

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

AGENDA #13

The School Committee will hold a regular meeting:

on: Thursday, May 18, 2017  
at: 6:00 p.m. - Executive Session  
7:00 p.m. - Regular Session  
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Pastor Lou Soiles  
Journey Community Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS - NONE

aor #7-11 - Clerk  
(May 10, 2017)

**Annex A (28 pages)**

To consider approval of the Minutes of the School Committee Meeting  
of Thursday, April 27, 2017.

aor #7-12 - Clerk  
(May 10, 2017)

**Annex A (14 pages)**

To consider approval of the Minutes of the School Committee Meeting  
of Thursday, May 4, 2017.

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 Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

V. IMMEDIATE ACTION

ACTION

gb #7-150.1 - Administration/Mr. O’Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/Miss Biancheria/  
Mayor Petty  
(May 9, 2017)

To congratulate Brian Cummings, an advanced manufacturing instructor at Worcester Technical High School, on his selection as a recipient of the Thomas S. Green Award by the Worcester Regional Research Bureau.

gb #7-153.1 - Administration/Mr. O’Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/Miss Biancheria/  
Mayor Petty  
(May 9, 2017)

To recognize Carol Manning, Debra McGovern and John Monfredo for having been selected as the 2017 Heart of Gold Award recipients from the American Heart Association.

gb #7-171.1 - Administration/Administration  
(May 9, 2017)

To recognize the following teachers of Advanced Placement courses who received the 2017 Partners in Excellence (PIE) Award from Mass Insight Education:

South High Community School

Caroline Rossi, Calculus AB  
Kellie Moulin, Calculus BC  
Emilie Richmond, Chemistry  
Leanne Ledoux, English Literature & Composition  
Tara Vaidya, Physics

Worcester Technical High School

Jennifer Hardy, Computer Science A  
Jacquelyn Kalisz, Physics

gb #7-180 - Administration  
(May 9, 2017)

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

VI. REPORT OF THE SUPERINTENDENT

ROS #7-9 - Administration  
(May 10, 2017)

INNOVATION SCHOOL END OF CYCLE REPORT

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL - NONE

X. GENERAL BUSINESS

gb #6-369.1 - Administration/Mr. Monfredo  
(May 10, 2017)

Response of the Administration to the request to provide a progress report in the Spring of 2017 on the implementation of the Restorative Justice Program at both North High School and Claremont Academy.

gb #7-181 - Mr. Monfredo  
(April 28, 2017)

To celebrate the anniversary of the death of the poet, Ernest Lawrence Thayer, who wrote Casey at the Bat and do a live presentation of the poem by members of the School Committee.

gb #7-182 - Mr. Monfredo  
(May 1, 2017)

Request that the Administration forward a letter of congratulations to David, Crompton coach of the Model Congress at Sullivan Middle School, for the awards won at the Model UN Conference that was held at Worcester State University.

gb #7-183 - Administration  
(May 3, 2017)

To accept the Integrated English Literacy and Civics Education Grant in the amount of \$51,602.

ACTION

**Annex A (1 page)**  
**Annex B (2 pages)**  
**Annex C (2 pages)**  
**Annex D (2 pages)**  
**Annex E (4 pages)**  
**Annex F (3 pages)**

**Annex A (6 pages)**  
**Annex B (3 pages)**

**Annex A (2 pages)**

**Annex A (2 pages)**

GENERAL BUSINESS

ACTION

gb #7-184 - Mr. Monfredo  
(May 5, 2017)

Request that the Administration encourage all of the schools to hold a summer reading kickoff during the week of June 12th as part of our "Reading in our City Week" to highlight the importance of reading during the summer months and invite parents to the event.

gb #7-185 - Mr. Monfredo  
(May 8, 2017)

Request that the Administration forward a letter of congratulations to Jeffrey Lane and Judy Millott, both teachers from Worcester Technical High School, for receiving the American Heart Association's Heroes Award at the American Heart Association's Heart Walk event.

gb #7-186 - Mr. Monfredo  
(May 8, 2017)

Request that the Administration forward letters of congratulations to the following seniors for receiving the Special Arts Awards at the Worcester Public School's Arts Festival held at the Worcester Public Library and to Performing Arts Liaison Lisa Leach and Visual Arts Liaison Timmary Leary for their work in coordinating this outstanding event:

Burncoat High School

Makalya Connor - Dance  
Kylie Thomas - Music  
Valenia Bergier - Theatre  
Sandra Perez - Visual Arts

South High School

Katherine McFarlane - Music  
Jocelyn Marshall - Visual Arts

Claremont Academy:

Rebeka Mehmeti - Music  
John Le - Visual Arts

University Park Campus School

Krystal Bailey - Visual Arts

Doherty Memorial High School

Jared Ferrin - Music  
Kylee Rutkiewicz - Theatre  
Kayliani Rodriguez - Visual Arts

Worcester Technical High School

Tymannie Isales-Santos - Media Arts  
Giovanni "Geo" Petrella - Music  
Ryan Finneran Gallagher - Theatre  
Tracy Le - Visual Arts

North High School

Enrique Delgado - Art History  
Romaine Powell - Music  
Jose Rosario - Theatre  
Max Rossetti - Visual Arts

GENERAL BUSINESSACTION

gb #7-187 - Administration  
(May 8, 2017)

To accept the following donations for Tatnuck Magnet School:

Atta Gyekye	\$ 5.00
Christian Agyare & Susana Asomaniwaa	\$ 5.00
Sarah Loy, Brian Bickford, and Maia Bickford-Loy	\$ 15.00
Andrew & Kristine Whittemore	\$ 25.00
I.U.O.E. Local No. 4 Social Action Committee	\$150.00
Box Tops for Education	\$220.90

gb #7-188 - Administration  
(May 8, 2017)

To accept the following donations for Woodland Academy:

Box Tops for Education	\$ 26.80
Main South Community Development Corp.	\$ 36.00
Scholastic Book Fair	\$1,867.32

gb #7-189 - Administration  
(May 8, 2017)

To accept a donation in the amount of \$500.00 from United Way to Burncoat Street Preparatory School for 89% participation in the United Way fundraising campaign.

gb #7-190 - Administration  
(May 8, 2017)

To accept a donation in the amount of \$500.00 from United Way to Worcester Technical High School for being the school to contribute the most to the United Way fundraising campaign.

gb #7-191 - Administration  
(May 9, 2017)

To accept a donation in the amount of \$25.00 from Darlene Monteiro for the Special Education Summer Programs.

GENERAL BUSINESS

ACTION

gb #7-192 - Administration  
(May 9, 2017)

To accept a donation in the amount of \$58.00 from Box Tops for Education for Canterbury Street Magnet Computer-Based School.

gb #7-193 - Administration  
(May 9, 2017)

To accept a donation in the amount of \$100.00 from Fidelity Charitable for costs associated with the school-year opening address scheduled for August 2017.

gb #7-194 - Administration  
(May 10, 2017)

To accept a donation in the amount of \$1,157.00 from UMASS Memorial Health Care, Inc. for Belmont Street Community School for an afterschool fitness club.

gb #7-195 - Administration  
(May 10, 2017)

**Annex A (1 page)**

To set a date to recognize the following individuals who received the "Service Above Self" Community Service Award from the Rotary Club of Worcester:

Molly O. McCullough, School Committee Member  
Jane Dowd, guidance counselor at Burncoat High School  
Patricia Zavars, long-term substitute physical education teacher,  
Woodland Academy

gb #7-196 - Administration  
(May 10, 2017)

To set a date to recognize Lisa Carignan, a teacher at Columbus Park Preparatory Academy, for receiving the Webster Square Business Association's Teacher of the Year.

GENERAL BUSINESS

ACTION

gb #7-197 - Administration  
(May 10, 2017)

To set a date to recognize the first grade students at Thorndyke Road School who learned, as a result of a WEDF grant, the history of the City of Worcester, the heart of the Commonwealth.

gb #7-198 - Administration  
(May 10, 2017)

To approve a prior fiscal year payment in the amount of \$1,685.00 to WB Mason.

gb #7-199 - Miss Biancheria  
(May 10, 2017)

To set a date to recognize Elizabeth Vecchio, Information Specialist, for designing invitations, flyers of appreciation, informational posters for select major events in the Worcester Public Schools.

gb #7-200 - Administration  
(May 10, 2017)

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

To consider an International Union of Public Employees (I.U.P.E.) Grievance Complaint – HVAC Technician

To discuss strategy with respect to litigation of a worker's compensation case for a Teacher, if an open meeting may have a detrimental effect on the litigating 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, April 27, 2017  
Agenda #10 and #11

The School Committee of the Worcester Public Schools met in Open Session at 6:09 p.m. in the Council Chamber at City Hall on Thursday, April 27, 2017.

There were present at the Call to Order:

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

It was moved to recess to Executive Session:

- |    |   |                      |
|----|---|----------------------|
| 1. | <u>gb #7-173</u> - Administration<br>(April 19, 2017) | Executive<br>Session |
|----|---|----------------------|

Finding that an open meeting may have a detrimental effect on the bargaining and litigation 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.

c&p #6-9

To consider a communication from a citizen relative to a request that the School Committee drop its Court Appeal and allow for testing for PCBs at Burncoat High and Doherty Memorial High schools.

gb #6-332

Request that the Administration drop the appeal and allow PCB testing at Burncoat High School and Doherty Memorial High School this school year and do what is necessary to correct the problem.



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

To consider an International Union of Public Employees (I.U.P.E.) Grievance Complaint – HVAC Technician.

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.

The School Committee recessed to Executive Session from 6:10 p.m. to 7:05 p.m.

The School Committee reconvened in Open Session at 7:20 p.m.

The invocation was given by Reverend Dimitrios Moraitis of St. Spyridon Greek Orthodox Church.

The Pledge of Allegiance was offered and the National Anthem was sung by the MetroGnomes from Worcester Arts Magnet School.

There were present at the second Call to Order:

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

Commonwealth  
Employment  
Relations Board to  
the Massachusetts  
Appeals  
Court/decline to  
appeal the final  
decision

- 2. Pursuant to action taken in Executive Session, it was moved to decline to appeal the final decision of the Commonwealth Employment Relations Board to the Massachusetts Appeals Court.

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.

APPROVAL OF RECORDS

3. aor #7-9 - Clerk Minutes/  
(April 14, 2017) approval of

To consider approval of the Minutes of the School Committee Meeting of Friday, March 17, 2017.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Friday, March 17, 2017.

4. aor #7-10 - Clerk Minutes/  
(April 14, 2017) approval of

To consider approval of the Minutes of the School Committee Meeting of Thursday, April 6, 2017.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, April 6, 2017.

IMMEDIATE ACTION

5. gb #7-112.1 - Administration/Mr. O'Connell/  
Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria/  
Mayor Petty Recognition/  
(April 11, 2017) SOFA

To recognize SOFA (Support Our Fine Arts) for its award of \$4,910 in mini-grants to staff members of schools of the Burncoat quadrant.

Mayor Petty and Superintendent Binienda presented a Certificate of Appreciation to the board members of SOFA (Support Our Fine Arts) for its award of \$4,910 in mini-grants to staff members of schools of the Burncoat quadrant.

Recognition/  
Worcester  
Technical High  
School Culinary  
Arts and  
Hospitality  
Programs

- 6. gb #7-135.1 - Administration/Ms. Colorio/  
Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria/Mayor Petty  
(April 11, 2017)

To recognize the staff and students at Worcester Technical High School for its successful partnership with French exchange students from a high school in France (Le Lycée Hôtelier Val de Loire, BLOIS, France) which will expose and teach these students about the highly successful Culinary Arts and Hospitality programs at Worcester Technical High School.

Mayor Petty and Superintendent Binienda presented Certificates of Appreciation to the staff and students at Worcester Technical High School for its successful partnership with French exchange students from a high school in France (Le Lycée Hôtelier Val de Loire, BLOIS, France) which will expose and teach these students about the highly successful Culinary Arts and Hospitality programs at Worcester Technical High School.

It was moved and voice voted to suspend rules to take up the following item from Agenda #10:

School Choice

- 7. gb #7-62.1 - Administration/Administration  
(April 11, 2017)

To hold a public hearing on School Choice.

It was moved to participate in School Choice for the 2017-18 school year.

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.

Mr. O'Connell made the following motions:

Request that the School Committee approve for the 2017-18 school year, the following language for implementation of the School Choice Policy:

- Student enrollment in the Inter-District School Choice program is based on availability
- Parent/guardian is responsible for transportation to the district school
- All Pre-K to Grade 12 schools participate in the program with the following exceptions:
  - Chapter 74 approved programs in the comprehensive high schools
  - Chapter 74 approved programs at Worcester Technical High School
  - Alternative Pathway Programs
  - Students with Limited or Interrupted Formal Education (SLIFE) Pathway Programs
- Students accepted into the Inter-District School Choice program may apply for schools on the same basis as resident students, but the Intra-District Choice Plan (Voluntary Transfer) may give preference to resident students in assigning students to schools.

To obtain information regarding the Inter-District School Choice program, please contact the Parent Information Center (508) 799-3194 or the Office for Instruction and School Leadership at (508) 799-3499.

Request that the Administration, prior to the School Choice vote next year, provide language that would address the special preference for inter-district students who are siblings of School Choice students in a particular school.

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.

Recognition/  
Robert Pezzella

- 8. gb #7-144.1 - Administration/Mr. Monfredo/  
Ms. Colorio/Mr. O'Connell/  
Miss Biancheria/Mayor Petty  
(April 11, 2017)

To recognize Robert Pezzella, Director of School Safety for conducting the highly successful Bullying Prevention and Education Conference that was held at North High School.

It was moved and voice voted to hold the item.

Student  
Representatives/  
consider input

- 9. gb #7-147 - Administration  
(April 11, 2017)

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

It was moved and voice voted to file the item.

REPORT OF THE SUPERINTENDENT

10. ROS #7-7 - Administration  
(April 11, 2017)

Report of the  
Superintendent/  
Progress Report on the  
Worcester HEARS  
Project

PROGRESS REPORT ON THE WORCESTER HEARS  
(HEALTHY ENVIRONMENTS AND RESILIENCE IN  
SCHOOLS) PROJECT

Dr. Marco Rodrigues, Yue Kue, Ellen Kelley,  
Thomas DelPrete, Dr. David Perda, Michelle  
Montanez and Susan Donahue provided a progress  
report on the Worcester HEARS (Healthy  
Environments and Resilience in Schools) Project.

Ms. Colorio made the following motion:

Request that the Administration provide the School  
Committee Office with copies of the Mind Up  
Curriculum Brain Focused Strategies for Learning  
and Living, Grades Pre-K – 2, Grades 3-5 and  
Grades 6-8.

On a voice vote, the motion was approved.

Miss Biancheria made the following motions:

Request that the Administration study the  
feasibility of providing transportation for other  
schools to go to the Health Center at Worcester  
East Middle School.

Request that the Administration provide the  
number of disciplinary reports from City View,  
Grafton Street, Rice Square, Roosevelt and  
Worcester East Middle schools for the last three  
years.

On a voice vote, the motions were approved.

It was moved and voice voted to refer ros #7-7 to  
the Administration and file gb #6-396.

COMMUNICATIONS AND PETITIONS

It was moved and voice voted to suspend rules to allow Gordan and Gwen Davis to address the following petitions relative to testing and a budget hearing on the FY18 Budget:

Communication  
and Petition/public  
hearings/  
FY18 Budget

11. c&p #7-1 - Clerk  
(April 6, 2017)

To consider a petition from a citizen regarding a request to hold public hearings in April regarding the FY18 Budget.

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

Communication  
and  
Petition/standardiz  
ed testing

12. c&p #7-2 - Clerk  
(April 6, 2017)

To consider a petition from a citizen regarding a request to hold public hearings on the impact of standardized testing on students in the Worcester Public Schools.

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

REPORT OF THE STANDING COMMITTEE

13. The Standing Committee on Teaching, Learning and Student Supports met at 5:30 p.m. on Monday, April 24, 2017 in Room 410 at the Durkin Administration Building.

Advanced  
Placement  
Examinations/revi  
ew scores

gb #5-244 - Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/Miss Biancheria/Mayor Petty (September 10, 2015)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

## 4-24-17 - STANDING COMMITTEE ACTION

Dr. Ganas spoke to the backup for the item.

It was requested that the Administration provide in a Friday Letter the list of teachers for the program and the number of overtime hours provided to them to date.

Mr. O'Connell made the following motion:

Request that the item be referred to the Administration with a recommendation that sufficient funding be included in the Budget for the Capstone Program.

On a voice vote, the motion was approved.

Mr. Monfredo requested that the Administration provide the A.P. scores in a Friday Letter in June.

FILE at the Standing Committee level.

## 4-27-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

gb #6-50.1 - Administration/Mayor Petty/Mr. O'Connell/Mr. Monfredo/Miss McCullough (March 9, 2016)

SkillsUSA/  
consider joining

Response of the Administration to the request to consider joining and fully funding Worcester Technical High School's schoolwide participation in SkillsUSA.

## 4-24-17 - STANDING COMMITTEE ACTION

Dr. Suomala provided a report on SkillsUSA.

Mr. O'Connell made the following motion:

Request that the item be referred to the FY18 Budget for a report as to the costs to implement the SkillsUSA Program, if funds are available.



On a voice vote, the motion was approved.

4-27-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

Summer School  
Programs

gb #6-270 - Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Miss McCullough/Miss Biancheria (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.

4-24-17 - STANDING COMMITTEE ACTION

Dr. Rojas spoke to the item.

Mr. Monfredo and Mr. O'Connell made the following motion:

Request that the item be held for a Standing Committee meeting in the Fall of 2017 in order to include recommendations from the Administration as to the program for the Summer of 2018. It was further requested that the Administration provide information on the following:

- expansion of opportunities for students in grades 1 and 2 with a focus on enrolling more of them in appropriate summer school programs
- expansion of internships and externships for students for enrichment purposes

- feasibility of offering a full course at the secondary level for full academic credit during the summer as a double period course
- opportunities in connection with summer school initiatives with a focus on the needs of at-risk students

On a voice vote, the motion was approved.

#### 4-27-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

gb #6-308 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria (September 7, 2016)

Radiofrequency  
Electromagnetic  
Radiation

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

#### 4-24-17 - STANDING COMMITTEE ACTION

Mr. Monfredo made the following motion:

Request that Annex A of the backup for the item be placed on the WPS website and be given to all schools to be shared with the students.

On a voice vote, the motion was approved.

#### 4-27-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as amended.

Mr. Foley made the following motion:

Request that the item be held for the School Committee Meeting on Thursday, May 4, 2017.

PEAK Program/  
consider  
reestablishment of

On a roll call of 5-2 (nays-Mr. Monfredo and Mr. O'Connell), the motion was approved.

gb #7-59 - Mr. O'Connell/Mr. Monfredo/Miss Colorio/Miss Biancheria/Miss McCullough (February 6, 2017)

To reestablish the PEAK ("Providing Enrichment for Able Kids") Program in the Worcester Public Schools.

4-24-17 - STANDING COMMITTEE ACTION

Dr. Ganas stated that the Administration is proposing that it organize a PEAK-like experience for students using the Title I SES funds.

Mr. Monfredo inquired as to the feasibility of establishing after-school PEAK-like enrichment programs for students, and, if possible, provide a report on such a program at the Standing Committee in September.

Dr. Ganas indicated that she could provide a list of after-school programs that are PEAK-like.

Mr. O'Connell made the following motion:

Request that the item be held for a progress report in June or July.

On a voice vote, the motion was approved.

4-27-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

Wrestling Teams/  
feasibility of  
establishing

gb #7-60 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo/Miss Colorio/Miss McCullough (February 7, 2017)

Request that the Administration study the feasibility of establishing competitive wrestling teams in the Worcester Public Schools.

4-24-17 - STANDING COMMITTEE ACTION

It was moved and voice voted to hold the item for the next meeting of the Standing Committee on Teaching, Learning and Student Supports.

4-27-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

GENERAL BUSINESS

It was moved and voice voted to suspend rules to take up the following item out of order:

- 14. gb #7-145.1 - Administration/Administration (April 11, 2017)

Innovation Plan/  
Goddard School of  
Science and Technology

To consider approval of the Innovation Plan for the Goddard School of Science and Technology.

It was moved to approve the Innovation Plan for the Goddard School of Science and Technology.

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:	<u>0</u> 7
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The motion carried.

It was moved to suspend the Rules of the School Committee for the purpose of reconsideration.

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 reconsider the motion to approve the Innovation Plan for the Goddard School of Science and Technology.

On a roll call, the vote was as follows:

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

Summer School Programs

- 15. gb #7-95.1 - Administration/Miss Biancheria/  
Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo  
(April 11, 2017)

Response of the Administration to the request to provide a report on the status of the 2017 Elementary Summer School Programs.

Miss Biancheria indicated that she would like to receive information at the May 4<sup>th</sup> or May 18<sup>th</sup> meeting relative to summer school programming for the middle and high schools.

Miss Biancheria made the following motion:

Request that the when the report on summer schools for middle and high schools is provided to the School Committee that it include the following dates and times:

- that the mobile libraries will be at the parks
- that the food trucks will be at the parks

On a voice vote, the motion was approved.

16. gb #7-148 - Administration  
(April 11, 2017)

FY18 Budget Hearings

To set the dates for the FY18 Budget Hearings.

It was moved and voice voted to set the dates of Thursday, June 1, 2017 and Thursday, June 15, 2017 at 4:00 p.m.

17. gb #7-149 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Ms. Colorio/  
Miss Biancheria  
(March 19, 2017)

Special Education/  
provide parents with list  
of summer school  
opportunities

Request that the Special Education parents receive a listing of summer school opportunities available from the list compiled by Anne Bureau of the Worcester Community Connection Coalition.

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

Mr. Monfredo requested that the listing of Special Education Opportunities compiled by Anne Bureau be given to the Director of Special Education to be distributed to parents.

18. gb #7-150 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria/Mayor Petty  
(March 30, 2017)

Recognition/  
set date

To set a date to congratulate Brian Cummings, an advanced manufacturing instructor at Worcester Technical High School, on his selection as a recipient of the Thomas S. Green Award by the Worcester Regional Research Bureau.

It was moved and voice voted to set the date of Thursday, May 18, 2017.

Recognition/  
set date

19. gb #7-151 - Administration  
(April 5, 2017)

To set a date to recognize Brian Allen for having received for the 4<sup>th</sup> time, the Meritorious Budget Award for excellence in preparation and issuance of its budget for the Fiscal Year 2016-17 from the Association of the School Business Officials International (ASBO).

It was moved and voice voted to set the date of Thursday, May 4, 2017.

Massachusetts  
Executive Office of  
Education

20. gb #7-152 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 5, 2017)

To request funding from the Massachusetts Executive Office of Education to enable low-income students to take, free of charge, advanced placement examinations in biology, chemistry, physics, computer science, calculus, statistics and environmental science, through the STEM Pipeline Fund, pursuant to the March 31, 2017 press release issued by the Executive Office.

It was moved and voice voted to file the item.

Recognition/  
set date

21. gb #7-153 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria/Mayor Petty  
(April 5, 2017)

To set a date to recognize Carol Manning, Debra McGovern and John Monfredo for having been selected as the 2017 Heart of Gold Award from the American Heart Association.

It was moved and voice voted to set the date of Thursday, May 18, 2017.

22. gb #7-154 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria/Mayor Petty  
(April 6, 2017)

Recognition/  
WEDF Spring 2017  
Mini-Grant Recipients

To congratulate the recipients of the Worcester Educational Development Foundation, Inc. (WEDF) Spring 2017 Mini-Grants, which were awarded to "civic engagement proposals to help students become better informed citizens for the preservation of our democracy" in the cumulative amount of \$4,800 as follows:

Colleen Kelly	Mini Lecture Series for AP US History Students	District-wide
Jayne Cardin	Civics with Digital Literacy	Rice Square School
Christine Rovezzi	Worcester, You Have a Friend in Me	Gates Lane School of International Studies
Brenda Dubrey	All American City Tour	Thorndyke Road School
Allyson Houlihan	North High Community Outreach Committee	North High School
Alexizendria Link	Culinary & Musical Arts Series	North High School
Phyllis Goldstein	Lin-Manuel Miranda: A Study in Text to Music	North High School
Chris Pappas	Civic Engagement: Teens Learning About and Supporting Early Literacy	Alternative High School



Jennifer Rochon	Three-Dimensional Design Renditions	Worcester Technical High School
Rick Torres	Aligned with ADA Guidelines	
Lilyvette Perez	Bullying Prevention Project	Chandler Magnet School
Steve Alzamora	Cultural & Linguistic Library	Caradonio New Citizen Center
Brian Cummings	Understanding OSHA Regulations	Worcester Technical High School

It was moved and voice voted to forward letters.

Mr. O'Connell made the following motion:

Request that the Administration, on behalf of the School Committee, forward a letter of thanks and appreciation to the Worcester Educational Development Foundation for its most recent example of support and encouragement to our school system.

On a voice vote, the motion was approved.

Recognition/  
set date

- 23. gb #7-155 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria/Mayor Petty  
(April 6, 2017)

To congratulate Marco Rodrigues, Ed.D. on his selection as Superintendent of the Hudson Public Schools.

It was moved and voice voted to set the date of Thursday, June 15, 2017.

24. gb #7-156 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 6, 2017)

Friend of Public  
Education/submit a  
nomination

To submit a nomination for the Friend of Public Education Award of the Massachusetts Association of School Committees.

It was moved and voice voted to refer the item to the Administration to submit a nomination on its behalf prior to the June 1 deadline.

25. gb #7-157 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 6, 2017)

Outstanding School  
Partner Award/submit a  
nomination

To submit a nomination for the Outstanding School Partner Award of the Massachusetts Association of School Committees.

It was moved and voice voted to refer the item to the Administration to submit a nomination on its behalf prior to the June 1 deadline.

26. gb #7-158 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 6, 2017)

Community Leader for  
Public Education/submit  
a nomination

To submit a nomination for the Community Leader for Public Education Award of the Massachusetts Association of School Committees.

It was moved and voice voted to refer the item to the Administration to submit a nomination on its behalf prior to the June 1 deadline.

MASC/select  
voting delegate  
and alternate  
voting delegate

27. gb #7-159 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 6, 2017)

To select a voting delegate and an alternate voting delegate for the Annual Business Meeting of the Massachusetts Association of School Committees, scheduled for November 1, 2017.

It was moved and voice voted to hold the item for the School Committee Meeting on Thursday, May 4, 2017.

Ms. Colorio made the following motion:

Request that the School Committee consider either changing the School Committee meeting on November 1, 2017 or cancelling it so that School Committee members can attend the Annual Meeting of the MASC.

On a voice vote, the motion was approved.

MASC/resolutions

28. gb #7-160 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 6, 2017)

To submit any resolutions which the School Committee wishes to present for deliberation at the Annual Business Meeting of the Massachusetts Association of School Committees.

It was moved and voice voted to contact Mr. O'Connell with any resolutions which the School Committee wishes to present for deliberation at the Annual Business Meeting of the MASC.

29. gb #7-161 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria/Mayor Petty  
(April 6, 2017)

Recognition/Smalley  
Scholarship recipients

To congratulate the following students as recipients of the Smalley Scholarship, entitling each of them to a \$10,000 award per year for four years:

Doherty Memorial High School

Aliecia Bottali  
Diane Nguyen  
Osamah Mandawi  
Alexandra Biro

South High Community School

Deni Hoxha

Worcester Technical High School

Briyana Chataigne

It was moved and voice voted to forward letters.

30. gb #7-162 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Ms. Colorio/  
Miss Biancheria/Mayor Petty  
(April 10, 2017)

Recognition/  
Burncoat High School's  
Quadrivium and David  
Twiss

Request that the Administration forward a letter of congratulations to Burncoat High School's Quadrivium Musical Group and David Twiss, Music Director for placing first in the Worcester Educational Collaborative's Second Annual WEC'appella Contest, Worcester's Premier a Cappella Competition, held at Mechanics Hall.

It was moved and voice voted to forward letters.

Mr. Monfredo made the following motion:

Request that the Burncoat High School's Quadrivium and David Twiss be invited to a School Committee for the singing of the National Anthem and one of their award winning songs.

On a voice vote, the motion was approved.

No Live Lice Policy

31. gb #7-163 - Miss McCullough/Mr. O'Connell/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 12, 2017)

To review the new No Live Lice Policy to ensure that schools are following the reentry procedures.

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

Recognition/  
set date

32. gb #7-164 - Administration  
(April 12, 2017)

To set a date to recognize Jean McNerney, a physical education teacher at South High Community School, for receiving the Massachusetts Physical Education Teacher Award of the Year.

It was moved and voice voted to set the date of Thursday, May 18, 2017.

Recognition/  
set date

33. gb #7-165 - Administration  
(April 14, 2017)

To set a date to recognize the following schools for having received the Eos Foundation and Massachusetts School Breakfast Challenge Award:

Schools	Principals	Nutrition People
Belmont Street Community School	Sue Hodgkins	Debora Gonyea
Canterbury Street Magnet Computer-Based School	Mary Sealey	Rosina Brindisi
Chandler at the Y	Jessica Boss	Jillian Stapleton

Elm Park Community School	Joany Santa	Linda Vivlamore
Lincoln Street School	Martha Dewar	Cheryl Burke
Francis J McGrath Elementary School	Paula Gibb-Severin	Michelle Cantwell
Union Hill School	Ishmael Tabales	Theresa Zarr
Vernon Hill School	Corenza Jackson	Jayne Troy
Wawecus Road School	Joanna Loftus	Kathleen Senior
Woodland Academy	Patricia Padilla	Lynne Stewart

It was moved and voice voted to set the date of Thursday, May 4, 2017.

- 33. gb #7-166 - Mr. Monfredo/Mr. Foley/  
 Mr. O'Connell/Ms. Colorio/  
 Miss Biancheria/Mayor Petty  
 (April 14, 2017)

Recognition/  
 Joshua Donahue

Request that the Administration forward a letter of congratulations to Joshua Donahue, a senior at Worcester Technical High School, for receiving the Outstanding Vocational Technical Student Award from the Massachusetts Association of Vocational Administrators.

It was moved and voice voted to forward a letter.

- 34. gb #7-167 - Mayor Petty/Mr. Foley/  
 Mr. O'Connell/Ms. Colorio/  
 Mr. Monfredo  
 (April 18, 2017)

Comprehensive Plan  
 for Materials that  
 may contain PCBs at  
 Burncoat High School  
 and Doherty  
 Memorial High School

To consider approval of a Comprehensive Plan for Materials that may contain PCBs at Burncoat High School and Doherty Memorial High School.

Miss Biancheria chaired the meeting from 9:30 p.m. to 9:40 p.m.

Mr. Monfredo made the following motion:

Request that the Administration provide quarterly reports on the ventilation and on-going cleaning efforts at Burncoat High and Doherty Memorial High schools.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that the Administration include in its quarterly reports statements as to the frequency of changing air handlers, air handler filters and univent filters.

On a voice vote, the motion was approved.

It was moved to approve A Comprehensive Plan for Materials That May Contain PCBs at Burncoat High School and Doherty Memorial High School.

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.

35. gb #7-168 - Mr. O'Connell/Mr. Foley/  
Ms. Colorio/Mr. Monfredo/  
Miss Biancheria  
(April 18, 2017) Resolution

To approve and endorse the following petition prepared by the Massachusetts Association of School Committees and forward it to members of the Worcester Legislative Delegation, as recommended by MASC (MASC Bulletin, April 2017, Page 4):

In light of the 2015 findings of the Foundation Budget Review Commission, the increasing urgency of school budgeting gaps across Massachusetts, and in support of Senate Bill 223:

We are convinced the providing of a high-quality education to every student within the Commonwealth regardless of wealth, income, educational background, or zip code is not only a matter of constitutional obligation but of generational responsibility.

We, the undersigned, agree with the Foundation Budget Review Commission regarding both the constitutional obligation and generational responsibility the Commonwealth holds for all of our students. We recognize the ever-increasing gaps among schools and the increasing dependence of our municipalities on local revenue to fund our schools. We appreciate that it is this dependence, and the inequities that result from it, that the foundation budget was intended to alleviate. We share the concern that in continuing to postpone reform of the foundation budget, we jeopardize the good work of public education and thus the health of our democracy itself.



As such, we, the undersigned, call for implementation of the recommendations of the Foundation Budget Review Commission with all available speed.

It was moved and voice voted to hold the item for the School Committee meeting on Thursday, May 4, 2017

Mr. O'Connell made the following motion:

Request that the School Committee consider revisions to the proposed resolutions regarding the need to fund the recommendations of the Foundation Budget Review Commission.

On a voice vote, the motion was approved.

Donation/  
Scholastic  
Inc./\$229.05

- 36. gb #7-169 - Administration  
(April 18, 2017)

To accept a donation from Scholastic Inc. in the amount of \$229.05 to Woodland Academy.

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:	<u>0</u> 7
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The motion carried.

Donation/Andy's  
Attic/\$180.25

- 37. gb #7-170 - Administration  
(April 18, 2017)

To accept a donation from Andy's Attic in the amount of \$180.25 for partial funding for marketing a field trip at South High Community 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:  $\frac{0}{7}$

The motion carried.

38. gb #7-171 - Administration  
(April 18, 2017)

Recognition/  
set date

To set a date to recognize the following teachers of  
Advanced Placement courses who received the  
2017 Partners in Excellence (PIE) Award from Mass  
Insight Education:

South High Community School

Caroline Rossi, Calculus AB  
Kellie Moulin, Calculus BC  
Emilie Richmond, Chemistry  
Leanne Ledoux, English Literature &  
Composition  
Tara Vaidya, Physics

Worcester Technical High School

Jennifer Hardy, Computer Science A  
Jacquelyn Kalisz, Physics

It was moved and voice voted to set the date of  
Thursday, May 18, 2017.

39. gb #7-172 - Miss Biancheria/Mr. O'Connell/  
Ms. Colorio/Mr. Monfredo  
(April 18, 2017)

Playground Equipment

Request that the Administration provide an  
inventory, by school, for outside playground  
equipment.

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

The meeting adjourned at 9:55 p.m.

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, May 4, 2017  
Agenda #12

The School Committee of the Worcester Public Schools met in Open Session at 6:13 p.m. in the Council Chamber at City Hall on Thursday, May 4, 2017.

There were present at the Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo and Mr. O’Connell

There was absent: Mayor Petty

It was moved to recess to Executive Session:

- 1. gb #7-179 - Administration Executive Session  
(April 26, 2017)

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

To consider an International Union of Public Employees (I.U.P.E.) Grievance Complaint – HVAC Technician

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	6
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Against the motion:	0
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Absent: Mayor Petty	<u>1</u> 7
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The motion carried.

The School Committee recessed to Executive Session from 6:14 p.m. to 7:20 p.m.

Mayor Petty arrived at 6:30 p.m.

The School Committee reconvened in Open Session at 7:25 p.m.

The invocation was given by Reverend Richard Trainor of Blessed Sacrament Church.

The Pledge of Allegiance was offered and the National Anthem was sung by Kathryn Ortiz and Richard Gonzales, students from South High Community School.

There were present at the second Call to Order:

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

IMMEDIATE ACTION

Recognition/  
Brian Allen

- 2. gb #7-151.1 - Administration/Administration (April 28, 2017)

To recognize Brian Allen for having received for the 4<sup>th</sup> time, the Meritorious Budget Award for excellence in preparation and issuance of its budget for the Fiscal Year 2016-17 from the Association of the School Business Officials International (ASBO).

Mayor Petty and Superintendent Binienda presented a Certificate of Recognition to Brian Allen.

Recognition/Eos  
Foundation and  
Massachusetts  
School Breakfast  
Challenge Award  
recipients

- 3. gb #7-165.1 - Administration/Administration (April 28, 2017)

To recognize the following schools for having received the Eos Foundation and Massachusetts School Breakfast Challenge Award:

Schools	Principals	Nutrition People
Belmont Street Community School	Sue Hodgkins	Debora Gonyea
Canterbury Street Magnet Computer-Based School	Mary Sealey	Rosina Brindisi
Chandler at the Y	Jessica Boss	Jillian Stapleton
Elm Park Community School	Joany Santa	Linda Vivlamore
Lincoln Street School	Martha Dewar	Cheryl Burke
Francis J McGrath Elementary School	Paula Gibb-Severin	Michelle Cantwell
Union Hill School	Ishmael Tabales	Theresa Zarr
Vernon Hill School	Corenza Jackson	Jayne Troy
Wawecus Road School	Joanna Loftus	Kathleen Senior
Woodland Academy	Patricia Padilla	Lynne Stewart

Mayor Petty and Superintendent Binienda presented Certificates to Recognition to the recipients of the Eos Foundation and Massachusetts School Breakfast Challenge Awards.

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

Radiofrequency  
Electromagnetic  
Radiation

4. gb #6-308.1 - Administration/Mr. O'Connell/  
Mr. Monfredo/Ms. Colorio/  
Miss Biancheria  
(April 28, 2017)

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

It was moved and voice voted to suspend rules to allow Lance McKee to speak to the item.

Mr. O'Connell discussed the following motion made by Mr. Monfredo at the Standing Committee level on April 24, 2017:

Request that Annex A of the backup for the item be placed on the WPS website and be given to all schools to be shared with the students.

Mr. O'Connell made the following amendment to Mr. Monfredo's motion:

Request that the following language in Annex A of the backup for the item be placed on the WPS website and be **posted in a conspicuous location within the individual schools:**

Radio Frequency (RF) Exposure (Annex A)

It is the Administration's view that existing government regulating agencies should be setting proper exposure levels and offering best practices, such as the EPA and FCC. While neither agency has established a link between mobile devices and cancer, they do offer some suggestions for those that are concerned about Radio Frequency (RF) exposure.

FCC:

<https://www.fcc.gov/consumers/guides/wireless-devices-and-health-concerns>

Some measures to reduce your Radio Frequency (RF) exposure include:

- Use a speakerphone, earpiece or headset to reduce proximity to the head (and thus exposure). While wired earpieces may conduct some energy to the head and wireless earpieces also emit a small amount of RF energy, both wired and wireless earpieces remove the greatest source of RF energy (the cell phone) from proximity to the head and thus can greatly reduce total exposure to the head.
- Increase the distance between wireless devices and your body.
- Consider texting rather than talking - **but don't text while you are driving.**

EPA:

<https://www3.epa.gov/radtown/wireless-technology.html>

Scientists continue to study the effects of long-term exposure to low levels of RF. If you are concerned, you can take these simple steps to reduce exposure to RF radiation:

- **Limit use** - Reduce the number and length of your calls or time spent on a wireless device.
- **Use hands-free devices** - Using hands-free devices keeps mobile phones away from your head.
- **Increase distance** between the wireless device and your body.



Based on the guidance from these agencies, the Administration proposes the following:

If you are concerned about radiation or heat from electronic devices, follow these guidelines:

- Consider increasing the distance between electronic devices and your body
- Consider keeping your cellphone, tablet, or laptop in your purse, backpack, or briefcase case instead of keeping it on or close to your body
- If talking on a cellphone, consider using speakerphone or a hands free headset or reduce the number or length of calls
- When not using wireless or Bluetooth, consider shutting off these services on the device or put the device in Airplane mode
- Consider not placing the device directly on your lap. Instead consider placing it on a hard surface such as a desk or book

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,  
Miss McCullough, Mr. Monfredo,  
Mr. O'Connell, Mayor Petty 6

Against the motion: Ms. Colorio  $\frac{1}{7}$

The motion as amended carried.

It was moved to suspend the rules of the School Committee.

On a roll call, the vote was as follows:

For the motion: Ms. Colorio, Mr. Foley,  
Miss McCullough, Mayor Petty 4

Against the motion: Miss Biancheria,  
Mr. Monfredo,  
Mr. O'Connell  $\frac{3}{7}$

The motion to suspend was defeated.

Ms. Colorio made the following amendment to Mr. Monfredo's motion:

Request that Annex A of the backup for the item be placed on the WPS website **only**.

On a roll call, the vote was as follows:

For the motion: Ms. Colorio, Mr. Foley,  
Miss McCullough, 3

Against the motion: Miss Biancheria,  
Mr. Monfredo,  
Mr. O'Connell, Mayor  
Petty 4  
7

The motion was defeated.

Mr. Monfredo made the following motion:

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Monfredo,  
Mr. O'Connell 3

Against the motion: Ms. Colorio, Mr. Foley,  
Miss McCullough,  
Mayor Petty 4  
7

The motion was defeated.

- 5. gb #7-174 - Administration  
(April 28, 2017)

Student  
Representatives/  
consider input

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

It was moved and voice voted to file the item.

REPORT OF THE SUPERINTENDENT

Report of the  
Superintendent/  
Recent Initiatives  
in the Nutrition  
Department of the  
Worcester Public  
Schools

- 6. ROS #7-8 - Administration  
(April 26, 2017)

RECENT INITIATIVES IN THE NUTRITION  
DEPARTMENT OF THE WORCESTER PUBLIC  
SCHOOLS

Donna Lombardi, Director of School Nutrition, provided a report regarding the recent initiatives in the Nutrition Department of the Worcester Public Schools.

Miss Biancheria made the following motion:

Request that the Administration provide the School Committee with a hard copy of the dates and times that the food trucks will be at the parks.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that the Administration notify the School Committee if the State invites comments on the new proposed state guidelines in light of the new Federal decision.

On a voice vote, the motion was approved.

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

PERSONNEL

- 7. It was moved and voice voted to file Personnel Item 7-12.

Teacher/  
appointment of

- 7-12 The Superintendent has APPROVED the APPOINTMENT of the person named below effective as shown:

Belsito, Joseph, Teacher, Worcester Technical, Vocational, BA, Step 1, \$45,064 effective April 24, 2017. Waiver: Painting & Design 9-14.

GENERAL BUSINESS

8. gb #7-159.1 - Administration/Mr. O'Connell/  
Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria  
(April 6, 2017) MASC/voting and  
alternate voting delegate

To select a voting delegate and an alternate voting delegate for the Annual Business Meeting of the Massachusetts Association of School Committees, scheduled for November 1, 2017.

Ms. Colorio stated that she would like to be the voting delegate for the Annual Business Meeting of the Massachusetts Association of School Committees.

Miss Biancheria stated that she would like to be the alternate voting delegate for the Annual Business Meeting of the Massachusetts Association of School Committees.

It was moved and voice voted to select Ms. Colorio as the voting delegate and Miss Biancheria as the alternate voting delegate.

9. gb #7-168.1 - Administration/Mr. O'Connell/  
Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria  
(April 28, 2017) Foundation Budget  
Review Commission/  
resolution

Request that the School Committee consider revisions to the proposed resolutions regarding the need to fund the recommendations of the Foundation Budget Review Commission.

It was moved to endorse the following resolution regarding the need to fund the recommendations of the Foundation Budget Review Commission prepared by Mr. O'Connell to be forwarded to the members of the Worcester Legislative Delegation and to the Massachusetts Association of School Committees:

**Whereas**, Part II, c. 5, Section 2 of the Constitution of the Commonwealth (1780) states that "it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences...public schools and grammar schools in the towns." And

**Whereas**, the Constitution was drafted by John Adams, a former Worcester schoolteacher, who in 1776 wrote in his *Thoughts on Government* that "[l]aws for the liberal education of youth ... are so extremely wise and useful, that, to a humane and generous mind, no expense for this purpose would be thought extravagant." 4 *Works of John Adams* 194 (C.F. Adams ed. 1851) at 199. 415 Mass. at 583-584. And

**Whereas**, *McDuffy v. Secretary of the Executive Office of Education et al*, 415 Mass. 545 (1993) ruled that "the Commonwealth has a duty to provide an education for all its children, rich and poor, in every city and town of the Commonwealth at the public school level, and that this duty is designed not only to serve the interests of the children, but, more fundamentally, to prepare them to participate as free citizens of a free State to meet the needs and interests of a republican government, namely the Commonwealth of Massachusetts." 415 Mass. at 606. And

**Whereas**, in *Hancock v. Commissioner of Education*, 443 Mass. 428 (2005), Chief Justice Marshall emphasized that "I do not suggest that the goals of education reform adopted since *McDuffy* have been fully achieved. Clearly they have not. Nothing I say today would insulate the Commonwealth from a successful challenge under the education clause in different circumstances." 443 Mass. at 435. And

**Whereas**, the Massachusetts Budget and Policy Center report *Cutting Class: Underfunding the Foundation Budget's Core Education Program* (2011) found "the real value of the original foundation budget has eroded significantly over time, due in large part to rapid cost growth for health care and special education. Since the foundation budget's original design did not foresee this rapid cost growth, spending reductions have been forced in other key areas, especially *Regular Education Teachers*." At Page 4. And

**Whereas**, the Foundation Budget Review Commission, in its Final Report (2015), stated that "22 years after the advent of education reform, the challenge we have not yet achieved desired results on is to deliver quality consistently to all geographies and all demographic groups across our state," Report, Page 4.

**Now Therefore**

We, the School Committee of the City of Worcester, petition the 190<sup>th</sup> General Court of the Commonwealth of Massachusetts to implement without further delay in full the recommendations of the Foundation Budget Review Commission.

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:	<u>0</u> 7
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The motion carried.

Recognition/  
Teacher and  
Nurse  
Appreciation Week

- 10. gb #7-175 - Mr. Monfredo/Ms. Colorio/  
Mr. O'Connell/Miss Biancheria/  
Mayor Petty  
(April 20, 2017)

Request that the Administration, on behalf of the School Committee, forward e-mails to all teachers and nurses in the Worcester Public Schools during National Teacher's Week May 8 - 12 and Nurses' Appreciation Week May 6-12 in appreciation for their efforts for the students in the Worcester Public Schools.

It was moved and voice voted to forward two separate e-mails.

Mr. O'Connell made the following motion:

Request that the Administration forward letters of thanks, on behalf of the School Committee, to the students who designed the congratulatory messages for the teachers and nurses that were sent to our staff.

On a voice vote, the motion was approved.

Donation/Eos  
Foundation/\$5,000

- 11. gb #7-176 - Administration  
(April 25, 2017)

To accept a donation from the Eos Foundation in the amount of \$500 each to the following schools for their commitment to support universal free, after the bell, breakfast in the classroom (BIC) as a powerful tool to fight childhood hunger and boost academic achievement:

Belmont Street Community School  
 Canterbury Street Magnet Computer-Based School  
 Chandler Elementary Community School  
 Elm Park Community School  
 Lincoln Street School  
 Francis J. McGrath Elementary School  
 Union Hill School  
 Vernon Hill School  
 Wawecus Road School  
 Woodland Academy

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.

12. gb #7-177 - Miss Biancheria/Ms. Colorio/  
 Mr. O'Connell/Mr. Monfredo  
 (April 26, 2017)

Transportation/  
safety measures

Request that the Administration review the precautionary measures and safety features under the safety regulations of the bus contracts for both the Worcester Public Schools and Durham School Services.

Miss Biancheria made the following motion:

Request that the Administration identify the person who is in charge of the checklist that is used to make certain that the busses are completely safe to transport the students in the Worcester Public Schools and provide a report in July or August.

On a voice vote, the motion was approved.

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



Textbooks/  
approval of

- 13. gb #7-178 - Administration  
(April 26, 2017)

To consider approval of the new 7<sup>th</sup> grade science textbook published by McGraw Hill, Inc.

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.

The meeting adjourned at 8:45 p.m.

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

## Report of the Superintendent

May 18, 2017

### Innovation Schools – End-of-Cycle Report

Since 2010, when the Act Relative to the Achievement Gap introduced the Innovation Schools model, the Worcester Public Schools has expanded the number of schools and programs participating in the Innovation Schools model from five to nine schools and programs.

Innovation Schools' period of authorization cycle ranges from three to five years and the School Committee must approve the renewal status at the end of each cycle. In 2017, seven schools have reached the end of their authorization cycle. They are as follows:

- Five schools are seeking renewal of their Innovation Status: Chandler Magnet Elementary School, Goddard Scholar Academy at Sullivan Middle School, University Park Campus School, Woodland Academy, and Worcester Technical High School.
- The Goddard School of Science and Technology Innovation Status was approved by the School Committee on April 27, 2017.
- The Lincoln Street School's Innovation School status cycle also ends this year and the administration, in conjunction with the school administration, have decided not seek renewal of the Lincoln Street School status.

The two remaining schools, Claremont Academy and Worcester East Middle School, will seek renewal of their status in 2021 and 2018, respectively.

According to the Innovation Schools statute (MGL. Chapter 71, Section 92):

- (o) At the end of the period of authorization of an Innovation School approved under subsection (m), the leadership of the school may petition the school committee to extend the authorization of the school for an additional period of not more than 5 years.
- Schools must convene stakeholder group through end of school year
- School leadership present proposed changes, if any, to the superintendent for review and feedback. The proposal must comply with the statute requirements
- School leadership and superintendent must present renewal plan to the School Committee for approval

The Superintendent and School Leaders from the five schools seeking renewal of their Innovation Status propose a three-year renewal cycle, commencing in July 2017 and ending in June 2020.

**CHANDLER MAGNET ELEMENTARY SCHOOL**  
**Innovation Plan Progression Phases for Improvement and Renewal**

**A. Curriculum, Instruction and Assessment**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact of Improvement</b>	<b>Timeline</b>
Continued Expansion of the Dual Language Program	No Changes	No Changes	On-going
Build Background Knowledge for ALL students	No Changes	No Changes	On-going
Pairing Instructional Read-Alouds with Effective Questioning strategies	No Changes	No Changes	On-going
School Wide Focus on Mathematics and Literacy	No Changes	No Changes	On-going
Analyze School Wide Math Data from previous years to prioritize areas of need.	No Changes	No Changes	On-going

**B. Schedule and Calendar**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Block Scheduling	No Changes	No Changes	On-going

**C. Staffing**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Staffing Autonomy includes all open and new positions at Chandler Magnet	No Changes	No Changes	On-going
Demo Lesson and Panel Interviews along with autonomy over staffing policies and procedures which will avoided the need for negotiation of waivers or modifications to the collective bargaining agreement. New positions and open bids are subject to this process.	No Changes	No Changes	On-going

All teaching staff will participate in Horizontal and Vertical Professional Learning Communities	No Changes	No Changes	On-going
Non Evaluative Learning Collegial Learning Walks	No Changes	No Changes	On-going

**D. Professional Development**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
ILT run PD will include the areas of need at CMS which include Literacy and mathematics support for all teachers and instructional staff to include targeted PD for the Transitional Bilingual and Dual Language teachers.	No Changes	No Changes	On-going
WSU and Chandler Magnet collaboration on PD and pre-practicum component with education majors and Master’s and CAGs School Psychology students.	No Changes	No Changes	On-going

**E. District Policies and Procedures – N/A**

**F. Budget**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
The district will continue to provide Chandler Magnet with the necessary resources to address school wide change	No Changes	No Changes	On-going

**GODDARD SCHOLARS ACADEMY**  
**Innovation Plan Progression Phases for Improvement and Renewal**

**A. Curriculum, Instruction and Assessment**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact of Improvement</b>	<b>Timeline</b>
Renzulli Learning	Eliminate Renzulli Learning and add Enrichment Clusters	Greater enrichment opportunities for all students based on interest	Fall and Spring sessions each year

**B. Schedule and Calendar**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Schedule autonomy Calendar - follows WPS calendar	No change	No change	On-going

**C. Staffing**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Hiring Committee: 3 teachers, principal, parent	No change	No change	As needed

**D. Professional Development**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Gift and Talented Opportunities	Two teachers to attend Confratute event each summer	Implementation of Gifted and Talented Strategies	On-going
Pre-AP	No change	No change	On-going
Content Specific	No change	No change	On-going
Technology	No change	No change	On-going

**E. District Policies and Procedures**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Recruitment Criteria – 4 <sup>th</sup> grade MCAS scores	Eliminate Proficient/Proficient Tier of Recruitment	Creates a more realistic pool of applicants and reduces wait list	Fall - Annually
Maintenance of wait list through 8 <sup>th</sup> grade	6 <sup>th</sup> grade - will fill vacant seats until the end of Q1 and then give families the option to have students attend at the time of the vacancy or wait until the following school year 7 <sup>th</sup> grade – will fill seats as they become available 8 <sup>th</sup> grade – will fill seats until the end of Q1, then recruit from within Sullivan Middle School	Minimizes disruption and transition for students	As needed

**F. Budget**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Per pupil allocation	No changes	No changes	On-going

**UNIVERSITY PARK CAMPUS SCHOOL**  
**Innovation Plan Progression Phases for Improvement and Renewal**

**A. Curriculum, Instruction and Assessment**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact of Improvement</b>	<b>Timeline</b>
Full-year Numeracy courses in 7 <sup>th</sup> and 8 <sup>th</sup> grades, in addition to regular mathematics instruction.	No change	No change	On-going
Literacy and numeracy infused across the curriculum	No change	No change	On-going

**B. Schedule and Calendar**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Transition academies for rising 7 <sup>th</sup> and 9 <sup>th</sup> grade students.	No change	No change	On-going
Before school advanced placement offerings.	No change	No change	On-going
Internships for 11 <sup>th</sup> and 12 <sup>th</sup> graders on Wednesday mornings.	No change	No change	On-going
Common planning time for all full time faculty for two hours every Wednesday morning.	No change	No change	On-going

**C. Staffing**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
UPCS has its own hiring process, independent of the collective bargaining agreement, that includes interviews with faculty, students, and community members, as well as a sample lesson in order to be hired.	No change	No change	On-going

#### D. Professional Development

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
“Rounds” and “Lesson Study” model of professional development	100% of teachers will also participate in Professional Learning Communities (PLCs)	Lesson studies provide a much more intensive, thoughtful process that will improve instruction.	Each teacher will participate in at least one lesson study per year.
Common Instructional Framework workshops led by a variety of faculty members.	No change	No change	On-going

#### E. District Policies and Procedures

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Distributed leadership	No change	No change	On-going
Nine-member advisory council	No change	No change	On-going
School voice in hiring of leadership	No change	No change	On-going

#### F. Budget

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Alumni Support Coordinator	No change	No change	On-going



**WOODLAND ACADEMY**

**Innovation Plan Progression Phases for Improvement and Renewal**

**A. Curriculum, Instruction and Assessment**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact of Improvement</b>	<b>Timeline</b>
<p>Woodland Academy uses autonomy in the area of curriculum in order to facilitate the education of the whole child. The overarching themes of our plan are community engagement, character development, and college readiness. These serve to connect and reinforce all aspects of the lives of our students, faculty, and families. Teachers co-design instruction that meets the demands of the MA Curriculum Frameworks in all content areas, as well as Common Core State Standards in grades Pre-K to 6. Instruction is also individualized to engage student interests while targeting academic skills and unique needs. Teachers collaborate in curriculum mapping teams both district-wide and building based. Each grade level has created units of study to meet the expectations of the standards in writing and math prek-6 and in Science/SS grades 5 &amp; 6.</p>	<p>No Changes</p>	<p>No Changes</p>	<p>On-going</p>

**B. Schedule and Calendar**

Original Innovation Plan – May 2014	Proposed Improvements May 2017	Impact for Improvement	Timeline
<p>Enhancements to the school calendar did not change the number of hours that teachers and students are engaged in learning. We have Professional Development sessions on the first Wednesday afternoon of the month for a total of 10 months. Students are dismissed at 12:00 noon on this day. This change maximizes professional development and collaborative planning time. The meetings are focused on instruction and student learning. The time on learning lost by sending students home early once a month has been replaced by adding minutes to each week-day, with the exception of the 10 first Wednesdays of each month. The three district-wide Professional Development Days (two in August and one in October) are not impacted by these adjustments.</p>	<p>No changes</p>	<p>No changes</p>	<p>On-going</p>

**C. Staffing**

Original Innovation Plan – May 2014	Proposed Improvements May 2017	Impact for Improvement	Timeline
<p>Woodland Academy’s autonomy of hiring has allowed us to establish a committed team of educators from within Worcester and beyond who share the vision and mission of our Innovation Plan. We have been able to recruit and retain highly effective teachers who meet the unique professional expectations of the school. This autonomy includes the adoption of a hiring timeline, which ensures that faculty are recruited and trained well in advance of the beginning of the school year.</p>	<p>No changes</p>	<p>No changes</p>	<p>On-going</p>

## D. Professional Development

Original Innovation Plan – May 2014	Proposed Improvements May 2017	Impact for Improvement	Timeline
<p>The professional development autonomy calls for the 38 WPS contractual PD hours to be divided across ten Wednesday afternoons.</p> <p>In addition to the scheduling adjustments, we have autonomy of PD content. Given our large population of English Language Learners (469, grades one through six) and the limited number of ESL teachers assigned to our building (5), we will focus our professional development on increasing the capacity of all our staff, classroom teachers, special subject teachers, instructional assistants and administrators to meet the instructional needs of our ELs.</p>	No changes	No changes	On-going

## E. District Policies and Procedures

Original Innovation Plan – May 2014	Proposed Improvements May 2017	Impact for Improvement	Timeline
<p>We have the autonomy to retain or suspend elements of the current Worcester Public Schools assessment cycle. We adopted a biannual 1:1 diagnostic interview model in order to establish progress towards benchmarks of academic development. In addition, we implemented Foundations in Kindergarten and Grade one.</p> <p><b>Building Use Policy</b> As part of our “cradle to college” philosophy, we believe that the school building should be available for use for some after school and weekend activities.</p>	No Changes	No Changes	On-going

<p><b>Governance Board</b> Woodland Academy established a Governance Board comprised of administration, staff, parents and community members, such as Clark University and the school-based EAW representative. The Governance Board works collaboratively to execute and uphold the mission and vision of Woodland Academy.</p> <p><b>Direct oversight of special permission enrollment</b> The principal will continue to have autonomy over special permission and rescinding decisions.</p>			
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**F. Budget**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
The school principal, in consultation with the Governance Board, is provided full budget autonomy regarding the allocation of staff and all non-staff financial resources provided to the school through the budget process.	No changes	No changes	On-going

**WORCESTER TECHNICAL HIGH SCHOOL**  
**Innovation Plan Progression Phases for Improvement and Renewal**

**A. Curriculum, Instruction and Assessment**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact of Improvement</b>	<b>Timeline</b>
STEM focused curriculum to prepare students with 21st century skills	No changes	No changes	On-going
Intelligent integration of technology use in the curriculum	No changes		On-going
Personalized assessment and instruction	No changes		On-going
Rigorous college level courses	No changes		On-going
Collaboration with Quinsigamond Community College and other local colleges to improve college readiness.	No changes		On-going

**B. Schedule and Calendar**

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
N/A			

### C. Staffing

Original Innovation Plan – May 2014	Proposed Improvements May 2017	Impact for Improvement	Timeline
<p>Any additional staffing vacancies, including assistant principals, will be filled by a Hiring Committee which will be comprised of: Principal, Assistant Principal, Department Head, Director of Career &amp; Technical Education. Applications from teachers interested in a teaching or administrative position in this school would be forwarded from Central Administration to the Hiring Committee for consideration. The Hiring Committee will interview candidates and review the applicant’s qualifications, prior performance, recommendations, and willingness to support the vision and mission of WTHS. Applicants may be asked to teach a sample lesson, which will be observed as part of the selection criteria</p>	<p>No changes</p>	<p>No changes</p>	<p>On-going</p>
<p>The Instructional Leadership Team (ILT) will look to align support staff to maximize staffing with a focus on student needs and achievement. We will look to develop collaborations with the local higher education institutions which would allow college student volunteers to assist in STEM courses, allowing for more interaction between teacher and student</p>	<p>No changes</p>		<p>On-going</p>
<p>Our ILT will continue to set goals, collaborate, and improve school culture</p>	<p>No changes</p>		<p>On-going</p>

### D. Professional Development

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Professional Development opportunities offered at WTHS consists of, but are not limited to: • ELL Category Training • New Technology Training • STEM Content Information • Motivational Speakers • Guest Lecturers • Integrated Learning • Teacher Externships and Job Shadowing in Industry • Summer job opportunities for faculty • Project Based Learning • Development of Higher Order Thinking • Skills Investigation • Inquiry Based Learning • Shop specific equipment and industry training • Curriculum Principles from Grant Wiggins, Jay McTigue, and William Daggett • 21st Century Skills	No changes	No changes	On-going

### E. District Policies and Procedures

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
N/A			

### F. Budget

<b>Original Innovation Plan – May 2014</b>	<b>Proposed Improvements May 2017</b>	<b>Impact for Improvement</b>	<b>Timeline</b>
Build capital improvement 5 year plans to ensure that the equipment available in each of the 24 technical programs continues to be up-to-date	No changes	No changes	On-going
WTHS will also build line items for the continued operation and maintenance of the current facilities at the highest levels	No changes	No changes	On-going

## **REPORT TO THE SCHOOL COMMITTEE IMPLEMENTATION OF RESTORATIVE JUSTICE AT CLAREMONT ACADEMY**

Claremont Academy has instituted Restorative Justice Practices as one component of a broader approach to cultivating and sustaining a strong, collaborative, and enriching student and faculty culture. We take as a given that students and teachers will perform better in an environment where people are valued, connected, and heard. Restorative Justice Practices are a key and central strategy in this endeavor:

1. The Ubuntu Culture: In 2012, the Claremont Community adopted the African Philosophy of Ubuntu as a driving force in the creation of our school climate. Basically stated, Ubuntu recognizes that a community is made up of all the individuals within it, and in order for one person to be successful and supported, all must feel a connection to one another. As a community “I am only because we are.” Since 2012 we have worked to imbibe this sentiment within our students and teachers to ensure a culture of caring and success.
2. Mindfulness: Parallel to the culture piece, Claremont is committed to educating students and staff to the power of mindfulness activities. Being able to find moments throughout the day where members of the community can self-center and regulate the stresses of the day is an essential skill that will serve students throughout their lives. Some teachers build in mindfulness activities at the beginning, middle, or end of their classes and students are taught the fundamental skills of self-regulation.
3. Advisory: Each student is assigned to a grade 7-12 advisory group that meets once-a-week with a committed adult within the community. This 25 minute session can be focused on goal setting, mindfulness, grades, college-readiness, physical activity, and a number of other initiatives throughout the year. The main goal is to give every student at least one adult in the school community as a support for their education while at Claremont.
4. Mentorship: Claremont is lucky to have embedded mentorship opportunities. As part of the structure of advisory, our juniors and seniors interact with middle school students. We also have planned events where upperclassmen work with and advise small groups of middle school students. All of this is aimed at helping challenged, middle school students get advice to improve their choices.
5. Peer Mediation: Working with the Center For Non-Violent Solutions, Claremont has trained an advisor and a series of sophomore, junior, and senior students to function as Peer Mediators to help students solve conflicts that are inevitable in the day-to-day operations of a school.
6. Restorative Justice: Finally, Claremont has a team of 10 teachers who received training in Restorative Justice Practices. Two years ago, the entire faculty received training to utilize “Circle Forward” a process to engender conversation with students in peer-to-peer groups. Some teachers use this regularly in advisory. Others use it in classes.

The team of 10 teachers received training to use Restorative Practices to address disruptive and inappropriate behaviors in the school. These offenses ranged from classroom disturbances (talking, insubordination, cell phone policy violation) to more serious events like assaults, bullying, peer-to-peer conflict, and destruction or theft of property. We also used the conference style approach to help diffuse teacher to student conflict. In fact, this was the largest percentage of Restorative activity at Claremont where students and teachers were failing to understand one another and not appreciating the position of the other.

RJ provides a flexible system in which conferences can be very technical and ornate; where conferences are run by facilitators with scripts to ensure that all parties are heard. These conferences usually require both a pre-conference and post conference briefing. We have used these conferences occasionally but have found that we need them less since we are addressing the



smaller offenses earlier. Instead, we have used modified conferences with facilitators between teachers and students, students and students, and even between staff members. These informal conferences focus deeply on understanding and naming “the harm,” understanding where the harm comes from, and being able to “make it right” with the person who was harmed. These conversations are time consuming, especially when measured against the more traditional, consequential outcomes of school discipline. Yet, with time, the need for them diminishes and teachers develop stronger capabilities of addressing student behavior in a more productive manner.

Ideally, all school discipline and consequences are aimed at behavioral change. The goal is to get students to develop as people, to understand their role in the community, and to stop breaking the community rules. Too often the traditional approach hands out a consequence but rarely creates the behavioral change it is meant to establish. In fact, in some cases, the consequence is so far removed from the behavior that the student no longer remembers what he/she did wrong. It has taken some time to help teachers get beyond the “consequence” as a “pound of flesh” approach for “harming” me to a more nuanced understanding of how we get people to make significant modifications in their actions. We have found, actually, that some students would much rather received a draconian consequence (detention, suspension, etc.) than have to speak to the person they harmed and make it right. As a result, we think this is more likely to encourage behavioral change.

Claremont does use traditional discipline tactics. Students do receive detentions; we do place students into “in-school” suspension, and we do suspend students from school. The last of which is usually reserved for serious violations of the Discipline Code (mostly 37 H violations) or for students who, after many attempts to right their behavior through “restorative” means, continue to violate the basic tenets of our community norms.

Through this we have vastly reduced our overall suspension incidents. At the end of March, Claremont had only 25 “suspendable” incidents. That was down from 34 in the previous year. These numbers represent huge decreases since 2012 when “suspendable” incidents were well over 200 a year.

It is important to reiterate that the goal of RJ is not to reduce suspension rates. This work at Claremont pre-dates many of the statewide mandates and legal changes to school discipline codes that were meant to interrupt the school-to-prison pipeline. Moreover, schools can easily reduce suspension rates by simply not suspending students and by ignoring inappropriate behaviors. Yet, this also fails to induce true character development towards a long-term and productive adult disposition for all students.

We have used RJ to help attach a language and process so that we can achieve what is the goal of all schools: develop our young students into capable, stable, fulfilled, and compassionate human beings ready for the 21<sup>st</sup> Century world.



## I. Background

Humans are born to learn, but we don't learn in isolation. We learn based on positive relationships and interactions with peers and in environments like schools that foster opportunities for students and staff to learn and grow together.<sup>1</sup> Educators recognize this reality and keep the social and emotional health of their students a deliberate and central focus of learning. As educators partner with districts to move away from zero tolerance discipline policies and ramp up efforts to strengthen safe and supportive schools, address conflict, improve school climate, and build a positive school culture that students are connected to, many campuses are looking to implement alternative, restorative approaches.

There remains confusion in the education field over what restorative practices are and how they can help create safe learning environments through community building and redressing damage.<sup>2</sup> This toolkit was developed to illustrate how restorative strategies can be seamlessly integrated into the classroom, curriculum, and culture of schools. It defines what restorative practices are, explains why they are a transformational tool for fostering healthy relationships in schools and shows how they can be useful processes for students, educators, and learning communities.

This toolkit is intended for all educators who support the growth and health of students in schools. It is an introduction for those new to the concepts and will help support and enhance the work of teachers already implementing these practices in their classrooms. The toolkit includes digestible models, frameworks, and action steps for school-wide implementation, accompanied by guiding questions to support reflection for practitioners looking to make restorative methods part of the fabric of daily life in schools. It also recognizes the significant role all education professionals play in maintaining a school community that models respectful, trusting, and caring relationships.

## II. What Are Restorative Practices?



Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.<sup>3</sup> Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture.<sup>4</sup> Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.

Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding

“While conflicts of which I’ve been part often began with raised voices and closed ears, through restorative approaches they have ended in smiles, handshakes, and hugs. This seems ultimately more healthful for interpersonal relationships and overall school culture than traditional, reactionary disciplinary measures.”  
— Allison, High School Math Teacher

how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future.

Restorative practices also represent a mindset that can help guide adult and youth behavior and relationship management in schools, not another program. They are

not intended to replace current initiatives and evidence-based programs like Positive Behavior Interventions and Supports (PBIS) or social and emotional learning models that assist in building a foundation and culture of caring. Programs and initiatives like PBIS complement restorative practices.<sup>5</sup> Restorative practices work when they are implemented school wide and integrated into the fabric of the school community. When the whole school is infused with restorative strategies, it becomes easier to address issues faster and respond in a thoughtful way because the caring and supportive culture is already present.<sup>6</sup>

## Types of Restorative Practices

### Restorative Justice

Restorative justice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. Restorative justice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.

### Community conferencing

Community conferencing is a practice that provides students and educators with effective ways to prevent and respond to school conflict.<sup>7</sup> Community conferencing involves the participation of each person affected by the behavior and allows all stakeholders to contribute to the conflict resolution process.

### Community service

Community service allows for individuals to restore a harm they may have committed to the school community by providing a meaningful service that contributes to their individual improvement.

### Peer juries

Peer juries allow students, who have broken a school rule, and trained student jurors to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused.<sup>8</sup>

### Circle process

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community,

“Instead of learning from our behavior, schools just force us out without real conversations and interventions. Suspensions don’t work, summonses don’t work, arrests don’t work. Keep us in the classroom, keep us accountable, and build relationships. That works.”

— Savannah, age 15

or reactively, to respond to wrongdoing, conflicts, and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives.<sup>9</sup> Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues.<sup>10</sup>

### Preventative and post-conflict resolution programs

Conflict resolution programs provide students with problem-solving and self-control skills.<sup>11</sup> These programs teach young people how to manage potential conflict, defuse situations, assuage hurt feelings, and reduce any inclination to retaliate after a conflict. Conflict resolution programs walk students through their emotions in the presence of one another and guide them through a team process of addressing the issues that gave rise to the conflict in the first instance. Because conflict resolution addresses and works to resolve the root causes of conflict, it helps prevent future incidents from occurring.

### Peer mediation

One method of resolving conflict with student voice is through peer mediation. “Peer mediation is a demonstrably effective youth leadership model” that trains students to help other students resolve differences.<sup>12</sup> “Peer mediation recognizes that students can utilize conflict resolution practices and social skills to play a leadership role in increasing peace and reducing violence in their school.”<sup>13</sup> Peer mediation has been shown to reduce discipline referrals, violence rates, and suspension rates.<sup>12</sup>

### Informal restorative practices

Informal restorative practices are small ways educators and other school personnel can influence a positive environment. Examples include the use of *affective statements*, which communicate people’s feelings, and *affective questions*, which cause people to reflect on how

their behavior has affected others;<sup>15</sup> proactive engagement with students and families; mentor relationships; community service; and lunchtime table talks.

### **Social-emotional learning (SEL)**

Social-emotional learning teaches skills such as “recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. These are the skills that allow children and adults to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.”<sup>16</sup>

## Restorative Practices at North High School

May 09, 2017

Three years ago North High School embarked on a mission to significantly improve the culture and climate of our school. Through our graduation improvement efforts, we came across a DESE endorsed training through Suffolk University titled “Restorative Justice”. We began a voluntary training during the summer months for any interested staff and students.

Approximately 30 people participated and at the conclusion, decided to pilot the program the following school year.

During the 2014-2015 school year , we adopted the text “ Circle Forward; Building a Restorative School Community “ by Carolyn-Boyes-Watson and Kay Pranis out of Suffolk University. The text asks the important question; “How can ALL students in a school feel belonging and significance? That is the challenge of creating a safe, healthy school.” Our first year we focused on the grade 9 team for implementation. Restorative Circles were used primarily for disciplinary measures allowing students, families and their teachers to be a part of the discipline process.

While staff continued to reflect and assess these practices, it became clearer to all that the outcomes were very positive in grade 9. Reduced conflicts, reduced suspensions, positive student-teacher and student-student relationships were evident.

During the 2015-2016 school year and continuing to the present 2016-2017 year, restorative circles and restorative practices have become a key component of our social/ emotional and academic support for our students. We have a schedule for the year of topics we “circle up” to discuss in classrooms schoolwide. Topics include: Circle for Designing our Classroom Community to Meet Our Needs, Understanding and Living With School Rules, Let’s Talk About Bullying and The Impact of Gossip to name just a few. (see attached schedule)

Circles are facilitated by the classroom teacher but it is primarily led by students’ voices. Students use a talking stick to speak and take notes on individual topics to hang in their

classroom when appropriate. Every student has a voice and is heard by both teacher and peers. The results of these conversations has led to a significant decline in conflicts schoolwide and has helped our community of learners develop a clearer focus on their individual responsibility to their communities at large and to themselves. Students exhibit a much greater sense of compassion and empathy for those around them.

Although restorative circles are not strictly a means of reducing conflicts, the impact on our suspensions is significant.

2012-2013 – 750 suspensions

2013-2014 – 726

2014-2015 – 268

2015-2016 – 170

2016-2017 – 121 to date

Contained within the text are topics and outlines for Circles to help build positive relationships and community and to teach social/emotional skills. In addition, restorative circles have developed to a point that teachers will use them outside of the school wide schedule in their classroom to discuss content as it relates to real life and as a tool to increase personalization.

We currently have a cohort of peer leaders that have been training all year to assist in facilitating circles for underclassmen next year.

**RESTORATIVE CIRCLES SCHEDULE  
2016-2017**

Date	Letter/ Period ( <i>all long periods</i> )	Topic/Page Number	Notes
September 13, 2016	E-6	Circle for Designing Our Classroom Community to Meet Our Needs, Pg. 60	
September 28, 2016	D-4	Understanding & Living with School Rules, Pg. 68	
October 17, 2016	C-3	Let's Talk About Bullying, Pg. 148 The Impact of Gossip, Pg. 149	
November 1, 2016	B-2	<b>TEACHERS CHOICE OWN TOPIC</b> (based off of Modules 3.1-3.9) Pg. 71-87	
November 17, 2016	A-1	What Do Adults Need to Understand about Our Lives, Pg. 257	
December 7, 2016	F-7	Who am I Really, Pg. 135	
December 22, 2016	E-6	Elements of a Healthy Relationship, Pg. 109 Choosing Trustworthy Friends, Pg. 111	
January 18, 2017	E-6	What Motives You, Pg. 145	
February 2, 2017	D-4	Picture My Future, Pg. 99	
April 6, 2017	B-2	What Does Success Mean, Pg. 100	
May 3, 2017	C-3	Managing Mountains, Pg. 140	
May 31, 2017	D-4	Visioning A Good Life, Pg. 259	



## Casey at the Bat

Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:  
The score stood four to two, with but one inning more to play,  
And then when Cooney died at first, and Barrows did the same,  
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest  
Clung to the hope which springs eternal in the human breast;  
They thought, "If only Casey could but get a whack at that—  
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,  
And the former was a hoodoo, while the latter was a cake;  
So upon that stricken multitude grim melancholy sat,  
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,  
And Blake, the much despised, tore the cover off the ball;  
And when the dust had lifted, and men saw what had occurred,  
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;  
It rumbled through the valley, it rattled in the dell;  
It pounded on the mountain and recoiled upon the flat,  
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;  
There was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed his hat,  
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;  
Five thousand tongues applauded when he wiped them on his  
shirt;

Then while the writhing pitcher ground the ball into his hip,  
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the  
air,

And Casey stood a-watching it in haughty grandeur there.

Close by the sturdy batsman the ball unheeded sped—  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled  
roar,

Like the beating of the storm-waves on a stern and distant shore;  
"Kill him! Kill the umpire!" shouted someone on the stand;

And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;  
He stilled the rising tumult; he bade the game go on;  
He signaled to the pitcher, and once more the dun sphere flew;  
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered  
"Fraud!"

But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,  
He pounds with cruel violence his bat upon the plate;  
And now the pitcher holds the ball, and now he lets it go,  
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,  
The band is playing somewhere, and somewhere hearts are light;  
And somewhere men are laughing, and somewhere children shout,  
But there is no joy in Mudville—mighty Casey has struck out.

**GRANTS REPORT  
2016-2017**

<b>Fund</b>	<b>Grant</b>	<b>Purpose/Priorities</b>	<b>Amount</b>
359A	Integrated English Literacy and Civics Education	<p>This program 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. This program will prepare adults for skilled careers in Manufacturing and draws on the existing Chapter 74 Machine Technology program at the Worcester Technical High School. It will draw upon the Massachusetts Community Colleges and Workforce Development Transformation. All students in the program will be eligible to participate in our citizenship class, which will also be embedded into the ESL curriculum.</p> <p>The proposed course of study has been developed in consultation with the local workforce agency and drawing on the strengths of the WTHS Machine Technology Program Advisory Committee which includes representation from eight industry partners and two Institutes of Higher Education, WPI and Quinsigamond Community College.</p>	\$51,602.00

Worcester Public Schools  
Office of Grants Management

### Grant Acceptance Form

**Name of Grant:** Integrated English Literacy and Civics Education

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education

**Awarded Amount:** \$51,602.00

**Grant Funding Period:** April 2, 2017 – August 31, 2017

**Project title:** Integrated English Literacy and Civics Education

**Program coordinator:** John McGovern, Director of Worcester Adult Learning Center

**Purpose:** To develop model programs that integrate ABE services and civics education activities and training for occupations in high-demand industries that allow students to attain economic self-sufficiently.

**Description of the program:** The training program will be 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.

**Program location:** WTHS

**Outcomes and Measures:** The increase in student access to CTE training for jobs which are in demand and Aligned with current labor market data.

## ***Service Above Self Awards***

**The Worcester Rotary Club's Service Above Self Awards** recognize outstanding individuals in our community who embody Rotary international's inspiring credo of "Service Above Self" and a deep commitment to improving others' lives while demonstrating integrity and ethical standards.

This year four recipients have been selected for this distinguished award.



### **Forest Grove Field Hockey Club**

In the fall of 2016, three very good hearted and passionate women realized that there were no organized sports programs at the middle school level in the City of Worcester. This put their children at a great disadvantage in pursuing sports in high school. Lead by Jane Dowd, a mother of three and a guidance counselor at Burncoat High School, the Forest Grove Field Hockey team was born. A dear friend, Trish Zavras, a mom of two and a PE teacher in the City of Worcester, joined the initiative. Amy Misera, was the third partner to enter the initiative, a graduate student at WPI who reached out to the Worcester Field Hockey Organization.

The initial planning took place over the summer. Faced with one challenge after another, especially with all that needed to be accomplished before the school year even started, the team had many hurdles to overcome to get to the finish line. One additional challenge was that the Worcester Public Schools were unable to provide funding for this program. The team quickly began the brainstorming process around fundraising ideas. Grants were written, schedules were coordinated, referees secured, a travel and home game schedule was created - no easy task.

In the end, the season was celebrated with a great feeling of success. The whole city was a buzz over what was happening at Forest Grove. Scouts from area high schools attended the last games to check out the 8th graders. Sponsors are already on board for next year. Jane, Trish and Amy embody our Rotary moto "Service Above Self".



### **Molly McCullough**

Molly McCullough is a graduate of UMass Amherst with a bachelor's degree in communications. She received her master's degree in business administration from Nichols College in 2007.

Having a strong presence in her community, Molly was elected to the Worcester School Committee, was recently appointed to the Worcester Library Board Foundation, is a member of the Ladies Ancient Order of Hibernians, a member of the UMass Amherst Alumni Board of Directors, co-founder of Worcester Youth Field Hockey, past president of the Worcester Hibernian Cultural Foundation, Worcester Educational Development Foundation, the AVID initiative, as well as a past volunteer with Junior Achievement and the Muscular Dystrophy Association.

It doesn't stop there...Molly is also the chair of Planting The Seed, where she has organized numerous activities including Meat Raffles, Toy Drives and Stuff the Bus events. Molly has served on the Planting The Seed board since 2007 and has previously served as Treasurer and President.

A week after Molly was engaged, her fiancé, Ryan, passed away from a sudden illness at the age of 35. From this tragic event, Molly made it her mission to honor Ryan by creating the Ryan P. Quinn Scholarship Committee with the help of friends and family and currently serves as Chair of the committee.

As you can see, Molly is an amazing person with great enthusiasm and passion for helping others which makes her a perfect recipient for the Rotary "Service Above Self" award.

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

AGENDA #13A

SUPPLEMENTAL

The School Committee will hold a regular meeting:

on: Thursday, May 18, 2017  
at: 6:00 p.m. – Executive Session  
7:00 p.m. – Regular Session  
in: Council Chamber, City Hall

ORDER OF BUSINESS

ACTION

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

X. GENERAL BUSINESS

gb #7-201 - Mr. O'Connell  
(May 8, 2017)

To implement the new Chinese Language and Culture Advanced Placement course in the Worcester public secondary schools as soon as a sufficient number of students have completed all prerequisites required to enable them to take the course.

gb #7-202 - Mr. O'Connell  
(May 9, 2017)

To submit the resolution approved by the School Committee at its May 4th meeting to "petition the 190<sup>th</sup> General Court of the Commonwealth of Massachusetts to implement without further delay in full the recommendations of the Foundation Budget Review Commission," to the Massachusetts Association of School Committees, for consideration at its 2017 Delegate Assembly.

Annex A (1 page)

XI. ADJOURNMENT

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

"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, 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 Human Resource Manager, 20 Irving Street, Worcester, MA 01609. 508-799-3020.

**Whereas**, Part II, c. 5, Section 2 of the Constitution of the Commonwealth (1780) states that "it shall be the duty of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences...public schools and grammar schools in the towns." And

**Whereas**, the Constitution was drafted by John Adams, a former Worcester schoolteacher, who in 1776 wrote in his *Thoughts on Government* that "[l]aws for the liberal education of youth ... are so extremely wise and useful, that, to a humane and generous mind, no expense for this purpose would be thought extravagant." 4 *Works of John Adams* 194 (C.F. Adams ed. 1851) at 199. 415 Mass. at 583-584. And

**Whereas**, *McDuffy v. Secretary of the Executive Office of Education et al*, 415 Mass. 545 (1993) ruled that "the Commonwealth has a duty to provide an education for all its children, rich and poor, in every city and town of the Commonwealth at the public school level, and that this duty is designed not only to serve the interests of the children, but, more fundamentally, to prepare them to participate as free citizens of a free State to meet the needs and interests of a republican government, namely the Commonwealth of Massachusetts." 415 Mass. at 606. And

**Whereas**, in *Hancock v. Commissioner of Education*, 443 Mass. 428 (2005), Chief Justice Marshall emphasized that "I do not suggest that the goals of education reform adopted since *McDuffy* have been fully achieved. Clearly they have not. Nothing I say today would insulate the Commonwealth from a successful challenge under the education clause in different circumstances." 443 Mass. at 435. And

**Whereas**, the Massachusetts Budget and Policy Center report *Cutting Class: Underfunding the Foundation Budget's Core Education Program* (2011) found "the real value of the original foundation budget has eroded significantly over time, due in large part to rapid cost growth for health care and special education. Since the foundation budget's original design did not foresee this rapid cost growth, spending reductions have been forced in other key areas, especially *Regular Education Teachers*." At Page 4. And

**Whereas**, the Foundation Budget Review Commission, in its Final Report (2015), stated that "22 years after the advent of education reform, the challenge we have not yet achieved desired results on is to deliver quality consistently to all geographies and all demographic groups across our state," Report, Page 4.

**Now Therefore**

We, the School Committee of the City of Worcester, petition the 190<sup>th</sup> General Court of the Commonwealth of Massachusetts to implement without further delay in full the recommendations of the Foundation Budget Review Commission.