

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, November 26, 2019 at 4:30 p.m. in Room 410 at the Durkin Administration Building:

gb #4-259 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria (September 17, 2014)

To initiate a course in Mandarin Chinese at the Advanced Placement level, offered either in a customary classroom setting or through Virtual High School.

gb #6-264 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Ms. Colorio/Miss McCullough/Miss Biancheria (July 6, 2016)

To consider opportunities to enhance the education of the academically gifted students of the Worcester Public Schools, at all appropriate levels.

gb #6-270.1 - Administration/Mr. O'Connell/Mr. Foley (May 22, 2018)

Response of the Administration to the request to consider an allocation of certain extra funds allotted by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.

gb #7-23 - Mr. O'Connell/Ms. Colorio/Mr. Monfredo/Miss McCullough/Miss Biancheria (January 3, 2017)

To consider making an online grading system available to all teachers for the 2017-18 academic and fiscal year.

gb #7-59 - Mr. O'Connell/Mr. Monfredo/Miss Colorio/Miss Biancheria/Miss McCullough (February 6, 2017)

To reestablish the PEAK ("Providing Enrichment for Able Kids") Program in the Worcester Public Schools.

gb #7-285 - Miss McCullough/Mr. Monfredo/Miss Biancheria/Ms. Colorio/Mr. O'Connell (August 7, 2017)

To explore options and policies regarding work assigned and performed at home on snow days in an effort not to extend the school year.

gb #8-107 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Miss McCullough/Mr. Monfredo (March 16, 2018)

To request that the administration review the January 2018 Policy Statement of the Department of Elementary and Secondary Education "Alternative Structured Learning Day Programs" and that it recommend to the School Committee whether any such programs should be implemented in the Worcester Public Schools for 2019-20.

gb #8-42 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough (January 23, 2018)

Request that the Administration study the feasibility of involving students in community service projects at the Senior Center.

gb #8-43 - Mayor Petty/Mr. Foley/Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Miss McCullough (January 24, 2018)

Request that the Superintendent create an updated Health and Wellness Curriculum for middle and high school students.

gb #9-53 -Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo (February 7, 2019)

To review, and, as appropriate, to comment upon, standards and evidence proposed by the Massachusetts Department of Elementary and Secondary Education related to health education and sex education.

gb #8-59 - Mr. Comparetto/Mr. O'Connell/Mr. Monfredo (February 7, 2018)

To consider a review of a publication entitled Teaching Hard History: American Slavery from the Southern Poverty Law Center.

gb #8-94 - Mr. Monfredo/Miss McCullough/Mr. O'Connell (March 2, 2018)

Request that the Administration consider expanding the Worcester: Future Teachers Program in conjunction with Worcester State University in an effort to recruit the best and brightest students.

gb #8-97 - Mr. Comparetto/ Miss McCullough/Mr. Monfredo/Mr. O'Connell (March 7, 2018)

Request that the Administration provide a report on school libraries.

gb #8-163 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

Request that the Administration provide a report regarding the process of bringing together various private and public groups to develop middle school athletic programming as highlighted in the Worcester Magazine's article entitled The Case For Middle School Sports: Can City Hoops Spark a Rebound?

gb #8-164 -Miss Biancheria/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

Request that the Administration provide a report on the JROTC programs and include ways to actively promote interest at the middle school level for high school participation in this program.

gb #8-200 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mayor Petty (June 11, 2018)

To review the new Science Curriculum.

gb #8-243 - Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (August 7, 2018)

To consider use in the Worcester Public Schools, as appropriate, of the Fidelity Financial Services' "Boundless" program, which is designed to partner with youth organizations to educate girls and young women about careers in financial services.

gb #9-127 - Miss McCullough/MissBiancheria/Mr. Monfredo/Mr. O'Connell (March 25, 2019)

Request that the Administration explore the feasibility of implementing "Adulting Days" for high school students in conjunction with community volunteers.

gb #8-248 -Mr. Comparetto/Mr. Monfredo/Mr. O'Connell (August 14, 2018)

Request that the Administration provide a report regarding Site Council meeting times and dates and consider holding these meetings at convenient times for parents and community members.

gb #8-298 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/Mr. O'Connell (September 26, 2018)

Request that the Administration provide a report on the teaching of cursive writing in the schools.

gb #9-20.1 - Administration/Miss McCullough/Miss Biancheria/Mr. Foley/Mr. Monfredo/Mr. O'Connell (February 22, 2019)

Response of the Administration to the request to provide a report on the Advanced Placement course offerings and include student/parent feedback, guidelines and costs for the exams.

gb #9-61 - Mr. Comparetto/Mr. Foley/Miss McCullough (February 13, 2019)

Request that the Administration provide a progress report from the committee tasked with coming up with a plan to reduce school suspensions.

gb #9-239 -Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (July 10, 2019)

Request that the Administration review "Creating the Will: A Community Roadmap to Achieving Educational Excellence for Latino Students in Worcester," and to consider both progress made, and topics which require further attention, since issuance of the report in July 2011.

gb #9-292 -Miss Biancheria /Miss McCullough/Mr. Monfredo/Mr. O'Connell (August 28, 2019)

Request that the Administration provide a report on the way in which the Worcester Public Schools is highlighting its successes in the STEM/STEAM Programs during the week of Oct. 21-25, 2019.

gb #9-333 - Mr. Comparetto/Mr. Monfredo (October 9, 2019)

Request that the Administration provide a report on the wraparound services in the Worcester Public Schools.

motion (gb #8-123.2) Mr. O'Connell (June 21, 2018)

Request that pages 237-265 from the Budget Book regarding the Various Grant Programs be referred to the Standing Committee on Teaching, Learning and Student Supports for further discussion.

motion (ros #9-9.1) Mr. O'Connell (July 2, 2019)

Response of the Administration to the request to provide a detailed report on the number of homeless students currently enrolled in the Worcester Public Schools and include the number of students who are doubled up, in foster care or living in shelters.

NEW AGENDA ITEMS TO BE DISCUSSED

gb #8-139 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (April 18, 2018)

Request that the Administration provide a report regarding all Early Childhood Programs in the Worcester Public Schools.

gb #8-258 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/Miss McCullough/Mr. O'Connell (August 28, 2018)

Request that the Administration provide an update on the "Hands on CPR" program in the secondary schools and consider incorporating this program into a community service project that will highlight Worcester as a "Heart Safe City."

gb #8-357 - Mr. Comparetto/Miss Biancheria/Mr. Monfredo/Mr. O'Connell(November 28, 2018)

Request that the Administration consider replicating the Positive Directions Program at each of the middle and high schools.

gb #9-104 - Mr. Comparetto (March 13, 2019)

Request that the Administration consider incorporating into high school curricula African-American African, Puerto Rican and Latino studies.

gb #9-105 - Mr. Comparetto (March 13, 2019)

Request that the Administration consider incorporating into high school curricula LGBTQI history.

gb #9-106 - Mr. Comparetto/Mr. O'Connell (March 13, 2019)

Request that the Administration examine the first few years of the elementary school curriculum and make certain that there is a balance of history, science, arts, etc.

gb #9-107 - Mr. Comparetto/Mr. O'Connell (March 13, 2019)

Request that the Administration examine "Ethics of American Youth" and consider ways to add more ethics training into the curriculum of the Worcester Public Schools.

gb #9-108 - Mr. Comparetto/Mr. O'Connell (March 13, 2019)

Request that the Administration examine the report by the Houston Education Research Consortium entitled Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative and consider implementing a similar initiative in the Worcester Public Schools.

gb #9-133 - Mr. Comparetto (March 27, 2019)

Request that the Administration consider partnering with I-Mentor and/or Classroom Champions to create mentorship opportunities for Worcester public school students.

gb #9-135 - Mr. Comparetto (March 27, 2019)

Request that the Administration create a grow your own teacher program.

gb #9-136.1 - Administration/Mr. Comparetto (May 21, 2019)

Response of the Administration to the request to provide a report regarding the status of the One City, One Library Initiative.

gb #9-138 - Mr. Comparetto (March 27, 2019)

Request that the Administration consider developing an internship management system to help connect students with specific opportunities and mentors based on their passions.

gb #9-146 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (March 27, 2019)

Request that the Administration provide a report on "Stand for the Silent" which is part of the Bullying Prevention Program.

gb #9-149 - Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo (March 28, 2019)

Request that the Administration consider implementation of a "see-something, say-something anonymous app" such as that which the Boston Public Schools will pilot later this year, to assist students to submit tips about safety incidents to staff and police.

gb #9-207 -Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (May 28, 2019)

Request that the Administration consider development and implementation of a Video Production and/or Broadcast Journalism curriculum at an appropriate school within the Worcester Public Schools.

Committee Members

Molly O. McCullough, Chairman
John F. Monfredo, Vice-Chairman
John L. Foley

Administrative
Representative
Susan O'Neil, Ph.D.

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

AGENDA #2

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS
will hold a meeting:

on: Tuesday, November 26, 2019
at: 4:30 p.m.
in: Room 410 in the Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

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gb #7-285 - Miss McCullough/Mr. Monfredo/Miss Biancheria/Ms. Colorio/Mr. O'Connell (August 7, 2017)

To explore options and policies regarding work assigned and performed at home on snow days in an effort not to extend the school year.

gb #8-29 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Miss McCullough (January 16, 2018)

To engage in a comprehensive plan in an effort to have children read on grade level by the end of grade three.

gb #8-42 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Miss McCullough (January 23, 2018)

Request that the Administration study the feasibility of involving students in community service projects at the Senior Center.

gb #8-43 - Mayor Petty/Mr. Foley/Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Miss McCullough (January 24, 2018)

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Request that the Administration provide a report regarding all Early Childhood Programs in the Worcester Public Schools.

gb #8-161 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

Request that the Administration study the feasibility of developing partnerships with Recreation Worcester and other municipal or non-municipal organizations in order to create more team sports in Worcester's middle schools.

gb #8-162 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

To consider a review of a report entitled Extracurricular Participation and Course Performance in the Middle Grades: A Study of Low-Income, Urban Youth by Kate Schwartz.

gb #8-163 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (May 9, 2018)

Request that the Administration provide a report regarding the process of bringing together various private and public groups to develop middle school athletic programming as highlighted in the Worcester Magazine's article entitled The Case For Middle School Sports: Can City Hoops Spark a Rebound?

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gb #8-348 - Mr. Monfredo/Miss Biancheria/ Mr. O'Connell/Mr. Comparetto/Miss McCullough/Mr. Foley (November 15, 2018)

Request that the Administration provide information on whether all schools send out monthly newsletters and indicate whether they can be placed online as suggested by the CPPAC.

gb #8-356.1 - Administration/Miss McCullough/Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/Mr. Foley/Mayor Petty (February 13, 2019)

Response of the Administration to the requests to:

- explore the feasibility of implementing the Orton-Gillingham model for dyslexic students for those students in need of specific services.
- provide a summary of the Orton-Gillingham model program.
- study the feasibility of implementing the cost of this program in the FY20 Budget
- study the feasibility of including students from outside the district, on a tuition basis, if a proposed program is established in the Worcester Public Schools.

gb #8-357 - Mr. Comparetto/Miss Biancheria/Mr. Monfredo/Mr. O'Connell(November 28, 2018)

Request that the Administration consider replicating the Positive Directions Program at each of the middle and high schools.

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Request that the Administration consider development and implementation of a Video Production and/or Broadcast Journalism curriculum at an appropriate school within the Worcester Public Schools.

gb #9-219.1 - Administration/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (July 18, 2019)

Response of the Administration to the request to review the admissions criteria for Worcester Technical High School and the process for establishing the wait list.

gb #9-238 -Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo
(July 10, 2019)

Request that the Administration offer training in "domestic skills" and personal financial management to Worcester students and interested citizens through Night Life and after-school and summer programs.

gb #9-239 -Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo
(July 10, 2019)

Request that the Administration review "Creating the Will: A Community Roadmap to Achieving Educational Excellence for Latino Students in Worcester," and to consider both progress made, and topics which require further attention, since issuance of the report in July 2011.

gb #9-240 - Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo (July
10, 2019)

Request that the Administration interact with the Harvard Teacher Fellows Program, and Teach for America, as to placement of prospective teachers in the Worcester Public Schools.

gb #9-281 -Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo
(August 28, 2019)

To consider establishing goals for the School Committee for 2019-20.

gb #9-292 -Miss Biancheria /Miss McCullough/Mr. Monfredo/Mr. O'Connell
(August 28, 2019)

Request that the Administration provide a report on the way in which the Worcester Public Schools is highlighting its successes in the STEM/STEAM Programs during the week of Oct. 21-25, 2019.

gb #9-313 -Mr. Monfredo/Miss Biancheria /Mr. Foley/Mr. O'Connell
(September 17, 2019)

Request that the Administration establish a committee by November to include early learning teachers to review the two year kindergarten 1 program for students who are four years old and lack the necessary readiness skills for school success.

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

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

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

gb #9-333 - Mr. Comparetto/Mr. Monfredo (October 9, 2019)

Request that the Administration provide a report on the wraparound services in the Worcester Public Schools.

gb #9-334 - Mr. Comparetto/Mr. Monfredo (October 9, 2019)

Request that the Administration provide a report on school health clinics to include the current number of schools and the kind of services that are available to students.

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

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

gb #9-383 - Mr. Comparetto (November 13, 2019)

Request that the Mayor and School Committee establish Worcester Public Schools' Safe Zones.

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

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

gb #9-385 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Administration incorporate best practices for creating a diverse workforce.

gb #9-386 - Mr. Comparetto/Mr. Foley (November 13, 2019)

Request that the Administration provide an update on current restorative justice practices.

gb #9-387 - Mr. Comparetto (November 13, 2019)

Request a moratorium on suspending K-2 students for non-violent offenses.

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

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

gb #9-389 - Mr. Comparetto (November 13, 2019)

Request that the Administration provide an update on the efforts of the Administration to create ethnic studies programming.

motion (gb #8-123.2) Mr. O'Connell (June 21, 2018)

Request that pages 237-265 from the Budget Book regarding the Various Grant Programs be referred to the Standing Committee on Teaching, Learning and Student Supports for further discussion.

motion (ros #9-9.1) Mr. O'Connell (July 2, 2019)

Request that the Administration refer to the Standing Committee on Teaching, Learning and Student Supports, the response from the Highlights regarding a detailed report on the number of homeless students and provide the updated numbers to the state in order to get credit for those students.

motion (gb #9-195.2) Mr. O'Connell (June 20, 2019)

Request that the Administration provide a report on the funding that the Worcester Public Schools receives through Education Access Channel 11 revenues, and provide information on the four positions and refer the report to the Standing Committee on Teaching Learning and Student Supports for discussion with gb #9-207.

motion (gb #9-195.2) Mr. O'Connell (June 20, 2019)

Request that the Various Grant Program section of the Budget be referred to the Standing Committee on Teaching, Learning and Student Supports.

IV. ADJOURNMENT

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

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria (September 17, 2014)

To initiate a course in Mandarin Chinese at the Advanced Placement level, offered either in a customary classroom setting or through Virtual High School.

PRIOR ACTION:

10-2-14 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

5-19-15 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Mr. O'Connell made the following motions:

Request that the Administration interact with the College of the Holy Cross as to enrollment of Worcester public school students, on a dual enrollment basis, in appropriate Mandarin Chinese courses.

Request that the Administration consider the options for instruction of students in Mandarin Chinese through on-line programs including, but not limited to, the virtual high school, the Michigan on-line program and the Stanford University on-line high school.

On a voice vote, the motions were approved.

(Continued on page 2.)

BACKUP:

At present, Mandarin Chinese is not offered as a high level AP course. However, the students can access courses through the Virtual High School Program. In addition, the Administration is studying the feasibility of establishing a Foreign exchange program with a village in China in conjunction with State Representative James O'Day. As part of the program, the visiting teacher from China will teach interested Worcester public school students at no charge. Based on the backup, the Administration recommends this item be filed.

PRIOR ACTION (continued)

- 2-1-16 - Dr. Meade-Montaque made a presentation indicating that 213 students are currently taking Mandarin courses. The Mandarin Part 1 and Part 2 are the middle school level courses and Mandarin I to IV are the high school level courses. She reported that Doherty Memorial High School has 21 students interested in continuing with Mandarin IV which will be offered next year. All eleven 11th grade students currently taking Mandarin IV are interested in continuing and the question would be whether to offer Mandarin V or AP Mandarin at Doherty Memorial High School. In the future, if there aren't enough students to offer AP Mandarin courses in one school, a districtwide course could possibly be offered to the students. Mr. O'Connell made the following motion: Request that the Administration submit a report in April in connection with interest in expanding World Language Programs at both the elementary and secondary levels. On a voice vote, the motion was approved.
- 8-16-16 - It was moved and voice voted to request that students be surveyed, during the Fall of 2016, as to courses that they would like to have considered for inclusion on the Course Selection Sheet for 2017-18 including, but not limited to, instruction in World Languages. It was moved and voice voted to request that the Administration respond to the item in December 2016.
- 3-8-17 - Mr. Monfredo made the following motion: Request that the Administration provide a report in May 2017 which would contain the names of the courses available by grade levels and also indicate the way in which the Administration will keep the parents apprised of how they can help their children with academic pursuits at home. On a voice vote, the motion was approved.
- 1-18-18 - There is an urgent need to approve more courses under this item, not Mandarin Chinese courses. The approval needed now is for the courses listed in Annex A. The reason is that the Administration needs to add them to the course selection sheet. Mr. O'Connell made the following motions: Request that the Administration report back to the Standing Committee in June 2019 as to the effectiveness of the Independent Study Physical Education course. Request that the Administration amend the prerequisites of the academic AP Research paper by amending the number of words from 4000-5000 to 4000-8000.

PRIOR ACTION (continued)

1-18-18 - Request that the Administration notify the School Committee of the date, time and location of the Career Technical Education Department's Open House highlighting a viewing of the students' presentations as an integral part of the Career Readiness Capstone Program.

On a voice vote, the motions were approved.

It was moved to approve the following courses as contained in Annex A of the backup:

- Activities of Daily Living Awareness
- Activities of Daily Living Development
- Activities of Daily Living Independence
- AP Research Course
- Career Readiness Capstone Course
- Independent Study Physical Education
- Intro to Advanced Manufacturing
- Intro to Construction
- Intro to Health Assisting
- Introductory Physics
- IT Essentials
- Language Seminar
- Literacy Access
- Literacy Application
- Literacy Skills
- Numerical Skill Development
- Numerical Awareness
- Numerical Skills
- Science Awareness
- Science Development
- Science Skills
- Social Studies Awareness
- Social Studies Development
- Social Studies Skills

On a voice vote, the motion was approved.

5-14-18 - Mr. Monfredo and Miss McCullough made the following motion:
Request that the Administration provide a report on the number of students who will take a Mandarin Chinese course through the Virtual High School Program.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration study the feasibility of establishing of a Foreign Exchange Program which will include a teacher who will instruct interested students in Mandarin Chinese.

On a voice vote the motion was approved.

PRIOR ACTION (continued)

5-14-18 - Mr. O'Connell made the following motion:
(continued) Request that the Administration provide the responses to the motions in June 2018.
On a voice voted the motion was approved.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Mr. Foley/Mr. Monfredo/Ms. Colorio/Miss McCullough/
Miss Biancheria (July 6, 2016)

To consider opportunities to enhance the education of the academically gifted students of the Worcester Public Schools, at all appropriate levels.

PRIOR ACTION:

- 8-18-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 8-16-17 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
HOLD for a progress report in November 2017.
- 8-24-17 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 5-14-18 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. Monfredo made the following motion:
Request that the Administration provide a report regarding the after school opportunities for students in literacy and math.
On a voice vote, the motion was approved.

(Continued on page 2.)

BACKUP:

Annex A (1 page) contains a response to the motion that was previously responded to under gb 8-45. Since there is a current item gb 9-144 relative to afterschool programs, the Administration recommends that gb #6-264 be filed.

PRIOR ACTION (continued)

- 5-14-18 - Mr. O'Connell made the following motion:
(continued) Request that the Administration forward a report on the initiatives at the elementary level for academically gifted students.
On a voice vote, the motion was approved.
In response to Mr. O'Connell's request to provide more challenging work for academically gifted students at the elementary level, Dr. O'Neil stated that she would forward information regarding approaches for differentiated instruction that are contained in the Read Side by Side and Fountas and Pinnell books.
Hold for a report in June 2018.
- 5-17-18 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

Reading Side by Side is a reading program for grades 3-6 with three components that are related thematically and occur throughout the units: 1. read aloud, 2. book clubs and 3. independent reading. Teacher manuals guide the instruction embedded in high interest trade books. The program is a vehicle for the teaching and learning of the state's English Language Arts (ELA) standards. Elementary principals, teachers and coaches were invited to a 2 day preview in January. Subsequent professional development will be planned for the spring and August. Please see <https://readsidebyside.com/shop/> and <https://readsidebyside.com/fags/> for more information including a list of the trade books used in each component at each grade level. Samples will be available in the School Committee Office.

The ***"Fountas & Pinnell Classroom™ (FPC)*** is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading minilessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. *Fountas & Pinnell Classroom™* is rich with authentic texts, lessons or conferring cards, minilessons and professional tools & learning for a systematic, transformative approach to literacy instruction...creat[ing] authentic experiences in reading, thinking, talking, writing, and reflecting..."

The preceding description was copied from the Heinnean website. More information is available at: <http://www.fountasandpinnell.com/fpc/>. The program is a vehicle for the teaching and learning of the state's English Language Arts (ELA) standards Professional development to prepare teachers, instructional coaches and principals will begin in March 2018. Samples will be available in the School Committee Office.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Administration/Mr. O'Connell/Mr. Foley (May 22, 2018)

Response of the Administration to the request to consider an allocation of certain extra funds allotted by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.

PRIOR ACTION:

8-18-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports to be discussed at a meeting in January 2017.
(Continued on page 2.)

BACKUP: Since this item was filed and responded to in 2016, the Administration recommends that it be filed.

PRIOR ACTION (continued)

- 8-18-16 - Miss Biancheria made the following motion:
(continued) Request that the Administration provide information on the College Community Connections Program regarding:
- the list of internships that took place at various sites and
 - feedback from the students that attended the Community Connection Program and will be taking the MCAS retest in the Fall.
- On a voice vote, the motion was approved.
- 4-24-17 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Dr. Rojas spoke to the item.
Mr. Monfredo and Mr. O'Connell made the following motion:
Request that the item be held for a Standing Committee meeting in the Fall of 2017 in order to include recommendations from the Administration as to the program for the Summer of 2018. It was further requested that the Administration provide information on the following:
- expansion of opportunities for students in grades 1 and 2 with a focus on enrolling more of them in appropriate summer school programs
 - expansion of internships and externships for students for enrichment purposes
 - feasibility of offering a full course at the secondary level for full academic credit during the summer as a double period course
 - opportunities in connection with summer school initiatives with a focus on the needs of at-risk students
- On a voice vote, the motion was approved.
- 4-27-17 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 5-14-18 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. Monfredo made the following motion:
Request that the Administration provide a report on the success of the 2018 Summer School Programs in order to prioritize needs for the 2019 Summer School Programs to include:
- a change to a 5 or 6 week Summer Program rather than a 3 week one
 - recruitment of 1st and 2nd graders for Summer School Programs
 - emphasis to the parents during the "Reading in our City Week" of the importance of Summer School

PRIOR ACTION (continued)

5-14-18 -
(continued)

- interaction with the interfaith leaders, various agencies like Worcester Art Museum, Broad Meadow Brook and social agencies like the Boys and Girls Club and United Way to provide educational opportunities to the students in the Worcester Public Schools
- an advertisement of the Summer School Programs on the bookmobiles
- ConnectEd messages regarding summer reading on a weekly basis
- interaction with the City Manager, business partners and others regarding funding for this program

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration include information regarding the Tenacity Program on the website and forward e-mails and fliers to principals to share with the students.

On a voice vote, the motion was approved.

Miss McCullough made the following motion:

Request that the Administration forward the information to families regarding the Free Fun Friday activities.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motions:

Request that the Administration prepare a proposed 2019 Budget for a comprehensive 6 week Summer School Program.

Request that the Administration interact with the following Colleges and Universities to determine ways to involve them in the Summer School Programs or invite them to a meeting of the Standing Committee on Teaching, Learning and Student

Supports to discuss possible collaborative efforts to enrich the Summer School Programs in the Worcester Public Schools:

- | | |
|---------------------------------|----------------------------------|
| - The College of the Holy Cross | - Becker College |
| - WPI | - Anna Maria College |
| - Worcester State University | - Quinsigamond Community College |
| - UMASS Medical School | - Clark University |
| - Nickels College | - Fitchburg State University |

On a voice vote, the motions were approved.

Mr. O'Connell made the following motions:

Request that the Administration appropriate the extra funds allotted by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.

Request that the Administration provide a report on the above mentioned motions in August 2018.

On a voice vote, the motions were approved.

PRIOR ACTION (continued)

- 5-17-18 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended. Superintendent Binienda indicated that if the Worcester Public Schools receives an increase of 3 million dollars, the funds would be utilized to hire 44 new teachers. Mr. Foley indicated that he would like to utilize the additional monies for classroom purposes not for Summer projects. Mr. O'Connell made the following amendment to his initial motion:
- Initial Motion:
Request that the Administration appropriate the extra funds allocated by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.
- Amended motion:
Request that the Administration **recommend** an allocation of certain extra funds allotted by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.
- Mr. Foley made the following amendment to Mr. O'Connell's amended motion:
Request that the Administration **consider** an allocation of certain extra funds allotted by the Senate Ways and Means Committee, that were not included in the FY19 Budget, for the 2018 Summer School Programs.
On a voice vote, the motion as amended was approved and referred to the Administration for a report prior to the Budget deliberation.
- 6-7-18 - Accepted and filed.
- 3-20-19 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. Monfredo made the following motions:
Request that the Administration interact with interfaith organizations, social service agencies and other appropriate entities for help in assisting with the recruitment of students to attend summer school programs.
Request that the Administration interact with interfaith organizations, social service agencies and other appropriate entities to consider holding summer workshops and other activities that would assist with the enrollment of students in summer programs.

PRIOR ACTION (continued)

- 3-20-19 - Request that the Administration provide a report regarding the outreach initiatives to students who are struggling academically and who will benefit from the summer programs.
(continued) Request that the Administration provide a report regarding the efforts made to recruit students in grades 1 to 3 who will benefit from supplemental literacy and mathematics work during the summer months.
Request that the Administration provide a report on any appropriate actions the School Committee can or should take that would help in the effort with the enrollment of more students who will benefit from the summer programs and the summer activities.
Request that the Administration send ConnectEd messages out during the months of June, July and August to parents regarding the Summer Reading Program.
On a voice vote, the motions were approved.
It was moved and voice voted to hold the item for a report in May 2019.
- 4-4-19 - THE SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Ms. Colorio/Mr. Monfredo/Miss McCullough/Miss Biancheria
(January 3, 2017)

To consider making an online grading system available to all teachers for the 2017-18 academic and fiscal year.

PRIOR ACTION:

- 1-19-17 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 8-16-17 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. O'Connell made the following motions:
Request that the Administration provide a report to the Standing Committee in November 2017 as to options available to the school system for on-line grading systems which would include, but not be limited to, use of N-grade and development of the system's internal grading system. It was further requested that the Administration include a cost benefit analysis for an outside system versus an inside one and take into account the labor and consultation costs in connection with the in-house system.
On a voice vote the motion was approved.
- 8-24-17 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

(Continued on page 2.)

BACKUP: Since the discussion on this item was handled in gb #8-350 and gb #9-222 and filed, the Administration recommends that this item filed in 2017 also be filed.

PRIOR ACTION (continued)

3-20-19 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Mr. O'Connell made the following motions:

Request that the Administration implement the online grading system for the 2020-21 school year.

Request that the Administration consider the implementation of a third-party student information system which will be compatible with or incorporate an online grading system.

Request that the Administration provide recommendations, prior to the FY20 Budget, for the cost of both an online grading system and an updated student information system.

Request that the Administration forward the backup to the CPPAC and School Site Councils for their recommended budgetary impact analysis prior to the FY20 Budget and invite the members to the budgetary deliberations at the School Committee meetings in June.

On a voice vote, the motions were approved.

It was moved and voice voted to hold the item for a report in May 2019.

4-4-19 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Mr. Foley made the following motion:

Request that the Administration provide a report at the meeting of the Standing Committee on Finance and Operations' Public Budget Hearing in April on the online grading system and invite members of the CPPAC and other interested individuals to attend.

On a voice vote, the motion was approved.

Referred to the Public Hearing on the FY20 Budget to include, but not be limited to, discussion of gb #7-23.

4-23-19 - STANDING COMMITTEE ON FINANCE AND OPERATIONS

Motion - Mr. Foley (April 4, 2019)

Request that the Administration provide a report at the meeting of the Standing Committee on Finance and Operations' Public Budget Hearing in April on the online grading system and invite members of the CPPAC and other interested individuals to attend.

(Considered with motion c&p #9-3.)

Background Information - FY20 Budget

The House Ways and Means Committee (HWM) released the initial House of Representatives FY20 proposed Budget on April 10, 2019. This funding will be used in the FY20 Budget that will be released on May 10, 2019.

PRIOR ACTION (continued)

4-23-19 - (continued) The House Ways and Means Budget included an increase of an additional \$852,228 in Chapter 70 aid funds, mostly attributed to English Learner funding. There was also a reduction in the charter school tuition assessment based on current enrollments in Charter Schools for next year. The House Ways and Means Budget provides \$1.2 million more in funds next year, representing a total budget increase of \$19.9 million over the current spending level.

Mr. Allen provided a PowerPoint presentation on the proposed increase from the House Ways and Means Budget.

The FY20 budget will reflect an \$11 million increase for level services next year (inflation costs to maintain the same number of positions and programs next year), leaving \$8.6 million to address chronic foundation budget underspending and the district's new Strategic Plan. Due to the significant underfunding of positions, services, and programs, the allocation of the new funds are also very challenging as the needs far exceed this level of funding

Comments from the School Committee

Mr. Foley

- reduction in K-2 class sizes
- more social and emotional learning support for students
- support teachers in the classroom setting

Miss McCullough

- need for community to fight for more funding for the Worcester Public Schools
- need for additional school psychologists, adjustment councilors and wraparound coordinators

Mr. Comparetto

- more wraparound coordinators to be licensed as social workers
- hiring of a Chief Diversity Officer
- More money from City

Mr. Monfredo

- additional funding for the Foundation Budget
- smaller K-3 class sizes
- reading on grade level programs
- more funds for Social and Emotional Learning
- additional AP classes

PRIOR ACTION (continued)

4-23-19 - Mrs. Seale
(continued) The Speech Language Pathologist case load for the system is slightly below the national average. For that reason, there is no need for any additional positions in the FY20 Budget.

Testimony from the public:

Ms. McCarthy

- Monetary support for English Language Learners

Dr. McLaren

- the need for 5 additional School Psychologists and School Adjustment Councilors

Ms. Ramirez

- need for 30 ESL teachers
- support for social emotional learning for students
- more behavior specialists and wraparound coordinators
- more partnerships with community and parents

Ruth Rodriguez

- use of testing money for testing for student needs
- the use of federal funding for ELLs

Mr. Frias-Mota

- need for more School Adjustment Councilors in the schools
- request to not use teachers as interpreters

Reverend Encarnacion

- 30 more ESL teachers as bilingual ESL teachers and more guidance counselors and diversity staff
- social and emotional resources for students with behavioral challenges
- reauthorize the funds to ACE and the Southeast Asian Coalition and LEI
- more grants from DESE for districts serving English Language Learners and immigrant students

Ms. Asseth

- more equity in the schools
- more wraparound coordinators

Ms. Kinicki

- more councilors in the schools for ELL students

Ms. Gonzalez

- fewer SROs in schools
- more ELL training
- notification of ELL meetings
- reduction in school safety budget

Mr. Lyons

- provide parent transportation to/from school meetings
- provide more instructional supplies for teachers

Reverend Payson

- use of video conferencing technology

PRIOR ACTION (continued)

- 4-23-19 - Ms. Kaake
(continued) - support for the Promise Act
 - attendance at Boston Common Rally for more state funding-
 May 16, 2019
 Mr. Dumphy
 - online external grading system
 Mrs. Novick
 - funding for all students to take AP Exams
FILE motions c&p 9-2 and gb #7-23 from the Standing Committee on
Finance and Operations.
- 5-2-19 - SCHOOL COMMITTEE MEETING - The School Committee
Approved the action of the Standing as stated.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria/Miss McCullough
(February 6, 2017)

To reestablish the PEAK ("Providing Enrichment for Able Kids") Program in the Worcester Public Schools.

PRIOR ACTION:

- 2-16-17 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 4-24-17 **STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS**
Dr. Gantias stated that the Administration is proposing that it organize a PEAK-like experience for students using the Title I SES funds.
Mr. Monfredo inquired as to the feasibility of establishing after-school PEAK-like enrichment programs for students, and, if possible, provide a report on such a program at the Standing Committee in September.
Dr. Gantias indicated that she could provide a list of after-school programs that are PEAK-like.
Mr. O'Connell made the following motion:
Request that the item be held for a progress report in June or July.
On a voice vote, the motion was approved.

(Continued on page 2.)

BACKUP: Due to the outdated nature of this item and its backup, the Administration recommends that this item be filed.

PRIOR ACTION (continued)

- 4-27-17 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 5-14-18 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Hold for a report in June 2018.
- 5-17-18 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

ITEM: gb #7-285

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Miss McCullough/Mr. Monfredo/Miss Biancheria/Ms. Colorio/Mr. O'Connell
(August 7, 2017)

To explore options and policies regarding work assigned and performed at home on snow days in an effort not to extend the school year.

PRIOR ACTION:

- 8-24-17 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 3-20-19 - Mr. O'Connell made the following motions:
 - Request that the Administration provide a report regarding the development of a proposal for an Alternative Structured Learning Day Program.
 - Request that the Administration provide recommendations, with consideration of the state guidelines, of a proposal of an Alternative Structured Learning Day Program.
 - On a voice vote, the motions were approved.
 - It was moved and voice voted to hold the item for a report in September 2019.

BACKUP: Since the Administration provided an Alternative Structure Learning Program under gb #8-107, the Administration recommends that gb #7-285 and gb #8-107 both be filed.

ITEM: gb #8-29

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Miss McCullough (January 16, 2018)

To engage in a comprehensive plan in an effort to have children read on grade level by the end of grade three.

PRIOR ACTION:

- 2-1-18 - (Considered with gb #8-45).
Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 2-13-18 - **STANDING COMMITTEE ON TEACHING LEARNING AND STUDENT SUPPORTS**
(gb #8-29 and gb #8-45 were considered together.)
Mr. Monfredo made the following motion:
Request that the Administration establish a Reading Committee with focus on grades K-3 and incorporate issues of:
- school readiness
 - school attendance
 - summer learning
 - family involvement
 - high quality teachers
- On a voice vote, the motion was approved.
It was moved and voice voted to HOLD the item.
- 2-15-18 - **SCHOOL COMMITTEE MEETING** - The School Committee approved the action of the Standing Committee as stated.

BACKUP: Since there is a current item, gb #9-150.1, the Administration recommends that items gb #8-29 be filed.

ITEM: gb #8-42

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Miss Biancheria/Mr. Monfredo/Mr. O'Connell/Mr. Comparetto/
Miss McCullough (January 23, 2018)

Request that the Administration study the feasibility of involving students in community service projects at the Senior Center.

PRIOR ACTION:

2-1-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The students in the grade 8 Civics course will do community service projects in various locations. The Administration recommend that the item be filed.

ITEM: gb #8-43

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mayor Petty/Mr. Foley/Mr. Monfredo/Mr. O'Connell/Miss Biancheria/
Mr. Comparetto/Miss McCullough (January 24, 2018)

Request that the Superintendent create an updated Health and Wellness Curriculum for middle and high school students.

PRIOR ACTION:

2-1-18 - Held.
2-15-18 Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The Administration has 3 outstanding items regarding this topic and recommends filing two of them, namely gb #8-43, gb #8-369 and gb #9-53. Item gb #9-288 will remain the current item.

ITEM: gb #9-53

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo
(February 7, 2019)

To review, and, as appropriate, to comment upon, standards and evidence proposed by the Massachusetts Department of Elementary and Secondary Education related to health education and sex education.

PRIOR ACTION:

2-28-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The Administration has 4 outstanding items regarding this topic and recommends filing three of them, namely gb # 8-43, gb #8-369 and gb #9-53. Item gb #9-288 will remain the current item.

ITEM: gb #8-107

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Miss McCullough/
Mr. Monfredo (March 16, 2018)

To request that the administration review the January 2018 Policy Statement of the Department of Elementary and Secondary Education "Alternative Structured Learning Day Programs" and that it recommend to the School Committee whether any such programs should be implemented in the Worcester Public Schools for 2019-20.

PRIOR ACTION:

4-5-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The Administration has 4 outstanding items regarding this topic and recommends filing three of them, namely gb # 8-43, gb #8-369 and gb #9-53. Item gb #9-288 will remain the current item.

Annex A (3 pages) contains the Administration's response to the item.

School Redesign

Alternative Structured Learning Day Programs

To: Superintendents, Charter School Boards of Trustees, and School Principals
From: Jeff Wulfson, Acting Commissioner
Date: January 5, 2018

This memorandum provides information to assist school committees and charter school boards of trustees with the development of "alternative structured learning day programs"¹ as possible solutions to scheduling issues posed by inclement weather so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met.

While the concept of alternative structured learning day programs continues to be relatively new in Massachusetts, the Department of Elementary and Secondary Education (Department) recognizes that such programs are designed to reduce the number of additional school days beyond the 180 required days and minimize student learning disrupted by weather related emergencies by providing alternative learning activities for students that may be completed at home. These programs may be an alternative option for schools to pursue as long as they can ensure that the program meets the standard for structured learning time and that the assignments and/or projects are substantial. These programs must also be accessible, include appropriate oversight and teacher involvement rather than resembling traditional homework assignments, and be approved by the district school committee or charter school boards of trustees.

To the degree that learning outside of the school setting may rely upon parental involvement or access to technology, school committees and charter school boards of trustees must also account for the widely varying circumstances in students' homes and guarantee that the alternative structured learning day program is accessible to all students. In general, alternative structured learning day programs that include a digital learning component must:

- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device, for example, by developing paper materials to be used by those students who do not have internet access. However, in any case, the school must ensure that all students will have access to educational materials during a storm.
- Be able to serve all students, including students who receive special education services.
- Have teachers available who must participate on the days when the program is implemented.

Additionally, school committees and charter school boards of trustees must allow sufficient planning time for administrators, teachers, staff, and other members of the

school community, as appropriate, to thoughtfully and transparently design the alternative structured learning day program prior to implementation. This includes the time needed to design the format and parameters of grade-level assignments, lessons, and/or projects for each participating grade, and if necessary, an online platform that will contain all alternative structured learning day related content and information. Given that inclement weather is somewhat unpredictable, leaders need to determine how to approach these challenges so the alternative structured learning days resemble the scope and depth of learning provided in a classroom lesson. Further, if your school committee or charter school board of trustees is considering developing and piloting such a program the following should be considered:

- Determine the circumstances for which an alternative structured learning day program will be activated, and clearly communicate this to all stakeholders in the district. For example, a school committee or charter school board of trustees may determine that the program will go into effect after 3 weather-related school closures.
- Set clear due dates for assignments and/or projects and clearly articulate what completion means.
- Conduct a survey at the end of the pilot/implementation to allow feedback from stakeholders and to evaluate the success of the alternative structured learning day program.

Given that alternative structured learning day programs are a reasonable option for creatively making up missed school days due to weather-related closures, as well as the fact that districts are required to schedule 185 days, as a back up to the required 180 days, the Department will only consider hardship waivers 603 CMR 27.00 in extraordinary circumstances. Should you have any questions regarding hardship waivers, please contact Helene Bettencourt at hbettencourt@doe.mass.edu or 781-338-3120.

As schools and districts continue to move forward with the development and implementation of alternative structured learning day programs, the Department encourages you to share your process and any lessons learned.

Additional Student Learning Time Resources

Massachusetts Student Learning Time Regulations 603 CMR 27.00

Under the Massachusetts Student Learning Time regulations, school committees and charter school boards of trustees are required to schedule a school year that includes at least 185-days at each school, and are required to operate each school for at least 180-days per school year. In addition, schools must ensure that students are scheduled to receive a minimum of 900 hours of structured learning time per school year for elementary school students and a minimum of 990 hours of structured learning time per school year for secondary school students. Kindergarten students must receive a minimum of 425 hours of structured learning time per school year. *Please access the link above to access the Massachusetts student learning time regulations.*

Student Learning Time Questions and Answers

This is a handy collection/guide of answers to Frequently Asked Questions about Student Learning Time.

Massachusetts Student Learning Time Waiver Process

In April 2013 the Massachusetts Board of Elementary and Secondary Education granted the Commissioner of Elementary and Secondary Education authority to approve waivers for innovative programs that are expecting to operate less than the hour and day requirements established in the Massachusetts Student Learning Time Regulations (603 CMR 27.00). The intent of this waiver process is to enable innovative programs and schedules that will benefit students educationally and improve student learning. This waiver process is not intended for emergency cases or extraordinary circumstances (e.g., natural disaster) that force the closing of one or more of the district's schools. *Please visit the [student learning time waiver process website](#) for additional information, including but not limited to the application and timelines.*

Please contact Shay Edmond (sedmond@doe.mass.edu / 781-338-3217) and/or Ruth Hersh (rhersh@doe.mass.edu / 781-338-3211) with any questions or concerns. You can also send general questions to the redesign@doe.mass.edu email address.

Note:

1 The Department adopted the term "alternative structured learning day" in place of "blizzard bags" as it reflects the variety of ways in which students may access assignments while outside of the school building.

Last Updated: January 5, 2018

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. O'Connell/Mr. Monfredo (February 7, 2018)

To consider a review of a publication entitled Teaching Hard History: American Slavery from the Southern Poverty Law Center.

PRIOR ACTION:

2-15-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

Michael Crompton from Greater Worcester Our Resolutions (GWOR), Kassandra Quinlan, Ohemaa Pipim and Shirley Acero, students at South High Community School provided testimony regarding the teaching of Hard History-American Slavery

Mr. O'Connell made the following motions:

Request that when the item is discussed at the Standing Committee level that it invite community members and the individuals that came to the full Committee to attend the meeting.

Request that when the item is discussed at the Standing Committee level that it provide copies or links to the reports from the Southern Poverty Law Center entitled: Teaching Hard History-American Slavery and the new Draft Curriculum of History and Social Science from the State Department.

On a voice vote, the motions were approved.

3-20-19 - Mr. O'Connell made the following motions:

Request that the Administration continue to implement the initiative by:

- investigating additional supplemental resources
- continuing to update the textbooks
- modifying appropriate teaching strategies and
- supporting learning academic discourse, close reading and text annotation

Request that the Administration review the material from the Southern Poverty Law Center and consider adapting the material into the curriculum.

Request that the Administration provide a report regarding the actions it has taken to date and what its plans are for the coming years.

On a voice vote, the motions were approved.

BACKUP: This item was answered and discussed and the Administration recommends that it be filed.

PRIOR ACTION (continued)

3-20-19 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Mr. O'Connell made the following motions:

Request that the Administration continue to implement the initiative by:

- investigating additional supplemental resources
- continuing to update the textbooks
- modifying appropriate teaching strategies and
- supporting learning academic discourse, close reading and text annotation

Request that the Administration review the material from the Southern Poverty Law Center and consider adapting the material into the curriculum.

Request that the Administration provide a report regarding the actions it has taken to date and what its plans are for the coming years.

On a voice vote, the motions were approved.

4-4-19 - THE SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Monfredo/Miss McCullough/Mr. O'Connell
(March 2, 2018)

Request that the Administration consider expanding the Worcester: Future Teachers Program in conjunction with Worcester State University in an effort to recruit the best and brightest students.

PRIOR ACTION:

- 3-15-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Mr. Monfredo suggested that the Administration forward a Future Teachers Plan to the Standing Committee on Teaching, Learning and Student Supports by the end of the year.
- 5-14-18 - Mr. Monfredo made the following motion:
Request that the Administration meet with students from the local colleges and universities, in their junior year to interest them in a teaching career in the Worcester Public Schools.
Request that teachers interact with the students in the Worcester: Future Teachers Program to describe the teaching profession and to interest students to pursue this career.
On a voice vote, the motion was approved.

(Continued on page 2.)

BACKUP: The Administration is actively involved in recruiting students for the Worcester Future Teachers Program and has provided and discussed extensive backup on this topic.
As a result, it recommends that item gb #8-94 and motion gb #9-195.6 be filed and Item gb # 9-315 will remain the active item.

PRIOR ACTION (continued)

5-14-18 - Miss McCullough made the following motion:
(continued) Request that the Administration conduct a Career Fair to recruit students to become teachers and publicize it to area college students.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that the Administration contact a representative from the College of the Holy Cross to have their practitioners visit schools to encourage students to consider teaching as a career.

On a voice voted, the motion was approved.

Hold for the Summer of 2018.

3-20-19 - Mr. Monfredo made the following motions:
Request that the Administration provide recommendations to expand the Worcester: Future Teachers Program in order to make it available to more students.

Request that the Administration publicize the opportunities available for teaching in the Worcester Public Schools for students in the colleges and universities that are in the area of Worcester and others as appropriate.

Request that the Administration provide expanded opportunities for students in high schools and colleges regarding pursuit of teaching in the Worcester Public Schools.

Request that the Administration consider reaching out to students that are attending colleges that have many education majors and try to recruit them, especially those of color to teach in the Worcester Public Schools.

Request that the Administration provide an action plan regarding what is currently being done and what will be done to continue the efforts of recruiting future teachers for the Worcester Public Schools.

On a voice vote, the motions were approved.

It was moved and voice voted to hold the item for a report in June 2019.

ITEM: gb #8-97

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Miss McCullough/Mr. Monfredo/Mr. O'Connell
(March 7, 2018)

Request that the Administration provide a report on school libraries.

PRIOR ACTION:

3-15-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

Mr. Comparetto made the following motion:

Request that the Administration provide a report on the numbers of libraries in the Worcester Public Schools and indicate:

- how many have librarians
- who is using them and
- what is the impact on the community.

On a voice vote, the motion was approved.

BACKUP:

Annex A (3 pages) contains a copy of the Administration's response to the motion.

Based on the backup provided, the Administration recommends that this item be filed.

School Committee Item gb#8-97

Request that the Administration provide a report on the numbers of libraries in the Worcester Public Schools and indicate: How many librarians? Who is using them? What is the impact on the community?

Number of Worcester Public School sites with a designated library space: 39 (see Chart 1)

Number of Librarians: 12

Who is using them? (See Chart 2 for a list of schools and full/half time library staff)

Impact on the community: 26 sites report having parent/community volunteers, 4 of those sites are One City One Library and open to the public.

Highlighted buildings house a One City One Library site operated by the Worcester Public Library and open to the public.

CHART 1

School Name	Does your building have a space designated as a school library?	If you answered YES to the previous question, are classes able to access the library space and check out books?	Do you have parent/community volunteers who help run the library?
Belmont	Yes	Yes	No
Burncoat High	Yes	Yes	Yes
Burncoat Middle	Yes	Yes	Yes
Burncoat Prep	Yes	Yes	Yes
Canterbury Street School	Yes	No	No
Challenge and Reach Academy	No		
Chandler Elementary	Yes	Yes	No
Chandler Magnet	Yes	Yes	Yes
City View	Yes	Yes	No
Claremont	Yes	Yes	Yes
Clark Street	Yes	no	No
Columbus Park School	Yes	No	No
Doherty	Yes	Yes	Yes
Elm Park	Yes	No	No

F. J. McGrath	Yes	Yes	No
FGMS	Yes	Yes	Yes
Flagg Street School	Yes	Yes	Yes
Gates Lane	Yes	Yes	Yes
Gerald Creamer	No		
Goddard Elementary	Yes	Yes	Yes
Grafton Street Elementary School	No		
Heard Street School	No	Yes	Yes
Jacob Hiatt	Yes	Yes	No
Lake View School	Yes	No	No
Lincoln Street	No		
May Street	Yes	Yes	Yes
Midland Street School	Yes	Yes	Yes
NCC - Secondary	No		
NCC Young Adult	No		
Nelson Place	Yes	Yes	Yes
Norrback	Yes	Yes	Yes
North High School	Yes	Yes	No
Quinisgamond	Yes	Yes	Yes
Rice Square	Yes	Yes	No
Roosevelt	Yes	Yes	Yes
South High	Yes	Yes	Yes
St. Casimir's	Yes	Yes	No
Sullivan Middle	Yes	Yes	Yes
Tatnuck Magnet	Yes	Yes	No
Thorndyke	Yes	Yes	Yes
Union Hill	Yes	No	Yes
UPCS	No		
Vernon Hill	Yes	Yes	Yes
Wawecus	No		
WEMS	Yes	Yes	Yes
West Tatnuck	Yes	Yes	Yes
Woodland Academy	No		
Worcester Arts Magnet School	Yes	Yes	Yes
WTHS	Yes	Yes	Yes

CHART 2

School	Full/Half time librarian
Burncoat High School	Full time librarian
Burncoat Middle School	Full time librarian
Doherty High School	Full time librarian
Forest Grove Middle School	Full time librarian
North High School	Full time librarian
Worcester East Middle School	Full time librarian
South High School	Full time librarian
Sullivan Middle School	Full time librarian
Worcester Technical High School	Full time librarian
Creamer Center	Half time librarian
St. Casimir	Half time librarian
Union Hill	Half time librarian
Chandler Elementary	Half time librarian

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell
(May 9, 2018)

Request that the Administration provide a report regarding the process of bringing together various private and public groups to develop middle school athletic programming as highlighted in the Worcester Magazine's article entitled The Case For Middle School Sports:Can City Hoops Spark a Rebound?

PRIOR ACTION:

5-17-18 - (Considered with gb #8-161 and gb #8-162)
Councilor King, Ms. Gem, Ms. Rodrigues and Ms. Quinn offered testimony on the importance of middle school sports.
Mr. Comparetto stated that school sports help reduce suspension rates, dropout rates, juvenile arrests, and can lead to better academic achievement if all students have access to school sports.
Mr. O'Connell made the following motion:
Request that the Administration provide a proposed Budget recommendation prior to the Budget deliberation for middle school sports for FY20 and for summer school sport opportunities for 2018.
On a voice vote, the motion was approved and referred to the Administration.
Mr. Foley added that the Administration provide the estimated cost for a tiered summer school sports program and seek Community Partners to sponsor such a program.
It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The Administration has 3 items regarding this topic and Administration recommends that gb #8-161 and gb #8-162 be filed and gb #8-163 remain active.

PRIOR ACTION (continued)

- 3-20-19 - (Considered with gb #8-161 and gb #8-162.)
Mr. Monfredo made the following motions:
Request that the Administration provide a report on options of expanding participation of students in middle school sports including the encouragement of more students in the middle school to do so.
Request that the Administration consider opportunities for raising funds from private sectors, booster clubs and others with an interest in sports.
Request that the Administration survey the interest of students in sports including recommendations of sports that should be added or modified in terms of inclusion in the schedule of student sports.
On a voice vote, the motions were approved.
Miss McCullough made the following motion:
Request that the Administration provide a report on the FY20 Budget recommendations for the expansion of school sports.
On a voice vote the motion was approved.
It was moved and voice voted to hold the item for a report in May 2019.
- 4-4-19 - THE SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 6-20-19 - Accepted and filed the following motion:
Request that the Administration provide a report on the FY20 Budget recommendations for the expansion of school sports.
(See gb #9-222.)
- .

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Miss Biancheria/Miss McCullough/Mr. Monfredo/Mr. O'Connell
(May 9, 2018)

Request that the Administration provide a report on the JROTC programs and include ways to actively promote interest at the middle school level for high school participation in this program.

PRIOR ACTION:

- 5-17-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
- 3-20-19 - Mr. O'Connell made the following motions:
 - Request that the Administration discuss with the directors of the JROTC Programs ways in which the School Committee can assist budgetarily to publicize and make them available to other students.
 - Request that the Administration provide a report as to whether schools should be adding additional JROTC Programs in schools that do not have one.
 - On a voice vote, the motions were approved.
 - It was moved and voice voted to hold the item for a report in June 2019.

BACKUP: Annex A (3 pages) contains a copy of the Administration's response to the motion.

Based on the backup provided, the Administration recommends that this item be filed.

Burncoat High School

A report on the Burncoat HS Air Force JROTC program and ways we actively promote interest at the middle-school level for high-school participation in the program. We annually send out letters to all eighth graders of our feeder middle schools (attached). The letter explains the aspects and benefits of the program. It discusses our mission and lists some of the events the cadets do. We also have a presence during the eighth Grade Orientation where we showcase some of our ceremonial teams. We always try to do the flag retirement on Flag Day and invite the eighth graders from Burncoat Middle School. We select two or three middle-school students to participate in the ceremony. We use the occasion not only for its patriotic symbolism but again showcasing our demonstration teams, reinforcing how integral they are to the program. We pair up with the guidance counselors when they go to the middle schools to schedule for the upcoming year. We take our Awareness Presentation Team to explain their experiences and encourage the upcoming ninth graders to join. Probably our most effective method for both recruiting and retention is word-of-mouth by our cadets. By putting a personal face on the program to friends and siblings, they bring the program alive.

As an ongoing effort to reach more freshmen once they are in high school, we participate in Freshman Orientation. The cadet leadership visited every study hall to talk about the program and encourage students to take JROTC and get an elective credit versus a space filler. We had a Taco Tuesday recruiting lunch where cadets could bring a friend. This got prospect student into the JROTC area and let them see the program in a relaxed, social atmosphere. An informal means of recruiting is our community-service involvement. Marching in parades, replacing flags on veteran's graves, community cleanup for Earth Day, and other events gain us visibility that may attract interest. At the very least, it reinforces and focuses on our mission "Developing citizens of character dedicated to serving their nation and community." We never stop looking for opportunities to engage with prospective cadets and their families.

North High School

In response to how the North H.S. NJROTC program recruits middle school students, we are currently partnered with the Worcester East Middle Leadership Academy, which is a program that was started last year by Mrs. Julie Collins from Worcester East Middle School. The program has some similarities to NJROTC in that it fosters good leadership and community service however it is not a DOD sponsored program and students do not wear uniforms. It is strictly an after school program that meets weekly.

We work closely with that program by sending our most knowledgeable and senior cadets to their weekly meetings to build rapport between our students, teach basic drill movements, our Navy Core Values and the requirements/expectations of being an NJROTC cadet should they choose to join our program at North H.S.

Some of the students who were a part of the inaugural Leadership Academy last year are now cadets here at North and entered our program with a greater understanding of its fundamental elements.

The Leadership Academy students have joined us at several community service events to include Wreaths Across America, the USMC POW/MIA ceremony at Union Station, and even marched with us at this year's Veteran's Day Parade.

The partnership mentioned above is IN ADDITION TO our continued participation in middle school orientations during the school year. Whether it's the middle school students visiting our school with parents for a tour or when we visit their school for a presentation, we are active and always allotted a timeslot on the schedule to brief parents and students and provide an overview of our program, Q & A session and video presentation of our activities.

Lastly, we have an active social media presence with an official website <https://njrotcnorthhigh.wixsite.com/unitwebsite-pao>, a public Facebook account, and Instagram. On our website, students and parents can see current events that our students are involved in and can even download a contract to get started on the enrollment process. A great recruiting tool!

I think our partnership with Worcester East Middle School and their Leadership Academy has been a success and we look forward to continuing our work with them.

South High Community School

We actively work with the administration at our feeder school Sullivan Middle School to promote interest in the Air Force Junior ROTC program at South High Community School.

We have the Cadets from the program to attend and provide the formal Color Guard for the Worcester Veterans Day Program at Sullivan Middle School every year.

When the school's flag was tattered and torn, the Cadets from the Air Force Junior ROTC raised money to purchase a new flag and made a professional presentation of the new flag to the school.

We have used the Sullivan Middle School gym for a Drill Meet of four different Air Force Junior ROTC schools during the school day so the middle school students could see our Cadets compete in the Drill Meet. At this meet, we passed out brochures about Air Force Junior ROTC and answered any questions they had in the stands as the meet was going on. (They had a lot of great questions)

We also will be sending Cadets to Sullivan Middle School with the South High Community School guidance department as we did last year to make a presentation to the incoming freshman that included drill maneuvers and cadets in uniform so we may answer questions about the program.

ITEM: gb #8-200

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mayor Petty (June 11, 2018)

To review the new Science Curriculum.

PRIOR ACTION:

6-21-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since the Administration provided a response under gb #9-116, the Administration recommends that gb #8-200 be filed.

ITEM: gb #8-243

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/ Miss McCullough/Mr. Monfredo
(August 7, 2018)

To consider use in the Worcester Public Schools, as appropriate, of the Fidelity Financial Services' "Boundless" program, which is designed to partner with youth organizations to educate girls and young women about careers in financial services.

PRIOR ACTION:

8-23-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since the Administration provided responses for items gb #8-243 and gb #9-238, it recommends that gb #9-127 be filed. Item gb #9-238 will remain the current item.

ITEM: gb #9-127

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Miss McCullough/Miss Biancheria/Mr. Monfredo/Mr. O'Connell (March 25, 2019)

Request that the Administration explore the feasibility of implementing "Adulting Days" for high school students in conjunction with community volunteers.

PRIOR ACTION:

4-4-19 - SCHOOL COMMITTEE MEETING
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since the Administration provided responses for items gb #8-243 and gb #9-238, it recommends that gb #9-127 be filed. Item gb #9-238 will remain the current item.

ITEM: gb #8-248

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. Monfredo/Mr. O'Connell (August 14, 2018)

Request that the Administration provide a report regarding Site Council meeting times and dates and consider holding these meetings at convenient times for parents and community members.

PRIOR ACTION:

- 8-23-18 - Mr. O'Connell made the following motions:
Request that the Administration provide a report regarding the meeting dates and times for all Site Council meetings that took place in the Fall of 2018 and also indicate whether or not they took place at a convenient time within the first forty days of school.
Request that the Administration verify that it is complying with current policies.
On a voice vote, the motions were approved.
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since the Administration provided a response under gb #9-284, the Administration recommends that gb #8-248 be filed.

ITEM: gb #8-298

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Monfredo/Miss Biancheria/ Mr. Comparetto/Mr. O'Connell
(September 26, 2018)

Request that the Administration provide a report on the teaching of cursive writing in the schools.

PRIOR ACTION:

10-18-18 - Mr. Monfredo made the following motion:
Request that the Administration provide a report in November 2018 regarding the feasibility of developing a policy on the teaching of cursive writing.
On a voice vote, the motion was approved.
Mr. O'Connell made the following motion:
Request that the backup for items filed previously regarding cursive writing and a copy of the article that Mr. Monfredo wrote be provided as backup for the item at the Standing Committee on Teaching, Learning and Student Supports.
On a voice vote the motion was approved.
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The Administration provided a response under gb 9-227.2. and that item will remain the current item. It recommends that item gb #8-298 be filed.

ITEM: gb #8-348

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Monfredo/Miss Biancheria/ Mr. O'Connell Mr. Comparetto/
Miss McCullough/Mr. Foley
(November 15, 2018)

Request that the Administration provide information on whether all schools send out monthly newsletters and indicate whether they can be placed online as suggested by the CPPAC.

PRIOR ACTION:

12-6-18 - Mr. O'Connell made the following motion:
Request that the Administration consider putting copies of school newspapers online.
On a voice vote, the motion was approved.
Miss McCullough made the following motion:
Request that the Administration consider putting ConnectEd messages regarding cancellations due to weather conditions online directly on individual schools' home pages.
On a voice vote, the motion was approved.
Miss McCullough requested that her name be added to the item.
Mayor Petty requested that Mr. Comparetto and Mr. Foley be added to the item.
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since the Administration provided a response under gb #8-349.1, the Administration recommends that gb #8-348 be filed.

ITEM: gb #9-20.1

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Administration/ Miss McCullough/Miss Biancheria/Mr. Foley/
Mr. Monfredo/Mr. O'Connell (January 8, 2019)

Response of the Administration to the request to provide a report on the Advanced Placement course offerings and include student/parent feedback, guidelines and costs for the exams.

PRIOR ACTION:

- 1-17-19 - Referred to the Administration.
- 3-7-19 - Held for the School Committee meeting on Thursday, March 21, 2019.
- 3-21-19 - Mr. O'Connell made the following motion:
Request that the Administration provide a copy of the Advanced Placement scores.
On a voice vote, the motion was approved.
Miss Biancheria made the following motion:
Request that the Administration provide a report that includes student and parent feedback on the Advanced Placement Scores.
On a voice vote, the motion was approved.
Referred to the item to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The original item was answered and motions were made. The current item is now gb #9-291. The Administration recommends that gb #9-20.1 be filed.

ITEM: gb #9-53

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo
(February 7, 2019)

To review, and, as appropriate, to comment upon, standards and evidence proposed by the Massachusetts Department of Elementary and Secondary Education related to health education and sex education.

PRIOR ACTION:

2-28-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The Administration has 4 outstanding items regarding this topic and recommends filing three of them, namely gb # 8-43, gb #8-369 and gb #9-53. Item gb #9-288 will remain the current item.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. Foley/Miss McCullough (February 13, 2019)

Request that the Administration provide a progress report from the committee tasked with coming up with a plan to reduce school suspensions.

PRIOR ACTION:

2-28-19 - Dr. Margot Barnet, Ruth Rodrigues and Roger Nugent, EAW President, spoke to the item regarding suspensions. Mayor Petty requested that the Administration provide a Report of the Superintendent indicating what is being done to lower suspension rates.

Mr. O'Connell made the following motion:

Request that the Superintendent provide a report, during budget time, with recommendations regarding an appropriate package for a comprehensive Staff Development initiative for principals and teachers with how they can maintain an orderly environment within their school that is conducive to learning and therefore, maximizing the prospect of students not being suspended but being part of the solution.

Miss Biancheria made the following motions:

Request that the Administration notify Mr. Nugent, President of the EAW, when the item will be discussed at the Standing Committee on Teaching Learning and Student Supports.

Request that the Administration provide a report to include

- the data on suspension rates
- the facilities that house the suspended students
- the programs that are offered to the students and
- the process utilized for suspending students

On a voice vote, the motions were approved.

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

BACKUP: The Administration has 2 outstanding items regarding this topic in the Standing Committee on School and Student Performance. Therefore, it recommends that gb #9-61 be filed.

ITEM: gb #9-239

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo
(July 10, 2019)

Request that the Administration review "Creating the Will: A Community Roadmap to Achieving Educational Excellence for Latino Students in Worcester," and to consider both progress made, and topics which require further attention, since issuance of the report in July 2011.

PRIOR ACTION:

7-18-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since the report is dated July 2011, the Administration recommends that gb #9-239 be filed.

ITEM: gb #9-292

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Miss Biancheria/Miss McCullough/Mr. Monfredo/Mr. O'Connell
(August 28, 2019)

Request that the Administration provide a report on the way in which the Worcester Public Schools is highlighting its successes in the STEM/STEAM Programs during the week of Oct. 21-25, 2019.

PRIOR ACTION:

9-5-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The Superintendent responded to this item at the School Committee meeting. Therefore, the Administration recommends that the item be filed.

ITEM: gb #9-333

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. Monfredo (October 9, 2019)

Request that the Administration provide a report on the wraparound services in the Worcester Public Schools.

PRIOR ACTION

10-17-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Since gb #9-337 is the current item, it recommends that items gb #9-142 and gb #9-333 be filed.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell (June 21, 2018)

Request that pages 237-265 from the Budget Book regarding the Various Grant Programs be referred to the Standing Committee on Teaching, Learning and Student Supports for further discussion.

PRIOR ACTION:

- 4-26-18 - Set the dates of Thursday, June 7, 2018 and Thursday, June 21, 2018 at 4:00 p.m.
- 6-7-18 - 500101-96000 Retirement
It was moved and voice voted to approve Account 500101-96000 in the amount of \$17,615,995.
- 540103-92000 Transportation
Miss Biancheria made the following motion:
Request that the Administration provide a report to include:
- A cost analysis for the school department to own its busses versus leasing services
 - recent bids
- On a voice vote, the motions were approved.

(Continued on page 2.)

BACKUP: Due to the outdated FY19 Budget information, the Administration recommends that motion gb #8-123.2 be filed.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Administration/Administration (July 2, 2019)

Response of the Administration to the request to provide a detailed report on the number of homeless students currently enrolled in the Worcester Public Schools and include the number of students who are doubled up, in foster care or living in shelters.

ADMINISTRATIVE HIGHLIGHTS

- Mary Meade-Montague, Manager of Instruction and School Leadership - Early College Program
- Kay Seale, Manager of Special Education- Dyslexia
- Liz Tiley, - Director, Night Life - Topic - Night Life

PRIOR ACTION:

6-6-19 - Dr. Mary Meade-Montague, Manager of Instruction and School Leadership, presented the highlights of the first year of the Early College Program.

- 260 students took Dual Enrollment classes.
- 78 seniors, 151 juniors, 27 sophomores and 4 freshman
- 19% were students with disabilities
- 42% were English Language Learners

Sixteen of the Early College Program students were invited to spend a day at the State House with state legislators.

Kay Seale, Manager of Special Education, spoke about her department and how the 5542 Special Education students account for 20% of the student population in the Worcester Public Schools. Seventy-nine percent of those students are in general education classrooms. Some of the highlights were:

- DESE informed the department that it was meeting requirements.
- The department is providing services for autism without contracting the students out of state.
- The department hired a Clinical Care Coordinator.
- The system partnered with Massachusetts General Hospital for training kindergarten teachers on early dyslexia intervention.
- The 7th Annual Student Services Celebration was held at Worcester Technical High School.

(Continued on page 2)

BACKUP: The response to the motion was provided under ros #7-18.1. Therefore, motion ros #9-9.1 should be filed.

PRIOR ACTION (continued)

- 6-6-19 Liz Tiley, Director of Night Life, spoke to the goals of creating a balance of courses for career development, workforce training and recreational classes. She highlighted the following:
- There were 900 online classes offered this past Spring.
 - There were 40 hands on courses.

The Night Life booklet will be finalized in July and distributed to the public in late August for classes in the Fall of 2019.

Mayor Petty made the following motion:

Request that the Administration provide a detailed report on the number of homeless students currently enrolled in the Worcester Public Schools and include the number of students who are doubled up, in foster care or living in shelters.

On a voice vote, the motion was approved.

Filed.

- 7-18-19 Mr. O'Connell made the following motion:
- Request that the Administration refer to the Standing Committee on Teaching, Learning and Student Supports, the response from the Highlights regarding a detailed report on the number of homeless students and provide the updated numbers to the state in order to get credit for those students.
- On a voice vote, the motion was approved.

NEW AGENDA ITEMS TO BE DISCUSSED

<p><u>gb #8-139 - Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell (April 18, 2018)</u></p> <p>Request that the Administration provide a report regarding all Early Childhood Programs in the Worcester Public Schools.</p>	
<p><u>gb #8-258 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/Miss McCullough/Mr. O'Connell (August 28, 2018)</u></p> <p>Request that the Administration provide an update on the "Hands on CPR" program in the secondary schools and consider incorporating this program into a community service project that will highlight Worcester as a "Heart Safe City."</p>	
<p><u>gb #8-357 - Mr. Comparetto/Miss Biancheria/Mr. Monfredo/Mr. O'Connell(November 28, 2018)</u></p> <p>Request that the Administration consider replicating the Positive Directions Program at each of the middle and high schools.</p>	
<p><u>gb #9-104 - Mr. Comparetto (March 13, 2019)</u></p> <p>Request that the Administration consider incorporating into high school curricula African-American African, Puerto Rican and Latino studies.</p>	
<p><u>gb #9-105 - Mr. Comparetto (March 13, 2019)</u></p> <p>Request that the Administration consider incorporating into high school curricula LGBTQI history.</p>	
<p><u>gb #9-106 - Mr. Comparetto/Mr. O'Connell (March 13, 2019)</u></p> <p>Request that the Administration examine the first few years of the elementary school curriculum and make certain that there is a balance of history, science, arts, etc.</p>	
<p><u>gb #9-107 - Mr. Comparetto/Mr. O'Connell (March 13, 2019)</u></p> <p>Request that the Administration examine "Ethics of American Youth" and consider ways to add more ethics training into the curriculum of the Worcester Public Schools.</p>	
<p><u>gb #9-108 - Mr. Comparetto/Mr. O'Connell (March 13, 2019)</u></p> <p>Request that the Administration examine the report by the Houston Education Research Consortium entitled <u>Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative</u> and consider implementing a similar initiative in the Worcester Public Schools.</p>	

<p><u>gb #9-133 - Mr. Comparetto (March 27, 2019)</u></p> <p>Request that the Administration consider partnering with I-Mentor and/or Classroom Champions to create mentorship opportunities for Worcester public school students.</p>	
<p><u>gb #9-135 - Mr. Comparetto (March 27, 2019)</u></p> <p>Request that the Administration create a grow your own teacher program.</p>	
<p><u>gb #9-136.1 - Administration/Mr. Comparetto (May 21, 2019)</u></p> <p>Response of the Administration to the request to provide a report regarding the status of the One City, One Library Initiative.</p>	
<p><u>gb #9-138 - Mr. Comparetto (March 27, 2019)</u></p> <p>Request that the Administration consider developing an internship management system to help connect students with specific opportunities and mentors based on their passions.</p>	
<p><u>gb #9-146 - Miss Biancheria/Mr. Monfredo/ Mr. O'Connell (March 27, 2019)</u></p> <p>Request that the Administration provide a report on "Stand for the Silent" which is part of the Bullying Prevention Program.</p>	
<p><u>gb #9-149 - Mr. O'Connell/Miss Biancheria/ Mr. Foley/Miss McCullough/ Mr. Monfredo (March 28, 2019)</u></p> <p>Request that the Administration consider implementation of a "see-something, say-something anonymous app" such as that which the Boston Public Schools will pilot later this year, to assist students to submit tips about safety incidents to staff and police.</p>	
<p><u>gb #9-207 -Mr. O'Connell/Miss Biancheria/ Miss McCullough/Mr. Monfredo (May 28, 2019)</u></p> <p>Request that the Administration consider development and implementation of a Video Production and/or Broadcast Journalism curriculum at an appropriate school within the Worcester Public Schools.</p>	

ITEM: gb #8-139

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. Foley/Miss McCullough/Mr. Monfredo/Mr. O'Connell
(April 18, 2018)

Request that the Administration provide a report regarding all Early Childhood Programs in the Worcester Public Schools.

PRIOR ACTION:

4-26-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (9 pages) contains a copy of the response to the item.

Response

Projected 2018 -2019 Worcester Public Schools Preschool programs:

- 32 total Preschool classrooms in 18 sites
 - 2 Full day inclusion programs will be available at Chandler Magnet and South High School. Full day programs are Inclusive classrooms (comprised of typically developing and Special Education students who are in their second full year of preschool and are 4 years of age by December 31). Sessions have a 2:15 teacher to student ratio and 8 typical to 7 special education Students.
 - 25 ½ day Inclusive programs are available consisting of an AM and a PM sessions. Sessions have a 2:15 teacher to student ratio. Students range from 3 to 5 years of age and are comprised of 8 typically developing children and 7 special education students.
 - 5 specialized programs for students with disabilities including programs for students with autism, medically fragile students and students who are deaf or hard of hearing and students with significant developmental delays. These specialized programs are limited to 9 students with disabilities and have a higher staff to student ratio of 1:4.5 teacher to students.

- Attached is the site map of proposed preschool locations for the 2018-2019 school year.
 - It is the responsibility of the Worcester Public Schools to identify any child who is a resident of Worcester, who may have a disability, regardless of the severity of the disability. It is also the responsibility of the Worcester Public Schools to evaluate those students to determine if they are eligible for special education or related services under IDEA (Individuals with Disabilities Education Act) or 306 CMR 28 (Massachusetts Special Education Regulations). The Worcester Public Schools is committed to identifying children before their third birthday in order to provide early intervention services for three and four year olds. To support this initiative, the department of special education hosts a community wide screening each year in the spring. In addition, we screen students on demand and work with local early interventions, daycare and preschool providers and pediatricians to evaluate students with suspected disabilities through our Arena Process. The Arena Evaluation Center is located at Nelson Place School. Each year we evaluate over 400 children with suspected disabilities.
 - Beth Vietze, the Coordinated Family and Community Engagement (CFCE) Coordinator works in partnership with the Worcester Public Schools Preschool Special Education Arena Evaluation Teams to provide play groups at Nelson Place School. These playgroups allow Arena Team members to observe and evaluate students in an authentic preschool environment and among their peers.

Evaluation Process:

The purpose of conducting an evaluation is to determine eligibility for special education. There are four criteria a child **must meet** to qualify for an Individual Education Plan (IEP).

- **The child must have a disability.** See the attached sheet for the list of disability categories as outlined by the State of Massachusetts.
- **The child must not be making effective progress** in the acquisition of knowledge and skills based on age and developmental expectations.
- **The lack of progress must be a direct result of the child's disability.** The lack of progress is not due to cultural factors, environmental factors, limited English proficiency or lack of instruction.
- **The child must require specially designed instruction or a related service in order to make effective progress.** The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations.

If you believe that all four of the above criteria are met then the next steps are as follows:

Step One: The district will send a Consent to Evaluate Form for parent/guardian signature.

Step Two: The evaluation period begins when we have received signature on the Consent to Evaluate Form. Assessments will be completed within 30 school working days of the date that we receive the consent form if the child is over three and prior to the third birthday if the child is under three and the consent is received more than 30 days before the third birthday. If the child is attending school, the evaluations will take place at the school the child is attending. If the child is not attending school, the parent/guardian will receive notification of the date, time and place of the Evaluation.

Step Three: Once the assessments are completed, a Team Meeting will be held and all testing will be reviewed and discussed. The parent/guardian will receive notification of the date, time, and place of the Evaluation Team Meeting once it has been scheduled. The entire process will be completed within 45 school days of the receipt of the signed Evaluation Consent Form if the child is over three and prior to the third birthday if the child is under three and the consent was received more than 30 days prior to the third birthday.

Step Four: The Team will determine eligibility. Eligibility is based on a comprehensive initial evaluation. A diagnosis from a doctor or mental health professional alone is not enough to qualify for special education services. Information from a doctor or mental health professional is helpful, however, and should be provided to the school district when a referral is made.

Step Five: If, after reviewing all assessments and other pertinent information, there is a determination of eligibility, the Team will develop an Individualized Education Program (IEP) for the child, and determine placement for delivery of services. Placement will be at the student's home school or the closest school to the home school that has openings and can meet the child's needs.

Current 2017- 2018 Worcester Public School Kindergarten Programs:

- 89 Full day kindergarten classrooms, in 33 elementary schools. Children must be 5, by December 31st to be eligible for kindergarten. 2 of these classrooms, 1 at Roosevelt, 1 at Chandler Magnet are the Dual Language Kindergarten Program Classrooms.

2018 Worcester Child Development Head Start, Worcester Public Schools:

- 4 sites (1) Greendale (2) Millbury (3) Mill Swan A (4) Mill Swan B
- 615 total enrollment - Greendale (197) Millbury (163) Mill Swan A (155) Mill Swan B (106)
- 400 full day, 215 part day

Head Start's Reggio Emilia Inspired Initiative:

Working to meet the needs of all children, families and staff, Head Start has begun its movement within the Reggio Emilia Inspired approach to teaching and learning of young children. With an educational philosophy focusing on student centered learning and developing the learning environment as a "Third Teacher," a group of select Head Start staff will begin to develop the foundation for the Worcester Child Development Head Start's Reggio Inspired program. The program, based on the principles of respect, responsibility, and community through exploration and discovery through a self-guided curriculum will be at the core of this initiative.

A team of Head Start Educators, Family Support Advocates and Administrators will participate in the North American Reggio Emilia Alliance (NAREA) held June 28th, 29th and 30th. This same team will be making several visits to the Reggio "A Hundred Languages" exhibit, which is a visual representation of the Reggio philosophy for educators, children, parents and the community. This exhibit is housed at Wheelock College in Boston. During their visits, the team will explore the exhibit and then receive professional development focused on pedagogical practice as it relates to the Reggio philosophy. The aim of this professional development is to demonstrate how to use these symbolic languages (e.g., painting, sculpting, and drama) to create rich, meaningful learning environments that acknowledge children's vast learning potential.

During the 2018-2019 school year, Head Start staff will participate in additional professional development opportunities that will help to enhance the growth of the Reggio philosophy within the program. In September, trainers Dr. Karen Haigh and Jesus Oviedo from the highly respected Chicago Commons Head Start Program will provide a day of training related to how the Reggio philosophy can come to life in an urban setting. Additional trainings will be provided throughout the school year in collaboration with the Boston Area Reggio Emilia Network (BAREN). These trainings will focus on such topics as creating high quality documentation, asking meaningful questions to enhance learning in the classroom, and the importance of creating and utilizing an atelier (art studio) in Reggio settings.

Early Childhood Strategic Leadership Institute June 14, 2018:

Head Start Center Coordinators and Coaches will be participating in this conference, presented by Early Childhood Associates and Wellesley Centers for Women, Families and Children. School and program leaders will have the opportunity to learn, share and problem solve effective leadership practices. Speakers will include professors from Boston University, Early Childhood Authors, Massachusetts principals and the President of the National Association for the Education of Young Children.

Welcome to Kindergarten 2nd year Initiative:

In our second year, Title III funding will be used to fund the Welcome to Kindergarten Initiative in six schools: Woodland Academy, Chandler Elementary, Chandler Magnet, Clark Street, Quinsigamond and

Lincoln Street. These schools, with the highest percentage of English Language Learners will provide family literacy services, outreach and training activities to English Language Learners and their families to improve English language skills and to assist parents and guardians in helping their children to improve their academic achievement while becoming active participants in the education of their children.

Beth Vietze and the Worcester Family Partnership staff will again work with Principals and teachers to develop each schools program and to present best practices of reading with children and families. These presentation are meant to be a collaboration for parents and WPS teachers and will help to recognize and build on our "*families' funds of knowledge*" as they actively construct a bridge from school-to-home through support of parent-child discussion in the home language and reading together predictable readers in English.

Still in the planning stage, discussions with principals will take place on May 15th to understand each schools need.

Coordinated Family and Community Engagement (CFCE) & Worcester Family Partnership (WFP) Play Groups:

Worcester Family Partnership, funded by the Coordinated Family and Community Engagement Grant from MA Department of Early Education and Care, serves families birth to age 8. Services are free to families.

WFP offers eight weekly playgroups during the school year, which are open to the public. Families attend on a drop-in basis to practice social skills such as sharing and taking turns; take part in a circle and story time; and have a healthy snack. In addition, parents develop support networks. Staff members model appropriate parent child interaction. Approximately 500 families attend each year. During the summer, an outdoor group at the Worcester Farmer's Market at University Park is added as well as a group at Mill Swan Head Start. During groups, families have the opportunity to borrow books from the Raising a Reader Red Bag library, or take an Ages and Stages Screening Questionnaire to answer questions related to child development. In order to reach families of particular need, groups are also conducted regularly at: Islamic Society of Greater Worcester (weekly); African Community Education (weekly); Daybreak Domestic Violence Shelter (twice a month); Friendly House family shelter (weekly); Youville House/Catholic Charities shelter (weekly); Interfaith Hospitality Network (weekly); June Street Shelter (weekly); Florence House shelter for teens (twice a month); LaundryLove at Suds Up laundromat (monthly).

WFP sponsors a monthly Family Literacy Night, held at Mill Swan Head Start, sharing tips for shared reading, parent child interaction strategies, at home activities, and providing books for each family attending. A different book and reading tip is the focus each month. An average of 25 families attend each time, with entire families often in attendance. Parent Education is based on the Raising a Reader parent education model.

WFP serves 35 families through Parent Child Home Program visits. Visits begin when a child is two years old and continue twice a week until the child turns four. This program is targeted for children who may be at an educational risk and aims to lessen the achievement gap by increasing parent child verbal interactions to increase children's vocabulary. Participating families are provided with books and toys to continue to use throughout their child's development, as well as referrals to needed social service agencies. A separate grant funds the Parent Child Home Program visits to 6 Family Child Care Homes, serving a total of 48 children, again providing books and early literacy coaching to support vocabulary development in young children.

Preschool Expansion Grant:

The Worcester Public Schools and Edward Street Child Services were recently awarded a grant from Early Education and Care to support Preschool Expansion and Sustainability Planning in Worcester. One area of this work focuses on exploring the Boston Public Schools curriculum model for Preschool and Kindergarten as we plan for a common curriculum across Worcester's preschool programs.

This visit would allow the grant's Working Team to see the *Focus K1* (Boston's Preschool Curriculum) in action and learn more about its materials, professional development and budget implications, including understanding the cost implications for initial set up (Professional Development, materials) and ongoing maintenance of the *Focus K1* programming. In addition, the team will learn about the implementation considerations in working with a variety of programs in a mixed delivery system (centers, Head Start and public schools).

The Worcester Public Schools administrators on the team are also interested in learning more about *Focus on K2*, Boston's Kindergarten Curriculum, and its alignment opportunities across settings as children enter Worcester Public School kindergarten classrooms.

We anticipate a team of 8-10 people coming from several organizations. They are part of the strategic planning/sustainability planning team. Members will represent Edward Street Child Services, Worcester Child Development Head Start, Worcester Public Schools, several community-based centers, and the Quinsigamond Community College's Child Study/Children's School program.

Preschool, Kindergarten and Community Assessment Plan:

In an effort to align assessment data and student outcome reports, the Worcester Public School, Head Start and Community Early Childhood Agencies met to develop an implementation plan for the consideration of the use of the Teaching Strategies GOLD authentic, ongoing, observation-based assessment system. The Preschool and Kindergarten Assessment Plan is being developed currently.

June 6th district wide Early Childhood Open House:

On June 6th all incoming 2018-2019 Preschool and Kindergarten students will have the opportunity to participate in the Worcester Public School annual Early Childhood Open House. Open to all incoming preschool and kindergarten students and their families, this event allows children and families to visit school and classrooms, gives parents, teachers and administrators the opportunity to meet and develop relationships and to ask questions, discuss expectations and share information. The Worcester Public Schools will be providing parents with the following information at this event:

- Attendance Matters Brochure (in 8 languages)
- Communication and Record Release Form (New this year) (in 8 languages)
- Kindergarten K.I.D.S. Handbook (*Kindergarten In Developmental Stages*) (in 8 languages)
- Preschool Parent Handbook (in 8 Languages)
- Getty Ready for School Tips (in 8 languages)
- Reading Tips for Families (in 8 languages)
- Save the Date - Countdown to Kindergarten Event Flyer (in 8 languages)
- D.W. Counts Down to Kindergarten Event Flyer at the Worcester Public Library
- Here I Am - Let's Get Ready for Kindergarten (summer activity tips for parents to prepare their child for school)
- Volunteer Opportunity Flyer for Parents (Coats for Kids)
- Kindergarten Screening Sign-In materials

In addition, The Worcester Public Schools collaborates with the Worcester Family Partnership (WFP) to support families with children transitioning into kindergarten. WFP sponsors a family event at the Worcester Library the evening of Early Childhood Open House featuring "DW Counts down to Kindergarten" and provides books appropriate to the Kindergarten reading list. Also offering "story

time on the school bus" at playgroup locations throughout the city to give families a positive school bus experience prior to the start of school.

Countdown to Kindergarten:

Monday, August 20, 2018, 3:30 PM – 7:30 PM at the EcoTarium. A Worcester Public Schools Kindergarten Celebration, free event for new Worcester Public Schools Kindergartners and their families. The goals of this event are to celebrate Kindergarten as an important milestone in a young child's life, to get children and families excited about school and learning, and to encourage parents to get involved in their child's education by seeing that learning happens in many environments, at home, at school and in the community.

New Kindergartners will:

- Have the opportunity to climb aboard a school bus and meet a crossing guard
- Receive answers to last-minute school questions
- Visit the Countdown to Kindergarten classroom
- Take the lunch tray relay
- Learn about staying healthy (vision, dental, nutrition and physical activity)
- Receive an "I'm going to Kindergarten" t-shirt, backpack and book while supplies last
- Tour the museum's exhibits and grounds

PBS Kindergarten Training:

Put on hold for timing purposes for SY 2017-2018, in SY 2018-2019 the district has been offered the opportunity to have all of our Kindergarten Teachers and Instructional Assistants participate in a 2 day, free training on the PBS Pyramid Model. This is the Center on the Social and Emotional Foundation for Early Learning (CSEFEL) model. <http://csefel.vanderbilt.edu/>

Presented by DESE representatives, this training is to educate teachers on the Pyramid Model and to provide them with classroom based strategies. The foundation of this training is grounded in the context of positive, supportive relationships between teachers and children, as well as with families and other professionals. It reflects the importance of designing environments that support children's success by engaging them in meaningful activities, teaching them about the expectations of the environment, and implementing a schedule that is predictable and engaging to each child. Classroom preventive practices include designing physical environments in ways that support the development and use of appropriate behavior and social skills, providing developmentally appropriate materials that promote children's engagement, teaching children about rules and expectations, and using positive attention and encouragement to support prosocial behavior. In addition, the trainings will provide information on the implementation of effective social emotional teaching strategies. These are the strategies used to teach important skills, such as expressing emotions appropriately, solving problems, and building friendships.

**WPS Pre-School Sites
2018-2019**

Burncoat Quadrant

School	AM Hours	PM Hours	Number of Classrooms	RM Sped	
				RM	Sped
Clark St	8:25 - 11:05	11:50 - 2:30	2	32	28
Norrback Av	7:55 - 10:35	11:20 - 2:00	3	48	44
WAM	8:25 - 11:05	11:50 - 2:30	1	16	14

Doherty Quadrant

School	AM Hours	PM Hours	Number of Classrooms	RM Sped	
				RM	Sped
Chandler Magnet	8:25 - 2:30		1	8	7
Jacob Hiatt	7:50 - 11:15	12:15 - 3:35	2*	24	30
Nelson Place	9:05 - 11:45	12:30 - 3:10	2*	16	32
Tatnuck Magnet	8:25 - 11:05	11:50 - 2:30	1	16	14
West Tatnuck	9:05 - 11:45	12:30 - 3:10	2	32	28

North Quadrant

School	AM Hours	PM Hours	Number of Classrooms	RM Sped	
				RM	Sped
Belmont St	8:15 - 10:55	11:40 - 2:20	2*	16	32
City View	8:25 - 11:50	12:40 - 4:10	1	16	14
Roosevelt	8:15 - 10:55	11:40 - 2:20	3*	32	46
WTHS	8:15 - 10:45	10:45 - 1:15	1	16	14

South Quadrant

School	AM Hours	PM Hours	Number of Classrooms	RM Sped	
				RM	Sped
Canterbury St	7:45 - 10:25	11:10 - 1:50	2	32	28
Gates Ln	9:05 - 11:45	12:30 - 3:10	4*	40	52
Goddard	8:15 - 10:55	11:40 - 2:20	1	16	14
Quinsigamond	8:25 - 11:05	11:50 - 2:30	1	16	14
South HS	8:25 - 2:30		1	8	7
Vernon Hill	7:45 - 10:25	11:10 - 1:50	2	32	28

* designates sub separate program

<p>The <i>Fountas and Pinnell Classroom</i> will be launched for the 2018-2019 school year. Following a thorough review of curriculum we were fortunate enough to have the opportunity to provide the highest quality curriculum available to our students in the Worcester Public Schools.</p> <p>The <i>Fountas and Pinnell Classroom</i> will meet our expanding needs and expectations as it aligns well with our previous efforts to build the comprehensive structures and systems of balanced literacy across our school district. Several steps have been taken to provide our teachers, principals and focused instructional coaches access to training and materials this spring in order to orient schools to the expectations and materials prior to the beginning of the school year.</p>	<p>The <i>Fountas & Pinnell Classroom</i> is a comprehensive system of literacy education that utilizes multiple instructional contexts that include: Interactive Read-Aloud, Shared Reading, Phonics/Spelling/Word Study, Reading Minilessons, Guided Reading, Book Clubs, and Independent Reading. These approaches rely upon responsive teaching that is based in a rich, multi-text approach. The philosophy of this program aligns well with the Worcester Public Schools Early Literacy initiatives as it emphasizes high quality teaching and learning experiences and environments customized to meet each students' unique needs and perspectives.</p>
<p>The <i>enVision Math 2.0</i> program was launched this school year with success. Professional development was provided at the start of the school year in order to provide the beginning overview and orient staff to the new curriculum. As the school year unfolded additional professional development opportunities were offered and we plan to continue to support schools in year 2 of this most important initiative. Exposing our students to a high quality, uniform and consistent mathematics curriculum has been a considerable effort and all data indicate that schools have already shown improvements.</p>	<p>enVisionmath 2.0 is a comprehensive K-8 mathematics curriculum that emphasizes and utilizes instructional methods that focus upon increasing high expectations through developing conceptual understanding, problem-based learning and productive academic struggle that strengthen students' abilities to think analytically and mathematically. In addition, the on-line personalized and adaptive features of the envision 2.0 program provide a variety of differentiated learning opportunities.</p>
<p>The Worcester Public School's Dr. Catherine Snow Discourse group meet monthly by grade level to discuss and plan effective implementation of lessons that expose students to rich vocabulary in the preK-2 classrooms among a subset of schools organized and committed to this work. Dr. Snow believes that "the classroom is the best preparation for academic success in later grades, when students will be expected to read texts dense with academic and technical words.." (HEL May/June 2008). Intentionally planning to increase discourse through learning science vocabulary words ensure that "the words are meaningful, that they will recur often enough to be acquired, and that the children will have authentic reasons to use them." In addition, Dr. Snow believes that academic discourse "should be going on in any lively learning environment, relevant to a wide array of topics children might be</p>	<p>Dr. Catherine Snow, from The Harvard Graduate School, is a profound and influential scholar and researcher. She has partnered with the Worcester Public Schools and has been a keynote speaker at principal meetings over the past two years. She is considered an international expert in areas of language and literacy development in children, focusing on how oral language skills are acquired and how they relate to literacy outcomes.</p>

<p>engaged by” -a philosophy and a belief that aligns well with the Worcester Public School’s aims and goals for early literacy instruction. The following schools are involved in the Dr. Catherine Snow initiative: Canterbury (our lead), Chandler Elementary, Rice Square, Thorndyke Road, Tatnuck Magnet, Worcester Arts Magnet and Union Hill.</p>	
<p>SRSD (Self Regulated Strategy Design)- The Burncoat Quadrant schools: Burncoat Prep, Clark Street, Lincoln Street, Worcester Arts, Nelson Place, Norrback Avenue, Thorndyke Road, Wawecus Road, and Worcester Arts Magnet have worked together as a group of schools or a community of practice for several years. Their work involves effectively and successfully leveraging improved student performance by using the SRSD methods. These schools meet monthly- grade level teams, focused instructional coaches and principals in order to review student work, calibrate, provide feedback and to plan. This effort also aligns well with our early literacy efforts across the district and has been tremendously successful.</p>	<p>Self-regulated strategy development (SRSD) is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. It is an approach that adds the element of self- regulation to strategy instruction for writing. It encourages students to monitor, evaluate, and revise their writing, which in turn reinforces self-regulation skills and independent learning. SRSD is explicit, direct, and guided instruction so that strategies become integrated into the overall learning process. Instruction begins as teacher-directed, but with a goal of empowering students to be self- directed. The self-regulation element promotes positive self-talk, self-instructions, and new habits with which to approach learning tasks.</p>

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Monfredo/Miss Biancheria/Mr. Comparetto/Miss McCullough/Mr. O'Connell
(August 28, 2018)

Request that the Administration provide an update on the "Hands on CPR" program in the secondary schools and consider incorporating this program into a community service project that will highlight Worcester as a "Heart Safe City."

PRIOR ACTION:

9-6-18 Mr. Monfredo made the following motion:
Request that the Administration provide an update in January on the "Hands on CPR" program at the secondary level to include offering it at Know Your Schools' Night and at sporting events.
On a voice vote, the motion was approved.
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: All students in grades 7-12 are taught "Hands Only" CPR each year during their on campus Physical Education Classes by their physical education teachers. This year, students from North and Tech taught these skills to over 600 people during stART on the Street and Doherty students taught the public at afternoon football games at Foley Stadium. Currently, South High Community School students, that are enrolled in PE Fitness Seminar 1 and 2, are in the process of working on a plan to have anyone that comes to their school be able to learn or refresh their "Hands Only" skills in the gym during the PE Seminar class time.

ITEM: gb #8-357

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Miss Biancheria/Mr. Monfredo/Mr. O'Connell
(November 28, 2018)

Request that the Administration consider replicating the Positive Directions Program at each of the middle and high schools.

PRIOR ACTION:

12-6-18 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Administration has reviewed the Positive Directions Program which incorporates prevention, counseling and support groups. The SEL department is currently implementing several programs at the middle and high schools through grant funding which incorporates these elements. The SEL and grants office will keep the program information available for possible future opportunities.

ITEM: gb #9-104

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto (March 13, 2019)

Request that the Administration consider incorporating into high school curricula African-American African, Puerto Rican and Latino studies.

PRIOR ACTION:

3-21-19 - SCHOOL COMMITTEE MEETING

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

BACKUP: The district will continue to deepen incorporation of African-American, African, Puerto Rican and Latino studies into the high school curriculum with support from the ongoing culturally relevant pedagogy professional development.

ITEM: gb #9-105

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto (March 13, 2019)

Request that the Administration consider incorporating into high school curricula LGBTQI history.

PRIOR ACTION:

3-21-19 - SCHOOL COMMITTEE MEETING

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

BACKUP: State resources were made available in 2018 to schools and staff to support incorporating LGBTQI history into the high school curriculum (<http://www.doe.mass.edu/sfs/lgbtq/>). The topic was also incorporated with a stronger emphasis into the 2018 History and Social Studies Framework. Principals November 2019 meeting was at the Worcester Historical Museum to view and discuss an exhibit on the LGBTQI history in our community as a vehicle to increase awareness and understanding.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. O'Connell (March 13, 2019)

Request that the Administration examine the first few years of the elementary school curriculum and make certain that there is a balance of history, science, arts, etc.

PRIOR ACTION:

3-21-19 - SCHOOL COMMITTEE MEETING

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

BACKUP: Elementary early childhood classrooms are expected to include history, science, the arts, etc. The District liaisons continue to provide related professional development to support this both at the district and school level. Current research highlights the need and benefits of these early learning experiences and related vocabulary development for later reading comprehension. WPS continues to support the implementation. (e.g., ongoing partnership with the Kennedy Center for the Arts with Hanover Theatre supports arts integration professional development, Canterbury St. School has led a network exploring hands on science and discourse development, and 5 Schools are involved in year three of a DESE Early Literacy grant which is developing teacher knowledge and application of early literacy, academic discourse, and early writing utilizing science and social studies as the vehicle in second semester).

ITEM: gb #9-107

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. O'Connell (March 13, 2019)

Request that the Administration examine "Ethics of American Youth" and consider ways to add more ethics training into the curriculum of the Worcester Public Schools.

PRIOR ACTION:

3-21-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: The "Ethics of American Youth" is part of the Character Counts initiative. The national survey is referred to as the Report Card on the Ethics of American Youth. Measures are self-reported values, attitudes and behavior of high school students across the country. WPS through the BARR initiative is similarly using a PANORAMA survey with 9th graders this year and both training and coaching staff to implement Tier 1 of the Collaborative Problem Solving approach. Similarly, the traits and characteristics highlighted in Character Counts are embedded in the ELA and History/Social Studies curriculum for analysis and discussion across the grades.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto/Mr. O'Connell (March 13, 2019)

Request that the Administration examine the report by the Houston Education Research Consortium entitled Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative and consider implementing a similar initiative in the Worcester Public Schools.

PRIOR ACTION:

3-21-19 - SCHOOL COMMITTEE MEETING

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

BACKUP: The findings of the report "Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Huston's Arts Access Initiative" concur with similar findings at Harvard's Project Zero and echo the reasons for WPS to initially establish the Burncoat Arts Magnet at the elementary, middle and high school. Across the district the arts specialists offer grade level classes and also opportunities for chorus, instrumental instruction and visual art clubs. Schools continue to bring in visiting arts through the Massachusetts Cultural Council's STAR Residency grants and local cultural grants. Additionally, the WPS Burncoat Unites afterschool instrumental program continues to develop and expand. A grant through "Arts Reach" has begun another year of arts programming after school at several sites. The Worcester Chamber Music Society continues to develop and expand the Neighborhood Strings program in our schools. The district continues to work with both WEDF and the Worcester Cultural Council to further develop access and opportunities for our students in the arts during and after school.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto (March 27, 2019)

Request that the Administration consider partnering with I-Mentor and/or Classroom Champions to create mentorship opportunities for Worcester public school students.

PRIOR ACTION:

- 4-4-19 - Held.
- 5-2-19 - SCHOOL COMMITTEE MEETING
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

At this time partnering with I-Mentor and/or Classroom Champions has not been discussed as there are new initiatives in the district that will support students in much the same way as these organizations.

With the work done at the state and district level on creating the MY CAP, My Career Academic Plan, and formerly titled Individual Learning Plans, students will come to understand the connections and purpose of creating an academic plan, engage in student interest activities in Naviance to identify possible college and career pathways, and gain an understanding of who they are as learners. Although this is not a required activity in Massachusetts, the district has embraced the importance of preparing our students to look ahead and make plans earlier in their academic career. In an effort to share the responsibility of guiding students towards post-secondary success, the practice of goal setting and attendance review has been a priority across the high schools. Every five weeks, counselors partner with teachers to meet with students in the classroom to review attendance, GPA, and set goals. This practice has been beneficial in focusing student attention in an ongoing manner, rather than something to think of only when meeting with a guidance counselor.

ITEM: gb #9-135

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto (March 27, 2019)

Request that the Administration create a grow your own teacher program.

PRIOR ACTION:

- 4-4-19 - Held.
- 5-2-19 - SCHOOL COMMITTEE MEETING
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Annex A (3 pages) contains the Administration's response to the item.

Paraprofessional Pathways (P3) pairs Worcester State University, an Institute of Higher Education (IHE) and an approved provider of initial and professional educator licensure preparation programs; Worcester Public Schools, a Local Education Agency (LEA) with more than 25,000 students located in Central Massachusetts and JET (Journey into Education and Teaching).

P3 will support paraprofessionals with associate's degrees or no degree currently employed by the Worcester Public School's (WPS) seeking initial licensure and an undergraduate degree.

Paraprofessionals will engage in classroom and fieldwork approaches through Worcester State University (WSU) to become licensed teachers.

WSU Teacher Education Program is recognized by the Massachusetts Department of Elementary and Secondary Education (DESE) as having an approved program. The Massachusetts Test for Educator Licensure (MTEL) is embedded in the program at various stages and must be passed to obtain initial licensure.

JET is a program of the Massachusetts Foundation for Teaching and Learning and a 501 (c) 3 organization. It was established in 1986 operates exclusively for the charitable and education purposes of improving pre-Kindergarten through Grade 12 student learning through innovative teacher training and approaches to professional learning, especially for educators in high-need urban school districts.

The P3 initiative would afford paraprofessionals without bachelor's degrees and who want to become licensed classroom teachers in their urban community, the opportunity for a proven pathway to attain a degree and licensure. In order to support and sustain these individual's in obtaining a bachelor's degree, JET would assist in recruiting the paraprofessionals, coordinating and supporting paraprofessionals in their financial aid process in applying to Worcester State University, guide paraprofessionals in the college admissions and enrollment process, and provide ongoing support and mentorship over the multi-year journey to become a teacher. In order to amplify paraprofessional's participation in enrolling in an educator preparation course at Worcester State University, they will guide interested individuals in taking advantage of the Massachusetts Paraprofessional Teacher Preparation Grant which provides assistance for undergraduate education expenses to employed paraprofessionals who commit to becoming teachers in the Massachusetts public schools.

Overall, JET has a proven success rate with 68% of past participants earning their Bachelor's degree, compared to the national college completion rate of 30% for part-time adult college students. JET fosters a community teacher pipeline of educators who already have substantial classroom experience prior to licensure, reflect the racial, cultural and linguistic diversity of the student population and are committed long term to teaching in their communities.

This partnership and initiative is relatively new, however, components that are contained within this program (such as mentoring novice staff) have been ongoing for a number of years within the school district. Recognizing that these efforts needed to be refined so as to be more impactful, stakeholder groups including WPS, WSU and JET started meeting last year. In December, the groups decided to move forward with this important initiative. Recruitment efforts were held in March of 2019 with the first cohort of students participating in Summer Session I at WSU beginning May 20.

Through an established pathway, participants will undergo five phases including recruitment and onboarding, general education academics, teacher preparation, teacher licensure and program completion. These phases identify with JET's mission of Opportunity, Empowerment, Collaboration, Commitment, Success and Diversity which will amplify our initiative to develop a highly trained, diverse teacher workforce that provides all students the opportunity for success.

In preparation for this grant application, a planning committee was organized and comprised of individuals from WPS including Superintendent **Maureen F. Binienda**; Chief Human Resources Officer, **Jennifer Boulais**; Coordinator of Staffing and Mentoring Programs, **Cheryl DelSignore** and WPS Grants Office staff; WSU staff members including Associate Dean of Education, **Raynold Lewis**; and Department Chair and Professor of Education, **Sue Foo**; as well as **Pam Herrup**, Co-Founder and Program Director of JET whom started meeting last year. During this time, all stakeholders identified needs and concerns in advancing an educator pipeline for paraprofessionals in the district, identified objectives and activities to address this need and created an action plan to develop and expand opportunities for paraprofessionals in the district.

Once a paraprofessional completes their educator preparation course and passes the MTEL exam, the WPS has an established mentor/mentee program for new teachers as required by the MA DESE. The district encourages principals match mentors with mentees by the first day of school, in order to facilitate

new hires integration into the school's culture, procedures and processes. Mentors are identified by principals and have completed at least three years of teaching in the district, hold an Initial or Professional educator license in the Mentor/Mentee discipline, and be knowledgeable in adult learning theory, teacher observation, communication and conferencing, effective instructional skills, the teacher evaluation procedure, and other related topics. In addition, there are various mentor and mentee meetings throughout the year including an orientation session provided by the WPS Office of Professional Development.

As Worcester becomes more diverse, it is critical to have an educator population that reflects the various life experiences of the community. Funding provided by the Teacher Diversification Pilot Program affords us the necessary funds to attract and retain educators from a variety of backgrounds by tapping into our existing corps of paraprofessionals and partnering with reputable programs in urban education.

ITEM: gb #9-136.1

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Administration/Mr. Comparetto (May 21, 2019)

Response of the Administration to the request to provide a report regarding the status of the One City, One Library Initiative.

PRIOR ACTION:

- 4-4-19 - Held.
- 5-2-19 - Referred to the Administration.
- 6-6-19 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (10 pages) contains a copy of the information from the Worcester Public Library on The One City, One Library initiative.



The *One City, One Library* initiative began in 2013 as a response to community need when data revealed that 59% of third graders in the Worcester Public Schools had failed to reach reading proficiency by the third grade. This creative collaboration between the Worcester Public Library and the Worcester Public Schools, with assistance and support from a host of local Foundations placed public library branches in four elementary schools throughout the city. These branches provide extensive collections for the students and teachers of those schools with trained librarians providing access and services - factors that have been shown to correlate with higher scores on reading assessments. During non-school hours, the neighborhoods surrounding these branches benefit from local access to a full suite of library collections, services and programs in addition to access to resources from the extended Central and Western Massachusetts regional library network and connected networks across the state.

A typical weekday at a school-based branch looks like this:

10:00 a.m. – library staff open the branch

10:15 a.m. - 2:15 p.m. – class visits

3:00 - 6:30 p.m. – branch open to the public

Class visits:

A class visit consists of one (sometimes two) classes in a particular grade level coming to the library for a 30-minute visit. During the visit, the librarian will do a read-aloud or a mini-lesson (usually on library skills). After that, students will select books to check out to read in the classroom and/or at home. Students are given special student library cards which have slightly different rules than their public library cards; they allow students to check out two books (only books) per visit. These books are not subject to fines if returned late. Sometimes teachers ask students to check out specific types of books that reinforce a lesson or project taking place in the classroom. Other times, students are encouraged to self-select reading material that interests them. Librarians often help students to find specific books, books on specific topics, or books that are at the right level for the student.

While students are selecting and checking out books, librarians either provide other work (such as word-search puzzles or other learning games), or they provide the

opportunity for kids to read silently or do other classwork, depending upon what the teacher has requested.

Teachers are also provided with special fine-free cards that provide them with additional benefits for school-related checkouts. They allow teachers to place holds on up to 20 copies of one title so that they can create a class set (librarians work with teachers who have larger classes requiring more books). These cards allow extended checkout periods, when needed, of up to 6 weeks. Librarians also work with teachers to provide requested services in support of their curricular objectives.

Public hours:

Once school is finished for the day, the library opens to the public from 3 - 6:30 p.m. (the exception to this is Burncoat where the principal has requested a delayed opening of 3:30 p.m.). During public hours, the library functions the same as any public library branch, providing access to collections and services.

How are we doing?

In 2015, two years into the OCOL project, the Foundation contracted with the UMass Donahue Institute to conduct a study evaluating the project's implementation and impact. The results of their findings regarding student assessment data were inconclusive, primarily because 2014-15 was the first full year of implementation and the number of students included was relatively small. That being said, through other methods of evaluation, such as surveys and interviews, there were indicators pointing to a number of positive outcomes. Educators and parents reported that there were significant impacts on their students in terms of motivating them to read more, helping them find stories they like, helping them to enjoy reading more and helping to improve their reading skills.

The study also provided information on a number of opportunities to increase positive outcomes, including:

- Improving the effectiveness of regularly scheduled library visits for older students, particularly by incorporating read-alouds and library skills lessons.
- Establishing more alignment between curriculum topics and books featured by the library.
- Creating staffing/scheduling solutions to allow classes at the Roosevelt Elementary School to have weekly library visits.
- Extending the benefits of increased library access to other WPS schools so as not to establish a system of haves and have-nots.
- Understanding and addressing the reasons why about half of the elementary students report that they do not visit the library outside of school.

- Attracting community members who do not have a direct relationship with the host school.

In the years since the study was commissioned, we have addressed many of these areas with some success. In the early years of class visits, it was not often that read-alouds were used with students in the older grades (particularly 5th and 6th graders). It may have been that librarians had been trained to focus on picture books for younger children. However, in recent years, staff have increasingly incorporated interesting and engaging read-alouds into class visits with older students.

As librarians have built stronger relationships with the principals and teachers at their schools, the result has been better communication regarding how librarians can assist teachers at all levels, this includes curriculum alignment as well as requests for specific types of lessons and activities for their students. Although teachers and librarians do not have a lot of time to talk about these things during the school day, a recently implemented teacher survey has helped us to increase opportunities for communication.

The schedule at Roosevelt still poses somewhat of a challenge; Roosevelt is the largest school with an OCOL Branch and therefore there are more classes needing class visit times. We have yet to develop a schedule that will allow every class to have a weekly visit, but we are now looking at possibilities for the future that include shorter visits, open access hours, and multiple class visits. In the 2018-19 school year, we are trying the open access model to see if this is a good working solution. Depending upon the feedback we receive, we may try one of the other models next year.

In terms of extending the benefits of increased library access to other WPS schools, we do already send the bookmobile to every elementary school without an OCOL location. However, we realize this does not provide the same level of accessibility as the branches do. The decision to open more OCOL Branches would be something that would require significant funding and increased staffing in order to be viable.

The last two points remain challenges that we continue to try to address. With regard to understanding why elementary students do not visit the library outside of school, we have considered the following possibilities:

- The branches close between school hours and public hours. This has been at the request of the principals in order to ease the congestion of school pickup. We can assume that there are many families who do not want to wait for the library to reopen, nor face the challenge of parking during pickup times.
- In some branches more than others, a significant percentage of the students do not live within walking distance of the school; therefore, a library visit would require transportation. In these cases, lack of transportation would be enough of a barrier to prevent students from visiting the library.
- Since elementary students rely on their parents or caregivers for transportation, working parents may find the limited hours present another barrier.

The final opportunity for growth presented by the UDML study is the one we have thrown the most effort towards addressing, and yet it remains a significant challenge. Getting the word out to the community that the OCOL locations are branches of the Worcester Public Library that are open to the public is not easy. Here are some of the measures we have taken to try to grow the branches within their neighborhoods:

- Make sure branding and signage is present and highly visible with the WPL logo
- Extend public open hours during school vacations and the summer.
- Send out publicity (bookmarks and flyers) to all students of the school to promote open hours and library programs/events.
- Schedule special programs on Saturdays and cross-promote at other branches.
- Changes in our website to make the presence of the branches more visible online.
- Increase outreach to neighborhood locations and at neighborhood events.
- Increase the use of multiple-location program flyers for events at all locations.
- Change the vernacular used to refer to the OCOL branches.
- Expansion of collections in an effort to bring in adults and other non-student patrons.

We think we are finally making some headway on attracting patrons to these branches; a closer look at each branch may help to make that clear.

Branches by the numbers:

As you look at the numbers below, keep in mind the following factors, which may help explain many of the fluctuations.

- Visitor numbers - tracked using door counters
 - In some locations (particularly Roosevelt), the physical location of these counters has been difficult. They are knocked down by kids waiting in lines in the hallway resulting in frequently broken counters and many days without accurate counts.
 - Door counters originally reset daily. In 2017, after learning that the ARIS-Annual Report Information Survey (a state-wide library statistics survey administered by the Massachusetts Board of Library Commissioners and required for public libraries to receive state aid) wanted only public hours information, we started resetting counters at the beginning and ending of public hours each day thereby tracking two different numbers.
 - Visitor numbers for non-public hours vary greatly from class visit attendance numbers indicating school-related use of the library when the library is technically closed.
- Circulation numbers - tracked through Evergreen, our Integrated Library System (used to catalog and circulate materials)

- Circulation numbers count circulations during both the school day and during public hours. Since school circulation is included, the number of visits has a direct bearing on the circulation figures.
- Now that we have instituted student cards, there should be a way to run reports to separate the student circulation from public circulation. We are looking to make that change, but we will wait for the beginning of next fiscal year to make statistics easier to track.
- In 2017, a change was made in the way the school branches were handling renewals; previously items borrowed on student cards were automatically renewed each week rather than allowing books to remain out for the full loan period. That practice was discontinued which may have resulted in a seemingly lower circulation rate.
- Program numbers - tracked by counting
 - Program attendance is no longer being estimated as previously; we now use a handheld people counter to be more accurate.
 - An overall increase of the average attendance at programs indicates that we are getting better at providing programs that are wanted or needed.
- Class visit numbers - tracked by counting
 - Class visit schedules are created as a collaboration between the library and the school. In certain years, if the schedule is not created as soon as school begins, we see a large difference in the class visit numbers, which in turn also affects the circulation.
 - Class visits can be cancelled for a number of reasons that are out of the library's control including testing, snow days, special school programs, student behavior, or teacher requests. Whenever possible, librarians try to accommodate teacher and principal requests regarding scheduling, including scheduling makeup visits whenever possible.

Roosevelt Branch: Opened October 30, 2013

Roosevelt is our largest branch, and therefore has the largest collection. Its size and delineated sections for smaller children, school age children, and teens, make it an ideal branch for browsing, studying, and staying a while to read, relax, or enjoy other activities. It is the only branch large enough to have a decent play area, which is enjoyed by parents and their children frequently.

ROOSEVELT	Visitors	School visitors*	Circulation	Programs	Attendance	Avg.	Class visits	Attendance
2013	7,334		5,386	15	162	11	104	2,430
2014	32,640		30,090	196	1,832	9	430	8,716
2015	31,272		29,034	246	2,307	9	524	10,828
2016	38,379		30,497	216	2,373	11	582	11,302
2017	30,634	5,529	27,536	134	1,544	12	483	10,054
2018	13,108	20,224	28,040	92	1,300	14	563	11,651
2019**	5,441	9,928	11,151	53	996	19	247	7,243

*School vs. public hour visitors divided to comply with ARIS requirements

**statistics to date as of May 15, 2019

Roosevelt Notes:

- The numbers are not significantly lower than previous years when public and school time visitors are combined.
- Circulation is up in 2018, and almost as high as it ever was, despite standardizing the renewal process. (automatic weekly renewals for student cards discontinued).
- Program attendance in the last two years is down due to having fewer programs (note attendance at each program is dramatically higher). The goal has been to have fewer "passive programs" (just putting out LEGOS, board games, bookmark coloring, etc.) and have more worthwhile, dynamic, public-pleasing programs.

2019-2020 Roosevelt Goals:

I hope that now that we have improved perceptions of what our programs offer (as well as learned what types of programs work, and when) we can offer more numerous programs this year to increase attendance. We are very hopeful that word of mouth regarding our revamped, quality programming will boost the numbers in 2019.

Tatnuck Magnet Branch: Opened November 20, 2013

Tatnuck is generally our busiest branch, in both visitors and circulation. It also has a significant number of adult patrons coming through to pick up holds, which we see less often at other branches. Prior to the advent of OCOL, a community branch was located in Tatnuck, a fact that seems to boost visitor counts as the neighborhood welcomes the return of library services.

TATNUCK	Visitors	School visitors*	Circulation	Programs	Attendance	Avg.	Class visits	Attendance
2013	3,405		3,159	8	70	8	34	327
2014	53,487		36,738	189	3,033	16	588	12,380
2015	55,122		32,104	295	2,292	7	593	11,899
2016	66,799		35,961	155	1,796	11	704	15,323
2017	51,065	8,148	35,741	159	2,714	17	426	9,158
2018	25,529	37,867	35,817	108	1,651	15	565	12,673
2019**	15,011	12,329	12,711	59	1,170	20	285	5,821

*School vs. public hour visitors divided to comply with ARIS requirements

**statistics to date as of May 15, 2019

Tatnuck Notes:

- Both visitors and circulation are up in 2018.
- Program attendance is down, but similar to Roosevelt, we hosted far fewer passive programs, and have seen the number of patrons at each program increase.

2019-2020 Tatnuck Goals:

- Drive program attendance up by simply offering more programs. Programs are generally very well attended here, so the dip in attendance may be related to the decrease in offerings. Particularly now that we have greater financial support from the *Friends of the Worcester Public Library* (a group that assists the library through advocacy, volunteer services and fundraising) and the use of the school's large program room, we will seek to increase program offerings. Large performances and programs have worked very well in the recent months, and we hope to host more.

Goddard Branch: Opened April 9, 2014

Most patrons at Goddard are unaccompanied minors. In the absence of other afterschool/extracurricular activities, children come to this branch as a neighborhood "hang out" for computer use, doing their homework, socializing, playing board games, and attending library programs.

GODDARD	Visitors	School visitors*	Circulation	Programs	Attendance	Avg.	Class visits	Attendance
2013								
2014	44,546		29,093	300	3,035	10	437	9,539
2015	61,209		30,687	259	1,760	6	643	13,609
2016	54,819		26,761	160	1,485	9	622	13,757
2017	44,648	8,081	24,597	127	1,627	12	757	15,801
2018	27,316	25,766	25,477	106	1,867	17	751	14,754
2019**	8,081	10,336	8,411	75	978	13	360	6,569

*School vs. public hour visitors divided to comply with ARIS requirements

**statistics to date as of May 15, 2019

Goddard Notes:

- When public and school hours are combined, visitors remained static from 2017; down a bit from 2016.
- Circulation is up.
- Program attendance is up, even as program offerings decreased in the years 2014-2017. At this location we have really seen patrons respond to the different types of more engaging programs, and have gained a solid and steady afterschool following.
- Class attendance is also up in the past two years. This seems to be due to the new principal leading a school-wide push to emphasize reading as part of the school culture and as an indispensable part of a student's day.

2019-2020 Goddard Goals:

- Since both circulation and programs are up (and visitors almost static): continue to drive all of these things, but with an emphasis on our underserved tween and teen population. Since we have a group of tweens who attend regularly, we can try to expand our program offerings for that demographic.
- Continue to try to attract families with very young children, a tactic with which we had some success in 2017-2018.

Burncoat Branch: Opened April 15, 2016

Burncoat is the newest, smallest, and quietest branch. It is nestled in a very residential area, with the entrance being hidden in the back of the school's parking lot. Patrons are mostly the school's students returning afterschool (mostly without parents) to play on computers before walking home.

BURNCOAT	Visitors	School visitors*	Circulation	Programs	Attendance	Avg.	Class visits	Attendance
2013								
2014								
2015								
2016	22,422		10,475	99	736	7	243	5,081
2017	23,744	5,440	16,516	140	1,171	8	456	9,374
2018	17,239	21,570	15,942	89	1,105	12	436	8,847
2019**	7,305	10,178	6,082	45	728	16	205	4,237

*School vs. public hour visitors divided to comply with ARIS requirements.

**statistics to date as of May 15, 2019

Burncoat Notes:

- Visitors continue to increase every year. However, we are unable to host large programs there, due to its small size and lack of a school multi-purpose room to utilize for such programs. We believe there is a correlation between the inability to host large programs and the inability to drive higher patron counts.
- Circulation has been somewhat static in the last two years. There is a possibility that Burncoat's close proximity to WPL's Great Brook Valley and Frances Perkins branches (in conjunction with the small, limited collection) might hinder further circulation growth.

2019 Burncoat Goals:

- Host more workshop-type programs that yield smaller audiences of under 40 people.
- Utilize the parking lot for larger, outdoor programs when weather appropriate.
- Conduct more early literacy programs, since those generally draw smaller, more focused groups than large all-ages programs and performers.
- Order more DVDs for adults. FPBL and GBV are often out of the in-demand titles. We might get traffic if we have in-demand titles (as we are doing with museum passes).
- *Outreach!* We know outreach works, we just need to do more of it at local preschools, daycares, and perhaps some adult organizations.
- Pre-Summer Reading program letter sent home stating the library is open all summer, but also to remind/inform them that they can get all of their material from the library, too. Burncoat is very much a "neighborhood" library; we are just not sure the neighborhood knows it is more than a child's library.

Since its inception, the OCOL libraries have provided library access to a total of 915,951 public and school visitors. They have provided 11,038 class visits to 231,373 students, and presented 3,325 public programs that 37,732 people have enjoyed. 548,006 books and materials have circulated from the OCOL branches.

The Worcester Public Library will strive to continually improve library services to Worcester Public School students through the *One City, One Library* program. The model of library/school collaboration provides a unique opportunity to leverage resources that address the needs of the students while also providing extended public library services throughout surrounding neighborhoods. School libraries and easy access to reading materials contribute to a culture of reading, an outcome that helps build lifelong learners. By providing students and families with engaging, high quality print and digital materials, our libraries and our librarians encourage learners and help prepare them for continued educational success.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. Comparetto (March 27, 2019)

Request that the Administration consider developing an internship management system to help connect students with specific opportunities and mentors based on their passions.

PRIOR ACTION:

4-4-19 - Held.

5-2-19 - SCHOOL COMMITTEE MEETING

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

BACKUP:

There are currently internship management systems in place to connect students with specific internship/cooperative education placements for students participating in Chapter 74 programs. At Worcester Technical High School there is a full-time Cooperative Education Coordinator to seek out opportunities and complete the state mandated paperwork required for student safety and supervision.

In the comprehensive high schools, there are internship coordinators who conduct the same processes on a much smaller scale. Due to the addition of several new Chapter 74 programs in the comprehensive high schools, the coordinator from Worcester Tech has been mentoring the CVTE FIC in duplicating the practices to ensure compliance and continuity throughout the district.

ITEM: gb #9-146

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Miss Biancheria/Mr. Monfredo/Mr. O'Connell (March 27, 2019)

Request that the Administration provide a report on "Stand for the Silent" which is part of the Bullying Prevention Program.

PRIOR ACTION:

4-4-19 - SCHOOL COMMITTEE MEETING
Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: Stand for the Silent continues in the WPS as a resource for strategy instruction and programming to prevent bullying throughout the school year. Each year, a time is designated for school communities to review their commitment "to no longer stand for their peers to suffer at the hands of bullies". Students are invited to take a pledge that speaks of respect, love, hope aspiration and the "I am somebody" theme.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Mr. Foley/Miss McCullough/Mr. Monfredo
(March 28, 2019)

Request that the Administration consider implementation of a "see-something, say-something anonymous app" such as that which the Boston Public Schools will pilot later this year, to assist students to submit tips about safety incidents to staff and police.

PRIOR ACTION:

5-2-19 - SCHOOL COMMITTEE MEETING

Mr. O'Connell made the following motion:

Request that the Administration provide a report in December 2019 on the results of the monitoring of the "see-something, say-something" app piloted by the Boston Public Schools.

On a voice vote, the motion was approved.

Referred to the Standing Committee on Teaching, Learning and Student Supports

BACKUP: Annex A (1 page) contains the Administration's response to the item.

Response

Administration reached out to Boston Public Schools (BPS) on their adoption of the See Something, Say Something app in early October. They had just adopted it and asked us to reconnect. We reconnected beginning of November and the response was that the app is more of a cultural shift than a technology adoption. The See Something, Say Something app required BPS to work very closely with law enforcement, district support, and school staff to a) build a culture where students can feel comfortable that their tips will be heard and b) make sure that the support structures were in place so that they can appropriately respond to situations. They looked at many different technologies that provide similar types of "alerts" but the See Something, Say Something app was the only one that truly felt more of a programmatic change than a technology implementation.

They noted that adoption was easy as long as all stakeholders in the district were on the same page with the intent.

"Sandy Hook Promise" (An organization that leads programs and policy initiatives to protect children from gun violence) helped BPS understand that when the app was first rolled out, there might be a larger amount of reports through the app. They received training with a mixture of tips to address this. It quickly went away when students learned to respect the purpose of the app.

Now that we have the input from BPS, we can work with local law enforcement and other stakeholders to determine if this is a solution for Worcester Public Schools.

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

DATE OF MEETING: Tuesday, November 26, 2019

ITEM: Mr. O'Connell/Miss Biancheria/Miss McCullough/Mr. Monfredo
(May 28, 2019)

Request that the Administration consider development and implementation of a Video Production and/or Broadcast Journalism curriculum at an appropriate school within the Worcester Public Schools.

PRIOR ACTION:

6-6-19 - SCHOOL COMMITTEE MEETING

Miss McCullough made the following amendment to the item:
Request that the Administration provide a report on the current video production programs and include information on what local colleges are doing in collaboration with the Worcester Public Schools.

On a voice vote, the amendment was approved.

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

BACKUP: The district continues to research and apply for planning grants to further develop chapter 74 programs. Video Production/Broadcast Journalism will be brought forward as an area to explore in conjunction with students' interests.