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

STUDENT ADVISORY COMMITTEE AGENDA

The School Committee will hold a meeting:

on: Thursday, February 17, 2022
at: 6:00 p.m.– Student Advisory Committee
virtually in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

To conduct a bi-monthly meeting with the School Committee's student representatives.

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Adalise Rivera Lugo	University Park Campus School
Rachel Oppong	Burncoat High School
Alisa St. Helene	Claremont Academy
Julianna Manxhari	Doherty Memorial High School
Nancy Tran	North High School
Shelley Duodu	South High Community School

To following items were submitted for discussion:

- Request that the administration provide a report on the diversity, equity, and inclusion programs/initiatives in our schools.
- Request that the Administration include a student representative from the alternative school.
- Request that governance include a position description for student representatives in the school committee rules.
- Propose FY23 budget priorities.

Basic Description:

The Student Advisory Committee, composed of eight Student Representatives to the Worcester School Committee, shall be a student enrolled in a public or alternative school within the Worcester Public School district, elected by the students of each high school. The Student Advisory Committee shall, in accordance with Chapter 71 Section 38M of Massachusetts General Law, elect from their number a chair-person who shall serve a term of one year as an ex-officio member of the School Committee. They are subject to the same privileges as other School Committee members and are to be held subject to the same rules, except with the ability to vote and attend executive sessions, unless permitted to do so by the School Committee.

Purpose:

To provide for a meaningful link and to promote a mutual sense of respect and understanding between the student body and the School Committee.

To represent before the School Committee, the attitudes, interests and concerns, both positive and negative, of the student body.

To advise the School Committee and add insight to their deliberations.

To carry to the School Committee and to support proposals and items of concern to the student body, and to initiate, on behalf of the student body and in conjunction with the student government, projects and proposals for presentation to the School Committee.

To inform the student body of the functions and workings of the School Committee.

To represent to the School Committee a cross-section of the entire student body.

Regular Responsibilities:

- Be accessible to, and representative of, the entire student body.
- Gather collective sentiment that is representative of the entire student body and present those views to the full Committee.
- Share information between the Committee, staff, and students.
- Contribute to Committee deliberations.
- Communicate with staff and students about student concerns and help develop solutions.
- Collaborate with other student representatives and members of the School Committee.

Student Member Responsibilities:

- Attend every Regular Session meeting during their term.
- Prepare and present a “Student Report” at every Regular Session that includes, but is not limited to: student events, concerns, recommendations, projects, etc.
- Attend Standing Committee and Special/Ad-Hoc Committee meetings to share sentiment of the student body.
- Contribute to Committee deliberations where appropriate.

Student Advisory Committee Representative Responsibilities:

- Attend Regular Sessions during their term when scheduled to.
- Help prepare and present a “Student Report” at every Regular Session that includes, but is not limited to: student events, concerns, recommendations, projects, etc.
- Encouraged to attend Standing Committee and Special/Ad-Hoc Committee meetings to share sentiment of their student body’s. .

Composition:

The Student Advisory Committee shall be compiled of one student representative from each of the following schools:

- Burncoat High School
- Claremont Academy
- Doherty Memorial High School
- North High School
- South High Community School
- University Park Campus School
- Worcester Alternative School
- Worcester Technical High School

References:

Chapter 71 Section 83M MGL

<https://malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section38m>

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20 IRVING STREET
WORCESTER, MASSACHUSETTS 01609

AGENDA #6

The School Committee will hold a meeting:

on: Thursday, February 17, 2022

at: 5:00 p.m. - Executive Session

6:00 p.m. - Student Advisory Committee

6:30 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 #2-7 - Clerk
(February 8, 2022)

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 3, 2022.

Recommendation of Administration
Approve on a roll call

IV. MOTION FOR RECONSIDERATION

gb #2-50 - Mayor Petty
(February 7, 2022)

To reconsider the following motion:

School Committee Member Novick made the following amendment to the Job Description:

Request that "the experience in central administration with an urban district" be moved from preferred to minimum qualifications.

On a roll call of 7-0, the Job Description as amended was approved.

Recommendation of Administration
Vote the reconsideration

V. IMMEDIATE ACTION

gb #2-51- Administration
(February 9, 2022)

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

Stacia Zoghbi, Ex-Officio
Adalise Rivera Lugo
Rachel Oppong

Worcester Technical High School
University Park Campus School
Burncoat High School

Recommendation of Administration
Discuss

gb #2-29.1 - Administration
(February 8, 2022)

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
Recognize

VI. REPORT OF THE SUPERINTENDENT

ROS #2-2 - Administration
(February 2, 2022)

WORCESTER PUBLIC SCHOOLS DYSLEXIA AND LANGUAGE BASED SERVICES

Recommendation of Administration
Accept and file

VII. COMMUNICATION AND PETITION

c&p #2-4 - Clerk
(February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

Recommendation of Administration
Refer to the Standing Committee on Governance and Employee Issues

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Governance and Employee Issues met virtually on Wednesday, February 2, 2022 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

The Standing Committee on Teaching, Learning and Student Supports met virtually on Tuesday, February 8, 2022 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

The Standing Committee on Finance and Operations met virtually on Wednesday, February 9, 2022 at 5:00 p.m. in Room 410 of the Durkin Administration Building.

Recommendation of Administration
Approve

IX. PERSONNEL

2-11 The Superintendent has APPROVED the APPOINTMENTS of the TEACHERS named below:

Bahnan, Danielle, Systemwide, Special Ed., MA, 1, effective January 27, 2022
Carlson, Nicole, Worcester Technical High, Vocational Ed., VL, 4, effective February 14, 2022
Dufault, Emma, Quinsigamond, Special Ed., BA+15, 1, effective, February 14, 2022
Le-Nguyen, Stephanie, Jacob Hiatt Magnet, Elementary, MA, 1, effective January 31, 2022
Williams, Nathan, Worcester Technical High, Vocational Ed., VL, 1, effective February 14, 2022

2-12 The Superintendent has APPROVED the RESIGNATIONS of the TEACHERS named below:

Leal, Antonella, La Familia, Teacher, Bilingual, effective February 6, 2022
Nedoroscik, Anastasia, Burncoat High, Teacher, Mathematics, effective January 28, 2022
Steele, Elizabeth, Worcester East Middle, Teacher, Special Ed., effective January 26, 2022
Thompson, Emily, Vernon Hill School, Teacher, Elementary, effective January 21, 2022

2-13 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Crotty, Karen, Durkin Administration Building, Chairperson, Special Ed., effective February 1, 2022

Kirwan, Karen, Jacob Hiatt Magnet, Teacher, Elementary, effective January 31, 2022

Langevin, John, Worcester Technical High, Teacher, Vocational Ed., Welding, effective February 6, 2022

Mazzone, Robert, Worcester Technical High, Department Head, Vocational Ed., Graphic Arts, effective January 11, 2022

Robidoux, Fawn, Union Hill, Teacher, Elementary, effective, January 25, 2022

Recommendation of Administration
File Personnel items 2-11 through 2-13

X. GENERAL BUSINESS

gb #2-18.2 – Administration/Novick/Clancey/Johnson/Kamara/Mailman
 (February 8, 2022)

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

The Administration will be prepared to speak to the item.

Recommendation of Maker
Refer to administration for a standing item at each meeting

gb #2-33 - Administration
 (February 8, 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 #2-52 - McCullough
 (January 31, 2022)

Request that the Administration provide an update on the ETA offerings that were previously planned/presented on for Forest Grove.

Recommendation of Maker
Refer to the Administration

gb #2-53 - Administration
(February 1, 2022)

To set a date in April for a public hearing on School Choice

Recommendation of Administration
Set the date of Thursday, April 7, 2022

gb #2-54 - Administration
(February 1, 2022)

To accept the Senator Kenneth J. Donnelly Workforce Success Grants for ESOL-Enhanced Training and Placement Programs in the amount of \$207,652

Recommendation of Administration
Approve on a roll call

gb #2-55 - Administration
(February 4, 2022)

To accept the following donations:

- \$6,021 to Worcester Technical High School from the Sarah Daniels Pettit & William O. Pettit, Jr. Fund
- \$410 to Worcester Technical High School from the Thurston E. Solomon & Everett J. Morter Memorial Fund for the Skills USA Program
- \$560 to Worcester Technical High School from the Saul A. Seder Fund for the Skills USA Program
- \$6,905.10 from Box Tops for Education to Woodland Academy
- \$450 to the Diesel Tech Program at South High Community School:
- \$200 from Ryder
- \$250 from D. Murgos Trucking
- \$1,010 to the Worcester Public Schools from the Blackbaud Giving Fund on behalf of Abbvie and Boston Scientific
- \$747 to Lake View Elementary School:
 - \$75 from a parent
 - \$100 from a 2nd grade parent
 - \$200 from Thebe Enterprises, LLC/Dairy Queen for fundraiser proceeds
 - \$372 from PKC, LLC/Little Caesar's for fundraiser proceeds

Recommendation of Administration
Approve on a roll call

gb #2-56 - McCullough
(February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

Recommendation of Administration
Refer to the Standing Committee on Teaching, Learning and Student Supports

gb #2-57 - McCullough
(February 7, 2022)

To discuss ongoing issues and concerns with the traffic patterns and safety issues with arrival and dismissal at Burncoat Middle/High School and work on it with school administration and central administration to come up with possible solutions.

Recommendation of Administration
Refer to the Administration

gb #2-58 - Administration
(February 8, 2022)

To approve the following prior fiscal year payments:
-\$17,442.61 to VanPool
-\$122.34 to Balfour

Recommendation of Administration
Approve on a roll call

gb #2-59 - Administration
(February 9, 2022)

To accept the Massachusetts Department of Elementary and Secondary Education Alternative Language Learner Education Programs in the amount of \$600,000.

Recommendation of Administration
Approve on a roll call

gb #2-60 - Mailman
(February 9, 2022)

Request that the Administration evaluate and update compensation practices whereby school committee members are compensated at 50% of city council level.

Recommendation of Maker
Refer to the Standing Joint Committee on Education and Finance and Operations

gb #2-61 - Mailman
(February 9, 2022)

Request that the Administration, before further expansion of pre k programming in WPS, include local non-profit early education and care partners in order to incorporate lessons learned and to avoid pitfalls of 20 years ago.

Recommendation of Maker
Refer to the Standing Committees on Teaching, Learning and Student Supports and Finance and Operations

gb #2-62 - Clancey
(February 9, 2022)

To consider following the DESE guidance regarding the mask policy and making them optional in schools starting February 28th.

Recommendation of Administration

Discuss

gb #2-63 - Johnson
(February 9, 2022)

Request that Finance and Operations discuss that water bottle filling stations be implemented in all schools that do not qualify under the SWIG grant Program.

Recommendation of Maker

Refer to the Standing Committee on Finance and Operations.

gb #2-64 - Administration
(February 9, 2022)

To forward letters of congratulations to the winners of the 42nd annual Valentine Contest presented by the Worcester Historical Museum for Worcester students in grades 3, 4, 5, and 6.

HISTORIC (any design in the style of valentines made in Worcester from the late 1840s to 1942)

Grade 3	Salome Ramos	Canterbury Street School
Grade 4	Isabella Bombonatti	Lake View School
Grade 5	Lara Santos Rodrigues	Burncoat Elementary School
Grade 6	Izeah Torres	Lincoln Street School

CONTEMPORARY (an original valentine, possibly celebrating Worcester 300)

Grade 3	Kyzabela Richards	Worcester Arts Magnet School
Grade 5	Dehiel Mejia	City View School
Grade 6	Jillian Cooper	Worcester Arts Magnet School

VERSE (an original verse by today's valentine maker)

Grade 3	Olivia Powers	Thorndyke Road School
Grade 4	Natalie Wrubel	Worcester Arts Magnet School
Grade 6	Denise Fumero	Clark Street School

MASTER (the work of a previous Be Ours winner)

Contemporary Keira Emmons Grade 5 Worcester Arts Magnet School

Recommendation of Administration

Forward letters of congratulations

gb #2-65 - Mayor Petty
(February 10, 2022)

To consider amending EBCFA on Face Coverings as contained in the School Committee's Policy Manual.

Recommendation of Administration
Approve the item as amended

XI. EXECUTIVE SESSION

gb #2-66 - Administration
(February 9, 2022)

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 – 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 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, 2021/2022 School Year, 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 – 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.

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.

XII. ADJOURNMENT

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

III. APPROVAL OF RECORDS
Clerk
(February 9, 2022)

ITEM - aor #2-7
S.C. MEETING - 2-17-22

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, February 3, 2022.

PRIOR ACTION:

BACKUP:

Annex A (15 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, February 3, 2022.

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 5:04 p.m. in the Esther Howland Chamber at City Hall on Thursday, February 3, 2022.

There were present at the Call to Order:

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

1. **EXECUTIVE SESSION**

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

On a roll call of 7-0, it was moved to recess to Executive Session at 5:08 p.m. to discuss the following items:

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

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.

The School Committee recessed from Executive Session at 6:20 p.m. and reconvened in Open Session at 6:24 p.m.

There were present at the second Call to Order:

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

2. Pursuant to action taken in Executive Session, it was moved to deny Grievance 19/20-21.

On a roll call of 7-0, Grievance 19/20-21 was denied.

3. Pursuant to action taken in Executive Session, it was moved to deny Grievance 21/22-05.

On a roll call of 7-0, Grievance 21/22-05 was denied.

4. Pursuant to action taken in Executive Session, it was moved to deny Grievance 21/22-06.

On a roll call of 7-0, Grievance 21/22-06 was denied.

5. **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.

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

6. **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

Stacia Zoghbi, Ex Officio provided an update on the:

- Innovation Pathway Program at WTHS
- student satisfaction with mental health resources
- student nutrition survey

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

7. **REPORT OF THE SUPERINTENDENT**

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

FY23 PRELIMINARY BUDGET ESTIMATES

Mr. Allen discussed the following:

- Enrollment Decline
- Inflation Rate
- Student Opportunity Act
- Low Income Calculation
- ESSER Funds and Hold Harmless
- New Staffing & Resource Needs

School Committee Member Mailman asked what strategies and successes have been implemented to increase the enrollment in the schools.

Superintendent Binienda highlighted with the following initiatives:

- a program to attract the Afghanistan refugees
- recruitment of students from the Framingham School for the deaf
- a strong Dyslexia Program
- Early College, Dual Language, Arts and Music programs
- Rigorous AP courses
- Chapter 74 courses offered
- Doherty Bio-Tech Academy will be opening within a year

Ms. Novick requested that gb2-47 be considered with ROS 2-2.

gb #2-47 – Novick/Clancey/Kamara/Mailman/McCullough
(January 26, 2022)

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

School Committee Member Novick requested that the Administration forward to the School Committee Minutes of the Site Council's budget priorities.

School Committee Member Novick made the following motion regarding her goals for the FY23 Budget:

- to budget within our means and provide for moving off of hold harmless funding
- to fulfill our responsibilities to all our students and families, including those of special education, English learning, and transportation
- to provide more support for mental health services for staff and students
- to increase facilities spending to place it on track to meet the foundation level within the implementation of the Student Opportunity Act

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

Mayor Petty stated that the School Committee members can email their priorities to Mr. Allen, Superintendent or provide them at the next School Committee meeting.

School Committee Member Clancey made the following motion:

Request that Early Childhood Education, Full Day Pre-K Programs and mental health services be her goals for the FY23 Budget.

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

On a roll call of 7-0, ROS 2-2 was filed and gb 2-47 was referred to the Budget.

8. **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.

Roger Nugent, EAW President, requested that a teacher from the Alternative School be authorized to donate 20 sick days to an Instructional Assistant at the ACT Program. Mr. Nugent indicated that he would provide the information regarding the sick days to Jennifer Boulais.

Mayor Petty requested that the sick days be provided until a vote is taken at the Standing Committee followed by an official vote of the School Committee.

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

9. Mayor Petty suspended the rules to allow Ms. Medina to speak regarding the search for the next Superintendent of Schools.

Ms. Medina indicated that she had concerned that PUMA was not included in the focus groups.

School Committee Member McCullough indicated that she would add PUMA to any future meetings. Any other community groups that were not able to participate in the focus groups can contact Greenwood/Asher with their concerns and comments. She also mentioned that a survey would be forwarded in multiple languages on February 4, 2022 for community input.

10. The following item was taken out of order.

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.

Jane Drennen, from Greenwood/Asher and Associates, presented a PowerPoint regarding the 30 Community Listening Sessions. Some of the following topics discussed included:

- the need for visibility of the Superintendent
- the importance of an educational background
- support for high quality professional development
- engagement with families
- hire and retain a diverse staff and
- improve performance gaps

Stacia Zoghbi, Ex Officio recommended that principals delegate a specific department to distribute the survey to students.

School Committee Member Kamara requested that information be added to the school newsletters regarding the survey from the Superintendent's Search Committee.

School Committee Member McCullough stated that she would work with Dr. O'Neil, Mr. Walton and members of the Administration to have principals add the survey information to the school newsletters and in other communication modes.

School Committee Member Novick made the following amendment to the Job Description:

Request that "experience in central administration with an urban district" be moved from preferred to minimum qualifications.

On a roll call of 7-0, the Job Description was approved as amended.

11. **REPORT OF THE STANDING COMMITTEE**

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.

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 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.

SCHOOL COMMITTEE ACTION

Mayor Petty made the following motion:

Request that tutoring services be referred to gb #2-47 as one of his goals for the FY23 Budget.

On a roll call of 6-1 (nay Ms. Novick), the motion was approved.

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

12. 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

On a roll call of 7-0, Personnel items 2-8 through 2-10 were filed.

13. 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.

School Committee Member Novick asked if the Administration is planning for another vaccination clinic and urged it to communicate on a regular basis with families regarding the importance of vaccinations. She also asked if the Administration had heard from Honeywell regarding relocation of the portable ventilation units to cafeterias.

Mr. Allen stated that Honeywell had supported the use of the portable units in the cafeterias.

Superintendent Binienda stated that she would provide more information regarding vaccine clinics at the next School Committee meeting.

Superintendent Binienda provided the updated COVID results as follows:

Week of January 28-February 3

Students

-243 positive cases

-20 quarantined

Staff

-48 positive cases

-0 quarantined

Test and Stay cases:

Students

-290

Staff

-25

School Committee Member McCullough made the following motion:

Request that the Administration consider lifting the spectator restrictions at student sport events by Wednesday, February 9, 2022, pending the City Manager's decision.

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

Hold for the next meeting.

14. **REPORT OF THE STANDING COMMITTEE**

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.

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.

SCHOOL COMMITTEE ACTION

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

15. **GENERAL BUSINESS**

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.

On a roll call of 7-0, the date was set for 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.

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

gb #2-31 - McCullough/Clancey/Kamara/Mailman/Novick
(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.

School Committee Member Novick requested that the item be referred to Finance and Operations.

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

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.

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

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.

On a roll call of 7-0, the item was held for the School Committee meeting on Thursday, February 17, 2022.

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.

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

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.

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

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.

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

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

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

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

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

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

Ms. Novick made the following motion:

Request that the Administration seek a Legal Opinion regarding participation of non-Standing Committee members at Standing Committee meetings.

On a roll call of 7-0, the motion was referred to Attorney Sweeney.

gb #2-39 - Mailman/Clancey/Kamara/McCullough
(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.

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

gb #2-40 – Kamara/Clancey/Mailman/Novick
(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.

Superintendent Binienda stated that the WPS has to use certified interpreters which they already have. The Administration meets with the resettlement agencies once a week regarding how to better service the refugees.

School Committee Member Mailman requested that the Administration provide a list of agreements and/or contracts that the school system has with community organizations.

Superintendent Binienda stated that agreements with institutions are based on the needs of the school district and the services they provide. She indicated that she would provide a report on the partnerships and contracts that the Administration has with group organizations.

Mayor Petty made the following amendment to School Committee Member Kamara's 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 **to include partnerships and contracts with group organizations.**

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

gb #2-41 – Kamara/Clancey/Novick
(January 26, 2022)

To review the 2022 Summer Reading List per grade.

On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

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

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

School Committee Kamara made the following amendment to her item:

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health **and provide an update on the implementation of the health curriculum.**

Mayor Petty requested that Dr. Castiel be invited to the Standing Committee meeting to discuss what is taking place throughout the city regarding mental health.

Superintendent Binienda stated that there is a framework that is being followed and a Multi-Tiered System of Support (MTSS) document for students on the district website and that she will forward it to the School Committee.

On a roll call of 7-0, the item as amended was referred 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.

Superintendent Binienda stated that the school system has a partnership with the Department of Public Health and does not see a need to establish a School-Based Health Department. The Administration also meets once a week with UMass and the Family Health Center and the system has its own nurses.

School Committee Member Kamara requested that the item be referred to a Joint meeting of the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

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

gb #2-44 – Johnson/Clancey/Kamara/Mailman/McCullough/Novick
(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.

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

gb #2-45 – Johnson/Clancey/Kamara/Mailman/McCullough/Novick
(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.

Vice-Chair Johnson stated that he would like mental health as one of his budget priorities to be put with item gb 2-47.

On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

gb #2-46 – Novick/Clancey/Kamara/Mailman/McCullough
(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.

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

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

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

On a roll call of 7-0, the amendments to the Vaccination Verification Policy were approved.

It was moved to suspend the rules to reconsider the item.

On a roll call of 7-0, it was moved to suspend the rules to reconsider the Vaccination Verification Policy.

It was moved to reconsider the item.

On a roll call of 0-7, the reconsideration was denied.

On a roll call of 7-0, the meeting adjourned at 9:15 p.m.

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

IV. MOTION FOR RECONSIDERATION
Mayor Petty
(February 7, 2022)

ITEM - gb #2-50
S.C. MEETING - 2-17-22

ITEM:

To reconsider the following motion:

School Committee Member Novick made the following amendment to the Job Description:

Request that the experience in central administration with an urban district be moved from preferred to minimum qualifications.

On a roll call of 7-0, the Job Description as amended was approved.

ORIGINAL ITEM:

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.

PRIOR ACTION:

- 2-3-22 - Jane Drennen, from Greenwood/Asher and Associates, presented a PowerPoint regarding the 30 Community Listening Sessions. Some of the following topics discussed included:
- the need for visibility of the Superintendent
 - the importance of an educational background
 - support for high quality professional development
 - engagement with families
 - hire and retain a diverse staff and
 - improve performance gaps
- Stacia Zoghbi, Ex Officio recommended that principals delegate a specific department to distribute the survey to students. School Committee Member Kamara requested that information be added to the school newsletters regarding the survey from the Superintendent's Search Committee. **(Continued on page 2.)**

BACKUP:

RECOMMENDATION OF MAKER:

Vote the reconsideration.

RECOMMENDATION OF ADMINISTRATION:

PRIOR ACTION (continued)

- 2-3-22 - School Committee Member McCullough stated that she would work with Dr. O'Neil, Mr. Walton and members of the Administration to have principals add the survey information to the school newsletters and in other communication modes.
- School Committee Member Novick made the following amendment to the Job Description:
- Request that "experience in central administration with an urban district" be moved from preferred to minimum qualifications.
- On a roll call of 7-0, the Job Description was approved as amended.

V. IMMEDIATE ACTION
Administration
(February 9, 2022)

CURRENT ITEM - 2-51
S.C. MEETING - 2-17-22

ITEM:

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

Stacia Zoghbi, Ex-Officio	Worcester Technical High School
Adalise Rivera Lugo	University Park Campus School
Rachel Oppong	Burncoat High School

PRIOR ACTION:

2-3-22 - Stacia Zoghbi, Ex Officio provided an update on the:

- Innovation Pathway Program at WTHS
- student satisfaction with mental health resources
- student nutrition survey

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

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File.

V. IMMEDIATE ACTION
Administration/Administration
(February 8, 2022)

gb #2-29.1
S.C. MEETING - 2-17-22

1ST ITEM gb #2-29 S.C.MTG. 2-3-22
2ND ITEM gb #2-29.1 S.C.MTG. 2-17-22

ITEM:

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.

ORIGINAL ITEM: 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.

PRIOR ACTION:

2-3-22 - On a roll call of 7-0, the date was set for Thursday, February 17, 2022.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Recognize virtually.

VI. REPORT OF THE SUPERINTENDENT
Administration
(February 9, 2022)

ITEM - ros #2-3
S.C. MEETING - 2-17-22

ITEM:

WORCESTER PUBLIC SCHOOLS DYSLEXIA AND LANGUAGE BASED SERVICES

PRIOR ACTION:

BACKUP:

Annex A (34 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.



WPS Dyslexia & Language Based Services

February, 2022



Dyslexia Screening Law

Federal

In September 2016, the United States Senate passed the [Senate Resolution 576](#) which "designates October 2016 as National Dyslexia Awareness Month, and calls on Congress, schools, and educational agencies to recognize that dyslexia has significant educational implications that must be addressed."

State

The Legislature approved [Chapter 272 of the Acts of 2018](#) on October 19, 2018. The new law requires the Department of Elementary and Secondary Education (DESE), in consultation with the Department of Early Education and Care (EEC) to "issue guidelines to assist districts in developing screening procedures or protocols for students that demonstrate one or more potential indicators of a neurological learning disability, including, but not limited to, dyslexia."


<https://www.doe.mass.edu/sped/links/dyslexia.html>



WPS Targeted Special Education Services

The Worcester Public Schools provides specialized language based supports throughout the district. These services are provided in a variety of Elementary, Middle and High School settings including:

- Inclusion classrooms with co-teaching of the General Education Teachers, Teacher of Moderate Special Needs, and Speech-Language Pathologists (SLPs)
- Small group pull out supports provided by Teacher of Moderate Special Needs and SLPs.
- LAB (Language Achievement and Beyond) programs housed at Norrback Elementary School and Forest Grove Middle School. (Doherty High School coming soon)



Supports in Place by Speech-Language Pathologists (SLPs)

- Language skills are the fundamentals of reading and falls within the SLP's scope of practice.
- Based on suggestions from our partnership with MGH, the SLP' participated in all of the Kindergarten Screenings at the beginning of this year.
 - SLP's were able to screen those who did not do well on their Early Screening Inventory- Revised (ESI-R).
 - These students will be followed for RTI and re-screened at a later date in the school year.
 - SLP's are keeping track of these students

Partnerships



Speech & Language
Literacy Lab



MASSACHUSETTS
GENERAL HOSPITAL



LANDMARK SCHOOL
Outreach

Professional Development for Educators



Director: Dr. Tiffany P. Hogan, PhD, CCC-SLP, FASHA

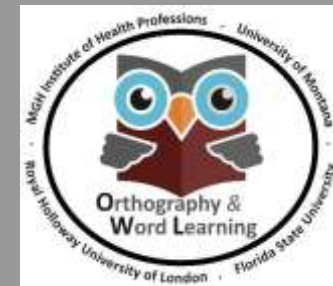
www.mghihp.edu



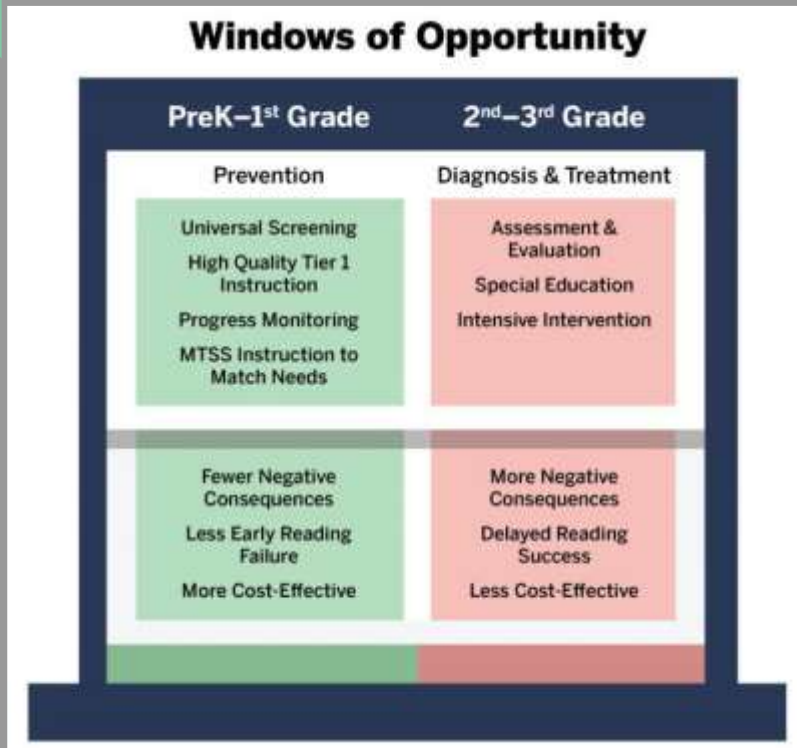
**MGH INSTITUTE
OF HEALTH PROFESSIONS**
A graduate school founded by Massachusetts General Hospital

Partnership with MGH Speech and Language (SAiL) Literacy Lab 2018-present

- Promote early identification of students at risk of language and reading difficulties, including dyslexia
- Understand the language and reading development of students with and without language difficulties, from kindergarten to second grade
- Determine the effectiveness of small-group interventions for students with language difficulties
- Support regular and special education



Screening for reading problems

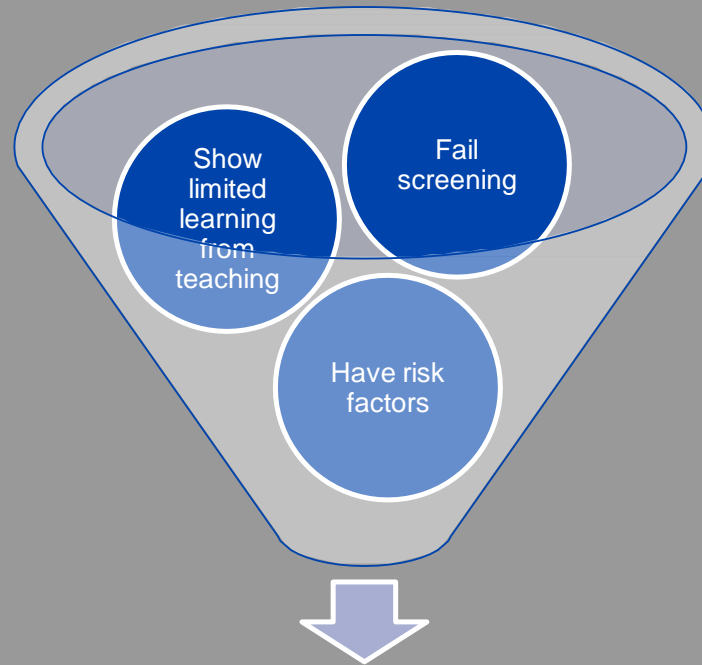


Dyslexia: An ounce of prevention is worth a pound of diagnosis

Catts & Hogan, 2020

<https://psyarxiv.com/nvgje>

Screening for Reading Problems



Needs more support



THANK YOU to our teachers, staff, and over 100 families at our partner schools:

Worcester Public Schools
Amesbury Public Schools
Pentucket Regional School District
Winthrop Public Schools
Missoula County Public Schools

OUR TEAM

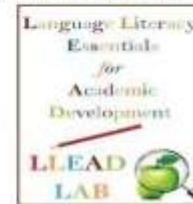
First row from left to right: Co-PIs: Tiffany Hogan and Julie Wolter;
Co-Is: Jessie Ricketts and Yaacov Petscher



Second row from left to right: Rouzana Komesidou, Mary Rasner, Xue Bao, Melissa Feller, Tim DeLuca, Kate Radville, and Coille Putman

Acknowledgements

National Institute of Health, National Institute on Deafness and Other Communication Disorders
NIH R01 (R01 DC016895): Orthography and phonology in word learning as a predictor of dyslexia in children with language impairment, 2018-2023



www.mghihp.edu





MGH INSTITUTE OF HEALTH PROFESSIONS
A graduate school founded by Massachusetts General Hospital


Language Comprehension Screener

- Whole-classroom screening (15-20 per classroom)
- Children match sentences with pictures (e.g., The cat runs after the dogs)
- Now have online, individual administration (covid closure adaptation)

OWL Language Measure – Form A Participant ID:

1. 

2. 

3. 

Page 2

Dyslexia Screener

- Whole-classroom screening (15-20 per classroom)
- Children match picture with teacher prompt (e.g., point to)
- Now have online, individual administration (covid closure adaptation)

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Page 6

Implementation

Professional Development – WPS

Early Screening for Reading Disabilities including Dyslexia

Diagnostic process

Classroom supports

Screening – WPS & SAiL

2019 – kindergarten classroom screener of dyslexia and language
N = 2055
774 at risk (38%)
2020 – online screener
N = 1337
360 at risk (27%)
2021 – language only
N = 1698
1225 at risk (60%)

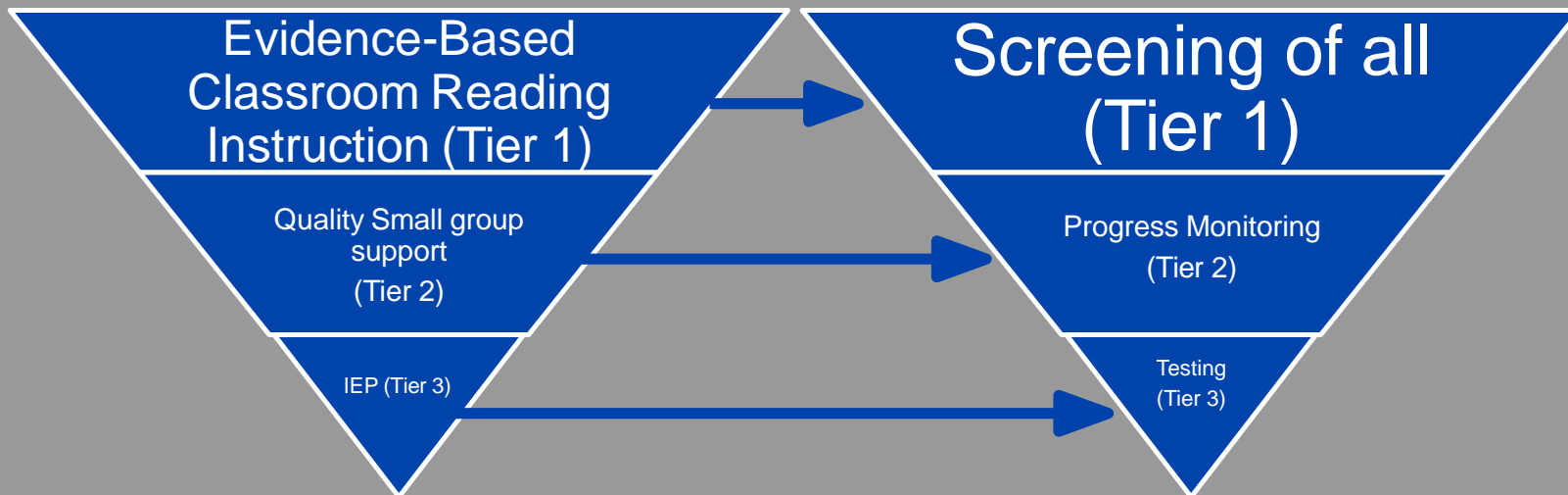
Follow-up Testing – SAiL

2019 – 380 students invited for more testing
2020 – 244 students invited for more testing
2021 – 573 students invited for more testing

Study Testing – SAiL

2019 – 17 in person
2020 – 7 online

Process to Identify Those Who Need Support





Translation of past effective interventions with partner districts

Large scale tier 2 intervention within schools with students in early elementary grades



OUR TEAM
From left to right:
Co-PIs:
Tiffany Hogan
Shayne Piasta
Mindy Bridges

Co-I:
Kandace Fleming

Project Managers:
Maura Curran



Acknowledgments:

National Institute of Health
National Institute on Deafness and Other Communication Disorders (NIDCD)
NIH R01 (R01 DC018823-01): *Translating research into school-based practice via small-group, language-focused comprehension intervention 2021-2025*

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MGH INSTITUTE
OF HEALTH PROFESSIONS
A graduate school founded by Massachusetts General Hospital



Next steps

- Continue 1st grade intervention supports
- Spring screening and prof development
 - Literacy
 - Another language screener testing time
 - Focus on multilingual learners
 - Growth over time
- Submitted new 3.5 million grant
 - Focus refinement & sustainability
 - Further adapt screening
 - What happens after screening?
 - Focus on Multilingual learners



Resources

- Dr. Hogan's podcast:
 - www.seehearspeakpodcast.com
- Information on Language Disorders
 - www.dldandme.org
- Follow us on twitter:
 - @tiffanyphogan; @rkomesidou
- New online conference: focus on school partners
 - <https://info.mghihp.edu/isforall>



Publications showcasing partnership... more forthcoming

<https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12381>



Journal of Research in Reading

Special Issue Article

Educators' perceptions of barriers and facilitators to the implementation of screeners for developmental language disorder and dyslexia

Rouzana Komesidou , Melissa J. Feller, Julie A. Wolter, Jessie Ricketts, Mary G. Rasner, Coile A. Putman, Tiffany P. Hogan

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Abstract

Developmental language disorder (DLD) and dyslexia are common but under-identified conditions that affect children's ability to read and comprehend text. Universal screening is a promising solution for improving under-identification of DLD and dyslexia; however, we lack evidence for how to effectively implement and sustain screening procedures in schools. In the current study, we solicited input from educators in the United States around perceived barriers and facilitators to the implementation of researcher-developed screeners for DLD and dyslexia. Using thematic analysis, we identified barriers and facilitators within five domains: (1) features of the screeners, (2) preparation for screening procedures, (3) administration of the screeners, (4) demands on users and (5)



What Structured
Literacy programs
are used in WPS?

Structured Literacy

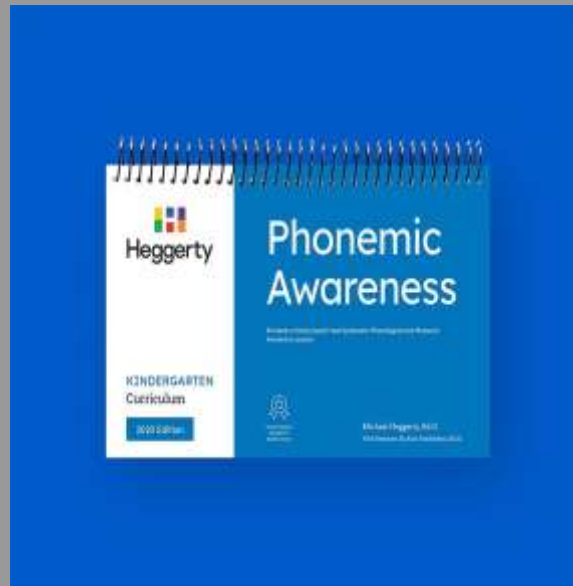
“Structured literacy (SL) teaching is the most effective approach for students who experience unusual difficulty learning to read and spell printed words. The term refers to both the content and methods or principles of instruction. It means the same kind of instruction as the terms multisensory structured language education and structured language and literacy.”

[International
Dyslexia
Association
Fact Sheets](#)

“...Evidence is strong that the majority of students learn to read better with structured teaching of basic language skills, and that the components and methods of Structured Literacy are critical for students with reading disabilities including dyslexia.”

[Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties](#)

Heggerty Phonemic Awareness





Institute for
multi-sensory
education

Orton- Gillingham

Comprehensive Training:

Traditional Orton-Gillingham approach that focus on foundational skills.

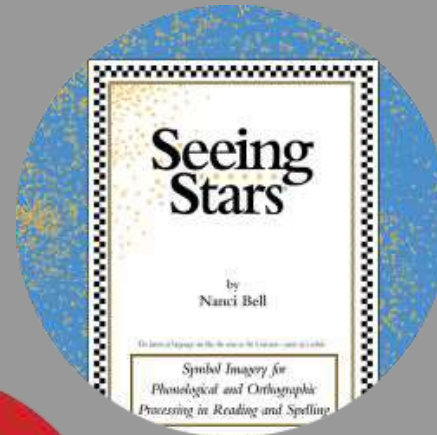
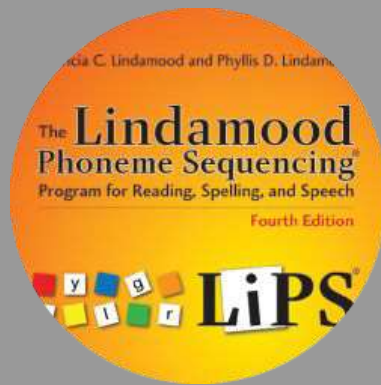
15 Elementary trained staff

Intermediate Training:

Geared towards upper elementary-aged students or students who lack a basic knowledge of orthography, morphology and vocabulary.

15 Elementary and Secondary trained staff

Lindamood Bell Programs





LiPs

17 staff trained
including SLPs and
TMSNs

Spring Training
May 23-27, 2022

Visualizing and Verbalizing

64 staff trained including
SLPs, TMSNs and
ToDs

Winter Training
March 4 and 11, 2022

Seeing Stars

88 staff trained
TMSNs

Winter Training
February 11 and 18,
2022

Project Read Programs

Written Expressions

Framing Your Thoughts®
SENTENCE STRUCTURE

Framing Your Thoughts®
PARAGRAPH WRITING

Reading Comprehension

STORY FORM
LITERATURE CONNECTION

Project Read
Language Circle Enterprises

STORY FORM
COMPREHENSION

**REPORT
FORM**



Written Expressions

Framing Your Thoughts

2 parts

Sentence Structure:

46 trained staff

Paragraph Writing:

25 trained staff

Combined Spring Training :
May 2 and 3, 2022

Reading Comprehension

Report Form:

31 trained staff

Spring Training:
May 18, 2022

Story Form:

Winter Training
Feb. 10 and 11, 2022

Spring Training
June 2 and 3, 2022

Wilson Programs



f u n dations®

just words®

WILSON Reading System®



WILSON
LANGUAGE
TRAINING



Wilson Intensive Reading System

Level 1 (Steps 1-6):

140 trained TMSNs, General
Education Staff

Level 2 (Advanced Strategies):

Group: 26 trained TMSNs, General
Education Staff

Advanced Word Study (Step 7-12):

6 trained TMSNs, General Education
Staff

Just Words

50 Elementary/ Secondary
TMSNs, General
Education Staff



Lively Letters™ is a research-based and clinically-proven, multi-sensory reading program that turns plain, abstract letters and sounds into lively characters. Created by Nancy Telian, MS, CCC-SLP, forty-seven letters and letter combinations are embedded into colorful pictures that show students what to do with their mouths when making the letter sounds. The PreK staff have access to the Lively Letters App.

Trained Staff: 38 SLPs, 34 PreK teachers, several Kindergarten teachers





UNDERSTANDING dyslexia & LANGUAGE BASED DISABILITIES

SPECIAL EDUCATION PARENT ADVISORY FORUM - PART I [FEB 12, 2020 & PART II [APRIL 14, 2021]

Worcester Public Schools Special Education Department Hosted a Virtual Forum.....

Parents were given an overview of Dyslexia and Language-based Learning disabilities and how these disabilities impact a child's learning. This included an understanding of Structured Literacy approaches and how these approaches support a child's ability to best access the curriculum.

The presentation also reviewed early warning signs along with strategies, assessment tools, and methodologies the Worcester Public school uses to evaluate and support the educational needs of children identified with these learning differences.

This years Forums will take place on February 9th and April 13th .

[SEPAC 2021-2022 Schedule](#)



UPCOMING FAMILY ENGAGEMENT & RESOURCES

February 9, 2022

Mass General Hospital in Collaboration with Speech &
Language-Based Learning Disabilities

Two part event with MGH PART 1

Dr. Tiffany Hogan

April 13, 2022

Speech & Language-Based Learning Disabilities

Two part event with MGH PART 2

Dr. Tiffany Hogan



SPECIAL EDUCATION ACTION STEPS TO ACCELERATE LEARNING

Continued partnership with Landmark Outreach and supporting teachers with a second PD opportunity and training: Spring

- Executive Function: Impact of Academic Proficiency (Elementary Teachers)
- Study Skills: Strategies to Support Executive Function (Secondary Teachers)

Two Schedule PD opportunities and consultation time Project Read Training: Spring and Summer

- Framing Your Thoughts
 - Sentence Structure
 - Paragraph Writing
- Report Form
- Story Form

WRS Level I Certification- is designed to prepare teachers to effectively implement WRS Steps 1-6 with students who are reading and spelling below grade level, as well as those diagnosed with a language-based learning disability, such as dyslexia. It consists of two components: the WRS Intensive Instruction for the Non-Responsive Reader (Steps 1-6) online course and the web-based WRS Steps 1-6 Practicum.

Just words- a highly explicit, multisensory decoding and spelling program for students in grades 4-12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention. The program is designed for students with below-average decoding and spelling scores and should be combined with other literature-rich programs.

WRS Advanced Strategies for MSL Group Instruction-This workshop delves into essential techniques and strategies to improve all aspects of Wilson Reading System® (WRS) small-group instruction through hands-on practice and discussion, and prepares participants for the WRS Group Mastery Practicum.



Links to Program Sites and Infographics

<https://www.mghihp.edu/research/speech-and-language-literacy-sail-lab>

<https://www.wilsonlanguage.com/>

<https://www.projectread.com/>

<https://lindamoodbell.com/>

<https://heggerty.org/>

<https://imse.com/>

<https://www.readingwithtlc.com/lively-letters/>

VII. COMMUNICATION & PETITION
Clerk
(February 9, 2022)

ITEM - c&p #2-4
S.C. MEETING - 2-17-22

ITEM:

To consider a communication from a citizen regarding the addition of elementary school librarians.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

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

AGENDA #2
G/EI
2-2-22
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A C T I O N S

The Standing Committee on Governance and Employee Issues met virtually at 4:30 p.m. on Wednesday, February 2, 2022 in Room 410 at the Dr. John E. Durkin Administration Building.

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

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

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.

(These items were considered together.)

Chair Clancey made the following motion:

Request that the following Rules of the School Committee be approved collectively:

1. The School Committee shall consist of the Mayor and six (6) members. All members are, by municipal charter, elected during odd year November municipal elections for a two-year term beginning each even-numbered January.
2. At all meetings of the Worcester School Committee, four (4) members shall constitute a quorum for the transaction of business.
3. The Mayor shall, by municipal charter, serve as the Chair of the School Committee. The Mayor shall have no power to veto, but **they** shall serve as a full voting member of the Committee.

4. The Chair shall call the School Committee to order at the time appointed for the meeting and shall preside and cause the records of the last regular meeting and subsequent special meetings to be presented or read, and if they are found correct, the School Committee shall declare them approved. The Chair shall have the power to open the session at the time the School Committee is to meet, by taking the Chair, and calling the members to order; to announce the business in the order in which it is to be acted upon; to recognize members entitled to the floor; to state and to put to vote all questions which are regularly moved and to announce the result of the vote; to enforce on all occasions the observance of order and decorum among the members; to decide all questions of order (subject to an appeal to the committee by any member who submits the question to the entire School Committee). The Chair cannot close debate unless by two-thirds (2/3) vote of the members of the School Committee present.
5. The Chair shall sign all diplomas awarded in all schools.
6. A Vice-Chair shall be chosen by Committee vote at the first meeting of the term for the full term. Each member shall name their selection for Vice-Chair.
7. The Vice-Chair shall, in the absence of the Chair, call to order and chair any meeting of the full committee, shall take the chair should the Mayor wish to address business before the Committee, and shall have further duties as delineated below.
8. No member of the School Committee, including the Chair, shall exercise authority outside of Committee meetings nor exercise any administrative responsibility with respect to the schools unless such authority has been specifically delegated to him/her by statute, by Committee rule, or is consistent with state statutes.
9. The School Committee by its vote or as individual members of the School Committee shall deal with any School Department employee through the Superintendent, its executive officer, who under the general direction of the Committee, is charged with the care and supervision of the public schools. Individual School Committee members may deal with School Department employees, without notice to the Superintendent, concerning day-to-day matters of a routine nature regarding the administration of the school system, as long as such dealings would not cause any disruption in the course of the performance of that employee's duties. In those situations where the definition of "routine" is in question, that issue may be resolved by the Superintendent.

10. No member of the School Committee shall vote on any question or serve on any committee where his/her private interest is immediately concerned or where a conflict of interest exists as defined by state statutes and/or judicial interpretation.
11. A meeting of the Committee may be called by the Chair, by the Vice Chair, or by any other three members of the Committee.
12. All meetings must be posted in accordance with the Open Meeting Law at least 48 hours in advance of the meeting. Worcester School Committee meetings are posted by the City Clerk.
13. Regular meetings of the Worcester School Committee will take place on the first and third Thursday of each month at 6 pm. In July and August, the Committee will meet solely on the third Thursday. In June, both meetings will begin at 4 pm for budget deliberation.
14. The seats of the members, with the exception of the Chair, should be numbered and determined by lottery and may not be changed unless by permission of the Chair. As a matter of protocol, the Chair while presiding at regular School Committee meetings shall be seated between and flanked by the Superintendent and the Clerk of the School Committee.
15. The Chair shall observe the following procedures in conducting the meetings:
 - a. recognizing members in order of request to be heard
 - b. acting upon the motion on the floor before other motions are entertained
 - c. discouraging argumentative and repetitive discussion
 - d. relinquishing the Chair when desiring to engage in discussion or debate of the agenda itemWhen a question is under debate the Chair shall receive no motion but:
 - e. to refer
 - f. to hold to a certain day/indefinitely
 - g. to allow debate to continue on a motion
 - h. to hold
 - i. to amend
 - j. to move the question
 - k. to file
 - l. to adjourn
16. Every member, when about to speak, shall respectfully address the Chair, and wait until they are recognized, shall confine themselves to the question under debate, and shall avoid personalities.

17. No member speaking shall be interrupted by another, but by calling for a point of order or explanation.
18. Any member present must vote either "Yea", "Nay," or abstain from voting.
19. Motions requiring a two-thirds (2/3) vote and a roll call of the members of the Committee present shall be as follows:
 - a. To amend, repeal, rescind or annul any part of the By-Laws or Rules of Order (These also require previous notice.)
 - b. To suspend the Rules
 - c. To move the question
 - d. To rescind previous vote
 - e. To limit or extend one's limit of debate
20. Any action voted by the School Committee shall be effective 48 hours after said vote.
21. No action of the School Committee shall be reconsidered unless the motion to reconsider is made within forty-eight (48) hours of the date the vote to be reconsidered was taken, excluding legal holidays, Saturdays, and Sundays, with the Clerk of the School Committee. Any member may move or file for reconsideration. The motion for reconsideration can be made during the meeting at which the action to be reconsidered was taken provided that the motion to reconsider is approved by two-thirds of the members of the School Committee who are present. The reason for filing for reconsideration must be included as part of the backup with the caveat that the entire item would be open for discussion. An item to be reconsidered shall be the first item on the agenda for action at the next regular meeting. The motion cannot be postponed, amended or referred to Committee. Items to be reconsidered or held concerning personnel or organizational patterns shall be reconsidered or acted upon within two (2) weeks of the date of the vote to be reconsidered or held was to be taken. No more than one (1) motion for reconsideration of any vote shall be entertained.
22. All School Committee meetings shall terminate no later than midnight. Items that are still pending action at that time shall be carried forward as the first order under General Business at the next regular or special School Committee meeting.

23. When an item is filed by a member of the School Committee and that item is to be referred either to a Standing Committee, Special/Ad-Hoc Committee or the School Administration, debate will be limited to opposition, amendment, clarification or supplementation of a motion except for the member who filed the item who, in addition to the debate, may also introduce the item.
25. Agenda items filed by School Committee members shall be under the purview of the Committee, focus on the business of the Committee, and should be concise and specific. Members shall not file items that can be disposed of via contact per rule 9. Items that are recognitions will be placed on the consent agenda; items that note upcoming events will be placed under announcements.
27. The assembly of the agenda should be done with respect to the calendar of the Worcester Public Schools as well as the calendar of the Committee.
28. The agenda of the Committee will be as follows:
 - a. Call to order
 - b. Pledge of Allegiance
 - c. Roll call
 - d. Consent agenda
 - i. Approval of minutes
 - ii. Approval of donations
 - iii. Notification of personnel records
 - iv. Initial filing of individual recognitions
 - v. Notices of interest to the district or to the public
 - e. Items for reconsideration
 - f. Public comment
 - g. Public petition
 - h. Report of the Superintendent
 - i. Report of Standing Committees
 - j. Student Advisory Committee items
 - k. Approval of grants and other finance items
 - l. General business
 - m. Announcements
29. Any item may be removed from the consent agenda to the general business agenda by majority vote of the Committee.
31. Any member of the public may file a petition to the Committee on any matter under the Committee's purview by submitting such a petition in writing (on paper or electronically) by the Wednesday of the week prior to a regular meeting of the Committee. Anyone so filing will be invited to address the Committee on their petition at the meeting of the Committee on which such item appears. Any Standing Committee receiving such a referral will endeavor to take up any such petition within 60 days. When such an item appears on Standing Committee agenda, the petitioner will be invited to the meeting.

33. There will be a calendar of regular reports of the Superintendent, as follows:

First February meeting: Report on the Governor's budget
July meeting: Evaluation of the superintendent
August meeting: Back to school report
Second October meeting: MCAS report
First December meeting: Superintendent's midcycle review

34. All petitions, communications, items or any matter before the School Committee may be referred as follows:

- a. to a Standing Committee of the School Committee
- b. to a Special Committee of the School Committee
- c. to the Superintendent/Administration

35. All items referred to Administration for study and recommendation shall include in the item a suggested date for a report back to the full Committee. The length of time allowed for the study shall be determined by its complexity. The Committee shall be aware of the limited time available for study items during budget preparation and hearing months. The direction, scope and intent to the study shall be specific.

36. A petition, resolution, order, communication or other matter acted upon unfavorably by the School Committee including placing on file such petition, order, or other matter or the substance thereof, shall not again be docketed on the School Committee agenda for consideration by the School Committee within a period of three (3) months of such unfavorable action unless previously authorized by two-thirds (2/3) vote of the School Committee Members present.

37. The conduct of meetings of the business of the School Committee shall be in accordance with the laws of the State, and except as otherwise provided, in accordance with the rules of parliamentary procedure laid down in Robert's Rules of Order.

38. All meetings of the School Committee shall be open to the public except for executive sessions as described below:

No executive session shall be held until the School Committee has first convened in open session for which notice has been duly given, a majority of the members have voted to go into executive session, and the vote of each member is recorded on a roll call vote and entered into the minutes, the Chair has cited the purpose for an executive session, and the Chair has stated before the executive session if the School Committee will reconvene after the executive session.

39. All Committees shall be appointed by the Chair unless otherwise ordered by the School Committee. Each School Committee member shall serve on no less than two standing committees. A majority of each Committee shall constitute a quorum. All reports made by Committees to the School Committee shall be presented by the Standing Committee Chair. Minority reports may be given by members of the Standing Committee as long as the issues raised were discussed in the Standing Committee.
41. Each Committee shall consist of no less than three (3) School Committee Members.
42. Meetings of the Standing Committee may be called by the chair of the Standing Committee or by the two other members of the Standing Committee.
43. If an item is referred to a Standing Committee and has no action for two consecutive meetings, the maker of the original item may request the item be returned to the full committee.
44. The principal petitioner of any petition to be heard by a Standing Committee of the School Committee must be notified of the date, time and place at which their petition is to be heard. No petition may be voted by a Standing Committee of the School Committee unless the principal petitioner has been notified as specified above.
45. The Chair of any Standing Committee who does not call a meeting of the committee for six months shall be removed as chair, and the Mayor shall appoint another member in that member's stead.
46. Whenever a vacancy occurs among School Committee Officers, or in any Committee, the same shall be filled by election or appointment in the same manner and by the authority which first elected the officer or appointed the Committee.
47. The Clerk of the School Committee shall create and maintain an accurate record of all meetings of the School Committee and all of its committees, including executive sessions, setting forth the date, time and place, the members present or absent, and a summary of the discussions on each subject. The record shall include all documents and other exhibits, such as photographs, recordings or maps, used by the School Committee or any committee thereof at any open session or executive session.
48. The minutes of any open session, whether approved or in draft form, shall be made available upon request by any person within ten (10) days of the request to the extent required by subsection 22(e) of the Open Meeting Law, G.L. c. 30A §§ 18-25.

49. The minutes of any executive session, the notes, recordings or other materials used in the preparation of such minutes and all documents and exhibits used at the session, shall be withheld from public disclosure to the extent provided by subsection 22(f) of the Open Meeting Law, G.L. c. 30A §§ 18-25. The Mayor shall, at reasonable intervals or as otherwise required by subsection 22(g)(2) of the Open Meeting Law, G.L. c. 30A §§ 18-25, review any previously unreleased minutes of all executive sessions and determine whether continued non-disclosure under the Open Meeting Law is warranted. In conducting this review, the Mayor may seek the advice and assistance of the Superintendent, Clerk of the School Committee, the City Manager or City Solicitor. The Mayor shall file a report containing such determinations at the next regular meeting of the School Committee.
50. There will be a School Committee Student Advisory Committee, as created by G.L. c. 71§§ 38M. Members shall be elected each spring by their peers at each city secondary school for a term the succeeding year. The results of such election will be forwarded to the Clerk of the School Committee by the first week of June.
51. The members of said Committee are recognized by the Worcester School Committee as the elected representatives of the students of the Worcester Public Schools. The members of the Student Advisory Committee thus are not to be subjected to district pressure regarding their opinions. The contact information of the members of the Student Advisory Committee will be shared with all K-12 Worcester Public School Students.

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

The following Rules of the School Committee were discussed individually:

24. Any member wishing to place an item on an upcoming agenda shall send the item to the Vice Chair of the Committee by the Thursday preceding a regular meeting.

Vice-Chair McCullough made the following amendment to Rule 24.

Any member wishing to place an item on an upcoming agenda shall send **it to the Clerk, copying the Vice Chair** of the Committee by the **Wednesday** preceding a regular meeting

On a roll call 3-0, Rule 24 was approved as amendment.

26. On the Friday preceding a regular meeting, the agenda of the Committee will be assembled by the Vice Chair, in consultation with the Superintendent and the Clerk of the Committee. The agenda will then be posted by the Clerk of the Worcester School Committee and will be officially posted by the City Clerk.

Vice-Chair McCullough made the following amendment to rule 26.

26. On the Friday preceding a regular meeting, the agenda of the Committee will be assembled by the **Clerk**, in consultation with the Superintendent and the **Vice Chair**. The agenda will then be posted by the Clerk of the Worcester School Committee and will be officially posted by the City Clerk

On a roll call 3-0, Rule 26 was approved as amendment.

30. Any member of the public may address the Committee regarding any item before them for two (2) minutes. Those speaking will state their name, their residence, and the item on which they wish to speak for the record. Those speaking may do so in person or via remote participation. Those wishing to address the Committee in a language other than English are asked to notify the Clerk of the Committee in advance, so the Committee may be provided with an interpreter. Members of the Committee may not respond to the comments of the public at the meeting.

On a roll call of 3-0, Rule 30 was approved.

32. There will be a report of the Superintendent at every regular meeting of the Committee. Said reports will specifically be in reference to the goals of the district and/or of the superintendent.

On a roll call of 3-0, Rule 32 was approved.

40. There shall be appointed Standing Committees of the School Committee as follows:

- a. Finance and Operations
- b. Governance and Employee Issues
- c. School and Student Performance
- d. Teaching, Learning, and Student Supports

Chair Clancey made the following motion:

Request that the following descriptions of the Standing Committees be added to Rule 40.

Finance and Operations

Content: Issues regarding the district's resource appropriation, maintenance and distribution to support intended outcomes.

Governance and Employee Issues

Content: Issues regarding the development and approval of policy governing the school system and issues related to human resource recruitment, hiring, retention, and evaluation to support intended outcomes of college and career readiness for every student. Petitions, discussion of legislative bills and legislative breakfast meetings are handled in this committee.

School and Student Performance

The purpose of the School and Student Performance Standing Committee is to inquire into and report on matters pertaining to:

- measures of district and school-level performance and improvement
- research and program evaluation
- student assessment
- accountability planning

Teaching, Learning and Student Supports

The Standing Committee on Teaching, Learning and Student Supports addresses topics, policies and practices related to curriculum, instruction, assessment, professional development, instructional materials, and student support services. In doing so, the Committee monitors and reviews the structures and processes integral to the delivery of the core curriculum. It focuses as well on supplemental and intervention instruction, designed to meet the academic and social-emotional needs of students as each school strives to reach the intended outcomes of college and career readiness for every student. The content and annual edits to the Student Handbook and the Policies Handbook will be referred to the Standing Committee on Governance and Employee Issues prior to approval by the Full School Committee.

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

52. It will be the responsibility of the Vice Chair to ensure that the Student Advisory Committee meets once a month on its own and once every other month, as required by G.L. c. 71§§ 38M with the entire Worcester School Committee.

Superintendent Binienda stated that it is a lot to ask of the student representative to meet every month on their own and every other month with the School Committee. She also asked for clarification of the MGL 71§§ 38M.

(MGL 71 Section 38M. School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.)

Chair Clancey said that the MGL 71§§ 38M states that the School Committee shall meet at least once every other month, during the months school is in session with the student representatives.

Dr. Friel stated that the quarterly meetings with the student representatives will be held on the Thursday of a School Committee meeting between the hours of 6:00 p.m. and 7:00 p.m. The student representatives shall follow the same rules for filing items, namely forwarding their items to the Clerk by noon on the Wednesday prior to the meeting.

Vice-Chair McCullough stated that the student representative will email the dates of their monthly meetings to the Clerk of the School Committee along with Vice-Chair Johnson.

Vice-Chair McCullough made the following amendment to Rule 52:

It will be the responsibility of the **Clerk and the Vice Chair** to ensure that the Student Advisory Committee meets once a month on its own and once every other month, as required by G.L. c. 71§§ 38M with the entire Worcester School Committee.

On a roll call of 3-0, Rule 52 was approved as amendment.

53. Members of the Student Advisory Committee will decide, when meeting among themselves, what items will be brought forward to the Worcester School Committee on its next agenda.

Vice-Chair McCullough made the following amendment to Rule 53:

Members of the Student Advisory Committee will decide, when meeting among themselves, what items will be brought forward to the Worcester School Committee on its next agenda **and shall prepare those items for submission to the Clerk and the Vice-Chair.**

On a roll call of 3-0, Rule 52 was approved as amendment.

Superintendent Binienda stated that her concern was that if a student representative puts an item on the agenda that has to do with the schools, that the Superintendent should be notified of the item. Once notified, the Superintendent will let the principal know that this item will be discussed at a School Committee Meeting so he/she can be present at the meeting.

54. The chair of the Student Advisory Committee, as elected by its members, shall serve as a non-voting member of the Worcester School Committee. This member will have dedicated time on each agenda to bring forward the business of the Student Advisory Committee. This, and any, member of the Student Advisory Committee has the same right to be recognized by the Chair and to speak on any business before the Committee as any other Worcester School Committee member in public session.

Vice-Chair McCullough made the following amendment to Rule 54:

The chair of the Student Advisory Committee, as elected by its members, shall serve as a non-voting member of the Worcester School Committee. This member will have dedicated time on each agenda to bring forward the business of the Student Advisory Committee. **Members shall submit agenda items by Wednesday, to be considered in the same manner as the School Committee in order to speak on a topic at meetings.** This, and any, member of the Student Advisory Committee has the same right to be recognized by the Chair and to speak on any business before the Committee as any other Worcester School Committee member in public session.

On a roll call of 3-0, Rule 52 was approved as amendment.

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

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

Chair Clancey stated that the role of the Chair is to set the dates, times and agenda items for each of the Standing Committees. The Chair also conducts these meetings and the duty of the Vice-Chair is to perform such duties in the absence of a committee Chair.

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

On a roll call, the meeting adjourned at 4:57 p.m.

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

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

AGENDA #2
TLSS
2-8-22
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A C T I O N S

The Standing Committee on Teaching, Learning and Student Supports met virtually at 5:00 p.m. on Tuesday, February 8, 2022 at the Durkin Administration Building in Room 410.

There were present: Vice-Chair Mailman, School Committee member Kamara and Chair McCullough

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

Others in Attendance: C. Melendez-Quintero

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

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

Chair McCullough read the steps that have been accomplished and those that are ongoing.

Vice-Chair Mailman asked if the LPAC meetings were held monthly or quarterly. Carmen Melendez-Quintero stated that the last meeting was held on January 26th and future meetings are scheduled for March 30th and May 25th.

School Committee member Kamara asked for updates on suspension rates and Chair McCullough recommended that Administration provide updates in April.

On a roll call of 3-0, the item was held.

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

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

Chair McCullough requested that a new item be submitted at the full School Committee meeting in order for an annual report to be presented.

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

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

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

School Committee member Kamara requested that a speaker do a presentation on restorative justice best practices and compare that presentation to what is being done at the district level.

Superintendent Binienda stated that a Report of the Superintendent could be presented on collaborative problem solving.

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

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

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

Vice-Chair Mailman suggested an outside firm be involved in an equity audit.

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

gb #0-101 - Mr. Monfredo (March 5, 2020)

Request that the Administration work with the City Administration to see if there is a building available for the expansion of a full-day pre-school program.

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

gb #0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

Chair McCullough recommended that the item be held and that an annual Report of the Superintendent be provided for data comparison.

On a roll call of 3-0, the item was held.

gb #0-313 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (September 23, 2020)

To consider the items filed by the City Council and request WPS consider Councilor Sean Rose's order to offer civil service exam study groups and to research a mechanism for students to acquire school credit for participation in these cohorts.

Superintendent Binienda stated that credits cannot be given for study groups. She suggested enlisting teacher volunteers to form a civil service exam study group.

Vice-Chair Mailman suggested creating Night Life preparatory courses.

Superintendent Binienda suggested that the Chief Diversity Officer of the WPS, Police and Fire Departments work collaboratively in recruiting persons of color for positions.

Chair McCullough stated that she will file a new item which will reference the partnership with the police and fire departments.

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

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.

Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.

Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.

On a roll call of 3-0, the item was held.

On a roll call of 3-0, the meeting was adjourned at 5:37 p.m.

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

Committee Members
 Tracy Novick, Chair
 Jermoh Kamara, Vice-Chair
 Susan Mailman

AGENDA #1
 F/O
 2-9-22
 Page 1

A C T I O N S

The Standing Committee on Finance and Operations met virtually at 5:05 p.m. on Wednesday, February 9, 2022 at the Durkin Administration Building in Room 410.

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

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

Others in attendance: S. Consalvo, M. Freedman, J. Hennessey, K. Hernandez and B. Walton

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

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

Mr. Allen discussed the status of the Second Quarter FY23 Budget and appropriate transfers.

Ms. Novick made the following motion:

Request that the following transfers be approved:

Amount	From Account	Account Title	To Account	Account Title
\$94,000	500-91134	Ed Support	500-91123	Non-Instructional
\$155,000	500-91111	Teacher Salaries	500-91134	Educational Support Salaries
\$220,000	540103-92000	Transportation	540-97201	Transportation Overtime Salaries
\$250,000	540103-92000	Transportation	500-91118	Supplemental Salaries
\$850,000	540103-92000	Transportation	540103-93000	Transportation
\$373,320	500-91111	Teacher Salaries	500-91114	Teacher Substitutes Salaries
\$450,000	500-91115	Instructional Assistants	500-91118	Supplemental Program Salaries
\$375,000	500-91115	Instructional Assistants	500-91123	Non-Instructional Salaries
\$894,000	500-91115	Instructional Assistants	500-91133	School Nurse Salaries
\$776,000	500-91115	Instructional Assistants	500-92204	Instructional Materials
\$1,200,000	500123-96000	Health Insurance	500-97203	Custodial Overtime Salaries
\$370,000	500-91119	Custodial Salaries	500152-92000	Facilities Ordinary Maintenance
\$340,000	500-91120	Maintenance Service Salaries	500152-92000	Facilities Ordinary Maintenance
\$790,000	540103-92000	Transportation	500152-92000	Facilities Ordinary Maintenance

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

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

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

Mr. Allen provided information on the following:

- bus driver hiring and recruitment
- other support staff
- status of positions added
- positions to be added for FY23
- school bus vehicle procurement

Bus Driver Recruitment

As of January 28, 2022, the Worcester Public Schools has 36 people actively in training:

- 31 through MassHire/Night Life Program
- 2 Driver referrals
- 2 WPS Bus Monitor (1 through the Mass Hire/Night Life Program)
- 1 from the Civil Service List

Of these 36 people in training, 12 have also been trained and possess 7D van licenses and have been hired by the Worcester Public Schools, and have taken over the routes previously operated by National Guard drivers during October 2021. (The district is leasing 7D vans from AA Transportation for the remainder of the year).

Other Support Staff

The District-Operated Transportation Cost Analysis Report assumed four additional mechanics, one operations supervisor, one transportation liaison, and one Human Resources liaison. Additional supervisory trainers have recently been approved to enhance school, parent, and student customer experience.

Status of Positions Added

- Human Resources Liaison (to be called Transportation Personnel Supervisor): *The position is still open, and the Administration is currently accepting applications.*
- Transportation Systems Coordinator: *The position is in the interview process.*
- Transportation Safety and Training Liaison (3): *Two of the positions have been filled with February start dates. The remaining position is still open, and the Administration is currently accepting applications*
- Transportation Safety Supervisor: *This position has been filled with a February startdate.*

Positions to be added for FY23:

- Four Mechanics
- Operations Supervisor
- Transportation Liaison

Procurement of Vehicles

The district has awarded the bid of school buses as follows:

	<u>Vehicle Cost</u>	<u>Total Cost</u>
100 Type C Big Buses	\$99,580	\$9,958,000
38 Type A Mid-Size Bus	\$80,110	\$3,044,180
27 Type A Wheelchair Bus	\$84,030	<u>\$2,268,810</u>
Total Bid Award		\$15,270,990

School Committee Member Mailman asked if the Durham bus drivers have been offered positions to drive for the WPS.

Mr. Allen stated that he will provide an update at the next meeting regarding the civil service process of hiring bus drivers and 15 year replacement plan for all vehicles.

Vice-chair Kamara asked for an update on the MyStop App.

Mr. Freedman stated that the tablets were ordered and will arrive before the start of the next school year. The MyStop App will run off of the tablets and has the capability of tracking all the routes. Individuals will be able to download the App to their Androids or iPhones.

Chair Novick made the following motion:

Request that the item be held.

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

On a roll call of 3-0, the meeting adjourned at 6:16 p.m.

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

X. GENERAL BUSINESS
Administration/Novick/Clancey/
Johnson/Kamara/Mailman
(February 8, 2022)

CURRENT ITEM - gb #2-18.2
S.C. MEETING - 2-17-22

1ST ITEM	gb #2-18	S.C.MTG. 1-20-22
2ND ITEM	gb #2-18.1	S.C.MTG. 2-3-22
3RD ITEM	gb #2-18.2	S.C.MTG. 2-17-22

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.

PRIOR ACTION (continued)

2-3-22 - Mr. Allen discussed the following:

- Enrollment Decline
- Inflation Rate
- Student Opportunity Act
- Low Income Calculation
- ESSER Funds and Hold Harmless
- New Staffing & Resource Needs

School Committee Member Mailman asked what strategies and successes have been implemented to increase the enrollment in the schools.

Superintendent Binienda highlighted with the following initiatives:

- a program to attract the Afghanistan refugees
- recruitment of students from the Framingham School for the deaf
- a strong Dyslexia Program
- Early College, Dual Language, Arts and Music programs
- Rigorous AP courses
- Chapter 74 courses offered
- Doherty Bio-Tech Academy will be opening within a year

Ms. Novick requested that gb2-47 be considered with ROS 2-2.

gb #2-47 – Novick/Clancey/Kamara/Mailman/McCullough
(January 26, 2022)

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

School Committee Member Novick requested that the Administration forward to the School Committee Minutes of the Site Council's budget priorities.

School Committee Member Novick made the following motion regarding her goals for the FY23 Budget:

- to budget within our means and provide for moving off of hold harmless funding
- to fulfill our responsibilities to all our students and families, including those of special education, English learning, and transportation
- to provide more support for mental health services for staff and students
- to increase facilities spending to place it on track to meet the foundation level within the implementation of the Student Opportunity Act

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

Mayor Petty stated that the School Committee members can email their priorities to Mr. Allen, Superintendent or provide them at the next School Committee meeting.

School Committee Member Clancey made the following motion:

Request that Early Childhood Education, Full Day Pre-K Programs and mental health services be her goals for the FY23 Budget.

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

On a roll call of 7-0, ROS 2-2 was filed and gb 2-47 was referred to the Budget.

X. GENERAL BUSINESS
Administration
(February 8, 2022)

ITEM - gb #2-33
S.C. MEETING - 2-17-22

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:

2-3-22 - On a roll call of 7-0, the item was held for the School Committee meeting on Thursday, February 17, 2022.

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.

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

(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/czi4k05eoapkchx/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. Constuction					
	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
McCullough
(January 31, 2022)

ITEM - gb #2-52
S.C. MEETING - 2-17-22

ITEM:

Request that the Administration provide an update on the ETA offerings that were previously planned/presented on for Forest Grove.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(February 1, 2022)

ITEM - gb #2-53
S.C. MEETING - 2-17-22

ITEM:

To set a date in April for a public hearing on School Choice.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, April 7, 2022.

X. GENERAL BUSINESS
Administration
(February 1, 2022)

ITEM - gb #2-54
S.C. MEETING - 2-17-22

ITEM:

To accept the Senator Kenneth J. Donnelly Workforce Success Grants for ESOL-Enhanced Training and Placement Programs in the amount of \$207,652

PRIOR ACTION:

BACKUP: Annex A (21 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Senator Kenneth J. Donnelly Workforce Success Grants for ESOL – Enhanced Training and Placement Programs

Type of Funder: Commonwealth Corporation

Awarded Amount: \$207,652.00

Grant Funding Period: December 6, 2021 through June 30, 2023

Project title: Night Life ESOL Welding Program

Program coordinator: O'Neil/Seward

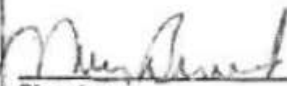
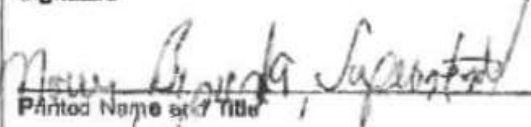

Purpose: The is sector-based training and placement program incorporates contextualized English for Speakers of Other Languages (ESOL) services in order to better serve individuals for whom English is not their first language and/or have limited English proficiency, resulting in improved job access and financial stability for individuals and their families while meeting employer demand for talent.

Description of the program: Funds will be used for costs associated for training the training and placement of these workers in welding.

Program location: Worcester Public Schools Night Life Division

Outcomes and Measures: This successful partnership, consisting of consisting of employers, nonprofits, workforce entities, ESOL training providers, and/or other community-based organizations, will build its capacity to provide language supports alongside occupational and work-readiness skills training, while prioritizing community engagement/outreach, individualized coaching, and intensive placement and post-placement support services.

**Original Grant Award / Contract
Commonwealth Corporation**

Contractor/Grantee: Worcester Public Schools - Night Life Division of Continuing Education 1 Skyline Drive Worcester, MA 01605 United States	Funding Agency: Commonwealth Corporation 2 Oliver Street, 5 th Floor Boston, MA 02109
Project Name: WCTF FY'20 Appropriation – ESOL-Enhanced Dannelly Grants – Implementation	
This Agreement: <input checked="" type="checkbox"/> Creates <input type="checkbox"/> Extends <input type="checkbox"/> Reduces <input type="checkbox"/> Does Not Change the Period of Performance, which is: START: December 06, 2021 END: June 30, 2023	
This Agreement: <input checked="" type="checkbox"/> Incurs <input type="checkbox"/> Increases <input type="checkbox"/> Decreases <input type="checkbox"/> Does Not Change Commonwealth Corporation's maximum total obligation under this Contract of: Two Hundred Seven Thousand Six Hundred Fifty Two Dollars (\$207,652.00) The Contractor is required to match \$67,508.00. Backup for the total of the matched amount must be reported.	
Funds made available in this Agreement shall be used for the purposes and functions set forth in approved Statement of Work that is hereby incorporated by reference as Attachment A and made part of this Agreement.	
IN WITNESS WHEREOF: The Contractor and the Funding Agency have entered into this Contract as of the 6 th day of <u>December, 2021</u> , and do hereby recognize and agree as to the terms and conditions hereinafter continued and made a part hereof in pages 1 through 9 and Attachment A.	
FOR THE CONTRACTOR:  _____ Signature  _____ Printed Name and Title 1/3/2022 _____ Date	FOR COMMONWEALTH CORPORATION:  _____ Signature Karla Jaramillo Chief Financial Officer _____ Printed Name and Title 12/23/2021 _____ Date
The signatories representing the parties hereto certify and warrant under the pains and penalties of perjury that they have the requisite authority, and have been properly authorized, to enter into this Agreement, and carry out their respective obligations and responsibilities hereunder.	

**WCTF ESOL-Enhanced Training & Placement Programs
Implementation Budget Request Narrative Form**

Budget Category	Actual cost (AC) or Cost Allocation (CA)?	Description of use of funds			Total Cost
Salary & Fringe					
		Name and Title	Rate/hour	Hours	
Salary (Internal Staff Only)		ESOL Director, Jen Burnsville	40.00	135.00	\$ 5,400.00
		Curriculum Specialist ESOL	40.00	150.00	\$ 6,000.00
		NL Coordinator	300.00	189.00	\$ 56,700.00
		NL Administrative Support: Billing, Payroll	35.00	686.00	\$ 24,010.00
		Career Navigator ESOL	35.00	60.00	\$ 2,100.00
		Intake and Orientation Support Services (ESOL)	35.00	60.00	\$ 2,100.00
		Janitorial staff	35.00	54.00	\$ 1,890.00
		ESOL Instructor	35.00	246.00	\$ 8,610.00
					Payroll Total
				Fringe %	
Fringe			7.00%		\$ 7,477
				Total Salary and Fringe	\$ 114,286.70
Other Program Costs					
			Rate	Unit	
Travel		Van for Worcester Tech for Transportation of Students	24,000.00	1.00	\$ 24,000.00
Space Rental					
Telephone & Communications		Portion of Telephone	50.00	10.00	\$ 500.00
Equipment Rental & Lease		Classroom Rental	35.00	120.00	\$ 4,200.00
Equipment Purchase		Student Welding Tools	500.00	30.00	\$ 22,500.00
Postage & Mailings		Certificate postage	4.00	30.00	\$ 120.00
Publication/Print/ Copying		Fliers	0.25	700.00	\$ 20.00
Meeting Expenses					\$ -

Office Supplier & Materials		Consumables for Welding	3,750.00	1.00	\$	11,250.00
Marketing & Advertising		Masshire Recruitment	1,500.00	1.00	\$	1,500.00
Training Materials		Copier	150.00	3.00	\$	450.00
Support Services						
			Rate	Unit		
Training Stipend		Each student \$100.00 for each week	400.00	30.00	\$	12,000.00
Work Experience					\$	-
Transportation		Gas Stipends	50.00	30.00	\$	1,500.00
Participant Tuition & Fees						
Other						
Contracted Services						
			Rate	Unit		
Training Contractors		Welding instructor, David Al-Huzani	50.00	150.00	\$	7,500.00
		Welding Assistant, Aidan	18.00	135.00	\$	2,430.00
					\$	-
					\$	-
Curriculum Development Contractors		ESOL Curriculum	35.00	35.00	\$	1,225.00
Other Contractors						
		Budget Sub-Total			\$	203,482
			Indirect Costs %			
Indirect Costs		City of Worcester indirect costs at agreed upon rates		2.05	\$	4,170.00
		Total Budget Request			\$	207,652

**Training and Placement Pilot Program
Implementation Phase Questions
for the
Senator Kenneth J. Donnelly
Workforce Success Grants for
ESOL-Enhanced
Training and Placement Programs**

Funded through the Workforce Competitiveness Trust Fund FY'20 Appropriation

Administered by Commonwealth Corporation

Revised: August 2, 2021

**ESOL-ENHANCED TRAINING AND PLACEMENT PILOT PROGRAMS
IMPLEMENTATION PLAN RESPONSES
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PART 1: PROJECT SUMMARY FORM

1. Project Profile				
Name of Lead Organization	Night Life Continuing Education			
Department of Unemployment Assistance ID #	78-30405-0	Federal Employer ID #	04-6001418	
Name of Partnership	Adult Education Department, WPS; Night Life Continuing Education, WPS; MassHire Central Office;			
Program Name	WELD Program – ESOL and Welding Training			
Proposed Implementation Grant Start Date	1/10/2022	Proposed Implementation Grant End Date	4/27/2022	
Total Implementation Funds Requested (maximum \$335,000 + Program Design balance)	\$ 207,652	Proposed # Participants Enrolled	30	
		Proposed # Participants Placed	27	
2. Project Summary				
In the space provided below, please provide a brief summary of your proposed program in 400 words or fewer. Please keep in mind that this is the summary that will be used in public announcements.				
We will train non-native English speakers welding vocabulary and industry terms. Then we will introduce them to welding techniques, MIG, TIG and Stick welding and provide basic welding tools for each student. Finally, we will help liaison them to job interviews at local manufacturing companies.				
3. Lead Organization Contact Information				
Role	Name and Title	Address	Phone	E-mail
Authorized Signatory (authorized to commit organization)	<i>Maureen Binienda, Superintendent</i>	<i>20 Irving Street Room 105 Worcester, MA 01609</i>	<i>508-799-3115</i>	<i>biniendam@worcesterschools.net</i>
Fiscal Contact (fiscally responsible for project funds and submitting invoices)	<i>Gregg Bares</i>	<i>20 Irving St. Room 210 Worcester, MA 01609</i>	<i>508-799-3012</i>	<i>baresg@worcesterschools.net</i>
Program Manager (primary contact over the course of the project)	<i>Ruth Seward</i>	<i>1 Skyline Drive Worcester, MA 01605</i>	<i>508-751-7612</i>	<i>sewardr@worcesterschools.net</i>

Primary Contact Person (Please note here who the formal contract should be addressed to if different from above)	<i>Ruth Seward</i>	<i>1 Skyline Drive Worcester, MA 01605</i>	<i>508-751-7612</i>	<i>sewardr@worcesterschools.net</i>
4. Partnership Members and Contact Information (add rows as needed) Please list the organizations and contact information for your partnership <i>*Each of the partners below must have submitted an MOA or letter of commitment, ideally, we will have new indications of partnership signed by the employers, please let us know if this presents an issue.</i>				
Role	Organization Name	Address	Contact Name and Title	Phone and E-mail
Employer Partner 1*	Package Steel Systems, Inc	15 Harback Rd. Sutton, Ma 01590	Lucille Ward, Manager	508-865-5871
Employer Partner 2*	Worcester Manufacturing	35 New St. Worcester, MA 01605	Karla Garcia, Manager	508-753-2654 Ext 108
ESOL Training Provider*	Adult Education Program, WPS	24 Chathan St. Room 105 Worcester, MA 01609	Jennifer Brunelle, Director	508-799-3090
MassHire Workforce Board	MCRWB	340 Main St Suite 400 Worcester, MA 01608	Deb Feraco, Senior Manager	508-340-3002
MassHire Career Center	Worcester Jobs Fund	340 Main Street Suite400 Worcester, MA 01608	Contact unclear, they are hiring a replacement for Kelsey Lamoureaux	Pending
Ironworkers Local 7-JAC	Welding Expert	195 Old Colony Ave. South Boston, MA 02127	Antonio (Tony) Siciliano	413-949-9358
Example: Housing Agency Partner				
Other Relevant Partners...				

PART 2: TRAINING & PLACEMENT PROGRAM ELEMENTS

Please describe your project by responding to the questions below. Your program manager will work with you throughout the Program Design Phase to develop your program. These responses will help us guide the development of your program and determine funding for implementation. You are welcome to submit additional documentation as needed to clarify the design of your program. You may remove the specific sub-bullets below, so long as you are able to speak to each question in the sub-sections below.

1. *Partnership Staffing and Engagement*

Please describe the partnership you have established for this project, including:

A. Describe the role of each partner in the partnership and demonstrate that collectively, the partners, including the lead applicant, have the required experience, capacity, and expertise to accomplish the goals of the program.

**The Night Life Coordinator, Ruth Seward, will be responsible for coordination of all partners in this grant and will ensure that these partners are successful in their designated roles of the project.*

**Worcester Public Schools (WPS) has a dedicated grants team that manages funds awarded by federal, state and local sources. Funded by the federal Perkins Career & Technical Education Act of 2006, Worcester Technical High School's Welding program has been offered since 2006 (following the completion of a then state-of-the-art facility). Over the past eight years, 99 Worcester Public School seniors have completed the WPS' Chapter 74 secondary Welding program and been placed, representing 100% success rate. In 2020, the Baker-Polito Administration awarded WTHS a Skills Capital Grant of \$750,000 to develop an Engineering Fabrication Center including the purchase and installation of equipment.*

**Worcester Night Life is also well versed in providing educational opportunities to the community. It offers over 900 courses – in person and online- and is a training partner with the Executive Office of Housing and Economic Development (EOHED) Advanced Manufacturing Consortium. The Basic Welding Course that Night Life offers adults has been fully enrolled since its inception with a significant number of participants enrolling multiple times to further their skills as they transition into welding as a new career path. We will replicate this Welding Program for ESOL learners who are interested in learning the welding craft.*

**MCRWB has extensive experience recruiting candidates for job training programs. They have partnered with WPS Night Life for the past 5 years executing successful programs such as the Certified Clinical Medical Assistants (CCMA) Training Program and the CDL training course. The MCRWB will help design our program's assessment/screening protocols and training program to ensure that participants met hiring standards. They will provide participant level data to lead the applicant. They will interview graduates within two weeks of program graduation for relevant open positions.*

**Worcester Public School's Adult Education Center located at the Fanning Building in Worcester, has provided ESOL training and wrap around services to over 250 ESOL&GED students annually for over 40 years. The department offers advisor and career navigators who provide career placement and educational assistance as students graduate from the ESOL and GED program. The Adult Education Center works with community partners and businesses to find job placement for students. They also work closely with Quinsigamond Community College if a student decides to further their education. One of their main missions of the department is to help students participate with and become active members of the community that they are now living in. For the WELD project, they have worked with the Night Life Coordinator and our welding expert to develop a comprehensive curriculum for ESOL learners to grasp welding*

tabulary terminology. For our WELD Project, the ESOL instructor will provide two weeks of ESOL Training with a focus on Welding terminology. The instructor will provide ongoing ESOL support throughout the welding training. **Antonio Siciliano** has been a certified Welder with the Local Iron Workers for over 41 years and a certified Welding Instructor with the American Welding Society for 25 years. He has instructed welding for the Iron Workers' local for 24 years and has recently taught for Night Life continuing education, where his classes are well received. Tony helped develop the curriculum for this grant project. **David Al-Husseini** was a student under Tony Siciliano and has instructed with Tony. Also, a certified welder, he will be the lead welding instructor for this project.

B. What is the management structure of the partnership? Who makes decisions? Who staffs the partnership?

While each partner agency will staff their portion of the partnership and have decision making authority for their piece of the project, they will work with Ruth Seward as the liaison for all points of the project. She is the project lead.

C. Describe each staff member's roles and responsibilities.

Night Life: Lead Applicant. Coordinator of services and manager of project partners. Helps recruit applicants and select participants. Provides the Welding training portion of the grant project. Coordinates regular meetings between all partners throughout the project

WPS Adult Education Program: Develops welding specific ESOL programming. Helps recruit applicants and select participants. Provides case management assistance to applicants. Executes ESOL classes for welding curriculum. Supports students with ESOL needs while in Welding class.

MCRWB: Will advertise and recruit applicants and help select participants. They will provide job readiness training and ongoing case management assistance as needed.

Industry Partners: Will communicate industry needs throughout the project. Will help select employees from our applicant pool.

D. Describe the level of decision-making authority the project / program manager will have and the manager's access to key program and policy decision makers throughout the implementation period. What relationship will this position have to the partnership group? To whom is the project manager accountable?

Our WELD Program is cobbles together individual programs that exist and function smoothly each year. The Night Life Welding Program runs at full capacity, with students often returning to increase their welding knowledge. The WPS Adult Education Center successfully places ESOL and GED students in education and career programs. Our local MCRWB successfully screens program applicants and provides appropriate case management services to unemployed residents. While the WELD program strengthens our relationships, Night Life has partnered with all members identified for this project. The goal is to get people trained in welding ESOL, be exposed to basic welding applications and get assistance applying to industry positions. The Program Coordinator will ascertain that each program is continuing to work towards this common program goal. The

relationship of the Coordinator is Manager and communicator with all partners. She will allow each partner to be experts in their field and be certain that the program goals are fulfilled.

- h. **In what ways did you successfully engage your employer partners during the program design phase? Please include reference to how this engagement informed your program design and development of contextualized ESOL curriculum.**

Throughout the planning process of this project, Ruth Seward, the Night Life Coordinator, worked individually with partners and industry affiliates to develop an ESOL/Welding educational model that will serve the Worcester community. Ruth contacted members of the partnership directly and held group partner meetings. She dialogued with each of them regarding industry needs, educational expertise and workforce development.

- i. **Target Population:**

Please identify the specific target population you plan to serve and address the following points:

- A. **Describe your proposed target population. Please be very specific in describing which strengths and which barriers your target population faces with respect to securing and maintaining employment.**

Our target population are adults who will participate through WPS Night Life and who reflect WPS diversity. The need for industry-specific, low cost ESOL education is underscored through data indicating that 58% of WPS students are First Language Not English, 33% are English Learners, and 58% are economically disadvantaged. WPS demographics mirror those of the region; engaging WPS adult students will complement outreach and recruitment tactics to inform adults without high school diplomas or the equivalent, English learners, individuals with disabilities, economically disadvantaged individuals, veterans, and those pursuing career pathways not traditional for their gender.

Spanish is the predominant language of WPS students and Night Life adult course enrollees. At every WPS Open House, information is required to be presented in seven (7) languages, including Spanish (43% of WPS is Hispanic). We will enroll students who can achieve a High School Level of English Language. Participants in the WELD program are welcome to continue to engage in ESOL services at the Adult Education Center in the Fanning Building even when they are working. However, with over 80 languages spoken in WPS households and with new immigrants joining our city each month, we will not limit our candidates to Spanish speaking families. Our goal is to reach candidates who require ESOL assistance.

By providing services to new citizen families in Worcester, we see the employment barriers faced by the ESOL community in our city: poverty, transportation and a firm grasp of the English language. We also witness the strengths that new members to our community bring to their jobs: hard work and motivation to succeed.

- B. **Specific to English for Speakers of Other Languages (ESOL) services and supports, what level of English proficiency do you anticipate participants being at or attaining at the following milestones:**
- o [Baseline] Prior to enrolling in your program?
 - o [Benchmark] Prior to being hired into new employment (e.g., upon program completion in most models)?

- [As applicable – Post-Hire] After entering new employment for participants who continue to receive language learning services?

The Adult Education Center for WPS has over 40 years of consistent success with providing ESOL services to the diverse population of our city. They provide ESOL services to over 150 students annually. They have established ESOL assessment tests and will utilize these techniques for our project.

C. Describe your target occupation and provide an explanation of why your proposed target population is an appropriate match with the target occupation.

Our target occupation, manufacturing welding is an appropriate match with our target population because it is a decent paying entry level job skill that can work as an entry level to a lucrative field. Welding is a skill perfected over time through experience and practice. It is currently in high demand in the alternative energy industry (wind farms), the Carpenter's trades Union, local manufacturing, the Pile Driver's trades union and the Iron Worker's trade union. Candidates with an aptitude for welding and a desire to continue their skills training will find opportunity for gainful employment.

D. Describe the track record and experience of partnership member organizations in working with the target population and providing integrated ESOL services.

The Adult Education Center for WPS has over 40 years of consistent success with providing ESOL services to the diverse population of our city. They provide ESOL services to over 150 students annually. They provide wrap around services for ESOL families as well as individuals interested in achieving their GED.

Describe how you have leveraged the Program Design Phase to deepen your partnership's understanding of your target population (e.g., assets, barriers, networks, etc.) and connection to those public agencies or community partners that serve these populations (e.g., DTA, DHCD, CAP Agencies, DESE/DHE)? How will these connections enhance your partnerships' delivery of integrated ESOL services?

*Night Life has always worked closely with our MCRWB and Central Region Career Centers and have successfully navigated career readiness programs together, including our CCMA program and CDL License program. Partnering with them with regards to the WELD program has added another opportunity for providing important employment options for ESOL participants. **Night Life and the Adult Education Center**, while sister WPS programs, have not ventured into partnership programming in recent years. This project has been a way to strengthen our program relationships.*

E. Describe how you plan to approach your engagement with the proposed target population differently in the context of the COVID-19 pandemic and the racial inequities historically associated with long periods of economic recovery in the United States. Specifically, please describe how your partnership will work towards expanding partnerships with local education and workforce organizations in low-income communities of color informed by the work of the Black Advisory Commission and Latino Advisory Commission (BAC/LAC).

WPS and Night Life supports all students to ensure they have the equitable resources they need to succeed: reduced or free tuition, technology, and extensive case management. In response to COVID-19, we have been

and will continue to ensure participant safety by adopting appropriate safety protocols, including rigorous cleaning of classrooms and shop areas, mask mandates and if necessary participant pre-class health and temperature checks.

Recruitment, Assessment & Selection

A. What methods (e.g., open houses, orientation, referrals, etc.) will be used to recruit participants? Why do you believe this will be an effective strategy to recruit enough qualified program candidates from your target population? List the partners or organizations that will be sources for referrals.

Since 2019, recruitment efforts for the Night Life adult evening programming have generated over 500 enrolled participants. All partners have extensive experience working with area residents who have limited English skills and who need relevant support services. As lead applicant, WPS Night Life will coordinate activities that maximize outreach and recruitment tactics with local workforce development organizations CBOs and private employers. Each of WPS 25 learning centers has a board comprised of representatives from business, industry, labor unions, post-secondary education, and student parents. These volunteers offer input to implement culturally appropriate recruitment strategies and messaging MCRWB, the Adult Education Learning Center and Night Life Adult Education will be responsible for recruiting participants. We hope to engage 20 individuals in recruitment activities for each program cycle to meet our enrollment goals. Each of the three programs have access to a continuous stream of potential candidates for a program like the proposed WELD training.

MCRWB, Adult Education and Night Life will send fliers to our community contacts such as the Worcester Public School community, Latino Institute and Main South CDC, and we will speak directly to our program participants at Night Life, WPS Adult Education Program and MCRWB.

B. Describe the selection and assessment process. What criteria will be used to determine candidates' readiness and fit with the proposed program and target occupation? What process and tools will be used to determine whether prospective participants meet these criteria?

All interested candidates will be screened and interviewed by Night Life staff and MCRWB staff. We will screen for baseline ESOL literacy and interest in the welding field. We will provide job readiness training (MCRWB) and support services (MCRB, Adult Education and Night Life). Standard MCRWB practice has each candidate complete applications and written TABE assessments in reading and applied math to assess eligibility and appropriate grade level competencies.

C. Describe how employers will be involved in implementing the assessment and selection processes to ensure that they are aligned with the requirements of the targeted occupation.

All partner employers will participate in the interview process of each candidate job applicant.

D. Please attach the most up-to-date version of your recruitment, assessment, and selection plan (If you do not have this yet, we will request this upon contracting).

Training Program Design & Delivery – English Language Services, Occupational Skills Training and Work Experience

- a. Please describe the training program you plan to deliver with this funding and **complete Parts 3 and 4**. Be sure to describe how each component (e.g., ABE/ESOL, work experience, digital literacy, etc.) is integrated within your overall program. Please reference the mode of delivery (in-person, remote, or hybrid.) Also describe any team teaching and collaboration amongst the instructors, advisors, case managers, and placement/retention specialists and any other staff supporting participants.

*The Adult Education Program will assess each WELD candidate for baseline English literacy at the end of each program. They will provide two weeks of in person ESOL training that is specific to the Welding craft, prior to the technical welding classes. During this two-week period, the **Adult Education Center** will provide support services to all candidates. Upon completion of the two-week ESOL training, the Adult Education ESOL instructor will attend the welding instructional class to provide integrated ESOL support to students. They will also continue providing ESOL instruction once a week during the instructional portion of our training. The **Night Life Coordinator, the Welding instructor and ESOL instructor** will communicate weekly to address any specific needs that need to be addressed for students which includes English readiness growth assessments*

- b. Please describe how the ESOL portion of the training is contextualized and who was involved in the development and review of the curriculum to ensure its alignment with employer needs.

*The ESOL training was developed by the Adult Education Center's Curriculum Manager, who has 5 years of experience developing ESOL classroom instruction. She worked with the **Night Life Coordinator** and the welding expert to understand the basic vocabulary needed to understand the welding craft. Welding vocabulary, names of welding procedures and welding materials are included in the ESOL training module. Given that our employer are looking for candidates with basic welding knowledge, such curriculum fits with their business needs.*

- c. If not answered fully above, please describe how your partnership will provide integrated English Language Learning Services and Supports as part of your overall training design. Who is responsible for delivering this component of training and how will you assess participant's growth and readiness for employment?

- d. What methodology will be used to assess participants' technical, language and soft skill acquisition in the training and education components?

We will have the welding instructor assess whether a candidate can understand the welding curriculum. We will have the ESOL instructor also assess how well a candidate is able to communicate in the welding training class.

- e. Is a credential required for entry into the targeted occupation? If so, what is the strategy for ensuring that participants earn the credential? How is the credential earned and which

organization awards the credential? Is there an exam that participants must pass to receive the credential? If so, which organization administers the exam? Is there a fee? What are the prerequisites for attempting to earn the credential (passing an accredited class, work experience, etc.)?

Welding credentials take years to achieve. In conversations with local manufacturing businesses, the Night Life Coordinator discovered that employers need employees with basic exposure to welding techniques and terminology. They are willing to train employees to their specific welding techniques. Our Welding Instructor, welding expert and Night Life Coordinator will be in weekly meetings to discuss the job readiness of the candidates. The Night Life Coordinator will liaison candidates with local manufacturers.

- f. If the lead organization is not the training provider or credentialing organization, how will you ensure that program staff (including placement and case management staff) can obtain information about participants' attendance, progress in course work, and results of assessments and credentialing exams?
- g. Describe how partners, including employer partners, will be involved in providing regular feedback about the training and education components throughout to ensure they are aligned with (technical and non-technical) job requirements and lead to successful job placement in the targeted occupation(s).

Industry partners have been consulted on the program design of the welding curriculum.

F. Participant Supportive Services and Transitional Coaching ("Case Management")

- a. Who (name, title, organization) will be responsible for providing coaching services?

MCRWB and Adult Education at WPS are well skilled at providing coaching services and will do so for this grant. As mentioned previously, the Adult Education program employs an advisor and career navigator who specialize in assisting ESOL learners and new citizens with attaining career and education goals.

G. What applicable supports will the partnership provide to participants to help them overcome personal and structural barriers to successful completion and employment (e.g., financial counseling, public assistance navigation, stipend payments during training, transportation, childcare, tuition support, uniforms, tools, etc.)?

We can assist applicants with transportation needs, uniforms, tools and welding text books.

H. How will coaches/advisors/case managers work with participants to determine their needs in the context of their families/household and develop a plan to address them throughout the duration of the program?

Our local MassHire offers job readiness trainings, public assistance navigation as well as transportation assistance when needed.

- I. **How will all members of the program staff share relevant information with each other to ensure they are fully informed on a timely basis about each participant's progress and needs for support?**

The Night Life Coordinator will continue weekly program dialogs with all instructors and program partners to ensure that participant's needs in the context of their families and households will be addressed.

- J. **Please provide your organization's support services eligibility determination policy and written procedures for issuing support services payments and for documenting the appropriate use of such payments (If you do not have this yet, we will request this upon contracting).**

K. **Job Development, Placement, Retention, and Advancement Services**

- a. **Who (name, title, organization) will be responsible for job placement?**

Night Life will be responsible for placing participants in job opportunities.

- b. **How have you verified demand for your proposed target occupation?**

The Night Life Coordinator, Ruth Seward, has had direct conversations with industry leaders regarding the need for entry level welders in the manufacturing fields.

- c. **How will you determine whether a participant has successfully completed the program and is ready for placement? Which partners will be involved in making this determination?**

Who (names and organizations) are the hiring managers responsible for making decisions about which candidates are interviewed and hired? How will they be engaged throughout the implementation of the program, including the job placement phase? *The expertise of our project partners will ensure that we evaluate each candidate appropriately for their workplace readiness skills. The Adult Education ESOL program will monitor English proficiency, the Welding Instructor will mark the welding skills developed. MCRWB will assess workplace readiness skills. The Night Life Coordinator will assess a candidate's overall ability to progress based on the available partner assessments.*

- d. **Describe your planned job search, job development and job placement activities. What will be the responsibilities of participants and of staff in these services? What activities will the job developer conduct to develop unsubsidized jobs and place training completers into them?**

Participants interested in entry level manufacturing welding positions will be offered opportunities to apply to local companies. Our Welding Instructor will work with the Night Life Coordinator to ensure that candidates are qualified to move forward on this path. What services will be available to participants/graduates after they have been hired to promote retention? Participants/graduates will have access to the MCRWC offices and the Adult Education wrap around services even when they have left our program.

e. **What supports will be available to employers after they have hired a participant?**

Night Life will be in communication with employers after they have hired a participant. If wrap around services are needed, we will ask for assistance from our project partners at MassHire and the Adult Education Center.

f. **Based on your planning with employers, how will your program work with participants to ensure they can take advantage of specific opportunities for advancement within this occupational track? (If your program incorporates an advancement element as a main feature, please elaborate).**

Advancement in the welding field is a highly individualized path. Participants interested in pursuing the long-term Welding certification path will be encouraged to apply to the local Iron Workers Union, the Pile Driver's Union or the Carpenter's Union. Each of these union organization trains, certifies and employs certified welders. The two hiring managers who committed to this project, Lucille Ward from Package Steel System, Inc. and Karla Garcia from Worcester Manufacturing will let our program know what types of positions are available in their companies for job placement. Ruth Seward has reached out to both partners to get an understanding of the needs in the industry. She has also reached out to other industry partners to assess the welding needs in the community.

PART 3: TRAINING PROGRAM DESCRIPTION FORM

Complete this form for your proposed training program. Add rows if there are more than 8 sub-topics. In the description field, please also provide information about the instructional methodology.

Program Name	WELD PROGRAM: ESOL & Welding
Total Hours of Instruction	55 Hours

Sub-Topic 1	ESOL specific to Welding Terms and Curriculum
Estimated # of Hours	35
Description	Two weeks of ESOL training prior to Welding and support ESOL during training

Sub-Topic 2	Welding – MIG TIG and Stick Welding Introduction
Estimated # of Hours	20
Description	Entry level exposure to MIG TIG and Stick Welding.

Sub-Topic 3	Career Readiness instruction
Estimated # of Hours	4
Description	Workforce expectations training including proper attire and tools.

Sub-Topic 4	Support Services for Students
Estimated # of Hours	55
Description	Support services as needed at all points of program and during employment.

Sub-Topic 5	
Estimated # of Hours	
Description	

Sub-Topic 6	
Estimated # of Hours	
Description	

Sub-Topic 7	
Estimated # of Hours	
Description	

Sub-Topic 8	
Estimated # of Hours	
Description	

PART 4: TRAINING TIMELINE FORM

Please list each training cycle that will be offered, in chronological order. Add more rows as necessary.

Cycle # / Cohort #	Planned # of Participants Enrolled	Training Start Date (Month/Year)	Training End Date (Month/Year)	Other Notes (e.g., internship dates, graduation dates if different from training end date, etc.)
1	10	1/10/2022	2/16/2022	ESOL Training + 4 Weeks Welding Instruction+ Job Readiness Support (4 weeks)
2	10	3/14/2022	4/27/2022	ESOL Training + 4 Weeks Welding Instruction + Job Readiness Support (4 weeks)
3	10	10/3/2022	11/09/2022	ESOL Training + 4 Weeks Welding Instruction+ Job Readiness Support (4 weeks)
4 (if applicable)	All Participants			Interviews & Assessments 1/3/2022 Interviews and Assessments 3/7/2022 Interviews & Assessment 9/20/2022

Note: we encourage non-overlapping training cycles to facilitate deeper learning and reflection between cohort recruitment and training start dates.

PART 5: BUDGET FORM

All required budget documentation has been included in this application.

PART 6: OUTCOME CHART

The required *Outcome Chart* has been included with this application.

OUTCOME MEASUREMENT	GOALS/RATES		CUMULATIVE QUARTERLY GOALS (over 2 year period unless specified for 3 in accordance with RFP guidelines)											
	Overall Goal	Rate	QE 9/30/21	QE 12/31/21	QE 3/31/22	QE 6/30/22	QE 9/30/22	QE 12/31/22	QE 3/31/23	QE 6/30/23	QE 9/30/23	QE 12/31/23	QE 3/31/24	QE 6/30/24
Section I: Enrollment & Completion Goals														
1. Number of participants enrolled in training program	50	N/A			10			10		10				
2. Number of participants completing training program	27	90%			9			9		9				
3. Number of participants earning an industry recognized credential as result of training	0	0%						5						
Section II: New Employment Goals														
4. Number of participants placed in unsubsidized employment as a result of training who retain employment for at least 30 days	21	70%												
5. Average Hourly Rate at Placement (>\$14.50)	\$	20.00												
Section III: Explanation	N/A													

OPTION A - Enter your brief explanation here. Place your mouse over cell A0 and K1 for additional guidance or refer back to the RFP.

X. GENERAL BUSINESS
Administration
(February 1, 2022)

ITEM - gb #2-55
S.C. MEETING - 2-17-22

ITEM:

To accept the following donations:

- \$6,021 to Worcester Technical High School from the Sarah Daniels Pettit & William O. Pettit, Jr. Fund
- \$410 to Worcester Technical High School from the Thurston E. Solomon & Everett J. Morter Memorial Fund for the Skills USA Program
- \$560 to Worcester Technical High School from the Saul A. Seder Fund for the Skills USA Program
- \$6,905.10 from Box Tops for Education to Woodland Academy
- \$450 to the Diesel Tech Program at South High Community School:
 - \$200 from Ryder
 - \$250 from D. Murgos Trucking
- \$1,010 to the Worcester Public Schools from the Blackbaud Giving Fund on behalf of Abbvie and Boston Scientific
- \$747 to Lake View Elementary School:
 - \$75 from a parent
 - \$100 from a 2nd grade parent
- \$200 from Thebe Enterprises, LLC/Dairy Queen for fundraiser proceeds
- \$372 from PKC, LLC/Little Caesar's for fundraiser proceeds

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
McCullough
(February 7, 2022)

ITEM - gb #2-56
S.C. MEETING - 2-17-22

ITEM:

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

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

X. GENERAL BUSINESS
McCullough
(February 7, 2022)

ITEM - gb #2-57
S.C. MEETING - 2-17-22

ITEM:

To discuss ongoing issues and concerns with the traffic patterns and safety issues with arrival and dismissal at Burncoat Middle/High School and work on it with school administration and central administration to come up with possible solutions.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(February 8, 2022)

ITEM - gb #2-58
S.C. MEETING - 2-17-22

ITEM:

To approve the following prior fiscal year payments:
-\$17,442.61 to VanPool
-\$122.34 to Balfour

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(February 9, 2022)

ITEM - gb #2-59
S.C. MEETING - 2-17-22

ITEM:

To accept the Massachusetts Department of Elementary and Secondary Education Alternative Language Learner Education Programs in the amount of \$600,000.

PRIOR ACTION:

BACKUP: Annex A (60 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Alternative English Learner Education Programs - All Levels (FC 187)

Type of Funder: Massachusetts Department of Elementary and Secondary Education

Awarded Amount: **\$600,000**

Grant Funding Period: February 2, 2022 through June 30, 2022 = \$423,964
July 1, 2022 through August 31, 2022 = \$176,036

Project title: Alternative English Learner Education Programs

Program coordinator: O'Neil/Melendez-Quintero

Purpose: The purpose of this competitive, state grant program is to support districts that have English Learners and wish to implement new and innovative English Learner Education programs and supports for innovative ELE programs.

Description of the program: Worcester Public Schools applied for funding for Goal 1 - to develop and implement an alternative bilingual ELE program for English Learners and Goal 2 - create/cultivate/grow a bilingual education hub,

Program location: Districtwide

Outcomes and Measures: Goal 1: A new bilingual English Learner Education (ELE) program is developed and has been successfully implemented.

Goal 2: A bilingual education hub has been established that encourages collaborative efforts to improve Bilingual Education pipeline, share knowledge to accelerate the adoption of proven and recognized programmatic models for English Learners.



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

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

February 2, 2022

Dear Ms. Melendez-Quintero,

Congratulations! We are pleased to notify you that Worcester Public Schools has been awarded an Alternative English Learner Education Programs grant in the amount of \$600,000.00

We want to thank you for your commitment to providing high quality, alternative English language learning programs. 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 Diana Gentile at diana.gentile@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 administered by the Center for School and District Partnership			\$423,964
187	Alternative English Learner Education Programs - All Levels	Upon Approval	6/30/2022	

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

AUTHORIZED SIGNATORY: 	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 11/19/21

DATE DUE: Friday, December 3, 2021
Proposals must be received at the Department by 5:00 p.m. on the date due.

**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	
FY2023	STATE - COMPETITIVE administered by the Center for School and District Partnership			\$176,036
187	Alternative English Language Learner Programs - All Levels	7/1/2022	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: <i>Maureen F. Binienda</i>	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: 11/19/21

DATE DUE: Friday, December 3, 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 (upon approval - 6/30/2022)

Fund Code: 187 Goal 1

Program Name: Alternative English Learner Education Programs - All Levels

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		
Teacher Instructional/Professional Staff	70	\$37	per hour		\$ 32,930	For program activities
				<input type="checkbox"/>	\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ 32,930	
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 (upon approval - 6/30/2022)

Fund Code: 187 Goal 1

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Consultants/Prof Dev for Teachers & Support Staff		\$1,000	per day	\$ 10,000	For work with program staff
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 10,000	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
General Classroom Supplies				\$ 140,560	Dual language expansion materials
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 140,560	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	COMMENTS
Advertising				\$ 8,000	Promotional materials
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 8,000	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %			COMMENTS
		2.04%		\$3,908	At agreed upon rates
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 195,398	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022 (upon approval - 6/30/2022)

Fund Code: 187 Goal 2

Program Name: Alternative English Learner Education Programs - All Levels

Budget Line Item Category					Amount	
1 ADMINISTRATOR SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
SUB-TOTAL					\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
SUB-TOTAL					\$ -	
4 STIPENDS:					Total Amount	COMMENTS
	# of Staff	Rate	Rate Type	MTRS		
Teacher Instructional/Professional Staff	10	\$42	per hour		\$ 18,315	For participation in program activities
					\$ -	
SUB-TOTAL					\$ 18,315	
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					\$ -	
6 CONTRACTUAL SERVICES:					Total Amount	COMMENTS
	Rate	Rate Type				
Consultants/Prof Dev for Teachers & Support Sta	\$3,200	flat		\$ 120,000	Boston College coursework	
Other (Technical Assistance MABE)	\$100	per day		\$ 6,000	MABE	
Substitutes (long and/or short term)	\$85	per hour		\$ 4,250	Coverage of classrooms	
				\$ -		
SUB-TOTAL					\$ 130,250	
7 SUPPLIES AND MATERIALS:					Total Amount	COMMENTS
Other (Conference Materials)						
General Classroom Supplies					\$ 9,330	Materials for conference
					\$ 4,000	WIDA language materials
					\$ -	
SUB-TOTAL					\$ 13,330	
8 TRAVEL:					Total Amount	COMMENTS
Certified Classroom Teachers (group instruction)						
Certified Classroom Teachers (group instruction)					\$ 7,650	MABE
Certified Classroom Teachers (group instruction)					\$ 25,600	NABE
Certified Classroom Teachers (group instruction)					\$ 23,350	AATSP
Certified Classroom Teachers (group instruction)					\$ 5,500	Biliteracy PD
SUB-TOTAL					\$ 62,100	

9 OTHER COSTS: <input type="text"/> <input type="text"/> <input type="text"/>	Total Amount \$ - \$ - \$ - \$ -	COMMENTS
SUB-TOTAL		
10 INDIRECT COSTS (use indirect costs calculator) <div style="float: right; text-align: right;"> enter rate % <input type="text" value="2.04%"/> </div>	 \$4,571	COMMENTS At agreed upon rate
SUB-TOTAL		
11 EQUIPMENT: Items costing \$5,000+ per unit & having a useful life 1+ years <input type="text"/>	Total Amount \$ - \$ -	COMMENTS
SUB-TOTAL		
TOTAL FUNDS REQUESTED	\$ 228,566	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2023 (7/1/2022-8/31/2022)

Fund Code: 187: Goal 1

Program Name: Alternative English Learner Programs - All Levels

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"/>	\$ -		
			<input type="checkbox"/>	\$ -		
			<input type="checkbox"/>	\$ -		
			<input type="checkbox"/>	\$ -		
			<input type="checkbox"/>	\$ -		
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
			<input type="checkbox"/>	\$ -		
			<input type="checkbox"/>	\$ -		
SUB-TOTAL					\$ -	
4 STIPENDS:					Total Amount	COMMENTS
	# of Staff	Rate	Rate Type	MTRS		
Administrator	20	\$42	per hour	<input type="checkbox"/>	\$ 2,520	For program activities
Teacher Instructional/Professional Staff	50	\$37	per hour	<input type="checkbox"/>	\$ 28,490	For program activities
Support Staff	70	\$25	per hour	<input type="checkbox"/>	\$ 10,500	UP TO \$25 for program activities
				<input type="checkbox"/>	\$ -	
SUB-TOTAL					\$ 41,510	
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: 2023 (7/1/2022-8/31/2022)

Fund Code: 187: Goal 1

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Consultants/Prof Dev for Teachers & Support Sta		\$1,000	per day	\$ 6,000	For work with program staff
Consultants/Prof Dev for Teachers & Support Sta		\$1,000	per day	\$ 10,000	For work with program staff
Other (Community partners)		\$1,000	per hour	\$ 45,000	Community partnership work
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 61,000	
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 %		Total Amount	COMMENTS
		2.04%		\$2,092	At agreed upon rates
SUB-TOTAL				\$ -	
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 104,602	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2023 (7/1/2022-8/31/2022)

Fund Code: 167: Goal 2

Program Name: Alternative English Learner Programs - All Levels

Budget Line Item Category					Amount	
1 ADMINISTRATOR SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
					\$ -	
SUB-TOTAL					\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
					\$ -	
					\$ -	
					\$ -	
					\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
					\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
4 STIPENDS:					Total Amount	COMMENTS
	# of Staff	Rate	Rate Type	MTRS		
Administrator	5	\$42	per hour		\$ 5,250	For participation in program activities
Teacher Instructional/Professional Staff	100	\$37	per hour		\$ 4,255	For participation in program activities
Teacher Instructional/Professional Staff	200	\$200	flat		\$ 40,000	For participation in program activities
					\$ -	
SUB-TOTAL					\$ 49,505	
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					\$ -	
6 CONTRACTUAL SERVICES:					Total Amount	COMMENTS
		Rate	Rate Type			
Consultants/Prof Dev for Teachers & Support Sta		\$100	per hour		\$ 10,000	Professional development
Other (Presentation Speakers)		\$100	per hour		\$ 10,000	Conference speaker
					\$ -	
					\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ 20,000	
7 SUPPLIES AND MATERIALS:					Total Amount	COMMENTS
					\$ -	
					\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ -	
8 TRAVEL:					Total Amount	COMMENTS
Certified Classroom Teachers (group instruction)					\$ 500	AATSP conference
					\$ -	
					\$ -	
					\$ -	
SUB-TOTAL					\$ 500	

9 OTHER COSTS: <input type="text"/> <input type="text"/> <input type="text"/>	Total Amount \$ - \$ - \$ - \$ -	COMMENTS
SUB-TOTAL		\$ -
10 INDIRECT COSTS (use indirect costs calculator)	enter rate % <input type="text" value="2.04%"/>	Total Amount \$1,429
SUB-TOTAL		\$ -
11 EQUIPMENT: Items costing \$5,000+ per unit & having a useful life 1+ years <input type="text"/> <input type="text"/>	Total Amount \$ - \$ -	COMMENTS
SUB-TOTAL		\$ -
TOTAL FUNDS REQUESTED		\$ 71,434

Name of Grant Program: Alternative English Learner Education Programs - All Levels **Fund Code:**
187 22-23

PART III/Goal 1-REQUIRED PROGRAM INFORMATION/GRANT NARRATIVE

Goal 1: Development and/or implement an alternative bilingual ELE program for English learners.

The intended outcomes for Goal 1 are as follows:

- Develop a proposal for a new bilingual English learner education (ELE) program and successfully complete DESE's review process; *Or*
- Develop a proposal for improving an existing bilingual ELE program
- Within the existing ELE program the district is proposing to improve, develop a proposal to implement culturally responsive teaching practices that promote equity and social justice.

Priorities will be given to:

- Proposals from districts with a minimum of 1,500 students identified as ELs and an Institution of Higher Education (IHE) that describe how the district will engage in ongoing collaboration with the IHE to meet program outcomes.
- Proposals from consortia, including at least one district with a minimum of 1,500 ELs, a second district with a minimum of 400 ELs, and an Institution of Higher Education (IHE), that describe how the consortia will engage in ongoing collaboration to meet program outcomes.
- Proposals that include letters of commitment from community partners to collaborate on program development and implementation.
- Applicants that submit a comprehensive plan for the recruitment, professional development/training, and retention of their bilingual education educators through coursework or relevant professional development;
- Applicants that submit a plan that addresses the targeted services proposed for specific EL populations (e.g., newcomers)
- Applicants that describe a proposed bilingual education program likely to pass DESE's review process.
- Applicants that propose bilingual education programs that demonstrate equitable access to high quality instruction for ELs. For example:
 - The district provides sufficient and equitable access to high quality instructional materials, educational technology, libraries, laboratories, and other relevant resources that support ELs' English language development and grade-level, academic content learning in English and the native language.
 - High quality native language instructional materials and resources are available at each grade level and subject area to support literacy and academic content learning.

- o Instructional materials and resources reflect and value a wide diversity of cultural backgrounds and histories and are integrated throughout the general education curriculum for all students.
- Proposals that include plans that engage parents and families and the community in the design and implementation of a bilingual education program.

Goal 1: Develop and/or implement an alternative bilingual ELE program for English learners including any of the programs listed below:

- Two-Way Immersion (TWI)
- Transitional Bilingual Education (TBE) as defined in M.G.L. c. 71A, § 2
- Other bilingual program types approved by the Department if the district is able to substantiate that the proposed program is based on sound educational theory.

Proposed programs must be based on best practices in the field, the linguistic and educational needs of ELs and the demographic characteristics of the EL population in the school district. Furthermore, a school district may join with other school districts to provide an English learner program.

A. Provide the names and contact information for the person(s) from the district who would manage aspects of the grant:

Record your response here:

Grant Manager

Name: Carmen J. Melendez-Quintero
Role: Manager of Multilingual Education
District: Worcester
Email: melendezquinteroc@gmail.com
Telephone: (508)799-3623

EdGrants Contact

Name: Gregory Bares
Email: baresg@worcesterschools.net
Telephone: (508) 799-3012

Fiscal Contact

Name: Gregory Bares
Email: baresg@worcesterschools.net
Tele hone: 508 799-3012

B. Demographics and target population:

This grant requires applicants with a minimum of 1500 students identified as ELs or proposals from consortia, including at least one district with a minimum of 1500 ELs, a second district with a minimum of 400 ELs.

Describe how the new alternative program will meet students' needs compared to or in addition to any existing program in the district? Cite data to support the district's rationale for proposing the new alternative program.

Describe any current English learner program(s), including data concerning its impact on student learning and English language acquisition. Submit a plan that addresses the targeted services proposed for specific EL populations. Provide detailed information about subpopulations within the larger population of English- language learners. Specific populations might include students who have the lowest proficiency in English (e.g., students who score in ACCESS levels 1, 2 and 3), students with limited or interrupted formal education (SLIFE), and ELs with disabilities.

Describe the student population to be educated within the proposed program:

- *Location (school)*
- *Number of Anticipated Students*
- *Proposed Language(s) of Instruction*
- *Languages Spoken by Anticipated Students*
- *Range of English Language Proficiency Levels (WIDA) of Anticipated Students*
- *Grades of Anticipated Students*

Applicants should also identify the different types of learning opportunities (project-based, experiential, and service learning) that will be provided to students in the new alternative program and describe how the new program will support the cultural and linguistic backgrounds of students while increasing the level of cultural competency for both students and educators.

**Record your response here:
Our Existing Bilingual Programs**

Worcester Public Schools (WPS) is an urban LEA located in the second largest city in the Commonwealth of Massachusetts. The district is located in the heart of the Commonwealth and our work to date with multilingual learners has placed us in the center of efforts to develop and grow high quality programs for students identified as English learners.

WPS Students	Number	Percentage
All	23,945	
Hispanic/Latino	8,257	34.4% of WPS students identify as Hispanic/Latino
Total Els	7,005	29.2% of WPS students are identified as Els

We are a linguistically and culturally diverse community serving 23,986 students in our public schools. 59% (14,178 students) of the district's students speak a language other than English at home. 33.4% (8,003 students) speak Spanish as a home language and 5.2% (1,266 students) speak Portuguese as a home language. Spanish and Portuguese are our highest incidence languages for EIs.

Approximately one third of our students are identified as English learners and by measures such as MCAS and graduation rates, the opportunity gap between our English learners and non-English learners persists despite consistent efforts. Research has established the clear benefits of multilingualism (Baker, 2011; Baker & Wright, 2017; Berroir, et al, 2016; Bialystock, 2011; Callahan & Gandara, 2014; Genesee, 2016; Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012) and the superior EL achievement outcomes of dual language programs when well-implemented (Hamayan, Genesee, & Cloud, 2013, Thomas & Collier, 2017).

In response to this researched-based instructional model that addresses the achievement gaps among EIs and Latino students, Worcester is growing into a hub for bilingual education. For the last three years, we have been expanding our Dual Language programs. We have expanded to preschool, 7th-8th grade, and 9th-10th grade, in addition to a new one-way Dual Language program at *Woodland Academy* and a new two-way dual language school at *La Familia Dual Language School*. This expansion, vertical and horizontal, is critical in order to meet the needs of our current population. Our goal is to offer a pre-Kindergarten through Grade 12 model for Dual Language programs to give the students an opportunity to continue their journey of bilingualism and biliteracy. Two years ago, our district was able to create a vision statement for our Dual Language programs. This vision statement continues to guide our work. Our vision statement is: *All students will excel academically, become bilingual and bi/literate, and develop sociocultural competence in a community of diversity, inclusion, and equity.*

The District provides a variety of professional learning opportunities that include local, state, and national conferences and PDs. Additionally, the district provides building-based and district-based job embedded coaching. Also, ESL staff receive department PD monthly 90 minutes and building based PD.

Over the last several years, we have worked to strengthen and expand our co-teaching for ESL instruction. Dr. Andrea Honigsfeld and Dr. Maria Dove have provided several professional development sessions and currently Dr. Honigsfeld is collaborating with us to support PD for a co teaching pilot in which three of our schools are implementing a full co-teaching model over three years. In addition, in the past year our Multilingual Education Team began the process of developing ESL curriculum at the secondary level aligned with WIDA 2020 standards and DESE's definition of high quality ESL instruction. Finally, we are focusing this year on providing professional learning for all ESL teachers to begin to utilize WIDA 2020 to guide ESL curriculum, instruction, and assessment.

Our District has a long history with programs for multilingual learners. To date, WPS has dual language programs at three elementary schools, one middle school and a high school. One of these elementary schools is our new dual language school, La Familia Dual Language School. Additionally, the District has a longstanding transitional bilingual program in one of the same elementary schools that houses a dual language program. This school is already a bilingual hub for our school district. The steady growth and expansion in our DL programs, we are facing an immediate need to build our internal pool of highly qualified candidates to work in our programs and to continue to build the capacity of our current bilingual educators.

The Spanish Transitional Bilingual Education (TBE) Program is offered at Chandler Magnet Elementary School for Kindergarten through Grade 6. TBE is available to beginner EL students with Spanish as their native language, who are new to English (EPL 1 or 2) and who are new to the United

States. Bilingual teachers provide literacy and content instruction in Spanish while the students also receive ESL instruction by an ESL teacher. As the students' English proficiency increases, the students progressively receive more English instruction until they are ready to transition to the mainstream English program. The purpose of the program is to accelerate English language acquisition through the linguistic transference of a strong native language.

Spanish-English Dual Language Programs are offered at *Chandler Magnet Elementary School, La Familia Dual Language School, Woodland Academy, Burncoat Middle School, and Burncoat High Schools*. All of the programs are two-way with the exception of *Woodland Academy* which is a one-way program. The Language Acquisition Programs offered at these schools are for students whose parents are interested in having their children develop bilingual and biliteracy skills in both English and Spanish. In all programs, students learn content subjects in both languages. Students learn language and culture from each other and develop skills that increase their social, cultural and linguistic competency. Typically students enter the Dual Language Program in preschool or kindergarten; however, students at other grade levels who speak Spanish may enter the program as well. Until two years ago, all of our dual language programs followed a 50/50 model, but in 2020-2021, we began a transition to an 80-20 model for preschool and kindergarten. This transition will continue with one year at a time until it reaches third grade at which point, all students have 50/50 instruction. This year we added our 10th grade class, and as mentioned above, we will add 11th and 12th grade over the next two years. At Woodland, we will also be adding one grade each year for the next four years.

A summary of our programs and enrolled students is included here:

School	Program Grades	Program Type
La Familia Dual Language School	PreK-6	2-way dual language
Chandler Magnet Elementary School	PreK-6	TBE & 2-way dual language
Woodland Academy	K -2 (expanding yearly)	1-way dual language
Burncoat Middle School	7-8	2-way dual language
Burncoat High School	9-10 (expanding yearly)	2-way dual language

Our current bilingual programs serve approximately 500 students and approximately two thirds of these students are current, former, or fully exited English learners. In order to provide bilingual programs to more of our current EIs, we are planning to continue to expand our dual language programs in Spanish and, in response to our growing number of students who speak Portuguese, we are planning to begin the process of developing a dual language program in Portuguese. The research on dual language programs demonstrates the importance of this programmatic approach. We can strengthen our instruction in two languages, ensure our bilingual programs are implemented with fidelity, and see long-term achievement for our diverse learners. We know well-implemented bilingual programs provide long-lasting and impactful change for EIs and other diverse learners. Our goal is to offer high quality preschool through Grade 12 dual language programs to give as many students as possible the opportunity of bilingual programs.

In order to provide bilingual programs to more of our current EIs, we are hoping funds this grant will support the planning efforts of a Portuguese Dual Language strand. There is a great need to expand our ELE programs to other languages. Portuguese is the 2nd most spoken language in our district. We currently have approximately 1,264 Portuguese speaking students enrolled in the Worcester Public

Schools and we anticipate this number to grow dramatically as we are seeing an unprecedented influx of immigrant families from Brazil in the last two weeks.

Over the past few years, we have expanded our dual language programs and its structures in many directions. We continue to work on the implementation of a new language allocation of 80/20 model. This work was also supported by Dr. Mariela Paetz from Boston College who provided professional development to implementing teachers, and school leaders to ensure our new language allocation model is in line with current research in early childhood dual language learners. We are also in year 2 of implementation of American Reading Company's core literacy programs in Spanish and English. With this adoption, we have transitioned to an inquiry-based model for biliteracy in which students engage in extensive reading, writing, research, and critical analysis that help them to develop biliteracy, explore questions of identity, explore a range of relevant themes, and expand their sense of agency to impact their world. Our elementary dual language programs continue growing as we add one grade each year to our one-way dual language program and as we build a new dual language school. This year Worcester Public Schools opened their first Dual Language School - La Familia. As far as the secondary programs, this year, our program expanded to 10th grade. This expansion required continued collaboration between the district and the school as well as professional learning for educators new to dual language.

In addition, we continue to partner with community agencies to promote bilingualism and bilingual education within our community. We have collaborated with the Latino Education Institute (LEI), and the Southeast Asian Coalition (SEAC) to continue campaigns for multilingualism. In the past, LEI, in collaboration with Worcester State University, fashioned a media campaign *Live Bilingual I ;Vive Bilingüei!*, that aired on local radio and TV as well as posters around the district and community. ACE and SEAC held virtual family engagement events in which more than 100 families participated. In addition, we partnered with Massachusetts Association of Bilingual Education (MABE) last year to review the processes in place at our parent information center to promote dual language programs to families in which Spanish is a home language. They were able to provide us with feedback to improve our informational processes and to engage families more in considering dual language programming.

In order to continue building the capacity of our bilingual educators and to promote a district culture that values and fosters multilingualism, we planned our 2nd Annual Bilingual Education Conference held this past summer. Dr. Nelson Flores of the University of Pennsylvania delivered the keynote speech and participated in the conference throughout the day. In addition, several other invited speakers attended including presenters from MABE as well as Dr. Maria Serpa.

The district's work in strengthening and expanding our bilingual programs over the past few years has been multipronged and will continue to be as we move forward. Our program goals include academic achievement, bilingualism and biliteracy, and cultural competence. To measure these intended goals, we utilize a number of assessment measures described as follows to ensure our work has the intended outcomes.

Guiding Principles for Dual Language Education

Much of our work has centered in the *Guiding Principles for Dual Language Education - Third Edition* (Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana USA, 2018). We regularly evaluate our programs in reference to the guiding principles and continue to make adjustments to align our programs to research-based effective practices. In fact, our work has been organized based on these principles: (1) Program Structure; (2) Curriculum & Instruction; (3) Assessment & Accountability; (4) Staff Quality & Professional Development; and, (5) Family & Community/Support & Resources. For the past two years, we have self-evaluated our programs with reference to these principles based on feedback from educators across our programs. We will continue to monitor our impact through annual evaluation with regard to these principles.

Qualitative Observational Feedback

We continue to work with Dr. Patrick Proctor who has spent time observing classroom instruction and also working with our educators through committee work and professional development including the Bilingual Education Certificate Program. Each year, Dr. Proctor has provided us with a written report based on his work and these reports have informed our next steps.

Interim and Summative Assessments

In addition to these qualitative measures of outcomes, we continue to use several quantitative measures to assess progress. Three times yearly, we measure students' progress in Reading and Math in both English and Spanish using Renaissance Star assessments. We also monitor outcomes for students at grades 3 and above using MCAS assessments for all students and for English learners at all grades using ACCESS. Finally, we are currently working on an internal assessment system to evaluate progress in language development across both languages.

As a district, we are also working with Learner-Centered Initiatives to shift to more culturally responsive practices across the curriculum. In addition, within our bilingual programs, we continue our work with Boston College through consulting with Dr. Patrick Proctor, a professor who specializes in bilingualism and bilingual education. For the past 3 years, we have been collaborating with Dr. Proctor on the continued alignment of our programs and practices with research. In addition, through the support of DESE funding, we have been able to send a complete cohort of educators through Boston College's Bilingual Education Certificate Program this year, further enhancing our educators' capacity to provide linguistically and culturally responsive instruction in a bilingual education context.

To build on all of this work this grant will help us to continue our focused work to improve our current bilingual programs and to plan for the launch of our Portuguese strand. Specifically, the grant funds will help us to:

- Plan for implementation of new Portuguese Dual Language program
- Solicit feedback from families and other stakeholders
- Consult with faculty from Boston College's Teaching Curriculum and Society who specializes in Portuguese language development
- Create a committee that would outline a timeline, program structure designed, curriculum materials, and staff preparation and recruitment
- Expand elementary dual language programs
- Expand secondary dual language program
- Provide professional learning about bilingual programs to district and school leaders
- Promote bilingualism and bilingual programs in the community
- Participate in Worcester's 3rd Annual Bilingual Education Conference
- Continue to align current programs based on research (e.g., assessment systems, framework for family and community engagement)

C. Applicants that submit a comprehensive plan for the training, recruitment, and retention of their bilingual education educators through coursework or relevant professional development.

Explain why you chose to apply for this grant, including:

- evidence of the current structures and needs specific to English learners;
- evidence of teachers' content knowledge of bilingual education and the need the district has for qualified teachers to teach in bilingual education settings,

- the information of the Institution of Higher Education (IHE) you are planning to partner with and why selecting that IHE,
- how the districts or the consortia will engage in ongoing collaboration to train teachers, develop curriculum materials, and prepare to implement a bilingual alternative program in your districts;
- how the activities from this grant will advance student learning.

Applicants should describe potential recruitment and selection processes, identify criteria for reviewing professional experiences and qualifications, and describe efforts to select a diverse group of professionals who will be dedicated to the new alternative program, are willing to improve the skills, knowledge, cultural competencies, and expertise to effectively serve the students who will attend the new alternative program. For example, teachers certified in ESL and speak a language other than English might be promising candidates for recruitment.

Identify the individuals who will contribute to the design of the new alternative program including all team members. The planning team should include public school district administrators, school-level administrators, school counselors, teachers across grade levels and disciplines, and representatives from partner organizations such as public and private institutions of higher education, and non-profit community-based organizations. Teams may also include students, parents and family members, and other community members. Describe the specific responsibilities of the planning team members. Possible responsibilities include, among others: 1) conducting ongoing outreach to students and families; 2) recruiting and selecting students; 3) developing the curricular and instructional strategies for the new program; 4) developing professional development and learning opportunities for educators who will teach in the new program; 5) working effectively with partner organizations and community stakeholders; 6) and managing the grant funding;

Record your response here:

Training and Retention

In *Defining our Path: A Strategic Plan for Education in Worcester (2018-2023)* the Worcester Public Schools Strategic Plan identifies the district's priorities for investing in educators:

"Educators are the life force of schools. In considering how to best support students, we must also reflect on support for educators, including classroom teachers, aides, specialists, and service providers. *Worcester students have a variety of learning needs* that require educators to apply new approaches, such as trauma-informed instruction and personalized learning. As educators and students cultivate relationships, it is also beneficial to have a workforce with a variety of life experiences that can inspire and support students. The district will focus on recruiting a diverse, highly qualified teacher and administrative workforce, offering professional development in key instructional and support areas, and creating professional ladders and lattices to ensure career opportunities throughout an educator's tenure" (p.20).

Continued recruitment of teachers for our bilingual programs seeks to identify and recruit teachers that are academically proficient in the language(s) of instruction, licensed in their content area, and knowledgeable about effective *educator* to develop *language* and content simultaneously! .

With support from DESE, we have been building our Bilingual Hub. We currently have a second cohort of 30 educators (26 from WPS and four from Milford) enrolled in Boston College's Bilingual Education Certificate Program (BEG). This program supports educators by providing the subject matter knowledge requirements needed for earning their bilingual endorsement. We hope to receive additional funding to continue this work with another cohort through Goal 2 of this grant. This funding supports us in expanding the pool of qualified educators and expanding our own teachers' capacity to teach in bilingual programs.

An essential component of the expansion of our dual language programs is high quality instruction that aligns with this instructional model and its goals. Culturally sustaining pedagogy (Paris, 2012) is at the heart of our program design. Instruction is provided in both English and Spanish to build with the linguistic assets of our bilingual students and to nurture their linguistic development across both languages. In addition, in line with our program vision of cross-cultural competence, through deliberate curricular choices, we provide students with opportunities to explore issues of language, culture, and identity and to extend their understanding of how these interact with all areas of the curriculum. Students are also supported in learning to navigate across languages and cultures as they develop their own bilingual and bicultural identities.

Guided by our Bilingual Programs Professional Development Subcommittee, our district has provided PD specifically for our bilingual educators:

- *Embracing Multilingualism Conference* - We have now hosted our annual Embracing Multilingualism Conference for two consecutive years and we plan to continue this conference for many years to come.
- *ARC Core Implementation* - Bilingual teachers are engaging in their second year of job embedded professional learning to implement ARC Core for biliteracy instruction. This PD is provided by ARC coaches who work closely with the district MLE team.
- *BC's Bilingual Education Certificate Program* - Our second cohort of Worcester and Milford educators are engaged in this program to expand their capacity within bilingual education and to earn the Bilingual Endorsement. Pending additional funding, we will continue to partner with BC to provide this opportunity to more educators in subsequent years.
- *NABE, La Cosecha, and MABE Annual Conferences* - The district has sent a cohort of bilingual educators to these regional and national bilingual education conferences and plans to continue to do so pending funding.
- *Job-embedded instructional coaching focused on bilingual programs* - The district has hired a Coach for Bilingual Programs who has been working closely with all bilingual program educators for the past two years. This year, we have also added the position of Supervisor of Bilingual Programs. This new role will play an essential part in the continued strengthening and expansion of our bilingual programs.

Two years ago, our district made a significant purchase of curricular materials for all of our bilingual programs. Guided by Dr. Patrick Proctor, a Boston College Professor specializing in bilingualism, language learning, and literacy, the Curriculum and Instruction Subcommittee, we decided on American Reading Company (ARC). ARC provides our bilingual teachers and students with high quality curricular materials to guide and support literacy and language development across both Spanish and English. The adoption of these curricular materials has been accompanied by a significant investment in professional learning tailored to address the unique needs of bilingual programs. We began professional development for our classroom and ESL teachers in DL and TBE to implement ARC Core. This PD will continue throughout this school year. This adoption and accompanying professional learning are one component of a more comprehensive approach to strengthening instructional practices in our district's bilingual programs.

Finally, we have supported additional professional learning opportunities, including national and statewide conference attendance.

Our comprehensive plan for training includes the following four components which are described in detail above:

1. Bilingual Education Certificate Program with Boston College
2. MABE Professional Learning Activities including conference attendance, school visits, and network activities
3. NABE Conference attendance
4. Worcester Conference for Bilingual Educators
5. Teaching for Biliteracy Professional Development

All of these professional learning opportunities will be provided at no cost to participating educators. Worcester teachers participating in MABE and NABE events that occur during the work day will be granted permission to attend and substitutes will be provided. A hybrid model session for the BEC program will be scheduled during after school hours and located either virtually or in-person in a convenient district-based location so that all educators can attend. The Worcester Conference for Bilingual Educators will be scheduled at a time in the summer during which most educators are able to attend.

Recruitment

As part of the district's Benchmarks for Success 2023, (*Defining our Path: A Strategic Plan for Education in Worcester, 2018-2023*) WPS is committed to increasing the diversity of new hires from 8% in 2019 to 25 % by 2023. We will review teacher recruitment and retention approaches and implement strategies that will increase access to a highly-qualified, diverse teacher workforce. We will achieve this by:

- increasing the number of highly-qualified teacher candidates by partnering with local teacher preparation programs to provide career pathways for top educators to *train and remain* in Worcester;
- reviewing recruitment and retention processes to maximize the district's ability to attract diverse candidates from across the nation as well as partner with local organizations to increase community's awareness of opportunities;
- providing supports to increase new teacher mentoring by enhancing and scaling mentoring strategies to support and retain new teachers;
- developing a pipeline of educators among our current WPS students, including strengthening existing educator development initiatives in the district using best practices from effective teacher training models.

Given Worcester's diversity, it is critical to have an educator population that reflects the various life experiences of our community. Worcester will make a concerted effort to attract and retain educators and leaders from a variety of backgrounds by establishing partnerships with reputable programs in urban education.

Worcester will rely on these settings to recruit candidates who are deeply knowledgeable about how to address and support the learning needs of students in urban settings. In addition, Worcester will initiate partnerships with multicultural institutions to develop an educator workforce that reflects the student population. Furthermore, Worcester will employ evidence-based educator retention strategies to increase the longevity of new educators in the district

Finally, we are currently collaborating with community partners to promote bilingualism and to inspire bilingual members of our schools and community to consider education as a career. Additionally, through our DL high school program, we are hoping to develop a career pathway of Bilingual Education Teacher. This pathway will nurture opportunities for our bilingual students to explore the career of teaching and fits into our already existing Future Teacher Program. We are also utilizing our current Dual Enrollment programs to provide bilingual students with opportunities to take not only courses in Spanish but courses that lead to education ESL and Bilingual Endorsement certification. Through all of these efforts, we aim to be a district that not only employs highly qualified educators for diverse learners, but one that nurtures and grows such educators. To recruit candidates for all professional learning activities, **we will** focus on several target audiences and use multiple means of recruitment including emails, announcements in newsletters, and announcements in faculty meetings, information sessions, and personal invitations. We will seek out the following educators (teachers and administrators):

- 1) Current educators in bilingual programs
- 2) Educators hired for new bilingual programs starting next year
- 3) Other district educators (teachers, paraprofessionals, administrators) who are bilingual and may be interested in working in bilingual programs
- 4) Bilingual high school students in bilingual educator pathway
- 5) Educators recruited by community partners

We will also be recruiting students and their parents as well. We feel that many of our students and their parents may be interested in becoming involved as bilingual educators. We will be working to recruit students for our Future Teachers program. Parents will be invited to participate in the MABE conference as they do offer sessions specifically for parents. Our partners have submitted Letters of Support for this initiative and they are attached to this application

Though this recruitment work is not funded by this grant, the work is related intricately to our work to build bilingual programs and to ensure our bilingual staff reflects our diverse student body

D. Applicants that describe a proposed bilingual education program likely to pass DESE's review process

The Department will use the Web-Based Monitoring System (WBMS) platform to receive district proposals to implement a new alternative ELE programs. When designing the new alternative program include:

Castaneda Three-Pronged Test if the district's most recent ELE Compliance Review does not include it:

Prong 1: The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy. Describe evidence that the district's current ELE program is recognized as sound by experts in the field or considered a legitimate experimental strategy. Provide a response for each type of program currently operating in the district. Describe the district's vision, mission, and goals for the current ELE program(s). Describe how the district implements its current ELE program(s).

including strategies used to provide systematic English as a second language instruction as a component of the program(s).

Prong 2: The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district. Describe the resources your district dedicates to effective implementation and ongoing operation of the current program(s), including:

- the number and qualifications of the program's educators;
- ESL and content curricula;
- professional development plans;
- support services, such as tutoring or interventions;
- parent engagement plans.

Prong 3: The program succeeds in producing results indicating that students' language barriers are actually being overcome within a reasonable period of time. Demographic data for the student population to be educated within the proposed program; A short description of the proposed program responsive to the Castaneda's Three-Prong criteria for program excellence.

Describe the proposed ELE program in sufficient detail, addressing:

- program design;
- plans for providing ESL and partner language instruction within the proposed program;
- program components for ensuring student access to grade-level standards and appropriate academic language;
- plans for integrating culturally responsive teaching and asset-based learning (high expectations and affirming student strengths) into instruction; and
- planned efforts for engaging families of students in the proposed program in their children's learning.

Indicate the month and school year in which the proposed new ELE program would commence.

Record your response here:

Castaneda's Three-Prong Test

Our current bilingual programs meet Castaneda's three-prong test.

Prong 1: The Worcester Public Schools offers Sheltered English Immersion (SEI), Two-Way Immersion (TWI) and Transitional Bilingual Education (TBE). These programs are based on sound educational theory pursuant to the Commonwealth of Massachusetts.

Prong 2: The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

The number and qualifications of the program's educators

WPS adheres to the 2014 guidelines requiring SEI Endorsement for core academic teachers and

academic administrators and follows the 2016 requirement that EIs are assigned to SEI Endorsed core academic teachers. All of our core content teachers are SEI endorsed within a year of hire. All of our ESL teachers have ESL licensure or are on a waiver and working toward licensure. In addition, all of our ESL tutors are licensed. To increase our pool of qualified educators we also provide professional learning within the district including support for educators who are seeing ESL licensure as an additional license.

ESL and content curricula

The district's Office of Multilingual education includes six ESL instructional coaches and one Bilingual Programs coach who provide significant support to our 44 schools in the areas of SEI, DL, TBE, and ESL curriculum and instruction for multilingual learners. All of our program models for English learners include ESL as an essential component in accordance with DESE's guidance. With the recent release of WIDA's revised ELD Standards 2020 Edition, we are reviewing our current curriculum and planning for revision that would align both language and content instruction with WIDA 2020. We are curriculum piloting a HS ESL curriculum

Bilingual research indicates the need for coordination between curriculum and support services, particularly around interventions in the first language. Younger learners (Kindergarten through Grade 1) particularly need instruction in foundational reading skills. The district welcomes continuing the planning process with Professor Patrick Proctor, Boston College, and the new collaboration with Dr. Mariela Paez to identify program strengths and continue to develop our programs in line with the most current research.

Professional development plans

The District utilizes the structures of Professional Learning Communities (PLCs) to support teachers in implementing strategies and provide a forum for reflective practice. District management is currently teaching and supporting integration data cycles into PLCs. Utilizing the MCAS, ACCESS, district, building, and classroom data on EL student progress supports evaluation of strategy implementation. ESL staff receive department PD monthly 90 minutes and building based PD which focuses on WIDA implementation/cultural competence. Staff attend the MATSOL and MABE conferences.

General education teachers and ESL teachers are offered District level PD to support EIs during the year. The district has ongoing professional development in literacy development, multilingual learners, co-teaching for EIs, and academic language and literacy. As part of our planning process, we will focus on continued development of PD for our ESL teachers and teachers of our TBE and DL. PD specifically addressing instruction in both languages within a bilingual setting is an area that was previously lacking and is now being developed.

Support services

Students receive support in varied ways aligned with their needs and grade level. Each principal designates staff to be trained annually on ESL and the difference between language acquisitions and identified special needs. The designated person/s represents the interest of EIs when student concerns are brought forward (e.g., progress meetings, Student Support Process, 504, IEP meetings). This staff person, often the ESL teacher, is asked to bring the student's data and information about class performance, attendance, grades, and test scores with a focus on the role of language acquisition in the student's challenges. At the elementary level, RTI is available for students needing specific, targeted remediation. This process involves frequent monitoring of student performance in relation to a skill/concept to ensure intervention remedies the concern. At the middle and high school, specific courses, such as reading and numeracy, provide this support. Secondary tutoring is available after school during the year by discipline.

The team evaluation process is used to determine if students are eligible to receive specialized instruction via an IEP. The 504 process is used to determine if a child requires specific accommodations not typically part of classroom instruction.

Summer supports include credit recovery and specific interventions for students.

Parent engagement plans

Translation of essential documents and a language line are available for family communication, conferences and events. In Fall 2018, the Office of Multilingual Education Manager contacted new EL families to a welcome meeting at the public library. Over 30 parents/guardians attended. The Manager provided: interpreters, child care, pizza and water and an introductory program about the district and supports for English Learners. This work laid a foundation for the development of the ELPAC which has continued through the present. For three years before the pandemic, a "Welcome to Kindergarten" program has been held for EL families and children before school opens, with follow up meetings during the year as the building teachers (Kindergarten, ESL, and administrative team) determine. Included are supports to understand the school program, a cultural performance and activities to bridge home and school learning.

In an effort to reach more families, monthly community agency meetings and meetings of local clergy that serve our communities are held. Both provide avenues for reaching families and collaborating outreach. WPS provides summer recreation and education programs for children and families through partnerships with community organizations.

Prong 3: The program succeeds in producing results indicating that students' language barriers are actually being overcome within a reasonable period of time.

Outside evaluations from the state and U.S. Department of Justice have been our primary evaluation to date of our ESL, dual language and TBE programs. Our state assessment data, both MCAS and ACCESS, are used at the building and district level to guide instructional improvement. The district managers are working to support improved data cycles at our buildings. WPS is focused on improving assessment of our current EL services impact on Els' development of English skills.

WORCESTER PUBLIC SCHOOLS ACCOUNTABILITY REPORTS 2019

Elementary Els & Former Els

Subject	2018	2019	Target	Reason
ELA	487.5	488.9	488.9	Met Target
Science	52.7	51.6	55.4	No Change
Math	484.9	485.8	486.2	Met Target

Secondary Els / Former Els

Subject	2018	2019	Target	Reason
ELA	85.4	85.5	88.0	Improved Below Target
Science	68.6	72.4	71.3	Met Target

Math	67.6	67.8	70.9	Improved Below Target
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Growth - Elementary

Subject	2018	2019	Target	Reason
ELA	48.6	51.1	50.0	Typical Growth High
Math	49.7	49.3	50.0	Typical Growth Low

Growth - High School

Subject	2018	2019	Target	Reason
ELA	51.0	38.8	50.0	Low Growth
Math	49.5	44.9	50.0	Typical Growth Low

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

	SY20	SY21
All ELs	52%	32%
African American/Black	55%	36%
Asian	53%	47%
Hispanic/Latino	50%	28%
Multi-Race, Non-Hispanic	58%	24%
White	58%	41%
EL who are also SWD	20%	16%

Projected Work Funded by this Grant

This program proposal emerges from the initial work we have completed together beginning in the 2018-2019 school year. We are requesting funding from this grant to support our ongoing work with Dr. Proctor and his team from Boston College's Office of Teaching Curriculum and Society, as we work together to support the linguistic and learning rights of children and youth in Worcester. In particular, this grant will help us to continue our focused work to improve our current bilingual programs and to plan for the new Portuguese DL program by funding the following activities:

- Support continued implementation of new language allocation (80/20)
- Evaluate and support continued implementation of ARC Core in English and Spanish
- Expand elementary dual language programs
- Expand secondary dual language program
- Plan for implementation of new Portuguese Dual Language strand
- Provide professional learning about bilingual programs to district and school leaders
- Promote bilingualism and bilingual programs in the community
- Participate in Worcester's 3rd Annual Bilingual Education Conference
- Continue to align current programs based on research (e.g., assessment systems, framework for family and community engagement)

Continued Implementation of New Language Allocation

Funds from this grant will continue to support a working group to continue to guide the transition to 80/20. This working group will meet regularly through the spring and summer to reflect on the first two years of implementation and plan for the second year of implementation in which the program now moves to first grade. This group will also be supported by Dr. Mariela Paez from Boston College. Dr. Paez will provide technical expertise to this working group, implementing teachers, and school leaders to ensure our new language allocation model is in line with current research in early childhood dual language learners.

Expansion of Elementary Dual Language Programs

Our elementary dual language programs continue growing as we add one grade each year to our one way dual language program and as we plan to start a new Portuguese dual language program. Funds from this grant will be used to purchase materials to support the opening of new bilingual classrooms. These materials will include didactic bilingual classroom materials for teaching language and content, biliteracy curricular materials from American Reading Company, and bilingual classroom libraries and other identified curricula.

Expansion of Secondary Dual Language Program

Funds from this grant will support continued planning meetings for the expansion of our dual language program in secondary. **Next** year, our program expands to 11th grade. This expansion requires continued collaboration between the district and the school as well as professional learning for educators new to dual language. These funds will support several meetings with educators at the secondary level to plan for successful growth and this work will be carried out in collaboration with Dr. Patrick Proctor.

Bilingual Programs PD for District and School Leaders

As part of our efforts to promote bilingualism, this grant will fund a professional development session for district and school leaders to learn more about the rationale behind bilingual programs and the role of bilingualism in learning. This session will be planned and delivered in collaboration with Dr. Proctor.

Promotion of Bilingualism and Bilingual Programs in the Community

Funds from this grant will allow us to promote our bilingual programs in the community. We will enhance our virtual information sessions and design and distribute promotional materials via various

media. In addition, we will continue to partner with community agencies to promote bilingualism and bilingual education within our community. We plan to continue collaboration with the Latino Education Institute (LEI), African Community Education (ACE), and the Southeast Asian Coalition (SEAC) to continue campaigns for multilingualism. In the past, LEI, in collaboration with Worcester State University, fashioned a media campaign *Live Bilingual!; Vive Bilingüe!*, that aired on local radio and TV as well as posters around the district and community. ACE and SEAC held virtual family engagement events in which more than 100 families participated. All three organizations have plans to continue this work.

Participation in Worcester's 3rd Annual Bilingual Education Conference

To continue building the capacity of our bilingual educators and to promote a district culture that values and fosters multilingualism, we are planning our 2nd Annual Bilingual Education Conference for this summer. Funds from this grant will provide stipends for our educators' to attend this conference.

Continued Alignment of Current Programs Based on Research

In addition to the activities above, this grant will provide funding to address a number of areas of growth recommended by Dr. Proctor's recent evaluation reports. The funds will support our continued work on a bilingual assessment system, using existing and new assessments to provide authentic evaluation of bilingual schools and programs, a recommendation made by Dr. Proctor's most recent report. In addition, the funds will continue to support family and community engagement as we work to partner with our families and communities to expand access to dual language and promote long-term retention in dual language programs to maintain family engagement over time.

E. Proposals that include plans that engage parents and families and the community in the design and implementation of a new alternative program.

Explain if the district's English Language Parent Advisory Council (ELPAC) has been consulted during the planning process.

Note: Any district that serves 100 or more ELs or in which ELs comprise at least 5% of the student population must establish an ELPAC. Any school designated as underperforming or chronically underperforming that operates an ELE program must also establish an ELPAC. 603 CMR 14.09.

Provide clear, specific examples of how the district will support participating schools in grant activities and transfer of content.

Record your response here:

The district continues work on developing a strong ELPAC led by parents/guardians of ELs and former ELs. As our work on bilingual programs has evolved, we continue to provide updates to the district's ELPAC. We have also invited parents/guardians and community members to join our committee based work over the past couple years and will continue to invite parents/guardians and community members to participate in relevant components of our work. In addition, as described above, we will continue partnering with LEI, SEAC, and ACE to promote multilingualism and bilingual programs in the district. These organizations work with many of our multilingual learners and their families and will be able to help continue to build strong relationships.

F. Describe how the district will support schools participating in this grant.

Explain in detail how the districts plan to work with IHE and experts on bilingual education to provide relevant professional development and coursework needed to earn the bilingual education endorsement. (this grant can fund tuition needed to train the bilingual teachers who will teach in the new bilingual program)

In addition, identify the proposed professional development and training opportunities that will be provided to bilingual educators prior to, during, the operation of the new alternative program, and how such opportunities will be aligned to the needs of the students who will attend the new alternative program, enable educators to effectively analyze different types of student data, and give instructors the tools that they need to achieve the stated goals of the new program. Identify the resources the district intends to dedicate to effective implementation and ongoing operation of the new alternative program, including the number and expected qualifications of the program's educators.

Record your response here:

The district will be a significant support to schools participating in this grant. The district will take responsibility for administering the grant and we will continue to provide the relevant professional development to support educators in developing skills and knowledge needed to be effective in bilingual education settings.

As mentioned above, we have been building our Bilingual Hub. We currently have a second cohort of 30 educators (26 from WPS and four from Milford) enrolled in Boston College's Bilingual Education Certificate Program (BEC). This program supports educators in earning their bilingual endorsement. We hope to receive additional funding to continue this work with another cohort through the 187 grant. This funding supports us in expanding the pool of qualified educators and expanding our own teachers' capacity to teach in bilingual programs.

As also described above, in addition to the BEC program, we continue to provide professional learning a variety of ways. Our districtwide Bilingual Programs Coach provides embedded professional development to educators in bilingual programs. Our annual "Embracing Multilingualism conference is growing in popularity and quality of workshops relevant to the field of bilingual education. In addition, with the adoption of ARC, we have invested significantly in job-embedded PD from our ARC partners. This PD includes 30 days total, many of these days in which our ARC coach is visiting classes and providing feedback. Finally, we have supported additional professional learning opportunities, including national and statewide conference attendance.

In addition to these PD opportunities, we will also continue to strengthen our partnership with Boston College. This partnership has been instrumental in our work and we look forward to expanding and extending our relationship with BC.

G. Anticipated changes, including anticipated outcomes.

Provide clear, specific examples of the changes you expect as a result of participation in this grant.

How will the work:

- directly support and impact practice at the district level?
- Directly impact student learning?

- Support a collaborative culture?

Describe how the district intends to measure and evaluate the program's success within the first **two years** of operation:

- provide detailed information on how the school district intends to measure and evaluate program success over time;
- provide detailed information about the proposed assessment strategies for students participating in the new alternative programs;
- Identify the anticipated outcomes of the new alternative program on multiple student outcomes, including but not limited to English language fluency, Partner language fluency, comprehension, and reading and writing abilities, etc.

Record your response here:

The district's work in strengthening and expanding our bilingual programs over the past few years has been multipronged and will continue to be as we move forward. Our program goals include academic achievement, bilingualism and biliteracy, and cultural competence. To measure these intended goals, we utilize a number of assessment measures described as follows to ensure our work has the intended outcomes.

Guiding Principles for Dual Language Education

Much of our work has centered in the *Guiding Principles for Dual Language Education - Third Edition* (Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana USA, 2018). We regularly evaluate our programs in reference to the guiding principles and continue to make adjustments to align our programs to research-based effective practices. In fact, our work has been organized based on these principles: (1) Program Structure; (2) Curriculum & Instruction; (3) Assessment & Accountability; (4) Staff Quality & Professional Development; and, (5) Family & Community/Support & Resources. For the past two years, we have self-evaluated our programs with reference to these principles based on feedback from educators across our programs. We will continue to monitor our impact through annual evaluation with regard to these principles.

Qualitative Observational Feedback

We continue to work with Dr. Patrick Proctor who has spent time observing classroom instruction and also working with our educators through committee work and professional development including the Bilingual Education Certificate Program. Each year, Dr. Proctor has provided us with a written report based on his work and these reports have informed our next steps.

Interim and Summative Assessments

In addition to these qualitative measures of outcomes, we continue to use several quantitative measures to assess progress. Three times yearly, we measure students' progress in Reading and Math in both English and Spanish using Renaissance Star assessments. We also monitor outcomes for students at grades 3 and above using MCAS assessments for all students and for English learners at all grades using ACCESS. Finally, we are currently working on an internal assessment system to evaluate progress in language development across both languages.

H. Describe the district's readiness for this level of participation.

Describe the district's current initiatives and how these initiatives align and support the new alternative program.

Describe how the new alternative program *would complement or supplement existing efforts in the school, district or community* to increase the English language skills and student achievement of the target population(s) and how the new programs would be aligned to existing school and district improvement plans as well as Massachusetts ESE's Strategic Plan.

Capacity and Sustainability:

- Provide detailed information about the levels of individual, collective, and organizational capacity to design and operate a high-quality bilingual education program.
- Identify the partner organization(s) that will actively and continuously support both the planning and operation of the new alternative programs and provide detailed information about their target of successes in improving outcomes for English learners;
- Identify potential barriers to the successful operation of the new alternative program and describe how the applicant and partner(s) will address barriers over the course of the grant.
- Identify the specific staff, fiscal, and other resources of all partner organizations that will be utilized to support the design and operation of the new alternative program.
- Describe how existing resources and additional resources could be used to sustain the operation of the new bilingual program in the future.

Record your response here:

As discussed in depth above, the district is currently working to strengthen and expand our bilingual programs as part of our work to provide for our English learners programs that ensure academic achievement and English language development while also recognizing and sustaining their linguistic and cultural funds of knowledge that are integral to a positive sense of identity, socioemotional wellbeing, and agency so as to be able to build the lives our students imagine for themselves.

The long-term partnerships we have established over the past 3 years undergird our readiness for this level of participation. For example, the district has the organizational capacity to continue this work in collaboration with our partners, Dr. Patrick Proctor and Dr. Mariela Paez at Boston College. Additionally, having recently bolstered our bilingual staffing further increases our readiness. Specifically, our Office of Multilingual Education is led by the Manager of Multilingual Education, Carmen Melendez-Quintero. Further, our office consists of an assistant director, head clerk, two districtwide department heads, and seven coaches that support curriculum and instruction in EL programming. As part of the strategy for the Office of Multilingual education, all team members have been and will continue to be involved in the strengthening and expansion of bilingual programs over the past few years. In addition, this work has been supported by building leaders. Each school with a bilingual program has a principal, at least one assistant principal, and at least one instructional coach that supports the bilingual program. Several of these school leaders have participated in continued professional learning and collaborative work to ensure they can lead bilingual programs at their buildings. Finally, our partnership with Boston College continues to grow. For the past three years, we have worked extensively with Dr. Patrick Proctor as he has collaborated in our program review, our curriculum selection process, our professional learning for bilingual educators, and our first annual bilingual educators' conference. We also began to establish a relationship with Dr. Paez who was our keynote speaker at our first annual bilingual educators' conference. She was able to add significantly to our work through her expertise in early childhood education for dual language learners. These continued collaborations with DESE, Boston College, our WPS district team, our school leadership, and our families demonstrate that we can continue this work successfully.

Massachusetts' strategic plan addresses the following five core strategies that would all be in play as part of the activities proposed in this grant application:

- Strengthen standards, curriculum, instruction and assessment
- Promote educator development
- Support social-emotional learning, health, and safety
- Turn around the lowest performing districts and schools
- Enhance resource allocation and data use

As described in this application, our work will continue to strengthen curriculum and instruction in our bilingual programs, support educators' capacity to teach effectively bilingual learners, strengthen inclusive and culturally competent learning environments, turn around our lowest performing schools, and use data to address student needs.

INSTRUCTIONS FOR THE BUDGET AND NARRATIVE

Applicants must submit a budget using the template provided with proposed expenditures for FY22 (upon approval through 6/30/2022) and Summer FY23 (7/1/2022-8/31/2022) as well as a detailed narrative that connects all expenditures to the design and operation of the preparation and design of the new bilingual education program.

Line Number	Justification	School Year	Summer	Subtotal for Line School Year and Summer
4. Stipends	Language allocation working group Total of 10 staff x 20 hours x \$37/hour = \$7,400. For school year, \$2,960 and for summer, \$4,500.	\$2,960	\$4,440	\$7,400
	Secondary dual language expansion meetings/HS students leadership development 12 staff x 10 hours x \$37/hour = \$4,440. All work to be done in school year.	\$4,440	\$	\$4,440
	New Portuguese DL strand planning 15 staff X 40 hours X \$37/hour = \$22,200. For school year, \$8,325 and for summer, \$13,875.	\$8,325	\$13,875	\$22,200
	Participation in bilingual programs PD for administrators both district and school based. 20 admin. staff x 3 hours x \$42/hour = \$2,520. All work to be done in summer.	\$0	\$2,520	\$2,520

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	Work on enhancement to bilingual program promotion: 8 staff x 30 hours x \$37/hour = \$8,880 All work to be done in school year.	\$8,880	\$0	\$8,880
	Participation WPS Bilingual Education Conference 70 staff x 6 hours x up to \$25/hour = \$10,500.	\$0	\$10,500	\$10,500
	Program alignment in subcommittee work 25 staff X 20 hours X \$37/hour = \$18,500. For school year, \$8,325 and for summer, \$10,175	\$8,325	\$10,175	\$18,500
TOTAL LINE 4		\$32,930	\$41,510	\$74,440
		School Year	Summer	Subtotal for Line
6. Contractual Services	Boston College Technical Assistance with BC's faculty under the leadership of Patrick Proctor-16 days @ \$1000/day = \$16,000. In school year, 10 days and in summer, 6 days.	\$10,000	\$6,000	\$16,000
	Boston College Technical Assistance with Dr. Mariela Pérez - 80/20 language allocation 10 days @ \$1000/day = \$10,000.		\$10,000	\$10,000
	Bilingual campaigns organized by community partners, 3 community organizations x \$15,000 per organization. (Summer work)		\$45,000	\$45,000
TOTAL LINE 6		\$10,000	\$61,000	\$71,000
		School Year	Summer	Subtotal for Line
7. Supplies and materials	Dual language expansion expenses for classroom setup (e.g., bilingual literacy curricular materials, bilingual classroom libraries, bilingual printed materials, posters, rugs). Total = \$140,560	\$140,560		\$140,560
TOTAL LINE 7		\$140,560		\$140,560

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		School Year	Summer	Subtotal for Line
9. Other (Advertising)	Promotional materials, radio announcement, and newspaper article to promote bilingual programs, multilingual festival	\$8,000		\$8,000
TOTAL LINE 9		\$8,000	\$	\$8,000
SUBTOTAL OF DIRECT COSTS		\$191,490	\$102,510	\$294,000
10 Indirect costs	Indirect costs at city required rate 2.04%	\$3,908	\$2,092	\$6,000
TOTAL		\$195,398	\$104,602	\$300,000

Name of Grant Program: Alternative English Learner Education Programs - All Levels	Fund Code: 187 (22-23)
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PART III/Goal 2 - REQUIRED PROGRAM INFORMATION/GRANT NARRATIVE

Goal 2: Create (and cultivate) or continue a "grow your own" **bilingual education hub** that would support and encourage statewide initiative and collaboration, improve the Bilingual Education educator pipeline, share knowledge to accelerate the adoption of proven and recognized programmatic models for English learners, and develop successful models that can be replicated for years to come.

The intended outcomes for Goal 2 are as follows:

1. Increase the number of qualified bilingual education teachers in the district.
2. Encourage and support bilingual students, parents, community members, paraprofessionals, and teachers to become teachers in bilingual education settings.
3. Build systems to implement effective bilingual education programs.

Priorities will be given to:

- Applicants that were prior grant recipients of Fund Code 181, 187, 181A, and 187A and executed grant requirements on time, with efficiency, and high performance.
- Applicants that submit a comprehensive plan to become or continue or expand an existing "grow your own" bilingual education hub as defined above.
- Applicants that demonstrate an immediate need for bilingual education teachers. For example: priority will be given to districts that have recently designed a new bilingual education program and the program is in its first stages of implementation.
- Applicants that submit the anticipated impact of a comprehensive hub program impact (see indicators in part 3 of the required forms for more information).

Provide the names and contact information for the person(s) from the district who would manage aspects of the grant:

Record your response here:

Grant Manager

Name: Carmen J. Melendez-Quintero
 Role: Manager of Multilingual Education
 District: Worcester
 Email: melendezquinteroc@worcesterschools.net
 Telephone: (508)799-3623

EdGrants Contact

Name: Gregory Bares
 Email: baresg@worcesterschools.net
 Telephone: (508) 799-3012

Fiscal Contact

Name: Gregory Bares

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Email: baresg@worcesterschools.net
Telephone: (508) 799-3012

1. Describe the district's readiness to establish and implement a BE hub. Please include the district's current initiatives and how these align to and will support the BE hub.

Record your response here:

Over the past two years, Worcester Public Schools has steadily been building our bilingual education hub. With support from funding from MA DESE, we have strengthened and expanded our bilingual programs, opened a new dual language school, and established a variety of professional learning opportunities. Our work has been grounded in research and advanced through collaboration within the district, with community partners, with professional organizations such as the Multistate Association of Bilingual Education, and with our university partners, Dr. Patrick Proctor and Dr. Mariela Paez at Boston College.

Worcester Public Schools (WPS) is an urban LEA located in the second largest city in the Commonwealth of Massachusetts. The district is located in the heart of the Commonwealth and our work to date with multilingual learners has placed us in the center of efforts to develop and grow high quality programs for students identified as English learners.

To support our application for this funding opportunity, we offer the following data:

WPS Students	Number	Percentage
All	23,945	--
Hispanic/Latino	8,257	34.4% of WPS students identify as Hispanic/Latino
Total Els	7,005	29.2% of WPS students are identified as Els

Our District has a long history with programs for multilingual learners. To date, WPS has dual language programs at three elementary schools, one middle school and a high school. One of these elementary schools is our new dual language school, *La Familia Dual Language School*. Additionally, the District has a longstanding transitional bilingual program in one of the same elementary schools that houses a dual language program. This school is already a bilingual hub for our school district. The steady growth and expansion in our Dual Language (DL) programs, we are facing an immediate need to build our internal pool of highly qualified candidates to work in our programs and to continue to build the capacity of our current bilingual educators.

Data show 59% (14,178 students) of the district's students speak a language other than English at home. 33.4% (8,003 students) speak Spanish as a home language and 5.2% (1,266 students) speak Portuguese as a home language. Spanish and Portuguese are our highest incidence languages for EIs. Approximately one third of our students are identified as English learners and by measures such as MCAS and graduation rates, the opportunity gap between our English learners and non-English learners persists despite consistent efforts. Research has established the clear benefits of multilingualism (Baker, 2011; Baker & Wright, 2017; Berroir, et al, 2016; Bialystock, 2011; Callahan & Gandara, 2014; Genesee, 2016; Gros-ean, 2010; L ons, 2014; Perr , 2013; Willis, 2012 and the

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superior EL achievement outcomes of dual language programs when well-implemented (Hamayan, Genesee, & Cloud, 2013, Thomas & Collier, 2017). In response to this researched-based instructional model that addresses the achievement gaps among Els and Latino students, Worcester is growing into a hub for bilingual education. For the last three years, we have been expanding our Dual Language programs. We have expanded to preschool, 7th-8th grade, and 9th-10th grade, in addition to a new one-way Dual Language program at *Woodland Academy* and a new two-way dual language school at *La Familia Dual Language School*. This expansion, vertical and horizontal, is critical in order to meet the needs of our current population. Our goal is to offer a pre-kindergarten through Grade 12 model for Dual Language programs to give the students an opportunity to continue their journey of bilingualism and biliteracy. Two years ago, our district was able to create a vision statement for our Dual Language programs. This vision statement continues to guide our work. Our vision statement is: *All students will excel academically, become bilingual and bi/iterate, and develop sociocultural competence in a community of diversity, inclusion, and equity.*

The District provides a variety of professional learning opportunities that include local, state, and national conferences and professional development (PD). Additionally, the district provides building based and district-based job-embedded coaching. Also, ESL staff receive department PD monthly 90 minutes and building based PD.

Over the last several years, we have worked to strengthen and expand our co-teaching for ESL instruction. Dr. Andrea Honigsfeld and Dr. Maria Dove have provided several professional development sessions and currently Dr. Honigsfeld is collaborating with us to support PD for a co-teaching pilot in which three of our schools are implementing a full co-teaching model over three years. In addition, in the past year our Multilingual Education Team began the process of developing ESL curriculum at the secondary level aligned with WIDA 2020 standards and DESE's definition of high quality ESL instruction. Finally, we are focusing this year on providing professional learning for all ESL teachers to begin to utilize WIDA 2020 to guide ESL curriculum, instruction, and assessment.

An essential component of the expansion of our dual language programs is high quality instruction that aligns with this instructional model and its goals. Culturally sustaining pedagogy (Paris, 2012) is at the heart of our program design. Instruction is provided in both English and Spanish to build with the linguistic assets of our bilingual students and to nurture their linguistic development across both languages. In addition, in line with our program vision of cross-cultural competence, through deliberate curricular choices, we provide students with opportunities to explore issues of language, culture, and identity and to extend their understanding of how these interact with all areas of the curriculum. Students are also supported in learning to navigate across languages and cultures as they develop their own bilingual and bicultural identities.

Guided by our Bilingual Programs Professional Development Subcommittee, our district has provided PD specifically for our bilingual educators:

- Embracing Multilingualism Conference - We have now hosted our annual Embracing Multilingualism Conference for two consecutive years and we plan to continue this conference for many years to come.
- ARC Core Implementation - Bilingual teachers are engaging in their second year of job embedded professional learning to implement ARC Core for biliteracy instruction. This PD is provided by ARC coaches who work closely with the district MLE team.
- BC's Bilingual Education Certificate Program - Our second cohort of Worcester and Milford educators are engaged in this program to expand their capacity within bilingual education and to earn the Bilingual Endorsement. Pending additional funding, we will continue to partner with BC to provide this opportunity to more educators in subsequent years.
- NABE, La Cosecha, and MABE Annual Conferences - The district has sent a cohort of

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bilingual educators to these regional and national bilingual education conferences and plans to continue to do so pending funding.

- Job-embedded instructional coaching focused on bilingual programs - The district has hired a Coach for Bilingual Programs who has been working closely with all bilingual program educators for the past two years. This year, we have also added the position of Supervisor of Bilingual Programs. This new role will play an essential part in the continued strengthening and expansion of our bilingual programs.

With these goals of strengthening our existing bilingual programs and ensuring high quality dual language programs, last year we utilized DESE's *FC 187: Gateway Cities Bilingual Education Grant* funding in part to provide to our educators the opportunity to earn the Bilingual Endorsement through our partnership with Dr. Patrick Proctor at Boston College. In addition, Dr. Proctor has collaborated with us for the past few years to support ongoing evaluations of our programs. This program evaluation has been two-pronged including an independent evaluation by Dr. Proctor as well as self evaluation through a committee composed of bilingual teachers, administrators, and parents utilizing the Guiding Principles of Dual Language Education (Center for Applied Linguistics, 2018).

Professional development efforts focused on our teaching force include a multi-pronged initiative to increase the pool of educators qualified to teach diverse learners. In addition to the opportunities we are creating by this grant to engage teachers in the Bilingual Education Certificate program, we are simultaneously working to establish district-based opportunities for a range of teachers, including dual language teachers who teach in English, to earn ESL licensure.

Two years ago, our district made a significant purchase of curricular materials for all of our bilingual programs. Guided by Dr. Patrick Proctor, a Boston College Professor specializing in bilingualism, language learning, and literacy, the Curriculum and Instruction Subcommittee, we decided on American Reading Company (ARC). ARC provides our bilingual teachers and students with high quality curricular materials to guide and support literacy and language development across both Spanish and English. The adoption of these curricular materials has been accompanied by a significant investment in professional learning tailored to address the unique needs of bilingual programs. We began professional development for our classroom and ESL teachers in DL and TBE to implement ARC Core. This PD will continue throughout this school year. This adoption and accompanying professional learning are one component of a more comprehensive approach to strengthening instructional practices in our district's bilingual programs.

Finally, our new bilingual programs coach works in collaboration with building-based instructional coaches and provides a variety of job-embedded PD for all of our bilingual programs teachers.

Engagement of students, their families and our community partners is key. Beyond our current educators, we are collaborating with community partners to promote bilingualism and to inspire bilingual members of our schools and community to consider education as a career. We are also promoting bilingualism through the Seal of Biliteracy. Additionally, through our DL high school program, we are hoping to develop a career pathway for Bilingual Education Teachers. This pathway will nurture opportunities for our bilingual students to explore the career of teaching and fits into our already existing Future Teacher Program. We are anticipating utilizing our current Dual Enrollment programs to provide bilingual students with opportunities to take not only courses in Spanish but courses that lead to education ESL and Bilingual Endorsement certification.

Efforts from Ivonne Perez, our Chief Diversity Officer - The WPS has appointed Ivonne Perez as the District's new Chief Diversity Officer as of July 1, 2020. Mrs. Perez works as a member of the human resource team and is well versed in research on effective practices to create a welcoming

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climate and culture in a diverse, urban setting. Transitioning from her role as Chandler Magnet Elementary School principal since 2004, Mrs. Perez utilizes her extensive experience working in an urban District to implement diverse strategies to effectively support staff's growth and development. She holds a Certificate of Advanced Graduate Studies in Administration and Social Policy from Harvard University as well as a Master of Education in School Leadership and Administration from Fitchburg State College, a Master of Education in English as a Second Language from Boston State College and a Bachelor of Science in Health Education from Northeastern University. Please refer to her attached resume in (*Please see attachment **Resumes** - Perez*) for additional information pertaining to her background. As part of her responsibilities as Chief Diversity Officer, Mrs. Perez manages the district's initiatives for Equitable Teacher Access including programs to diversify the teacher applicant pool (i.e., Professional Educator Pipeline). As a result of oversight of the program, she is working to co develop with the WPS Manager of Curriculum and Professional Learning and the Manager of Multilingual Education, relevant professional development opportunities that promote cultural proficiency and/or anti-bias training needs of the District. The district invites all school committee members and leadership team members including the Superintendent, Deputy Superintendent, Chief Human Resource Officer, Chief Financial Officer, Manager of Multilingual Education, Elementary and Secondary Quadrant Managers, Director of Special Education, Director of School and Student Performance and principals of high needs schools to review district policies and participate in cultural proficiency and anti-bias training. Training will strengthen our existing work surrounding cultural proficiency and eliminate inequities, which require redesigning systems of thinking by tending to the will, skill, knowledge and capacity of individual and collective educators in the district. Furthermore, grant activities will allow the district to examine and refine existing practices by shifting our instructional practices towards a nuanced understanding of making content accessible for all students

Through all of these efforts, our anticipated outcome is to not only employ highly qualified educators for diverse learners, but to be a district that nurtures and grows such educators. We welcome the opportunity to become a hub for Bilingual Education and have engaged one other school district, Milford Public Schools. (*Please see assurance document from Milford Public Schools - **part iv Assurances***) For two years now, they have partnered with us in this work and this year they have again committed to partnering with us with this initiative. This Worcester/Milford partnership has been an enriching experience. Our District has the capacity and the desire to see this program successfully achieve its outcomes.

Our Bilingual Education Hub efforts have been coordinated by Erin Goldstein, who is the Assistant Director of Multilingual Education for the District. A resume for Ms. Goldstein has been attached to this application. (*Please see the attachment **Resumes** - Goldstein.*) Ms. Goldstein works closely with Carmen Melendez-Quintero, who is the Manager of Multilingual Education. The mission of this office is advance equity and excellence in the education of multilingual learners in the Worcester Public Schools. All professional development activities within WPS fall under the office of Magdalena Ganas Panagiotidis, Ed.D, Manager of Curriculum & Professional Learning. This office designs and provides multiple opportunities for administrators, instructional and non-instructional staff members to participate in areas of curriculum and professional development; manages and coordinates the system of adult learning in ways that preserve core, supplemental, and intervention instruction for all students; assesses adult learning and leadership development programs, practices, and activities for alignment with high quality standards of professional development; evaluates adult learning and leadership development for efficacy with improved student outcomes and supports the district's adult learning and leadership plans. All academic activities within Worcester Public Schools are aligned with district priorities and fall under the Deputy Superintendent, Susan O'Neil, Ph.D. Her office is responsible for the development, implementation and evaluation of sound educational practices. Dr. O'Neil's office works directly with school-based personnel and district level administrators in order to bring

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coordination to each and every initiative in the school district. Both the Office of Curriculum and Professional Learning and the Office of Multilingual Education fall under her supervision.

This management structure will ensure that all professional learning meets standards and expectations.

2. Recipients of grants under Fund Codes 181, 187, 181A, and 187A in FY19-20 and/or FY20-21, must complete the table below. Use a separate row for each grant received. **All other grant applicants should proceed to #3.**

Previous Grant(s) Awarded	How effective were your partners, including institutions of higher education, in supporting grant activities? Be as detailed as possible. Consider quality of training/coursework, affordability/pricing, and reliability.	What training did you offer in connection with grant activities? Describe all of the following, as applicable: <ul style="list-style-type: none"> - Coursework - Professional development - Workshops - Parent nights - State Seal of Biliteracy Other	Outcomes: 1. Did you achieve the desired grant outcomes specified in your FY2019-20 and/or FY2020-21 grant application? Please provide details. How many teachers, parents, and students benefited from grant activities?
FC187: Gateway Cities Bilingual Grant 2020-2021	<p>This grant supported partnerships with Dr. Patrick Proctor and Dr. Mariela Paez from Boston College, Dr. Maria Serpa of Lesley University, Multistate Association of Bilingual Education (MABE), the Latino Education Institute (LEI), the Southeast Asian Coalition (SEAC), and African Community Education (ACE). All partnerships were very effective.</p> <p>With Boston College, 30 educators participated in the Bilingual Education Certificate Program. In addition, Dr. Proctor</p>	<p>Through grant activities, we provided the following:</p> <ul style="list-style-type: none"> -BC's Bilingual Education Certificate Program our second cohort of 30 educators -PD for district and school staff with Dr. Proctor and Dr. Paez -The Second Annual Embracing Multilingualism Conference -Attendance at MABE professional earning activities -Attendance at NABE Conference -First Annual New Bilingual Teacher Institute 	<p>The district achieved the desired outcomes.</p> <p>30 educators participated in the Bilingual Education Certificate Program</p> <p>116 educators participated in person and 100 more educators participated remotely in the Second Annual Embracing Multilingualism Conference</p> <p>16 educators are signed up to attend the NABE national conference</p> <p>14 new bilingual teachers/staff were</p>

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	<p>provided consulting on the implementation of ARC Core as well as the expansion of our dual language program. He also provided a PD session for district and school leaders as well as support in facilitating a session for a variety of educators at our second annual Embracing Multilingualism. Dr. Paez provided both PD and technical expertise on early bilingualism and biliteracy as we transitioned our dual language programs to an 80/20 model.</p> <p>MABE provided a variety of PD opportunities in which our educators participated. They also provided technical expertise as well as three high-quality presenters for our second annual Embracing Multilingualism conference. Finally, they collaborated with us to assess our current practices to promote dual language programs to Latino families at our Parent Information Center and to provide recommendations for improvement.</p> <p>Dr. Serpa provided a session on EIs with disabilities in bilingual programs at our second annual Embracing</p>	<p>In addition, through collaboration with LEI, SEAC, and ACE, the communities served by these three agencies were engaged in learning about the importance of bilingualism.</p>	<p>hired for our bilingual programs</p> <p>15 new bilingual teachers participated in the new bilingual educator institute</p> <p>2 districts collaborated (Milford and Worcester)</p> <p>1 new school was opened with more than 150 students</p> <p>100% of our DL and TBE students have benefitted from this work</p> <p>Almost 500 students are currently enrolled in DL or TBE in the district and more than 300 of these students are current or exited EIs</p>
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	Multilingualism conference. LEI, SI;AC, and ACE built on prior work to continue to promote bilingualism through outreach in the communities they serve.		
FC 187: Gateway Cities Bilingual Education Grant 2019-2020	Work was funded from January of 2020 through August, 2020 with Dr. Proctor of Boston College. Dr. Proctor was able to support our work on evaluation and expansion by attending committee planning meetings and also participated in work with sub-committee meetings. Dr. Proctor's collegial approach and personal experience as a bilingual educator made a world of difference to our work with him as it was apparent he understood the challenges faced by bilingual educators. Dr. Proctor prepared a final report for the district's use that includes recommendations. These recommendations have been embraced by the District and have informed our work and provide the foundation for our work going forward. His assistance was - and is - invaluable and we appreciate any opportunity to continue our collaboration.	-Through this grant funding, the District was able to provide time for Professional Learning Communities. Six work groups were formed. These include Program and Structure; Curriculum and Instruction; Assessment and Accountability; Staff Quality and Professional Development and Family and Community Support and Resources. -Our District was able to partner with community agencies to celebrate bilingual education and elevate this within our community. The organizations we partnered with were the Latino Education Institute(LEI), African Community Education(ACE) and Southeast Asian Coalition(SEAC) -Three virtual parent sessions/open houses were held for parents of new students to our bilingual programs that included families in the Prek-8th grade range.	-WPS did achieve the desired outcomes as expressed in our grant application for those outcomes that could be measured in the given time frame. In the area of increasing staff capacity, funding allowed us to provide PLC for 44 teachers. Participants have expressed a continuing and deepening interest in participating in activities with regard to our work; it is clear that these educators can see the value in growing their professional practice and are looking for this project to help guide them so that they can help their students achieve. -Patrick Proctor was able to share with the district a final report of the work done and the recommendations to the districts for next steps. -One outcome of the work in the PLC's was the creation of a vision statement for the dual language program, and an updated plan for student recruitment and

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	<p>-We added a layer in our expert consultation, and brought Phyllis Hardy, Executive Director of MABE, on board to complement our work in a comprehensive manner.</p> <p>-Collaboration and consultation with Laura Schall-Leckrone, Professor at Lesley University was also an added bonus which brought insight on our secondary DL programs</p> <p>-This grant supported the work of the subcommittees which inform our decisions around expansion</p>	<p>-Planned and delivered bilingual parent workshops to prepare new prek/kinder families to dual language programming.</p> <p>-Launched professional development for new curricular materials (ARC) for our preK-6 program</p>	<p>language allocations that aligns with best practices.</p> <p>-In the area of family engagement - we had more than 100 families who attended three of our Virtual Open Houses. Two of our community partners held family virtual engagement events: SEAC (Southeast Asian Coalition), and the African Community Education (ACE) The Latino Education Institute (LEI) at Worcester State University fashioned a media campaign - <i>Live Bilingual li Vive Bilingie!</i> This campaign aired on local radio and television as well as posters Our partnership coalition has grown and continues to remain strong.</p> <p>- Over 100 families attended our virtual Open Houses and at least 2.4k have viewed the recorded videos of the Open Houses in Facebook</p> <p>-Approximately 60 families attended our "New to Dual Language Workshops"</p> <p>-100% of our students in both DL and TBE have benefited from the work done.</p>
<p>FC 181: Alternative ELE Programs 2019-2020</p> <p>Goal 1- Bilingual Hub</p>	<p>-Launched our first Virtual Summer Program for secondary Els with a special focus on language</p>	<p>-Through this grant we were able to send educators to the NABE National Conference, MABE Leadership</p>	<p>-10 educators attended NABE's national conference in February 2020</p>

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Goal 2- High School Academy	development with enrichment activities.	Institute and MABE Annual Conference -Through the Bilingual Endorsement Certificate program, participants took 2 courses: Foundations of Bilingual and Dual Language Education and Bilingualism, SecondLanguage, and Literacy Acquisition. The two remainder courses are Bilingual Literacy and Literature and -Held the first annual Worcester Bilingual Education Conference- "Embracing Bilingual" -We are proud to announce that 41 candidates received the State Seal of Biliteracy and used this to assist us in promoting bilingual education in our district.	-6 educators attend MABE's Leadership Institute in March 2020 -15 Educators attended the MABE Virtual Annual Conference -3 educators to MABE's Special Education Network in December 2019 -30 educators are participating in the BEC program through Boston College -We partnered with Milford Public Schools and 4 of their educators joined us in the BEC program. -There were 67 WPS employees in attendance at Worcester's Bilingual Conference. -We are On our way to obtaining the goal of 100% of students in bilingual programs are taught by a teacher who holds a bilingual endorsement. -We met our goal of 100 Els participants in the High School Academy
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3. Describe the district's plan to become or continue to be a "grow your own" BE hub as defined in the RFP. There is no 'one size fits all' model for bilingual education hubs, as local conditions, priorities and rationales vary from district to district. Please explain precisely how you will construct your hub. When doing so, address the indicators listed below:

- Explain why you are seeking to engage or continue engaging in this "grow your own" initiative.
- Identify the institution of higher Education (IHE) you will partner with (must be an IHE that has an approved bilingual education program in place - see the list provided in the RFP).
- Commit to implementing the goals and resources presented in this grant program.

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- Commit to conducting pre-and post-surveys to gauge candidate learning and progress, and share the results with DESE during monthly check-ins.
- Identify the public school district(s) you will partner with and explain in detail how you will be including those district(s) in your 'grow your own' hub activities, some examples would be:
 - invite neighboring districts in need of bilingual endorsed teachers to participate in the hub activities you are about to implement/initiate.
 - reserve 10% of your course seats for candidates from the surrounding district(s) for coursework, professional development, and other activities that you have planned as part of "grow your own initiative."

Record your response here:

As the second largest city in New England, we aspire to become a model and a mentor for other districts looking to implement new bilingual programs or strengthen current programs. We welcome the opportunity to open our doors to learn and grow together as we move forward in a new era of bilingual learning in Massachusetts.

Partnership with Surrounding Districts

To build a foundation of collaboration across districts, we have partnered with one local school district who meets the criteria of having 400 plus EL students. Our partner, Milford Public Schools, is a district that currently does not have bilingual programs. However, with 26% of their population identified as English learners, they have been on the journey toward starting dual language programs. For the past two years, four of Milford's educators are earning their bilingual endorsement through the BEC program.

Our plan for this year calls for reserving four more seats in our SEC program for educators from Milford. In addition, we will also invite Milford to participate in Worcester-based professional learning activities that are part of our "grow our own" bilingual teachers' initiative.

We envision that over the long run, Worcester Public Schools will become a regional resource hub that neighboring districts can turn to when looking for high quality bilingual programs and professional learning for these programs.

Our "Grow Your Own" Initiative

Based on our program evaluation, professional development for our bilingual teachers in the area of curriculum and instruction is of high priority. This grant provides us with the opportunity to provide a range of high-quality professional development activities intended to enhance the breadth and depth of knowledge of educators in our current and expanding bilingual programs.

Therefore, our "Grow Your Own" bilingual education hub plan includes the following components and outcomes that are described in more detail below:

1. Bilingual Education Certificate Program with Boston College
2. MABE Professional Learning Activities including conference attendance, school visits, and network activities
3. NABE Conference attendance
4. AATSP Conference attendance
5. Worcester Embracing Multilingualism Conference for Bilingual Educators

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6. Teaching for Biliteracy Professional Development
7. WIDA Marco ALE Professional Development

To gauge candidate learning, we will conduct surveys with participants. We will use this information to improve recruitment and professional learning as well as to communicate progress with DESE and other stakeholders.

Bilingual Education Certificate Program with Boston College

Working with Dr. Patrick Proctor at Boston College's Lynch School of Education and Human Development, we plan to offer BC's state-approved Bilingual Education Certificate (BEC) program to 30 more bilingual educators. This is a hybrid program of study that consists of four total courses and eight total credits (two three-credit hybrid classes, two one-credit online classes). This program consists of the following four courses:

1. Foundations of Bilingual and Dual Language Education (1 credit)
2. Bilingualism, Second Language, and Literacy Acquisition (3 credits)
3. One of the following Writing courses (1 credit):
 - Teaching Narrative Writing to K- 8 Students
 - Teaching Report and Explanation Writing to K- 8 Students
 - Teaching Argument and Procedure Writing K- 8
4. Bilingual Literacy and Literature (3 credits)

Through our partnership with BC, we will continue enrollment of a new professional learning cohort of bilingual teachers (beginning Summer 2022) who will work toward state bilingual endorsement through BC's state-approved endorsement program.

This BEC program addresses the findings of our program evaluation in which there was an expressed need by teachers and administrators for more professional learning opportunities designed specifically for dual language and bilingual teachers in the district. This learning opportunity will be open to current and potential bilingual educators, including administrators, teachers, and paraprofessionals.

In addition to coursework, we will also provide opportunities for candidates to complete the 75-hour practicum in our bilingual programs during the school day as well as in our potential bilingual afterschool and summer programs in addition to the language proficiency test. As a hub of bilingual education in the region and with expanding bilingual programs, we look forward to providing many teachers with this learning opportunity.

By enrolling through BC's Professional and Continuing Education, the professional learning cost for a single teacher to complete the endorsement program is \$3,200. In addition, we are hoping to add another tier to this training and offer a strand in the form of two classes for district leadership and school leadership. This would be an opportunity for school and district leadership to deepen their knowledge of policy and bilingualism as well as bilingual instructional practices at a cost of \$1,200 per class. The feedback of our first two cohorts has been very positive and participants have expressed how the content in these modules should be available to other educators in the district.

MABE Professional Learning Activities

MABE offers a variety of services to support Worcester Public Schools as we continue to improve and expand DLE programs. We would like to continue to partner with MABE to support us in this effort. Here are some programs MABE already has in place that we plan to make available to our teachers and administrators:

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1. Dual Language Leadership Network
2. Dual Language Special Education Network
3. Dual Language School Visits
4. Annual Dual Language Conference
5. Summer Institute Professional Development
6. Technical Assistance for Worcester Public Schools

The final item in the list, technical assistance, will be used to provide consultation for our Bilingual Education Conference.

Worcester Embracing Multilingualism Conference for Bilingual Educators

In consultation with Dr. Patrick Proctor, we have identified an area of priority for Worcester's educators in bilingual programs. In the summer of 2020, we offered our first annual bilingual programs conference Embracing Multilingualism. In this conference we covered topics like: *Sociocultural Competence-Mas al/a def lenguaje (Integrating the third pillar), Fundamentals of Dual Language Programs; Equity and Social Justice-Multilingualism in our classrooms, schools, and community*. Guest speakers included professors from Boston College Dr. Patrick Proctor and Dr. Mariela Paez, and Phyllis Hardy from MABE. In the summer of 2021, we offered our second annual Embracing Multilingualism Conference. In the second annual conference, we welcomed Dr. Nelson Flores from the University of Pennsylvania as our keynote speaker and expanded our session offerings including sessions from our own staff as well as partners such as MABE and BC. Some sessions were in English and others were led in Spanish. Our focus in the second conference was building a community of diversity, inclusion, and equity within our bilingual programs. We opened our conference to educators, parents, and partners and we welcomed participants in person for the first time.

The feedback on our own conference planned by and for WPS educators continued to be excellent and we are now planning to host our third annual conference for summer 2022. For this conference, we want to expand on our work of building a community of diversity, equity, and inclusion from last year. We also plan to do more to engage school leaders from across the district on this important day of learning. We will continue to build on the successes of the first two conferences.

Ongoing Professional Learning from Embracing Multilingualism Conference

The sessions and keynote provided at our *Embracing Multilingualism* Conference were deeply engaging to participants and merit long-term engagement. For the third annual conference, we'd like to offer the opportunity for extended learning through additional sessions with conference presenters such as our keynote.

National Annual Conferences

We would like to offer additional school teams to participate in national conferences for bilingual programs and multilingual learners. For example, we would like to send a team of educators to the next Annual NABE (National Association of Bilingual Education) Conference and the American Association of Teachers of Spanish and Portuguese (AATSP) Conference. These conferences bring internationally renowned keynote and featured speakers in the area of multilingual education and include numerous concurrent sessions from experts and practitioners in the field. Our intent is to build district-based capacity and expertise amongst our teachers and school leaders as we continue expanding our programs in the WPS.

Teaching for Biliteracy Professional Development

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Finally, we would like to leverage Teaching for Billiteracy professional development to support educators to shift to a multilingual paradigm and to continue to develop the knowledge and skills needed to enact multilingual mindsets and practices in our bilingual programs.

Building Spanish Language Development

With the release of the new Spanish Language Arts framework tools from WIDA, we plan to provide professional development for teachers of Spanish to unpack the "Ideologías orientadoras" of the framework. We will provide two 90 minute PD sessions for this work and participants will be compensated for their time. They will also receive their own WIDA Marco ALE materials to utilize during the PD and subsequently in planning instruction for Spanish language arts.

4. Describe all current bilingual education programs operating in the district. Describe how the goals of these programs align with the goals of this RFP. Describe how this grant will advance both teacher and student learning in the district's bilingual education programs.

Note: If the District for which you are applying receives focused/targeted services from DESE's Statewide System of Support (SSoS), please explain how this grant complements turnaround initiatives/work.

Record your response here:

Currently, we have bilingual programs at five of our schools. Four of these programs operate as strands and our newest program is a dual language school. We have three dual language programs at three of our elementary schools and one TBE program at one of these same elementary schools. At our middle school, we have a dual language program in its fourth year of implementation and at our high school, we are in its second year of implementation now including 9th and 10th grades. Over the next two years, we will add 11th and 12th grade to complete our full pre-Kindergarten through Grade 12 program. The following provides additional descriptions of our programs.

The Spanish Transitional Bilingual Education (TBE) Program is offered at *Chandler Magnet Elementary School* for Kindergarten through Grade 6. TBE is available to beginner EL students with Spanish as their native language, who are new to English (EPL 1 or 2) and who are new to the United States. Bilingual teachers provide literacy and content instruction in Spanish while the students also receive ESL instruction by an ESL teacher. As the students' English proficiency increases, the students progressively receive more English instruction until they are ready to transition to the mainstream English program. The purpose of the program is to accelerate English language acquisition through the linguistic transference of a strong native language.

Spanish-English Dual Language Programs are offered at *Chandler Magnet Elementary School, La Familia Dual Language School, Woodland Academy, Burncoat Middle School, and Burncoat High Schools*. All of the programs are two-way with the exception of *Woodland Academy* which is a one-way program. The Language Acquisition Programs offered at these schools are for students whose parents are interested in having their children develop bilingual and biliteracy skills in both English and Spanish. In all programs, students learn content subjects in both languages. Students learn language and culture from each other and develop skills that increase their social, cultural and linguistic competency. Typically students enter the Dual Language Program in preschool or kindergarten; however, students at other grade levels who speak Spanish may enter the program as well. Until two years ago, all of our dual language programs followed a 50/50 model, but in 2020-2021, we began a transition to an 80-20 model for preschool and kindergarten. This transition will continue with one year at a time until it reaches third grade at which point, all students have 50/50 instruction. This year

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we added our 10th grade class, and as mentioned above, we will add 11th and 12th grade over the next two years. At Woodland, we will also be adding one grade each year for the next four years. A summary of our programs and enrolled students is included here:

School	Program Grades	Program Type
La Familia Dual Language School	PreK-6	2-way dual language
Chandler Magnet Elementary School	PreK-6	TBE & 2-way dual language
Woodland Academy	K-2 (expanding yearly)	1-way dual language
Burncoat Middle School	7-8	2-way dual language
Burncoat High School	9-10 (expanding yearly)	2-way dual language

Our current bilingual programs serve approximately 500 students and approximately two thirds of these students are current, former, or fully exited English learners. In order to provide bilingual programs to more of our current EIs, we are planning to continue to expand our dual language programs in Spanish and, in response to our growing number of students who speak Portuguese, we are planning to begin the process of developing a dual language program in Portuguese. The research on dual language programs demonstrates the importance of this programmatic approach. We can strengthen our instruction in two languages, ensure our bilingual programs are implemented with fidelity, and see long-term achievement for our diverse learners. We know well-implemented bilingual programs provide long-lasting and impactful change for EIs and other diverse learners. Our goal is to offer high-quality preschool through Grade 12 dual language programs to give as many students as possible the opportunity of bilingual programs. To accomplish this goal, these programs require highly-qualified educators who have both theoretical understanding and practical skills to teach bilingual learners effectively. The activities proposed in this grant will directly enhance the knowledge and skills of educators, both teachers and administrators, to advance the achievement of linguistically diverse learners. We can strengthen our instruction in two languages, ensure our bilingual programs are implemented with fidelity, and see long-term achievement for our diverse learners. We know well-implemented bilingual programs provide long-lasting and impactful change for EIs and other diverse learners.

5. Submit a comprehensive plan for training (coursework and professional development) and recruitment. The plan should:
 - Include anticipated efforts to recruit students, paraprofessionals, teachers, parents, community members, school administrators who are bilingual.
 - Include the necessary supports you will be providing for working professionals to participate in hub activities, including no-cost access to course work delivered locally and at convenient times.

Record your response here:

Our comprehensive plan for training includes the following four components which are described in detail above:

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1. Bilingual Education Certificate Program with Boston College
2. MABE Professional Learning Activities including conference attendance, school visits, and network activities
3. NABE Conference attendance
4. Worcester Conference for Bilingual Educators
5. Teaching for Biliteracy Professional Development

All of these professional learning opportunities will be provided at no cost to participating educators. Worcester teachers participating in MABE and NABE events that occur during the work day will be granted permission to attend and substitutes will be provided. A hybrid model session for the BEC program will be scheduled during after school hours and located either virtually or in-person in a convenient district-based location so that all educators can attend. The Worcester Conference for Bilingual Educators will be scheduled at a time in the summer during which most educators are able to attend.

To recruit candidates for all professional learning activities, we will focus on several target audiences and use multiple means of recruitment including emails, announcements in newsletters, and announcements in faculty meetings, information sessions, and personal invitations. We will seek out the following educators (teachers and administrators):

- 1) Current educators in bilingual programs
- 2) Educators hired for new bilingual programs starting next year
- 3) Other district educators (teachers, paraprofessionals, administrators) who are bilingual and may be interested in working in bilingual programs
- 4) Bilingual high school students in bilingual educator pathway
- 5) Educators recruited by community partners

We will also be recruiting students and their parents as well. We feel that many of our students and their parents may be interested in becoming involved as bilingual educators. We will be working to recruit students for our Future Teachers program. Parents will be invited to participate in the MABE conference as they do offer sessions specifically for parents. Our partners have submitted Letters of Support for this initiative and they are attached to this application. Please see attachment ***Letters of Support***.

6. Explain how the district will assist and support the candidates participating in the 'grow your own' initiative. Provide specific details of how you plan to utilize the talent that you will train through this grant (e.g., teaching in BE classroom, leading grade-level planning, facilitating and/or monitoring teaching and learning in BE classrooms, facilitating professional learning, and providing feedback to school administrators).

Record your response here:

Educators who participate in professional learning activities will become part of our bilingual educator network. If not already teaching in our bilingual programs, they will have the opportunity to apply for open positions. As teachers in the program, they will be better able to deliver effective instruction. Additionally, as cohorts of teachers are participating in this learning opportunity together, they will be able to collaborate more effectively with shared foundational knowledge and a shared approach to instruction. We will build on this foundation to identify and address additional learning needs. Our Coach for Bilingual Programs, who also completed the BEC program in our first cohort, will provide job-embedded PD for candidates as well. Finally, administrators who participate in our professional learning activities will be

Name of Grant Program:
Alternative English Learner Education Programs - All Levels

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better positioned to lead bilingual programs in their schools and to provide the needed feedback to teachers around teaching and learning.

7. Explain what changes in BE program outcomes you expect to achieve through participation in this grant program. Provide clear, specific examples of the changes in this order:

Anticipated Outcomes:

- What training will you offer in connection with this grant? Describe all of the grant activities (coursework, professional development, workshops, parent nights, State Seal of Biliteracy, etc.) training,
- How many students, paraprofessionals, parents, community members, school administrators and teachers who are bilingual would benefit from this grant?
- Do you anticipate participating in this grant program will contribute to diversifying the workforce at the local level? If yes, please explain why. Provide as many concrete examples as possible.

Record your response here:

The training we will offer in connection with this grant includes the following:

1. Bilingual Education Certificate Program with Boston College
2. MABE Professional Learning Activities including conference attendance, school visits, and network activities.
3. NABE Conference attendance
4. Worcester Conference for Bilingual Educators
5. Teaching for Biliteracy Professional Development

The outcomes of these professional learning opportunities will include:

- 30 educators will complete 8 credits of bilingual coursework and earn the bilingual endorsement in 2020
- 20 educators will attend NABE's national conference in February 2021
- 40 educators and 2 future educators (students) will attend MABE's regional conference in March 2021
- 200 educators will participate in WPS's 3rd Annual Conference for Bilingual Educators in summer 2021
- 3 educators in leadership roles will participate in Teaching for Biliteracy learning opportunities
- 100% of students in bilingual programs are taught by a teacher who holds a bilingual endorsement.

As part of the district's Benchmarks for Success 2023, (*Defining our Path: A Strategic Plan for Education in Worcester, 2018-2023*) WPS is committed to increasing the diversity of new hires from 8% in 2019 to 25% by 2023. We continue to work to review teacher recruitment and retention approaches and implement strategies that increase access to a highly-qualified, diverse teacher workforce. Through this grant, bilingual teacher candidates will gain credentials to become teachers in our bilingual programs and bilingual students will be provided with learning opportunities to spark their interest in becoming teachers in bilingual programs. Both of these outcomes will contribute to increasing the diversity of our teaching staff. Due to the Worcester/Milford partnership, we are committed to providing additional learning opportunities to their cohort of teachers as well.

*Worcester Public Schools
FY 22-23*

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INSTRUCTIONS FOR THE BUDGET AND NARRATIVE

Applicants must submit a budget using the template provided with proposed expenditures for FY22 (upon approval through 6/30/2022) and Summer FY23 (7/1/2022-8/31/2022) as well as a detailed narrative that connects all expenditures to the design and operation of the preparation and design of the new bilingual education program.

Line Number	Justification	School Year	Summer	Subtotal for Line School Year and Summer
4. Stipends	Stipends for administrative staff to participate in activities in connection with the Worcester Conference for Bilingual Educators 5 staff X 25 hours X \$42/hour = \$5,250.	\$0	\$5,250	\$5,250
	Stipends for instructional/professional staff to participate in planning in connection with the Worcester Conference for Bilingual Educators 10 staff X 40 hours X \$37/hour = \$14,800. School year work= \$11,100 and the summer work= \$3,700.	\$11,100	\$3,700	\$14,800
	Stipends for instructional/professional staff to attend the Worcester Conference for Bilingual Educators during the summer. 200 staff, stipend of \$200 per person = \$40,000.	\$0	\$40,000	\$40,000
	Stipends for instructional staff to participate in WIDA Marco ALE PD 40 teachers x 3 hours x \$37/hour = \$4,440	\$4,440	\$0	\$4,440
	Stipend to assist with program implementation. 1 staff x 90 hours x \$37/hour = \$3,300. In school year, 1 staff X 75 hours x \$37/hour = \$2,775 and in summer 1 staff x 15 hours x \$37/hour = \$555.	\$2,775	\$555	\$3,330
TOTAL LINE 4		\$18,315	\$49,505	\$67,820

Name of Grant Program: Alternative English Learner Education Programs - All Levels	Fund Code: 187 (22-23)
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		School Year	Summer	Subtotal for Line
6. Contractual Services	Bilingual Education Certificate program: Boston College for Bilingual Endorsement Course. \$3,200 per participant X 30 participants = \$96,000 Administrator Strand \$1,200 x 2 courses x 10 school leaders = \$24,000	\$120,000	\$0	\$120,000
	MABE: technical assistance for bilingual conference planning \$2,000 (school year) and fees for presenters at Worcester Conference for Bilingual Educators = \$4,000 (summer) for a total of \$6,000.	\$6,000	\$0	\$6,000
	Bilingual Conference Keynote speaker honorarium \$5,000 and cost for additional presenters to participate \$5000.	\$0	\$10,000	\$10,000
	Follow up PD after Bilingual Conference Sessions= \$10,000 for presenters.	\$0	\$10,000	\$10,000
	Substitutes to allow staff to attend both the NABE conference. 10 substitutes X 5 days X \$85 per day = \$4,250	\$4,250	\$0	\$4,250
TOTAL LINE 6		\$130,250	\$20,000	\$150,250
		School Year	Summer	Subtotal for Line
7. Supplies and materials	Materials for use in the Worcester Conference for Bilingual Educators. Total = \$9,330.	\$9,330	\$0	\$9,330
	WIDA Spanish Language Arts Framework Starter Pack 40 copies x \$100 = \$4,000	\$4,000	\$0	\$4,000
TOTAL LINE 7		\$13,330	\$0	\$13,330

Name of Grant Program: Alternative English Learner Education Programs - All Levels	Fund Code: 187 (22-23)
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		School Year	Summer	Subtotal for Line
8. Travel	MABE Professional Learning Activities: Dual Language Network, \$75 per participant X 5 participants = \$375; Dual Language Special Education Network, \$25 per participant X 5 participants= \$125; Annual Dual Language Conference, \$160 per participant X 30 participants = \$4,800 and \$235 per participants X 10 participants = \$2,350.	\$7,650	\$0	\$7,650
	NABE Annual Conference: Conference fees for participation only \$560 per person X 10 participants = \$5,600. Hotel and Travel = \$2,000 x 10 people = \$20,000 Total for all = \$25,600.	\$25,600	\$0	\$25,600
	AATSP Annual Conference = \$335 per person x 10 people = \$3,350 Hotel and Travel= \$2,000 x 10 people = \$20,000 Ground transportation = \$500	\$23,350	\$500	\$23,850
	Teaching for Biliteracy PD= \$550 per person x 10 people = \$5,500	\$5,500	\$0	\$5,500
TOTAL LINE 8		\$62,100	\$500	\$62,600
		School Year	Summer	Subtotal for Line
SUBTOTAL OF DIRECT COSTS		\$223,995	70,005	\$294,000
		School Year	Summer	Subtotal for Line

Name of Grant Program: Alternative English Learner Education Programs - All Levels	Fund Code: 187 (22-23)
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10 Indirect costs	Indirect costs at city required rate 2.04%	\$4,571	\$1,429	\$6,000
TOTAL		\$228,566	\$71,434	\$300,000

FY2022: Alternative English Learner Education Programs — All Levels

Fund Code: 187

Purpose:

This competitive grant program is one of the multiple ways DESE is supporting districts that have English learners and wish to implement new and innovative ELE programs and supports for innovative ELE programs, while also providing districts with an opportunity to create a more culturally and linguistically diverse workforce.

There are four goals for the grant. Districts may apply for funding to fulfill any one or more of the four goals:

1. **Goal 1:** Development and/or implement an alternative bilingual ELE program for English learners.
2. **Goal 2:** Create (and cultivate) or continue a "grow your own" **bilingual education hub** that would support and encourage statewide initiative and collaboration, improve the Bilingual Education educator pipeline, share knowledge to accelerate the adoption of proven and recognized programmatic models for English learners, and develop successful models that can be replicated for years to come.
3. **Goal 3:** Establish or improve multilingual libraries that provide an effective, balanced, and substantial collections for as many ethnic, cultural, and linguistic group of students in the community as possible.
4. **Goal 4:** Develop and Implement High School Academies (during winter and spring during or after school, and/or summer vacation) that would challenge high school English learners (grades 9-12) to improve academic achievement with an emphasis on English language learning skills and, if applicable, primary language learning skills for bilingual academies, both of which are 21st century skills.

Priorities:

Priorities for Goal 1

The intended outcomes for Goal 1 are as follows:

- Develop a proposal for a new bilingual English learner education (ELE) program and successfully complete [DESE's review process](#);
Or
- Develop a proposal for improving an existing bilingual ELE program
Or
- Within the existing ELE program the district is proposing to improve, develop a proposal to implement [culturally responsive teaching practices that promote equity and social justice](#);

Applicants for Goal 1 must:

- Partner with an Institution of Higher Education that has an approved Bilingual Education Program in place.
- Ensure that all targeted groups listed in Part III of the required forms are included in the hub plan proposal

For more information please see the attached Part III Goal 1.

Priorities for Goal two (2):

The intended outcomes for Goal 2 are as follows:

- Increase the number of qualified bilingual education teachers in the district.
- Encourage and support bilingual students, parents, community members, paraprofessionals, and teachers to become teachers in bilingual education settings.
- Build systems to implement effective bilingual education programs.

For more information please see the attached Part III Goal 2.

Priorities for Goal three (3):

The intended outcomes of Goal 3 are as follows:

- Increased student confidence to participate successfully in and complete academic classes and/or in social situations, whether in English or a language other than English;
- Schools prioritize culturally responsive instruction that encourages students to share their cultures, linguistic abilities and life experiences in ways that promotes student success with rigorous content in an effort to promote students' experiences and knowledge as an asset.

For more information please see the attached Part III Goal 3.

Priorities for Goal four (4):

The intended outcomes of Goal 4 are as follows:

- Measurable increases in students' English language fluency, comprehension, and reading and writing abilities as documented by the methods listed in Part III;
- Increased student confidence to participate successfully in and complete all academic classes as measured by student surveys throughout the Academy (e.g., beginning, middle, end).
- Longer-term improvements in academic achievement as measured by statewide assessments and achievement in academic courses, quicker exit rates from English learner status, lower retention/dropout rates and higher graduation rates.

For more information please see the attached Part III Goal 4.

Note: Competitive priority will be given to districts and schools in chronically underperforming status and the Strategic Transformation Region.

Eligibility:

This competitive grant program is designed for districts, charter schools, regional schools and collaboratives that:

- Develop and/or implement alternative programs for English learners; and/or
- Commit to become or continue bilingual education hubs; and/or
- Establish or improve multilingual libraries that provide an effective, balanced, and substantial collections for as many ethnic, cultural, and linguistic group of students in the community as possible; and/or
- Develop and implement English learner Education academies for high school students (during winter, spring, and/or summer vacation).

Applicants must:

- Commit to submitting program progress and outcomes to DESE, using templates DESE will provide.
- Commit to presenting and/or sharing grant funded work upon request from DESE.
- Participate in program evaluation determined by DESE to assess the grant program's effectiveness and gauge grant impact, including the effectiveness of the partnerships with Institutions of Higher Education.

Funding Type:

State

Funding:

Approximately \$2,000,000 is available.

1. Goal 1: Approximately \$600,000 will be available for Goal 1
2. Goal 2: Approximately \$600,000 will be available for Goal 2
3. Goal 3: Approximately \$400,000 will be available for Goal 3
4. Goal 4: Approximately \$400,000 will be available for Goal 4

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:

Fund use must be consistent with the priorities described above and the requirements associated with [Massachusetts ESE's Strategic Plan](#). The focus of this grant is to support the implementation of new bilingual education programs for English learners in the Commonwealth.

Project Duration:

School Year: FY2022: Upon approval through 6/30/2022

Summer: FY2023: 7/1/2022 - 8/31/2022

Program Unit:

Center for School and District Partnership

X. GENERAL BUSINESS
Mailman
(February 9, 2022)

ITEM - gb #2-60
S.C. MEETING - 2-17-22

ITEM:

Request that the Administration evaluate and update compensation practices whereby school committee members are compensated at 50% of city council level.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Joint Committee on Education and Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Mailman
(February 9, 2022)

ITEM - gb #2-61
S.C. MEETING - 2-17-22

ITEM:

Request that the Administration, before further expansion of pre k programming in WPS, include local non-profit early education and care partners in order to incorporate lessons learned and to avoid pitfalls of 20 years ago.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committees on Teaching, Learning and Student Supports and Finance and Operations.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS
Clancey
(February 9, 2022)

ITEM - gb #2-62
S.C. MEETING - 2-17-22

ITEM:

To consider following the DESE guidance regarding the mask policy and making them optional in schools starting February 28th.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

X. GENERAL BUSINESS
Johnson
(February 9, 2022)

ITEM - gb #2-63
S.C. MEETING - 2-17-22

ITEM:

Request that Finance and Operations discuss that water bottle filling stations be implemented in all schools that do not qualify under the SWIG grant Program.

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
Administration
(February 9, 2022)

ITEM - gb #2-64
S.C. MEETING - 2-17-22

ITEM:

To forward letters of congratulations to the winners of the 42nd annual Valentine Contest presented by the Worcester Historical Museum for Worcester students in grades 3, 4, 5, and 6.

HISTORIC (any design in the style of valentines made in Worcester from the late 1840s to 1942)

Grade 3	Salome Ramos	Canterbury Street School
Grade 4	Isabella Bombonatti	Lake View School
Grade 5	Lara Santos Rodrigues	Burncoat Elementary School
Grade 6	Izeah Torres	Lincoln Street School

CONTEMPORARY (an original valentine, possibly celebrating Worcester 300)

Grade 3	Kyzabela Richards	Worcester Arts Magnet School
Grade 5	Dehiel Mejia	City View Discovery School
Grade 6	Jillian Cooper	Worcester Arts Magnet School

VERSE (an original verse by today's valentine maker)

Grade 3	Olivia Powers	Thorndyke Road School
Grade 4	Natalie Wrubel	Worcester Arts Magnet School
Grade 6	Denise Fumero	Clark Street School

MASTER (the work of a previous Be Ours winner)

Contemporary	Keira Emmons	Grade 5	Worcester Arts Magnet School
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PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letters of congratulations.

X. GENERAL BUSINESS
Mayor Petty
(February 10, 2022)

ITEM - gb #2-65
S.C. MEETING - 2-17-22

ITEM:

To consider amending EBCFA on Face Coverings as contained in the School Committee's Policy Manual.

PRIOR ACTION:

BACKUP: Annex A (2 pages) contains a copy of policy EBCFA-Face Coverings.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve the item as amended.

File: EBCFA - FACE COVERINGS

The Worcester Public School District is committed to providing a safe environment in schools during the ongoing COVID-19 pandemic. Maintaining a safe environment is critical to the District's ability to returning students to a full-time classroom learning experience.

According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

A face covering that covers the nose and mouth must be worn by all individuals in school buildings and on school transportation. Face coverings must also be worn outside when social distancing cannot be observed.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing.
- is unconscious.
- is incapacitated.
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks.
- while eating or drinking.
- during physical education classes.
- while outside.

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement, or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

Guidance Statements

Massachusetts Department of Public Health

<https://www.mass.gov/doc/updated-advisory-regarding-masks-and-face-coverings-july-30-2021-0/download>

Center for Disease Control and Prevention - Guidance for Covid-19 Prevention in K-12 Schools Updated August 5, 2021 -

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Center for Disease Controls - Guidance for Covid-19 Prevention on Public Transportation

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>

Massachusetts Department of Elementary and Secondary Education - Fall 2021 Covid-19 Guidance

<https://www.doe.mass.edu/covid19/on-desktop/2021-0730fall-2021-covid19-guidance.pdf>

SOURCE: MASC - August 10, 2021

XI. EXECUTIVE SESSION
Administration
(February 9, 2022)

ITEM - gb #2-66
S.C. MEETING - 2-17-22

ITEM:

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 – 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, 2021/2022 School Year, 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 – 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.

(continued on Page 2)

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.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.