

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

AGENDA #2

The School Committee will hold a regular meeting:

on: Thursday, February 7, 2019
at: 6:00 p.m. – Executive Session
7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Reverend Jonathan Slavinkas
Our Lady of Providence Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #9-2 - Clerk
(January 25, 2019)

To consider approval of the Minutes of the School Committee Meeting
of Thursday, January 17, 2019.

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION

ACTION

gb #9-25.1 -Administration/Administration
(January 22, 2019)

To recognize Benjamin Robinson, a student from Burncoat High School, for his brave and selfless action in helping to save eight people from potential peril at a recent fire in the City of Worcester.

gb #9-28 - Administration
(January 30, 2019)

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

VI. REPORT OF THE SUPERINTENDENT

ROS #9-1.1 - Administration
(January 25, 2019)

TO APPROVE THE RECOMMENDATION FROM THE SUPERINTENDENT REGARDING THE MICHIGAN'S UPDATED COMPREHENSIVE HEALTH EDUCATION CURRICULUM

ROS #9-2 - Administration
(January 30, 2019)

FY20 PRELIMINARY BUDGET ESTIMATES

VII. COMMUNICATION AND PETITION - NONE

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNELACTION

- 9-8 The Superintendent has APPROVED the APPOINTMENT of the persons named below:

Ayande, Sharon, Teacher, Special Education, Systemwide, MA, Step 2, \$56,163 effective January 24, 2019. Licensed: Moderate Disabilities Prek-9. *

Berthiaume, Jessica, Teacher, Art, Systemwide, BA, Step 2, \$49,946 effective January 15, 2019. Licensed: Visual Art Prek-8. *

Conway, Ellen, Teacher, Allied Health, North, MA, Step 8, \$75,970 effective January 17, 2019. Licensed: Health Assisting 9-14. *

Cardogno, Rachel, Teacher, Elementary, Chandler Magnet, BA, Step 1, \$46,894 effective January 9, 2019. Licensed: Elementary 1-6. *

Krouner, Mitchell, Teacher, Science, Worcester East, BA, Step 8, \$69,064 effective January 10, 2019. Licensed: Middle School 5-9. *

Macora, Erin, Teacher, Elementary, May Street, BA, Step 1, \$46,894 effective January 14, 2019. Licensed: Elementary 1-6. *

Murphy, Amanda, Teacher, Elementary, Tatnuck Magnet, BA, Step 1, \$47,363 effective January 17, 2019. Licensed: Elementary 1-6. *

Murphy, Erica, Teacher, Art, Systemwide, BA, Step 1, \$47,363 effective January 28, 2019. Licensed: Visual Art Prek-8. *

Tropeano, Adriana, Teacher, English as a Second Language, Woodland, BA, Step 3, \$53,682 effective January 30, 2019. License pending: English as a Second Language Prek-6. *

Turner, Brianna, Teacher, Special Education, Vernon Hill School, MA, Step 3, \$59,300 effective January 14, 2019. License pending: Social Work/School Adjustment Counselor.*

**prorated*

- 9-9 The Superintendent has ACCEPTED the RESIGNATION of the persons named below:

Jarrett, Arthur, Teacher, Special Education, North, effective February 1, 2019.

Kelly-Bernhard, Patricia, Teacher, Art, Systemwide, effective January 25, 2019.

Nguyen, Peter, Teacher, Math, Forest Grove, effective January 25, 2019.

X. GENERAL BUSINESS

ACTION

gb #8-289.1 - Administration/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo/Mr. O'Connell
(December 12, 2018)

**Consider with
gb #8-290.1 and
gb #8-341.1**

Response of the Administration to the request to provide a report on all transportation operations that were transferred to the Fremont St. facility and include all administrative vacancies that were advertised along with new or additional bus routes that were added.

gb #8-290.1 - Administration/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo/Mr. O'Connell
(November 28, 2018)

**Consider with
gb #8-289.1 and
gb #8-341.1**

Response of the Administration to the request to provide a report on the Worcester Public Schools' bus transportation system and include information relative to the ten new buses operated by the Worcester Public Schools and indicate the routes of said buses.

gb #8-311.1 - Administration/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo/Mr. O'Connell
(January 16, 2019)

Response of the Administration to the request to provide a report on the In Force Technology (IFT) 911 Software program that allows teachers and other staff members to contact 911 directly in case of emergency.

gb #8-341.1 - Administration/Miss Biancheria/Mr. Monfredo/
Mr. O'Connell
(November 12, 2018)

**Consider with
gb #8-289.1 and
gb #8-290.1**

Response of the Administration to the request to review the process by school for requesting changes or additions to bus stops.

X. GENERAL BUSINESS (continued)ACTION

gb #8-350.1 - Administration/Mr. O'Connell/Miss Biancheria/
Mr. Monfredo/Mr. Comparetto/Miss McCullough/
Mr. Foley
(January 28, 2019)

Response of the Administration to the request to develop and implement a system of online grading which would be accessible to parents/guardians and appropriate staff members.

gb #9-19.1 -Mr. Monfredo/Miss McCullough/Mr. O'Connell
(January 23, 2019)

Response of the Administration to the request to consider raising the pay of substitute teachers for the next school year and consider giving those retired teachers who worked in the Worcester Public Schools additional compensation as an incentive to come back as a substitute.

gb #9-29 - Miss McCullough/Miss Biancheria/Mr. Comparetto/
Mr. Monfredo/Mr. O'Connell
(January 11, 2019)

To explore the possibility of having the Parent Information Center (PIC) open several times throughout the year on weekends/evenings in an attempt to accommodate parents who are working during typical hours.

gb #9-30 - Miss McCullough/Miss Biancheria/Mr. Comparetto/
Mr. Monfredo/Mr. O'Connell/Mayor Petty
(January 16, 2019)

To forward letters of appreciation to the individuals responsible for the very successful Coats for Kids drive this past season.

gb #9-31 - Administration
(January 18, 2019)

To accept the STARS Residences FY19 Woodland Academy Grant in the amount of \$5,000.00.

X. GENERAL BUSINESS (continued)

ACTION

gb #9-32 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. O'Connell/Mayor Petty
(January 22, 2019)

Request that the Administration forward letters of congratulations to:

- Gordon Hargrove, Friendly House Director and Dorothy Hargrove, former teacher and School Committee member for receiving the MLK, Jr. Community Service Award
- Ronald Waddell, Jr., for the MLK Jr. Youth Service Award
- and the following students for winning the poetry contest

Goddard Scholars Academy

Chloe Williams
Emmanuel Torto
Tatyana Richman

Anya Geist
Matthew Mingolla

Burncoat Middle School

Vafa Soheyli
Ella Wells

Wyatt Dancy
Mary Kathryn Lambert

Doherty Memorial High School

Lolita Cani

Worcester Technical High School

Hussain Bhatti

Claremont Academy

Rudy Sanchez Cortez

X. GENERAL BUSINESS (continued)ACTION

gb #9-33 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. O'Connell/Mayor Petty
(January 22, 2019)

Request that the Administration forward letters of congratulations to the following students recognized at the Martin Luther King, Jr. event at Quinsigamond Community College for their winning work:

Essay winner: Emma Robeau, grade 8, Sullivan Middle School

Art winnersFrist Place

Thiery J. Pierre, grade 4, Heard
Street Discovery Academy

Third Place

Evi Galbraith, grade 3, Norrback
Avenue School
Elena Melka, grade 5, Midland
Street School

Second Place

Amy Nasto, grade 5, Norrback
Avenue School
Neh Reh, grade 6, Canterbury
Street Magnet Computer-Based
School

Honorable Mention

Ketlyn Flauzino, grade 4, City
View School
Vera Asho, grade 5, Elm Park
Community School
Jenell Atuahene, grade 6,
Norrback Avenue School
Madison Reed, grade 6, McGrath
Elementary School

Group Art Winners:

Grade Four Second Place - Flagg Street School - Charlotte Rose,
Anna Pasenello, Angeliki Soufleris, Julia Cahill,
Ava Rogers

Grade Five First place - Flagg Street School - Sarah DeFusco,
Emma O'Connor, Lucia Smachetti, Roisin O'Malley,
Daphne Baumann
Second place – Flagg Street School - Elisse Boucher,
Phoebe Martin, Charlotte Martin, Mina Tsoutsis

Grade Six First place – Flagg Street School - Leilah Ali,
Mia McCarter, Dea Kamberi, Malak Laallami

X. GENERAL BUSINESS (continued)

ACTION

gb #9-34 - Administration
(January 22, 2019)

To consider approval of the following donations:

- \$57,346.00 from the Worcester Technical Skyline Fund to support the Innovation Pathways Program.
- \$349.80 from Box Tops for Education to Tatnuck Magnet School
- \$78.60 from Box Tops for Education to Woodland Academy
- \$500.00 from WEDF for Get Fit at Woodland Academy
- \$1,000.00 to the Betty Reidy Scholarship at North High School

gb #9-35 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo
(January 22, 2019)

To develop a process, for use with Worcester Public Schools construction and "accelerated repair" projects, to ensure that contractors participating in these projects, as general contractors or as subcontractors, pay their employees all wages to which those employees are entitled by law, including, but not limited to, regular wages, overtime, holiday pay, and, where applicable, minimum wage, all calculated, as appropriate, at prevailing wage rates.

gb #9-36 - Miss McCullough/Miss Biancheria/Mr. Comparetto/
Mr. Monfredo/Mr. O'Connell/Mayor Petty
(January 23, 2019)

To set a date to recognize Madelyn Rich, a student at Burncoat High School, for being nominated to audition and for being accepted to an International All Young Women's Choir that will be performing at Carnegie Hall in New York City on Sunday February 11, 2019.

gb #9-37 - Mr. O'Connell/ Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo
(January 25, 2019)

To meet with representatives of the Worcester Red Sox, at an appropriate time, to discuss a preference for Worcester students in filling of internships and summer employment positions with the team.

X. GENERAL BUSINESS (continued)

ACTION

gb #9-38 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo
(January 25, 2019)

To include a hiring preference for Worcester students in construction projects involving the City of Worcester, including but not limited to the stadium to be constructed for the Worcester Red Sox, and for related structures, especially for summer positions and for positions which are amenable to the academic schedules of students.

gb #9-39 - Administration
(January 25, 2019)

To consider approval of the 2019-20 Student Handbook of the Worcester Public Schools.

gb #9-40 - Miss McCullough/Miss Biancheria/Mr. Comparetto/
Mr. Monfredo/Mr. O'Connell/Mayor Petty
(January 28, 2019)

To forward a letter of congratulations to SOFA for its successful performance of FAME.

gb #9-41 - Mr. Monfredo/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. O'Connell
(January 29, 2019)

Request that the Administration have all students in K-6 participate in the NEA's "Read Across America Day" on March 1st honoring Dr. Seuss with a variety of motivational reading activities in their classrooms and to encourage parents to do the same.

gb #9-42 - Mr. O'Connell/Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. Monfredo
(January 30, 2019)

To establish a practice and procedure for expeditious compliance with School Committee Policy GCA ("All professional staff positions in the school system will be created initially by the Superintendent and approved by the School Committee.")

X. GENERAL BUSINESS (continued)

ACTION

gb #9-43 - Administration
(January 30, 2019)

To consider approval of the appointment of the following provisional civil service employees as School Nurses, effective as shown:

Engel, Melinda, Systemwide, Bachelors, Step 1, \$47,363, effective January 7, 2019. License Pending: School Nurse All Levels

Kibe, Marygoretti, Systemwide, Bachelors, Step 1, \$47,363, effective January 7, 2019. License Pending: School Nurse All Levels

gb #9-44 - Mr. Comparetto
(January 30, 2019)

Request that the Administration consider creating a public policy forum on sex education within the next few weeks.

gb #9-45 - Mr. Comparetto
(January 30, 2019)

Request that the Administration establish a committee to develop a Parental Engagement Plan which would include members of the community with expertise on the topic.

gb #9-46 - Mr. Comparetto
(January 30, 2019)

Request that the Administration review the recommendations regarding rigorously evaluated sex education curricula listed by the Department of Health and Human Services' Office of Adolescent Health (OAH) and the Sexuality Information and Education Council of the United States (SIECUS) (Annex A) and consider input from the representatives of the public policy forum on sex education prior to formulating its recommendations.

X. GENERAL BUSINESS (continued)ACTION

gb #9-47 - Miss McCullough/Miss Biancheria/Mr. Comparetto/
Mr. Monfredo/Mr. O'Connell/Mayor Petty
(January 30, 2019)

To set a date to recognize the following students who were recognized at the Martin Luther King, Jr. event at the Historical Museum for their art work:

Art winnersFrist Place

Thiery J. Pierre, grade 4,
Heard Street
Discovery Academy

Third Place

Evi Galbraith, grade 3,
Norrback Avenue
School
Elena Melka, grade 5,
Midland Street School

Second Place

Amy Nasto, grade 5,
Norrback Avenue
School
Neh Reh, grade 6,
Canterbury Street
Magnet Computer-
Based School

Honorable Mention

Ketlyn Flauzino, grade 4,
City View School
Vera Asho, grade 5,
Elm Park Community
School
Jenell Atuahene,
grade 6, Norrback
Avenue School
Madison Reed, grade 6,
McGrath
Elementary School

Group Art Winners:

Grade Four Second Place - Flagg Street School - Charlotte Rose,
Anna Pasenello, Angeliki Soufleris, Julia Cahill, Ava Rogers

Grade Five First place - Flagg Street School - Sarah DeFusco,
Emma O'Connor, Lucia Smachetti, Roisin O'Malley,
Daphne Baumann

Second place – Flagg Street School - Elisse Boucher,
Phoebe Martin, Charlotte Martin, Mina Tsoutsis

Grade Six First place – Flagg Street School - Leilah Ali, Mia McCarter,
Dea Kamberi, Malak Laallami

X. GENERAL BUSINESS (continued)

ACTION

gb #9-48 - Executive Session (Administration)
(January 30, 2019)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #18/19-1.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #18/19-5.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #18/19-7.

To discuss strategy with respect to collective bargaining for Aides to the Physically Handicapped and Monitors, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Plumbers and Steamfitters - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Tradesmen - IUPE, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

XI. ADJOURNMENT

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, January 17 2019
Agenda #1

The School Committee of the Worcester Public Schools met in Open Session at 7:05 p.m. in the Council Chamber at City Hall on Thursday, January 17, 2019.

There were present at the Call to Order:

Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

There were absent: Miss Biancheria and Mr. Comparetto

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

A moment of silence was offered in memory of Bernadine J. Petty, mother of Mayor Joseph Petty and Sara Ross, Assistant Principal at Elm Park Community School.

Mayor Petty presented a Key to the City to Paula Pietro-Malmquist in appreciation of her 40 plus years of service to the Worcester Public Schools.

APPROVAL OF RECORDS

1. aor #9-1 - Clerk
(January 8, 2019)

Minutes/
approval of

To consider approval of the Minutes of the School Committee Meeting of Thursday, December 20, 2018.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, December 20, 2018.

Miss Biancheria and Mr. Comparetto arrived at 7:10 p.m.

IMMEDIATE ACTION

Recognition/
North High JROTC

2. gb #8-355.1 - Miss McCullough/Miss Biancheria/
Mr. Monfredo/Mr. O'Connell/Mayor
Petty/Mr. Comparetto/Mr. Foley
(January 8, 2019)

To recognize the following North High School JROTC members for their heroism by saving the lives of children and adults during a recent fire in the City of Worcester:

- Jordan Parker
- Abderrahman Sebbai
- Raesean Goodney
- Marquis Bell

Mayor Petty and Superintendent Binienda presented certificates to members of the North High School JROTC for their heroism.

It was moved and voice voted to suspend the rules to take the following item out of order:

Election of Vice-
chairperson of the
School Committee
for 2019/
Miss McCullough

3. gb #9-8 - Administration
(January 2, 2019)

To select a Vice-Chairman for the School Committee for 2019.

On a roll call of 7-0, Miss McCullough was elected as Vice-chairperson of the School Committee for 2019.

Student
Representatives

4. gb #9-1 - Administration
(January 8, 2019)

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

It was moved and voice voted to file the item.

5. REPORT OF THE SUPERINTENDENT

ROS #9-1 - Administration
(January 8, 2019)

Report of the
Superintendent/
Michigan's Updated
Comprehensive Health
Education Curriculum

MICHIGAN'S UPDATED COMPREHENSIVE HEALTH
EDUCATION CURRICULUM

Dr. Matilde Castiel, Commissioner of Health and Human Services and Superintendent Binienda provided PowerPoint presentations. Dr. Castiel recommended the Case for Comprehensive Sex Education in Worcester followed by Superintendent Binienda's presentation on Michigan's Updated Comprehensive Health Education.

The following attendees spoke to the item:

State Representative James O'Day, City Councillor Khrystian King, Jaquelyn Morales, Sara Richmond Davidow, Cara Berg Powers, Judi Kirk, Chantel Bethea and Kathryn Madaloni

Mr. O'Connell suggested that the community review the curriculum as proposed by viewing the presentation online through the Worcester Public Schools website. He especially recommended reading Lesson 8, which is the unit that is being considered.

Miss Biancheria made the following motions:

Request that the Administration provide the proposals that require the Health Curriculum to be taught to ninth graders as a requirement and indicate the budget impact.

Request that the Administration consider other proposals to incorporate into the sex education portion of the Health Curriculum.

On a voice vote, the motions were approved.

Mayor Petty stated that there would be no vote on the item at this meeting but that it would be held for the meeting on Thursday, February 7, 2019 for further discussion and for a vote.

6. PERSONNEL

It was moved and voice voted to file Personnel Item 9-1 through 9-7.

Appointments

9-1 The Superintendent has APPROVED the APPOINTMENT of the persons named below:

Biron, Heidi, Teacher, English as a Second Language, Woodland Academy, MA, Step 1, \$53,048 effective January 2, 2019. License pending: English as a Second Language Prek-8. *

Burke, Brian, Teacher, Physical Education, Systemwide, MA, Step 8, \$75,218 effective January 2, 2019. Licensed: Physical Education Prek-8. *

Gaumond, Deanna, Teacher, Elementary, Grafton Street, MA, Step 1, \$53,048 effective January 2, 2019. Licensed: Elementary 1-6. *

Gleason, Bridget, Teacher, English as a Second Language, Woodland Academy, BA, Step 1, \$46,894 effective January 2, 2019. License pending: English as a Second Language Prek-8. *

Polak, Vanessa, Teacher, English as a Second Language, Systemwide, MA, Step 3, \$59,300 effective January 2, 2019. Licensed: English as a Second Language Prek-6. *

Ryan, Crystal, Teacher, Special Education, North, MA, Step 8, \$75,218 effective January 2, 2019. Licensed: Moderate Disabilities 5-12. *

Vriesema, Jonathan, Teacher, Physical Education, Systemwide, MA, Step 1, \$53,048 effective January 2, 2019. Licensed: Physical Education Prek-8. *
*prorated

- 9-2 The Superintendent has ACCEPTED the RESIGNATION of the persons named below: Recognitions
- Smith, Jesse, Teacher, Enrichment, Systemwide, effective December 17, 2018.
Weeks, Megan, Teacher, Focused Instructional Coach, South, effective January 3, 2019.
- 9-3 The Superintendent has ACCEPTED the RESIGNATION for Purposes of RETIREMENT of the persons named below: Retirements
- Fain, Howard, Teacher, Science, Worcester East, effective December 31, 2018.
Lane, Sean, Teacher, Special Education, Systemwide, effective December 29, 2018.
Lunney, John, Teacher, Physical Education, Vernon Hill, effective December 31, 2018.
Poti, Deborah, Teacher, Special Education, Jacob Hiatt, effective December 31, 2018.
- 9-4 The Superintendent has APPOINTED the person named below to the position of Cafeteria Substitute Helper, permanent/intermittent at a salary of \$13.73 per hour, from Civil Service List #318-058, effective as shown: Appointment/
Cafeteria Helper
- Sevuvor, Felix 12/12/18
- 9-5 The Superintendent has APPOINTED the person named below to the position of Aide to the Physically Handicapped, permanent/fulltime at a salary of \$16.38 (minimum) to \$20.18 (maximum) per hour, from Civil Service List #318-053, effective as follows: Appointment/
Aide to the Physically Handicapped
- Romniou, Dimitra 12/17/18

Appointment/
School Bus
Attendant

9-6 The Superintendent has APPOINTED the person named below to the position of School Bus Attendant, permanent at a salary of \$15.60 minimum per hour to \$17.38 maximum per hour, from Civil Service List #318-066, effective as follows:

Ford, William 1/8/19

Appointment/
Driver Full Size
School Bus

9-7 The Superintendent has APPOINTED the person named below to the position of Driver Full Size School Bus, permanent/fulltime at a salary of \$22.00 per hour, from Civil Service List #318-065, effective as follows:

Beauge, Isaac 1/2/19

GENERAL BUSINESS

Principal Positions

7. gb #8-57.1 - Administration/Mr. Comparetto/
Mr. O'Connell/Mr. Monfredo/
Mr. Foley/Mayor Petty
(January 4, 2019)

Response of the Administration to the requests to:

- provide a report as to the openings for principal positions, the timeline for filling them, and the involvement of the community in the selection process.
- provide a report on the policy for hiring new principals to include positions that are open at this time.

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

8. gb #8-78.1 - Administration/Mr. O'Connell/
Mr. Monfredo/Miss Biancheria/
Miss McCullough
(January 9, 2019) Ticket to Read Program

Response of the Administration to the request to encourage the Worcester Public Schools to participate in the Ticket to Read.net Program, originated and sponsored by the Worcester Bravehearts and the Worcester Railers.

Mr. O'Connell made the following motion:

Request that the Administration forward a letter of appreciation to both the Worcester Bravehearts and Worcester Railers for making the Ticket to Read Program possible for students of the Worcester Public Schools.

On a voice vote, the motion was approved.

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

9. gb #8-102.1 - Administration/ Mr. Monfredo/
Miss Biancheria/Mr. Comparetto/
Miss McCullough/Mr. O'Connell
(January 9, 2019) Worcester the City
that Reads Annual
Book Drive

Response of the Administration to the request to inform the public and the schools about Worcester: the City that Reads, the 13th Annual Book Drive to support children in pre-k to grade 8.

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

Recreation
Worcester

10. gb #8-123.8 - Administration/Miss Biancheria/
Mr. Foley/Mr. O'Connell
(January 3, 2019)

Response of the Administration to the motions from the FY19 Budget to provide a report on the benefits, accomplishments and the number of students in the recreation Worcester program.

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

Facilities Master
Plan Report

11. gb #8-234.1 - Administration/Miss Biancheria/
Miss McCullough/Mr. Monfredo/
Mr. O'Connell
(December 12, 2018)

Response of the Administration to the request to provide an update on the Facilities Master Plan Report, prepared by Symmes, Maine & McKee Association, Inc.

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

Accelerated Repair
Projects/2018-19

12. gb #8-235.1 - Administration/Miss Biancheria/
Mr. Monfredo/Mr. O'Connell/
Miss McCullough
(December 12, 2018)

Response of the Administration to the request to provide an update on the 2018 Accelerated Repair Projects and include recommendations for 2018-19.

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

13. gb #8-236.1 - Administration/Miss Biancheria/
Miss McCullough/Mr. Monfredo/
Mr. O'Connell
(December 12, 2018) SchoolDude/
Recommendations

Response of the Administration to the request to provide the SchoolDude's recommendations for 2018-19 and include the 2018 requests for issues and concerns at school sites.

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

14. gb #8-261.1 - Administration/Miss Biancheria
(December 18, 2018) New South
High/quarterly reports

Response of the Administration to the request to provide a report on the timeframe and plans regarding the building of the new South High Community School.

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

15. gb #8-349.1 - Administration/Mr. O'Connell/
Miss Biancheria/Mr. Monfredo/
Mr. Comparetto/Miss McCullough/
Mr. Foley
(December 12, 2018) Parents/Guardians E-
Mail Addresses

Response of the Administration to the request to develop and maintain a list of e-mail addresses of parents/guardians, who are willing to furnish them to the Worcester Public Schools, and to utilize the list to disseminate school newsletters and other pertinent information to them.

Mr. O'Connell made the following motion:

Request that the Administration forward the response to this item to the members of CPPAC for its input.

On a voice vote, the motion was approved.

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

Mayor Petty relinquished the chair to Vice-chairperson McCullough.

Mileage Reimbursement/increase

- 16. gb #9-2 - Administration
(December 14, 2018)

To approve an increase in the mileage reimbursement rate from \$0.545 per mile to \$0.58 per mile, effective January 1, 2019 for all represented and non-represented personnel in accordance with the 2019 standard mileage rate established by the Internal Revenue Service.

It was moved and voice voted to approve the item.

On a roll call, the vote was as follows:

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

Against the motion: 0

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

The motion carried.

Prior Fiscal Year Payment/Kids OT, Inc.

- 17. gb #9-3 - Administration
(December 17, 2018)

To approve a prior fiscal year payment to Kids OT, Inc. in the amount of \$156.48 for services rendered in FY18.

It was moved and voice voted to approve the prior fiscal year payment.

On a roll call, the vote was as follows:

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

Against the motion: 0

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

The motion carried.

18. gb #9-4 - Mr. Monfredo
(December 19, 2018) Valentine's Day Contest

Request that the Administration encourage elementary students to participate in the annual Valentine's Day Contest, sponsored by the Worcester Historical Museum.

Superintendent Binienda stated that elementary school principals have been informed of the contest.

It was moved and voice voted to file the item.

19. gb #9-5 - Mr. Monfredo/Miss Biancheria/
Miss McCullough/Mr. O'Connell/
Mayor Petty Recognition/
forward letters
(December 19, 2018)

To forward letters of congratulations to the following individuals at South High Community School for an outstanding Winter Concert and Art Exhibit:

- Johnetta Smith, Band Director
- Angela Poirier, Chorus Director
- Benjamin Adwetewa-Badu, Teacher
- Mary Abbott, Teacher
- Katherine Rice, Teacher

It was moved and voice voted to forward letters.

20. gb #9-6 - Mr. Monfredo/Miss Biancheria/
Miss McCullough/Mr. O'Connell/
Mayor Petty Recognition/
forward letters
(December 19, 2018)

To forward letters of congratulations to Colleen Kelly, History and Social Science/Library liaison and the following advisers of the Model UN for coaching their students to participate in the UN Debate Club held at Clark University:

- Justine Thanas Burncoat Middle School
- Scott Freniere Burncoat High School
- Patricia Peters Doherty Memorial High School
- Justin Newman Worcester Technical High School
- David Crompton Sullivan Middle School
- Brian Cormier South High Community School
- Daniel Makela Worcester East Middle School

It was moved and voice voted to forward letters.

Mr. Monfredo made the following motion:

Request that the Administration ask principals to consider teaming with their community partner to fund the Model UN Debate Club.

On a voice vote, the motion was approved.

Mayor Petty returned to chair the remainder of the meeting.

EAW Contract/
Article XX

21. gb #9-7 - Mr. O'Connell/Miss Biancheria/
Mr. Foley/Miss McCullough/
Mr. Monfredo
(January 2, 2019)

To report to the School Committee, promptly upon occurrence, "any case of tort including assaults on teachers and principals, in connection with their employment," pursuant to the requirements of Article XX (A) ("Teacher Protection") of the agreement between the Worcester School Committee and the Educational Association of Worcester, September 1, 2017 – August 31, 2020 (Page 68).

Mr. O'Connell made the following motion:

Request that the Administration provide full incident reports on teacher assaults to the School Committee on a quarterly basis.

On a voice vote, the motion was approved.

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

October 1, 2018
Enrollment Report

22. gb #9-9 - Administration
(January 2, 2019)

To review the October 1, 2018 Enrollment Report.

Mr. O'Connell made the following motion:

Request that the Administration provide a report on any additional space that may be needed to accommodate enrollment needs.

On a voice vote, the motion was approved.

It was moved and voice to refer the item to the FY20 Budget

23. qb #9-10 - Administration (January 2, 2019) Audit/
CliftonLarsenAllen, LLP

To review the annual audit and agreed upon procedures report on compliance and internal controls for the City of Worcester, including the Worcester Public Schools, from the Certified Public Accounting Firm of CliftonLarsenAllen, LLP for the year that ended on June 30, 2018 which included the Government Accountability Office (GAO) and the Office of Management and Budget (OMB) A-133 Reports and the Management Letter.

It was moved and voice vote to refer the item to the Standing Committee on Finance and Operations.

24. qb #9-11 - Administration (January 2, 2019) Audit/
Positive Directions
Program

To review the annual audit and agreed upon procedures on the Independent Accountant's Report on Applying Agreed Upon Procedures for Student Activity Fund Testing for fiscal years 2016, 2017, and 2018 prepared by CliftonLarsenAllen, LLP.

It was moved and voice vote to refer the item to the Standing Committee on Finance and Operations.

25. qb #9-12 - Administration (January 2, 2019) Audit/
Independent
Accountants'
Report/DESE/
fiscal year
2017-18

To review the annual audit and agreed upon procedures on the Independent Accountants' Report on Applying Agreed Upon Procedures for the Department of Elementary and Secondary Education End of Year Financial Report for fiscal year 2017-18, prepared by Robert C. Alario, CPA, P.C.

It was moved and voice vote to refer the item to the Standing Committee on Finance and Operations.

Recognition/
forward letter

26. gb #9-13 - Mr. Monfredo/Miss Biancheria/
Miss McCullough/Mr. O'Connell/
Mayor Petty
(January 3, 2019)

To forward a letter of congratulations to the
Burncoat High School Quadrivium directed by
David Twiss for its outstanding performance at
the Inauguration of members of the
Massachusetts House of Representatives.

It was moved and voice voted to forward a letter.

Prior Fiscal Year
Payment/
Zonar Systems

27. gb #9-14 - Administration
(January 4, 2019)

To approve a prior fiscal year payment in the amount
of \$5,489.78 to Zonar Systems for student
transportation GPS service charges.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Grant/Parent-
Child Home
Program

28. gb #9-16 - Administration
(January 2, 2019)

To accept the Parent-Child Home Program Grant in
the amount of \$25,000.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

29. gb #9-17 - Administration Grant/Turnaround
(January 2, 2019)

To accept the Barr Grant in the amount of \$150,000.00.

The wording for this item was incorrect. It should read as follows:

To accept the Turnaround Grant in the amount of \$150,000.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

30. gb #9-18 - Administration Grant/ArtReach Visiting
(January 2, 2019) Artist Program

To accept the ArtREACH Visiting Artist Program Grant in the amount of \$3,920.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Prior Fiscal Year
Payment/
CollegeBoard

31. gb #9-15 - Administration
(January 2, 2019)

To approve a prior fiscal year payment in the amount of \$1,682.00 to be made payable to the CollegeBoard.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Substitute
Teacher/pay

32. gb #9-19 - Mr. Monfredo/Miss McCullough/
Mr. O'Connell/Mr. Comparetto
(January 7, 2019)

Request that the Administration consider raising the pay of substitute teachers for the next school year and consider giving those retired teachers who worked in the Worcester Public Schools additional compensation as an incentive to come back as a substitute.

Mr. Monfredo made the following motion:

Request that the Administration consider increasing the wage for retired teachers who would be interested in assisting the Worcester Public Schools as substitute teachers and provide a response to the School Committee within the next two months.

On a voice vote, the motion was approved.

Mr. Comparetto requested that his name be added to the item.

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

- 33. gb #9-20 - Miss McCullough/Miss Biancheria/
Mr. Foley/Mr. Monfredo/Mr. O'Connell
(January 8, 2019) Advanced
Placement/
course offerings

Request that the Administration provide a report on the Advanced Placement course offerings and include student/parent feedback, guidelines and costs for the exams.

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

- 34. gb #9-21 - Administration
(January 8, 2019) Prior Fiscal Year
Payment/
CliftonLarsenAllen, LLP

To approve a prior fiscal year payment in the amount of \$430.50 to CliftonLarsenAllen LLP for the 2016 Student Activity Account Agreed Upon Procedures Review.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

Against the motion: 0
7

The motion carried.

- 35. gb #9-22 - Administration
(January 8, 2019) Statement of Interest/
Burncoat High School

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

It was moved to approve the item and submit it to the Worcester City Council to be placed on its agenda for approval.

Donations/
family of Elizabeth
Reidy

36. gb #9-23 - Administration
(January 8, 2019)

To accept donations in the amount of \$2,500 from the family of Elizabeth Reidy for the creation of a scholarship for North High School Students.

It was moved to approve the donations.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

Prior Fiscal Year
Payment/
SEEM
Collaborative

37. gb #9-24 - Administration
(January 8, 2019)

To approve a prior fiscal year payment in the amount of \$11,167.82 to be made payable to SEEM Collaborative for services rendered.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

38. gb #9-25 - Administration (January 8, 2019) Recognition/
set date

To set a date to recognize Benjamin Robinson, a student from Burncoat High School, for his brave and selfless action in helping to save eight people from potential peril at a recent fire in the City of Worcester.

It was moved and voice voted to set the date of Thursday, February 7, 2019.

39. gb #9-26 - Administration (January 8, 2019) Donations

To consider approval of the following donations:

- \$3,086 from Worcester Technical High School's Tech Pride Club to the ALS Association MA Chapter in honor of teacher James Scanlon.
- \$500 from the Forest Grove Middle School's National Junior Honor Society to the Ava Roy Fund.
- \$1,000 from Harvard Pilgrim Health Care to Chandler Magnet School to replenish non-perishable items for the food pantry
- \$1,000 from the Special Olympics (The Yawkey Sports Training Center) to the Unified Sports Program at Worcester Technical High School
- \$15,000 from the Journey Community Church to Belmont Street Community School for Chromebooks
- \$4,700 from WEDF/CSX Grant to Grafton Street School
- \$1,495.27 from Mixed Bag Designs to Lake View School
- \$500 from WEDF for Opera Meets Lake View School
- \$4,250 from various donors at UMASS to Lake View School

It was moved to approve the donations.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Comparetto,
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty 7

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

The motion carried.

The meeting adjourned at 9:50 p.m.

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

Welcoming Schools

In response to community input and related research, the Welcoming Schools initiative, identified in our strategic plan, will embed the following into our culture and climate work across schools:

1. LGBTQ safe schools training and implementation
2. Development of LGBTQ inclusive curriculum in disciplines
3. Ongoing support, discussion and monitoring of student development of an understanding of consent and respect for boundaries
(<https://www.gse.harvard.edu/news/uk/18/12/consent-every-age>)

Implementation of the Michigan Model for Health in grades 6, 7/8

Note that the Teacher's Guide is a framework that is adjusted and supplemented to meet the grade level standards and developmental needs of students. Consent, developing healthy relationships and LGBTQ inclusivity will be addressed across topics as foundational understandings.

The components of the Michigan Model for Health currently addresses consent and healthy relationships explicitly in the Social Emotional Health curriculum in the following lessons:

Grade 6: Lesson 1: Taking Healthy Risks in Friendships (pp. 17-31)

Objective: Analyze how friendships may involve positive and negative risks.

Lesson 2: Listening to and Appreciating Our Friends and Others (pp.35-50)

Objective: 1. Demonstrate effective listening strategies and 2. Demonstrate the ability to express appreciation.

Lesson 3: Speaking Assertively and Respectfully (pp. 51-71)

Objective: 1. Recognize appropriate times to use assertive communication skills and 2. Demonstrate the ability to use assertive communication skills.

Lesson 4: Managing Strong Feelings in Healthy Ways (pp.73-82)

Objective: Demonstrate the ability to use practical strategies to manage strong feelings.

Lesson 5: Expressing Anger Without Angry Behaviors (pp.83-101)

Objective: Explain the difference between angry feelings and angry behavior.

Lesson 6: Getting Help from Others

Objective: 1. Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help and 2. Analyze the importance of getting help from an adult when it is needed.

Lesson 7: Making Healthy Decisions (pp.121-138)

Objective: Describe the decision making and problem solving steps.

Lesson 8: Practicing How to Make Decisions and Solve Problems (pp. 139-148)

Objective: Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

Lesson 9: Finding Ways to resolve Conflicts (pp. 149-167)

Objective: 1. Describe the characteristics of conflict that can be resolved and the steps of effective conflict resolution and 2. Demonstrate the ability to use the steps of conflict resolution.

Grade 7/8: Lesson 1- Why Do I Behave the Way I Do? (pp.1-13)

Objective: Describe how feelings and thoughts help to determine behavior.

Lesson 5: Managing Anger and Listening Tips

Objective: 1. Identify different facets of anger, analyze hypothetical situations to identify signs of anger, 2. Apply skills to manage strong feelings, and 3. Demonstrate effective listening skills

Lesson 6: Empathy and I-Statements (pp. 77-91)

Objective: Demonstrate the ability to be empathic and use I-statements.

Lesson 7: Decision Making and Problem Solving (pp.93-110)

Objective: Demonstrate effective problem solving and decision making skills.

Lesson 8: Conflict Resolution (pp.111-134)

Objective: Demonstrate effective conflict resolution skills.

Lesson 9: Taking Control

Objective: 1. Analyze influences that promote aggression and violence, Identify safety guidelines to avoid dangerous situations, 2. Demonstrate strategies for avoiding dangerous situations, including refusal skills, 3. Examine situations where adult help is needed, including depression.

Lesson 11: The Many Faces of Bullying-Part 2

Objective: 1. Define and identify different forms of sexual harassment, examine how reporting sexual harassment is the best way to reduce it, 2. Examine the role of bystanders in reducing harassment, and 3. Analyze the impact of sexual harassment on individuals who are harassed and the consequences for those who choose to harass others.

Lesson 12: Choose Friends Wisely (pp. 193-204)

Objective: 1. Analyze the characteristics desired in a friend, 2. Analyze friendship characteristics of self and current friends.

Lesson 13: Protect Yourself-Untangle the Relationship Snags and Stay Away from Negative Relationships (pp.207-213)

Objective: Apply four optional ways to manage conflicts with friends, including walking away.

Lesson 14: Healthy Future Relationships (pp.215-234)

Objective: 1. Examine the characteristics of a negative or abusive relationship and 2. Synthesize a rationale for using dating guidelines to avoid abusive relationships.

WPS teachers will work to make this a gender neutral curriculum to address the needs of LGBTQ youth and community inclusivity. We will supplement with grade appropriate lessons as identified as necessary.

Note: Health teachers will be trained by DESE on the “Safe Schools Program” for LGBTQ youth. Health teachers received PFLAGG professional development in August 2015. This will be scheduled again as an update to the training.

WPS LGBTQ Education

Current research by Harvard, GLSEN, DESE, and the CDC indicate that to develop and sustain a welcoming school environment all students must feel they belong and in doing so must be able to identify themselves among peers, teachers, school leadership, and the content they are learning. We can teach a handful of gender identity and orientation lessons in our health classes, but believe the greater impact will come from embedding a culture of inclusivity across all disciplines.

At this time, we have not been able to identify separate, evidence-based curriculums particularly and solely about LGBTQ . However, there are multiple resources for lessons across the grades which are easily embedded into standards based discipline instruction.

Based on the current literature that we have reviewed, 2014-2018, we feel that focusing on: 1. Ensuring a school level inclusive community and 2. Supporting the classroom level inclusive curriculum work with resource support and modeling is our best first step. For example, asking educators to look at their class material and ensuring the writers, historians, and artists selected represent the diversity of the students, and the families, they teach.

Take into consideration, same –sex marriage was illegal in the United States until 2015 and Massachusetts is one of the few states without sexual health legislation. These two factors greatly limit the availability of comprehensive, evidence-based LGBTQ curriculum. In addition, research indicates that stand alone units of curriculum are more effective when the basic principles are embedded into the culture of the school.

Evidence based curriculum takes years to develop between research, design, implementation, analysis, peer reviewing, and publishing. An arduous task in any discipline, proves exceedingly challenging in areas of health and wellness. Only recently has Social Emotional Learning been widely accepted as a best-practice. Through the SEL lens there is renewed focus on the wellbeing of the whole child. As we search for comprehensive curriculum that meets the needs of all students, little can be found in the area of gender identity.

Teaching units on gender identity and orientation are important. Recognizing the needs of LGBTQ students are equally important. Our recommendation to School Committee is to set a precedence of inclusivity for all students by integrating LGBTQ initiatives across the district through increasing professional development for all staff and to develop inclusive curricular content across disciplines.

Action Steps Spring-2019 through Spring 2021

1. Develop and provide administrative and staff trainings in LGBTQ related policies and regulations (<http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html>)
2. Develop and provide administrative and staff trainings to support developing and sustaining inclusive practices at the community level with specific attention to LGBTQ in regard to welcoming schools and cultural competence (e.g., The ability to interact effectively with all community members and ensure their needs are addressed.)
3. At the classroom level, across disciplines, provide an LGBTQ –inclusive curriculum : (<https://www.glsen.org/educate/resources/creating-lgbt-inclusive-lessons>)
 1. Ensure our LGBTQ students see themselves reflected in lessons
 2. Ensure all students gain a more complex and authentic understanding of the world
 3. Require and model respectful behavior, critical thinking and a social justice stance
 4. Develop and provide staff with resources and support to develop and implement standards based lessons that are inclusive (For an example see: <https://www.tolerance.org/classroom-resources/teaching-strategies>)
 5. Provide developmentally appropriate classroom libraries that reflect the diversity in our school communities.

Best practice in the current educational literature is to ensure we provide an LGBTQ inclusive school environment and can be summed up as:

“To feel safe and to feel seen. To feel valued and capable of growth. These are simple concepts—basic pillars of student achievement and the results of good pedagogy.

For many queer students these rights remain out of reach. But LGBTQ students who go to school in a fully inclusive environment—where both curriculum and schoolwide policies value their identities—experience more positive outcomes. They also experience less harassment, feel more valued by school staff and face fewer barriers to success.

We also know that an LGBTQ-inclusive school benefits *all* students. Seeing LGBTQ identities valued in the classroom, in the curriculum and in day-to-day interactions inspires empathy, understanding and respect.”

(Retrieved 1-31-19 at <https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students>)

Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer and Questioning Students

About Us

The Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ) Students is a joint initiative of the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Commission on LGBTQ Youth.

What We Do

The Safe Schools Program develops policy and provides training, technical assistance, and professional development to school administrators and staff on issues related to gender identity, sexual orientation, and school climate. The Safe Schools Program also houses the Massachusetts GSA Leadership Council, which supports students in creating policy, developing leadership skills, making statewide connections with LGBTQ students and allies, and improving school climate. Modeled on the State Student Advisory Council to the Board of Elementary and Secondary Education, the Massachusetts GSA Leadership Council consists of a State GSA Leadership Council and five Regional GSA Leadership Councils.

Important Laws & Guidance for Massachusetts Educators

Safe Schools Program Website: <http://www.doe.mass.edu/sfs/lgbtq>

- ESE Regulations: Access to Equal Educational Opportunity
- Principles for Ensuring Safe and Supportive Learning Environments for LGBTQ Students
- Guidance on Supporting Transgender and Gender-Nonconforming Students
- Guidance on Parental Notification for Bullying Based on Sexual Orientation or Gender Identity

Safe Schools Program Contact Information

Phone: 781.338.6319

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Landon Callahan

Training Consultant

Email: safeschoolsprogram@doe.mass.edu

Danielle Murray

Training Consultant

Email: safeschoolsprogram@doe.mass.edu

Submit Training Requests Online: <http://www.doe.mass.edu/sfs/lgbtq>



Stop it • Name it • Claim it

RESPONDING TO ANTI-LGBTQ LANGUAGE

STOP IT: Let the person know that what was said is unacceptable.

- *That language is unacceptable.*
- *What you said is hurtful and disrespectful – and that’s not okay.*
- *I don’t want to hear language like that again in my classroom.*

NAME IT: Let the person know that what was said constitutes discrimination and harassment.

- *Remember when we talked about harassment? Using the word gay in a negative way is a form of harassment against a group of people.*
- *When you say “that’s so gay” you may not be intending to offend anyone, but you are. You are using language that is used to harass and discriminate against gay and lesbian people.*

CLAIM IT: Let the person know that this language is not okay with you. If possible, say why it offends you, and use this incident as an opportunity for discussion.

- *That kind of language offends me, so please don’t use it anymore.*
- *You could be offending a lot of people without knowing it. You don’t know who might have gay friends or family members. You don’t know who might be gay. I’m offended when I hear that kind of language.*



Massachusetts Gender & Sexuality Alliance (GSA) Leadership Council

The Massachusetts GSA Leadership Council creates and informs policy, promotes inclusive learning environments for all students, supports the development of leadership skills, and fosters statewide collaboration among LGBTQ students and allies. Members of the GSA Leadership Council develop and implement projects designed to make change in local schools, districts and regions. The GSA Leadership Council consists of a state council and five region-based councils. State and regional council meetings take place bimonthly from 9 AM to 1 PM.

We invite you to register a team of up to four students and two adult advisors to join other GSA student leaders and advisors at the regional council meetings. The state and regional council meetings occur during school time, we ask that schools support student and advisor attendance with appropriate arrangements for excused absences. Below you will find a list of meeting dates and locations for 2018-2019.

The Massachusetts GSA Leadership Council is part of the Safe Schools Program for LGBTQ Students, a joint initiative between the Massachusetts Department of Elementary and Secondary Education and the Massachusetts Commission on LGBTQ Youth.



Massachusetts Gender & Sexuality Alliance (GSA) Leadership Council Meeting Dates & Locations - All Meetings are 9 AM - 1 PM

Central Region	Greater Boston Region	Northeast Region
<p>Thursday, October 11, 2018 Millbury Junior/Senior High School 12 Martin St, Millbury, MA 01527</p> <p>Thursday, December 13, 2018 Millbury Junior/Senior High School 12 Martin St, Millbury, MA 01527</p> <p>Thursday, February 14, 2019 Grafton High School 24 Providence Rd, Grafton, MA 01536</p> <p>Thursday, April 11, 2019 Grafton High School 24 Providence Rd, Grafton, MA 01536</p> <p>Monday, June 3, 2019 Monty Tech, 1050 Westminster St, Fitchburg, MA 01420</p>	<p>Wednesday, October 3, 2018 DESE, 75 Pleasant St, Malden, MA</p> <p>Thursday, December 6, 2018 DESE, 75 Pleasant St, Malden, MA</p> <p>Friday, February 1, 2019 DESE, 75 Pleasant St, Malden, MA</p> <p>Wednesday, April 3, 2019 DESE, 75 Pleasant St, Malden, MA</p> <p>Tuesday, May 21, 2019 DESE, 75 Pleasant St, Malden, MA</p>	<p>Friday, October 19, 2018 Ipswich High School 134 High St, Ipswich, MA 01938</p> <p>Friday, December 7, 2018 Ipswich High School 134 High St, Ipswich, MA 01938</p> <p>Friday, February 8, 2019 Greater Lawrence Technical School 57 River Rd, Andover, MA 01810</p> <p>Monday, April 1, 2019 Methuen High School 1 Ranger Rd, Methuen, MA 01844</p> <p>Thursday, May 30, 2019 Methuen High School 1 Ranger Rd, Methuen, MA 01844</p>

Southeast Region	Western Region	Statewide (by invitation only)
<p>Tuesday, October 2, 2018 Oliver Ames High School, 100 Lothrop St, North Easton, MA 02356</p> <p>Friday, December 14, 2018 Weymouth High School , 1 Wildcat Way, South Weymouth, MA 02190</p> <p>Monday, February 4, 2019 Apponequet Regional High School 100 Howland Rd, Lakeville, MA 02347</p> <p>Friday, April 5, 2019 King Philip Regional High School 201 Franklin St, Wrentham, MA 02093</p> <p>Tuesday, May 28, 2019 King Philip Regional High School 201 Franklin St, Wrentham, MA 02093</p>	<p>Friday, October 12, 2018 Westfield High School, 177 Montgomery Rd, Westfield, MA 01085</p> <p>Tuesday, December 11, 2018 Westfield High School, 177 Montgomery Rd, Westfield, MA 01085</p> <p>Tuesday, February 12, 2019 Franklin County Tech, 82 Industrial Blvd, Turners Falls, MA 01376</p> <p>Tuesday, April 9, 2019 Franklin County Tech, 82 Industrial Blvd, Turners Falls, MA 01376</p> <p>Friday, May 31, 2019 Easthampton High, 70 Williston Ave, Easthampton, MA 01027</p>	<p>Monday, September 24, 2018 DESE, 75 Pleasant St, Malden, MA</p> <p>Thursday, November 29, 2018 DESE, 75 Pleasant St, Malden, MA</p> <p>Thursday, January 24, 2019 DESE, 75 Pleasant St, Malden, MA</p> <p>Monday, March 11, 2019 DESE, 75 Pleasant St, Malden, MA</p> <p>Friday, May 3, 2019 DESE, 75 Pleasant St, Malden, MA</p>

Important: Please be sure to always check the Safe Schools Program website to for updated information and to register for all state and regional meetings.

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Gender Identity (Rainbow icon)

- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

Gender Expression (Circle icon)

- Feminine
- Masculine
- Other

Sex Assigned at Birth (DNA icon)

Female Male Other/Intersex

Physically Attracted to (Heart icon)

- Women
- Men
- Other Gender(s)

Emotionally Attracted to (Heart icon)

- Women
- Men
- Other Gender(s)

4 Supports to Create Inclusive Schools:

- **Enumerated Policies**
 Implement comprehensive anti-bullying policy that specifically includes protections based on sexual orientation or gender identity/expression among a list of enumerated categories.
- **Supportive Educators**
 Educators who show their support for LGBTQ students.
 Educators who have had staff trainings on how to address anti-LGBT bullying.
- **Student-led Clubs**
 Support for student interventions such as Gender-Sexuality Alliance (GSA) clubs and participation in events such as the Day of Silence.
- **Inclusive Curriculum**
 Positive representations of LGBTQ people, history, and events in school curriculum.

GLSEN



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011),¹ which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L. c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. **No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**(Emphasis added)

In June 2012, the Massachusetts Board of Elementary and Secondary Education (Board) adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, §5. The Board also directed the Department of Elementary and Secondary Education (Department) to provide guidance to school districts to assist in implementing the gender identity provision.

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important part in creating and sustaining that environment. This guidance is intended to help school and district administrators take steps to create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations. The guidance sets out general principles based on the law, and addresses common issues regarding transgender and gender nonconforming students. It offers case studies based on experiences of schools and students in Massachusetts, and reflects the need to consider issues on a case-by-case basis. The list of issues is not exhaustive, and the examples are intended to be illustrative, not prescriptive.

In preparing this guidance, the Department reviewed policies and guidance from several states, organizations, and athletic associations and consulted with the field. We appreciate the input we received from school and district administrators, advocacy groups, parents, students, and other interested constituents.

Definitions

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms appear in this document and are defined to assist in understanding the guidance presented. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior. The term "gender identity" is specifically defined in the Mass. General Laws, as amended by *An Act Relative to Gender Identity* (the gender identity law).

- *Gender expression*: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- *Gender identity*: as defined in part at G.L. c. 4, § 7, is "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth ..."
- *Gender nonconforming*: a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.
- *Transgender*: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

The Law

The gender identity law amended G.L. c. 76, § 5,² to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of *gender identity*, among other characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.00, require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

All districts and schools should review existing policies, handbooks, and other written materials to ensure that they are updated to reflect the new law. At a minimum, this means including the category of "gender identity" within the identification of legally protected characteristics. For example:

The [] Public Schools strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools. The [] Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.

The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and

bullying. The 2011 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 75.4% of transgender students had been verbally harassed in the previous year, 32.1% had been physically harassed, and 16.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

Understanding Gender Identity

The gender identity law defines "gender identity" to mean "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."³ The law also states that "[g]ender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose."⁴

Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their "gender-related identity"), and gender nonconforming youth are those whose gender-related identity does not meet the stereotypically expected norms associated with their assigned sex at birth. A transgender boy, for example, is a youth who was assigned the sex of female at birth but has a clear and persistent identity as male. A transgender girl is a youth who was assigned the sex of male at birth but has a clear and persistent identity as female. Gender nonconforming youth range in the ways in which they identify as male, female, some combination of both, or neither.

The responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent.⁵ One's gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development.⁶ As a result, the person best situated to determine a student's gender identity is that student himself or herself.

In one Massachusetts town, the parents of a pre-school-age biologically female child noted throughout the child's early years that their child identified as a boy. For as long as the parents could remember, the child preferred to play with boys rather than girls, wanted a short haircut, rejected wearing any clothing that the child identified as "something a girl would wear," and ignored anyone who called him by his stereotypically feminine name. When it was time for the child to enter kindergarten, the child said to his parents, "You have to tell them when I go to kindergarten that I'm a boy."

Consistent with the statutory standard, a school should accept a student's assertion of his or her gender identity when there is "consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person's core identity." If a student's gender-related identity, appearance, or behavior meets this standard, the only circumstance in which a school may question a student's asserted gender identity is where school personnel have a credible basis for believing that the student's gender-related identity is being asserted for some improper purpose.

In most situations, determining a student's gender identity is simple. A student who says she is a girl and wishes to be regarded that way throughout the school day and throughout every, or almost every, other area of her life, should be respected and treated like a girl. So too with a student who says he is a boy and wishes to be regarded that way throughout the school day and throughout every, or almost every, other area of his life. Such a student should be respected and treated like a boy.

The statute does not *require* consistent and uniform assertion of gender identity as long as there is "other evidence that the gender-related identity is sincerely held as part of [the] person's core identity." Many transgender people experience discrimination, and some experience violence due to their status. Some environments may feel safe and inclusive, and others less so, challenging a person's ability to live consistently with one gender identity in all aspects of life. For example, it is possible that a biologically male student with a female gender identity who lives as a girl does not express her female gender identity all the time. In one case, such a student agreed to present as a boy when visiting relatives until the student's parents could explain the student's transgender identity to them. The fact that the student did not exclusively assert her female identity did not alter the fact that she had a female gender identity.

Confirmation of a student's asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to her/his gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. A letter from a clergy member, coach, family friend, or relative stating that the student has asked to be treated consistent with her/his asserted gender identity, or photographs at public events or family gatherings, are other potential forms of confirmation. These examples are intended to be illustrative rather than comprehensive.

In one Massachusetts middle school, a biologically male student explained to her guidance counselor that she was a transgender girl who expressed her female gender identity only at home. The stress associated with having to hide her female gender identity at school was having a negative impact on her mental health, as well as on her academic performance. The student and her parents asked if it would be okay if she expressed her female gender identity at school. The guidance counselor assured the student and her parents that she could do so. The fact that the student presented no documentation to support her gender identity was not a concern since the school had no reason to believe the request was based on anything other than a sincerely held belief that she had a female gender identity.

Gender Transition

Many, though not all, transgender youth undergo the experience of gender transition. The term "gender transition" describes the experience by which a person goes from living and identifying as one gender to living and identifying as another. For most youth, and for all young children, the experience of gender transition involves no medical intervention. Rather, most transgender youth will undergo gender transition through a process commonly referred to as "social transition," whereby they begin to live and identify as the gender consistent with their gender-related identity. Some transgender youth

who are close to reaching puberty, or after commencing puberty, may complement social transition with medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-confirming surgeries. The decision about whether and how to undergo gender transition is personal and depends on the unique circumstances of each individual. There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender identity recognized and respected by a school.

Some transgender and gender nonconforming students are not openly so at home for reasons such as safety concerns or lack of acceptance. School personnel should speak with the student first before discussing a student's gender nonconformity or transgender status with the student's parent or guardian. For the same reasons, school personnel should discuss with the student how the school should refer to the student, e.g., appropriate pronoun use, in written communication to the student's parent or guardian.

Names and Pronouns

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student, and in the case of a younger student, the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. The plan also could include when and how this is communicated to students and their parents. In the case of a transgender student who is enrolling at a new school, it is important that the school respect the student's privacy (see the following section) and chosen name.

In one situation where a transgender girl was entering high school, she and her parent asked the principal to inform her teachers that even though her school records indicate that her name is John, she goes by the name Jane and uses female pronouns. The school principal sent the following memorandum to the student's classroom teachers: "The student John Smith wishes to be referred to by the name Jane Smith, a name that is consistent with the student's female gender identity. Please be certain to use the student's preferred name in all contexts, as well as the corresponding pronouns. It is my expectation that students will similarly refer to the student by her chosen name and preferred pronouns. Your role modeling will help make a smooth transition for all concerned. If students do not act accordingly, you may speak to them privately after class to request that they do. Continued, repeated, and intentional misuse of names and pronouns may erode the educational environment for Jane. It should not be tolerated and can be grounds for student discipline. If you need any assistance to make sure that Jane Smith experiences a safe, nondiscriminatory classroom atmosphere, please contact me or Ms. O'Neill. - Mr. Jones, Principal."

Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required.⁷ Hence, when requested, schools should accurately record the student's chosen name on all records,

whether or not the student, parent, or guardian provides the school with a court order formalizing a name change.

The Department has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public School Students* guides schools through changing names and gender markers on school records.

In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Privacy, Confidentiality, and Student Records

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.⁸ One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students, authorized school personnel could include individuals such as the principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

One school nurse dealt with information in the student's file by starting a new file with the student's chosen name, entered previous medical information (for example, immunizations) under the student's chosen name, and created a separate, confidential folder that contained the student's past information and birth name.

When determining which, if any, staff or students should be informed that a student's gender identity is different from the assigned birth sex, decisions should be made in consultation with the student, or in the case of a young student, the student's parent or guardian. The key question is whether and how sharing the information will benefit the student.

In one case, parents of a transgender male-to-female elementary school student requested that only the school principal and the school nurse be aware that the student was assigned the sex of male at birth. After a discussion with the school principal, the parents agreed that the student's teacher, the school secretary, and the district superintendent would also be informed.

In this situation, the school principal kept the student's birth certificate in a separate, locked file that only the principal could access, and put a note in the student's other file saying that the principal had viewed the student's birth certificate. In another situation, where a biological male came to school after April vacation as a girl, the school principal and guidance counselor, in collaboration with the student and her parents, developed a plan for communicating information regarding the student's transition to staff, parents, and students. The plan included who was going to say what to whom, and when the communication would take place.

Transgender and gender nonconforming students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters.⁹

Gender Markers on Student Records

A gender marker is the designation on school and other records that indicates a student's gender. For most students, records that include an indication of a student's gender will reflect a student's assigned birth sex. For transgender students, however, a documented gender marker (for example, "male" or "female" on a permanent record) should reflect the student's gender identity, not the student's assigned sex. This means that if a transgender student whose gender identity is male has a school record that reflects an assigned birth sex as female, then upon request by the student or, in the case of young students not yet able to advocate for themselves, by the parent or guardian, the school should change the gender marker on the record to male.¹⁰ Schools are advised to collect or maintain information about students' gender only when necessary.

One school reviewed the documentation requests it sent out to families and noticed that field trip permission forms included a line to fill in indicating the student's gender. Upon consideration, the school determined that the requested information was irrelevant to the field trip activities and deleted the line with the gender marker request.

In addition, transgender students who transition after having completed high school, may ask their previous schools to amend school records or a diploma or transcript that include the student's birth name and gender. When requested, and when satisfied with the gender identity information provided, schools should amend the student's record, including reissuing a high school diploma or transcript, to reflect the student's current name and gender.

Restrooms, Locker Rooms, and Changing Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this memorandum, it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some

transgender students will want that arrangement, others will not be comfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single "unisex" restroom or the nurse's restroom. Similarly, some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity. The following are examples of ways in which school officials have responded to these situations:

In one elementary school, a transgender second-grader socially transitioned from female to male. The principal informed the staff: For the remainder of this year, he will use Nurse Margaret's restroom, and toward the end of the year we will make future determinations of restroom use in consultation with his family.

In one middle school, a male-to-female transgender sixth-grader socially transitioned after spring break. For the rest of the school year, she used the nurse's restroom and the other unisex restrooms at the school. Beginning in seventh grade, she used the girls' restroom.

In one high school, a transgender male-to-female student was given access to the female changing facility, but the student was uncomfortable using the female changing facility with other female students because there were no private changing areas within the facility. The principal examined the changing facility and determined that curtains could easily be put up along one side of a row of benches near the group lockers, providing private changing areas for any students who wished to use them. After the school put up the curtains, the student was comfortable using the changing facility.

Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and to foster understanding of gender identity, to create a school culture that respects and values all students.

The Department strongly recommends that districts include an appropriate number of gender-neutral restrooms commensurate with the size of the school, and at least one gender-neutral changing facility, into the design of new schools and school renovations.

School staff as well as students and their families may find the use of restrooms and changing facilities to be among the more challenging issues presented by the gender identity law, perhaps due to issues of personal privacy. As emphasized in other sections of this guidance, these issues should be resolved on a case-by-case basis, through dialogue with students and parents, and through leadership in creating safe and supportive learning environments.

Physical Education Classes and Intramural and Interscholastic Athletic Activities

Physical education is a required course in all grades in Massachusetts' public schools, and school-based athletics are an important part of many students' lives. Most physical education classes in Massachusetts' schools are coed, so the gender identity of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner

consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student's district; it will not make separate gender identity determinations.

At one school, a transgender girl joined the girls' cheerleading squad. The school supported the student's participation on the team. When the team was going to a regional competition, however, several of the team members raised a concern that the school would be made to compete in the coed cheerleading portion of the competition rather than in the all-girls portion for which they prepared. With the permission of the student, the principal wrote a letter that she gave to the coach to take to the competition in case officials at the competition questioned the team's participation in the all-girls' portion of the event. The letter explained: "Student, Jane Smith, is a transgender girl who has been a member of the girls' team since (date). Jane has a sincerely held female gender identity and, therefore, according to state law must be permitted to participate as a girl on the girls' cheerleading team." The team participated in the regional competition without incident.

Other Gender-Based Activities, Rules, Policies, and Practices

As a general matter, schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. In some circumstances, these policies, rules, and practices may violate federal and state law. For these reasons, schools should consider alternatives to them.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

The new law on gender identity provides a good opportunity for schools to review their gender-distinct policies. For example, some schools require students to wear gender-based garb for graduation or have gender-based dress codes for prom, special events, and daily attire. Schools should eliminate gendered policies and practices such as these. For example, one school that previously had blue graduation gowns for boys and white ones for girls switched to blue gowns for all graduates. The school also changed its gender-based dress code for the National Honor Society ceremony, which had required girls to wear dresses.

Similarly, some classroom teachers may routinely include gender-based practices in the classroom. For example, some teachers may have boys and girls line up separately to leave the classroom to go to lunch, the gymnasium, restrooms, or recess, and may never have considered the educational value of non-gendered alternatives, such as having students line up in the order of their birthdays, or alphabetically by name, or in the order in which they are sitting.¹¹

Education and Training

In order to further a safe and supportive school environment for all students, schools should incorporate education and training about transgender and gender nonconforming students into their anti-bullying curriculum, student leadership trainings, and staff professional development.

As with other efforts to promote a positive school culture, it is important that student leaders and school personnel, particularly school administrators, become familiar with the gender identity law, regulations, guidance, and related resources, and that they communicate and model respect for the gender identity of all students.

Professional development for school staff could include topics on gender identity and gender nonconformity such as: the *Massachusetts Student Anti-discrimination Law and Regulations*; the DESE Guidance on *Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression*; key terms related to gender identity and expression; the development of gender identity; the experiences of transgender and other gender nonconforming students; risk and resilience data regarding transgender and gender nonconforming students; ways to support transgender students and to improve the school climate for gender nonconforming students; gender-neutral language and practices; and this guidance.

Communication with School Community and Families

Superintendents and principals need to review existing policies, handbooks, and other written materials to ensure that they are updated to reflect the inclusion of *gender identity* in the student antidiscrimination law, and may wish to inform all members of the school community, including school personnel, students, and families, of the recent change to state law and its implications for school policy and practice. This could take the form of a letter that states the school's commitment to being a supportive, inclusive environment for all students, as well as the school's legal obligation to provide equal educational opportunities for all students. Such a letter might include the definitions provided at the beginning of this document and some basic information about transgender and gender nonconforming youth; a link to the school's anti-bullying and anti-harassment policies; a link to this guidance; and other resources, including individuals to contact with additional questions.¹²

Conclusion

This guidance cannot anticipate every situation in which questions may come up in the implementation of this law, and the needs of each transgender or gender nonconforming student should be assessed and addressed on a case-by-case basis. The Department will continue to provide assistance, support, and resources as we work together to create a safe and supportive school environment for all students.

¹ The Act can be found at [An Act Relative to Gender Identity](#).

² The Act amends several other statutes as well, including G.L. c. 151B (governing nondiscrimination in employment), to prohibit discrimination on the basis of gender identity.

³ Mass. Gen. Laws. Ch. 4, § 7 (2012).

⁴ *Id.*

⁵ When used in this document, the term "parent" refers to parent as well as legal guardian.

⁶ See Gerald P. Mallon, "Practice with Transgendered Children," in *Social Services with Transgendered Youth* 49, 55-58 (Gerald P. Mallon ed., 1999). See also Stephanie Brill & Rachel Pepper, "Developmental Stages and the Transgender Child," in *The Transgender Child*, 61-64.

⁷ For certain transactions, such as banking and applying for governmental benefits or licenses, it may be necessary to have a formal legal document establishing one's change of name for identity and other purposes.

⁸ The federal Family Educational Rights and Privacy Act, 20 USC 1232g, also protects the privacy of education records and requires that personally identifiable information be kept secure and confidential.

⁹ See 603 CMR §§23.01 and 23.07. If a student is from 14 through 17 years of age or has entered ninth grade, both the parent and the student may make decisions concerning the student record, or either the student or the parent acting alone may decide.

¹⁰ As discussed in the section on Names and Pronouns, the Department's publication *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public School Students* guides district staff through the process of adding or revising SIMS data.

¹¹ [Gender and Children: A Place to Begin for Educators](#)

¹² For example, a letter from one principal explained: "All people have a gender identity. For most people, their gender identity matches their assigned sex at birth. For transgender people, that is not the case. Transgender girls are individuals who were assigned the male sex at birth but whose lived experience of who they are is female. Transgender boys are individuals who were assigned the female sex at birth but whose lived experience of who they are is male. As a school community, we want to provide a safe environment and support all of our students so they can achieve academically. That means making sure that our school's policies and practices are inclusive and respectful of all students, including transgender students. Toward that end, we have [describe steps taken to implement the law]"



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Guidance on Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression: Implementation of 603 CMR 49.05

January 2011

The bullying intervention and prevention statute, G.L. c.71, §370, as added by Chapter 92 of the Acts of 2010, requires school officials to notify the parents or guardians of an aggressor and target when bullying has occurred. The following guidance is issued to assist school officials in implementing this requirement, which is further addressed at Section 49.05 of the Notification of Bullying or Retaliation Regulations, 603 CMR 49.00.¹ It highlights considerations and concerns unique to notifying the parent or guardian² of a student who has been bullied due to perceived or actual sexual orientation or gender identity/expression.³ Bullying related to perceived sexual orientation and gender identity/expression may be directed toward students, regardless of how they identify.⁴

This document is informed by research⁵ showing that lesbian, gay, bisexual, and transgender (LGBT) youth with high levels of family acceptance have significantly higher levels of self-esteem and better overall health, compared with LGBT youth with low levels of family acceptance. LGBT youth with highly rejecting parents are more than eight times as likely to report suicide attempts, and nearly six times as likely to report high levels of depression. Given these findings, it is likely that LGBT students with rejecting parents will respond differently from LGBT students with accepting parents when they learn that their parents will be notified that they are targets of bullying related to sexual orientation or gender identity/expression. These findings and considerations have critical implications for how LGBT students and their families are served in our schools. They also underscore the importance of professional development concerning LGBT students and the significance of parental acceptance in fostering their well-being.

In addition, school officials should remember that parents of LGBT students may not be aware of their child's sexual orientation or gender identity/expression. In such cases, students may have grave concerns about their parents' response to learning that they have been targets of bullying related to sexual orientation or gender identity/expression, and feel that this information should not be shared with their parents. Among other things, this means that LGBT students who fear disclosure of their sexual orientation or gender identity/expression to their parents will be much less likely to report that they have been bullied, or to willingly participate in bullying investigations reported by others about them.

It is important to consider that even heterosexual students who are targeted based on perceived sexual orientation or gender identity/expression might be concerned about their parents learning the homophobic nature of the bullying they experience, especially if students consider their parents to

hold negative attitudes toward sexual or gender minorities. Finally, whether their child is LGBT or heterosexual, parents may not be prepared to provide adequate, appropriate, or effective support for their children who experience homophobic victimization, and may feel uncomfortable discussing a child's sexual orientation or gender identity/expression.

School officials' awareness of and sensitivity to these issues, and their ability to respond with appropriate resources, is critical to supporting students' safety and well-being.

The Notification Process

Given the special circumstances of a bullying incident involving actual or perceived sexual orientation or gender identity/expression, the Department recommends that districts: 1) designate a staff person who is proficient in these topics, and 2) design an appropriate parental notification process for these situations. School officials should be aware that reporting the details of a bullying incident might inadvertently disclose the sexual orientation or gender identity/expression of an LGBT student to his/her parents or to the public. Unintended consequences, such as familial rejection or family conflict, should be considered.

The notification process should include development of a notification plan in consultation with the student, guidance staff, and the above-mentioned designated person (if not part of the guidance staff). The plan should include a discussion of the content and process for notifying the student's parents, informed by an assessment of the student's safety, along with relevant research and resources that may be offered to support the student and his or her family.⁶ As much as possible, if a parent is unaware of an LGBT student's sexual orientation or gender identity/expression, the student should be supported in his or her decision to disclose his or her sexual orientation or gender identity/expression to family members on his or her own terms.

As in any case when particularly sensitive information is shared, the Department strongly recommends that school officials discuss details of the bullying incident with parents in person. School officials should use their discretion in discussing the incident and avoid sharing information that might endanger the mental or physical health and safety of the student. Where the student has not disclosed his or her sexual orientation or gender identity/expression to his or her parents and the student believes he or she may be at risk if it is disclosed, to the extent possible, discussion should focus on facts regarding the student's involvement as a target or aggressor and on safety planning, not on information that reveals the actual or perceived gender identity or sexual orientation of the student. As in all bullying incidents, school officials should offer resources and support to the student and family.

Communicating in the Primary Language of the Home

Since the principal or designee is required to notify parents promptly, the initial communication with parents will most likely take place by telephone. As noted earlier, whenever possible, a detailed discussion should take place in person, particularly if the target is an LGBT student, and the parent is unaware of the student's sexual orientation or gender identity/expression. School officials should not ask students to serve in the role of interpreter with their parents or in situations involving family members such as siblings and cousins. Schools and districts should identify school employees and independent interpreters as needed, who may be trained in all aspects of this guidance and confidentiality requirements, to provide this service.

Sexual orientation and homophobic bullying can have distinct cultural meanings for different racial/ethnic/immigrant groups. For example, in some cultures, the concept of identifying as LGBT or experiencing homophobic victimization may be difficult to translate or describe. Attitudes toward sexual orientation, gender identity, and gender expression are heavily influenced by cultural and social norms. In situations involving these issues, it is even more important that the notification process be conducted with forethought and discretion.

Responding to bullying in a manner that builds safe and supportive environments for all students is a complex and challenging task. If you have questions about the guidance provided in this document, please contact Learning Supports and Early Learning (OLSEL) via achievement@doe.mass.edu or 781-338-3010 for assistance.

Appendix

G.L. c. 71, §37O:

§37(O)(d) states in part:

Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention...

Each plan shall include... (viii) procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim or perpetrator...

The department shall promulgate rules and regulations on the requirement related to a principal's duties under clause (viii) of the second paragraph of this subsection.

49.05 Notice to Parents

Regulations:

1. Upon investigation and determination that bullying or retaliation has occurred, the principal shall promptly notify the parents of the target and the aggressor of the determination and the school district or school's procedures for responding to the bullying or retaliation. The principal shall inform the target's parent/guardian of action that school officials will take to prevent further acts of bullying or retaliation. Nothing in this provision prohibits the principal from contacting a parent of a target or aggressor about a report of bullying or retaliation prior to a determination that bullying or retaliation has occurred.
2. Notice required by 603 CMR 40.05 shall be provided in the primary language of the home.
3. Each school district and school shall include the requirements and procedures for communication with the parents of the aggressor and target of bullying or retaliation in the local plan.
4. A principal's notification to a parent about an incident or a report of bullying must comply with confidentiality requirements of the Massachusetts Student Record Regulations, 603 CMR 23.00 and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99, as set forth in 603 CMR 49.07.

Note: Principal (above) means the administrative leader of a public school, charter school, collaborative school, or approved private day or residential school, or his or her designee for the purposes of implementing the school's bullying prevention and intervention plan. See [603 CMR 49.03](#) for more information about definitions and terms.

¹The regulations may be found at [603 CMR 49.00](#).

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Massachusetts Department of Elementary and Secondary Education

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Principles for Ensuring Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Students

Approved, March 24, 2015, Massachusetts Board of Elementary and Secondary Education

- 1. Schools must have policies, and update them as needed, protecting LGBTQ students from harassment, violence, and discrimination based on LGBTQ status, to ensure compliance with the law.**

In light of the amended Student Anti-discrimination Law, G.L. c. 76, §5, which includes sexual orientation and gender identity as protected categories, and in order to ensure these protections are understood throughout all Massachusetts schools and districts, school and district non-discrimination policies must be reviewed and updated as necessary to include sexual orientation and gender identity. In addition, schools are encouraged to adopt policies and practices based on the Department's *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment: Nondiscrimination on the Basis of Gender Identity*.

- 2. Schools must include content about violence and suicide prevention related to LGBTQ students in their required training for school personnel.**

The regulations addressing the Student Anti-discrimination Law require the school committee and superintendent to provide in-service training for all school personnel at least annually regarding the prevention of discrimination and harassment based upon race, color, sex, gender identity, religion, national origin, and sexual orientation, and the appropriate methods for responding to such discrimination and harassment in a school setting. See, 603 CMR 26.07(3).

The Massachusetts Anti-bullying Law states that the content of anti-bullying professional development shall include developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents; and research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment. See, G.L. c. 71, §37O(d)(4).

Training for personnel should include the particular issues that lead to LGBTQ students being harmed or harming themselves, as well as the factors that promote healthy outcomes and resilience in LGBTQ students. The trained staff should include educators, administrators, school nurses, counselors, librarians, cafeteria workers, custodians, administrative assistants, bus drivers, athletic coaches, activity advisors, all support staff, and paraprofessionals.

3. Schools are encouraged to offer school-based groups for LGBTQ and heterosexual students.

Research consistently finds that participation in gay-straight alliances or gender and sexuality alliances (GSAs) is central to positive youth development and resilience.

In order to support students who may be isolated and at high risk for suicide, as well as to offer them meaningful leadership opportunities, middle and high schools should establish groups where all students, LGBTQ and heterosexual, may meet on a regular basis to discuss LGBTQ issues in a safe environment. These GSAs should be open to all students and should have a faculty advisor and support from the school administration. GSA student leaders and adult advisors are encouraged to participate in the Massachusetts GSA Leadership Council, which is modeled on the Student Advisory Council to the Board of Elementary and Secondary Education and consists of a statewide leadership council and five regional councils.

4. Schools are encouraged to provide support for family members of LGBTQ students.

A key determinant of LGBTQ student health is parental acceptance and family support. Student support teams, guidance staff, and community partners should provide resources to help families and students locate counseling, information, and support services.

Administrators and guidance staff should be familiar with the practices recommended in the Department's *Guidance on Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression*, including designing an appropriate parental notification process for these situations.

5. School districts are encouraged to designate a staff member who is proficient in issues related to sexual orientation and gender identity.

All school districts should designate a person who is proficient on issues related to sexual orientation and gender identity, as recommended in the Department's *Guidance on Notifying Parents When a Student Has Been Bullied Based on Sexual Orientation or Gender Identity/Expression*. In addition to assuming a leadership role in educating the school community regarding these topics, this person serves as the point person for the school district and for the Department.

6. Schools, through their curricula, shall encourage respect for the human and civil rights of all individuals, including LGBTQ individuals.

The regulations addressing the Student Anti-discrimination Law state: *All public school systems shall, through their curricula, encourage respect for the human and civil rights of all individuals regardless of race, color, sex, gender identity, religion, national origin or sexual orientation.* See, 603 CMR 26.05(1).

Research shows that inclusion of LGBTQ topics in curricula corresponds to all students reporting that they feel safer in school, regardless of sexual orientation or gender identity. Curricula should reflect issues of sexual orientation and gender identity, as relevant, to be inclusive across subject areas, including, but not limited to, health, social science, language arts, and family life curricula.

7. Schools are encouraged to provide age-appropriate information about LGBTQ issues in school libraries and in student and faculty resource centers.

School libraries should include a selection of high interest LGBTQ books and media. In addition, computer-filtering software should not inhibit age-appropriate access to medical and social information. Schools are encouraged to review the computer filtering protocol to ensure that LGBTQ students and other school community members can access information related to LGBTQ youth, local and national resources, and LGBTQ health information.

8. Schools are encouraged to have a diverse workforce.

In order to provide authentic role models for all students, schools are encouraged to have diverse staff who reflect the protected categories in the Student Anti-discrimination Law, including gender identity and sexual orientation. While employers cannot inquire about an applicant's sexual orientation or gender identity, it is important that school systems have work environments where openly LGBTQ staff members feel safe, supported, and valued.

9. Schools are encouraged to review academic and non-academic policies and procedures, and available data, to identify issues or patterns that may create barriers to a safe and successful learning experience for LGBTQ students.

LGBTQ youth are frequently cited as being disproportionately at risk for experiencing bullying, truancy, violence, substance use, unaccompanied homelessness, discipline treatment, and involvement with the juvenile justice system. Schools are encouraged to analyze available attendance, suspension, expulsion, bullying, and school climate data to identify and address patterns and barriers that may exist for LGBTQ students, and to promote practices that improve their attendance and participation in school.

In 2014 the Massachusetts Anti-bullying Law was amended to require annual reporting of bullying incident data, including the nature of the bullying incidents, to the Department. In addition, school systems should review their referrals to community-based services and law enforcement agencies to see if LGBTQ youth are disproportionately affected, and implement changes to address any disparities.

Schools should also review policies and practices, such as those recommended in the Department's *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment: Nondiscrimination on the Basis of Gender Identity*, which affect the school experience of LGBTQ students.

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MIAA Gender Identity Policy Clarification

28. Gender Equity and Leadership

28.3 The Association will rely on the gender determination made by the student's district; it will not make separate gender identity determinations.



The MIAA is committed to providing transgender student-athletes with equal opportunities to **participate in MIAA athletic programs consistent with their gender identity**. Hence, this policy addresses eligibility determinations for students who have a gender identity that is different from the gender listed on their official birth certificates.

The MIAA has concluded that it would be fundamentally unjust and contrary to applicable state and federal law to preclude a student from participation on a gender specific sports team that is consistent with the public gender identity of that student for all other purposes. Therefore, for purposes of sports participation, **the MIAA shall defer to the determination of the student and his or her local school regarding gender identification.**

In this regard, the school district shall determine a student's eligibility to participate in a MIAA gender specific sports team. Accordingly, when a school district submits a roster to the MIAA, it is verifying that it has determined that the students listed on a gender specific sports team are entitled to participate on that team due to their gender identity and that the school district has determined that the expression of the student's gender identity is bona fide and not for the purpose of gaining an unfair advantage in competitive athletics. Students who wish to participate on a MIAA gender specific sports team that is different from the gender identity listed on the student's current school records are advised to address the gender identification issue with the local school district well in advance of the deadline for athletic eligibility determinations for a current sports season. **Students are not permitted to try out simultaneously for MIAA sports teams of both genders.**

Nothing in this policy shall be read to entitle a student to selection to any particular team or to permit a student to transfer from one gender specific team to a team of a different gender during a sports season. In addition, the MIAA shall expect that, as a general matter, after the issue of gender identity has been addressed by the student and the school district, the determination shall remain consistent for the remainder of the student's high school sports eligibility. The MIAA has concluded that this criterion is sufficient to preclude the likelihood that a student will claim a particular gender identity for the purpose of gaining a perceived advantage in athletic competition.

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SUPPORTING LGBTQ YOUTH THROUGH FAMILY ENGAGEMENT



Overview

Families play a critical role in a student's social and emotional wellbeing as well as their academic performance.¹ Research has shown that students whose parents are involved in their educational achievements are more likely to do better academically regardless of their parent's education level, socioeconomic status, and ethnic or racial background.² Additionally higher levels of school connectedness and family acceptance have been shown to reduce the behaviors associated with HIV and STI risk.³ Engaging families and parents of LGBTQ students could help reduce behavioral risks associated with HIV and STI. Below you'll find strategies and resources to engage LGBTQ families - both LGBTQ identified students and non-LGBTQ students with LGBTQ family members.

Strategies

Engaging families in a meaningful way goes beyond school events and parent-teacher conferences, family engagement requires parents, students, and staff to have clear expectations on how they are all involved in a student's success in school. *Connect, Engage, and Sustain* is a CDC framework designed for school staff to encourage parental and family engagement in school health.

Connect

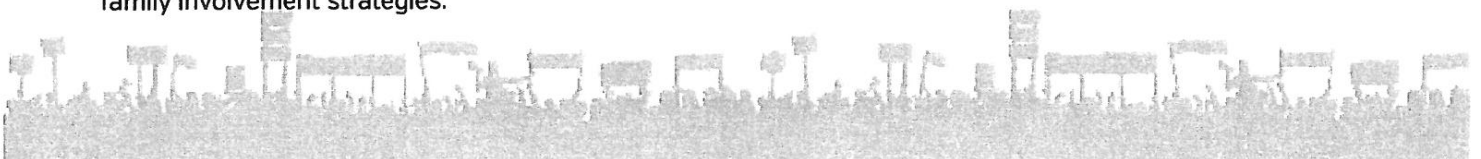
- **Provide multiple means of communication** between schools and parents. Ask parents their preferred method of communication. Ensure families receive written communication in their home language.
- **Emphasize the important role families play** in their child's social wellbeing and academic achievement. Create buy-in by educating parents on how their involvement correlates to student outcomes, link community and family engagement to student outcomes.
- **Focus efforts on relationship building** between community leaders and school district staff. Act as informational hubs for parents, educators, community partners, and volunteers. Hold events that celebrate the diversity of your school district.

Engage

- **Support parent and caregiver learning** through workshops and classes around LGBTQ issues (i.e. LGBTQ discrimination and bullying, protective factors for LGBTQ youth, coming out, laws and policies that protect LGBTQ students).
- **Collaborate with your district's Office of Family and Community Engagement** around district wide initiatives to engage parents. Make connections to local and online LGBTQ resources for families.
- **Cultivate Parental and Familial Leadership Pipeline** - Identify and work with families who to want serve as leaders within programs or the larger community. Embrace partnerships and be open to sharing power with families. Encourage parents and caregivers to join sexual health advisory committees (SHACs), parent school community councils (PSCCs), and other decision-making groups.

Sustain

- **Work with parents' busy schedules**, plan activities after rush hour traffic, make workshop classes available online via webinar or livestream, and schedule multiple time slots when needed.
- **Provide incentives** to parent engagement activities with meals and childcare.
- **Build the capacity of your district/school** by providing professional development opportunities around improving family involvement strategies.



Some Considerations When Working with LGBT Students of Color

All students deserve a safe and affirming school environment. More than 20 years of GLSEN work and research proves that 1) supportive school staff, 2) inclusive curriculum, 3) GSAs (and other student-led clubs) and 4) comprehensive and enumerated policies help to improve school climate, academic achievement and student well-being.

When working with LGBT students of color¹, there are a number of additional concerns that should be taken into consideration. It is crucial to see students through a holistic lens, one that recognizes and tries to understand the complex identities and experiences that shape each individual.

The following considerations are meant to help you think more deeply about the experiences of LGBT students of color and their needs. It is not an exhaustive list, but one that was created in hopes of inspiring additional thoughts and questions amongst school staff.

We encourage you to read, consider and try out some of the suggestions on the following pages.



HETRICK-MARTIN INSTITUTE
EMPOWERMENT, EDUCATION & ADVOCACY FOR LGBTQ YOUTH

GLSEN[®]

TALK ABOUT IT

The Need:

LGBT students of color face multiple forms of oppression in their lives and may feel isolated and/or invisible at school. Challenging all forms of oppression and empowering students and staff begins with recognizing existing issues of bias and facilitating open dialogue about how these biases affect others. Bringing these topics out into the open allows for healthy and productive opportunities for students and colleagues to ask questions, share their own personal feelings and experiences, and learn from each other.

The Challenge:

In a school setting, discussing issues of prejudice, discrimination, and oppression can be intimidating. You may have concerns that by bringing these topics up, especially as they relate to your students, you do more harm than good. It may seem like you are opening a can of worms or that you might lose control, with challenging student responses, potentially angry parents and unsupportive school leadership.

Try This:

- Reflect on your school climate and culture with colleagues, paying close attention to the experience of LGBT students of color at your school and how institutional oppression and individual acts of bias and prejudice may impact them.
- Talk about anti-LGBT bias, racism and other forms of oppression with students in your school. Ask open ended questions in the classroom, allowing students to share their thoughts and personalize their feelings and experiences.
- Develop discussion groups with other staff in your school where you can talk about and work through questions of diversity, challenges regarding bias, and strategies for engagement.

¹LGBT students of color are defined as those students who identify as both having an LGBT (lesbian, gay, bisexual, transgender, queer or questioning) and person of color identity. The term "person of color" is: 1) regarded as acceptable when groups or individuals use it to name themselves; 2) often refers to African-American/black, Latino/Hispanic, Native American/First Nation, Asian and Pacific Islander, Middle Eastern and people of mixed ancestry as people of color; 3) an expression in English usage for any nonwhite category.

AFFIRM COMPLEX IDENTITIES

The Need:

All students benefit from learning environments in which they are seen as a whole person, and where their various identities, experiences, abilities and needs are taken into account.

LGBT students of color, like all students, are not a monolithic group; they represent a diverse range of race, ethnicity, religion, community and culture. Even within a particular ethnic group, student experiences may vary widely. Also, LGBT students of color may feel conflicted about acknowledging all parts of themselves and struggle in their efforts to combine their racial, ethnic, religious, cultural, sexual and gender identities.

The Challenge:

The identities and needs of LGBT students of color vary widely depending on their environmental context (access to resources, experiences affirmation/discrimination, sources of support, etc.). You may be unfamiliar with the nuances of your students' racial, ethnic, religious, cultural sexual and gender identities. Additionally, you may feel that you lack the resources to meet the needs of such a diverse population.

Try This:

- Step out of the “box” and search out opportunities to experience cultures, traditions, and communities different than your own. Take on the task of becoming culturally aware. Work to recognize and challenge your own personal biases and misconceptions.
- Learn from your students and their families. Ask questions about their cultures, traditions, communities, experiences, and feelings to ensure that your behavior is respectful and inclusive. At the same time, ensure that these conversations do not tokenize or place the full burden of explanation on students and their families.
- Acknowledge the fact that each student comes with a unique personal story and set of experiences. Seek to affirm each aspect of their identity and model a way in which they can do the same for themselves.

SUPPORT STUDENT RESILIENCE

The Need:

LGBT students of color face multiple forms of oppression in their daily lives, based on their real or perceived racial, ethnic, religious, cultural, sexual and gender identities. Because of these experiences and learned coping skills from family and community, one study finds that LGB students are often more resilient when faced with adversity than their white LGB counterparts. LGBT students of color need educators who recognize and affirm all parts of their identity and the internal resilience and resources they possess.

The Challenge:

Despite common misconceptions, LGBT students of color, as with LGBT students in general, do not necessarily need counseling or therapy, but instead opportunities and encouragement to build upon their existing internal resilience factors, coping strategies and leadership skills. Supports that are developed should be strengths-based and informed by Positive Youth Development³ approaches.

While LGBT students of color are often targeted for their real or perceived identities, many are capable of being quite strong in the face of adversity. As an educator, it can be difficult to find a balance between intervention (protecting/saving) and empowerment (affirming/encouraging).²

Try This:

- Assess the extent to which LGBT students of color engage in extra-curricular activities. Encourage your LGBT students of color to take on leadership roles within the school, including student government, sports, and other extra-curricular activities.
- Expose your students to the lives and stories of LGBT people of color who may serve as role models by including them in curriculum, school presentations and displays.
- Be a faculty sponsor for your school's GSA, diversity club and/or other student-led groups.
- When a student confides in you about their identity, thank them, listen to their story and ask if/how you can help. When a student comes forward to report bullying, intervene immediately.

²Meyer, I.H. (2010). Identity, Stress, and Resilience in Lesbians, Gay Men, and Bisexuals of Color. *The Counseling Psychologist*, 38 (3), 442-454.

³Positive Youth Development (PYD) is an area of research, a modality of practice and a framework of perspective which posits that when youth are engaged from their strengths they build the necessary skill for a healthy transition into adulthood. For more information, visit: http://www.actforyouth.net/youth_development/development/

INTERVENE AND PREVENT

The Need:

LGBT students of color, and all students, deserve learning environments that are safe and affirming. They may face bullying and harassment at school based on a number of factors relating to their multiple identities. It is not unusual for LGBT students of color to be the targets of racist and homophobic/transphobic acts. Furthermore, it is important to recognize that LGBT and non-LGBT students of color are disproportionately impacted by criminalization and harmful policing practices.^{4,5,6} Only safe and supportive environments provide opportunities for students to achieve at their highest potential. You must be prepared to intervene appropriately when bias-based incidents occur and take proactive steps to create and sustain a healthy and respectful school environment.

The Challenge:

If you are like most school staff, you have many responsibilities and never enough time to focus solely on any single one. Test scores, standards, IEPs and other systemic factors can make it hard enough to focus on academic learning, let alone school climate. Adding the need for culturally responsive intervention and prevention strategies can seem like an additional and impossible challenge.

Try This:

- When you witness bias-based behavior of any kind, stop it and name it.
- Consider the ways your school's intervention policies and practices impact LGBT students of color.
- Work to support efforts to replace Zero-Tolerance policies with those that allow for nuance, education and growth, such as restorative practices or positive behavioral interventions and supports.⁷ Apply these practices to your interaction with students.

PARTNER WITH EXTERNAL RESOURCES

The Need:

While your school has the obligation to serve each student as comprehensively as possible, it may not be possible to provide the entire social-emotional supports to LGBT students of color within the school environment. You should know which outside agencies to refer LGBT students of color to for support that cannot be offered within your school and you should know when it is appropriate.

The Challenge:

Referring students to an outside agency for support can be a challenge, especially if you are unfamiliar with the services offered within your community, or their culture and/or language. You may also face resistance from school leadership.

Try This:

- If a student expresses the need for support within a racial/ethnic/religious community that you may not share, reach out to colleagues and/or community leaders of a similar identity. Invite them to be a source of affirmation and support to the student.
- Reach out to the school counselor, school social worker and other school staff who are familiar with youth service agencies and can assist you in making a referral.
- Contact your local LGBT center and ask for specific programs aimed at reaching the community your student belongs to.

⁴Stoudt, Brett G., Michelle Fine, and Madeline Fox. "Growing Up Policed in the Age of Aggressive Policing Policies." *New York Law School Law Review* 56 (2011): 1331-370. Print.

⁵Grant, Jaime M., Lisa A. Mottet, Justin Tanis, Jack Harrison, Jody L. Herman, and Mara Keisling. *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*. Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011.

⁶Rios, Victor M. "The Hyper-Criminalization of Black and Latino Male Youth in the Era of Mass Incarceration." *Souls: A Critical Journal of Black Politics, Culture, and Society* 8, no. 2 (2006): 40-54.

⁷For more information, please view: http://www.dignityinschools.org/sites/default/files/Creating_Positive_Discipline_Fact_Sheet.pdf

Framework for Gender Inclusive Schools

When someone with the authority of a teacher describes the world and you're not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing

--Adrienne Rich

Gender inclusive schools...

- Recognize that gender impacts all students
- Interrupt binary notions of gender
- Normalize gender diversity
- Question limited portrayals of gender
- Support students' self-reflection
- Teach empathy and respect

Entry Points

When focusing on the intentional development of gender inclusive school settings, it is helpful to think in terms of four discrete entry points: **Internal**, **Institutional**, **Interpersonal**, and **Instructional**. Depending on the context, any one of these may prove the best starting point for this work.

Internal entry points focus on educators' own understandings of gender. It involves reflection about how each person's experiences and beliefs about gender impact the work they do with students. Using tools such as *My Gender Journey*, this entry point is really a foundation of learning upon which teachers build their gender inclusive practices, in the process applying a lens of gender awareness to all they do in their classrooms.

Institutional entry points are structural steps that create a foundation for gender inclusive practices to take hold. Institutional entry points demonstrate to your community that the school/organization recognizes and honors gender diversity and actively works to reflect a more complex understanding about gender. Such approaches include:

- Policies/administrative regulations emphasizing gender as an area of diversity protected and supported by the school
- Systematic staff training that builds the capacity of teachers and other staff to honor the gender diversity of all students
- Student information systems allowing families to specify a child's gender marker, preferred name and pronouns
- Identified staff members functioning as leads around gender diversity work or issues
- Gender neutral restroom/facilities that provide options for privacy without stigmatizing any students
- Readily available written materials and information about gender diversity
- Signage/imagery celebrating gender diversity
- Procedures/forms that demonstrate a non-binary understanding of gender

Interpersonal entry points are the various ways in which individual interactions and communications are utilized to reinforce the school's commitment to gender inclusion. Supported by many of the structural components, these relational aspects nonetheless require intentional behaviors in the day-to-day interrelationships of a campus. They literally voice a school's commitment to honoring the gender diversity of all students. Frequently language-based, teachers operating from this entry point:

Use language that challenges binary notions of gender

- *There are lots of ways to be a boy or a girl or even something else; isn't that great?*
- *Toys are toys, hair is hair, colors are colors, and clothes are clothes*
- *Is there only one way to be a boy or girl? Can boys and girls like the same things?*
- Rather than "boys and girls," "ladies and gentlemen," etc., refer to pupils as "students," "children," or another non-gendered term for the group.

Help students understand the difference between patterns and rules

- *Who says only girls wear dresses? Do all-girls wear them? Do all boys wear dresses? Do some?*
- *What patterns have you observed about expectations for you about gender from peers? The media?*
- *Sure, boys might do certain activities more than girls or vice versa. But that doesn't mean all boys do those things or are supposed to wear that girls don't or shouldn't do that!*

Question limited portrayals of gender

- *Who decided what things are for boys and what things are for girls?*
- *Sometimes this stuff is confusing. We get messages that some things are for boys and some things are for girls. But these messages are just some people's ideas. They may not be right for you.*

Recognize that gender is more about our identity than anything else

- *No one gets to tell another person how to feel on the inside.*
- *How someone feels about their gender comes from their hearts and their minds (and not their pants!)*
- *Some bodies are thought of as "boy" and some thought of as "girl" but that's not true for everyone.*

Support processes of reflection

- *Who we are or who others think we are on the outside is not always who we are on the inside; think of all the wonderful things about yourself that no one else knows about by just looking at you!*
- *Being a boy or a girl or something else is not about what you like or what you wear or your body. It is something that each of us figures out for ourselves based on how we feel inside*

Teach empathy and respect

- *How do you think you would feel if people were always asking you about your own gender?*
- *No one likes to be pointed out by others. Does it feel good if you think others are talking about you?*
- *Have you ever been teased? How does it feel when you are teased or treated as an outsider?*

Normalize gender diversity

- *Ideas about gender are changing all of the time.*
- *History is full of examples of gender diversity! There have been gender diverse people in every culture and religion, from all over the world and throughout time.*

Instructional entry points are specific ways in which teaching and learning are used to instill greater awareness and understanding about gender. Whether standing alone or integrated into other aspects of instruction, these approaches are the most direct way to impact students. In some ways, instructional approaches are the most easily accomplished. Teachers in their classrooms can have a great deal of autonomy for what takes place there. Yet at the same time, in an era of increasingly scripted curricula or environments in which controversial subjects are highly scrutinized and regulated, instructional methods for creating gender inclusion can have the highest stakes for teachers or other educators. Instructional approaches include:

- Designing lesson plans to expand understandings of gender diversity
- Exploring curriculum areas or units for inserting gender diversity issues or topics
- Using literature that has themes raising gender diversity issues
- Utilizing the arts to explore gender
- Using the social-emotional curriculum to surface gender related themes
- Examining the media and popular culture for gender related messages
- Assigning open ended projects that include gender related topics, readings, or news
- Arranging for transgender or other gender expansive people to present in classrooms
- Analyzing data about various trends related to evolving understandings of gender
- Inviting guest speakers who work for greater gender equity in education, law or other fields
- Using video or other media that present specific ideas about gender
- Creating space for students to articulate their own understanding and beliefs about gender
- Integrating gender into curriculum areas through story problems, writing prompts, readings, art assignments, research projects and more

Using Gender Inclusive Language with Students

- There are lots of ways to be boys or girls or something else. Isn't it great?!?!
- There are lots of different types of clothes. Kids get to wear what feels comfortable to them and makes them feel good.
- Toys are toys, hair is hair, colors are colors, and clothes are clothes
- Who decided that some things are for boys and some things are for girls?
- Is there only one way to be a boy or girl? Can boys and girls like the same things? Do all boys like the same things? Do all girls like the same things?
- No one gets to tell another person how to feel on the inside. You know yourself better than anyone else does.
- Sometimes this stuff is confusing. We get messages that some things are for boys and some things are for girls. But these messages are just some people's ideas. They may not be right for you. Each of us gets to decide what we like and don't like. We just can't be unkind to others about the things they like.
- Kids can do or be or like or want anything because they are individuals with hopes and likes and dreams. This is not **because** of their gender. It is because they are people.
- Gender is a lot more than our bodies. It is about how we show other people things about our gender (maybe our clothes, or our hair, or the toys we like) and how we feel on the inside.
- Who you are is not about what others tell you, but something you determine for yourself (even when you get messages that say otherwise).
- Certain types of bodies are thought of as boy and certain types as girl, but that's not true for everyone.
- Who we are (or who others think we are) on the outside is not always who we are on the inside; think of all the wonderful things about yourself that no one else knows about by just looking at you!!
- Someone's feelings about their gender come from their hearts and their minds.
- Being a boy or a girl or something else is not about what you like, or what you wear, or your body. It is something that each of us figures out for ourselves.
- Gender expression is about the things we like or make us comfortable. There may be some patterns we notice, but these are not rules. More girls might wear dresses than boys, but does that mean all girls wear dresses? Or that boys can't wear dresses?
- Each one of us has a gender. Kids can be boys, girls, both, or neither.
- History is full of examples of gender diversity!
- There have been gender diverse people in every culture, every religion, all over the world and throughout time.
- You should be careful about thinking you know someone's gender just by looking at them. And even if you do know a person's gender, don't assume you know the things they like to do or wear, or play with.
- Have you ever been teased? How does it feel when you are teased or treated as an outsider?
- No one likes to be pointed out by other kids. Does it feel good when you think someone is talking about you?
- How do you think you would feel if people were always asking you about your own gender?

Sexual Orientation and Gender Identity Among Massachusetts High School Students

Results of the 2015 Youth Risk Behavior Study

LGBTQ Students: A Demographic Overview

In the 2015 MYRBS, 11.1% of students surveyed described themselves as gay, lesbian, or bisexual or not sure (questioning) about their sexual orientation and 2.9% identified themselves as transgender or questioning their gender identity. These categories overlapped, with half (50%) of transgender/questioning youth also self-identifying as LGBTQ. Altogether, 12.5% of Massachusetts high school students were LGBTQ.

More female- than male-identified adolescents were LGBTQ (15.4% vs. 9.4%). The percent of youth who said they were LGBTQ varied across racial/ethnic groups (12% of white youth, 10% of African American, 18% of Hispanic, 10% of Asian-American, and 13% of multi-ethnic youth). Gender and racial/ ethnic differences were statistically significant.

Percent of Students Who Reported Risk Behaviors and Experiences, 2015	LGBTQ Students	Heterosexual - Cisgender Students
Bullied at school during past year	28.2	13.9
Skipped school in past month because felt unsafe	14.4	3.4
Been in a physical fight at school in the past year	9.4	5.1
Carried a weapon at school in the past year	6.1	2.8
Threatened or injured with weapon at school	10.0	3.2
Hurt self on purpose in the past year (e.g., by cutting, burning self)	43.3	14.3
Seriously considered suicide in past year	40.5	11.2
Made a suicide attempt in the past year	22.0	4.8
Can talk to parents about "things that are important to you"	65.2	84.5
Smoked cigarettes in past month	14.1	6.9
Any lifetime heroin use	6.7	1.0
Had experienced sexual contact against their will	21.8	7.4

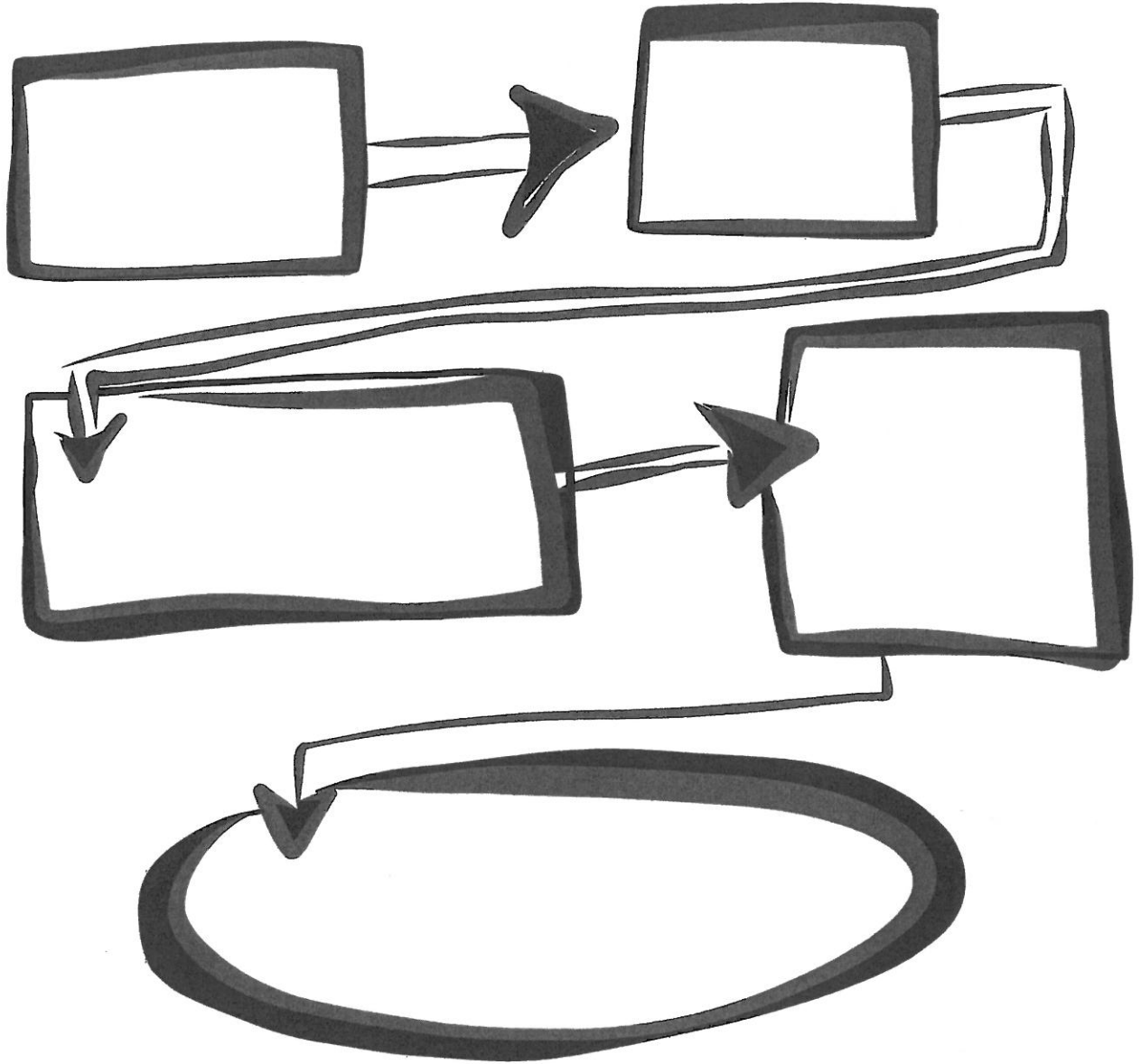
All differences between LGBTQ and Heterosexual/Cisgender students are statistically significant, p. < .05.

The 2015 MYRBS was conducted in 75 randomly selected public high schools. In total, 3120 students in grades 9 - 12 participated in this voluntary and anonymous survey. Because of the high student and school response rates, the results of this survey can be generalized to apply to public high school students across Massachusetts.

Safe Schools Program for LGBTQ Students

<http://www.doe.mass.edu/sfs/lgbtq>

NOTES



Things Anyone Can Do Tomorrow...

- Seek out and use the name and pronouns a student uses
- Put up signs and posters that recognize and affirm gender diversity
- Post pictures depicting gender-expansive individuals or cultures
- Display examples of people doing things not traditionally seen for their gender
- Don't divide or arrange students into boy and girl groups
- Be mindful of always reinforcing the gender binary
- Introduce language that is not all or nothing such as "sometimes, but not always"
- When binary statements about gender are made, interrupt them by asking questions like "is that always true?" or "can anyone think of an example that does not fit the pattern?"
- Integrating gender diversity into everyday curriculum...

* Adapted from Gender Spectrum: Things Anyone Can Do Tomorrow

To offer a Sex Education unit for students in grade 9 would involve salaries for 6 teachers.

The Administration has reviewed numerous curricula and based on the appropriateness for students, it recommends the Sex Education Unit from the Michigan Comprehensive Health Curriculum.

Positions Moved to Fremont Street

On April 1, 2018, the Transportation Director (John Hennessey) and an Assistant Transportation Coordinator (the position was restructured in FY19 to a new position titled "Router") were moved from the Durkin Administration Building to the Fremont Street WPS bus yard facility. This is the eleventh year that the bus yard has operated from the Fremont Street location. The move of these two positions was done in order to have all transportation operations and supervision at one location, allow the Transportation Director to directly oversee all operations onsite, and to have the Director directly develop and implement a new support staff organization that was adopted in the FY19 budget. In addition, having the all Transportation Department staff in one location has enabled the development of a positive climate and culture among drivers and monitors that their supervisors are onsite, their supervisors are approachable, and demonstrate that all department staff are working together to support the transportation needs of the district. This move has been very well received and has been extremely successful in building a transportation team amongst drivers, monitors, support, and administrative staff.

The move was also intended to provide direct support of an additional eleven big bus routes that the district began directly providing this year resulting from not receiving any bids for the athletic transportation contract for this year. This is the first time in known history that the WPS is directly operating big bus transportation. In order to be cost effective in providing athletic transportation, the district also operates eleven morning and afternoon routes for home-to-school transportation. Overall, the transition of eleven district-operated big buses **saved the district \$402,000**, with \$208,000 invested in new support positions for transportation operations (see pages 62 and 176-177 of the FY19 budget book) resulting in FY19 savings of \$194,000. The current eleven district-operated big bus routes are attached. The afternoon routes are designed and assumed to be available for athletic transportation daily at 2:15pm.

Transportation Staffing

Two recent administrative vacancies were the Assistant Transportation Director (position recently filled) and Operations Supervisor (previously titled Transportation Coordinator last year is currently vacant after retirement in October). The district is advertising, recruiting and in the process of filling this position as soon as possible.

Of the eleven district-operated big bus routes, the district has hired nine drivers and has covered the remaining routes with "mid-size" bus drivers and licensed support staff throughout the year thus far. To date, **100% of the eleven big bus routes** have operated every single day this year. The district continues the civil service hiring process to add big bus drivers (up to the budget amount of 14).

Transportation Update

Unrelated to the operation of big bus routes or the administrative office relocations, every year there are initial school year start-up issues that are resolved in the first few weeks of school. The issues are generally the same year-to-year and fall under the following categories:

- Special Education School and Transportation Assignments
- Bus Overcrowding
- New Bus Stop Requests
- Late Buses

Some of these issues were prolonged longer than usual this year and the district and transportation administration has been working to determine the root cause and long-term solutions to each of these areas.

The following describes these issues and solutions going forward:

Special Education Assignments

Students eligible for curb-to-curb transportation on a midsize or wheelchair bus are generally coordinated through a Special Education Team Chairperson by submitting a transportation order for the student. The transportation order is uploaded into the district transportation routing software. Bus routes are then scheduled for students accordingly.

In order for students to be routed properly, all student information in the student database program (SAGE) or transportation routing software must be entered correctly. The student must be active in the system, must have the correct home address, the correct "special request" location (daycare or other), and must have the correct school or program to attend, and have proper AM or PM designation for preschool students. It is very common for students to move or placements to change during the summer. The Transportation Department does not have the ability to make any of these changes to the database and if any of these fields change (student moves, changes school, changes daycare, etc), that requires the student's SAGE system to be updated and uploaded into the transportation software for updated routing.

To date, there have been 2,004 special education transportation route changes made from the beginning of the year through November 18, 2018 for a total of **2,108** students transported on mid-size or wheelchair school buses. Any change in a bus stop or location for an existing student results in the change of up to four bus routes: the two new routes (morning and afternoon) and the two prior routes (morning and afternoon) and the accommodation for a new student changes two bus routes (one morning and one afternoon) that need to be identified, scheduled, re-routed appropriately.

Special Education Transportation Order Solution: First, the Transportation and Special Education Departments will work collaboratively in late June to better identify / anticipate student transportation orders for planning purposes to eliminate as many late summer transportation orders (resulting in hundreds of route changes) as possible. Second, the district IT Department will develop a transportation order module as part of SAGE that will centralize (and electronically capture) all special education transportation orders and will allow appropriate transportation, special education, and district administrators to view the status of the order (pending, approved, completed, etc.). These transportation orders will be tracked in SAGE from submission to completion and will also track the frequency of address changes, school changes, and other relevant information. This transportation module will be scheduled to be in place for the 2019-20 school year.

Bus Overcrowding

Scheduling and routing of school buses for the upcoming school year begins in early summer after the student enrollment database is "rolled over" to the new school year. Students eligible for transportation (distance or safety reasons at the elementary level) are routed on bus routes based on capacity and efficient use of the school bus. Overall, bus routes do not change significantly change from year-to-year. The adjustment and balancing of routes based on student enrollment (mostly as students transition to into middle and high schools) occurs based on expected ridership estimates. The district uses bus passes at the secondary level to manage bus loads. The bus passes are provided by the schools to students based on bus routes that are loaded by the Transportation Department into the district's SAGE program. Often, bus passes are distributed by the schools towards end of September when all school start up issues are resolving. Prior to that, the Transportation Department receives actual ridership headcounts at the beginning of the year from bus drivers and balances ridership loads as quickly as possible. In this interim

time between the start of the school year and the issuance of bus passes is typically when the greatest number of overcrowding issues occur. Often, we find that non-eligible riders (those that board buses before bus passes are assigned and live less than 2 miles from school) contribute to most of the overcrowding issues. We also see when students that enroll in the district or change schools (move) during the summer after the database "rollover" may contribute also, but far less often, to overcrowding issue as well. All of these issues are rebalanced or resolved as soon as possible.

Solution: The district Transportation Department proposes that all bus passes will be generated for students in the summer and distributed to the school to be handed to students on the first day of school. Presently the bus pass is a simple paper card, and the district can continue this method, but the district is also exploring bus passes encoded with RFID technology (radio-frequency identification) can be linked to existing GPS technology on buses. This technology can be used for immediate and accurate passenger counts to allow for quicker response to any overcrowding issues. This technology can also be linked to a secure parent portal that informs parents/guardians if and when their student got on and off their school bus and at which location. This new technology is in the early stages of research, study, and cost analysis and no recommendation from the Administration is provided at this time.

New Stop Requests (also response for gb#8-341)

The Student Handbook (page 44) describes the process for new stop requests as, "all requests for additions or changes of school bus stops must be made through the student's school principal or designee." The district evaluates and processed new stop requests from schools (not directly from parents/guardians). The process is slightly different for private, parochial, and charter schools, as the district requires these students to apply for transportation on an annual basis. As part of the application process, stop requests are considered based on a number of factors as described below.

New stop requests are evaluated based on safety, distance from school, and reasonableness issues. Instances where student safety is an issue is prioritized and addressed as soon as the safety issue is confirmed. Stops may be added to the existing trip or routes may change depending on how the new stop impacts existing routes to the school. Generally, new stop requests around distance from school occurs when students are newly enrolled in citywide programs (WTHS, Burncoat fine arts, Goddard Scholars, etc.) and the student enrolled late or the student database for school/academy within a school assignment is incorrect. While students maybe expected to be up to a mile from their assigned bus stop, every reasonable effort is made to accommodate requests much closer to home when possible.

To date, there have been 467 changes to big bus route this year through November 14, 2018. This total is 130 more (+39%) than the five-year previous average through the same point in time of the year.

Solution: The district is exploring an electronic workflow management module that can log all new stop requests and will allow the district transportation liaisons with real-time information regarding the status of the request to share with the parent/guardian or school.

Late Buses and Solutions:

The district attributes the vast majority of late buses this year to the following reasons: (1) driver absence (combined routes), (2) overcrowding (double-tripping routes), (3) loading times, routing/traffic and road construction issues, and (4) chronically late buses.

When **driver absences** in excess of any spare drivers occur, routes are often combined resulting in extended route times and lateness to the next schools (or in some cases the bus doesn't show up). The district

continues to monitor Durham School Services driver absences, daily bus shortages, or reported bus delays. The district withholds payments when buses do not operate as contractually allowed. The Administration has developed a reporting protocol for schools to report late bus issues so that Transportation Department can explore these issues with Durham (and deduct payment as warranted and authorized under the contract).

While addressing **overcrowded buses**, in some cases buses had to “double-trip” the run – taking one group of students to/from school and returning for the remaining group. This caused some of the late buses earlier in the year and these are immediately resolved when overcrowding loads are rebalanced. The ability to reduce/eliminate early year overcrowding (see solution on previous page) will also eliminate late buses in subsequent trips.

The planning of routes assumes reasonable time for student dismissal, loading, and buses leaving school property. Delays at one school cause a ripple of delays at other schools later in the day. In our study of late buses this year, we experienced a number of instances that the dismissal, loading, and exiting of buses was taking much longer than anticipated (or in some cases needed). There are a variety of contributing site-by-site factors to these delays. In many cases, we have encouraged schools to be more efficient with the dismissal process. In other cases, we need to segregate student / parent traffic patterns where possible. The Administration has also identified street flow issues that should be looked at for future traveling efficiencies as well. These issues will be continually addressed as needed going forward.

In some cases, trips may be scheduled too efficiently (too tightly), and they need to be adjusted based on current conditions: construction, traffic, or otherwise to allow for greater travel time. Sometimes these issues may be temporary and other cases the solution requires a routing change. This issue most often occurs in buses that are travelling across the city to/from citywide programs.

Finally, a recent review of several **chronic late buses** indicate that the buses are (1) not combined, (2) there has been no overcrowding issues earlier in the day/route, and (3) there are no traffic/road construction issues impacting arrival times. Simply stated, the Administration believes that there is ample time to arrive at the next school on time for dismissal or arrival. The district will continue to address these issues with Durham School Services to determine what actions are needed to improve the timeliness of the buses.

Student Transportation is an important link for the 12,000 students that board buses each day. The timeliness of the buses are important so that **students** have the full instructional day available to them, so that **parents** can get to work or other obligations on time, and so that **schools** can operate smoothly without interruption in schedules. The proposed solutions will make significant improvements in scheduling and balancing of buses in a more efficient and effective manner.

IN FORCE911 POLICY & PROCEDURE

Issue Date: October 5, 2018

Effective Date: TBD

Revision Date:

I. PURPOSE

The purpose of this policy is to provide guidelines for department personnel in the use of In Force911.

II. POLICY

It is the policy of the Worcester Police Department to participate in the use of the In Force911 alert system, in partnership with the Worcester Public Schools to enhance our ability to protect the school populations within our community and by decreasing our response times when there is a call for help and to receive critical information about the incident in real time.

The philosophy driving this policy recognizes that a critical incident at one of our schools, such as an active shooter, must be stopped to negate or reduce the loss of innocent lives. This will be the duty and responsibility of all responding officers.

III. DEFINITIONS

In Force911: An emergency notification software application that is installed at the local schools, the Worcester Police Dispatch center and in our cruiser MDT's, to allow rapid emergency alerts to be sent and received. This software also allows for communication to occur between all parties in real time.

In Force911 Activation: Any alert that is activated through the use of In Force911 from the school or other subscriber that is recognized as a call for help. This activation may or may not include specific information about the nature of the emergency.

Chat: A feature of the software application is to allow for a "chat screen" to be opened by any party involved in the alert notification. This chat screen gives

anyone involved the ability to send and receive typed messages, which are used to help pass on critical information to all parties involved.

Reverse Alert: A method by which the Worcester Police Department can send alerts to notify schools and other participating organizations of pending threats or other important issues affecting their building(s) or organization, as the threat/issue is discovered or reported.

IV. PROCEDURE

The Operations Commander or his designee will be identified as the In Force911 coordinator and that person will be responsible for acting as a liaison with In Force911 and with the schools to insure that In Force911 is properly working. If any police employee experiences an issue with In Force911, they are to advise the Coordinator immediately.

All authorized officers who have been assigned a user account will be required to sign in to In Force911 on their cruiser MDT's at the beginning of every shift. Those officers and administrative staff that have In Force911 installed on their desktop computers at the station should be logged in to In Force911 at all times when logged in to a company computer.

All Police Personnel with department-issued cell phones may be ordered by the Chief of Police or his designee to install the In Force911 software application on their issued devices.

A. Response to an In Force911 Alert

When the department receives an In Force911 alert activation, the patrol supervisor should request that any available unit (F1 or F2 depending on location) respond to the location of the call for help.

The Patrol Supervisor should begin working with Dispatch to ascertain if there is any specific information available about the event and determine if a School Resource Officer (SRO) is present at the alert location. If an SRO is on scene, immediate communication shall be established by Dispatch.

Dispatch should send a message to the activating location, acknowledging that the In Force911 activation was received. The message could be something as simple as, "Alert received Officers enroute." This will provide the activating location with confirmation of that the alert was received and that officers are on the way.

Information can be gathered by reviewing the In Force911 chat window, by calling the school's number and/or by calling the cell phone of the principal or other administrators that may be known.

Responding units should rely on Dispatch passing on any information that is received by way of the In Force911 chat screen. No officer should attempt to read the In Force911 chat screen while responding to the call.

If the only information available is that there has been an In Force911 Alert, and no other information can be gathered, all responding officers will respond to this as a critical call for help and respond in accordance with an Active Shooter response protocol. (Would like to have our active shooter experts develop this protocol and attach to this policy).

B. Confirming an Accidental In Force911 Alert

There may be occasions where an In Force911 alert is activated in error from the school.

The Police Department and School Administrators will first establish that the alert was made in error and is not a true activation.

Once it is confirmed that the alert was made in error, Dispatch should communicate to all officers that it is believed the alert was sent in error. All responding officers should discontinue their emergency response and continue to the scene with traffic unless otherwise directed by a supervisor.

At least two officers and the Sector Sergeant should continue to the location of the activation to confirm the alert was made in error.

Upon their arrival, the officers on the scene should conduct an investigation to help dispel any concerns and to confirm that the alert was sent in error.

Once the investigation is complete and they have determined that the call was made in error, the Sector Sergeant shall notify Communication to end the alert.

ii, at any time during this process, it cannot be confirmed that the alert was made in error, the officers on the scene should communicate that a full response is necessary in accordance with an Active Shooter response protocol.

C. Ongoing Training with In Force911

It should be recognized by all parties that the use of In Force911 will only work through the collaborative efforts of the police department and the schools. To

that end, police and school officials should routinely meet to develop, establish, and review local defined expectations regarding school safety plans, police response plans, and how the use of In Force911 is part of those plans.

Police SRO's and school officials should plan and conduct drills using the In Force911 alert system every year as part of these efforts.

Logging in:

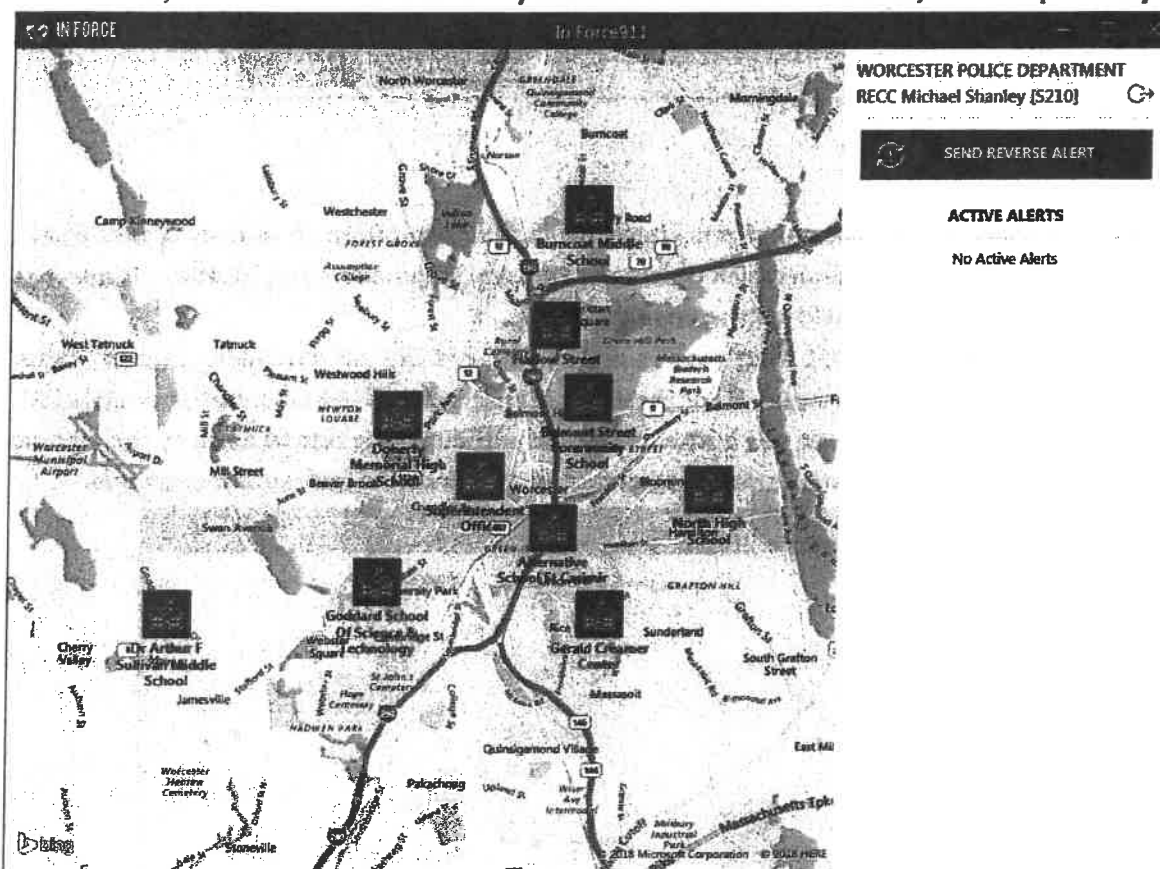
- Click on the In Force911 icon on your desktop.



- Use the Username and Password provided to you in the email from In Force911

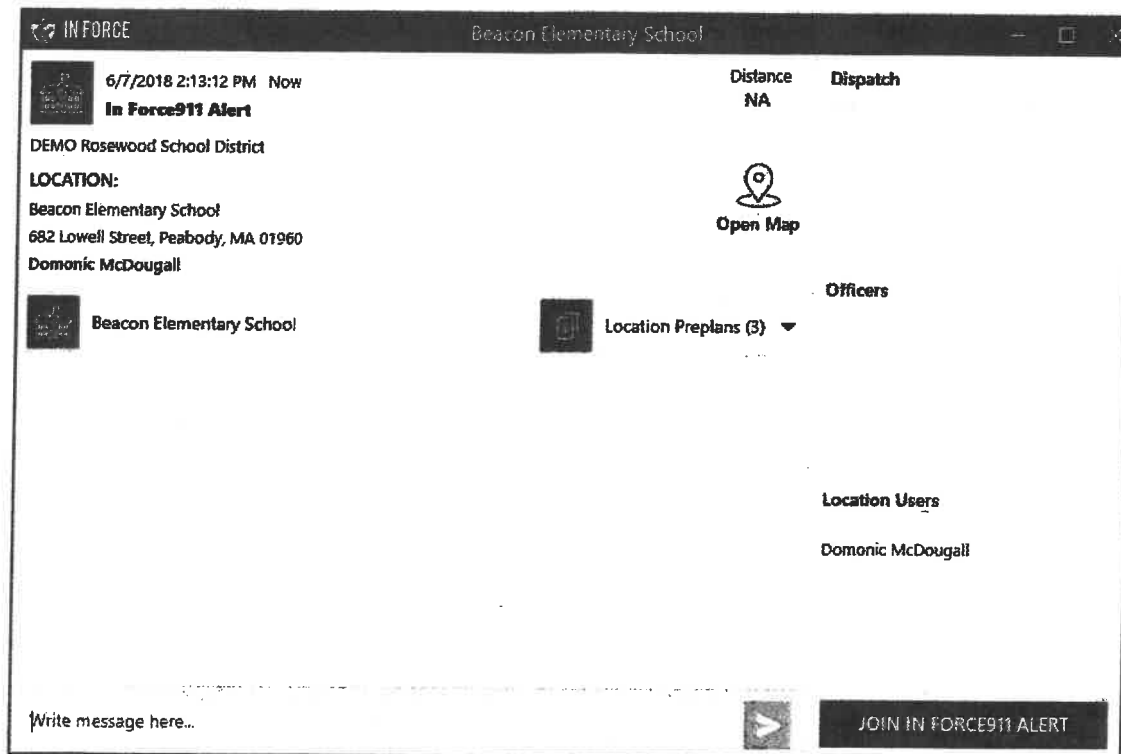
Interface (map screen)

- In Force911 utilizes BING maps to provide you with all In Force911 locations that we are connected to. This feature will enable the following: Locations will flash when notifying you of an alert, allow you to choose locations to view their details, send Reverse Alerts to notify locations of a threat in the area, and also provide you a map of the area



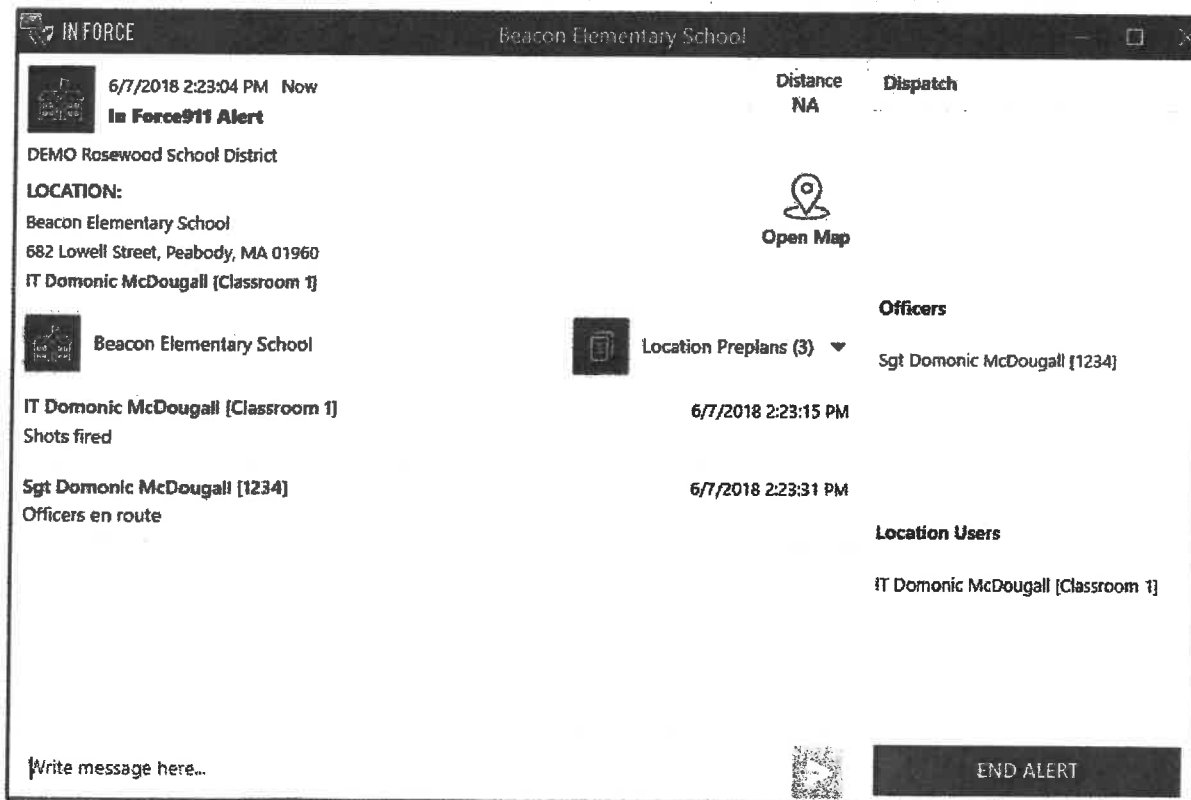
Receiving Alerts

- As soon as an alert is activated by one of your connected locations you will be prompted with the following window. You will be prompted with this window whether In Force911 is opened or minimized within the taskbar. Besides being prompted with this window, you will also hear an alarm (volume must be on), see a flash on the IF911 icon within the taskbar and if you look at the BING map you will see the specific location flashing.



Using the Chatroom

- The IF911 chatroom consists of 5 items: Location from where the alert initiated from, dropdown of files from the "Location Details" feature, participant column which consists of Officers, Dispatchers and Location Users, ongoing chat between participants and an empty field to type your messages.
- Once the chat is joined, the "Join In Force911 Alert" button will be replaced with an "End Alert" button. If this button is clicked, you will be prompted for confirmation. If confirmed, that chatroom will no longer be accessible for participation. Under no circumstances should this button be clicked without being told to do so by the whomever is in command of the incident from the Worcester Police Department, as this ends the incident for everyone.





The City of
WORCESTER
EMERGENCY COMMUNICATIONS DEPARTMENT

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Michael E. Shanley
Acting Director

Elizabeth M. Monahan
Deputy Director

October 3, 2018

Procedural Directive #18-006

To: All Personnel
From: Acting Director Michael E. Shanley
Re: In Force911

PURPOSE:

The purpose of this directive is to provide guidelines for Department personnel in the use of In Force911

SCOPE:

All notifications of incidents at Worcester Public Schools received by Worcester Emergency Communications through the In Force911 software

DEFINITIONS:

- **In Force911:** An emergency notification software application that is installed at many Worcester Public Schools(WPS), the Worcester Regional Emergency Communications Center(WRECC), and on Worcester Police Department(WPD) Mobile Data Terminals(MDTs), which allows for emergency alerts to be sent and received rapidly. This software allows for communication to occur between all parties in real time.
- **In Force911 Activation:** Any alert that is activated through the use of In Force911 from a WPS or other subscriber that is recognized as a call for help. This activation may or may not include specific information about the nature of the emergency.
- **Chat:** A feature of the software application is to allow for a "chat screen" to be opened by any party involved in the alert notification. This chat screen gives anyone involved the ability to send and receive types messages, which are used to help pass on critical information to all involved.

PROCESS:

All Dispatchers have been assigned a user account and log in credentials. Every Dispatcher is responsible to be logged into the In Force911 software immediately upon logging onto their computer.

The WPS staff will be using the In Force911 software to alert the WRECC and WPD of an ACTIVE SHOOTER/HOSTILE EVENT in their school. This is the only reason that the WRECC and WPD should receive an In Force911 Activation. Knowing this, and in effort to preserve lives and safety, the WRECC shall immediately acknowledge the In Force911 Activation. This shall be done by an on duty call taker announcing to the room "I have the In Force911 Activation", acknowledging the alert in the software, and typing "Alert received, officers enroute". This will provide the activating location with confirmation



The City of
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Michael E. Shanley
Acting Director

Elizabeth M. Monahan
Deputy Director

that the alert was received and that officers are on the way. We should not have multiple dispatchers messaging in the chat window, as this will cause confusion for all involved.

An incident shall be created in CAD, and sent to the appropriate Police Dispatcher. The Police Dispatcher shall contact the patrol supervisor, at which point the patrol supervisor will request that any available unit respond to the location of the call for help.

If a School Resource Officer is working at the School where the In Force911 Activation originated, the Police Dispatcher shall immediately establish communications with this Officer and provide updates as they are received.

Throughout the incident, the WRECC should continue to message in the chat to obtain details just as they would on a phone call. Any newly obtained information should be put out over the appropriate Police radio channels.

- **ENDING AN ALERT:** Once it is confirmed that the threat is over (or the determination that it was an accidental activation) the patrol supervisor in charge of the incident will notify Dispatch to "End the alert". At that point, Dispatch will click the "END ALERT" button on the In Force911 Chatroom. Doing this will end the alert for everyone. The "END ALERT" button should not be clicked at any time without first being told to do so by the patrol supervisor in charge of the incident.

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: STARS Residencies FY19 Woodland Academy

Type of Funder: Massachusetts Cultural Council

Awarded Amount: \$5,000.00

Grant Funding Period: June 3, 2019 – June 7, 2019

Project title: African Arts in Education Residency

Program coordinator: Kim Marshall

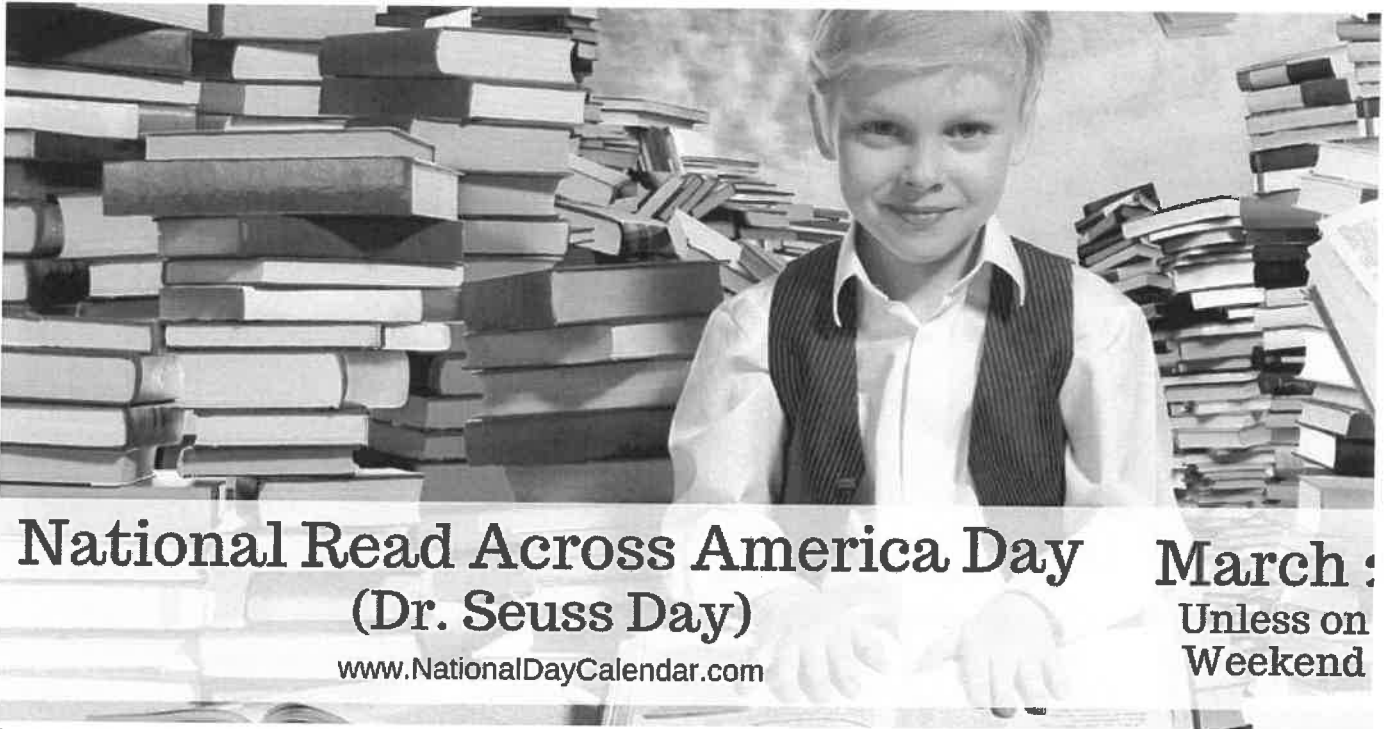
Purpose: This residency will allow students an opportunity to work and collaborate with master artists.

Description of the program: African Arts in Education will have grade level workshops where students will drum and dance. These workshops will allow students to perform on instruments, improvise accompaniments, analyze music, respond with purposeful movement, and understand music in relation to history and culture.

Program location: Woodland Academy

Outcomes and Measures: Students will connect with the world around them through African drum and dance.

NATIONAL READ ACROSS AMERICA DAY (DR. SEUSS DAY) – March 2 (If On Weekend, Nearest School Day)



**National Read Across America Day
(Dr. Seuss Day)**

www.NationalDayCalendar.com

March 2
Unless on
Weekend

NATIONAL READ ACROSS AMERICA DAY (DR. SEUSS DAY)

National Read Across America Day is an annual event that is part of Read Across America, an initiative on reading that was created by the National Education Association.

Each year, National Read Across America Day is celebrated on March 2nd, the birthday of Dr. Seuss. However, if it falls on a weekend, it is observed in the school systems on the school day closest to March 2nd. This day is a motivational and awareness day, calling all children and youth in every community across the United States to celebrate reading.

HOW TO OBSERVE

Pick up an interesting book and read it. More importantly, read with a child. Use #ReadAcrossAmericaDay or #DrSeussDay to post on social media.

HISTORY

The first National Read Across America Day was held on March 2, 1998.

DATES

March 1, 2019

Recommendations from the Massachusetts Department of Public Health

Rigorously evaluated curricula listed by the Department of Health and Human Services' Office of Adolescent Health (OAH) and the Sexuality Information and Education Council of the United States (SIECUS):

All 4 You!

Be Proud! Be Responsible!
Be Proud! Be Responsible! Be Protective
Cuidate*

Focus on Youth

Get Real Middle and High School Curriculum*

Health Improvement Project for Teens (HIP Teens)

Horizons

It's Your Game; Keep It Real

Making Proud Choices!*

Reducing the Risk

Respeto/Protector

Rikers Health Advocacy Program

Safer Choices

Sexual Health and Adolescent Risk Prevention (SHARP)

Sisters Informing Healing Living and Empowering (SIHLE)

Sisters Saving Sisters

Teen Outreach Program

* = most popular curricula in MA



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