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The following items will be discussed at a virtual meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Monday, August 30, 2021 at 4:00 p.m. in Room 410 in the Durkin Administration Building:

gb #9-327 -Administration (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee.

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

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

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

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

gb #0-382 - Ms. Novick/Ms. McCullough (December 17, 2020)

Request administration report on updates to the Worcester Technical High School admission process, its results, and its interaction with state attention and possible revision to admission requirements.

gb #1-160 - Miss Biancheria/Ms. Clancey/Ms. McCullough/Mr. Monfredo (May 25, 2021)

Request that the Administration provide a listing of all existing and new Chapter 74 courses to include titles and school sites.

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

DATE OF MEETING: Monday, August 30, 2021

ITEM: Administration/Mayor Petty
(October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.
7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

(Continued on Page 2)

BACKUP:

Annex A (27 pages) contains a copy of the Administration's response to the item.

PRIOR ACTION: (continued)

- 11-7-19 - Mayor Petty requested that the item containing the responses to the 14 Action Steps be referred to the Standing Committee on Teaching, Learning and Student Supports for further discussion.
- 7-16-20 - On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Standing Committee on Teaching, Learning and Student Supports

gb #9-327 -Administration (October 7, 2019)

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7-16-20 - On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Standing Committee on Teaching, Learning and Student Supports BACKUP: Annex A (17 pages) contains a copy of the Administration's response to the item.

Response:

Updated information is included under each bullet.

ACTION ITEM 1 1. School Department to create a clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data

ANSWER Full discipline data for 2018-2019 has not yet been released by DESE. Although Mr. Robert Curtin from DESE did present an abbreviated version of Worcester's discipline data as part of his data presentation at the School Committee on October 17th, full data has yet to be released. Specifically, state-wide data and data for other urban districts has not been released. Additionally, full discipline data is only available for seven years. When full 2018-2019 is made available by DESE, the Administration will provide a full report on the past seven years to the School Committee.

Update July 2020: The Superintendent provided a discipline update to the community, which included State Senators and Representatives, Congressman McGovern, District Attorney Joseph Early, School Committee members, principals, teachers and community groups on January 31, 2020. The update included a review of discipline data from 2015 through December 2019.

Updated August 2021: Students participated in remote learning for the majority of SY 20-21. The superintendent provided a discipline update to the School Committee on 7-22-21 in relation to the District Improvement Goal 3. Please see [Data Link: Group C Student Discipline Data in the report which is available on the Worcester School Committee Website in the meeting notes.](#)

ACTION ITEM 2 2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.

ANSWER The Memorandum of Agreement between Worcester State University and the Worcester Public Schools is still being reviewed by legal counsel from both groups.

Update July 2020: The WPS continues to work with DESE to review and analyze data. WPS is also assigned Joan Tuttle, Director of West, Central Regional

Assistance, Statewide System of Support and her team to work with the WPS on a regular basis. Additionally, secondary and elementary principals met with the district monthly through February to analyze data, assess the impact of related action steps, and propose next steps. The March meeting was preempted by the unexpected shutdown.

Update August 2021: The WPS will resume work with DESE to review and analyze data as in-person learning resumes. WPS is also assigned Joan Tuttle, Director of West, Central Regional Assistance, Statewide System of Support and her team to work with the WPS on a regular basis. Additionally, secondary and elementary principals will continue meeting with the district through the year to analyze data, assess the impact of related action steps, and propose next steps as we progress monitor.

The WPS has a partnership with the Education Department at WSU and is working closely with Dr. Lewis on increasing diversity candidates. The WPS is also working with WSU on the IA/Teacher/Administrator Pipelines.

ACTION ITEM 3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including the School Committee.

ANSWER The following training and practices commenced in August 2019 through June 2020. These trainings will address welcoming schools, transitioning students in grades 7 and 9, discipline interventions, building strong leaders, the Barr Grant, turnaround professional practice training, culturally responsive instruction and curriculum, understanding resiliency and DESE Access and Equity Training.

1. Welcoming Schools: One focus for 2019-20 is improving how welcoming our schools are for students, staff and parents. Each WPS will convene a welcoming committee that includes students, parents, and school staff to meet monthly. The committee will discuss and implement welcoming schools initiatives. The focus of the Superintendent's Student Advisory Council will be to develop a student handbook that welcomes students to each high school.

Update July 2020: Welcoming Schools is now a section of the annual, individual School Accountability Plan. Each School developed action steps for the 2019-2020 school year. The Superintendent's Student Advisory Council's "Welcome Handbook" will be completed in the 2020-21 school year due to the COVID school shutdown.

Update August 2021: Welcoming Schools continues as a section of the annual "School Acceleration and Accountability Action Plan" under school turnaround practice 4, School Culture and Climate. DESE has provided districts with an acceleration roadmap in response to the pandemic remote learning. We are prioritizing opening the year with a focus on establishing and nurturing a sense of belonging. The Superintendent's Student Advisory Council's "Welcome Handbook" will be completed in the 2021-22 school year due to the extended COVID school shutdown.

The Superintendent documented related training in SY 20-21 in her 7-21-21 formative assessment. See the information under Compilation Presentation for LEON. Also noted in the presentation: the WPS Culturally Responsive Practice

Guiding Document; leadership training with Dr. Maryam Jernigan-Noesi on Racial Trauma, April 13; Winter Staff Meeting, UMass Trauma Unit, Dr. Heather Forkey, "How We Can Impact Isolation and the Impact of Loneliness" and March 26 Staff Convening-Preparation for In-Person Return with Dr. Aldolph Brown.

The district continues to work with Katie Novak and Mirco Chardin, co-authors of "Equity by Design: Delivering on the Power and Promise of UDL". Chardin addressed administrators on August 18th to support leaders in identifying and planning for providing conditions that nurture, challenge each other with radical candor, and support openness to the voices of our learners as we listen and celebrate their stories of self. The leadership keynote for SY 21-22 was a presentation by author Andratesha Fritzgerald, "Antiracism and Universal Design for Learning: Building Expressways to Success". The leadership institute included data, stories and strategies to actualize the pathway to access and success for all learners with antiracism and Universal Design for Learning (UDL). Leadership teams will be able to identify information and strategies to share with their staff as we open.

Additionally, numerous, voluntary book clubs were held over the course of the SY 20-21 by the EL Department and OCPL office for collegial discussion including: "Breaking Down the Wall: Essential Shifts for English Learners Success"; "Equity by Design"; and "Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Teaching". Related resources for opening planning, articles and video links were provided to principals at the June closing meeting for opening.

2. In June 2019, WPS educators participated in a professional development program that focused on learning about families and the community in the Woodland/Claremont area by going out and exploring the community and visiting families in their homes. This Community Immersion PD was designed for engagement beyond our school walls. The Administration plans to replicate and expand this experience in the current school year.

Update July 2020 and August 2021: Planning commenced for a similar summer PD for the Clark Street Community School neighborhood. The program will be held when circumstances allow.

3. Dr. Stuart Ablon, author of "The Discipline Fix" and "Changeable: How Collaborative Problem Solving Changes Lives at Home. at School and at Work", provided a full day training to all WPS district leaders, focused instructional coaches, and curriculum liaisons. Dr. Ablon has researched why discipline challenges occur. "Challenging behavior is linked with deficits in the following areas of neuro-cognitive skills: Language and communication skills (e.g., Willcutt 2008), attention and working memory skills (e.g., Cohen 2003), emotion and self regulation skills (e.g., Stieben et al., 2007), cognitive flexibility skills (e.g., Van Goozen et al., 2004) and social thinking skills (e.g., Dodge et al., 2003).

Discipline Goals of Intervention are as follows:

1. Pursue high priority expectations
2. Reduce challenging behavior
3. Solve chronic problems durably
4. Build skills, confidence (ie, intrinsic motivation)

5. Create (or restore) a helping relationship

Dr. Ablon will be providing additional training on the collaborative problem solving approach for district leadership and school leadership and staff. An introductory overview was provided on October 23, 2019. Future, targeted on-site training will include; grade 9 team representatives (Assistant Principal, one teacher per team, school guidance counselor, school adjustment counselor, and behavior specialists) This is a multi-year initiative. The 2019- 20 school year will focus on Tier 1 training and 6 months of coaching. All participants will receive the text, *The Discipline Fix*.

Update July 2020: School based teams from each secondary school and two elementary sites completed Collaborative Problem Solving (CPS) Training for Tier 1 on January 8, 9 and 10, 2020. Each participating team developed an implementation plan and began initial site based implementation. Biweekly, virtual coaching by Collaborative Problem Solving is currently being planned to support implementation. CPS has been coaching teams servicing students face to face and, more recently, in the virtual environment. District and school leadership, management, principals and assistant principals, received this training on June 15, 16, 17 and 18. Each of these teams developed or reviewed their school implementation plan and submitted it to the district for review. The district is partnering with Think Kids: Collaborative Problem to submit a federal grant for 8 elementary schools in August 2020. Collaborative Problem Solving training will be deepening and extended for the 2020-2021 school year.

Update August 2021: Four school/program staff (Woodland, Claremont, UPCS, and ACT) are currently training for Collaborative Problem Solving Tier 1 Certification. Staff will receive biweekly coaching in implementation teams. Schools were chosen based on the results of a readiness survey administered in fall 2020. Additionally, WPS has partnered with MGH Think Kids on the submission of an IES proposal for elementary schools to implement Collaborative Problem Solving.

4. Michael Fullan, world renowned researcher on systemic school change, author of *Nuanced Leader*, provided a full day workshop to school and district leadership on embracing change, collaboration on common problems of practice, and building a strong culture within the district. All participants received the text for summer reading, *"Nuance: Why Some Leaders Succeed and Others Fail"*.

Update August 2021: On August 23, school and district leadership will attend a workshop with author Andratesha Fritzgerald, *"Antiracism and Universal Design for Learning: Building Expressways to Success"*. Participants received the book before summer break. Attendees were also asked to read the article *"Practical Keys to Anti-Racist Teaching"*. This information will be brought back to opening meetings at each school with the article shared with staff for discussion.

5. Dr. Heather Forkey, Director of UMASS Trauma Team, is training principals and school adjustment counselors who will train all staff at their schools. The five areas of training are ACES (Adverse Childhood Experiences), anxiety, mindset, transitions and problems of practice. All WPS staff will continue to receive training every other month. School adjustment counselors will facilitate school based training and work with school administration to coach implementation of strategies during the school day.

Update July 2020: The WPS is planning with Dr. Forkey and other health professionals to continue with these staff training on trauma informed teaching and the development of resilience in the 2020-2021 school year.

Update August 2021: This work continued in SY 20-21 as planned through the support of UMASS with Dr. Forkey ("Isolation and the Impact of Loneliness"), Dr. Maryam Jernigan-Noesi ("Racial Trauma") and with other grant support for two staff meetings with Ablon and Miniham ["Engagement Strategies for Students (Return to In-Person)"].

6. Barr Grant - The WPS has applied for a continuation of the current Barr Grant. Area of focus is Grade 9 in all high schools. Principal and VP of Claremont Academy, Principals of North and South High and Sullivan Middle School traveled with the district team to Mission Vista Tech High in San Diego, CA. If successful in receiving the grant, WPS will work with the Rennie Center and Next Generation Learning. By Spring 2020, a Portrait of a Graduate will be completed.

Update July 2020: The Portrait of a Graduate framework was developed through collaboration with a diverse group of district stakeholders: students, a core team of teachers across grade levels, administrators, parents and community based organizations including colleges and workforce development and many of the city's agencies that support our students. This work will continue with the support of the Barr Foundation and their partner, NGLC (Next Generation Learning Challenges). It will be finalized in the Spring of the 2020-2021 school year. The Barr Foundation's flexibility during this time of the COVID 19 disruption has allowed the district to refocus funds and enhance goals and objectives already underway in the district. The collection of student readiness data, now grades 7-12 instead of only grade 9, will allow professional staff to closely monitor students when they are "on or off track" for graduation and post-secondary success. Exposure to Strengths Based Leadership by a small group of secondary school leaders in January can now be expanded to include all building leaders K-12 as well as those that they identify as their leadership team within their buildings. The district's goal is to build a Strengths Based Leadership Model that will strongly support implementation and ongoing improvement in education in Worcester Public Schools. Also, through the Barr Funds, the Rennie Center has been commissioned and has partnered with the Worcester Public Schools to "tell our story of growth and development" that is tied directly to the progress on the Strategic Plan.

Update August 2021: _ATTUNE is working with the District to finalize the Portrait of a Graduate for January 2022. They will meet with principals in September and conduct focus groups this fall with stakeholders to update the information collected pre-pandemic. Panorama continues to be used as a resource for progress monitoring in grades 7-12. The district continues with the BARR work through regional meetings with other districts, mentoring from BARR partners and strengths based leadership to support the process of reimagining high school.

7. WPS received a grant to train all high school assistant principals and one AP from each middle school on Culturally Responsive Instruction. It was a 3 day training and was completed on October 11, 2019. The training was conducted by Assabet Collaborative. The target audience was Assistant Principals from middle and high schools. Main themes were:

- Self-exploration on blind spots and biases

- Deepen viewpoints & experiences related to identity, diversity, achievement, & learning;
- Increase understanding of the history of educational inequity in the U.S,
- Develop a lens for detecting and disrupting bias in school climate, practices and policies through the principles, elements and tools of the cultural proficiency continuum;
- Develop skills to intervene and advance the thinking/learning of others through practice;
- Develop an Action Plan for next steps in your life and work

Update August 2021: Professional development offerings now explicitly include connections to culturally responsive pedagogy in relation to the topic/content presented.

8. Dr. Gisiele Martin-Kniep, CEO of Learner-Centered Initiatives, began her work with the district on October 10, 2019. Dr. Martin-Kniep's work is targeted with middle and high school staff and district leaders on a culturally responsive curriculum. She has extensive experience in this area and has trained the New York City schools previously on a culturally responsive curriculum.

Update July 2020: Dr. Martin-Kniep worked with the Turnaround School Networks, elementary and secondary, throughout the year identifying culturally responsive pedagogy and applications in context. This work within the network included identifying implicit biases in the perspectives/orientations of instructional frames and resources used. The Claremont and Sullivan Middle School staff had ongoing professional development on the topic with application to their school based work. During the shutdown, Dr. Martin-Kniep also worked with the Office of Curriculum and Professional Development liaisons focused on professional learning support that targeted rigor through questioning. Culturally responsive teaching was framed with particular attention to engagement and rigor. The work involved examining criteria for facilitating the evaluation of materials.

Update August 2021: Dr. Gisiele Martin-Kniep continues working with the Turnaround School Network with a focus on culturally responsive pedagogy and identifying implicit bias. Resources for staff work were shared with school based leadership teams. Dr. Martin-Kniep also continued consulting with the OCPL on processes and procedures for reviewing curriculum materials with an eye to cultural responsiveness and inclusion. Her work with the district continues.

9. For the second year, WPS staff will participate in a virtual book study of the text "Culturally Responsive Teaching and the Brain" by Zaretta Hammond. Last year, 40 participants completed this interactive book study experience. Dr. Hammond is considered the foremost expert on Culturally Responsive Teaching (CRT) and her book provides concrete strategies for teachers across grade levels and subjects to make their classrooms as culturally responsive as possible.

Update July 2020: This year 20 staff participated in the "Culturally Responsive Teaching and the Brain" book study sponsored through the ELL Department. Additionally, managers participated in a related Edweek webinar with Hammond and DeWitt on July 1, "Culturally Responsive Teaching: How to Improve Your Impact in the Physical and Virtual Classroom". Hammond's work aligns with Dr.

Martin-Kniep with a focus on equity and rigor in classrooms through culturally responsive practices.

Update August 2021: Numerous, voluntary book clubs were held over the course of the SY 20-21 by the EL Department and OCPL office for collegial discussion including: "Breaking Down the Wall: Essential Shifts for English Learners Success"; "Equity by Design"; and "Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Teaching". Related resources for opening planning, articles and video links were provided to principals at the June closing meeting for opening. This will continue in the new year.

10. WSU Diversity Grant: This program is in progress with WSU. This program provides instruction/training to WPS IAs. Currently, 18 IAs are participating in the education tract and 13 are on track to graduate with a post BAC in June 2020. 18 additional IAs students are enrolled in the undergraduate program and are taking their first college class this Fall.

Update July 2020: Six have graduated and completed their licensure. Out of the remaining ten, five are on track to graduate in December 2020 and five are on track to graduate in May 2021. There are 13 new JET participants for 2020-21, five are diverse candidates. The district has reapplied for this grant and will be notified this summer.

Updated August 2021:

Number of diverse WPS staff who are successfully enrolled and participating in the Worcester State University partnerships

- WPS/WSU Admin Cohort - 12 participants, 3 candidates of color will be administrator interns in Fall 2021.
- JET Program - 5/16 candidates of color

11. Monday, October 28, 2019, 5:00 to 7:00 pm. Linda Nathan, founder and headmaster of the Boston Arts Academy, Boston's first and only public high school for the visual and performing arts, educational author and researcher, will share her research and facilitate conversation about ways to address roadblocks to our students' post- secondary success. A book signing will follow her latest publication, "When Grit Isn't Enough: A High School Principal Examines Poverty and Inequality and the College for All Promise". The Worcester Public Schools is co-sponsoring this event with the Latino Education Institute at Worcester State University.

12. Thursday, October 24, 2019, DESE 2nd Annual Leading with Access and Equity Convening Forum: District Leadership team participated in various workshops that focused on systems and strategies to meet students' holistic needs and ensure that every child has equitable access to a world-class education. The event represents a collaboration across multiple offices and initiatives at DESE and will focus on topics including, but not limited to: creating a pipeline of diverse educators, developing multi- tiered systems of support, equitable access to high quality curriculum, bilingual education, ensuring racial and cultural equity, effectively engaging families, student mobility, approaches to addressing students' mental health needs, integrating social emotional and academic learning, and more. Participants: DESE expects to have approximately 600 participants from across the Commonwealth

representing state, district, and school leaders, classroom educators, student support staff, community and family partners, and others.

Update July 2020: Manager Carmen Melendez was invited to participate in a conference sponsored by presenter Dr. Irvin Scott on her work in Worcester engaging families in schooling through their faith based groups. Conference presenters will present to district leadership in 2020-2021. On August 18, 2020, Dr. Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will present "Leading for Access and Equity" to district administrators, principals and managers. Dr. Novak, who also presented, will offer a workshop to district administrators, principals, liaisons and focused instructional coaches on Universal Design for Learning (UDL) in the context of access and equity. See below.

Update August 2021: Manager Carmen Melendez-Quinterio hosted the second annual WPS Embracing Multilingualism Conference on August 25th. The keynote speaker, Nelson Flores, focused on English learners and equity. Ms. Melendez-Quinterio will present updates on the department work August 26, including the opening of the new dual language (Spanish) school. The presentation will be available on the School Committee website in the meeting minutes under The Report of the Superintendent.

13. Universal Design for Learning (UDL): Katie Novak presented to all coaches, liaisons, and several managers on UDL and how to incorporate it into our classrooms. North High and a team of District Administrators are part of the DESE Inclusive Practice Academy incorporating UDL.

Update July 2020: All school and district leaders are reading Dr. Katie Novak's latest book, "Unlearning" and will attend district training on August 24, 2020.

Update August 2021: UDL training is ongoing to support implementation. A district UDL overview has been developed to support staff understanding and is embedded in the district documents.

14. "Leadership for Equity and Access", a full day workshop with Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will be held Thursday, August 18, 2020 for district principals and management. The related summer book study is being determined. (<https://www.gse.harvard.edu/faculty/irvin-scott>)

Update July 2020: See number 12 above. The timing was changed to a 2 hour presentation and discussion because of the virtual format.

Update August 2021: Dr. Irvin Scott will continue to work with leadership, "Leading for Equity and Student Success". The focus of the partnership is ensuring equitable learning and success opportunities for all students and employees of Worcester Public Schools. This work represents an extension and deepening of previous efforts, all with a goal of building the capacity of school and district leaders to sustain and lead these and additional efforts going forward. Objective SY 21-22: As a result of the meetings, principals will facilitate 3 related meetings with their staff using their building data and the resources and strategies introduced.

15. World Language Ambassadors: The World Language Department, in collaboration with the Deputy Superintendent's Office, is providing opportunities for high school World Language students to participate in an after-school club that will develop lesson plans to teach Spanish, French and possibly other languages to elementary schools through after-school programs. It is planned that these high school students, who become our WPS World Language Ambassadors, will also play an integral role in our Welcoming Schools Committees that are being instituted in every WPS school.

Update July 2020: The program was well received. It ran during the school day at Burncoat High School/Thorndyke Road and Doherty High/Midland Street. It was offered after school at South High/Gates Lane, North High/Union Hill and Claremont/Woodland Academy. Between 10 and 15 high school students worked with language teachers to develop the lessons to bring to the elementary schools. Between 20 and 30 elementary students were involved at each site. Feedback from students, teachers and administrators was very positive. A final closing event at Assumption College was not held due to the closure.

Update August 2021: The district will continue this program as in-person COVID guidelines allow.

16. October 15, 2019 - Michael Giangreco, Ph.D.,: Rethinking Service Delivery and Personnel Utilization to Support Students with Disabilities in General Education Classrooms. District participants included principals, school based teams, general education and special education staff.

Update July 2020: This workshop was designed to target participants such as; principals, school based teams, general education and special education staff. The focus of this professional development training addressed the redesign of instructional strategies to meet the needs of diverse learners in general education classrooms. Emphasis on universal design to learning, differentiated instruction to improve academic outcomes for SWD in general education to access content standards. Participants engaged in a variety of activities to understand the learning styles of students and evidenced based strategies to support SWD in general education classrooms. Participants included the following staff: Assistant Director of Special Education, System wide SPED Department Heads, General Education teachers, bilingual diagnostician, Middle School Special Needs Teachers, Guidance Counselor, and Evaluation Team Chairpersons. The district is considering presenting this workshop this coming school year to expand participants to principals and school based teams.

Update August 2021: The Special Education continues this work with a focus on inclusion with Dr.Lisa Decker.

17. October 11, 2019 Special Education Clinicians and Behavioral Consultants participated in a comprehensive training on Trauma-Focused Cognitive Behavior Therapy (TF-CBT). This approach is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers. Research shows that TF-CBT successfully resolves a broad array of emotional and behavioral difficulties associated with single, multiple and complex trauma experiences. This is the official TF- CBT National Therapist Certification Program, in which clinicians can become certified in the TF-CBT treatment model. In this workshop, participants

learned an evidence based treatment modality for children and adolescents as well as strategies to improve functioning.

Update July 2020: 19 Special Education Behavior Specialists, 3 Behavior Consultants, and 1 Special Education Department Head attended the Trauma Focused - Cognitive Behavioral Therapy (TF-CBT) two day workshop on October 10th and 11th, 2019 led by Dr. Jessica Griffin. Dr. Jessica Griffin is an associate professor of psychiatry and pediatrics, as well as the executive director of the Child Trauma Training Center, at the University of Massachusetts Medical School. 17 of the 23 staff members, who attended the two day TF-CBT workshop, chose to attend twelve follow up TF-CBT consultation sessions led by Dr. Griffin in order to obtain certification as TF-CBT clinicians. Dr. Griffin provided these consultation sessions pro bono to the district. The 12 follow up consultation sessions were scheduled beginning on February 11, 2020 and ending on July 21st outside of work hours. There is one more session left for July 21st. The anticipated outcome is that the majority (75%) of the behavior specialists working within the Structured Therapeutic Education Program (STEP) and COAST classrooms will be eligible for certification as trauma focused cognitive behavioral therapists. As referenced in the above description of TF-CBT, it is a therapeutic approach that addresses the needs of youth with post-traumatic stress disorder (PTSD) and other challenges and symptoms related to traumatic life events. Many of the students in Worcester Public Schools, who we service in the Special Education Department, have experienced traumatic life events for which they need clinical support to: (1) develop trusting relationships, (2) build upon social skills, and (2) identify and apply coping skills. An evidence-based approach, such as TF-CBT, will assist with this endeavor.

Update August 2021: Ongoing support of implementation continues.

18. SY' 2019 -20 Professional Practices Symposium for Behavioral Analysts: Developing Effective ABA Programs in Public School Systems to promote targeted interventions to address learning objectives and social skills needs of students with disabilities.

Update July 2020: During the SY 2019 -2020 the special education department supported the initiative of BCBA's to engage in a Professional Practices Symposium for Behavioral Analysts: Developing Effective ABA Programs in Public School Systems to promote targeted interventions to address learning objectives and social skills needs of students with disabilities. This initiative symposium was through the ACCEPT Collaborative as participants included (10) Board Certified Behavioral Analysts (BCBA's). This learning opportunity provided explicit training to district BCBA's on targeted evidenced based interventions to meet the diverse needs of SWD. Training requirements also included on-going monthly meetings throughout the school year. Feedback from participants was that the PD was highly useful and effective in building collaboration and consistency in the delivery of applied behavioral analysis (ABA) programming which has enhanced our district autism services. Also, the outcome of this training directly impacted the needs of our autism students as BCBA's promoted evidenced based intervention strategies both in our schools and through service delivery options for home autism ABA services. This also included strengthening the evaluation process in the area of trauma informed functional behavioral analysis.

19. Preschool Teachers and Preschool Classroom Instructional Assistants were trained on the Teaching Strategies GOLD (TSG) Observational Assessment the first week of school. TSG is an authentic, ongoing observational system for assessing children from birth through grade 3. It is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards that align with the Massachusetts Curriculum Frameworks. See the Massachusetts birth. This assessment offered teachers a variety of online tools to gather and organize meaningful data, including online portfolios where children's work could be stored. The system also generated comprehensive reports that could be customized and shared with families.

Update July 2020: The observational assessment TSG was implemented and ongoing support was provided to teachers for implementation. This will continue next year.

Update August 2021: This work continues. Preschool teachers and instructional assistants will receive training during opening relating to observations and documentation.

The response regarding training for staff and School Committee as to MGL c222 is contained in Action Step 4.

ACTION ITEM 4 4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.

ANSWER All district processes and policies have been reviewed for compliance with MGL Chapter 222 by legal counsel and found to be fully in compliance. Legal counsel provided professional development and updates to all principals prior to the start of the 2019-20 school year.

ACTION ITEM 5 5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversity Officer.

ANSWER Worcester Public Schools (WPS) continues to maintain and further develop the English Language Learner Parent Advisory Council (ELPAC) to promote and support the success of our English language learners. The Massachusetts Department of Elementary and Secondary Education (DESE) published guidance on the council formation in August 2018. (See: <http://www.doe.mass.edu/ell/guidance/>) In the 2018-2019 school year, our focus was on introducing the group and purpose to our families, engaging families' interest, and soliciting parent leaders. Topics were generated by the interest of the parents that participated in the previous meeting. Interpreters of the following languages were always represented at each meeting: Albanian, Arabic, Nepali, Portuguese, Spanish, Swahili, Twi, and Vietnamese.

Update July 2020: The Office of English Learner Programs has engaged with families and communities throughout the 2019-2020 school year in order to foster collaboration and facilitate communication to support our shared goal of success for every student. We have sustained our work through ELPAC, community partnerships, and information sessions.

Our ELPAC was off to a strong start this year. We formed a planning committee composed of volunteer ELPAC parents who were interested in taking a leadership role. On the evening of December 29, 2019, the planning committee that included parents, met to identify topics of interest and to prioritize a focus for subsequent meetings. We also invited our community partners to be part of this planning meeting. At this meeting, we had two priorities: establishing the goals of the ELPAC and identifying a central location. At this planning meeting with parents we had three questions guiding the discussion: What information do parents want/need to share with the district?, What information do parents want/need to know from the district?, and What are the areas or issues we want/need to work on together? Identifying a location that was central and accessible to as many parents as possible was another important priority. To address this priority, we were able to partner with Creative Hub who provided both the space and an art activity for children while their parents were meeting. Our ELPAC meeting held January 30, 2020 at the Creative Hub was very well attended (standing room only) and parents provided positive feedback on the experiences. The overwhelming response of the families caused us to think about possibly having a quadrant-based ELPAC as we thought accommodating growth would pose a challenge for both locations and support from interpreters. This idea will be explored further with the parents in future meetings.

We continued our work with the planning committee and met again on March 5, 2020 to reflect on our January ELPAC meeting and to plan for the next ELPAC meeting. Due to the shutdown, we were unable to hold the remaining two planned ELPAC meetings for the year. However, we met virtually one last time with our planning committee on June 10, 2020 to discuss current challenges families are facing and ideas for our collaborative work moving forward.

ELPAC Meetings 2019-2020

- December 19, 2019: ELPAC Planning Committee Meeting, Forest Grove ·
- January 3, 2020: ELPAC Meeting, Creative Hub
- March 5 2020: ELPAC Planning Committee Meeting, YWCA - Main St.
- June 10, 2020: ELPAC Planning Committee Meeting, Virtual

Our goal for 2020-2021 is to gradually release the coordination of the ELPAC to be solely led by the parents. In the meantime, we will work with the current parent leaders to support their planning and implementation of the meetings and the development of the by-laws. DESE has announced that they will release additional resources and guidance to support districts with the ELPAC and will create training for parents involved in leadership with the ELPAC. As we continue this work, we will update our community partners and continue to invite them to support this work.

Community Partner Quarterly Meetings

At these meetings, we work together on mutual goals that support ELs and their families. The work of the ELPAC has been part of our meeting conversations. Last year we met monthly, but the community partners requested we transition to quarterly meetings for the 19-21 school year. Here are the dates of our meetings:

- Sept. 9 @ Durkin Administration Building
- Nov. 20 @ Durkin Administration Building
- Jan. 22 @ Durkin Administration Building

(Participants include: ACE, LEI, SEAC, Ascentria, Cultural Exchange through Soccer, Family Service of Central Massachusetts)

Virtual Information Sessions for current community partners and other community organizations during school shutdown.

The goal of these virtual sessions was to provide information to community organizations in order to help our EL families understand transition and navigate our new "virtual world". We met virtually these dates:

- April 10: WPS website overview and relevant links
- April 23: Remote Learning overview
- May 11: FAQ list in our website, Translations, Clever and Google classroom
- June 9: Summer program, technology registration, graduation

Participants included: Refugee and Immigrant Assistance Center (RIAC); Worcester Alliance for Refugee Ministry (WARM); ACE; SEAC; Family Services of Central, MA; Cultural Exchange through Soccer (CETS); LEI; Worcester Family Partnership and Greendale Headstart; Worcester Public Library; Dynamy Youth Academy; Ascentria Unaccompanied Minors Program and Training Resources of America. WPS Chief Diversity Officer, Ivonne Perez, officially assumed her role July 1, 2020 and will continue to be involved in the ELPAC work going forward.

Update August 2021: WPS continued to maintain their ELPAC remotely during the 2020-2021 academic year. We used the gradual release model of meeting facilitation from planning meeting agendas and leading discussions. Meeting notes are in the Superintendent's Formative Report of 7-21-21.

The focus this year was to support our ELPAC parent leadership team through capacity building utilizing the online ELPAC Parent Training Modules provided by DESE. DESE released this year a series of videos to include in online courses for districts and parents to learn more about English Learner Parent Advisory Councils (ELPACs). These videos feature parents, guardians, and other family members of ELs who participate in ELPACs. The modules are available in English, Spanish and in Portuguese. We also provided interpreters for the other languages not represented. Additionally to the modules, two parent representatives and district staff attended an ELPAC parent leadership convening sponsored by DESE.

The ELPAC has not voted on officers yet, but we are working with a group of parent leaders that have stepped up to help build up our ELPAC. During the May 2021 ELPAC meeting, the parents reviewed DESE's model by-laws and made recommendations to adapt them to meet the needs of Worcester's ELPAC. The plan is for next year, for the ELPAC group to have enough members to vote on the bylaws and also vote for officers. Consultation with ELPAC has included the expansion of Dual language programs, identification of areas of improvement and better understanding of the experience of new English learners in the district.

WPS' Chief Diversity Officer, Ivonne Perez, has also been involved in the ELPAC work this academic year.

Community Partner Quarterly Meetings

We have solicited the collaboration of community partners to support ELPAC efforts as well as identify other areas of collaboration between the district to work on mutual goals that support ELs and their families. The work of the ELPAC has been part of our meeting conversations. Last year we met monthly, but the community

partners requested we transition to quarterly meetings. (Participants include: ACE, LEI, SEAC. Ascentria, Cultural Exchange through Soccer, Family Service of Central Massachusetts)

Virtual Information Sessions for current community partners and other community organizations during school shutdown.

The goal of these virtual sessions is to provide information to community organizations in order to help our EL families understand, transition and navigate our new "virtual world". We have met virtually monthly (Participants included: RIAC, WARM (Worcester Alliance for Refugee Ministry), ACE, SEAC, Family Services of Central MA, Cultural Exchange through Soccer -CETS, Latino Education Institute (LET), Worcester Family Partnership and Greendale Headstart Worcester Public Library, Dynamy Youth Academy, Ascentria - Unaccompanied Minors Program, Training Resources of America)

Framework for working with families of multilingual learners

An asset-based approach is important to build relationships with the families of English language learners (ELLs), getting to know their strengths and stories, and creating a welcoming environment. That is the goal of the superintendent not just for EL families but for all families. One of the by-products of remote learning and teaching is the opportunity it has created to connect with families: Connect more frequently, and use various modes of communication. This is something we want to continue and encourage to grow after we go back to in person. We contracted Elise Darwish, CEO of Ensemble Learning who has been helping the district draft a family engagement framework that could be useful to schools and the district. We realized that many schools have great strategies that other schools principals may not know about and would benefit from learning from each other. This asset-based approach to families focuses on their strengths, what they possess and considers language, culture and their world experiences and building a bridge between their world and ours.

ACTION ITEM 6

6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.

ANSWER The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

Update July 2020: The WPS Discipline Committee reviewed out of school suspensions for students in K-2. As a result, funding was provided to hire five mental health clinicians. Three mental health clinicians have been hired to date. One is working at Woodland Academy with the Stabilization Team and one clinician is working with at-risk elementary students who will be transitioning to the district Assessment Stabilization Program (ASP). The special education, SEL and nursing departments are coordinating at Woodland Academy to pilot the Bridge for Resilient Youth in Transition (BRYT) Program for TIER 3 students in 2020-2021 through the state nursing grant. BRYT will consult and coach the Woodland staff for implementation of a support room. BRYT positions schools as an essential part of the safety net for students with serious mental health or medical issues. BRYT partners with schools and districts to provide support for a school's priority population by providing tools and a structure that treat and support students for

the purpose of returning students to the general education classroom. WPS staff will continue to be trained by Dr. Heather Forkey, UMASS Medical Trauma Center. Training at staff meetings will continue with supported facilitation by building based school adjustment counselors. The Superintendent and Manager of Social Emotional Learning met in March with Regional and Sectional Directors from the Department of Children and Families to better coordinate work with students and families.

Update August 2021: With a return to in-person learning, the BRYT program pilot at Woodland Academy will collect data during the year to inform program development in the district. School day and afterschool counseling are planned for with outside agency support during this year.

ACTION ITEM 7

7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.

ANSWER The Administration is currently working on a response to this Action Step to meet the deadline of January 2020. **Update July 2020:** The Affirmative Action Advisory Committee has not been formed, Due to the hiring responsibility given by law to the superintendent and the principal, the affirmative action committee would have no jurisdiction on hiring. The goals of the Strategic Plans include achieving increased hiring of diverse staff. The Human Resource Department will report hiring percentages with the Strategic Plan updates.

Update July 2020: The Chief Diversity Officer officially began on July 1, 2020. The Chief Diversity Officer and the Human Resource Department will provide a report to the School Committee on reopening hiring in October 2020

Update August 2021:

From the Superintendent's Formative evaluation, 7-21-21 is the Chief Diversity Officer's plan for the past school year.

Worcester Public Schools Office of Diversity, SY 20-21 Goal: Evaluate Baseline Data

District Improvement Goal 1: Increase diversity of new hires to 17% by June 2021 and continue to improve both the recruitment and retention rate of diverse staff. Since SY 18 there has been a 3.1 point increase. In SY 21, 25.5% of new hires were people of color compared to 22.4% in 2018.

The Superintendent remains committed to increasing the numbers of qualified teachers of color in the district who represent the ethnicity/cultures of the student population. There were 33 more teachers of color in SY 21, an increase of 11.2 %. Although there was an increase in teachers of color, their proportion in the teacher workforce only increased from 12.8% to 13%. There were 12 more administration staff in SY 21 than in SY 18. There was a 2.1% percentage point increase in white

administration staff in the three year time period.

While the district is committed to increasing the numbers of professional staff of color, the district will continue to provide professional learning at all levels to ensure the existing staff are cognizant of and prepared to implement culturally responsive pedagogy in all Worcester Public Schools.

A. Set district specific goals

- a. Increase the number of staff of color in professional ranks (teachers, counselors, nurses, psychologists, coaches, administrators, etc.)
- b. Establish drop-in office hours (virtual and/or in-person) with the Chief Diversity Officer to support the retention of staff of color in WPS.
- c. Work closely with Human Resources to cultivate a diverse candidate pool that is made available to school and district leaders when openings arise.
- d. Continue to support pathways for current Instructional Assistants of color to pursue teaching as a profession. (JET Program, MTEL support)
- e. Continue to focus on developing collaborative pathways for current teachers of color to enter leadership positions (coaches, assistant principals, principals)
- f. Increase numbers of teachers of color to lead Advanced Placement Courses at WPS High Schools.
- g. Increase Future Teacher Clubs at WPS high schools and pilot in the middle schools

B. Establish strategies for meeting specific goals (Action Steps)

- a. Continue to meet monthly with city CDOs (WPD, FBD and City of Worcester CDO) to share diversity, inclusion and retention strategies.
- b. Continue to meet quarterly with DESE Network meetings and collaborate with the Office of English Learners and Special Education to expand our equity work, diversity, and inclusion.
- c. Participate in and promote training on Equity, Diversity, Inclusion, and Retention.

- d. Attend virtual and in-person job fairs to expand the recruitment of applicants of color.
- e. Continue to work with local colleges to recruit teacher candidates
- f. Through the use of Handshake, reach out to Historic Black Colleges and Universities when their on-campus/virtual recruitment fairs take place.
- g. Strengthen statewide networks and share retention strategies, recruitment strategies
- h. Through the work with Real Talk - establish Affinity Groups
- i. Create an Equity Plan with the Superintendent, Superintendent's Advisory Committee, Chief Diversity Officer and WPS legal team.

ACTION ITEM 8

8. Create a Superintendents Latino Advisory Committee

ANSWER The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

Update July 2020: A Superintendent Latino Advisory Council Committee has been formed. The Superintendent has expanded the council to include additional leaders in the community. The first meeting was March 3, 2020. Current confirmed community members include Junior Belisea, Marcela Uribe-Jennings, Anh Vu Sawyer, Robert Layne, Erik Baptista, Neftali Rivera, Oscar Amparo, Kolawole Akindele and Kwame Yeboah. District and school leaders are Carmen Melendez, Principal Yeu Keu, Ivonne Perez and Susan O'Neil.

Update August 2021:

The Superintendents' Diversity Advisory Committee met:

- February 3, 2021
- March 3, 2021
- March 31, 2021
- April 21, 2021
- May 5, 2021
- May 19, 2021

ACTION ITEM 9

9. Quarterly/biannual reports on the progress of the Strategic Plan

ANSWER The Superintendent will provide a Report of the Superintendent on Thursday, November 21, 2019

Update July 2020: The District is partnering with the Rennie Center to provide updates on the Strategic Plan. Reports will be provided to the School Committee on

a quarterly basis. Rennie's report was interrupted by the COVID shutdown. A report will be given early in the 2020-2021 school year.

Update August 2021:

Updates have continued to be provided through School Committee meetings. Three reports were provided through the Rennie Center in SY 2020-2021. They are available on the School Committee website in the related meeting minutes.

ACTION ITEM 10

10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals. Timeline: Implement immediately

ANSWER The same person doesn't do the hearing and appeals. The principal does the initial hearing and either the Superintendent or the Director of School Safety does the appeals.

Update July 2020: The Superintendent can have a designee for appeals under 37 H $\frac{3}{4}$ but not under 37 H or 37 H $\frac{1}{2}$.

ACTION ITEM 11

11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools

ANSWER The Administration has hired Ms. Ivonne Perez as the Chief Diversity Officer. She is currently the Principal of Chandler Elementary School. She will report to the Superintendent and will work collaboratively with the Human Resources Office.

Update July 2020: Ms. Perez began her position as of July 1, 2020.

ACTION ITEM 12

12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.

ANSWER Worcester Teacher Pipeline Committee the Administration continues to play an active role in the Worcester Teacher Pipeline Committee. This committee includes representatives from higher education institutions, DESE, community groups, business leaders and municipal officials and continues to meet regularly throughout the year. President Barry Maloney of Worcester State University has graciously agreed to host and facilitate the meetings throughout the year. At this point, subcommittees have been formed around the following five areas:

- Recruitment
- Funding & Scholarships
- Mentoring & Retention
- MTEL Preparation & Advising
- Summer Internships & Employment

The Committee met as a whole on August 28th and September 26th and is scheduled to meet again on November 7th, December 5th, January 9th and

February 13th. Each subcommittee will conduct additional meetings throughout the year. The Worcester Teacher Pipeline Committee will present its findings in the early spring.

Update July 2020: The Superintendent has attended the Teaching Pipeline Task Force which is chaired by the President of Worcester State University and attended by local college presidents and community representatives. The final meeting of the group was on March 5, 2020. A final report will be provided by President Barry Maloney. The final report was presented to the public.

Update August 2021:

The final report was presented to the community and the school committee in July 2021.

ACTION ITEM 13

13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.

Timeline: Fall 2019 SEMI ANNUAL REPORT OF THE OFFICE OF ENGLISH LEARNERS PROGRAMS, 10/10/19

The following report provides an update on the work of the English Language Learner Department and related programs in reference to compliance and best practices as guided by the state Department of Elementary and Secondary Education (DESE) and our current settlement agreement with the U.S. Department of Justice (2016).

I. COMPLIANCE

Below are compliance updates on four items aligned to recent DESE guidance: the Home Language Survey, Opt-out procedures, SLIFE students and Benchmark Monitoring.

A. Home Language Survey (HLS)

Attached is the new Home Language Survey we adopted from DESE. The changes were in response to feedback the state received from districts around the concern of over testing students for language proficiency.

B. Opt-Out Procedures

The following are our new WPS Opt-out procedures:

1. If a parent of an English learner (EL) decides to "opt out" of a language program at the time of enrollment, the school/PIC will place the student in an English language mainstream classroom with an SEI-endorsed teacher and maintain the parent's/guardians opt out notice in the student's file.

2. If a parent of an EL decides to "opt out" while their child is receiving ESL instruction, a meeting will be convened with the ESL teacher, principal and parent/guardian and with an interpreter to ensure parents/guardians understand their educational rights for ESL instruction and the support available in mainstream education. If the parent/guardian chooses, an "opt out form" will be provided in their preferred language of communication. Forms will be filed in a student's cumulative record.

3. Per new DESE guidelines, starting in the academic year 2019-2020, and every year thereafter, the WPS will provide parents/guardians of an "opt-out" child an opportunity to reconsider ESL instruction annually. A letter will be sent home in the

preferred language of communication instructing parents /guardians of the options available. The parent/guardian is asked to return the form or call the school with their decision to either return their child to ESL instruction or keep them in an "opt - out" status. Once the forms are returned, documents will be filed in the student's cumulative file and SAGE is updated.

C. SLIFE students: (Students with limited or interrupted formal education)

Last year we started a SLIFE Task Force composed of teachers, coaches, counselors and administrators to review our SLIFE registration and placement protocols. We also hired a district SLIFE coach to work with teachers, students and families to ensure proper identification, placement and monitoring. By the end of 2019-2020 our goal is to have a SLIFE identification assessment composed of a Literacy and Math assessment in the student's native language. This will be in addition to a WPS Protocols and Procedures that will be our guiding document when working with SLIFE students. We are also adding this year a community member to be part of the SLIFE Taskforce.

D. Benchmark Monitoring:

The annual ACCESS test has a target that is set for individuals to reach English proficiency in a six year period. Under the LOOK Act, we are required to monitor the progress of each EL not meeting their ACCESS benchmark. We are calling the monitoring team LIST (Language Intervention Support Team). A draft tool has been developed for this year and will be refined based on feedback. The ESL Coaching Team will support principals and their school based teams to respond to the Benchmark Data section of the LOOK Act by implementing the draft Benchmark Monitoring Tool/Student Success Plan and:

- Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency
- Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement
- Develop resources to support intervention strategies and progress monitoring
- Incorporate an improved pre-referral protocol that will include culturally and linguistically appropriate processes, observations and assessments with input from the parents or legal guardian of the identified EL
- Offer district-wide PD to support RTI for ELs

II. BEST PRACTICES:

A. Identification and support of ELs with identified special needs: We continue to work with staff on clarifying the difference between English learning needs and specific learning disabilities as categorized in special education.

- Annually, Evaluation Team Chair persons (ETCs), receive updated training from the EL Department on the English Learners identification process, the levels of language acquisition, ESL service delivery, opt-out procedures, and parent program options.
- Each year, every school identifies staff who are trained annually and responsible for reporting out at meetings about the needs of individual EL students. The ESL, special education teacher, and 504 coordinators are typically involved. The purpose is to have a shared understanding about the difference between language acquisition and a learning disability as well as knowledge of current best practices regarding interventions for ELs. PD Supporting ELs with Disabilities was offered in the district in October/November 2018. Slides from "Effective Instruction/Assessment for ELWD PD" are attached. Training is scheduled to happen in October and November this year.

- The EL coaches provide support to teachers in regards to scheduling and services for ELSWD. The coaches observe classrooms and model best practices in both general education and special education classrooms.
- WPS has updated the protocols for evaluation and assessment of English Learners. See the attachment.
 - WPS has updated the training process and protocols to be used when an interpreter is used during an evaluation. See the attachment.
 - A Professional Learning Community (PLC) with Special Education and ESL teachers meets after school, throughout the year, to discuss how to better serve ELs with identified special needs. We will continue these discussions and representation from Child Study will be added to the PLC Team for the 2019-2020 school year. Topics discussed in the PLC have included: Building and sustaining a foundation for learning for all WPS diverse learners Cultivating culturally and linguistically responsive learning environments Intervention and Progress Monitoring Types of interventions/RTI utilized for ELs Multi-Tiered Systems of Support Improvements to the EL Current Performance Template Measuring and Sustaining Student Support Programs Development of a draft Student Success Plan to plan for and monitor struggling ELs.

B. *Staffing Support* has continued to increase over the past 3 years:

- 2019-2020 addition of 12 full time ESL teachers and 6 part-time teachers
- 2019-2020 2 additional ELL coaches have been hired to focus on our secondary schools
- 2019-2020 2 bilingual interventionist added to work with our Dual Language programs
- 2019-2020 Assistant Director has been hired to support compliance implementation, curriculum development and programmatic expansion
 - WPS offers an ESL MTEL prep course twice a year to encourage teachers to be dually certified and to support our ESL teachers on waivers C. Bilingual Programs: • An evaluation of our bilingual programs was conducted in spring 2019 with support from a state grant and the assistance of Patrick Proctor, a Professor from Boston College, whose work and research is based on bilingualism and bilingual programs. (<https://www.bc.edu/bc-web/schools/lynch-school/facultyresearch/faculty-directory/c--patrick-proctor.html>) Resources, curriculum and instruction for our bilingual programs were examined. The final report is attached
 - This year we were able to expand our Dual Language (DL) program to the 8th grade at Burncoat Middle School and opened a new Kindergarten class at Woodland Academy. We are applying to the state to offer a High School Dual Language program beginning in 2020-2021.
 - This year we are piloting three resources that support biliteracy (e.g., American Reading Company, Benchmark Education Company, and Houghton Mifflin). This pilot is coupled with time spent in curriculum development that mirrors biliteracy standards as well as benchmarks for Spanish language development.
 - We have applied for a DESE grant to provide our teachers in the bilingual programs an opportunity to earn their Bilingual Endorsement Certification through an online program from Boston College.

D. Co-teaching:

In co-teaching, the ESL teacher and homeroom/content teacher plan and deliver content and language lessons together. Both teachers receive professional development on co-teaching. We have trained 144 teachers in this model. This year we have 23 teaching pairs implementing the co-teaching model. We began with

initial training in June 2018 with Honigsfeld and Dove. (See <http://coteachingforells.weebly.com/>)

E. Parent/Guardian Outreach and Engagement:

Last year our family outreach served 75 adults in 4 churches. Leveraging the success with reaching Latino families through workshops in local faith based communities, we developed a summer opportunity. WPS offered an intensive 1-week early literacy summer program for Latino families with preschool children. Two churches hosted this workshop series. 36 adults attended. Each family received two bilingual books each session. The books were used in the workshop to teach tips on developing early reading habits. Blanca Figueredo, a bilingual educator from Chandler Magnet School, was the main facilitator. Her background is early literacy development. Please see the attached flyer.

F. Graduation Improvement efforts and College and Career Readiness:

- Summer Program 2019 For the first time we offered a Math SAT program in Spanish for Latinos students delivered by two retired engineering professors from Cuba. We also partnered with the EcoTarium and offered another summer opportunity for high school ELs to receive instruction on academic language and then get an opportunity to volunteer at the EcoTarium. The focus of this partnership was Science and Teaching. We provided financial support for summer programming to: the Latino Educational Institute for the middle school "My Voice, My Community" program; Cultural Exchange through Soccer for a middle and high school "Leadership Development" program; Southeast Asian Coalition for K-12 ESL classes, "Youth Effect" program; and the African Community Education for "Literacy and Youth Development". The following initiatives are slated for this academic year to support our English learners toward high school graduation and dive into their college and career pathways.

- Dropout prevention interventions: Our coaches will work with high school teams to identify at-risk youths.

- Afterschool programming: Writing support and tutoring Goals Improve students' writing skills by reviewing grammar and writing mechanics Nurture creativity to allow students to express themselves in the form of writing Reinforce ELA and WIDA standards Program Description Students will participate in an after-school writing club for 30 weeks that will use different formats to engage them in a fun way to support the development of writing skills. Topics will include, but are not limited to, creative writing exercises, poetry and publishing their own book.

There will be opportunities to meet local authors who are English learners themselves. This program will run two days per week at Burncoat and Doherty High Schools from 2:00 – 3:30 (pending planning with schools)

Math support and tutoring Goals

Support the Math curriculum with fun and interactive ways to learn mathematics of students Close the achievement gap of EL in mathematics Reinforce topics that would support the requirements of Graduation Bring Math skills to the "next level" Develop skills for college and career readiness Program description I. For the month of September, October, January, February, March and April: The main focus will be academic tutoring that would address the specific needs of each student. They will be student-centered remedial activities that could support their success in their math classes. The activities range from individual help, practical activities and small projects. Topics may include, among others, numerical operations, algebra,

geometry and probability. II .For the months of November, December, May and June: The main focus will be to run a math club with different emphases / themes to reinforce math concepts and open students' interest in exploring math beyond the "classroom walls" in a way that is engaging, interactive and FUN! 2: 00-3: 30 4 days a week for October, January, February, March, April 2: 00-3: 00 5 times a week for November, December, May June Both South High and North High will have the same programming.

College and Career Readiness activities for (Spring) 2019-2020:

- Multilingual professionals speaker series in ESL classrooms\
- Local college admission counselors lunch series with ELs
- College tours for ELs
- Explore more opportunities for Advanced Placement and Early College Experience
- Parent workshops on college and career readiness

III. PROFESSIONAL DEVELOPMENT:

A .Culturally Responsive Teaching

There are various initiatives the ELL Department launched last year in efforts to expand educators' competency in culturally responsive teaching.

1. **RealTALK!** In 2018-2019, this was an "after-hour" PLC for school leaders and teachers around topics of diversity, equity, race, workforce landscape and teaching diverse learners. We met for 2 hours in each of the three meetings (10/29/18. 12/10/18 and 2/5/19)

2. **A Book study on "Culturally Responsive Teaching and the Brain" by Zaretta Hammond.** 40 participants completed the online book study via Google Classroom. Participants were responsible for responding to posts from at least 2 other participants on each assignment. As a final product, participants wrote a paper that included: a. something they saw transform as a result of learning and thinking about Culturally Responsive Teaching (CRT) and b. identifying an area where they see they could learn more and grow regarding CRT. Two of the participants who are principals, have planned to do this book study with their staff in 2019-2020. The Digital Learning Department is also running this book study. We will hold another district-wide book study again starting October 25, 2019.

3. **A 3 day module with Assabet Valley Collaborative. 25 participants trained between August and October 11th.** The target audience was Assistant principals from middle and high schools. Main themes were:

- Self-exploration on blind spots and biases
- Deepen viewpoints & experiences related to identity, diversity, achievement, & learning;
- Increase understanding of the history of educational inequity in the U.S,
- Develop a lens for detecting and disrupting bias in school climate, practices and policies through the principles, elements and tools of the cultural proficiency continuum;
- Develop skills to intervene and advance the thinking/learning of others through practice;
- Develop an action plan for next steps in your life and work.

4. **Community Immersion PD.** 19 WPS educators participated in a June professional development that focused on learning about families and the

community in the Woodland/Claremont area by going out and exploring the community and visiting families in their homes. This Community Immersion PD was designed for engagement beyond our school walls - scavenger hunt style. Participants walked the streets of a Worcester Public School neighborhood with the goal of seeing the world through the eyes of our students' and families'. As part of the exploration, participants experienced shopping for food, visiting a place of worship, navigating public transportation and visiting within a student's home. There was a debrief before and after the scavenger hunt. We are hoping to be able to duplicate this PD with another school this year.

B . Instructional Practices:

1. Please see attached for 2018-2019 summary of EL related PD.
2. Based on classroom observations and feedback we decided to hone in on Student Talk as a major focus for PD for teachers. The various PD will be available for all ESL teachers, Content-Area teachers and administrators. An example of that PD involves the book that all principals and ESL teachers received in August, Content-Area Conversations by Douglas Fisher, Nancy Frey and Carol Rothenberg. In addition, we will do a book study on Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding, by Jeff Zwiers and Marie Crawford. 3. Another exciting PD is based on the book Scaffolding Language, Scaffolding Learning, by Pauline Gibbons. This particular PD is run by Lesley University Professor and Linguistic expert, Dr. Laura Schall-Leckrone (<https://lesley.edu/about/faculty-staff-directory/laura-schall-leckrone>) and provides strategies to develop oral language skills as a platform for literacy development for ESL and content teachers. Embedded in this PD are 4 sessions for coaching opportunities with the participants as well as working with our ESL coaches.
3. In 2019-2020, WPS ESL staff will deliver PD for teachers of students with special needs using the following resources, "RTI with English Learners", by Douglas Fisher, Nancy Frey and Carol Rothenberg, and "Seven Steps to Separating Difference from Disability", by Catherin Collier.
4. ESL staff gave and reviewed with ESL teachers and principals this past August the document 4. "The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12", by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood. Department staff will lead a more paused and in depth PD on this resource for teachers and administrators during the school year.
5. Other Titles of PD lined up for 2019-2020 include but not limited to:
 - Academic Conversation-book study
 - Supporting ELs with Disabilities
 - Co-teaching Part II ● Gradual Release for all learners
 - Pathway to dual/ESL licensure
 - Exploring the ESL MTEL exam
 - Educational and Assessment Considerations for ELs (Intersection) PLC
 - Google hacks to manage and organize your professional work
 - How to support/coach ESL and SEI teachers
 - Inside Textbook Review- Diving deeper
 - EL strategies to use in Science with Lesson Study (ESL/content WIDA) ● New ESL Teacher Support (Elementary)
 - Creating a Community Immersion PD Scavenger Hunt Style at Your School
 - Revisiting Language Objectives ● SMART card for Administrators ● Supporting English learners for fluid and fluent writing (focus on SRSD)
 - Understanding the data around ELs and how to navigate the data to inform change

- Using technology to develop oracy and literacy in English Learners
- Effective strategies when working with newcomers students
 - GO TO SEI Strategies-Hands on PD that brings SEI strategies to live
- Supporting ELs in Sub-Separate Settings
 - Intersection Training between ESL and Sped-Part II

6. Monday, October 28, 2019, 5:00 to 7:00 pm. Linda Nathan, founder and headmaster of the Boston Arts Academy, Boston's first and only public high school for the visual and performing arts, educational author and researcher, will share her research and facilitate conversation about ways to address roadblocks to our students' post- secondary success. A book signing will follow her latest publication, "When Grit Isn't Enough: A High School Principal Examines Poverty and Inequality and the College for All Promise". The Worcester Public Schools is cosponsoring this event with the Latino Education Institute at Worcester State University.

7. During the 2019-2020 school year, schools in the secondary network will be working with consultant Giselle Martin on culturally responsive pedagogy. Dr. Gisiele Martin- Kniep, CEO of Learner-Centered Initiatives, began her work with the district on October 10, 2019. Dr. Martin-Kniep work is targeted with middle and high school staff and district leaders on a culturally responsive curriculum. She has extensive experience in this area and has trained the New York City schools previously on a culturally responsive curriculum.

8. "Leadership for Equity and Access", a full day workshop with Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will be held Thursday, August 20, 2020 for district principals and management. The related summer book study is being determined.
(<https://www.gse.harvard.edu/faculty/irvin-scott>)

Update August 2021: Please see the minutes of the School Committee meeting for August 26, 2021 and the Report of the Superintendent for updates from Manager Carmen Melendez-Quintero.

ACTION ITEM 14

14. Work with the School Committee to consider and implement recommendations of the Mayor's Commission where appropriate. Work with the Commission to benchmark projects.

ANSWER The report was released on Monday, October 28, 2019 and feedback was gathered in a meeting on the same day. The final report will be issued at a later date.

Update August 2021: The final report was recently presented to the school committee and sent to the sub committee for review and discussion.

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

DATE OF MEETING: Monday, August 30, 2021

ITEM: Mr. Comparetto/Mr. Foley (November 13, 2019)

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

PRIOR ACTION:

- 11-21-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 6-9-20 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Held.
- 6-18-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

BACKUP: A date will be set to review the status of all students in the district including Latino students in November 2021.

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

DATE OF MEETING: Monday, August 30, 2021

ITEM: Mr. Comparetto (November 13, 2019)

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

PRIOR ACTION:

- 11-21-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 6-9-20 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Held.
- 6-18-20 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

BACKUP: The district administration is seeking to see the results of the City of Worcester audit before entering into a contract with equity audit vendors.

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

DATE OF MEETING: Monday, August 30, 2021

ITEM: Ms. Novick/Ms. McCullough (December 9, 2020)

Request administration report on updates to the Worcester Technical High School admission process, its results, and its interaction with state attention and possible revision to admission requirements.

PRIOR ACTION:

12-17-20 - SCHOOL COMMITTEE MEETING

Superintendent Binienda stated that the Emergency Admissions Policy will be presented and voted on at the January 7, 2021 School Committee meeting and resubmitted to DESE.

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

BACKUP:

Annex A (34 pages) contains a copy of the updated Worcester Technical High School Admissions Policy.

WTHS & Chapter 74

Admissions Policy Update

Worcester School Committee ~August 30, 2021

Background...

- ▷ On June 22, 2021 the Massachusetts Board of Elementary and Secondary Education adopted new regulations for admissions to vocational technical schools and vocational programs at comprehensive high schools.
- ▷ Each school district is now required to annually submit its admissions policy to DESE by October 1* and publish it so that it is available to every student and parent/guardian.

** Districts may apply for a waiver from DESE by August 31 to submit their approved policies after October 1 as long as they will be in place for use in the 2022 application and admissions cycle.*

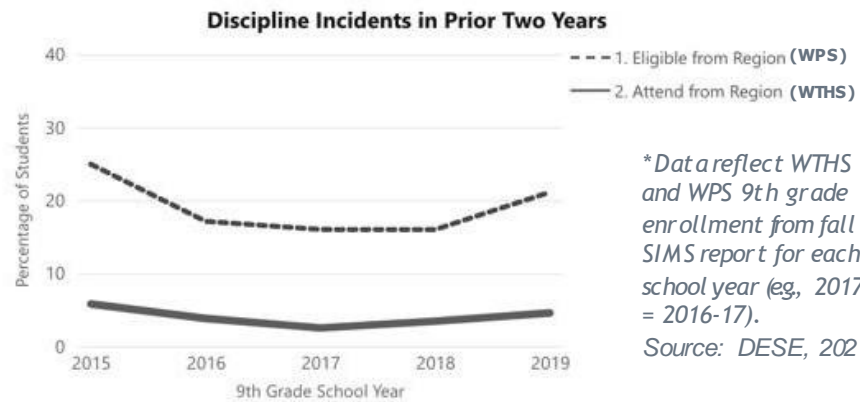
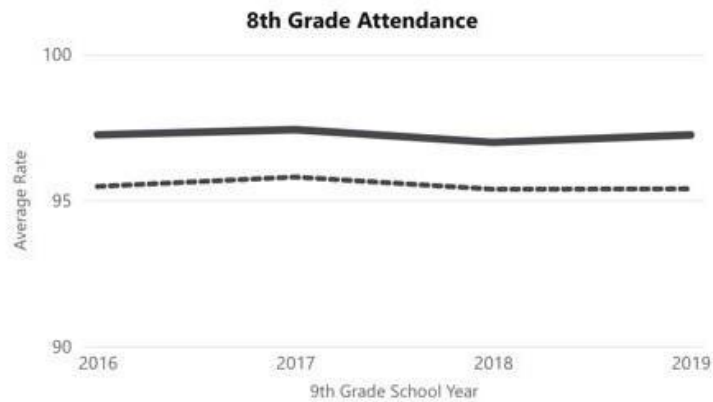
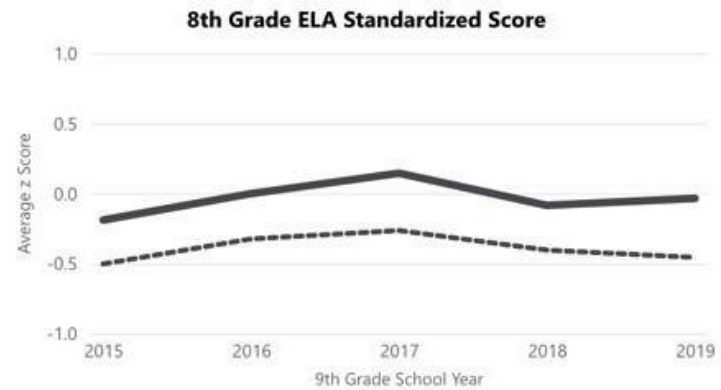
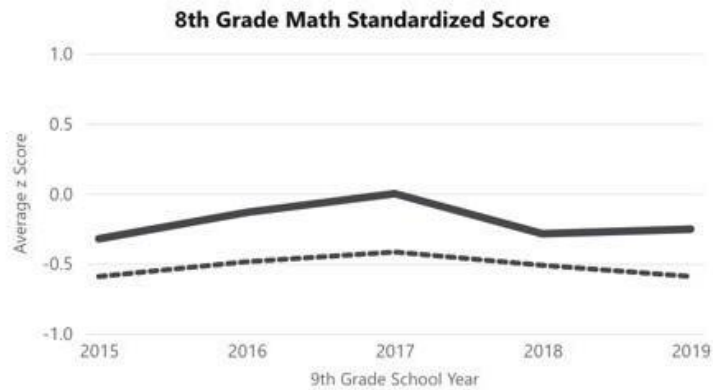
...Background

- ▷ The new regulations change the categories of absences and disciplinary infractions that can be considered as part of admissions criteria. Moreover, the **Board regulations prohibit the use of selective criteria that have the effect of disproportionately excluding persons in groups protected under federal and state law.**
- ▷ This presentation reviews WTHS enrollment trends, summarizes the proposed changes to the WTHS and Chapter 74 admissions policy, and proposes next steps.

Admissions Data Trends

Comparing characteristics of WTHS freshmen with overall WPS 9th grade enrollment over time

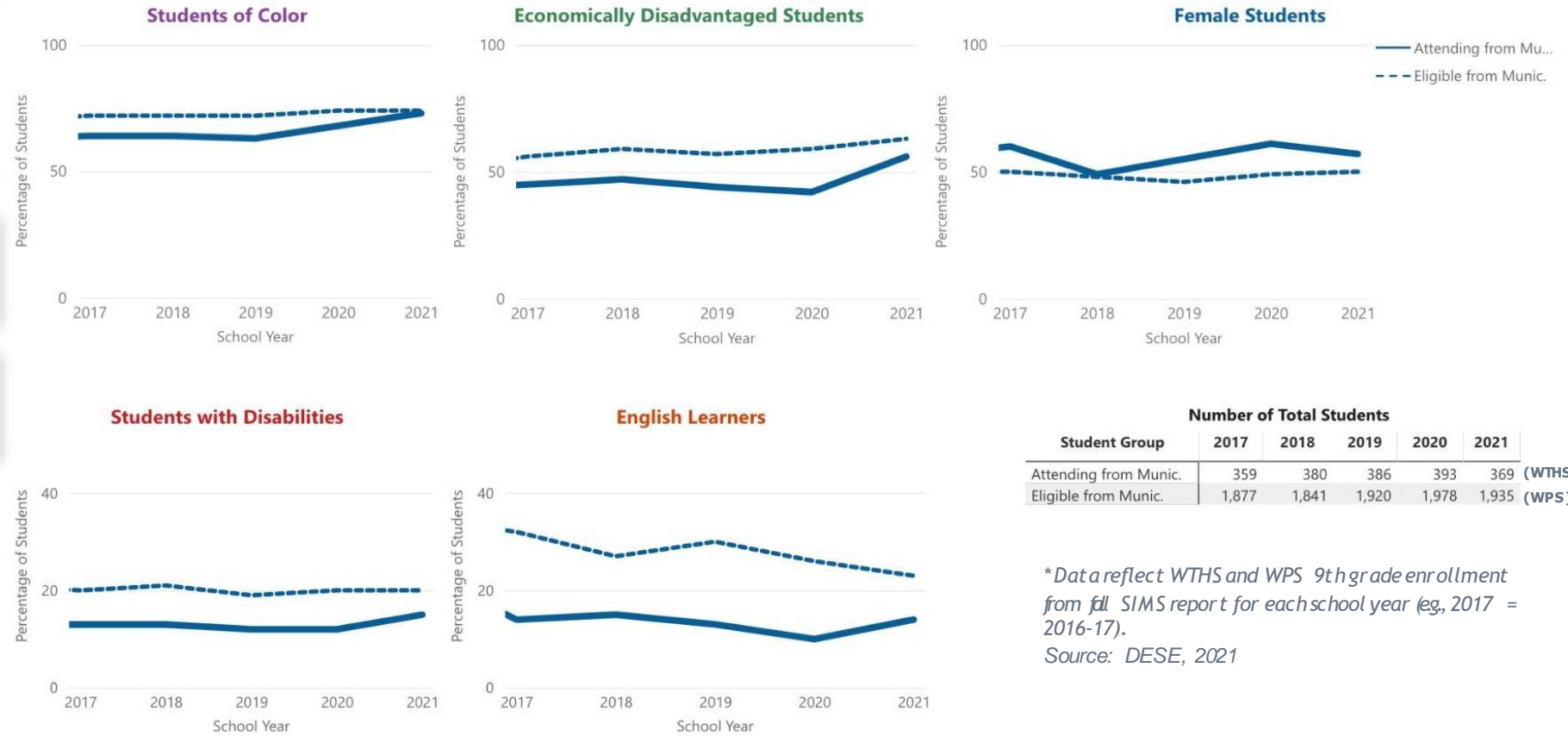
Trends of Eligible and Attending Students - WTHS



*Data reflect WTHS and WPS 9th grade enrollment from fall SIMS report for each school year (eg, 2017 = 2016-17).

Source: DESE, 2021

Trends of Eligible and Attending Students - WTHS



Student Group	2017	2018	2019	2020	2021
Attending from Munc.	359	380	386	393	369 (WTHS)
Eligible from Munc.	1,877	1,841	1,920	1,978	1,935 (WPS)

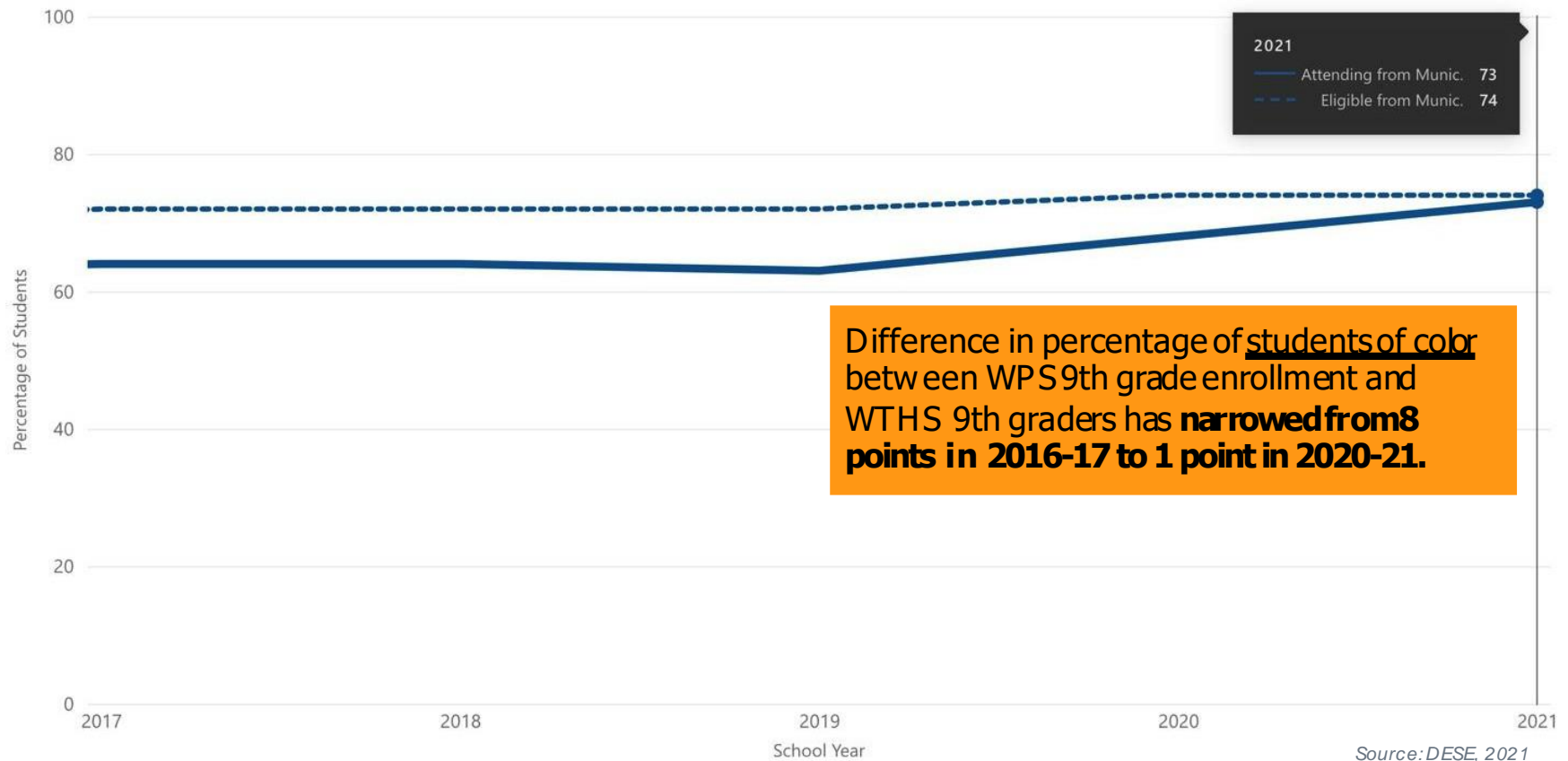
*Data reflect WTHS and WPS 9th grade enrollment from fall SIMS report for each school year (eg, 2017 = 2016-17).

Source: DESE, 2021

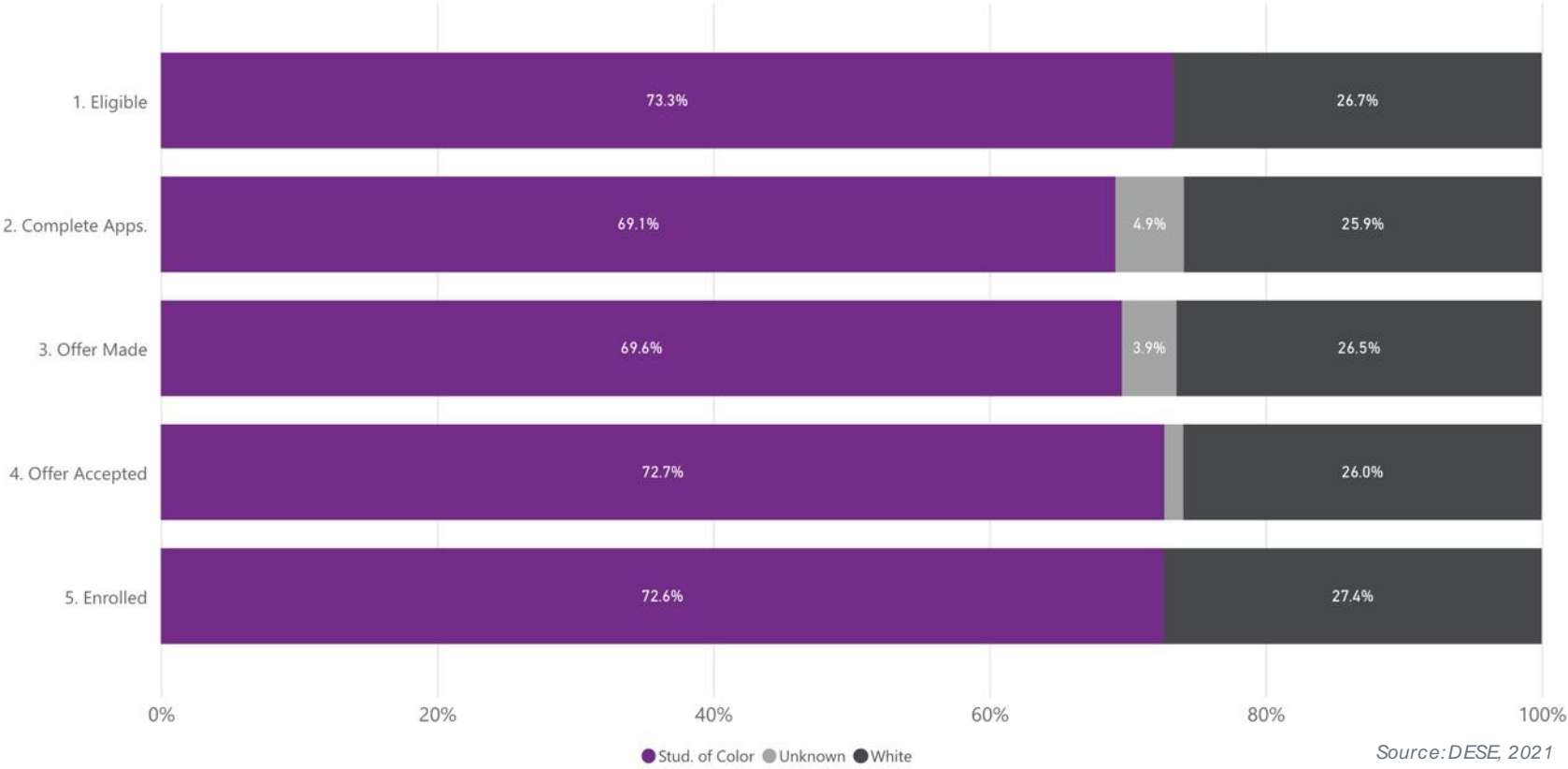
Trend of Eligible vs. Attending Students of Color

[Back to report](#)

STUDENTS OF COLOR

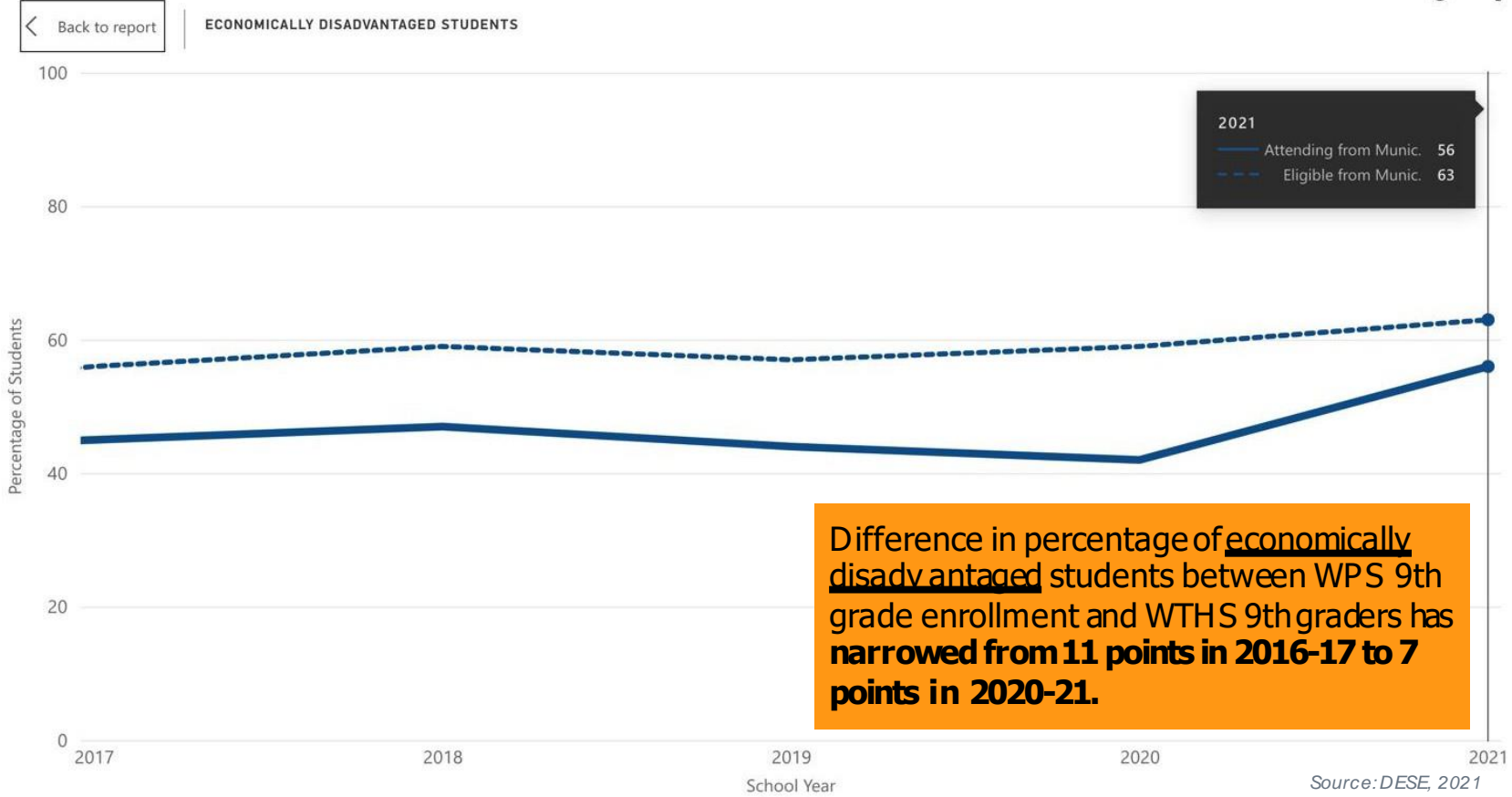


2020-21 9th Grade Data: Students of Color (October 2020)

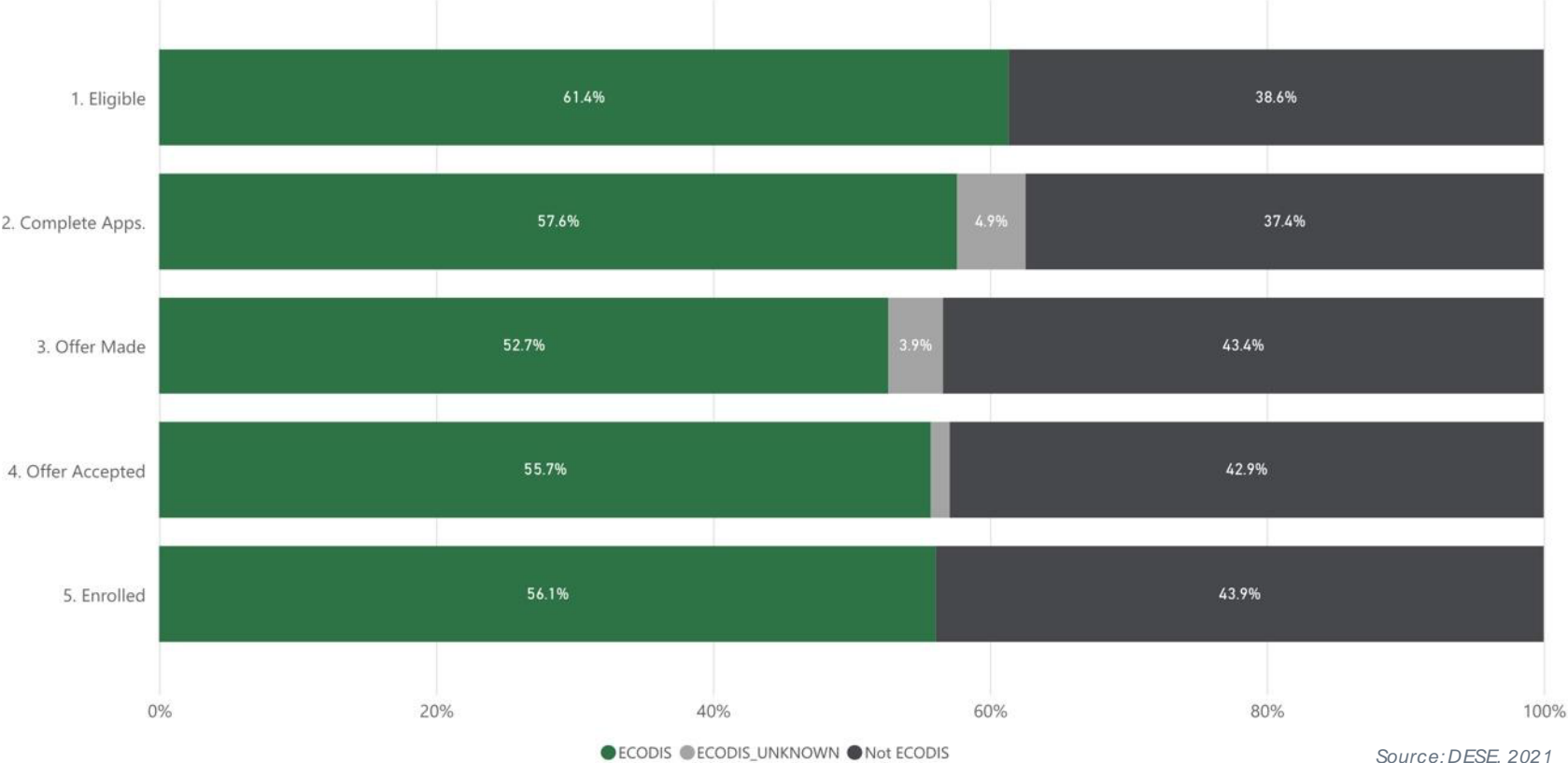


Source: DESE, 2021

Eligible vs. Attending - Economically Disadvantaged Students



2020-21 9th Grade Data: Economically Disadvantaged (October 2020)



Source: DESE, 2021 10

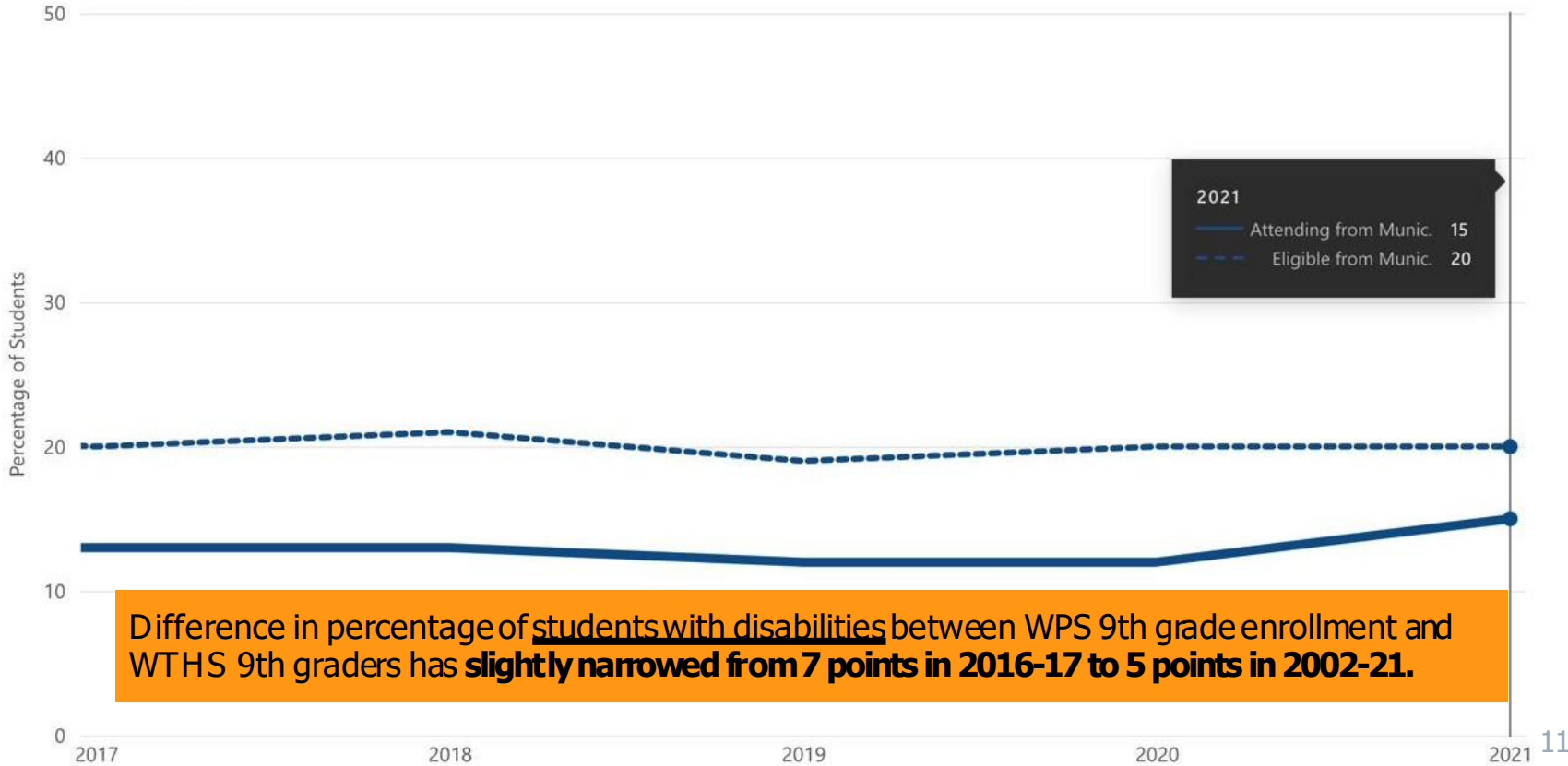


Eligible vs. Attending - Students with Disabilities

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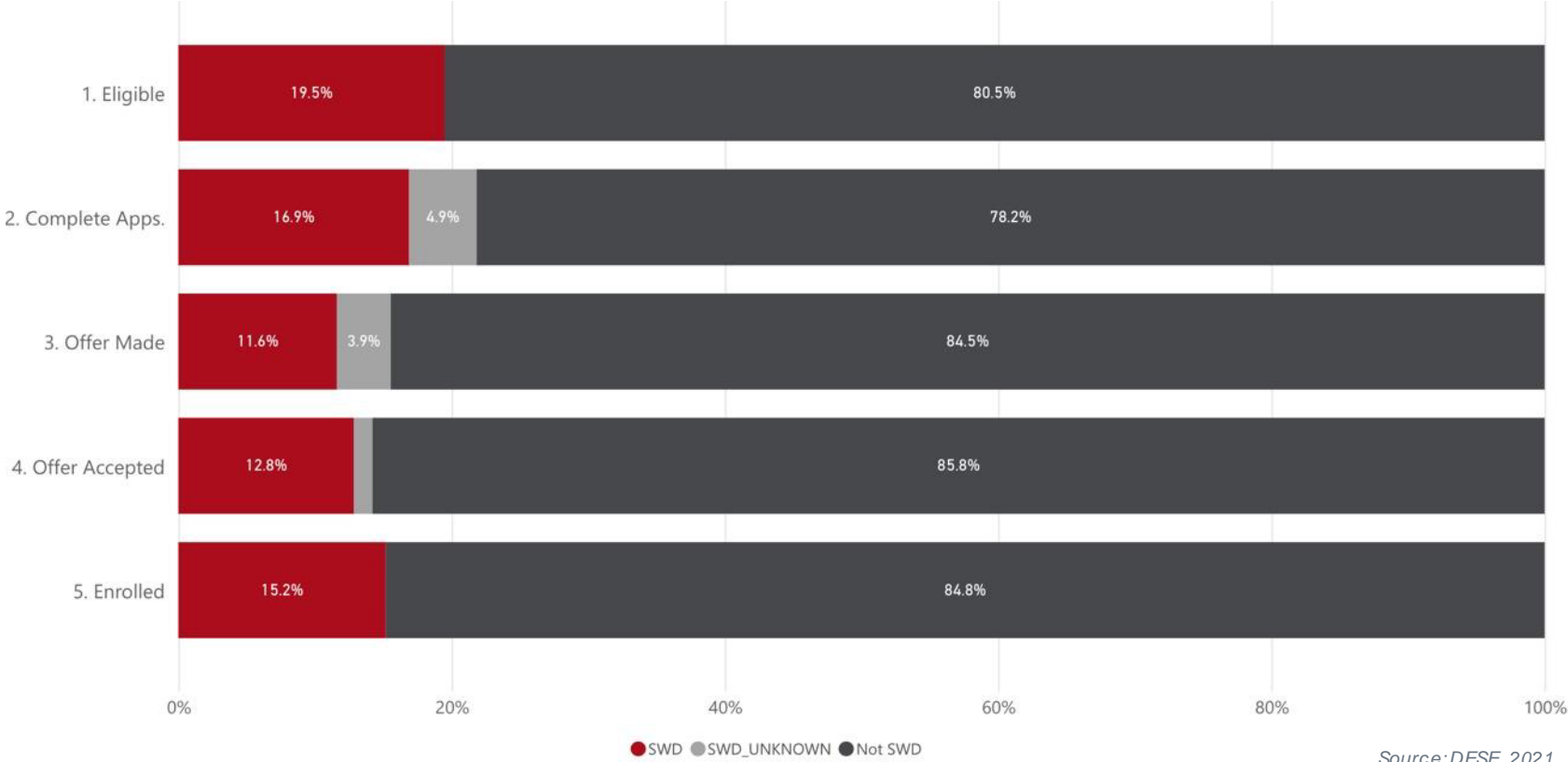
STUDENTS WITH DISABILITIES

Source: DESE, 2021



Difference in percentage of students with disabilities between WPS 9th grade enrollment and WTHS 9th graders has **slightly narrowed from 7 points in 2016-17 to 5 points in 2021.**

2020-21 9th Grade Data: Students with Disabilities (October 2020)



Source: DESE, 2021 12



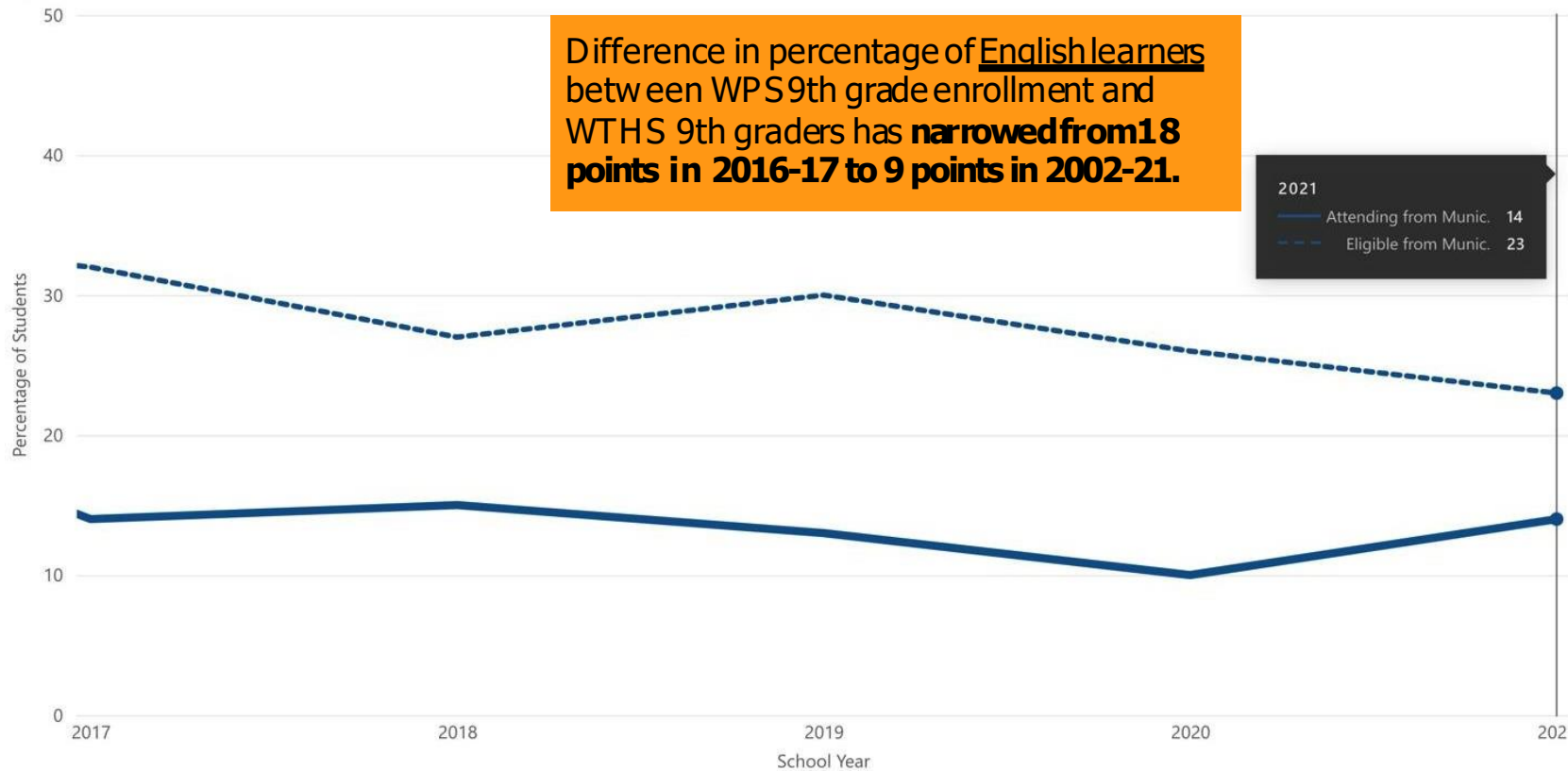
Eligible vs. Attending - English Learners



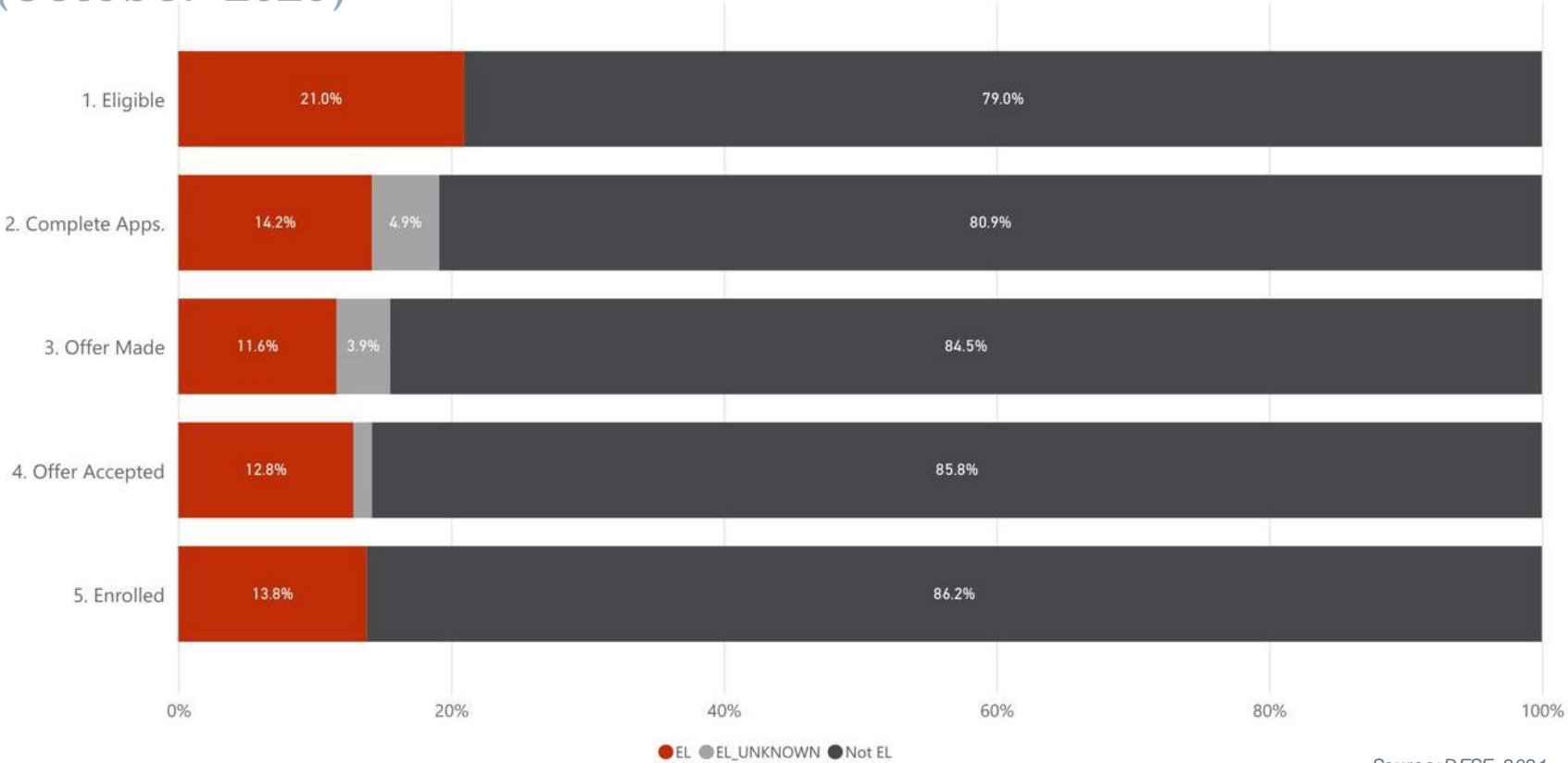
[Back to report](#)

ENGLISH LEARNERS

Source: DESE, 2021



2020-21 9th Grade Data: English Learners (October 2020)



Source: DESE, 2021

Focused, sustained efforts by WTHS to increase the enrollment of diverse students particularly English Learners

- ▷ Trainings for middle school guidance counselors
- ▷ 7th and 8th grade tours of WTHS
- ▷ Presentations to ELPA C (English Learners Parent Advisory Council)
- ▷ WTHS EL staff and students have met with middle school EL students
- ▷ WTHS Open House posters were translated and sent to all schools and community agencies that work with EL populations
- ▷ Admissions team adopted academic marks rubric to include the higher grade between the grade-level English or ESL course



Emergency Admissions Policy

- ▷ Emergency Admissions Policy was approved by the School Committee in January 2021 made significant adjustments to admissions criteria:
 - Weight of academic grades was shifted from 40% to 25%.
 - Students were not penalized for absences during school years affected by the Covid-19 pandemic (all students were given full credit).
 - Effort and conduct marks were used to evaluate applicants for discipline/safety.
 - Educator recommendations were made by teacher teams working with school counselors.



Preliminary admissions data for 2021-22 WTHS and WPS freshmen (using emergency policy)

Population/Group	WTHS 9th Grade	WPS 9th Grade
Students of Color	69.1%	72.4%
English Learners	16.2%*	25.3%
Students with Disabilities	15.5%*	20.2%
Female Students	63.6%	48.2%
Economically Disadvantaged	**	**

Source: SAGE (08.17.2021)

* Percentage represents an increase relative to 2020-21.

**Economically disadvantaged data is still being confirmed in preparation for the October SIMS report.





Equity & Access

What revisions to the admissions policy could ensure that trends continue to move in a positive direction?

Summary of Policy Proposal

- ▷ **Annually allocate seats in WTHS freshman class** in proportion to each middle school's percentage of overall 8th grade fall enrollment.
- ▷ **Maintain weights of four domains from the emergency admissions policy:**
 - Academics, Attendance, Discipline/Safety, and Educator Recommendation would each be worth 25%.
- ▷ **Further calibrate the points awarded for academic marks.**
- ▷ **Establish "bonus" incentives** for students who improve their grades and/or attendance from 7th to 8th grade.
- ▷ **Focus educator recommendations** on attributes not measured in other domains.
- ▷ Ensure **inter-rater reliability and mitigation of implicit bias** in educator recommendations.



1.

Proportional Allocation of Seats

Ensuring geographic and demographic representation

Proportional Allocation of Seats

Seats will be allocated to each feeder middle school in proportion to the share each has of the overall WPS 8th grade fall enrollment.

The purpose of this change is to ensure that both geographic and socioeconomic diversity more closely matches the demographics of eighth grade students across the district.



Proportional Seat Allocation Example: 2019

Assuming an incoming class of 400 students, seats for the freshman class of 2019-20 would have been allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE the prior fall.

*Source: DESE, 2021

Feeder School	Fall 2018 Enrollment*	Percentage of WPS 8th Grade Enrollment	Seats Allocated
Burncoat MS	323	18%	73
Claremont Academy	83	5%	19
Forest Grove MS	502	28%	114
Sullivan MS	430	24%	98
University Park CS	44	2%	10
Worcester East MS	382	22%	87
Total	1,764		400

Proportional Seat Allocation Example: 2020

Assuming an incoming class of 400 students, seats for the freshman class of 2020-21 would have been allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE the prior fall.

*Source: DESE, 2021

Feeder School	Fall 2019 Enrollment*	Percentage of WPS 8th Grade Enrollment	Seats Allocated
Burncoat MS	359	20%	80
Claremont Academy	102	6%	23
Forest Grove MS	477	27%	107
Sullivan MS	432	24%	97
University Park CS	44	2%	10
Worcester East MS	375	21%	84
Total	1,764		400

Projected Seat Allocation: 2022 Admissions

Assuming an incoming class of 400 students, seats for the freshman class of 2022-2023 would be allocated by feeder school in proportion to the percentage of the official eighth grade enrollment reported to DESE on October 1, 2021 (estimates are shown below).

*Source: SAGE (08.17.2021)

Feeder School	Anticipated Fall 2021 Enrollment*	Percentage of WPS 8th Grade Enrollment	Projected Seat Allocation
Burncoat MS	321	19%	76
Claremont Academy	90	5%	20
Forest Grove MS	446	26%	116
Sullivan MS	431	25%	100
University Park CS	39	2%	8
Worcester East MS	377	22%	88
Total	1,704		400

Proportional Allocation of Seats

Applicants will be assigned points according to revised admissions criteria; **a ranking is to be established for applicants based upon the seats allocated to each feeder school.**

The applicants will be **admitted in ranking order up to the number of seats allocated to feeder school.** Remaining students will be placed on the waitlists for their respective feeder schools in the order they are ranked using the criteria.

Worcester residents who are not enrolled as WPS students in 8th grade would be counted within the allotment of seats for the district middle school that corresponds to their home address.



2.

Revision of Criteria

*Continuing positive practices and complying
with new state regulations*

Revision of Admissions Criteria

- **Academics:** Continue to calibrate the points awarded to students for passing grades in their core academic classes in grades 7 and 8; include “bonus” opportunity to encourage improved academic performance in 8th grade.
- **Attendance:** Comply with state requirement to not penalize students for excused absences; include “bonus” opportunity to encourage improved attendance in 8th grade.
- **Discipline & Safety:** Comply with state requirement to not penalize students for “minor behavior or disciplinary infractions.”



Academics (25% of totalscore)

7th Grade Core Subject Final Grades	<ul style="list-style-type: none"> English or ESL (whichever is higher) World History Science 7 Math 7 or Pre-Algebra 	<ul style="list-style-type: none"> B through A = 2.5 pts C = 2 pts D = 1 pt F = 0 pts 	Maximum = 10 pts.
8th Grade Core Subject First Semester Grades	<ul style="list-style-type: none"> English or ESL (whichever is higher) US History/Civics Science 8 Math 8 or Algebra 	<ul style="list-style-type: none"> B through A = 2.5 pts C = 2 pts D = 1 pt F = 0 pts 	Maximum = 10 pts.
Improvement Bonus	<ul style="list-style-type: none"> Credit for maintaining or improving grades in core subjects from 7th to 8th grade 	<ul style="list-style-type: none"> If 8th grade points are greater than or equal to 7th grade total, student receives 5 bonus points. If 8th grade points are less than 7th grade total, no bonus points are awarded. 	Maximum = 5 pts.



Attendance (25% of totalscore)

7th & 8th Grade Combined Unexcused Absences	Total unexcused absences from: <ul style="list-style-type: none"> • 7th Grade (full year) • 8th Grade (first semester only) 	<ul style="list-style-type: none"> • 0 to 10 unexcused absences = 20 points • 11 to 15 unexcused absences = 15 points • 16 to 21 unexcused absences = 10 points • 22 to 28 unexcused absences = 5 points • 29+ unexcused absences = 0 points 	Maximum = 20 points
Improvement Bonus	Credit for decrease in unexcused absences from 7th to 8th grade (difference in 1/2 of 7th grade absences and # of 8th grade absences)	<ul style="list-style-type: none"> • Same or fewer unexcused absences in 8th grade = 5 points • Greater # of unexcused absences in 8th grade = 0 points 	Maximum = 5 points



Discipline and Safety (25% of totalscore)

7th & 8th Grade Combined Suspensions	Total suspensions under MGL Chapter 71, 37H, 37H½, and 37H¾*	<ul style="list-style-type: none"> • 0 37H, 37H½, and 37H¾* suspensions = 25 pts • 1 37H, 37H½, and 37H¾* suspension = 20 pts • 2 37H, 37H½, and 37H¾* suspensions = 15 pts • 3 37H, 37H½, and 37H¾* suspensions = 10 pts • 4+ 37H, 37H½, and 37H¾* suspensions = 0 pts 	Maximum = 25 points
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**Per newly adopted state regulations, only 37H¾ infractions resulting in a suspension from school of 10 or more days are included in determining the discipline score.*



Revision of Admissions Criteria

- **Educator Recommendation:** Continue practice of recommendations coming from team of educators who know the student.
 - Revisit criteria with educators, parents, and students
 - Collaboratively develop rubrics for use by educator teams
 - Facilitate calibration exercises to ensure inter-rater reliability
 - Provide training to mitigate the impact of implicit bias in the process



Educator Team Recommendation (25% of total score)

<p>Reference and recommendation by 8th grade teaching team</p>	<p>Five <u>proposed</u> characteristics:</p> <ul style="list-style-type: none"> ● Classroom participation* ● Collaboration and teamwork* ● Interest in vocational education* ● Motivation & perseverance* ● Personal responsibility & citizenship* 	<ul style="list-style-type: none"> ● A rubric for the assessment of these characteristics is pending, with a maximum of five points possible for each. ● Teacher teams will complete the recommendation for students they share, facilitated by school counselors. ● Recommending teams will include ESL and/or Special Education teachers (as applicable). 	<p>Maximum = 25 points</p>
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**Final domains, scoring rubrics, and other details will be established following stakeholder engagement sessions.*



3.

Proposed Next Steps

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Next Steps

- Request that the School Committee **authorize the Superintendent to request a waiver from DESE** to submit the WPS admissions policy by December 1.
- Request that School Committee calendar in-depth **discussions of the proposed admissions policy with the appropriate standing committee.**
- **Schedule engagement sessions** in which parents, teachers, students, and other stakeholders can provide feedback and input related to the essential attributes students must have to participate in vocational and technical education.
- **Finalize policy recommendations** for rubrics, calibration and implicit bias training, tie-resolution process, adjustments for comprehensive high school programs, and revised exploratory description for School Committee approval and submission to DESE.
- Calendar final **School Committee policy adoption for November 18 meeting.**



ITEM: gb #1-160

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

DATE OF MEETING: Monday, August 30, 2021

ITEM: Miss Biancheria/Ms. Clancey/Ms. McCullough/Mr. Monfredo (May 25, 2021)

Request that the Administration provide a listing of all existing and new Chapter 74 courses to include titles and school sites.

PRIOR ACTION:

6-3-21 - Superintendent Binienda stated that she would also provide the list of Innovative Pathway trainings.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (3 pages) contains a copy of the existing Chapter 74 Courses.
Annex B (1 page) contains a list of Innovative Pathways trainings.

Annex A
gb# 1-160

School Program	Existing Chapter 74	New Chapter 75	Innovation Pathway (all based at WTHS)	Comprehensive HS Programs
WTHS	Auto Collision			
WTHS	Allied Health			
WTHS	Animal Science/ Veterinary Assisting			
WTHS	Automotive Technology			
WTHS	Biotechnology			
WTHS	Culinary Arts			
WTHS	Computer-Aided Drafting			
WTHS	Cosmetology			
WTHS	Carpentry			
WTHS	Early Childhood Education			
WTHS	Electricity			
WTHS	Finance and Marketing			
WTHS	Graphic Communication			
WTHS	Hotel Management			
WTHS	Heating, Ventilation, Air Conditioning, Refrigeration			
WTHS	Information Support Services and Networking			
WTHS	Advanced Manufacturing Technology			
WTHS	Painting and Design Technologies			
WTHS	Plumbing			

School Program	Existing Chapter 74	New Chapter 75	Innovation Pathway (all based at WTHS)	Comprehensive HS Programs
WTHS	Robotics			
WTHS	Welding			
WTHS	Programming and Web Development			
WTHS		Environmental Science-enroll students for 21/22 SY		
Doherty High School	Engineering Technology			Engineering Technology
North High School	Health Assisting			Health Assisting
North High School	Business Technology			Business Technology
South High School	Early Childhood Education and Care			Early Childhood Education and Care
South High School	Culinary Arts			Culinary Arts
South High School	Diesel Technology			Diesel Technology
NEW-Innovation Pathways-Biotech 21/22 SY			Foundations of Modern Biotech-7883 and Applications of Modern Biotechnology-7893	
Innovation Pathways-Health Care			Intro to Health Careers-8353 and CNA Health Skills-7923	
Innovation Pathways-Advanced Manufacturing			Intro to Adv Manufacturing-9613 and Machine Operations-7963	

School Program	Existing Chapter 74	New Chapter 75	Innovation Pathway (all based at WTHS)	Comprehensive HS Programs
Innovation Pathways-Construction/Engineering			Construction Tech Spec-7953 and Intro to Civil Engineering-9623	
Innovation Pathways-Business/Marketing			Intro to Business-7393 and Marketing I-7423	
Innovation Pathways-Computer Science			Computer Sci Principles-1243 and Web Development-7873	
Innovation Pathways-Information Technology			IT Essentials-7693 and Intro to Networking-7943	
Innovation Pathways-Capstone			IPP Capstone-7853	
Innovation Pathways-Career and Academic Planning			Course Codes-9653, 9493, 9503, 9193	

Technical Teachers:

Each technical teacher is a part time instructor for Innovation Pathways. They have 10 hours of team meetings and curriculum planning to plan lessons based on program objectives and align content they may already have from their full time positions. These 10 hours are done prior to the technical classes beginning in November.

Career and Academic Planning Teachers:

Meet as a group to further align our curriculum and objectives as our schedules align. Additionally, Mr. Drew Weymouth meets and orients new teachers in August prior to the school year.

All IPP teachers:

Meet on a monthly basis as a "department" with all teachers to make sure we are supporting the students and implementing the program smoothly.

Students:

All students have an interview with IPP staff upon application and acceptance. We do a program orientation night in October (this year is tentatively scheduled for October 27) to make sure they understand how their schedule and coming to Worcester Tech will work. They also have a program orientation at the beginning of summer for all students that will participate in a summer internship.