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

AGENDA #33

on: Thursday November 18, 2021
at: 5:00 p.m. - Executive Session
6:00 p.m. - Regular Session
virtually in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #1-27 - Clerk
(November 4, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, October 21, 2021.

aor #1-28 - Clerk
(November 4, 2021)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, October 27, 2021.

aor #1-29 - Clerk
(November 10, 2021)

To consider approval of the Minutes of the School Committee Meeting of November 9, 2021.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

ACTION

gb #1-296 - Administration
(November 9, 2021)

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

Stacia Zoghbi, Ex-Officio – Worcester Technical High School
Julianna Manxhari - Doherty Memorial High School
Nancy Tran - North High School

VI. REPORT OF THE SUPERINTENDENT

ROS #1-13 - Administration
(November 10, 2021)

EQUITY AND OPPORTUNITY: STUDENT EXPERIENCE AND
PERFORMANCE BY RACE AND SPECIALIZED SERVICES

VII. COMMUNICATION AND PETITION - NONE

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Finance and Operations met virtually on Wednesday, October 27, 2021 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

The Standing Committee on Teaching, Learning and Student Supports met virtually on Monday, November 15, 2021 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

IX. PERSONNEL

1-44 - The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Dang, Klaudia, South High School, Guidance, 10/121/21
Feraco, William, Doherty High School, Vocational Education, 11/1/21
Koki-Mayo, Katherine, DAB, Special Education Chairperson, 11/5/21
Lake, Cecilia, Chandler Elementary, Teacher, 10/30/21
Lynch, Daniel, Doherty High School, Social Studies, 10/31/21
Powell, Kimberly, Vernon Hill School, Elementary, 11/3/21
Thibodeau, Jill, Sullivan Middle School, Health, 11/5/21

IX. PERSONNEL (continued)ACTION

1-45 - The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Battani, Samantha, Burncoat Middle School, Special Education 11/1/21
 Caezza, Victoria, Burncoat Middle School, Art, 11/3/21
 Nelson, Rebecca, Worcester Est Middle School, Behavior Specialist, 11/2/21
 Peck, Laura, Woodland Academy, Music, 10/22/21
 St. Peter, Sarah, Roosevelt, Special Education, 10/22/21
 Watzl, Emily, North High School, Mathematics, 11/5/21

1-46 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Adams, Anne, Special Education, Nelson Place School, BA+15, Step 8, effective 11/8/21.
 Chasse, Kaylie, Elementary, Union Hill School, BA, Step 1, effective 10/18/21
 Daley, Lynn, Guidance, South High School, CAGS/2M, Step 8, effective 11/2/21
 Ganem, Samuel, Vocational Education, Doherty High School, MA, Step 2, effective 11/1/21
 Henry, Nicole, Social Studies, Burncoat Middle School, BA+15, Step 8, effective 11/1/21
 Holland, Scott, Health, Sullivan Middle School, BA, Step 7, effective 11/6/21
 Johnson, Margaret, Art, Burncoat Middle school, MA, Step 2, effective 11/8/21
 Johnston, Lynn, ESL, Lake View School, BA, Step 1, effective 11/8/21
 Padilla, Laura, Elementary, La Familia Dual Language School, BA, Step 1, effective 10/25/21
 Parker, Vanessa, Elementary, Vernon Hill School, BA, Step 4, effective 11/3/21
 Rangel, Leonel, Mathematics, North High School, BA, Step 1, effective 11/8/21
 Razzaq, Abdeljaber, Social Studies, Doherty High School, PHD, Step 1, effective 11/1/21
 Reid, Caroline, Special Education, Woodland Academy, BA, Step 2, effective 11/8/21
 Reyes-Rodriguez, Jeannette, Elementary, La Familia Dual Language School, BA, Step 1, effective 11/1/21
 Sinasky, Joseph, Special Education, Burncoat High School, BA+15, Step 8, effective 11/1/21
 Winston, Steve, English, North High School, BA, Step 2, effective 10/21/21

X. GENERAL BUSINESS

gb #1-210.4 Administration/Ms. Novick/Mrs. Clancey/
 Ms. McCullough/Mr. Monfredo
 (September 29, 2021)

Response of the Administration to the request to list all those whose contracts are with the superintendent who are currently:

1. on automatic one year renewals of their contract;
2. beyond one year renewals;
3. beyond the renewal language of their contract otherwise and
4. have no written contract at all.

Report to be current to the filing date of this item (8/16/21).

GENERAL BUSINESS (continued)

ACTION

gb #1-215.1 - Administration/Miss Biancheria
(November 10, 2021)

Response of the Administration to the request to review the feasibility of utilizing retired IA staff as part time employees in areas of need such as reading and math at specific school sites under request of these services.

gb #1-243.1 - Administration/Mrs. Clancey/Ms. Novick/
Ms. McCullough/Mr. Monfredo
(October 28, 2021)

Response of the Administration to the request to provide an update on new hires from the re-allocated funds during budget hearings.

gb #1-250.1 - Administration/Ms. Novick/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(October 28, 2021)

Response of the Administration to the request to report on the filling of the additional staffing positions in the FY22 budget.

gb #1-255 - Administration
(September 14, 2021)

To approve the Job Description for Recruitment and Cultivation Director.

gb #1-297 - Administration
(October 18, 2021)

To accept the Massachusetts Insight Education and Research Institute Grant in the amount of \$12,500.

GENERAL BUSINESS (continued)ACTION

gb #1-298 - Administration
(October 18, 2021)

To approve the following prior fiscal year payments:

- \$433.44 to MSC Industrial Supply Corporation
- \$1,472.89 to ACV Enviro for hazardous waste cleanout at Foley Stadium
- \$1,233.72 to a principal for per diem pay
- \$10,742.00 to staff members at Claremont Academy for additional PD meetings and Sustainability Planning
- \$1,445.80 to Performance Health Supply, Inc.
- \$2,156.72 to Integrated Center for Child Development (ICCD) Partners
- \$36,830.72 to Devereux Advanced Behavioral Health
- \$1,149.32 to Pearson
- \$210.26 to ACV Enviro
- \$516.00 to Flaghouse
- \$1,000 to Johnson Controls
- \$3,112.61 to FW Webb
- \$750 to an employee for retirement sick days

gb #1-299 - Administration
(October 19, 2021)

To approve the following donations:

- \$500.00 from William Gates for Worcester Arts Magnet to be used toward their Arts programs
- \$2,500.00 from Mercury Wire Charitable Foundation to Lakeview, Belmont and Woodland Elementary Schools for the purchase of 3 color printers and ink

gb #1-300 - Ms. McCullough
(October 21, 2021)

Request that the Administration provide a report on all school playgrounds, needed repairs and cost for repairing/upgrading them.

gb #1-301 - Ms. McCullough
(October 25, 2021)

Request that the Administration reassess the need for crossing guards at secondary level schools.

X. GENERAL BUSINESS (continued)ACTION

gb #1-302 - Administration
(October 25, 2021)

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, which includes the Government Accountability Office (GAO) and the Office of Management and Budget (OMB) A-133 Reports and the Management Letter.

gb #1-303 - Administration
(October 25, 2021)

To review the Independent Accountants' Report on Applying Agreed-Upon Procedures for the Department of Elementary and Secondary Education End of Year Financial Report.

gb #1-304 - Administration
(October 25, 2021)

To review the Independent Accountant's Report on Applying Agreed Upon Procedures for Student Activity Fund Testing.

gb #1-305 - Ms. McCullough
(October 27, 2021)

Request that the Administration provide an update on the status of volunteers in schools while adhering to safety and mitigation protocols.

gb #1-306 - Administration
(November 3, 2021)

To accept the Massachusetts Department of Elementary and Secondary Education CVTE Equitable Career Access Grant in the amount of \$130,000.

gb #1-307 - Administration
(November 7, 2021)

To consider approval of the amended school calendar for December 2022.

X. GENERAL BUSINESS (continued)ACTION

gb #1-308 - Ms. Novick
(November 8, 2021)

Request administration report on specific resolution to the ongoing tardiness, absence, stops skipped, and other issues with Bus 38 across all tiers since the beginning of the school year, as has been repeatedly requested.

gb #1-309 - Ms. Novick
(November 8, 2021)

To set a date to recognize all those city and district staff otherwise unrecognized for their involvement in the planning, construction, and opening of the new South High Community School.

gb #1-310 - Ms. Novick
(November 8, 2021)

To set a date to thank the Central Detachment, Task Force Castle Operation Children First of the Massachusetts National Guard, and to thank AA Transportation Company, Inc. for their well-managed collaboration with the Worcester Public Schools in providing transportation to Worcester Public Schools students during the month of October.

gb #1-311 - Ms. Novick
(November 8, 2021)

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

gb #1-312 - Ms. McCullough
(November 9, 2021)

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

gb #1-313 - Administration
(November 9, 2021)

To consider approval of the Job Description for an Elementary Technology Teacher.

X. GENERAL BUSINESS (continued)

ACTION

gb #1-314 - Administration
(November 10, 2021)

To consider approval of the following Job Descriptions:

- Transportation Personnel Supervisor
- Transportation Safety and Training Liaison
- Transportation Safety Supervisor
- Transportation Systems Coordinator

gb #1-315 - Administration
(November 10, 2021)

To accept the Envirothon Grant from the Massachusetts State Grange in the amount of \$750.

XI. EXECUTIVE SESSION

gb #1-316 - Administration
(November 9, 2021)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-24.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-01.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

(Continued on next page.)

XI. EXECUTIVE SESSION (continued)ACTION

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares -Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021, Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester, Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants and Worcester School Committee, Grievance #21/22-7, Class Action Grievance Re: Retroactive Pay for Resignees.

XII. ADJOURNMENT

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

III. APPROVAL OF RECORDS
Clerk
(November 4, 2021)

ITEM - aor #1-27
S.C. MEETING - 11-18-21

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, October 21, 2021.

PRIOR ACTION:

BACKUP:

Annex A (8 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, October 21 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The School Committee of the Worcester Public Schools met in Open Session at 5:02 p.m. in the Esther Howland Chamber at City Hall on Thursday, October 21, 2021.

There were present at the Call to Order:

Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

There was absent: Miss Biancheria

1. EXECUTIVE SESSION

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

On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to recess to Executive Session at 5:05 p.m. to discuss the following items:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-20.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-24.

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

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021, All Worcester Public Schools Bargaining Units – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants; NAGE R1-156, 52 Week Secretaries; NAGE R1-16, Cafeteria Workers; International Union of Public Employees, Plumbers & Steamfitters, Local – 125; International Union of Public Employees, Tradesmen, Local -135; Massachusetts Nurses Association, Worcester School Nurses; Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries; Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Custodians; Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Unit D, Computer Technicians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19- Requirement of Vaccination of Employees of the Worcester Public Schools and Related COVID-19 Vaccination Verification Policy - All Worcester Public Schools Bargaining Units – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants; NAGE R1-156, 52 Week Secretaries; NAGE R1-16, Cafeteria Workers; International Union of Public Employees, Plumbers & Steamfitters, Local – 125; International Union of Public Employees, Tradesmen, Local -135; Massachusetts Nurses Association, Worcester School Nurses; Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Educational Secretaries; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

The School Committee recessed from Executive Session at 6:45 p.m. and reconvened in Open Session at 6:48 p.m.

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

A Moment of Silence was held for Michael Perro, longtime partner of School Committee member Dianna Biancheria.

There were present at the second Call to Order:

Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

There was absent: Miss Biancheria

Pursuant to action taken in Executive Session, it was moved to deny Grievance #20/21-20.

On a roll call of 6-1 (absent Miss Biancheria), the Grievance was denied.

APPROVAL OF RECORDS

aor #1-26 - Clerk
(October 11, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, October 7, 2021.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was approved.

IMMEDIATE ACTION

gb #1-262.1 -Administration
(October 11, 2021)

To recognize Maya Sushkin who was invited to compete at the National Science Fair for the third time and the following individuals:

- Mentor Mr. Alan Beard, a volunteer from Schneider Electric
- Ms. Donna Greenleaf, teacher from Nelson Place School
- Ms. Cindylee Snell-Hamilton, teacher from Nelson Place School
- Ms. Alicia Simonti, STEM Club after school advisor from Forest Grove Middle School

Maya Sushkin was recognized and the item was filed.

gb #1-274 - Administration
(October 11, 2021)

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

Stacia Zoghbi – Worcester Technical High School

Stacia Zoghbi, a student representative from Worcester Technical High School, spoke about the role of the School Committee representative.

It was moved and voice voted to file the item.

GENERAL BUSINESS

Mayor Petty suspended the rules to take the following item out of order:

gb #1-284 – Mr. Monfredo
(October 13, 2021)

Request that the principals recognize the superintendent and her administrative team at the School Committee meeting on Thursday, October 21, 2021 for navigating the school district through the pandemic during the 2020-21 school year and for their work on current challenges of the 2021-22 school year.

Mayor Petty stated that in the eight years that he has been Mayor he has not had a recognition item placed on the agenda prior to having a vote on it. He also said that since the pandemic is not over, he would prefer to recognize ALL staff of the WPS once the pandemic is over. He allowed Mr. Monfredo to challenge the order.

Mr. Monfredo requested that the item be reinstated. He stated that it was an act of censorship and a bully tactic to have his item removed from the agenda.

Dr. Karrie Allen, Principal, Goddard School of Science and Technology, read a letter signed by forty-four principals highlighting the accomplishments of Superintendent Binienda.

Two citizens also spoke on behalf of Superintendent Binienda.

Mr. Monfredo made the following motion:

Request that Superintendent Binienda be given an additional one-year extension to her contract and be allowed to assist the new Superintendent during the transition.

Ms. Novick stated that Mr. Monfredo's motion was previously brought forth and denied and according to Rule 41 of the WPS School Committee Rules, the motion cannot be put to a vote again.

Mayor Petty made a motion to file the item.

On a roll call of 5-1-1 (nay Mr. Monfredo and absent Miss Biancheria), the item was filed.

Mayor Petty allowed EAW President Roger Nugent to speak in support of extending pandemic related premium pay for transportation workers. He requested potentially using American Rescue Plan funds for compensation.

On a voice vote, the request was referred to the Administration.

Jane Troy, representing Cafeteria Workers Local 16, also spoke to potentially allocating some of those funds to compensate Cafeteria Workers.

On a voice vote, the request was referred to the Administration.

REPORT OF THE SUPERINTENDENT

ROS #1-12 - Administration

SY21 MCAS PERFORMANCE

Dr. Marco Andrade, Office of Research and Accountability Director, presented an overview of the SY21 MCAS Performance Data for the Students ELA, Math and Science Assessments. He provided data and stated that there was a decline in proficient scores in all grades except for grade 10. He outlined the various subgroups and noted large performance gaps. He hopes that the 2022 Spring MCAS will show progress in the performance with the return to in-person learning.

Ms. Novick asked for the district's response to the data at this point. She also asked for more data on student growth.

Superintendent Binienda stated that the district is performing and evaluating their own assessments and that the results will be provided at the School Committee meeting November 18th.

Dr. Andrade stated that he would provide information on student growth at the Standing Committee meeting.

On a voice vote, the item was referred to the Standing Committee on School and Student Performance.

gb #1-210.3 - Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough/
Mr. Monfredo
(September 29, 2021)

Response of the Administration to the request to list all those whose contracts are with the superintendent who are currently:

1. on automatic one year renewals of their contract;
2. beyond one year renewals;
3. beyond the renewal language of their contract otherwise and
4. have no written contract at all.

Report to be current to the filing date of this item (8/16/21).

On a roll call of 6-0-1 (absent Miss Biancheria), the item was held.

gb #1-236.1 - Administration/Mr. Monfredo/Mrs. Clancey/
Ms. McCullough/Ms. Novick
(October 5, 2021)

Request that the Administration provide a list of the dates of the first meetings of the school site councils for the 2021-22 academic year.

Mr. Monfredo made the following motion:

Request that the Administration invite parents to attend Site Council meetings.

On a roll call of 6-1 (absent Miss Biancheria), the motion was approved.

Ms. Novick made the following motions:

Request that the Administration provide a report on the makeup of the Site Councils.

Request that the Administration advise principals to include a Budget item on their Site Council agendas prior to their resource allocation meetings with the Administration.

On a roll call of 6-0-1 (absent Miss Biancheria), the motions were approved and the item was filed.

gb #1-264 – Administration
(September 21, 2021)

To approve the following donation:

- \$15,000 from Spectrum Health Systems to Lincoln Street School

On a roll call of 6-0-1 (absent Miss Biancheria), the item was approved.

gb #1-275 – Administration
(October 1, 2021)

To approve the following prior fiscal year payments:

- \$113.38 to Hercules Achievement, Inc/Herff Jones LLC for caps and gowns at University Park Campus School
- \$154.42 to Hercules Achievement, Inc/Herff Jones LLC for caps and gowns at Gerald Cramer Center and St. Casimir
- \$3,300 to Family and Education Wellness Center, LLC for a student
- \$715 to Northeastern State University for AP Training
- \$5,669.82 to CAPS Collaborative for tuition

On a roll call of 6-0-1 (absent Miss Biancheria), the item was approved.

gb #1-276 – Administration
(October 1, 2021)

To approve the following donations:

- \$250.00 from Country Bank to Jacob Hiatt Magnet School
- \$5,000 from The American Tower Foundation for the Visual Arts Program at Doherty Memorial High School
- \$4,018 from the Worcester Area Mission Society to Woodland Academy to reimburse salary for work done with the Summer CUBS community program
- a Baby Grand Ebony Tokai piano valued at approximately \$5,000 from Gus Giordano at the former Maxwell Silverman's to Worcester Technical High School

On a roll call of 6-0-1 (absent Miss Biancheria), the item was approved.

gb #1-277 – Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick
(October 5, 2021)

To provide an update on the fence at Lincoln Street School and any other updates pertinent to the matter.

Superintendent Binienda stated that she is working with the Assistant City Manager and Principal Gabrielian on possible alternatives to building a fence or installing cameras in the front entry of the school. She also requested that meetings be held with Dr. Castiel and representatives from the City on the subject.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Administration.

gb #1-278 – Mr. Monfredo/Ms. Novick
(October 12, 2021)

Request that the Administration consider hiring Parent Liaisons in five elementary schools using ESSER funding.

Ms. McCullough requested that the item be amended to include budgetary long term sustainable solutions for the five schools.

On a roll call of 6-0-1 (absent Miss Biancheria), the item as amended was referred to the Budget.

gb #1-279 – Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick
(October 12, 2021)

Request that the Administration provide a list of all middle and high school open house dates and times.

Ms. Novick requested that the information be made available to all applicable grades and quadrants.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Administration.

gb #1-280 – Mrs. Clancey/Mr. Monfredo/Ms. Novick
(October 12, 2021)

To consider the Resolutions before the MASC Delegates Assembly in order to advise the Worcester School Committee's delegate.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was filed.

gb #1-281 – Ms. Novick/Mrs. Clancey
(October 13, 2021)

Request administration ensure that all Worcester Public Schools employees have taken and submitted evidence of completing the state-mandated ethics training within the past two years, as required under M.G.L. Ch. 268A.

Ms. Novick stated that according to the Massachusetts General Laws, district resources cannot be used for political ends and that includes district email addresses. She also cited that positions within the district cannot be used to pressure people into political positions.

Ms. Novick provided the website [Mass.gov/ethics](https://www.mass.gov/ethics) in order for the public to file a confidential report.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Administration.

gb #1-282 – Ms. Novick/Mrs. Clancey
(October 13, 2021)

Request administration clarify with school leadership what materials are available to them for student and staff health and safety during the pandemic.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Administration.

gb #1-283 – Administration
(October 13, 2021)

Request that the School Committee APPROVE the APPOINTMENT of the following provisional civil service employees as School Nurse effective as shown:

Kelly, Mariela, La Familia Dual Language School, Bachelors, Step 5, \$62,459.00, effective August 26, 2021. Licensed: School Nurse All Levels

Lee, Julie, Canterbury Street School, Bachelors, Step 4, \$59,712.00, effective August 26, 2021. Licensed: School Nurse All Levels.

Soucie, Carissa, Belmont Community Elementary School, Masters, Step 1, \$56,858.00, effective August 26, 2021. License Pending: School Nurse All Levels

On a roll call of 6-0-1 (absent Miss Biancheria), the item was approved.

gb #1-285 – Administration
(October 14, 2021)

To formulate a policy regarding the use and replacement of Chromebooks and their accessories.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Standing Committee on Governance and Employee Issues.

gb #1-286 – Administration
(October 14, 2021)

Request that the Administration enter into a contract up to five years with Custom Computer Specialists for the district's new student information system, Infinite Campus.

Mr. Walton stated that the contract is being reviewed by the Law Department.

John Philipo, Executive Director of CELT stated that the cost for the new SIS is \$500,000 with an ongoing annual cost of \$250,000 per year.

On a roll call of 6-0-1 (absent Miss Biancheria), the item was approved.

On a roll call of 6-0-1 (absent Miss Biancheria), the meeting adjourned at 8:15 p.m.

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

III. APPROVAL OF RECORDS
Clerk
(November 4, 2021)

ITEM - aor #1-28
S.C. MEETING - 11-18-21

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Wednesday, October 27, 2021.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, October 21, 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call

The School Committee of the Worcester Public Schools met in Open Session at 12:02 p.m. in the Esther Howland Chamber at City Hall on Wednesday, October 27, 2021.

There were present at the Call to Order:

Mr. Foley, Ms. McCullough, Mr. Monfredo and Ms. Novick and Mayor Petty

There were absent: Mrs. Clancey and Miss Biancheria

1. EXECUTIVE SESSION

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

On a roll call of 5-2 (absent Mrs. Clancey and Miss Biancheria), it was moved to recess to Executive Session at 12:04 p.m. to discuss the following item:

gb #1-289 - Administration
 (October 22, 2021)

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19- Requirement of Vaccination of Employees of the Worcester Public Schools and Related COVID-19 Vaccination Verification Policy - All Worcester Public Schools Bargaining Units – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants; NAGE R1-156, 52 Week Secretaries; NAGE R1-16, Cafeteria Workers; International Union of Public Employees, Plumbers & Steamfitters, Local – 125; International Union of Public Employees, Tradesmen, Local -135; Massachusetts Nurses Association, Worcester School Nurses; Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Educational Secretaries; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

The School Committee recessed from Executive Session at 12:45 p.m. and reconvened in Open Session at 12:47 p.m.

Miss Biancheria arrived at 12:47 p.m.

Ms. McCullough left at 12:47 p.m.

There were present at the second Call to Order:

Miss Biancheria, Mr. Foley, Mr. Monfredo and Ms. Novick and Mayor Petty

There were absent: Mrs. Clancey and Ms. McCullough

GENERAL BUSINESS

gb #1-288 - Administration
(October 22, 2021)

To consider approval of the Coronavirus/COVID -19 Vaccination Verification Policy.

On a roll call of 5-2 (absent Mrs. Clancey and Ms. McCullough), the Coronavirus/COVID-19 Vaccination Verification Policy was approved.

On a roll call of 5-2 (absent Mrs. Clancey and Ms. McCullough), the meeting adjourned at 12:50 p.m.

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

III. APPROVAL OF RECORDS
Clerk
(November 4, 2021)

ITEM - aor #1-29
S.C. MEETING - 11-18-21

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Tuesday, November 9, 2021.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains a copy of the Minutes of the School Committee Meeting of Tuesday, November 9, 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call

The School Committee of the Worcester Public Schools met virtually in Open Session at 5:05 p.m. on Tuesday, November 9, 2021.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

COMMUNICATION AND PETITION

c&p #1-8 - Clerk
(October 25, 2021)

To consider a communication from the EAW to consider approval of a donation of 160 sick days to a staff member at Norrback Avenue School.

Melinda Martin spoke on behalf of the staff of Norrback Avenue Elementary School requesting that the staff be authorized to donate 160 sick days to an Instructional Assistant. She also requested that if the IA returns to work prior to the end of the school year that the sick days that were donated remain in her sick bank.

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

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

REPORT OF THE STANDING COMMITTEE (Ad Hoc Search Committee for the next Superintendent)

The Ad-Hoc Search Committee for the next Superintendent met virtually on Wednesday, November 3, 2021 at 7:00 p.m. in Room 410 of the Durkin Administration Building.

Ms. McCullough stated two proposals were submitted from the search firms of Hazard, Young, Attea and Associates and Greenwood/Asher and Associates. Using the rubric that was developed as part of the criteria that was listed in the RFP, an evaluation was done and it was decided that both firms met the minimum criteria. Each firm provided five references to contact but only four were contacted based on outreach. Those contacted for HYA stated that they were satisfied but there were some issues regarding the vetting of candidates.

She presented the financial proposals and stated that the services that Greenwood Asher would provide are much more substantial.

Miss Biancheria and Mr. Monfredo voiced their disappointment in only having two firms for consideration.

Ms. McCullough made the following motion:

Request that the School Committee move forward with the recommendation from the Ad Hoc Committee of Greenwood Asher and Associates and send it to the City purchasing director for final approval.

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

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

GENERAL BUSINESS

gb #1-243.1 - Administration/Mrs. Clancey/Ms. Novick/
Ms. McCullough/Mr. Monfredo
(October 28, 2021)

Response of the Administration to the request to provide an update on new hires from the re-allocated funds during budget hearings.

Mrs. Clancey asked if there were plans to hire more Mental Health professionals.

Superintendent Binienda stated that she would provide a list of those positions.

On a roll call of 7-0, the item was held for the meeting of November 18, 2021.

gb #1-250.1 - Administration/Ms. Novick/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(October 28, 2021)

Response of the Administration to the request to report on the filling of the additional staffing positions in the FY22 budget.

Ms. Novick requested that the item be held.

On a roll call of 7-0, the item was held for the meeting of November 18, 2021.

gb #1-255 - Administration
(September 14, 2021)

To approve the Job Description for Recruitment and Cultivation Director.

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

gb #1-290 - Administration
(October 22, 2021)

To accept the donation of Pixellot, a School Broadcast Program valued at more than \$10,000, as per the attached agreements.

Ms. Novick requested that the item be referred to the Standing Committee on Finance and Operations in order to secure a legal opinion by the Inspector General.

Superintendent Binienda stated that the City Solicitor and City Council have given their approval to the Program.

Philip Giarusso and Sandra Danault spoke in favor of the program.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the item was referred to the Standing Committee on Finance and Operations.

gb #1-291 - Administration
(October 25, 2021)

To accept the ARP-IDEA Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$1,722,266.

Ms. Novick requested that the item be referred to the Standing Committee on Finance and Operations due to the fact that the Grant includes a significant amount of money to be used on staff positions.

Kay Seale provided information on how the monies would be expended.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the item was referred to the Standing Committee on Finance and Operations.

gb #1-292 - Administration
(October 25, 2021)

To accept the ARP-Early Childhood Grant from the Massachusetts Department of Elementary and Secondary Education in the amount of \$153,122.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the item was referred to the Standing Committee on Finance and Operations.

On a roll call of 7-0, the meeting adjourned at 6:01 p.m.

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

V. IMMEDIATE ACTION
Administration
(October 25, 2021)

CURRENT ITEM - 1-288
S.C. MEETING - 11-18-21

ITEM:

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

Stacia Zoghbi – Worcester Technical High School
Julianna Manxhari - Doherty Memorial High School
Nancy Tran - North High School

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File.

VI. REPORT OF THE SUPERINTENDENT
Administration
(November 12, 2021)

ITEM - ros #1-13
S.C. MEETING - 11-18-21

ITEM:

EQUITY AND OPPORTUNITY: STUDENT EXPERIENCE AND PERFORMANCE BY RACE
AND SPECIALIZED SERVICES

PRIOR ACTION:

BACKUP:

Annex A (14 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.



Equity & Opportunity: Student Experiences and Performance by Race and Specialized Services

Office of Research and Accountability | November 2021



Equity & Opportunity | Relevance

As an educational institution, we have the responsibility to ensure equitable opportunities for all students. Educational outcomes differ for students of different races, ethnicities, socioeconomic status, and for those receiving specialized services. The differences arise from systemic factors and inequitable opportunities that go beyond the individual and impact lifelong outcomes. As a school community there is an opportunity to examine academic and opportunity gaps to have conversations about the implications of an equitable education for the future overall economic and social well-being of the city.



Equity & Opportunity | Presentation Overview

Background:

This presentation provides an update on various data for Worcester Public Schools with the intent of fostering a deeper understanding and recognition of achievement and opportunity gaps as well as how the district continues to address these needs.

This slide deck contains data by race and specialized service:

- Demographic info
- Culture & Climate data
- Academic performance
- Post-secondary outcomes

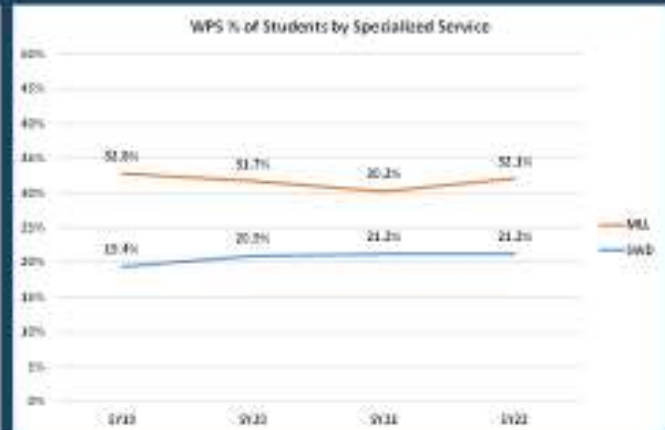
- Note: MLL in this presentation refers to students receiving English Language services. In other contexts it may include students taking world language and dual language.



Equity & Opportunity | District Demographics

Takeaways:

- Hispanic/Latino students make up about 45% of the total student population in WPS
- Approximately one of every three students is a MLL
- Approximately one of every five students receives special education services



Data Source: SY19-21 from DESE; SY22 is YTD from SAGE as of 11/2/21



Equity & Opportunity | Culture & Climate

- Research indicates students succeed academically when they form trusted relationships with adults, feel a sense of belonging, and are given rigorous expectations for learning. These factors influencing student learning are understood as School Climate; a foundational element in both school improvement and ensuring equitable educational outcomes across student groups.
- We will begin our conversation with measurements of school climate; including Panorama surveys, chronic absence, and discipline data. This data helps us understand the student experience.

The Panorama surveys measure the following for students in grs. 7-12:

Survey of Social-Emotional Learning Skills Competency	
Emotion Regulation	How well students regulate their emotions.
Growth Mindset	Student perceptions of whether they have the potential to change those factors that are central to their performance in school.
Self-Efficacy	How much students believe they can succeed in achieving academic outcomes.
Social Awareness	How well students consider the perspectives of others and empathize with them.
Survey of Student Supports + Environment	
Engagement	How attentive and invested students are in class.
Sense of Belonging	How much students feel that they are valued members of the school community.

Data Source: Creating Conditions for Student Success: A 90+ Schools' School Climate and Social-Emotional Learning



Culture & Climate | Student SEL, Supports & Environment

Takeaways:

- Black students report higher than average favorability on all domains in Spring and Fall
- Latino students report lower favorability than average on all domains in Spring and Fall

Student Race	Spring 2021							Fall 2021											
	All respondents	Group Size	Emotion Regulation	Growth Mindset	Self-Efficacy	Social Awareness	Group Size	Engagement	Sense of Belonging	All respondents	Group Size	Emotion Regulation	Growth Mindset	Self-Efficacy	Social Awareness	Group Size	Engagement	Sense of Belonging	
African American/Black	1331	47%	51%	41%	60%	6715	90%	41%	1303	4	1	1533	6	1	4	0	1546	1	1
Asian	599	0	0	0	1	578	0	-3	578	0	-3	634	1	1	4	3	645	1	0
Hispanic/Latino	2734	-2	-2	-3	-2	2663	-2	-1	2663	-2	-1	3836	-3	-3	-4	-3	3845	-1	-1
Multi-Race, Non-Hispanic	276	-3	3	0	-1	268	-3	-1	268	-3	-1	372	-4	4	2	0	375	-4	-3
White	2031	-2	2	3	4	1985	1	2	1985	1	2	2533	1	3	3	3	2556	1	2
Confidentiality protected	12					12			12			15					16		

Data Source: Panorama Surveys of students in grades 7-12 from Spring 2021 and Fall 2021 (9/13/21-10/1/21)



Culture & Climate | Student SEL, Supports & Environment

Takeaways:

- Students with disabilities report lower favorability than average on Social-Emotional skills on the Spring and Fall surveys
- MLL students report higher favorability than average on engagement & sense of belonging

		Spring 2021						Fall 2021								
		Group Size	Emotion Regulation	Growth Mindset	Self-Efficacy	Social Awareness	Group Size	Emotion Regulation	Growth Mindset	Self-Efficacy	Social Awareness	Group Size	Emotion Regulation	Growth Mindset	Self-Efficacy	Social Awareness
All respondents		6873	47%	51%	41%	60%	6718	50%	41%			8903	48%	49%	48%	55%
Student MLL Status																
No	5676	-3	1	0	1	5583	-2	-3				7142	0	0	1	1
Yes	1197	-1	-4	-2	-3	1136	0	8				1761	0	-4	-1	-2
Student Special Education Status																
No	5887	0	1	0	1	5772	0	0				7422	0	1	1	2
Yes	986	0	-5	-4	-7	946	0	3				1481	-2	-6	-3	-6

Data Source: Panorama Surveys of students in grades 7-12 from Spring 2021 and Fall 2021 (9/13/21-10/1/21)

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Culture & Climate | Attendance

Takeaways:

- Hispanic/Latino students, MLLs and students with disabilities have the highest rates of chronic absenteeism
- Asian, African American/Black, and White students have the lowest rates of chronic absenteeism



Data Source: DESE Student Attendance Report

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Culture & Climate | Discipline

Takeaways:

- On average, Students with disabilities and Multi-Race, Non-Hispanic students are 2 times more likely to receive an out of school suspension
- Students with disabilities, Hispanic/Latino and Multi-Race, Non-Hispanic students have higher rates of being suspended at least once in SY19 and SY20

	SY19	SY20	SY21	SY22 (YTD)
African American/Black	1.1	1.0	*	1.0
Asian	0.2	0.1	*	*
Hispanic/Latino	1.3	1.3	*	1.3
Multi-Race, Non-Hispanic	1.4	1.2	*	2.2
White	0.6	0.7	*	0.6
MLL	0.9	0.8	*	0.7
SWD	1.9	2.1	*	2.3

*Not enough data to calculate ratios

	SY19	SY20	SY21
All Students	4.0%	2.8%	*
African American/Black	4.4%	2.9%	*
Asian	0.8%	0.4%	*
Hispanic/Latino	5.3%	3.7%	*
Multi-Race, Non-Hispanic	5.6%	3.3%	*
White	2.4%	1.9%	*
MLL	3.6%	2.3%	*
SWD	7.7%	5.9%	*

*Not enough data

Data Source: Calculated using DESE Student Discipline report for SY19, SY20 and Sage Student Discipline query for SY22 YTD

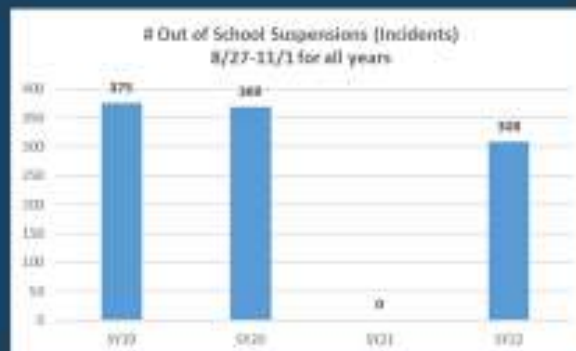
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Culture & Climate | Discipline (Year-to-Date)

Takeaways:

- Out-of-school suspensions have declined year over year
- The patterns of students suspended at least once through the first two months of the school year are similar to those observed over a full school year.



	SY19	SY20	SY21	SY22
All Students	1.3%	1.2%	*	1.1%
African American/Black	1.3%	1.1%	*	1.1%
Asian	0.4%	0.1%	*	0.1%
Hispanic/Latino	1.8%	1.6%	*	1.4%
Multi-Race, Non-Hispanic	1.9%	1.5%	*	2.4%
White	0.7%	0.9%	*	0.7%
MLL	1.1%	1.0%	*	0.8%
SWD	2.4%	2.4%	*	2.5%

*Not enough data

Data Source: Calculated using Sage Student Discipline query for SY22 YTD (data through November 1 of each year)

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Equity & Opportunity | Achievement

This section focuses on student achievement on state and local assessments. The data presented in this section includes:

- MCAS (meeting or exceeding expectations)
- STAR (district benchmark for needing/not needing supports)
- ACCESS for ELLs (meeting annual progress target)
- *Spanish assessments are not typically used to measure student academic achievement which creates a knowledge gap for our understanding of bilingual and dual language student progress and performance. By the end of the school year there should be American Reading Company English and Spanish assessment data to inform how students learned in bilingual programs. There is also STAR Spanish assessments that schools use to inform their programming.*

11

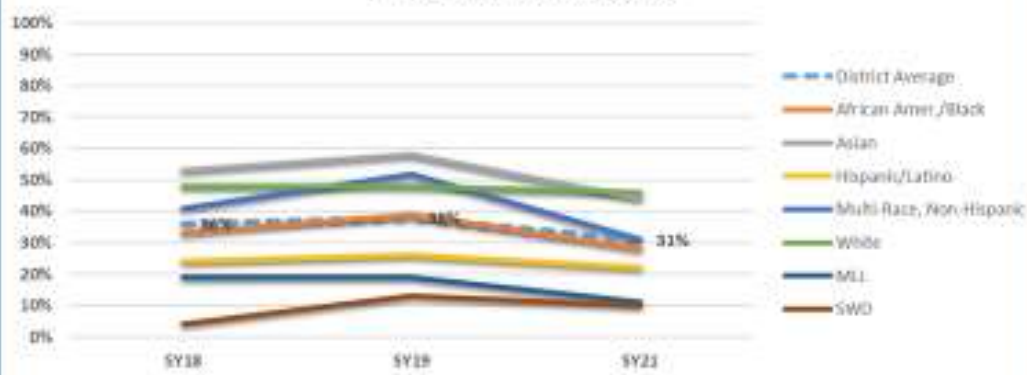


Achievement | 3rd Grade MCAS ELA

Takeaways:

- Reading on level by grade 3 is a key indicator for future school success
- The district average in SY21 was 31% of students meeting or exceeding expectations
- A greater percentage of Asian and White students scored meeting or exceeding expectations compared to all other groups

3rd Grade Reading (% Meeting or Exceeding Expectations on MCAS)
by Race, MLL, SWD status



Data Source: DESE MCAS results SY21

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Achievement | STAR Early Literacy by Race/Ethnicity

- Takeaways:**
- All groups experienced performance declines BOY to EOY SY21
 - All groups show performance declines BOY SY21 to BOY SY22
 - Hispanic/Latino students have lowest performance of all Race/Ethnic groups



Data Source: STAR Benchmark Period Testing Results – BOY SY21 was Sep/Oct, MOY SY21 was Feb/Mar, EOY SY21 was May/June, BOY SY22 was Sep



Achievement | STAR Reading by Race/Ethnicity

- Takeaways:**
- Hispanic/Latino students had the lowest reading performance of all Race/Ethnic groups
 - African American/Black and White students did not experience a performance decline from BOY to EOY in SY21



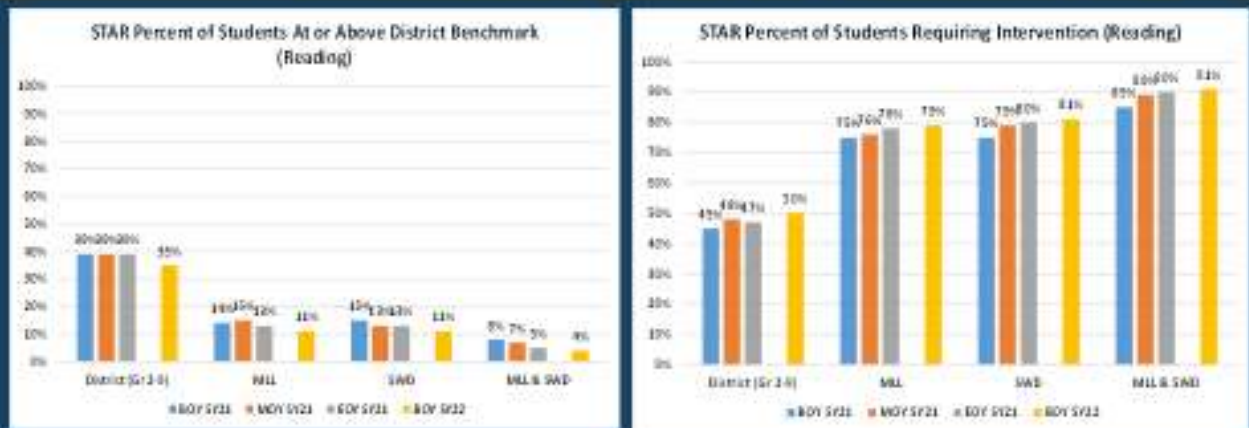
Data Source: STAR Benchmark Period Testing Results – BOY SY21 was Sep/Oct, MOY SY21 was Feb/Mar, EOY SY21 was May/June, BOY SY22 was Sep



Achievement | STAR Reading by Subgroup

Takeaways:

- Subgroups experienced declines BOY to EOY SY21
- Students who are receiving both English language and special education services (MLL & SWD) have the lowest percentage of students starting at or above benchmark in reading to begin SY22



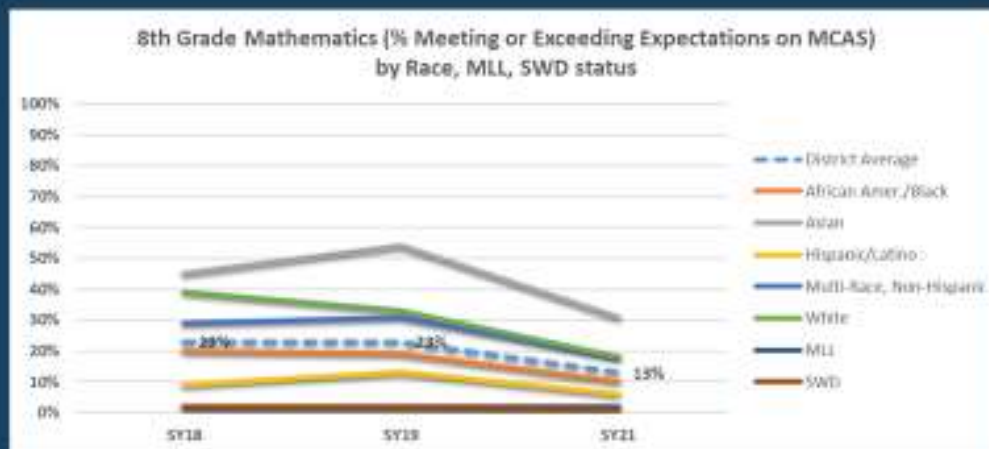
Data Source: STAR Benchmark Period Testing Results – BOY SY21 was Sep/Oct, MOY SY21 was Feb/Mar, EOY SY21 was May/Jun, BOY SY22 was Sep



Achievement | 8th Grade MCAS Mathematics

Takeaways:

- Similar patterns of achievement by race/ethnicity and specialized service are apparent in mathematics even as the overall district and state performance in mathematics dips after a year of COVID.

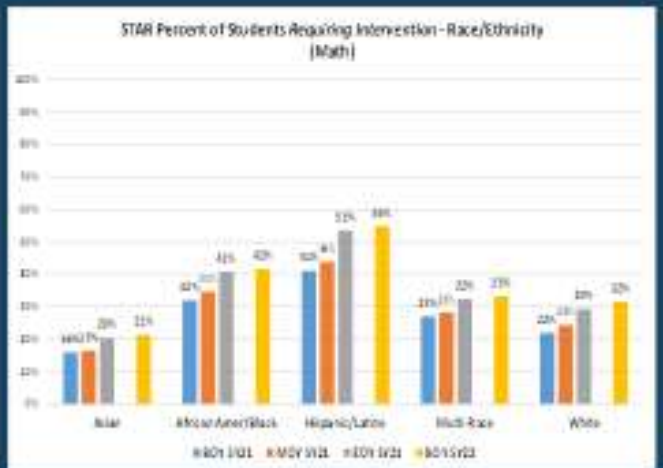


Data Source: DESE MCAS results SY21



Achievement | STAR Math by Race/Ethnicity

- Takeaways:**
- All groups experienced performance declines BOY to EOY SY21
 - All groups show performance declines BOY SY21 to BOY SY22
 - Hispanic/Latino students have lowest performance of all Race/Ethnic groups

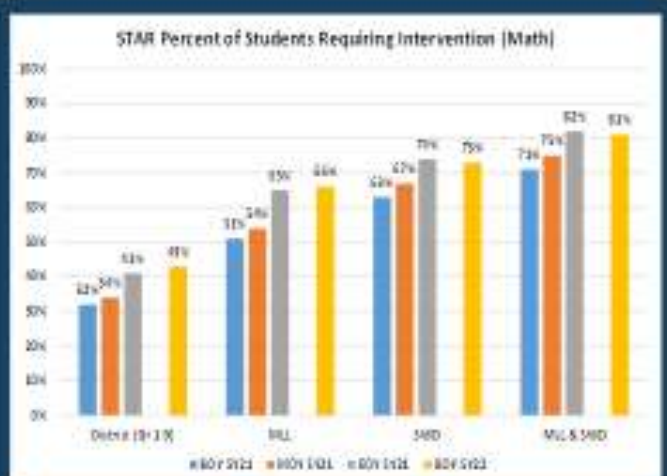
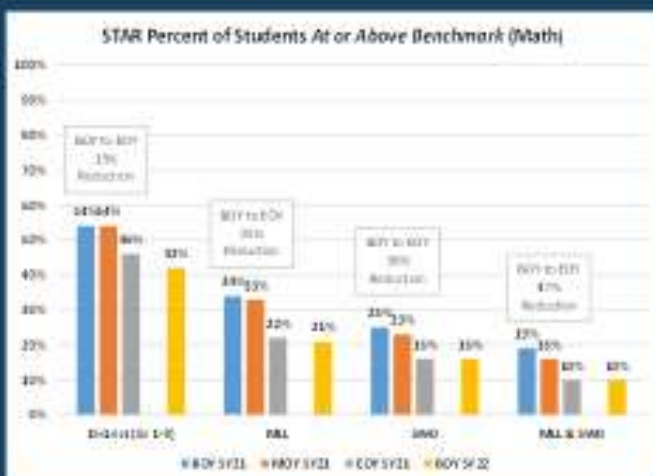


Data Source: STAR Benchmark Period Testing Results – BOY SY21 was Sep/Oct, MOY SY21 was Feb/Mar, EOY SY21 was May/Jun, BOY SY22 was Sep



Achievement | STAR Math by Subgroup

- Takeaways:**
- All groups experienced At/Above Benchmark achievement erosion BOY to EOY SY21
 - Rates to begin SY22 appear to align with rates from last June



Data Source: STAR Benchmark Period Testing Results – BOY SY21 was Sep/Oct, MOY SY21 was Feb/Mar, EOY SY21 was May/Jun, BOY SY22 was Sep



Achievement | Language Development - ACCESS

Takeaways:

- After a year of being out of school due to COVID, all racial groups experienced a decline in the percentage of English Learners achieving their annual targets
- Declines were least pronounced for Asian and White students

% of Students Meeting Their Progress Target in SY20 and SY21 by Race and SWD

	SY20	SY21
All ELs	52%	32%
African American/Black	53%	36%
Asian	53%	47%
Hispanic/Latino	50%	28%
Multi-Race, Non-Hispanic	58%	24%
White	58%	41%
EL who are also SWD	20%	16%

Data Source: SY20 and SY21 ACCESS for ELLs, DESE file

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Equity & Opportunity | Post-secondary Outcomes

This section focuses on student post-secondary readiness and success. The data presented in this section includes:

Post-secondary Readiness

- College Board Advanced Placement Program participation
- Graduation rates
- FAFSA completion

Post-secondary Success

- College enrollment (fall immediately following HS graduation)
- College persistence (from freshman to sophomore year at IHE)
- College degree attainment (receive any degree since IHE enrollment)

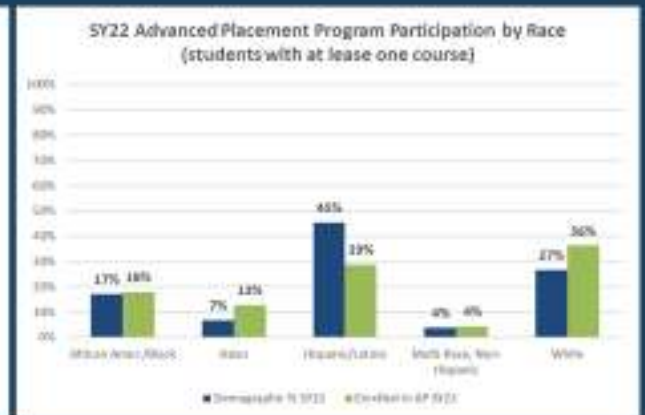
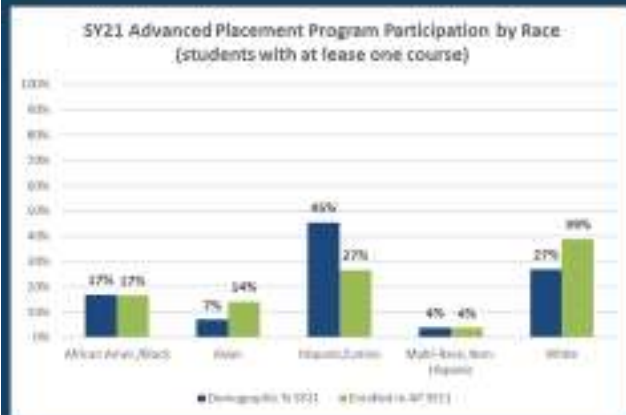
20



Post-Secondary Readiness | AP Participation

Takeaways:

- Black and Multi-Race, Non-Hispanic student participation is equivalent to the student population
- Asian and White student participation is above their enrollment
- Hispanic/Latino student participation is under-represented compared to their enrollment



Data Source: WPS SAGE Student Information System



Post-Secondary Readiness | Graduation Rates

Takeaways:

- Hispanic/Latino graduation gap has been closing over the past three years.
- SWD and MLL have largest graduation gaps; SWD widened for GC 2020



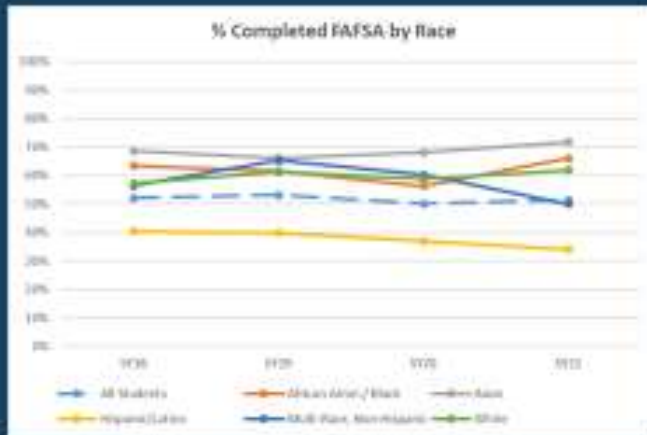
Data Source: DESE Graduation & Dropout reports



Post-Secondary Readiness | FAFSA Completion

Takeaways:

- On average over the past four years, approximately 60% or more of Asian, African-American/Black and White students complete FAFSA
- Hispanic/Latino, MLLs and SWD are under 40%



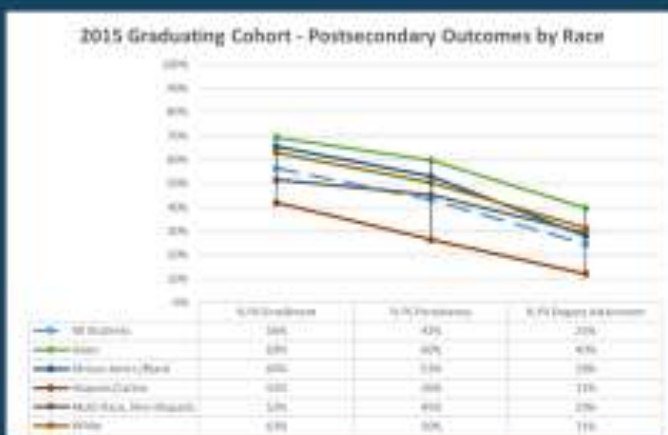
Data Source: Edwin Analytics as of 11/3/21



Post-Secondary Success | Post-Secondary Outcomes

Takeaways:

- 42% of Hispanic/Latino high school graduates of 2015 enrolled in a post-secondary institution the fall immediately following graduation; 43% for GC 2016. This is lower than the other racial groups by at least 10 points and for the 2015 graduating cohort a widening gap occurred for students persisting to their sophomore year.

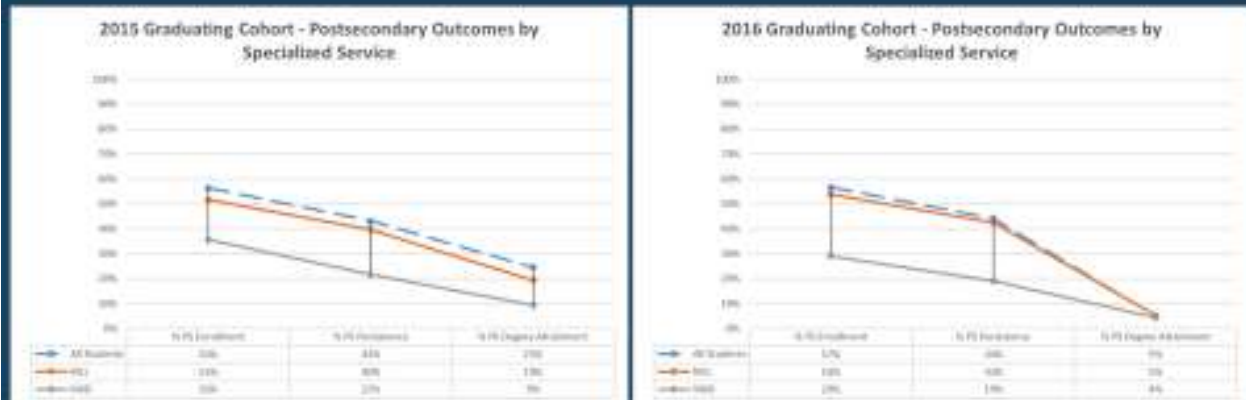


Data Source: National Student Clearinghouse (data on Edwin last updated Spring 2020)



Post-Secondary Success | Post-Secondary Outcomes

Takeaways: ➤ MLLs from the graduating cohort of 2015 and 2016 were only slightly lower in enrollment, persistence and degree attainment than the district average



Data Source: National Student Clearinghouse. Data on Edwin last updated Spring 2020

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Equity & Opportunity | Summary

Climate & Culture

Based on culture & climate data:

- SWD had lowest rates of SEL, highest rates of chronic absence and out-of-school suspension
- Hispanic/Latino students report lower than district average SEL, engagement and sense of belonging; higher than average rates of chronic absence and out-of-school suspension
- MLLs have higher than average chronic absence and lower than average SEL, but highest level of engagement and sense of belonging
- Asian, White, Black students are average or higher than average on SEL, engagement, sense of belonging and lowest on chronic absence and out-of-school suspension

Achievement

Based on the academic achievement data:

- In nearly all cases across all racial and service groups, there were declines in academic achievement after a year of remote instruction
- In nearly all cases, students at BOY this year are starting out with lower achievement compared to the prior cohort at BOY last year
- On average, Hispanic/Latino, MLL and SWD students appear to be the most impacted in terms of changes in performance and need for intervention
- English Learners on ACCESS show a decline in the percentage of students meeting their targets last school year; most pronounced for Multi-race and Hispanic/Latino English Learners

Post-Secondary Success

Based on the post-secondary success data:

- On average, Asian, White and Black students have average or higher than average outcomes
- Hispanic/Latino students have lower than average outcomes including marked differences in a number of post-secondary readiness and success indicators
- SWD and MLL students have lower than average outcomes across post-secondary readiness and success indicators

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Equity & Opportunity | SY22 Initiatives

Culturally Responsive Instruction	MLL Office Initiatives	Office of SEL Initiatives	Chief Diversity Officer
<ul style="list-style-type: none"> • Coherence framework • Universal Design for Learning • Student specific supports for acceleration of learning • Lesson planning with a culturally responsive practice lens • Expanding and diversifying students taking AP classes • Afterschool programs focused on enrichment • Learner Centered Initiatives 	<ul style="list-style-type: none"> • Evidence-based, culturally responsive resources supporting Eng & Spa literacy development for all bilingual programs • Embracing Multilingualism Conference • WIDA 2020 (ELD standards) • Co-teaching pilot at elementary level • HS ESL curriculum pilot • Increasing Seal of Biliteracy • Dual Language expansion to gr.11 	<ul style="list-style-type: none"> • Providing Universal and tiered SEL supports to all students using culturally responsive practices • Tiered intervention tools • Provision of SEL supports in community locations to allow for increased access in settings • Year long training with Dr Scott on equity, reviewing data to improve practices • Implicit bias training with Dr Noesi-Jernigan 	<ul style="list-style-type: none"> • Affinity groups • JET program • Administrative cohort program • Worcester Future Teachers • Generation Teach • Supt's Advisory Committee • Diversity Job Fair • MassInight Grant to attract candidates of color to teach AP

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Equity & Opportunity | SY22 Initiatives

Techquity	College & Career Readiness	Career Training	Strategic Partnerships
<ul style="list-style-type: none"> • Hotspots for students without connectivity • Close the homework gap • Sustainable solutions for 1:1 • Connecting students to broadband • ST Math • Lexia Learning 	<ul style="list-style-type: none"> • Early College Worcester - partnership with Quinsigamond & Worcester State Univ for 500 students per semester to participate • 100 miles to college • Launching in SY23 HS diploma/Associates Degree program • Increasing access to honors classes in middle school 	<ul style="list-style-type: none"> • Worcester Tech admissions criteria change for more equitable opportunities for students for acceptance. • Increasing opportunities in chapter 74 • Expansion of innovative pathways programs • Focusing on pathways to graduation; expanding opportunities for students 	<ul style="list-style-type: none"> • Barr Foundation – Portrait of a Graduate • Leading and leveraging data for student success • Revised school acceleration and accountability action plans with focus on gaps through the Network and in collaboration INSTILL • Dr. Irvin Scott = equity detectives and examining data for structural biases • Implicit bias training with Dr. Noesi-Jernigan

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Committee Members
John Foley, Chairman
Molly McCullough, Vice Chairman
Dianna Biancheria

AGENDA #5
F/O
10-26-21
Page 1

A C T I O N S

The Standing Committee on Finance and Operations met virtually at 4:30 p.m. on Tuesday, October 26, 2021 at the Durkin Administration Building in Room 410.

There were present: Ms. McCullough and Chairman Foley

There was absent: Miss Biancheria

Ms. Novick was also in attendance.

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

Others in attendance: Mr. Hennessey

gb #9-355 -Miss McCullough/Miss Biancheria/Mr. Foley/Mr. Monfredo
(October 23, 2019)

Request that the Administration explore the feasibility of providing bus transportation to secondary students that live less than 2 miles from school.

Mr. Allen stated that the Administration is discussing the feasibility of changing the two mile radius to possibly one and a half mile or a one mile radius. If the district implements the one and a half mile radius, the district would need approximately 7 additional big busses for middle school students and 17 for high school students. If the district implements a one mile radius, it will need 15 big busses for middle school students and 40 big busses for high school students.

Mr. Foley made the following motion:

Request that the item be held for discussion in FY23.

On a roll call of 2-1 (absent Miss Biancheria), the motion was approved.

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

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

gb #1-110 - Ms. Novick (March 31, 2021)

Request administration provide an update on student transportation.

(Consider these items together)

gb #0-33 and gb #0-110 (continued)

Mr. Allen stated that there are drivers in training that are interested in 7D training. The Administration is discussing with AA transportation the continued use of their vans that were being used by the National Guard. This will allow the Worcester Public School's bus drivers to continue to drive the same routes as the National Guards.

Mr. Foley made the following motion:

Request that gb 1-110 be filed and that gb 0-33 be held.

On a roll call of 2-1 (absent Miss Biancheria), the motion was approved.

gb 1-101 - Mr. Foley (March 23, 2021)

To discuss the use of school buses operated solely on electric power either through acquisition, conversion or a combination of both.

gb 1-153.2 - Administration/Ms. Novick (June 28, 2020)

Response of the Administration to the request to hold C and D for discussion for the July 22, 2021 meeting:

- C. Request that the Administration provide a report on the number of bus drivers needed in order to appropriately fill the district needs. **Ms. Novick**
- D. Request that the Administration provide a report on whether Federal Grant funds may be used for the purchase of school buses. **Ms. Novick**

gb 1-153.4 - Administration/Mayor Petty/Miss Biancheria (August 26, 2021)

Response of the Administration to the following motions:

Request that the Administration provide a financial plan to include ways to use the ESSER funds, taxpayer levies, leasing and any other alternatives when operating the new bus system. **Mayor Petty**

Request that the Administration seek a legal opinion to be provided at the September 2, 2021 meeting regarding representation of the Teamsters when hiring bus drivers. **Mayor Petty**

Request that the Administration provide a report on the type of fuel that will be used to run the busses to include the benefits of using diesel fuel versus gas. **Miss Biancheria**

(Consider these three items together.)

gb 1-101, gb 1-153.2 and gb 1-153.4 (continued)

Mr. Allen provided information on the following:

- bus driver recruitment
- procurement of vehicles
- support staff and
- property capacity

Bus Driver Recruitment

As of October 18, there were 21 people actively in training and the transportation department will be screening and interviewing 16 additional candidates for the next round of the nightlife class. This would provide 37 drivers in active training. Mr. Allen stated that updates will be provided at the November and December Standing Committee meetings.

Procurement of Vehicles

The bids that were solicited were for 100 Type C 71 passenger busses, 38 Type A midsize school busses and the two types of busses that the system currently operates. Next year, the system will acquire 27 new wheelchair busses.

Mr. Foley asked for information regarding the use of gasoline for busses.

Mr. Allen stated that busses using gasoline cost significantly less in maintenance and upkeep versus diesel. He also stated that gasoline is considered to be an alternative fuel.

The WPS ESSER 3 Application Funds were reviewed and approved to include the purchase of school busses.

Support Staff

Mr. Allen provided information on the addition of the following proposed new job positions:

- Transportation Personnel Supervisor
- Transportation Systems Coordinator
- Transportation Safety and Training Liaisons (3)
- Transportation Safety Supervisor

He stated that the Job Descriptions will be included on the School Committee Agenda on November 18, 2021.

Property Capacity

Mr. Allen stated that the original Lease Agreement for 150 North East Cutoff included space but the Administration would like to amend it with the landlord to build additional parking spaces.

gb 1-101, gb 1-153.2 and gb 1-153.4 (continued)

Mr. Foley made the following motion:

Request that gb 1-153.2 and gb 1-153.4 be filed and that gb 1-101 be held.

On a roll call of 2-1 (absent Miss Biancheria), the motion was approved.

gb 1-204 - Administration (July 30, 2021)

To consider approval of the Building Use Fees Policy.

Mr. Allen stated that South High Community School's building use fees rates were proposed to be adjusted to reflect the new school building and all of its updated technology. In addition, all fees were adjusted to reflect the current contractual rate changes.

On a roll call of 2-1 (absent Miss Biancheria), the Building Use Fees Policy was approved.

gb 1-208 - Administration (July 30, 2021)

To review the status of the FY22 Budget and make appropriate transfers as required.

Mr. Allen discussed the status of the FY22 Budget and appropriate transfers.

Mr. Foley requested that a Public Hearing regarding ESSER and SOA funds be scheduled for mid-November or early December.

Superintendent Binienda stated that, at the Public Hearing, discussions should also include the funding of full day preschool and early college programs.

It was moved to approve the following transfers:

Amount	From Account	Account Title	To Account	Account Title
\$400,000	500-91111	Teacher Salaries	500-91110	Administrative Salaries
\$140,000	500-91120	Maintenance Salaries	500-91123	Non-Instructional Salaries
\$50,000	500-91120	Maintenance Salaries	500-91121	Administrative Clerical Salaries
\$100,000	540103-92000	Transportation	540103-93000	Transportation

On a roll call of 2-1 (absent Miss Biancheria), the transfers were approved.

On a roll call of 2-1 (absent Miss Biancheria), the item was held for the second quarter report.

The meeting adjourned at 5:29 p.m.

X. GENERAL BUSINESS
Administration/Ms. Novick/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(November 10, 2021)

CURRENT ITEM - gb #1-210.4
S.C. MEETING - 11-18-21

1ST ITEM	gb #1-210	S.C.MTG. 8-26-21
2ND ITEM	gb #1-210.1	S.C.MTG. 9-23-21
3RD ITEM	gb #1-210.2	S.C.MTG. 10-7-21
4TH ITEM	gb #1-210.3	S.C.MTG. 10-21-21
5TH ITEM	gb #1-210.4	S.C.MTG. 11-18-21

ITEM:

Response of the Administration to the request to list all those whose contracts are with the superintendent who are currently:

1. on automatic one year renewals of their contract;
2. beyond one year renewals;
3. beyond the renewal language of their contract otherwise and
4. have no written contract at all.

Report to be current to the filing date of this item (8/16/21).

ORIGINAL ITEM: Ms. Novick (August 16, 2021)

Request the administration list all those whose contracts are with the superintendent who are currently:

1. on automatic one year renewals of their contract;
2. beyond one year renewals;
3. beyond the renewal language of their contract otherwise and
4. have no written contract at all.

Report to be current to the filing date of this item (8/16/21).

PRIOR ACTION:

8-26-21 - It was moved and voice voted to refer the item to the Administration for a report at the September 2, 2021 meeting.

9-23-21 - Ms. Novick asked if all central administrators and principal contracts have been signed.

(Continued on page 2.)

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

PRIOR ACTION (continued)

- 9-23-21 - Ms. Boulais stated that payroll is currently working on calculating salaries for some principals who have not signed their contracts.
(continued) Ms. Novick made the following motions:
Request that the Administration provide an update on the number of outstanding contracts.
Request that the Administration provide the actual number of outstanding Administrative contracts.
On a voice vote, the motions were approved.
On a voice vote the item was referred back to the Administration for updates at the meeting of October 7, 2021.
- 10-7-21 - Ms. Novick stated that there are still some outstanding issues.
Ms. Boulais stated that the COLA adjustments are processed and that the Human Resource Department should be able to have a list of the specific salaries for each employee by the second payroll paycheck.
Mr. Foley made the following motion:
Request that the Clerk of the School Committee interact with Ms. Novick and the Administration to identify the exact information that is being requested and provide the report at the October 21, 2021 School Committee Meeting.
On a voice vote, the motion was approved.
- 10-21-21 - On a roll call of 6-0-1 (absent Miss Biancheria), the item was held.

Annex A
 gb #1-210.4
 Page 1

Name	Title	written contract (y/n)	signed by employee (y/n)	signed by superintendent (y/n)	date signed	contract good through
Jennifer Boulais	HR	y	y	y	10/19/2021	2024
Therea Reichert	HR Dir	y	y	y	10/19/2021	2024
Ivonne Perez	CDO	y	n	n		
Robert Pezzella	School safety	In process				
Tim Sippel	Sec'dry Manager	y	y	y	6/10/2020	2022
Marie Morse	Elem Manager	y	y	y	10/25/2021	2026
Ellen Kelley	Elem Manager	y	y	y	6/10/2020	2022
Sarah Kyrilazis	Instr Tech/DL Manager	y	y	y		2026
Laura Cahill	Asst Mgr Inst Tech	n/a				
Carmen Melendez	Multilingual Ed Manager	y	n	n		2026
Erin Goldstein	Asst Dir Multiling	n/a				
Magdalena Ganas	Curr. & PL Manager	y	y	y	12/20/2020	2023
Maura Mahoney	SEL Manager	y	y	y	6/3/2019	2022
Marco Andrade	SSP Director	y	y	y	6/2/2021	2024
Gregory Barnes	Grant Manager	y	y	y	10/19/2021	2024
Sara Consalvo	Budget Director	y	n	n		2024
Tara Thompson	Payroll/MM Director	n/a				
James Bedard	Facilities Director	n/a				
John Hennessey	Transportation Director	y	n	n		2024
Donna Lombardi	Nutrition Director	n/a				
Robert Walton	IT Director	y	y	y	10/29/2021	2026
Mike Freeman	Asst Dir Transportation	n/a				
Tom Barrett	Coord. of Bldg & Grds	n/a				
Paul Comerford	Coord. Bldg Assess.	n/a				
Helen Friel	Asst to super/Clerk	y	y	y	11/10/2015	2015*
None of the following employees from the list have a contract with the superintendent.						
These employees have contracts with the school committee.						
Susan O'Neil	Deputy Superintendent	y	y	n/a		2020*
Brian Allen	CFO	y	y	n/a		2018*
Kay Seale	Special Ed Manager	y	y	n/a		2019*
Debra McGovern	Director of Nursing	y	y	n/a		2015*

* these contracts have language which makes them valid beyond the initial term of the contract so these employees continue to be under contract

X. GENERAL BUSINESS
Administration/Miss Biancheria
(November 10, 2021)

ITEM - gb #1-215.1
S.C. MEETING - 11-18-21

1ST ITEM gb #1-215 S.C.MTG. 8-26-21
2ND ITEM gb #1-215.1 S.C.MTG. 11-9-21

ITEM:

Response of the Administration the request to review the feasibility of utilizing retired IA staff as part time employees in areas of need such as reading and math at specific school sites under request of these services.

ORIGINAL ITEM: Miss Biancheria
(August 18, 2021)

Request that the Administration review the feasibility of utilizing retired IA staff as part time employees in areas of need such as reading and math at specific school sites under request of these services.

PRIOR ACTION:

8-26-21 - It was moved and voice voted to refer the item to the Administration for a report in the first week of November.

BACKUP:

The Administration will be prepared to speak to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file

X. GENERAL BUSINESS
Administration/Mrs. Clancey/
Ms. Novick/Ms. McCullough/Mr. Monfredo
(November 12, 2021)

CURRENT ITEM - gb #1-243.1
S.C. MEETING - 11-18-21

1ST ITEM	gb #1-243	S.C.MTG. 9-23-21
2ND ITEM	gb #1-243.1	S.C.MTG. 11-9-21
3 RD ITEM	gb #1-243.1	S.C. MTG. 11-18-21

ITEM:

Response of the Administration to the request to provide an update on new hires from the re-allocated funds during budget hearings.

ORIGINAL ITEM: Mrs. Clancey/Ms. Novick/Ms. McCullough/Mr. Monfredo
(September 10, 2021)

Request that the Administration provide an update on new hires from the re-allocated funds during budget hearings.

PRIOR ACTION:

- 9-23-21 - Considered with gb#1-250.
It was moved and voice voted to refer the items to the Administration for a report no later than November.
- 11-9-21 - Considered with gb 1-250.1
Mrs. Clancey asked if there were plans to hire more Mental Health professionals.
Superintendent Binienda stated that she would provide a list of those positions.
On a roll call of 7-0, the item was held for the meeting of November 18, 2021.

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

As part of the FY22 Budget, the School Committee reallocated 13 teacher positions for early literacy specialists / interventionists to class size reduction teachers.

These teachers have been assigned to the following schools:

1. Belmont Street
2. Canterbury Street School
3. Chandler Magnet
4. City View*
5. Clark Street
6. Columbus Park
7. Grafton Street
8. Goddard*
9. Lincoln Street
10. Quinsigamond
11. Rice Square
12. Vernon Hill*
13. Woodland Academy

*Classroom teacher.

The teachers are addressing significant gaps, working with the assigned teacher and in some cases covering missing staff.

11/12/21 response

There are 88 SAC positions, including 12 additional in current budget and reallocation from Rob Pezzella who changed Substance Abuse Counselor position to SAC. There are currently 2 vacancies, and interviews were held this week, and offers made. We anticipate that we will be fully staffed by 11/23.

X. GENERAL BUSINESS
Administration/Ms. Novick/Mrs. Clancey/
Ms. McCullough/Mr. Monfredo
(November 12, 2021)

CURRENT ITEM - gb #1-250.1
S.C. MEETING - 11-18-21

1ST ITEM	gb #1-250	S.C.MTG. 9-23-21
2ND ITEM	gb #1-250.1	S.C.MTG. 11-9-21
3RD ITEM	gb #1-250.1	S.C.MTG. 11-18-21

ITEM:

Response of the Administration to the request to report on the filling of the additional staffing positions in the FY22 budget.

ORIGINAL ITEM: Ms. Novick/Mrs. Clancey/Ms. McCullough/Mr. Monfredo
(September 14, 2021)

Request administration report on the filling of the additional staffing positions in the FY22 budget.

PRIOR ACTION:

9-23-21 - Taken with gb#1-243.
It was moved and voice voted to refer the items to the Administration for a report no later than November.

11-9-21 - Taken with gb 1-243.1
Ms. Novick requested that the item be held.
On a roll call of 7-0, the item was held for the meeting of November 18, 2021.

BACKUP:

11/12/21 response

There are 88 SAC positions, including 12 additional in current budget and reallocation from Rob Pezzella who changed Substance Abuse Counselor position to SAC. There are currently 2 vacancies, and interviews were held this week, and offers made. We anticipate that we will be fully staffed by 11/23.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

X. GENERAL BUSINESS
Administration
(September 14, 2021)

ITEM - gb #1-255
S.C. MEETING - 11-18-21

ITEM:

To approve the Job Description for Recruitment and Cultivation Director.

PRIOR ACTION:

- 8-23-21 - Ms. Novick requested that the item be held pending the report regarding the filling of the re-allocated positions.
It was moved and voice voted to hold the item.
- 11-9-21 - On a roll call of 7-0, the item was held for the meeting of November 18, 2021.

BACKUP:

Annex A (2 pages) contains a copy of the Job Description.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

**WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS**

Job Description

JOB TITLE: Recruitment and Cultivation Director

REPORTS TO: Chief Diversity Officer

PRIMARY JOB RESPONSIBILITIES:

1. Collaboratively develop and implement an annual recruitment strategy that engages the Worcester community and beyond building a high quality pipeline/pool of high quality prospective teachers and administrators.
2. Strategically utilize the time to maximize recruitment efforts, including cultivating an online presence when it is not possible to meet in person.
3. Analyze pre and post recruitment activities, marketing and communication efforts and other recruitment strategies to contribute to the overall recruitment strategic planning and effectiveness.
4. Provide targeted support to all internal pipeline programs such as including but not limited to the JET Program, Administrative Cohort and Future Teacher Clubs.
5. Build deep relationships with key partner organizations (university and community organizations) to reach target applicants and develop pipelines of future candidates.
6. Conduct recruitment outreach for the recruitment of outstanding principal and assistant principal candidates.
7. Other duties as assigned.

REQUIRED QUALIFICATIONS:

1. Experience developing and implementing a recruitment plan designed to attract high caliber talent into an organization.
2. Excellent interpersonal skills and ability to develop partnerships and strategic relationships with diverse constituents and communities.
3. Exceptional verbal and written communication skills
4. Demonstrated commitment to creating an organizational culture that values diversity
5. Ability to conduct research and accurately interpret data; and, to formulate proposals and initiatives that are research-based to inform future work.
7. Recent experience (within the past 3 years) as a Recruiter or Recruitment Specialist in a public education setting (PK-12)
8. Master's degree as well as exceptional knowledge about current practices in change management and in cultural competency

PREFERENCE GIVEN TO CANDIDATES WHO:

1. Have developed and implemented employee trainings, particularly employee orientation trainings
2. Have experience working in public relations
3. Have experience working with the media
4. Have working knowledge of Title IX, EEOC, and MCAD
5. Fluency in one or more of the Worcester Public Schools' official languages: (Spanish, Vietnamese, Portuguese, Albanian, Arabic, Nepali and Twi)

WORK DAY

The typical workday and week will be Monday through Friday from 8:30 a.m. – 4:30 p.m. This is a salaried position and the successful applicant will be expected to work the hours that are required to complete the requirements of the job. As part of the typical work assignment, the Recruitment and Cultivation Director will be expected to attend evening meetings, including but not limited to meetings of the full school committee as well as subcommittees, at the direction of the superintendent.

SALARY

Salary commensurate with experience. This is a 52-week position with 20 vacation days annually. This is a non-represented position.

X. GENERAL BUSINESS
Administration
(October 18, 2021)

ITEM - gb #1-297
S.C. MEETING - 11-18-21

ITEM:

To accept the Massachusetts Insight Education and Research Institute Grant in the amount of \$12,500.

PRIOR ACTION:

BACKUP: The purpose of this Grant is to support the development of a program that will attract, retain and mentor diverse teachers to lead AP classrooms.

Annex A (8 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant:	Advanced Placement Program
Type of Funder:	Massachusetts Insight Education and Research Institute
Awarded Amount:	\$12,500.00
Grant Funding Period:	August 9, 2021 through June 30, 2022
Project title:	AP Teacher Mentoring
Program coordinator:	O'Neil/Perez/Ganias
Purpose:	To support the development of a program that will attract, retain and mentor diverse teachers to lead AP classrooms.
Description of the program:	Through this grant, we will develop a unique teacher mentoring program that will work with future AP teachers.
Program location:	Worcester Public Schools
Outcomes and Measures:	Increase overall enrollment in Advanced Placement, so that the program reflects the demographics of the student population.

From: Massachusetts Insight Education and Research Institute, Inc.
Pay To: Worcester Public School

Date: 8/9/2021
Check #: 55611439

Invoice #	Bill Amount	Payment Amount
TOC Mini-Grant	\$12,500.00	\$12,500.00
Total		\$12,500.00

Mass insight
education & research

69 Canal Street
3rd Floor
Boston, MA 02114
massinsight.org

August 6, 2021

Worcester Public School
ATTN: Meureen Binienda
20 Irving Street, Durkin Administration Building
Worcester, MA 01609

Requested: \$10,000

The city's goal is to increase overall AP enrollment so that it reflects the demographics of the student population. Community outreach, student support, and "detracking" middle schools are all part of this district-wide effort.

The mini-grant will enhance recruitment, establish affinity groups, and provide support to teachers of color that aspire to teach AP courses. A district-wide mentoring and seminar program will be established serving ten teachers. The program will be co-managed by the district's chief diversity officer and the manager of the office of curriculum and instruction, both of whom have worked closely with MI in the past.

Recommendation:

We recommend increasing funding to \$12,500 given the district-wide focus of the program.

Mass Insight Education and Research Institute Program

Totals

Line 4: Stipends for Teachers

Teacher participants	\$	4,070
Teacher mentors	\$	4,070
Teacher presenters	\$	2,520

Line 6: Contractual	\$	1,585
National Presenter		

Line 10: Indirect costs	\$	255
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TOTAL	\$	12,500
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1. Please describe your AP program. What are the current student/teacher demographics for your school and your AP program? If your school demographics are different from the demographics of your AP program, what do you attribute the difference to? (250 - 500 words per answer)

Our Advanced Placement (AP) Program is poised to prepare students for college and career readiness. The effects of poverty, assimilation issues, equity and access to programs, as well as the lack of resources affecting Worcester's student population can be lessened through strong, effective school and community partnerships working to provide students with an education that will meet the demands of our changing economy and support and strengthen our students and their families. Utilizing these school and community partnerships to help increase AP enrollment and support students in achieving success in AP courses may help to decrease the numbers of students who enroll and then drop-out or enroll and never take the AP exams.

AP offers students the opportunity to work on college-level coursework while they are still in high school and earn college credit and placement. Evidence that we can grow successful programming is that we currently offer more than 30 AP courses in our high schools and some of our schools have award-winning AP teachers. Many of our students graduate from high school having taken multiple AP courses; we encourage every student to take at least one AP course before graduating from high school.

Students must be afforded learning opportunities that insure that they are ready to enter college, prepared to succeed in order for them to overcome low-income induced risks and thereby break the cycle of poverty. These learning opportunities must focus on improving academic skills and developing capacity, competency, and confidence in students through strengthening their learning habits and abilities. Our recent data analysis revealed that 8th grade students who did not select the honors track for high school do not traditionally enroll in AP courses.

While we work to vigorously recruit underrepresented students, our current school demographics are not reflected within our AP classes. We have been working on a campaign to inform parents of the importance of choosing the honors track for our rising 9th grade students.

A priority for our district is to "detrack" our middle schools (Grades 7 and 8) Detracking occurs when students are deliberately positioned into classes of mixed ability. Tracking can be associated with giving students in low-track classes less resources, fewer experienced teachers, low expectations, and unchallenging curricula. We believe that detracking will greatly benefit school achievement for all students if they are mixed in a group of students with mixed abilities.

2. What is the goal of your program that you are proposing and how will you measure success? (250 - 500 words per answer)

The goals of our program are increase the numbers of students of color in our AP courses as well as increase the representation of teachers of color in the AP teacher ranks.

Our outcome measures for these goals are: 1) An increase in the number of teachers of color recruited and retained teaching the AP courses and 2) An increase in the number of students of color in the courses.

We will continue to monitor and analyze our student demographic outcome data. Our data tell us that students of color who take part in AP courses are more likely to remain in and complete their college programs. Research points out that having teachers of color improves academic performance for students of color and improves graduation rates. There is also a benefit for white students who will gain an appreciation of, and exposure to, people of different races, ethnicities and backgrounds. A Learning Policy Institute study (Carver-Thomas, 2018) highlighted as a Promising Practice the building of high-retention, supportive pathways into teaching. Carver-Thomas states that research shows that improving teacher retention begins with high-quality teacher preparation: Candidates who receive comprehensive preparation are two to three times more likely to stay in teaching than those who receive little training.

Our district has had experience with AP previously and have seen firsthand the benefits that AP Training has had on teachers, especially the novice teacher. We are confident that the training will assist our teachers of color, because effective professional development is connected to clear goals (King & Newman, 2004).

When teachers' varying professional development experiences are related to each other as well as to school goals or state learning standards they are able to see the "big picture." This causes teachers to perceive their learning experiences as more valuable (Quick et al., 2009), which makes them more likely to change their teaching practice to positively affect student outcomes (Porter et al., 2003).

3. How does your project connect teachers to support and development opportunities (AP and beyond)? (250 - 500 words per answer)

Our project will develop the knowledge and skills of AP teachers to teach our students at high levels in preparation for the AP exam. The Worcester Public Schools AP Program is designed to provide high school students opportunities to enroll in college-level courses while in high school and as such, contain High Quality Instructional Materials (HQIM). We fully recognize that High Quality Instructional Materials can assist our teachers in understanding the focus and the details of content material and how this relates to the standards. This is a particularly important mind shift as regards standards that are new, or revised, as the need is great for being able to recognize and realize the expectations associated with the new or revised standard and most important the role HQIM plays.

The design of our program is such that it will provide educators with the opportunity to deliver lessons as well as reflect on lesson design and examine instructional practices and student work specific to their content area. By integrating high-quality materials, teacher collaboration and reflection on lesson planning, and ongoing feedback this is a good model for improving instruction and student learning.

We will help teachers gain familiarity with the AP exam to ensure student success on the exam and earn college credit. AP teachers will work collaboratively sharing best practices to engage students at high academic levels and empower students to employ creative ways to demonstrate mastery in the subject. Teachers will continue to participate in professional development to intentionally implement culturally relevant pedagogy and collaborative problem solving strategies. Our AP teachers will value the assets that our students bring such as culture, language, religion, gender and life experiences. The AP teachers will make sure that all of their students gain the skills and experiences that will lead them to post high school demands.

4. Thinking of the unique challenges, joys, and accomplishments that AP teachers experience, how would your program improve the experience of AP teachers at your school? (250 - 500 words per answer).

Understanding there is a need for AP teachers of color in our district, we will intentionally recruit and aim to engage underrepresented teachers in this rigorous work by supporting them in areas of need such as writing syllabi, time management strategies to ensure coverage of large amounts of material, and time to engage with subject-like peers. This may include providing a mentor, recommending courses offered by The College Board and other professional learning opportunities in their discipline.

MASS INSIGHT AP GRANT

AP teachers will also be provided with opportunities to engage in affinity groups, PLCs and other academic experiences for the purpose of elevating their subject knowledge and creating a space to address and discuss issues with other AP teachers of color and allies.

5. How will this project connect to other efforts in your school to promote a more inclusive, anti-racist culture? (250 - 500 words per answer)

Our district is committed to purposeful work around equity, culturally responsive pedagogy, and collaborative problem solving. Our goal is to diversify the workforce to represent our student population. As a means of realizing these goals, we want to increase the representation of teachers of color in the AP area as well as increase the numbers of diverse students in our high schools enrolled in AP courses.

We firmly believe that including students' families in the educational process is non-negotiable and we are working at removing communication barriers that prevent underrepresented families from exploring AP opportunities for their children. We further state that by knowing our students and their families we will be prepared to offer our students the best educational experiences that includes a commitment of high levels of academic excellence for all, content and learning experiences where students maintain their cultural integrity and the ability to understand and critique the existing social order.

We strive to promote a school and district culture that welcomes and embraces our students no matter when they come to us and what experiences they bring. We aim to give all of our students the opportunity to expand their existing skills so that when they leave us they are prepared to take part in the college or career path of their choice.

6. How much funding are you requesting and how will you use that funding to support the goals of the proposed program? Please be specific about how you will use the funds and what your program timeline will be. (250 - 500 words per answer)

We are requesting \$10,000 to support our program. (NOTE: Funders awarded the program \$12,500) Funds will be used to develop an internal structure of support to recruit and retain teachers of color. We will be developing a unique teacher mentoring programming for future AP teachers. Our structure includes a combination of seminars and focused mentor sessions. The seminar topics including Universal Design for Learning, Culturally Responsive Pedagogy, building relationships, and incorporating engagement into student learning. The mentor sessions allow for new teacher support and time to build potential lessons incorporating the seminar topics. The combined seminar and mentor structure will offer the opportunity to develop an awareness of unintentional barriers and support the development of actionable strategies to support the success of potential AP teachers.

MASS INSIGHT AP GRANT

7. Please enter the name of the teachers and at least one school administrator or AP Coordinator who is in support of the proposed program. (250-500 words per answer)

Due to the importance of this work in the Worcester Public Schools, the Chief Diversity Officer, Ivonne Pérez will be working with school leaders to recruit teachers of color and lead their mentoring process. Ms. Perez will partner with Dr. Magdalena Ganas, Manager of the Office of Curriculum and Professional Learning who facilitates the AP Program for WPS. They will collaboratively partner with high school principals to recruit teachers and mentors and facilitate the opportunity to build a foundation of knowledge and strategies for teachers. The teachers will be able to apply the foundation as part of preparation for teaching an AP course.

X. GENERAL BUSINESS
Administration
(October 18, 2021)

ITEM - gb #1-298
S.C. MEETING - 11-18-21

ITEM:

gb #1-298 - Administration
(October 18, 2021)

To approve the following prior fiscal year payments:

- \$433.44 to MSC Industrial Supply Corporation
- \$1,472.89 to ACV Enviro for hazardous waste cleanout at Foley Stadium
- \$1,233.72 to a principal for per diem pay
- \$10,742.00 to staff members at Claremont Academy for an additional PD meetings and Sustainability Planning
- \$1,445.80 to Performance Health Supply, Inc.
- \$2,156.72 to Integrated Center for Child Development (ICCD) Partners
- \$36,830.72 to Devereux Advanced Behavioral Health
- \$1,149.32 to Pearson
- \$210.26 to ACV Enviro
- \$516.00 to Flaghouse
- \$1,000 to Johnson Controls
- \$3,112.61 to FW Webb
- \$750 to an employee for retirement sick days

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains the backup to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

- P.O. closed in error
- Final invoice exceeded amount of P.O. Original quote was underestimated.
- Request submitted after close of fiscal year
- Request submitted after close of fiscal year
- Services were rendered prior to establishing a P.O.
- Documentation arrived after close of fiscal year
- Invoice received this fiscal year
- P.O. closed in error
- Final invoice exceeded amount of P.O.
- P.O. closed in error before backordered items were received
- Final invoice exceeded amount of P.O.

X. GENERAL BUSINESS
Administration
(October 19, 2021)

ITEM - gb #1-299
S.C. MEETING - 11-18-21

ITEM:

To approve the following donations:

- \$500.00 from William Gates for Worcester Arts Magnet to be used toward their Arts programs
- \$2,500.00 from Mercury Wire Charitable Foundation to Lakeview, Belmont and Woodland Elementary Schools for the purchase of 3 color printers and ink

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Ms. McCullough
(October 21, 2021)

ITEM - gb #1-300
S.C. MEETING - 11-18-21

ITEM:

Request that the Administration provide a report on all school playgrounds, needed repairs and cost for repairing/upgrading them.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Finance and Operations.

X. GENERAL BUSINESS
Ms. McCullough
(October 25, 2021)

ITEM - gb #1-301
S.C. MEETING - 11-18-21

ITEM:

Request that the Administration reassess the need for crossing guards at secondary level schools.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(October 25, 2021)

ITEM - gb #1-302
S.C. MEETING - 11-18-21

ITEM:

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, which includes the Government Accountability Office (GAO) and the Office of Management and Budget (OMB) A-133 Reports and the Management Letter.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Finance and Operations.

X. GENERAL BUSINESS
Administration
(October 25, 2021)

ITEM - gb #1-303
S.C. MEETING - 11-18-21

ITEM:

To review the Independent Accountants' Report on Applying Agreed-Upon Procedures for the Department of Elementary and Secondary Education End of Year Financial Report.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Finance and Operations.

X. GENERAL BUSINESS
Administration
(October 25, 2021)

ITEM - gb #1-304
S.C. MEETING - 11-18-21

ITEM:

To review the Independent Accountant's Report on Applying Agreed Upon Procedures for Student Activity Fund Testing.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Finance and Operations.

X. GENERAL BUSINESS
Ms. McCullough
(October 27, 2021)

ITEM - gb #1-305
S.C. MEETING - 11-18-21

ITEM:

Request that the Administration provide an update on the status of volunteers in schools while adhering to safety and mitigation protocols.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(November 3, 2021)

ITEM - gb #1-306
S.C. MEETING - 11-18-21

ITEM:

To accept the Massachusetts Department of Elementary and Secondary Education CVTE Equitable Career Access Grant in the amount of \$130,000.

PRIOR ACTION:

BACKUP: The purpose of the Grant is to provide supplementary support to build school and district capacity to address issues around equity and access in Career Vocational Technical Education.

Annex A (17 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Worcester Public Schools
Grants Office

Grant Acceptance Form

Name of Grant: CVTE Equitable Career Access

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$130,000.00

Grant Funding Period: November 1, 2021 – June 30, 2022

Project title: CVTE Equitable Career Access

Program coordinator: Sippel/O'Neil

Purpose: To provide supplementary support to build school and district capacity to address issues around equity and access in Career Vocational Technical Education.

Description of the program: To enhance the ability to raise awareness of, and engagement with, CVTE programs in the district for those students are English Learners and those who are Students with Disabilities. Funds will also be used for the creation and implementation of a fair and equitable recruitment and admissions process for the above-identified students.

Program location: Worcester Public Schools

Outcomes and Measures: To develop a culture that will promote inclusivity and equity of access.

50530722

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

PART I - GENERAL

A. APPLICANT: Worcester Public Schools				District Code: 0 3 4 8			
ADDRESS: 20 Irving Street							
Worcester, MA 01609							
TELEPHONE: (508) 799-3108							

B. APPLICATION FOR PROGRAM FUNDING				
FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2022	FEDERAL/ COMPETITIVE administered by the Office of College Career and Technical Education			\$130,000
106	CVTE Equitable Access Grant	Upon Approval (no earlier than 7/1/2021)	6/30/2022	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATORY: <i>Maureen F. Binienda</i>	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 10/1/2021

DATE DUE: Thursday, May 20, 2021 or Monday, October 4, 2021
Proposals must be received at the Department by 5:00 p.m. on the date due.

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: 106

Program Name: CVTE Equitable Access Support Grant

Budget Line Item Category				Amount	
1 ADMINISTRATOR SALARIES:				Total Amount	COMMENTS
	# of staff	FTE	MTRS		
				\$ -	
SUB-TOTAL				\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:				Total Amount	COMMENTS
	# of staff	FTE	MTRS		
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
3 SUPPORT STAFF SALARIES:				Total Amount	COMMENTS
	# of staff	FTE	MTRS		
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
4 STIPENDS:				Total Amount	COMMENTS
	# of Staff	Rate	Rate Type	MTRS	
Administrator	20	\$37	per hour		Participation in program activities
Teacher Instructional/Professional Staff	40	\$42	per hour		Participation in program activities
				\$ 21,168	
				\$ 62,160	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 83,328	
5 FRINGE BENEFITS:				Total Amount	COMMENTS
5-a MTRS (automatically calculates if MTRS box is checked)				\$ -	
5-b Other				\$ -	
Health Insurance				\$ -	
Other Retirement Systems				\$ -	
Federal Insurance Contributions (FICA)				\$ -	
SUB-TOTAL				\$ -	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: 106

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Consultants/Prof Dev for Teachers & Support Sta		\$100	per hour	\$ 16,000	Implicit Bias Training
Consultants/Prof Dev for Teachers & Support Sta		\$100	per hour	\$ 20,000	Promotional videos
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 36,000	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
Other (for events)				\$ 3,280	Supplies to be used at events
Other (PD supplies)				\$ 1,740	PD supplies
				\$ -	
				\$ -	
SUB-TOTAL				\$ 5,020	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	COMMENTS
Other (printing and reproduction)				\$ 3,000	Costs of production of materials
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 3,000	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %		Total Amount	COMMENTS
		2.04%		\$2,652	At agreed upon rates
SUB-TOTAL				\$ -	
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 130,000	

Name of Grant Program: CVTE Equitable Access Grant

Fund Code: 106

PART III – REQUIRED PROGRAM INFORMATION

1. **Name(s) of High School(s) engaged in project:** Worcester Technical High School, South High Community School, North High School and Doherty Memorial High School
2. **Name(s) of largest sending middle schools/districts targeted for admissions:** Worcester East Middle School, Sullivan Middle School, Forest Grove Middle School, Burncoat Middle School, Claremont Academy, and University Park Campus School
3. **Grant Contact:** Timothy Sippel, Ed.L.D., Manager for Instruction and School Leadership - Secondary, Worcester Public Schools
4. **Contact Email Address:** sippelt@worcesterschools.net
5. **Contact Phone #:** 508-799-3499

Overall Proposal Questions

1. **What are some critical equity and access issues in CVTE in your school or district?**

The Worcester Public Schools strategic plan, *Defining our Path: A Strategic Plan For Education in Worcester 2018- 2023*, states that the city is a "growing global community" and that since 1990 "the population has increased 8%, bringing shifts in racial, ethnic, age, gender and household composition of the city. The number of residents of Latino, African American and Asian descent has grown by more than 150% since 1990, while those of European descent have declined 13%. While the city has experienced tremendous changes, enrollment in our District's Career Vocational Technical Education (CVTE) programs have not kept pace with these demographic changes. In both applicants and admissions, English Learners and Students with Disabilities are underrepresented.

2. **In what way will this proposal help to improve equity and access in CVTE?**

Funding from this proposal will assist us in two ways:

- (1) Funds will be used to enhance our ability to raise awareness of, and engagement with, CVTE programs in our district for those students who are English Learners and those who are Students with Disabilities.
- (2) Funds will be used for the creation and implementation of a fair and equitable recruitment and admissions process for the above-identified students.

3. **What new structures will be put in place to accomplish this work?**

The following structures will be put into place as a result of this work

- (1) **Revised admissions policy:** Worcester Public Schools is currently working on a revised admissions policy for Worcester Technical High School (WTHS) and district Chapter 74 programs at our comprehensive high schools that will be

Worcester Public Schools – FY 22

1 | Page

ready within the next few months for use in the beginning of calendar year 2022 (Admissions for programs in SY 22-23). This revised admission policy will be responsive to the concerns that have been raised by national, state and local stakeholders with regard to equity of access for all students. The admission policy has been developed with input from stakeholders within our community and has been, and will continue to be, reviewed and approved with public input.

- (2) Engagement opportunities: Through this collaborative effort, Worcester Public Schools proposes the development and implementation of engagement opportunities that will help to provide information about career pathways and career opportunities early in the academic careers of the students that are at the centerpiece of our work.
- (3) Enhanced outreach and recruitment for English Learners: The recruitment process will include a comprehensive strategy of communication among WPS staff and schools including administration and student support personnel, students and families and community stakeholders. Activities will include open house events and building tours. The events will be organized by capitalizing on the expertise from these partners to support family engagement. For instance, parents will have access to information by having knowledgeable staff from the CVTE program and school-based liaisons present, as well as interpreters to facilitate communication with parents. Sign-in sheets and online forms for prospective students will support follow-up with parents and caregivers via telephone calls, home visits, or mediation by community partners to ensure commitment from students and their families and minimize the potential for attrition. Information fliers will be prepared and available in all of the WPS major languages for students and their families. It is hoped that WPS will also be able to develop messaging that can be pushed out via multiple platforms, such as social media, in an effort to reach as many as possible.

4. Priority in funding will be available to applicants with letters of partnership from sending schools/districts. Please upload letters of partnership where applicable.

Letters of Support have been included with this application, please see the Attachment *Letters of Support*.

Please answer questions only for the priorities that you are applying for. One budget should be submitted for the entire proposal.

Priority 1: Data-Informed Decision-Making - NOT APPLICABLE AS WE ARE NOT SEEKING FUNDING UNDER THIS PRIORITY

1. Who are the key team members who will participate in this work, and will their roles be?
2. What data resources will be used?
3. What reflective routines or improvement cycle routines will be used?
 - a. [if it is used already] How is it used currently, and in what way will its use be strengthened?
 - b. [if it is new] How will it be used to implement or begin this work?
4. Provide a budget narrative, not to exceed 200 words, that includes an explanation for each proposed expenditure. The budget narrative must correspond to the line item sequence to be submitted in EdGrants. The budget narrative must clearly explain each

expenditure in the budget forms including stipend rates and amounts spent in creating partnership opportunities.

Priority 2: English learner recruitment and success in CVTE

1. What are some specific program/school/district issues that have been identified around EL recruitment and success?

Data show that there is a need to increase awareness of CVTE programs among English Learners (EL) and their families as well as provide information on how students can apply to these programs.

For example: The data dashboard shows that the percentage of EL students who apply for admission to Worcester Technical High School (WTHS) is well under their representation in the population; therefore, their percentage of enrollment is also disproportionately low. District and school efforts have succeeded in narrowing this gap but there is still much that needs to be done. This is most clearly shown at WTHS in regards to data we have received from Massachusetts Department of Elementary and Secondary Education (MA DESE) and the United States Department of Justice (US DOJ); but it also applies to CVTE programs at the district's comprehensive high schools.

While our efforts will be focusing on this process for WTHS in the immediate future, we are working towards building systems that will be able to be used in recruitment/retention efforts of ELs in all of our district CVTE programs regardless of location.

2. Describe the role of EL recruitment specialist or associated staff designated to lead the project. How will this specialist or staff be used to support EL recruitment and success?

Worcester Public Schools is not seeking funding for a recruitment specialist. We have designated an Assistant Principal at Worcester Technical High School (WTHS) as well as the Department Head for English Learners at WTHS to lead this effort. In doing so, we are working with established staff who have a complete understanding of program dynamics, existing relationships with community partners, and experience in successfully marshaling resources to meet this challenge. As all of our district's high schools have comparable positions, this approach will support efforts that are both scalable and sustainable.

3. Who are other key team members who will participate in this work, and their roles?

In addition to the two positions outlined in response to *Question #2*, other key members of this work include the principal and assistant principals at each of the sending schools; the CVTE program directors and guidance counselors.

At the district office, the following staff members will be key to coordinating this effort: the Manager for Instruction and School Leadership – Secondary (Timothy Sippel Ed. L. D.), the Chief Diversity Officer (Ivonne Perez), Manager of Multilingual Learners (Carmen Melendez-Quintero); Special Education and Intervention Services (Kay Seale), Research and Accountability Office (Marco Andrade, Psy.D.) and the Liaison for College and Career Readiness (Whitney Goodwin) who provides support to middle school guidance counselors.

4. What data resources will be used?

Demographic data for the district; wait list and admission data for students 8th grade for the Worcester Public Schools.

5. What reflective routines or improvement cycle routines will be used?

a. [if it is used already] How is it used currently, and in what way will its use be strengthened?

The WPS' *Theory of Action* guides the decision-making of district and school redesign teams as they engage in the iterative process (Plan/Do/Study/Act) leading to sustained accelerated student performance. The Mission of Worcester Public Schools is to provide all students the opportunity to advance their scholarship with a rigorous core curriculum and high-quality instruction. This enables students to discover the expanse of their academic talents, shape the quality of their character, and develop the confidence to become conscientious, reflective citizens who are empowered to better our communities and our world. Our *Theory of Change* is: If we embrace a student-centered approach that: fosters innovation in schools; provides vital supports for teaching and learning ensures access to modern technology; develops critical thinking and technical skills of all student and leverages the input of families and community; then we will build a system of diverse, high performing schools that can equip all students with academic, social and technical skills necessary to thrive.

Leading this project is the Manager for Instruction and School Leadership - Secondary, Dr. Sippel. Underrepresentation has been an item of concern for the district and for the community for several years and the school has worked in partnership with the US DOJ and district staff to try to increase the representation of ELs at Worcester Technical High School; our work with them has informed this process as we move forward. A group consisting of district and community stakeholders started to look at the data and ask key questions about it. Various scenarios were put forward in order to facilitate the design-thinking process. This work has moved us towards an admission recruitment and enrollment process that is responsive to our current situation as well as anticipate and remediate any emerging concerns. .

b. [if it is new] How will it be used to implement or begin this work?

6. What will collaboration with sending districts/schools, community organizations and other stakeholders look like?

As mentioned previously, our collaboration plan at this point features work in smaller groups so that we can focus our efforts and make them personalized; thus each of the schools will be working in collaboration with their partners, basing their work on a plan with elements common to all of the aforementioned locations. This work will include training for middle school guidance counselors; Grade 6, 7, and 8 tours of Worcester Technical High School (WTHS) for EL students and their families; presentations to parent advisory councils; WTHS EL staff and students visiting with middle school EL students; information on WTHS open house event distributed to all schools and

community agencies and admission teams adopting an academic marks rubric to include the higher grade between grade-level English or ESL course.

In doing this, we will draw upon community organizations and longtime partners, such as the Latino Education Institute (LEI); Southeast Asian Coalition (SEAC); Boys & Girls Club; YMCA; YWCA and Friendly House, to name just a few. We will also be working with existing parent groups - including the individual school site councils, the Special Education Parent Advisory Council (SPED PAC); English Learner Parent Advisory Council (EL PAC) and Citywide Parent Advisory Council (CPAC). All members of these work groups will be involved in recruitment efforts. These collaborations will ensure that recruitment efforts, including open houses, tours and other recruitment events, are designed to attract the student population of Grade 8 EL students and their families.

We will also be collaborating with in-district partners, such as the Office of Multilingual Learners (Carmen Melendez-Quintero), the Chief Diversity Officer (Ivonne Perez), Research and Accountability Office (Marco Andrade, Psy.D.); Special Education and Intervention Services (Kay Seale) and the Liaison for College and Career Readiness (Whitney Goodwin) who provides support to middle school guidance counselors.

- 7. Provide a budget narrative, not to exceed 200 words, that includes an explanation for each proposed expenditure. The budget narrative must correspond to the line item sequence to be submitted in EdGrants. The budget narrative must clearly explain each expenditure in the budget forms including stipend rates and amounts spent in creating partnership opportunities.**

Line # 4: Stipends for staff to participate in training:

Stipends are needed for instructional professional staff to participate in the various engagement events: Estimated at 1,540 hours X \$37 per hour = \$56,980 and 350 hours X \$42 per hour = \$14,700 for a total of \$71,680.

Line #6: Contractual: Production of marketing materials and media = \$20,000.

Line # 7: Supplies to be used in different events = \$3,280.

Line #9: Printing and reproduction for promotional materials = \$3,000

Line #10: Indirect costs at agreed upon rates = \$2,040.

Total requested for this priority = \$100,000

Priority 3: Building Equitable Structures in CVTE

- 1. What does quantitative and qualitative data tell us about existing inequities in Ch74 programs in the school/district?**

Ninth grade enrollment data for the last few years indicate that the representation of students of color and economically disadvantaged students at Worcester Technical High School (WTHS) closely mirrors the representation of these groups within the district-wide population. The proportion of English learners and students with disabilities in WTHS

ninth grade enrollment remains below their share of the district-wide ninth grade enrollment, though in the case of English learners the gap has narrowed. The data also reveal that the underrepresentation of English learners and students with disabilities begins at the application phase of the admissions process— these students are not applying for admission to WTHS in proportion to their representation in the overall population.

Performance data also demonstrate that WTHS ninth graders have substantially higher 8th grade state test scores in English language arts and mathematics, and higher average attendance rates than the averages for the district-wide population. WTHS ninth grade students also have consistently had much lower average number of disciplinary infractions in the two prior years than the students in the overall ninth grade population.

2. What sustained professional development opportunities will the recipient provide key admissions personnel regarding diversity, equity, and inclusion?

Several of the equity concerns described above are being addressed through significant revisions to the CVTE admissions policy being considered by the School Committee. Seats at Worcester Technical High School (WTHS) will be allocated proportionally to each feeder school, which will ensure geographic and socioeconomic diversity that more closely matches the district population. Admissions criteria for academics, attendance, and discipline & safety are also being revised both to align with updated state regulations and to address the performance discrepancies in WTHS enrollment.

A recommendation completed by a team of educators at the middle schools will continue to be worth 25% of students' overall score. This recommendation will center on appraising attributes that are not measured by the other criteria in the admissions policy, specifically: (1) classroom participation, (2) collaboration and teamwork, (3) interest in vocational education, (4) motivation & perseverance, and (5) personal responsibility & citizenship. The use of a team recommendation has been developed to ensure more objectivity in this process and to avoid recommendations that hinge on an individual educator's perspective. However, even in the team context there are ways that educators' implicit biases may influence their ratings of students.

Funding will provide for the work of a consultant to assist district staff in ensuring educator teams develop an awareness of implicit biases and can mitigate their impact in the process. We will work to nurture team conversations that uncover implicit biases and ensure inter-rater reliability so that teams can evaluate students fairly and recognize the assets they demonstrate. Overall, this professional development will support staff in addressing attitudes or stereotypes that affect their understanding, actions, and decisions in an unconscious manner as regards the recruitment and admission process for students to CVTE programs.

In addition to the work of the consultant, funding will provide us with the necessary resources to pay stipends for participants as this work will most likely take place during out-of-school hours.

3. How might these be used to build lasting equitable structures?

The professional development will help to build a foundation and to develop a culture that will promote inclusivity and equity of access. The inter-rater reliability and implicit

bias training will establish new protocols and guidelines for the educator recommendation process that district and school staff members will continue to utilize for years to come.

District leaders will also engage with Worcester Technical High School (WTHS) comprehensive high school CVTE programs, and middle school staff to review the demographics of students admitted to CVTE programs and the impact of educator recommendations on those admissions decisions. This data review will inform adjustments to protocols, rubrics, and training in following years.

4. Who are key partners from sending schools and/or districts who will participate in this work, and how will the recipient collaborate with those partners to develop equitable practices regarding information sharing and the application process?

Key members of this work at each sending middle school will include principals, assistant principals, the head counselor and guidance counselors, and members of the eighth grade educator teams (including ESL and Special Education teachers) at each of the schools. The CVTE program directors for Worcester Technical High School (WTHS) and the comprehensive high schools will support middle school teams through the logistics of the recommendation process.

At the district office, the following staff members will be key to coordinating this effort: the Manager for Instruction and School Leadership – Secondary (Timothy Sippel Ed. L. D.), the Chief Diversity Officer (Ivonne Perez), Manager of Multilingual Learners (Carmen Melendez-Quintero); Special Education and Intervention Services (Kay Seale), Research and Accountability Office (Marco Andrade, Psy.D.) Office of Curriculum and Professional Learning (Magdalena Ganas, Ed.D.) and the Liaison for College and Career Readiness (Whitney Goodwin) who provides support to middle school guidance counselors.

5. Who are stakeholders (internally and externally) who are concerned with or have experience in this area, and how can they be engaged in the process?

Our collaboration plan centers on providing training and supporting the success of school-based teacher teams. We will also consult with specific community partners to review the proposed training materials and solicit their feedback. We will also be collaborating with in-district partners, such as the Research and Accountability Office; Special Education and Intervention Services and the Office for Curriculum and Professional Learning.

6. Provide a budget narrative, not to exceed 200 words, that includes an explanation for each proposed expenditure. The budget narrative must correspond to the line item sequence to be submitted in EdGrants. The budget narrative must clearly explain each expenditure in the budget forms including stipend rates and amounts spent in creating partnership opportunities.

Line # 4: Stipends for staff to participate in training:

Stipends are needed for instructional professional staff to participate in training in implicit bias: Estimated at 140 hours X \$37 per hour = \$5,180 and 154 hours X \$42 per hour = \$6,468 for a total of \$11,648.

Line #6: Contractual: Professional development for diversity and implicit bias = \$16,000.

Line # 7: Supplies for professional development = \$1,740.

Line #10: Indirect costs at agreed upon rates = \$612.

Total requested for this priority = \$30,000.

FY2022: CVTE Equitable Access Grant

Fund Code: 106

Purpose:

The goal of this federally funded competitive grant program is to provide supplementary support to build school and district capacity to address issues around equity and access in Career Vocational Technical Education (CVTE) programs through three priorities; Analyzing Data, Enhancing English Learner Recruitment and Success, and/or Building Equitable Structures. These priorities are inclusive of:

- Effectively using waitlist, enrollment, and outcome data to identify equity and access areas of need;
- Engaging in reflective thinking, innovation, and ongoing continuous improvement;
- Developing and/or strengthening systems to address gaps in equity and access;
- Partnering in communities of practice in these areas;
- Engaging student populations and communities most affected by the COVID-19 pandemic.

The Department of Elementary and Secondary Education has [data resources available](#) for districts to analyze enrollment trends and prioritize approaches in this work.

This grant offers schools and districts funding to build upon efforts to implement and sustain culturally responsive admissions and learning environments particularly for building equity in districts where potential student success has been most exacerbated by the COVID-19 pandemic. This in turn will help grow awareness of opportunities in college & career pathways as students prepare for the ever growing and changing labor market.

Priorities:

Through this grant, the Department of Elementary and Secondary Education (DESE) and/or its partners will provide, in addition to the grant funds, technical assistance, professional development and/or coaching to support school and/or district teams in one or more of the following priority areas. Participation in these technical assistance activities is an expectation of this funding opportunity. Applicants can apply for as many of these priorities that are of interest to them and do not have to apply to all.

Priority 1 — Data-Informed Decision-Making in CVTE

Priority 1 is to **strengthen districts' use of Perkins & other data** to improve access to and performance of Chapter 74 programs for all students. Districts may accomplish this through examining waitlist, enrollment, and outcome data; re-thinking teaming or collaborative communication structures; enhancing data routines; and other justified innovations to improve access and outcomes aligned with a **reflective/continuous improvement cycle**.

Successful proposals should reference using a reflective improvement cycle or enhancing any of the steps of an improvement cycle.

Priority will be given to proposals that improve district data practices in examining CVTE waitlist, enrollment, and outcome data alongside other resources in a thoughtful cycle of inquiry throughout the school year.

Priority 2 — English Learner (EL) Recruitment and Success in CVTE

Priority 2 is to **prioritize and strengthen EL recruitment and success**. Districts will accomplish this through establishing an EL Recruitment Specialist or developing a creative approach using staff ; rethinking recruitment and local partnership strategies; and developing specific culturally responsive and collaborative practices.

Successful proposals should clarify the role of recruitment specialist; reference the use of data, feature collaboration with sending districts/schools and community stakeholders; and develop specific practices that strengthen EL recruitment and success across CVTE programs.

Priority will be given to proposals that provide for designated EL specialists to work with districts to develop targeted culturally responsive strategies to attract, recruit, and retain English Learners throughout the admissions cycle; ensure the admissions (recruitment through application) process is accessible, including access to materials in primary languages; and collaborate with the sending districts/schools to provide support to EL's and remove barriers to completing the process and participating in programs.

Priority 3 — Building Equitable Structures in CVTE

Priority 3 is to **build equitable structures** that strengthen the CVTE admissions and/or learning environment. Districts may accomplish this through rethinking collaboration and reflection routines and developing specific tools, practices, and professional development experiences to build cultural competency.

Successful proposals should reference the reflective use of data, for example district and program enrollment trends; collaboration with sending districts/schools, local organizations or other partners; and specific tools and practices that strengthen practitioners' ability to develop and maintain equitable structures across CVTE programs.

Priority will be given to proposals that include diversity, equity, inclusion, anti-bias and anti-racism training, with a focus on staff involved with recruitment and admissions, to improve practices such as tours, information sessions, interviews and application review.

Please see the *Additional Information* section below, as well as *Part III — Required Program Information* for full details about the key grant activities and grant requirements for each of the above priorities.

Eligibility:

Districts with existing [Chapter 74-approved secondary CVTE programs](#) are eligible.

Funding Type:

Federal (CFDA) 84.425

Funding:

Approximately \$2,400,000 is available for districts with Chapter 74-approved secondary CVTE programs. **One year of continuation funding will be available in year two (FY2023) contingent upon implementing grant requirements in year 1 (FY2022).**

Funding priority will be for:

- districts with demonstrated awareness, opportunity and enrollment gaps for multiple subgroups or over multiple years and
- regional districts who submit applications in partnership with sending districts as demonstrated by a letter of partnership commitment
- Districts serving students and sending schools/districts most affected by the COVID-19 pandemic.

Applicants may apply for one or more of the listed priorities as follows. Applicants' requests for funding should be commensurate with the scope of activities proposed.

- **Priority 1 — Data-Informed Decision-Making in CVTE: up to \$30,000** (up to 15 districts will be funded under this category)
- **Priority 2 — English Learner Recruitment and Success in CVTE: up to \$100,000** (up to 15 districts will be funded under this category)
- **Priority 3 — Building Equitable Structures in CVTE: up to \$30,000** (up to 15 districts will be funded under this category)

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

Grant funds must be used to implement systems and strategies outlined in submitted proposal. Grant funds may be used for staff stipends, consultants, substitutes, professional development, and materials to be used in the implementation of system-level changes.

Project Duration:

Upon Approval (no earlier than 7/1/2021) – 6/30/2022 with a potential for continuation for FY2023 (7/1/2022–6/30/2023)

Program Unit:

Office of College Career and Technical Education

Contact:

Nyal Fuentes

Phone Number:

(781) 338-3593

Date Due:

Two rounds of applications will be open, to ensure funding for the beginning of the fiscal year, (7/1/2021), please apply for the first round, the second round will be for funds available by the beginning of November, 2021.

Round 1: Thursday, May 20, 2021

Round 2: Monday, October 4, 2021

Letter of Intent: Please complete an optional letter of intent up to a week previous to your proposed application date. This does not obligate you to apply.

Proposals must be received at the Department by 5:00 p.m. on the date due.

Required Forms:

Part I — General — Program Unit Signature Page — (Standard Contract Form and Application for Program Grants)

Part II — Budget Details

Part III — Required Program Information

Additional Information:

See Appendix 1 for additional planning considerations.

Submission

Instructions:

Please email the required documents as listed above, attached to a single email, to nyal.f.fuentes@mass.gov using the subject line CVTE Equitable Access Grant.

Early submission is strongly encouraged to ensure the complete application is received and confirmed by 5pm on the due date.

Awarded Recipients: Upon award, recipients will be required to enter the approved budget and Part I in EdGrants. Once selected, recipients will be contacted with further instructions on the process.

X. GENERAL BUSINESS
Administration
(November 7, 2021)

ITEM - gb #1-307
S.C. MEETING - 11-18-21

ITEM:

To consider approval of the amended school calendar for December 2022.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the amended 2022 school calendar.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Worcester Public Schools Calendar 2022-2023

AUGUST 2022							SEPTEMBER 2022							OCTOBER 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

NOVEMBER 2022							DECEMBER 2022							JANUARY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

FEBRUARY 2023							MARCH 2023							APRIL 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4							1
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

MAY 2023							JUNE 2023							JULY 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

2022	2023
<p>August 25: Teacher/Staff Reporting</p> <p>August 26: Teacher/Staff Reporting</p> <p>August 29: First Day of School</p> <p>September 1: First Day for PreK & K</p> <p>September 5: Labor Day</p> <p>October 7: Staff Development</p> <p>October 10: Columbus Day</p> <p>November 11: Veterans' Day</p> <p>November 23 – 25: Thanksgiving</p> <p>December 23 – 30: Holiday Vacation</p>	<p>January 2: New Year's Day (Observed)</p> <p>January 16: Martin Luther King</p> <p>February 20: Presidents' Day</p> <p>February 21 – 24: Winter Vacation</p> <p>April 7: Non-School Day</p> <p>April 17: Patriots' Day</p> <p>April 18 – 21: Spring Vacation</p> <p>May 24: Last day of school for seniors</p> <p>May 29: Memorial Day</p> <p>*June 13: Last day of School</p> <p>June 19: Juneteenth Day</p>

☐ = DAYS WHEN SCHOOL IS NOT IN SESSION FOR STUDENTS

**Last day of school may change in response to the number of snow days used during the school year*

End of Marking Quarters:	November 4, 2022	January 20, 2023	April 6, 2023	June 13, 2023 or last day of school
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The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

X. GENERAL BUSINESS
Ms. Novick
(November 8, 2021)

ITEM - gb #1-308
S.C. MEETING - 11-18-21

ITEM:

Request administration report on specific resolution to the ongoing tardiness, absence, stops skipped, and other issues with Bus 38 across all tiers since the beginning of the school year, as has been repeatedly requested.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration for a report back on December 2.

X. GENERAL BUSINESS
Ms. Novick
(November 8, 2021)

ITEM - gb #1-309
S.C. MEETING - 11-18-21

ITEM:

To set a date to recognize all those city and district staff otherwise unrecognized for their involvement in the planning, construction, and opening of the new South High Community School.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of December 16, 2021.

X. GENERAL BUSINESS
Ms. Novick
(November 8, 2021)

ITEM - gb #1-310
S.C. MEETING - 11-18-21

ITEM:

To set a date to thank the Central Detachment, Task Force Castle Operation Children First of the Massachusetts National Guard, and to thank AA Transportation Company, Inc. for their well-managed collaboration with the Worcester Public Schools in providing transportation to Worcester Public Schools students during the month of October.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of December 16, 2021.

X. GENERAL BUSINESS
Ms. Novick
(November 8, 2021)

ITEM - gb #1-311
S.C. MEETING - 11-18-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration for a report as soon as possible.

X. GENERAL BUSINESS
Ms. McCullough
(November 9, 2021)

ITEM - gb #1-312
S.C. MEETING - 11-18-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(November 9, 2021)

ITEM - gb #1-313
S.C. MEETING - 11-18-21

ITEM:

To consider approval of the Job Description for an Elementary Technology Teacher.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Job Description.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

ELEMENTARY TECHNOLOGY TEACHER

November 2021

ACCOUNTABILITY OBJECTIVE:

This position is accountable for assuming the responsibility for delivering high quality instructional experience through creativity, resourcefulness and sound judgment consistent with the curriculum frameworks, standards and the rules and regulations of the Worcester Public Schools.

PRINCIPAL RESPONSIBILITIES:

1. Responsible for remaining up to date regarding curriculum content.
2. Responsible for effective planning and assessment of curriculum and instruction.
3. Responsible for mentoring students' understanding of the curriculum effectively and adjusting instruction, materials, or assessments, when appropriate.
4. Responsible for effective management of the classroom environment.
5. Responsible for effective instruction, which includes making learning goals clear to the students, using appropriate instructional and questioning techniques.
6. Responsible for using innovative approaches, and instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.
7. Responsible for the promotion of high standards and expectations for student achievement.
8. Responsible for the promotion of equity and appreciation of diversity to ensure equitable opportunities for student learning, including, for implementing specific strategies for students with special needs, with 504 plans and/or second language learners.
9. Responsible for ensuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, national origin, sexual orientation, homelessness, or disability.
10. Responsible for the performance of other job-related duties as assigned.

REQUIRED QUALIFICATIONS:

1. Massachusetts DESE license in Elementary 1-6 or Instructional Technology (All levels)
2. SEI Endorsement
3. BA degree
4. Experience teaching digital literacy and/or computer science

PREFERRED QUALIFICATIONS:

1. Successful experience teaching at the elementary level.
2. Demonstrated experience supporting students with special needs.
3. Ability to speak Albanian, Arabic, Nepali, Portuguese, Spanish, Vietnamese, or an African Language.
4. Experience teaching students who are English language learners.
5. Demonstrated experience with second language acquisition.

X. GENERAL BUSINESS
Administration
(November 10, 2021)

ITEM - gb #1-314
S.C. MEETING - 11-18-21

ITEM:

To consider approval of the following Job Descriptions:

- Transportation Personnel Supervisor
- Transportation Safety and Training Liaison
- Transportation Safety Supervisor
- Transportation Systems Coordinator

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Personnel Supervisor Job Description.
Annex B (2 pages) contains a copy of the Safety and Training Job Description.
Annex C (2 pages) contains a copy of the Safety Supervisor Job Description.
Annex D (2 pages) contains a copy of the Systems Coordinator Job Description.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

HUMAN RESOURCES

Worcester Public Schools
Worcester, Massachusetts

JOB DESCRIPTION

POSITION: Transportation Personnel Supervisor

REPORTS TO: Assistant Director of Transportation

ACCOUNTABILITY OBJECTIVE:

The Human Resources Supervisor is responsible for performing duties that support a variety of human resource business functions such as talent acquisition, onboarding, benefits administration, policy implementation, employee/labor relations, training, performance management, affirmative action, and employment law compliance.

In addition, the Human Resources Supervisor will work closely with the City of Worcester and Worcester Public Schools Human Resource Departments.

PRINCIPAL ACCOUNTABILITIES:

1. Manages talent acquisition process including maintaining civil service list and all new hire onboarding processes
2. Monitors the timely appointments of support staff, driver and monitor vacancies
3. Assists in interviews, screening and selection of support staff, drivers and monitors
4. Monitors the operations vacancy and turnover rates to assure proper staffing compliance
5. Manages all human resource policies and procedures
6. Oversees all performance management for union and nonunion personnel
7. Directly involved with labor relation for union and nonunion personnel including investigatory meetings, issuance of discipline and grievance process
8. Provides coaching and mentoring to supervisors on complex employee issues
9. Assists and participates in department training activities
10. Performance of all other duties as assigned

REQUIRED QUALIFICATIONS:

1. Bachelor's Degree in Business, Human Resources, Communications, or equivalent
2. Must have the ability to travel within the district as necessary
3. Flexible and capable of handling emergencies using sound judgement
4. Awareness and sensitivity for the unique challenges associated with transporting children
5. Knowledge of federal and state rules and regulations regarding safety issues
6. Positive attitude, professional and friendly demeanor
7. Strong communication and customer service skills

- 8. Strong organizational skills
- 9. Must be detail oriented
-

PREFERRED QUALIFICATIONS:

- 1. Master's Degree in Business, Human Resources, Communications, or equivalent
- 2. Five years of employee relations, benefit and/or HR administration experience

WORK YEAR: This is a twelve month position.

WORK HOURS: 8:30 a.m. – 4:30 p.m. (Monday – Friday)

SALARY: \$80,000 - \$85,000

Physical Demands

While performing the duties of this job, the employee is frequently required to sit for extended periods of time. Must have the ability to regularly enter or exit the school bus using three points of contact. Employee is also required to talk, hear, stand, and walk. The employee may be required to use hands to handle, feel, and/or reach. Employee is occasionally required to kneel, or crouch. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

HUMAN RESOURCES

Worcester Public Schools
Worcester, Massachusetts

JOB DESCRIPTION

POSITION: Transportation Safety and Training Liaison

REPORTS TO: Transportation Safety Supervisor
Transportation Training Supervisor

ACCOUNTABILITY OBJECTIVE:

This position is accountable to the Transportation Safety Supervisor to assist in the review of all on-site investigations of crashes and/or injuries involving WPS school bus drivers and/or monitors. Assist in ensuring a safe and efficient Transportation Program at all Worcester Public Schools locations by establishing a strong network of communication with principals and assist principals.

Assist the Transportation Training Supervisor in training potential candidates to attain a valid CDL with no air brake restriction; "P" and "S" endorsements and a Massachusetts school bus operator's certificate.

Professionally communicate with students, parents, school administrators and staff and others to direct and convey expectations.

PRINCIPAL ACCOUNTABILITIES:

Responsible for assisting the Safety and Training Supervisors of Transportation:

11. To monitor pre and post trip safety inspections and reports to ensure compliance with laws, regulations and policies
12. Perform onboard evaluations of new drivers and monitors during probationary period and all others per contractual requirements.
13. Assist drivers and monitors to develop an appropriate emergency evacuation plan for each trip and student.
14. Schedule and coordinate emergency evacuation drills with individual schools.
15. Respond to school bus crashes. Conduct crash investigations to include a report and recommendation regarding chargeable and preventable crashes. Ensure driver compliance with post-crash procedures, including testing and prompt filing of reports.
16. Provide retraining as necessary for drivers and monitors
17. Evaluate driver requests regarding route timing and recommend appropriate action, if any
18. Investigate significant discrepancies between actual and expected route times using all available tools, including personal observation and use of technology. Coordinate findings and possible solutions with big bus and special needs routers.
19. Provide assistance and training to drivers and monitors on student passenger management and other safety related issues
20. Coordinate student safety plans with schools and programs to improve student ride experience for all passengers on the trip
21. Investigate customer service complaints relative to safety issues and recommend appropriate corrective action
22. Performance of all other duties as assigned

REQUIRED QUALIFICATIONS:

10. High School diploma or equivalent
11. Valid CDL with no air brake restriction; "P" and "S" endorsements
12. Valid Massachusetts school bus operator's certificate

13. Valid Massachusetts school bus operator training license
14. Two years of school bus training experience.
15. Certification as Trainer for First Aid, CPR and CPI
(Must possess within six months of appointment to the position of School Bus Safety and Training Supervisor)
16. Flexible and capable of handling emergencies using sound judgement
17. Awareness and sensitivity for the unique challenges associated with transporting children with special needs.
18. Knowledge of federal and state rules and regulations regarding safety issues
19. Positive attitude, professional and friendly demeanor
20. Strong communication and customer service skills
21. Strong organizational skills
22. Must be detail oriented

PREFERRED QUALIFICATIONS:

3. Bachelor's Degree in Business, Management , Communications, or equivalent

WORK YEAR: This is a twelve month position.

WORK HOURS: 8 Hours with ½ hour for unpaid lunch

SALARY: \$20.68 – \$28.03 Hourly

Physical Demands

While performing the duties of this job, the employee is frequently required to sit for extended periods of time. Must have the ability to regularly enter or exit the school bus using three points of contact. Employee is also required to talk, hear, stand, and walk. The employee may be required to use hands to handle, feel, and/or reach. Employee is occasionally required to kneel, or crouch. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

HUMAN RESOURCES

Worcester Public Schools
Worcester, Massachusetts

JOB DESCRIPTION

POSITION: Transportation Safety Supervisor

REPORTS TO: Assistant Director of Transportation

ACCOUNTABILITY OBJECTIVE:

This position is accountable to the Assistant Director of Transportation for the direct supervision of Transportation Safety and Training Liaisons. Perform or review all on-site investigations of accidents/incidents involving WPS school bus drivers and/or monitors. Ensure compliance with policies related to certification of drivers and monitors, safe driving skills, customer service and responsiveness. Professionally communicate with students, parents, school administrators and staff and others to direct and convey expectations.

PRINCIPAL ACCOUNTABILITIES:

23. Monitor pre and post trip safety inspections and reports to ensure compliance with laws, regulations and policies
24. Perform onboard evaluations of new drivers and monitors during probationary period and all others per contractual requirements.
25. Assist drivers and monitors to develop an appropriate emergency evacuation plan for each trip and student.
26. Schedule and coordinate emergency evacuation drills with individual schools.
27. Respond to school bus crashes. Conduct crash investigations to include a report and recommendation regarding chargeable and preventable crashes. Ensure driver compliance with post-crash procedures, including testing and prompt filing of reports.
28. Provide retraining as necessary for drivers and monitors
29. Evaluate driver requests regarding route timing and recommend appropriate action, if any
30. Investigate significant discrepancies between actual and expected route times using all available tools, including personal observation and use of technology. Coordinate findings and possible solutions with big bus and special needs routers.
31. Provide assistance and training to drivers and monitors on student passenger management and other safety related issues
32. Coordinate student safety plans with schools and programs to improve student ride experience for all passengers on the trip
33. Investigate customer service complaints relative to safety issues and recommend appropriate corrective action
34. Performance of all other duties as assigned

REQUIRED QUALIFICATIONS:

23. High School diploma or equivalent
24. Valid CDL with no air brake restriction; "P" and "S" endorsements
25. Valid Massachusetts school bus operator's certificate
26. Valid Massachusetts school bus operator training license
27. Three years of school bus training experience.
28. Certification as Trainer for First Aid, CPR and CPI
(Must possess within six months of appointment to the position of School Bus Safety and Training Supervisor)
29. Flexible and capable of handling emergencies using sound judgement

30. Awareness and sensitivity for the unique challenges associated with transporting children with special needs.
31. Knowledge of federal and state rules and regulations regarding safety issues
32. Positive attitude, professional and friendly demeanor
33. Strong communication and customer service skills
34. Strong organizational skills
35. Must be detail oriented

PREFERRED QUALIFICATIONS:

4. Bachelor's Degree in Business, Management , Communications, or equivalent
5. Five years of employee supervision and/or administration experience

WORK YEAR: This is a twelve month position.

WORK HOURS: 8:30 a.m. – 4:30 p.m. (Monday – Friday)

SALARY: \$80,000 - \$85,000

Physical Demands

While performing the duties of this job, the employee is frequently required to sit for extended periods of time. Must have the ability to regularly enter or exit the school bus using three points of contact. Employee is also required to talk, hear, stand, and walk. The employee may be required to use hands to handle, feel, and/or reach. Employee is occasionally required to kneel, or crouch. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

HUMAN RESOURCES

Worcester Public Schools
Worcester, Massachusetts

JOB DESCRIPTION

POSITION: Transportation Systems Coordinator

REPORTS TO: Assistant Director of Transportation

ACCOUNTABILITY OBJECTIVE:

This position is responsible for the management, maintenance, and the coordination of all hardware, software, website/portal, Apps used by the Transportation Department of the Worcester Public Schools District.

PRINCIPAL ACCOUNTABILITIES:

35. Manage, maintain, and coordinate all software updates for Tyler Drive, Versatrans Routing and Planning, Onsreen, eLink, Fleetvision,
36. Manage, maintain and support the district's students tracking app "My Stop"
37. Support and maintain the Transportations Department's Android tablets
38. Coordinate with vendors to complete upgrades or roll out of new software
39. Assist the networking group with network, server, and software image troubleshooting for equipment located at the Transportation facility.
40. Support all software and hardware for Pro-Vision cameras, DVIRs, wireless transfer.
41. Evaluate current operational software and processes and recommend improvements.
42. Monitor system operations and troubleshoot problems.
43. Assist in budget preparation and resource allocation for support services.
44. Install, support and maintain network and system tools.
45. Manage job scheduling tool and monitor repair activities.
46. Maintain daily logs of operational issues and maintenance activities.
47. Contribute to weekly staff meetings and report on issue status.
48. Develop support plan to prioritize and resolve technology issues.
49. Address customer issues promptly and accurately.
50. Assist and participate in department training activities
51. Performance of all other duties as assigned

REQUIRED QUALIFICATIONS:

36. Associates degree, or equivalent work experience, in computer science or related field
37. A minimum of three years' working with current and previous generation Windows desktop and server operating systems
38. A minimum of three years' experience using applications that run on IIS6, or Apache
39. Experience with Microsoft Sql Server 2012 or later
40. A minimum of three years' successful hardware repair troubleshooting experience.
41. Excellent people skills

PREFERRED QUALIFICATIONS:

6. Bachelor's degree in computer science or related field.
7. VersaTrans, and Tyler Techs Suite of software experience
8. CompTia A+ certification
9. Microsoft certified professional
10. G Suite certifications

WORK YEAR: This is a twelve month position.

WORK HOURS: 8 Hours with ½ hour for unpaid lunch

SALARY: \$15.52 – \$35.27 Hourly

Physical Demands

While performing the duties of this job, the employee is frequently required to sit for extended periods of time. Must have the ability to regularly enter or exit the school bus using three points of contact. Employee is also required to talk, hear, stand, and walk. The employee may be required to use hands to handle, feel, and/or reach. Employee is occasionally required to kneel, or crouch. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

X. GENERAL BUSINESS
Administration
(November 10, 2021)

ITEM - gb #1-315
S.C. MEETING - 11-18-21

ITEM:

To accept the Envirothon Grant from the Massachusetts State Grange in the amount of \$750.

PRIOR ACTION:

BACKUP: The Envirothon is Massachusetts' leading natural resource education program for high school students, emphasizing hands-on, team-oriented problem solving and community involvement. Funds will be used to support WPS student participants.

Annex A (3 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant:	Envirothon
Type of Funder:	Massachusetts State Grange
Awarded Amount:	\$750.00
Grant Funding Period:	Upon Award through June 30, 2021
Project title:	WPS Envirothon
Program coordinator:	Lloyd/Ganias
Purpose:	The Envirothon is Massachusetts' leading natural resource education program for high school students, emphasizing hands-on, team-oriented problem solving and community involvement. Funds will be used to support WPS student participants.
Description of the program:	Students prepare throughout the school year, then come together in May at the annual Massachusetts Envirothon competition to demonstrate what they've learned about the environment and environmental issues.
Program location:	Burncoat Senior High School and Doherty Memorial High School
Outcomes and Measures:	Program-specific supports will assist students in participating in the events leading up to, and including, the Envirothon.



MASSACHUSETTS ENVIROTHON

Worcester Public Schools Envirothon Teams
c/o Christine Lloyd
20 Irving St
Worcester, MA 01609

September 9, 2021

Dear Worcester Public Schools Envirothon Teams,

Congratulations! The Massachusetts Envirothon Steering Committee voted to award your team a \$750 grant with funding from the Massachusetts State Grange.

You asked for this grant to cover costs for materials or transportation related to the 2021-22 Massachusetts Envirothon. A check will be mailed to you as per your application

If you would like to thank the Grange directly, please send an email to:
Matthew Johnson, mattjohnson9@verizon.net

Your reporting needs are very simple:

- a. Please send me a digital photo of your team in action this fall with a few sentences describing that photo and thanking the Massachusetts State Grange for their support by the end of November.
- b. If you are spreading the word about your project, please list the Massachusetts State Grange as a sponsor!

We look forward to having your team participate in our program this year!

Sincerely,

Brita Dempsey
Massachusetts Envirothon Coordinator



Sullivan Middle School Per Diem Day.pdf

ENVIROTHON

BUDGET

Line # 7: Supplies	Supplies to be used for the competition	\$500
Line # 9: Other	Transportation of students	\$250
Total		\$750

ENVIROTHON

Program Narrative

Worcester Public Schools was awarded a grant of \$750 to from the Massachusetts State Grange to support students at Burncoat Senior High School and Doherty Memorial High School in participating in the Envirothon.

The Envirothon is Massachusetts' leading natural resource education program for high school students, emphasizing hands-on, team-oriented problem solving and community involvement that prepares young people for environmental careers and active citizenship. For more three decades, the Massachusetts Envirothon has engaged young people in hands-on exploration of soil, water, wildlife, and forest resources, and investigation of the important environmental issues affecting themselves, their families, and their communities.

Teams representing communities from Boston to the Berkshires prepare throughout the school year, then come together in May at the annual Massachusetts Envirothon competition to demonstrate what they've learned about the environment and environmental issues.

XI. EXECUTIVE SESSION
Administration
(November 10, 2021)

ITEM - gb #1-316
S.C. MEETING - 11-18-21

ITEM:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-24.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-01.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares - Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021, Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester, Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; Educational Association of Worcester, Therapy Assistants and Worcester School Committee, Grievance #21/22-7, Class Action Grievance Re: Retroactive Pay for Resignees.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.