

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

AGENDA #25

The School Committee will hold a regular meeting:

on: Thursday, December 17, 2015  
at: 6:00 p.m. - Executive Session  
7:00 p.m. – Regular Session  
in the: Esther Howland South Chamber at City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER - REGULAR MEETING

INVOCATION - Pastor Lou Soiles  
Journey Community Church

PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #5-25 - Clerk  
(December 9, 2015)

To consider approval of the Minutes of the School  
Committee Meeting of Thursday, December 3, 2015.

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION

ACTION

gb #5-270.1 - Administration/Mr. Foley/Miss Ramirez/  
Mr. Monfredo/Mr. O'Connell/Mayor Petty  
(December 7, 2015)

To recognize Tracy O'Connell Novick for being selected to receive MASC's Division IX (Urban) All-State School Committee 2015 award.

gb #5-316.1 - Administration/Mr. O'Connell/Ms. Novick/  
Miss Ramirez/Mr. Monfredo/Mayor Petty  
(December 7, 2015)

To recognize, with gratitude and appreciation, the quarter century of service by James O'Donoghue as announcer of Worcester Public Schools' games at Foley Stadium.

gb #5-336 - Administration  
(December 7, 2015)

To recognize Tracy O'Connell Novick for her years of dedicated service to the Worcester Public Schools.

gb #5-337 - Administration  
(December 7, 2015)

To recognize Hilda Ramirez for her years of dedicated service to the Worcester Public Schools.

gb #5-338 - Administration  
(December 7, 2015)

To recognize Dolores Gribouski for her years of dedicated service to the Worcester Public Schools.

gb #5-339 - Administration  
(December 7, 2015)

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

VI. REPORT OF THE SUPERINTENDENT

ACTION

ros #5-14 - Administration  
(December 9, 2015)

SCHOOL SAFETY AND SECURITY ASSESSMENT REPORT

VII. COMMUNICATION AND PETITION

c&p #5-8 - Clerk  
(December 4, 2015)

To consider a petition from a citizen regarding a proposed policy for non-arrest of students at school.

VIII. REPORT OF THE STANDING COMMITTEE

The Standing Committee on Teaching, Learning and Student Supports met at 5:35 p.m. on Tuesday, December 8, 2015 in Room 410 at the Durkin Administration Building.

IX. PERSONNEL

5-52 The Superintendent ACKNOWLEDGES the RESIGNATION of the persons named below:

Fay, Linda, Teacher, Science, Unassigned, effective November 12, 2015.

Rosales, Elisa, Teacher, Mathematics, North, effective October 30, 2015

5-53 The Superintendent has APPROVED the APPOINTMENT of the persons named below:

Boulay, Michelle, Teacher, Elementary, Burncoat Prep, MA, Step 5, \$61,912 effective November 30, 2015. Licensed: Elementary 1-6.

Burke-Montero, Brendan, Teacher, English as a Second Language, Burncoat High, BA, Step 2, \$47,522 effective October 17, 2015. Licensed: English as a Second Language 5-12.

Howard-Donlin, Grace, Director, Advanced High School Academy at Doherty, MA, Step 4, \$94,979 effective November 30, 2015. Licensed: Principal/Assistant Principal 9-12.

Mercado, Albert, Liaison, Guidance, Systemwide, MA+30, Step 8, \$75,428, effective November 30, 2015. Licensed: School Guidance Counselor 5-12.

X. GENERAL BUSINESS

ACTION

gb #5-340 - Administration  
(November 30, 2015)

To accept a donation in the amount of \$500 from Susan & Seth Popinchalk for the Goddard Scholars Academy.

gb #5-341 - Administration  
(December 3, 2015)

To accept a donation in the amount of \$5,720.35 from parents, students, friends, and relatives to support a spelling contest for Lake View School.

gb #5-342 - Mr. Monfredo  
(December 8, 2015)

Request that the Administration forward a letter of appreciation to Robert Kraft for a donation of \$100,000 to Worcester Technical High School.

gb #5-343 - Administration  
(December 9, 2015)

To accept donations in the amount of \$500.00 each from Big Y Foods, Inc. for the following schools:

Claremont Academy  
Gates Lane School of Science and Technology  
Grafton Street School  
Midland Street School  
Tatnuck Magnet School  
Forest Grove Middle School

X. GENERAL BUSINESS

ACTION

gb #5-344 - Ms. Novick  
(December 9, 2015)

Request that the School Committee consider adopting the City Manager's statement against Islamophobia.

gb #5-345 - Mr. O'Connell  
(December 9, 2015)

To set a date to recognize, with gratitude and appreciation, the donation of \$50,000 by the Worcester Rotary Club to assist with construction, by the students of Worcester Technical High School, of the Myra Kraft Footbridge at Elm Park.

gb #5-346 - Administration  
(December 9, 2015)

To accept a donation in the amount of \$195.00 from JVE Co, Inc. for Tatnuck Magnet School.

gb #5-347 - Administration  
(December 9, 2015)

To consider a budget reduction in the amount of \$501,120 to reflect the final state budget for charter school reimbursement and tuition assessments.

gb #5-348 - Administration  
(December 9, 2015)

To provide an update on litigation relative to elevator fines assessed against the Worcester Public Schools - City of Worcester v. Elevators Maintenance & Service et. al., Worcester Superior Court Civil Action No. WOCV2015-00062-B

To discuss the deployment of security personnel or devices, or strategies in the Worcester Public Schools.

X. ADJOURNMENT

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, December 3, 2015  
Agenda #24

The School Committee of the Worcester Public Schools met in Open Session at 6:34 p.m. in the Council Chamber at City Hall on Thursday, December 3, 2015.

There were present at the Call to Order:

Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez and Mayor Petty

There were absent: Miss Biancheria

It was moved to recess to Executive Session in order to discuss the following item:

Executive  
Session

- 1. gb #5-335 - Administration  
(November 25, 2015)

Finding that an open meeting may have a detrimental effect on the bargaining position of the School Committee, the committee votes to go into Executive Session for the purpose of discussing Grievance #14/15-14.

On a roll call, the vote was as follows:

For the motion:	Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez, Mayor Petty	6
-----------------	---	---

Against the motion:

Absent: Miss Biancheria	$\frac{1}{7}$
-------------------------	---------------

The motion carried.

The School Committee recessed to Executive Session from 6:35 p.m. to 7:49 p.m.

Miss Biancheria arrived at 6:55 p.m.

The School Committee reconvened in Open Session at 7:50 p.m.

The invocation was given by Pastor Stephen Barrett of Christ the Rock Fellowship.

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

There were present at the second Call to Order:

Miss Biancheria, Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez and Mayor Petty

- 2. Pursuant to action taken in Executive Session, it was moved to deny Grievance #14/15-14 but to decline to address the topic of teacher assignment issues which is beyond the purview of the School Committee. Grievance #14/15-14

On a roll call, the vote was as follows:

For the motion:	Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Ms. Ramirez, Mayor Petty	6
-----------------	--	---

Against the motion:	Miss Biancheria	1 7
---------------------	-----------------	--------

The motion carried.

APPROVAL OF RECORDS

- 3. aor #5-24 - Clerk Minutes/approval of  
(November 24, 2015)

To consider approval of the Minutes of the School Committee Meeting of Thursday, November 19, 2015.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, November 19, 2015.

IMMEDIATE ACTION

- 4. gb #5-303.1 - Administration/Mr. Monfredo/Miss Ramirez/  
Mr. O'Connell/Mayor Petty Recognition/  
Troy Siebels and  
Maureen Binienda  
(November 20, 2015)

To recognize a representative from Hanover Theater and South High Principal Maureen Binienda on their collaborative partnership.

Mayor Petty and Dr. Rodrigues presented Certificates of Recognition to recognize a representative from Hanover Theater and South High Principal Maureen Binienda on their collaborative partnership.

Student  
Representatives/  
input

5. gb #5-313 - Administration  
(November 20, 2015)

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

It was moved and voice voted to file the item.

REPORT OF THE SUPERINTENDENT

Report of the  
Superintendent/  
Interim  
Superintendent's  
Entry Plan

6. ros #5-13 - Administration  
(November 25, 2015)

INTERIM SUPERINTENDENT'S ENTRY PLAN

Dr. Rodrigues provided the Interim Superintendent's Entry Plan which is contained in the backup for the item.

Ms. Novick requested that the Administration:

- review the Theory of Action
- confirm to the public that the new format of the Friday Letter will be on the website
- place the Memorandum of Understanding between the Worcester Police Department and the Worcester Public Schools on the website when it is made public and discuss the budgetary impact of it in Worcester and even statewide

Mr. Foley requested that the Administration:

- discuss in depth the Foundation Budget Report and highlight the impact of it on the Worcester Public Schools
- build stronger links with the principals and listen to their commentaries and opinions
- keep the School Committee apprised of events happening in the Worcester Public Schools, both good and bad and have the team provide some of this information.

Miss Biancheria requested that:

- the Memorandum of Understanding between the Worcester Public Schools and the Worcester Police Department be a top priority and appreciated the fact that the Safety Liaison would be reporting directly to the Interim Superintendent and
- the Budget be provided on May 13, 2016

It was moved and voice voted to accept the report and file the item.



PERSONNEL

7. It was moved and voice voted to file Personnel Items 5-48 – 5-51.
- 5-48 The Superintendent has APPROVED the RETIREMENT of the persons named below: Retirements
- Aragones, Joan, Teacher, Bilingual, Roosevelt, effective November 20, 2015
- Beringer, Ruth, Teacher, Special Education, Alternative School, effective November 19, 2015
- Bergeron, Raymonde, Teacher, Mathematics, Burncoat High, effective November 7, 2015
- Billings, Nancy, Focused Instructional Coach, Nelson Place, effective November 3, 2015
- Hyder, Edna, Teacher, Elementary, Nelson Place, effective November 2, 2015
- Robinson, Eileen, Teacher, Elementary, Lake View, effective November 19, 2015
- Shapiro, Susan, Department Head, Special Education, Systemwide, effective November 19, 2015
- Zachary, Pedora, Teacher, Elementary, Rice Square, effective October 31, 2015
- 5-49 The Superintendent has APPROVED the APPOINTMENT of the persons named below: Appointments
- Alexander Jr., Cyrus, Teacher, Instructional Technology, North, MA, Step 2, \$53,437, effective November 9, 2015. Licensed: Instructional Technology, All Levels.
- Brousseau, Courtney, Teacher, English, North, MA, Step 8, \$72,283, effective November 23, 2015. Licensed: English 8-12.
- Ettis, Christopher, Teacher, Mathematics, North, BA, Step 1, \$45,064, effective November 9, 2015. Licensed: Mathematics 8-12.
- Gately, Jennifer, Teacher, English as a Second Language, Doc, Step 4, \$70,480, effective November 9, 2015. Licensed: English as a Second Language Prek-12.

Luciano, Jason, Teacher, Psychologist, Systemwide, Doc, Step 8, \$83,311, effective November 23, 2105. Licensed: School Psychologist All levels.

Okala, Karla, Teacher, English as a Second Language, Union Hill, MA, Step 5, \$61,912, effective October 26, 2015. Licensed: English as a Second Language Prek-6.

Olivo, Lizdaly, Teacher, Elementary, Roosevelt, BA, Step 1, \$45,064, effective October 26, 2015. Licensed: Elementary 1-6.

Savasta, Amanda, Special Education, Sullivan, MA+15, Step 2, \$54,754, effective November 16, 2015. Licensed: Moderate Disabilities Prek-8.

Skaparas, April, Teacher, Special Education, Systemwide, MA, Step 7, \$66,834, effective November 2016. Licensed: Speech, Language + Hearing Disorders All Levels.

Suyer, Rebekah, Teacher, Special Education, Union Hill, BA+15, Step 1, \$47,360, effective October 30, 2015. Licensed: Elementary 1-6.

Junior Custodian      5-50      The Superintendent has provisionally APPOINTED the persons named below to the position of Junior Custodian, permanent/fulltime at a salary of \$15.28 (minimum) to \$19.17 (maximum), per hour, effective as shown:

Mink, Zachary      11/9/15

Head Clerks      5-51      The Superintendent has provisionally APPOINTED the person named below to the position of Head Clerk, permanent/fulltime at a salary of \$22.34 per hour (minimum) to \$26.98 per hour (maximum) effective as shown:

Clemence-Shea, Laura      10/22/15  
Rouse, Beth      11/16/15

GENERAL BUSINESS

Budget      8.      gb #5-109.4 - Administration/Mr. O'Connell (November 18, 2015)

To consider the responses to the following motions:

- A. Request that the Administration provide a report if more funds are made available by virtue of the State Cherry Sheet reimbursement indicating how these funds will be appropriated.
- B. Request that the Administration provide a report on Natural Gas.

It was moved to accept the report and file the item.

9. gb #5-314 - Administration  
(November 13, 2015)

Donation/Doherty  
Memorial High  
School Student  
Activity Funds/  
\$6,261.81

To accept a donation in the amount of \$6,261.81 from the Doherty Memorial High School Student Activity Funds for Doherty Memorial High School.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,  
Mr. Monfredo, Ms. Novick,  
Mr. O'Connell, Miss Ramirez,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

10. gb #5-315 - Mr. O'Connell/Ms. Novick/Miss Ramirez/  
Mr. Monfredo/Mayor Petty  
(November 13, 2015)

Recognition/Francis  
Incutto/forward letter

Request that the Administration forward a letter of congratulations, on behalf of the School Committee, to Francis Incutto, on his selection as an honoree of the annual Nick Manzello Friendly House "Galaxy of Stars" testimonial, in recognition of his athletic achievements and community service.

It was moved and voice voted to forward a letter of congratulations.

Recognition/  
set date

11. gb #5-316 - Mr. O'Connell/Ms. Novick/Miss Ramirez/  
Mr. Monfredo/Mayor Petty  
(November 13, 2015)

To set a date to recognize, with gratitude and appreciation, the quarter century of service by James O'Donoghue as announcer of Worcester Public Schools' games at Foley Stadium.

It was moved and voice voted to set the date of Thursday, December 17, 2015.

Recognition/  
Christine Lloyd/  
forward letter

12. gb #5-317 - Mr. Monfredo/Ms. Novick/Miss Ramirez/  
Mr. O'Connell/Mayor Petty  
(November 17, 2015)

Request that the Administration forward a letter of congratulations, on behalf of the School Committee, to Tatnuck Magnet Elementary teacher Christine Lloyd for being selected by the Massachusetts Association of Science Teachers for significant contributions and exemplary teaching of science in the Commonwealth of Massachusetts.

It was moved and voice voted to forward a letter of congratulations.

Outstanding  
Items

13. gb #5-318 - Ms. Novick/Mr. Monfredo  
(November 18, 2015)

Request that the School Committee file the following items from the Standing Committees on Accountability and Student Achievement and on Governance and Employee Issues:

<u>Accountability and Student Achievement</u>	<u>Governance and Employee Issues</u>
	gb #4-75
gb #4-15	gb #4-215
	gb #4-307
	motion gb #4-208.1
	motion c&p #5-6

It was moved and voice voted to file the item.

Outstanding  
Items

14. gb #5-319 - Ms. Novick/Mr. Monfredo  
(November 18, 2015)

Request that the School Committee file the following items from the outstanding Friday Letter and Administrative lists:

c&p #2-9	gb #5-81
gb #2-304	gb #5-87
ros #3-6	gb #5-158
gb #3-161	gb #5-226
gb #4-13	motion gb #9-167.1
gb #4-306	motion gb #4-168
gb #5-61	motion gb #4-204
gb #5-62	motion gb #5-188

Mr. O'Connell made the following motion:

Request that motion gb #4-168 remain as an active item on the Outstanding Administrative list and further request that the Administration provide a report in March 2016 as to the feasibility of inviting the valedictorians and salutatorians to either a School Committee meeting or the Evening of Celebration for recognition.

On a voice vote, the motion was approved.

It was moved and voice voted to file the item.

15. gb #5-320 - Mr. Monfredo/Mr. O'Connell  
(November 19, 2015)

Request that the **Administration interact with local colleges in an effort to expand** the number of mentors for the AVID program and after school programs.

Miss Biancheria made following motion:

Request that the Administration provide a report in a Friday Letter as to which colleges are involved in the AVID Program and the After School programs.

On a voice vote, the motion was approved.

It was moved and voice voted to refer the item to the Administration.

16. gb #5-321 - Mr. O'Connell/Mr. Monfredo  
(November 20, 2015)

To set a date to recognize and to congratulate Maureen Binienda, Principal of South High Community School, on her selection as Grand Marshal of the 2016 St. Patrick's Parade.

It was moved and voice voted to refer the item to the Administration.

AVID and After  
School programs/  
expand the number  
of mentors

Recognition/  
set date

Recognition/SOF  
A/  
forward letter

- 17. gb #5-322 - Mr. Monfredo/Ms. Novick/Miss Ramirez/  
Mr. O'Connell  
(November 20, 2015)

Request that the Administration forward a letter of congratulations, on behalf of the School Committee, to the students and staff at Worcester Arts Magnet, Burncoat Middle School, and Burncoat High School who participated in the Fine Arts Magnet Extravaganza and representatives of Save Our Fine Arts (SOFA) for its sponsorship of this event.

Mr. Monfredo requested that the Administration invite a representative from SOFA and some students from the Fine Arts Program to the School Committee meeting on Thursday, December 17, 2016 to talk about their programs and share a short video of the most recent Burncoat production.

It was moved and voice voted to forward a letter to each school to be shared with staff and students.

Donation/Shaw's  
Supermarkets/  
Heard Street  
School/  
\$400.00

- 18. gb #5-323 - Administration  
(November 24, 2015)

To accept a donation in the amount of \$400.00 from Shaw's Supermarkets for Heard Street School.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez, Mayor Petty	7
-----------------	---	---

Against the motion:		$\frac{0}{7}$
---------------------	--	---------------

The motion carried.

Child  
Development  
Head Start  
Program/  
2014-15 Annual  
Report

- 19. gb #5-324 - Administration  
(November 24, 2015)

To accept the Worcester Child Development Head Start Program 2014-15 Annual Report.

Mr. O'Connell made following motion:

Request that the Administration interact with the Southeast Asian Coalition to determine if there are ways that the Administration can publicize services available to its members through the Head Start Program.

On a voice vote, the motion was approved.

It was moved and voice voted to accept the report and file the item.

- 20. gb #5-325 - Administration  
(November 24, 2015)

Prior Fiscal Year  
Payment/translation  
documents/  
\$1,027.50

To approve payment of prior year invoices in the amount of \$1,027.50 for FY15 translation documents that were finalized after the year end fiscal process was complete.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez, Mayor Petty	7
-----------------	---	---

Against the motion:		$\frac{0}{7}$
---------------------	--	---------------

The motion carried.

- 21. gb #5-326 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell  
(November 24, 2015)

Security Audit Report

Request that the Administration provide a copy of the Security Audit Report for the meeting on December 17, 2015 and discuss it again on February 25, 2016 when the two new members of the School Committee will be in attendance and request that the Safety Liaison, Mr. Pezzella, be invited to both meetings.

Miss Biancheria made following motions:

Request that the Administration invite Ms. Colorio and Miss McCullough to attend the School Committee Meeting on December 17, 2016.

Request that the Administration provide the report on the Safety Audit on December 17, 2015 and a progress report from the Advisory Committee at the School Committee meeting on Thursday, February 25, 2016.

On a voice vote, the motions were approved.

It was moved and voice voted to refer the item to the Administration.

Textbooks

22. gb #5-327 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell  
(November 24, 2015)

Request that the Administration provide a report on:

- the number of classroom textbooks that are sent out to be rebound each year
- the number of textbooks that are needed for classroom use versus the available supply
- the access of textbooks on the computer
- the number of students who don't have textbooks and a response as to whether or not the district has a systemwide textbook inventory

It was moved and voice voted to refer the item to the Administration.

Coordinated  
Program Review

23. gb #5-328 - Administration  
(November 24, 2015)

To consider the Coordinated Program Review (CPR).

Mr. O'Connell requested that the Administration provide responses to certain topics when the item is discussed at the Standing Committee level. Dr. Rodrigues responded that that every item will have a corrective action attached to it.

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

Grant/Alternative  
Education Grant/  
\$20,000

24. gb #5-329 - Administration  
(November 25, 2015)

To accept the Alternative Education Grant in the amount of \$20,000.

It was moved to approve the item.



On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,  
Mr. Monfredo, Ms. Novick,  
Mr. O'Connell, Miss Ramirez,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

25. gb #5-330 - Administration  
(November 25, 2015)

To accept the STARS Residencies FY16 Columbus Park  
Preparatory Academy Grant in the amount of \$5,000.

Grant/STARS  
Residencies FY16  
Columbus Park  
Preparatory  
Academy Grant/  
\$5,000

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,  
Mr. Monfredo, Ms. Novick,  
Mr. O'Connell, Miss Ramirez,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

26. gb #5-331 - Administration  
(November 25, 2015)

To accept the STARS Residencies FY16 Jacob Hiatt  
Magnet School Grant in the amount of \$4,300.  
It was moved to approve the item.

Grant/STARS  
Residencies FY16  
Jacob Hiatt Magnet  
School Grant/  
\$4,300

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Foley,  
Mr. Monfredo, Ms. Novick,  
Mr. O'Connell, Miss Ramirez,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

Central  
Massachusetts  
Special Education  
Collaborative  
Audit

- 27. gb #5-332 - Administration  
(November 25, 2015)

To consider the Central Massachusetts Special Education Collaborative Audit.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez, Mayor Petty	7
-----------------	---	---

Against the motion:		$\frac{0}{7}$
---------------------	--	---------------

The motion carried.

Donation/Worcest  
er Public Library  
Foundation/  
\$828,831.38

- 28. gb #5-333 - Administration  
(November 25, 2015)

To accept a donation from the Worcester Public Library Foundation for construction and renovation at Goddard School of Science and Technology, Roosevelt, Tatnuck Magnet, and Burncoat Preparatory schools with a cost value of \$828,831.38 for the One City, One Library initiative.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez, Mayor Petty	7
-----------------	---	---

Against the motion:		$\frac{0}{7}$
---------------------	--	---------------

The motion carried.

Donation/Worcest  
er Public Library  
Foundation/  
\$686,510.68

- 29. gb #5-334 - Administration  
(November 25, 2015)

To accept equipment and materials in the branch libraries at Goddard School of Science and Technology, Roosevelt, Tatnuck Magnet, and Burncoat Preparatory schools for a total value of \$686,510.68.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion:	Miss Biancheria, Mr. Foley, Mr. Monfredo, Ms. Novick, Mr. O'Connell, Miss Ramirez, Mayor Petty	7
-----------------	---	---

Against the motion:		$\frac{0}{7}$
---------------------	--	---------------

The motion carried.

- 30. It was moved and voice voted to suspend rules.

Tatnuck Magnet  
School/flagpole

Mayor Petty made the following motion:

Request that the Administration look at replacing the flagpole at Tatnuck Magnet School.

On a voice vote, the motion was approved.

The meeting adjourned at 9:35 p.m.

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



# **Safety and Security Risk and Vulnerability Assessment**

**Worcester, MA**

**Prepared By:**

Good Harbor Techmark, LLC

**Prepared For:**

Worcester Public Schools

**Date:**

November 30, 2015



This Page Intentionally Left Blank



November 30, 2015

Dr. Marco Rodrigues  
Interim Superintendent  
Worcester Public Schools  
John Durkin Administration Building  
20 Irving Street  
Worcester, MA 01609

Dr. Rodrigues:

Good Harbor Techmark, LLC (GHT) is pleased to provide our school security findings and recommendations for the City of Worcester Public Schools (WPS, District). GHT has determined that while one incident within a school can be considered too many, overall positive and effective efforts exist throughout the District. WPS stakeholders have expressed confidence in recent changes and schools remain vigilant and relatively willing to adapt to new ideas as safety standards and benchmarks continue to evolve and improve. This is evident by a vast majority of interviewed parents that felt safe sending their child to school and students who expressed a feeling of safety while at school. Further, students expressed positive relationships with teachers and administrators and the courage to raise concerns, regardless of how slight, as evident by the trend in reporting.

As budgets remain constrained and threats continue to manifest, members of WPS cannot become complacent with the successful start of the 2015-16 school year. Opportunities for improvement remain and standards cannot be relaxed. Continuous collaborative work must be applied by the entire community to continue to enhance safety and security.

To begin, the District, City of Worcester (City) and public must seek to define what it truly means to be a "safe school". While many tend to focus strictly on physical security features (i.e. 'we need more cameras'), a broader definition and focus is necessary. There are lower cost preventative and foundational measures that can be created, instead of installing costly and reactive security devices. Families and students must be given opportunities to become involved and then take responsibility for fostering a culture and climate of community involvement and ownership. The expectation of schools solving all security problems with additional personnel or security devices is simply unsustainable.

Next, opportunities exist for improvements regarding the planning, preparedness, response and recovery from incidents at both the District level and through further integration between the City and State of Massachusetts (State). Individually, most schools and emergency response organizations understand their immediate response, and the District meets or exceeds State mandates for multi-hazard and medical planning, however uncertainty exists at all levels on how to maximize a coordinated and integrated response and recovery.

Finally, facility master planning integrated with cost effective physical security enhancements, such as classroom locks and improvements to main entrances at each school, is necessary to deter and mitigate risk. Enhancements are critical in older facilities where basic security principles are extremely difficult to implement. In these particular cases, the City must aggressively seek the Massachusetts School Building Authority's (MSBA) immediate support to



relocate from antiquated facilities. These facilities should not be reviewed for “Accelerated Repair Programs”, but rather “Replacement Projects” only.

GHT is grateful for the opportunity to contribute to the protection of WPS and we hope this report will add to an increase in safety and security for the entire community. We also hope our process has enhanced, or in some cases, rebuilt communication and collaboration among City and school members. We strongly believe that only through unified efforts and community ownership of initiatives to improve safety and security, can a “*safe school*” be truly achievable.

Sincerely,

Frank Gallagher  
Principal



## Table of Contents

<b>1. Findings and Recommendations .....</b>	<b>7</b>
1.1 Project Overview .....	7
1.2 Sustainment .....	8
1.3 Opportunities.....	9
1.4 Costs.....	11
<b>2. WPS Organizational Findings and Recommendations.....</b>	<b>13</b>
<b>Appendix A - Methodology .....</b>	<b>20</b>
<b>Appendix B – Benchmarking .....</b>	<b>22</b>
<b>Appendix C – About Good Harbor .....</b>	<b>29</b>





This Page Intentionally Left Blank

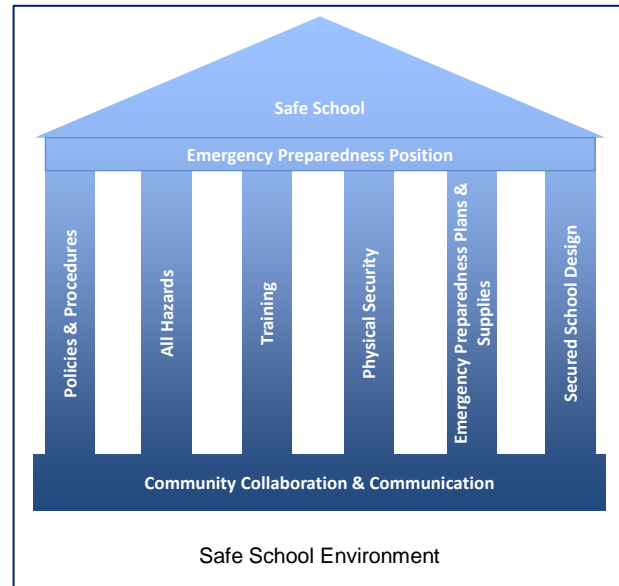


## 1. Findings and Recommendations

### 1.1 Project Overview

Under the guidance of the City of Worcester Public Schools District (WPS District) Superintendent's Office and the Chief Academic and Chief Finance and Operations Officers, Good Harbor Techmark (GHT) was tasked to conduct a broad and comprehensive safety and security risk and vulnerability assessment of fifteen (15) schools and make recommendation based findings. This included:

- A review of existing physical and technical safety and security features;
- Recommend standards to be used in all existing WPS facilities and new construction; and
- Development of a standardized safety and security risk and assessment tool to be used by the District to conduct school based reviews in the rest of the district.



To meet the District's requirements, GHT incorporated a proven security risk methodology, based on ISO 31000 and international best practices, to identify and develop likely threat scenarios (design basis threats) in which to measure current security operational procedures and countermeasures against.<sup>1</sup> To then accurately assess the entire District, GHT executed the following from September through November 2015:

- Day and nighttime site assessments of 15 schools and associated neighborhoods throughout the City of Worcester (City) that accurately represented all public schools within the City;
- Stakeholder interviews with District and school administrators, faculty, staff, students, parents and community members;
- A review and observation of busing operations, school drop-off and dismissals at each school;
- Stakeholder interviews with City emergency services including fire, police, EMS and emergency management; and
- Benchmarking assessments of school districts within Massachusetts and the United States with similar characteristics as WPS to understand best practices and how the District measures.

<sup>1</sup> ISO 31000 – <http://www.iso.org/iso/home/standards/iso31000.htm>



With evolving threats and past occurrences of violence, WPS is challenged with a need to maintain a secure learning environment despite significantly constrained resources. GHT has determined that the District is performing well when it comes to seeking ways to make schools safe and secure. Recent efforts to unify and standardize physical security systems, while simultaneously creating programs and positions within schools to focus on safety and security, have created positive results and demonstrate the District's renewed focus.

The District's efforts are recognized by the overwhelming response from engaged stakeholders to feeling safe. Additionally, recent data demonstrates a decrease in suspensions. While improvements continue, they must be sustained through vigilant and proactive measures to treat the most significant risks. Based on the projected increase in student population, the District must continue to adopt and enforce a long-term unified approach to integrate all schools and the City with expanded operational policies and procedures, and the implementation of cost effective security measures.

## 1.2 Sustainment

WPS has made important gains to improve operational security and incorporate physical security systems into the new and existing facilities in a unified and deliberate approach. Additionally, WPS is undertaking initiatives related to community involvement and the expansion of behavioral and after school programs to support collaboratively building a culture focused on safety and active roles by students and parents. Recommended areas for sustainment include:

- **School Liaison Officers** – Daily involvement of officers within the District at secondary schools is effective despite gaps created at middle, elementary and alternative schools.
- **Lead Teacher for School Safety and Accountability at North High** – The dedicated staff administrative position focused on unifying and improving safety and security enables a review of current procedures and then the implementation of new and/or refined programs.
- **Video Assessment Unification and Standardization** – Standardizing the use of industry leading technologies, such as the Genetec video management platform and Axis IP cameras for all new and replaced systems is cost effective. A multi-function video management system that is operator friendly will enable all schools and the City to integrate viewing capabilities and the incorporation of other security devices.
- **Hazard Planning** – A positive foundation of response plans exists and individual schools frequently rehearse basic events making the process easy to adapt and build upon.
- **Medical** – Increased medical and behavioral health teams and training, including the pilot program of mobile teams, and medical programs like District-wide influenza vaccines, AED upgrades and medical training enable problems to be addressed early and often.



New Axis Cameras



- **Staff Tenure** – Infrequent turnover of senior administrative staff within most schools, to include alumni of the WPS System, enables cohesion and refined planning and implementation.
- **School Behavioral Programs** - Positive Behavioral Interventions & Support (PBIS), Circle of Trust, Student Advisory Groups (SAG) and various school and after school programs are improving ways for students to take ownership of problems, recommend solutions and keep students socially and academically involved in positive environments.
- **Busing Cameras & GIS Capabilities** – The continued integration of onboard video assessment and GIS capabilities enables the District to actively respond to incidents and improve busing.
- **Resources within the City of Worcester** – The District has access to tremendous capabilities within close proximity for incident and crisis response, including trauma facilities and first responder capabilities. Additional volunteer assistance from local higher education institutes and public-private partnerships provides additional resources.
- **Nutrition**– All schools and after school programs are providing students with meals including breakfast and snacks creating a safe haven for students. Other schools, including Quinsigamond Elementary and South High Community School, have established food pantries and clothing distributions within the schools for students.

### 1.3 Opportunities

While the initiatives and approaches to safety and security highlighted in 1.2 above are positive, and in some cases exceeding best practices amongst similar districts, opportunities are still available to expand them and further increase the resiliency of the District. Based on our site surveys, assessments and stakeholder interviews, GHT developed several recommendations related to operational, policy and procedures and technological and infrastructure findings. The recommendations apply to over 30 different categories including organization (staffing, resource officers versus liaison, training, drills and exercises, etc.), policies and procedures (lock downs, shelter in-place, etc.) security systems (access control, video assessment, intercoms, public address, etc.), and infrastructure (doors and hardware, power, etc.). This includes the following priorities:

- **Unify Safe School Efforts** – A safe and secure school environment does not simply involve the latest technology devices. (i.e. cameras), Rather, a broader view focused on culture and climate and the impact of internal and external events throughout the City is necessary. Parents and students **must** play an active role and share in this responsibility as opposed to just faculty and administration. Making the school not only a destination for education, but transforming it into a community asset and an integral part of the fabric of the community, is necessary to building a foundation for safety and security.

*“There’s no silver bullet when it comes to protecting schools. **Keeping students safe is the responsibility of the entire community.**”*

**-Justine Brown,  
emergencymgmt.com**



- **Redefine and Align District Safety and Security Organizational Structure** – The current School Safety Liaison position at the District level should be overseen by a newly created position at the Officer/Manager level within the District. The new position should take on a much broader responsibility for oversight and implementation of planning, preparedness, response, and recovery programs for the District and act as the District's liaison for City Emergency Operations. Included with this restructuring should be the refinement of budgets and financial responsibilities for security and physical security infrastructure under Information Systems (IS) and Facilities.
- **Refine and Integrate All Hazard Planning** – District All Hazard and Medical plans should be unified along with additional Continuity of Operations Plans between each school, the District and the City. While each entity understands their basic response requirements, uncertainty exists with roles, responsibilities and capabilities between organizations. Further, the District should begin evolving plans to incorporate Department of Homeland Security (DHS), State of Massachusetts (State) and other best-practice recommendations for *Run, Hide, Fight / ALICE* type response based actions. Finally, the District needs to clarify Incident Command Structure (ICS) and Emergency Operation Center (EOC) roles and responsibilities among District leadership and the District's integration into the City's EOC.
- **Improve the Quality of Training vs. Quantity of Events** – Schools conduct and even exceed required monthly and quarterly supported fire drills with WFD, lock-down drills, and medical planning. However, all events are basic and held at times convenient for everyone. Few appear to involve movement to primary and alternative evacuation sites or the full complement of first responders and collective interagency table-top and functional exercises, which have not occurred collectively "in a few years". While still remaining compliant with State mandates, fewer, robust drills can occur that are more likely to benefit organizations and aid in City-wide planning efforts, than frequent routine drills.
- **Improve Main Entrances** – The majority of schools contain a secure vestibule style main entrance at the immediate front door, yet most contain antiquated technology and supporting procedures. Internal and external vestibule areas need to adopt layered security measures to eliminate full access within the main areas of school prior to complete identification and screening.
- **Reinforce Interior Doors and Door Hardware** – Facilities contain ineffective doors and antiquated door hardware that needs to be upgraded and, long-term, enhanced and integrated with access control, intrusion detection and cameras.
- **Secure Exterior Perimeter Doors and Improve Alarms** – Schools contain varying secure perimeters with limited functioning door contacts. Instances of propped doors and easily breachable secondary entrances fail to lock or latch properly, and alarms and notifications fail when opened. Faculty with exterior doors cannot allow doors to be propped despite the need for ventilation or ease of access back into the school.
- **Shelter in Place** – In addition to improving lock-down and lock-out capabilities through effective doors and door hardware, rooms need the ability to conceal interior spaces through shades and other sheltering devices on doors and windows.



- **School Zones** – Virtually all schools face hazardous traffic congestion during peak hours of drop-off and pick up. Increased traffic mitigation measures are necessary through a combination of public awareness outreach, random police presence, signage, lighting, enforcement of no parking, and adjustments to crossing guards and one-way traffic designations.
- **Internal Communications** – Improvements are needed for mass-notification capabilities and the migration to smart-phone / mobile application technology. Further, handheld devices (radios and repeaters) and two-way room-to-room intercoms are necessary within each school and across the District, including the ability to talk from evacuation sites back to a school via radio.
- **External Communications** - Expedited external communication from the District is needed during incidents to counter the growing use of social media to mitigate false information and prevent escalations and disruptions to response. Further, the promotion of positive events within WPS is needed to reduce negative perceptions becoming reality.
- **Expand Transportation** – While school areas are safe, pedestrian movement to and from schools is a concern due to neighborhood activity. In other areas, particularly during the winter months, access to schools is difficult due to lack of sidewalks or cleared paths. Benefits from additional transportation would mitigate these concerns and increase attendance at afterschool programs including clubs, sports and community sponsored programs.

#### 1.4 Costs

GHTs recommendations and associated costs for operational planning and physical security device implementation are summarized below. GHT believes that while some costs are considerable and will require capital investments over an extended period, many improvements can occur in the near term based on the investment of time and the sharing of information and support. Each cost varies in total based on the number of devices needed per school (e.g. one school may require more access controlled doors or cameras than another). Further related cost-per-unit information and actual vendor quotes for various systems is provided to enable the District to extrapolate estimates for all 54 schools and administrative buildings.

Summary of Recommendations	Priority	# of Recommendations	Estimated Cost
Recommendations deemed Critical - Implement Immediately	Critical	33	\$1,025,210.31
Recommendations deemed High - Implement within the next 6-12 Months	High	60	\$1,896,526.07
Recommendations deemed Medium - Implement within the next 12-24 Months	Medium	44	\$2,114,177.16
Recommendations deemed low - Implement within the next 24-36 months	Low	19	\$121,876.21
<b>TOTAL</b>		<b>156</b>	<b>\$5,157,789.76</b>



GENERAL RECOMMENDATIONS	Rec #	Priority	Estimated Cost	Total Costs
<b>1.1.1 - Organizational Recommendations</b>				
Expand Safe School Definition	1	Critical	\$0	
Organizational Structure - District Level Security Liaison	2	Critical	\$194,300	
Security Infrastructure Responsibility	3	Critical	\$0	
Align Security Budgeting	4	Critical	\$0	
Expand School Liaison Program and Re-Allocate Private Security	5	High	\$1,088,750	
Public Affairs and Communication	6	High	\$0	
Special Education and Behavioral Health Integration	7	Medium	\$11,792	
Information Sharing – Proactive vs. Reactive Posture	8	Medium	\$0	
Expand Fire/Life Safety Classes	9	Medium	\$41,808	
Expand After School Programs	10	Medium	\$174,200	

Costs are based on MSRP rate and include average labor costs for the Worcester area.



## 2. WPS Organizational Findings and Recommendations

Section 2.0 contains key organizational findings and recommendations that are consistent for all schools and should be implemented universally. Ultimately, Good Harbor Techmark (GHT) believes organizational recommendations are the most critical to address. Once the District and City is unified, policies, procedures and physical security systems can be implemented in a more efficient manner across all schools and departments. Additionally, organizational recommendations less expensive to implement and carry a greater long-term return on investment.

Recommendations are classified as *Low*, *Medium*, *High* and *Critical* based on priority of effort for organizational and security needs. Areas assessed as Critical and High should be the initial focus for Worcester Public Schools (WPS, District) and inform the City of Worcester's (City) enterprise approach to risk and capital improvement plans both internally and under the direction of the Massachusetts School Building Authority (MSBA). Medium and Low recommendations should be considered for long-term implementation as further resource alignment becomes available.

It is important to note that most recommendations are not exclusively independent, but rather mutually supportive.

### 1 Expand What It Means To Be A “Safe School” - Community Ownership for Safety and Security within Schools – **Critical**

When discussing or defining “safe schools” many within the District and City focus only on physical devices such as cameras, radios and door locks. Many also believe it is simply the District's “job” to provide students with a safe school environment. While all play a substantial role in school safety, devices and the District are only effective with the responsibility and support from school administrators, parents, students and the entire community.

In implementing enhancements to the District's safety and security at each school, a broader definition of what it means “to be safe” needs to be developed. Then, ownership and support must come from everyone. Specifically:

- Communities should be encouraged to take ownership of their surroundings (adopt a school) and assist each neighborhood school with maintaining the property and helping to prevent crime;
- WPS should expand outreach and use of community leaders, social groups and other locally based community groups to increase student support, neighborhood programs and the support and use of schools. This includes:
  - Utilizing community groups for grant writing support, translation services and other curriculum development
  - Support to teachers to aide in understanding the ethnic culture, customs and traditions.
  - Providing community based groups with a clear expectation on curriculum so they can provide the right after school tutoring and academic assistance.
  - Expanding playgrounds and playing fields and access to school play areas.
- Before and after school programs and the requirements for developing and implementing these programs need to be streamlined. Doing so will enable the District to capitalize on community partners who want to become involved but quickly lose interest after exhaustive





bureaucratic implementation processes.

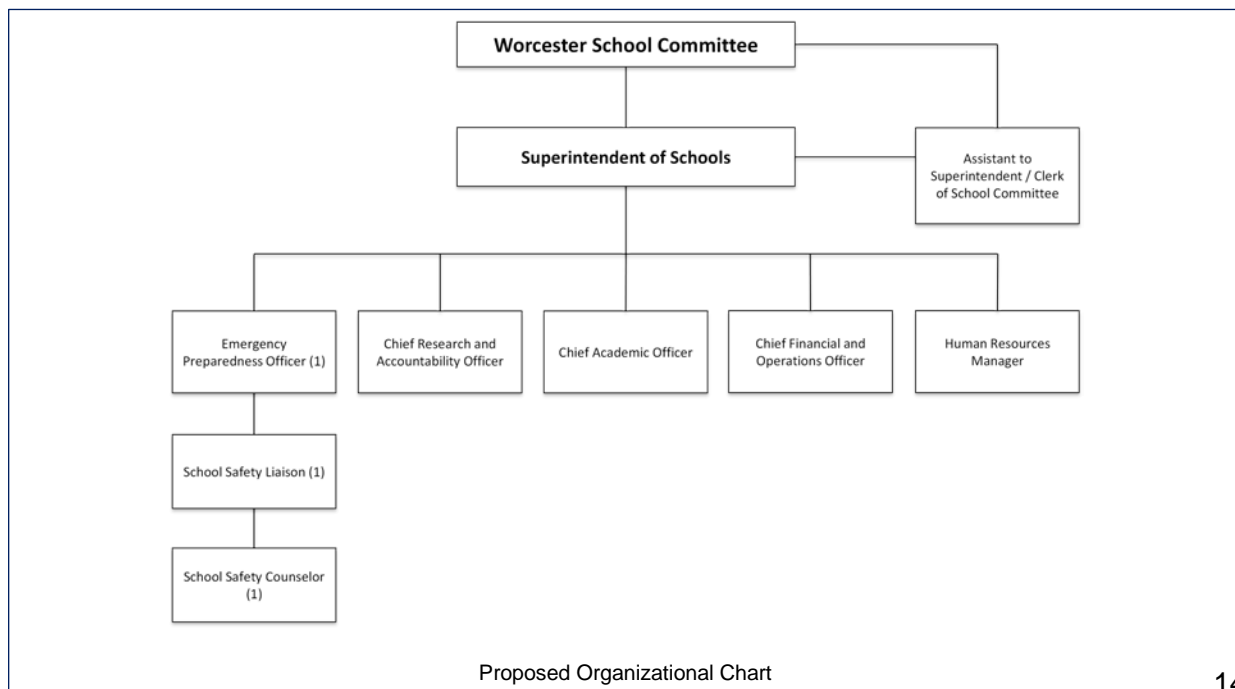
- The District needs to be consulted with City actions where second and third order effects have an impact within a school. (i.e. City Housing changes and enforcement disrupt student populations);
- Utilize parent volunteers for crossing points, reception duties and monitoring functions.
- Encourage parent/teacher information sharing including effective use of social media tools to share information for parents new to the District or a school.

Long-term implementation should occur to expand Vocational and Academy programs so students who struggle with traditional classroom environments, yet cannot gain access to Worcester Vo-Tech or programs can remain engaged in school.

## 2 Organizational Structure – Reorganize and Redefine District Level Security Liaison Responsibilities – Priority – Critical

Under the current District organizational structure, overall responsibility for school safety and security is disjointed. For example, the Chief Financial and Operations Officer maintains some responsibility for Incident Command, while the School Safety Liaison maintains an indirect report to the Superintendent based on the need for an independent hearing agent for school discipline appeals. Further, responsibilities for behavioral health and school nurses reside within two different departments. Finally, responsibilities and the analysis and distribution of incident reports are contained in different offices. The result is often disjointed roles and responsibility and even associated budget allocations. Additionally, limited or untimely coordination between the Quadrant Office, District leadership and City response organizations occurs.

To spearhead the District's Safety and Security Master Planning and elevate responsibilities for incident planning, preparedness, response and recovery, GHT recommends the District create a new administrative position at the District Officer or Manager level by appointing an *Emergency Preparedness* officer position. This individual will be responsible for unifying and coordinating preparedness efforts with both the City and each school, acting as a liaison with City command level emergency functions, and providing oversight and implementation of security designs to include conducting trend analyses to measure effectiveness.





During a crisis, the individual will represent the District at the incident, while also assisting in the coordination of the Emergency Operation Center (EOC) that is established away from the crisis location. The individual will also coordinate School Resource Officers, School Safety Positions and the Lead Teacher for School Safety and Security modeled after the North High position. The District's current Safety Liaison will aid this position by reporting directly to it. Further, the Safety Liaison should still maintain the status of a neutral party in discipline hearings, however a more active role in the due diligence surrounding each case, vetting state and federal legal requirements, and assisting the legal and compliance office should be performed with assistance from the newly created position and group.

### **3 Security Infrastructure Responsibility – Priority – Critical**

As more security infrastructure becomes technologically advanced and Internet Protocol (IP) based, ownership of security systems is heavily dependent on information technology. In alignment with Recommendation 2 described above, GHT recommends WPS assign all physical security systems (video assessment, access control, etc.) to Information Systems (IS). IS should then work collaboratively with the newly defined position for the Emergency Preparedness Officer, along with other stakeholders, for implementation. IS should maintain the authority for maintenance, troubleshooting, and system training. Further, policies with regard to training, operation, retention, access and overall systems management needs to be established prior to a district-wide implementation of physical security systems. (ex. who is authorized to view recorded video or in real-time and on what device).

### **4 Align Security Budgeting – Priority – Critical**

In the FY2016 budget, WPS allocated \$75,000 for Security, an increase of \$25,000 from FY15.<sup>2</sup> Within *Miscellaneous Educational OM 3000 O. School Safety Equipment* line-items, many areas of "security" are designated, yet the responsibilities and oversight of each differs greatly. As organizational and system recommendations discussed throughout this document are implemented, the District's annual and capital budgets must properly align with these changes and reflect the needs of broader physical and operational security programs. This includes:

- Systems purchased through Grant programs without aligned maintenance and sustainment plans should not be purchased.
- Facilities and IS need funding alignments for systems, including general door hardware and upgraded classroom locks, before they are integrated into to card access systems.
- Budgets need to be established for long-term maintenance and training of systems. For example, IS received only a 6% increase, yet when a security camera breaks and/or maintenance is required on a security system, funds are allocated from IS and not *Miscellaneous Educational OM 3000*.
- Funding for continuous training is needed. Networked based security systems and the use of them are "perishable skills". This means that when an operator does not frequently use the system (summer vacation), they can no longer operate the system as effectively or, even

---

<sup>2</sup> WPS 2015-16 Budget, "Other School Services (3000)".

[http://worcesterschools.org/sites/default/files/Department/Chief%20Financial%20and%20Operations%20Office/FY2016/FY16\\_WPS\\_Budget.pdf](http://worcesterschools.org/sites/default/files/Department/Chief%20Financial%20and%20Operations%20Office/FY2016/FY16_WPS_Budget.pdf)



more importantly, troubleshoot it. This results in the need for costly service calls and retraining.

### 5 Expand School Liaison Program and re-allocate Private Security – Priority – High

Changes were recently made to the WPS school liaison program in which officers were moved to permanent positions at secondary schools and two additional officers were added as liaisons for all middle and elementary schools. This has proved positive at the secondary schools, however interaction and support from police varies at alternative, middle and elementary schools due to limited staffing and competing priorities from both liaison and route patrol officers.

*“Our Officer is great – he walks around smiling all day and talks to us. We know we can go to him with concerns...and he volunteers as a football coach”*

**-Secondary School Student**

Based on continued annual evaluations of the program and a much needed update to the current Memorandum of Understanding (MOU) between WPS and the Worcester Police Department (WPD), GHT recommends further expansion of the program including:

- The program should convert from “Liaison” Officers to “Resource” Officers and add additional positions at alternative, middle and elementary levels. As a true “*resource*” to the schools, officers can take a more active role in security planning, life and health awareness classes and even assist with community based learning.
- The program should be better aligned with WPD’s Community Impact Unit and include additional support from WFD.
- Officers should wear a modified uniform and seek to build a foundation for outreach and community policing, particularly at the elementary and middle school levels.
- The role of a *Resource Officer* can enable police to assist administrators with incidents without a mandatory and immediate elevation to criminal arrest requirements currently in place; something that currently causes administrators hesitation to calling for assistance.
- As part of the realignment, WPS should be provided input into decision making authority on who is assigned to the schools. Positions should not be short-term or officers who cannot fill patrol routes, but rather qualified volunteer officers.
- Officers assigned should receive additional focused school training and be involved in summer programs and planning and preparedness efforts with administrators as opposed to rotating back to patrols.
- Officers should be bilingual, much like they are now.

As the role is redefined and expanded, GHT believes the District can realize a cost savings by assigning officers to multiple schools based on time and distance between them. (i.e. one officer can support Burncoat High and Middle, South and Sullivan, etc.) Primary cost savings can also occur through the absorption of functions currently administered by private security officers where the District is spending approximately \$116,258 annually.<sup>3</sup> The quality of this

<sup>3</sup> WPS contract with Securitas America for private security.



program varies significantly across all schools with the limited ability to measure effectiveness. Improvements to main entrances and secure vestibules can further mitigate the need for security guards and thus these funds can be better served to hire officers or additional part-time administrators.

## **6 Public Affairs/ Communication – Priority – High**

One of the primary functions within All-Hazard response planning and incident command is the role of communications or public affairs. In most incidents, individual schools will simply defer all communications related to the incident to the District. However, which individual within the District is responsible for delivering messages related to an incident and when to deliver those messages remains unclear. During recent incidents, the lack of timely communication and the inability to rapidly counter misinformation through the use of social media and alerts resulted in further escalation. The right messages must also be delivered to the public to ensure proper compliance with the litany of regulations (FERPA, HIPA, PII, etc.) is protected.

Equally important, communications related to safety and security and the overall well-being of schools should not just occur during or immediately following an event. Communications during planning and preparedness phases are often of greater importance. This includes the continuous promotion of positive events and the tremendous efforts and accomplishments of students, faculty and administration to people within the District and the public at large. If the only messages being distributed and heard from administrators and elected officials is negative, then efforts to build a positive climate and culture are already limited and perception starts to become reality.

## **7 Special Education and Behavioral Health Integration – Priority – Medium**

As the District's student population continues to grow, so too does the requirements and needs for behavioral health and special education requirements. While the student population and administrative requirements continuously outpace and strain the District's annual budget, the highest frequency of safety incidents occurs directly against teachers or within classrooms from students who suffer from behavioral health challenges. Additionally, events that are low frequency, yet very high severity (i.e. active threat) can often be identified and even prevented from behavioral health identification.

The District currently has a dedicated Manager of English Language Learners (ELL) and Supplemental Support Services which maintains oversight for School Psychologists and Adjustment counselors, along with responsibility for the development and implementation of after school and evening programs. Separate from this department, oversight of Nurses within the District falls under the Division of Special Education. The functionality between the two departments appears to be working due primarily to the efforts of individuals to collaborate. Moving forward, this must be sustained, particularly in regards to budgeting. GHT believes the new Emergency Preparedness position can act as a conduit between the two in regards to planning and preparedness efforts as outlined above. Additional improvements include:

- Teachers need continuous support and training to coincide with evolving special education curriculums as the result of behavioral health advancements. Further training will enable the de-escalation of situations involving students and parents and further protect the entire classroom.
- Training is needed to understand legislative changes environment where regulations, such as Chapter 222, require changes to response plans for dealing with troubled individuals.



- The Youth Mobile Health Crisis Team pilot program should be closely monitored for effectiveness. GHT is supportive of this program and believes it to be a best practice that should be expanded throughout the District. However, the reality is, can the team mobilize and respond in a timely manner as opposed to internal teams? Similar to a tactical team or an individual officer within the school, most incidents take 3-10min, thus requiring first line teachers and administrators to respond. The District must also closely monitor contractual language for outcome measures where upon contract award after the pilot, response times may decrease.
- Community based groups should actively be sought to assist schools with troubled youths and aide in the Districts understanding of cultural sensitivities.

### **8 Information Sharing – Proactive vs. Reactive Posture – Priority – Medium**

While some information and data sharing is already occurring throughout the District and a commitment to use data analysis to measure effectiveness is being applied, more collaboration both internally and externally should occur. Information sharing is an inexpensive but extremely effective way to learn what is working and not working and share ideas throughout the District. Further, it offers an ability to identify emerging threats, identify patterns, and develop consistent approaches to addressing security issues. Led by the refined Emergency Management role, this includes:

- Incorporate a safety component into the Senior Leadership Team – LEAP Team.
- Expand sharing of information related to WPD’s effective gang-task force collaboration with schools. Specifically, more sharing and education should occur with teachers and not just administrators. (teachers expressed concerns that they do not know what to look for as information is “need to know only”) Parents should also be included in various educational exchanges of information.
- Collectively review incident data for the effectiveness of safety and security programs beyond the Quadrant Office.
- Expand student and parent advisory groups.
- Incorporate student governments into planning and development of policies and procedures.
- Expand training opportunities and coordination as outlined below.
- Peer-to-Peer Networking – The District should initiate joint working groups with other similar teams in the County to share best practices and lessons learned including the local Colleges and Universities. Additional information should be exchanged on current threats, vulnerabilities and emerging trends. (ex. the recent participation in State All Hazard training by District members should be replicated)
- Formal and informal hosting of School Committee meetings within each school – There is a belief among many faculty, school based administrators and stakeholders interviewed that members have never visited their school. Hosting meetings within each school on a rotating basis will change this perception (or fact) and encourage members of the public and City to also visit the schools.

### **9 Expand Fire-Life Safety Classes – Priority – Medium**

Elementary students currently receive life skills training related to fire safety procedures. As part of the national level curriculum, these courses seek to introduce students to basic life safety skills. WFD has excellent resources under Lt. Picket that should be expanded and utilized throughout the District. While most school districts tend to focus on school resource officer or police liaison officers, WFD offers an excellent opportunity to expand interaction and community outreach, particularly at the middle school ages. Aligned with District All Hazard preparedness, these programs can then further contribute to climate and culture and even “see something, say



something” and active threats.

### **10 Expand After-School Programs – Priority – Medium**

The District currently runs limited after-school programs beyond normal athletic programs. Keeping students engaged in a safe environment beyond normal school hours and during the summer minimizes exposures in neighborhoods and further supports operational recommendations listed above.

- Programs are being reduced to one day per week vs. multiple days due to transportation and budgetary constraints.
- Course size is usually dictated around the capacity of a full bus as opposed to who is interested.
- The District does not have a formal checklist for developing programs, only a “mental checklist”. This is based on the ideas on what is needed for grant funds and logistics. Typically, a school or community partner will have a different idea or want to do something different. Then grant funding, outcome measurements, etc. are needed. Often this takes a tremendous amount of time and meetings. A formal streamlined checklist should be created to allow organizers to develop a program prior. This includes obtaining outcome measurements where the research and data office, safety liaisons and others can provide standardized KPIs and MOEs. Simply put, a child being a child actively engaged with a smile on their face in a safe environment is a simple outcome.
- Summer programs are being impacted by reduced funding resulting in shorter classes in terms of both the number of weeks and the length of day a program is offered.
- Programs are often driven by transportation. While older kids can use WRTA bus passes, they still need to get home from the nearest bus stop.
- Expand partnerships with community organizations for ideas and solutions to logistics and costs.



This Page Intentionally Left Blank



## Appendix A - Methodology

In order to focus the findings and recommendations and follow a methodical assessment process, GHT used the components of Security Risk that is generally accepted to consist of three components: threat, vulnerability, and consequence. For the purposes of this report, GHT defines each as:

- **Threat:** The definition of threat focuses on the potential “*bad actors*” that could knowingly and intentionally target personnel or infrastructure. All other potential impact events or sources are termed “hazards” and are not specifically included.
- **Vulnerability:** Vulnerability is the ascertaining of where the protective or procedural weaknesses exist that may make it easier for potential adversaries, the threat, to exploit or damage the asset (entity, person, object or facility) that is being protected. Vulnerability can include things like fences, doors/walls, or access control systems as well as response procedures, security guard or monitor procedures, threat detection capabilities, as well as the ability to withstand and recover quickly from an incident or intrusion.
- **Consequence:** Consequence is the potential result of a successful incident or intrusion by an adversary due to the exploitation of one or more vulnerabilities. Consequences may include the disruption of operations, the loss of life or resources and assets, the loss of services, and damage to property.

GHT’s methodology is consistent with the risk assessment methodology developed by the International Organization for Standards (ISO 31000).<sup>4</sup> The methodology also incorporates concepts in Design Basis Threat (DBT) development. This methodology first evaluates the seriousness of each threat, determines the critical assets likely to be targeted by the threat actor(s), and then analyzes the vulnerability of those assets to the evaluated threats. The combination of the rankings provided against each threat and vulnerability are combined to determine the likelihood that these threats will manifest. Likelihood is then combined with an assessment of the consequence to the organization, infrastructure and the surrounding area if these threats do manifest, to provide an overall ‘Risk Rating’.

---

<sup>4</sup> <http://www.iso.org/iso/home/standards/iso31000.htm>





This Page Intentionally Left Blank



## Appendix B – Benchmarking

In order to complete the security assessment and truly understand how the District measures in terms of best practices, Good Harbor Techmark (GHT) completed benchmark assessments of similar school districts within Massachusetts and across the United States. The table below offers an overall comparison of schools benchmarked. For the purposes of this published report and confidentiality agreements, benchmarked Districts are listed anonymously.

Similar to WPS, each district struggles to find a compromise of maintaining safe and secure facilities with constrained resources and evolving threats. Additionally, all districts are faced with varying degrees of community ownership and the responsibility students and parents take in contributing to a safe and secure environment. Finally, districts within New England that utilize facilities dating back to the early 1900s face similar challenges with poor entrances and classroom sheltering capabilities.



In conducting the benchmarks, GHT found WPS ranks higher than peers regarding:

- Path for standardized security platforms;
- Administrative positions focused on security within schools;
- Medical staffing and planning including nutrition and immunization; and
- Foundational all hazard response planning.

Where WPS lags peers is:

- Primary leadership role at District level;
- Integration of crisis response plans;
- School Resource Officers; and
- Community based programs.



This Page Intentionally Left Blank



	City/Town	Worcester, MA	School District in Western MA	School District in Western MA	Southern MA District	Southern MA District	Norther NY State District	South Shore MA District School	Norther NY State District	Norther NY State District	Rhode Island District
District School Information	Total School Buildings in City/Town	45	52	13	26	17	55	22	35	50	23 (Public)
	Sector	Public	Public	Public	Public	Public	Public	Public	Public	Public	Private
	# of Elementary Schools	33	31	**8	19	11	44	13	20	37	3
	# of Middle Schools	4	11	**7	3	4	0	8	6	0	3
	# of High Schools	7	10	2	3	2	11	1	5	13	16
	# of Alternative Schools	1	0	0	1	0	0		4		1
	School Budget	\$369,184,365	\$450,439,469	\$64,130,544	\$120,411,973	\$101,397,542	\$825,813,270	\$172,655,028	\$392,683,824	\$798,077,304	\$163,127,659
	% of Budget for Security	0.10%	0.67%	0.14%	0.00%	0.62%	0.41%	1.79%	0.75%	0.50%	0.04%
	Vandalism Reimbursements	\$0	\$0	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$ Spent on Building Security Systems	\$75,000		\$87,190		\$0	\$106,112	\$30,000	\$0	\$0	\$60,500
	\$ Spent for SROs	\$120,000	\$0	\$0		\$0	\$2,361,925	\$680,953	\$566,000	\$41,316	\$0
	\$ Spent on School Monitors	\$0	\$0	\$0		\$0	\$0	\$2,289,157	\$2,341,935	\$0	\$0
	\$ Spent on Security	\$0	\$2,109,545	\$0		\$627,820	\$865,377	\$62,000	\$30,000	\$991,564	\$0
	\$ Spent on Security Guards	\$116,258	Incl.	\$0		\$0	\$0	\$0	\$0	\$2,624,862	\$0
	\$ Spent on Safety and Training, Supplies/Equipment	\$75,000	\$888,400	\$0		\$0	\$25,000	\$30,000	\$5,000	\$320,000	\$0
	Total Security Costs	\$386,258	\$2,997,945	\$88,690	\$0	\$627,820	\$3,358,414	\$3,092,110	\$2,942,935	\$3,977,742	\$60,500
Population (approx.)	182,000	154,000	40,000	95,000	89,000	259,000	94,000	145,000	210,000	82,000	
Students in the District (approx.)	25,191	25,500	5,900	12,500	9,800	34,000	17,000	20,500	37,877	10,000	
Crime Index at time of Assessment (100 = best, 1 = worst)	11	5	2	9	16	4	10	6	5	29	
School Access Control	Access Control System in High Schools	Many of the high schools have, but most do not utilize the system except for some areas which include garage access.	Limited	Vo Tech only	None - Keys only	None - Keys only	Limited	Yes	An electronic access control system is implemented to regulate access to District school buildings and facilities.	Limited	Limited
	Access Control System in Middle Schools	Most middle schools rely on basic key system. The master key system varies from school to school based on age of building and upgrades.	Limited	None	None	None	Limited	Limited	An electronic access control system is implemented to regulate access to District school buildings and facilities.	Limited	None
	Access Control System In Elementary Schools	Most elementary schools rely on basic key system. The master key system varies from school to school based on age of building and upgrades.	Limited	Keys only, Poor master keys	None - Keys only	None - Keys only	Limited	None - Keys only	An electronic access control system is implemented to regulate access to District school buildings and facilities.	Limited	None
	Key Management System	Each school has their own method of master key system.	Yes. A master key system is in place. The system is not electronic.	Each school has their own master key system.	Yes. A master key system is in place. The system is not electronic.	Yes. A master key system is in place. The system is not electronic.	Yes. A master key system is in place. The system is not electronic.	Yes. A master key system is in place. The system is not electronic.	An electronic access control system is implemented to regulate access to District school buildings and facilities.	Yes. A master key system is in place. The system is not electronic.	Yes



	City/Town	Worcester, MA	School District in Western MA	School District in Western MA	Southern MA District	Southern MA District	Norther NY State District	South Shore MA District School	Norther NY State District	Norther NY State District	Rhode Island District
School Video Assessment	Unified CCTV System	Yes - Axis	Yes	Yes - Cisco	No	No	No	Yes	Department of Public Safety responsible for the direction of the security surveillance camera network and can collaborate with the Police Dept.	No	Yes
	District Common Platform	Yes, Genetec	Yes	Cisco	No	No	No	No	Department of Public Safety responsible for the direction of the security surveillance camera network and can collaborate with the Police Dept.	No	No
	High School CCTV System	Limited	Yes	Yes, but not all work	Not disclosed	Not disclosed	Yes	Yes	Yes	Yes	Yes
	Middle School CCTV System	Limited	Limited	None	Varies. Genetec is one of the systems utilized.	Not disclosed	Yes	limited	Yes	Yes	No
	Elementary School CCTV System	Limited - main entrance only	Limited	None	Not disclosed	Varies. Pelco is Primary systems utilized.	Yes	Limited	Yes	Yes	No
	District Security Command Center	None	Limited - Integrated with PD	None	None	None	None	None	None	Department of Public Safety responsible for the direction of the security surveillance camera network and can collaborate with the Police Dept.	None
Emergency Management Plan(s)	Emergency Management Plan	There is a district template available for school to utilize for a common design	Developed under Safety & Security Department	Yes	Was not assessed	Was not assessed	Yes	Yes	Each school and the District maintains an emergency operations plan	Yes	Yes
	Emergency Plan Method	Schools create plans based on school policy and procedures	All Hazard	Red, White, & Blue	Was not assessed	Was not assessed	Yes	Yes		Yes	Yes
	EMP District Template Availability	Yes	Developed under Safety & Security Department	No	Was not assessed	Was not assessed	Based on Comprehensive State Plan	Limited	Based on Comprehensive State Plan; Developed under Safety & Security Department	District has an emergency plan established that schools are able to utilize to create their emergency plans	Yes; Incorporate State planning tool and Crowd Management
	Lockdown Plan	Shelter In Place	Shelter In Place	Red, White, & Blue	Shelter In Place	A.L.I.C.E.	Shelter In Place	Shelter In Place	Shelter In Place	Shelter In Place	Limited
	Fire Drill Plan	Exceed State Mandate	Yes, compliant with state requirements	Yes, compliant with state requirements	Yes, compliant with state requirements	Yes, compliant with state requirements	Exceed State Mandate	Yes, compliant with state requirements	Exceed State Mandate	Exceed State Mandate	Yes
	Medical Plan	Schools create plans based on school policy and procedures	Yes, compliant with state requirements	Limited	Was not assessed	Was not assessed	Exceed State Mandate	Yes, compliant with state requirements	Exceed State Mandate	Exceed State Mandate	Exceed State Mandate



	City/Town	Worcester, MA	School District in Western MA	School District in Western MA	Southern MA District	Southern MA District	Norther NY State District	South Shore MA District School	Norther NY State District	Norther NY State District	Rhode Island District
Security Observations	Intrusion System	Varies based on school	Yes	Yes, but not all function	Yes. The high school was recently upgraded in 2012	Yes	Yes, but not all function	Active Monitor by Stanley	Yes, but not all function.		Yes
	Visitor Management	Sign In Sheet in most schools; Visitor Check-in on computers in others	Sign In Sheet in most schools	Basic sign in sheet; based on the honor system	Sign in sheets are typical. New schools use an electronic system that verifies visitors records on file with the state for sex offenders.	Sign in sheet	Limited	Sign in sheets	Utilize Raptor Ware for visitor management for easy registration. Visitors are given temporary visitor badge once cleared through the Raptor system. It is a temporary sticker that the visitor must wear during the time of visit and return when leaving.	Sign in sheets	Sign in sheets
	School Resource Officer (SRO)	Liasion Officers - Limited	Student Support Officers	None	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	School Resource Officer (SRO)	7	26+	0	8	15	11+	1	70	approx. 100	4
	Exterior Lighting at High Schools	Varied upon school	Good	Varied upon school	Yes	Yes	Good	Good	Varied upon school	Varied upon school	Varied upon school
	Exterior Lighting at Middle Schools	Lighting is Poor either around building and/or exterior of building	Good	Lighting is Poor either around building and/or exterior of building	Yes, but not consistant. New schools have better coverage.	Yes, but not consistant. New schools have better coverage.	Good	Good	Varied upon school	Varied upon school	Varied upon school
	Exterior Lighting at Elementary Schools	Lighting is Poor either around building and/or exterior of building	Good	Lighting is Poor either around building and/or exterior of building	Yes, but not consistant. New schools have better coverage.	Yes, but not consistant. New schools have better coverage.	Good	Good	Varied upon school	Varied upon school	Varied upon school
	Exterior Lighting at Other Buildings	Varied	Varied	Poor	Good	Good	Good	Good	Varied	Varied	Varied
Secured Entry Vestibule with 2-Way Communication	Limited among all schools. New schools lacking inner perimeter. Older buildings have main door only.	Limited among all schools. New schools lacking inner perimeter. Older buildings have main door only.	Inadequate at all schools.	Yes, in new school designs	Inadequate at all schools.	Yes	Yes	Yes	Limited	No	

\*Note:  
Many schools have elementary and middle school grades in one building; the numbers reflect the count



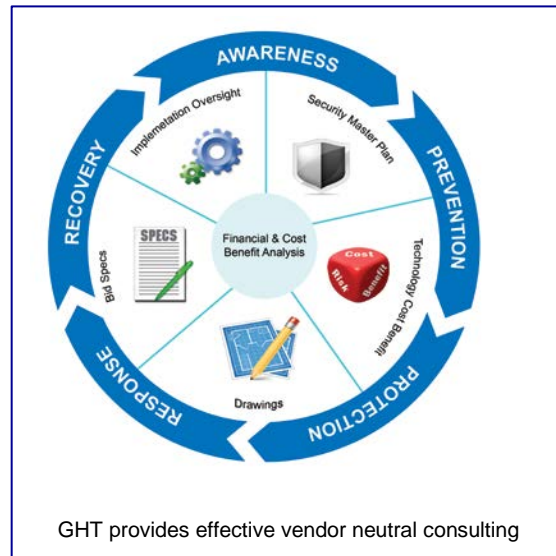
This Page Intentionally Left Blank



## Appendix C – About Good Harbor

**Good Harbor Techmark (GHT)** is a registered small business headquartered in Norwell, MA. GHT is the product of the merger of two established and highly regarded companies, Good Harbor Consulting, LLC (Good Harbor) and Techmark Security Integration, Inc. (Techmark).

In 2002, Richard Clarke, Roger Cressey, and John Tritak, all of whom served in senior National Security advisory positions at the White House, founded Good Harbor as a boutique security and risk management consultancy. The firm leveraged its' national security and broader security expertise to build a strategic consulting practice that gave clients a more informed understanding of risk management.



Techmark was founded as an independent security design and engineering services company. For over 20 years, the organization grew to become a premier leader in designing and implementing exclusive vendor-neutral security concepts to clients throughout the world.

In 2009, Good Harbor acquired Techmark to create a more holistic approach to organizational resiliency that emphasized the mitigation of both physical and logical threats to enterprise assets. Due to unparalleled growth and the need to increase efficiencies, Good Harbor recently created four independently owned and operated companies who operate collectively and consistently with the organization's core competencies. One of these entities was Good Harbor Techmark.

[www.ghtechmark.com](http://www.ghtechmark.com)

17 Accord Park Dr.

Suite 201

Norwell, MA 02061

781-871-6555





# GOOD HARBOR TECHMARK

**Petition to City of Worcester to Adopt a Policy of Not Arresting Kids at School.**

**We the undersigned petition the Worcester City Council and Worcester School Committee to adopt the following policy regarding the arrest of children by the City of Worcester and Worcester Police Department.**

Whereas arresting children has been shown to have a negative impact on the emotional development of children;

Whereas arresting children at school by the police is potentially harmful and has nothing to do with the education of children;

Whereas the children, their parents, and addresses are known to the administration of a school;

We request the Worcester City Council to adopt the policy that the City of Worcester should not arrest children at school unless there is clear and immediate danger.

Decisions on whether a child should be placed in the criminal justice system should be made after suspension and/or a meeting with parents.

Should there be a need for the intervention of the criminal justice system it should be the policy of the City of Worcester that the child and parent are summoned to court.

Name

City or Town Residency

*Robert D. White*

*Worc, MA*

*508 757 5873*

Mass. Human Rights  
416 Lake Ave.  
Worcester MA 01604  
November 29, 2015

Helen Friel, Ed. D.  
Clerk of the Worcester School Committee  
20 Irving St.  
Worcester MA 01609

Re: Petitions to Worcester School Committee

Dear Dr. Friel:

Our group, Mass. Human Rights, seek to petition the Worcester School Committee on the following issues:

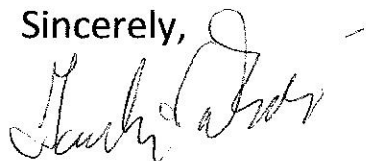
1. A copy of the current Memorandum of Understanding between the School Department and the Police Department regarding police officers in the schools, a.k.a. School Resources Officers.
2. The procedures for parent, students, teachers, principals, and advocates to have input into the MOU now being revised by Mr. Pezella, Public Safety Liaison. A copy of the new MOU.
3. The School Committee adoption of a policy of no children arrested at school unless there is a clear and objective emergency.

I am enclosing one page of the petition for item 3 above that was presented to the Worcester City Council on the same subject, although we have many more signatures.

It is my understanding that we will be allowed to speak on the subjects at the December 17, 2015 meeting of the Worcester School Committee, 7 PM, City Hall. Please inform me should I need to contact a school committee member to suspend the rules.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Gordon T. Davis". The signature is written in a cursive style with a large initial "G".

Gordon T. Davis

Organizer

508 757 5873

As presented to the School Committee during the First Quarter Budget Status Report, the final state budget actions will result in the reduction of our FY16 budget by \$603,134, primarily due to a reduction of charter school reimbursement totaling \$546,247. The comparison of FY16 budget revenues between the adopted budget and the final state budget are listed below:

<u>Revenue:</u>	FY16 Adopted Budget	FY16 Final State Budget	Difference
Chapter 70 State Aid & Reimbursement:			
Chapter 70 State Aid (Total)	\$231,438,724	\$231,540,738	\$102,014
Charter School Reimbursement	<u>\$2,671,785</u>	<u>\$2,125,538</u>	<u>(\$546,247)</u>
<b>Total Chapter 70 State Aid &amp; Reimbursement</b>	<b>\$234,110,509</b>	<b>\$233,666,276</b>	<b>(\$444,233)</b>
City Contribution			
Amount towards Required Spending	\$99,745,201	\$99,643,187	(\$102,014)
Amount for Non-Net School Spending Items	\$12,546,372	\$12,546,372	\$0
<b>Total City Contribution</b>	<b><u>\$112,291,573</u></b>	<b><u>\$112,189,559</u></b>	<b><u>(\$102,014)</u></b>
Total General Fund Revenues	<b>\$346,402,082</b>	<b>\$345,855,835</b>	<b>(\$546,247)</b>
Less Tuition Assessments:			
Charter School Tuition Assessment	\$24,819,491	\$24,866,852	\$47,361
School Choice Tuition Assessment	\$2,641,818	\$2,651,386	\$9,568
Special Education Revenue Offset	<u>\$147,660</u>	<u>\$147,618</u>	<u>(\$42)</u>
<b>Total Tuition Assessments</b>	<b><u>\$27,608,969</u></b>	<b><u>\$27,665,856</u></b>	<b><u>\$56,887</u></b>
<b>Total General Fund Revenue:</b>	<b>\$318,793,113</b>	<b>\$318,189,979</b>	<b>(\$603,134)</b>

It will be necessary to reduce the budget to reflect the final state budget and the final City budget based upon the tax recap process approved on December 8, 2015.

Based on the City Manager's recommendation and approved by the City Council, there is no reduction in the city's contribution even though it was allowed by the state formula and those funds will remain in the WPS budget. A majority of these funds have been used to cover the cost of the school safety and security assessment that has been completed by Good Harbor Techmark, LLC. Therefore, the reduction to the budget will be **\$501,120**.

In order to implement this reduction, the Administration recommends the following:

Reduce Account	Account Name	Amount	From	To
500-91111	Teacher Salaries	-\$501,120	\$156,764,088	\$156,262,968

As described in the First Quarter Budget Status Report, the balance in the Teacher Account resulted from restoring Pre-K teachers to the Title I grant from the general fund based on the final actual FY16 grant award. There is no reduction of teacher positions or any other budget impact at this time as a result of this recommended transfer.

In addition to this final budget adjustment, at some point during the year, the City will provide an additional approximately \$145,000 for the first year planning costs for the Advanced Academy High School program. Staffing for these positions are underway and the estimated annual cost for this year has been provided to the City.

Based on City Council action to set the City's tax rate, it is necessary for the School Committee to adopt a revised, final FY16 Budget in the amount of \$318,291,993.