

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

AGENDA #14

The School Committee will hold a regular meeting:

on: Thursday, June 1, 2017  
at: 4:00 p.m. – Budget/Regular Session  
6:00 p.m. - Executive Session  
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Reverend Noel Williamson  
Pleasant Street Baptist Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS - NONE

aor #7-13 - Clerk  
(May 24, 2017)

To consider approval of the Minutes of the School Committee Meeting of Thursday, May 18, 2017.

V. IMMEDIATE ACTION

gb #7-164.1 - Administration/Administration  
(May 22, 2017)

To recognize Jean McNerney, a physical education teacher at South High Community School, for being named the Massachusetts High School Physical Education Teacher of the Year.

IV. MOTION FOR RECONSIDERATION - NONE

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

IMMEDIATE ACTION: (continued)

ACTION

gb #7-195.1 - Administration/Administration  
(May 23, 2017)

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

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

gb #7-203 - Administration  
(May 24, 2017)

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

VI. REPORT OF THE SUPERINTENDENT

ROS #6-10.1 - Administration/Administration  
(May 22, 2017)

PROFESSIONAL DEVELOPMENT AT A GLANCE THROUGH THE OFFICE OF CURRICULUM AND PROFESSIONAL LEARNING FOR 2016-17

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Finance and Operations met at 6:15 p.m. on Tuesday, May 23, 2017 in Room 410 at the Durkin Administration Building.

The Standing Committee on Finance and Operations met in a public Budget Hearing format at 7:00 p.m. on Tuesday, May 23, 2017 in Room 410 at the Durkin Administration Building.

IX. PERSONNEL - NONE

X. GENERAL BUSINESS

ACTION

gb #6-369.2 - Administration/Mr. Monfredo  
(May 23, 2017)

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

gb #7-148.1 - Administration/Administration  
(May 22, 2017)

To consider the proposed FY18 Budget.

gb #7-198.1 - Administration/Administration  
(May 24, 2017)

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

gb #7-204 - Administration  
(May 11, 2017)

To accept the Project Lead the Way Grant for Doherty Memorial High School in the amount of \$26,250.

gb #7-205 - Administration  
(May 11, 2017)

To accept the Project Lead the Way Grant for Worcester Technical High School in the amount of \$15,000.

gb #7-206 - Administration  
(May 15, 2017)

To select a Vice-chairman for the School Committee.

gb #7-207 - Mr. O'Connell  
(May 17, 2017)

To discuss with appropriate members of the staff of Elm Park Community School the possible conversion of the school into an autonomous Horace Mann Charter School.

GENERAL BUSINESS (continued)

ACTION

gb #7-208 - Mr. Monfredo  
(May 17, 2017)

Request that the Administration forward a letter to the Principal of Burncoat High School, on behalf of the School Committee, congratulating Kellie Shea and Ann Marie Keane, dance instructors and the student performers for their outstanding presentation of "An Evening of Dance Under the Sea" at the Hanover Theater.

gb #7-209 - Administration  
(May 18, 2017)

To accept the Lowe's Toolbox Grant in the amount of \$3,810.00.

gb #7-210 - Mr. Foley  
(May 19, 2017)

To set a date to recognize Sara Consalvo, Budget Director, for receiving the Friend of MASBO Award at the Conference at the Seacrest Hotel in Falmouth, MA.

gb #7-211 - Mr. Foley  
(May 19, 2017)

To set a date to recognize Brian Allen, Chief Finance and Operations Officer, for having received the President's Award from MASBO at the Conference at the Seacrest Hotel in Falmouth, MA.

gb #7-212 - Administration  
(May 19, 2017)

To consider approval of a prior fiscal year payment in the amount of \$8,902.50 made payable to Education Inc. for students receiving home tutoring services.

gb #7-213 - Administration  
(May 22, 2017)

Request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2017.

GENERAL BUSINESS (continued)

ACTION

gb #7-214 - Mr. Monfredo  
(May 22, 2017)

Request that the Administration forward letters to the following students who were selected as scholarship recipients by the Worcester Latino Dollars for Scholars, Inc.:

<p><b><u>Burncoat High School</u></b> Valenia Bergier - Boston College Kevin Zeno University of Pennsylvania</p>	<p><b><u>South High Community School</u></b> Yessica Cortez - Boston University</p>
<p><b><u>Dohery Memorial High School</u></b> Nurah Ali - Wellesley College Guadalupe Dominguez Fitchburg State University Orlando Gomez Worcester State University Sandra Orellana - College of the Holy Cross Ina Perez - Temple University Chantel Rodriguez Bryant University Keyliani Rodriguez Mass College of Art Linette Ruiz Worcester State University Angevy Mercado-Montalvo Worcester State University</p>	<p><b><u>University Park Campus School</u></b> Joshua Colon Sandoval Westfield State University Kathleen Cruz Worcester State University Mariana Martinez Worcester State University Luis Ojeda Worcester State University Agustin Rac - Boston College Jose Rivas - College of the Holy Cross Carlos Rojas - Clark University</p>
<p><b><u>Worcester Technical High School</u></b> Casey Colon – UMASS Amherst Richard Cuello – Rob Roy Academy Raymond Lopez Quiles – Becker College Sofia Ocana – Worcester State University Bryan Vassar - Eastern Nazarene College Betsy Pillco - Housatonic Community College</p>	

gb #7-215 - Administration  
(May 22, 2017)

To accept a donation in the amount of \$435.00 raised by a 50-50 raffle organized by teachers at Worcester Technical High School.

GENERAL BUSINESS (continued)

ACTION

gb #7-216 - Mr. Monfredo  
(May 22, 2017)

To forward letters of congratulations to the South High band directed by Johnetta Smith and her students for receiving a rating of superior and to the chorus and director Angela Poirier for receiving a rating of excellent in the Trills and Thrills Music Festival held at the East Longmeadow High School on May 19th.

gb #7-217 - Miss Biancheria  
(May 24, 2017)

Request that the Administration provide the monthly incident reports for 2015-16 and 2016-17.

gb #7-218 - Miss Biancheria  
(May 24, 2017)

Request that the Administration provide a grid on the locations and costs for both middle and high school graduations for 2016-17.

gb #7-219 - Miss Biancheria  
(May 24, 2017)

Request that the Administration provide a review of any and all of the proposed changes to the contract between the Worcester Public Schools and the Central Mass Collaborative and indicate how they impact the roles, contracts and services of these individuals and also include how the system will fund these positions in the Budget.

gb #7-220 - Administration  
(May 24, 2017)

To approve the proposed amendments to the Admission Policy for Worcester Technical High School.

gb #7-221 - Ms. Colorio  
(May 24, 2017)

To discuss the feasibility of consolidating recognitions to one meeting every two months.

GENERAL BUSINESS (continued)

ACTION

gb #7-222 - Administration  
(May 24, 2017)

To set a date to recognize Carmen Rosado for receiving the Community Achievement Vision Award from the Worcester Latino Dollars for Scholars Program.

gb #7-223 - Administration  
(May 24, 2017)

To set a date to recognize Bertha-Elena Rojas, Ph.D. for receiving the Community Achievement Award from the Worcester Latino Dollars for Scholars Program.

gb #7-224 - Administration  
(May 24, 2017)

To consider approval of the appointment of Susan O'Neil, Ph.D. as Deputy Superintendent of Schools, effective, July 1, 2017.

gb #7-225 - Administration  
(May 24, 2017)

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

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

To discuss strategy with respect to litigation of a worker's compensation case for a Teacher, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To conduct contract negotiations with non-union personnel:  
Non-Represented Employees - Administrators  
Non-represented Employees – Non-Administrators

X. ADJOURNMENT

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, May 18, 2017  
Agenda #13 and #13A

The School Committee of the Worcester Public Schools met in Open Session at 7:15 p.m. in the Council Chamber at City Hall on Thursday, May 18, 2017.

There were present at the Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough and Mr. Monfredo

There were absent: Mr. O'Connell and Mayor Petty

The invocation was given by Pastor Lou Soiles of Journey Community Church.

- |    |   |  |
|----|---|--|
| 1. | A Moment of Silence was offered in memory of Cathy-Flink Harrison who served the Worcester Public Schools for more than 30 years. | Moment of Silence/<br>Cathy Flink-Harrison |
|----|---|--|

The Pledge of Allegiance was offered.

The National Anthem was played.

It was moved and voice voted to suspend rules to take up the following items:

- |    |  |  |
|----|--|--|
| 2. | <u>gb #7-184</u> - Mr. Monfredo/Mr. O'Connell/<br>Ms. Colorio/Miss Biancheria<br>(May 5, 2017) | Reading in our City<br>Week/Proclamation |
|----|--|--|

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

It was moved and voice voted to approve the item.



Mr. Monfredo read a Proclamation, on behalf of Mayor Petty, declaring the week of June 12<sup>th</sup> as Reading in Our City Week.

Mr. Monfredo made the following motion:

Request that the Administration advertise the importance of literacy in June by putting:

- posters up in various businesses in the community
- messages on electric signs on all the WRTA busses
- posters at the Worcester Public Library, social agencies and the YMCA and

by forwarding messages to interfaith groups and parents through ConnectEd at least two times during the summer, once in early July and another in early August.

On a voice vote, the motion was approved.

Recognition/  
set date

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

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

The following students read letters regarding the need to install a Thorndyke Road Street sign with a heart on it:

- |                       |                |
|-----------------------|----------------|
| Madison Derrie        | Lauren Mariano |
| Elijah Donker         | Sonset Mas-Oud |
| Marco Estrell-Morales | Finn McDonough |
| Sophia Henry          | Chase Sullivan |

Vice-chairman Biancheria indicated that Certificates of Recognition would be forwarded to each of the students by Mayor Petty.

4. It was moved and voice voted to suspend the Rules of the School Committee to allow the following individuals to address the Committee relative to the teacher contract:

Teacher Contract

Roger Nugent, President, EAW  
James Murphy, Teacher, Worcester East Middle School  
Ann Clarke, Teacher, City View School  
Jai Chavis, Student, Worcester Technical High School

Mr. O'Connell arrived at 7:30 p.m.

IMMEDIATE ACTION

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

Recognition/  
Brian Cummings

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

Vice-chairman Biancheria and Superintendent Binienda presented a Certificate of Recognition to Brian Cummings on his selection as a recipient of the Thomas S. Green Award by the Worcester Regional Research Bureau.

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

Recognition/  
Carol Manning/  
Debra McGovern and  
John Monfredo

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

Vice-chairman Biancheria and Superintendent Binienda presented Certificates of Recognition to the 2017 Heart of Gold Award recipients from the American Heart Association.

Recognition/  
Caroline Rossi,  
Kellie Moulin,  
Emilie  
Richmond,  
Leanne Ledoux,  
Tara Vaidya,  
Jennifer Hardy  
and Jacquelyn  
Kalisz

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

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

South High Community School

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

Worcester Technical High School

Jennifer Hardy, Computer Science A  
Jacquelyn Kalisz, Physics

Vice-chairman Biancheria and Superintendent Binienda presented Certificates of Recognition to the teachers of Advanced Placement courses who received the 2017 Partners in Excellence (PIE) Award from Mass Insight Education.

Student  
Representatives/  
input

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

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

It was moved and voice voted to file the item.

APPROVAL OF RECORDS

Minutes/  
approval of

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

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

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, April 27, 2017.

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

Minutes/approval of

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

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, May 4, 2017.

REPORT OF THE SUPERINTENDENT

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

Report of the  
Superintendent/  
Innovation School  
End of Cycle Report

INNOVATION SCHOOL END OF CYCLE REPORT

Dr. Rodrigues provided a report relative to the Innovation School End of Cycle Report.

The following principals were also in attendance:

Mr. Brenner, Worcester Technical High School  
Ms. Padilla, Woodland Academy  
Ms. Perez, Chandler Magnet School  
Mrs. Ryan, Goddard Scholars Academy  
Mr. St. Louis, University Park Campus School

It was moved to request that the School Committee approve the improvement and renewal of the Innovation Plan Progress Phases for a 3 year renewal cycle, commencing July 2017 and ending in June 2020 for the following Innovation Schools:

Chandler Magnet School  
Goddard Scholars Academy at Sullivan  
Middle School  
University Park Campus School  
Woodland Academy  
Worcester Technical High School

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Mr. O’Connell 6

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

Mr. O’Connell made the following motion:

Request that the backup be referred to the Standing Committee on Teaching, Learning and Student Supports and invite the staffs of the Innovation Schools when the item is discussed.

On a voice vote, the motion was approved.

GENERAL BUSINESS

Restorative Justice Program/North High School and Claremont Academy

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

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

It was moved and voice voted to hold the item for the School Committee Meeting on Thursday, June 1, 2017.

Casey at the Bat

- 13. gb #7-181 - Mr. Monfredo/Mr. O’Connell/ Ms. Colorio/Miss Biancheria (April 28, 2017)

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

The School Committee recited the poem "Casey at the Bat."

It was moved and voice voted to file the item.

- 14. gb #7-182 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Ms. Colorio/  
Miss Biancheria/Mayor Petty  
(May 1, 2017)

Recognition/  
David Crompton

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

It was moved and voice voted to forward a letter.

Mr. Monfredo made the following motion:

Request that the Administration study the feasibility of expanding the Model UN Congress Program at other secondary schools.

On a voice vote, the motion was approved.

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

Grant/Integrated English  
Literacy and Civics  
Education Grant/  
\$51,602

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Mr. O'Connell made the following motion:  
Request that the Administration explain whether or not the manufacturing and citizenship classes are embedded into the ESL curriculum and, if so, do that limit the number of students who participate in the Chapter 74 Program.

On a voice vote, the motion was approved.

Recognition/  
Jeffery Lane and  
Judy Millott

16. gb #7-185 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Ms. Colorio/  
Miss Biancheria/Mayor Petty  
(May 8, 2017)

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

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

Recognition/  
Special Arts Award  
winners

17. gb #7-186 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Ms. Colorio/  
Miss Biancheria/Mayor Petty  
(May 8, 2017)

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

<u>Burncoat High School</u> Makalya Connor – Dance Kylie Thomas – Music Valenia Bergier - Theatre Sandra Perez – Visual Arts	<u>South High School</u> Katherine McFarlane – Music Jocelyn Marshall – Visual Arts
<u>Claremont Academy:</u> Rebeka Mehmeti – Music John Le – Visual Arts	<u>University Park Campus School</u> Krystal Bailey – Visual Arts
<u>Doherty Memorial High School</u> Jared Ferrin – Music Kylee Rutkiewicz – Theatre Kayliani Rodriguez – Visual Arts	<u>Worcester Technical High School</u> Tymannie Isales-Santos – Media Arts Giovanni “Geo” Petrella – Music Ryan Finneran Gallagher – Theatre Tracy Le – Visual Arts
<u>North High School</u> Enrique Delgado – Art History Romaine Powell – Music Jose Rosario – Theatre Max Rossetti – Visual Arts	

It was moved and voice voted to forward letters.

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

Donations/Tatnuck  
Magnet School/\$420.90

To accept the following donations for Tatnuck  
Magnet School:

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

It was moved to approve the item.



On a roll call, the vote was as follows:

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

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

Donations/Box  
Tops for  
Education/Main  
South Community  
Development  
Corp./Scholastic  
Book Fair/  
\$1,930.12

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

To accept the following donations for Woodland  
Academy:

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

Donation/United  
Way/\$500.00

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

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

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

Donation/United Way/  
\$500.00

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

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

Donation/Darlene  
Monteiro/\$25.00

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

Donation/Box  
Tops for  
Education/  
\$58.00

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

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

Donation/Fidelity  
Charitable/\$100.00

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

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

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

Donation/UMASS  
Memorial Health  
Care/\$1,157.00

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

It was moved to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0

Absent: Mayor Petty  $\frac{1}{7}$

The motion carried.

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

Recognition/set date

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

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

It was moved and voice voted to set the date of  
Thursday, June 1, 2017.

Recognition/  
set date

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

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

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

Prior Fiscal Year  
Payment/WB  
Mason/  
\$1,685.00

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

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

It was moved and voice voted to hold the item.

Mr. O'Connell inquired as to why WB Mason didn't  
forward its bill in a timely manner.

Superintendent Binienda stated that the backup  
indicated that the Accounts Payable Department  
did not receive any past due notices and were  
unaware of any balance until the vendor contacted  
them in late March. The PO was cancelled on  
March 15<sup>th</sup>.

He also inquired as to whether the amount to be  
paid is just for services of the items purchased  
from WB Mason or whether there is any other  
charge added for a late payment.

Mr. O'Connell made the following motion:

Request that the item be held for the next meeting of the School Committee on June 1, 2017.

On a voice vote, the motion was approved.

29. gb #7-199 - Miss Biancheria/Mr. O'Connell/  
Ms. Colorio/Mr. Monfredo  
(May 10, 2017) Recognition/set date

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

It was moved and voice voted to hold the item.

30. gb #7-200 - Administration  
(May 10, 2017) Executive Session

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

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

To discuss strategy with respect to litigation of a worker's compensation case for a Teacher, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

It was moved and voice voted to file the item

It was moved and voice voted to suspend rules to take up the following items from Agenda #13A:

Chinese Language  
and Culture  
Advanced  
Placement Course

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

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

It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.

Mr. O'Connell made the following motion:

Request that the item be referred to the Standing Committee on Teaching, Learning and Student Supports to make certain that the Administration maintains unbroken progress for students who want to study Mandarin Chinese in our school system, ideally from grade 1 through grade 12 and that it look closely at the Chinese Language and Culture Advanced Placement course which will be an actual capstone course for this particular program.

On a voice vote, the motion was approved.

Resolution/submit  
to the MASC for its  
2017 Delegate  
Assembly

32. gb #7-202 - Mr. O'Connell/Miss Biancheria/  
Mr. Foley/Miss McCullough  
(May 9, 2017)

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

Mr. O'Connell made the following motion:

Request that the School Committee submit the resolution that was approved on May 4, 2017 to the Massachusetts Association of School Committees and request that it be placed on the agenda for the 2017 Delegate Assembly.

On a voice vote, the motion was approved.

The meeting adjourned at 9:00 p.m.

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



## OCPL 2016-2017 Year at a Glance

(July 1- May 1)




- 380 Offerings
- 57 Liaison Workshops
- 7,514 Participants
- 4,698 Hours


## Role of the Curriculum Liaisons

- Service pre-K- 12 teachers in their content area
- Deliver job-embedded professional learning
- Craft and Implement Workshops
- Monitor Quality Implementation of curriculum
- Offer resources for curriculum, instruction, and assessment
- Facilitate monthly meetings with department heads
- Contribute to monthly resource newsletters to all staff






## THE ART OF VARIABILITY: UDL in Visual Arts Department



TIMMARY LEARY

<p style="text-align: center;"><b>NEED</b></p> <p>Art teachers educate all students in our schools; they encounter the <b>greatest learner variability</b>. Yet, art teachers are not often equipped with the same in-class supports.</p> <p style="text-align: center;"></p> <p style="text-align: center;"><b>THE ART OF VARIABILITY</b></p> <p>An intensive <b>professional development program</b> designed in partnership between WPS and VSA Massachusetts that supports arts teachers to meet the varying learning needs of their students through UDL.</p>	<p style="text-align: center;"><b>WHY UDL?</b></p> <p>Universal Design for Learning (UDL) is a framework that provides ALL students equal opportunities to learn by encouraging teachers to <b>design flexible goals, materials, methods and assessments</b>.</p> <p>UDL supports students to become <b>expert learners</b> who are resourceful, strategic and motivated.</p> <p>UDL appears in <b>several federal policy documents and plans</b>, including ESSA ('15), the National Education Technology Plan ('16) and the Higher Education Opportunity Act ('08).</p>
<p style="text-align: center;"><b>Best Practices in Professional Learning</b></p> <p>Focuses on a <b>high-leverage curriculum design framework (UDL)</b> that addresses learning variability and supports expert learning</p> <p>Utilizes the processes of <b>improvement science</b> to use practical measurements to systematically design and test changes to curriculum</p> <p><b>Hybrid learning approach:</b> face to face Saturday sessions, weekly Google Hangouts online, classroom implementation and peer feedback structures, weekly readings and assignments</p>	<p style="text-align: center;"><b>IMPACT</b></p> <p><b>11 art teachers</b> representing 12 schools  <b>3,186 students</b> in grades K-12 receiving more accessible and engaging instruction  <b>39 hours of instruction</b> + weekly readings and assignments</p> <p><i>"I have learned how to make CLEAR STUDENT friendly learning goals so much so that when class is ending, students are discussing the goal, how they met the goal or how they can improve on the goal without my prompting." participant</i></p>



## History- Colleen Kelly

- School Visits: 157 between September-April
- Collaborate with professors from WSU and WPI to provided content mini lectures for AP US History students
- Support of Department Chairs in creating common assessment pilot
- Collaboration with Worcester Historical Museum, Old Sturbridge Village, The American Antiquarian Society and Slater Mill to provide curriculum and LEAP experience for more than 7,000 students
- Craft district-wide PLATO and ATLAS courses
- Participation on the DESE History and Social Science Framework revision committee- draft is expected Fall 2017

Science & Engineering Liaison- Kathy Berube  
 & Coach Jeff Glick



Created a You Tube Channel and PD Videos for every unit in Gr 3 and 6 to support teachers in yearlong online PDP courses.

Presented content workshops for Gr 5, 7-9, as well as Curriculum Development workshops for 4, 5, 7, Chemistry and Physics.

Curriculum

- 118 school based meetings directly supporting teachers with curriculum implementation/100 school based visits- Jeff
- Implemented new units of study aligned to 2016 STE standards PK, K, 1, 2, 3, 6, Physics
- Aligned curriculum to new STE standards Gr 4, 7, Chemistry with implementation next year
- Supported 99 Projects from 16 schools at WPI Regional Science Fair Gr 6-8
- Coordinated LEAP field trips to EcoTarium and Broad Meadow Brook for all Gr 6 students

New STE Programs

- Afterschool/Saturday *Biotechnology Lab Readiness Program* for WTHS, NHS, DMHS students
- South HS - Massachusetts Life Science Grant Award of \$91,000 equipment and PD
- Elementary Robotics Program this year = 11 schools



English Language Arts  
 -Katie Silva

- 117 School Based Visits
- Individualized PD for schools as requested (PLC support, lesson planning, close reading)
- In it to Win it (Classroom Management)
- High Quality Lesson Planning
- Critical Literacy Theory
- Building Comprehension with Digital Texts
- Close Reading
- I Wonder: A Interdisciplinary Approach to Thinking Deeply About "Text" and Analytical Writing (VTS, ELA, Social Studies)

- Grade 12 LEAP to Hanover Theatre: Akeelah and Bee
- Dr. Snow Collaboration/PLC with Rice Square and Canterbury St. (ELA-Science integration to improve discourse)
- It's Lit! (Over 700 submissions, publication currently in production)
- Grades K-6 Curriculum Revisions
- PLATO Courseware (WPS recovery classes)
- Summer Reading Program
- Monthly ELA Newsletter
- Ongoing collaboration with DESE 9Urban Literacy Network)



## Mathematics- Victoria Roman

Math  
Teachers  
Rock!

- Provided guidance on standards and practices; developing active, standards-based lessons with embedded formative assessments; looking at student work; and analyzing data over the **course of 180 school visits**
- Supported Greg Tang, Jr. Family Math Night at 13 elementary schools
- Developed K-12 mid-year common assessments and guiding documents to engage teachers in dialogue and reflection that informed adjustments to practice and next steps
- Analyzed aggregate data from common assessments and used identified trends to make improvements to the existing curriculum
- Worked with MIE subgroup to develop Professional Learning Community Reference Guide

## World Language- Michelle Huaman

**School visits:** 78 total school visits in All middle schools, high schools, and Alternative programs where foreign languages are taught.

Teachers, AP coordinators, proctors and students were involved in trainings all year to learn how to record using Audacity and how to submit their audio files for College Board and also for our records of student speaking skills

**Theme this year has been focused on "Moving towards Proficiency"**

Focus on building capacity around measuring student proficiency levels-what students are able to DO in the target language

Every middle and high school language teacher completed three presentational writing common assessments in at least one class

Teachers calibrated scoring using the ACTFL Proficiency Guidelines during department meetings and shared their findings and effective ways to offer feedback to students

Next year we will be adding a common assessment focused on interpersonal speaking also scored with the ACTFL proficiency guidelines

**Native Speaker Level 1 Curriculum Developed**

Teachers of Native Speakers from Burncoat, North, South and Doherty formed a work group to build a common understanding of the goals and expected outcomes for the Native Speakers Level 1 course and develop units using the Understanding by Design approach





## Technology Coaches-

Bethany Emery & Dante Quercio

- ~ Distribution and Management of new iPads districtwide
- ~ Support grade 4 CBT by training and meeting with principals, teachers and coaches
- ~ Create and maintain SRSD google drive
- ~ Support schools, coaches and principals with SRSD data collection
- ~ Workshops in Microsoft- One Note, Classroom
- ~ Atlas administration
- ~ Support for AP testing and Audacity, MCAS and MCAS prep

## Part of the team.....

- **Physical Education** – Carol Manning
  - Hand Free CPR
  
- **College & Career Readiness**- to be announced
  
- **Performing Arts**- Lisa Leach
  - Magnet Programs
  - After school performing arts



# OCPL



- School based protocols and visits
- Gateway Grant – WEMS, SMS, NHS, SHCS
- Institution of Atlas
- Focused work on structures for Professional Learning Communities
- Workshop Structure
- AP, SAT, AVID Support
- District Professional Learning for Coaches

## District-wide OCPL Supports for Professional Learning

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Speakers include: into the fall of 2107</b></li><li>• Peter Dewitt – Leadership Institute</li><li>• DCU- WPS Opening Schools Convening Day</li><li>• Focused Schools – for elementary focused instructional coaches</li><li>• Catherine Snow- for elementary leadership teams</li></ul> | <ul style="list-style-type: none"><li>• <b>Trainings include: into the fall of 2017</b></li><li>• SEI- Fall 2016 (2 cohorts)</li><li>• CPR/CPI Safety – for WPS employees</li><li>• AVID- liaisons and coaches</li><li>• Beginning Teacher Institute/Effective Reflective</li><li>• Educator Evaluator – for new principals &amp; assistant principals</li></ul> |
|--|--|

## Professional Learning for Focused Instructional Coaches



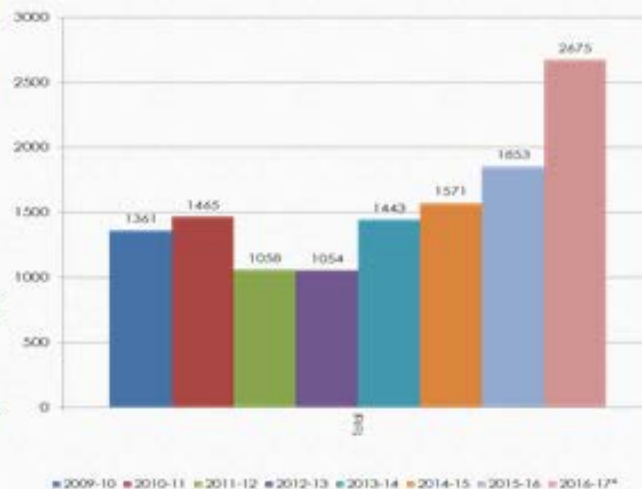
Sessions include a focus on:

- Coaching Practices Across WPS
- Student Centered Instructional Coaching
  - The Collaboration Cycle
- Coaching Conversations & Protocols
  - 2017-2018- Coaching Trios

## AVID- Student Enrollment- S. Leary & J. Mathieu

Number of students enrolled in the AVID System

- 2013-14 AVID System expansion to grade 6 in four (4) elementary schools
- 2014-15 AVID System expansion to grades 4 and 5 in six (6) elementary schools
- 2015-16 AVID System expansion to grades 4, 5 and 6 in seven (7) elementary schools
- 2016-17 AVID System expansion to grades 4, 5 and 6 in eight (8) elementary schools



# SAT Exams

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- School-wide SAT day- 1854 exams
- 10<sup>th</sup> Grade PSAT- 1837 exams
- 9<sup>th</sup> grade -1648 exams
- Khan Academy



# Advanced Placement

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- May 1-May 12, 2017
- 27 courses
- 2,558 exams administered district wide
- Thank you to AP Coordinators for their time and effort
- Thank you to DAB staff for proctoring over 45 exams





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

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

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

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

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

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

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

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

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

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

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



## I. Background

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

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

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

## II. What Are Restorative Practices?



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

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

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

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

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

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

## Types of Restorative Practices

### Restorative Justice

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

### Community conferencing

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

### Community service

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

### Peer juries

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

### Circle process

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

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

— Savannah, age 15

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

### Preventative and post-conflict resolution programs

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

### Peer mediation

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

### Informal restorative practices

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

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

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

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

## Restorative Practices at North High School

May 09, 2017

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

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

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

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

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

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

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

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

2012-2013 – 750 suspensions

2013-2014 – 726

2014-2015 – 268

2015-2016 – 170

2016-2017 – 121 to date

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

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



**RESTORATIVE CIRCLES SCHEDULE  
2016-2017**

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

Orders for WB Mason, City of Worcester contracted office supply vendor, are placed online by the using department. The "shopping cart" is subsequently emailed to Supply Management staff to be approved and to have a purchase order number entered into the cart. This particular order was paper for the district Copy Center (specifically, paper for student schedules) and was ordered online on June 29, 2016. The order was assigned the blanket purchase order number for office supplies in the FY16 budget. A blanket order is a purchase order that is cut for supply items for which multiple purchase orders are not practical. Procedurally, there is a notation put on the blanket purchase order when a shopping cart has been charged to the order. There was no notation put on that order. As such, no flag was raised when no invoice was received.

This office did not receive the invoice in the customary manner, which is emailed to [wpsacctspayable@worc.k12.ma.us](mailto:wpsacctspayable@worc.k12.ma.us). It may have been a vendor error or some other error. Supply Management canceled the balance on the open PO in March 2017. During an audit of unpaid FY17 invoices with this vendor a week later, it was discovered this FY16 invoice had not yet been paid.

Supply Management is constantly working with schools and departments to verify delivery of all supplies, materials and equipment. They make sure that what is ordered is what is received, the prices are correct and the materials are satisfactory. They also work with vendors, as much as possible, to review statements and credits to ensure that Worcester Public Schools pays promptly and correctly.

Late charges were not incurred associated with this invoice.

**GRANTS REPORT  
2016-2017**

Fund	Grant	Purpose/Priorities	Amount
Mass STEM Hub	Project Lead The Way	<p>To provide programming for:</p> <p><b><u>Students</u></b>- Competitions and events Industry experiences</p> <p><b><u>Teachers</u></b>- New advanced training offerings from WPI Networking opportunities Mentor teachers</p> <p><b><u>Schools</u></b>- Grants Model school sites Data support Industry partners</p>	\$26,250.00

**Use of Funds**  
Professional Development  
Supplies

These funds have been awarded to Doherty High School

Worcester Public Schools  
Office of Grants Management

**Grant Acceptance Form**

**Name of Grant:** Project Lead The Way

**Type of Funder:** Mass STEM Hub

**Awarded Amount:** \$26,250.00

**Grant Funding Period:** July 1, 2017 – June 30, 2018

**Project title:** Project Lead The Way

**Program coordinator:** Annette Cochran

**Purpose:** To increase access to high-quality STEM programming for students and Improve student results.

**Description of the program:** To implement programs/activities/projects that will build student skills. The students will apply their skills and knowledge to the acquired activities. This will help students to obtain new knowledge and skills.

**Program location:** Doherty High School

**Outcomes and Measures:** To provide PLTW students exclusive access to a variety of opportunities Including but not limited to scholarships.

**GRANTS REPORT  
2016-2017**

<b>Fund</b>	<b>Grant</b>	<b>Purpose/Priorities</b>	<b>Amount</b>
Mass STEM Hub	Project Lead The Way	<p>To provide programming for:</p> <p><b><u>Students</u></b>- Competitions and events Industry experiences</p> <p><b><u>Teachers</u></b>- New advanced training offerings from WPI Networking opportunities Mentor teachers</p> <p><b><u>Schools</u></b>- Grants Model school sites Data support Industry partners</p>	\$15,000.00

**Use of Funds**  
Professional Development  
Supplies

These funds have been awarded to Worcester Technical High School

Worcester Public Schools  
Office of Grants Management

**Grant Acceptance Form**

**Name of Grant:** Project Lead The Way

**Type of Funder:** Mass STEM Hub

**Awarded Amount:** \$15,000.00

**Grant Funding Period:** July 1, 2017 – June 30, 2018

**Project title:** Project Lead The Way

**Program coordinator:** Patricia Suomala

**Purpose:** To increase access to high-quality STEM programming for students and Improve student results.

**Description of the program:** To implement programs/activities/projects that will build student skills. The students will apply their skills and knowledge to the acquired activities. This will help students to obtain new knowledge and skills.

**Program location:** Worcester Technical High School

**Outcomes and Measures:** To provide PLTW students exclusive access to a variety of opportunities Including but not limited to scholarships.

X. GENERAL BUSINESS  
Administration  
(May 18, 2017)

ITEM - gb #7-209  
S.C. MEETING - 6-1-17

ITEM:

To accept the Lowe's Toolbox Grant in the amount of \$3,810.00.

PRIOR ACTION:

BACKUP: The purpose of this grant is to build a fitness room to house equipment for activities to help students learn, understand and practice wellness. This project will allow the school to address the disparities that currently exist in physical fitness activities for some children.

Annex A (2 pages) contains a copy of the grant report.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

**GRANTS REPORT  
2017-2018**

<b>Fund</b>	<b>Grant</b>	<b>Purpose/Priorities</b>	<b>Amount</b>
Lowe's	Lowe's Toolbox	<p>This project will ensure that all students in our community have equal access to engage in physical activities that will be beneficial to them.</p> <p>This project allows the school to completely refurbish an existing space that is currently not being used with the goal of increasing physical activity among students.</p>	\$3,810.00

Funds have been awarded to Burncoat High School



Worcester Public Schools  
Office of Grants Management

**Grant Acceptance Form**

**Name of Grant:** Lowe's Toolbox

**Type of Funder:** Lowe's

**Awarded Amount:** \$3,810.00

**Grant Funding Period:** May 1, 2017 – April 30, 2018

**Project title:** Lowe's Toolbox

**Program coordinator:** William Foley

**Purpose:** To build a fitness room to house equipment for activities to help students learn, understand and practice wellness.  
This project will allow the school to address the disparities that currently exist in physical fitness activities for some children.

**Description of the program:** To create a school wellness/fitness room that will go along with a new approach to physical activities that will be beneficial to students.

**Program location:** Burncoat High School

**Outcomes and Measures:** To ensure that all students have equal access to engage in physical activities.

X. GENERAL BUSINESS  
Administration  
(May 22, 2017)

ITEM - gb #7-213  
S.C. MEETING - 6-1-17

ITEM:

Request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2017.

PRIOR ACTION:

BACKUP: As part of the quarterly budget report status, the Administration will provide a year-end Final Report for the fiscal year through the Standing Committee of Finance and Operations showing all account balances and the account transfers made to balance the budget.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS  
Administration  
(May 22, 2017)

ITEM - gb #7-215  
S.C. MEETING - 6-1-17

ITEM:

To accept a donation in the amount of \$435.00 raised by a 50-50 raffle organized by teachers at Worcester Technical High School.

PRIOR ACTION:

BACKUP:

The funds will be utilized to provide a scholarship to a deserving Worcester Technical High School student in memory of Anthony DePalo, a former student who passed away in October 2016.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS  
Administration  
(May 24, 2017)

ITEM - gb #7-220  
S.C. MEETING - 6-1-17

ITEM:

To approve the proposed amendments to the Admission Policy for Worcester Technical High School.

PRIOR ACTION:

BACKUP:

As a result of the Coordinated Program Review (CPR), the Department of Elementary and Secondary Education (DESE) identified the need to update the Admission Policy document being utilized by the Worcester Technical High School.

The updates to the Admission Policy document reflect changes in laws and practices since the document was approved by the School Committee. Updates included adding "gender identity" to the Equal Educational Opportunity paragraph; aligning the term "report card" throughout the policy document; adding information relative to Home-School Students; adding language to the Vocational Technical Program Placement to include the increase of exploratory periods to eight; and updating language under Review and Appeals section of the document.

The revisions to the document have been informally approved by DESE. Upon School Committee approval, the Admission Policy document will be sent to DESE to complete the CPR requirement.

Annex A (8 pages) contains a copy of the current Admissions Policy for Worcester Technical High School.

Annex B (8 pages) contains a copy of the proposed amendments to the Admissions Policy for Worcester Technical High School.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call and reconsider.

## Worcester Public Schools

### Worcester Technical High School

#### ADMISSION POLICY

Updated April 2010

#### **I. INTRODUCTION**

An admission process is necessary in vocational technical schools where space is a limiting factor. Vocational technical laboratories (shops) are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to grades nine through twelve at Worcester Technical High School will be evaluated using the criteria contained in this Admission Policy. The Worcester Public School Committee approved this policy in October 2003.

#### **II. EQUAL EDUCATIONAL OPPORTUNITY**

Worcester Technical High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation or disability.

If there is a student with limited English proficiency, a qualified representative from Worcester Technical High School will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect their admission to the school.

#### **III. ELIGIBILITY**

Any eighth, ninth, tenth or eleventh grade student who is a resident of the Worcester Public School District who expects to be promoted to the grade they seek to enter is eligible to apply for fall admission subject to the availability of openings to Worcester Technical High School. Resident students will be evaluated using the criteria contained in this Admission Policy.

Transfer students from other vocational technical schools are eligible to apply for fall admission or admission during the school year to grades 9-12 at Worcester Technical High School provided they expect to be promoted to the grade they seek to enter by their current

school. Transfer students will be evaluated using the criteria contained in this Admission Policy.

#### IV. ORGANIZATIONAL STRUCTURE

Worcester Technical High School is a public vocational technical school located in Worcester, Massachusetts. Worcester Technical High School is a member of the Worcester Public Schools District and is accredited by the New England Association of Schools and Colleges. Worcester Technical High School is committed to providing quality academic and vocational technical programs.

It is the responsibility of the Worcester Public Schools Superintendent to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Worcester Technical High School has an Admission Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Special Needs, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- A. determination of standards for admission
- B. development and implementation of admission procedures
- C. processing of applications
- D. ranking of students
- E. acceptance of students according to the procedure and criteria in the admission policy
- F. establishment and maintenance of a waiting list of acceptable candidates

The Worcester Public Schools do participate in the School Choice Program.

#### V. RECRUITMENT PROCESS

1. Worcester Technical High School disseminates information about the school through a variety of methods.
  - a. All Worcester Public School and Charter eighth graders tour Worcester Technical High School each fall. Buses are provided to the middle schools by Worcester Technical High School for this career awareness program. Applications are mailed to each Worcester Public School student in the language of their family.
  - b. An Open House during the fall is scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational-technical programs and speak with teachers as well as view a presentation about all offerings. WPS provides translators at Open House to explain the programs and opportunities.
  - c. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.
  - d. Brochures, which describe vocational technical programs including academic courses, sports, cooperative education, and special education resources, are distributed during the 8th grade visitations, posted on our web site and the Open House. All material is translated into five languages.

## VI. APPLICATION PROCESS

### APPLICATION PROCESS-FOR FALL ADMISSION\* TO THE NINTH, TENTH, ELEVENTH AND TWELFTH GRADE

1. Students interested in applying to Worcester Technical High School for fall admission to the ninth, tenth, eleventh or twelfth grade must:
  - a. obtain an application from their sending school Guidance Counselor as early in the school year as possible.
  - b. return the completed application form to their sending school Guidance Counselor by the deadline set by the Guidance Counselor.
  
2. It is the responsibility of the sending school Guidance Counselor to:
  - a. complete their portion of the application form.
  - b. forward the completed applications to the Admission Coordinator at Worcester Technical High School by April 1st. Complete applications include:
    - (i) Completed application form (including required signatures).
    - (ii) For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 marks in English language arts, social studies, math and science from the sending school report card/transcript are required. For applications to grades 10, 11 & 12 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year marks in English language arts, social studies, math and science from the sending school report card/transcript is required.  
  
For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the sending school report card/transcript are required.  
  
For applications to grades 10, 11 & 12 (fall admission) the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the sending school report card/transcript is required.  
  
For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments of behavior from the sending school report card or from the sending school Guidance Counselor's assessment are required. For applications to grades 10, 11 & 12 admission subject to the availability of openings to Worcester Technical High School. (fall admission) the average of the previous school year and terms 1 & 2 of the current school year assessments of behavior from the sending school report card or from the sending school Guidance Counselor's assessment are required.  
  
For applications to grade 9, 10, 11 and 12 (fall admission), the sending school Guidance Counselor's recommendation is required.
  
3. If incomplete applications are received, the following procedures will be followed:
  - a. The Admission Office at Worcester Technical High School will notify the sending school Guidance Counselor responsible for submitting the application that the application is incomplete and will request completion.

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\* applying for admission during the winter and spring to begin classes the following fall

- b. The applicant's parent(s)/guardian(s) will be notified by the Worcester Technical High School Admissions Office in the event that the problem is not resolved by the sending school Guidance Counselor.
- c. If after notifying the sending school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

APPLICATION PROCESS - FOR ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELTH GRADES FOR THE CURRENT SCHOOL YEAR\*

- 1. Students interested in applying to Worcester Technical High School for admission for the current school year must:
  - a. obtain an application from their sending school Guidance Counselor.
  - b. return the completed application form to their sending school Guidance Counselor by the deadline set by the Guidance Counselor.
  
- 2. It is the responsibility of the sending school Guidance Counselor to:
  - a. complete their portion of the application form.
  - b. forward the completed applications to the Admission Coordinator at Worcester Technical High School. Complete applications include:
    - (i) completed application form (including required signatures)
    - (ii) For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application marks in English language arts, social studies, math and science from the sending school report card/ transcript are required.  
  
For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application unexcused absences from the sending school report card/transcript are required.  
  
For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application assessments of behavior from the sending school report card or from the sending school Guidance Counselor assessment are required.  
  
For applications to grades 9, 10, 11 and 12 (admission during the school year) the sending school Guidance Counselor 's recommendation is required.
  
- 3. If incomplete applications are received, the following procedures will be followed:
  - a. The Worcester Technical High School Admissions Office will notify the sending school Guidance Counselor responsible for submitting the application, that the application is incomplete and will request completion.

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\* applying for admission during the school year to begin classes during the same school year, as opposed to applying for admission one school year to begin classes the next school year in the fall



- b. The applicant's parent(s)/guardian(s) will be notified by the Worcester Technical High School Admission Office in the event the problem is not resolved by the sending school Guidance Counselor.
- c. If after notifying the sending school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

LATE APPLICATIONS

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Worcester Technical High School. All transfer applicants must attend an interview at Worcester Technical High School. Their applications will be evaluated according to the provisions of this Admission Policy.

WITHDRAWN STUDENTS

Students who withdraw from Worcester Technical High School and who are attending or not attending another high school may reapply to Worcester Technical High School following the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy.

**VII. SELECTION CRITERIA**

Completed applications are processed by the Admission Committee using weighted admissions criteria. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

- A. Scholastic Achievement: Maximum 40 points

<b>Grade Averages</b>	<b>Points</b>
90 - 100	5
80 - 89	4
70 - 79	3
65 - 69	2
0 - 64	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 marks in English, social studies, mathematics and science from the sending school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year marks in English, social studies, mathematics and science from the sending school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application

marks in English, social studies, mathematics and science from the local school report card/ transcript are used.

B. Attendance: Maximum 20 points

<b>Number of Unexcused Absences</b>	<b>Points</b>
0-10	20
11-20	15
21-30	10
31-40	5
41 plus	0

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the sending school report card/transcript are used. For applications to grades 10, 11 and 12 (fall admission) the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the sending school report card/transcript are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application, unexcused absences from the sending school report card/transcript are used.

C. School Discipline/Conduct: Maximum 20 points

<b>Discipline/Conduct Rating</b>	<b>Points</b>
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments from the sending school report card/transcript or from the sending school Guidance Counselor's assessment are used. For applications to grades 10, 11 and 12 (fall admission) the average of the previous school year and terms 1 & 2 current school year assessments from the sending school report card/transcript or from the Guidance Counselor's assessment are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application assessments from the sending school report card/transcript or from the sending school Guidance Counselor's assessment are used.

D. Sending Guidance Counselor's Recommendation: Maximum 20 points

<b>Rating</b>	<b>Points</b>
Outstanding	20
Above Average	15
Average	10
Below Average	5
Poor	0

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

**VIII. SELECTION PROCESS**

The Admission Committee at Worcester Technical High School will examine, discuss and make recommendations for action on the applicants.

The Admission Committee considers scholastic achievement, attendance, school behavior, sending Guidance Counselor's recommendation results. Applications are reviewed, processed and assigned points by grade level.

After a point total for each applicant has been determined, all applicants are placed in order of their "point total". Applicants are then accepted in order of the point total they have achieved. The applicant with the highest point total is accepted first, the applicant with the second highest point total is accepted second, and so on until all seats are filled. All applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting applicants from the waiting list. These applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

All applicants whose applications are received by Worcester Technical High School by April 1 are notified of their status by a letter to their parents / guardians by mid-May.

**IX. ENROLLMENT**

In order to enroll at Worcester Technical High School for the fall, applicants must have been promoted to the grade they wish to enter by their sending school. In addition, they must have courses in English language arts or the equivalent and mathematics for the school year immediately preceding their enrollment at Worcester Technical High School.

**X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT**

All ninth graders who enroll in Worcester Technical High School participate in a vocational technical exploratory program designed to help them learn about their talents and interests relative to a variety of different vocational-technical programs. Students initially explore each vocational technical academy for one day. Then, students list their

top 6 exploratory choices and explore each of them for one week in related theory and one week in shop. Students are evaluated and scored (0-100 points) using standardized rubric by each shop & related teacher during the two weeks in each shop.

	<b>5 POINTS</b>	<b>10 POINTS</b>	<b>15 POINTS</b>
<b>CONDUCT</b>	Needs prodding to follow all safety rules, with guidance/supervision in related/shop	Follows safety rules, with guidance/supervision in related/shop	Follow all safety rules, as instructed in related/shop
	<b>2 Points</b>	<b>5 Points</b>	<b>10 POINTS</b>
<b>EFFORT/ATTITUDE</b>	Does not exhibit positive attitude to other members in related/shop or to tasks	Needs prodding to participate with others in related/shop	Motivated, properly dressed, positive attitude. Participates well with others in related/shop
	<b>5 Points</b>	<b>15 Points</b>	<b>20 Points</b>
<b>GRADE IN POINTS</b>	Makes little effort to complete assignments in related/shop	Mostly completes work/assignments in related/shop	Completes tasks in timely fashion to instructional standards in related/shop
	<b>1 Point</b>	<b>3 Points</b>	<b>5 Points</b>
<b>ATTENDANCE</b>	Frequently absent and/or late from break/lunch in related/shop	Mostly present and on time daily, break & lunch in related/shop	On time daily, including break & lunch in related/shop

At the end of this six exploratory choice period, each student selects his/her program preferences one through six from the programs they explored. Students are admitted into the shop of their choice based on the point total they received in all shops combined. For example, a student with an average point total of 100 would be admitted before a student with an average point total of 80. If a shop fills, based on highest point total, if a student does not get his/her first choice, the guidance counselor then moves to the students' second through sixth choice depending upon whether there is an opening in those shops. Again, the student is admitted based upon overall point total average. If a students' point total in all shops combined is so low that they were not placed in their second through sixth choice shop because the shops were filled by students with higher point totals, the guidance counselor will meet with the student and present a list of the shops with openings which the student can explore and ask the student to choose one of them. Again, students selecting shops from among the shops with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed.

Students who wish to transfer from one shop to another during the school year may apply for transfer using a standardized form from their guidance councilor. Transfer requests will be considered subject to the availability of openings in the requested shops, and career plan. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

#### **XI. REVIEW and APPEALS**

The applicant's parent(s)/guardian(s), upon receipt of a letter from Worcester Technical High School indicating that the applicant was not accepted or placed on a waiting list, may request a review of the decision by sending a letter requesting a review to the Principal within thirty days of the receipt of the letter. The Principal will respond in writing to the letter with the findings of the review within thirty days. If after the review, the parent/guardian wishes to appeal the findings of the review they may do so by sending a letter requesting that they be scheduled to appear before the Quadrant Manager to appeal the Principal's findings. The Quadrant Manager will respond in writing to the parent/guardian with a scheduled date for the appeal within thirty days of the receipt of the letter.

# Worcester Public Schools

## Worcester Technical High School

### ADMISSION POLICY

~~Proposed 4/7/2017~~ Updated June 1, 2017

#### **I. INTRODUCTION**

An admission process is necessary in vocational technical schools where space is a limiting factor. Vocational technical laboratories (shops) are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to grades nine through twelve at Worcester Technical High School will be evaluated using the criteria contained in this Admission Policy. The Worcester Public School Committee approved this policy on \_\_\_\_\_.

#### **II. EQUAL EDUCATIONAL OPPORTUNITY**

Worcester Technical High School admits students and makes available to them its advantages, privileges and courses of study without regard to race, color, sex, religion, national origin, sexual orientation, gender-identity or disability.

If there is a student with limited English proficiency, a qualified representative from Worcester Technical High School will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process upon the request of the applicant.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect their admission to the school.

#### **III. ELIGIBILITY**

Any eighth, ninth, tenth or eleventh grade student who is a resident of the Worcester Public School District who expects to be promoted to the grade they seek to enter is eligible to apply for fall admission subject to the availability of openings to Worcester Technical High School. Resident students will be evaluated using the criteria contained in this Admission Policy.

Transfer students from other vocational technical schools are eligible to apply for fall admission or admission during the school year to grades 9-12 at Worcester Technical High School provided they expect to be promoted to the grade they seek to enter by their current

school. Transfer students will be evaluated using the criteria contained in this Admission Policy.

Worcester Public Schools is a school choice district, please refer to Worcester Public Schools School Choice Policy.

#### **IV. ORGANIZATIONAL STRUCTURE**

Worcester Technical High School is a public vocational technical school located in Worcester, Massachusetts. Worcester Technical High School is a member of the Worcester Public Schools District and is accredited by the New England Association of Schools and Colleges. Worcester Technical High School is committed to providing quality academic and vocational technical programs.

It is the responsibility of the Worcester Public Schools Superintendent to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

Worcester Technical High School has an Admission Committee appointed by the Principal. The committee consists of a member of the Administration, Guidance, Special Needs, Vocational Technical and Academic Departments. Responsibilities of the Admissions Committee include:

- A. determination of standards for admission
- B. development and implementation of admission procedures
- C. processing of applications
- D. ranking of students
- E. acceptance of students according to the procedure and criteria in the admission policy
- F. establishment and maintenance of a waiting list of acceptable candidates

The Worcester Public Schools do participate in the School Choice Program.

#### **V. RECRUITMENT PROCESS**

1. Worcester Technical High School disseminates information about the school through a variety of methods.
  - a. All Worcester Public School and Charter eighth graders tour Worcester Technical High School each fall. Buses are provided to the middle schools by Worcester Technical High School for this career awareness program. Applications are mailed to each Worcester Public School student in the language of their family.
  - b. An Open House during the fall is scheduled. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all vocational technical programs and speak with teachers as well as view a presentation about all offerings. WPS provides translators at Open House to explain the programs and opportunities.
  - c. Parent(s)/guardian(s) may schedule individual visits at a mutually convenient time.
  - d. Brochures, which describe vocational technical programs including academic courses, sports, cooperative education, and special education resources, are

distributed during the 8th grade visitations, posted on our web site and the Open House. All material is translated into seven languages.

## VI. APPLICATION PROCESS

### APPLICATION PROCESS-FOR FALL ADMISSION\* TO THE NINTH, TENTH, ELEVENTH AND TWELTH GRADE

1. Students interested in applying to Worcester Technical High School for fall admission to the ninth, tenth, eleventh or twelfth grade must:
  - a. obtain an application from their sending school Guidance Counselor as early in the school year as possible.
  - b. return the completed application form to their sending school Guidance Counselor by the deadline set by the Guidance Counselor.
  
2. It is the responsibility of the sending school Guidance Counselor to:
  - a. complete their portion of the application form.
  - b. forward the completed applications to the Admission Coordinator at Worcester Technical High School by April 1st. Complete applications include:
    - (i) Completed application form (including required signatures).
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For applications to grade 9, 10, 11 and 12 (fall admission), the sending school Guidance Counselor's recommendation is required.
  
3. If incomplete applications are received, the following procedures will be followed:

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\* applying for admission during the winter and spring to begin classes the following fall

- a. The Admission Office at Worcester Technical High School will notify the sending school Guidance Counselor responsible for submitting the application that the application is incomplete and will request completion.
- b. The applicant's parent(s)/guardian(s) will be notified by the Worcester Technical High School Admissions Office in the event that the problem is not resolved by the sending school Guidance Counselor.
- c. If after notifying the sending school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

#### APPLICATION PROCESS - FOR ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELTH GRADES FOR THE CURRENT SCHOOL YEAR\*

1. Students interested in applying to Worcester Technical High School for admission for the current school year must:
  - a. obtain an application from their sending school Guidance Counselor.
  - b. return the completed application form to their sending school Guidance Counselor by the deadline set by the Guidance Counselor.
2. It is the responsibility of the sending school Guidance Counselor to:
  - a. complete their portion of the application form.
  - b. forward the completed applications to the Admission Coordinator at Worcester Technical High School. Complete applications include:
    - (i) Completed application form (including required signatures)
    - (ii) For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application marks in English language arts, social studies, math and science from the sending school report card/~~transcript~~ are required.

For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application unexcused absences from the sending school report card/~~transcript~~ are required.

For applications to grades 9, 10, 11 & 12 (admission during the school year) the current school year to the date of the application assessments of behavior from the sending school report card or from the sending school Guidance Counselor assessment are required.

For applications to grades 9, 10, 11 and 12 (admission during the school year) the sending school Guidance Counselor's recommendation is required.
3. If incomplete applications are received, the following procedures will be followed:
  - a. The Worcester Technical High School Admissions Office will notify the sending school Guidance Counselor responsible for submitting the application, that the application is incomplete and will request completion.

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\* applying for admission during the school year to begin classes during the same school year, as opposed to applying for admission one school year to begin classes the next school year in the fall

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- b. The applicant's parent(s)/guardian(s) will be notified by the Worcester Technical High School Admission Office in the event the problem is not resolved by the sending school Guidance Counselor.
- c. If after notifying the sending school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

#### LATE APPLICATIONS

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

#### TRANSFER STUDENTS

Applications from students who are enrolled in a state-approved (Chapter 74) vocational technical high school program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate away from their current school and wish to pursue the same program of study at Worcester Technical High School. All transfer applicants must attend an interview at Worcester Technical High School. Their applications will be evaluated according to the provisions of this Admission Policy.

#### HOME-SCHOOL STUDENTS

Applications from resident students that are enrolled in an approved Home-School program who apply to Worcester Technical High School will follow the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy.

#### WITHDRAWN STUDENTS

Students who withdraw from Worcester Technical High School and who are attending or not attending another high school may reapply to Worcester Technical High School following the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admission Policy.

### **VII. SELECTION CRITERIA**

Completed applications are processed by the Admission Committee using weighted admissions criteria. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

- A. Scholastic Achievement: Maximum 40 points

<b>Grade Averages</b>	<b>Points</b>
90 - 100	5
80 - 89	4
70 - 79	3
65 - 69	2
0 - 64	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 marks in English, social studies, mathematics and science from the sending school report card are used. For applications to grades 10, 11 and 12 (fall admission) the average

of the previous school year and terms 1 & 2 of the current school year marks in English, social studies, mathematics and science from the sending school report card are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application marks in English, social studies, mathematics and science from the local school report card are used.

B. Attendance: Maximum 20 points

<b>Number of Unexcused Absences</b>	<b>Points</b>
0-10	20
11-20	15
21-30	10
31-40	5
41 plus	0

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the sending school report card are used. For applications to grades 10, 11 and 12 (fall admission) the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the sending school report card are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application, unexcused absences from the sending school report card are used.

C. School Discipline/Conduct: Maximum 20 points

<b>Discipline/Conduct Rating</b>	<b>Points</b>
Excellent	20
Above Average	15
Average	10
Below Average	5
Poor	0

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments from the sending school report card or from the sending school Guidance Counselor's assessment are used. For applications to grades 10, 11 and 12 (fall admission) the average of the previous school year and terms 1 & 2 current school year assessments from the sending school report card or from the Guidance Counselor's assessment are used. For applications to grades 9, 10, 11 and 12 (admission during the school year) the current school year to the date of the application assessments from the sending school report card/transcript or from the sending school Guidance Counselor's assessment are used.

D. Sending Guidance Counselor's Recommendation: Maximum 20 points

<b>Rating</b>	<b>Points</b>
Outstanding	20
Above Average	15
Average	10
Below Average	5
Poor	0

After points are given in each area, the points are totaled for each applicant. A maximum total of one hundred (100) points can be earned.

### **VIII. SELECTION PROCESS**

The Admission Committee at Worcester Technical High School will examine, discuss and make recommendations for action on the applicants.

The Admission Committee considers scholastic achievement, attendance, school behavior, sending Guidance Counselor's recommendation results. Applications are reviewed, processed and assigned points by grade level.

After a point total for each applicant has been determined, all applicants are placed in order of their "point total". Applicants are then accepted in order of the point total they have achieved. The applicant with the highest point total is accepted first, the applicant with the second highest point total is accepted second, and so on until all seats are filled. All applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting applicants from the waiting list. These applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria.

Applications received after April 1st will be evaluated using the same criteria as other applications and their composite score will be integrated in rank order on the established waiting list.

All applicants whose applications are received by Worcester Technical High School by April 1 are notified of their status by a letter to their parents / guardians by mid-May.

### **IX. ENROLLMENT**

In order to enroll at Worcester Technical High School for the fall, applicants must have been promoted to the grade they wish to enter by their sending school. In addition, they must have successfully passed courses in English language arts or the equivalent and mathematics for the school year immediately preceding their enrollment at Worcester Technical High School.

### **X. VOCATIONAL TECHNICAL PROGRAM PLACEMENT**

All ninth graders who enroll in Worcester Technical High School participate in a vocational technical exploratory program designed to help them learn about their talents and interests relative to a variety of different vocational technical programs. Students initially explore each vocational program in the technical academy, during their first shop week, for one day (mini-explore). Then students have the option of changing one shop choice based on the mini-explore experience. The student's top 4 choices, taken from their original application, together with 4 choices taken from the total available shops are scheduled for the entire exploratory period which is composed of Quarter 1 and Quarter 2. Students are evaluated

and scored (0-100 points) using the standardized Student Evaluation – Exploratory rubric by each shop & related teacher during the two week shop exploratory rotation.

At the end of this eight shop exploratory choice, half-year period, each student selects his/her program preferences on the shop selection form one through six from the programs they explored. Students are admitted into the shop of their choice based on the point total they received in all shops combined. For example, a student with a point total of 100 would be admitted before a student with a point total of 80. If a shop fills, based on highest point total, before a student gets his/her first choice, the Director of Career Vocational Technical Education then moves to the students' second through sixth choice depending upon whether there is an opening in the shop. Again, the student is admitted based upon overall point total. If a students' point total in all shops combined is so low that they were not placed in their second through sixth choice shop because the shops were filled by students with higher point totals, the Director of Career Vocational Technical Education will meet with the student and present a list of the shops with openings which the student can explore and ask the student to choose one of them. Again, students selecting shops from among the shops with openings, which the student explored, will be admitted based on their point totals. The process continues until all students are placed.

Students who wish to transfer from one shop to another during the school year may apply for transfer using a standardized form from their guidance counselor. Transfer requests will be considered subject to the availability of openings in the requested shops, and career plan. Each transfer applicant will be interviewed and counseled individually to determine the appropriateness of the transfer for the particular student.

#### **XI. REVIEW and APPEALS**

The applicant's parent(s)/guardian(s), upon receipt of a letter from Worcester Technical High School indicating that the applicant was not accepted or placed on a waiting list, may request a review of the decision by sending a letter requesting a review to the Principal within thirty days of the receipt of the letter. The Principal will respond in writing to the letter with the findings of the review within thirty days. If after the review, the parent/guardian wishes to appeal the findings of the review they may do so by sending a letter requesting that they be scheduled to appear before the Worcester Public Schools Secondary Manager for Instruction and School Leadership to appeal the Principal's findings. The Secondary Manager for Instruction and School Leadership will respond in writing to the parent/guardian with a scheduled date for the appeal within thirty days of the receipt of the letter. The Secondary Manager for Instruction and School Leadership will respond in writing to the letter with their decision on the appeal within thirty days of the Secondary Manager for Instruction and School Leadership meeting when the appeal was presented.