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

## AGENDA #15

The School Committee will hold a virtual and/or in-person meeting:

on: Thursday, May 5, 2022  
at: 5:00 p.m. - Regular Session  
6:00 p.m. - Executive Session  
7:00 p.m. - Regular Session  
in: Esther Howland South Chamber, City Hall

### ORDER OF BUSINESS

#### **A. General Business Items taken in Executive Session**

gb 2-131 - Administration  
(April 25, 2022)

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

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

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-22.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-14.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel - Superintendent of Schools Elect Rachel Monárrez.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel - Manager of Special Education and Intervention Services - Kay Seale.

**(Continued on page 2.)**

**General Business Items taken in Executive Session** (continued)

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Request for Voluntary Recognition – Teamsters Union Local 170 – School Bus Mechanics (proposed unit).

**B. Call to Order**

**C. Pledge of Allegiance**

**D. Roll Call**

**E. Consent Agenda**

i. Approval of Minutes

AOR 2-11 - Clerk  
(April 12, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, April 7, 2022.

AOR 2-12 - Clerk  
(April 20, 2022)

To consider approval of the Minutes of the School Committee Meeting of Tuesday, April 19, 2022.

AOR 2-13 - Clerk  
(April 27, 2022)

To consider approval of the Minutes of the School Committee Meeting of Monday, April 25, 2022.

AOR 2-14 - Clerk  
(April 27, 2022)

To consider approval of the Minutes of the School Committee Meeting of Tuesday, April 26, 2022.

AOR 2-15 - Clerk  
(April 27, 2022)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, April 27, 2022.

AOR 2-16 - Clerk  
(April 29, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, April 28, 2022.

ii. Approval of Donations

gb 2-132 – Administration  
(April 20, 2022)

To consider approval of the following donations:

- \$110 from the Blackbaud Giving Fund on behalf of Abbvie to the WPS
- \$600 from Boston College to Elm Park Community School for Participation in a Math Project Study to be used for classroom materials
- \$400 from Boston College to City View School for Participation in a Math Project Study to be used for classroom materials
- \$400 from Boston College to Worcester Arts Magnet School for Participation in a Math Project Study to be used for classroom materials
- \$1,000 from a donor to be used as a scholarship for a graduating senior who played football at Doherty Memorial High School in memory of Tom Wallis.
- \$15,000 from the Worcester District Attorney's Office to help assist with the cost of the Herren Talks at South High Community, Doherty Memorial High and Forest Grove Middle schools.
- \$4,005.54 from the United Way of Central Massachusetts to Woodland Academy to go towards the purchase of books
- \$4,000 from IPG Photonics to La Familia Dual Language School to go towards the purchase of books

iii. Notification of Personnel Records

iv. Initial filing of individual recognitions

gb 2-133 – McCullough  
(April 4, 2022)

To forward letters of congratulations to Christine Lloyd and principals of all elementary schools that participated in 11th Annual VEX IQ Robotics Tournament.

v. Notices of interest to the district or to the public

**Recommendation of Administration**

**Approve the Consent Agenda items on a roll call.**

**F. Items for Reconsideration**

**G. Recognitions**

gb 2-102.1 – McCullough  
(April 20, 2022)

To recognize the Burncoat Dance Team for placing 5th in the Hip Hop Division and 1st place in the Jazz Category at the MSAA New England Regional Competition.

gb 2-134 – McCullough  
(April 27, 2022)

To recognize the Worcester Tech Eagles for their MA High School Bowling State Team Championship win for the third year in a row.

**Recommendation of Administration  
Recognize and file.**

**H. Public Comment**

Any member of the public may address the Committee regarding any item before them for two (2) minutes. Those speaking will state their name, their residence, and the item on which they wish to speak for the record. Those speaking may do so in person or via remote participation. Those wishing to address the Committee in a language other than English are asked to notify the Clerk of the Committee in advance, so the Committee may be provided with an interpreter. Members of the Committee may not respond to the comments of the public at the meeting.

**I. Public Petition**

c&p 2-8 - Clerk  
(April 13, 2022)

To consider a petition from the PTO at Chandler Magnet School to convert the school to a completely bilingual school.

**Recommendation of Administration  
Refer to the Standing Committee on Governance and Employee Issues.**

c&p 2-9 - Clerk  
(April 27, 2022)

To consider a petition from the EAW requesting that the School Committee vote for the Fair Share Resolution.

**Recommendation of Administration  
Prerogative of the School Committee.**

c&p 2-10 - Clerk  
(April 27, 2022)

To consider a petition from the EAW inviting the School Committee to shadow EAW members in their workplace.

**Recommendation of Administration  
Prerogative of the School Committee.**

**J. Report of the Superintendent**

ros 2-5 - Administration  
(April 27, 2022)

MEETING THE EMOTIONAL NEEDS OF STUDENTS

**Recommendation of Administration**  
**Accept and file gb 1-311.1 and ROS 2-5.**

**K. Reports of the Standing Committees**

The Standing Committee on Governance and Employee Issues met virtually on Monday, April 4, 2022 at 4:34 p.m. in Room 410 of the Durkin Administration Building.

The Standing Committee on Finance and Operations met virtually on Monday, April 11, 2022 at 6:00 p.m. in Room 410 of the Durkin Administration Building.

The Standing Committee on Teaching, Learning and Student Supports met virtually on Tuesday, April 12, 2022 at 6:00 p.m. in Room 410 of the Durkin Administration Building.

The Ad Hoc Search Committee for the Next Superintendent of the Worcester Public Schools met on Tuesday, April 19, 2022 at 4:35 p.m. in the Esther Howland South Chamber at City Hall.

**Recommendation of Administration**  
**Approve on a roll call**

**L. Student Advisory Committee item**

gb 2-135 - Administration  
(April 27, 2022)

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

**Recommendation of Administration**  
**Discuss**

**M. Approval of Grants and other Finance Items**

gb 2-136 - Administration  
(April 27, 2022)

To approve prior year payments, from FY13-FY21, in the total amount of \$100,110.63 as a salary correction for an employee as contained in the backup.

**Recommendation of Administration**  
**Approve on a roll call.**

**N. General Business**

gb 2-18.6 - Administration/Novick/Clancey/Johnson/Kamara/Mailman  
(April 27, 2022)

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

**Recommendation of Maker**  
**Provide an update and hold for the next meeting.**

gb 2-137 - McCullough  
(April 6, 2022)

To explore partnering with Massachusetts Safe Routes to School, a federally funded, free program through Mass DOT that is centered around the 6 Es - Education, Engagement, Equity, Encouragement, Evaluation and Engineering.

**Recommendation of Maker**  
**Refer to the Administration.**

gb 2-138 - McCullough  
(April 8, 2022)

Request that the Administration provide an update regarding school safety plans when evacuations are required such as gas leaks, fires and other safety issues.

**Recommendation of Maker**  
**Refer to the Administration.**

gb 2-139 - McCullough  
(April 11, 2022)

Request that the Administration provide an update on High School Non-MCAS programs and explore utilization of space at schools in the district.

**Recommendation of Maker**  
**Refer to the Standing Committee on Teaching, Learning and Student Supports.**

gb 2-140 - Clancey  
(April 11, 2022)

Request that the Administration provide an update on the caseload numbers for the following positions:

- School Psychologists
- School Adjustment Counselors and
- any other positions that provide social-emotional support to WPS students.

**Recommendation of Maker**  
**Refer to the Standing Committee on Governance and Employee Issues.**

**General Business** (continued)

gb 2-141 – Administration  
(April 11, 2022)

To consider approval of the Fundamentals of Cybersecurity course.

**Recommendation of Administration**

**Refer to the Standing Committee on Governance and Employee Issues.**

**O. ANNOUNCEMENTS**

**P. ADJOURNMENT**

A. EXECUTIVE SESSION  
Administration  
(April 25, 2022)

ITEM - gb #2-131  
S.C. MEETING - 5-5-22

ITEM:

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

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

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-22.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-14.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel – Superintendent of Schools Elect Rachel Monárrez.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel – Manager of Special Education and Intervention Services – Kay Seale.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Request for Voluntary Recognition – Teamsters Union Local 170 – School Bus Mechanics (proposed unit).

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.



i. APPROVAL OF RECORDS  
Clerk  
(April 12, 2022)

ITEM - aor 2-11  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, April 7, 2022.

PRIOR ACTION:

BACKUP:

Annex A (21 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, April 7, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The School Committee of the Worcester Public Schools met in Open Session at 5:02 p.m. in the Esther Howland Chamber at City Hall on Thursday, April 7, 2022.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

**1. EXECUTIVE SESSION**

It was moved to recess to Executive Session and Mayor Petty stated that the committee would reconvene in Open Session.

On a roll call of 7-0, it was moved to recess to Executive Session at 5:07 p.m. to discuss the following items:

gb 2-120 - Administration  
(March 31, 2022)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance 21/22-17

To discuss strategy in preparation for contract negotiations with nonunion personnel and to conduct negotiations with nonunion personnel – Manager of Special Education and Intervention Services.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Units A & B (Educators/Administrators).

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers Unit.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester and Worcester School Committee, American Arbitration Association Case No. 01-21-0016-9503, Grievance: COVID/Quarantine Leave – Aides to the Physically Handicapped, Monitors and Drivers.

The School Committee recessed from Executive Session at 6:35 p.m. and reconvened in Open Session at 6:40 p.m.

There were present at the second Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

The Pledge of Allegiance was offered and the National Anthem was played.

2. Pursuant to action taken in Executive Session, it was moved to deny Grievance 21/22-17.

On a roll call of 7-0, the motion was approved.

### 3. **Consent Agenda**

#### iii. Approval of Minutes

AOR 2-10 - Clerk  
(March 23, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, March 17, 2022.

#### iv. Approval of Donations

gb 2-101 - Administration  
(March 23, 2022)

To consider approval of the following donations:

- \$10 from the Blackbaud Giving Fund on behalf of Abbvie to the WPS.
- \$400 from Boston College to Heard Street Elementary School for participation in a Math Project Study to be used for classroom materials
- \$250 from Thebe Enterprises, LLC/Dairy Queen to Lake View Elementary School for fundraiser proceeds
- newly purchased books to McGrath Elementary from neighborhood resident Henry Dewey with an approximate value of \$500
- \$3,750.71 to Belmont Street Community School from The Journey Community Church to be used for Recess Equipment
- \$25,000 from Digital Federal Credit Union to support the programs of the WPS
- \$600 from Boston College to Vernon Hill Elementary School for participation in a Math Project Study to be used for classroom materials
- A First Putt Disc Golf Package, valued at \$750.00, to Forest Grove Middle from Maple Hill Disc Golf via the Sockibomb Foundation which includes a portable basket and 100 discs.

#### iii. Notification of Personnel Records

- 2-21 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:  
 Domantas, Kristina, Special Education, Roosevelt, BA, step 2, effective March 22, 2022  
 Kenbeek, Katie, School Adj Couns, Systemwide, MA, step 3, effective March 22, 2022  
 Steinbrick, Maxwell, Social Studies, Burncoat Middle School, MA, step 5, effective March 21, 2022

- 2-22 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Langroudi, Kamilia, Teacher, Vernon Hill, ESL, effective February 25, 2022

Ludizaca Torres, Blanca, Teacher, Chandler Magnet, ESL, effective February 25, 2022

Muhlidis, Arianna, Teacher, Woodland Academy, Elementary, Primary, effective February 24, 2022

Resnick, Kimberley, School Adjustment Counselor, Systemwide, effective March 18, 2022

Salazar, Angela, Teacher, Sullivan Middle School, Art, Arts, effective February 22, 2022

Sinasky, Joseph, Teacher, Burncoat High School, Special Education, STEP, effective February 25, 2022

Towler, Leah, Teacher, Flagg Street, Elementary, Primary, effective February 25, 2022

- 2-23 The Superintendent has APPOINTED the persons named below to the position of Cafeteria Substitute Helper, permanent/intermittent at a salary of \$14.28 per hour, from Civil Service List #322-002, effective as shown:

Cruz, Balerin 3/28/2022

Diaz, Nahomy 3/14/2022

Karnacewicz, Katarzyna 3/21/2022

Nejjari, Nahid 3/14/2022

- 2-24 The Superintendent has provisionally APPOINTED the person named below to the position of 189 Day Word Processor, permanent/fulltime at a salary of \$21.12 (minimum) to \$26.49 per hour (maximum) effective as shown:

Watson, Stephanie 2/28/2022

- 2-25 The Superintendent has provisionally APPOINTED the person named below to the position of 192 Day Word Processor, permanent/fulltime at a salary of \$20.95 (minimum) to \$26.26 per hour (maximum) effective as shown:

Cote, Rebecca 3/28/2022

- 2-26 The Superintendent has provisionally APPOINTED the persons named below to the position of 52 week Word Processor, permanent/fulltime at a salary of \$19.40 (minimum) to \$23.99 per hour (maximum) effective as shown:

Candelaria, Amarelis 3/7/2022

Wyman, Kayla 3/14/2022

iv. Initial filing of individual recognitions

gb 2-102 – McCullough  
(March 14, 2022)

To set the date of April 28, 2022 to recognize the Burncoat Dance Team for placing 5th in the Hip Hop Division and 1st place in the Jazz Category at the MSAA New England Regional Competition.

gb 2-103 – McCullough  
(March 14, 2022)

To forward a letter of congratulations to Nellie Rushton, a Doherty Memorial High School student, who was presented the 2022 Young Woman of Consequence Award by the City.

gb 2-104 – Administration  
(March 14, 2022)

To forward letters of congratulations to the following students who competed and won in the Massachusetts DECA State Competition:

Advancing to the International Competition in Atlanta Georgia:

Yousif Alsudani & Christian Tarnuzzer- Sales Project  
Hailey Forrest- Apparel and Accessories Marketing  
Stacia Zoghbi- Marketing Communications

Receiving a medallion at the State Competition for the Virtual Business Challenge:

Richlove Boateng- 1st Place in Accounting round 1  
Brandon Solomon- 1st place in Entrepreneurship round 1  
Yousif Alsudani- 1st place Entrepreneurship round 2  
1st place Hotel Management round 1

v. Notices of interest to the district or to the public

An abbreviated letter from Robert Pearl, MIAA Assistant Director to Principal Siobhan Petrella

It is with great pleasure that I write this letter of congratulations to Worcester Technical High School for being selected by your district to receive the 2022 MIAA District 2 Sportsmanship Award. Your school has a great deal to be proud of as this significant recognition is selected by the schools with whom you compete.

The presentation of the District Sportsmanship Awards will take place during the 27<sup>th</sup> Annual MIAA Sportsmanship Summit at Gillette Stadium in Foxborough on Friday, March 25, 2022. We look forward to presenting this award directly to you, your athletic director and representatives of your high school captains.

Congratulations again to Worcester Technical High School for being selected to receive this significant award. We look forward to seeing you on March 25th.

On a roll call of 7-0, the Consent Agenda was approved.

**4. Public Comment**

Gordon Davis spoke to gb 2-111 and gb 2-212 regarding the Memorandum of Understanding between the Worcester Public Schools and the Worcester Police Department.

**5.** It was moved to suspend the rules to take the following item out of order:

gb 2-96 – Administration  
(March 29, 2022)

To amend the Mask Policy by including the effective date of based on the vote of the Department of Public Health.

Member Novick introduced Nick Durham from Biobot, a wastewater testing company for the Upper Blackstone treatment center.

Mr. Durham provided information regarding Biobot and the services it provides to communities to help mitigate the spread of COVID-19. Wastewater based epidemiology is the science of leveraging wastewater samples to identify the public health impact of pathogens like COVID 19 within a community. How it works is that the customer orders Biobot sample kits (\$350 each) which is shipped directly to the customer's site. The customer collects the composite wastewater samples and ships them to the Biobot lab in Cambridge, MA. Once the Lab receives the collected samples, it does an analysis for COVID-19 and any other variants. After the results undergo a rigorous quality control process, the report is sent back to the customer's email.

Member Novick stated that she would like to reinstate her motion as follows and ask that it be added to the Mask Policy.

Member Novick made the following motion:

Request that the following paragraph be added to the policy:

"The School Committee will, in consultation with the medical community, revisit this policy when the Upper Blackstone Clean Water Raw Influent effective virus concentration is above 300K per liter for two testing periods in a row."

Mayor Petty stated that he, along with Dr. Hirsch and Dr. Castiel, feel that going by a single indicator is not the best result that should be looked at in regards to outbreaks and that the current process is adequate.

Member Mailman made the following motion:

Request that Member Novick's motion be referred to the Joint Meeting of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

On a roll call of 6-1 (nay Member Novick), the motion was approved.

On a roll call of 6-1 (nay Member Mailman), the item as amended, with an effective date of March 8, 2022 was approved.

**6. Public Petition**

c&p 2-6 - Clerk  
(March 25, 2022)

To consider a communication from the EAW to consider approval of donations of sick days to a teacher at Burncoat High School and a systemwide teacher.

c&p 2-7 - Clerk  
(March 30, 2022)

To consider a communication from the EAW for approval of a donation of sick days to a systemwide teacher from a co-worker.

Roger Nugent, EAW President, requested that the donation of sick days be authorized to a teacher at Burncoat High School and two systemwide teachers and that he would provide the information to Human Resources.

Mayor Petty requested that the appropriate number of sick days be provided until a vote is taken at the Standing Committee.

On a roll call of 7-0, the items collectively were referred to the Standing Committee on Governance and Employee Issues.

## **7. Report of the Superintendent**

ros 2-4 - Administration  
(March 30, 2022)

PORTRAIT OF A GRADUATE

Catherine Knowles, College and Career Readiness Liaison, provided the final presentation on the Portrait of a Graduate. She spoke about the reimagining of education in Worcester by engaging with students, teachers, administrators and stakeholders. The Worcester Public Schools want their graduates to be prepared for the challenges of tomorrow and be empowered to better the community.

Superintendent Binienda stated that schools need the Portrait of a Graduate for their accreditation from NEASC.

Member Mailman requested that the Administration provide a report comparing the WPS to other school districts are doing in regards to the Portrait of a Graduate.

On a roll call of 7-0, the item was accepted and filed.

## **Reports of the Standing Committees**

- 8.** The Standing Committee on **Teaching, Learning and Student Supports** met virtually at 5:02 p.m. on Tuesday, March 15, 2022 at the Durkin Administration Building in Room 410.

gb #9-349 - Miss McCullough/Mr. Foley/Mr. Monfredo (October 14, 2019)

Request that the Administration invite educators who currently teach or train NoticeAbility Curriculum and consider implementing it for students with dyslexia.

Chair McCullough stated that a full presentation on dyslexia was provided at the School Committee meeting on February 17, 2022 and recommended that this item be filed.

On a roll call of 3-0, the item was filed.

c&p #0-2 -Clerk (January 2, 2020)

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

Superintendent Binienda stated that the Administration has asked for a legal opinion from Attorney Paige Tobin regarding this item.

On a roll call of 3-0, the item was held.

gb #1-104 -Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (March 25, 2021)

To explore the feasibility of including recess for students in grades seven and eight.

Dr. Sippel stated that it is difficult to create time in the middle of the day at the secondary level and the feasibility of extending the school day would entail budgetary and contractual implications.

On a roll call of 3-0, the item was filed.

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.

Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.

Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.

On a roll call of 3-0, the item was held.

gb #1-323 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 19, 2021)

Request that the Administration provide an update on the use of Fountas and Pinnell Literacy Program in light of recent data.



Ed Reports provide a review of curriculum materials and not student outcome data. The discreet rubric is informed by subjective criteria on pedagogy and instruction.—Ed Reports rank a program alignment to the common core standards but does not purport to assess if a program is effective or evidence based. The current district focus is on using data, standard based instruction and evidence-based practices for acceleration. One of the next steps for the district is to have managers meet with the elementary principals to update them on the Ed Reports' review and the development of related action steps.

Chair McCullough inquired as to whether teachers are being asked for feedback on the program. Dr. O'Neil stated that it has been difficult to evaluate due to remote learning but the district will now be getting feedback. She stated that the research and the trajectory of literacy development for younger students has a circular history but now the district has an opportunity to craft its own program that addresses the different ways that students learn to make sure that the outcomes are positive for all students.

Vice-Chair Mailman asked if Fountas and Pinnell is the only reading program that the district uses.

Dr. O'Neil stated that the Fountas and Pinnell curriculum was adopted just prior to the pandemic. It is the early literacy core program K-3. Heggerty Phonics is available as a supplement. Tier 2 instruction is available as needed by students.

The Department of Elementary and Secondary Education held a meeting on March 14, 2022 to explain that the department is collecting data throughout the state regarding the core curricula being used in different municipalities. That information is not due to DESE until July 15, 2022. She stated that she would provide a report at the end of June including data with the caveat that the results has been influenced by the pandemic.

Chair McCullough made the following motion:

Request that the Administration provide a report in June regarding the utilization of both Fountas and Pinnell and any other curricula and include feedback on them.

On a roll call of 3-0, the motion was approved.

On a roll call of 3-0, the item was held.

### **SCHOOL COMMITTEE ACTION**

gb #1-323 (Fountas and Pinnell)

Member Novick stated that there is wide agreement among early literacy practitioners that Fountas and Pinnell effectively is educational malpractice at this point. There are three decades of studies in terms of how early students acquire literacy that disproves the basis of Fountas and Pinnell as an educational program.

Member McCullough requested that the Administration provide a report on the feedback they received from the teachers who are teaching the program.

Dr. O'Neil stated that the components of the Fountas and Pinnell program encompass a broad range of literacy skills so that it's responsive to a variety of learners and meets the needs of the individual learner.

On a roll call of 7-0, the Action Sheet for the Standing Committee on Teaching, Learning and Student Supports was approved as amended.

9. The **Ad Hoc Search Committee for the next Superintendent** met virtually at 11:01 a.m. on Friday, March 25, 2022 at the Durkin Administration Building in Room 410.

gb #1-232 – McCullough (March 22, 2022)

To review and approve the questions for the applicants for the position of the next Superintendent of Schools.

Chair McCullough explained that the meeting would be deciding on questions that would be used in the semi-finalist interviews to be held by the search committee in executive session. Questions were garnered from the public input sessions, surveys, and the search committee, who represent the community. Chair McCullough put questions together into a draft form, as follows, which the committee then discussed:

1. Who do you consider the key stakeholders in developing a successful strategy forward? What role do you believe the educators, parents, community, higher educational institutions, corporations, and small business play in your planned success? How will you prioritize student voice and involvement in your decision making?
2. Worcester is an immigrant city with a large population of multilingual families that have students in the Worcester Public Schools. What is your opinion regarding multilingual education? How would you engage and build trust in the community of our diverse families? What steps would you take to build a strong partnership with our multilingual stakeholders? Building upon the work that is currently underway in the district, how will you work to promote multilingualism as an asset?
3. How would you prioritize and address disparities amongst diverse learners and close the achievement gap amongst various subgroups? What strategies have you found to be successful in achieving this goal? What strategies have you led to address educational barriers and student potential within an Urban School District to provide equity and access to all learners? What skills do you envision all graduates will possess when they move on?
4. What are the top three priorities that you would identify in your entry plan as essential to the Worcester Public Schools, please describe why and what action steps would you take to address these priorities? In three years, how would you define success for your superintendency? What benchmarks will be used to measure this?
5. Closing the digital divide has multiple factors including access, skills for stakeholders, and leveraging technology for teaching and learning. From the pandemic, what are some lessons learned and innovative practices you want to be sustained?
6. How will you build a culture of respect, professionalism and collaboration amongst school and district leadership to ensure a welcoming culture that promotes inclusiveness in all of our schools? Give us some examples of how you have worked with principals and district leaders to build upon and enhance their performance. What resources would you put in place to support and sustain teachers, principals and school administration in the WPS district? And how would you support their professional development within the system?
7. Nationally, students, families and schools are impacted with mental health challenges to ensure that schools are safe and student's social emotional needs are met. Please describe in your current position what work have you led to promote healthy and safe schools and how you would meet the social emotional needs of the students in Worcester?

8. Knowledge of Fiscal management are essential skills to leading the second largest urban district in Massachusetts, how would you provide accountability of equitable expenditures and resources are allocated and monitored with fidelity throughout the district given the uniqueness of our schools and the diverse needs of our students? How would you utilize Student Opportunity Act funds and Elementary and Secondary School Emergency Relief funds in order to maximize opportunities for the district? Additionally what has been your experience with effective labor-management relationships and the Collective Bargaining process?

On question 1, Member O'Connell Novick proposed that the second sentence question be eliminated, as it was covered by the first question, stating that she would also be interested in what applicants listed without the list being provided. Chair McCullough agreed that the change covered the intent.

On question 2, Member O'Connell Novick suggested eliminating the second sentence, as it is included in the final question, and the four sentence, as it is included in the third sentence on building trust. Chair McCullough agreed to these changes. Both agreed that the voice of the community was coming through the search community.

On question 3, Member O'Connell Novick expressed concern on the term "achievement gap," commenting that the later section on "educational barriers" was encompassing the issue. She proposed moving the phrasing "educational barriers" after "diverse learners and" in the first sentence; eliminating the remainder of the first question; the rest of the third question; and the final question. This then, she said, tightens up the question and focuses on the barrier question. Chair McCullough agreed.

On question 4, Member O'Connell Novick suggested that the draft question 4 would be best addressed in public session during the public section of the process. She proposed substituting the question from the committee "What evidence can you cite from your professional record, that indicates your commitment to racial equity, diversity, and inclusion?" and then added a request for specific examples. She noted that this was in response to this frequently being raised by the community, being important to the School Committee, and being important to the mayor. Chair McCullough agreed that it tied in the position description as well as the community feedback.

On question 5, Member O'Connell Novick proposed eliminating the first sentence, opening semi finalists to approaching the question of lessons learned from the pandemic beyond technology, by leaving the question alone. Chair McCullough agreed that it would lead to a deeper understanding by opening the conversation overall.

On question 6, Member O'Connell Novick proposed eliminating everything after the opening question, noting that she would substitute later on around the question of district leaders, saying that the culture of the adults and how it impacts the students then is the focus of the question. Chair McCullough agreed.

On question 7, both members agreed to the question as proposed, editing to "what work you have led" in phrasing. Chair McCullough noted that mental health frequently came up in public feedback

On question 8, Member O'Connell Novick stated that this perhaps would be a better question for the School Committee, as this falls under their purview, though fiscal oversight being something the Superintendent needs to do, though this looks at School Committee accountability. She proposed, in looking through the questions that were suggested, "Please explain what level of autonomy you give to principals and district leaders under your oversight." Chair McCullough stated that she thought this got to management style and structure, leading the applicant to be able to give a robust answer.

Chair McCullough stated that these are the initial questions for the initial round of interviews done in executive session; once the decision is made on finalists, another round of questions will be made in public interviews with the School Committee.

Chair McCullough made a motion to adopt the questions as revised. On a vote of 2-1-0 (Kamara absent), the questions were adopted as follows:

1. Who do you consider the key stakeholders in developing a successful strategy forward? How will you prioritize student voice and involvement in your decision making?
2. Worcester is an immigrant city with a large population of multilingual families that have students in the Worcester Public Schools. How would you engage and build trust in the community of our diverse families? Building upon the work that is currently underway in the district, how will you work to promote multilingualism as an asset?
3. How would you prioritize and address disparities amongst diverse learners and educational barriers? What strategies have you found to be successful in achieving this goal?
4. What evidence can you site from you professional record that indicates your commitment to racial equity, diversity, and inclusion? Please be specific in your examples.
5. From the pandemic, what are some lessons learned and innovative practices you want to be sustained?
6. How will you build a culture of respect, professionalism and collaboration amongst school and district leadership to ensure a welcoming culture that promotes inclusiveness in all of our schools?
7. Nationally, students, families and schools are impacted with mental health challenges to ensure that schools are safe and student's social emotional needs are met. Please describe in your current position what work you have led to promote healthy and safe schools and how you would meet the social emotional needs of the students in Worcester?
8. Please explain what level of autonomy you give to principals and district leaders.

Member O'Connell Novick added that she hopes that as part of district visits, public meet and greets would be included, thus giving the public more of an opportunity to meet the finalists.

### **SCHOOL COMMITTEE ACTION**

Member Novick requested that the meetings for the next Superintendent finalists' interviews have interpreters.

Member McCullough stated that she will set that up with Dr. O'Neil and Mr. Walton.

On a roll call of 7-0, the Action Sheet for the Ad Hoc Search Committee was approved as amended.

## 5. Student Advisory Committee item

gb 2-105 - Administration  
(March 30, 2022)

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Alisa St. Helene	Claremont Academy
Adalise Rivera Lugo	University Park Campus School

Burncoat High School news:

-Drama Club presented a performance of "Lift Every Voice"

Ms. Zoghbi stated that COVID cases are rising and it's important that students and staff take precautions and safety measures to avoid another outbreak. Other topics that were discussed were:

- The School Committee student representatives' social media platform will be starting up soon.
- Ms. Zoghbi stated that the current student representative would like to host student information sessions and post them on social media prior to the elections to allow interested students to learn more about the roles and responsibilities for a representative. She requested that the election date of April 14, 2022 be corrected for a date in May.

Member Kamara asked if there was a current pamphlet that explains what the roles and responsibilities are for School Committee student representatives. If so, who puts the information together to give to students?

Ms. Zoghbi stated that there is nothing currently but the position description was approved at a Standing Committee meeting. She would like to send that information out to students prior to the elections. The student groups will be putting together, organizing and communicating with the principals across the district to set up the elections and the information that will be sent out to students. Then, each high school conducts an election for the student representative.

Member Kamara made the following motion:

Request that the Administration make certain that there is a brochure on the process for electing School Committee student representative that is consistent across the district.

On a roll call of 7-0, the motion was approved.

Member McCullough made the following motion:

Request that the School Committee student representatives' elections be delayed beyond the April 14<sup>th</sup> date.

On a roll call of 7-0, the motion was approved.

Member Novick stated that it's important for the School Committee student representatives to explain to students what the responsibilities of a position are. She would like the item to be referred to the Administration and to the School Committee student representatives.

On a roll call of 7-0, the item was referred to the Administration and the School Committee student representatives.

## **6. Approval of Grants and other Finance Items**

gb 2-106- Administration  
(March 30, 2022)

To accept the Commonwealth Preschool Partnerships Initiative (CPPI) Planning Grant from the Massachusetts Department of Early Education and Care in the amount of \$30,000, effective March 28, 2022 through June 30, 2022.

On a roll call of 7-0, the item was approved.

## **7. General Business**

gb 1-272.1 - Administration/Ms. Novick/Ms. Clancey  
(March 14, 2022)

Response of the Administration to the request to require of Durham School Services timely updates on inoperable buses and absent drivers to WPS Transportation, and further, communicate any such information in a timely manner to families, students, and schools.

On a roll call of 7-0, the item was accepted and filed.

gb 1-311.1 - Administration/Novick/Clancey/McCullough  
(March 31, 2022)

Response of the Administration to the request to report urgently via school level staff on student disregulation, how it is manifesting in our schools, how staff is managing and coping with such disregulation, and what resources and policy changes from this Committee are necessary to better support students, families, and staff.

Member Novick stated that she was not happy with the backup and would like the item recommitted to the Administration for a Report of the Superintendent.

Ms. Mahoney stated that the crisis response numbers have gone down compared to pre-pandemic. One of the biggest issues which is across the district is staffing. Students, who are in the emergency mental health area awaiting placement, is at a higher number than previously, not because there are more children in crisis, but because it is difficult to find staffing. These students, prior to these staffing issues, may have been placed within a day or two are now having no place to go.

Mayor Petty stated that there are staffing issues throughout the state and the resources are in high demand but not available. A lot of students are suffering especially lower grades. He stated that he would like to see a Report of the Superintendent to include principals and teachers regarding these issues at either the April 28<sup>th</sup> meeting or the May 5<sup>th</sup> meeting.

Vice-chair Johnson stated that there is an increase in mental health issues of students that are not being addressed. The Administration needs to take a closer look at the mental health crises and find ways to help these individuals.

Member Novick and Mayor Petty made the following motion:

Request that the item be referred to the Administration for a Report of the Superintendent.

On a roll call of 7-0, the motion was approved.

gb 2-18.5 - Administration/Novick/Clancey/Johnson/Kamara/Mailman  
(March 30, 2022)

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

Superintendent Binienda provided the COVID-19 numbers for the week of April 1 through April 7.

Students

33 positive

1 quarantined

115 Test and Stay

Staff

24 positive

0 quarantined

13 Test and Stay

Mayor Petty asked if the number of cases per school could be provided to the parents.

Superintendent Binienda stated that she discussed this with the health professionals who have suggested that that information not be published.

Member Novick asked that the data on the website be updated weekly and inquired as to whether or not there are elevated levels of absences among students and staff.

Superintendent Binienda stated that there is a slightly elevated level of absences due to a stomach flu occurring in the schools.

On a roll call of 7-0, the item was held for updates at the next meeting.

gb 2-73.1 - Administration/Novick/Clancey/Johnson/Kamara/Mailman/McCullough  
(March 23, 2022)

Response of the Administration to the request to update the Worcester School Committee on after school/additional learning time programs being funded through federal Elementary and Secondary Schools Emergency Relief funds as required under the terms of the grant.

Member Novick asked why there was only 1.2 million out of the 8 million expended in FY22 and that 17 million has to be expended prior to FY24 and indicate how the funds will be divided among the schools.

Dr. O'Neil stated that the challenge during the pandemic was the willingness and availability of staff to stay after school. Principals reviewed the needs of their respective schools and had the autonomy to design programs to meet them.

Member Mailman requested that the Administration provide, in a Friday Letter, information regarding how many students, by grade, are attending after school/additional learning time programs.

On a roll call of 7-0, the item was accepted and filed.

gb #2-74 - Novick/Clancey/Johnson/Kamara/Mailman/McCullough  
(February 23, 2022)

To consider an update on the municipal broadband committee.

Member Novick stated that conversations have begun with Google and Sci-Fi regarding broadband and discussion for an RFP for a consultant to study the needs of the district.

Superintendent Binienda stated that the Worcester Research Bureau has put together a report on municipal broadband which will be published on Monday, April 11, 2022.

Dr. Kyriazis provided an update on the municipal broadband and stated that federal benefits will be decreased from \$50 to \$30. All Worcester public school families are eligible to apply for this benefit which can be accessed through the WPS and the Caregivers Academy websites and on social media.

Mr. Walton discussed the 8500 hotspots that the system obtained for one year during the pandemic through the Emergency Connectivity Fund and will apply for additional funding for one more year of them.

On a roll call of 7-0, the item was filed.

gb 2-77.1 - Administration/Kamara/Clancey/Mailman/McCullough/Novick  
(March 23, 2022)

Response of the Administration to the request to provide a report regarding the way in which it handles student discrimination, harassment and racism.

On a roll call of 7-0, the item was filed.

gb 2-90.1 - Administration/McCullough/Clancey/Johnson/Kamara/Mailman  
(March 29, 2022)

Response of the Administration to the request to provide an update on middle school sports and what opportunities there are to add additional ones.

Mr. Giarrusso provided an overview of the middle school sports and intramural program at each of the five middle schools.

Mayor Petty stated that on Friday, April 8, 2022, the following schools will be playing at Polar Park:

North High School vs. South High Community School at 2:30 p.m.  
Burncoat High School vs. Narragansett at 5:00 p.m. and  
Doherty Memorial High School vs. Grafton High School at 7:30 p.m.

On a roll call of 7-0, the item was accepted and filed.



gb 2-107 – McCullough  
(March 17, 2022)

Request that the Administration meet with representatives from Empowering Confident Youth and consider exploring ways to utilize its platform to tie in with social emotional learning and other skill sets.

Superintendent Binienda stated that she had met with John Paul from Empowering Confident Youth. The Administration is in the process of setting up a pilot research study for him to collect more data to determine the effectiveness of the program. The data he has collected includes 125 students from Wachusett, 25 children from the Greendale Y and children from the YMCA on Main Street and one 3<sup>rd</sup> grade class from Boston.

On a roll call of 7-0, the item was filed.

gb 2-108 – Mailman  
(March 22, 2022)

To consider Night Life updates regarding:

- workforce and extracurricular classes
- numbers of in person and remote classes
- partnerships and attendance data
- most popular programs
- current and future challenges

Ms. Seward, Coordinator of Night Life Programs, provided the following update:

Sample of the Workforce Classes

- 42 extracurricular spring semester classes running at Worcester Technical High School
- 1 subcontracted online suite and 857 seven online certificate classes
- 16 workforce development certification classes at Worcester Technical High School which include welding, electrical code and theory, plumbing code and theory and continuing education certificates
- CDL training classes in collaboration with the Transportation Department
- certified Clinical Medical Assistance Program and a phlebotomy class that roll into externships.
- piloted a diesel technology training program
- computer training classes,
- home improvement skills classes
- spring knife skills, which is a culinary skills class
- hoisting certification training
- municipal wastewater certification
- newly adding driver's education classes
- a new partnership with the Carpenters Union for fall training

Sample of Extracurricular Classes

- |                    |                   |
|--------------------|-------------------|
| • Quilting         | • Crochet         |
| • Knitting         | • Photography     |
| • Flower Arranging | • Home Composting |
| • Golf             | • Aerobics        |
| • Yoga             | • Thai Chi        |

Sample partnerships

- Worcester Chamber of Commerce
- Mass Hire
- Worcester's Job Fund
- DESE
- Commonwealth Corporation.
- Millbury Training Center, which will begin in the fall
- UMass Medical and Reliance Medical
- National Health Careers Association
- Solar Welding, which is a grant funded partnership
- Eaton Corporation

Attendance Data

- 360 students have registered for the spring semester and the registration period is still in progress
- 26 students registered for the online suite

Most Popular Programs

- Skill programs like home improvement
- Welding
- Plumbing Code and Theory
- Electrical Code and Theory

Current and Future Challenges

- COVID was the number one challenge especially trying to get individuals to attend in-person program
- Funding
- Staff Capacity

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

gb 2-109 – Mailman  
(March 22, 2022)

Request that the Administration provide the following transportation updates regarding to After School and Out-of-school providers:

- restoration of pre-existing bus stops at sites for the Spring 2022
- exploration of summer bus support for summer school and
- include SY23 providers and future transportation planning

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

gb 2-110 – Administration  
(March 28, 2022)

To consider amendments to Preschool Program locations for FY23.

Superintendent Binienda stated that the only preschool program that will be in a different location is the Norrback Avenue Preschool Program which will be moving to Nelson Place.

On a roll call of 7-0, the item was accepted and filed.

gb 2-111 – Mailman  
(March 29, 2022)

To consider approval of the 2022 Liaison officer MOU between WPD and WPS.

gb 2-121 – Johnson  
(March 30, 2022)

Request that the Administration provide an update on the request to develop a Memorandum of Understanding between the Worcester Public Schools and the Worcester Police Department.

(These items were considered together.)

Member Mailman asked if the School Committee members could receive the Memorandum of Agreement a week prior to its approval.

Mayor Petty stated that the Memorandum of Agreement has not yet been finalized. Once it is, the School Committee will receive a copy of it for discussion. He further stated that the School Committee does not approve the Memorandum, which is executed and implemented by the Superintendent.

Member Mailman requested that the items be referred to a Joint Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

Vice-chair Johnson asked that when the Memorandum of Agreement is signed, will there be plans over the summer to do a more comprehensive Memorandum of Agreement?

Superintendent Binienda stated that she would provide the answer after the next meeting takes place.

Mayor Petty stated that once the Memorandum of Agreement is signed, it can be discussed at the following School Committee meeting.

Mayor Petty made the following motion:

Request that the items be referred to the Administration.

On a roll call of 7-0, the items gb 2-111 and gb 2-121 were referred to the Administration.

gb 2-112 – Administration  
(March 30, 2022)

Request that the School Committee APPROVE the APPOINTMENT of the following provisional civil service employees as School Nurse effective as shown:  
Boadi, Joyce, Forest Grove Middle School, Master's, Step 1, \$56,858.00, effective March 21, 2022. License Pending: School Nurse All Levels.

Joyal, Melissa, Rice Square Elementary School, Bachelor's, Step 1, \$50,262.00, effective March 1, 2022. License Pending: School Nurse All Levels.

Skipwith, Monique, Quinsigamond Elementary School, Bachelor's, Step 1, \$50,262.00, effective March 14, 2022. License Pending: School Nurse All Levels.

On a roll call of 7-0, the item was approved.

gb 2-113 – Administration  
(March 30, 2022)

To authorize the Administration to resubmit a Statement of Interest to the Massachusetts School Building Authority for Burncoat High School (district priority project) for major renovation or replacement for 2022.

On a roll call of 7-0, the item was approved and referred to the Worcester City Council for its approval.

gb 2-114 – Novick  
(March 31, 2022)

To revise the rules of the Worcester School Committee as follows: (additions are in bold)

Rule 28: The agenda of the Committee will be as follows:

**a. General Business items taken in Executive Session**

- b. Call to order
- c. Pledge of Allegiance
- d. Roll call
- e. Consent agenda
  - i. Approval of minutes
  - ii. Approval of donations
  - iii. Notification of personnel records
  - iv. initial filing of recognitions
  - v. notices of interest to the district or to the public

f. Items for reconsideration

**g. Recognitions**

- h. Public comment
- i. Public petitions
- j. Report of the Superintendent
- k. Report of the Standing Committee/s

**l. Report of the Student Representatives/Student Advisory Committee**

- m. Approval of grants and other finance items
- n. General business
- o. Announcements

**During the bi-monthly Student Advisory meeting, item L will be taken up directly following the roll call.**

Any item may be removed from the consent agenda to the general business agenda by majority vote of the Committee.

Rule 54: Strike "Members shall submit agenda items by Wednesday, to be considered in the same manner as the School Committee in order to speak on a topic at meetings."

Mayor Petty made the following motion:

Request that a new agenda title g. Held Items be inserted after f. Items for reconsideration and re-letter h though o.

On a roll call of 7-0, the motion was approved.

On a roll call of 7-0, the item, as amended was approved.

gb 2-115 – Novick  
(March 31, 2022)

To request City Council ensure City Council and School Committee districts are parallel, so as to ensure public clarity.

On a roll call of 7-0, the item was referred to a Joint Meeting of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

gb 2-116 – Novick  
(March 31, 2022)

Request administration ensure school administrators make provision for students who may be observing the upcoming Ramadan season, including space away from cafeterias during lunch, care during physical education, and the like.

On a roll call of 7-0, the item was referred to the Administration.

gb 2-117 – Novick  
(March 31, 2022)

To look at enrollment trends in individual schools in light of building capacity.

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

gb 2-118 – Novick  
(March 31, 2022)

Request administration update School Committee at the April 28 meeting on principal succession planning, including parent and educator voice in the process.

On a roll call of 7-0, the item was referred to the Administration for a report back on April 28, 2022.

gb 2-119 – Novick  
(March 31, 2022)

To consider a one-year alteration to the district policy limiting excused absences to 7 days, in light of quarantine requirements during the COVID-19 pandemic.

Member Tracy stated that students are only allowed seven excused absences and is concerned for the students who have had COVID multiple times. She would like the policy discussed in Standing Committee.

Superintendent Binienda stated that she and many principals do not follow that policy due to the pandemic. There is a special code C that is put into the computer to mark a student as absence for COVID reasons.

On a roll call of 7-0, the item was referred to the Standing Committee on Governance and Employee Issues.

gb 2-122 – Mayor Petty  
(April 4, 2022)

To request an update on the Office of the Inspector General’s findings on the January 24, 2022 Audit “Massachusetts Department of Elementary and Secondary Education’s Administration of the Temporary Emergency Aid for Displaced Students Program.”

Member Novick made the following motion:

Request that the item be referred to the Standing Committee on Finance and Operations.

On a roll call of 7-0, the motion was approved.

The meeting was adjourned at 9:27 p.m.

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

i. APPROVAL OF RECORDS  
Clerk  
(April 20, 2022)

ITEM - aor 2-12  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Tuesday, April 19, 2022.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains a copy of the Minutes of the School Committee Meeting of Tuesday, April 19, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, April 19, 2022  
Agenda #10

The School Committee of the Worcester Public Schools met in Open Session at 4:02 p.m. in the Esther Howland Chamber at City Hall on Thursday, April 19, 2022.

The Pledge of Allegiance was offered and the National Anthem was played.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

### **General Business**

gb 2-124 – McCullough  
(April 5, 2022)

To announce the finalists for the next Superintendent of Schools.

Mayor Petty opened the meeting by individually thanking the members of the search committee and acknowledged the hard work and leadership of Member McCullough.

Member McCullough also thanked the members of the search committee and former School Committee member Dianna Biancheria who was part of the initial search committee. The process for the search began in October of 2021 with the selection of Greenwood Asher as the search firm and a timeline was drafted. In January of 2022, community input sessions were held followed by a community-wide survey in February. The next step in the process was done in an Executive Session meeting in order to keep the confidentiality of the candidates. On March 21, 2022, the committee conducted a prospect review in which eleven of the thirty candidates moved forward. Semi-finalist interviews were held on March 29 and 30 and six of the candidates were moved forward for referencing. Referencing took place on April 14 and the committee selected four candidates as finalists. School Committee members will be visiting the home districts of the candidates. There will be school visits and meet and greets with the community followed by formal interviews.

The four finalists are:

#### **Charles A. Grandson IV, Ed.D.**

Dr. Grandson currently is the Chief Equity and Strategy Officer for the Boston Public Schools, a position he has held since 2019. He has also served as Chief Academic Officer and Deputy Chief Operating Officer for BPS. From 2016 to 2017, he served as interim superintendent of the Malden Public Schools. He has also worked for the Poughkeepsie (NY) City Schools, where he served as Deputy Superintendent, and the Springfield Public Schools, where he served as School Redesign Officer after serving as the principal of High School of Commerce. Dr. Grandson began his career in education as a history teacher at Brook Farm Academy in the Boston Public Schools.

Dr. Grandson holds a Doctorate in Educational Leadership (dissertation: Turning Around Schools: A View from Superintendent/Central Office as Policy Implementers), a Master's in Education, and a Bachelor of Arts in History, all from Boston College.



**Rachel H. Monárrez, Ph.D.**

Dr. Monárrez currently is the Deputy Superintendent of the San Bernardino (CA) City Unified School District, a position she has held since 2016. She has also served as the Assistant Superintendent of Curriculum and Instruction for the Santa Rosa City Schools; a principal in the Pomona Unified School District; and the Senior Director of the English Learner Program in the Rialto Unified School District. Dr. Monárrez began her career in education as a bilingual/English immersion and special education teacher in the Pomona Unified School District. Dr. Monárrez is bilingual in English and in Spanish.

Dr. Monárrez holds a Doctorate of Philosophy in Education with an emphasis on urban education from Claremont Graduate University (dissertation: Tales of La Lucha: Reflections of Latina Bilingual Educators), a Masters of Arts in Education also from Claremont Graduate University, and a Bachelor of Art in History from the University of California, Irvine.

**Malika Savoy-Brooks, Ed.D.**

Dr. Savoy-Brooks currently is the Chief Academic Supports Officer for the School District of Philadelphia (PA), a position she has held since 2018. She has also been an Assistant Superintendent and the Director of Instructional Resources for the School District of Philadelphia, and the Director of Curriculum and Instruction for Chester Upland District. She has also served as a principal, a Director of Instruction, a Prevention and Intervention Coach, a Curriculum Content Academic Coach for the Philadelphia schools, where she also began her career in education as a teacher.

Dr. Savoy-Brooks holds a Doctorate of Educational Leadership: curriculum and instructional design from the University of Phoenix (Dissertation study: Teachers' Perception of their Pre-Service Experience in Preparation for Cultural Competence); she is part of the Urban Superintendents Academy of the American Association of School Administrators/Howard University. Dr. Savoy-Brooks also holds a Master's of Science in Educational leadership and a Master's of Science in Elementary Education from St. Joseph's University, and a Bachelor's of Science in Food Science and Management from Delaware Valley College of Science and Agriculture.

**Sonya E. Somerville Harrison, Ed.D.**

Dr. Somerville Harrison currently is an Assistant Superintendent for the School District of Philadelphia (PA). She also is Network Lead for the Penn Educational Leadership Simulations at the University of Pennsylvania. She has also served as principal and assistant principal within the schools of Philadelphia. Dr. Somerville Harrison was a special education teacher for Hall-Mercer of Pennsylvania Hospital and within the New York City Public Schools, where she began her career in education.

Dr. Somerville Harrison holds a Doctorate of Education in educational leadership from the University of Pennsylvania (Dissertation: The Enactment of Effective Leadership Practices During Systemic Change), a Master's of Education in Special Education from Temple University, and a Bachelor of Arts in English from Spelman College.

Mayor Petty requested that the information be put on the WPS website. The interviews with the four finalists will take place during public School Committee meetings to be held April 25 through April 28.

Member Mailman thanked the committee for their inclusiveness throughout the search process and commended Member O'Connell-Novick for her expertise and for the knowledge she brought to the process through her work with the Massachusetts Association of School Committees.

Member Clancey also thanked the members of the committee for their work.

Member O'Connell Novick commended the search committee for their time and commitment and the ability to conduct uncomfortable conversations.

Member Kamara was very impressed with the knowledge that the search committee and community members brought to the focus groups.

On a roll call of 7-0, the meeting adjourned at 4:20 p.m.

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

i. APPROVAL OF RECORDS  
Clerk  
(April 27, 2022)

ITEM - aor 2-13  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Monday, April 25, 2022.

PRIOR ACTION:

BACKUP:

Annex A (1 pages) contains a copy of the Minutes of the School Committee Meeting of Monday, April 25, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Monday, April 25, 2022  
Agenda #11

The School Committee of the Worcester Public Schools met in Open Session at 7:08 p.m. in Room 410 at the Durkin Administration Building on Monday, April 25, 2022.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

O. General Business

gb 2-125 - McCullough  
(April 5, 2022)

To interview Sonya E. Somerville Harrison, Ed.D as a finalist for the position of Superintendent of the Worcester Public Schools.

Dr. Somerville Harrison was interviewed between the hours of 7:15 p.m. to 8:00 p.m. and responded to all 10 questions.

The meeting adjourned at 8:08 p.m.

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

i. APPROVAL OF RECORDS  
Clerk  
(April 27, 2022)

ITEM - aor 2-14  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Tuesday, April 26, 2022.

PRIOR ACTION:

BACKUP:

Annex A (1 pages) contains a copy of the Minutes of the School Committee Meeting of Tuesday, April 26, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Tuesday, April 26, 2022  
Agenda #12

The School Committee of the Worcester Public Schools met in Open Session at 5:15 p.m. in the Levi Lincoln Room at City Hall on Tuesday, April 26, 2022.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

O. General Business

gb 2-126 - McCullough  
(April 20, 2022)

To interview Malika Savoy-Brooks, Ed.D as a finalist for the position of Superintendent of the Worcester Public Schools.

Dr. Savoy-Brooks was interviewed between the hours of 5:20 p.m. and 6:00 p.m. and responded to all 10 questions.

The meeting adjourned at 6:05 p.m.

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

i. APPROVAL OF RECORDS  
Clerk  
(April 27, 2022)

ITEM - aor 2-15  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Wednesday, April 27, 2022.

PRIOR ACTION:

BACKUP:

Annex A (1 pages) contains a copy of the Minutes of the School Committee Meeting of Wednesday, April 27, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Wednesday, April 27, 2022  
Agenda #13

The School Committee of the Worcester Public Schools met in Open Session at 5:22 p.m. in Room 410 at the Durkin Administration Building on Wednesday, April 27, 2022.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

O. General Business

gb 2-127 - McCullough  
(April 20, 2022)

To interview Charles Grandson, Ph.D as a finalist for the position of Superintendent of the Worcester Public Schools.

Dr. Grandson was interviewed between the hours of 5:24 p.m. to 6:13 p.m. and responded to all 10 questions.

The meeting adjourned at 6:15 p.m.

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



i. APPROVAL OF RECORDS  
Clerk  
(April 29, 2022)

ITEM - aor 2-16  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, April 28, 2022.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, April 28, 2022.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, April 28, 2022  
Agenda #14

The School Committee of the Worcester Public Schools met in Open Session at 5:00 p.m. in the Esther Howland Chamber at City Hall on Thursday, April 28, 2022.

The Pledge of Allegiance was recited.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. O'Connell-Novick and Mayor Petty

**Recognition**

gb 2-84.1 – McCullough  
(April 12, 2022)

To recognize Gordon Hargrove for his many years of dedicated service to the children of the Worcester Public Schools.

Superintendent Binienda and the School Committee recognized Mr. Hargrove for his many years of service. Mayor Petty read a Proclamation proclaiming the week of April 25<sup>th</sup> as Gordon Hargrove Week in the city.

**General Business**

gb 2-128 – McCullough  
(April 20, 2022)

To interview Rachel H. Monárrez, Ph.D. as a finalist for the position of Superintendent of the Worcester Public Schools.

Dr. Rachel Monárrez was interviewed between the hours of 5:20 p.m. and 6:15 p.m. and responded to all 10 questions.

gb 2-129 - Mayor Petty  
(April 20, 2022)

To elect the new Superintendent of the Worcester Public Schools.

Dr. Friel called on each member of the School Committee to register their vote for the individual to serve as the next Superintendent of the Worcester Public Schools and Mayor Petty announced the result of the vote.

The votes, by name, were as follows:

Ms. Clancey	Dr. Rachel Monárrez
Mr. Johnson	Dr. Rachel Monárrez
Ms. Kamara	Dr. Rachel Monárrez
Ms. Mailman	Dr. Malika Savoy Brooks
Ms. McCullough	Dr. Rachel Monárrez
Ms. O'Connell-Novick	Dr. Rachel Monárrez
Mayor Petty	Dr. Rachel Monárrez

On a roll call of 6 –1 (nay Dr. Savoy Brooks), Dr. Rachel Monárrez was selected to serve as the next Superintendent of the Worcester Public Schools.

On a roll call of 7-0, it was voted to make the 6-1 vote unanimous on the appointment of Dr. Rachel Monárrez as the Superintendent of the Worcester Public Schools.

It was moved to suspend rules to reconsider the motion to appoint Dr. Rachel Monárrez as Superintendent of the Worcester Public Schools.

On a roll call of 7-0, the motion was approved.

It was moved to reconsider the motion to appoint Dr. Rachel Monárrez as Superintendent of the Worcester Public Schools.

On a roll call of 0-7, the motion to reconsider was defeated.

It was moved to recess to Executive Session and Mayor Petty stated that the committee would not reconvene in Open Session.

On a roll call of 7-0, it was moved to recess to Executive Session at 6:55 p.m. to discuss the following item:

### **Executive Session**

gb 2-130 Administration  
(April 25, 2022)

To conduct strategy sessions in preparation for negotiations with nonunion personnel-Superintendent of Schools-Elect.

The meeting adjourned at 6:56 p.m.

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

ii. APPROVAL OF DONATIONS  
Administration  
(April 20, 2022)

ITEM - gb 2-132  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the following donations:

- \$110 from the Blackbaud Giving Fund on behalf of Abbvie to the WPS
- \$600 from Boston College to Elm Park Community School for Participation in a Math Project Study to be used for classroom materials
- \$400 from Boston College to City View School for Participation in a Math Project Study to be used for classroom materials
- \$400 from Boston College to Worcester Arts Magnet School for Participation in a Math Project Study to be used for classroom materials
- \$1,000 from a donor to be used as a scholarship for a graduating senior who played football at Doherty Memorial High School in memory of Tom Walles.
- \$15,000 from the Worcester District Attorney's Office to help assist with the cost of the Herren Talks at South High Community, Doherty Memorial High and Forest Grove Middle schools.
- \$4,005.54 from the United Way of Central Massachusetts to Woodland Academy to go towards the purchase of books
- \$4,000 from IPG Photonics to La Familia Dual Language School to go towards the purchase of books

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

iv. Initial filing of individual recognitions  
McCullough  
(April 4, 2022)

ITEM - gb 2-133  
S.C. MEETING - 5-5-22

ITEM:

To forward letters of congratulations to Christine Lloyd and principals of all elementary schools that participating in the 11th Annual VEX IQ Robotics Tournament.

PRIOR ACTION:

BACKUP:

*11th Annual VEX IQ Robotics Tournament*

Thank you to Christine Lloyd for hosting another fabulous Robotics Tournament this month. Students from Heard St, Norrback, Tatnuck, West Tatnuck, Vernon Hill, Elm Park, Nelson Place, Grafton Street, Woodland Academy, Lakeview, Quinsigamond, Chandler Magnet, City View, Rice Square, Chandler Elementary, Lincoln Street, Thorndyke, Worcester Arts, and Belmont all did a fabulous job in the tournament.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letters.

G. RECOGNITIONS  
Administration/McCullough  
(April 20, 2022)

CURRENT ITEM - gb 2-102.1  
S.C. MEETING - 5-5-22

1ST ITEM	gb 2-102	S.C.MTG. 4-7-22
2ND ITEM	gb 2-102.1	S.C.MTG. 4-28-22

ITEM:

To recognize the Burncoat Dance Team for placing 5th in the Hip Hop Division and 1st place in the Jazz Category at the MSAA New England Regional Competition.

ORIGINAL ITEM: McCullough (March 14, 2022)

To set the date of April 28, 2022 to recognize the Burncoat Dance Team for placing 5th in the Hip Hop Division and 1st place in the Jazz Category at the MSAA New England Regional Competition.

PRIOR ACTION:

4-7-22 - On a roll call of 7-0, it was moved to set the date of April 28, 2022.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize and file.

G. RECOGNITIONS  
McCullough  
(April 27, 2022)

ITEM - gb 2-134  
S.C. MEETING - 5-5-22

ITEM:

To recognize the Worcester Tech Eagles for their MA High School Bowling State Team Championship win for the third year in a row.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize and file.

I. PUBLIC PETITION  
Clerk  
(April 13, 2022)

ITEM - c&p #2-8  
S.C. MEETING - 5-5-22

ITEM:

To consider a petition from the PTO at Chandler Magnet School to convert the school to a completely bilingual school.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the petition.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.



Good afternoon,

I'm writing on behalf of the Chandler Magnet PTO. We are scheduled to present our proposal on April 28th. Here is our statement:

The Chandler Magnet PTO proposes to the School Committee Board to convert our beloved school into a completely bilingual school that best aligns with the pillars of dual language.

Also, we would like to have four parents speak at the meeting. One will speak in Spanish so we would need translation. Thank you so much!

Sincerely,  
Sandra Lozko

I. PUBLIC PETITION  
Clerk  
(April 27, 2022)

ITEM - c&p #2-9  
S.C. MEETING - 5-5-22

ITEM:

To consider a petition from the EAW requesting that the School Committee vote for the Fair Share Resolution.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the petition.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Prerogative of the School Committee.

## Resolution in Support of the Fair Share Amendment

**Whereas**, public schools and colleges have been chronically underfunded for decades;

**Whereas**, resources are not equitably distributed across the state for students attending public preK-12 public schools;

**Whereas**, students of color, students from working-class families and students from less affluent communities have historically been denied the funding their schools need;

**Whereas**, students have had to take on increasing amounts of debt in order to attend public colleges and universities, and loan debt is a deterrent for many considering higher education;

**Whereas**, public education is inextricably linked to the quality of life attainable in Massachusetts;

**Whereas**, the current tax structure in Massachusetts has favored the wealthiest individuals at the expense of communities that have been forced to struggle with insufficient funding for public education;

**Whereas**, the Fair Share Amendment, a proposed change to the state Constitution allowing a 4 percent surtax on income above \$1 million, would generate approximately \$2 billion annually for public education and transportation in Massachusetts;

**Whereas**, the Massachusetts Legislature overwhelmingly approved placing the Fair Share Amendment on the 2022 statewide ballot,

**Therefore**, be it resolved that the Worcester School Committee supports the Fair Share Amendment and endorses its passage by the voters.

---

School Committee Chair

I. PUBLIC PETITION  
Clerk  
(April 27, 2022)

ITEM - c&p #2-10  
S.C. MEETING - 5-5-22

ITEM:

To consider a petition from the EAW inviting the School Committee to shadow EAW members in their workplace.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Prerogative of the School Committee.

H. REPORT OF THE SUPERINTENDENT  
Administration  
(April 27, 2022)

ITEM - ros #2-5  
S.C. MEETING - 5-5-22

ITEM:

MEETING THE EMOTIONAL NEEDS OF STUDENTS

PRIOR ACTION:

(gb #1-311.1 – Mayor Petty/Ms. Novick)

*Response of the Administration to the request to report urgently via school level staff on student dysregulation, how it is manifesting in our schools, how staff is managing and coping with such dysregulation, and what resources and policy changes from this Committee are necessary to better support students, families, and staff.*

4-7-22 - Member Novick and Mayor Petty made the following motion:

Request that the item be referred to the Administration for a Report of the Superintendent.

On a roll call of 7-0, the motion was approved.

BACKUP:

Annex A (15 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file gb 1-311.1 and ros 2-5.



# Meeting the Emotional Needs of Students

Report of the Superintendent  
April 2022

# How is student dysregulation manifesting in our schools and how are staff managing such dysregulation?

Student dysregulation is addressed at the school level when situations arise. Each of our schools has a team of professionals who are identified to assist students experiencing distress. Staff who intervene utilize multi-tiered interventions to help students to stabilize. The Office of Social Emotional Learning (OSEL), School Adjustment Counselors and School Psychologists, are available to support students. For students in substantially separate placements, the Special Education staff [Behavior Specialist, Board Certified Behavior Analyst (BCBA), Applied Behavior Analysis staff (ABA), Instructional Assistant (IA)] are also available.

There are Behavioral Health providers in 6 school based health centers. Family Health Center's staff report that there is increased demand for services, however no increase in crisis level. Students and families are seeking treatment due to limited supports available outside of schools.

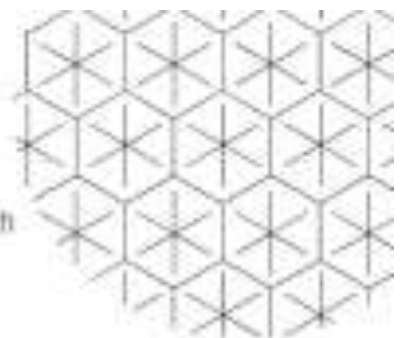
Episodes of student dysregulation are manifested differently. Here are a few anecdotal situations to help show how dysregulation can manifest in schools, and how WPS staff manage such situations.



# ELEMENTARY

A student gets off the bus crying. The student begins to scream when entering the building. The teacher attempts to calm the student. By the time the student arrives in class, student is agitated and begins to throw items and kicks the teacher. Support staff are called. Student refuses to leave the classroom. The teacher escorts the other students out of the classroom and they go to another class nearby. Support staff continue to intervene and utilize many clinical strategies to assist the student to regulate. Once the student is calm enough, student is escorted to a quiet space out of the classroom. The situation is processed with the student who subsequently returns to class. OSEL staff will work in class with the student until they are confident that the student is stabilized. The goal of intervention is to assist the student to reach a level of functioning so that they can return successfully to class.

A grade 6 student does poorly on a math test. The student escalates and starts yelling and using self deprecating statements. The teacher talks with the student and asks them to use the calming space in the classroom. Student refuses and starts yelling louder that they are going to get in trouble for the grade. SAC is called and the student talks with SAC in the office. Student calms down but starts to discuss thoughts of suicide. Based on the student's mental health status, SAC calls the parent and refers the family to Youth Mobile Crisis.

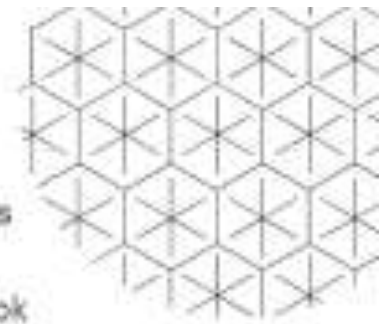




# SECONDARY

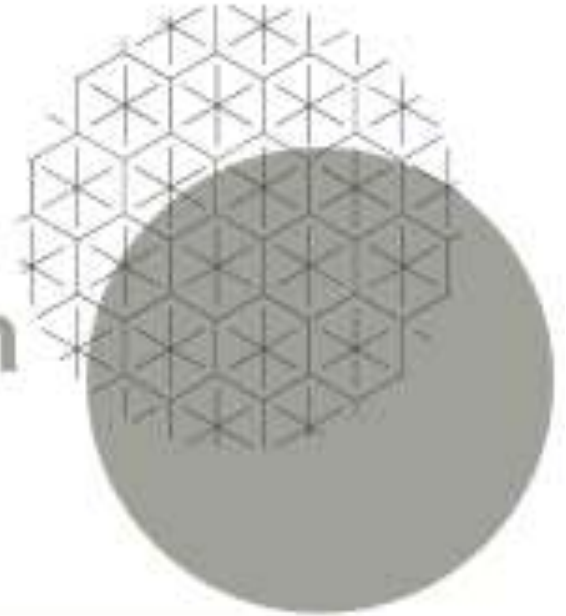
A student comes off the bus highly agitated, and proceeds to the cafeteria where they shove tables and make threatening statements towards staff and peers. After a prolonged amount of time with minimal response to clinical interventions, parent is contacted and 911 is called and student is transported to Emergency Mental Health for an evaluation.

A teacher notices that a student is dishevelled and very sad looking. The teacher asks if the student is ok and student shares that they have not been well for the past several weeks. Teacher consults with OSEL staff who then checks in with the student. After a deeper conversation, the student discloses that they are hearing voices about self harm. Student is finding it more difficult to block these voices out and is worried about acting on the voices commands. Student is referred to EMH and is brought there by parent.





# Options for Community Services for Mental Health Crisis



Emergency Mental Health-(EMH)

Youth Mobile Crisis-Community  
Health Link (YMC)

# Emergency Mental Health

( EMH )

Located at UMASS, this is for MH episodes at a crisis level. Students can be transported by parent/guardian or via police or ambulance. Prior to mental health evaluation, patients must be medically cleared. Evaluation determines current level of need, and patients can be recommended for further placement and evaluation, or discharged. Unfortunately, lack of resources and staffing has greatly reduced the number of residential placements available, and staffing shortage at UMASS means clients must wait for extended periods of time for assessment. This has resulted in children 'boarding' at the hospital. In these cases, children are staying at the hospital, but not receiving treatment available in a hospitalization placement. Staff reported that some children are going to UMASS because there aren't community services available.

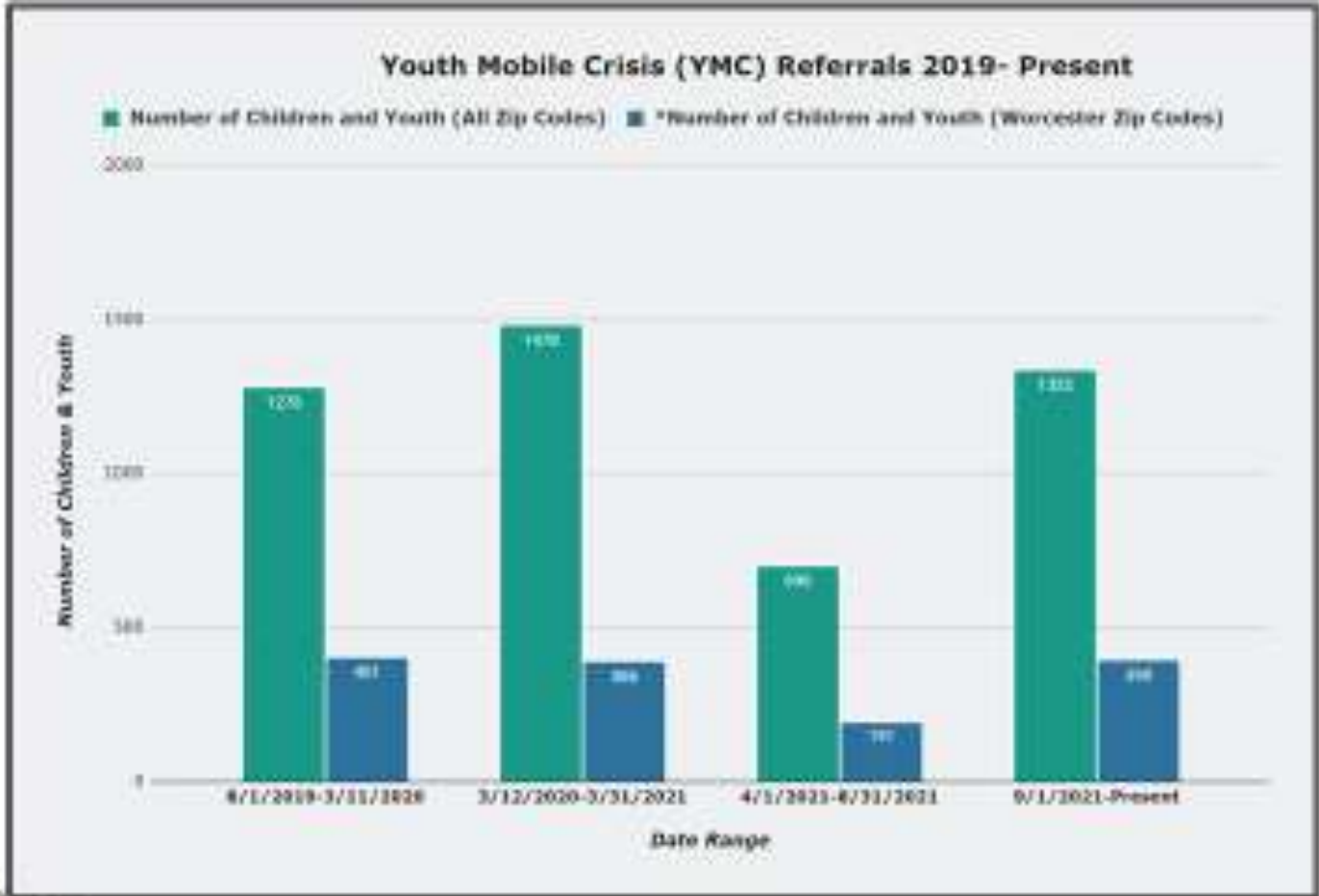
- [Umass Memorial Center EMH](#)
- [Umass Community Healthlink EMH](#)
- [St. Vincent Hospital EMH](#)

## Youth Mobile Crisis-Community Health Link

( YMC )

YMC responds to students in need of assessment at community locations. Students referred can be evaluated at school, in home or other identified location. Children and Youth evaluated can be referred to EMH or inpatient setting if warranted. CHL reports similar numbers of referrals compared to pre-pandemic levels, however during remote learning saw a 165% increase in referrals for youth diagnosed with Autism. YMC believes that the absence of structure provided in school, and isolation, triggered an increase in referrals for this group of students. Staff also state that lack of mental health services has resulted in children seeking YMC services, rather than following up with outpatient providers.

- [Umass Community Healthlink YMC](#)



\*Excludes Worcester residents who are not enrolled in Worcester Public Schools  
 Data obtained from Lori Sinkowitz-Laigne MA, LMHC  
 Community Healthlink



# Local EMH Information

Data requiring 911/ EMH or Police response

8/2019-3/13/20 (Start of 19-20 school year until Covid closure) Total = 35

High School = 4

Middle School = 3

Elementary School = 28

**Current School Year 8/2021-3/2022 Total = 15**

High School = 4

Middle School = 2

Elementary School = 9

CH 25 Investigates: Mental Health staff shortage





## Principal Feedback

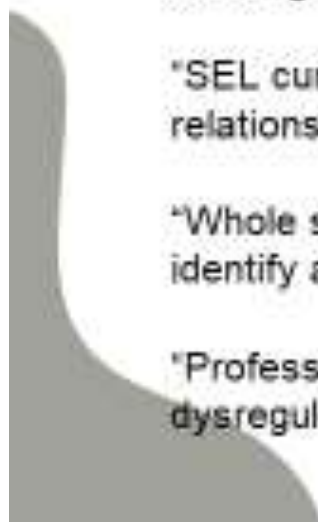
Principals were surveyed regarding the social emotional needs of students returning to full in person learning and what has been most successful:

"It was the best for students and staff to return in person..we are using a morning meeting ritual to start the day"

"SEL curriculum, staff training and check & connections create staff/student relationships"

"Whole school approach to wrap around and support. We are working as a team to identify and support student needs"

"Professional Development for staff to manage anxiety and emotional dysregulation. Mindfulness Activities."



# Multi-tiered Activities/Resources

21-22 School Year  
Additional 13 School Adjustment Counselors & 3 School Psychologists

## Remote Learning

- OSEL Staff Google Classroom (mindfulness, calming corners, local resources for food, shelter, clothing etc)
- Virtual lunch groups at all levels to allow for social play/interactions.
- Individual and small group virtual counseling
- Continuous caregiver engagement through OSEL, Classroom teachers, and the Caregiver Academy

## In-Person Learning

- Increases in OSEL staffing
- OSEL Travel Incentives
- Group observation
- Home Visits
- Individual and Small Group SEL Competency building
- ARTS
- Continued building Tier 1, evidence based SEL supports in schools
- Sandy Hook Promise, Start With Hello, and Say Something Presentations in secondary schools
- Grades 6-8-10
- Stand for the Stars
- After School Counseling Supports at schools, in community settings, and after school OSEL-coordinated at schools





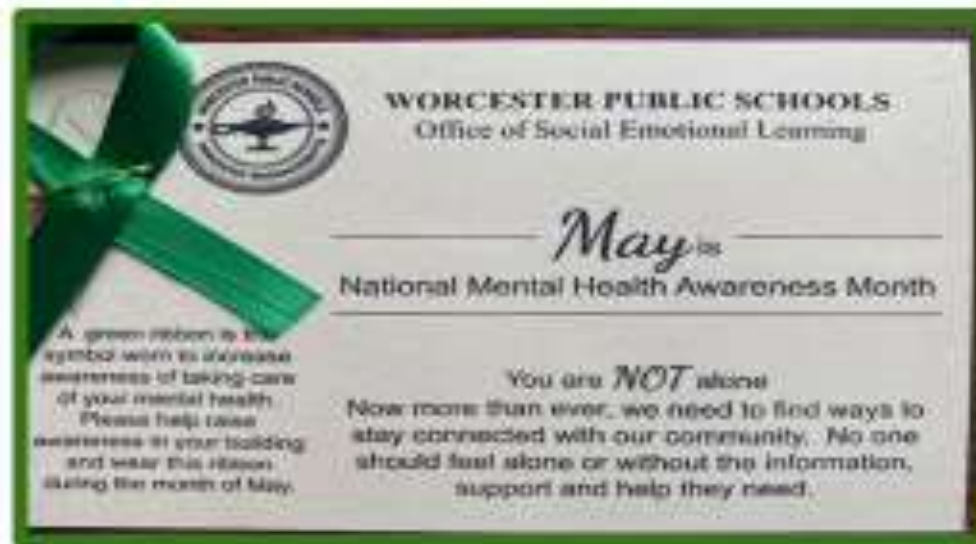
# OSEL Professional Development

- ❑ Presentation "Understanding, Managing and Learning from Diverse Forms of Grief-During an Era of Covid" Barent Walsh, Ph.D. (8/21)
- ❑ OSEL MTSS District Support (9/21)  
MTSS/ITSS (English Learners)
- ❑ SHINE/Mind Matters (Ongoing)
- ❑ DESE: LGBTQ Training (11/17/2021)
- ❑ Dr. Maryam Jernigan-Noesi : Topics: Racial Trauma and Implicit Bias (4/2021 & 1/2022)
- ❑ Dr. Heather Forkey: "Biology of Burnout and Remedies to Restore Resilience" (3/2022)  
Dr. Heather Forkey: Biology of Burnout
- ❑ Dr. Zlatina Kostova: Practical Strategies to Manage Burnout and Secondary Traumatic Stress (3/2022)
- ❑ Dr. Irvin Scott: "Leading for Student Success: Stepping into leadership and practice while empathizing with our community"(10/21 & 3/2022)



# Mental Health Awareness

## Resources/ Activities to Promote Mental Health Awareness



## Next Steps

- May is Mental Health Awareness Month. OSEL staff will be offering a variety of resources, activities to raise awareness of Mental Health importance, and confronting stigma. SHINE will be providing a mini summit for High School Students
- Increasing Mind Matters activities for students
- Request of 4 additional SAC positions for 22-23 School year.
- Allocation of 14 Wraparound coordinator positions throughout district. This will allow SAC staff to focus more time on addressing Social Emotional Needs of all students.
- Continued SEL support in summer, after school and community childcare settings
- CHL Cares Club at Worcester East Middle School. Partnership with Community Health Link (CHL) through a DPH Grant that provides 2 full time case managers and 10 hours/week of clinical support for 30 students at a time. Partnership is underway, grant through 2025, with option for expanding. CHL staff will provide year round support for students.
- Expanded professional development opportunities relating to implementation of Universal Dialectical Behavioral Therapy (DBT) in schools. This will increase universal practice of mindfulness, distress tolerance and healthy decision making in schools.



When little people are  
overwhelmed by big  
emotions, it's our job to  
share our calm, not join  
their chaos.

L.J. Koval



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Committee Members  
Laura Clancey, Chair  
Molly McCullough, Vice-chair  
Jermaine Johnson

AGENDA #4  
G/EI  
4-4-22  
Page 1

## A C T I O N S

The Standing Committee on Governance and Employee Issues met virtually at 4:34 p.m. on Monday, April 4, 2022 in Room 410 at the Dr. John E. Durkin Administration Building.

There were present: J. Johnson, Vice-Chair McCullough and Chair Clancey

Representing Administration: Superintendent Binienda, Dr. O'Neil,  
Ms. Boulais and Dr. Friel

### gb #2-30 - Administration - (January 19, 2022)

To consider approval of the proposed 2022-23 Student Handbook of the Worcester Public Schools.

Chair Clancey made the following motion:

Request that, under the Superintendent's message on page ii, that Superintendent Binienda's name be omitted.

On a roll call of 3-0, the motion was approved.

Chair Clancey made the following motion:

Request that the proposed changes for the first third (pages 0-30) of the Student Handbook, as contained in Annex A of the backup, be approved as amended.

On a roll call of 3-0, the motion was approved.

### gb #2-51- Administration (February 9, 2022)

To conduct a bi-monthly meeting with the School Committee's student representatives.

The following item was referred to the Standing Committee on Governance and Employee Issues for discussion:

Request that governance include a position description for student representatives in the school committee rules.

Chair Clancey made the following motion:

Request that the following description for the student representatives be approved to be included in the School Committee Rules:

#### **Basic Description:**

The Student Advisory Committee, composed of eight Student Representatives to the Worcester School Committee, shall include students enrolled in a public or alternative school within the Worcester Public School district, elected by the students of each high school. The Student Advisory Committee shall, in accordance with Chapter 71 Section 38M of Massachusetts General Law, elect from their number a chair-person who shall serve a term of one year as an ex-officio member of the School Committee. They are subject to the same privileges as other School Committee members and are to be held subject to the same rules except with the ability to vote, and unless permitted to do so by the School Committee to attend Executive Session.

**Purpose:**

To provide for a meaningful link and to promote a mutual sense of respect and understanding between the student body and the School Committee.

To represent before the School Committee, the attitudes, interests and concerns, both positive and negative, of the student body.

To advise the School Committee and add insight to their deliberations.

To carry to the School Committee and to support proposals and items of concern to the student body, and to initiate, on behalf of the student body and in conjunction with the student government, projects and proposals for presentation to the School Committee.

To inform the student body of the functions and workings of the School Committee.

To represent to the School Committee a cross-section of the entire student body.

**Regular Responsibilities:**

- Be accessible to, and representative of, the entire student body.
- Gather collective sentiment that is representative of the entire student body and present those views to the full Committee.
- Share information among the Committee, staff, and students.
- Contribute to Committee deliberations.
- Communicate with staff and students about student concerns and help develop solutions.
- Collaborate with other student representatives and members of the School Committee.

**Ex-Officio Member Responsibilities:**

- Attend every Regular Session meeting during their term
- Prepare and present a "Student Report" at every Regular Session that includes, but is not limited to: student events, concerns, recommendations, projects, etc
- Attend Standing Committee and Special/Ad-Hoc Committee meetings to share sentiment of the student body
- Contribute to Committee deliberations where appropriate

**Student Advisory Committee Representative Responsibilities:**

- Attend Regular Sessions during their term when scheduled, if possible
- Help prepare and present a "Student Report" at every Regular Session that includes, but is not limited to: student events, concerns, recommendations, projects, etc.
- Encouraged to attend Standing Committee and Special/Ad-Hoc Committee meetings to share sentiment of their respective student body

**Composition:**

The Student Advisory Committee shall be composed of one student representative from each of the following schools:

- Burncoat High School
- Claremont Academy
- Doherty Memorial High School
- Gerald Creamer Center
- North High School
- South High Community School
- University Park Campus School

- Worcester Alternative School
- Worcester Technical High School
- The Challenge and Reach Academy

**References:**

Chapter 71 Section 38M MGL

<https://malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38m>

On a roll call of 3-0, the description for the student representatives was approved to be included in the School Committee Rules.

gb #0-109 - Mr. Monfredo (March 16, 2020)

Request that the School Committee submit to the Clerk any proposed changes to the Rules of the School Committee.

On a roll call of 3-0, the item was filed.

On a roll call of 3-0, the meeting adjourned at 4:43 p.m.

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

Committee Members  
Tracy O'Connell-Novick, Chair  
Jermoh Kamara, Vice-Chair  
Susan Mailman

AGENDA #3  
F/O  
4-11-22  
Page 1

## A C T I O N S

The Standing Committee on Finance and Operations met virtually at 6:00 p.m. on Monday, April 11, 2022 at the Durkin Administration Building in Room 410.

There were present: Ms. Kamara, Ms. Mailman and Chairman O'Connell-Novick

Representing Administration were: Mr. Allen, Dr. O'Neil, Dr. Friel and Superintendent Binienda

Others in attendance: M. Freeman and J. Hennessey

gb #0-33 - Mr. Foley/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/Ms. Novick  
(January 8, 2020)

To include a standing item for "Transportation Update" at each Finance and Operations committee meeting with information provided regarding the problems facing student transportation and improvements experienced.

Chair O'Connell-Novick opened the meeting by stating that the members of the Finance and Operations Standing Committee toured the Worcester Public Schools' Transportation Facility.

In the report Mr. Allen stated that the Durham bus driver availability continues to be approximately the same with thirty drivers fewer than what was contracted at the beginning of the year. The WPS has thirty-four people in training with thirty of them coming from the MassHire Night Life Program.

The Information Technology Transportation Systems Coordinator is the only unfilled position. The FY23 Budget will reflect the addition along with four mechanics, a Transportation Personnel Supervisor and a Transportation Safety and Training Liaison.

Mr. Allen stated that all the busses are on order and provisions have been made within the contract for purchase of those busses and the supplemental lease of busses if any or all of the busses are not available for the first day of school. That is the result of supply chain issues that are happening across the country.



The contract with the dealer allows for accessing vehicles from their fleet as soon as June 1<sup>st</sup>. The district is working on a plan to make those vehicles accessible by May 1<sup>st</sup>.

The new Transportation Human Resources Coordinator will be working closely with the WPS Human Resources Department and the Chief Diversity Officer to continue the trend of diversity hiring within the department.

Mr. Allen stated that it would be beneficial to have the approval of the positions prior to the start of the school year, knowing that it will take time to go through the posting process.

Chair O'Connell-Novick made the following motion:

Request that School Committee approve the hiring process for the following additional transportation positions:

- Four Mechanics
- Operations Supervisor
- Transportation Liaison and
- whatever else the Transportation Department feels necessary to be prepared for the beginning of fiscal year 23.

On a roll call of 3-0, the motion was approved.

On a roll call of 3-0, the meeting was adjourned at 6:15 p.m.

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

A C T I O N S

The Standing Committee on Teaching, Learning and Student Supports met virtually at 6:00 p.m. on Tuesday, April 12, 2022 at the Durkin Administration Building in Room 410.

There were present: Vice-Chair Mailman, Member Kamara and Chair McCullough

Representing Administration were: Dr. O'Neil and Dr. Friel

Others in Attendance: J. Chapdelaine, A. Taylor, E. Kelley, M. Mahoney and Dr. Sippel

gb #2-41 - Kamara/Clancey/Johnson/Novick (January 26, 2022)

To review the 2022 Summer Reading List per grade.

On a roll call of 3-0, the item was accepted and filed.

c&p #0-13 -Clerk (August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

On a roll call of 3-0, the item was held until the petitioners are able to attend a meeting.

gb #1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

Member Kamara made the following motion:

Request that the Administration provide more information regarding the grants.

On a roll call of 3-0, the motion was approved.

Chair McCullough made the following motion:

Request that the Administration provided a report on the Jump Start Program by mid July 2022.

On a roll call of 3-0, the motion was approved.

On a roll call of 3-0, the item was held.

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

On a roll call of 3-0, the item was held.

c&p #2-4 - Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

gb #2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district. **(consider these items together)**

Member Kamara requested that a report be provided regarding what the roles are for elementary librarian and a high school one. Chair McCullough suggested that member Kamara file a separate item regarding the roles of librarians at both the elementary and secondary levels.

Ms. Chapdelaine asked what the next steps would be to get elementary librarians back in the schools and what elementary schools have library access.

Chair McCullough made the following motion:

Request that the Administration provide an update on library spaces in the elementary schools.

On a roll call of 3-0, the motion was approved.

On a roll call of 3-0, the item was held.

gb #2-45 - Johnson/Clancey/Kamara/Mailman/McCullough/Novick (January 26, 2022)

Request that the Administration provide the data on how many secondary students have had a mental health crisis in school and indicate how many have inquired about mental health services at school.

Member Kamara requested that a report be provided focusing on behavioral issues and suspensions. Chair McCullough suggested that member Kamara file an item on suspensions and discipline.

On a roll call of 3-0, the item was filed.

gb #2-68 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 14, 2022)

Request that the Administration provide an update on the Environmental Tech Program at Worcester Technical High School.

On a roll call of 3-0, the item was filed.

On a roll call of 3-0, the meeting was adjourned at 7:35 p.m.

## A C T I O N S

The Ad Hoc Search Committee for the selection of the next Superintendent of the Worcester Public Schools met at 4:35 p.m. on Tuesday, April 19, 2022 in the Esther Howland South Chamber at City Hall

The following members of the Ad Hoc Committee were present:

Ms. Kamara, Ms. O'Connell-Novick, and Chair McCullough

gb #1-232 – McCullough  
(March 22, 2022)

To review and approve the questions for the finalists for the next Superintendent of Schools.

Chair McCullough stated that the following ten questions were submitted for review for the final round of public interviews with the School Committee on April 25 through April 28:

What are the top three priorities that you would identify in your entry plan as essential to the Worcester Public Schools. Please describe why and what action steps would you take to address these priorities?  
(Ms. O'Connell Novick) Add: Please describe why, what action steps and what timeline you would take in addressing these priorities.

Please explain what level of autonomy and support you give to principals and district leaders.  
(No change)

As we have lost significant learning time in the classroom during the pandemic. What would be your plan to close the achievement gap and help all students reach the highest possible goals taking into account the disadvantages that our ESL students and students of color may have?  
(Ms. O'Connell Novick) Add opportunity to achievement gap and mention poverty. Change ESL to English learner students  
(Ms. Kamara) Add our students with disabilities, especially those on IEPs.

Given the stress in the lives of young people today and the social, academic and even financial pressures they face, how can educators in general and a superintendent, in particular, have an impact on the emotional wellbeing of students? What social emotional learning supports have you had success with and/or what would you look to implement?  
(Ms. Kamara) Could a timeline be included?  
(Chair McCullough) That could end up being one of their priorities. They may have a timeline in that already. I'm wondering if this should be a stand alone question, so they can give examples of supports they have had.

(Ms. O'Connell-Novick) This question is already asking three things. I think I would let it be as is.

(Ms. Kamara) Is there a way to follow-up if a timeline was not given?  
(No change)

Tell us about your experience of working with children and families who don't look like you or speak the language you do or who do not have the economic advantages you do. How have these experiences shaped your view of public education and its mission?  
(No change)

Our district is investing mightily in expanded chapter 74 programs across the district. Please describe your experience and knowledge about vocational education and the distinctions with CTE and your vision for maintaining the integrity of strong vocational educational curriculum.  
(Ms. Kamara) Please spell out the acronym CTE.

Further development of community relationships is a priority of the committee. Please tell us how you have developed these relationships in your current and past roles and how this has benefited the district. Share with us what you envision this will look like in Worcester.  
(No change)

Worcester is a very large school district with a need for open communication. What are your plans for communications between invested stakeholders, including staff, administrators, families, and the public?  
(Ms. O'Connell Novick) Take out "invested"  
(Ms. Kamara) Change to invested and vested  
(Chair McCullough) Remove invested because stakeholders encompasses all

What is your view of the role of the school committee? What is your vision for this partnership  
(No change)?

What is your philosophy on discipline for students. When is it appropriate to give out suspensions (short or long-term) or even send a student to an alternative school?  
(Chair McCullough) Add and can you cite any practices you have initiated and how those have worked in the respective district.  
(Ms. O'Connell-Novick) There are legal restrictions in the second half of the question. Amend to read "please speak to your past experiences"

Ms. O'Connell-Novick asked if the questions could be sorted to provide a better flow.

Chair McCullough made a motion to approve the questions as amended.

On a roll call of 3-0, the questions were approved as follows:

- 1) What are the top three priorities that you would identify in your entry plan as essential to the Worcester Public Schools? Please describe why, what action steps and what timeline you would take in addressing these priorities?
- 2) Please explain what level of autonomy and support you give to principals and district leaders.
- 3) As we have lost significant learning time in the classroom during the pandemic, what would be your plan to close the achievement and opportunity gap and help all students reach the highest possible goals taking into account the disadvantages that our English learner students, our students of color, our students with disabilities and our students in poverty may have?
- 4) Given the stress in the lives of young people today and the social, academic and even financial pressures they face, how can educators in general and a superintendent, in particular, have an impact on the emotional wellbeing of students? What social emotional learning supports have you had success with and/or what would you look to implement?
- 5) Tell us about your experience of working with children and families who don't look like you or speak the language you do or who do not have the economic advantages you do. How have these experiences shaped your view of public education and its mission?
- 6) Our district is investing mightily in expanded chapter 74 programs across the district. Please describe your experience and knowledge about vocational education and the distinctions with Career and Technical Education and your vision for maintaining the integrity of strong vocational educational curriculum.
- 7) Further development of community relationships is a priority of the committee. Please tell us how you have developed these relationships in your current and past roles and how this has benefited the district. Share with us what you envision this will look like in Worcester.
- 8) Worcester is a very large school district with a need for open communication. What are your plans for communication between stakeholders, including staff, administrators, families, and the public?
- 9) What is your view of the role of the school committee? What is your vision for this partnership?
- 10) What is your philosophy on discipline for students? Please share your past experiences and past practices with discipline both in and out of school?

On a roll call of 3-0, the meeting adjourned at 5:00 p.m.

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

L. STUDENT ADVISORY COMMITTEE ITEM  
Administration  
(April 27, 2022)

ITEM - gb 2-135  
S.C. MEETING - 5-5-22

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.





N. GENERAL BUSINESS  
Administration/Novick/Clancey/  
Johnson/Kamara/Mailman  
(April 27, 2022)

CURRENT ITEM - gb 2-18.6  
S.C. MEETING - 5-5-22

1ST ITEM	gb #2-18	S.C.MTG. 1-20-22
2ND ITEM	gb #2-18.1	S.C.MTG. 2-3-22
3RD ITEM	gb #2-18.2	S.C.MTG. 2-17-22
4 TH ITEM	gb #2-18.3	S.C.MTG. 3-3-22
5 <sup>th</sup> ITEM	gb #2-18.4	S.C. MTG. 3-17-22
6 <sup>th</sup> ITEM	gb #2-18.5	S.C. MTG. 4-7-22
7 <sup>th</sup> ITEM	gb #2-18.6	S.C.MTG. 5-5-22

ITEM:

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

ORIGINAL ITEM: Ms. Novick/Ms. Clancey/Mr. Johnson/Ms. Kamara/  
Ms. Mailman (January 12, 2022)

Request administration update the community on the Worcester Public Schools and COVID.

PRIOR ACTION:

1-20-22 - Superintendent Binienda provided the updated COVID results as follows:  
Week of January 14-January 20

Students

-936 positive cases

-36 quarantined

Staff

-142 positive cases

-1 quarantined

Test and Stay cases:

Students

-922

Staff

-42

Ms. Novick asked that the Administration continue to enforce mask wearing especially for staff.

She also asked the Administration to contact Honeywell in order to provide a report on the feasibility of moving the portable filters into cafeterias that do not currently run them.

On a roll call of 7-0, the item was held for an update at each meeting.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Provide an update and hold for the next meeting.

PRIOR ACTION (continued)

- 2-3-22 - School Committee Member Novick asked if the Administration is planning for another vaccination clinic and urged it to communicate on a regular basis with families regarding the importance of vaccinations. She also asked if the Administration had heard from Honeywell regarding relocation of the portable ventilation units to cafeterias.  
Mr. Allen stated that Honeywell had supported the use of the portable units in the cafeterias.  
Superintendent Binienda stated that she would provide more information regarding vaccine clinics at the next School Committee meeting.  
Superintendent Binienda provided the updated COVID results as follows:  
Week of January 28-February 3  
Students  
-243 positive cases  
-20 quarantined  
Staff  
-48 positive cases  
-0 quarantined  
Test and Stay cases:  
Students  
-290  
Staff  
-25  
School Committee Member McCullough made the following motion:  
Request that the Administration consider lifting the spectator restrictions at student sport events by Wednesday, February 9, 2022, pending the City Manager's decision.  
On a roll call of 7-0, the motion was approved.  
Hold for the next meeting.
- 2-17-22 - Superintendent Binienda provided an update on the COVID cases for February 11-17:  
Students                    68 positive  
Staff                        19 positive  
Test and Stay            62 positive students and 5 positive staff  
74% of staff are vaccinated  
19% of students are vaccinated (two shots)  
16,983 students have received one shot

**(continued on Page 3)**

PRIOR ACTION (continued)

2-17-22 - School Committee Member Mailman stated that she reviewed the data on the state website for the MIIS (Massachusetts Immunization Information System) which indicated that 5-11 year olds were 38.9% vaccinated and 12-15 year olds were 72% vaccinated. She requested that the Superintendent's weekly email update should also contain vaccine updates for students and staff. School Committee Member Kamara requested that the update include graphs indicating the numbers by positive cases and vaccinations broken down by quadrants.

Hold for updates at the next meeting.

3-3-22 - Superintendent Binienda provided the updated COVID results as follows:  
Week of February 18 through March 3

Students

-36 positive cases

-0 quarantined

Staff

-10 positive cases

-0 quarantined

Test and Stay cases:

Students

-24

Staff

-4

Superintendent Binienda stated that she would provide more information regarding vaccine clinics at the next School Committee meeting.

School Committee Member Mailman asked if there were any updates on the number of vaccinations.

Superintendent Binienda stated that she would be forwarding them to the School Committee members on Friday, March 4, 2022.

Vice-Chair Johnson asked if the vaccination numbers had changed.

Superintendent Binienda stated that the numbers come from the Department of Public Health who are the ones who provide the vaccination shots.

School Committee Member Kamara requested that the Administration invite Dr. Castiel to a School Committee Meeting to provide an updated report regarding vaccination clinics, the number of people who have received vaccinations and indicate what has been done throughout the city.

On a roll call of 6-0-1 (absent Ms. Novick), the item was held for the next meeting.

**(continued on Page 4)**

PRIOR ACTION (continued)

- 3-17-22 - Superintendent Binienda provided the COVID-19 numbers for the week of March 3 through March 11.
- Students  
13 positive  
0 quarantined  
22 Test and Stay
- Staff  
6 positive  
0 quarantined  
0 Test and Stay
- Member O'Connell-Novick asked for the districtwide vaccination numbers. Superintendent Binienda reported the following DPH numbers from March 7, 2022:  
Of the 23,829 WPS students, 2,722 have received one dose, 8,238 have received 2 doses and 815 have received a booster (3 doses). The number of students in compliance is 9,049 or 37.97 percent. The total number of students who have received at least one dose is 11, 860 or 49 percent.
- Superintendent Binienda stated that the district is partnering with UMASS and DPH to provide vaccination clinics for staff and students. She also stated that DESE provided extra test kits and that 19,100 tests were received last week and another 56,000 are expected within the next few days.  
It was moved and voice voted to hold the item for updates at the next meeting.
- 4-7-22 - Superintendent Binienda provided the COVID-19 numbers for the week of April 1 through April 7.
- Students  
33 positive  
1 quarantined  
115 Test and Stay
- Staff  
24 positive  
0 quarantined  
13 Test and Stay
- Mayor Petty asked if the number of cases per school could be provided to the parents.  
Superintendent Binienda stated that she discussed this with the health professionals who have suggested that that information not be published. Member Novick asked that the data on the website be updated weekly and inquired as to whether or not there are elevated levels of absences among students and staff.  
Superintendent Binienda stated that there is a slightly elevated level of absences due to a stomach flu occurring in the schools.  
On a roll call of 7-0, the item was held for updates at the next meeting.

N. GENERAL BUSINESS  
McCullough  
(April 6, 2022)

ITEM - gb 2-137  
S.C. MEETING - 5-5-22

ITEM:

To explore partnering with Massachusetts Safe Routes to School, a federally funded, free program through Mass DOT that is centered around the 6 Es - Education, Engagement, Equity, Encouragement, Evaluation and Engineering.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

## WHAT IS THE MASSACHUSETTS SAFE ROUTES TO SCHOOL PROGRAM?



EDUCATION ••• ENCOURAGEMENT ••• ENGAGEMENT ••• EVALUATION ••• ENGINEERING ••• EQUITY

SRTS is a free, federally funded program administered by the Massachusetts Department of Transportation that works to increase safe walking, biking, and rolling among public elementary and middle school students. We use a collaborative, community-focused approach that bridges the gap between health and transportation.

**MAXIMIZE YOUR SRTS PARTNERSHIP** and get great benefits for students, families, schools, and communities.

- Increase safety for students walking and rolling in their community
- Help students stay active and build independence
- Boost attendance and reduce tardiness
- Decrease traffic congestion and improve air quality

**WHAT WE DO.** SRTS provides services to schools and communities across the Commonwealth and everything we do is centered around the "6 E's." Make an impact in your community through every "E!"

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**EDUCATION** Get the tools students need to be smart, aware walkers and rollers:

- Pedestrian/bike safety sessions & Bike Rodeos
- Curriculum and professional development
- Driver education materials
- Videos, webinars, and other trainings

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**ENGAGEMENT** Cultivate relationships between schools, communities, and municipalities:

- SRTS Task Forces
- Crossing Guard Appreciation Day
- Crossing Guard training materials

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**EQUITY** Access resources on implementing sustainable and equitable programs:

- Students of All Abilities Guide
- SRTS Sustainability Guide
- Equity Strategies for Schools
- Model Policy Language

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**ENCOURAGEMENT** Build excitement about active transportation through events, activities, and contests:

- Flagship days—iWalk; Winter Walk and Roll; and Massachusetts Walk, Bike, and Roll
- Walking School Buses, Bike Trains, and Park, Walk, and Rolls
- Weekly/monthly walk, bike, and roll events
- Yard Sign Design Contest

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**EVALUATION** Explore data about surrounding environments and travel behaviors to improve walking and rolling:

- Arrival/Dismissal observations
- Walk/Bike audits
- Mapping and surveys

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**ENGINEERING** Seek opportunities for SRTS-related infrastructure funding:

- Signs and Lines Program
- SRTS Infrastructure Program

N. GENERAL BUSINESS  
McCullough  
(April 8, 2022)

ITEM - gb 2-138  
S.C. MEETING - 5-5-22

ITEM:

Request that the Administration provide an update regarding school safety plans when evacuations are required such as gas leaks, fires and other safety issues.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

N. GENERAL BUSINESS  
McCullough  
(April 11, 2022)

ITEM - gb 2-139  
S.C. MEETING - 5-5-22

ITEM:

Request that the Administration provide an update on High School Non-MCAS programs and explore utilization of space at schools in the district.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Teaching, Learning and Student Supports.



N. GENERAL BUSINESS  
Clancey  
(April 11, 2022)

ITEM - gb 2-140  
S.C. MEETING - 5-5-22

ITEM:

Request that the Administration provide an update on the caseload numbers for the following positions:

- School Psychologists
- School Adjustment Counselors and
- any other positions that provide social-emotional support to WPS students.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

N. GENERAL BUSINESS  
Administration  
(April 11, 2022)

ITEM - gb 2-141  
S.C. MEETING - 5-5-22

ITEM:

To consider approval of the Fundamentals of Cybersecurity course.

PRIOR ACTION:

BACKUP:

Annex A (14 pages) contains a copy of the new course request form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

# WORCESTER PUBLIC SCHOOLS – NEW COURSE REQUEST FORM

Date of Request: 2/18/22 Requesting School/ Office: Innovation Pathways

Proposed Course Name: Fundamentals of Cybersecurity Required Prerequisite Course/s: \_\_\_\_\_

Proposed Course Level						Proposed Course Credit						G.P.A.		Honor Roll	
(check all that apply)						(check all that apply)						Yes	No	Yes	No
A.P.		Honors		College	X	1.0	X	.5		.25		X		X	

Proposed Course Department	Select one		Is proposed course a Career/Vocational Technical Course			
	Core Course	Core Elective	(if yes check one)			
		Chapter 74	Non-Chapter 74			
Career Technical Education		X	X			X

**Proposed Course Description:** In the course, students will...  
 In this course students will be introduced to the fundamentals of cybersecurity. This introduction to cybersecurity is in response to the growing need of cyber professionals in the workforce as identified by both our local partners, workforce blueprint, and the National Institute of Standards and Technology (supplement attached). While this course will not prepare students to enter the workforce in cybersecurity, it will open student minds to the opportunities that exist in the industry if they continue their education and work experience. This course will target knowledge of the internet and security features as well as encryption, protection of data, and safe practices. Students will review hardware, programming and networking concepts as they relate to data protection. Additionally, students will learn what happens when running a web application and how to look inside web apps using developer tools, source code, and more.

(Please note the following phrase will be used to distinguish honors level courses: As an honors level course, content will be covered at an accelerated pace. Students will study topics at a deeper level and will be expected to complete more independent coursework and assignments.)

- Essential question/s for the course:**
- Why is cybersecurity important?
  - What are recent threats to cybersecurity?
  - What are different careers in the field of cybersecurity?
  - What is your digital footprint and reputation?
  - What are the impacts of cyberbullying?
  - What are data privacy and security?
  - What are the different types of copyright licenses
  - Are there different kinds of hackers? (white, black, grey)
  - How do you differentiate between the different data types?
  - Why do we Need to Encrypt Data?
  - What Processor are you Running? How do they differ?
  - How do we structure and query data using SQL?
  - What is the Internet? How does it work?
  - What has the impact been on society?
  - How do we send data over the Internet?
  - Why are protocols so important?
  - What are the steps to improving faulty network systems?

- Standards addressed in the course:**
- CAS.a. Safety & Security
  - CAS.b. Ethics & Laws
  - CAS.c. Interpersonal & Societal Impact
    - Explain the impact of the digital divide on access to critical information.
    - Discuss the impact of computing technology on business and commerce
    - Discuss the social and economic implications associated with malicious hacking, software piracy, and cyber terrorism
  - DTC.a. Digital Tools
  - Programming and Development [9-12.CT.d]

- Use a programming language or tool feature correctly to enforce operator precedence.
- Use a development process in creating a computational artifact that leads to a minimum viable product and includes reflection, analysis, and iteration
- Decompose a problem by defining functions, which accept parameters and produce return values.
- Identify different problems (e.g., large or multipart problems, problems that need specific expertise, problems that affect many constituents) that can benefit from collaboration when processing and analyzing data to develop new insights and knowledge.
- Computing Devices [9-12.CS.a]
- Explain and demonstrate how specialized computing devices can be used for problem solving, decision-making and creativity in all subject areas.

MassCore is a rigorous and comprehensive course study recommended by the Commonwealth as preparation for college and career. MassCore is also the vehicle through which high school students can gain competence in computational, scientific, visual, creative, and critical thinking and can engage opportunities for “hands-on” application and exploration of new areas of knowledge and experiences.

**How does this course support the readiness of students for college and career?**

This course is part of Innovation Pathways and provides students from WPS comprehensive high schools an opportunity to explore a career field and develop technical skills in the Information Technology field. At the conclusion of this course, students will have marketable job specific skills and a perspective on different career paths they can explore within this field and may pursue them with at the post-secondary level.

**Please Note:  
All New Course Requests  
must come through the school  
principal.**

**For Office Use Only**

**Approved Date:** \_\_\_\_\_  
**S.C. Item Number:** \_\_\_\_\_  
**Assigned Course Number:** \_\_\_\_\_  
**Dept. Code:** \_\_\_\_\_  
**Subject Area Code Number:** \_\_\_\_\_  
**Subject Area Course:** \_\_\_\_\_  
**Zip Code Number:** \_\_\_\_\_

**Worcester Public Schools  
WPS Course Template  
Spring 2022**

Please reference the extended list of Worcester Public Schools Foundation Documents here as you are building a course: [WPS Foundation Documents](#)

<b>Course Title: The Fundamentals of Cybersecurity</b>	<b>Select length of course:</b> __Quarter __Semester __Year
<b>Department: ISSN/Web Development</b>	<b>Discipline: Computer Science</b>
<b>School: Innovation Pathways - WTHS</b>	<b>Contact: Jen Hardy</b>

<b>Scope &amp; Sequence</b>			
<b>Unit Title: Add units as needed.</b>	<b>Weeks of the course</b>	<b>Approximate Number of Lessons</b>	<b>Person Responsible</b>
UNIT 1 What is Cybersecurity?	1-2	5 lessons	
UNIT 2 & 3 Digital Citizenship and Cyber Hygiene Project - Public Service Announcement	2-3	8 lessons	
UNIT 4 Programming Fundamentals	2-3	6 lessons	
UNIT 5 & 6 ABCs of Cryptography Project - Classic Cipher Newscast	2-3	6 lessons	
UNIT 7 System Administration	3-4	9 lessons	
UNIT 8 & 9 Software Security Project - Security Assessment Report	4-5	11 lessons	
UNIT 10 Networking Fundamentals	3-4	10 lessons	
UNIT 11 & 12 IT Infrastructure Project - Troubleshooting	3-4	8 lessons	

**Course Units: Complete a unit template for each of the units listed above.**

## UNIT 1 What is Cybersecurity?

<b>Notes to Educator</b>	
This unit provides an introduction to cybersecurity. It focuses on why cybersecurity is important, recent threats to cybersecurity, and different careers in the field.	
<b>Transfer Goals</b>	
Students will be able to independently use their learning to: <ul style="list-style-type: none"><li>• Protect their personal information.</li><li>• Understand the foundation elements of Computer Science.</li></ul>	
<b>Framework Standards</b>	
CAS.a. Safety & Security	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
Students will understand: <ul style="list-style-type: none"><li>• Since the Internet is used to send, receive, and store valuable personal information, users are put at risk of having this information stolen through cyber attacks.</li><li>• Cybersecurity is a field that involves several disciplines of computer science. It is valuable to build basic computer science literacy no matter what field you eventually enter.</li></ul>	<ul style="list-style-type: none"><li>• Why is cybersecurity important?</li><li>• What are recent threats to cybersecurity?</li><li>• What are different careers in the field of cybersecurity?</li></ul>
<b>Knowledge</b>	<b>Skills</b>
Students will know: <ul style="list-style-type: none"><li>• What Cybersecurity is</li><li>• Impact of Cybersecurity</li><li>• What the CIA Triad is.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Set individual learning goals for themselves in the cybersecurity course</li><li>• Explain why it is important to learn computer science, regardless of their goals in college and career</li><li>• Define cybersecurity</li><li>• Describe how the Internet of Things makes people more vulnerable to cyber attacks</li><li>• Reflect on recent cyber attacks and identify the financial and societal impact of the attack</li><li>• Evaluate recent cyber attacks and understand the negative consequences of these attacks</li><li>• Understand career opportunities in the field of cybersecurity</li><li>• Identify what the CIA triad is and how it relates to cybersecurity</li><li>• Identify which part of the CIA triad has been broken in a given scenario</li><li>• Prove their knowledge of basic cybersecurity concepts and its impacts through a multiple choice quiz</li></ul>
<b>Assessment -- Evidence that students have achieved the desired learning outcomes described above.</b>	

<ul style="list-style-type: none"> <li>• Lists steps to take to protect yourself on the Internet</li> <li>• What is something you want to know or make by the end of the course?</li> <li>• Summarize and discuss recent cyber attacks</li> <li>• Explore a threat map to see where cyber attacks are coming from and which countries are being targeted</li> <li>• Review resources and reflect on or discuss</li> <li>• What information do cyber criminals steal? <ul style="list-style-type: none"> <li>◦ What do cyber criminals do with stolen information?</li> </ul> </li> <li>• Determine where scenarios break part of the CIA Triad</li> </ul>	<p><b>Other Evidence</b></p>
<p><b>Learning Activities</b></p>	
<p>Code HS Fundamentals of Cybersecurity Lesson 1.1 Module - <a href="https://codehs.com/course/6560/explore/module/11942/lesson/794006">https://codehs.com/course/6560/explore/module/11942/lesson/794006</a></p>	
<p><b>Resources</b></p>	
<p><a href="https://codehs.com/course/fundamentals_cyber/overview">Code HS Course Overview</a> - <a href="https://codehs.com/course/fundamentals_cyber/overview">https://codehs.com/course/fundamentals_cyber/overview</a> Code HS Syllabus - <a href="https://codehs.com/uploads/9599b3449716ad3925be97671d909032">https://codehs.com/uploads/9599b3449716ad3925be97671d909032</a></p>	

**UNIT 2 &3 Digital Citizenship and Cyber Hygiene/ Project - Public Service Announcement**

<p><b>Notes to Educator</b></p>	
<p>This unit includes topics on Internet etiquette and how to stay safe on the world wide web. Students will also look at the potential effects of our digital footprints, how to protect information from online risks, and the implications of cyberbullying. Finally, the module includes how to find and cite quality resources online.</p>	
<p><b>Transfer Goals</b></p>	
<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> <li>• Understand and control their cross-curricula (and social) digital footprint.</li> <li>• Participate as a responsible digital citizen throughout their education and beyond.</li> </ul>	
<p><b>Framework Standards</b></p>	
<p>CAS.b. Ethics &amp; Laws CAS.c. Interpersonal &amp; Societal Impact</p>	
<p><b>Enduring Understandings</b></p>	<p><b>Essential Questions</b></p>
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Understand how they can control and protect their footprint. As students use the Internet, they are building their digital footprint. This includes social media posts, emails, picture and video uploads amongst other online activities.</li> <li>• Now that students have learned about digital citizenship and cyber hygiene, they will take what they have learned and create a PSA to inform members in the community about a topic!</li> </ul>	<ul style="list-style-type: none"> <li>• What is your digital footprint and reputation?</li> <li>• What does it mean that the internet is public and permanent?</li> <li>• Who looks at your digital footprint and reputation?</li> <li>• What are some recommended social media guidelines?</li> <li>• How can you maintain your digital footprint?</li> <li>• What does your digital footprint say about you?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the impacts of cyberbullying?</li> <li>• Are there cyberbullying roles?</li> <li>• What do you do if you are being bullied?</li> <li>• What do you do if you see bullying?</li> <li>• How can you be an upstander?</li> <li>• What are some ways to stay safe online?</li> <li>• What are some online safety guidelines?</li> <li>• What are data privacy and security?</li> <li>• How can you keep personal data secure and private?</li> <li>• What can happen if your data is stolen and what can you do about it?</li> <li>• How can you do effective internet searches?</li> <li>• What are some techniques for judging source legitimacy and identifying misinformation?</li> <li>• What are the different types of copyright licenses</li> <li>• Are there different kinds of hackers? (white, black, grey)</li> <li>• What are bug bounty programs?</li> <li>• Is hacking always illegal?</li> <li>• What are the consequences of illegal hacking?</li> </ul>
<b>Knowledge</b>	<b>Skills</b>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• What their digital footprint and reputation is.</li> <li>• What cyberbullying is along with its impacts.</li> <li>• Important details about internet safety, privacy and security.</li> <li>• Improve internet literacy and understand creative credit and copyright</li> <li>• Understand hacking ethics.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand how their online activity contributes to a permanent and public digital footprint</li> <li>• Articulate their own social media guidelines to protect their digital footprint</li> <li>• Create a public service announcement for members of their community about a topic in digital citizenship or cyber hygiene</li> <li>• Use google sheets to store and analyze data, and create a data visualization.</li> </ul>
<b>Assessment -- Evidence that students have achieved the desired learning outcomes described above.</b> (Note: Assessments are not visible to teachers on the public side of Atlas)	
<p><b>Performance Task(s): What authentic task(s) will students do to demonstrate they know and can do what is expected at the conclusion of the unit?</b></p> <ul style="list-style-type: none"> <li>• Are you going to make any changes in what you post on social media?</li> <li>• Explore cyberbullying scenarios: What would you do?</li> <li>• Explore Internet safety scenarios: What would you do?</li> <li>• Test out various passwords on a site</li> <li>• Explore Google’s privacy policy: What do they know about you?</li> <li>• Explore what penetration testing is</li> </ul>	<p><b>Other Evidence</b></p>



<b>Learning Activities</b>
<p><b>Project:</b>  <b>Create a Public Service Announcement</b>          Create a Public Service Announcement (PSA) to teach your peers about your selected topic in digital citizenship and cyber hygiene. You can select any of the topics covered in this module. Be creative and make it fun! You could make a video, song, poster, or slideshow.</p> <p>Code HS Fundamentals of Cybersecurity          Lesson 2.1 Module - <a href="https://codehs.com/course/6560/explore/module/11943/lesson/794036">https://codehs.com/course/6560/explore/module/11943/lesson/794036</a></p>
<b>Resources</b>
<p>This course description uses Code HS Fundamentals to Cybersecurity as a template;  <a href="https://codehs.com/course/fundamentals_cyber/overview">Code HS Course Overview - https://codehs.com/course/fundamentals_cyber/overview</a>  <a href="https://codehs.com/uploads/9599b3449716ad3925be97671d909032">Code HS Syllabus - https://codehs.com/uploads/9599b3449716ad3925be97671d909032</a></p>

**UNIT 4** Programming Fundamentals

<b>Notes to Educator</b>	
<p>Students will learn the fundamentals of programming including variables, arrays, and objects as well as the difference in interpreted and compiled languages. They will explore programming through block coding which includes conditional statements and control structures.</p>	
<b>Transfer Goals</b>	
<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> <li>Understand the motivation behind using encryption systems, and basic cryptography systems</li> </ul>	
<b>Framework Standards</b>	
DTC.a. Digital Tools	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>The basics of what a programming language does and the differences between compilers and interpreters.</li> <li>Data types and how to initialize and assign values to variables.</li> </ul>	<ul style="list-style-type: none"> <li>How do you differentiate between the different data types?</li> </ul>
<b>Knowledge</b>	<b>Skills</b>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>Programming Concepts</li> <li>Looping and Branching</li> <li>Code Organization</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the difference between the different types of programming languages</li> <li>Initialize and assign values to variables</li> <li>Differentiate between the different data types</li> </ul>
<b>Assessment -- Evidence that students have achieved the desired learning outcomes described above.</b> (Note: Assessments are not visible to teachers on the public side of Atlas)	
<ul style="list-style-type: none"> <li>Interpreted vs. Compiled</li> <li>Variables and Objects</li> <li>Lists and Arrays</li> <li>Programming with Karel</li> <li>Looping             <ul style="list-style-type: none"> <li>For Loops</li> <li>While Loops</li> </ul> </li> <li>Branching</li> </ul>	<b>Other Evidence</b>

<ul style="list-style-type: none"> <li>○ If statements</li> <li>○ If/else statements</li> <li>● Top Down Design <ul style="list-style-type: none"> <li>● Comments and Pseudocode</li> </ul> </li> </ul>	
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**Learning Activities**

Module 5: The ABCs of Cryptography (1-2 weeks/5-10 hours) In this module, students will dive into the history of cryptography systems, the motivation behind using encryption systems, and basic cryptography systems. Additionally, they will explore topics on how to use cryptography, cryptology, and cryptanalysis to decode a message without the use of a key.

**Resources**

This course description uses Code HS Fundamentals to Cybersecurity as a template;  
[Code HS Course Overview - https://codehs.com/course/fundamentals\\_cyber/overview](https://codehs.com/course/fundamentals_cyber/overview)  
[Code HS Syllabus - https://codehs.com/uploads/9599b3449716ad3925be97671d909032](https://codehs.com/uploads/9599b3449716ad3925be97671d909032)  
  
<https://codehs.com/course/6560/explore/module/11945>

**UNIT 5 & 6 ABCs of Cryptography/Project - Classic Cipher Newscast**

**Notes to Educator**

Students will dive into the history of cryptography systems, the motivation behind using encryption systems, and basic cryptography systems. Additionally, they will explore topics on how to use cryptography, cryptology, and cryptanalysis to decode a message without the use of a key.

**Transfer Goals**

Students will be able to independently use their learning to:

- Understand the history/importance of encryption systems and how codes work.

**Framework Standards**

Programming and Development [9-12.CT.d]

- Use a programming language or tool feature correctly to enforce operator precedence.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
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<p>Students will understand:</p> <ul style="list-style-type: none"> <li>● Cryptography, Cryptology, Cryptanalysis</li> <li>● History of Cryptography</li> <li>● Basic Cryptography Systems: Caesar Cipher</li> <li>● Basic Cryptography Systems: Cracking the Caesar Cipher</li> <li>● Basic Cryptography Systems: Vigenère Cipher</li> </ul>	<ul style="list-style-type: none"> <li>● Why do we Need to Encrypt Data?</li> <li>● What is the motivation behind using encryption systems, and basic cryptography systems?</li> </ul>
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<b>Knowledge</b>	<b>Skills</b>
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<ul style="list-style-type: none"> <li>● Cryptography, Cryptology, Cryptanalysis <ul style="list-style-type: none"> <li>○ Why do we need some secrecy in our transparent information age?</li> <li>○ Explain general encryption with data, keys</li> </ul> </li> <li>● History of Cryptography <ul style="list-style-type: none"> <li>○ Why do we encrypt?</li> </ul> </li> </ul>	<p>Basic Cryptography Systems:</p> <ul style="list-style-type: none"> <li>● Caesar Cipher</li> <li>● JavaScript program <ul style="list-style-type: none"> <li>■ Modify the program to create the decrypting Caesar program</li> </ul> </li> <li>● Basic Cryptography Systems: Cracking the Caesar Cipher</li> </ul>
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<ul style="list-style-type: none"> <li>○ What are some classic encryption techniques?</li> <li>○ What is the flaw in substitution ciphers?</li> <li>○ What was The Enigma during WW2?</li> <li>○ What is modern cryptography and how has cryptography changed over time?</li> <li>○ What is 256-bit key encryption and how does this help cryptography overall?</li> <li>● Why do we Need to Encrypt Data? <ul style="list-style-type: none"> <li>○ Explore the CIA Triad and encryption</li> <li>○ Example activities: <ul style="list-style-type: none"> <li>■ Telephone game with math (offline)</li> <li>■ Modulo math activity sheet</li> </ul> </li> </ul> </li> </ul>	
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**Assessment -- Evidence that students have achieved the desired learning outcomes described above.** (Note: Assessments are not visible to teachers on the public side of Atlas)

**Project: Create a Newscast**  
Students work collaboratively to research a **\*\*classic cipher\*\*** (beyond Caesar and Vigenere) to address in their newscast. They will investigate their cipher and write a script that includes how the cipher works, when it was used, and when the cipher stopped being useful.

**Other Evidence**

**Learning Activities**

Browse the full content of this module at <https://codehs.com/library/course/6560/module/11946>

**Resources**

UNIT 7 System Administration

**Notes to Educator**

Students will compare and contrast common operating systems (Windows, Linux, OS) and explain the importance of application security.

**Transfer Goals**

Students will be able to independently use their learning to:

- Understand cross-application security

**Framework Standards**

Programming and Development [9-12.CT.d]

- Use a development process in creating a computational artifact that leads to a minimum viable product and includes reflection, analysis, and iteration
- Decompose a problem by defining functions, which accept parameters and produce return values.

**Enduring Understandings**

- Operating Systems
- Software and Applications
- Application Security
- Browser Configuration
- System Administration

**Essential Questions**

- What Processor are you Running?

<ul style="list-style-type: none"> <li>• Command Line Interface</li> </ul>	
<b>Knowledge</b>	<b>Skills</b>
<p>Understanding Operating Systems</p> <ul style="list-style-type: none"> <li>○ Comparing Operating Systems</li> <li>○ Installing an OS</li> <li>○ File Management</li> </ul> <p>What Processor are you Running?</p> <ul style="list-style-type: none"> <li>○ Software Licenses</li> <li>○ Antivirus Software</li> <li>○ Data Backups</li> <li>○ Using Cache</li> <li>○ Popup Blockers</li> <li>○ User Accounts</li> </ul>	<p>Admin vs. Standard</p> <ul style="list-style-type: none"> <li>• Host Security <ul style="list-style-type: none"> <li>○ Using a Log</li> </ul> </li> <li>• System Commands <ul style="list-style-type: none"> <li>○ cd, ls, mk etc</li> </ul> </li> <li>• Network Commands <ul style="list-style-type: none"> <li>○ ipconfig, netstat etc</li> </ul> </li> </ul>
<b>Assessment -- Evidence that students have achieved the desired learning outcomes described above.</b> (Note: Assessments are not visible to teachers on the public side of Atlas)	
<p>Students will investigate security options and implement user accounts to enforce authentication and authorization. Students will also demonstrate how to work with basic and advanced command prompts.</p>	<b>Other Evidence</b>
<b>Learning Activities</b>	
<b>Resources</b>	

## UNIT 8 & 9 UNIT 8 & 9 Software Security/**Project - Security Assessment Report**

<b>Notes to Educator</b>	
<p>In this module, students will learn what happens when running a web application and how to look inside web apps using developer tools, source code, and more. They will learn basic SQL and common attacks like SQLi. Students will also be able to recommend solutions for flawed security systems.</p>	
<b>Transfer Goals</b>	
<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> <li>• Analyze complex data set to answer a question or test a hypothesis</li> </ul>	
<b>Framework Standards</b>	
<p>Data [9-12.CT.c]</p> <ul style="list-style-type: none"> <li>• Identify different problems (e.g., large or multipart problems, problems that need specific expertise, problems that affect many constituents) that can benefit from collaboration when processing and analyzing data to develop new insights and knowledge.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Inside Web Applications</li> <li>• Developer Tools</li> <li>• The Value of Data</li> <li>• SQL Overview <ul style="list-style-type: none"> <li>○ What is SQL?</li> <li>○ Structuring Data in SQL</li> <li>○ Basic Querying in SQL</li> <li>○ Filtering Queries in SQL</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How do we structure data using SQL?</li> <li>• How do we query databases using SQL?</li> </ul>

<ul style="list-style-type: none"> <li>● Clients, Servers, Databases</li> <li>● Common Security Problems</li> <li>● SQL Injection <ul style="list-style-type: none"> <li>○ SQLi Overview</li> <li>○ Types of SQLi</li> </ul> </li> <li>○ Preventing SQLi</li> </ul>	
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>● Use the WHERE clause to query a database <ul style="list-style-type: none"> <li>● Clients, Servers, Databases</li> <li>● Common Security Problems <ul style="list-style-type: none"> <li>○ What is the "Fortification Principle"?</li> <li>○ What are some tips about HTTP vs. HTTPS, password fields and CAPTCHA that can help us to navigate more securely on the Web?</li> </ul> </li> <li>● SQL Injection <ul style="list-style-type: none"> <li>○ SQLi Overview</li> </ul> </li> </ul> </li> <li>■ What is SQLi?</li> <li>■ Why is SQLi a problem?</li> <li>■ What happens during a SQLi attack?</li> <li>■ What is the the fallout of a SQLi attack?</li> <li>■ How does SQLi work?</li> <li>■ How do hackers use SQL in a SQLi? <ul style="list-style-type: none"> <li>○ What are the types of SQLi (error-based, union-based, blind)</li> </ul> </li> <li>■ What is the underlying SQL behind the scenes that hackers may be trying to hack? <ul style="list-style-type: none"> <li>○ How to we mitigate or prevent SQLi?</li> </ul> </li> <li>■ What are the OWASP recommendations? <ul style="list-style-type: none"> <li>■ How can we tell if our code is vulnerable? <ul style="list-style-type: none"> <li>○ Example activities:</li> </ul> </li> </ul> </li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Discuss the Equifax SQL injection attack</li> <li>■ Practice basic SQLi on a safe site</li> <li>■ Research SQLi prevention</li> </ul>
<b>Assessment -- Evidence that students have achieved the desired learning outcomes described above.</b> (Note: Assessments are not visible to teachers on the public side of Atlas)	
<b>Project: Security Assessment Report</b> <ul style="list-style-type: none"> <li>○ SQLi Testing</li> <li>○ Create a Security Assessment Report</li> <li>○ Project Reflection</li> </ul>	<b>Other Evidence</b>
<b>Learning Activities</b>	
Browse the full content of this module at <a href="https://codehs.com/library/course/6560/module/9718">https://codehs.com/library/course/6560/module/9718</a>	
<b>Resources</b>	

## Unit 10 Networking Fundamentals

<b>Notes to Educator</b>
<p>This module explores the structure and design of the internet and networks, and how this design affects the reliability of network communication, the security of data, and personal privacy. Students will learn how the Internet connects computers all over the world by use of networking protocols.</p>
<b>Transfer Goals</b>

Students will be able to independently use their learning to:

- Improve their communication skills.
- Understand the impact of the internet on society.

**Framework Standards**

Interpersonal and Societal Impact [9-12.CAS.c]

- Explain the impact of the digital divide on access to critical information.
- Discuss the impact of computing technology on business and commerce
- Discuss the social and economic implications associated with malicious hacking, software piracy, and cyber terrorism

<b>Enduring Understandings</b>	<b>Essential Questions</b>
Students will understand: <ul style="list-style-type: none"> <li>• The structure and design of the internet and networks</li> <li>• How design affects the reliability of network communication, the security of data, and personal privacy</li> <li>• Networking protocols</li> </ul>	<ul style="list-style-type: none"> <li>• What is the Internet? How does it work?</li> <li>• What has the impact been on society?</li> <li>• How do we send data over the Internet?</li> <li>• Why are protocols so important?</li> </ul>

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Introduction to the Internet</li> <li>• Notational Systems</li> <li>• Data Representation</li> <li>• Internet Hardware</li> <li>• Internet Addresses</li> <li>Domain Name System (DNS)               <ul style="list-style-type: none"> <li>• Routing</li> <li>• Packets and Protocols</li> <li>• The Internet and Cybersecurity</li> </ul> </li> <li>• Impact of the Internet</li> </ul>	<ul style="list-style-type: none"> <li>■ Explore the different levels of the internet.           <ul style="list-style-type: none"> <li>• Decimal to Binary</li> <li>• Hexadecimal</li> <li>• Bits to ASCII               <ul style="list-style-type: none"> <li>○ Hello World in Bits</li> </ul> </li> <li>• Internet hardware               <ul style="list-style-type: none"> <li>○ Vocabulary: bandwidth, bitrate, latency</li> <li>○ ?</li> <li>○ ○ Example Activities</li> </ul> </li> </ul> </li> <li>■ Explore how data is able to be transmitted across the ocean by using underwater cables</li> <li>■ Explore the role of simple and complex networks and routers           <ul style="list-style-type: none"> <li>• Internet Addresses               <ul style="list-style-type: none"> <li>○ Vocabulary: Internet Protocol (IP)</li> <li>○ How do IP addresses compare to postal addresses?</li> <li>○ How IP addresses work?</li> <li>○ Example Activities</li> </ul> </li> </ul> </li> <li>■ Explore the differences between IPv4 and IPv6. Why are we running out of addresses?</li> <li>■ Trace a website request from the server, through the network, and to your computer           <ul style="list-style-type: none"> <li>• Domain Name System (DNS)               <ul style="list-style-type: none"> <li>○ How does DNS help with sending digital information and IP addresses?</li> </ul> </li> <li>• The Internet and Cybersecurity               <ul style="list-style-type: none"> <li>○ What are cybercrime and cyberwarfare?</li> <li>○ How do we network attacks? (certificate authorities, public key encryption)</li> </ul> </li> </ul> </li> </ul>

<b>Assessment -- Evidence that students have achieved the desired learning outcomes described above.</b> (Note: Assessments are not visible to teachers on the public side of Atlas)	
<ul style="list-style-type: none"> <li>As a class, create a protocol that will allow one classmate to send another classmate a note, without the need for talking to each other.</li> <li>What are the standard protocols for the Internet and how do they work? (TCP/IP, HTTP)</li> </ul>	<b>Other Evidence</b>
<b>Learning Activities</b>	
<p>Example Activities</p> <ul style="list-style-type: none"> <li>Explore the process of how requesting a web resource works <ul style="list-style-type: none"> <li>Routing <ul style="list-style-type: none"> <li>How is routing used to send messages / data?</li> <li>Why is redundancy a good thing for the Internet? (fault tolerant)</li> </ul> </li> <li>Packets and Protocols <ul style="list-style-type: none"> <li>How data is transmitted?</li> <li>How are internet packets able to find their way to your computer?</li> </ul> </li> </ul> </li> <li>Explain in your own words how a request from your computer travels through the various levels of servers to reach and return the correct webpage and resources?</li> </ul>	
<b>Resources</b>	

## UNIT 11 & 12 IT Infrastructure/ Project - Troubleshooting

<b>Notes to Educator</b>	
Students will learn about the physical elements of computers and networking such as motherboards, RAM, routers, and the use of port numbers, ethernet and wireless devices. Students will explore the troubleshooting methodology and utilize it to solve sample IT support issues.	
<b>Transfer Goals</b>	
Students will be able to independently use their learning to: <ul style="list-style-type: none"> <li>Identify and troubleshoot problems</li> <li>Establish and test theories</li> </ul>	
<b>Framework Standards</b>	
Computing Devices [9-12.CS.a] Explain and demonstrate how specialized computing devices can be used for problem solving, decision-making and creativity in all subject areas.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
Students will understand: <ul style="list-style-type: none"> <li>The physical elements of computers and networking</li> </ul>	<ul style="list-style-type: none"> <li>What are the steps to improving faulty network systems?</li> </ul>
<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Internal Components of a Computer</li> <li>Peripheral Devices</li> <li>Network Devices</li> <li>Storage and Network Options</li> <li>Network Communication</li> <li>Network Management</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify different Types of CPU</li> <li>Determine RAM vs. Hard Drive</li> <li>Wireless Internet Connections <ul style="list-style-type: none"> <li>Speed Test</li> <li>Security of Cloud Storage</li> </ul> </li> </ul> <p>Ethernet Standards</p> <ul style="list-style-type: none"> <li>Setting Up a Firewall</li> <li>Establish Firewall Rules</li> </ul>

- SSH Logs
- Reading Logs
- Troubleshooting Methodology
  - Identify the problem
  - Research past solutions
  - Establish a theory
  - Test the theory
  - Establish a plan of action
  - Implement the solution
  - Verify functionality
  - Document findings

**Assessment -- Evidence that students have achieved the desired learning outcomes described above.** (Note: Assessments are not visible to teachers on the public side of Atlas)

Performance Task(s):  
 Troubleshooting: In this project, students will learn more about each step of the troubleshooting methodology and use these steps to repair and improve faulty network systems.

- Poor Signal Strength
- Interference

**Other Evidence**

**Learning Activities**

Browse the full content of this module at <https://codehs.com/library/course/6560/module/12961>

**Resources**