

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

AGENDA #3

The School Committee will hold a regular meeting:

on: Thursday, February 3, 2011
at: 6:00 p.m. - Executive Session
7:00 p.m. – Regular Session
in: Council Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER – REGULAR MEETING

INVOCATION - Pastor Noel Williamson
Pleasant Street Baptist Church

PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #1-2 - Clerk
(January 26, 2011)

To consider approval of the Minutes of the School Committee Meeting of Thursday, January 20, 2011.

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION

ACTION

gb #1-8.1 - Administration/Ms. Novick/Mr. Monfredo/
Mr. O'Connell
(January 14, 2011)

To recognize the students, parents, faculty and Administration of the Finn School in Southborough for their generosity to Chandler Elementary School and Mohan Nannapenehi and Suren Nannapenehi for their generous donation of 400 backpacks for students at Chandler Elementary and Union Hill schools.

VI. REPORT OF THE SUPERINTENDENT

ros #1-2 - Administration
(January 25, 2011)

FY12 BUDGET UPDATE BASED ON THE GOVERNOR'S
PROPOSED BUDGET

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Accountability and Student Achievement met at 5:50 p.m. on Monday, January 24, 2011 in Room 410 at the Dr. John E. Durkin Administration Building.

The Standing Committee on Teaching, Learning and Student Supports met at 5:30 p.m. on Monday, January 31, 2011 in Room 410 at the Dr. John E. Durkin Administration Building.

THE ACTION SHEETS MAY BE FOUND IN THE APPROPRIATE
PLACE IN THE BACKUP

IX. PERSONNEL

1-6 The Superintendent has APPROVED the APPOINTMENT of the persons named below to the position of teacher:

Creamer, Gina, Special Education, Chandler Elementary, BA+15, Step 5, \$52,601. Licensed: Moderate Disabilities (Prek-8), effective August 30, 2010.

DeCaluwe, Susan, Special Education, Systemwide, MA+30, Step 8, \$68,027. Licensed: Vision Impairments (K-8), effective January 18, 2011.

X. GENERAL BUSINESS

ACTION

gb #0-131.1 - Administration/Administration
(January 25, 2011)

Response of the City Clerk to a petition to City Council to remove the parking meters in front of the Parent Information Center and place signs, which would allow individuals to park for 30 to 60 minutes.

gb #0-167.2 - Administration/Ms. Novick
(January 26, 2011)

Response of the Administration to the request to provide quarterly reports on how many e-mails are received on the Feedback, Questions and Suggestions section on the Worcester Public Schools' website and indicate the topics of these e-mails.

gb #0-273.1 - Administration/Mayor O'Brien
(January 26, 2011)

Response of the Administration to the request to meet with representatives of Youth Villages, Inc. to discuss ways that the Worcester Public Schools can collaborate with their Intercept and Transitional Living programs that provide intensive community based services for high risk children.

gb #1-33 - Mr. O'Connell/Miss Biancheria/Mr. Monfredo
(January 14, 2011)

To review the use of the automated telephone call system of the Worcester Public Schools, and to seek the input of parents, students and staff as to the proper frequency, scheduling and purpose of such use.

gb #1-34 - Mr. O'Connell/Miss Biancheria/Mr. Monfredo
(January 18, 2011)

To set a date to recognize and congratulate the students who were selected and honored as the 2011 scholars of the Worcester County Superintendents' Association:

Henry Ca	Samantha MacNeal
Jana Dankova	David Marcano
Emily Ellis	Enejda Senko
Alexandra Gicas	Amber Ustinovitch
Mylynn Lam	Phoebe Walsh-Costello

GENERAL BUSINESS (continued)

ACTION

gb #1-35 - Mayor O'Brien
(January 19, 2011)

Request that the Administration provide a report on what programs are currently in place for students who are identified with substance abuse issues.

gb #1-36 - Mayor O'Brien
(January 19, 2011)

Request that the Administration explore the feasibility of replicating in the Worcester Public Schools substance abuse programs that are currently in place in high schools in Springfield, Boston and the North Shore.

gb #1-37 - Mayor O'Brien
(January 19, 2011)

Request that the Administration discuss with local area educational directors the feasibility of regionalization of special education services for Worcester and surrounding communities.

gb #1-38 - Mayor O'Brien
(January 21, 2011)

Request that the Administration consider developing a system for parents to receive text messages for school closings and other important messages.

gb #1-39 - Mr. O'Connell/Miss Biancheria/Ms. Novick
(January 24, 2011)

Request that a comprehensive investigation be conducted as to the circumstances leading to invalidation of the 2010 MCAS results at the Goddard School of Science and Technology.

gb #1-40 - Ms. Novick/Mr. Foley/Mr. Monfredo/Miss Biancheria
(January 25, 2011)

Request that the Administration provide the 2010 Advanced Placement report for all high schools.

GENERAL BUSINESS (continued)

ACTION

gb #1-41 - Ms. Novick/Mr. Foley/Mr. Monfredo/Miss Biancheria
(January 25, 2011)

Request that the Administration provide the 2010 placement report for all high school seniors.

gb #1-42 - Administration
(January 26, 2011)

To accept grants from the Massachusetts Department of Elementary and Secondary Education from Race to the Top, funded through the American Recovery and Reinvestment Act of 2009.

gb #1-43 - Miss Biancheria/Mr. Foley/Mr. O'Connell/Mr. Monfredo
(January 25, 2011)

To set a date to recognize Dennis Ferrante, former Director of Adult, Continuing and Community Education, for his 33 years of service in the Worcester Public Schools.

gb #1-44 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo
(January 25, 2011)

Request that the Superintendent provide an outline of the strategies, timelines and Budget for the 2011 Summer programs to include:

- a list of the academic support and MCAS programs
- a list of the names of the community schools that will provide summer programs
- a description of academic outreach partnerships for youth employment and
- a list of proposed paid and unpaid internship sites

GENERAL BUSINESS (continued)

ACTION

gb #1-45 - Mr. O'Connell/Mr. Monfredo/Ms. Novick/
Miss Biancheria
(January 26, 2011)

To request a report from the Superintendent as to her plans to comply with the mandate of the Commissioner of Education that "the Office of the Superintendent of the Worcester Public Schools will conduct the 2011 MCAS test administration at the Goddard School", and that "the Office of the Superintendent of the Worcester Public Schools will require all Worcester principals and central office administrators to attend a DESE MCAS Administration Security Procedures Training session prior to the administration of the 2011 MCAS administration."

gb #1-46 - Ms. Novick/Miss Biancheria
(January 26, 2011)

Request that the Administration provide a full accounting of the internal investigation into the 2010 MCAS testing at Belmont Street Community School.

gb #1-47 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo
(January 26, 2011)

To acknowledge the North high school principal, staff members, facilities personnel, safety department, City of Worcester DPW and City Water Department for their assistance to resolve the water main break at North High School, with no interruption to classroom instruction.

gb #1-48 - Mr. Monfredo/Mr. O'Connell
(January 26, 2011)

Request that the School Committee forward a letter of thanks to Professor John Wilkes from WPI and chair of the New England Chapter of the American Institute of Aeronautics and Astronautics for inviting seven fifth grade classes to WPI for a workshop presentation entitled the "Fifth Grade Science MCAS Review Day on the Moon."

GENERAL BUSINESS (continued)

ACTION

gb #1-49 - Mr. Monfredo/Mr. O'Connell/Ms. Novick
(January 26, 2011)

Request that the Administration schedule Legislative meetings with the local delegation during the months of March and May and consider scheduling four meetings with them during the next school year.

gb #1-50 - Administration
(January 26, 2011)

To set a date to recognize Mark Brophy, Staffing and Mentor Coordinator, for being elected as the President of the American Association for Employment in Education (AAEE) to provide the highest standards in educator preparation, recruitment, hiring and retention.

gb #1-51 - Administration
(January 26, 2011)

To develop a policy regarding prevention and management of sports-related head injuries within the school district or school.

gb #1-52 - Administration
(January 28, 2011)

To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the governmental body, to conduct strategy sessions in preparation for negotiations with nonunion personnel, to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

XI. ADJOURNMENT

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

9527

AN ORDINANCE AMENDING SECTION 42 OF CHAPTER 13 OF THE
REVISED ORDINANCES OF 2008 TO INSTALL ONE HOUR PARKING
IN FRONT OF 768 MAIN STREET. (PARENT INFORMATION
CENTER)

Be it Ordained by the City Council of the City of Worcester as follows:

Section 42 of Chapter 13 of the Revised Ordinances of 2008 be and is hereby amended by striking out in Schedule I, the provision for MAIN STREET WEST SIDE FROM A PT. 105' NORTH OF JACKSON STREET TO A PT. 94' SOUTH OF JACKSON STREET. NO PARKING ANYTIME and inserting in place, thereof, the following new provisions:

MAIN ST. WEST SIDE FROM A PT. 26' NORTH OF JACKSON ST. EXTENDED TO A PT. 50' NORTH OF JACKSON ST. EXTENDED. ONE HOUR PARKING.

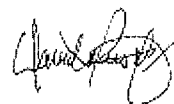
MAIN ST. WEST SIDE FROM A PT. 26' NORTH OF JACKSON ST. EXTENDED TO A PT. 94' SOUTH OF JACKSON ST. EXTENDED. NO PARKING ANYTIME.

In City Council

September 7, 2010

Passed to be Ordained by a Yea and Nay vote of Eleven Yeas and No Nays

A Copy. Attest:



David J. Rushford
City Clerk

Citizens' Mail Box
Summary

The Citizens' Mail Box receives an even distribution of email each month ranging from 14 to 28.

Email sorted by major category

41% Vendors
Restaurants
Conferences
Consultants and Products

13% Miscellaneous Items
Solicitations for money
Facebook invitations
General comments

15% Concerns
School Closings
Opinions / Directions
Individual Needs

30% Requests for Information
School Registration
Transcripts
Connect-ed Removal

Actions

At the end of each month, sorts of information will be conducted for the purpose of improving the district web site. Identified categories will be used to provide alternative pathways for parents / community members to provide access to information and / or support.

Several items that are received need the attention of specific individuals in the district. They can be forwarded for assistance. Other items require adjustments to the systems of the district, such as the district's web site, to better accommodate the needs of parents and community members.

On December 10, 2010, the Manager of Special Education, Marco Rodrigues, and the Assistant Director for Special Projects, Peg Iandoli-Cole met with representatives from Youth Villages Inc. of Massachusetts Mr. Matt Stone - State Manager, Ms. Andy Wordell - Senior Clinical Supervisor, Ms. Andrea Donahue - Regional Supervisor Western MA.

The meeting focused on discussions relative to the services available through Youth Villages Inc., and how the WPS may collaborate in accessing these services through the Department of Children and Family Services.

Overview

Youth Villages Inc. is currently established in eleven states in the nation and it provides an array of support services to children and families through specialized programming such as Group Homes, Residential Treatment, Foster Care, Transitional Living, Intensive In-home Services and Specialized Crisis Services.

In Massachusetts, Youth Villages currently provide two kinds of programming: Transitional Living and Intensive In-home Services called Intercept.

Transitional Living provides support to young adults to successfully transition onto adulthood. Support services include maintaining stable and suitable housing, remaining free from legal involvement, participating in an educational/vocation program, and developing the life skills necessary to become a successful citizen. The goal of this program is to reduce the risk of homelessness, poverty, and illegal behavior among the young adults served by addressing skills such as permanency, education, employment, housing, and independent living. Transitional Living target young adults age ranging from 17 ½ to 22 years old.

Intercept provides intensive in-home services to children who have emotional and behavioral problems and their families in their own homes. Services are provided to the entire family and meetings are scheduled with families and youth at least three times each week and are on call 24/7 to help families in case of emergency. Counselors assigned to the families focus on helping the child and family at home, in school and in the community. Counselors collaborate with providers, case workers and courts to formulate a collaborative treatment direction to resolve family and child problems. Treatment includes family therapy, mental health treatment for caregivers, parenting skills education, educational interventions, development of positive peer groups, and extensive help for families and children in accessing community resources and long-term, on-going support.

Youth Villages is currently expanding its work in the Worcester area. Referrals to programs operated by Youth Villages are originated by the Department of Children and Families (DCF) and they are currently working on possible partnership with the Department of Mental Health (DMH).

Outcome

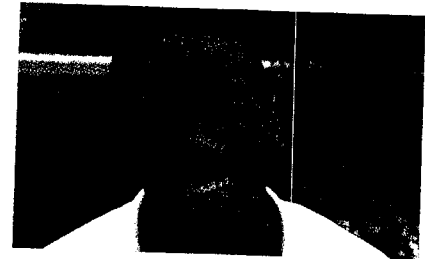
The services provide by Youth Villages are extremely relevant to the needs of many of our children and families. Many of our families struggle with the lack structural supports needed to manage children emotional and behavioral issues within their household. The intensive in-home services and the transition to adulthood services are key support services to help families strengthen the core and to become self-sufficient.

The Special Education Department meets with DCF monthly to discuss students in need of specialized educational services and supports. The discussion also includes students' living arrangements and community support services. There will be opportunities to discuss how Youth Villages may assist us in providing support services to WPS students under the care of DCF.

Youth Villages

INTERCEPT

Intensive In-Home Services for Families



Helping Families Stay Together

The Youth Villages Intercept program is an intensive in-home services program that specializes in:

- Providing treatment to troubled children who have emotional and behavioral problems and their families in their own homes at times convenient for the families.
- Diverting youth from out-of-home placements by helping their families safely maintain youth in the home and community environment. Diversion services generally last four to six months.
- Reuniting youth who are in a residential treatment facility, foster home, psychiatric residential treatment facility, hospital or group home successfully with their families in the community. Intercept counselors are skilled at reuniting families even when the child has been out of the home for an extended period. Reunification services generally last six to nine months.

The Youth Villages Intercept program focuses on achieving better results at a lower cost by helping youth in their own homes. Youth Villages partners with state and federal leaders to bring about major reforms to the juvenile justice, child welfare and children's mental health systems.

More about Youth Villages' Intercept services:

- Services are provided to the entire family, rather than just the identified child or youth.
- Intercept counselors meet with families and youth at least three times each week and are on call 24/7 to help the family in case of emergency.
- Intercept counselors with small case loads — four to six families — focus on helping the child and family at home, in school and in the community. Youth Villages Intercept supervisors are responsible for four to five Intercept counselors.
- Intercept counselors collaborate with providers, case workers and courts to formulate a collaborative treatment direction to resolve family and child problems.
- Intercept counselors provide a comprehensive treatment approach that includes family therapy, mental health treatment for caregivers, parenting skills education, educational interventions, development of positive peer groups, and extensive help for families and children in accessing community resources and long-term, ongoing support.

Experience in Providing In-Home Services

In 15 years, Youth Villages has helped more than 15,000 children and their families through their two intensive in-home services programs.

We offer our Intercept in-home program to children and families in Alabama, Florida, Georgia, Massachusetts, Mississippi, New Hampshire, Tennessee and Virginia.

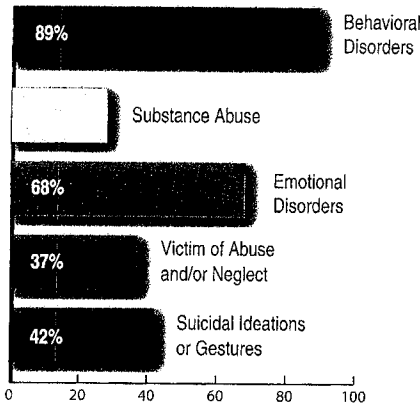
Youth Villages has been:

- recognized by The White House as a promising, results-oriented nonprofit
- the subject of a prestigious Harvard Business School case study
- cited as a model organization by The American Youth Policy Forum and the Federal Advisory Committee on Juvenile Justice

Intercept: Success in Numbers

Presenting Issues

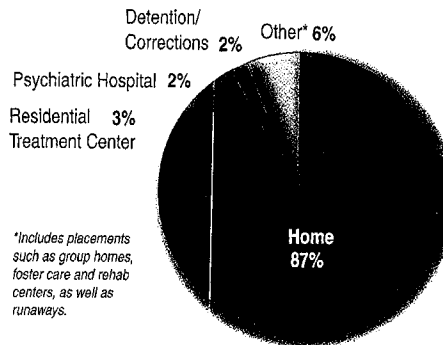
Youth served July 2006 through December 2009
N = 6,145



More than 80% of youth have multiple presenting issues.

Discharge Location

Youth discharged July 2006 through December 2009
N = 5,527

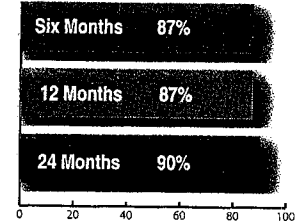


*Includes placements such as group homes, foster care and rehab centers, as well as runaways.

Success at Follow-up

Follow-ups conducted through December 2009

Success is defined as living at home or in a home-like environment.



Response Rates:
Six Months – 65.3% (1,948 out of 2,985)
12 Months – 53.6% (1,150 out of 2,145)
24 Months – 41.4% (375 out of 898)

Includes only youth who received at least 60 days of service.

About the Intercept program

For 15 years, Youth Villages has provided intensive in-home services; we've helped more than 6,000 children and families in the last three years alone in our Intercept program. We have demonstrated that 90 percent of the children who complete our program are successful two years after discharge. Youth Villages offers communities and governments a better alternative for youth touched by the state child welfare, juvenile justice and mental health systems. Our research-based programs help states reform their social services systems by providing measurable, sustainable results at a lower cost.

The program is a proven alternative treatment for children and youth who otherwise would be placed in foster care, residential treatment, detention centers, hospitals or other juvenile facilities.

There are four key ways in which the Youth Villages Intercept program can have an impact:

- Demonstrating cost savings by making in-home services available as an alternative to continued stays in out-of-home placements.
- Working toward family reunification with youth in costly psychiatric residential treatment facilities, psychiatric hospitals and long-term foster care placements to reduce the long lengths of stay and the overall cost of out-of-home placements.
- Diverting youth from placement in the system, when possible, to decrease the number of entries into custody in the selected community.
- Proving the return on investment for the state by demonstrating an average 87% success rate 12 months post-discharge and lowering the numbers of children in residential care, psychiatric hospitals and foster care placements.

LEARN MORE ABOUT INTERCEPT

Matt Stone, State Manager 978-349-8580 | matthew.stone@youthvillages.org | www.YouthVillages.org/inhome



Founded in 1986, Youth Villages has built a national reputation for offering the most effective programs and services to help emotionally troubled children and their families. With offices in Holyoke, Lawrence, Woburn and Worcester, the private nonprofit organization provides intensive in-home services and a transitional living program in the Commonwealth of Massachusetts.

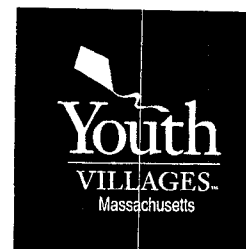


Youth Villages is accredited by the Joint Commission on Accreditation of Healthcare Organizations.

Youth Villages

TRANSITIONAL LIVING

A New Beginning for Young Adults



Transitional Living Goals and Objectives

PERMANENCY

Young adults in the program learn interpersonal skills to create and maintain healthy personal relationships with family, extended kin, friends, and other individuals the youth identify as important.

EDUCATION

Youth Villages supports youth in obtaining at least the minimal education requirements (GED, high school diploma) necessary to maintain employment. The goal is for the young adults to be actively involved in school or to have graduated when leaving the program.

EMPLOYMENT

Young adults in the program secure and maintain employment by point of discharge.

HOUSING

Young adults in the program will secure and maintain stable and suitable housing.

INDEPENDENT LIVING SKILLS

Young adults in the program improve their independent living skills.

YOUTH INVOLVEMENT

The young adults in the TL program drive their transition plans, goal development and group activities.

Providing Crucial Support to Young Adults

Children who grow up in the foster care system or in state custody often face a scary and tumultuous transition into adulthood. Studies show that these young people experience much higher than average incidents of homelessness, incarceration, mental illness, and drug addiction. For many of these youth, family support is not available, and community support is not sufficient to prepare them for success as independent adults.

A successful transition to adulthood includes maintaining stable and suitable housing, remaining free from legal involvement, participating in an educational/vocational program, and developing the life skills necessary to become a successful citizen. Youth Villages' Transitional Living (TL) program works not only with the youth who are "aging out" but also with their families and support systems to help ensure a more successful transition. The program reduces the risk of homelessness, poverty, and illegal behavior among the young adults served.

Our Transitional Living Specialists Empower Young Adults

Since 1999, the TL program has helped more than 3,000 former foster youth between the ages of 17-22 make a successful transition into independent adulthood. Participation in the TL program is voluntary. Specially trained TL specialists meet with TL participants at least once a week – and more often when needed – in community settings, including their homes, at school or on the job, at a doctor's office, or wherever is most convenient to the youth.

Our TL specialists help former foster youth identify their goals and guide them each step of the way as they strive to finish high school or obtain a GED; apply for college, scholarships, and begin a college career; find safe and affordable housing; learn to budget; enter a job training program; obtain health and car insurance; access community resources; and reunite with their families if appropriate.

Youth Villages Offers More

While there are some programs that serve young adults who have aged out of foster care, these programs are typically office-based and do not provide intensive in-home support and guidance in the community. The Youth Villages TL program provides a comprehensive community-based approach to meeting the needs of young adults. TL specialists are available to young adults 24 hours a day, seven days a week. They make a minimum of one face-to-face contact per week at the youth's home, job, or wherever is most convenient for the young person. The number of sessions can be increased based upon the individual needs of each young adult.

The Youth Villages TL program collaborates with other programs/agencies to provide an intense network of services to the young adults in the program.

Another unique aspect of the TL program is that the family (or other support system) is considered a vital part of the young adult's path to success. When possible, Youth Villages helps young people reconcile with viable family members. Additionally, TL specialists assist young adults in developing new relationships and lifelong connections with caring adults.

The intensity and comprehensiveness of Youth Villages' Transitional Living services set this program apart from other services.

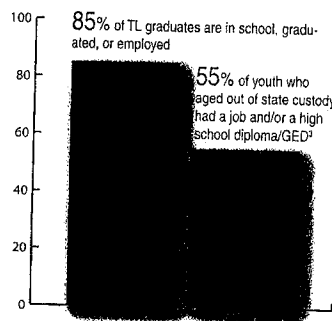
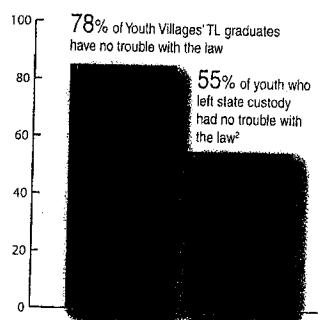
The following are the core components that distinguish the TL program and ensure its success:

- **Low caseloads** – Specialists maintain caseloads of about six to 10 young adults depending on the intensity of the cases.
- **Length of service** – Program participation usually lasts from six to 12 months, with an average of seven to nine months.
- **Training and supervision** – A vital component of the TL program is the level of training and supervision for specialists.
- **Accountability** – Specialists are expected to achieve success with a high percentage of the young adults — the case outcomes are the specialists' responsibility.
- **Collaboration with probation and other agencies** – The TL program works closely with other support systems to ensure consistent and effective services are provided.
- **Empowerment** – The overriding goal of the TL program is to help young adults resolve future problems independently.

TRANSITIONAL LIVING Success in Numbers

88% of Youth Villages' TL graduates live at home or in a home-like environment

30% of youth aging out of state custody will become homeless, according to national estimates¹



Transitional Living follow-ups conducted at 12 months post-discharge from June 2000 through December 2009

¹Child Welfare, Vol. 83 (5), 469-492 | ²Child Welfare, Vol. 82 (6), 727-746 | ³Child Welfare, Vol. 78 (3), 339-360.

LEARN MORE ABOUT TRANSITIONAL LIVING

Matt Stone, State Manager 978-349-8580 | matthew.stone@youthvillages.org | www.YouthVillages.org/TL



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Youth Villages is accredited by the Joint Commission on Accreditation of Healthcare Organizations.

Press Release – January 24, 2011

Worcester School Committee Members request a prompt investigation of MCAS irregularities at the Goddard School of Science and Technology

As Members of the School Committee of the City of Worcester, we are deeply concerned by the findings of the Massachusetts Department of Elementary and Secondary Education regarding the Goddard School of Science and Technology (“Goddard”). We are placing on the agenda of the February 3 meeting of the Committee a request that a prompt, comprehensive, aggressive, impartial and meticulous investigation take place as to the circumstances at the school which led to the invalidation of the 2010 MCAS results of the school in English Language Arts, in Mathematics, and in Science and Technology / Engineering in grades 3 through 6.

We are very proud of the record of success which Goddard and its students have achieved in recent years. The school has won well-deserved respect for its prowess in orienting its students to academic achievement, self-discipline, self-confidence, and effective study skills, which have advanced their academic careers at the secondary and collegiate levels. However, the continued success of the school will depend, in material part, on maintaining the confidence of the Worcester community in its integrity, and in the validity of the test scores it achieves.

We know that MCAS test administration involves interaction between students and teachers during the test process itself. We also know that a fine line – perhaps a gray area – exists as to where assistance in test methodology ends, and substantive guidance as to answers – “coaching” – begins. However, the Commissioner’s findings raise disturbing issues as to the scope of assistance provided by Goddard staff to students. As the Commissioner stated, “the Department learned that school staff who administered MCAS tests during spring 2010 reviewed student work on the assessment, coached students to add to their responses, scribed answers or portions of answers that were not worded by students, and provided scrap paper for students to use during testing. Each of these infractions is in direct violation of the MCAS Test Security Requirements contained in the spring 2010 Test Administrator’s Manual.”

These findings have ramifications going well beyond the tests themselves. As Commissioner Chester wrote, “[t]he irregular administration of MCAS at the Goddard School compromises the integrity of the 2010 results and denies families accurate feedback on the achievement of their children.”

We are not raising our concerns to disturb the well-earned respect which Goddard has achieved, or to demonstrate a lack of confidence in the school’s leadership or in its personnel. In fact, we believe that a thorough investigation will isolate the source of the irregularity, thus reinforcing the caliber and quality of the many staff members and school leaders who were not involved, and setting a procedure and direction in place for correction of the test process in the future. This will, in effect, make public and visible whatever underlying issues need to be addressed, and, as Supreme Court Justice Louis

Brandeis so accurately observed, “sunlight is said to be the best of disinfectants.” (Other People’s Money, 1932). Full and complete disclosure is the best means of sustaining and supporting the fine reputation of Goddard on which its continued success will depend.

Whether or not we support the emphatic “high stakes” use of MCAS, we do know that, when test results are invalidated, as here, nobody “wins”. Schools, students and parents lose the benefit of informative diagnostic test findings, comparisons of a student’s progress over time are interrupted, and the good name of a school, earned by years of excellence, is undermined. The investigation we request will help Goddard to maintain its record of achievement for the well-being of its students, while orienting the MCAS test process there to place it where it must be – in full compliance with the letter and spirit of state regulations and guidelines.

Dianna L. Biancheria, Member, Worcester School Committee
Home 508-753-3440. Cell 508-868-4212.

Tracy O’Connell Novick, Member, Worcester School Committee
Home 508-754-5697. Cell 508-410-3223.

Brian A. O’Connell, Vice Chair, Worcester School Committee
Home 508-792-6789. Office 401-315-1521.

**GRANTS REPORT
2010-2011**

Fund Code	Grant	Purpose/Priorities	Amount
201	Race to the Top	<p>Race to the Top (RTTT), funded through the American Recovery and Reinvestment Act (ARRA) of 2009, is a new four-year U.S. Department of Education (ED) grant awarded to state education agencies that won a national competition for committing to a set of education reforms.</p> <p>Priorities: Massachusetts' winning application prioritized district activities in six reform areas:</p> <ul style="list-style-type: none"> • Improve teacher and principal effectiveness based on performance • Ensure effective teachers and leaders in every school and classroom • Use data to inform instruction • Improve college and career readiness • Develop and implement a statewide teaching and learning system • Turn around the lowest achieving schools <p>Districts signed MOUs in May 2010 committing them to implementing these reforms. The 275 districts that signed these MOUs are eligible to apply for Race to the Top funding through this RFP; no additional districts may join the program at this time.</p> <p>All participating districts must participate in the following five projects directly related to the MOU commitments:</p> <ul style="list-style-type: none"> • Implement the statewide evaluation framework. • Align curriculum to Common Core State Standards. • Strengthen climate, conditions, and school culture. • Create near-real-time access to data in the Education Data Warehouse by implementing the Schools Interoperability Framework (SIF). • One additional activity from a specific list of projects related to ensuring effective educators in every school and classroom, the selection of which is at the discretion of the district. <p>In addition, all districts that selected the optional MOU element of helping to develop and use the teaching and learning system must implement at least one element of that system during the four years of the grant, and all districts that selected college and career readiness must develop and implement a plan for increasing the percentage of their graduates who have completed the MassCore curriculum. Finally, districts with Level 4 schools must choose at least one project from those in the school turnaround category.</p> <p>Beyond these requirements, districts will be able to choose from 32 available projects that support the state's goals and performance measures. We expect that districts will choose projects aligned with their district improvement plan priorities and that districts will continue the collaboration of superintendent, school committee, and union leadership in developing these plans.</p> <p>Districts should carefully review their MOU commitments, as well as the Department of Elementary and Secondary Education (ESE) list of projects, and include in their plans all required projects plus those optional projects that best support district and state goals.</p> <p>Additional information about the Race to the Top program, including frequently asked questions, district-level goals and performance measures, materials from presentations, etc.</p>	\$120,086.00

Use of Funds

Funds may be used only to cover the costs associated with participation in the specific projects listed in the state's Race to the Top plan.

MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

FY11 Race to the Top - Fund Code 201

CONTRACT FORM AND APPLICATION

PART I - GENERAL

A. APPLICANT	District Name: Worcester	District Code: 0348
Contact name: Gregory Bares	Email: baresg@worc.k12.ma.us	
Address: 20 Irving Street	Worcester 01609	
Contact Telephone:		

B. APPLICATION FOR PROGRAM FUNDING					
Fund Code	Program Name	PROJECT DURATION		Total Preliminary Grant	
	FY11	FROM	TO		\$ 6,890,237
201	Race to the Top	Upon Approval	8/31/11	15% of Preliminary Grant	\$ 1,033,536
TOTAL AMOUNT REQUESTED:				\$	120,086

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

SIGNATURE: _____	TITLE: Superintendent
TYPED NAME: Melinda J. Boone, Ed.D.	DATE: 10/21/10

PART II - PROJECT EXPENDITURES - DETAIL INFORMATION				A. FUND CODE: 201	
B. APPLICANT AGENCY		Worcester	District Code:	0348	FY11
Contact person:	_____	Address:	20 Irving Street	Worcester	01609
Telephone:	_____	Email address:	_____		
Summer phone:	_____	Submission date:	_____		
PLEASE PROVIDE ALL OF THE INFORMATION REQUESTED ABOVE AND SUBMIT ALL PAGES OF THE BUDGET DETAIL					
C. ASSIGNMENT THROUGH SCHEDULE A <input type="checkbox"/>					
Check this box ONLY if this project will be using funds assigned by more than one agency. A completed Schedule A, with signatures and the amount of funds assigned by each participating agency, must be attached to this Budget Detail.					
D. CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. SUB-TOTAL
1. ADMINISTRATORS:					
Supervisor/Director			<input type="checkbox"/>		
Project Coordinator	2	0.5	<input checked="" type="checkbox"/>	\$45,000	
Stipends			<input type="checkbox"/>		
SUB-TOTAL					\$45,000
D. CATEGORIES	E. # OF STAFF	F. FTE	G. MTRS*	H. AMOUNT	I. SUB-TOTAL
2. INSTRUCTIONAL/PROFESSIONAL STAFF:					
			<input type="checkbox"/>		
			<input type="checkbox"/>		
			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>	\$27,600	
SUB-TOTAL					\$27,600
3. SUPPORT STAFF:					
Aides/Paraprofessionals			<input type="checkbox"/>		
Secretary/Bookkeeper		0.1	<input type="checkbox"/>	\$6,247	
Other			<input type="checkbox"/>		
Stipends			<input type="checkbox"/>		
SUB-TOTAL					\$6,247
*Check the MTRS box if the identified employee(s) is/are a member of the MA Teachers' Retirement System. This requirement only applies to federally-funded grant programs.					
4. FRINGE BENEFITS:			H. AMOUNT	I. SUB-TOTAL	
4-a MTRS (Federally-funded grants only)			\$4,050		
4-b OTHER FRINGE BENEFITS (Other retirement systems, health insurance, FICA)			\$13,208		
SUB-TOTAL					\$17,258

B. APPLICANT AGENCY		Worcester	District Code:	0348	FY11
5. CONTRACTUAL SERVICES: Indicate the services to be provided and the rate to be paid <i>per hour</i> or <i>per day</i> , whichever is applicable.					
			Rate(\$)	Hour/Day	H. AMOUNT
					I. SUB-TOTAL
CONSULTANTS					\$22,500
SPECIALISTS					
INSTRUCTORS					
SPEAKERS					
SUBSTITUTES					\$280
SUPPLEMENTAL SERVICES-CONTRACTED PROVIDER					
OTHER					
SUB-TOTAL					\$22,780
6. SUPPLIES AND MATERIALS: Items costing less than \$5,000 per unit <i>or</i> having a useful life of less than one year					
					H. AMOUNT
					I. SUB-TOTAL
TEXTBOOKS AND INSTRUCTIONAL MATERIALS -					
INSTRUCTIONAL TECHNOLOGY INCLUDING SOFTWARE -					
NON-INSTRUCTIONAL SUPPLIES -					
SUB-TOTAL					
7. TRAVEL: Mileage, conference registration, hotel, and meals					
SUPERVISORY STAFF -					
INSTRUCTIONAL STAFF -					
OTHER -					
SUB-TOTAL					
8. OTHER COSTS: Please indicate the amount requested in each category					
Advertising		Transportation of Students			
Maintenance/Repairs		Telephone/Utilities			
Rental of Space		Memberships/o Subscriptions			
Rental of Equipment		Printing/11Reproduction			
SUB-TOTAL					
9. INDIRECT COSTS: Type in decimal format, cell will convert to percentage (ie .03=3%)					
			Approved Rate:	1.01%	\$1,201
10. EQUIPMENT: Provide a statement of need and cost of each item in the Notes Page. Items costing \$5,000 or more per unit <i>and</i> having a useful life of more than one year.					
					H. AMOUNT
					I. SUB-TOTAL
INSTRUCTIONAL EQUIPMENT					
NON-INSTRUCTIONAL EQUIPMENT					
SUB-TOTAL					
TOTAL FUNDS REQUESTED					\$120,086

PART III – REQUIRED PROGRAM INFORMATION

1) **Project Selection Form**

This form has been completed and is included in the workbook.

2a) **District's Improvement Plan Priorities and Alignment with state's and district's performance measures**

Race to the Top offers the Worcester Public Schools an unprecedented opportunity to deliver on high expectations and outstanding results for all students. The district embraces the chance to partner with the state in projects that will yield strong improvements in identified areas of concern.

The district's goals as outlined in the Race to the Top Goal Workbook are as follows: in English Language Arts, an acceleration in overall achievement on the ELA MCAS by 15 percent from 2009 to 2014 as well as a reduction of achievement gaps for each low performing subgroup in ELA as measured by CPI, by 25 percent from 2009 to 2014; acceleration of the increase in overall achievement on the mathematics MCAS by 15 percent from 2009 to 2014 and reduction of achievement gaps for each low performing subgroup in mathematics as measured by CPI by 25 percent from 2009 to 2014; an increase in the percentage of students who graduate from high school within four years by 5 percent from 2008 to 2014 as well as a reduction of the gaps in high school graduation for each low performing subgroup by 15 percent from 2008 to 2014; an increase in the percentage of students who enroll in college within 16 months of high school graduation by 5 percent from 2009 to 2014 and a reduction of the gaps of students who enroll in college within 16 months of high school graduation for each low performing subgroup by 15 percent from 2009 to 2014. An increase in the percentage of high school graduates who have completed MassCore by 21 percent from 2010 to 2014.

These goals were foremost during the selection of projects for WPS' RTTT application and all will be made more attainable by the district's participation in the following projects:

Project 1A "Implement the statewide evaluation framework" will impact all of the aforementioned goals since a system of quality evaluation can only help to improve teacher and principal effectiveness. **Project 2A "Align curriculum to Common Core State Standards"** will assist the district in reaching its goals in all of the areas of student achievement since an alignment of the curriculum to the Common Core will enhance the programmatic offerings of the district. The evaluations offered by **Project 2B "Strengthen climate, conditions, and school culture"** will allow the district to gauge culture and climate, addressing concerns that would interfere with the effectiveness of the workforce in the district, and that could impact student achievement. By increasing the number of applicants that hold special education or English as a second language endorsement to licensure, **Project 2F "Support licensed teachers to participate in online coursework to earn ESL or special education endorsements"** will strengthen the quality of the teaching workforce, and lead to gains in student achievement.

The selection of **Project 3A “Create near-real-time access to data in the Education Data Warehouse by implementing the Schools Interoperability Framework (SIF)”** highlights the district’s commitment to using data to inform decision making. Near-real-time access to data will allow the district to act more quickly in responding to situations identified by the data. The district hopes to meet or exceed the MassCore standards in order to prepare its graduates for the world of work or college. **Project 4A “Set and meet ambitious but attainable targets for increasing the number of students completing MassCore”** offers an opportunity for examination of current graduation requirements. **Project 4E “Develop and implement a STEM-focused Early College High School”** will afford the district the chance to strengthen community partnerships that have helped to increase student achievement in the past.

Projects 5A “Implement one or more components of the statewide teaching and learning system” and **5D “Participate on an advisory committee to develop online formative and interim assessments”** will aid in the development and implementation of a statewide teaching and learning system that achieves high standards. By ensuring effective educators in the classroom, this will greatly contribute to student achievement and help the district meet its goals with regard to benchmark assessments.

Project 6A “Use proven turnaround providers to address essential conditions” will help the district at its Level 4 schools. The expansion of services, provision of extra support and incentives will aid students and staff at these struggling locations, and provide a boost to student achievement. **Project 6D “Implement a wraparound zone to coordinate district, school, community, family, and social services into a coherent system of support for students”** will address the whole child within the community that seeks to serve it. Only when a child feels secure and his/her basic needs are met, can he/she reach academic success.

A list of projects and accompanying narratives are as follows:

Project 1A: Implement the statewide educator evaluation framework

Response: An assurance that the district will form an Evaluation Implementation Working Group in 2011, after the new state regulations are passed has been included in this application. The district is proposing a work group comprised of master teachers from across the district representing all disciplines. This group of four will consist of two elementary school teachers, one middle school teacher and one high school teacher. The purpose of this group will be to work as in-house consultants to the WPS as it works toward the design of more effective evaluation systems for administrators and teachers. This group will work off of the plan already established by the Worcester Public Schools Framework of High Quality Teaching and Learning. This framework establishes three key areas of focus: organization of the classroom; instructional design and delivery, and student ownership of learning. They will be given the task of aligning the district’s curriculum to the framework adopted by the state for educator evaluation. Included in this work is professional development related to research on contemporary teacher evaluation frameworks. In Year 1, this group will start work in the Spring of 2011 and continue through August with the evaluation of the two frameworks and a design for alignment. The district and union leadership commit to completing negotiations for a new educator evaluation system for principals and teachers in our Level 4 schools by August 1, 2011. The new educator evaluation system will be implemented in our Level 4 schools beginning with the 2011- 2012 school year and will conform with the framework adopted by the Board of Elementary and Secondary

Education (BESE) in May 2010 and the regulations BESE expects to adopt in Spring 2011. Our implementation efforts in Year 2 will also include informing teachers and administrators as to what the effective evaluation systems are. We anticipate this work will continue in Years 3 and 4.

Project 2A: Align curriculum to the Common Core State Standards

Response: The district will nominate a team to attend a half-day regional meeting on the Common Core standards that will be held between January and June of 2011. This team will take a leadership role in the district's work of aligning existing district curriculum maps, curriculum guidelines and materials for parents and guardians with the Common Core State Standards and Massachusetts Curriculum Frameworks as they are revised. Team members will engage stakeholders in the process of curriculum revision. Revisions will then be presented to the Superintendent and the School Committee for approval and adoption. In Year 1, this group will start work in the Spring of 2011. Work will include professional development and research in the Common Core. The work of this group will continue through August with the evaluation of the two frameworks and a design for alignment. Year 2 will start our revision efforts toward implementation of the Common Core Standards by the 2012 and 2013 school years.

Project 2B: Strengthen climate, conditions, and school culture

Response: This project is not available in Year 1, however, the district will be participating starting in Year 2, after the Mass TeLLS survey has been administered in the Spring of 2011. The district will participate in the Mass TeLLS survey in the Spring of 2011 and 2013. Using the Mass TeLLS data, administrators and union leaders will identify at least one issue and negotiate an agreement about the process to develop a plan for addressing it.

Project 2F: Support teachers in earning special education or English as a second language endorsements to licensure

Response: As the district has had a good working relationship with Virtual High School (VHS), we will explore whether or not VHS could develop an online course that will also assist these teachers. Year 1 will be used to explore this possibility and work on a Memorandum of Understanding with VHS and partnering higher education providers. The district will be participating in Years 2 through 4 to take advantage of the opportunity to increase its pool of licensed candidates and reduce the number of waivers in the high need areas of special education and English as a second language. The district has tentatively identified 50 teachers from within the district as a priority to receive this assistance. In Years 2 through 4, the district will reimburse teachers for costs related to acquiring online teacher courses to support the acquisition of ESL and SPEF – SPED endorsements to licensure, including online coursework, MTEL registration fees, and other requirements.

Project 3A: Create near-real-time access to data in the Education Data Warehouse by implementing the Schools Interoperability Framework (SIF)

Response: The implementation of SIF technology will provide Worcester Public Schools (WPS) more flexibility in the exchange of data with ESE. Timely submission and compilation of data will ultimately contribute to student achievement. The district has completed some data projects. However, more needs to be done as requirements for data collection and reporting have continued to increase. Funding will be sought to support supplemental data systems.

Project 4A: Develop and implement a plan to increase the percentage of high school graduates completing MassCore

Response: The Massachusetts High School Program of Studies (MassCore) is intended to help high school graduates arrive at college or the workplace thoroughly prepared. Aligning MassCore's recommendation with the current system in the district will take a concerted effort. In Year 1, an assessment will be conducted. The assessment will determine the percentage of students in the Class of 2010 who have graduated having completed MassCore and set aggressive but attainable targets for increasing that percentage for each class graduating from 2011 to 2014. It will focus on standards for high school graduation in the district. Our goal is to adopt standards that meet or exceed the MassCore standards. The scope of this assessment will encompass which existing courses or supports need to be expanded or new ones added in order to meet targets. As part of our Worcester Public Schools Compact, we have set the goal that by 2013, 100 percent of our graduates will have successfully completed high school coursework that prepares them for both college and career. In Year 1, stipends have been budgeted for the assessment team, which will meet in the Spring and Summer of 2011. The team will conclude their work in the Fall of 2011 and make recommendations. If the team concludes that additional courses need to be added, funding from RTTT will be used in Year 3 and 4 to develop and implement new courses or expand existing ones to meet the goals set.

Project 4E: Develop and implement a STEM-focused Early College High School

Response: The district seeks to establish a STEM-focused Early College High School at North High School. This will augment the established partnership with UMass Medical School Worcester Pipeline Collaborative. In Year 1, the district will focus on establishing partnerships with community stakeholders including business partners and local colleges and universities. This work will result in a Memorandum of Understanding among partners. In Year 2, the district will conduct an assessment of the STEM-focused Early College High School at the North High site, using the Eleven Essential Conditions for School Effectiveness. This assessment will draw on all relevant stakeholders with input from the Superintendent and School Committee. Year 3 will be the planning year, with Year 4 as the implementation year.

Project 4F: Develop and implement an Innovation School

Response - Worcester Public Schools has already undertaken an Innovation School Zone in the South Quadrant. This process has been ongoing since September of 2009 and much work has been done in laying the groundwork for projects. A series of four meetings will be held in late October/early November with interested community partners to gauge the numbers and types of projects, as well as to assess what projects offer the best opportunity to improve student achievement. In Year 1, a small number of Innovation Schools' projects will be explored as pilot programs and assessed using the Eleven Essential Conditions for School Effectiveness. In Year 2 these Innovation Schools' projects will be brought to scale, with priority being given to those taking place within the district's South Quadrant.

Project 5A: Implement one or more components of the statewide teaching and learning system

Response: The following component(s) are the ones the district is interested in pilot-testing.

	2011-12	2012-13	2013-14
Standards-based curriculum maps and units			
Extended performance assessment tasks*			
Online formative and assessment system	X	X	X

One educator from the district, a math or science liaison, will be responsible for coordinating the piloting of resources and providing feedback for ESE. This person will also attend a half-day informational session for each project chosen. Starting in Year 2, the district will have as its focus science and mathematics across the grade levels. The district has worked with Houghton Mifflin Harcourt in Grades 6 through 12 in the past and is interested in partnering with them on this project for Year 2 through 4.

Project 5D: Participate in an advisory committee to develop online formative and interim assessments

Response: The district has included a completed application form and resume for Tammy Boyle, project manager for the Literacy by Design Collaborative.

Project 6A: Use proven turnaround providers to address essential conditions

Response: No funds available in Year 1. The district will be participating in Years 2 through 4 with a proven turnaround provider.

Project 6D: Implement a wraparound zone

Response: The district's work with Promise Neighborhoods seeks to establish the school as the hub of community success, working to support cradle-to-college success for every student. This makes the district well-positioned to undertake the wraparound zone project. The WPS model is based on the Boston-based "City Connects" This model recognizes that in high-poverty urban school districts, many children face challenges outside of school that present persistent and severe barriers to their academic success. This model collaborates with teachers to identify the strengths and needs of every child and then links each student to a uniquely tailored set of intervention, prevention, and enrichment services located in the community. The schools that will be included are: Union Hill, Chandler Elementary, South High School, Sullivan, Goddard, Woodland Academy, Claremont Academy and University Park Campus. The school based facilitator will be the school adjustment counselor at each one of the schools. The district efforts will be lead by the coordinator of counseling, psychology and community outreach services. In Year 1, the district will continue to develop and formalize Memorandum of Understanding among all stakeholders. By March of 2011 a proposal for implementation will be ready for submittal. This proposal will address the issue of sustainability.

2b) Performance measures for each project the district will undertake in Year 1

Project 1A: Implement the statewide educator evaluation framework.

Performance measure: Establish an Evaluation Implementation Work Group by Spring 2011.

Project 2A: Align curriculum to the Common Core State Standards

Performance measure: By August of 2011, revisions that will align the Worcester Public Schools' graduation requirements with the state's Common Core Standards will be approved by the Superintendent and the School Committee.

Project 2B: Strengthen climate, conditions, and school culture

Performance measure: As this project is not available in Year 1, no performance measure required.

Project 2F: Support teachers in earning special education or English as a second language endorsements to licensure

Performance measure: As this project is not available in Year 1, no performance measure required.

Project 3A: Create near-real-time access to data in the Education Data Warehouse by implementing the Schools Interoperability Framework (SIF)

Performance measure: By June of 2011, submission of year end SIMS via SIF.

Project 4A: Develop and implement a plan to increase the percentage of high school graduates completing MassCore

Performance measure: By Spring of 2011, an assessment team will be established to develop and implement a plan to increase the percentage of high school graduates completing MassCore.

Project 4E: Develop and implement a STEM-focused Early College High School

Performance measure: By Spring of 2011, MOUs will be established between the Worcester Public Schools, community partners and high education providers.

Project 4F: Develop and implement an Innovation School

Performance measure: By the Summer of 2011, Innovation School pilot projects will be identified and readied for implementation in the schools.

Project 5A: Implement one or more components of the statewide teaching and learning system

Performance measure: By winter of 2011, the educator from the district who will be participating in the implementation of the statewide teaching and learning system will be chosen.

Project 5D: Participate in an advisory committee to develop online formative and interim assessments

Performance measure: By summer of 2011, nominated educator would have participated in the required meetings for this online formative and interim assessment committee.

Project 6A: Use proven turnaround providers to address essential conditions

*Race to the Top (RTTT)
Program Narrative*

Fund Code 201

Performance measure: As this project is not available in Year 1, no performance measure is needed.

Project 6D: Implement a wraparound zone

Performance measure: By March of 2011 a proposal for implementation will be ready for submittal.

2c) A governance statement describing how the superintendent, school committee chair, and union leader (or equivalent roles) worked together to develop the plan, including an assurance that the district has provided a copy of this RFP and the entire district response to the school committee chair and union leader (or equivalent roles).

The Superintendent of Schools, School Committee Chair, and Union Leader worked together to develop the Worcester Public Schools Race To The Top Action Plan.

Planning teams from Worcester, composed of the Superintendent, School Committee Chair (and / or representative members of the School Committee), and Union Leader (and / or representatives) attended Race To The Top meetings hosted by the Massachusetts Department of Elementary and Secondary Education. These meetings included on-line webinars as well as in-person meetings. Meeting dates included October 10, 2009, December 4, 2009, December 18, 2009, January 6, 2010, March 18, 2010, September 23, 2010, and October 8, 2010.

Senior district leaders collaborated to compose a draft of the district's response during the month of October. Consultation meetings were conducted on October 19, 2010 and October 20, 2010 for the purpose of gathering feedback from members of the School Committee and the Union Leadership.

Both a copy of the RFP and the entire district response have been provided to the School Committee Chair and Union Leader.

Mark T. Brophy, Staffing and Mentor Coordinator was elected as the President to the American Association for Employment in Education (AAEE) for the 2011-12 school year.

The Worcester Public Schools' leadership team is greatly served by its professional affiliation with AAEE, with its mission and vision which supports the WPS human resource and professional development goals.

AAEE's vision: Staffing excellence for the world of education, connecting those who prepare teachers with those who need them, our focus for over 75 years.

AAEE's mission: To be the premier provider of information and resources to assist schools, colleges and universities in the employment of educators for staffing excellence in education. Our goal is to give members what they need to grow, learn, connect and serve. Our activities are designed to be helpful and relevant as we

- Gather, organize and disseminate information about the education marketplace
- Establish and promote ethical standards & practices in the employment process
- Provide opportunities for training, networking and exchanging information
- Promote dialogue and cooperation to facilitate the recruitment, employment and retention of excellent educators