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

## AGENDA #7

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

on: Thursday, March 16, 2023  
at: 5:00 p.m. Executive Session  
6:00 p.m. Regular Session  
in: Esther Howland South Chamber, City Hall

## ORDER OF BUSINESS

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

gb 3-78 Administration

(March 9, 2023)

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.

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 - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

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 - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians.

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 - Massachusetts Laborers District Council for and in behalf

of the Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries.

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 by Educational Association of Worcester – Building Substitute positions – Seeking Placement in Instructional Assistant Bargaining 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 – Request for Voluntary Recognition by Educational Association of Worcester – SPED SEL/Applied Behavioral Analysis (ABA) Specialist positions – Seeking Placement in Instructional Assistant Bargaining Unit.

**B. Call to Order**

**C. Pledge of Allegiance/National Anthem**

2023 Worcester UNITES After School Music Program

**D. Roll Call**

**E. Consent Agenda**

i. Approval of Minutes

AOR 3-8 Clerk

(March 7, 2023)

To consider approval of the Minutes of the Special School Committee Meeting of Monday, February 27, 2023.

AOR 3-9 Clerk

(March 8, 2023)

To consider approval of the Minutes of the School Committee Meeting of Thursday, March 2, 2023.

ii. Approval of Donations

To consider approval of a donation of \$20,000 from the Digital Federal Credit Union to help provide resources needed to continue providing programs and services that make a difference in our community.

iii. Notification of Personnel Records

The Superintendent has APPROVED the RESIGNATIONS of the persons named below:

Bacon, Debra, Sullivan Middle, Teacher, English, 28-Feb-23

Bedard, James, DAB, Administration, School Plant, 17-Feb-23

Gillogly, Donna, Burncoat High School, Teacher, Health, 15-Feb-23  
Lowkes, Kara, Grafton Street, Teacher, Kindergarten, 24-Feb-23  
Tessier, Jamie, South High, Teacher, Special Education, 8-Feb-23

The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Tiscione-Rodriguez, Lisa, May Street, Focused Instructional Coach, 28-Feb-23

The Superintendent has APPROVED the APPOINTMENTS of the persons named below:

Baer, Kenneth, Worcester Technical, Vocational, 27-Feb-23  
LeBlanc, Keriann, Nelson Place, Elementary, 13-Feb-23  
Smith, Shannon, South High, Special Education, 06-Mar-23

- iv. Initial Filing of Individual Recognitions
- v. Notices of Interest to the District or to the Public

**F. Items for Reconsideration**

**G. Held Items**

**H. Recognition**

**I. Public Comment**

**J. Public Petition**

c&p 3-1 Petition

To consider the approval of sick time donation for a Systemwide Special Education Teacher.

c&p 3-2 Petition

To consider an overview of the Chamber Music programs as presented by:

Tracy Kraus, Executive Director of Worcester Chamber Music  
Deborah Greenebaum, Curriculum Coordinator  
Katia Norford, Parents with 3 students in the program

c&p 3-3 Petition

To consider a presentation on the results of a survey about students' experience with Holocaust and antisemitism education as a part of a Social Justice Advocacy Fellowship as presented by: Anya Geist, South High Community School Junior

**K. Report of the Superintendent**

ROS 3-6 Administration

(March 6, 2023)

FROM HERE, ANYWHERE... TOGETHER: FY24 Preliminary Budget Estimates  
Brian Allen, Deputy Superintendent

**L. Report of the Standing Committee**

The Standing Committee on Governance & Employee Issues met virtually on Tuesday, February 28, 2023 at 5:30pm.

**M. Student Advisory Committee Items**

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

To consider approval of a prior year payment in the amount of \$366.62 to Riverview School.

**O. General Business**

gb 3-79 Clancey  
(March 1, 2023)

To Request that the Administration provide an update on student chromebooks across the district.

gb 3-80 Clancey  
(March 1, 2023)

To consider approval of the proposed 2023-2024 Student Handbook of the Worcester Public Schools.

gb 3-81 Administration  
(March 6, 2023)

To consider an update to the district policy on CORI screening for volunteers that is outlined in the WPS Student Handbook.

gb 3-82 Administration  
(March 6, 2023)

To consider approval of the following courses:

- Advanced Placement (AP) Comparative Government and Politics
- Advanced Placement (AP) Precalculus
- Elementary Chorus
- Elementary Concert Band
- Elementary String Orchestra
- Information Technology Essentials I
- Information Technology Essentials II & Internship
- Introduction to Emergency Medical Technician I
- Introduction to Emergency Medical Technician II & Internship
- Portuguese 1 - Part 1
- Statistics and Data Science: A Modeling Approach

gb 3-83 Administration  
(March 6, 2023)

To consider a revision to the Job Description for the Chief Human Resources Officer.

gb 3-84 Administration  
(March 6, 2023)

To consider a revision to the Job Description for the Chief Diversity Officer.

gb 3-85 Administration  
(March 6, 2023)

To consider a revision to the Job Description for the Director of School Safety.

gb 3-86 Mailman  
(March 6, 2023)

To consider endorsing Massachusetts Legislative House Docket No. 485 and Senate Docket No. 1697, an Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.

gb 3-87 McCullough  
(March 7, 2023)

To consider a review of the Homework Policy and explore no homework dates, expectations around homework overall and utilize parent, student and educator feedback.

gb 3-88 Mayor Petty/Novick/Johnson/Mailman  
(March 8, 2023)

To consider endorsing the United States Legislative House Docket No. 1269, Healthy Meals Help Kids Learn Act of 2023.

gb 3-89 Johnson  
(March 8, 2023)

To consider a review of the Chapter 74 programs in the comprehensive high schools including enrollment processes, criteria, and acceptance.

**P. ANNOUNCEMENTS**

**Q. ADJOURNMENT**

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

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

E. Approval of Records  
Clerk  
(March 7, 2022)

ITEM: aor 3-8  
S.C. MEETING: 3-16-23

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Monday, February 27, 2023.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Accept & File

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs

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

The School Committee held a meeting on February 27, 2023, both online and in room 410 of the Durkin Administration Building. The meeting was called to order at 4:18 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Kamara, Member Mailman, Member McCullough, Member O'Connell Novick, and Mayor Petty. There were also present Superintendent Dr. Rachel Monárrez and Deputy Superintendent Brian Allen.

gb 3-77 O'Connell Novick  
(February 22, 2023)

To request the State Auditor and the Office of the Inspector General investigate the financial arrangement of Old Sturbridge Village, Inc. and Old Sturbridge Village Academy Charter School and Worcester Cultural Academy Charter Schools.

Member O'Connell Novick spoke to the School Committee's concerns regarding the potential opening of Worcester Cultural Academy Charter School. Mr. Allen presented a powerpoint that outlined the concerns regarding the management fee, selection of the Education Management Organization (EMO), and the composition of the Board of Trustees. After Mr. Allen's presentation, Member O'Connell Novick moved to amend the item by adding, "the State Board of Ethics" to the request, so the item reads:

To request that the State Auditor, the Office of the Inspector General, and the State Board of Ethics investigate the financial arrangement of Old Sturbridge Village, Inc. and Old Sturbridge Village Academy Charter School and Worcester Cultural Academy Charter Schools.

Member Mailman requested that the School Committee add DESE (Department of Elementary and Secondary Education) to the request for investigation. Member O'Connell Novick clarified that the procedural method would be to offer the testimony before the Board of Elementary and Secondary Education.

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

On a roll call vote of 7-0, the meeting was adjourned at 4:31 p.m.

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

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E. Approval of Records  
Clerk  
(March 8, 2022)

ITEM: aor 3-9  
S.C. MEETING: 3-16-23

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, March 2, 2023.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Accept & File

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs



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

The School Committee held a meeting on March 2, 2023, both online and in the Esther Howland South Chamber in City Hall. The meeting was called to order at 6:13 p.m. There were present: Member Clancey, Vice Chair Johnson, Member Kamara, Member Mailman, Member McCullough, and Mayor Petty. Member O'Connell Novick participated remotely.

Angelo Gray, a fourth grade student from Nelson Place School, sang the National Anthem.

Mayor Petty moved to take public comment first due to the large presence of the EAW (Educational Association of Worcester) members.

Public Comment:

Melissa Verdier, President of the EAW, spoke about the letters written to the School Committee requesting fair contracts, compensation that would be commensurate with colleagues in other districts, and improved working conditions. The discussion further included:

- Fair compensation - Melanie Alzاهر
- Reducing class sizes - Stephen Haggerty
- Safe schools and classrooms - Katie Flemming
- Attract and retain educators - Lynn Vincent
- Living wages for educators - Rose Murphy
- Daily preparation periods for Elementary Teachers - Megan Lashmit
- Annual cost of living increases in pay - Melinda Martin
- Additional hours require additional pay - Nancy Ortiz
- 1% tax on towards city liability fund - Kirsten Frazier
- Compensation commensurate with risks and additional - Dan Gay
- To be treated as professionals - Lynn Hakkarainen

The following items were taken collectively:

AOR 3-7 Clerk  
(February 22, 2023)

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 16, 2023.

Approval of Donations

To consider approval of a donation, valued at \$4,000, of tools for students in Advanced Manufacturing at Worcester Technical High School.

To consider approval of a donation of \$2,000 from Shopping Your Way LLC for students in Sullivan Middle School's Physical Education program.

On a roll call of 7-0, the items were approved.

ROS 3-5 Administration

(February 24, 2023)

FROM HERE, ANYWHERE... TOGETHER: Innovating for the Future

Marie Morse, Ed.D, Assistant Superintendent of Teaching & Learning  
Sarah Kyriazis, Ed.D, Director of Educational Technology & Digital Learning

Mayor Petty left the meeting at 6:27 p.m.

Member McCullough indicated support for the transition of the phrase "Portrait of a Graduate" to "Vision of a Learner" as proposed by the Administration.

Dr. Kyriazis stated that the use of chatGPT for any information would need to be verified by the user and still requires a skill set or knowledge base by the user.

Member Kamara requested that the Administration build partnerships with local leaders such as WPI and Clark University.

Mayor Petty returned to the meeting at 7:23 p.m.

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

Reports of the Standing Committees:

The following reports were considered together:

The Standing Committee on Finance and Operations met virtually and in person on Monday, February 13, 2023 at 5:30pm.

Member O'Connell Novick highlighted two important points. The first was that due to many open custodial positions, there has been a higher level of overtime. The second was that due to the rising outside costs of utilities, there is a significant budgetary impact despite it being a mild winter.

Member O'Connell Novick made the following motion:

Request that the Administration approve the following transfers:

\$500,000 from Custodial Salaries (500123-96000) to Building Utilities (500146-92000)

\$500,000 from Transportation Services (540-91117) to Custodial Overtime Salaries (500-97203)

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

The Standing Committee on Teaching, Learning, and Student Supports met virtually and in person on Tuesday, February 14, 2023 at 5:30pm and the report was approved as stated.

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

Approval of Grants and other Finance Items:

The following items were taken together:

To consider approval of a prior year payment in the amount of \$1,463.80 to Direct Energy for invoices from FY21.

To consider approval of a prior year payment in the amount of \$17,572.00 to Springfield Public Day for an invoice from FY21.

On a roll call of 7-0, the items were approved collectively.

gb 3-74 O'Connell Novick  
(February 21, 2023)

To consider the dates of the April School Committee Meetings.

Member O'Connell Novick spoke to avoiding holidays for the April Meeting dates. Mayor Petty motioned to refer the item to the Clerk.

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

gb 3-75 O'Connell Novick  
(February 21, 2023)

To schedule a public hearing of the FY24 Worcester Public Schools Budget.

On a roll call of 7-0, the motion to refer the item to the Clerk was approved.

gb 3-76 O'Connell Novick  
(February 22, 2023)

To consider an update to the district policy on bullying, if necessary.

Dr. Monárrez offered to provide a Report of the Superintendent on bullying in April with information on interventions that could be implemented when bullying occurs.

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

On a roll call of 7-0, the motion to adjourn was approved at 7:39 p.m.

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

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L. Report of the Standing Committee  
Clerk  
(March 7, 2022)

S.C. MEETING: 3-16-23

ITEM:

The Standing Committee on Governance and Employee Issues met virtually on February 28, 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Minutes from Governance and Employee Issues

RECOMMENDATION OF MAKER:

Accept & File

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs

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

The Standing Committee on GOVERNANCE AND EMPLOYEE ISSUES met on February 28, 2023, virtually. The meeting was called to order at 5:32 p.m. There were present: Member Johnson, Vice-Chair McCullough, Chair Clancey. There were also present Superintendent Dr. Monárrez, Assistant Superintendent Dr. Morse, and Acting Chief Human Resource Officer Dr. Kue.

gb 3-36 Petition

(January 5, 2023)

To consider approval of a request to donate sick days for a para educator at Norrback Avenue School.

Melinda Martin spoke on behalf of a para educator at Norrback, who is taking care of their ill spouse and in need of additional sick days. Chair Clancey requested clarification from Administration on the verbiage for using family sick time. Dr. Kue clarified that under the Instructional Assistant contract, the para educator may use up to a maximum of 10 days to take care of a spouse, child, or parent.

Chair Clancey motioned to approve the use of 10 donated sick days for the purpose of the individual caring for their spouse.

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

Chair Clancey motioned to cover any sick days that occur before the meeting is approved at the next School Committee meeting on 3/16/2023.

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

gb 2-175 Clancey

(May 25, 2022)

Request that the Administration review and update the Dress Code Policy, if necessary and the policy under Student Lockers regarding backpacks made of a mesh or transparent material.

Alannah Coughlin, a WPS student, spoke about the dress code and requested that the policy be more relaxed in order to allow students to feel comfortable with what they are wearing. She also mentioned that some schools, like hers, get very hot in the summertime and that she hopes that is considered.

Member McCullough motioned to move the section on head coverings to a bullet point instead of its own section in the policy. Member Johnson asked the Administration about the hooded sweatshirts being worn with the hood up. Administration responded with the information that Administration/Educators were split on whether the policy would allow students to wear their hoods up, so the policy was written to compromise and allow the hoods to be up provided that the student has their face visible.

On a roll call of 3-0, the motion to refer the item to the full committee as amended was approved.

ROS 3-1.2 Administration  
(January 5, 2023)

FROM HERE, ANYWHERE... TOGETHER: The Path to a Refined Strategic Plan  
To approve the Superintendent's Strategic Plan/Goals.

Mr. Allen outlined the key groups/stakeholders, set the goal of having a timeline and plan in place by the end of the school year, and introduced the Hanover Research team that will help facilitate the Strategic Plan. The Hanover Research team provided an introduction to themselves, their research abilities, and their methodological approach.

Chair Clancey motioned to send this portion of the report to the full committee and to hold the item for additional information.

On a roll call of 3-0, the motions were approved collectively.

On a roll call of 3-0, the motion to adjourn was approved at 6:11 p.m.

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

O. General Business  
Clancey  
(March 1, 2022)

ITEM: gb 3-79  
S.C. MEETING: 3-16-23

ITEM:

To request administration to provide an update on student chrome books across the district.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Administration

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs

O. General Business  
Clancey  
(March 1, 2022)

ITEM: gb 3-80  
S.C. MEETING: 3-16-23

ITEM:

To consider approval of the proposed 2022-2024 Student Handbook of the Worcester Public Schools.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance & Employee Issues

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs



O. General Business  
Administration  
(March 6, 2022)

ITEM: gb 3-81  
S.C. MEETING: 3-16-23

ITEM:

To consider an update to the district policy on CORI screening for volunteers that is outlined in the WPS Student Handbook.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance & Employee Issues

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs

### **Application Process**

All school volunteers must fill out a volunteer application which can be obtained at the school or on the WPS website. This applies to any individual who volunteers in school property or for school activities, including field trips. All volunteers must go through a screening process prior to beginning service. This includes the CORI process.

### **Screening Process**

The Commonwealth of Massachusetts has mandated that all school volunteers must complete the CORI (Criminal Offender Record Information) screening process. This process must be completed before the volunteer begins in any school or program. As the CORI check can take several weeks, all volunteers are encouraged to complete the CORI form as soon as possible. Please be aware that CORI checks expire every three years and need to be resubmitted to the Human Resources Office.

**Worcester Public School CORI expectations (DRAFT below). Revised with legal input from our civil rights attorney.**

Worcester Public Schools welcome school volunteers and seek to create a culture where all are welcome in support of our students. To ensure the continued safety of all students, volunteers must go through a screening process prior to volunteering. This screening process includes obtaining a CORI (Criminal Offender Record Information) check whenever there is direct and unmonitored contact with children. "Direct and unmonitored contact with children", it means contact with a child when no other CORI-cleared employee of the school or district is present. Furthermore, even volunteers that will not have direct and unmonitored contact with children are required to have a CORI check.

The District will consider the following factors in determining whether an applicant to be a volunteer with a criminal record is suitable to volunteer in the Worcester Public Schools. The factors considered include:

- (i) Nature of the conviction (e.g. felony, misdemeanor)
- (ii) Time since the conviction;
- (iii) Age of the candidate at the time of the offense;
- (iv) Seriousness and specific circumstances of the offense;
- (v) Number of offenses;
- (vi) Whether the applicant has any pending criminal charges
- (vii) Any relevant evidence of rehabilitation or lack thereof; (i) Any other relevant information, including information submitted by the candidate or requested by the hiring author.
- (viii) Any other information presented by the applicant.

If an individual with a criminal record is deemed suitable to be a volunteer-based on consideration of the above factors, they will be supervised by a CORI-cleared employee of the District.

The Superintendent or designee's determination of whether the individual is suitable based on the CORI review is final.

Worcester Public Schools requires all volunteers to obtain a CORI check which is available at all school sites as well as on our website: <https://worcesterschools.org/wp-content/uploads/2022/03/WPS-CORI-Form.pdf>

O. General Business  
Administration  
(March 6, 2022)

ITEM: gb 3-82  
S.C. MEETING: 3-16-23

ITEM:

To consider approval of the following courses:

- Advanced Placement (AP) Precalculus
- Advanced Placement (AP) Comparative Government
- Elementary Chorus
- Elementary Concert Band
- Elementary String Orchestra
- Information Technology Essentials I
- Information Technology Essentials II & Internship
- Introduction to Emergency Medical Technician I
- Introduction to Emergency Medical Technician II
- Portuguese 1 - Part 1
- Statistics & Data Science: A Modeling Approach
- U.S. Government and Civics

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

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

RECOMMENDATION OF THE ADMINISTRATION:

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Advanced Placement (AP) Comparative Government & Politics**

Required Prerequisite Courses (if applicable)

**none**

Proposed Course Level(s)

**Advanced (A.P.)**

Proposed Credit (HS only)

**1.0 (full year)**

Include in GPA Calculation?

**Yes**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Social Studies**

Proposed Course Description

**AP Comparative Government and Politics is an introductory college-level course in comparative overnment and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.**

Massachusetts Standards Addressed

- **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
- **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
- **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
- **Draw evidence from literary or informational texts to support analysis, reflection, and research.**
- **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

How does this course support college and career readiness?

**Advanced Placement courses expose students to rigor and enrichment of college-level curriculum while they are in high school and afford them the**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

**opportunity to earn college credit based on their scores on the external end-of-course examination.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Advanced Placement (AP) Precalculus**

Required Prerequisite Courses (if applicable)

**Algebra 2 Honors**

Proposed Course Level(s)

**Advanced (A.P.)**

Proposed Credit (HS only)

**1.0 (full year)**

Include in GPA Calculation?

**Yes**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Mathematics**

Proposed Course Description

**AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.**

Massachusetts Standards Addressed

**This course fully aligns with the MA Mathematics framework.**

How does this course support college and career readiness?

**Advanced Placement courses expose students to rigor and enrichment of college-level curriculum while they are in high school and afford them the opportunity to earn college credit based on their scores on the external end-of-course examination.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Elementary Chorus**

Required Prerequisite Courses (if applicable)

**None**

Proposed Course Level(s)

**Elementary level course**

Proposed Credit (HS only)

**Elementary level course**

Include in GPA Calculation?

**No**

Include in Honor Roll Determination?

**No**

Proposed Course Department

**Art & Music**

Proposed Course Description

**Elementary Chorus is an elective for students in grades K-6 that focuses on developing vocal and ensemble skills for young performers. Students will expand their technical and expressive vocal skills while developing the ability to collaborate and communicate effectively. Students will be expected to perform for school functions and other events.**

Massachusetts Standards Addressed

**Novice Solo and Ensemble Standards- MA 2019 Arts Curriculum Frameworks**

How does this course support college and career readiness?

**This course focuses on the performing strand of the arts standards, analyzing and interpreting, performing accurately and expressively and conveying meaning.**



Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Elementary Concert Band**

Required Prerequisite Courses (if applicable)

**Students should have one year of instrumental lessons**

Proposed Course Level(s)

**Elementary level course**

Proposed Credit (HS only)

**Elementary level course**

Include in GPA Calculation?

**No**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Art & Music**

Proposed Course Description

**Elementary Concert Band is an elective for students in grades K-6 that focuses on developing instrumental and ensemble skills for young performers. Students will expand their technical and expressive skills while developing the ability to collaborate and communicate effectively. Students will be expected to perform for school functions and other events.**

Massachusetts Standards Addressed

**Arts Frameworks Novice Level Solo and Ensemble Standards**

How does this course support college and career readiness?

**This course develops collaboration and communication skills while challenging students to increase their own playing proficiency and performance practice.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Elementary String Orchestra**

Required Prerequisite Courses (if applicable)

**One year of instrumental lessons in violin, viola, cello or bass.**

Proposed Course Level(s)

**Elementary level course**

Proposed Credit (HS only)

**Elementary level course**

Include in GPA Calculation?

**No**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Art & Music**

Proposed Course Description

**Elementary String Orchestra is an elective for students in grades 4-6 that focuses on developing instrumental and ensemble skills for young performers. Students will expand their technical and expressive skills while developing the ability to collaborate and communicate effectively. Students will be expected to perform for school functions and other events.**

Massachusetts Standards Addressed

**MA Arts standards Novice Solo and Ensemble Standards**

How does this course support college and career readiness?

**Students will develop new skills in communication and collaboration while improving their technical and expressive expertise on their instrument.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

---

**Information Technology Essentials I**

Required Prerequisite Courses (if applicable)

---

**N/A**

Proposed Course Level(s)

---

**Honors**

Proposed Credit (HS only)

---

**0.5 (one semester)**

Include in GPA Calculation?

---

**Yes**

Include in Honor Roll Determination?

---

**Yes**

Proposed Course Department

---

**Career Technology (Non 74)**

Proposed Course Description

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**Students will be able to independently use their learning to: (1) understand how the binary system works, (2) assemble a computer from scratch. (3) choose and install an operating system on a computer, (4) understand what the Internet is, how it works, and the impact it has in the modern world, (5) learn how applications are created and how they work under the hood of a computer, (6) utilize common problem-solving methodologies and soft skills in an Information Technology setting.**

Massachusetts Standards Addressed

---

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

- 1. Use a development process in creating a computational artifact that leads to a minimum viable product and includes reflection, analysis, and iteration (e.g., a data-set analysis program for a science and engineering fair, capstone project that includes a program, term research project based on program data).**
- 2. Decompose a problem by defining functions, which accept parameters and produce return values.**
- 3. Select the appropriate data structure to represent information for a given problem (e.g., records, arrays, lists).**
- 4. Analyze trade-offs among multiple approaches to solve a given problem (e.g., space/time, performance, maintainability, correctness, elegance).**
- 5. Use appropriate looping structures in programs (e.g., FOR, WHILE, RECURSION).**
- 6. Use appropriate conditional structures in programs (e.g., IF-THEN, IF-THEN-ELSE, SWITCH).**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

- 7. Use a programming language or tool feature correctly to enforce operator precedence.**
- 8. Use global and local scope appropriately in program design (e.g., for variables)**

How does this course support college and career readiness?

**IT Essentials is a career and college readiness sequence with the goal of teaching students the academic skill necessary to be successful in Information Technology ("IT"). Students then internship at local IT businesses to apply their academic knowledge in a practical way. This will allow students to build and develop their resumes and college applications to stand apart from their peers in a positive way.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Information Technology Essentials II & Internship**

Required Prerequisite Courses (if applicable)

**Information Technology Essentials I**

Proposed Course Level(s)

**Honors**

Proposed Credit (HS only)

**1.0 (full year)**

Include in GPA Calculation?

**Yes**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Career Technology (Non 74)**

Proposed Course Description

**Students will be able to independently use their learning to: (1) navigate the Windows and Linux filesystems using a graphical user interface and command line interpreter, (2) set up users, groups, and permissions for account access, (3) install, configure, and remove software on the Windows and Linux operating systems, (3) configure disk partitions and filesystems, (4) understand how system processes work and how to manage them, (5) work with system logs and remote connection tools, (6) utilize operating system knowledge to troubleshoot common issues in an IT Support Specialist role.**

Massachusetts Standards Addressed

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

- 1. Use a development process in creating a computational artifact that leads to a minimum viable product and includes reflection, analysis, and iteration (e.g., a data-set analysis program for a science and engineering fair, capstone project that includes a program, term research project based on program data).**
- 2. Decompose a problem by defining functions, which accept parameters and produce return values.**
- 3. Select the appropriate data structure to represent information for a given problem (e.g., records, arrays, lists).**
- 4. Analyze trade-offs among multiple approaches to solve a given problem (e.g., space/time, performance, maintainability, correctness, elegance).**
- 5. Use appropriate looping structures in programs (e.g., FOR, WHILE, RECURSION).**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

- 6. Use appropriate conditional structures in programs (e.g., IF-THEN, IF-THEN-ELSE, SWITCH).**
- 7. Use a programming language or tool feature correctly to enforce operator precedence.**
- 8. Use global and local scope appropriately in program design (e.g., for variables)**

How does this course support college and career readiness?

**IT Essentials is a career and college readiness sequence with the goal of teaching students the academic skill necessary to be successful in Information Technology ("IT"). Students then intern at local IT businesses to apply their academic knowledge in a practical way. This will allow students to build and develop their resumes and college applications to stand apart from their peers in a positive way.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Introduction to Emergency Medical Technician I**

Required Prerequisite Courses (if applicable)

**N/A**

Proposed Course Level(s)

**Honors**

Proposed Credit (HS only)

**0.5 (one semester)**

Include in GPA Calculation?

**Yes**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Career Technology (Non 74)**

Proposed Course Description

**This unit provides an introduction to Emergency Medical Technicians. It focuses on why EMTs are an integral part in the healthcare system. Students will be able to independently use their learning to: (1) Discuss the historical background of the development of the EMS System, (2) Examine career paths for EMT employment, (3) Define the roles of the First Responder, EMT-Basic, EMT-Intermediate and EMT-Paramedic. (4) Review criteria for required standards of an EMT position. (5) Discuss the professional attributes/characteristics required at the EMT-Basic level. (6) Understand the impact of the Health Insurance Portability and Accountability Act (HIPAA) on patient privacy. (7) Explore equipment found on an ambulance and analyze the functions of each. (8) Recognize the importance of understanding when and how to use acronyms and interpret medical acronyms and abbreviations and accurately apply to documentation. (9) Improve fitness levels and work as a member of a cohesive unit/team.**

Massachusetts Standards Addressed

**This course aligns with standards in the MA Vocational Technical Education Framework for the Health Service Occupational Cluster, Medical Assisting (VMED)**

How does this course support college and career readiness?

**An EMT career is a life-saving profession that is also high-pressure, fast-paced, and challenging. However, it's also known to be one of the more fulfilling careers in healthcare. It's a great starting point for building a career in the medical industry. Studying to be an EMT and learning the necessary skills to truly make a difference in the lives of others is a highly rewarding career option in itself.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Introduction to Emergency Medical Technician II & Internship**

Required Prerequisite Courses (if applicable)

**Introduction to Emergency Medical Technician I**

Proposed Course Level(s)

**Honors**

Proposed Credit (HS only)

**1.0 (full year)**

Include in GPA Calculation?

**Yes**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**Career Technology (Non 74)**

Proposed Course Description

**This unit provides an introduction to EMS Operations and Lifting and Moving Patients. Students will understand the importance of EMS Operations in different healthcare facilities. The unit will also cover proper ergonomics when EMT safety when lifting and moving patients. Students will be able to independently use their learning to apply knowledge of operational roles and responsibilities to ensure patient, public, and personnel safety.**

Massachusetts Standards Addressed

**This course aligns with standards in the MA Vocational Technical Education Framework for the Health Service Occupational Cluster, Medical Assisting (VMED)**

How does this course support college and career readiness?

**An EMT career is a life-saving profession that is also high-pressure, fast-paced, and challenging. However, it's also known to be one of the more fulfilling careers in healthcare. It's a great starting point for building a career in the medical industry. Studying to be an EMT and learning the necessary skills to truly make a difference in the lives of others is a highly rewarding career option in itself**



Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title

**Portuguese I - Part 1**

Required Prerequisite Courses (if applicable)

**none**

Proposed Course Level(s)

**Honors**

**Language level 1 part 1 and part 2 in middle school converts to 1 HS credit for languages**

Proposed Credit (HS only)

**Successful completion of World**

**Language level 1 part 1 and part 2 in middle school converts to 1 HS credit for languages**

Include in GPA Calculation?

**Yes**

Include in Honor Roll Determination?

**Yes**

Proposed Course Department

**World Languages**

Proposed Course Description

**Portuguese 1 Part 1: In this course students will begin developing interpretive, interpersonal and presentational skills in Portuguese within the novice to intermediate proficiency levels in order to communicate meaningfully in real-world situations. Students will also begin to explore the culture and customs of the Portuguese-speaking world and make connections and comparisons with their own.**

Massachusetts Standards Addressed

**MA World Language Frameworks (2021)**

How does this course support college and career readiness?

**Learning a new language or building proficiency in one's heritage language allows students to participate in multilingual communities at home and around the world while deepening their cultural competence.**

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title \_\_\_\_\_

**Statistics & Data Science: A Modeling Approach**

Required Prerequisite Courses (if applicable) \_\_\_\_\_

**AP Statistics**

Proposed Course Level(s) \_\_\_\_\_

**Honors**

Proposed Credit (HS only) \_\_\_\_\_

**1.0 (full year)**

Include in GPA Calculation? \_\_\_\_\_

**Yes**

Include in Honor Roll Determination? \_\_\_\_\_

**Yes**

Proposed Course Department \_\_\_\_\_

**Mathematics**

Proposed Course Description \_\_\_\_\_

**This course is an introduction to data visualization and descriptive statistics, and to the basics of statistical modeling (e.g., one-way ANOVA and simple regression). It is intended for use in either a stand-alone course in Statistics and Data Science or as the first of a two-course sequence.**

Massachusetts Standards Addressed \_\_\_\_\_

**This course goes beyond the scope of our K-12 state standards.**

How does this course support college and career readiness? \_\_\_\_\_

**Data analysis applies statistical analysis and technologies on mostly large data sets to find trends and solve problems. We are in the midst of the information age and data is a valuable commodity in our world. We would like interested students to be able to explore this field of study. There are various data analysis courses, where students can learn about one of the fastest growing fields in math and computer science. Many of the data analysis courses use R, a tool that uses Python to analyze large data sets. Many of the students we are trying to accommodate have also taken the most advanced computer science and statistics courses offered, AP Computer Science A and AP Statistics, respectively. A data analysis course would activate their prior knowledge as well as challenge and prepare them for future courses.**

O. General Business  
Administration  
(March 6, 2022)

ITEM: gb 3-83  
S.C. MEETING: 3-16-23

ITEM:

To consider a revision to the job description for the Chief Human Resources position.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance & Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

From Here, Anywhere....

*Together*



**WORCESTER**  
PUBLIC SCHOOLS

**JOB TITLE:** Chief Human Capital Officer

**REPORTS TO:** Superintendent of Schools

**LOCATION:**

Worcester Public Schools  
Worcester, Massachusetts

**POSITION PURPOSE:**

The Chief Human Capital Officer assists the Superintendent in establishing, articulating and supporting the district vision. The Chief Human Capital Officer works collaboratively and cooperatively with Worcester Public Schools' leadership team members to develop and facilitate forward the key strategies and educational goals of the district. The Chief Human Capital Officer provides visionary leadership to the Worcester Public Schools' Human Resources and Talent Management functions and optimizes the district's ability to recruit, retain and grow top talent and increase the diversity of the district's workforce. The Chief Human Capital Officer is committed to fostering equity, inclusion and belonging and acts as a team member in leading the district in becoming an inclusive school community through a shared vision, aligned goals and courageous conversations. The Chief Human Capital Officer fosters an environment to not only attract, retain, and motivate the district's talent force to promote student learning and achievement, but also to create a broad and balanced culture of celebration and performance accountability that positively influences student success. The Chief Human Capital Officer establishes, maintains and communicates efficient and aligned human resources procedures and structures that ensures a safe, supportive and responsive work environment. The Chief Human Capital Officer provides interdepartmental support and expertise, serving as an expert colleague on human resources matters and ensures compliance with local, state and federal requirements. The Chief Human Capital Officer assists the Superintendent in the development of strategic planning, policy development, and implementation of objectives that impacts and relates to the growth, health and safety of the work environment for all staff.



**MINIMUM QUALIFICATIONS:**

*KNOWLEDGE, SKILLS, AND ABILITIES*

- Knowledge of current and evolving federal, state and district requirements related to equity issues.
- Knowledge of contemporary diversity, equity, inclusion and multiculturalism concepts and issues, especially in public education
- Knowledge of culturally linguistically responsive teaching and education related practices, social justice and diversity as fundamental aspects of academic excellence
- Demonstrated ability to effectively work and communicate with students, parents, community representatives and school personnel from diverse cultures and/or backgrounds.
- Demonstrated ability as a professional development trainer with skills in group facilitation and the ability to deliver culturally linguistically responsive and related equity training of school-based personnel.
- Ability to serve as an internal resource and consultant, working collaboratively with multiple stakeholders in a politically sensitive context and complicated by competing perspectives or interests.
- Knowledge of and ability to lead people through a change process.
- Ability to collect, analyze and use assessment and other school data
- 5 to 7 years of progressively responsible, professional experience in educational administration or any equivalent combination of training and experience that provides the required knowledge, skills and abilities.
- Fluent speaker and writer of a second language, Spanish or Portuguese preferred.

*EDUCATION AND EXPERIENCE:*

*Required:*

- Master's Degree in education, public administration or related field.
- MA DESE Administrator license
- Seven years of increasing responsible experience in a PreK-12 school setting, including three years of school district or site level management experience.
- Deep knowledge and understanding of teaching and learning pedagogy through an equity and inclusion lens.
- Proven success working collaboratively in educational leadership
- Proven experience in supervising and managing multiple departments and programs



- Principal experience, 3 year minimum

*Preferred:*

- Doctorate degree in Education or related field
- Experience in urban education
- 10 years experience in school administration including knowledge of academic and accountability testing
- 3 years of a senior level leadership in a school district, school, or organization, with experience establishing systems in schools and/or management experience in education strategy development and implementation
- Strong problem solving and mediation abilities
- Able to successfully navigate within varying degrees of ambiguity in a fast-paced environment
- Ability to create and maintain strong community collaborations
- Excellent verbal and written communication skills
- Demonstrated leadership qualities, interpersonal skills and personal characteristics necessary for working effectively with a variety of groups and community based organizations, leaders, advocates, teachers, principals, and others
- Ability to manage multiple streams of work in a fast-paced, high-pressure setting
- Demonstrated ability to make/effect change in a large institution
- An understanding of and commitment to gain greater understanding of what is necessary for an urban school system to enjoy continuous improvement in an increasingly complex and competitive environment.
- A deeply held and unyielding belief in the overarching mission of public education.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

**Technical and Professional Knowledge:**

- Develops, implements, and reviews as needed, comprehensive compensation and benefits plans that are competitive and cost-effective.
- Provide overall leadership, expertise and guidance in areas of talent acquisition, career development, succession planning, retention, training, leadership development, compensation and benefits.



- Strategize with technology colleagues and partners to ensure the successful implementation and operation of technology solutions governing talent acquisition platforms.
- Develop, recommend and promote the strategic planning of human resources and talent management best practices and the development of measures of achievement and effectiveness.
- Develop, monitor and manage annual operating budgets for the department; establish and monitor cost containment initiatives throughout the department
- without sacrificing quality or service levels; oversee on-going analysis of budget expenditures and resource allocations.
- Prepares staffing reports required by local, state, and federal agencies having jurisdiction over fair labor practices.
- Provides training and technical support to district and school leaders that ensures fair labor practices as it relates to school district employees.
- Directs and analyzes studies of the careers in education, short and long-term labor conditions and their impact on the Worcester Public School System's policies and practices.
- Actively engages as a leader in collective bargaining for all units.
- Ensures the administration of collective bargaining agreements.

**Responsibilities:**

*Team Leadership*

- Provides direction, leadership, vision, and strategic planning to advance the mission of the programs of the Office of Human Capital
- Develops and implements a strategic plan for: recruiting and hiring, increasing the diversity of the workforce, implementing performance evaluation regulations, providing professional learning for educators in alignment with the Chief Human Capital Officer's vision, providing analytics and monitoring to inform projects teams, improving efficiency and customer service of the OHC, ensuring strong human resources practices, and ensuring that schools are able to staff strategically to have an effective teacher in every classroom.
- Leads complex human capital management issues, including matters related to policies and long-range plans for the following human capital programs: staffing, workforce diversity, recruitment, labor and employee relations, performance



management, classification, compensation and benefits, information management systems, data analytics

- Directs the formulation and recommendation of policies and the development of practical and innovative solutions to human capital problems to advance the Worcester Public Schools' mission and strategic vision
- Analyzes research, as well as best practices of school districts and other industries, to make evidence-driven recommendations to advance policy objectives
- Ensures budget aligns with core work and strategic priorities
- Sets expectations and general professional development for direct reports and team leads on leadership and leading teams. Includes ensuring processes for getting and giving feedback and ensuring the building and maintaining of a strong office culture.
- Examines institutional practices and potential barriers to employee recruitment/hiring/retention that promote and align with the WPS mission and vision.
- Actively leads all recruitment and retention efforts of a diverse faculty and staff, promoting avenues for increased access and inclusion through adequate professional development and training.
- Performs such other tasks and responsibilities as may be assigned by the Superintendent

*Works with the executive team and department heads*

- Serves as a member of the Superintendent's Cabinet.
- Works in collaboration with WPS executive leadership, and other district departments and offices to implement activities as they relate to the implementation of the division and districts strategic plans
- Works with Cabinet members and department heads to bridges silos in the organization and facilitates smooth and coordinated cross-functional work
- Works with school Executive Directors to ensure strong human capital practices in regards to principals (evaluation, compensation, support, etc.)
- Advises the Superintendent on all matters related to district human capital needs
- Directly work in partnership with the Deputy Superintendent and under the guidance, to executive the strategic work plans of the Superintendent's Cabinet, which include Division Chiefs, Assistant Superintendent, and other staff, as appropriate



**From Here, Anywhere....**

*Together*



**WORCESTER**  
PUBLIC SCHOOLS

*Manages relations with external audiences and partners*

- Presents on budget and other human capital topics to School Committee when asked
- Represents the human capital related work of the district to personnel at City Hall
- Collaborates regularly with the EAW and other unions, and participates in and leads negotiations as appropriate
- Answers inquiries, in partnership with the media relations team, from the media
- Maintains strong relationships with philanthropic donors and community advocacy groups as they relate to human capital matters.
- Ensure adherence to procedures for effective external and internal communication between and among the School Committee, district staff, media, community members, other governmental organizations, and the public

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale.

O. General Business  
Administration  
(March 6, 2022)

ITEM: gb 3-84  
S.C. MEETING: 3-16-23

ITEM:

To consider a revision to the job description for the Chief Diversity Officer position.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance & Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:



**JOB TITLE:** Chief Equity Officer (CEqO)

**REPORTS TO:** Superintendent of Schools

**LOCATION:**

Worcester Public Schools  
Worcester, Massachusetts

**POSITION PURPOSE:**

Under the supervision of the Superintendent, this position is responsible for developing and implementing short and long range equity goals that support the district's strategic plan, mission and vision while specifically promoting a climate of equity and inclusion for all. This position develops and monitors institutional policies, practices and programs that create a climate of inclusion and belonging that respects, values and responds to the diversity of students, staff, parents, and the community. The Chief Equity Officer will lead the District's efforts and sustain a culture of equity, inclusion and belonging for all students by narrowing the gaps between the highest and lowest performing students, and eliminating the racial disproportionality between students groups that occupy the highest and lowest achievement categories; plan, organize, and direct initiatives related to diversity, equity and outreach; provide leadership to increase effectiveness in promoting equity and inclusion district-wide; developing, implementing and monitoring the district's equity framework.

**MINIMUM QUALIFICATIONS:**

*KNOWLEDGE, SKILLS, AND ABILITIES*

- Knowledge of current and evolving federal, state and district requirements related to equity issues.
- Knowledge of contemporary diversity, equity, inclusion and multiculturalism concepts and issues, especially in public education
- Knowledge of culturally linguistically responsive teaching and education related practices, social justice and diversity as fundamental aspects of academic excellence
- Demonstrated ability to effectively work and communicate with students, parents, community representatives and school personnel from diverse cultures



- and/or backgrounds.
- Demonstrated ability as a professional development trainer with skills in group facilitation and the ability to deliver culturally linguistically responsive and related equity training of school-based personnel.
- Ability to serve as an internal resource and consultant, working collaboratively with multiple stakeholders in a politically sensitive context and complicated by competing perspectives or interests.
- Knowledge of and ability to lead people through a change process.
- Ability to collect, analyze and use assessment and other school data
- 5 to 7 years of progressively responsible, professional experience in educational administration or any equivalent combination of training and experience that provides the required knowledge, skills and abilities.
- Fluent speaker and writer of a second language, Spanish or Portuguese preferred.

*EDUCATION AND EXPERIENCE:*

- Master's Degree in education, public administration or related field.
- MA DESE Administrator license
- Seven years of increasing responsible experience in a PreK-12 school setting, including three years of school district or site level management experience.
- Deep knowledge and understanding of teaching and learning pedagogy through an equity and inclusion lens.
- Proven success working collaboratively in educational leadership
- Proven experience in supervising and managing multiple departments and programs

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

1. Consult and facilitate development, implementation and monitoring of a District Equity Policy Framework specifically on student achievement matters and related equity professional development
2. Lead Equity Task Force and other parent/community components of the District Equity Framework.
3. Provides leadership for the implementation of the equity Framework including regular reports on progress toward goals.
4. Provide coordination, consultation and assistance to the superintendent and the cabinet on equity and diversity matters related to students, staff, and parents.
5. Serve as an internal consultant to the Superintendent, Cabinet, District Supervisors and Principals regarding organizational development, including philosophy and goals, service standards, job performance and productivity standards and special program development and implementation



6. Promote supportive and culturally linguistically responsive learning environments that foster academic achievement of all students.
7. Develop, organize and implement professional development opportunities for district, building, and program staff with an emphasis on equity, inclusion and belonging practices.
8. Collaborate with district administrators to develop, lead, and implement a systematic process that identifies and addresses inequalities and other experience that create barriers to student engagement and achievement.
9. Promote and implement district and site-based approaches to community access and engagement.
10. Develop and implement systems and procedures to address the needs of culturally and linguistically-diverse students, parents, and families.
11. Utilize relevant data resources to track and analyze diversity, equity and outreach strategies within the district and community.
12. Implement review, and comply with federal and state laws and district policies (Title IX Coordinator).
13. Ability to collect, analyze and use assessment, personnel, student, and other data
14. Perform additional duties as assigned by the Superintendent.
15. Develop and monitor a regular monthly report of data related to measuring the effectiveness of climate, culture, social emotional learning, multi-tiered system of supports, attendance, and discipline.
16. Creates comprehensive and ongoing training and professional development opportunities across all WPS populations that deepen community awareness, understanding, and respect for diversity, equity and inclusion.
17. Promotes the ongoing improvement and sustained success of institutional diversity, equity and inclusion goals by using data-driven metrics to identify methods of accountability and evaluate campus climate.
18. Measure the effectiveness of diversity initiatives and lead cross-district discussions which support students, faculty, and staff in advancing the diversity, equity and inclusion agenda.
19. Provides leadership and assessment of professional development opportunities for administrators, faculty, and staff in key areas related to diversity and inclusion and works collaboratively with the district associations to ensure that diversity and inclusion are reflected in the evaluation processes.
20. Provides resources and expertise on access and equity, including knowledge of nondiscrimination laws, regulations, and policies and procedures for effectively responding to bias incidents.
21. Provides oversight and investigation of all biased based and Title IX reporting, including but not limited to bullying.
22. Serves as the Title IX Coordinator for the District.

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale.

O. General Business  
Administration  
(March 6, 2022)

ITEM: gb 3-85  
S.C. MEETING: 3-16-23

ITEM:

To consider a revision to the job description for the Director of School Safety position.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance & Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

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**WORCESTER**  
PUBLIC SCHOOLS

**JOB TITLE:** Director of School Safety

**REPORTS TO:** DEPUTY SUPERINTENDENT, CHIEF OPERATING OFFICER & CHIEF FINANCIAL OFFICER

**LOCATION:**

Worcester Public Schools  
Worcester, Massachusetts

**POSITION PURPOSE:**

Under the direction and supervision of the Deputy Superintendent of Schools, the Director of School Safety's primary responsibility is to oversee and maintain a safe and secure learning environment for all students, staff, and visitors. The Director of School Safety will accomplish this through a robust and thorough approach to school safety by researching, developing, and implementing district wide emergency response plans for all sites. The Director of School Safety will also provide ongoing training and education to all staff to be prepared for all emergency situations. This will be achieved through creating a collaborative culture with all school leaders, members of the community, as well as law enforcement. The Director of School Safety must possess a high level of communication skills as well as a laser focus on understanding and managing crisis at all levels. The Director of School Safety will also be expected to be an integral part of the district leadership team. To be successful in this role, you must possess excellent communication and leadership skills, be able to remain calm and level-headed in crisis situations, and be knowledgeable about safety and security protocols and technology. Additionally, you may be required to have experience in law enforcement, emergency management, or a related field.

**MINIMUM QUALIFICATIONS:**

***KNOWLEDGE, SKILLS, AND ABILITIES***

- Developing and implementing safety and emergency response plans: You will create and manage safety plans for different scenarios, including natural disasters, active shooters, and other emergencies.
- Conducting safety assessments: You will conduct safety assessments and audits of school facilities, identifying potential safety hazards and developing solutions to mitigate them.

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**WORCESTER**  
PUBLIC SCHOOLS

- Training and education: You will develop and conduct training programs for school staff and students on safety protocols and emergency response procedures.
- Collaborating with law enforcement: You will collaborate with local law enforcement agencies to establish safety and security protocols, build relationships with officers, and facilitate effective communication during emergencies.
- Implementing safety technology: You will research and implement safety technology, such as security cameras, metal detectors, and keyless entry systems, to improve safety and security in the school.
- Communicating with stakeholders: You will communicate regularly with school administrators, parents, and students to keep them informed about safety and security issues and updates.
- Managing crisis situations: You will take charge of crisis situations, including communicating with law enforcement, ensuring student and staff safety, and coordinating response efforts.
- Analyzing data: You will analyze safety and security data to identify trends and areas for improvement, and develop strategies to enhance safety and security in the school.

*EDUCATION AND EXPERIENCE:*

**REQUIRED QUALIFICATIONS:**

- Minimum of Bachelor's degree in criminal justice, education, safety management, or a related human services field.
- Five years of demonstrated successful experience in relevant work experience, ideally in a similar role, such as law enforcement, safety management, or school security administration.
- Demonstrated experience in school safety development and project management

**PREFERRED QUALIFICATIONS:**

- Master's Degree in criminal justice, education, safety management, or a related human services field.
- Demonstrated experience in working in a school setting



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**WORCESTER**  
PUBLIC SCHOOLS

- ICS and NIMS certifications
- American Society for Industrial Security board certification
- Demonstrated experience in staff development programs.
- Demonstrated subject matter competency in the field of school safety.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Respond, support, and serve as advisor to emergency calls 24/7 throughout the District.
- Establish and maintain positive professional relations with all members of the WPS community.
- Work collaboratively with all school sites and school leaders to maximize effectiveness of safety through drills, exercises, reflectiveness, and ongoing professional development and skills development
- Develop and implement Emergency Response Planning, including the development of procedures and protocols, which may include but is not limited to lockdown and evacuation procedures.
- Assist in preparation of emergency management and contingency planning and conduct safety and security training for students, faculty and staff.
- Provide education on preventive measures related to school and community safety.
- Evaluate and make recommendations for revisions on current procedures and practices relative to security and safety and suggest alternative methods for security operation improvement.
- Perform ongoing audits of security related performance and conduct physical surveys of lighting, security cameras, emergency communication system, including security equipment condition, mobile radios, cell phones, etc. Review and order supplies and equipment as needed.
- Develop annual budgets related to school safety equipment and training.
- Work as part of the leadership team to evaluate ongoing safety needs for all sites, staff, and students.
- Support local police, fire, and emergency management programs and personnel.
- Other duties as assigned by the Deputy Superintendent

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale.

O. General Business  
Mailman  
(March 6, 2022)

ITEM: gb 3-86  
S.C. MEETING: 3-16-23

ITEM:

To consider endorsing Massachusetts Legislative House Docket No. 485 and Senate Docket No. 1697, an Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To send a letter of endorsement.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

**HOUSE . . . . . No.**

**The Commonwealth of Massachusetts**

PRESENTED BY:

***Frank A. Moran and Adam Scanlon***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to Improve access, opportunity, and capacity in Massachusetts vocational-technical education.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Frank A. Moran</i>	<i>17th Essex</i>	<i>1/13/2023</i>
<i>Adam Scanlon</i>	<i>14th Bristol</i>	<i>1/13/2023</i>
<i>Marcus S. Vaughn</i>	<i>9th Norfolk</i>	<i>1/24/2023</i>
<i>William M. Straus</i>	<i>10th Bristol</i>	<i>1/25/2023</i>
<i>Michelle L. Ciccolo</i>	<i>15th Middlesex</i>	<i>1/25/2023</i>
<i>Steven Owens</i>	<i>29th Middlesex</i>	<i>1/25/2023</i>
<i>Lindsay N. Sabadosa</i>	<i>1st Hampshire</i>	<i>1/27/2023</i>
<i>David F. DeCoste</i>	<i>5th Plymouth</i>	<i>1/27/2023</i>
<i>Kay Khan</i>	<i>11th Middlesex</i>	<i>1/27/2023</i>
<i>Susannah M. Whipps</i>	<i>2nd Franklin</i>	<i>1/27/2023</i>
<i>James K. Hawkins</i>	<i>2nd Bristol</i>	<i>1/27/2023</i>
<i>Carol A. Doherty</i>	<i>3rd Bristol</i>	<i>1/31/2023</i>
<i>Christopher Hendricks</i>	<i>11th Bristol</i>	<i>1/31/2023</i>
<i>Susan Williams Gifford</i>	<i>2nd Plymouth</i>	<i>2/1/2023</i>
<i>Steven S. Howitt</i>	<i>4th Bristol</i>	<i>2/1/2023</i>
<i>John Barrett, III</i>	<i>1st Berkshire</i>	<i>2/1/2023</i>
<i>Tackey Chan</i>	<i>2nd Norfolk</i>	<i>2/2/2023</i>

<i>Samantha Montaño</i>	<i>15th Suffolk</i>	<i>2/2/2023</i>
<i>Antonio F. D. Cabral</i>	<i>13th Bristol</i>	<i>2/2/2023</i>
<i>Andres X. Vargas</i>	<i>3rd Essex</i>	<i>2/2/2023</i>
<i>Daniel M. Donahue</i>	<i>16th Worcester</i>	<i>2/6/2023</i>
<i>Alan Silvia</i>	<i>7th Bristol</i>	<i>2/6/2023</i>
<i>Todd M. Smola</i>	<i>1st Hampden</i>	<i>2/6/2023</i>
<i>James J. O'Day</i>	<i>14th Worcester</i>	<i>2/6/2023</i>
<i>Jon Santiago</i>	<i>9th Suffolk</i>	<i>2/6/2023</i>
<i>Paul McMurtry</i>	<i>11th Norfolk</i>	<i>2/8/2023</i>
<i>Patricia A. Duffy</i>	<i>5th Hampden</i>	<i>2/8/2023</i>
<i>Natalie M. Blais</i>	<i>1st Franklin</i>	<i>2/8/2023</i>
<i>Estela A. Reyes</i>	<i>4th Essex</i>	<i>2/8/2023</i>
<i>Carmine Lawrence Gentile</i>	<i>13th Middlesex</i>	<i>2/8/2023</i>
<i>James C. Arena-DeRosa</i>	<i>8th Middlesex</i>	<i>2/9/2023</i>
<i>Hannah Kane</i>	<i>11th Worcester</i>	<i>2/9/2023</i>
<i>Rodney M. Elliott</i>	<i>16th Middlesex</i>	<i>2/9/2023</i>
<i>Margaret R. Scarsdale</i>	<i>1st Middlesex</i>	<i>2/9/2023</i>
<i>Patricia A. Haddad</i>	<i>5th Bristol</i>	<i>2/9/2023</i>
<i>Patrick Joseph Kearney</i>	<i>4th Plymouth</i>	<i>2/10/2023</i>
<i>F. Jay Barrows</i>	<i>1st Bristol</i>	<i>2/10/2023</i>
<i>Kate Donaghue</i>	<i>19th Worcester</i>	<i>2/14/2023</i>
<i>Patrick M. O'Connor</i>	<i>First Plymouth and Norfolk</i>	<i>2/15/2023</i>
<i>Kip A. Diggs</i>	<i>2nd Barnstable</i>	<i>2/17/2023</i>
<i>Josh S. Cutler</i>	<i>6th Plymouth</i>	<i>2/21/2023</i>
<i>Steven George Xiarhos</i>	<i>5th Barnstable</i>	<i>2/21/2023</i>
<i>Carlos González</i>	<i>10th Hampden</i>	<i>2/21/2023</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>2/22/2023</i>
<i>Brian W. Murray</i>	<i>10th Worcester</i>	<i>2/22/2023</i>
<i>Shirley B. Arriaga</i>	<i>8th Hampden</i>	<i>2/23/2023</i>
<i>Daniel Cahill</i>	<i>10th Essex</i>	<i>2/27/2023</i>
<i>Michael D. Brady</i>	<i>Second Plymouth and Norfolk</i>	<i>3/1/2023</i>
<i>Paul R. Feeney</i>	<i>Bristol and Norfolk</i>	<i>3/2/2023</i>
<i>James B. Eldridge</i>	<i>Middlesex and Worcester</i>	<i>3/6/2023</i>
<i>Kimberly N. Ferguson</i>	<i>1st Worcester</i>	<i>3/6/2023</i>

**HOUSE . . . . . No.**

[Pin Slip]

**The Commonwealth of Massachusetts**

**In the One Hundred and Ninety-Third General Court  
(2023-2024)**

An Act to Improve access, opportunity, and capacity in Massachusetts vocational-technical education.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1 SECTION 1. To create a new capital infrastructure and investment tool within the  
2 Massachusetts School Building Authority, established under section 1A of Chapter 70, to  
3 provide for a program of capital investments for vocational-technical education programs and  
4 regional vocational-technical schools, as defined in Chapter 74 of the General Laws, for  
5 investment in equitable access to public education and industry-relevant workforce and  
6 economic development infrastructure; to support greater access to vocational-technical education  
7 programs and regional vocational-technical schools as defined in Chapter 74; to fund  
8 replacement and renovation of school infrastructure to meet workforce demands of regional  
9 employers and increase equitable access for all students applying to Chapter 74 programs and  
10 schools; and to support the purchase of critical training equipment for the purposes of teaching  
11 and learning, the sums set forth in this section, for the purposes and subject to the conditions  
12 specified in this act, are hereby made available, subject to the laws regulating the disbursement  
13 of public funds, which sums shall be in addition to any other amounts previously appropriated

14 for these purposes; provided, that the amounts specified for a particular project may be adjusted  
15 in order to facilitate projects authorized in this act. For costs associated with initiatives, projects  
16 and expenditures to replace or make improvements to the quality, consistency, efficiency and  
17 delivery of any Chapter 74 program or regional school for the benefit of the public high school  
18 students in Chapter 74 programs and regional school districts and their preparation for post-  
19 secondary and career opportunities.

20 .....  
21 .....  
22 \$3,000,000,000

23 SECTION 2. Section 10 of Chapter 70B of the General Laws, as appearing in the 2020  
24 Official Edition, is hereby amended by adding the following new subsection:

25 (d) Notwithstanding any state law, state regulation or agency policy to the contrary, the  
26 authority shall be authorized and directed to add twenty (20) percentage points to the project  
27 reimbursement rates for regional vocational-technical high school and county, regional and  
28 independent agricultural high school construction so that reimbursement rates for such projects  
29 are not less than 75% nor more than 90% of the eligible costs. Further, the authority shall add  
30 five (5) percentage points to the reimbursement rate for any project that includes state-approved  
31 vocational-technical education programs as defined in Chapter 74 of the General Laws aligned  
32 with priorities specifically identified in the Regional Labor Market Blueprint for the region in  
33 which the school is located. However, additional percentage points shall not be awarded unless  
34 the school currently offers five (5) or more Chapter 74 programs. In no case shall the total  
35 reimbursement for a project exceed 90% of eligible costs.

36 Funds for this Section shall come from revenue generated by the Fair Share Amendment  
37 passed by voters in November of 2022 and which amended Article XLIV of the Massachusetts  
38 Constitution.

39 SECTION 3. Section 21C of Chapter 59 of the General Laws, as appearing in the 2020  
40 Official Edition, is hereby amended by adding after subsection (n) the following new  
41 subsection:- (o) The local appropriating authority may, by accepting this paragraph, provide that  
42 taxes may thereafter be assessed in excess of the amount otherwise allowed by this section,  
43 solely for payment, in whole or in part, of debt service charges incurred for the construction of a  
44 regional-vocational technical high school that the school board responsible for determining the  
45 debt service charges certifies were not in fiscal year two thousand and twenty-one paid by local  
46 taxes.

47 SECTION 4. Chapter 69 of the Massachusetts General Laws is hereby amended by  
48 adding the following section:-

49 Section 37. For the purposes of sections 38 through 42, inclusive, the following terms  
50 shall have the following meanings, unless the context clearly requires otherwise:-

51 “Office”, shall mean the office of vocational-technical education.

52 “District of residence”, shall mean the school district of the city or town where a student  
53 resides.

54 “School of residence”, shall mean the middle school or junior high school a student  
55 attends within their district of residence.

56 Section 38. (a) There is hereby established within the department of elementary and  
57 secondary education an office of vocational-technical education whose purpose is to develop and  
58 implement policies and promulgate regulations to promote, enhance, and expand vocational-  
59 technical education programs, as defined in Chapter 74 of the General Laws, in the  
60 commonwealth.

61 (b) The office shall:

62 (i) oversee all Chapter 74 approved programs and ensure compliance with M.G.L.  
63 Chapter 74 and related regulations;

64 (ii) establish a statewide marketing campaign to promote the success of vocational-  
65 technical education and careers in Massachusetts and to raise the level of awareness and  
66 understanding of such education among parents, students, businesses, labor unions, and the  
67 general public;

68 (iii) work to increase awareness of vocational-technical education and career  
69 opportunities among students in elementary schools, junior high schools, and middle schools;

70 (iv) ensure that schools offering Chapter 74 programs are provided reasonable access  
71 during the school day at schools of residence to meet with all students and distribute information  
72 about vocational-technical education and careers to said students, including English language  
73 learners, students with disabilities, students of color, and other student populations, to ensure that  
74 such information is provided equitably to all learners;

75 (v) ensure that schools offering Chapter 74 programs are given the opportunity during the  
76 school day to host middle school tours, with transportation costs paid by the school hosting the



77 tour, for all middle school students in member communities, including English language  
78 learners, students with disabilities, students of color, and other student populations to ensure that  
79 such opportunities are provided equitably to all learners; and further ensure that the school of  
80 residence may not count middle school student tours of vocational schools or programs during  
81 the school day as unexcused absences if the vocational school or program confirms the student's  
82 participation, and may not unreasonably withhold student access to tours of vocational schools  
83 and programs during the school day.

84

85 (vi) require that schools offering Chapter 74 programs are given the opportunity to  
86 provide middle and junior high school students with information about vocational-technical  
87 programs and careers through mail and email.

88 (vii) require all middle schools and junior high schools in member communities to  
89 establish and implement a Chapter 74 Access Policy, in accordance with state requirements  
90 promoting equitable access to Chapter 74 programs, outlining specific ways in which the middle  
91 schools will collaborate with regional vocational-technical high schools and agricultural high  
92 schools to:

93 provide staff members from Chapter 74 schools with direct school day access to all  
94 middle school students, to inform them about opportunities in vocational-technical and  
95 agricultural education and to distribute materials about such opportunities to them;

96 provide all middle school students an opportunity to tour, during regular middle school  
97 hours, the regional vocational-technical high school and/or county agricultural school of which

98 the middle school's city or town is a member, with the transportation costs of all such tours being  
99 borne by the school hosting the tours;

100 provide contact information for all seventh-grade and eighth-grade middle school  
101 students, including a student's name and mailing address, a student's personal email address, and  
102 the parent's/guardian's email address by October 15 of each school year;

103 (viii) establish, in addition to the minimum requirements outlined in the preceding  
104 subsections, such additional requirements for Chapter 74 Access Policies as the office deems  
105 reasonable and necessary to promote equitable access by all students to information about  
106 vocational-technical and agricultural education;

107 (ix) require all sending school districts which are members of a regional-vocational  
108 school district or whose community is located in the county or district of an agricultural high  
109 school to:

110 submit the Chapter 74 Access Policy annually to the office;

111 annually attest in writing that the Chapter 74 Access Policy is being implemented  
112 equitably and that all students are being provided with information, access, and tours in  
113 accordance with this section and with federal and state civil rights laws, regulations, and policies;

114 post the Chapter 74 Access Policy on its district website and provide written copies to  
115 students and parents, upon request;

116 (x) create a mechanism to enforce timely implementation of Chapter 74 Access Policies;

117 (xi) establish a system to ensure that students who live in communities that are not  
118 members of or affiliated with a regional vocational-technical high school district or agricultural

119 high school annually are provided with information about their high school options, including  
120 their option to seek an education in a vocational-technical or agricultural high school;

121 (xii) support the attainment of Industry Recognized Credentials in Chapter 74 programs;

122 (xiii) support the use of both longitudinal and pre- and post-student assessment as a  
123 means of obtaining meaningful data for curricular improvement. Data may be utilized for  
124 facilities improvement, equipment investments, mission success, and professional development;

125 (xiv) encourage and work to increase the use of articulation agreements with community  
126 colleges and public universities and other dual credit programs to allow vocational-technical  
127 students to earn credit leading to an associate's or bachelor's degree;

128 (xv) provide technical support to schools seeking to offer Chapter 74 programs that meet  
129 regional labor market demands and do not duplicate existing programs in the region;

130 (xvi) support the continuation of state grant programs that provide funding for equipment  
131 purchases and facility expansion; and

132 (xvii) support the continuation of demonstration programs that provide opportunities in  
133 vocational-technical education for students unable to secure a seat in an approved Chapter 74  
134 program due to lack of enrollment capacity.

135 SECTION 5. Section 3A of Chapter 70B of the General Laws, as appearing in the 2020  
136 Official Edition, is hereby amended by striking the number "17" and inserting "19" in place  
137 thereof, and further by inserting, after "Fire Chiefs' Association of Massachusetts, Inc." the  
138 following:- "Massachusetts Association of Vocational Administrators, Inc., Alliance for  
139 Vocational Technical Education,"

140 SECTION 6. Chapter 70 of the General Laws is hereby amended by inserting the  
141 following new section: --

142 Section 10A. Expansion Grants for Regional Vocational-Technical Schools

143 (a) In addition to the funding otherwise provided pursuant to this chapter, any regional or  
144 county vocational or agricultural school shall, subject to appropriation, receive a one-year  
145 expansion grant in any fiscal year in which its foundation enrollment increases by more than two  
146 percent over its foundation enrollment for the previous fiscal year.

147 (b) The amount of said expansion grant shall be calculated by multiplying the number of  
148 additional students in its foundation enrollment, over its foundation enrollment for the previous  
149 fiscal year, by its per-student foundation budget amount. The per-student foundation budget  
150 amount shall be calculated by dividing the district's foundation budget amount for the current  
151 year by its foundation enrollment for the prior fiscal year.

152 (c) The department shall annually solicit information from all regional and county  
153 vocational and agricultural schools as needed to estimate the amounts required to fund expansion  
154 grants in the coming fiscal year for all such schools, and the department shall request  
155 appropriation of the amount required to fully fund such expansion grants.

156 (d) If the amount appropriated for expansion grants in a fiscal year is less than the amount  
157 required to fully fund such grants, then each eligible regional or county vocational or agricultural  
158 school shall receive a share of the appropriated funds proportional to the share that its expansion  
159 grant, calculated pursuant to subsection (b), constitutes of the total amount of expansion grants  
160 for all schools, pursuant to said subsection.

161           SECTION 7. Notwithstanding any general or special law to the contrary, to meet the  
162 expenditures necessary in carrying out section 1, the state treasurer shall, upon receipt of a  
163 request by the governor, issue and sell bonds of the Commonwealth in an amount to be specified  
164 by the governor from time to time but not exceeding, in the aggregate, \$3,000,000,000. All  
165 bonds issued by the commonwealth, as aforesaid, shall be designated on their face  
166 Commonwealth Vocational-Technical Education Expansion Act of 2023, and shall be issued for  
167 a maximum term of years, not exceeding 30 years, as the governor may recommend to the  
168 general court pursuant to section 3 of Article LXII of the Amendments to the Constitution;  
169 provided, however, that all such bonds shall be payable not later than June 30, 2057. All interest  
170 and payments on account of principal on such obligations shall be payable from the General  
171 Fund. Bonds and interest thereon issued under the authority of this section shall, notwithstanding  
172 any other provision of this act, be general obligations of the Commonwealth.

**SENATE . . . . . No.**

**The Commonwealth of Massachusetts**

PRESENTED BY:

***Paul R. Feeney***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

**An Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.**

PETITION OF:

NAME:	DISTRICT/ADDRESS:	
<i>Paul R. Feeney</i>	<i>Bristol and Norfolk</i>	
<i>Jacob R. Oliveira</i>	<i>Hampden, Hampshire and Worcester</i>	<i>1/20/2023</i>
<i>Adam Scanlon</i>	<i>14th Bristol</i>	<i>1/25/2023</i>
<i>Susan Williams Gifford</i>	<i>2nd Plymouth</i>	<i>2/1/2023</i>
<i>Michael F. Rush</i>	<i>Norfolk and Suffolk</i>	<i>2/1/2023</i>
<i>Michael O. Moore</i>	<i>Second Worcester</i>	<i>2/2/2023</i>
<i>John J. Cronin</i>	<i>Worcester and Middlesex</i>	<i>2/3/2023</i>
<i>Paul W. Mark</i>	<i>Berkshire, Hampden, Franklin and Hampshire</i>	<i>2/6/2023</i>
<i>Robyn K. Kennedy</i>	<i>First Worcester</i>	<i>2/6/2023</i>
<i>Anne M. Gobi</i>	<i>Worcester and Hampshire</i>	<i>2/8/2023</i>
<i>Mark C. Montigny</i>	<i>Second Bristol and Plymouth</i>	<i>2/8/2023</i>
<i>Carmin Lawrence Gentile</i>	<i>13th Middlesex</i>	<i>2/8/2023</i>
<i>Julian Cyr</i>	<i>Cape and Islands</i>	<i>2/10/2023</i>
<i>Edward R. Philips</i>	<i>8th Norfolk</i>	<i>2/10/2023</i>
<i>Patrick M. O'Connor</i>	<i>First Plymouth and Norfolk</i>	<i>2/16/2023</i>
<i>James B. Eldridge</i>	<i>Middlesex and Worcester</i>	<i>2/16/2023</i>

<i>John C. Velis</i>	<i>Hampden and Hampshire</i>	<i>2/16/2023</i>
<i>Steven George Xiarhos</i>	<i>5th Barnstable</i>	<i>2/20/2023</i>
<i>Michael D. Brady</i>	<i>Second Plymouth and Norfolk</i>	<i>3/1/2023</i>

**SENATE . . . . . No.**

[Pin Slip]

**The Commonwealth of Massachusetts**

**In the One Hundred and Ninety-Third General Court  
(2023-2024)**

An Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           SECTION 1. To create a new capital infrastructure and investment tool within the  
2   Massachusetts School Building Authority, established under section 1A of Chapter 70, to  
3   provide for a program of capital investments for vocational-technical education programs and  
4   regional vocational-technical schools, as defined in Chapter 74 of the General Laws, for  
5   investment in equitable access to public education and industry-relevant workforce and  
6   economic development infrastructure; to support greater access to vocational-technical education  
7   programs and regional vocational-technical schools as defined in Chapter 74; to fund  
8   replacement and renovation of school infrastructure to meet workforce demands of regional  
9   employers and increase equitable access for all students applying to Chapter 74 programs and  
10   schools; and to support the purchase of critical training equipment for the purposes of teaching  
11   and learning, the sums set forth in this section, for the purposes and subject to the conditions  
12   specified in this act, are hereby made available, subject to the laws regulating the disbursement  
13   of public funds, which sums shall be in addition to any other amounts previously appropriated



14 for these purposes; provided, that the amounts specified for a particular project may be adjusted  
15 in order to facilitate projects authorized in this act. For costs associated with initiatives, projects  
16 and expenditures to replace or make improvements to the quality, consistency, efficiency and  
17 delivery of any Chapter 74 program or regional school for the benefit of the public high school  
18 students in Chapter 74 programs and regional school districts and their preparation for post-  
19 secondary and career opportunities.....\$3,000,000,000

20 SECTION 2. Section 10 of Chapter 70B of the General Laws, as appearing in the 2020  
21 Official Edition, is hereby amended by adding the following new subsection:

22 (d) Notwithstanding any state law, state regulation or agency policy to the contrary, the  
23 authority shall be authorized and directed to add twenty (20) percentage points to the project  
24 reimbursement rates for regional vocational-technical high school and county, regional and  
25 independent agricultural high school construction so that reimbursement rates for such projects  
26 are not less than 75% nor more than 90% of the eligible costs. Further, the authority shall add  
27 five (5) percentage points to the reimbursement rate for any project that includes state-approved  
28 vocational-technical education programs as defined in Chapter 74 of the General Laws aligned  
29 with priorities specifically identified in the Regional Labor Market Blueprint for the region in  
30 which the school is located. However, additional percentage points shall not be awarded unless  
31 the school currently offers five (5) or more Chapter 74 programs. In no case shall the total  
32 reimbursement for a project exceed 90% of eligible costs.

33 Funds for this Section shall come from revenue generated by the Fair Share Amendment  
34 passed by voters in November of 2022 and which amended Article XLIV of the Massachusetts  
35 Constitution.

36 SECTION 3. Section 21C of Chapter 59 of the General Laws, as appearing in the 2020  
37 Official Edition, is hereby amended by adding after subsection (n) the following new  
38 subsection:- (o) The local appropriating authority may, by accepting this paragraph, provide that  
39 taxes may thereafter be assessed in excess of the amount otherwise allowed by this section,  
40 solely for payment, in whole or in part, of debt service charges incurred for the construction of a  
41 regional-vocational technical high school that the school board responsible for determining the  
42 debt service charges certifies were not in fiscal year two thousand and twenty-one paid by local  
43 taxes.

44 SECTION 4. Chapter 69 of the Massachusetts General Laws is hereby amended by  
45 adding the following section:-

46 Section 37. For the purposes of sections 38 through 42, inclusive, the following terms  
47 shall have the following meanings, unless the context clearly requires otherwise:-

48 “Office”, shall mean the office of vocational-technical education.

49 “District of residence”, shall mean the school district of the city or town where a student  
50 resides.

51 “School of residence”, shall mean the middle school or junior high school a student  
52 attends within their district of residence.

53 Section 38. (a) There is hereby established within the department of elementary and  
54 secondary education an office of vocational-technical education whose purpose is to develop and  
55 implement policies and promulgate regulations to promote, enhance, and expand vocational-

56 technical education programs, as defined in Chapter 74 of the General Laws, in the  
57 commonwealth.

58 (b) The office shall:

59 (i) oversee all Chapter 74 approved programs and ensure compliance with M.G.L.  
60 Chapter 74 and related regulations;

61 (ii) establish a statewide marketing campaign to promote the success of vocational-  
62 technical education and careers in Massachusetts and to raise the level of awareness and  
63 understanding of such education among parents, students, businesses, labor unions, and the  
64 general public;

65 (iii) work to increase awareness of vocational-technical education and career  
66 opportunities among students in elementary schools, junior high schools, and middle schools;

67 (iv) ensure that schools offering Chapter 74 programs are provided reasonable access  
68 during the school day at schools of residence to meet with all students and distribute information  
69 about vocational-technical education and careers to said students, including English language  
70 learners, students with disabilities, students of color, and other student populations, to ensure that  
71 such information is provided equitably to all learners;

72 (v) ensure that schools offering Chapter 74 programs are given the opportunity during the  
73 school day to host middle school tours, with transportation costs paid by the school hosting the  
74 tour, for all middle school students in member communities, including English language  
75 learners, students with disabilities, students of color, and other student populations to ensure that  
76 such opportunities are provided equitably to all learners; and further ensure that the school of

77 residence may not count middle school student tours of vocational schools or programs during  
78 the school day as unexcused absences if the vocational school or program confirms the student's  
79 participation, and may not unreasonably withhold student access to tours of vocational schools  
80 and programs during the school day.

81 (vi) require that schools offering Chapter 74 programs are given the opportunity to  
82 provide middle and junior high school students with information about vocational-technical  
83 programs and careers through mail and email.

84 (vii) require all middle schools and junior high schools in member communities to  
85 establish and implement a Chapter 74 Access Policy, in accordance with state requirements  
86 promoting equitable access to Chapter 74 programs, outlining specific ways in which the middle  
87 schools will collaborate with regional vocational-technical high schools and agricultural high  
88 schools to:

89 (a) provide staff members from Chapter 74 schools with direct school day access to all  
90 middle school students, to inform them about opportunities in vocational-technical and  
91 agricultural education and to distribute materials about such opportunities to them;

92 (b) provide all middle school students an opportunity to tour, during regular middle  
93 school hours, the regional vocational-technical high school and/or county agricultural school of  
94 which the middle school's city or town is a member, with the transportation costs of all such  
95 tours being borne by the school hosting the tours;

96 (c) provide contact information for all seventh-grade and eighth-grade middle school  
97 students, including a student's name and mailing address, a student's personal email address, and  
98 the parent's/guardian's email address by October 15 of each school year;

99 (viii) establish, in addition to the minimum requirements outlined in the preceding  
100 subsections, such additional requirements for Chapter 74 Access Policies as the office deems  
101 reasonable and necessary to promote equitable access by all students to information about  
102 vocational-technical and agricultural education;

103 (ix) require all sending school districts which are members of a regional-vocational  
104 school district or whose community is located in the county or district of an agricultural high  
105 school to:

106 (a) submit the Chapter 74 Access Policy annually to the office;

107 (b) annually attest in writing that the Chapter 74 Access Policy is being implemented  
108 equitably and that all students are being provided with information, access, and tours in  
109 accordance with this section and with federal and state civil rights laws, regulations, and policies;

110 (c) post the Chapter 74 Access Policy on its district website and provide written copies to  
111 students and parents, upon request;

112 (x) create a mechanism to enforce timely implementation of Chapter 74 Access Policies;

113 (xi) establish a system to ensure that students who live in communities that are not  
114 members of or affiliated with a regional vocational-technical high school district or agricultural  
115 high school annually are provided with information about their high school options, including  
116 their option to seek an education in a vocational-technical or agricultural high school;

117 (xii) support the attainment of Industry Recognized Credentials in Chapter 74 programs;

118 (xiii) support the use of both longitudinal and pre- and post-student assessment as a  
119 means of obtaining meaningful data for curricular improvement. Data may be utilized for  
120 facilities improvement, equipment investments, mission success, and professional development;

121 (xiv) encourage and work to increase the use of articulation agreements with community  
122 colleges and public universities and other dual credit programs to allow vocational-technical  
123 students to earn credit leading to an associate's or bachelor's degree;

124 (xv) provide technical support to schools seeking to offer Chapter 74 programs that meet  
125 regional labor market demands and do not duplicate existing programs in the region;

126 (xvi) support the continuation of state grant programs that provide funding for equipment  
127 purchases and facility expansion; and

128 (xvii) support the continuation of demonstration programs that provide opportunities in  
129 vocational-technical education for students unable to secure a seat in an approved Chapter 74  
130 program due to lack of enrollment capacity.

131 SECTION 5. Section 3A of Chapter 70B of the General Laws, as appearing in the 2020  
132 Official Edition, is hereby amended by striking the number "17" and inserting "19" in place  
133 thereof, and further by inserting, after "Fire Chiefs' Association of Massachusetts, Inc." the  
134 following:- " , Massachusetts Association of Vocational Administrators, Inc., Alliance for  
135 Vocational Technical Education,"

136 SECTION 6. Chapter 70 of the General Laws is hereby amended by inserting the  
137 following new section: --

138 Section 10A. Expansion Grants for Regional Vocational-Technical Schools

139 (a) In addition to the funding otherwise provided pursuant to this chapter, any regional or  
140 county vocational or agricultural school shall, subject to appropriation, receive a one-year  
141 expansion grant in any fiscal year in which its foundation enrollment increases by more than two  
142 percent over its foundation enrollment for the previous fiscal year.

143 (b) The amount of said expansion grant shall be calculated by multiplying the number of  
144 additional students in its foundation enrollment, over its foundation enrollment for the previous  
145 fiscal year, by its per-student foundation budget amount. The per-student foundation budget  
146 amount shall be calculated by dividing the district's foundation budget amount for the current  
147 year by its foundation enrollment for the prior fiscal year.

148 (c) The department shall annually solicit information from all regional and county  
149 vocational and agricultural schools as needed to estimate the amounts required to fund expansion  
150 grants in the coming fiscal year for all such schools, and the department shall request  
151 appropriation of the amount required to fully fund such expansion grants.

152 (d) If the amount appropriated for expansion grants in a fiscal year is less than the amount  
153 required to fully fund such grants, then each eligible regional or county vocational or agricultural  
154 school shall receive a share of the appropriated funds proportional to the share that its expansion  
155 grant, calculated pursuant to subsection (b), constitutes of the total amount of expansion grants  
156 for all schools, pursuant to said subsection.

157 SECTION 7. Notwithstanding any general or special law to the contrary, to meet the  
158 expenditures necessary in carrying out section 1, the state treasurer shall, upon receipt of a  
159 request by the governor, issue and sell bonds of the Commonwealth in an amount to be specified  
160 by the governor from time to time but not exceeding, in the aggregate, \$3,000,000,000. All

161 bonds issued by the commonwealth, as aforesaid, shall be designated on their face  
162 Commonwealth Vocational-Technical Education Expansion Act of 2023, and shall be issued for  
163 a maximum term of years, not exceeding 30 years, as the governor may recommend to the  
164 general court pursuant to section 3 of Article LXII of the Amendments to the Constitution;  
165 provided, however, that all such bonds shall be payable not later than June 30, 2057. All interest  
166 and payments on account of principal on such obligations shall be payable from the General  
167 Fund. Bonds and interest thereon issued under the authority of this section shall, notwithstanding  
168 any other provision of this act, be general obligations of the Commonwealth.



O. General Business  
McCullough  
(March 7, 2022)

ITEM: gb 3-87  
S.C. MEETING: 3-16-23

ITEM:

To consider a review of the Homework Policy and explore no homework dates, expectations around homework overall and utilize parent, student and educator feedback.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

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

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

O. General Business  
Mayor Petty  
(March 8, 2022)

ITEM: gb 3-88  
S.C. MEETING: 3-16-23

ITEM:

To consider endorsing the United States Legislative House Docket No. 1269, Healthy Meals Help Kids Learn Act of 2023.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To send a letter of endorsement.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

.....  
(Original Signature of Member)

118TH CONGRESS  
1ST SESSION

**H. R.** \_\_\_\_\_

To amend the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 to increase reimbursement rates of school meals, and for other purposes.

\_\_\_\_\_  
IN THE HOUSE OF REPRESENTATIVES

Mr. MCGOVERN introduced the following bill; which was referred to the Committee on \_\_\_\_\_

\_\_\_\_\_  
**A BILL**

To amend the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 to increase reimbursement rates of school meals, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited “Healthy Meals Help Kids  
5 Learn Act of 2023”.

1 **SEC. 2. INCREASING THE REIMBURSEMENT RATE OF**  
2 **SCHOOL MEALS.**

3 (a) **SCHOOL LUNCH INCREASE.**—Section 4(b) of the  
4 Richard B. Russell National School Lunch Act (42 U.S.C.  
5 1753(b)) is amended by adding at the end the following:

6 “(4) **NON-PERFORMANCE-BASED ADDITIONAL REIM-**  
7 **BURSEMENT.**—

8 “(A) **IN GENERAL.**—Beginning on July 1,  
9 2023, each lunch served in school food authorities  
10 shall receive an additional 45 cents.

11 “(B) **ADJUSTMENT.**—The amount in subpara-  
12 graph (A) shall be adjusted in accordance with sec-  
13 tion 11(a)(3) beginning on July 1, 2024.”.

14 (b) **SCHOOL BREAKFAST INCREASE.**—Section  
15 4(b)(1) of the Child Nutrition Act of 1966 (42 U.S.C.  
16 1758(b)(1)) is amended by adding at the end the fol-  
17 lowing:

18 “(F) **NON-PERFORMANCE-BASED ADDITIONAL REIM-**  
19 **BURSEMENT.**—

20 “(i) **IN GENERAL.**—Beginning on July 1, 2023,  
21 each free breakfast, reduced price breakfast, and  
22 breakfast served to children not eligible for free or  
23 reduced price meals served in school food authorities  
24 shall receive an additional 28 cents.

25 “(ii) **ADJUSTMENT.**—The amount in clause (i)  
26 shall be adjusted in accordance with section 11(a)(3)

1 of the Richard B. Russell National School Lunch  
2 Act beginning on July 1, 2024.”.

O. General Business  
Johnson  
(March 8, 2022)

ITEM: gb 3-89  
S.C. MEETING: 3-16-23

ITEM:

To consider a review of the Chapter 74 programs in comprehensive high schools including enrollment processes, criteria, and acceptance.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

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

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.