

The following items will be discussed at the meeting of the Standing Committee on Governance and Employee Issues to be held Wednesday, September 7, 2016 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #4-284 - Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Miss Ramirez (October 21, 2014)

To cooperate with the Main South Community Development Corporation as to the safety and security needs of the students and staff of the Worcester public schools located in the Main South area, regarding utilization of the proceeds of the Byrne Criminal Justice Innovation Program grant received by the Main South CDC.

gb #5-211 - Ms. Novick/Mr. O'Connell/Mr. Monfredo/Miss Ramirez/Miss Biancheria (August 11, 2015)

To review the following "updated/new policies" resulting from recent legislation in Massachusetts:

- Physical Restraint Policy JKAA
- Security Cameras in Schools ECAF
- Emergency Plans EBC
- Technology Policies IJND-IJNDC

gb #5-254 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo (September 23, 2015)

Request that the Administration review the procedure for hiring contracted consultants who provide educational programs to staff in the Worcester Public School.

gb #5-300 - Mr. O'Connell/Mr. Monfredo/Miss Biancheria (October 28, 2015)

To determine whether school principals are permitted to serve as "decision-makers" in student discipline hearings held pursuant to Section 37H 3/4 of the Massachusetts General Laws (as amended by Section 3 of Chapter 222 of the Acts of 2012), as is their right, and, if so, to verify that the principals are receiving the support, training, and legal advice necessary or proper to assist them in exercising their authority and discretion in this regard.

c&p #6-1 - Clerk (February 16, 2016)

To consider a communication from a citizen regarding a:

- request that Worcester's public high schools host a contest for students to design a banner to mount on the telephone poles/street lights near their schools and
- request that the School Committee's videos be archived on the City's website

gb #6-40 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Ms. Colorio/Miss McCullough (January 11, 2016)

To prepare any resolutions which the Worcester School Committee may wish to submit to the 2016 meeting of the Board of Delegates of the Massachusetts Association of School Committees.

gb #6-271 - Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Miss McCullough/Miss Biancheria/Mayor Petty (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.

In October of 2014, the Main South Community Development Corporation was awarded a grant in the amount of \$992,000 from the Byrne Criminal Justice Innovation Grant Program, an initiative offered through the Bureau of Justice Assistance – United States Department of Justice.

Attached, please find two pieces of documentation in support of this response. *Annex B* is a one-page document outlining the award the Main South CDC received.

Annex C is a general explanation of the grant program and similar programs nationwide. The Worcester Massachusetts program is listed in Award Year 2014.

The grant application was for a planning phase and an implementation phase. The planning phase was recently concluded and the organization is headed into the implementation phase. As detailed in *Annex B*, the purpose of the grant is to: “achieve increased resident security, transformed physical conditions, youth programming, and a strong and engaged community capable of disrupting gang recruitment and youth violence.”

During a telephone conversation held with staff at Main South CDC, we were able to obtain an outline of specific activities involving the Worcester Public Schools as follows:

- An evidenced-based youth-police dialogue program in which youths from Claremont Academy and University Park Campus School (UPCS) have the opportunity to participate in a seven week program with police officers. This program is slated to start this spring (2017) – no dates for this program have been set as of yet. The Main South CDC is in communication with the principals at the schools to come up with the best schedule/location/recruitment for this program.
- A Youth program that is already up and running: Main South Youth Corps. This is a school-year program for young people ages 14 through 16 years of age who would benefit from employment opportunities that are in service to their neighborhood. These young people get paid to do neighborhood improvement projects in the Main South area, and also receive—different training, workshops, and speaker series (such as CPR training and a financial literacy workshop). They work on Saturday mornings throughout the school year. There are currently 11 young people participating in the program and they are students at UPCS, Claremont Academy, South High Community School and Worcester Technical High School.

- General and targeted outreach to youth in the neighborhood. The general outreach program is held in an informal manner, with youth workers catching up with young people at the locations in which they congregate, such as neighborhood basketball courts and parks to try to build relationships, connect youth to resources, and prevent violence. They are also doing targeted outreach - where a particular youth is identified that seems like they could benefit from developing a relationship with Youth Outreach workers and the Outreach workers then try to connect with them. Youth can be identified by family members, youth serving agencies, and schools. Targeted outreach to youth has been offered to the school principals in the Main South CDC service area for those young people who may benefit from extra attention from one of these workers.

In general, the grant also provides for increased police presence in the neighborhood; piloting programs at the Boys and Girls Club and programs at University Park aimed at making the neighborhood safer and more family-friendly.



Byrne Criminal Justice Innovation Program

Site Snapshot: Worcester, Massachusetts

Lead Agency: Main South Community Development Corporation

Target Neighborhood: Greater Kilby-Gardner-Hammond (01610 zip code)

Research Partner: Clark University

Created under President Obama and his Administration's larger national Neighborhood Revitalization Initiative efforts, the Byrne Criminal Justice Innovation (BCJI) program launched in 2012 and was created to develop and implement place-based, community-oriented strategies to transform distressed communities into communities of opportunity.

Neighborhood Profile:

In 2014, the Main South Community Development Corporation received a Planning and Implementation grant from the U.S. Department of Justice carry out core BCJI initiatives in the Greater Kilby-Gardner-Hammond community. The Greater Kilby-Gardner-Hammond neighborhood is located within Census Tract 7313 and the 01610 zip code and is comprised of 48.6% Hispanic, 30.4% White, 9.1% African-American, and 12.8% Asian residents. Over 40% of the population in the target area are under the age of 24 and unemployment is much higher in the target area (9.4%) compared to the city's rate of 6.9%. The median income is \$25,625, which is substantially lower than the city's median income of \$45,679. In terms of educational attainment, 13.7% of the population has obtained a college degree and 34.6% have not obtained a high school diploma. The public school system is also met with challenges including language access barriers and low reading levels. Additionally, youth among the neighborhood perceive the University Park area of the target area to be "gang territory" primarily dominated by the Kilby Posse. Close to half of the 14 shootings took place in the University Park area of Main South between 2011 and 2013.

BCJI Project Goals:

The Main South CDC will work in collaboration with the Boys and Girls Club of Worcester, Clark University, the Worcester Police Department (WPD), and the City of Worcester to address youth and gang violence in the targeted area. The goal of this project is to reduce gang-related criminal activity by reasserting physical and social control in the target area while addressing the needs of disengaged youth. The Main South CDC will implement a based on the evidence-based OJJDP Comprehensive Gang Model (CGM) and will include five primarily components

- Community Mobilization
- Social Intervention
- Opportunity Provision
- Suppression
- Organizational Change

Ultimately, the Main South CDC site hopes to achieve increased resident security, transformed physical conditions, youth programming, and a strong and engaged community capable of disrupting gang recruitment and youth violence.

For more information on all BCJI programs: www.lisc.org/BCJI

If you have any questions or require any additional information please contact us at csi@lisc.org



BYRNE CRIMINAL JUSTICE INNOVATION PROGRAM

The Context

Launched in 2012, the Byrne Criminal Justice Innovation (BCJI) was created as part of the Obama Administration's larger National Neighborhood Revitalization Initiative efforts to help local and tribal communities develop place-based, community-oriented strategies to change neighborhoods of distress into neighborhoods of opportunity. Through coordinated federal support, this interagency effort aligns programs of the Department of Education (Promise), Department of Justice (BCJI), Housing and Urban Development (Choice), Health and Human Services (Community Health Centers and Behavioral Health Services) and Treasury.

The Goal

In neighborhoods across the country, BCJI projects work to reduce crime and improve community safety as part of a comprehensive strategy to advance neighborhood revitalization goals. Through a broad cross-sector partnership team, including residents, BCJI sites target neighborhoods with hot spots of violent and serious crime and employ data-driven, cross-sector strategies to reduce crime and violence.

The BCJI Model: Core Program Elements

- Place based: targets crimes hot spots
- Data-driven problem solving: researchers work with partners to use data to clearly define problems and identify evidence-based solutions
- Community-oriented: community leaders and residents must be actively involved
- Cost effective: maximizes local resources and partnerships

In many communities, the same locations—a set of blocks or a few discrete intersections—have posed major crime problems for years, unyielding to traditional methods of law enforcement or other community-led efforts to interrupt crime patterns. BCJI provides resources to enable community leaders to closely examine the varied factors contributing to crime with the help of a local research partner. The research partner assists sites with:

problem description and definition; identifying evidence based solutions, and providing ongoing analysis and assessment of program impact. The cross sector team uses data and analysis and direct community input to identify and select response strategies rooted in data and the evidence about what works.

BCJI sites leverage resources of diverse partners as they implement these strategies, which address issues such as physical disorder, social and economic opportunities, and collective efficacy.



Training and Technical Assistance

Bureau of Justice Assistance (BJA) partners with the Local Initiatives Support Corporation (LISC) to provide a range of training and technical assistance services to all BCJI grantees. Enhanced by partnerships with nationally-known criminal justice and community development experts, LISC's technical assistance is organized around several main themes that are critical to the BCJI model.

- Use data and research to guide program strategy
- Engage community members in shaping crime prevention and revitalization efforts
- Tackle problems from multiple angles through cross-sector partnerships
- Integrate crime control efforts with revitalization strategies

The Sites

Since 2012, the Bureau of Justice Assistance has provided funding to 60 sites; BCJI efforts are underway in cities of diverse size and demographics across the country. Funding is provided in three categories: Planning & Implementation for communities engaged in new, cross-sector efforts to tackle crime hot

spots, Planning & Enhancement for communities seeking to augment existing crime prevention or revitalization initiatives, or Planning for communities developing crime prevention strategies through a collaboration of cross-sector partners to enhance community support and engagement.



FY 2012 Sites ●

San Bernardino, CA
 Portland, OR
 Brooklyn, NY
 Philadelphia, PA
 Baltimore, MD
 Charleston, WV
 San Antonio, TX
 Seattle, WA
 Omaha, NE
 Milwaukee, WI
 Detroit, MI
 Dayton, OH
 Buffalo, NY
 Lowell, MA
 Austin, TX

FY 2013 Sites ●

Corning, CA
 San Francisco, CA
 Los Angeles, CA
 Kansas City, MO
 Evansville, IN
 Cleveland, OH
 Syracuse, NY
 Springfield, MA
 Providence, RI
 Erie, PA
 Albany, GA
 Tampa, FL
 Nashville, TN
 Baton Rouge, LA

FY 2014 Sites ●

Denver, CO
 New Haven, CT
 Alameda County, CA
 Flint, MI
 Worcester, MA
 Miami-Dade County, FL
 Highland County, OH
 Battle Creek, MI
 Durham, NC
 Huntington, WV
 Minneapolis, MN
 Tulsa, OK
 Coahoma County, MS
 Phillipsburg, NJ
 Rockdale County, GA
 Newark, NJ
 Towaoc, CO

FY 2015 Sites ●

Atlanta, GA
 Berea, KY
 Brooklyn, NY
 Harrisburg, PA
 Hayward, CA
 Indianapolis, IN
 Langley Park, MD
 Madison, WI
 Meridian, MS
 Minneapolis, MN
 Norwalk, CT
 St. Louis, MO
 Youngstown, OH
 Washington, DC

To The School Committee of the City of Worcester:

The undersigned, residing in the City of Worcester most respectfully petition your Honorable Board:

NAME	ADDRESS	TELEPHONE
Evan Corrigan	11 Arbutus	508-735-5359

Evan C. Corrigan requests that the Worcester's Public High Schools host a contest for students to design a banner to mount on the telephone poles/street lights near their schools.



Evan C. Corrigan requests that the Worcester School committee videos be out on the video archive on the City's website.

FOR ADDITIONAL NAMES, USE A PLAIN SHEET OF PAPER

Mr. O'Connell submitted the following resolutions:

- endorsement of the Foundation Budget Review Commission Report
- revision of Chapter 222 to allow more administrative discretion in student discipline
- formulation of a stand on "MCAS 2", and on the Common Core

He also suggested that the Administration check with the MASC as to resolutions which have been submitted to date, so that the School Committee could consider co-sponsoring some of them.

**RESOLUTIONS OFFICIALLY APPROVED BY THE BOARD OF DIRECTORS FOR THE
AGENDA FOR THE MASC DELEGATE ASSEMBLY, WEDNESDAY, NOVEMBER 2,
2016**

Listed in the order in which they are to be considered:

RESOLUTION 1: Foundation Budget

Whereas: A special Foundation Budget Review Commission (FBRC) reported its recommendations in 2015 the General Court and to the public, and

Whereas: Among the recommendations were those to calculate more accurately the costs of students in special education and health insurance costs for employees and retirees, and

Whereas: Several recommendations of the members of the Commission to establish adequate and equitable funding for school districts remain unresolved, and

Whereas: There remains a broad consensus that the overall calculations used to establish the "Foundation Budget" for city, town and regional school districts remain significantly understated and, in the opinion of MASC and its members violates the letter and spirit of the ruling of the Massachusetts Supreme Judicial Court in the 1993 McDuffy Case,

Now, therefore, be it resolved that:

MASC calls upon the legislature to enact the recommendations of the Foundation Budget into law, and further,

That the legislature order the Commission to reconvene in order to conduct further deliberations and make such recommendations as the FBRC may propose, and further

That the FBRC shall address and make recommendations toward the overall accuracy of the adequacy of the overall Foundation Budget

RESOLUTION 2: Tax Reform Ballot Question

Whereas: There is a clear need to invest in our state's educational, social, and infrastructure systems, and

Whereas: The need to rebuild our roads and bridges, strengthen public education, and provide the necessary support to help ensure social and economic equity for the residents of Massachusetts, and

Whereas: A reasonable solution could be a combination of tax reforms and measures of accountability to establish a more equitable source for revenue and a more effective way of measuring our success, and

Whereas: Net income growth over the past decade has demonstrated a disproportionately lower tax burden as a share of net income upon high wage earners within a current tax system than is asked of economically disadvantaged and middle class families, and

Whereas: Advocates for social and economic equity are considering seeking to ask voters to amend the Constitution of the Commonwealth to allow for greater tax equity that will not raise taxes on any but the wealthiest residents of Massachusetts,

Whereas: The Foundation Budget Review Commission recommended to provide additional revenue and securing a more equitable distribution of those funds, and

Now therefore be it resolved that:

"The Massachusetts Association of School Committees explore ways to promote social and economic equity through a ballot initiative whose purpose may include a state constitutional amendment, tax reform, protection of the state's neediest residents of all ages, and seeks additional revenue only from tax reform affecting the state's wealthiest residents.

Further, that the goal of such a ballot referendum would be to secure a stronger financial base to underwrite needed improvements in the infrastructure of the Commonwealth as well as the educational, social and economic wellbeing of its residents."

PROPOSED RESOLUTION 3: Charter School Reform

Whereas: The possibility of the expansion of Commonwealth charter schools in Massachusetts poses a threat to the ability of public school districts to provide services to the children of the Commonwealth, and

Whereas: In many cities and towns, Commonwealth charter schools are imposed upon communities over their objections and without regard to the impact such a charter school would have on the education of children in the public schools, and

Whereas: Without substantial reform of Commonwealth charter school financing; recruitment of students; accurate, unduplicated, and students who are no longer seeking to enroll but are alleged to be on charter school waiting lists; equitable charter school enrollment of representative segments of the population of economically disadvantaged, special education, and disabled students remediation of the adverse impact of charter school expansion cannot be addressed, and

Whereas: These circumstances would be exacerbated by the approval by voters of a proposed ballot initiative to expand charter schools and to circumvent such safeguards as would address several of the inequities arising out of the expansion of charter schools in Massachusetts;

Now, therefore, be it resolved:

That MASC urge the citizens of the Commonwealth to reject such a ballot initiative, and further,

That MASC seek legislative approval of a comprehensive set of reforms that includes:

1. Establishment of strict guidelines or regulations to require that charter schools enroll represent cross sections of students residing within the school service areas.
2. Reporting of accurate numbers of students who leave charter schools to return to the sending districts or district of residence.
3. Requiring the MA Department of Elementary and Secondary Education to retain and report accurate data on enrollment of students with learning disabilities, physical disabilities, economic disadvantage, emotional disability and status as racial and linguistic minorities.
4. State requirements that any charter school authorized in a community without its consent be funded in full by the Commonwealth rather than by expropriation of Chapter 70 education aid from the sending cities, towns and regions.
5. State funding in full of any mitigation funds created to offset the loss of state funding for students who become students in charter schools

RESOLUTION 4: Social and Emotional Well Being of Students

Whereas: Various factors including the impact of poverty, family status, other social issues and academic pressures have contributed to a marked increase in the levels of stress and anxiety among students at all grade levels, and

Whereas: The expansion of standardized testing to a wider range of students and these tests to establish ratings for schools and districts has contributed to the growing concern among educators that students are exhibiting complications of adding stressful factors to their lives both inside and outside of school, and

Whereas: Advocates for students, including school committee members, school leaders, teachers and parents have identified that an effective strategy for children is to address social and emotional learning (SEL) by various tactics, and

Whereas: In response to the demand for SEL, initiatives have been organized by several stakeholder groups including a collaboration of MASC, MASS, MIAA, MSSAA, MESPA, MOEC, and Teachers 21, and, in addition, a separate working group within MASC to identify available resources, new strategies, and tactics to promote the social and emotional wellbeing of children,

Now, therefore, be it resolved that:

MASC shall be directed to deploy such resources of the Association independently and in collaboration with other organizations to gather resources, identify strategies, and improve public awareness of the importance of addressing student social and emotional well-being, and further

MASC shall give consideration to such public policy initiatives that prioritize action by stakeholders and stakeholder groups, in collaboration with expert behavioral and health care providers, as the most effective entities for addressing strategies that are in the best interests of children.



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

In consideration of this request and review the Worcester Public Schools (WPS) Nursing Department and the Health and Physical Education Department strongly support this training. For more than 40 years, the Heimlich maneuver has been used to help save choking victims. Choking is the 5th leading cause of accidental death with 5,000 people dying each year in the U.S. The Heimlich maneuver is easy to learn and teach, can provide the WPS students with an additional life-saving skill, and can save lives. As the Administration has recently approved the training of all high school and middle-school students in grades 7-12 in compression-only CPR during their scheduled physical education class, this could present an opportunity to teach this additional skill. The goal in training our students is to save lives and provide the students with a skill that they will remember for a lifetime.

A review of the Heimlich Heroes program demonstrates that this is an educationally based program, aligned with core curriculum, designed to teach young people how to do the Heimlich maneuver. Deaconess Associations, Inc., created this interactive program in 2011 with support from The Heimlich Institute. As of this writing, the program has taught over 25,000 students across 48 states to properly perform the Heimlich maneuver. The main goals are to teach students 7 and older to recognize when someone is choking and to gain confidence to respond and save a life. The core lesson plan also teaches students how to prevent and minimize the risk of choking. There are three lesson plans: Foundational, Intermediate, and Expanded, requiring one class period to three respectively. All necessary teaching materials are provided at no cost (through 12/31/2016) including age-appropriate lesson plans, on-line teacher training, training dolls (loaned), student training DVD, certificates of completion, and other resources for teachers and students.

In summary, training the WPS students to use the Heimlich maneuver is recommended. The Heimlich Heroes program is a well-designed educational program that empowers students with life-saving information. Although not evidence-based, the training meets the Common Core Standards in education. The recommendation to provide this additional training as part of the Student Compression CPR Program for students in grades 7-12 during physical education class may not provide the best opportunity considering the time required for additional training of students. A proposal to provide this training to younger students in grades 2-6 during their scheduled health or science class is recommended. Utilizing the Heimlich Heroes program for the younger students will provide many valuable lessons and will offer a platform for the teacher to incorporate math, language/arts, and STEM activities.