommend investment options

See Financial Statement in Supplements Box

B. The school presents documentation of its legal status. These may include copies of the articles of incorporation and the certification of tax exempt status.

The TEC School was incorporated as a for-profit, private school in Massachusetts on June 10, 2016. The TEC Schools, LLC is owned and operated by Rupali Sharma.

10) Student Learning Time

The school provides adequate student learning time (length of school year and school day) and hours of instruction in each subject.

School Hours

- The school year at The TEC School is from September 6 through June 9. We are currently accepting applications for enrollment for Fall 2016.
- The school meets the requirement of instructional hours. The TEC School has 999 hours of instructional time. This does not include drop-off, pick-up, lunch and recess periods.
- A typical school day at TEC is from 8:30 am – 3:30pm.
- Students may be dropped-off between 8:15 am-8:30 am and picked up between 3:30 pm – 3:45 pm.
- Before-School Child Care is available five days per week: 7:45 am – 8:15 am
- After School Enrichment Programs are available five days per week: 3:30 pm – 5:00 pm
- Vacation programs in February and April run from 9:00 am – 3:00 pm
- Summer Program weeks: August 15- August 19, August 22 -August 26, August 29 – September 2

11) Student Performance Assessment

The school periodically evaluates students' skills, competencies, and knowledge and documents their progress.

With all grade levels, the teachers are continually observing and assessing students through the use of the "three period lesson." In the first period (e.g. this is....) the teacher names the object or concept so the child can associate a name with an object or concept. In the second period (e.g. show me....) the teacher tests recognition to see if the child can identify an object or concept that was named in the first period. In the third period (e.g. what is this?) the teacher assesses whether or not the child can name the object or concept that was presented in the first period. Through this assessment the teacher is able to determine the child's developmental level, learning style and ability. Based on these findings, the teacher can then adjust the lesson accordingly.

Three times a year students are assessed for developmental levels and abilities in language, math, science, history and geography topics. These assessments are based on the Montessori curriculum and the Guidelines as listed in the TEC Scope and Sequence document. Throughout the school year, students are assessed informally with the use of hands-on Montessori materials and practices where students demonstrate their understanding of concepts. Teachers administer weekly spelling, vocabulary and math facts quizzes for students at every level. On completion of each cultural unit of study, students show proficiency by giving a presentation or doing a follow up activity. These activities highlights strengths and interests of individual students, which the students can continue to pursue throughout the year.

Assessment in foreign language class is done on a weekly basis, as the teacher provides an opportunity for every student to speak, sing, and/or lead the class in conversation or otherwise demonstrate an understanding and knowledge of new vocabulary and expressions.

In music, the teacher provides opportunities for students to perform for their peers, parents, and the general public.

In the arts, the teacher expects students to perform to the best of their abilities. Assessment is done through the constant display of finished work found hung along the hallways for the enjoyment of all.

The special education resources available at TEC are limited. TEC has come to rely on outside school resources to guide us and support us. TEC has worked very hard to educate the staff in early identification of those students with significant learning needs that the resources of our school cannot accommodate. TEC is looking to establish relationship with the surrounding public school systems, so we may refer children for testing and professional evaluation.

Students with IEP

1. At the beginning of the year, teachers use age appropriate standards for readiness checklist to assess students' academic skills in all curricular areas. Additionally, teachers use the DIBELS program to assess reading skills. Based on these outcomes, teachers identify students who don't meet the benchmarks. Teachers also identify students who are struggling with behavior and focus. The Director is informed and made aware of student who do not meet the academic and behavior benchmarks.
2. For these students teachers, along with the Director, develop an in-house IEP to increase individualized instruction to boost skills in areas of weakness. A behavior plan is put in place for students who need guidance in developing social skills or strategies to remain focused in the classroom. Students with an IEP are given multiple opportunities and materials to gain knowledge and demonstrate mastery of concepts. They are able to repeat lessons and practice previously learned skills in the classroom. Students are assessed individually by a classroom teacher frequently throughout the year to ensure progress.
3. In the October Parent Teacher Conference, parents are invited to discuss teacher observations and outcomes of the assessments. In severe cases, parents are called in to meet with the teachers before the October conference to address the student needs. Parents and teachers collaborate together to work towards the goals of the in-house IEP. The Director is included in this meeting. Based on the students' needs, teachers may recommend tutoring and additional support outside of school. Plans are made to meet again in or before December to assess the student's progress.
4. When it is clear to the teachers that the student is not meeting benchmarks even after receiving the support provided through the IEP, teachers and Director will meet with the parents and recommend a formal assessment. The choice of assessment is up to the parents.
5. Teachers support the assessment agency and provide necessary details of the student's academic and behavioral needs. Teachers also participate in the team meeting to learn which additional strategies will be most beneficial to the student's needs.
6. If, at any point during this process, The TEC School determines that we are unable to provide for the needs of student, the Director and parents meet to discuss other alternatives. The Director and OA work with the parents to find a more suitable school for the student.

12) Supplements Section

The following materials are made available for review during the visit. The documents are included as attachments or as part of the Google Drive for the School Committee.

1. Staff and Faculty Handbook
2. Parent Handbook
3. Admission Packet
4. TEC School calendar
5. Enrollment Agreement
6. TEC School Crisis Manual
7. TEC School Health Care Policy
8. Regulatory Requirements:
 - a. FERPA and COPPA
9. Record Keeping
 - a. Faculty Records in locked file cabinet
 - b. Student Health Records in locked file cabinet
 - c. Student Academic Records in locked file cabinet
10. Health and Safety Documents
 - a. Certificate of Occupancy
 - b. Fire inspection
 - c. Safety inspection
 - d. Elevator inspection, if applicable
 - e. Compliance with lead paint poisoning prevention (for children under 6 years old)
 - f. Compliance with other applicable federal and state health and safety standards (e.g., PCB, asbestos inspections, handicap accessibility)
 - ~~g. Copies of valid safety and health inspection certificates~~
11. Permission Forms
 - a. Field Trips
 - b. Photo permission
12. Floor Plans of the Physical Layout
13. Business Documents
 - a. Incorporation document
 - b. Financial Plan

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: Career and Technical Education Partnership

Type of Funder: DESE

Awarded Amount: \$10,000.00

Grant Funding Period: August 2, 2016 - September 30,2016

Project title: WIN-WIN (What I need/What Industry Needs)

Program coordinator: Kyle Brenner, WTHS

Purpose: To support regional and local partnerships to expand existing and/or develop new CTE programs and initiatives that increase student access to CTE opportunities.

Description of the program: This program will connect current WPS students and young adults in need of skills training with an integrated longitudinal pathway. This training will prepare them for placement in the manufacturing sector and in industry jobs that pay a living wage and hold the promise of a lifelong career.

Program location: Worcester Technical High School

Outcomes and Measures: What will result from this is a program that will demonstrate it is responsive to industry workforce requirements and responsive to the needs of students who seek training.

**GRANTS REPORT
2016-2017**

Fund	Grant	Purpose/Priorities	Amount
405	Career and Technical Education Partnership	<p>WIN-WIN (What I Need/What Industry Needs) is a collaborative effort of the Worcester Public Schools, the workforce investment system and regional economic development agencies including the Worcester Regional Chamber of Commerce and local manufacturers that will prepare youth for skilled careers in Manufacturing. WIN-WIN will connect current WPS students and young adults in need of skills training with an integrated longitudinal pathway that will effectively facilitate the transition of these participants into highly sought-after employees. This training will prepare them for placement in the manufacturing sector and in industry jobs that pay a living wage and hold the promise of a lifelong career. Our course offerings will be aligned with a technical pathway that will accelerate each individual's entry into the world of work and/or post-secondary education. Our program is driven by the following goals (a) Capacity Building: To develop and implement a well-coordinated comprehensive and sustainable student and employer system of support that promotes access, success and career entry for students and young adults otherwise not engaged in this area. (b) Educational Access: To increase access and enrollment in programs that will prepare individuals for work in this occupational cluster. (c) Education Attainment: To increase the persistence and completion rate of students within these areas who are employed and/or enrolled in post-secondary credentials aligned with Advanced Manufacturing.</p>	\$10,000.00

Use of Funds

1. Stipends to support convening and planning
2. Consultant and contract fees to provide planning-related professional development
3. Other costs that are negotiated with the Department



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CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

August 1, 2016

FC 405

Ms. Maureen F. Binienda, Superintendent
Worcester Public School District
20 Irving Street
Worcester, MA 01609

Dear Superintendent Binienda,

Congratulations! We are pleased to notify you that Worcester Public School District has been awarded a Career and Technical Education (CTE) Partnership Planning Grant (Phase 1) of \$10,000.

Thank you for your commitment to providing increased access to career and technical education activities for students of all abilities. Through this funding and your continued support, we hope to expand access to great educational opportunities for every child in the Commonwealth.

You will be receiving further instructions from the Massachusetts Department of Elementary and Secondary Education on next steps, and please feel free to contact Lawrence DeSalvatore at ldesalvatore@doe.mass.edu if you have any questions.

Sincerely,

Handwritten signature of Charles D. Baker in cursive.

Governor Charles D. Baker

Handwritten signature of Karyn E. Polito in cursive.

Lt. Governor Karyn E. Polito