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AGENDA #5

on: Thursday, February 3, 2022
at: 5:00 p.m. - Executive Session
6:00 p.m. - Regular Session
virtually in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

I. CALL TO ORDER

INVOCATION

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #2-6 - Clerk
(January 26, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, January 20, 2022.

Recommendation of Administration

Approve on a roll call.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION

gb #2-28- Administration
(January 26, 2022)

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

Stacia Zoghbi, Ex-Officio Worcester Technical High School
Alisa St. Helene, Claremont Academy

Recommendation of Administration

File

VI. REPORT OF THE SUPERINTENDENT

ROS #2-2 - Administration
(January 26, 2022)

FY23 PRELIMINARY BUDGET ESTIMATES

Recommendation of Administration

Accept and file

VII. COMMUNICATION AND PETITION

c&p #2-3 - Clerk
(January 26, 2022)

To consider a communication from the EAW to consider approval of a donation of sick days to an Instructional Assistant at the ACT Program from a teacher at the Alternative School.

Recommendation of Administration

Refer to the Standing Committee on Governance and Employee Issues.

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Teaching, Learning and Student Supports met virtually on Tuesday, January 18, 2022 at 4:30 p.m. in Room 410 at the Durkin Administration Building.

The Standing Committee on Governance and Employee Issues met virtually on Thursday, January 27, 2022 at 4:38 p.m. in Room 410 at the Durkin Administration Building.

Recommendation of Administration

Approve

IX. PERSONNEL

2-8 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Christiansen, Issiac, Lincoln Street, Elementary, BA, 1, effective January 11, 2022

Fishwick, Brandon, Burncoat Middle School, Mathematics, BA, 1, effective January 24, 2022

Kamfonik, Matthew, Worcester Technical High, Vocational Education, VL 1, 8, effective January 19, 2022

Masson, Michelle, Systemwide, Special Education, MA, 7, effective January 24, 2022

Perro, Nadyne, Union Hill, Elementary, BA, 8, January 25, 2022

White, Jessica, Systemwide, Special Education, MA, 8, January 27, 2022

2-9 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Cabrera, Jessica, Systemwide, Teacher, Special Education, Home+Hospital, effective January 18, 2022

Henry, Nicole, Burncoat Middle School, Teacher, Social Studies, effective January 21, 2022

2-10 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Manzi, Traci, City View, Teacher, Elementary, Intermediate, effective January 18, 2022

Morrissey, Ann Marie, Worcester East Middle School, Teacher, Foreign Language, Spanish, effective January 20, 2022

Recommendation of Administration

File Personnel items 2-8 through 2-10.

X. GENERAL BUSINESS

gb #2-18.1 - Administration/Novick/Clancey/Johnson/Kamara/Mailman
(January 26, 2022)

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

Recommendation of Administration

Provide an update and hold for the next meeting.

gb #2-29 - Administration
(January 19, 2022)

To set a date to recognize Angelo LaRose, a junior at South High Community School, for being selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021.

Recommendation of Administration

Set the date of Thursday, February 17, 2022.

gb #2-30 - Administration
(January 19, 2022)

To consider approval of the proposed 2022-23 Student Handbook of the Worcester Public Schools.

Recommendation of Administration

Refer to the Standing Committee on Governance and Employee Issues.

gb #2-31 - McCullough
(January 19, 2022)

Request that the Administration provide an update from the Nutrition Department, possibly in a presentation, with information about the different types of meals that are being provided this year and any challenges it is facing during this return to school year along with supply chain shortages.

Recommendation of Maker

Refer to Administration.

gb #2-32 - Administration
(January 20, 2022)

To approve the following prior fiscal year payments:

- \$1.612 to the College Board
- \$5,232 to the College Board
- \$84.51 to an Instructional Assistant for hours worked in February and early March 2020 before schools went remote.
- \$105.24 to Gopher for tennis balls at Woodland Academy.

Recommendation of Administration

Approve on a roll call.

gb #2-33 - Administration
(January 25, 2022)

To accept the Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program in the amount of \$681,521 from the U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance.

Recommendation of Administration

Approve on a roll call.

gb #2-34 - Administration
(January 25, 2022)

To accept the MyCAP Development and Implementation (FC 434) Grant in the amount of \$39,200 from the Massachusetts Department of Elementary and Secondary Education - Federal Funds CFDA 84.425 from September 28, 2021 through August 31, 2022.

Recommendation of Administration

Approve on a roll call.

gb #2-35 - Administration
(January 25, 2022)

To accept the Teacher Diversification Pilot Program (FC 210) Grant in the amount of \$13,988 from the Massachusetts Department of Elementary and Secondary Education - Federal Funds CFDA 84.425 from December 10, 2021 through August 31, 2022.

Recommendation of Administration

Approve on a roll call.

gb #2-36 - Administration
(January 25, 2022)

To accept the Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant (FC 613) in the amount of \$100,000 from the Massachusetts Department of Elementary and Secondary Education from December 14, 2021 through June 30, 2022.

Recommendation of Administration

Approve on a roll call.

gb #2-37 - Administration
(January 26, 2022)

To accept the following donations:

- \$10.00 from a donor to South High Community School
- \$15.00 from the Blackbaud Giving Fund made on behalf of AbbVie to the Worcester Public Schools

Recommendation of Administration

Approve on a roll call.

gb #2-38 - Mailman
(January 26, 2022)

To consider allowing all School Committee members to be non-voting panelists with pictures at Standing Committee meetings.

Recommendation of Maker

Approve on roll call.

gb #2-39 - Mailman
(January 26, 2022)

To consider refraining from naming individuals when addressing personnel issues and petitions at Standing Committee or School Committee meetings, based on confidentiality and HIPPA laws.

Recommendation of Maker

Implement this practice.

gb #2-40 - Kamara
(January 26, 2022)

To consider establishing working agreements with ethnic-based organizations that service WPS students and families, immigrants and refugees such as South East Asian Coalition, ACE, Latino Education Institute and Angel's Net Foundation.

Recommendation of Maker

Refer to the Administration.

gb #2-41 - Kamara
(January 26, 2022)

To review the 2022 Summer Reading List per grade.

Recommendation of Maker

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

gb #2-42 - Kamara
(January 26, 2022)

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health.

Recommendation of Maker

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

gb #2-43 - Kamara
(January 26, 2022)

To study the feasibility of establishing a Department of School-Based Health in conjunction with Worcester's Department of Public Health and other supporting health service organizations such as UMass and Family Health.

Recommendation of Maker

Refer to the Standing Committee on Governance and Employee Issues.

gb #2-44 - Johnson
(January 26, 2022)

Request that the Administration provide a pre and post Covid report regarding the timeliness and consistency of school bus routes to include:

- the number of bus drivers that are currently active and indicate how many are needed
- the number of bus drivers and monitors that are needed to be fully staffed and indicate the recruitment efforts being made and
- indicate what Human Resources is doing to help in this regard.

Recommendation of Maker

Refer to the Standing Committee on Finance and Operations.

gb #2-45 - Johnson
(January 26, 2022)

Request that the Administration provide the data on how many secondary students have had a mental health crisis in school and indicate how many have inquired about mental health services at school.

Recommendation of Maker

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

gb #2-46 - Novick
(January 26, 2022)

Request administration clarify to all stakeholders regarding admission and enrollment of students lacking any vaccinations required by the Department of Public Health.

Recommendation of Maker

Refer to administration for clarification in writing.

gb #2-47 - Novick
(January 26, 2022)

To establish goals for the fiscal year 2023 Worcester Public Schools budget.

Recommendation of Maker

Deliberate and establish.

gb #2-48 - Administration
(January 26, 2022)

To consider approval of the proposed amendments to the School Committee's COVID-19 Vaccination Verification Policy.

Recommendation of Maker

Approve on roll call.

XI. EXECUTIVE SESSION

gb #2-49 - Administration
(January 26, 2022)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #19/20-21.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-05.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-06.

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.

(Continued on the next page.)

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 – 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, Side Letter, South High School Senior Custodian Position and Grade Classification.

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 – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit.

Recommendation of Administration

Discuss

XII. ADJOURNMENT

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

III. APPROVAL OF RECORDS
Clerk
(January 26, 2022)

ITEM - aor #2-6
S.C. MEETING - 2-3-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, January 20, 2022.

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PRIOR ACTION:

BACKUP:

Annex A (14 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, January 20, 2022.

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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 5:03 p.m. in the Esther Howland Chamber at City Hall on Thursday, January 20, 2022.

There were present at the Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. Novick and Mayor Petty

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 7-0, it was moved to recess to Executive Session at 5:04 p.m. to discuss the following items:

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 – 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 – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants.

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 – Contact Tracing Work/Compensation – Massachusetts Nurses Association for and on behalf of Worcester School Nurses.

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, 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.

The School Committee recessed from Executive Session at 6:35 p.m. and reconvened in Open Session at 6:40 p.m.

There were present at the second Call to Order:

Ms. Clancey, Mr. Johnson, Ms. Kamara, Ms. Mailman, Ms. McCullough, Ms. Novick and Mayor Petty

Pursuant to action taken in Executive Session, it was moved to ratify the Memorandum of Agreement between the Worcester School Committee and the 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, for the contract duration of July 1, 2021 through June 30, 2022.

On a roll call of 7-0, the ratification of the Memorandum of Agreement was approved.

APPROVAL OF RECORDS

(The following items were taken together)

aor #2-1 - Clerk
(December 28, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, December 16, 2021.

aor #2-2 - Clerk
(January 5, 2022)

To consider approval of the Minutes of the School Committee Meeting of Monday, January 3, 2022 Agenda 1 - Straw Vote for the Vice-Chairperson and Seating Order.

aor #2-3 - Clerk
(January 5, 2022)

To consider approval of the Minutes of the School Committee Meeting of Monday, January 3, 2022 Agenda 2 - Inauguration.

aor #2-4 - Clerk
(January 5, 2022)

To consider approval of the Minutes of the School Committee Meeting of Monday, January 3, 2022 Agenda 3 - Acceptance of Rules.

aor #2-5 - Clerk
(January 6, 2022)

To consider approval of the Executive Session Minutes of October 27, 2021.

On a roll call of 7-0, aor 2-1 through 2-5 were approved collectively.

COMMUNICATIONS AND PETITIONS

(These items were taken together)

c&p #2-1 - Clerk
(January 4, 2022)

To consider a communication from the EAW to consider approval of a donation of sick days to an Instructional Assistant at South High Community School.

Roger Nugent, EAW President, requested that the staff of South High Community School be authorized to donate sick days to an Instructional Assistant and will provide the information to Human Resources.

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

c&p #2-2 - Clerk
(January 10, 2022)

To consider a communication from the EAW to consider approval of a donation of sick days to a teacher at Quinsigamond School.

Roger Nugent, EAW President, requested that the staff of Quinsigamond School be authorized to donate sick days to a teacher and will provide the information to Human Resources.

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 items were referred to the Standing Committee on Governance and Employee Issues.

Mayor Petty allowed Melinda Martin, an Instructional Assistant at Norrback Avenue School to speak on the issue of retroactive pay.

IMMEDIATE ACTION

gb #2-6 - Administration
(January 4, 2022)

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Nancy Tran	North High School
Shelley Duodu	South High Community School

A presentation was provided by the three student representatives which included 1,115 responses from a student survey that was conducted in grades 9-12. The following issues garnered the highest percentages and were highlighted in the presentation:

- mental health 52.5%
- COVID 43.5%
- transportation 27.8%
- facilities 38.5%
- student activities 38.2%

The students provided their suggestions on what the School Committee could do to address the issues.

Mental Health

Create more safe spaces, provide more mental health awareness and training for staff and expand wellness programs.

COVID

Enforce social distancing, mask wearing and provide more sanitation areas along with make-up work guidelines.

Transportation

Expand the bus routes within the current two-mile radius.

Facilities

Create more single use bathrooms, limit the locking of bathrooms and enhance the HVAC and heating systems.

Student Activities

Create more extracurricular activities.

Ms. Novick stated that keeping bathrooms locked and denying access to a single use bathroom are civil rights issues. She suggested creating a policy by referring that portion to the Standing Committee on Governance and Employee Issues. She also stated that the walk ratio should be shifted from two miles down to one and one half miles.

Superintendent Binienda stated that reason that the bathrooms are locked is for school safety. She also stated that the plans for the new Doherty Memorial High School include a swipe key for students to be able to access single bathrooms.

Ms. Kamara asked how many mental health providers are available and whether or not students are being referred to these mental health services.

Superintendent Binienda stated that there are two to three School Adjustment Counselors in the high schools. She suggested that Maura Mahoney provide a report on the number of counselors that are assigned per high school and the number of students that are referred to outside agencies and provide that report at the Standing Committee on Teaching, Learning and Student Supports.

Mayor Petty made the following motions:

Request that the Mental Health and Student Activities portions of the survey be referred to the Standing Committee on Teaching, Learning and Student Supports.

Request that the COVID and Transportation portions of the survey be referred to the Standing Committee on Finance and Operations.

Request that the Facilities portion of the survey be referred to the Standing Committee on Governance and Employee Issues.

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

REPORT OF THE SUPERINTENDENT

ROS #2-1 Administration
(January 12, 2022)

PORTRAIT OF A GRADUATE

Catherine Knowles, College and Career Readiness Liaison, provided a PowerPoint presentation on Portrait of a Graduate. Elliott Witney, a former Assistant Superintendent of Schools attended virtually from Houston, Texas. Ms. Knowles spoke about the reimagining of education in Worcester by engaging with students, teachers, administrators and stakeholders. The Worcester Public Schools want their graduates to be prepared for the challenges of tomorrow and be empowered to better the community. She shared the Model ELA and Math skills needed to succeed. Five students shared their perspectives via video. A follow-up presentation will be provided in March.

On a roll call of 7-0, the item was accepted and filed.

REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Finance and Operations met virtually on Monday, December 20, 2021 at 7:00 p.m. in Room 410 of the Durkin Administration Building.

gb #1-271 - Ms. Novick (September 29, 2021)

Provide opportunities for public input on the district's plans for Elementary and Secondary Schools Emergency Relief funding, as required by the American Rescue Plan Act of 2021.

Superintendent Binienda stated that the district has received the SOA application back from the State with the opportunity to change some of the requested funding, based on the current needs of the students. The SOA was written prior to the pandemic so there may be different areas that need to be adjusted. The district needs to inform the State regarding what is coming from SOA and ESSER funding by April 1, 2022. She also stated that Latino, special needs and EL students are the three prioritized areas.

Mr. Allen provided an overview of the ESSER 3 Year Spending Plan. The Worcester Public Schools received three ESSER grants totaling one hundred and twenty-two million dollars. The ESSER III Grant and spending plan requires stakeholder input. Each grant has an end date as follows:

ESSER I ends in 2023
ESSER II ends in 2024 and
ESSER III ends in 2025

Of the ESSER III funds, 20% must be used to combat loss of instructional time or learning loss and other activities that are necessary to maintain the operation and continuity of services and continuing to employ existing staff. He stated that the funds can be used on any activity that is eligible under any other federal entitlement grant or other activities used to support the district's response to COVID.

DESE recommends that the funding be used in the areas of Academics, Social and Emotional Learning and Operations and Capital.

Mr. Allen stated that building projects are allowed, but must be related to disease mitigation and be approved by DESE.

He stated that the district spending plan may change over the next two years based on the needs of the district and in response to the pandemic.

Mr. Foley stated that it is important to invest in Social and Emotional Learning and mental health issues and since this is non-recurring funding, to be careful not to build recurring funding into this allocation of funds.

Christopher Rich, president of Support Our Fine Arts (S.O.F.A), stated that he would like the Administration to consider using a portion of the SOA funds to benefit the Arts Programs.

Ms. Kamara stated that she would like the Administration to expand STEM programs.

The Ad-Hoc Search Committee for the Next Superintendent met virtually on Thursday, January 13, 2022 at 4:45 p.m. in Room 410 of the Durkin Administration Building.

gb #1-232 – Mayor Petty
(August 31, 2021)

To begin the process and engage with a search consultant to conduct a national search to recruit and hire a Superintendent for the Worcester Public Schools with an effective date of July 1, 2022. Prior to the commencement of the search process, the School Committee, in collaboration with the consultant, will develop and implement a comprehensive, inclusive, public process to solicit input from all members of the Worcester community regarding the needs of the district and the characteristics and skillsets required in the next Superintendent of Schools.

Chair McCullough stated that the listening sessions regarding the selection of the next Superintendent will be held virtually from January 18th through January 26th. These sessions, which will have interpreters available, will be held for community members, administration, staff, students and parent groups. She stated that the information regarding the listening sessions is contained on the WPS website and on social media. If individuals are unable to attend any of the listening sessions, they can contact Ms. McCullough at mcculloughm@worcesterschools.net or Dr. Greenwood, Co-founder of the search firm Greenwood/Asher and Associates at jangreenwood@greenwoodsearch.com.

Ms. Drennan stated that the questions that will guide each session are as follows and are on the website:

- What are the professional leadership competencies needed in the position as superintendent or the Worcester Public Schools?
- What are the interpersonal competencies needed in the position as superintendent?
- Is there a particular background you think is needed in the position as superintendent?
- What are the accomplishments you would like to see the new superintendent achieve in the next few years?
- What do you see to be the main challenge(s) facing the new superintendent?
- What are your points of pride within the system?

These questions will be asked of each applicant for consistency.

Chair McCullough stated that an artificial intelligence survey, which is in the process of being finalized, will provide additional input for the search firm and the search committee. The anticipated deadline for applicants is March 4, 2022 and the search committee will be conducting the initial screening of applicants, as well as the initial rounds of interviews in Executive Session, due to confidentiality.

Ms. Drennan stated that once the listening sessions are completed, the search firm can formulate the job description based on the information it receives from the sessions. She also stated that the search firm will have the job description ready for the School Committee's approval on the February 3 2022 School Committee meeting. The firm would like to advertise for the position in February.

Ms. Novick stated that she would like to make certain that the full search committee understands that they are subject to the Open Meeting Law. Individuals that are serving on it cannot have conversations about the superintendent search outside of the search committee meetings. She asked that a copy of the confidentiality statement be forwarded to her so she can sign it.

Ms. Kamara asked if there will be a demographic breakdown of participants for the meetings.

Chair McCullough stated that the artificial intelligence survey could track the demographic breakdown of participants. The goal is to have all community partners share information regarding the listening sessions to encourage all community members to participate.

Ms. Novick asked if a quick summary of the listening session information could be translated into multiple languages to be shared with community groups.

Ms. Kamara asked if the listening sessions will be recorded and if individuals are able to access the chat feature. If so, will that be part of the stored data?

Ms. Drennan stated that the chat feature will be on for the listening sessions and the meetings can be recorded. When the sessions begin, the questions will appear in the chat feature so individuals can see them as they log on to the meeting.

Chair McCullough stated that if the meetings are being recorded, they would not be for public viewing.

Ms. Kamara asked if the recorded meetings, chats and the written information by the firm would be part of the collected data.

Ms. Novick stated that, if the meetings and chats were recorded, that would undermine the confidentiality of staff members and they may not feel comfortable submitting an honest answer to the questions. She also stated that if the Zoom meetings are being done by the search firm, those documents belong to the firm not the Worcester Public Schools.

Chair McCullough stated that the search firm understands the importance of collecting and keeping the data but also wants to make sure people are sharing their thoughts freely.

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

PERSONNEL

2-1 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Berry, Deondra, Systemwide, Special Education, MA, step 1, effective 1/3/22
Burr, Marina, Grafton Street, Special Education, BA+15, step 8, effective 12/20/21
Cabrera, Jessica, Systemwide, Special Education, BA, step 2, effective 1/3/22
Daigle, Madison, North High School, Special Education, MA, step 2, effective 1/3/22
Konda, Sara, Systemwide, Special Education, MA, step 2, effective date 1/10/22
Poole, Julie, Worcester Technical High, Special Education, MA+15, step 7, effective date 1/10/22

Qirici, Venerika, Doherty High School, Special Education, BA, step 8, effective date 1/3/22
Robichaud, Amanda, Elm Park Community, Elementary, BA, step 1, effective date 1/3/22
Rodriguez, Everett, Claremont Academy, Music, BA+15, step 8, effective date 12/13/21
Safer, Mara, Systemwide, Elementary, MA, step 3, effective date 1/3/22

- 2-2 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Burke, Brendan, Burncoat High School, Teacher, ESL, Resigned, ESL, effective 1/9/22
Milkowski, Sherri, Burncoat High School, Teacher, English, Resigned, Innovation Pathways, effective 12/215/21
O'Rourke, Kelly, Grafton Street, Teacher, Special Education, Resigned, Moderate Special Needs, effective 12/29/21
Omane, Frederick, Systemwide, Special Education, Teacher, Resigned, BCBA, effective 12/15/21
Salmon, Amanda, Claremont Academy, Teacher, Health, Resigned, Secondary, effective 12/10/21
Voyiatzis, Maria, Elm Park Community, Teacher, English, Resigned, Elementary, effective 12/31/21

- 2-3 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Gage, Melanie, Challenge Academy, Teacher, English, Retired, English, effective 1/5/22
Marshall, Sheila, Worcester Technical High, Teacher, Special Education, Retired, Resource Room, effective 12/31/21
Robbins, Sharon, North High School, Teacher, Social Studies, Retired, effective, 12/31/21
Roberts, Lee Ann, Burncoat Middle School, Teacher, English, Reading, Retired, effective 1/1/22
Wallace, Joanne, Systemwide, Teacher, Elementary, Teacher, Digital Learning, Retired, effective 12/27/21

- 2-4 The Superintendent has APPOINTED the person(s) named below to the position of School Bus Attendant 10 Month, permanent at a salary of \$16.89 minimum per hour to \$18.81 maximum per hour, from Civil Service List #321-056, effective as follows:

Forestal, Guerda 12/20/2021

- 2-5 The Superintendent has provisionally APPOINTED the person(s) named below to the position of 192 Day Word Processor, permanent/fulltime at a salary of \$20.95 (minimum) to \$26.26 per hour (maximum) effective as shown:

Gagnon, Danielle 1/3/2022

- 2-6 The Superintendent has provisionally APPOINTED the person named below to the position of 52 week Principal Account Clerk, permanent/fulltime at a salary of \$23.00 (minimum) to \$28.53 per hour (maximum) effective as shown:

Lowe, Cecelia 1/3/2022

- 2-7 The Superintendent has provisionally APPOINTED the person(s) named below to the position of 52 week Word Processor, permanent/fulltime at a salary of \$19.02 (minimum) to \$23.99 per hour (maximum) effective as shown:

Hernandez, Nelly 1/3/2022

On a roll call of 7-0, Personnel items 2-1 through 2-7 were filed.

GENERAL BUSINESS

gb #1-153.5 –Administration/Miss Biancheria
(December 14, 2021)

Response of the Administration to the motion to provide the updated list of repairs that the Code Department has requested be fixed in the school buildings.

On a roll call of 7-0, the item was accepted and filed.

gb #1-253.1 –Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough/ Mr. Monfredo
(January 12, 2022)

Response of the Administration to the request to post all homeschooling information, including all district-required forms, on the district website, and in all Department of Justice mandated languages.

On a roll call of 7-0, the item was accepted and filed.

gb #1-322.1 –Administration/Ms. McCullough/Mrs. Clancey/Mr. Monfredo/ Ms. Novick
(January 12, 2022)

Response of the Administration to the request to review the policies for athletic eligibility.

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

gb #1-324.1 –Administration/Ms. McCullough/Mrs. Clancey/Mr. Monfredo/ Ms. Novick
(January 12, 2022)

Response of the Administration to the request to review sport coach salaries and discuss in comparison to other area districts during budget.

On a roll call of 7-0, the item was referred to Negotiations.

gb #1-325.1 –Administration/Ms. McCullough/Mrs. Clancey/Mr. Monfredo/ Ms. Novick
(January 12, 2022)

Response of the Administration to the request to evaluate the athletics budget pertaining to equipment, uniforms and other needs and discuss during budget.

Ms. McCullough stated that Mr. Shea will provide an update on what the Administration and Athletic Department did over the past few years especially with the funds utilized during COVID when some of the athletic budget was available.

On a roll call of 7-0, the item was referred to the FY23 Budget.

gb #1-337.1 –Administration/Ms. Novick
(January 7, 2022)

Response of the Administration to the motion to report back on the cost of full access to the Massachusetts Immunization Information System (MIIS) for all school nursing staff in the Worcester Public Schools and provide a periodic update on student vaccinations.

Superintendent Binienda stated that the backup was incorrect and a new backup will be resubmitted and a new item will be placed on the meeting on February 3 or February 17, 2022.

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

gb #2-7 - Administration
(December 14, 2021)

To approve the following prior fiscal year payments:

- \$5,170.42 to Verizon
- \$506.66 to Grainger Industrial Supply
- \$5,006.32 to North River Collaborative
- \$13,488.57 to Van Pool Transportation
- \$36,044.89 to DATTCO School Bus to be funded from the insurance settlement account
- \$38,530 to Eagle Elevator

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

gb #2-8 - Administration
(December 16, 2021)

To adopt the FY22 General Fund Budget for the Worcester Public Schools in the amount of \$388,472,088, reflecting an increase of \$2,256,946 from the budget amount approved in June 2021, resulting from the final FY22 state budget.

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

gb #2-9 - Administration
(December 16, 2021)

To accept the Hartford/Junior Fire Marshal Grant in the amount of \$5,000.

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

gb #2-10 - Ms. Clancey/Mr. Johnson/Ms. Kamara/Ms. Mailman/Ms. Novick
(December 20, 2021)

Request that the Administration review and report back all safety protocols for our schools, including each school's policy regarding visitors entering and exiting the buildings.

On a roll call of 7-0, the item was referred to the Administration.

gb #2-11 - Ms. Clancey/Mr. Johnson/Ms. Novick
(December 20, 2021)

Request that the Administration provide an update on each school with security guards, to include their role throughout the day and hours.

On a roll call of 7-0, the item was referred to the Administration.

gb #2-12 - Administration
(January 10, 2022)

To accept the following donations:

- \$10,000 from AbbVie for swim and water safety lessons for all third graders at Chandler Elementary and Jacob Hiatt Magnet Schools
- donations totaling \$1,200 to the Diesel Tech Program at South High Community School:

\$300.00 from Casella Waste Systems
\$400.00 from Waste Connections US
\$500.00 from Sunbelt Rentals

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

gb #2-13 - Ms. Mailman/Mr. Johnson/Ms. Kamara
(January 11, 2022)

Request that the current practice of addressing members by Mr. Mrs. or Ms. be altered to adopt a professional practice that is gender neutral by addressing them by "member", with the exception of the Mayor.

Ms. Mailman suggested referring to each member as "School Committee Member (insert name)."

Ms. Novick requested that the School Committee placards contain only the first and last names of the members.

On a roll call of 7-0, the item was approved as amended to read "School Committee Member".

gb #2-14 - Ms. McCullough/Ms. Clancey/Ms. Kamara/Ms. Mailman/Ms. Novick
(January 11, 2022)

Request that the Administration work with the City and UMass Medical to explore the opportunity for the Worcester Public Schools to participate in the Practice Safe Skin Program, as proposed by Councilor Toomey.

On a roll call of 7-0, the item was referred to the Administration.

(The following items were taken together.)

gb #2-15 - Ms. Kamara/Mr. Johnson
(January 12, 2022)

Request that the Administration consider establishing COVID testing sites in each of the four quadrants in conjunction with the City to provide greater accessibility of the tests to more students, parents and educators.

Superintendent Binienda stated that the WPS does not have the capacity to add any more testing sites. Dr. Castiel will be contacting UMass to discuss providing testing access for WPS staff.

gb #2-16 - Ms. Kamara/Ms. Clancey/Mr. Johnson/Ms. Mailman/Ms. Novick
(January 12, 2022)

Request that the Administration provide a report regarding the way in which the Administration is recording and monitoring all employees who have tested positive for COVID and indicate what procedures are in place for their return to school or the workplace.

Superintendent Binienda stated that the WPS is not participating in the home testing program due to the fact that it is unclear who is positive and who is negative and there is no contact tracing involved in that program. The WPS will continue with the current process and will reassess it following February vacation.

gb #2-18 - Ms. Novick/Ms. Clancey/Mr. Johnson/Ms. Kamara/Ms. Mailman
(January 12, 2022)

Request administration update the community on the Worcester Public Schools and COVID.

Superintendent Binienda provided the updated COVID results as follows:

Week of January 14-January 20

Students

-936 positive cases

-36 quarantined

Staff

-142 positive cases

-1 quarantined

Test and Stay cases:

Students

-922

Staff

-42

Ms. Novick asked that the Administration continue to enforce mask wearing especially for staff. She also asked the Administration to contact Honeywell in order to provide a report on the feasibility of moving the portable filters into cafeterias that do not currently run them.

On a collective roll call, items gb 2-15 and gb 2-16 were filed and gb 2-18 will remain a standing item.

gb #2-17 - Ms. Kamara/Ms. Clancey/Mr. Johnson/Ms. Mailman/Ms. Novick
(January 12, 2022)

To discuss the roles and responsibilities of the chairs and vice chairs of the Standing Committees.

Ms. Kamara requested that information be provided in terms of the job descriptions of the roles of chair and vice-chair so all members are aware of their duties and how to engage with the chairs of the Standing Committees.

Ms. Novick stated that the responsibilities of each of the Standing Committees also be clear and contained in the Rules of the School Committee.

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

gb #2-19 - Ms. Novick/Ms. Clancey
(January 12, 2022)

To align Policy DK with the City of Worcester Charter.

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

gb #2-20 - Ms. Novick/Ms. Clancey/Mr. Johnson/Ms. Mailman
(January 12, 2022)

To consider both one time and recurring building needs.

On a roll call of 7-0, the item was referred to the Joint Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

gb #2-21 - Ms. Novick/Mr. Johnson/Ms. Mailman
(January 12, 2022)

To consider eliminating the test out option within the employee vaccination requirement.

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

gb #2-22 - Ms. Novick/Ms. Mailman
(January 12, 2022)

To consider implementing a student vaccination requirement for participation in extracurricular activities.

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

gb #2-23 - Ms. Novick/Ms. Clancey/Mr. Johnson/Ms. Kamara/Ms. Mailman
(January 12, 2022)

To consider a pilot of provision of menstrual supplies at all secondary schools.

Superintendent Binienda stated that secondary schools are equipped with the necessary supplies and suggested that elementary schools be included.

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

(the following items were taken together)

gb #2-24 - Ms. Novick/Ms. Clancey/Ms. Mailman
(January 12, 2022)

To consider what observances are recognized by the Worcester Public Schools.

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

gb #2-25 - Ms. Novick/Ms. Clancey/Ms. Kamara
(January 12, 2022)

To make provision within all WPS secondary schools of space for prayer during the day for those whose religious observance requires it; relatedly; to add to the student handbook notification to students and families that such provision will be made as needed.

Superintendent Binienda stated that most of the secondary schools do have places for prayer.

On a roll call of 7-0, the item was referred to the Standing Committees on Finance and Operations (for facilities) and Governance and Employee Issues (for policy).

gb #2-26 - Administration
(January 12, 2022)

To accept a funding commitment from the Federal Communication Commission, Universal Service Administrative Co., in the amount of \$7,375,056 for the purchase of 23,192 Chromebooks.

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

Mayor Petty announced that the Martin Luther King Youth Breakfast would take place virtually on Saturday, January 22, 2022 from 9:00 am-11:00 am.

The Student Advisory Committee will meet on Thursday, February 17, 2022 at 6:00 p.m. after the Executive Session and before the regular School Committee meeting.

On a roll call of 7-0, the meeting adjourned at 9:10 p.m.

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

V. IMMEDIATE ACTION
Administration
(January 26, 2022)

CURRENT ITEM - 2-28
S.C. MEETING - 2-3-22

ITEM:

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

Stacia Zoghbi, Ex-Officio Worcester Technical High School
Alisa St. Helene, Claremont Academy

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File.

VI. REPORT OF THE SUPERINTENDENT
Administration
(January 12, 2022)

ITEM - ros #2-2
S.C. MEETING - 2-3-22

ITEM:

FY23 PRELIMINARY BUDGET ESTIMATES

PRIOR ACTION:

BACKUP:

The backup will be provided prior to the meeting.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

VII. COMMUNICATION & PETITION

Clerk

(January 16, 2022)

ITEM - c&p #2-3
S.C. MEETING - 2-3-22

ITEM:

To consider a communication from the EAW to consider approval of a donation of sick days to an Instructional Assistant at the ACT Program from a teacher at the Alternative School

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the petition.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.



January 21, 2022

Mayor Joseph Petty
c/o Dr. Helen Friel Clerk of School Committee
20 Irving Street
Worcester, MA 01609

VIA Email Scan

Dear Dr. Friel,

I would like to speak at the next School Committee meeting on February 3rd.
I will be speaking about donating sick days for a teacher at Alternative School to an
IA at the ACT program.

Please let us know when we will be presenting.

Sincerely,

A handwritten signature in black ink that reads 'Roger Nugent' in a cursive script.

Roger Nugent
EAW President

Committee Members
Molly McCullough, Chair
Susan Mailman, Vice-Chair
Jermoh Kamara

AGENDA #1
TLSS
1-18-22
Page 1

A C T I O N S

The Standing Committee on Teaching, Learning and Student Supports met virtually at 4:30 p.m. on Tuesday, January 18, 2022 at the Durkin Administration Building in Room 410.

There were present: Ms. Mailman, Ms. Kamara and Chairman McCullough

Representing Administration were: Dr. Ganas, E. Kelley, Dr. Kyriazis, Dr. Morse, K. Seale, Dr. Sippel, Dr. O'Neil, Superintendent Binienda and Dr. Friel

Others in Attendance: B. Duncan, M. Maloney, L. Martinez

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

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

Ellen Kelley stated that City View, Flagg Street and Norrback Avenue Schools will be utilizing Catapult Learning and the Ignite Program will be used at Quinsigamond Avenue School beginning in February. The programs are being funded by the One 8 Program and through DESE. The programs focus on foundational reading skills, are all virtual and will be held after school. The Catapult Learning Program at Flagg Street School will take place in the evening hours with assistance from families.

Dr. Sippel stated that the district has just begun looking at tutoring services at the secondary level. They did meet with representatives from Paper Education Company, but are also exploring other options.

Bruce Duncan, representing Paper Education Company, presented an overview stating that it is a twenty-four hour platform with unlimited essay review and is currently available in four languages, English, Spanish, French and Mandarin. Students would be able to receive annotated feedback from tutors and is accessible on all platforms. Teachers are trained to apply the Socratic teaching method.

He provided a demonstration of the program detailing the different search methods for students including typing in a question or logging in with a tutor. Tutors will not be sharing answers with the students. Files can be uploaded and assessed by the tutor for review and returned back to the student within 24 hours with feedback from the tutor. WPS teachers can access their student's usage and tutor comments.

Chair McCullough was impressed with the 24/7 availability and the variety of subject areas. She asked if the Administration could explore piloting the program for one grade or a certain subset.

Superintendent Binienda stated that the company does not prefer to do a pilot and that the cost would be over 1.4 million dollars and would have to go out for bid.

Lydia Rodriguez, Assistant Superintendent of Springfield Public Schools, stated that Springfield has been using Paper for over four years and teachers are also using it in the classroom allowing them to work with smaller class groups. She stated that it has been very helpful with staffing shortages and provided equity to learning and acceleration.

Vice-Chair Mailman asked if the elementary teachers suggest the tutoring or do the students ask for the help. Ms. Kelley stated that all three principals meet with the project managers and receive input from the teachers, but families also can request the extra help.

Ms. Kamara asked if there is any video component with Paper and Mr. Duncan stated that most students preferred the anonymity and video could pose a privacy issue.

(the following motions were considered together)

Chair McCullough made the following motions:

Request that the Administration provide an update in March on the Catapult and Ignite tutoring programs in the elementary schools.

Request that the Administration continue a conversation with Paper and explore what the opportunities are for utilizing their virtual tutoring services and consider sending out a bid for comparison and provide an update at the February 8, 2022 meeting of Teaching, Learning and Student Supports.

Ms. Kamara made the following motion:

Request that the Administration provide a report on the elementary quadrants' use of Catapult and Ignite.

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

On a roll call of 3-0, the item was held for the meeting of February 8, 2022.

gb #0-362.1 - Administration/Ms. McCullough/Miss Biancheria/Mrs. Clancey
(November 24, 2020)

Response of the Administration to the request to provide a report on the tracking of Special Education services that are currently being provided remotely to students.

On a roll call of 3-0, the item was accepted and filed.

gb #1-42 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo (January 25, 2021)

Request administration propose for Committee deliberation shifts in practice, curriculum, process, and culture that have taken place during remote learning for possible retention for in-person learning.

Dr. Kyriazis, Dr. Sippel and Dr. Morse spoke about the technology successes and challenges during remote learning.

On a roll call of 3-0, the item was accepted and filed.

gb #1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

Dr. Morse stated that the Administration is looking for innovative ways to make the elementary school summer learning program more engaging for students.

Dr. Sippel stated that WPS is partnering with Generation Teach, which engages educators as leadership residents, who train and supervise high school and undergraduates who are interested in teaching to lead a program for middle school students. He feels this is an opportunity to cultivate future educators within the community.

Ms. Kamara asked about reading programs and Dr. Morse stated that the Administration is exploring tutoring labs for students who need extra help.

On a roll call of 3-0, the item was held for additional updates in March.

gb #1-318 - Mr. Monfredo (November 7, 2021)

Request that the Administration provide an update on the teaching of cursive writing in the primary grades and whether there are plans to reinforce cursive writing in the intermediate grades.

On a roll call of 3-0, the item was accepted and filed.

On a roll call of 3-0, the meeting was adjourned at 6:08 p.m.

Committee Members
Laura Clancey, Chair
Molly McCullough, Vice-chair
Jermaine Johnson

AGENDA #1
G/EI
1-27-22
Page 1

A C T I O N S

The Standing Committee on Governance and Employee Issues met virtually at 4:38 p.m. on Thursday, January 27, 2022 in Room 410 at the Dr. John E. Durkin Administration Building.

There were present: J. Johnson, M. McCullough and Chair Clancey

J. Kamara and S. Mailman were also in attendance.

Representing Administration: Superintendent Binienda, Dr. O'Neil,
Ms. Boulais and Dr. Friel

Others in attendance: M. Baranoff and R. Nugent

c&p #2-1 - Clerk (January 4, 2022)

To consider a communication from the EAW to consider approval of a donation of sick days to an Instructional Assistant at South High Community School.

Roger Nugent, President of the EAW, stated that the Instructional Assistant is a long time employee at South High Community School and is in need of additional sick time.

Vice-Chair McCullough asked if the number of sick days donated are enough to get the Instructional Assistant through the time until she returns to work.

Mr. Nugent stated that colleagues donated more than enough sick days to cover the Instructional Assistant until the school year.

c&p #2-2 - Clerk (January 10, 2022)

To consider a communication from the EAW to consider approval of a donation of sick days to a teacher at Quinsigamond School.

Roger Nugent, President of the EAW, stated that the teacher did not join the sick bank and has run out of sick days.

Chair Clancey made the following motion:

Request that that the sick days for both individuals as contained in c&p 2-1 and c&p 2-2 be approved for the remainder of the 2022 school year or until their doctors say they can return to work.

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

FILE both c&p2-1 and c&p 2-2.

The following items were postponed to be discussed at a later date.

gb #0-28 - Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo/Ms. Novick (January 8, 2020)

To create an Ad Hoc Subcommittee of the Worcester School Committee to consider changes to the school committee rules, meetings and agendas to make the work of the School Committee and our meetings more effective and better aligned with the focus on the strategic direction of the district. These changes should reflect best practices and address the recommendations included in the Department of Elementary and Secondary Education's report from 2017.

gb #0-109 - Mr. Monfredo (March 16, 2020)

Request that the School Committee submit to the Clerk any proposed changes to the Rules of the School Committee.

gb #2-17 - Ms. Kamara (January 12, 2022)

To discuss the roles and responsibilities of the chairs and vice chairs of the Standing Committees.

On a roll call, the meeting adjourned at 4:50 p.m.

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

X. GENERAL BUSINESS
Administration/Novick/Clancey/
Johnson/Kamara/Mailman
(January 26, 2022)

CURRENT ITEM - gb #2-18.1
S.C. MEETING - 2-3-22

1ST ITEM gb #2-18 S.C.MTG. 1-20-22
2ND ITEM gb #2-18.1 S.C.MTG. 2-3-22

ITEM:

Response of the Administration to the request to update the community on the Worcester Public Schools and COVID.

ORIGINAL ITEM: Ms. Novick/Ms. Clancey/Mr. Johnson/Ms. Kamara/
Ms. Mailman (January 12, 2022)

Request administration update the community on the Worcester Public Schools and COVID.

PRIOR ACTION:

1-20-22 - Superintendent Binienda provided the updated COVID results as follows:
Week of January 14-January 20

Students

-936 positive cases

-36 quarantined

Staff

-142 positive cases

-1 quarantined

Test and Stay cases:

Students

-922

Staff

-42

Ms. Novick asked that the Administration continue to enforce mask wearing especially for staff.

She also asked the Administration to contact Honeywell in order to provide a report on the feasibility of moving the portable filters into cafeterias that do not currently run them.

On a roll call of 7-0, the item was held for an update at each meeting.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Provide an update and hold for the next meeting.

X. GENERAL BUSINESS
Administration
(January 19, 2022)

ITEM - gb #2-29
S.C. MEETING - 2-3-22

ITEM:

To set a date to recognize Angelo LaRose, a junior at South High Community School, for being selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, February 17, 2022.



MASSACHUSETTS INTERSCHOLASTIC
ATHLETIC ASSOCIATION



South High Community School Student Receives MIAA Student-Athlete of the Month Award

Angelo LaRose, a junior at South High Community School, has been selected as the recipient of the "MIAA Student-Athlete of the Month Award" for December 2021. A member of the Football team, Angelo has excelled on the field, in the classroom, and in community service, resulting in his induction into the South High National Honor Society. A standout running back, Angelo was selected to the 2021 Massachusetts Coaches Association Super 26 Team as a running back. He currently holds the state record in rushing yards with 2,905 on 326 carries, and he topped Central Mass with 40 touchdowns (38 rushing) including 10 two-point conversions this season. He had 444 rushing yards in a single game. Angelo is an amazingly strong player, but it is his leadership that sets him apart from others. According to Mike Maldonado, Assistant Football Coach, "Angelo is dedicated to the game, his teammates, and himself like nothing I've seen before. He gives you everything he's got and then some." Chris Capulo, Assistant Football Coach added, "Angelo always puts forth the extra effort it takes to be successful. He doesn't make excuses for himself. He continues to work on improving his play and his leadership." Additionally, Angelo was selected to the 2021 New England Football Journal 3rd Team All-New England and the Worcester Telegram & Gazette Super Team. Worcester Schools Athletic Director Dave Shea said, "Angelo is a true leader at the school both on and off the field of play...epitomizing what we are looking for out of all our student-athletes."

In the classroom, Angelo is described as "organized and always on time with assignments." An Advanced Placement and Honors level student, Angelo genuinely enjoys learning and "shines during in-class presentations and debates." His English teacher stated, "Angelo worked hard and took feedback so that he could improve," and his Math teacher said, "Angelo is a very determined, patient and hard-working student-athlete who puts in his best effort; he is never afraid to ask for help or offer his help to others. Angelo is humble." Teachers respectfully noted, "Angelo's positivity, encouragement, diligence, and open-mindedness make him a delight to have in class."

Angelo's leadership has been instrumental for Andy's Attic, South High's clothing non-profit. A three-year volunteer, who also recruited his grandmother to help the program, Angelo's presence is evident as he answers the phone, speaks with visitors, gives tours, and collects data for orders that come in for clothes. He is known as the "go-to assistant" by Director Christine Foley. She stated, "When I think about Angelo, I think about kindness, thoughtfulness, and generosity. He always thinks of others. He is not only a great student, but he is also an all-around wonderful person. His peers look up to him." He is applauded for always being respectful and a leader. Principal Jeff Creamer

noted, "I am very proud of Angelo's amazing accomplishments on the field but also in the manner in which he conducts himself throughout the school."

The Massachusetts Interscholastic Athletic Association (MIAA) Student-Athlete of the Month Award is presented on a monthly basis to two student-athletes who display excellence in the areas of academics, athletics and community service. Students in grades 9-12 who attend MIAA member schools are eligible to receive the award. Monthly award recipients receive a certificate of recognition, are featured on www.miaa.net and MIAA social platforms, and will be honored at a local ceremony to honor their selection. Each recipient will be eligible for the Harry Agganis Student-Athlete of the Year Scholarship provided on behalf of the Agganis family. Nominations for the MIAA Student-Athlete of the Month award may be submitted by principals, athletic directors, teachers, coaches, guidance counselors or other school administrators. For additional information about the MIAA Student-Athlete of the Month Award program please visit www.miaa.net.



EDUCATIONAL ATHLETICS

MIAA | 33 Forge Pkwy | Franklin, MA 02038 | 508-541-7997



X. GENERAL BUSINESS
Administration
(January 19, 2022)

ITEM - gb #2-30
S.C. MEETING - 2-3-22

ITEM:

To consider approval of the proposed 2022-23 Student Handbook of the Worcester Public Schools.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

X. GENERAL BUSINESS
McCullough
(January 19, 2022)

ITEM - gb #2-31
S.C. MEETING - 2-3-22

ITEM:

Request that the Administration provide an update from the Nutrition Department, possibly in a presentation, with information about the different types of meals that are being provided this year and any challenges it is facing during this return to school year along with supply chain shortages.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Administration
(January 20, 2022)

ITEM - gb #2-32
S.C. MEETING - 2-3-22

ITEM:

To approve the following prior fiscal year payments:

- \$1,612 to the College Board
- \$5,232 to the College Board
- \$84.51 to an Instructional Assistant for hours worked in February and early March 2020 before schools went remote.
- \$105.24 to Gopher for tennis balls at Woodland Academy.

PRIOR ACTION:

BACKUP:

College Board - The OCPL office was without a secretary from July until late September 2021. Support staff from other offices provided coverage. However, some invoices were not processed in a timely manner due to the abrupt change of staff in July 2021.

Gopher - The items were backordered and the Purchase Order was canceled. The vendor shipped the items and the school received them.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(January 25, 2022)

ITEM - gb #2-33
S.C. MEETING - 2-3-22

ITEM:

To accept the Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program in the amount of \$681,521 from the U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance.

PRIOR ACTION:

BACKUP: Purpose: Through this grant opportunity, we will provide training and resources to school personnel as well as local law enforcement in an effort to recognize, respond quickly to and help prevent acts of violence. This includes training resources for Worcester Police Department in Active Shooter/Hostile Event Response (ASHER) training. Additionally, funds will be used to develop and implement threat assessment and/or intervention teams to operate technology solution which will be coordinated with law enforcement agencies and school personnel. This application, provided on an encrypted and secured network, will establish realtime communication between school personnel experiencing a threat and local law enforcement responding to the threat.

(14 pages) contains the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Student, Teachers, and Officers Preventing (STOP) School Violence Grant Program

Type of Funder: The U.S. Department of Justice - Office of Justice Programs Bureau of Justice Assistance

Awarded Amount: \$681,521 over the course of three years

Grant Funding Period: Upon approval through 2024

Project title: STOP School Violence Grant Program

Program coordinator: O'Neil / Pezzella

Purpose: Through this grant opportunity, we will provide training and resources to school personnel as well as local law enforcement in an effort to recognize, respond quickly to and help prevent acts of violence. This includes training resources for Worcester Police Department in Active Shooter/Hostile Event Response (ASHER) training. Additionally, funds will be used to develop and implement threat assessment and/or intervention teams to operate technology solution which will be coordinated with law enforcement agencies and school personnel. This application provided on an encrypted and secured network, will establish real-time communication between school personnel experiencing a threat and local law enforcement responding to the threat.

Description of the program:

Program location: Districtwide

Outcomes and Measures: Trainings will be held for WPD; technology application will be in use.



Department of Justice (DOJ)
Office of Justice Programs

Office of the Assistant Attorney General

Washington, D.C. 20531

Superintendent Maureen Binienda
Worcester School District
20 Irving Street
Worcester, MA 01609-2467

Dear Superintendent Binienda:

On behalf of Attorney General William P. Barr, it is my pleasure to inform you that the Office of Justice Programs (OJP), U.S. Department of Justice (DOJ), has approved the application by Worcester School District for an award under the OJP funding opportunity entitled "STOP School Violence: Units of local government, federally recognized Indian tribes, public agencies, nonprofit entities to include private schools - Threat Assessment/Intervention Teams." The approved award amount is \$681,521. These funds are for the project entitled Worcester STOP School Violence Program.

The award document, including award conditions, is enclosed. The entire document is to be reviewed carefully before any decision to accept the award. Also, the webpage entitled "Legal Notices: Special circumstances as to particular award conditions" (ojp.gov/funding/Explore/LegalNotices-AwardReqs.htm) is to be consulted prior to an acceptance. Through that "Legal Notices" webpage, OJP sets out -- by funding opportunity -- certain special circumstances that may or will affect the applicability of one or more award requirements. Any such legal notice pertaining to award requirements that is posted through that webpage is incorporated by reference into the award.

Please note that award requirements include not only award conditions, but also compliance with assurances and certifications that relate to conduct during the period of performance for the award. Because these requirements encompass financial, administrative, and programmatic matters, as well as other important matters (e.g., specific restrictions on use of funds), it is vital that all key staff know the award requirements, and receive the award conditions and the assurances and certifications, as well as the application as approved by OJP. (Information on all pertinent award requirements also must be provided to any subrecipient of the award.)

Should Worcester School District accept the award and then fail to comply with an award requirement, DOJ will pursue appropriate remedies for non-compliance, which may include termination of the award and/or a requirement to repay award funds.

Please direct questions regarding this award as follows:

- For program questions, contact Crystal Crews, Program Manager at (202) 307-1571; and
- For financial questions, contact the Customer Service Center of OJP's Office of the Chief Financial Officer at (800) 458-0786, or at ask.ocfo@usdoj.gov.

We look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to read "Katharine T. Sullivan".

Katharine T. Sullivan
Principal Deputy Assistant Attorney General

Encl.

The U.S. Department of Justice - Office of Justice Programs

Bureau of Justice Assistance

CFDA 16.839 STOP School Violence Grant Program

Worcester Public Schools

Worcester, Massachusetts

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Project Narrative: Worcester Public Schools BJA STOP School Violence Grant Program**INTRODUCTION**

The Worcester Public Schools (WPS), a Local Education Agency (LEA) located in the city of Worcester, Massachusetts, is seeking BJA's STOP School Violence grant under **Category 4** Competition ID BJA-2020-18441. As the third largest employer in the City of Worcester, WPS employs more than 3,500 employees within 51 facilities including elementary, middle and high schools as well as alternative education sites. The district is the third largest not only in the state, but the in the region of New England, with approximately 25,479 students in Preschool through Grade 12. As the district has school buildings physically located within six federally designated Qualified Opportunity Zones in the city, **our grant project will enhance public safety in these high poverty zones and additional areas.** Information on Qualified Opportunity Zones as well as poverty information for the geographical location of this project have been included in the *Other Attachments* section of this grant application.

While our schools remain safe relative to other work places, we underscore how important it is for our staff to receive training that could, in effect, prevent a tragic occurrence or help to mitigate the amount of harm in the event that it did occur. Through our established partnership with the Worcester Police Department (WPD), we make every effort to collaborate with local law enforcement to provide up-to-date training and resources for school personnel to ensure a swift and comprehensive response to any incident of significance at the Worcester Public Schools. Our WPD partners have informed us that having resources in which to perform these training exercises will enhance the ability of their department to provide an effective and efficient response.

DESCRIPTION OF THE ISSUE

Worcester, with a population of 185,677 residents (US Census 2017),¹ is the second largest city in New England (after Boston, MA). The city has historically been a designation for immigrant populations. The city's population is 70% White, 21% Hispanic/Latino, 14% Black or African American and 7% Asian. The ethnic breakdown of the Worcester Public Schools is 43% Hispanic, 29% White, 17% African American, 6% Asian and 4.2% Multi-Race, Non-Hispanic. In the last ten years, Worcester has seen an influx of immigrants from Ghana, Brazil, Iraq, and several African countries.

The following socioeconomic factors support the need for our project: Poverty: Significant levels of individuals and families entrenched in poverty exist. The per capita income for Worcester families is \$26,283 versus \$39,913 for the state. The population below 100% of poverty level is nearly double that of the state at 22% as compared to 11% for the state; the population below 200% of poverty level is 41% and 24% for the state.

Adolescent population: Roughly 25,415 and 31.2% of children in Worcester live in poverty (US Census 2017). Over 58% of public school students are economically disadvantaged vs. the statewide average of 31%. Vulnerable Youth-There are between 800-1,000 people involved in gangs in Worcester-the majority of them are teens and young adults. Youth living in neighborhoods with concentrated poverty (i.e. Piedmont, Main South, Bell Hill, Great Brook Valley, and Lakeside) are exposed to crime/violence/drugs at a higher level than other youth and

¹ United States Census Bureau, 2017. Worcester, Massachusetts. Retrieved from: <https://www.census.gov/quickfacts/worcestercitymassachusetts>

have less access to safe, green space.²

Crime and Violence - In Worcester in 2017, there were nearly 140,000 incidents reported to police. Leading incidents included 19,841 cases of disorderly conduct and 6,084 cases of arrests. Domestic violence and child abuse are a key contributor to poor mental health and generational trauma in the city. In the past, Worcester was among the 16 Massachusetts communities with the highest child victimization rates; in 2010, the child maltreatment reporting rate in Worcester was 84.6 per 1,000 residents, compared to 56.3 per 1,000 for the Commonwealth overall. The following are examples of stressors exhibited by our students and their families: *Domestic violence, Physical abuse, Sexual abuse, DCF custody, PTSD, Parents deceased, Parents MIA, Parents in prison, Parents in another country, Moving through foster homes, Siblings separated, Depression, Anxiety, Court involvement, Alcoholism, Drug addiction, Police issues, Cutting and Suicidal thoughts.*

In response to toxic stresses our student's face on a daily basis, it results in violent outbursts in the classroom leading to in- and out-of-school suspensions. During the 2018-2019 school year, there were 2,909 suspensions in the district. The majority of infractions included 24% repeated school violations, 15% disruption of school, 13% physical assault on another student, 11% fighting and 7% physical assault on a school employee. As of the 2019-2020 school year there have been 1,627 suspensions, which have included 23% repeated school violations, 15% disruption of school, 12% fighting, 11% physical assault on another student and 9% physical assault on a school employee.

Based upon the 2019-2020 data, which reflects the mid-point of the current school year,

² Greater Worcester Community Health Assessment (2018) CHA. Retrieved from: <https://www.dropbox.com/s/czi4k05eoaipkchx/Greater%20Worcester%20CHA%202018.PDF?dl=0>

the number of infractions are increasing as compared to prior years, especially in regards to physical assaults on students and other school personnel. Furthermore, there have been three bomb threats this year as compared to none in the prior year. In an effort to prevent and reduce school violence, we believe training local law enforcement and school personnel staff on ASHER and a technology application will better prepare them for any future incidents.

PROJECT DESIGN AND IMPLEMENTATION

Through this grant opportunity, we will provide training and resources to school personnel as well as local law enforcement in an effort to recognize, respond quickly to and help prevent acts of violence. We seek funding under Category 4 Competition ID BJA-2020-18441 including providing Active Shooter/Hostile Event Response (ASHER) training to prevent student violence against others and self, including training for local law enforcement officers and school personnel. This highly specialized interactive training program will provide the foundation for implementing lifesaving initiatives. ASHER training will result in a more responsive and confident workforce, prepared and proficient in severe bleeding control and life-saving techniques.

Personnel who will receive ASHER training include 300 Worcester Police Department patrolmen. Trainings will be provided to the WPD in two sessions for 2.5 hours each including a PowerPoint presentation, practical and a live scenario (simulation) with simunition training. During simulation practices, there will be a 1:8 staff to student ratio including one WPD Instructor and eight trainees consisting of patrolmen. By keeping a low staff to student ratio this ensures trainees are given the highest quality of training for a high stress incident.

In addition, 8-12 WPD SWAT team members will be role players during the simulation acting as victims to provide a more realistic scenario for trainees. By having SWAT team

members who have advanced training in responding to active shooter situations participate in the training, they will provide immediate feedback to trainees on what was successful as well as areas for improvement. Initial trainings will begin the first year of the grant and refresher courses will be provided in years two and three. All efforts will be made to ensure training adheres to CDC COVID-19 sanitary restrictions, if necessary.

In addition, we seek funding under Category 4 Competition ID BJA-2020-18441, to develop and implement threat assessment and/or intervention teams to operate a technology solution in the form of a computer application which will be coordinated with law enforcement agencies and school personnel. This application will provide an encrypted and secured network and will establish real-time communication between school personnel experiencing a threat and local law enforcement responding to the threat.

Statistically, 911 calls from a landline take 2-4 minutes, on average, to route the call for service from the centralized communications center to the local, dispatching agency. Through the procurement of the selected application, school personnel can rely on point-to-point connectivity at the officer level, instead of speaking to a third-party dispatcher. This gives police real-time detail including the classroom number and/or GPS location where the threat originated. As a result, it reduces the emergency response time and likely will save lives or serious injury if an actual threat occurs.

Currently, the district only has funding to provide our 51 school principals with access to the selected application on school-operated cell phones. The 60 assistant principals within the district do not have school-operated cell phones. They only have access to this application if they voluntarily choose to add it to their personal phone, of which many choose not to do. This poses a safety risk to our students and school personnel as there are many times when the school

principal is not in the building. As a result, response times by local law enforcement to an act of school violence would take longer as assistant principals would have to call 911 and go through dispatch services, which could lead to a higher rate of serious injury or death for school personnel and/or students.

Grant funding will provide school-operated cell phones for 60 assistant principals who will also have access to the application. In addition, training on utilizing the application would be provided by the Worcester Police Department for threat assessment/intervention team personnel consisting of 51 principals and 60 assistant principals as well as patrolmen. This training can be offered virtually in the event in-person activities could not be held due to COVID-19 restrictions.

While the district does not have funding to provide teachers or other staff members with cell phones with the application, as a result of training threat assessment/intervention team personnel, we will create an Awareness Campaign. During the Awareness Campaign threat assessment/intervention team members, WPD staff and representatives will present to teachers and other school personnel at all schools in the district how the application can be used on district provided Chromebooks or on their personal cell phones. In this way, training will help to increase the WPS use of this particular technology. In this way, we are building the district capacity to work hand-in-hand with our law enforcement partners in the areas of prevention and mitigation.

CAPABILITIES AND COMPETENCIES

Project director, **Robert Pezzella, WPS School Safety Director**, will lead the Worcester Public Schools (WPS) BJA Stop School Violence Grant Program. Under the direction of the Superintendent Maureen F. Binienda, the School Safety Director is responsible for developing, implementing and overseeing student school safety programs. As project director, Mr. Pezzella

will work collaboratively with school administrators and personnel as well as local law enforcement to ensure oversight of all program activities. While the district and Mr. Pezzella have no prior knowledge of the Global Standards Package, the project director will seek out technical support through the Bureau of Justice Assistance.

The Worcester Public Schools has a record of accomplishment with the financial and programmatic management of large federal grants. In addition to entitlement grants under Title I, II, III, and IV current competitive federal grants include 21st Century Community Learning Centers and Academic Support Services. The **Manager of Grant Resources, Gregory Bares**, will coordinate programmatic elements for the grant in collaboration with the project director. The Worcester Public Schools uses grant management databases, as well as municipal finance software to appropriately manage, expend, account for and report on funds.

Bob Walton, Information Technology Officer for the WPS and his staff will oversee the set-up of district cell phones and installing the application for assistant principals. Mr. Walton and his staff have extensive experience providing tech support for new initiatives in the district and are committed to providing support for this project.

In preparation for this grant application, we consulted with the Worcester Police Department who agreed to work collaboratively to support program initiatives. Captain **Carl Supernor** will act as project coordinator for the WPD and be the main point of contact for training activities. With more than 25 years' experience in the force including his role as department administrator and trainer on ASHER, he will coordinate and schedule all trainings. Lead instructors from the WPD will include **Patrolmen, Andrew Cravedi and Nathan Reanod**. Both instructors have 23 plus years of experience in the field and are certified to provide ASHER trainings.

**PLAN FOR COLLECTING THE DATA RQUIRED FOR THIS SOLICITATION'S
PERFORMANCE MEASURES**

The WPS **Office of Research and Accountability**, under the direction of the **Deputy Superintendent Dr. Susan O'Neil** and **Director of Research and Accountability, Dr. Marco Andrade** is responsible for the collection of data for all students throughout the district. Both Dr. O'Neil and Dr. Andrade have extensive experience collecting and analyzing data for various state and federal programs in the district. The Office of Research and Accountability was consulted during the application process and is fully committed to collect and evaluate performance data required for this opportunity.

Collection of data will follow the objectives outlined in the Performance Measure Table (Appendix A) in the grant solicitation. Performance measures will be analyzed not only through activities conducted, but through school culture and climate assessments. The purpose of culture and climate assessments provided in the form of surveys and interviews is to gain knowledge of students and staff perceptions of their safety and to learn of any problem behaviors that need to be addressed to improve school climate. Surveys will be given throughout the project period as a means to inform the project team on threats and hazards that are likely to affect the school community, which will also guide ASHER and application trainings.

As a result of findings, the project team will develop goals and objectives for each threat and hazard identified as a means to address creating a positive school climate. Objectives will include (1) Threat Assessments and Development of Intervention Teams, (2) Train School Personnel to Respond to Threats and Prevention of Violence on Campus and (3) Technology and Anonymous Reporting. Throughout the project period, the project team will develop courses of

action for accomplishing goals and objectives including providing scenario-based training such as through ASHER to ensure staff understand the steps needed to address school violence situations.

Pre- and post-surveys will be provided to law enforcement and school personnel prior to and after completing trainings. This will help to identify if the training was effective and if staff understand the plan as well as their responsibilities. WPS School and Student Performance staff will meet throughout the grant period with the project director as well as Worcester Police Captain Carl Supernor, to ensure all training and education sessions provided are documented appropriately.

As a result of program evaluation, we will analyze whether program goals and objectives were achieved. Analysis will demonstrate how school climate and emergency preparedness, including the five mission areas of prevention, protection, mitigation, response and recovery, demonstrates a reciprocal relationship with positive school climate and assist with emergency preparedness efforts, as being well prepared helps in creating positive school climates throughout the district.

CONCLUSION

Through our ongoing analysis of our efforts and their outcomes, we will ensure that Worcester Public Schools BJA STOP School Violence Grant Program galvanizes the collective resources of a strong partnership with local law enforcement to invest fully in increasing school safety by implementing training and technological solutions that will assist in the prevention and mitigation of violence in our schools.

Our plan reflects our work to identify our most pressing needs and determine a timeline for

service expansion that will meet them most effectively. Strategies will aim to increase access to resources that are proven protective factors against school violence and promoting trust as well as safety in our school and community.

STOP Violence Prevention Grant

BUDGET NARRATIVE

Line Item	Description	FY22 Year 1	FY23 Year 2	FY24 Year 3	
A. Personnel					
	Stipends for WPS technical staff to assist with use of the application = \$4,000	\$ 4,000	\$ 4,000	\$ 4,000	
	Principals and assistant principals training on use of the technology = \$6,420	\$ 6,420	\$ 6,240	\$ 6,240	
	Training costs for WPD = \$80,370	\$ 103,785	\$ 103,785	\$ 103,785	
	TOTAL PERSONNEL	\$ 114,205	\$ 114,025	\$ 114,025	\$ 342,255
B. Fringe		\$ -	\$ -	\$ -	
	TOTAL FRINGE	\$ -	\$ -	\$ -	\$ -
C. Travel					
	Required program travel to Washington D.C. for program directors meeting. Year 2 only. 3 travelers X \$1,340 = \$4,020		\$ 4,020		
	TOTAL TRAVEL	\$ -	\$ 4,020	\$ -	\$ 4,020
D. Equipment					
	Protective Gear Simms Suits - needed to protect personnel involved in role playing during training" 2 X \$225 per = \$450	\$ 450	\$ -	\$ -	
	Command boards for use on-site by personnel in training exercises. 7 X 4350 per = \$2,450	\$ 2,450	\$ -	\$ -	
	TOTAL EQUIPMENT	\$ 2,900	\$ -	\$ -	\$ 2,900
E. Supplies					
	Consumables used in the training exercises including training supplies used during simulation = \$5,000 and sanitary wipes needed to clean equipment = \$300.	\$ 5,300	\$ 5,300	\$ 5,300	
	TOTAL SUPPLIES	\$ 5,300	\$ 5,300	\$ 5,300	\$ 15,900
F. Construction					
	TOTAL CONSTRUCTION				\$ -
G. Subawards					
	TOTAL SUBAWARDS	\$ -	\$ -	\$ -	\$ -
H. Procurement Contracts					
	Application to be used for alerting law enforcement = \$65,000	\$ 65,000	\$ 65,000	\$ 65,000	
	TOTAL PROCUREMENT CONTRACTS	\$ 65,000	\$ 65,000	\$ 65,000	\$ 195,000
I. Other Costs					
	Monthly fee for cell phone service 60 phones: 60 phones X \$50 per month X 12 months = \$36,000	\$ 36,000	\$ 36,000	\$ 36,000	
		\$ 36,000	\$ 36,000	\$ 36,000	\$ 108,000
Total Direct Costs		\$ 223,225	\$ 224,345	\$ 220,325	
J. Indirect Costs					
	Total @ 2.00%	\$ 4,554	\$ 4,577	\$ 4,495	
Total Costs	Total program costs (Lines 1 - 11)	\$ 227,779	\$ 228,922	\$ 224,820	\$ 681,521

X. GENERAL BUSINESS
Administration
(January 25, 2022)

ITEM - gb #2-34
S.C. MEETING - 2-3-22

ITEM:

To accept the MyCAP Development and Implementation (FC 434) Grant in the amount of \$39,200 from the Massachusetts Department of Elementary and Secondary Education - Federal Funds CFDA 84.425 from September 28, 2021, through August 31, 2022.

PRIOR ACTION:

BACKUP:

Purpose: The purpose of this targeted grant opportunity is to provide supplementary support to school districts currently engaged in beginning implementation of the My Career and Academic Plan (CAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college and career ready.
Description of the program: Funds will be used for costs associated with out-of-school time training and meeting time for team members to create the scope and sequence and implementation plan for MyCAP.

(11 pages) contains the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: MyCAP Development and Implementation (FC 434)

Type of Funder: Massachusetts Department of Elementary and Secondary Education - Federal Funds CFDA 84.425

Awarded Amount: \$39,200.00

Grant Funding Period: September 28, 2021 through August 31, 2022

Project title: MyCAP Development and Implementation

Program coordinator: O'Neil/Sippel

Purpose: The purpose of this targeted grant opportunity is to provide supplementary support to school districts currently engaged in beginning implementation of the My Career and Academic Plan (CAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college and career ready.

Description of the program: Funds will be used for costs associated with out-of-school time training and meeting time for team members to create the scope and sequence and implementation plan for MyCAP.

Program location: High Schools: Burncoat Senior High, North High, South High Community, Doherty Memorial High, Claremont Academy, New Citizens Young Adult Center, University Park Campus, and Worcester Technical High School
Middle Schools: Burncoat Middle, Forest Grove Middle School, Sullivan Middle School, and Worcester East Middle

Outcomes and Measures: The implementation of supports for MyCAP will increase students' resources and exposure to career and college planning as they pursue their post-secondary goals. Students will all have common language and experiences aligned deliberately using the MyCAP scope and sequences so each teacher sees their role in helping students plan for their own future.

1/12/22, 9:03 AM

Fwd: [EXTERNAL] Approval FC434 MyCAP Grant - griffina@worcesterschools.net - Worcester Public Schools Mail

From: **Harney, Lisa M (DOE)** <lisa.m.harney2@state.ma.us>
Date: Thu, Dec 30, 2021 at 1:38 PM
Subject: [EXTERNAL] Approval FC434 MyCAP Grant
To: sippelt <sippelt@worcesterschools.net>
Cc: baresG@worcesterschools.net <baresG@worcesterschools.net>

Dear Dr. Sippel;

I am pleased to inform you that Worcester's submission for the FC434 MYCAP Grant has been approved for \$39,200 with a start date of 9/28/21.

You will be required to complete an end-of-year report for each school for which a template will be sent in May 2022.

I hope the PD Series provides good information and resources for the teams that are attending. And I hope the stipends allow the teams in the schools who have already begun work on MyCAP to advance the implementation of MyCAP in their schools.

Should you have questions, need further information or resources please don't hesitate to reach out to me.

Best,
Lisa

**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		PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2022	FEDERAL TARGETED administered by the College, Career, and Technical Education			\$39,200
FC434	MyCAP Development and Implementation	Upon Approval	8/31/2022	

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: 	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 10-07-2021

Applicant Agency:	Worcester Public Schools	LEA Code:	348
Fiscal Year:	2022	Fund Code:	434
Contact Email:	Gregory Bares	Program Name:	MyCAP

More info on budget details and line item descriptions here.

Note on FTEs: For staffing costs the FTE= Full-time equivalency and is the percentage of a full-time salary the grant is covering. To determine FTE, divide total amount on budget line by total salary of staff on that line. For example, 2 staff are paid \$5,000 each from grant. Their total salaries from all sources is \$50,000 each. Divide \$5,000 by \$50,000 to get FTE per staff member (.1 FTE) then multiply by 2. The FTE for that line is .2. If grant is not covering part of a salary, costs should be reflected in stipends (line 4).

Budget Line Item Category					Amount	Budget Narrative
1 ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS		Total Amount	Brief Description
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
SUB-TOTAL					\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:	# of staff	FTE	MTRS		Total Amount	Brief Description
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS		Total Amount	Brief Description
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
			<input type="checkbox"/>		\$ -	
SUB-TOTAL					\$ -	
4 STIPENDS:	# of Staff	Rate	Rate Type	MTRS	Total Amount	Brief Description
Administrator	12	\$42	per hour	<input type="checkbox"/>	\$ 12,432	Participation in program activities
Teacher Instructional/Professional Staff	26	\$37	per hour	<input type="checkbox"/>	\$ 24,716	Participation in program activities
				<input type="checkbox"/>		
				<input type="checkbox"/>		
SUB-TOTAL					\$ 37,148	
5 FRINGE BENEFITS:					Total Amount	Brief Description
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:

LEA Code:

Fiscal Year:

Fund Code:

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	Brief Description
<input type="text"/>		<input type="text"/>	<input type="text"/>	\$ -	
<input type="text"/>		<input type="text"/>	<input type="text"/>	\$ -	
<input type="text"/>		<input type="text"/>	<input type="text"/>	\$ -	
<input type="text"/>		<input type="text"/>	<input type="text"/>	\$ -	
<input type="text"/>		<input type="text"/>	<input type="text"/>	\$ -	
<input type="text"/>		<input type="text"/>	<input type="text"/>	\$ -	
SUB-TOTAL				\$ -	
7 SUPPLIES AND MATERIALS:				Total Amount	Brief Description
Other (please describe)		<input type="text"/>		\$ 1,268	Supplies for use in PD
<input type="text"/>		<input type="text"/>		\$ -	
<input type="text"/>		<input type="text"/>		\$ -	
SUB-TOTAL				\$ 1,268	
8 TRAVEL:				Total Amount	Brief Description
<input type="text"/>		<input type="text"/>		\$ -	
<input type="text"/>		<input type="text"/>		\$ -	
<input type="text"/>		<input type="text"/>		\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	Brief Description
<input type="text"/>		<input type="text"/>		\$ -	
<input type="text"/>		<input type="text"/>		\$ -	
<input type="text"/>		<input type="text"/>		\$ -	
SUB-TOTAL				\$ -	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %	<input type="text" value="2.04%"/>	\$784	
11 EQUIPMENT:				Total Amount	Brief Description
Items costing \$5,000+ per unit & having a useful life 1+ years		<input type="text"/>			
<input type="text"/>		<input type="text"/>			
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 39,200	

Name of Grant Program: MyCAP Development and Implementation

Fund Code: 434

PART III – REQUIRED PROGRAM INFORMATION

Instructions:

Please complete the tables and respond to the following five questions:

SECTION I: BASIC PROJECT INFORMATION

District Name	Worcester Public Schools
School Name	High Schools: Burncoat Senior High, North High, South High Community, Doherty Memorial High, Claremont Academy, New Citizens Young Adult Center, University Park Campus, and Worcester Technical High School Middle Schools: Burncoat Middle, Forest Grove Middle School, Sullivan Middle School, and Worcester East Middle
Project coordinator (he/she will be the main contact for the project)	Timothy Sippel, Ed.L.D.
Project coordinator title	Manager for Secondary School Instruction and Leadership
Project coordinator Contact Information (phone & email)	sippelt@worcesterschools.net 508-799-3499
Grant/business contact and email (if different)	Gregory Bares, Manager of Grant Resources baresg@worcesterschools.net (508_ 799-3108)
Team members (names and roles): Tim Sippel - Manager of Instruction and School Leadership - Secondary Whitney Goodwin - College and Career Readiness Liaison Drew Weymouth - Director of Innovation Pathways and Connecting Activities Coordinator Gregory Bares - Manager of Grant Resources Kelsey Lamoureux - Career and Partnership Specialist Counselors, teachers and school leadership from all participating schools	
Funding for A or Part B: Part A for 8 High Schools (\$2,500) Part B for 4 Middle Schools (\$4,800)	Part A = \$20,000 Part B = \$19,200 <hr/> Total = \$39,200

- 1) (Applicant A) Provide a brief synopsis of the work you have done since your team attended the PD Series including successes and challenges, and if you have begun implementation and with whom (whole school, a particular grade, IP or EC Pathway students, etc.).**

In our school district, MyCAP has evolved into a sequence of two courses, *College and Career Readiness Course I* and *II*. This course is taught to Freshmen and Sophomores at six of our high schools (North High School, South High School, Doherty High School, Burncoat High School, Claremont Academy, and University Park Campus School). We also offer the *College and Career Readiness Course (CCR) I* and *II* at our New Citizens Center, Young Adult. During this 10-week course students target the standards outlined in the 9th and 10th grade MyCAP scope and sequence. They also explore post secondary pathways and begin to develop the right pathway for them based on their strengths and interests. These academic teachers guide students through various coursework with support of Naviance. At Worcester Technical High School, a similar MyCAP curriculum is incorporated during the students' shops in 9th and 10th grade.

OR

- (Applicant B) Provide a brief description of how you are currently providing college and/or career readiness activities to your students and how implementing MyCAP will improve postsecondary planning.**

Middle school students (Grades 7 & 8) receive an introduction to career and college exploration through guidance seminars, once or twice a year. Also, each middle school has various career exploration activities that are derived from their community relationships. By implementing MyCAP into middle schools, students will explore these topics in a more in depth discussion and help lead into the work we have planned as they further develop in high school.

FOR BOTH APPLICANTS:

- 2) The ultimate goal for MyCAP is that student planning begins in middle school through high school. How will you work with your partner school (the high school if you are middle school or middle school if you are high school) to ensure a cohesive sequential implementation of MyCAP in grades 6-12?**

In Worcester, our middle school starts at Grade 7. Our focus of this work will be aligning the student experiences and preparation from Grades 7 through 12. We would like middle schools to participate in the MyCAP workshop series and collaborate with each other on the activities and opportunities. This will focus on exposing students to different career sectors and age appropriate social skills. In relation to academic college and career planning, we intend to better outline the options 8th graders have in applying to programs and schools for high school. By doing so, it is our hope their work on career interests and self-awareness will better support their enrollment in high school programs.

Setting guiding benchmarks for each grade will help align the curriculum.

In order to better align the student experience from middle to high school, counselors and participating teachers will plan on meeting regularly together rather than by age group for common planning. Additionally, middle and high school administration will jointly meet to help plan the transition from 8th to 9th grade. These meetings and common focus should help increase middle school awareness of programs and options at the high school level. It will also allow them to help students connect the career awareness and personal skills they have discovered to programs that align with those interests. Common professional development opportunities for middle and high school teams will be planned deliberately to help ensure common communication and planning. These may include tours of college campuses or meetings

with admissions counselors, meetings with employers or community organizations regarding skills or projected employment needs, to name just a few examples.

Districtwide products will be developed so students have similar experiences regardless of which school they attend. A key part of this work would include the construction of student benchmarks for each grade level. Those benchmarks would be clearly defined through Naviance and the CCR I and II course.

3) How will you ensure MyCAP implementation is a whole school process and not a counselor only activity?

Our district's primary focus is to approach the implementation of MyCAP as a school wide initiative. At the middle school level, we plan to develop teams within each school who can establish a common product as a guideline to ensure that all staff have a part to play in enhancing career and college readiness. This was done at the high school level during the workshop series but needs to be revisited to discuss common outcomes, and responsibilities across the students academic teachers. While much of the current responsibilities are placed on the College and Career teachers, they primarily focus on the career development education and college and career planning for 9th and 10th grade students only. A more comprehensive approach needs to be developed along with common approaches at the 11th and 12th grade level. (Instructional Coaches, Administration, Teachers, Counselors, Internship Coordinators, Community Partners)

Currently we have various programs and courses that address career, academic and personal/social skills. While these courses are beneficial for students, more common planning time for teachers to align goals and outcomes would enhance the student's experience. Furthermore we could begin to develop a larger scale program that is consistent across all Grades 7 through 12 schools.

Examples of comprehensive approaches include:

- English teacher helping students learn how to set and write goals relevant to their post secondary plans
- School Adjustment Counselor delivers a lesson on Growth Mindset and how it relates to future planning
- Common objectives on personal social skills across all teachers
- Collaborating with different members within our school can ensure that our whole school is focused on the common language of personal social skills, career development education and academic college and career planning

4) Identify at least two metrics with goals your district will look at to determine the impact and success of MyCAP (e.g., increase attendance, passing all courses, lower discipline referrals, increase in # of students completing FAFSA)

To assess our program's growth we will develop a survey that allows students to reflect on their growth in the three MyCAP Standards: personal social skills, career development education, and academic college and career planning. Students would take a pretest and post test to assess for knowledge and skill development (at the beginning of the year and at the end of the year). Qualitative and quantitative data will be collected and assessed after the administration of each survey.

We will also use grades to determine the effectiveness of our program. Specifically, we will determine what is the percentage of failures for 8th grade students upon completing middle school. Furthermore, we would continue to track failure rates for students into 9th grade. This data would be compared to failure rates pre implementation of the CCR I and II course.

5) How might MyCAP improve access to supports for historically underserved populations?

We believe that MyCAP will increase students' resources and exposure to career and college planning as they pursue their post-secondary goals. Students will all have common language and experiences aligned deliberately using the MyCAP scope and sequences so each teacher sees their role in helping students plan for their own future.

Additionally we would like to include community partners into our MyCAP experience. This will expand who students engage with and provide connections for post graduation support (i.e. African Community Education, Southeast Asian Coalition, Latino Education Institute, Boys and Girls Club, and others). This will help these organizations connect with our students and allow the school an opportunity to communicate our common plans surrounding MyCAP.

FY2022: MyCAP Development and Implementation

Fund Code: 434

Purpose:

The purpose of this targeted grant opportunity is to provide supplementary support to school districts currently engaged in or interested in beginning implementation of My Career and Academic Plan (MyCAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college and career ready. The MyCAP process requires schools to create a scope and sequence to implement MyCAP. This grant will provide planning team members the supplementary support necessary to attend professional development and team meetings outside-of- school hours.

Priorities:

This grant is intended to provide high school leadership teams working on the school-wide implementation of MyCAP with funding to: (a) convene the team outside of school hours for the creation of a four year scope and sequence; (b) design the implementation plan for the rollout of MyCAP; and (c) identify a metric(s) for assessment of student success

Grant applicants must identify a team that at a minimum includes four members representing a cross-section of professional roles i.e., administrator, school counselor, teacher, special education or English Learner teacher, and also including student representation. The team will create a scope and sequence that will address the three domains of college and career readiness in each year middle and/or high school as well as identify learning objectives, lessons, activities and resources available to meet those objectives, and the artifacts that will be captured in the individual student MyCAP. The focus of the work should be on creating a framework that will empower and engage students in planning for postsecondary success based on their individual interests, strengths, passions.

Eligibility:

Option A: Districts with high schools who have participated in the CCR and MyCAP Professional Development Series. An eligibility list can be found in the "Additional Information" section. Districts may apply for up to \$2,500 per school. Funds will be available for use in summer 2021.

Option B: Districts with middle and/or high schools interested in attending the professional development series in the 2021-2022 school year. Districts are encouraged to send both a high school and a middle school to the trainings - funding is available for 80 high schools and 80 middle schools. Districts may apply for up to \$4,800 per school.

Funding Type:

Federal CFDA: 84.425

Funding:

Approximately \$1,323,000 is available under this fund code.

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:

Funds may be used for costs associated with out-of-school time training and meeting time for team members to create the scope and sequence and implementation plan. Allowable uses include, but are not limited to, the following:

- Stipends
- Consultant fees
- Supplies and materials associated with planning
- Other costs related to creative and effective development of a scope and sequence.

Additional Notes:

- Grant funds *may not* be used for the purchase of technology — hardware or software or licenses for on-line learning;
- Funds may not be used to purchase snacks or food for staff or students

Project Duration:

Upon Approval (no earlier than 7/1/2021) – 8/31/2022

Program Unit:

Office of College, Career and Technical Education

X. GENERAL BUSINESS
Administration
(January 25, 2022)

ITEM - gb #2-35
S.C. MEETING - 2-3-22

ITEM:

To accept the Teacher Diversification Pilot Program (FC 210) Grant in the amount of \$13,988 from the Massachusetts Department of Elementary and Secondary Education - Federal Funds CFDA 84.425 from December 10, 2021 through August 31, 2022.

PRIOR ACTION:

BACKUP: **Purpose:** The purpose of this funding is to provide continuing support for the FY21 Teacher Diversification Pilot Program, of which Worcester Public Schools was an awardee.

(16 pages) contains the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Teacher Diversification Pilot Program (FC 210)

Type of Funder: Massachusetts Department of Elementary and Secondary Education - Federal Funds CFDA 84.425

Awarded Amount: \$13,988.00

Grant Funding Period: December 10, 2021 through August 31, 2022

Project title: Teacher Diversification Pilot Program

Program coordinator: O'Neil/Perez

Purpose: The purpose of this funding is to provide continuing support for the FY 21 Teacher Diversification Pilot Program, of which Worcester Public Schools was an awardee.

Description of the program: New Federal funding will continue to support our existing cohort of paraprofessionals as they continue their educator preparation programs and receive their license.

Program location: District wide

Outcomes and Measures: A cohort of 20 paraprofessionals are supported and they attain their license.



CHARLES D. BAKER
GOVERNOR

OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

KARYN E. POLITO
LIEUTENANT GOVERNOR

December 10, 2021

Dear Superintendent Binienda,

Congratulations! We are pleased to notify you that Worcester Public Schools has been awarded an FY22 Teacher Diversification Pilot Program grant of \$13,988.

We want to thank you for your commitment towards continuing to improve the educational experience for students. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Sylvia Lam at Sylvia.Lam@mass.gov or Shay Edmond at Sheika.A.Edmond@mass.gov if you have any questions.

Sincerely,

Handwritten signature of Charles D. Baker in cursive.

Governor Charles D. Baker

Handwritten signature of Karyn E. Polito in cursive.

Lt. Governor Karyn E. Polito

**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 Center for Strategic Initiatives			\$13,988
210	Teacher Diversification Pilot Program Grant	Upon Approval	8/31/22	

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.

**Applicants that anticipate spending a portion of these funds in summer 2022 (7/1/2022-8/31/2022) should also submit a Part I for FY23 as well as the Part II summer budget as part of their application submission*

AUTHORIZED SIGNATORY: 	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 1/8/22

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022-2023

Fund Code: 216/210

Program Name: FY22 Teacher Diversification Pilot Program Grant

Budget Line Item Category				Amount		
1 ADMINISTRATOR SALARIES:	# of staff	FTE	MTRS	Total Amount	COMMENTS	
				\$ -		
				\$ -		
				\$ -		
SUB-TOTAL				\$ -		
2 INSTRUCTIONAL/PROF STAFF SALARIES:	# of staff	FTE	MTRS	Total Amount	COMMENTS	
				\$ -		
				\$ -		
				\$ -		
				\$ -		
				\$ -		
SUB-TOTAL				\$ -		
3 SUPPORT STAFF SALARIES:	# of staff	FTE	MTRS	Total Amount	COMMENTS	
				\$ -		
				\$ -		
				\$ -		
SUB-TOTAL				\$ -		
4 STIPENDS:	# of Staff	Rate	Rate Type	MTRS	Total Amount	COMMENTS
					\$ -	
					\$ -	
					\$ -	
SUB-TOTAL				\$ -		
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: 2022-2023

Fund Code: 216/210

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Contracted Services/Other Student Services		\$100	per day	\$ 13,708	Worcester State University
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 13,708	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %			COMMENTS
		2.04%		\$280	
SUB-TOTAL				\$ -	
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 13,988	

Name of Grant Program: Teacher Diversification Pilot Program Grant

Fund Code: 216/210

PART III – REQUIRED PROGRAM INFORMATION

Please complete each of the fields below.

GENERAL INFORMATION		
	School Year (FY22)	Summer (FY23)
Amount Requested:	\$7,693	\$6,295
School or District Name:	Worcester Public Schools (WPS)	
Number of Participants to be Served, By Option(s)	Option D: 21 total participants	
Participating School(s) & Partners (OPTION A ONLY)	N/A	
Program Coordinator (Name, Title, Email, Phone)	Ivonne Perez, WPS Chief Diversity Officer PerezIV@worcesterschools.net, 508.579.4171	

Instructions: Please address the questions in Part I and Part II below. Narratives must be no longer than 5 pages.

PART I

- 1. Existing Teacher Recruitment and Retention Programs:** Provide a description of any existing teacher recruitment and retention programs, which may include, but is not limited to, paraprofessional-to-teacher programs and Grow Your Own initiatives, such as education pathways for high school students.

The Paraprofessional Educator Pipeline funded by the MA DESE Teacher Diversification grant in FY19-FY21 paired Worcester State University (WSU), an Institute of Higher Education and an approved provider of initial and professional educator licensure preparation programs; and the Worcester Public Schools (WPS), a Local Education Agency (LEA) with more than 25,000 students located in Central Massachusetts. The Paraprofessional Educator Pipeline supported paraprofessionals with bachelor's degrees currently employed by the Worcester Public School district to engage in classroom and fieldwork approaches through WSU to become licensed teachers in early childhood (PreK-2), with and without disabilities, elementary (1-6), middle (5-8), or secondary (8-12) schools. The Massachusetts Test for Educator Licensure (MTEL) is embedded in the program at various stages and must be passed to obtain initial licensure.

The Professional Educator Pipeline provided financial assistance from 2019-2020 to its existing cohort of 16 multi-lingual and multi-cultural paraprofessionals with bachelor's degrees. Out of these 16 paraprofessionals, six graduated from Worcester State University in May 2020 and completed their licensure. The six graduates in the cohort are not individuals of color. Out of the remaining 10 paraprofessionals in the cohort, five were on track to graduate in December 2020 and five were on track to graduate in May 2021. Two of the remaining 10 in the cohort identified as Hispanic and three identified as Eastern Europeans.

As of 2020-2021, out of the remaining 10 post-baccalaureate paraprofessionals in the cohort, six paraprofessionals received financial assistance toward the completion of an approved educator preparation program leading to initial licensure. Four of the 10 paraprofessionals in the cohort experienced challenges remaining in the program. Of the six remaining in the cohort, one para completed their program in August 2021, one para is scheduled to complete their program in December 2021 and four are scheduled to complete their program by August 2022. Furthermore, there were 38 paraprofessionals who received financial assistance in FY21 towards MTEL preparation, workshops, classes and vouchers.

MTEL vouchers/results include the following:

Worcester Public Schools

FY22

Prep Class	Vouchers	Took Exam	Pass
Reading	14	9	7
Writing	15	8	4
General Curr	12	0	
General Math	9	0	

Furthermore, since 2018 Paraprofessional Pathways (P3) has paired Worcester State University, Worcester Public Schools and JET (Journey into Education and Teaching) to support the educational pursuits of paraprofessionals with an associate's degree or no degree seeking educational licensure.

Based upon the success of the P3 program in FY19, funding was used in 2019-2020 to continue to support their existing cohort of 17 paraprofessionals with associate's degrees or no degree currently employed by the WPS to ensure their successful completion of coursework at WSU. In January 2020, JET participants took the following MTEL exams:

- Pass Reading: 9/15
- Pass Writing: 9/15
- DNT Based on COVID-19 Centers Closed: 10

While we had 17 paraprofessionals participating in the program as of October 2019, five paraprofessionals experienced challenges remaining in the program and one paraprofessional received her Bachelor of Arts. Out of the remaining 11 paraprofessionals, one identified as African American and one identified as Latino. In order to support the successful completion of paraprofessional's attainment of licensure, we utilized funding for MTEL prep courses for the 11 paraprofessionals. By providing access to this course, paraprofessionals were better prepared and equipped to take the MTEL exam.

As of 2020-2021, 16 paraprofessionals without bachelor degrees enrolled in the JET program. One paraprofessional of Caucasian ethnicity graduated in May 2021 with her bachelor's degree in Liberal Studies and reported she was taking the middle school math MTEL in the summer 2021. In addition, three paras are in their junior year, seven are in their sophomore year, and five are in their freshman year. 100% of the paraprofessionals are women. Out of the 16 paraprofessionals, 69% are White, 25% are black, Indigenous and people of color and 6% identify as other. On average, it takes JET participants 3-3.5 years to complete their bachelor's degrees and teacher licensure. JET has worked with the Worcester Public Schools since 2019 and is just beginning to see its participants earn their bachelor's degrees.

- 2. Identification of RFP Option(s) to be Funded:** Which option(s) will be implemented with this grant to increase and retain effective and diverse teachers? The option(s) selected must align to the RFP and the individuals identified to receive financial incentives or support must align to the groups listed in the RFP.

Through Option D of this grant opportunity, it would afford the district the opportunity to continue to support our existing cohort of five paraprofessionals in the Paraprofessional Educator Pipeline and 15 paraprofessionals in the Paraprofessional Pathways (P3) program. Grant funds would be used to provide courses as well as MTEL workshops and vouchers for the five paras in the Paraprofessional Educator Pipeline to finish their educator preparation program, practicum and receive their license. Furthermore, we would utilize grant funds to support the 15 paraprofessionals in the P3 program by providing MTEL workshops and vouchers to support these individuals in obtaining their license.

During this grant period, the Worcester Public Schools in collaboration with Worcester State University and the JET program would meet regularly to develop a plan to sustain the successful elements of the program beyond the grant period such as identifying available funding sources to support a new cohort as a means to continue to increase and retain effective and diverse teachers. Furthermore, WPS, WSU and JET would utilize this time to review lessons learned as well as analyze data collected over the grant period in developing their plan.

- 3. Qualitative and Quantitative Data Review:** Describe the data the school or district reviewed to determine the need for diversifying the current teacher staff. Please also describe the data used to inform the Option(s) selected.
- a. Describe the research-based retention strategies that will be considered, such as induction and mentorship programs and support for effective classroom management practices.

In 2018, the district collaborated with community partners, families, students, and staff to create *Defining Our Path: A Strategic Plan for Education in Worcester* to improve outcomes for all of our students. Among the areas of improvement, we focused on increasing the numbers of staff of color in the Worcester Public Schools. After reviewing our hire data over the last four years, we found that it is critical to have an educator population reflecting the various experiences of our students and their families. Our student demographic data for the SY2020-2021 indicates that our students of color comprise 71.1% of our enrollment. That is in contrast to the teacher population of 13%.

As a district we are actively working on and poised to increase the number of BIPOC teachers in our schools. Our hiring data indicated that there were 33 more teachers of color in SY2021 than in SY2018. While we had a 2.6 percent increase in BIPOC hires, the proportion of teachers of color only increased from 12.8% to 13%. Therefore, we would utilize grant funding through Option D to continue to support our existing Teacher Diversification cohort as a means to increase diverse hires as well as develop a plan to sustain the program in the future.

Research has documented that veteran teacher collaboration and support help to boost new teacher retention rates. This program aimed at providing paraprofessionals with an initial license, allows these individuals to work alongside teachers of record utilizing a collaborative relationship model.

Since paraprofessionals already have a presence in WPS classrooms, the WSU offers a practicum model equivalent to one year of student teaching. Practicum experience focuses in the subject area and level of license which the candidate is pursuing. In addition, the practicum addresses areas such as accommodations of English language learners and children with disabilities, classroom management and family/community engagement.

In addition, by implementing our cohort model, faculty advisors are able to meet the needs of students academically. Worcester state faculty advisors provide academic support to students throughout the duration of their program including guidance with MTEL preparation and vouchers for the MTEL exam.

Once a paraprofessional completes their educator preparation course and passes the MTEL exam, the WPS has an established mentor/mentee program for new teachers as required by the MA DESE. The district encourages principals match mentors with mentees by the first day of school, in order to facilitate new hires integration into the school's culture, procedures and processes. Mentors are identified by principals and have completed at least three years of teaching in the district, hold an Initial or Professional educator license in the Mentor/Mentee discipline, and be knowledgeable in adult learning theory, teacher observation, communication and conferencing, effective instructional skills, the teacher evaluation procedure, and other related topics. In addition, there are various mentor and mentee meetings throughout the year including an orientation session provided by the WPS Office of Professional Development.

- 4. Collaboration, Professional Development and Support:** What process will the school or district use to identify cultural proficiency, cultural responsiveness, and/or anti-bias training needs of the school or district, and what trainings will be provided during the grant period? Descriptions should include how managers, teachers, principals, and school committee members participating in hiring will engage in trainings. Also describe how families and students will be involved.

Currently the district is working with outside consultants that have provided professional learning and training to adopt a theory of action and an equity-oriented framework. This framework consists of three principles: 1. Academic Excellence for all students, 2. Cultural Competence where students are engaging in content and learning experiences in which they maintain their cultural integrity. 3. Critical Consciousness so that all students have the ability and opportunity to understand and critique the existing social order. This training began with principals and district leaders and has been shared with instructional coaches and ultimately teachers and other educators. We will continue to engage in this training.

As a recipient of Barr Foundation funding in 2018, the focus has been on Postsecondary Success for **ALL** students. Panorama is allowing us to monitor students on track and off track, provide timely interventions, while also disaggregating the data using many filters so that we can keep a focus on equity across all subgroups which include special education, EL, low income as well as the racial subgroups of the city. Panorama resources, engaging in Culturally Responsive Practices/Pedagogy, Equity Work and Collaborative Problem solving are all interrelated to improve student outcomes. We are also working on "essential shifts for English Learners" through ongoing trainings, books studies, and assets-based pedagogy

Panorama surveys have given us some valuable information on which we can begin to engage our equity work. We surveyed students in grades 6-12 and surveyed all Worcester Public School staff members. The Spring 2021 survey for students included Student SEL Competency where they responded to questions about

Social Awareness, Growth Mindset, Emotion Regulation, and Self Efficacy. Students also answered questions about **Sense of Belonging** and **Engagement**. Students and staff members were surveyed in the winter of 2020 addressing **Equity and Inclusion** with topics of **Diversity and Inclusion** and **Cultural Awareness and Action**.

The Superintendent's Advisory Committee, composed of community members that represent the demographics of the school district is invited to participate in all administrative interviews. In addition, all school principals work with the Chief Diversity Officer and parents/community members who represent the students in their buildings to interview and recommend candidates for open positions. All of the Superintendent's Advisory Committee members, managers, and school principals have engaged in and will continue to participate in the diversity, inclusion, and retention work that is being conducted in the district.

5. **Collective Bargaining:** Does the intended use of grant funds require waivers or modifications to existing collective bargaining agreements? If yes, please describe how this will be addressed.

Not applicable.

6. **Effectiveness Metrics:** Describe how the school or district will determine the effectiveness of the use of its approach to enhance existing teacher recruitment and retention program(s).

Dr. Susan O'Neil, Deputy Superintendent as well as the Program Coordinator/Chief Diversity Officer, Ivonne Perez, will coordinate ongoing assessments. The WPS Office of School and Student Performance will provide internal evaluation of the program; an office that Dr. O'Neil supervises.

The evaluation will generate timely and actionable feedback on our project implementation using data gathered through a variety of evaluation methods. Our human resources department and Worcester State University will use data in gauging progress, and in identifying areas for program improvement regarding the extent to which we have been effective in accomplishing our objectives, performance indicators, and activities. As such, the evaluation design includes data collection and reporting protocols geared to providing continuous feedback to support site-based decision-making and ongoing improvements.

During the planning process, the WPS Office of School and Student Performance worked with the Deputy Superintendent and the WPS Human Resources Office to refine stated goals and objectives as necessary, and to develop a clear, consistent, and accurate data reporting model that is user-friendly to diverse stakeholders.

This team developed a logic model that incorporated the essential elements of program evaluation – Planning, Implementation, Data Analysis, and Using Results. Evaluators will create a flow chart detailing the alignment between the final goal and objectives with key indicators, data sources, and plans for sharing, analyzing, and using data to help meet objectives.

PART II: Please only provide a response for the Option(s) in which grant funds are being requested.

Option A: High School Education Pathway

1. Please describe the high school education pathway to be implemented. Responses must include:
 - a. **Grade Spans:** The grade spans that the pathway will be open to.
 - b. **Access:** How students from underrepresented subgroups will be provided access to the pathway.
 - c. **Programming:** How the pathway will be grounded in racial equity, culturally responsive, and relevant for the high school students it seeks to support.
 - d. **Coursework:** The series of courses and/or coursework for students to engage with that supports their entry into the profession.
 - e. **Partnerships:** How the pathway will be supported by partners such as institutes of higher education and/or community partners. Ideally, schools and districts will collaborate with partners that have experience with developing high school education pipelines.
 - f. **Internships:** How students participating in the pathway will receive opportunities to gain classroom experience.

Option B: Financial Incentives: Paraprofessionals, School/District Graduate or Other College Graduates, Provisionally Licensed Teachers

1. Describe how the use of the following financial incentives: loan payment reimbursement, relocation assistance, and/or signing bonuses will enhance the school's or district's existing teacher recruitment strategy. Include in the response:
 - a. The teacher recruitment activities the school or district will engage in during the 2021-2022 school year, and if applicable, through August 31st.
 - b. How the school or district will determine which financial incentives to offer teacher candidates who successfully complete the school's or district's hiring process.
2. Describe how the use of financial incentives will support the enhancement of the school's or district's existing teacher recruitment strategies **and** how this strategy is aligned to the school's or district's strategic plan. *Please provide a copy of the school's or district's strategic plan.*

Option C: Financial Assistance: Paraprofessionals, School/District Graduate Other College Graduates, Provisionally Licensed Teachers

1. Applicants proposing to provide financial assistance and incentives must include the systems and structures that will be developed to implement these supports. Responses **must** include:
 - a. How eligible individuals will be identified to receive financial support or incentives.
 - b. The school or district staff member or team that will be responsible for monitoring the distribution of financial incentives and support.
2. *(Only for educator preparation support)* The individual in the school or district who will be responsible for coordinating with the approved educator preparation program(s) to ensure candidate enrollment, the number of credits needed for degree completion, the number of and the specific courses that will be supported with grant funds, and anticipated course(s) completion date.
3. Schools or districts that intend to use FY22 and FY23* grant funds to provide financial assistance to **paraprofessionals with bachelor's degrees** in accordance with the purpose of the RFP must describe:
 - a. Total number of paraprofessionals currently employed in the school or district, including the number of paraprofessionals with a bachelor's degree.
 - b. Number of paraprofessionals anticipated to be provided with financial assistance by August 31, 2022*.
 - c. Anticipated redesign of current paraprofessional scheduling models to support engagement in educator preparation program coursework and practicum requirements.
4. Schools or districts that intend to use grant funds to provide financial assistance to **school/district graduates or other college graduates** in accordance with the purpose of the RFP must describe:
 - a. The data-driven process to identify and locate school or district graduates or other college graduates.
 - b. The activities that will be employed to recruit school or district graduates or other college graduates.
 - c. Number of school or district graduates or other college graduates that will be provided with financial assistance by August 31, 2022*.
 - d. The length of time school or district graduates or other college graduates who receive financial assistance through this grant must be committed to serving in the school or district.
5. Schools or districts that intend to use FY22 and FY23* grant funds to provide financial assistance to **provisionally licensed teachers** in accordance with the purpose of the RFP must describe the total number of provisionally licensed teachers employed by the school or district and the number of provisionally licensed teachers anticipated to be provided with financial assistance by August 31, 2022*.

Option D: Continued Support to FY21 Teacher Diversification Pilot Program Grant Districts

1. *For Current Teacher Diversification Pilot Program Grant Districts ONLY:* Current grant recipients must submit a response describing how grant funds will be used to develop a plan to sustain the successful elements of the grant program after the pilot ends.

Sustainability of the Teacher Diversification program grows out of an infrastructure that supports a collaborative system based on a long-term vision, continually measuring progress against a clear set of benchmarks, and develops the ability to finance the functions of the Teacher Diversification model. To ensure continuation and deepening of the work, we will marshal the capacity to capture and retain the support of key partners in the community including Worcester State University and JET.

For those services and activities that were funded by the grant, in anticipation of the end of the pilot program, we will seek out additional funding sources, which our Program Coordinator will take the lead in partnership with the WPS Office of Grants Management and Finance Office in order to support future project delivery. By potentially leveraging various federal, state and/or private funding sources, we believe we will have a strong foundation for the sustainability and expansion of the Teacher Diversification program in the district once the grant period ends.

The Worcester Public Schools in collaboration with Worcester State University and the JET program would meet regularly throughout the grant period to develop a plan to sustain the successful elements of the program beyond the grant period, such as identifying available funding sources to support a new cohort to participate in the program as a means to continue to increase and retain effective and diverse teachers. By reviewing lessons learned as well as analyzing data collected over the grant period, it will assist WPS, WSU and JET in identifying successes as well as areas for improvement in order to create a sustainable model for the future.

FY2022: Teacher Diversification Pilot Program

Fund Codes: 216/210

Purpose:

The competitive Teacher Diversification Pilot Program is designed to support local school and district efforts to strengthen and diversify existing teacher recruitment and retention programs. Through the use of state and federal funds, participating schools and districts will engage in thoughtful, high-impact approaches intended to increase the number of effective and diverse teachers in their schools.

Strategies must be informed by a review of the school's or district's qualitative and quantitative data related to teacher recruitment and retention efforts. In addition, identified strategies must be aligned to the school's or district's strategic plan.

In an effort to increase effective teacher recruitment and retention, participating schools and districts will be required to review school and district policies and procedures and identify the cultural proficiency training needs for hiring managers, teachers, and principals. Schools and districts will also be required to develop cultural proficiency training implementation plans. Additionally, grant recipients will be required to participate in a professional learning community hosted by the Department of Elementary and Secondary Education. This virtual 1-year commitment will be held through the 2021-2022 school year to support schools and districts as they seek to develop or enhance talent diversification strategies. Additional details regarding the professional development series will be provided to grant recipients, including school and district team composition for the professional development series and session dates.

All individuals supported by Options B (financial incentives), C (financial support), and D (continued support) of this grant must commit to teaching in the school or district for a minimum of 4 years and demonstrate a commitment to supporting students from racially and ethnically diverse backgrounds.

Applicants may propose to use grant funds to strengthen existing teacher recruitment and retention programs in one or more of the following ways.

Option A: High School Education Pathway

The Department continues to support high quality and high-impact, grow your own strategies such as high school education pathways. High school education pathways can be a key strategy to support the development of a racially diverse and culturally responsive teacher workforce. These pathways have the unique ability to elevate the teaching profession for students who may not have considered teaching and/or need support to enter the profession. As such, high school education pathways are critical levers to support the recruitment and development of perspective teachers by implementing a model that is tailored to address the needs of the school or district. **The proposed pathway must clearly articulate how students from traditionally underrepresented sub-groups will be provided access and opportunity to engage in the pathway.**

While high school education pathways funded through this grant program do not have to adhere to a specific model, proposed models should include the following effective components:

- Programming: The model should be grounded in racial equity should be culturally responsive and relevant for the high school students it seeks to support.
- Coursework: The model should include a series of courses and/or coursework for students to engage with that supports their entry into the profession.
- Partnerships: The model should articulate how the pathway will be supported by partners such as institutes of higher education and/or community partners. Ideally, schools and districts will collaborate with partners that have experience with developing high school education pipelines.
- Internships: The model should articulate how students participating in the pathway will receive opportunities to gain classroom experience.

Funding Range: Up to \$20,000 per pathway per high school

Option B: Financial Incentives: Paraprofessionals, School/District Graduate or Other College Graduates, Provisionally Licensed Teachers

Schools or districts may propose to use grant funds to support the recruitment of prospective teachers. Financial incentives that can be supported by this grant include:

- Loan Payment Reimbursement: Schools or districts may provide loan payment reimbursement to school/district graduates who return to teach and/or college graduates
- Relocation Assistance: Schools/districts may provide relocation assistance for costs associated with moving to Massachusetts for newly hired out-of-state educators.
- Signing Bonuses: Schools/districts may provide signing bonuses to newly hired teachers.

Funding Range: Up to \$25,000 per financial incentive

Option C: Financial Assistance: Paraprofessionals, School/District Graduate or Other College Graduates, Provisionally Licensed Teachers

- Schools or districts will identify paraprofessionals with a bachelor's degree, provisionally licensed teachers, school/district graduates or other college graduates and provide tuition assistance to support enrollment into, and completion of, an [approved educator preparation program](#). In addition, school or districts will provide these individuals with Massachusetts Tests for Educator Licensure (MTEL) preparation support through an approved Department of Elementary and Secondary Education (Department) provider and pay for associated MTEL examination fees through the issuance of Department-provided vouchers.

Funding Range: Up to \$12,000 per individual (see eligibility list above) for each enrolled year.

Option D: Continued Support to FY21 Teacher Diversification Pilot Program Grant Districts

For Current Teacher Diversification Pilot Program Grant Districts ONLY: Current grant recipients can submit a proposal describing how the proposed grant funds will be used to develop a plan to sustain the successful elements of the grant program after the pilot ends. Funding will be prioritized for districts that are currently supporting paraprofessionals with bachelor's degrees, district graduates or recent college graduates, and/or provisionally licensed teachers in approved educator prep programs.

Funding Range: Up to \$20,000

Priorities:

Competitive priorities for this grant will be given to:

1. Schools or districts with established teacher recruitment and retention programs, which include, but are not limited to: paraprofessional-to-teacher programs.
2. Development or enhancement of high quality, education-specific pathway programs for high school students.

Eligibility:

This grant is open to all school districts, charter, career vocational technical education schools, and education collaboratives.

Funding Type:

Fund Code 216: State

Fund Code 210: Federal CFDA 84.425

Funding:

Approximately \$3,000,000 will be awarded to schools and school districts with the possibility of additional funding in subsequent years.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding is to become available it will be distributed under the same guideline as listed in the initial RFP document.

The total grant award will be determined by financial needs articulated by eligible schools and districts and may be modified by the Department. The requested amount should be appropriate and reasonable for the size and scope of the proposed program.

Fund Use:

Funds must be used to support local school or district efforts to strengthen and diversify existing teacher recruitment and retention efforts. Activities must be reasonable, appropriate, and consistent with all applicable state and federal requirements.

Options A through D: Grant funded activities must conclude by August 31, 2022*.

Option A and Option D (as applicable): Applicants may provide stipends to current educators to support pathway planning and implementation.

Project Duration:

Upon approval – 6/30/2022 (if applicable through 8/31/2022*)

All grant-funded activities must be paid by August 31, 2022*. A report on grant funded activities and outcomes will be required. Additional details will be provided to grant-funded schools and districts.

Program Unit:

Center for Strategic Initiatives

X. GENERAL BUSINESS
Administration
(January 25, 2022)

ITEM - gb #2-36
S.C. MEETING - 2-3-22

ITEM:

To accept the Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant (FC 613) in the amount of \$100,000 from the Massachusetts Department of Elementary and Secondary Education from December 14, 2021, through June 30, 2022.

PRIOR ACTION:

BACKUP: **Purpose:** The purpose of this competitive, state and federally funded grant program is to adapt, expand, or strengthen multi-tiered systems of support to respond to the social-emotional and behavioral health needs of students, families and educators and to build strong partnerships with community-based mental health agencies and/or providers.

(22 pages) contains the grant acceptance form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant) (FC 613))

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$100,000.00

Grant Funding Period: December 14, 2021 through June 30, 2022

Project title: SEL & Mental Health Grant

Program coordinator: O'Neil/Mahoney

Purpose: The purpose of this competitive, state and federally funded grant program is to adapt, expand, or strengthen multi-tiered systems of support to respond to the social-emotional and behavioral health needs of students, families and educators and to build strong partnerships with community-based mental health agencies and/or providers.

Description of the program: Worcester Public Schools applied for funding under Category C and will be using funds to increase access to mental/behavioral health supports for our WPS students. Funding will be used to support students by having school staff continue to connect with and provide individual and group services to students. DBT (Dialectical Behavior Therapy) PD will also be offered to staff through Open Sky

Program location: District wide

Outcomes and Measures: SEL and mental health services are delivered either individually or in group settings to our WPS students.



OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

January 20, 2022

Dear Superintendent Binienda,

Congratulations! We are pleased to notify you that Worcester Public Schools has been awarded an *Fiscal Year 2022 Fund Code 613/311/332 Supporting Students' Social Emotional Learning, Behavioral & Mental Health and Wellness Through Multi-Tiered Systems of Supports (SEL & Mental Health Grant)* in the amount of \$100,000.

We want to thank you for your commitment to supporting the social-emotional and behavioral health needs of students, families and educators. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Kristen McKinnon, Assistant Director of Student and Family Support, via Kristen.A.McKinnon@mass.gov if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in cursive script that reads "Karyn E. Polito".

Lt. Governor Karyn E. Polito

**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	State - Competitive Grant Administered by the Office of Student and Family Support			\$100,000
613/311	Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant)	Upon Approval	June 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: 10/29/2021

DATE DUE: Thursday, November 18, 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: 613-311

Category C

Program Name: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant)

Budget Line Item Category					Amount	
1 ADMINISTRATOR SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
			<input type="checkbox"/>			
			<input type="checkbox"/>			
			<input type="checkbox"/>			
SUB-TOTAL					\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
			<input type="checkbox"/>	\$ -		
			<input type="checkbox"/>	\$ -		
				\$ -		
				\$ -		
				\$ -		
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
			<input type="checkbox"/>	\$ -		
				\$ -		
				\$ -		
SUB-TOTAL					\$ -	
4 STIPENDS:					Total Amount	COMMENTS
	# of Staff	Rate	Rate Type	MTRS		
Administrator	10	\$42	per hour		\$ 22,500	
Teacher Instructional/Professional Staff	25	\$37	per hour	<input type="checkbox"/>	\$ 65,500	
					\$ -	
					\$ -	
SUB-TOTAL					\$ 88,000	
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: 613-311

Category C

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Consultants/Prof Dev for Teachers & Support Stat		\$100	per hour	\$ 10,000	Consultants DBT
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 10,000	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %			COMMENTS
		2.05%		\$2,000	
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 100,000	

Name of Grant Program: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant) **Fund Code:** 613 / 311

PART III – REQUIRED PROGRAM INFORMATION

Applicant: Worcester Public Schools

Please mark ('x') each grant category for which you are applying. (Reminder: You must submit a separate budget workbook for each grant category):

Category A: Piloting universal mental health screening

Category B: Developing Multi-Tiered Systems of Social-Emotional, Behavioral & Mental Health, and Well-Being Support

Category C: Sustainability through Community-Based Coordination and Access to Services

Please respond to the following questions using no more than 10 pages (regardless of the number of categories for which you are applying.)

- 1) **Self-Assessment:** Has your district/charter district/collaborative completed one of the following self-assessments in the past 6-12 months: Safe & Supportive Self-Assessment, MTSS Self-Assessment, SEL/MH MTSS Self-Assessment (through the SEL/MH MTSS Academy), or SHAPE?

If not, has your district/charter district/collaborative completed a different self-assessment that examines systems and practices related to SEL and behavioral/mental health?

- Describe which self-assessment you used and what emerged as current strengths and gaps/implications for system needs/changes. When did the self-assessment take place and who participated in the self-assessment process? If you created an action plan based on findings from one of the self-assessments, please attach this plan as an appendix.
- If your district/charter district/collaborative has not completed a self-assessment, please select one of the self-assessments listed above. Describe your anticipated process for completing the selected self-assessments (timeline, participants, planning process, etc.).

RESPONSE: WPS Leadership worked during SY 20 – 21, and continues our work this school year with Irvin Leon Scott, Ed. D., Senior Lecturer on Education, Harvard University. Dr. Scott is a member of the faculty at the Harvard Graduate School of Education. At Harvard, Scott’s work has focused on addressing structural inequities/barriers; transforming how teachers are recruited, developed, retained and rewarded. Our work with his is focused on this and also how to support teachers and ensuring their voices inform the education reform dialogue. Research has shown that effective teachers are the single most important factor in a student’s success. Our work with Dr. Scott has helped to inform any and all assessments of our professional practice, including those in the domain of SEL/MH

Over the past several years, WPS has worked intentionally to assess needs for increasing mental health supports to students both in school and outside of school hours. During the 2019-2020 school years the district established a stabilization team to support students struggling in school, and awaiting additional supports. The WPS also hired additional Behavioral Health Specialists, who have been assigned to schools where students were demonstrating a high level of clinical need. In August of 2021, the district rolled out the District Curriculum Accommodation Plan (DCAP) and Therapeutic Support Staff (TSS) process accompanied by an Individual Tiered Support System (ITSS). We are collecting ITSS meeting data and outcomes and we are meeting monthly with school representatives to identify the successes and challenges in Multi-Tiered System of Support (MTSS) implementation.

- 2) Grant Plans/Overview:** Describe your plans for this grant. What are you looking to invest in and support? If you are applying for multiple categories, please describe your plans for each category. Please identify strengths, priorities, needs, and opportunities the district/school/collaborative plans on addressing to build sustainable and scalable social-emotional, behavioral, and mental health tiered supports for students, staff, and families. If the supports are targeted towards specific schools or programs within the district, please indicate that as well.

RESPONSE: Worcester Public Schools will be applying for Category C; as such our district will increase student access to mental/behavioral health supports by bringing community mental health providers into schools to work with our students and assigning WPS staff to see students at their after-school programs. We have found that with our students, after school mental health promotion minimizes interference with academic progress, which itself serves as a protective factor for youth in economically disadvantaged communities. In addition, after-school goals align well with mental health promotion, and recreational activities inherently offer opportunities for social-emotional skills building. All community after school programs have SEL components, and this practice would reinforce the process.

Over the past several years, we have worked intentionally to assess needs for increasing mental health supports to students both in school and outside of school hours. During the 2019-2020 school year the district established a stabilization team to support students struggling in school, and awaiting additional support. The WPS also hired four Behavioral Health Specialists, who have been assigned to schools where students were demonstrating a high level of clinical need. Community partners were offering on site afterschool programming at six schools, and plans were underway to expand, with other agencies committing to the expansion. The school closure in March 2020 ended this, as agencies could no longer

meet with students, and for many agencies and families, accessing telehealth behavioral services was unmanageable for practitioners and clients alike.

The strength of this program is there is a relational infrastructure that's already in place. By prioritizing the emotional and behavioral well-being of youth and providing on-site services and resources at community agencies, schools can provide tiered support for students and families. When children are already at their afterschool program, there is no need for parents to find additional transportation. WPS will contract Open Sky; and offer staff PD for Dialectical Behavior Therapy. WPS staff working in and out of school programs will also be able to more organically connect with school staff, to share information, planning and updates.

As WPS increases universal and Tiered SEL instruction and supports during the school day, extending this teaching and support to after school time, will increase SEL competencies. Additionally, the coordination of instruction and support will reduce confusion which can result with differing instruction.

OSEL staff will continue to provide support, and if agencies increase capacity to provide service at childcare locations, agencies will assume responsibility of service delivery, although agencies don't have a sense of when this may happen. As more universal and target interventions result in documented improved capacity and functioning of students, OSEL staff will continue to act as bridges between schools and after school programming, and will provide enhanced consultation, and if requested, professional development on strategies to support universally during out of school time.

Funding will be used to support students by having school staff continue to connect with and provide individual and group services to students upon grant approval and until the end of the grant cycle June 30, 2022. If awarded, the grant will allow for continued support provided by familiar, school based staff, efforts to engage additional agencies, and re-engage previous partners. Funding will allow further expansion of after school options which will be certainly in order following the many recent events impacting students and families.

3) Data Use and Outcomes: What specific data is driving and/or informing your plans outlined above? What data do you plan to review to monitor the effectiveness of your work and at what frequency? What outcome data will you analyze to measure success? How will you use this data to inform decision-making and capacity-building efforts?

RESPONSE: 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 students.

WPS measurements of school climate, include Panorama surveys, chronic absence and discipline data. This data helps us understand the student experience. The Panorama survey of Social Emotional Skills and Competencies measure the following for students in Grades 7 through 12: Emotional Regulation; Growth Mindset; Self-Efficacy; and Social Awareness. The Survey of Student Supports and Environment includes Engagement and a Sense of Belonging.

2020-2021: Panorama in Middle and High Schools Data
 Students in grades 7-12 participated in three SEL Surveys: September, February and May.
 1 Staff (Prek-12) Equity Survey
 There are Secondary (middle and high school) school based meetings ongoing throughout year.

PANORAMA KEY FINDINGS, 20-21 SY

SEL Competencies Survey

Competency	Fall 2020, Favorability	Winter 2021, Favorability	Spring 2021, Favorability
Growth Mindset	51%	50%	51%
Social Awareness	59%	59%	60% ^
Emotion Regulation	44%	44%	47% ^
Self-Efficacy	37%	38%	41% ^

Student Supports and Environment Survey

Supports and Environment	Fall 2020, Favorability	Spring 2021, Favorability
Sense of Belonging	40%	41% ^
Engagement	30%	30%

Equity Survey

Equity	Winter 20-21, Students	Winter 20-21, Staff
Diversity and Inclusion	79%	
Cultural Awareness and Action	65%	
Cultural Awareness and Action (Student Focus)		68%
Cultural Awareness and Action (Adult Focus)		64%
Educating All students		75%

Most Notable Results: Students responded most favorable to Social Awareness Skillset; and responded least favorably to Self-Efficacy skillset, however it is the skillset that shows the greatest rate of growth 4

School Year 21 - 22

Panorama Surveys, Student and Staff continue: Panorama is increasingly being used as a monitoring tool by secondary school teams and is being incorporated into the MTSS process for tracking and monitoring of individual supports. Additionally, OSEL staff will document students served, and home school will be able to review student specific data. All involved agencies will continue to use current surveys, data that measure SEL behaviors and functioning, and this will be reviewed with all involved parties, to inform practice and assess effectiveness of interventions, while planning future involvement.

- 4) Racial equity and cultural responsiveness:** How are racial equity and cultural responsiveness at the center of your plans through this grant opportunity? What stakeholders have you engaged in this process (and do you plan to continue to engage)? What outcomes will you look at to measure progress in this area?

RESPONSE: WPS partners with national leaders to provide professional learning opportunities leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year.

WPS engages in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices.

Worcester Public Schools has created a working document on the integration of culturally responsive learner-centered practices into the curriculum and culture of schools.

DISTRICT'S WORKING DEFINITION: Learner centered culturally responsive education simultaneously upholds high standards for academic excellence and cultural competence. It honors the strengths, cultures, lives, and experiences of all students and provides them with meaningful and authentic learning experiences.

CULTURALLY RELEVANT TEACHING: A philosophical mindset and teacher actions "that empowers students to maintain cultural integrity, while succeeding academically." (Ladson-Billings, 2011)

THREE KEY PRINCIPLES that guide teachers' instruction, leadership actions, and district systems, policies, and resources:

1. **Academic Excellence:** A commitment to high levels (e.g., grade-level or above) of academic excellence for all students.
2. **Cultural Competence:** Content and learning experiences wherein students maintain their cultural integrity.
3. **Critical Consciousness:** So that all students have the ability and opportunity to understand and critique the existing social order.

EMERGING PRINCIPLES FOR THE DISTRICT’S THEORY OF ACTION

1. Adopting and having an equity-oriented framework and way of thinking is crucial.
2. Engaging with and working to change individual mindsets and behaviors in schools and in the district is important, achievable, and essential.
3. As district leaders, we can begin to examine and shift district policies, practices, and structures that may impact the ability of [schools – leaders – teachers] to implement equity-oriented actions.
4. We see school leaders and teachers as key players and stakeholders in (a) identifying structures and policies that influence and impact equity and (b) building capacity among and supporting changes in teacher and classroom actions.
5. We see the use of data (sharing, exposing inequities or the impact of structures) as a means of “seizing” the input of school-level leaders to inform this work, to generate urgency, and increase buy-in.
6. It is important that we strive to seamlessly integrate culturally responsive content and actions into the Leadership Network activities, so that this work is not seen as an add-on.

School Year 2020-2021

WPS partnered with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year.

Engaged in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices.

School Year 2021 – 2022

Work continues with:

Learner Centered Initiatives on Culturally Responsive Pedagogy through the all school Network structure

Dr. Irvin Scott, Leveraging Student Data for Access and Equity. Principal Trainings to Support Building Level Presentations (October, December, March and June)

University of Massachusetts Medical School, Series on Racial Trauma and Bias

SHINE Initiative, Staff Self-Care Series

Voluntary professional development in book clubs in cooperation with the departments of Multilingual Learner and Special Education *Leading Equity-Based MTSS for All Students* (McCart and Miller, 2019).

Stakeholders

- Superintendent's Advisory Council (Community and District Representatives)
- Superintendent's Student Council (High School Students)
- District and School Based Staff through the Network structure
- School based site councils and Parent Teacher Groups as applicable

Outcomes to Measure Progress

- Discipline
- Course Credit/Failures
- Attendance and Chronic Absenteeism
- Advanced Placement Enrollment for SY 2022-23

- 5) **Team:** Describe the overall approach to organizing and coordinating the work of this grant. Include who will be involved, how often they will meet, and how the work is embedded in existing team structures for creating safe and supportive schools and multi-tiered systems of support. Please indicate the name(s) and contact information for the individual(s) who will serve as the point(s)/lead(s) for this grant opportunity. Please describe how you will ensure that the team represents the voices and perspectives of the students and families that you serve.

RESPONSE: This grant will be overseen by the WPS Manager of the Office of Social Emotional Learning (OSEL) who has previously identified community partners, and is active participant in multiple weekly community working groups. Each team will have an identified team including administrations, teachers, nurse, counseling staff and others who will identify students to participate, and once connected will review current student data to help determine impact of intervention. These teams will meet at least bi-weekly in schools. Database of referrals, participation, and waitlist will be available to the Manager of OSEL to coordinate services, and explore options to increase if needed.

The Office of Social Emotional Learning meets with local agencies such as the United Way's "Worcester Together". Worcester Together has been meeting weekly since March 2020, and is a city wide, collaborative effort that was organized in response to COVID. The goals are to foster collaboration among the community, coordinate services, share all resources, communicate about supports and services, and problem solve. WPS has been a founding partner of this initiative, which is currently made up of more than 250 organizations, businesses, community groups and individuals. There are 11 working groups, and WPS is an active participant in six of these groups. Many discussions occur regarding the need for SEL, counseling supports for students, particularly in non-school settings. Every child care, youth development agency that participates has expressed overwhelming support of the proposed plan, and is eager to be a location should the program be funded.

Once funding is secured, WPS will meet with childcare providers, to determine resource allocation, and to plan identification of students, referral and parental consent process, along with creation of documentation of services provided. We will also discuss methods of data collection and data analysis, along with method/process for sharing information with school staff. There will be a monthly check in meeting with providers to discuss progress, and address any challenges. WPS will create google forms to facilitate real time updates and communications.

- 6) Coordination and Partnerships with Community-Based Organizations/Providers:** Describe existing or planned partnerships (and/or proposed efforts to establish or increase partnership efforts) with community-based organizations/providers that support (or will support) the district and or schools' goals and implementation activities.

RESPONSE: WPS had begun offering after school counseling sessions in multiple locations. Community partners were involved, and given demand for services, plans were in development to have Schools Adjustment Counselors and School Psychologists provide after school clinical support for both individuals and groups.

This schedule was being developed when schools shut down. Prior to school shutdown, four agencies were providing services, two were in process of scheduling services, and at least four others had expressed interest in future involvement. These providers will be contacted to determine interest and availability, which has been impacted by recent events and changes in their staffing.

We have engaged in discussions with previous partners, as well as with agencies not previously involved. While many are excited by the concept of this partnership, they currently lack staffing capacity, with one exception. Should agency increase staffing they will reach out, and we will continue outreach as well. There is a dearth of mental health providers locally, and nationwide. We believe that by having current WPS staff fill this void will add critically needed supports to students and families. As helpful as agencies working on site after school, insurance coverage became a challenge, as many providers/agencies lack the capacity to provide treatment for students other than those covered by Mass Health, due to licensing requirements for reimbursement. As a result students who are covered by private insurance providers could not be seen by clinicians. Since WPS will not be encumbered by these billing limitations, all students will be eligible to participate, regardless of coverage, a much more equitable approach to accessing services for students in need.

The district (and its schools) face challenges in accessing behavioral and mental health services for children. Parents consistently cite transportation as a barrier to treatment. Given the limited capacity to find clinicians, Worcester Public Schools Office of Social Emotional Learning School Adjustment Counselors and School Psychologists will meet with students in schools, and childcare providing agencies, at school based afterschool programs, and during after-school programs run by Recreation Worcester. These programs are located at Belmont Community School, Burncoat Community School, Canterbury Street Magnet Computer Based-School, and Chandler. Their school-year programs offer students the opportunity to engage with volunteers, on-site personnel and other community partners in enriching, recreational, academic and art programming.

This model of embedded OSEL supports was piloted in summer 2021, when four different School Adjustment Counselors worked at a variety of childcare, youth serving camps and programs. In total, over a 6 week period, four staff provided 167 hours of support to 4 different programs in the Worcester Community. There were two additional programs identified, and staff interested, but COVID protocols

prevented this from happening. All the served programs, and others who have since learned of the benefits, are eagerly awaiting the opportunity to resume this collaboration. We are exploring having community agencies provide onsite after school counseling, and OSEL staff will support these programs, and increase capacity to meet with students. Given widespread shortages in clinical staff, this model will provide clinical supports until community partners have the capacity to provide direct services to students outside of school. Given previously described insurance challenges, it is predicted that OSEL staff will continue to support students who would otherwise be denied access to mental health services due to insurance challenges.

- 7) Budget, Sustainability, and Scalability:** In addition to your budget template, please provide a brief narrative that outlines your spending plans and how these grant funds align with your grant plans. How will the plans outlined in this grant application be sustained after the grant period (particularly if the funding is being used to support staff positions)? If applicable, how will the plans outlined in this grant application be scaled to support additional schools and/or students?

RESPONSE: We plan to sustain as much of the programming as possible beyond the grant activities as there are already mechanisms in place to ensure the Worcester Public Schools continue to assume a primary role in addressing the unique needs of our students, through the Office of Social Emotional Learning. The Worcester Public Schools will continue to provide a safe and supportive school environment centered upon prevention through clearly communicated policies and procedures, cooperation and collaboration by staff in providing essential supports to students and internal supports in place to provide intervention services to students facing challenges in the area of social-emotional learning.

The WPS already has systemic approaches in place which identify initial and long-term responses to students mental health needs by ensuring the protection, safety and health of all students within the school community. The WPS Manager of Office of Social Emotional Learning (OSEL), Maura Mahoney, oversees and ensures the continuous monitoring and review of the district's approach to education for social emotional learning. Ms. Mahoney oversees OSEL which consists of School Psychologists and School Adjustment Counselors who provide services to all students in the Worcester Public Schools. These personnel, all of who have training to the Master's Degree level (at a minimum) and Department of Education licensure, provide support for successful educational experiences and the healthy emotional development of all students enrolled in our schools. They provide a wide variety of services that address academic, social-emotional or behavior difficulties and can be readily accessed, as needed, by students, parents, teachers and administrators. There are currently 30 school psychologist positions. It is expected that the majority of staff will be interested in participating in this initiative.

Our plan includes steps that will assist us in sustainability of key grant activities after funding is gone; for example: strengthening our relationship with community partners to ensure a conduit of mental health services for our students both in time and in place. We will also invest in professional development in DBT Dialectical Behavior Therapy; a cognitive behavioral treatment that has been shown effective in treating a wide range of other disorders such as substance dependence, depression, post-traumatic stress disorder (PTSD), and eating disorders. As such, DBT is a trans diagnostic, modular treatment.

8) Category C Applicants ONLY:

The Department and its partners anticipate offering mental and behavioral health related professional development (PD) to selected Category C grantees. There will be no fees charged to districts for this PD. Funds may be budgeted, as needed, to support teams' participation in these offerings. These PD opportunities will support school staff in identifying and supporting students in need of behavioral and mental health services. PD may include an opportunity for district and school teams to engage in a multi-year learning community to assess needs, prioritize and develop action plans related to this work. For planning purposes applicants should indicate which PD opportunities they would like to participate in by choosing from the following. Please check all that apply:

	A PD series with multiple sessions and coaching to support creation and/or implementation of action-plans based on self-assessment results.
X	One time PD sessions, based on grantee-identified topics, with follow up technical assistance to support continued action-planning and in-district implementation.
X	Opportunities for networking and cross-district learning.
	<u>Youth Mental Health First Aid (YMHFA)</u> Hosting a district/school training, sponsored by the Department, for up to 30 participants.
X	Other PD needs – please describe: DBT Training through Open Sky

A detailed description of PD offerings will be shared once finalized.

FY2022: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness through Multi-Tiered Systems of Support (SEL & Mental Health Grant)

Fund Codes: 613/311/332

Purpose:

Research has shown that students' well-being is critically important to their academic and overall success. The events of the past 18 months (including the Covid-19 pandemic and our country's reckoning with racial injustice) have only heightened the importance of student, staff, and family social-emotional and behavioral health well-being.

The purpose of this competitive, state and federally funded grant program is to adapt, expand, or strengthen multi-tiered systems of support to respond to the social-emotional and behavioral health needs of students, families and educators and to build strong partnerships with community-based mental health agencies and/or providers.

This grant aims to build capacity of school districts, charter schools, and educational collaboratives to do one or more of the following:

- pilot universal mental health screenings for students in kindergarten to grade 12;
- develop comprehensive, integrated multi-tiered systems for student, family, and educator social-emotional and/or mental health supports; and
- build sustainable infrastructure to facilitate integrated coordination between school and community-based services and/or providers.

Priorities:

Through this grant initiative, participating districts are asked to prioritize the following areas as they relate to social-emotional and behavioral health for students, staff, and families.

- **Racial equity and cultural responsiveness:** This can include, but is not limited to: ensuring that the approach to teaching, modeling, and integrating social emotional learning is done from a culturally responsive lens; providing professional development and coaching to staff on culturally responsive social emotional and/or mental health practices; conducting culturally responsive, universal mental health screening and developing systems to respond to student needs in a racially equitable manner; strengthening systems to solicit student and family leadership and feedback that is fully representative of the school community and empowers voices that have been historically marginalized; and engaging students and families to ensure that social emotional learning efforts reflect the school community's values and center racial equity.
- **Evidence-based interventions and supports:** Ensuring schools utilize evidenced-based social-emotional and behavioral health interventions and supports, and that staff receive the necessary professional development and coaching to implement them with fidelity. This could include a range of efforts that include but are not limited to tier 1 (universal) supports implemented by classroom teachers and tier 2/3 (supplemental, small group, and more intensive) interventions implemented by student support staff/clinicians.
- **Sustainable Systems & Partnerships:** Establishing and/or strengthening sustainable systems and multi-year partnerships (including community-based services and/or providers, professional development providers, etc.).

Competitive Priority will be given to:

- Districts and schools in chronically underperforming status.
- Districts and schools that have been identified as requiring broad/comprehensive or targeted/focused support through the State accountability system;
- Districts and schools that have been identified as part of the Rethinking Discipline initiative;
- Applicants with limited access to mental and behavioral health services and/or limited existing financial resources;
- Applicants that have conducted a self-assessment aligned with a multi-tiered social-emotional and behavioral health framework and created a plan to address their identified areas of need. Some example assessments include: Safe & Supportive Self-Assessment, MTSS Self-Assessment, SHAPE, etc.;

- Applicants that are participating in one of the following networks and/or MTSS Academies: School Mental Health [COIIN](#); or [SEL/Mental Health, PBIS, or Systemic Student Support \(S3\) Academies](#)
- Applicants serving a community where at least 45% of students have been identified as [economically disadvantaged](#).

Eligibility:

Massachusetts public school districts, charter schools, and educational collaboratives are eligible to apply.

Funding Type:

Fund Code 613 and 311: State

Fund Code 332: Federal CFDA 84.425D

Funding:

A total of approximately \$7,200,000 is available through this grant. The grant has been divided into several distinct but related categories. Applicants may apply for one or multiple grant categories.

Applicants' requests for funding should be commensurate with the scope of activities proposed. Please note that efforts proposed through this grant must be supplementary and complementary to (and not supplant) what is funded through other grants/contracts.

All grant participants will be expected to participate in two networking meetings that will be facilitated by the Department (DESE) during the course of the grant.

Category A — Piloting Universal Mental Health Screening Systems:

DESE will allocate at least \$1,000,000 of the total grant towards this category. Applicants may apply for up to \$100,000 to support the following activities:

- pilot/implement evidence-based, universal mental health screenings for students in kindergarten to grade 12;
- design and implement necessary data systems to collect, analyze, and report on universal screening data;
- establish protocols for mental health support teams to: analyze and respond to universal mental health screening data, monitor the impact of supports/services and make adjustments as needed; gauge implications for future strategic planning; and ensure compliance with all applicable state and federal laws regarding data security and privacy;

- other activities to support the priorities of this grant, provided that they are part of a coordinated approach to implement universal mental health screening and subsequent supports, and are either one-time activities that have a longer-term impact (e.g., professional development needs associated with mental health screening), and/or activities that have a reasonable likelihood of being continued and sustained beyond the grant period through other funding sources (e.g., funding startup costs for purchasing mental health screening, with the goal of sustaining these services through other sources after the end of grant funding).

Awarded grantees under Category A will also be expected to compile and submit an end of grant report no later than June 30, 2022 which will include the following data:

- *number of students who received mental health screenings, delineated by demographic group and grade level;*
- *number of students requiring additional support or follow-up screenings, including students who indicated suicidal ideation or intent to self-harm;*
- *length of time between the initial screening and subsequent support services provided;*
- *number of students referred for additional support services outside of the school district.*
- *Types of screening tools used*

Category B — Developing Multi-Tiered Systems of Social-Emotional, Behavioral & Mental Health, and Well-Being Support

DESE expects to award approximately \$4,700,000 for this category. Applicants may apply for up to \$150,000 to support the following activities:

- provide on-going professional development (including coaching) for staff members to enhance culturally-responsive tier 1 social-emotional learning for students, and recognize and respond to mental and behavioral health challenges that may arise;
- participate in free Department-sponsored professional development (PD) to support school staff in identifying and supporting students in need of social emotional, behavioral, and/or mental health services;
- redesign student support staffing models to support a more proactive and deliberate multi-tiered approach to social-emotional learning and behavioral health;
- create a comprehensive approach to tier 1 social-emotional learning and behavioral health;

- provide robust, evidence-based tier 2 and tier 3 supports and interventions;
- ensure all social-emotional learning and behavioral health practices, policies, and supports across all three tiers are culturally-responsive and equitable;
- create multi-year partnership agreements with community-based and other partner organizations to support systemic approaches to address social-emotional and behavioral health needs for staff, students, and families;
- develop effective planning and feedback structures with students, families, and caregivers to ensure that social emotional learning efforts reflect the school community's values and priorities;
- ensure the necessary systems are put in place to monitor implementation and sustain/scale successful practices and policies; and
- other activities aligned with the priorities of the grant.

Category C — Sustainability through Community-Based Coordination and Access to Services

DESE expects to award approximately \$1,200,000 for this category. DESE will award at least \$1,000,000 of these awards to schools and school districts serving high percentages of low-income students. Applicants may apply for up to \$100,000 to support the following activities:

- working with community-based providers to identify options for increased collaboration, provision of mental health/behavioral health services on site (at school) and/or in the community;
- building infrastructure for cross-system coordination to improve integration of behavioral and mental health supports for continuity of care for children, youth and families to ensure seamless transitions between schools and communities;
- designing or implementing improvements to data systems and software applications to facilitate mapping of school and community-based resources, making referrals, tracking students' use of services, monitoring the impact of services, and identify implications for future services (subject to compliance with all applicable state and federal laws regarding data security and privacy);
- implementing strategies and partnerships to foster sustained behavioral and mental health supports for students and families; these strategies should be aligned with locally-created action plans that extend beyond the grant period (e.g., funding startup costs for the initial offering of services

on-site to students eligible for the Children's Behavioral Health Initiative or MassHealth, commercial insurance providers, or other sources that extend beyond the grant period); and

- participate in free Department-sponsored professional development (PD) to support school staff in identifying and supporting students in need of social emotional, behavioral, and/or mental health services.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding is to become available it will be distributed under the same guideline as listed in the initial RFP document.

Fund Use:

These funds must be used in ways that are aligned to the grant purpose and priorities described above and that have reasonable likelihood of being sustained (and/or having impact) beyond the grant period.

Fund use may include, but is not limited to:

- Contracting with partners who provide one or more of the following services:
 - evidence-based universal mental health screening tools, data analysis, and support;
 - the design and implementation of integrated student support systems to assess the strengths and needs of all students and develop academic and social-emotional plans for students;
 - develop and support bridge programs for school re-entry after prolonged absences to promote healing, wellness, and academic success;
 - other services aligned with the priorities of this grant.
- Professional development and coaching for staff (educators, student support staff, administrators, etc.);
- Salaries for employees or contracted staff who will be directly supporting strategies outlined in the plan;
- Stipends to support planning, meetings, travel, or local professional development (including DESE-sponsored opportunities);
- Relevant resources and/or materials;
- Contracted services with community-based partners;
- Partnership coordination activities.

Project Duration:

Upon Approval – June 30, 2022

Pending appropriation, and contingent upon meeting grant requirements including submitting an approvable continuation grant proposal (likely during Spring 2022), grantees will be eligible for two one-year continuation grants (FY23 — Upon Approval (anticipated July 1, 2022) – June 30, 2023 and FY24 — Upon Approval (anticipated July 1, 2023) – June 30, 2024).

Program Unit:

Student and Family Support

X. GENERAL BUSINESS
Administration
(January 26, 2022)

ITEM - gb #2-37
S.C. MEETING - 2-3-22

ITEM:

To accept the following donations:

- \$10.00 from a donor to South High Community School
- \$15.00 from the Blackbaud Giving Fund made on behalf of AbbVie to the Worcester Public Schools

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Mailman
(January 26, 2022)

ITEM - gb #2-38
S.C. MEETING - 2-3-22

ITEM:

To consider allowing all School Committee members to be non-voting panelists with pictures at Standing Committee meetings.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Approve on a roll call.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Mailman
(January 26, 2022)

ITEM - gb #2-39
S.C. MEETING - 2-3-22

ITEM:

To consider refraining from naming individuals when addressing personnel issues and petitions at Standing Committee or School Committee meetings, based on confidentiality and HIPPA laws.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Implement this practice.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Kamara
(January 26, 2022)

ITEM - gb #2-40
S.C. MEETING - 2-3-22

ITEM:

To consider establishing working agreements with ethnic-based organizations that service WPS students and families, immigrants and refugees such as South East Asian Coalition, ACE, Latino Education Institute and Angel's Net Foundation.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Kamara
(January 26, 2022)

ITEM - gb #2-41
S.C. MEETING - 2-3-22

ITEM:

To review the 2022 Summer Reading List per grade.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

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

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Kamara
(January 26, 2022)

ITEM - gb #2-42
S.C. MEETING - 2-3-22

ITEM:

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

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

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Kamara
(January 26, 2022)

ITEM - gb #2-43
S.C. MEETING - 2-3-22

ITEM:

To study the feasibility of establishing a Department of School-Based Health in conjunction with Worcester's Department of Public Health and other supporting health service organizations such as UMass and Family Health.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance and Employee Issues.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Johnson
(January 26, 2022)

ITEM - gb #2-44
S.C. MEETING - 2-3-22

ITEM:

Request that the Administration provide a pre and post Covid report regarding the timeliness and consistency of school bus routes to include:

- the number of bus drivers that are currently active and indicate how many are needed
- the number of bus drivers and monitors that are needed to be fully staffed and indicate the recruitment efforts being made and
- indicate what Human Resources is doing to help in this regard.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Johnson
(January 26, 2022)

ITEM - gb #2-45
S.C. MEETING - 2-3-22

ITEM:

Request that the Administration provide the data on how many secondary students have had a mental health crisis in school and indicate how many have inquired about mental health services at school.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

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

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Novick
(January 26, 2022)

ITEM - gb #2-46
S.C. MEETING - 2-3-22

ITEM:

Request administration clarify to all stakeholders regarding admission and enrollment of students lacking any vaccinations required by the Department of Public Health.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to administration for clarification in writing.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Novick
(January 26, 2022)

ITEM - gb #2-47
S.C. MEETING - 2-3-22

ITEM:

To establish goals for the fiscal year 2023 Worcester Public Schools budget

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Deliberate and establish.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Administration
(January 26, 2022)

ITEM - gb #2-48
S.C. MEETING - 2-3-22

ITEM:

To consider approval of the proposed amendments to the School Committee's COVID-19 Vaccination Verification Policy.

PRIOR ACTION:

BACKUP:

Annex A (5 pages) contains a copy of the Proposed amended copy of the Vaccination Verification Policy

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

WORCESTER SCHOOL COMMITTEE

REVISED COVID-19 VACCINATION VERIFICATION POLICY

Effective February 15, 2022

1. Policy Statement

It is the policy of the Worcester School Committee to take appropriate actions to protect the health and safety of employees of the Worcester Public Schools and the public, and to prevent or minimize the exposure to, and further spread of the COVID-19 virus, in all Worcester Public Schools' workspaces. To achieve such goals, vaccinations, boosters and/or continuous testing shall be required for all employees of the Worcester Public Schools.

In compliance with the deadlines stated below, all employees of the Worcester Public Schools must verify their COVID-19 vaccination status. All employees who do not verify that they are fully vaccinated and boosted in accordance with the deadline identified below must submit proof of a negative COVID-19 screening test result every 7 days to continue to work for the Worcester Public Schools.

2. Applicability

This policy applies to all employees of the Worcester Public Schools and volunteers, both part-time and full-time, including but not limited to those employees who perform work in any schools, school buildings, school department offices, school department worksites, and on school buses or other modes of transportation.

3. Definitions

a. "Fully Vaccinated"

Employees are considered "fully vaccinated:"

1. Two weeks after their second dose of a vaccine that requires an initial 2-dose series; or
2. Two weeks after a single-dose vaccine.

b. "Partially Vaccinated"

Employees are considered "partially vaccinated" if:

1. They have not received their second dose of a vaccine that requires an initial 2-dose series; and/or
2. They received their single dose vaccine or the second dose of a vaccine that requires an initial 2-dose series, less than 2 weeks prior to the compliance deadline.

c. "Unvaccinated"

Employees are considered "unvaccinated" if they have not received any dose of any COVID-19 vaccine.

d. "Boosted"

Employees will be considered "boosted" if they receive a booster dose of vaccine as follows:

1. At least 5 months after receipt of a second dose of either the Moderna or Pfizer vaccine, or
2. At least 2 months after receipt of Johnson and Johnson's Janssen vaccine.

4. Compliance Deadlines

1. All Employees: All employees must submit-upload verification of vaccination status on the Vaccination Verification Portal or before ~~November 1, 2021~~ not later than 5 days after the date of hire. Employees may upload vaccination and/or booster documentation, or select the testing option in the portal.
2. Employees who must submit COVID-19 test results:
 - a. Employees who are not fully vaccinated must submit the results of a COVID-19 test result for a test conducted not more than 72 hours before the employee's scheduled time to report to work on not more than seven days prior to ~~November 1, 2021~~ February 15, 2022. After employees submit the initial test results, employees who are not fully vaccinated must submit to additional testing results every 7 days, unless and until they become fully vaccinated. Test results must be promptly uploaded to the portal. If an employee verifies that the employee has taken the test in a timely manner, but the employee has not yet received the result, the employee may report to work pending the outcome of the test, provided that that the employee has-is not experiencing COVID-related symptoms. This does not relieve the employee of the obligation to upload the results of said test to the portal once they are received. The Worcester Public Schools will accept a document created by the testing provider indicating the date and location of a PCR test as proper verification. Pictures of testing devices without dates will not be accepted to verify that an employee timely tested.
 - b. Employees eligible for a booster dose who have not submitted verification of their updated vaccination status within 14 days of eligibility, must submit the results of a COVID-19 test not later than the employee's 15th day of booster eligibility, and must submit to additional testing every 7 days unless and until they become boosted. Test results must be promptly uploaded to the portal. If an employee verifies that the employee has taken the test in a timely manner, but the employee has not yet received the result, the employee may report to work pending the outcome of the test, provided that the employee is not experiencing COVID-19 symptoms.
3. Employees eligible for a third dose: Employees whom the Worcester Department of Public Health deems eligible for a third dose of a vaccine must submit verification of their updated vaccination status within 30 days of eligibility.
4. ~~Employees eligible for a booster dose: Employees whom the Worcester Department of Public Health deems eligible for a booster dose must submit verification of their updated vaccination status within 30 days of eligibility.~~
5. All Employees: All Employees who receive a phone call or email from an agent or representative of the Worcester Public Schools with questions regarding any matter related to this policy shall promptly and truthfully respond to the Worcester Public Schools' agent or representative. Any such questions will be narrowly tailored and limited to the specific requirements of this policy.

5. Vaccine Verification Process

Employees must upload a copy of their COVID-19 vaccination card, or other confirmation of vaccination and booster status from a health care provider to the City of Worcester's Vaccine Verification Portal. Information submitted must include (1) employee's name; (2) employee's date of birth; (3) the manufacturer of the vaccine(s); (4) the number of doses received; and (5) the dates on which the employee received the doses.

If an employee does not have access to the technology necessary to upload this information, the employee may present a hard copy of the required information to Transformative Healthcare, the City's vendor for matters related to COVID-19 ~~the Human Resources Department of the Worcester Public Schools~~ for processing. The City, ~~and the~~ Worcester Public Schools, and Transformative Healthcare shall maintain the confidentiality of records uploaded to the portal, and shall not release any information to any third party except a vendor engaged to administer this policy, unless required to do so by law, or by a state or federal agency.

6. Test Result Verification Process

Employees must upload a copy of their initial COVID-19 test results to the City of Worcester's Vaccine-Vaccination Verification Portal. Acceptable tests include viral tests, which check specimens from your nose or your mouth to determine whether you are currently infected with the virus that causes COVID-19, and include test specimen collection processes involving either saliva or nasal swab. The Worcester Public Schools will accept a PCR test, but will not accept a rapid test or a home test for the test result verification process.

After submission of the initial test result, employees must submit COVID-19 test results to the City of Worcester's Vaccine-Vaccination Verification Portal every 7 days, unless and until the employee becomes fully vaccinated, and boosted if eligible. All test results submitted must show a specimen collection not more than 72 hours prior to the time when the employee submits the test results.

In the event that an employee receives a positive test result, the employee must report the positive result in the City of Worcester's Vaccine Verification Portal or, if unable to do so, notify the ~~Human Resources Department for the Worcester Public Schools~~ Transformative Healthcare, and must isolate at home in accordance with the guidance issued from the City of Worcester Department of Public Health. Employees must also comply with the Worcester Public Schools' Guide on COVID-19 Protocols.

Fully vaccinated employees who do not receive a third dose ~~or a booster dose~~ within 30 days of eligibility will be subject to the test result verification process, commencing on the 31st day after eligibility, until submission of verification of the required third ~~and/or booster~~ doses.

Fully vaccinated employees who do not receive a booster dose within 14 days of eligibility will be subject to the test result verification process, commencing on the 15th day after eligibility until submission of verification of the booster dose.

If an employee does not have access to the technology necessary to upload this information, the employee may present a hard copy of the required information to, or otherwise seek the assistance of, ~~the Human Resources Department for the Worcester Public Schools~~ Transformative Healthcare for processing.

7. Exemptions

All requests for an exemption must be submitted to the Human Resources Department for the Worcester Public Schools on the attached “Request for an Exemption from the Worcester School Committee’s COVID-19 Vaccination Verification Policy” form. Exemption requests shall be approved or denied at the discretion of the Chief Human Resources Officer.

Employees on an approved leave of absence are not required to submit proof of vaccine status or COVID-19 test results while on leave. Employees returning to work from an approved leave must submit verification of fully vaccinated status or submit to the required testing within 3 days of returning to work.

Employees in isolation due to a positive COVID-19 test result will be exempt from testing requirements for 90 days from the date of the positive test result. On the 91st day after the positive test result, such employees must produce documentation showing either full vaccination and boosted status in accordance with ~~Section 5 of~~ this policy, or a weekly negative test result in accordance with Section 6 of this policy.

Employees for whom the Worcester Public Schools approved an accommodation required by law may be exempt from some or all of the requirements contained in this policy. Employees who wish to request an accommodation must submit an exemption form to the Human Resources Department for the Worcester Public Schools, and participate in an interactive conference with the Human Resources Department. Employees will not be considered exempt unless and until the Human Resources Department formally approves an exemption and/or a reasonable accommodation.

If an illness or health condition prevents an employee’s timely submission of vaccine verification documentation or test results, employees may submit medical documentation with the exemption form to excuse a late or untimely submission. If the Chief Human Resources Officer is satisfied with the documentation submitted, the Chief Human Resources Officer may authorize the employee to use sick leave in accordance with the medical documentation and/or until the employee submits the required vaccine verification documentation or test results.

Employees may submit a request to the Human Resources Department for the Worcester Public Schools for an exemption from the requirements of this policy. Exemptions will be reviewed on a case by case basis, and will be approved or denied at the discretion of the Human Resources Department, the Superintendent, and/or the Worcester Department of Public Health. Denials shall not be arbitrary or capricious, and the employee will be notified of the decision in writing.

8. Access to Vaccines

COVID-19 vaccines, including booster doses, are free and available to employees of the Worcester Public Schools in many locations. The Commonwealth of Massachusetts provides vaccine information at vaxfinder.mass.gov.

9. Access to Testing

COVID-19 tests are available to employees of the Worcester Public Schools in many locations. The Commonwealth of Massachusetts provides a list of available testing sites at www.mass.gov/info-details/find-a-covid-19-test. Many sites offer free testing, but employees must verify in advance

whether the testing site charges a fee. The Worcester Public Schools is not responsible for the cost of testing.

10. Failure to Comply

Employees who fail to comply with the terms of this policy, and do not receive an exemption in accordance with Section 7, to the extent that they have vacation leave available, will be charged vacation leave until the employee complies with provisions of this policy. If an employee whose vacation leave has exhausted or if an employee who does not have vacation leave fails to comply with the terms of this policy and does not receive an exemption in accordance with Section 7, such employee will be placed on unpaid administrative leave until the employee achieves compliance. Any employee who refuses to comply with the policy for more than thirty (30) days will be deemed to have abandoned their employment with the Worcester Public Schools.

Nothing in this policy is intended to modify collective bargaining agreements. Nothing in this policy is intended to negate employees' compliance with other policies, guidelines, laws, regulations, directives and orders regarding COVID-19.

This policy is effective as of ~~November 1, 2021~~February 15, 2022.

XI. EXECUTIVE SESSION
Administration
(January 26, 2022)

ITEM - gb #2-49
S.C. MEETING - 2-3-22

ITEM:

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #19/20-21.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-05.

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #21/22-06.

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.

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 –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, Side Letter, South High School Senior Custodian Position and Grade Classification.

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 – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

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

AGENDA #5A

SUPPLEMENTAL

The School Committee will hold a regular meeting:

on: Thursday, February 3, 2022

at: 5:00 p.m. – Executive Session

6:00 p.m. – Regular Session

Virtually in: Room 410 at the Durkin Administration Building

ORDER OF BUSINESS

INVOCATION

PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS - NONE

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION - NONE

VI. REPORT OF THE SUPERINTENDENT – NONE

V. COMMUNICATION AND PETITION - NONE

VIII. REPORT OF THE STANDING COMMITTEE -NONE

IX. PERSONNEL – NONE

X. GENERAL BUSINESS

gb #2-50 - McCullough
(January 31, 2022)

To receive an update from Greenwood Asher on Community Listening Sessions and to approve the Job Description provided by the firm.

Recommendation of Maker

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(January 31, 2022)

ITEM - gb #2-50
S.C. MEETING - 2-3-22

ITEM:

To receive an update from Greenwood Asher on Community Listening Sessions and to approve the Job Description provided by the firm.

PRIOR ACTION:

BACKUP:

The backup will be provided prior to the meeting.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.