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

## AGENDA #9

The School Committee will hold a virtual and/or in person meeting:

on: Thursday, April 13, 2023  
at: 5:00 p.m. Executive Session  
6:00 p.m. Regular Session  
in: Esther Howland South Chamber, City Hall

### ORDER OF BUSINESS

#### **A. General Business Items taken in Executive Session**

##### gb 3-90 Administration

(April 4, 2023)

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.

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 – Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers Unit.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Workers compensation settlement for a custodial position.

#### **B. Call to Order**

#### **C. Pledge of Allegiance/National Anthem**

Grafton Street 5th and 6th grade Chorus

#### **D. Roll Call**

**E. Consent Agenda**

i. Approval of Minutes

AOR 3-10 Clerk

(April 3, 2023)

To consider approval of the Minutes of the School Committee Meeting of Thursday, March 16, 2023.

ii. Approval of Donations

To consider approval of the donations in the total amount of \$22,366.92 to BHS Music Magnet to help fund the students' trip to Washington D.C.

To consider approval of the donation of \$6,246.00 on behalf of the North High Community to establish the annual scholarship in memory of Allen E. Jenkins.

To consider approval of the donation of \$5,000.00 by the Sheehan-Ballotte Trust Fund to the Paul Germain Scholarship Fund.

To consider approval of a \$100 donation from the employee match program by Abbvie Employee Engagement Fund.

To consider approval of a donation of a truck for hands-on demonstrations to the Night Life Diesel Tech Program by The Pete Store.

iii. Notification of Personnel Records

The Superintendent has approved the personnel records provided in backup.

iv. Initial Filing of Individual Recognitions

gb 3-91 McCullough

(March 9, 2023)

To set a date to recognize the South High Girls Basketball Team for an undefeated regular season and their post season success.

gb 3-96 Kamara

(March 19, 2023)

To set a date to recognize the North High Boys Basketball Team and their coaching for winning the MIAA Division I State Championship.

gb 3-98 Kamara

(March 20, 2023)

To set a date to recognize the North High Cheerleading team for their momentum, zeal, and energy in cheering for the basketball team to victory.

gb 3-99 Clancey

(March 23, 2023)

To set a date to recognize the Burncoat Dance Team taking home 2nd place in the state for both Jazz and Hip Hop at the 2023 New England Regional Competition and 1st place in the JV division for the very first time in the State Competition.

v. Notices of Interest to the District or to the Public

**F. Items for Reconsideration**

Clancey

(March 19, 2023)

The Report of the Standing Committee on Governance and Employee Issues that met virtually and in person on Tuesday, February 28, 2023 at 5:00pm and was approved by the School Committee on March 16, 2023.

O'Connell Novick

(March 19, 2023)

The Report of the Standing Committee on Governance and Employee Issues that met virtually and in person on Tuesday, February 28, 2023 at 5:00pm and was approved by the School Committee on March 16, 2023.

**G. Held Item**

gb 3-83.2 Administration

(March 6, 2023)

To consider a revision to the Job Description for the Chief Human Resources Officer.

gb 3-86.2 Mailman

(March 6, 2023)

To consider endorsing Massachusetts Legislative House Docket No. 485 and Senate Docket No. 1697, an Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.

**H. Recognition**

**I. Public Comment**

**J. Public Petition**

**K. Report of the Superintendent**

ros 3-7 Administration

(April 5, 2023)

Supporting Mental Health Needs and Strengthening Social Emotional Competencies.

Annie Azarloza, Chief Academic Support Officer

Thomas Toney, Administrative Director of Positive Youth Development

**L. Reports of the Standing Committees**

**M. Student Advisory Committee Items**

**N. Approval of Grants and other Finance Items**

To consider approval for a prior year pay rate adjustment for a WPS Custodian in the amount of \$414.67.

To consider approval of the Title III, Part A: Immigrant Children & Youth FC 186 Grant that provides supplemental resources to school districts to provide enhanced instructional opportunities for immigrant children and youth in the amount of \$70,475.00.

To consider approval of the Afghan Refugee Support for Schools Grant to enhance LEA capacity to promote the academic performance and successful integration of Afghan newcomer students in the amount of \$455,139.00.

To consider approval of the School Nutrition Equipment Assistance Grant to purchase a new meat slicer and refrigerated serving line for Claremont Academy in the amount of \$19,825.00.

## **O. General Business**

### gb 3-92 O'Connell Novick

(March 18, 2023)

To request that the Administration arrange for an alternative LEAP trip in lieu of the current trip to Old Sturbridge Village; further, request that the Administration ensures that no Worcester Public Schools funds voluntarily are allocated to Old Sturbridge Village, Inc. or its affiliates.

### gb 3-93 McCullough

(March 19, 2023)

To consider adding AirPod usage to the Policy Handbook and utilizing administrator, educator, and student feedback during the development of the policy.

### gb 3-94 Johnson

(March 21, 2023)

To consider requesting that the administration look into options available regarding vaping detector purchasing and placement in all secondary schools.

### gb 3-97 Kamara

(March 19, 2023)

To consider approval of coordination with the City Council to display signs in Worcester that acknowledge the North High Boys Basketball Team as the MIAA Division I State Title Winner, in order to showcase the hard work of the coach and team.

### gb 3-100 O'Connell Novick

(March 29, 2023)

To consider suspending the voluntary school uniform policy until language is added providing an exit.

### gb 3-101 O'Connell Novick

(March 29, 2023)

To consider moving dance teams under Athletics.

gb 3-102 Administration  
(April 3, 2023)

To request that the School Committee consider formal recommendation of an elementary ELA core curriculum program for implementation in the 2023-2024 school year.

gb 3-103 Administration  
(April 4, 2023)

To consider a revision to the Job Description for the Physical Security Systems Technician.

gb 3-104 O'Connell Novick  
(April 5, 2023)

To ensure that the Worcester Public Schools policies align with federal and state non-discrimination laws with regard to protected classes.

gb 3-105 O'Connell Novick  
(April 5, 2023)

To align policy IC/ICA with state regulation 603 CMR 27.00.

gb 3-106 Administration  
(April 5, 2023)

To consider a revision to the Job Description for the Director of Nursing.

gb 3-107 Administration  
(April 5, 2023)

To consider a revision to the Job Description for the Director of Culture and Climate.

gb 3-108 Administration  
(April 5, 2023)

To consider approval of the revised Wellness Policy.

gb 3-109 Administration  
(April 5, 2023)

To consider approval of the new course, Unified Physical Education, to be piloted at Burncoat High School for 2023-2024.

gb 3-110 Kamara  
(April 5, 2023)

To consider support and adoption of the Massachusetts Legislature bill S.340/H.583 "An Act enabling all students to thrive: protecting a high quality, diverse educator workforce."

gb 3-111 Kamara  
(April 5, 2023)

To send a letter of support to our delegation in support of the bill H.1367 that will require students to complete a Free Application for Federal Student Aid (FAFSA) before they graduate high school.

qb 3-112 Kamara

(April 5, 2023)

To send a letter to our delegation to push for financial support to accompany the bill H.1367 that would help school districts execute the goals & objectives of the bill, especially school districts where a high number of the students are low income, ESL, disability, and on free and reduced lunch, to name a few, and districts with already low FAFSA completion rates.

**P. ANNOUNCEMENTS**

**Q. ADJOURNMENT**

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

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, ancestry, sex, gender, age, religion, national origin, gender identity or expression, marital status, sexual orientation, disability, pregnancy or a related condition, veteran status or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action, contact the Human Resource Manager, 20 Irving Street

A. Executive Session  
Administration  
(April 4, 2023)

ITEM: gb 3-90  
S.C. MEETING: 4-13-23

ITEM:

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.

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 – Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers Unit.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Workers compensation settlement for a custodial position.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

E. Consent Agenda  
Clerk  
(April 6, 2023)

ITEM: AOR 3-10  
S.C. MEETING: 4-13-23

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, March 16, 2023.

PRIOR ACTION:

BACKUP:

Annex A (5 pages) contains the Minutes of the meeting held on 3/16/2023.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

File.



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

The School Committee held a meeting on March 16, 2023, both online and in Esther Howland South Chamber in City Hall. The meeting was called to order at 4:18 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Kamara, Member Mailman, Member McCullough, Member O'Connell Novick, and Mayor Petty.

The National Anthem was performed by the 2023 Worcester UNITES After School Program as recorded earlier in the day.

The following items were considered together:

I. Approval of Minutes

AOR 3-8 Clerk  
(March 7, 2023)

To consider approval of the Minutes of the Special School Committee Meeting of Monday, February 27, 2023.

AOR 3-9 Clerk  
(March 8, 2023)

To consider approval of the Minutes of the School Committee Meeting of Thursday, March 2, 2023.

II. Approval of Donations

To consider approval of a donation of \$20,000 from the Digital Federal Credit Union to help provide resources needed to continue providing programs and services that make a difference in our community.

III. Notification of Personnel Records

The Superintendent has APPROVED the RESIGNATIONS of the persons named below:

Bacon, Debra, Sullivan Middle, Teacher, English, 28-Feb-23  
Bedard, James, DAB, Administration, School Plant, 17-Feb-23  
Gillogly, Donna, Burncoat High School, Teacher, Health, 15-Feb-23  
Lowkes, Kara, Grafton Street, Teacher, Kindergarten, 24-Feb-23  
Tessier, Jamie, South High, Teacher, Special Education, 8-Feb-23

The Superintendent has APPROVED the RETIREMENTS of the persons named below:  
Tiscione-Rodriguez, Lisa, May Street, Focused Instructional Coach, 28-Feb-23

The Superintendent has APPROVED the APPOINTMENTS of the persons named below:

Baer, Kenneth, Worcester Technical, Vocational, 27-Feb-23  
LeBlanc, Keriann, Nelson Place, Elementary, 13-Feb-23  
Smith, Shannon, South High, Special Education, 06-Mar-23

On a roll call of 7-0, the above mentioned items (I, II, III) were approved collectively.

c&p 3-1 Petition

(March 16, 2023)

To consider the approval of sick time donation for a Systemwide Special Education Teacher.

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

c&p 3-2 Petition

(March 16, 2023)

To consider an overview of the Chamber Music programs as presented by:

Tracy Kraus, Executive Director of Worcester Chamber Music  
Peter Sulski, Assistant Program Director of Neighborhood Strings  
Katia Norford, Parents with 3 students in the program

File.

c&p 3-3 Petition

(March 16, 2023)

To consider a presentation on the results of a survey about students' experience with Holocaust and antisemitism education as a part of a Social Justice Advocacy Fellowship with the Union for Reform Judaism as presented by South High Community School Junior, Anya Geist

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

ROS 3-6 Administration

(March 6, 2023)

FROM HERE, ANYWHERE... TOGETHER: FY24 Preliminary Budget Estimates  
Brian Allen, Deputy Superintendent

Discussion on this item brought forward the following requests:

Report on the capacity and enrollment of schools across the district  
Report that further highlights the underfunded categories of the budget  
School Committee member presence with the Superintendent and Deputy Superintendent when the budget is presented to City Council

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

Report of the Standing Committee

Report of The Standing Committee on Governance & Employee Issues that met virtually on Tuesday, February 28, 2023 at 5:30pm.

Member O'Connell Novick made the following motion:

To have the Dress Code policy in the Policy Manual updated to reflect the approved Dress Code policy for the Handbook.

Mayor Petty made the following motion:

To approve the Governance and Employee Issues minutes.

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

SA 3-1 Student Advisory Committee

(March 16, 2023)

To consider the approval of additional middle school sports programs throughout the district.

Nelly Rushton, Student at Doherty High School on behalf of the Student Advisory Committee, advocated for expanding the Middle School sports programs as the budget is being considered.

Member McCullough motioned to refer this item to Finance & Operations.

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

Approval of Grants and other Finance Items:

To consider approval of a prior year payment in the amount of \$366.62 to Riverview School.

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

gb 3-79 Clancey

(March 1, 2023)

To Request that the Administration provide an update on student chromebooks across the district.

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

gb 3-80 Clancey

(March 1, 2023)

To consider approval of the proposed 2023-2024 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 3-81 Administration

(March 6, 2023)

To consider an update to the district policy on CORI screening for volunteers that is outlined in the WPS Student Handbook.

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

gb 3-82 Administration

(March 6, 2023)

To consider approval of the following courses:

- Advanced Placement (AP) Comparative Government and Politics
- Advanced Placement (AP) Precalculus
- Elementary Chorus
- Elementary Concert Band
- Elementary String Orchestra
- Information Technology Essentials I
- Information Technology Essentials II & Internship
- Introduction to Emergency Medical Technician I

Introduction to Emergency Medical Technician II & Internship  
Portuguese 1 - Part 1  
Statistics and Data Science: A Modeling Approach

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

gb 3-83 Administration  
(March 6, 2023)

To consider a revision to the Job Description for the Chief Human Resources Officer.

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

gb 3-84 Administration  
(March 6, 2023)

To consider a revision to the Job Description for the Chief Diversity Officer.

Member O'Connell Novick made the following motion:  
To amend the Job Description to correct the parallel structure.

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

gb 3-85 Administration  
(March 6, 2023)

To consider a revision to the Job Description for the Director of School Safety.

Member O'Connell Novick made the following motion:  
To modify the job description by removing "you" and replacing it with "The Director".

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

gb 3-86 Mailman  
(March 6, 2023)

To consider endorsing Massachusetts Legislative House Docket No. 485 and Senate Docket No. 1697, an Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.

Mayor Petty made the following motion:  
To hold the item so that School Committee members could do further research prior to voting.

On a roll call 5-2 (Member Johnson and Member O'Connell Novick), the motion to hold was approved.

gb 3-87 McCullough  
(March 7, 2023)

To consider a review of the Homework Policy and explore no homework dates, expectations around homework overall and utilize parent, student and educator feedback.

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

gb 3-88 Mayor Petty

(March 8, 2023)

To consider endorsing the United States Legislative House Docket No. 1269, Healthy Meals Help Kids Learn Act of 2023.

Member Kamara made the following motion:

To request an additional report on how the locally grown foods would play a role in this legislation in Worcester.

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

gb 3-89 Johnson

(March 8, 2023)

To consider a review of the Chapter 74 programs in the comprehensive high schools including enrollment processes, criteria, and acceptance.

Member McCullough made the following motion:

To take item gb 3-89 with gb 2-244 in the Standing Committee on Teaching, Learning, and Student Support.

On a voice vote, the motion was approved.

Announcements

Mayor Petty announced that the North High School Boys Basketball team would be playing in the State Finals on Sunday at 7:00 p.m. at the Tsongas Arena and encouraged everyone to come out to support the team.

On a voice vote, the meeting was adjourned at 9:01 p.m.

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

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E. Consent Agenda - Donations  
Administration  
(April 6, 2023)

S.C. MEETING: 4-13-23

ITEM:

To consider approval of the donations in the total amount of \$22,366.92 to BHS Music Magnet to help fund the students' trip to Washington D.C.

PRIOR ACTION:

BACKUP:

Annex A (4 pages) contains the list of donations to BHS Music Magnet

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.

Name	Donation Amount	Deposited		
Beth Plunk	\$100.00	Yes		
Sylvia Spencer	\$500.00	Yes		<b>Donation Amount Deposited</b>
Thom and Anne Kneeland	\$10.00	Yes		\$3,160.00
Jeffrey and Nancy Hovhanesian	\$100.00	Yes		
John Chaffin	\$100.00	Yes		<b>Donation Amount TO BE Deposited</b>
Kathleen Law	\$100.00	Yes		\$19,206.92
McDonnell and Associates	\$100.00	Yes		
Theresa Keeney	\$50.00	Yes		<b>TOTAL DONATIONS</b>
Nancy Austin	\$20.00	Yes		<b>\$22,366.92</b>
John and Anne Marie Monfredo	\$25.00	Yes		
James and Christine Thompson	\$200.00	Yes		
Jane and David Morrisoson	\$50.00	Yes		
Colette McBride	\$50.00	Yes		
Sara and John Grady	\$20.00	Yes		
Michel and Pamela Perron	\$100.00	Yes		
Malcolm and Amy Beauvais	\$100.00	Yes		
Richard and Kathleen Perry	\$100.00	Yes		
Timothy and Donna Connolly	\$100.00	Yes		
Richard Smith	\$500.00	Yes		
Merrell Britt	\$50.00	Yes		
Paul and Marguerite Sundstrom	\$100.00	Yes		
Elizabeth True and Brian Keaney	\$550.00	Yes		
David and Kathleen Sundstrom	\$50.00	Yes		
BD Carroll	\$85.00	Yes		
Harr Motor Company	\$10,000.00	No		
Dean and Amy Peterson	\$25.00	No		
Patricia Plouffe	\$100.00	No		
Catherin and Stanley Kabala	\$200.00	No		
Virginia Walsh	\$50.00	No		
John and Stefanie Chiras Trustees	\$100.00	No		
Joseph Teller	\$100.00	No		
Eileen Foley	\$100.00	No		
Elaine Latino	\$50.00	No		
Benjamin and Paula Korstvedt	\$25.00	No		
Deborah Torrey	\$100.00	No		
Peter and Nadine Russell	\$25.00	No		
Betrand Bolduc and Mary Shea	\$1,000.00	No		
Jennifer Reidy and Philip Bolduc	\$1,000.00	No		
Janet Amorello	\$24.43	No		
Jessica Rao	\$24.43	No		
Rachel Manley	\$245.15	No		
John Sullivan	\$98.00	No		
Roy Harris	\$48.95	No		
jennifer kruzewski	\$19.52	No		
Jennifer Lemieux	\$24.43	No		
Arthur Li	\$4.81	No		

<b>Name</b>	<b>Donation Amount</b>	<b>Deposited</b>		
Eileen Potter	\$24.43	No		
Ellen Marya	\$98.00	No		
Susan Smith-Scott	\$24.43	No		
Robert Power	\$48.95	No		
Elizabeth Ruiz	\$24.43	No		
Monica Wang	\$98.00	No		
Courtney Kurlanska	\$48.95	No		
Pat Dunn	\$98.00	No		
Bhavya Dabas	\$98.00	No		
Sheila Donahue	\$24.43	No		
Jessica Gallagher	\$19.52	No		
Craig Doyle	\$48.95	No		
Julie Metcalf	\$147.05	No		
David Hayes	\$48.95	No		
Katherine Gallusser	\$24.43	No		
Erin Fitzgerald	\$24.43	No		
Angela Cornacchioli Snell	\$9.71	No		
Joanna Jalbert	\$98.00	No		
Ashley Martinage	\$98.00	No		
David Bourque	\$98.00	No		
Amy Kathman	\$19.52	No		
Mark Fuller	\$98.00	No		
Nancy Isabella	\$98.00	No		
Sandy Meindersma	\$48.95	No		
Daniel Arnold	\$98.00	No		
Lawrence Abramoff	\$98.00	No		
Audrey Hanson Davis	\$4.81	No		
Elissa Boisvert	\$98.00	No		
Ellen Church	\$14.62	No		
Bernadette Marso	\$24.43	No		
Kerry Leblanc	\$48.95	No		
Susan Muir	\$98.00	No		
Ashley Doherty	\$24.43	No		
James Barker	\$48.95	No		
Beverly Hay	\$19.52	No		
Misty Verdini	\$48.95	No		
Claudia D Gauthier	\$98.00	No		
Linda Ohl	\$196.10	No		
Karen Kett	\$19.52	No		
Molly Roach	\$48.95	No		
Kathleen Rocheleau	\$98.00	No		
Thomas Rafferty	\$490.40	No		
Nicole Santella	\$98.00	No		
Michael Knopke	\$48.95	No		
Zilicia Howard	\$24.43	No		
Pia Clive	\$19.52	No		



<b>Name</b>	<b>Donation Amount</b>	<b>Deposited</b>		
Barrie Kramer	\$98.00	No		
Vic Kruczynski	\$48.95	No		
Stephanie Melikian	\$98.00	No		
Kelsey Hogue	\$19.52	No		
Rachel Sasseville	\$19.52	No		
Joanna Latino	\$48.95	No		
Adam Evertz	\$9.71	No		
Corydon Shea	\$5.79	No		
Cathy O'connor	\$56.31	No		
Mary Ludy	\$48.95	No		
Gwendolyn Bui	\$98.00	No		
Maureen Corron	\$48.95	No		
Tamara Moran	\$98.00	No		
Caitlin Fontecchio	\$19.52	No		
Andrea Bolduc	\$19.52	No		
Thomas Devlin	\$9.71	No		
Michele Fulk	\$39.14	No		
Maria Addison	\$98.00	No		
Brenda Ortiz	\$9.71	No		
AnnMarie Rousseau	\$48.95	No		
Tim Lucey	\$48.95	No		
Caitlin Lahey	\$9.71	No		
Jody Poland	\$24.43	No		
Guillermo Creamer Jr	\$73.48	No		
Kate Kallin	\$9.71	No		
Nikki Sharleville	\$9.71	No		
Brian Saal	\$29.34	No		
Amanda Shearstone	\$19.52	No		
Deirdre Stultz	\$98.00	No		
Rachel Monarrez	\$196.10	No		
Dan Shertzer	\$196.10	No		
Bryce Keeler	\$9.71	No		
Kathleen Mullan	\$16.83	No		
Donna Wallace	\$98.00	No		
Adam Bullock	\$98.00	No		
Barbara Reardon	\$24.43	No		
Allen Padwa	\$24.43	No		
Marilyn Harrington	\$48.95	No		
Dawn DeSavage	\$48.95	No		
Michelle Zimmerman	\$39.14	No		
Patricia McKeon	\$98.00	No		
Leslie Bowden	\$48.95	No		
Amy Gay	\$24.43	No		
Margarita Haidous Galey	\$19.52	No		
Judith Jarvis	\$48.95	No		
Elizabeth York	\$98.00	No		

Name	Donation Amount	Deposited		
Anonymous BHS Teacher	\$200	No		

E. Consent Agenda - Personnel Records  
Administration  
(April 6, 2023)

S.C. MEETING: 4-13-23

ITEM:

The Superintendent has approved the personnel records provided in backup.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains the list of approved Personnel Records

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.

## **Personnel Records**

The Superintendent has APPROVED the RESIGNATIONS of the persons named below:

Brousseau, Courtney, North High, Department Head, English, 3-7-23  
George, Taylor, Lincoln Street, Teacher, Elementary, primary, 3-17-23  
Grabarek, Kathryn, Norrback Avenue, Teacher, Special Education, 3-30-23  
Halligan, Paula, Forest Grove Middle, Teacher, Science, 3-14-23  
Malerbi, Marcy, Systemwide, Behavior Specialist, Special Education, 3-10-23  
McHugh, Caroline, Claremont Academy, Teacher, Innovation Pathways, 3-17-23  
Sharr, Kathleen, Wawecus Road, Teacher, Special Education, 3-10-23  
Virzi, Frank, Claremont Academy, Teacher, Science, Physics, 3-10-23

The Superintendent has APPROVED the APPOINTMENTS of the persons named below:

Grudoff, Christine, Worcester Technical, Teacher, Vocational Education, 3-27-23  
West, Diana, West Tatnuck, Teacher, Special Education, 3-27-23

- E. Consent Agenda
- iv. Initial Filing of Individual Recognitions      ITEM: gb 3-91  
McCullough      S.C. MEETING: 4-13-23  
(March 9, 2023)

ITEM: To set a date to recognize the South High Girls Basketball Team for an undefeated regular season and their post season success.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To set a date.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

- E. Consent Agenda
- iv. Initial Filing of Individual Recognitions                      ITEM: gb 3-96  
Kamara/McCullough    S.C. MEETING: 4-13-23  
(March 19, 2023)

ITEM: To set a date to recognize the North High Boys Basketball Team and their coaching for winning the MIAA Division I State Championship.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To set a date.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

- E. Consent Agenda
- iv. Initial Filing of Individual Recognitions      ITEM: gb 3-98  
Kamara/McCullough      S.C. MEETING: 4-13-23  
(March 20, 2023)

ITEM: To set a date to recognize the North High Cheerleading team for their momentum, zeal, and energy in cheering for the basketball team to victory.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To set a date.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.





F. Items for Reconsideration  
Clancey  
(March 19, 2023)

S.C. MEETING: 4-13-23

ITEM:

The Report of the Standing Committee on Governance and Employee Issues that met virtually and in person on Tuesday, February 28, 2023 at 5:00pm and was approved by the School Committee on March 16, 2023.

PRIOR ACTION:

3-16-23        The School Committee approved the Report of the Standing Committee on Governance and Employee Issues that met virtually and in person on Tuesday, February 28, 2023.

BACKUP:

Annex A (2 pages) contains the Minutes to the Governance Meeting.  
Annex B (2 pages) contains the proposed Dress Code Policy.

RECOMMENDATION OF MAKER:

Member Clancey would like to reconsider the Report of the Standing Committee on Governance and Employee Issues as she would like the Dress Code to be reconsidered due to additional feedback from Teachers/Staff, Member Clancey requests to hold that item in Governance for reconsideration.

RECOMMENDATION OF THE ADMINISTRATION:

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

The Standing Committee on GOVERNANCE AND EMPLOYEE ISSUES met on February 28, 2023, virtually. The meeting was called to order at 5:32 p.m. There were present: Member Johnson, Vice-Chair McCullough, Chair Clancey. There were also present Superintendent Dr. Monárrez, Assistant Superintendent Dr. Morse, and Acting Chief Human Resource Officer Dr. Kue.

gb 3-36 Petition

(January 5, 2023)

To consider approval of a request to donate sick days for a para educator at Norrback Avenue School.

Melinda Martin spoke on behalf of a para educator at Norrback, who is taking care of their ill spouse and in need of additional sick days. Chair Clancey requested clarification from Administration on the verbiage for using family sick time. Dr. Kue clarified that under the Instructional Assistant contract, the para educator may use up to a maximum of 10 days to take care of a spouse, child, or parent.

Chair Clancey motioned to approve the use of 10 donated sick days for the purpose of the individual caring for their spouse.

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

Chair Clancey motioned to cover any sick days that occur before the meeting is approved at the next School Committee meeting on 3/16/2023.

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

gb 2-175 Clancey

(May 25, 2022)

Request that the Administration review and update the Dress Code Policy, if necessary and the policy under Student Lockers regarding backpacks made of a mesh or transparent material.

Alannah Coughlin, a WPS student, spoke about the dress code and requested that the policy be more relaxed in order to allow students to feel comfortable with what they are wearing. She also mentioned that some schools, like hers, get very hot in the summertime and that she hopes that is considered.

Member McCullough motioned to move the section on head coverings to a bullet point instead of its own section in the policy. Member Johnson asked the Administration about the hooded sweatshirts being worn with the hood up. Administration responded with the information that Administration/Educators were split on whether the policy would allow students to wear their hoods up, so the policy was written to compromise and allow the hoods to be up provided that the student has their face visible.

On a roll call of 3-0, the motion to refer the item to the full committee as amended was approved.

ROS 3-1.2 Administration  
(January 5, 2023)

FROM HERE, ANYWHERE... TOGETHER: The Path to a Refined Strategic Plan  
To approve the Superintendent's Strategic Plan/Goals.

Mr. Allen outlined the key groups/stakeholders, set the goal of having a timeline and plan in place by the end of the school year, and introduced the Hanover Research team that will help facilitate the Strategic Plan. The Hanover Research team provided an introduction to themselves, their research abilities, and their methodological approach.

Chair Clancey motioned to send this portion of the report to the full committee and to hold the item for additional information.

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

On a roll call of 3-0, the motion to adjourn was approved at 6:11 p.m.

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

## **Worcester Public School Updated Dress Code Policy**

It is the policy of the Worcester Public Schools that the student and their parent/guardian or caregiver hold the primary responsibility in determining the student's clothing choice and/or hairstyle, headcoverings, jewelry, and personal items ( ie. backpacks, bookbags). Schools are responsible to ensure that clothing, hairstyle, head coverings, jewelry, and personal items do not interfere with the health and safety of others or interfere with each student's right to attend a positive, inclusive learning environment.

All students should feel welcome and comfortable in school, yet must come to school with appropriate clothing:

Top (short, sweater, sweatshirt, tank top, etc.)

Bottom (pants, shorts, dress, skirt, etc.)

Footwear (sneakers, boots, sandals, etc.)

- Clothing should provide appropriate body coverage, no barebacks.
- Clothing should cover undergarments (waistbands and straps excluded)
- Student clothing and accessories should be free of graphic language and/or pictures that are pornographic, threatening, racist, sexist, express violent conduct (use of weapons, drugs, alcohol, tobacco) and express gang affiliation
- Race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, and other discriminatory protected groups should be respected and clothing should not demonstrate hate group association and/ or language.
- Students are allowed to wear hooded sweatshirts and hoods as long as faces are not covered
- Head coverings such as scarves, durags, hair wraps, cultural and religious headwear are permissible as long as they don't obstruct the view of the face (unless for medical/religious reasons). Hats and bandanas are not permissible unless for medical reasons.

### **Career Vocational Technical Education Programs: Shop and Uniform Policy**

All trades require specific uniforms or clothing and adherence to workplace standards of appearance beyond the requirements for school dress. Shop instructors, with the respective trade department heads, identify the necessary dress.

Shop instructors, with the respective department heads, have a responsibility to provide a safe shop environment for all students. The Administration enforces these requirements.

### **Voluntary School Uniform Policy**

1. Voluntary uniform policies must comply with existing School Committee policies on student attire.
2. Prior to seeking School Committee approval, a majority of the school council members and the school principal must approve the school's voluntary uniform policy. The principal will forward the request to the Clerk of the School Committee who places it on the agenda for School Committee approval which then allows the school to implement the policy.
3. There will be no disciplinary action if a student does not adhere to the voluntary uniform policy.

#### **Policy Enforcement**

- Principals will ensure all staff are aware, understand and implement this policy
- Students shall not be disciplined or removed from class as a consequence for a violation of the Dress Code Policy unless the infraction is a direct violation of the Worcester Public Schools' Code of Conduct Policy. If it is determined to be a violation, the school principal or their designee will determine the consequence for the student.

F. Items for Reconsideration  
O'Connell Novick  
(March 20, 2023)

S.C. MEETING: 4-13-23

ITEM:

The Report of the Standing Committee on Governance and Employee Issues that met virtually and in person on Tuesday, February 28, 2023 at 5:00pm and was approved by the School Committee on March 16, 2023.

PRIOR ACTION:

3-16-23 The School Committee approved the Report of the Standing Committee on Governance and Employee Issues that met virtually and in person on Tuesday, February 28, 2023.

BACKUP:

Annex A (2 pages) under the first Item for Reconsideration contains the Minutes to the Governance Meeting.

Annex B (10 pages) contains the presentation from Hanover Research

RECOMMENDATION OF MAKER:

Member O'Connell Novick stated: I am filing for reconsideration as the report given by Hanover Research, appended here, was not made available to the Committee until after our vote to approve the report of the standing committee. As such, the Committee did not have the extensive detail of Hanover Research's planning of priorities, timeline, sequence, training, and other matters under Worcester School Committee purview. We cannot make an informed decision about information we have not seen. The Committee deserves a chance to deliberate with this information before us.

RECOMMENDATION OF THE ADMINISTRATION:



# STRATEGIC PLANNING PROCESS

PREPARED FOR WORCESTER PUBLIC  
SCHOOLS

# YOUR DEDICATED HANOVER TEAM

## Roles and Responsibilities



### **Your Senior Advisor: Dr. Anne Spear**

Anne will lead the advisory partnership, providing expertise during consultations and workshops.



### **Your Content Director: Dr. Amada Wagner**

Amanda will manage the research process from start to finish, including ongoing collaboration with Hanover's deep roster of research analysts and consultants.



### **Your Relationship Director: Julie Shenefield**

Julie is responsible for ensuring the district is maximizing the resources available in the Hanover Digital Portal as well as your satisfaction with the overall partnership.



*Your dedicated advisor evaluates your challenges and develops a tailored action plan. We then harness the multi-methodological expertise of our 200+ analysts to provide you with comprehensive analysis of and recommendations for addressing your challenges.*

## SURVEYS

- ✓ Gather feedback on school climate, district priorities, professional development, and more using best-in-class design and analysis.

## QUALITATIVE RESEARCH

- ✓ Understand student, staff, and community thoughts, feelings, opinions and perceptions with focus groups and in-depth interviews.

## DATA ANALYSIS

- ✓ Model district and public data to measure performance changes, discern trends, establish correlations, and predict outcomes.

## BENCHMARKING AND BEST PRACTICES

- ✓ Set district standards and inform decision-making with insight into peer-informed and practitioner-sourced best practices and trends.

## STRATEGIC ADVISING

- ✓ Leverage advisory workshops to build your team's capacity to achieve strategic goals.

# HANOVER DIGITAL

Hanover Digital is our member-exclusive portal that provides instant access to research insights beyond your custom project pipeline.

Use Hanover Digital as a 24/7 resource for actionable research library and analysis tools, national benchmarks, and custom always-on dashboards.



## REVIEW Research Library

Understand how other districts tackle common challenges with a repository of 1,000+ reports.



## ANALYZE DataLab

Analyze large and complex datasets quickly with dashboards like Peer Generator, Enrollment Projections, and Stakeholder Perceptions

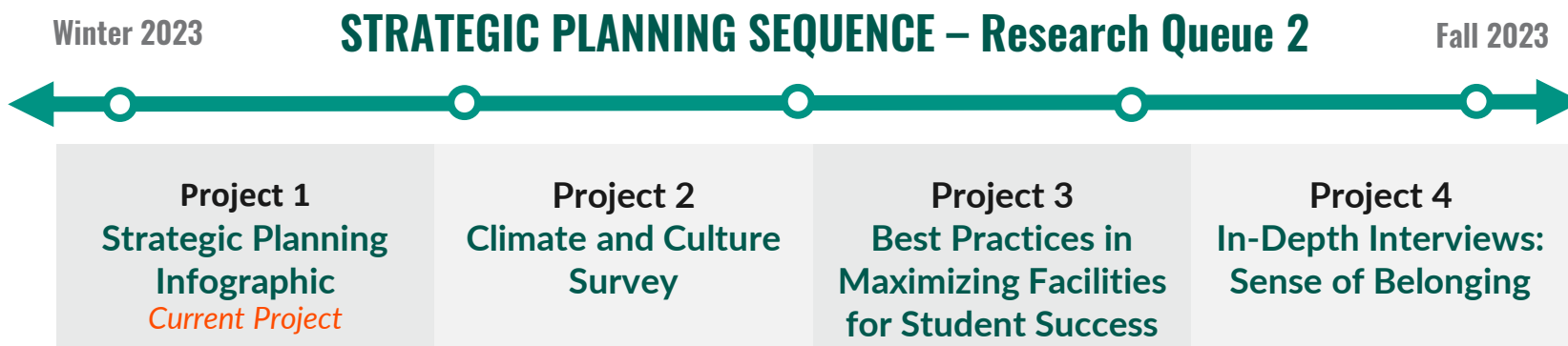
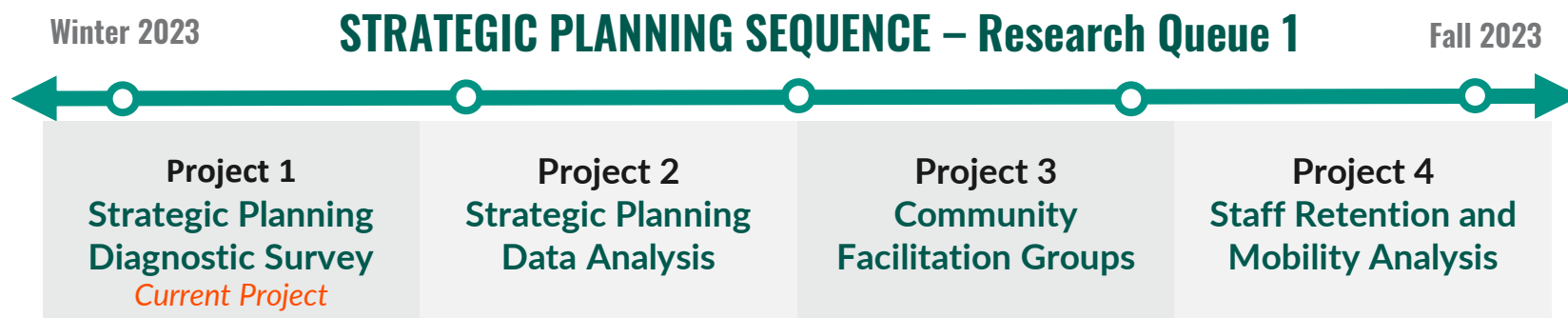


## EXPLORE My Projects

Access your commissioned projects, learn about research capabilities, and view custom dashboards.

# RESEARCH SUPPORT

To support WPS's strategic planning process, the district is partnering with Hanover to conduct a mixed-methodological approach through a research project series. The work follows research and best practices in educational strategic planning. The results of these research projects will inform WPS's next Strategic Plan.



# STRATEGIC PLANNING ADVISORY

Delivered in conjunction with Hanover’s Custom Research Queue, the Strategic Planning Workshops and Consultations will provide WPS with structured opportunities, led by Hanover staff, that build staff capacity around strategic planning in the district. The table below lists the overall goals and activities we will work towards during the workshop and consultation sequence over the next year.

Goals	Activities
<p>By the conclusion of the workshop series, participants know how to:</p> <ul style="list-style-type: none"><li>• Understand key steps in the strategic planning process</li><li>• Link foundational statements to tangible goals</li><li>• Assess the “current state” relative to “ideal state”</li><li>• Understand how to set appropriate and attainable goals</li><li>• Understand how to select indicators to monitor progress for specific goals</li><li>• Determine a process for outlining strategic actions to support goal attainment</li></ul>	<p>By the conclusion of the workshop series, participants completed the following activities:</p> <ul style="list-style-type: none"><li>▪ Evaluate current foundational statements (e.g., mission and vision statements)</li><li>▪ Compare and contrast current and ideal states</li><li>▪ Use data to identify strategic priorities</li><li>▪ Set strategic goals and select indicators to monitor progress towards strategic goals</li><li>▪ Engage in strategic planning to achieve goals</li></ul>

# WORKSHOP SUPPORT

Workshop will be structured in a series over the coming year. The table below reviews the topic of each workshop and how they guide a strategic planning committee in building a strategic plan.

<b>Workshop: Mission, Vision, Values</b>	<b>Workshop: Goal Setting Using Data</b>	<b>Workshop: Outlining Actions and Monitoring Progress</b>
<p>In this on-site, virtual, or hybrid workshop, Hanover guides the strategic planning committee through activities related to discussing, revising, and drafting vision, mission, and core value statements, as well as sequencing steps in the strategic planning process. As a result, the steering committee has drafts of their vision, mission, and core value statements to share and build consensus with the district community.</p>	<p>In this on-site, virtual, or hybrid workshop, Hanover guides the strategic planning committee through district and school data to identify gaps between the district's desired and current performance and identify strategic priorities, aims, and goals. As a result, the district has a draft of their data-informed priorities, aims, and goals to share with stakeholders.</p>	<p>In this on-site, virtual, or hybrid workshop, Hanover guides the strategic planning committee with understanding how to select indicators to monitor progress for strategic goals and using a theory of action to determine strategic action steps to support implementation and execution for goal attainment.</p>

**PRIORITY 1**  
**HIGH-QUALITY TEACHING & LEARNING**

## AIM 1

Improve student performance in math and English/Language Arts, with a focus on decreasing existing gaps.

### GOALS:



By SY 2026-27, at least 80% of classroom observations will reflect the consistent use of research-based strategies within the Multi-Tiered Systems of Supports (MTSS) model that meets the needs of all learners.



By SY 2026-27, at least 80% of classroom instruction by special education teachers will reflect consistent use of Specially Designed Instruction (SDI) to support progress toward Individualized Education Plans (IEP) goals and objectives.



By SY 2026-27, all student groups, with a focus on students from historically underrepresented groups, will increase performance on state and/or local assessments.

### ACTION STEPS:



Implement Multi-Tier Systems of Support (MTSS)



Implement Specially Designed Instruction (SDI)



Develop Empowered Teacher's Academy to support data-driven decision making for instruction

# QUESTIONS



**Anne Spear, Ph.D.**  
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O. General Business  
Administration  
(March 6, 2023)

ITEM: gb 3-83.2  
S.C. MEETING: 4-13-23

ITEM:

To consider a revision to the job description for the Chief Human Resources position.

PRIOR ACTION:

3-16-23 Dr. Monárrez stated that the revision of the title was to reflect that people are at the center of this role and to reflect taking care of our people through the whole lifecycle from hiring to retiring.

Member Kamara made the following motion: To add language to show how this position will interact with the Chief Equity Officer.

Member O'Connell Novick proposed that the title of the position be changed from Chief Human Capital Officer to Chief Personnel Officer. She also requested that a few of the preferred qualifications be moved to required. Member O'Connell Novick also requested that the parallel structure be corrected and "manages relations with external audiences and partners" be altered as she doesn't believe the language speaks to the intention of the line, since the School Committee would not be an 'external partner'.

Member Mailman asked why the Human Resources Officer would need to have been a Principal. Dr. Monárrez responded by explaining that systems and structures that an HR department leads/creates directly impacts schools and without having been a Principal, the individual may not realize how they impact the schools with their decisions. She continued by explaining that it helps in Union Negotiations to have someone who understands as well.

Member McCullough requested some additional information on why the Administration went with Human Capital over Personnel. Dr. Monárrez stated that she looked at what other districts use for the title. Human Resources had a negative connotation of paper pushing and she wanted it to be more about the people. She outlined some of the other titles that were considered and why each did not seem to fit, then offered that while the

Administration is not committed to the title containing "Human Capital", they are committed to it not being "Human Resources."

Member Kamara requested a summary of the proposed amendments.

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

School Committee members requested a revision of the proposed title of Chief Human Capital Officer. On a roll call of 7-0, the motion to hold the item until the next meeting was approved.

BACKUP:

Annex A (6 pages) contains the revised job description for the Chief Human Resources position.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.



**JOB TITLE:** Chief People Officer

**REPORTS TO:** Superintendent of Schools

**LOCATION:**

Worcester Public Schools  
Worcester, Massachusetts

**POSITION PURPOSE:**

The Chief Human Capital Officer assists the Superintendent in establishing, articulating and supporting the district vision. The Chief Human Capital Officer works collaboratively and cooperatively with Worcester Public Schools' leadership team members to develop and facilitate forward the key strategies and educational goals of the district. The Chief Human Capital Officer provides visionary leadership to the Worcester Public Schools' Human Resources and Talent Management functions and optimizes the district's ability to recruit, retain and grow top talent and increase the diversity of the district's workforce. The Chief Human Capital Officer is committed to fostering equity, inclusion and belonging and acts as a team member in leading the district in becoming an inclusive school community through a shared vision, aligned goals and courageous conversations. The Chief Human Capital Officer fosters an environment to not only attract, retain, and motivate the district's talent force to promote student learning and achievement, but also to create a broad and balanced culture of celebration and performance accountability that positively influences student success. The Chief Human Capital Officer establishes, maintains and communicates efficient and aligned human resources procedures and structures that ensures a safe, supportive and responsive work environment. The Chief Human Capital Officer provides interdepartmental support and expertise, serving as an expert colleague on human resources matters and ensures compliance with local, state and federal requirements. The Chief Human Capital Officer assists the Superintendent in the development of strategic planning, policy development, and implementation of objectives that impacts and relates to the growth, health and safety of the work environment for all staff.



**MINIMUM QUALIFICATIONS:**

*KNOWLEDGE, SKILLS, AND ABILITIES*

- Knowledge of current and evolving federal, state and district requirements related to equity issues.
- Knowledge of contemporary diversity, equity, inclusion and multiculturalism concepts and issues, especially in public education
- Knowledge of culturally linguistically responsive teaching and education related practices, social justice and diversity as fundamental aspects of academic excellence
- Demonstrated ability to effectively work and communicate with students, parents, community representatives and school personnel from diverse cultures and/or backgrounds.
- Demonstrated ability as a professional development trainer with skills in group facilitation and the ability to deliver culturally linguistically responsive and related equity training of school-based personnel.
- Ability to serve as an internal resource and consultant, working collaboratively with multiple stakeholders in a politically sensitive context and complicated by competing perspectives or interests.
- Knowledge of and ability to lead people through a change process.
- Ability to collect, analyze and use assessment and other school data
- 5 to 7 years of progressively responsible, professional experience in educational administration or any equivalent combination of training and experience that provides the required knowledge, skills and abilities.
- Strong problem solving and mediation abilities
- Able to successfully navigate within varying degrees of ambiguity in a fast-paced environment
- Ability to create and maintain strong community collaborations
- Excellent verbal and written communication skills
- Demonstrated leadership qualities, interpersonal skills and personal characteristics necessary for working effectively with a variety of groups and community based organizations, leaders, advocates, teachers, principals, and others
- Ability to manage multiple streams of work in a fast-paced, high-pressure setting
- Demonstrated ability to make/effect change in a large institution
- An understanding of and commitment to gain greater understanding of what is necessary for an urban school system to enjoy continuous improvement in an increasingly complex and competitive environment.
- A deeply held and unyielding belief in the overarching mission of public education.



- 
- Fluent speaker and writer of a second language, Spanish or Portuguese preferred.

**EDUCATION AND EXPERIENCE:**

*Required:*

- Master's Degree in education, public administration or related field.
- MA DESE Administrator license
- Seven years of increasing responsible experience in a PreK-12 school setting, including three years of school district or site level management experience.
- Deep knowledge and understanding of teaching and learning pedagogy through an equity and inclusion lens.
- Proven success working collaboratively in educational leadership
- Proven experience in supervising and managing multiple departments and programs
- Principal experience, 3 year minimum

*Preferred:*

- Doctorate degree in Education or related field
- Experience in urban education
- 10 years experience in school administration including knowledge of academic and accountability testing
- 3 years of a senior level leadership in a school district, school, or organization, with experience establishing systems in schools and/or management experience in education strategy development and implementation

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

**Technical and Professional Knowledge:**

- Develops, implements, and reviews as needed, comprehensive compensation and benefits plans that are competitive and cost-effective.
- Provide overall leadership, expertise and guidance in areas of talent acquisition, career development, succession planning, retention, training, leadership development, compensation and benefits.



- Strategize with technology colleagues and partners to ensure the successful implementation and operation of technology solutions governing talent acquisition platforms.
- Develop, recommend and promote the strategic planning of human resources and talent management best practices and the development of measures of achievement and effectiveness.
- Develop, monitor and manage annual operating budgets for the department; establish and monitor cost containment initiatives throughout the department
- without sacrificing quality or service levels; oversee on-going analysis of budget expenditures and resource allocations.
- Prepares staffing reports required by local, state, and federal agencies having jurisdiction over fair labor practices.
- Provides training and technical support to district and school leaders that ensures fair labor practices as it relates to school district employees.
- Directs and analyzes studies of the careers in education, short and long-term labor conditions and their impact on the Worcester Public School System's policies and practices.
- Actively engages as a leader in collective bargaining for all units.
- Ensures the administration of collective bargaining agreements.

### Responsibilities:

#### *Team Leadership*

- Provides direction, leadership, vision, and strategic planning to advance the mission of the programs of the Office of Human Capital
- Develops and implements a strategic plan for: recruiting and hiring, increasing the diversity of the workforce, implementing performance evaluation regulations, providing professional learning for educators in alignment with the Chief Human Capital Officer's vision, providing analytics and monitoring to inform projects teams, improving efficiency and customer service of the OHC, ensuring strong human resources practices, and ensuring that schools are able to staff strategically to have an effective teacher in every classroom.
- Leads complex human capital management issues, including matters related to policies and long-range plans for the following human capital programs: staffing, workforce diversity, recruitment, labor and employee relations, performance



management, classification, compensation and benefits, information management systems, data analytics

- Directs the formulation and recommendation of policies and the development of practical and innovative solutions to human capital problems to advance the Worcester Public Schools' mission and strategic vision
- Analyzes research, as well as best practices of school districts and other industries, to make evidence-driven recommendations to advance policy objectives
- Ensures budget aligns with core work and strategic priorities
- Sets expectations and general professional development for direct reports and team leads on leadership and leading teams. Includes ensuring processes for getting and giving feedback and ensuring the building and maintaining of a strong office culture.
- Examines institutional practices and potential barriers to employee recruitment/hiring/retention that promote and align with the WPS mission and vision.
- Actively leads all recruitment and retention efforts of a diverse faculty and staff, promoting avenues for increased access and inclusion through adequate professional development and training.
- Performs such other tasks and responsibilities as may be assigned by the Superintendent

*Works with the executive team and department heads*

- Serves as a member of the Superintendent's Cabinet.
- Works in collaboration with WPS executive leadership, and other district departments and offices to implement activities as they relate to the implementation of the division and districts strategic plans
- Works with Cabinet members and department heads to bridges silos in the organization and facilitates smooth and coordinated cross-functional work
- Works with school Executive Directors to ensure strong human capital practices in regards to principals (evaluation, compensation, support, etc.)
- Advises the Superintendent on all matters related to district human capital needs
- Directly work in partnership with the Deputy Superintendent and under the guidance, to executive the strategic work plans of the Superintendent's Cabinet, which include Division Chiefs, Assistant Superintendent, and other staff, as appropriate

**From Here, Anywhere....**

*Together*

*Manages relations with external audiences and partners*



**WORCESTER**  
PUBLIC SCHOOLS

Annex A

- Presents on budget and other human capital topics to School Committee when asked
- Represents the human capital related work of the district to personnel at City Hall
- Collaborates regularly with the EAW and other unions, and participates in and leads negotiations as appropriate
- Answers inquiries, in partnership with the media relations team, from the media
- Maintains strong relationships with philanthropic donors and community advocacy groups as they relate to human capital matters.
- Ensure adherence to procedures for effective external and internal communication between and among the School Committee, district staff, media, community members, other governmental organizations, and the public

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale.



O. General Business  
Mailman  
(March 6, 2022)

ITEM: gb 3-86.2  
S.C. MEETING: 3-16-23

ITEM:

To consider endorsing Massachusetts Legislative House Docket No. 485 and Senate Docket No. 1697, an Act to improve access, opportunity, and capacity in Massachusetts vocational-technical education.

PRIOR ACTION:

Annex A (11 pages) contains a copy of House Docket No. 4855

BACKUP:

RECOMMENDATION OF MAKER:

To send a letter of endorsement.

RECOMMENDATION OF THE ADMINISTRATION:

**HOUSE . . . . . No.****The Commonwealth of Massachusetts**

PRESENTED BY:

***Frank A. Moran and Adam Scanlon***

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to Improve access, opportunity, and capacity in Massachusetts vocational-technical education.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Frank A. Moran</i>	<i>17th Essex</i>	<i>1/13/2023</i>
<i>Adam Scanlon</i>	<i>14th Bristol</i>	<i>1/13/2023</i>
<i>Marcus S. Vaughn</i>	<i>9th Norfolk</i>	<i>1/24/2023</i>
<i>William M. Straus</i>	<i>10th Bristol</i>	<i>1/25/2023</i>
<i>Michelle L. Ciccolo</i>	<i>15th Middlesex</i>	<i>1/25/2023</i>
<i>Steven Owens</i>	<i>29th Middlesex</i>	<i>1/25/2023</i>
<i>Lindsay N. Sabadosa</i>	<i>1st Hampshire</i>	<i>1/27/2023</i>
<i>David F. DeCoste</i>	<i>5th Plymouth</i>	<i>1/27/2023</i>
<i>Kay Khan</i>	<i>11th Middlesex</i>	<i>1/27/2023</i>
<i>Susannah M. Whipps</i>	<i>2nd Franklin</i>	<i>1/27/2023</i>
<i>James K. Hawkins</i>	<i>2nd Bristol</i>	<i>1/27/2023</i>
<i>Carol A. Doherty</i>	<i>3rd Bristol</i>	<i>1/31/2023</i>
<i>Christopher Hendricks</i>	<i>11th Bristol</i>	<i>1/31/2023</i>
<i>Susan Williams Gifford</i>	<i>2nd Plymouth</i>	<i>2/1/2023</i>
<i>Steven S. Howitt</i>	<i>4th Bristol</i>	<i>2/1/2023</i>
<i>John Barrett, III</i>	<i>1st Berkshire</i>	<i>2/1/2023</i>
<i>Tackey Chan</i>	<i>2nd Norfolk</i>	<i>2/2/2023</i>

<i>Samantha Montaño</i>	<i>15th Suffolk</i>	<i>2/2/2023</i>
<i>Antonio F. D. Cabral</i>	<i>13th Bristol</i>	<i>2/2/2023</i>
<i>Andres X. Vargas</i>	<i>3rd Essex</i>	<i>2/2/2023</i>
<i>Daniel M. Donahue</i>	<i>16th Worcester</i>	<i>2/6/2023</i>
<i>Alan Silvia</i>	<i>7th Bristol</i>	<i>2/6/2023</i>
<i>Todd M. Smola</i>	<i>1st Hampden</i>	<i>2/6/2023</i>
<i>James J. O'Day</i>	<i>14th Worcester</i>	<i>2/6/2023</i>
<i>Jon Santiago</i>	<i>9th Suffolk</i>	<i>2/6/2023</i>
<i>Paul McMurtry</i>	<i>11th Norfolk</i>	<i>2/8/2023</i>
<i>Patricia A. Duffy</i>	<i>5th Hampden</i>	<i>2/8/2023</i>
<i>Natalie M. Blais</i>	<i>1st Franklin</i>	<i>2/8/2023</i>
<i>Estela A. Reyes</i>	<i>4th Essex</i>	<i>2/8/2023</i>
<i>Carmine Lawrence Gentile</i>	<i>13th Middlesex</i>	<i>2/8/2023</i>
<i>James C. Arena-DeRosa</i>	<i>8th Middlesex</i>	<i>2/9/2023</i>
<i>Hannah Kane</i>	<i>11th Worcester</i>	<i>2/9/2023</i>
<i>Rodney M. Elliott</i>	<i>16th Middlesex</i>	<i>2/9/2023</i>
<i>Margaret R. Scarsdale</i>	<i>1st Middlesex</i>	<i>2/9/2023</i>
<i>Patricia A. Haddad</i>	<i>5th Bristol</i>	<i>2/9/2023</i>
<i>Patrick Joseph Kearney</i>	<i>4th Plymouth</i>	<i>2/10/2023</i>
<i>F. Jay Barrows</i>	<i>1st Bristol</i>	<i>2/10/2023</i>
<i>Kate Donaghue</i>	<i>19th Worcester</i>	<i>2/14/2023</i>
<i>Patrick M. O'Connor</i>	<i>First Plymouth and Norfolk</i>	<i>2/15/2023</i>
<i>Kip A. Diggs</i>	<i>2nd Barnstable</i>	<i>2/17/2023</i>
<i>Josh S. Cutler</i>	<i>6th Plymouth</i>	<i>2/21/2023</i>
<i>Steven George Xiarhos</i>	<i>5th Barnstable</i>	<i>2/21/2023</i>
<i>Carlos González</i>	<i>10th Hampden</i>	<i>2/21/2023</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>2/22/2023</i>
<i>Brian W. Murray</i>	<i>10th Worcester</i>	<i>2/22/2023</i>
<i>Shirley B. Arriaga</i>	<i>8th Hampden</i>	<i>2/23/2023</i>
<i>Daniel Cahill</i>	<i>10th Essex</i>	<i>2/27/2023</i>
<i>Michael D. Brady</i>	<i>Second Plymouth and Norfolk</i>	<i>3/1/2023</i>
<i>Paul R. Feeney</i>	<i>Bristol and Norfolk</i>	<i>3/2/2023</i>
<i>James B. Eldridge</i>	<i>Middlesex and Worcester</i>	<i>3/6/2023</i>
<i>Kimberly N. Ferguson</i>	<i>1st Worcester</i>	<i>3/6/2023</i>

**HOUSE . . . . . No.**

[Pin Slip]

**The Commonwealth of Massachusetts**

**In the One Hundred and Ninety-Third General Court  
(2023-2024)**

An Act to Improve access, opportunity, and capacity in Massachusetts vocational-technical education.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1 SECTION 1. To create a new capital infrastructure and investment tool within the  
2 Massachusetts School Building Authority, established under section 1A of Chapter 70, to  
3 provide for a program of capital investments for vocational-technical education programs and  
4 regional vocational-technical schools, as defined in Chapter 74 of the General Laws, for  
5 investment in equitable access to public education and industry-relevant workforce and  
6 economic development infrastructure; to support greater access to vocational-technical education  
7 programs and regional vocational-technical schools as defined in Chapter 74; to fund  
8 replacement and renovation of school infrastructure to meet workforce demands of regional  
9 employers and increase equitable access for all students applying to Chapter 74 programs and  
10 schools; and to support the purchase of critical training equipment for the purposes of teaching  
11 and learning, the sums set forth in this section, for the purposes and subject to the conditions  
12 specified in this act, are hereby made available, subject to the laws regulating the disbursement  
13 of public funds, which sums shall be in addition to any other amounts previously appropriated

14 for these purposes; provided, that the amounts specified for a particular project may be adjusted  
15 in order to facilitate projects authorized in this act. For costs associated with initiatives, projects  
16 and expenditures to replace or make improvements to the quality, consistency, efficiency and  
17 delivery of any Chapter 74 program or regional school for the benefit of the public high school  
18 students in Chapter 74 programs and regional school districts and their preparation for post-  
19 secondary and career opportunities.

20 .....

21 .....

22 \$3,000,000,000

23 SECTION 2. Section 10 of Chapter 70B of the General Laws, as appearing in the 2020  
24 Official Edition, is hereby amended by adding the following new subsection:

25 (d) Notwithstanding any state law, state regulation or agency policy to the contrary, the  
26 authority shall be authorized and directed to add twenty (20) percentage points to the project  
27 reimbursement rates for regional vocational-technical high school and county, regional and  
28 independent agricultural high school construction so that reimbursement rates for such projects  
29 are not less than 75% nor more than 90% of the eligible costs. Further, the authority shall add  
30 five (5) percentage points to the reimbursement rate for any project that includes state-approved  
31 vocational-technical education programs as defined in Chapter 74 of the General Laws aligned  
32 with priorities specifically identified in the Regional Labor Market Blueprint for the region in  
33 which the school is located. However, additional percentage points shall not be awarded unless  
34 the school currently offers five (5) or more Chapter 74 programs. In no case shall the total  
35 reimbursement for a project exceed 90% of eligible costs.

36 Funds for this Section shall come from revenue generated by the Fair Share Amendment  
37 passed by voters in November of 2022 and which amended Article XLIV of the Massachusetts  
38 Constitution.

39 SECTION 3. Section 21C of Chapter 59 of the General Laws, as appearing in the 2020  
40 Official Edition, is hereby amended by adding after subsection (n) the following new  
41 subsection:- (o) The local appropriating authority may, by accepting this paragraph, provide that  
42 taxes may thereafter be assessed in excess of the amount otherwise allowed by this section,  
43 solely for payment, in whole or in part, of debt service charges incurred for the construction of a  
44 regional-vocational technical high school that the school board responsible for determining the  
45 debt service charges certifies were not in fiscal year two thousand and twenty-one paid by local  
46 taxes.

47 SECTION 4. Chapter 69 of the Massachusetts General Laws is hereby amended by  
48 adding the following section:-

49 Section 37. For the purposes of sections 38 through 42, inclusive, the following terms  
50 shall have the following meanings, unless the context clearly requires otherwise:-

51 “Office”, shall mean the office of vocational-technical education.

52 “District of residence”, shall mean the school district of the city or town where a student  
53 resides.

54 “School of residence”, shall mean the middle school or junior high school a student  
55 attends within their district of residence.

56 Section 38. (a) There is hereby established within the department of elementary and  
57 secondary education an office of vocational-technical education whose purpose is to develop and  
58 implement policies and promulgate regulations to promote, enhance, and expand vocational-  
59 technical education programs, as defined in Chapter 74 of the General Laws, in the  
60 commonwealth.

61 (b) The office shall:

62 (i) oversee all Chapter 74 approved programs and ensure compliance with M.G.L.  
63 Chapter 74 and related regulations;

64 (ii) establish a statewide marketing campaign to promote the success of vocational-  
65 technical education and careers in Massachusetts and to raise the level of awareness and  
66 understanding of such education among parents, students, businesses, labor unions, and the  
67 general public;

68 (iii) work to increase awareness of vocational-technical education and career  
69 opportunities among students in elementary schools, junior high schools, and middle schools;

70 (iv) ensure that schools offering Chapter 74 programs are provided reasonable access  
71 during the school day at schools of residence to meet with all students and distribute information  
72 about vocational-technical education and careers to said students, including English language  
73 learners, students with disabilities, students of color, and other student populations, to ensure that  
74 such information is provided equitably to all learners;

75 (v) ensure that schools offering Chapter 74 programs are given the opportunity during the  
76 school day to host middle school tours, with transportation costs paid by the school hosting the

77 tour, for all middle school students in member communities, including English language  
78 learners, students with disabilities, students of color, and other student populations to ensure that  
79 such opportunities are provided equitably to all learners; and further ensure that the school of  
80 residence may not count middle school student tours of vocational schools or programs during  
81 the school day as unexcused absences if the vocational school or program confirms the student's  
82 participation, and may not unreasonably withhold student access to tours of vocational schools  
83 and programs during the school day.

84

85 (vi) require that schools offering Chapter 74 programs are given the opportunity to  
86 provide middle and junior high school students with information about vocational-technical  
87 programs and careers through mail and email.

88 (vii) require all middle schools and junior high schools in member communities to  
89 establish and implement a Chapter 74 Access Policy, in accordance with state requirements  
90 promoting equitable access to Chapter 74 programs, outlining specific ways in which the middle  
91 schools will collaborate with regional vocational-technical high schools and agricultural high  
92 schools to:

93 provide staff members from Chapter 74 schools with direct school day access to all  
94 middle school students, to inform them about opportunities in vocational-technical and  
95 agricultural education and to distribute materials about such opportunities to them;

96 provide all middle school students an opportunity to tour, during regular middle school  
97 hours, the regional vocational-technical high school and/or county agricultural school of which



98 the middle school's city or town is a member, with the transportation costs of all such tours being  
99 borne by the school hosting the tours;

100 provide contact information for all seventh-grade and eighth-grade middle school  
101 students, including a student's name and mailing address, a student's personal email address, and  
102 the parent's/guardian's email address by October 15 of each school year;

103 (viii) establish, in addition to the minimum requirements outlined in the preceding  
104 subsections, such additional requirements for Chapter 74 Access Policies as the office deems  
105 reasonable and necessary to promote equitable access by all students to information about  
106 vocational-technical and agricultural education;

107 (ix) require all sending school districts which are members of a regional-vocational  
108 school district or whose community is located in the county or district of an agricultural high  
109 school to:

110 submit the Chapter 74 Access Policy annually to the office;

111 annually attest in writing that the Chapter 74 Access Policy is being implemented  
112 equitably and that all students are being provided with information, access, and tours in  
113 accordance with this section and with federal and state civil rights laws, regulations, and policies;

114 post the Chapter 74 Access Policy on its district website and provide written copies to  
115 students and parents, upon request;

116 (x) create a mechanism to enforce timely implementation of Chapter 74 Access Policies;

117 (xi) establish a system to ensure that students who live in communities that are not  
118 members of or affiliated with a regional vocational-technical high school district or agricultural

119 high school annually are provided with information about their high school options, including  
120 their option to seek an education in a vocational-technical or agricultural high school;

121 (xii) support the attainment of Industry Recognized Credentials in Chapter 74 programs;

122 (xiii) support the use of both longitudinal and pre- and post-student assessment as a  
123 means of obtaining meaningful data for curricular improvement. Data may be utilized for  
124 facilities improvement, equipment investments, mission success, and professional development;

125 (xiv) encourage and work to increase the use of articulation agreements with community  
126 colleges and public universities and other dual credit programs to allow vocational-technical  
127 students to earn credit leading to an associate's or bachelor's degree;

128 (xv) provide technical support to schools seeking to offer Chapter 74 programs that meet  
129 regional labor market demands and do not duplicate existing programs in the region;

130 (xvi) support the continuation of state grant programs that provide funding for equipment  
131 purchases and facility expansion; and

132 (xvii) support the continuation of demonstration programs that provide opportunities in  
133 vocational-technical education for students unable to secure a seat in an approved Chapter 74  
134 program due to lack of enrollment capacity.

135 SECTION 5. Section 3A of Chapter 70B of the General Laws, as appearing in the 2020  
136 Official Edition, is hereby amended by striking the number "17" and inserting "19" in place  
137 thereof, and further by inserting, after "Fire Chiefs' Association of Massachusetts, Inc." the  
138 following:- "Massachusetts Association of Vocational Administrators, Inc., Alliance for  
139 Vocational Technical Education,"

140 SECTION 6. Chapter 70 of the General Laws is hereby amended by inserting the  
141 following new section: --

142 Section 10A. Expansion Grants for Regional Vocational-Technical Schools

143 (a) In addition to the funding otherwise provided pursuant to this chapter, any regional or  
144 county vocational or agricultural school shall, subject to appropriation, receive a one-year  
145 expansion grant in any fiscal year in which its foundation enrollment increases by more than two  
146 percent over its foundation enrollment for the previous fiscal year.

147 (b) The amount of said expansion grant shall be calculated by multiplying the number of  
148 additional students in its foundation enrollment, over its foundation enrollment for the previous  
149 fiscal year, by its per-student foundation budget amount. The per-student foundation budget  
150 amount shall be calculated by dividing the district's foundation budget amount for the current  
151 year by its foundation enrollment for the prior fiscal year.

152 (c) The department shall annually solicit information from all regional and county  
153 vocational and agricultural schools as needed to estimate the amounts required to fund expansion  
154 grants in the coming fiscal year for all such schools, and the department shall request  
155 appropriation of the amount required to fully fund such expansion grants.

156 (d) If the amount appropriated for expansion grants in a fiscal year is less than the amount  
157 required to fully fund such grants, then each eligible regional or county vocational or agricultural  
158 school shall receive a share of the appropriated funds proportional to the share that its expansion  
159 grant, calculated pursuant to subsection (b), constitutes of the total amount of expansion grants  
160 for all schools, pursuant to said subsection.

161           SECTION 7. Notwithstanding any general or special law to the contrary, to meet the  
162 expenditures necessary in carrying out section 1, the state treasurer shall, upon receipt of a  
163 request by the governor, issue and sell bonds of the Commonwealth in an amount to be specified  
164 by the governor from time to time but not exceeding, in the aggregate, \$3,000,000,000. All  
165 bonds issued by the commonwealth, as aforesaid, shall be designated on their face  
166 Commonwealth Vocational-Technical Education Expansion Act of 2023, and shall be issued for  
167 a maximum term of years, not exceeding 30 years, as the governor may recommend to the  
168 general court pursuant to section 3 of Article LXII of the Amendments to the Constitution;  
169 provided, however, that all such bonds shall be payable not later than June 30, 2057. All interest  
170 and payments on account of principal on such obligations shall be payable from the General  
171 Fund. Bonds and interest thereon issued under the authority of this section shall, notwithstanding  
172 any other provision of this act, be general obligations of the Commonwealth.

K. Report of the Superintendent  
Administration  
(April 5, 2023)

ITEM: ros 3-7  
S.C. MEETING: 4-13-23

ITEM:

Supporting Mental Health Needs and Strengthening Social Emotional Competencies.

Annie Azarloza, Chief Academic Support Officer

Thomas Toney, Administrative Director of Positive Youth Development

PRIOR ACTION:

BACKUP:

Annex A (21 pages) contains the powerpoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.

# Supporting Mental Health Needs and Strengthening Social Emotional Competencies

Annex A

April 13, 2023

Annie Azarloza, Chief Academic Support Officer

Thomas Toney, Administrative Director of Positive Youth Development

**From Here, Anywhere....**

*Together*



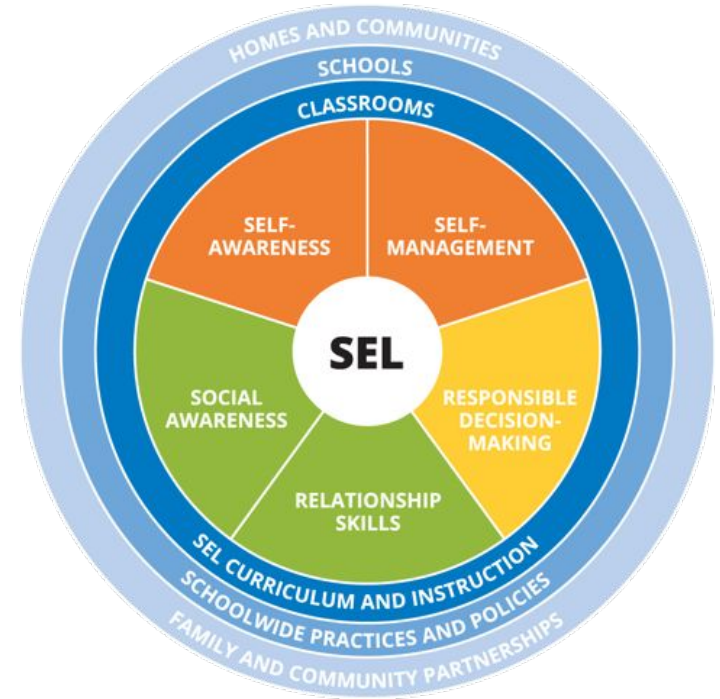
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**WORCESTER**  
PUBLIC SCHOOLS

# Outcomes

The Worcester School Committee will learn:

- Current state of scholars' social emotional competencies and mental health needs
- Desired state, strategies, and action steps to strengthen social emotional competencies and support mental health
- Potential fiscal and policy implications



# Current State

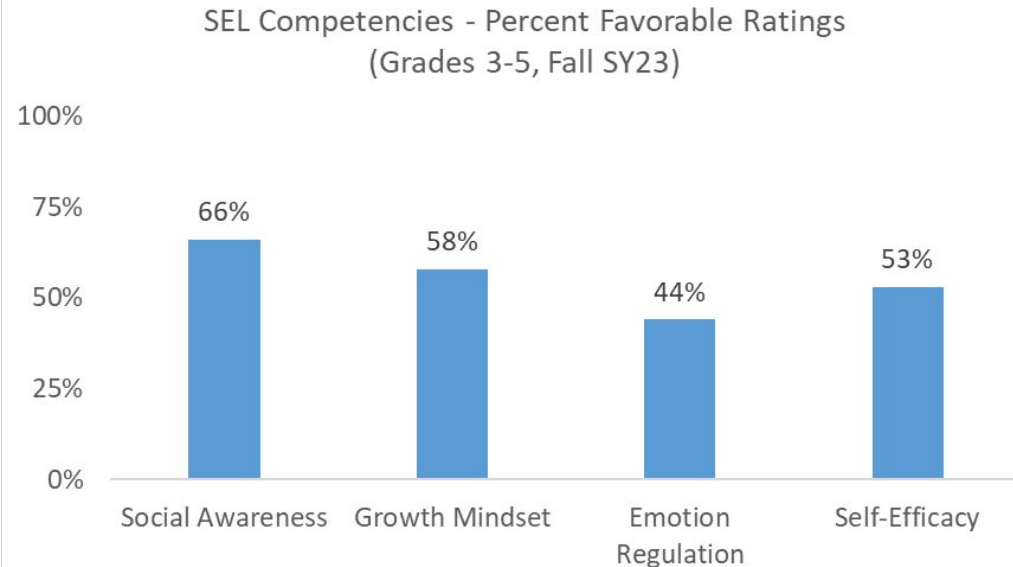


# Current State | WPS Social Emotional Learning Survey

Annex A

## Survey of Social Emotional Learning Competencies

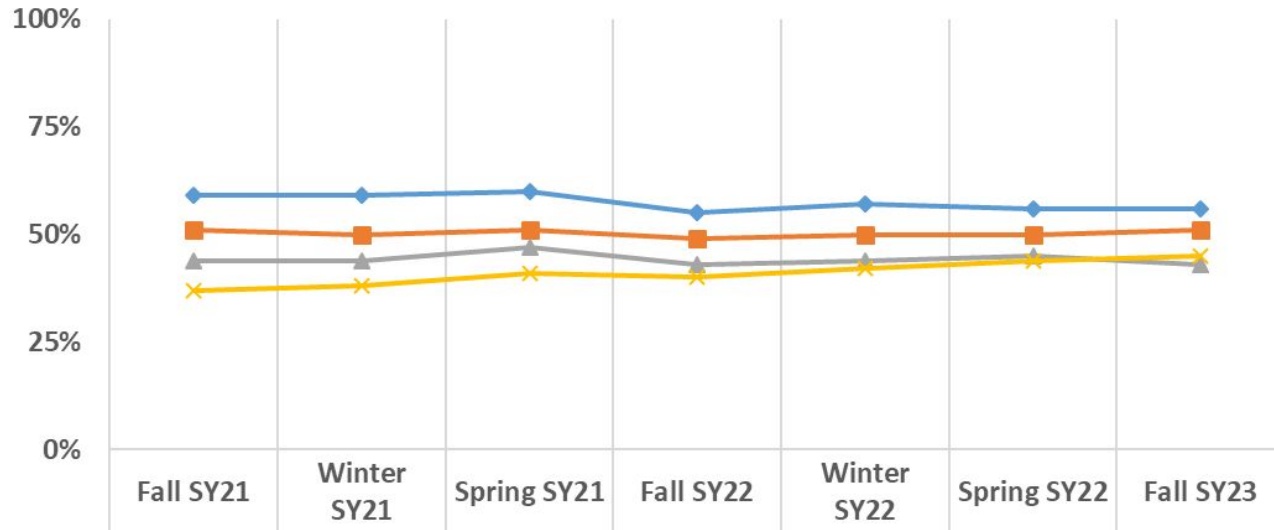
Social Awareness	Student perceptions of how well they consider the perspectives of others and empathize with them.
Growth Mindset	Student perceptions of whether they have the potential to change those factors that are central to their performance in school.
Emotion Regulation	Student perceptions of how well they regulate their emotions.
Self-Efficacy	Student perceptions of how much they believe they can succeed in achieving academic outcomes.



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# Current State | WPS Social Emotional Learning Survey Annex A

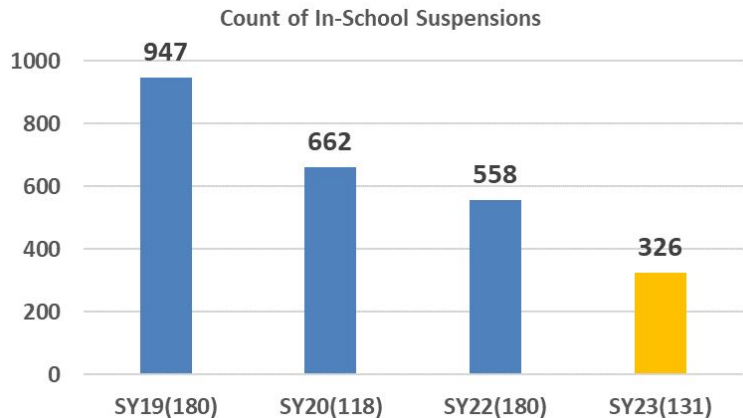
SEL Competencies - Percent Favorable Ratings (Grades 6-12)



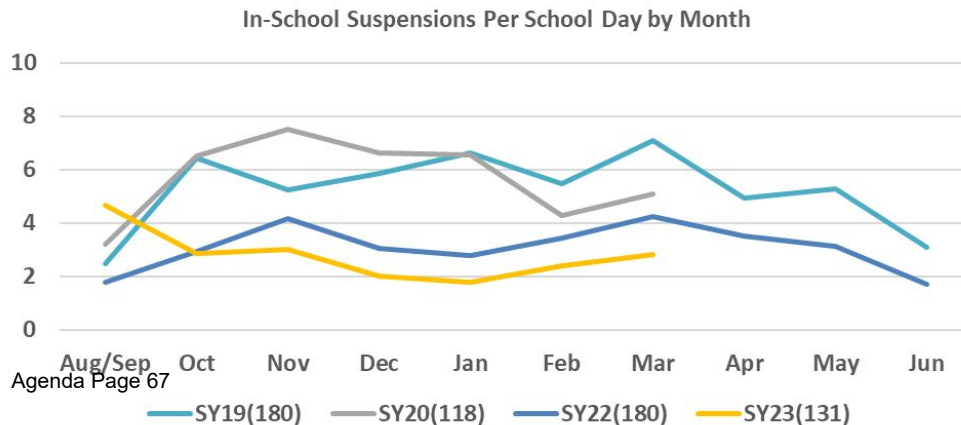
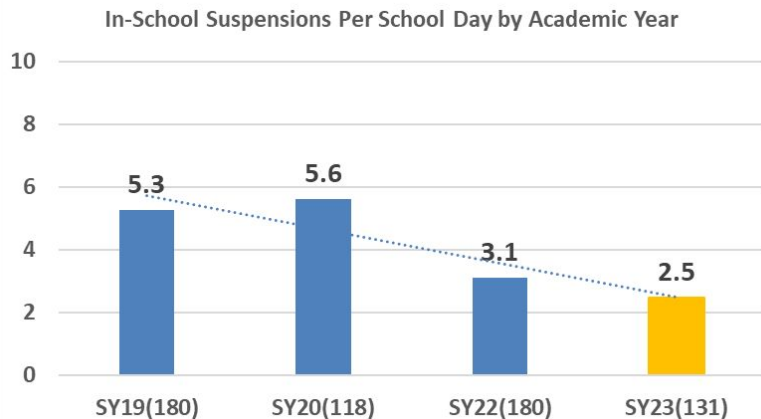
◆ Social Awareness	59%	59%	60%	55%	57%	56%	56%
■ Growth Mindset	51%	50%	51%	49%	50%	50%	51%
▲ Emotion Regulation	44%	44%	47%	43%	44%	45%	43%
✖ Self-Efficacy	37%	38%	41%	40%	42%	44%	45%

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# Current State | In-School Suspensions

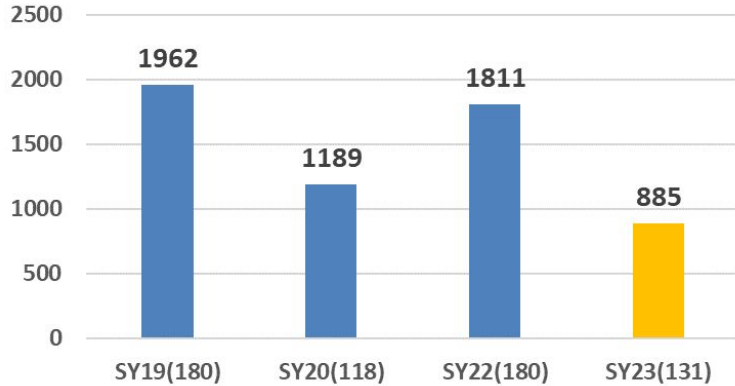


Year	Elementary	Middle	High	Alternative
SY19	209	163	563	12
SY20	97	155	409	1
SY22	130	41	386	1
SY23 (YTD)	66	198	62	0



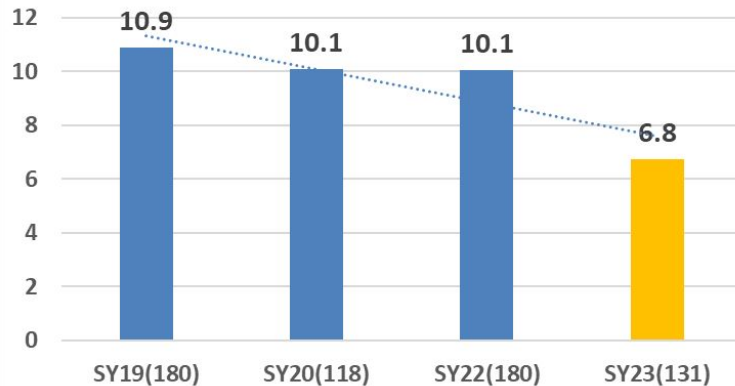
# Current State | Out-of-School Suspensions

Count of Out-of-School Suspensions

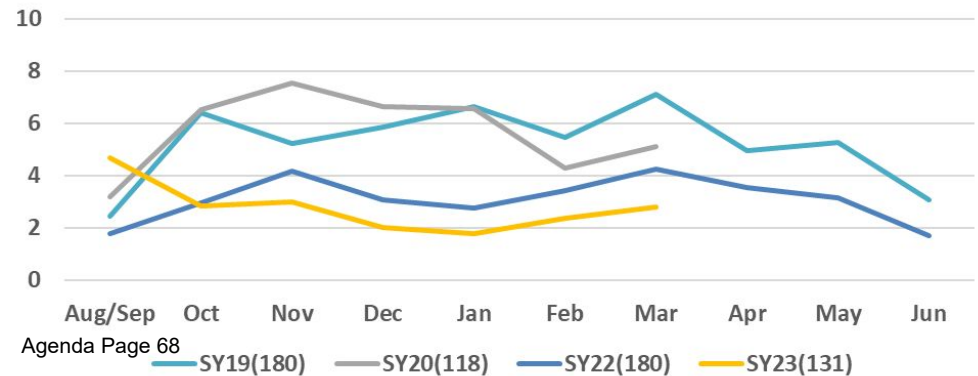


Year	Elementary	Middle	High	Alternative
SY19	576	575	716	95
SY20	270	380	465	74
SY22	260	560	898	93
SY23 (YTD)	85	452	295	53

Out-of-School Suspensions Per School Day by Year




In-School Suspensions Per School Day by Month



# Current State | CDC YRBS Mental Health & Suicidality Results Annex A

## Biennial nationwide high school aged survey

- Mental health trend has worsened over time with > 40% of high school students feeling so sad or hopeless they are unable to engage in regular activities
- Significant increases in suicidal ideation and behaviors
- Nearly 60% of female students experienced persistent sadness/hopelessness in 2021; nearly 25% made a suicide plan
- LGBTQ, almost 70% experienced persistent sadness/hopelessness in 2021, almost 25% attempted suicide

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health†	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	

\*For the complete wording of YRBS questions, refer to the appendix.

†Variable introduced in 2021.



In wrong direction



No change

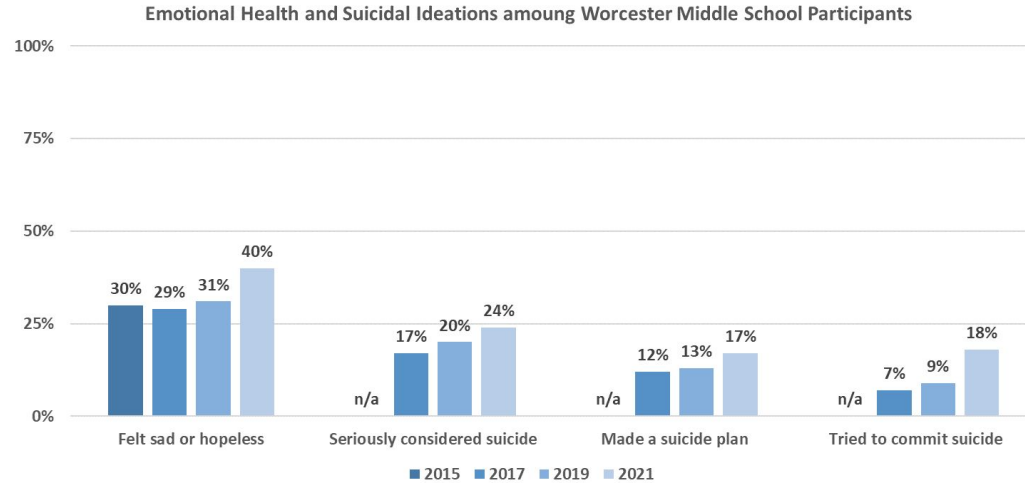


In right direction

# Current State | Spring 2022 Youth Health Survey

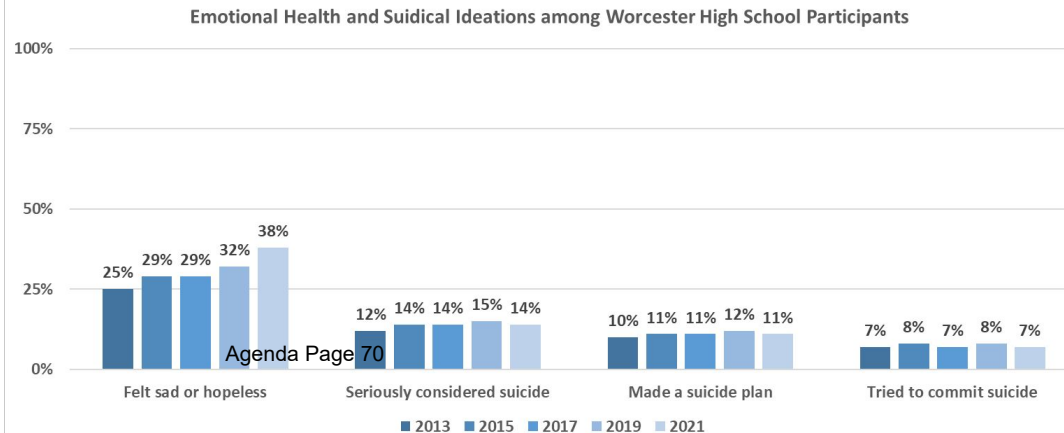
## Middle School (N=3,119)

Dramatic increases in mental health and suicidal ideation in 2022 compared to prior years, particularly for females



## High School (N=5,618)

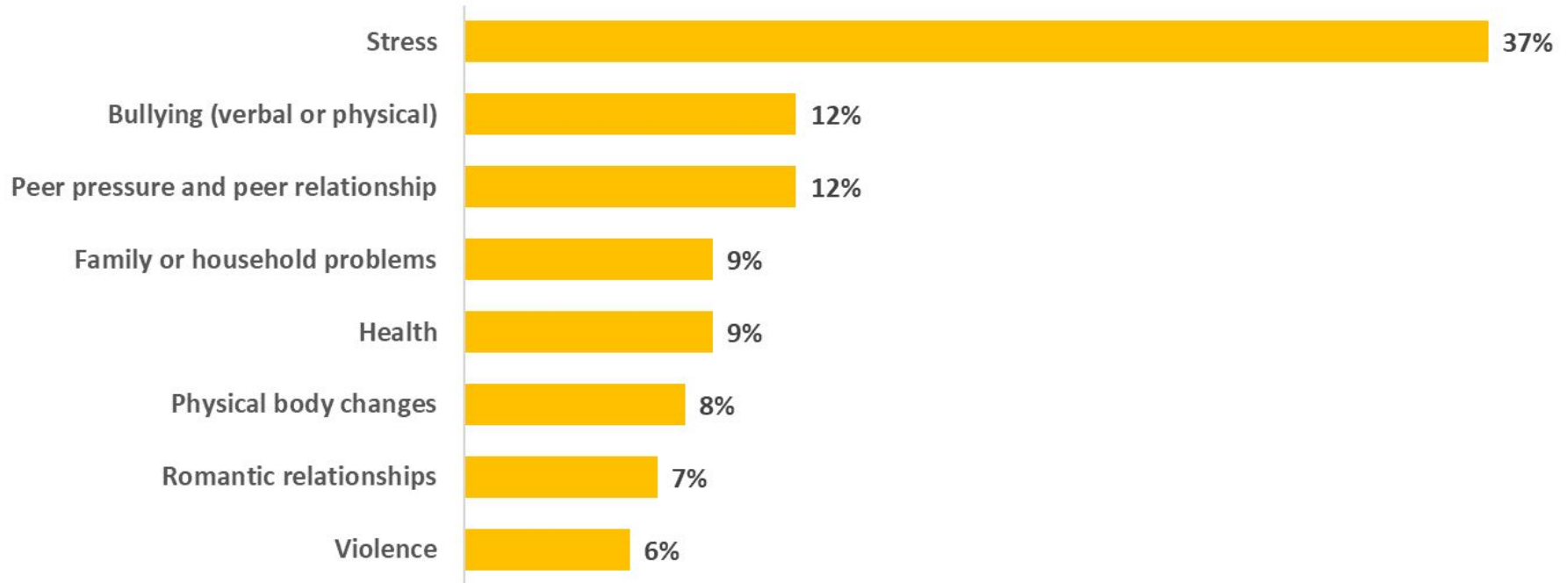
Significant increase in feelings of sadness or hopelessness in 2022, particularly for females



# Current State | Spring 2022 Youth Health Survey

Annex A

## Top Issues among Worcester Middle School Participants - Spring 2022

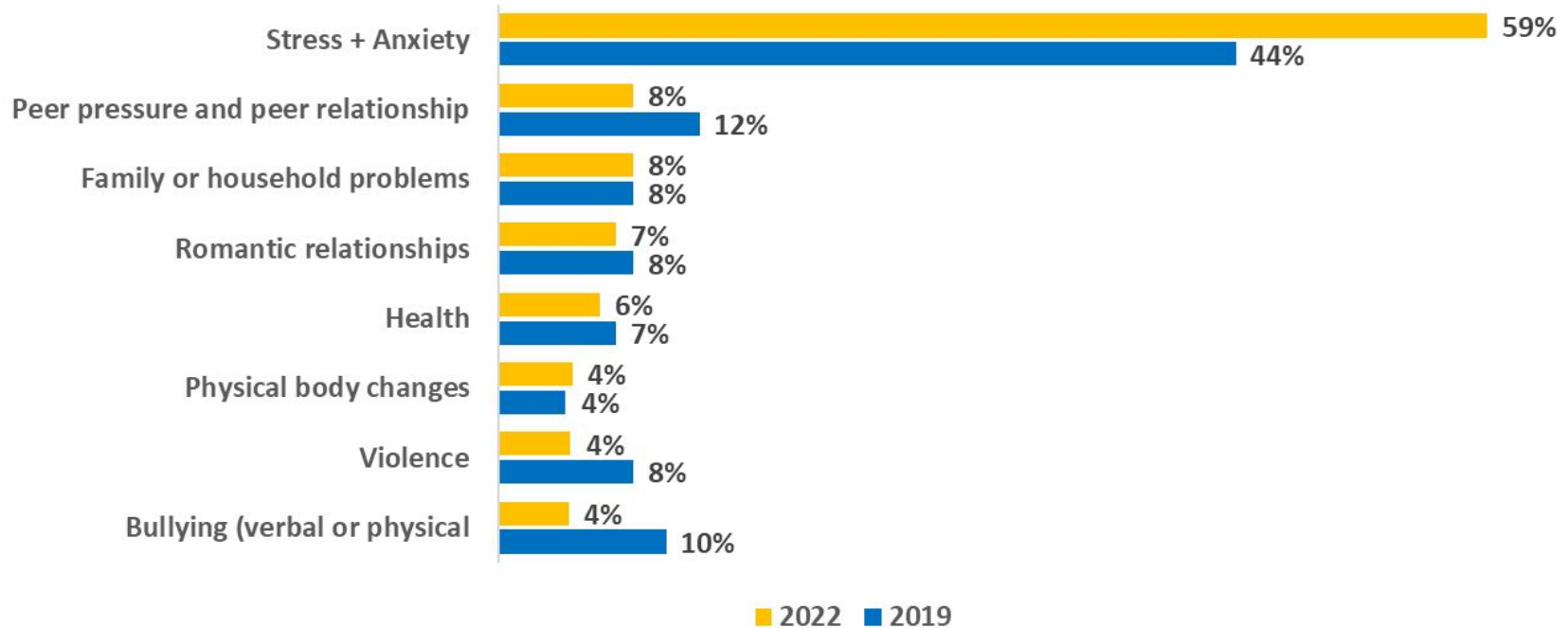


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# Current State | Spring 2022 Youth Health Survey

Annex A


## Top Issues among Worcester High School Participants



■ 2022 ■ 2019

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# Desired State, Theory of Action, and Action Steps

# Desired State

*Strengthen* scholars' social emotional competencies and address mental health needs to *support* academic development, *increase sense of belonging* and self-efficacy, while *authentically engaging caregivers* to support them as their child's first teacher.



# Theory of Action

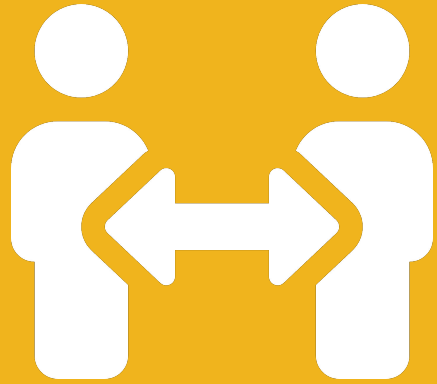
*If* we strengthen scholars' social emotional competencies through our multi-tiered systems of support and **support** their mental health needs with intentionality, *then* scholars will have an increased **sense of belonging and self-efficacy beliefs to successfully develop academically, socially, and emotionally.**

# Action Steps



Strengthen scholars' social emotional competencies to increase sense of belonging and self-efficacy.

- Strengthen tiered interventions
- Monitor progress
- Deliver professional learning
- Integrate bullying prevention approach into restorative practices
- Provide alternatives to suspensions
- Strengthen culture and climate teams

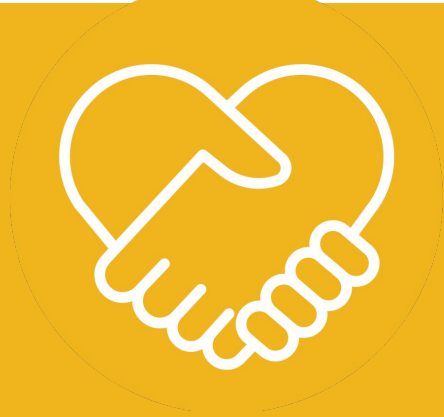


Support scholars' mental health needs to assist in their social, emotional, and academic development.

## Action Steps

Annex A

- Finalize Three Year Plan
  - Push-in mental health agencies
  - Audit continuum of mental health services
  - Provide professional learning
    - Restorative education
    - Positive behavior interventions
    - Bullying prevention
    - Social Emotional Learning



Authentically engage caregivers and help to increase their self-efficacy so they can learn how we can partner to strengthen their scholar's social emotional competencies

## Action Steps

Annex A

- Finalize the family engagement framework
- Refine Parent Information Center
- Deliver targeted caregiver trainings
- Expand family health centers
- Provide access to behavior therapists
- Provide online caregiver tools



# Fiscal and Policy Implications

# Potential Fiscal Implications

Annex A

## Initial

Social Emotional Curriculum

Professional Learning

Pilot Restorative Practices  
with fidelity

Pilot an Bullying Prevention  
Team Approach

Pilot a framework to  
incentivize students

## In Progress

Culture and Climate teams

Three Year Health and  
Wellness Strategic Plan

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## Future

Continuity of Services with  
Mental Health Agencies  
beyond 2023-2024

Expansion of school-based  
family health centers



# Recommended Policy Timeline



**April 2023**

**May 2023**

**May 2023**

**June 2023**

**June 2023**

Wellness  
Policy

Bullying  
Prevention  
Policy

Student  
Gender  
Identity  
Policy

Emotional  
Support Dog  
Policy

Service Dog  
Policy

# Thank You



N. Approval of Grants and other Finance Items  
Administration  
(April 7, 2023)

S.C. MEETING: 4-13-23

ITEM:

To consider approval for a prior year pay rate adjustment for a WPS Custodian in the amount of \$414.67.

To consider approval of the Title III, Part A: Immigrant Children & Youth FC 186 Grant that provides supplemental resources to school districts to provide enhanced instructional opportunities for immigrant children and youth in the amount of \$70,475.00.

To consider approval of the Afghan Refugee Support for Schools Grant to enhance LEA capacity to promote the academic performance and successful integration of Afghan newcomer students in the amount of \$455,139.00.

To consider approval of the School Nutrition Equipment Assistance Grant to purchase a new meat slicer and refrigerated serving line for Claremont Academy in the amount of \$19,825.00.

PRIOR ACTION:

BACKUP:

Annex A (5 pages) contains a copy of the Title III, Part A Grant  
Annex B (5 pages) contains a copy of the Afghan Refugee Support Grant  
Annex C (3 pages) contains a copy of the School Nutrition Grant

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.

<b>Name of Grant:</b>	Afghan Refugee Support for Schools
<b>Type of Funder:</b>	DESE
<b>Awarded Amount:</b>	\$455,139
<b>Grant Funding Period:</b>	Upon approval – 6/30/2023; 7/1/2023 – 8/31/2023
<b>Project title:</b>	Afghan Refugee Support for Schools
<b>Program coordinator:</b>	Carmen Melendez-Quintero, Deborah Gonzalez, Casey Starr
<b>Purpose:</b>	To enhance LEA capacity to promote the academic performance and successful integration of Afghan newcomer students.
<b>Description of the program:</b>	This funding will be used in a variety of way including planning and execution of summer programs, engaging community partners for both training and direct outreach, and supporting students and families directly with integrating into both the school and larger community. All activities will be focused on the particular needs of the Afghan refugee community.
<b>Program location:</b>	All schools as needed
<b>Outcomes and Measures:</b>	Desired outcome is that students and families are supported within the school community, as evidenced by attendance at outreach events, utilization of one-on-one services, and attendance and learning through summer programming.



Parrillo, Danielle <parrillod@worcesterschools.net>

**Fwd: [EXTERNAL] Afghan Refugee Support for Schools Grant Award Letter**

9 messages

**Monárrez, Rachel** <monarrezr@worcesterschools.net>  
To: Danielle Parrillo <parrillod@worcesterschools.net>

Thu, Feb 9, 2023 at 4:19 PM

FYI  
Joanne

----- Forwarded message -----

From: **Parker, David E (DOE)** <david.e.parker2@state.ma.us>  
Date: Thu, Feb 9, 2023 at 4:02 PM  
Subject: [EXTERNAL] Afghan Refugee Support for Schools Grant Award Letter  
To: [monarrezr@worcesterschools.net](mailto:monarrezr@worcesterschools.net) <monarrezr@worcesterschools.net>  
Cc: Melendez-Quintero, Carmen <MelendezQuinteroC@worcesterschools.net>



February 7, 2023

Dear Superintendent Monarrez,

Congratulations! We are pleased to notify you that Worcester has been awarded an Afghan Refugee Support for Schools grant of \$455,139.

We want to thank you for your commitment to implementing innovative and efficient programs and providing the opportunity for excellence in education to all your students, especially newcomer students.

Please feel free to contact David Parker ([david.e.parker@mass.gov](mailto:david.e.parker@mass.gov)) at the Department of Elementary and Secondary Education if you have any questions.

Sincerely,



Governor Charles D. Baker



Lt. Governor Karyn E. Polito

*Please note that this grant was posted during the previous administration, as reflected in the stationary.*

**David Parker**

Continuous Improvement Manager

W 781-338-3466

[David.E.Parker@mass.gov](mailto:David.E.Parker@mass.gov)

Pronouns: he, him, his

Center for School and District Partnership (CSDP)

[Office of Language Acquisition](#)

Massachusetts Department of Elementary and Secondary Education

[75 Pleasant Street, Malden, MA 02148](#)

[Web](#) | [Twitter](#) | [Facebook](#) | [YouTube](#) | [Newsletters](#)

**Massachusetts public schools are ready! [Learn](#) how we're supporting students every step of the way.**

**Melendez-Quintero, Carmen** <[melendezquinteroc@worcesterschools.net](mailto:melendezquinteroc@worcesterschools.net)>

Fri, Feb 10, 2023 at 10:33 AM

To: Danielle Parrillo <[parrillod@worcesterschools.net](mailto:parrillod@worcesterschools.net)>, Julie Taka <[takaj@worcesterschools.net](mailto:takaj@worcesterschools.net)>, "Vasiliadis, Marcella" <[vasiliadis@worcesterschools.net](mailto:vasiliadis@worcesterschools.net)>

Great news. Let's meet next week to discuss next steps.

[Quoted text hidden]

**Budget Summary**  
**Afghan Refugee Support for Schools FY23**

Expense	Amount
1. <b>Administrator Salaries</b>	
2. <b>Instructional/Professional Staff Salaries</b>	
3. <b>Support Staff Salaries</b>	
4. <b>Stipends</b> Staff will participate on the core project team to plan summer activities. Teachers will also engage with community organizations to learn nuances of providing services and instruction to this population	\$25,000
5. <b>Fringe Benefits</b>	
6. <b>Contractual Services</b> Community organizations will provide support to the WPS core team in understanding the unique needs of this population and how to plan and execute activities. They will also provide direct support to families as needed.	\$53,000
7. <b>Supplies and Materials</b> Materials and supplies needed for planning and communicating activities to students and families	\$10,000
8. <b>Travel</b>	
9. <b>Other Costs</b>	
10. <b>Indirect Costs</b>	
11. <b>Equipment</b>	
<b>Grand Total</b>	<b>\$88,000</b>

**Budget Summary**  
**Afghan Refugee Support for Schools FY24**

Expense	Amount
<b>1. Administrator Salaries</b>	
Manager of Multilingual Education will supervise parent workshops, summer activities and Jumpstart program	\$3,000
<b>2. Instructional/Professional Staff Salaries</b>	
<b>3. Support Staff Salaries</b>	
<b>4. Stipends</b>	
Teachers will lead workshops and support parents in their learning, supervise and execute enhanced summer programs, and lead the intensive Jumpstart program.	\$172,000
<b>5. Fringe Benefits</b>	
<b>6. Contractual Services</b>	
Community organizations partner with WPS on aspects of summer programming and provide additional feedback. They will also continue to provide direct support to families as needed.	\$92,139
<b>7. Supplies and Materials</b>	
Materials and supplies needed for executing activities and summer programs	\$20,000
<b>8. Travel</b>	
<b>9. Other Costs</b>	
Transportation support for students and families	\$30,000
<b>10. Indirect Costs</b>	
<b>11. Equipment</b>	
Equipment for supporting parent workshops, including potential language barriers (keyboards, speakers)	\$50,000
<b>Grand Total</b>	<b>\$367,139</b>



**Name of Grant:** School Nutrition Equipment Assistance  
**Type of Funder:** DESE  
**Awarded Amount:** \$19,825

**Grant Funding Period:** Upon approval – June 30, 2023

**Project title:** School Nutrition Equipment Assistance

**Program coordinator:** Donna Lombardi

**Purpose:** Funds to purchase a new Meat Slicer and Refrigerated Serving Line for Claremont Academy

**Description of the program:** New equipment will be purchased and installed to support student nutrition

**Program location:** Claremont Academy

**Outcomes and Measures:** N/A



Parrillo, Danielle <parrillod@worcesterschools.net>

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**FW: [EXTERNAL] Wor School Nutrition Equipment Assistance Grant Award Notification**

5 messages

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**Brian Allen** <allenb@worcesterschools.net> Fri, Feb 24, 2023 at 1:52 PM  
To: "Parrillo, Danielle" <parrillod@worcesterschools.net>  
Cc: Tara Thompson <thompson@worcesterschools.net>, Ivanna Then <theni@worcesterschools.net>, "Consalvo, Sara" <consalvos@worcesterschools.net>

---

**From:** Callahan, Kerry A (DOE) <kerry.a.callahan@state.ma.us>  
**Sent:** Friday, February 24, 2023 1:26 PM  
**To:** [monarrezr@worcesterschools.net](mailto:monarrezr@worcesterschools.net)  
**Cc:** [allenb@worcesterschools.net](mailto:allenb@worcesterschools.net); [lombardid@worcesterschools.net](mailto:lombardid@worcesterschools.net)  
**Subject:** [EXTERNAL] Wor School Nutrition Equipment Assistance Grant Award Notification



***Massachusetts Department of  
Elementary and Secondary Education***

Jeffrey C. Riley  
*Commissioner*

February 24, 2023

Dr. Rachel Monarrez  
Superintendent  
Worcester Public Schools  
20 Irving Street  
Worcester, MA 01609

RE: School Nutrition Equipment Assistance Grant Award Notification

Dear Superintendent Monarrez:

Thank you for submitting a proposal for the School Nutrition Equipment Assistance Grant. This grant is funded through the United States Department of Agriculture (USDA) and administered by the Massachusetts Department of Elementary and Secondary Education (DESE). Massachusetts was allocated \$1,166,241 in funding to award throughout the Commonwealth. Approximately \$3,269,543 in requests were received.

Funding priority was given to School Food Authorities (SFA) with schools that had not received grant funding for an equipment purchase in FY15, FY16, FY17, FY18, FY19, FY20, FY21, FY22 (USDA). Funding awards were based on evaluation and selection scoring of the grant application that considered a school district's good standing with the Child Nutrition Program, financial need, and whether the SFA providing a detailed budget that is complete and reasonable. Additional considerations included providing documentation and quotes for each piece of equipment requested and the percent of the students eligible for free or reduced priced meals at sites requesting grants. Scoring also evaluated descriptions of how a grant would meet the five focus areas that encompassed how the purchase will sustain program expansion, improve the quality of school meals, support the school breakfast program, increase the efficiency of SFA service, and implement strategies for adapting lunchroom changes that provide more convenience and appeal to the student.

Due to the nature of these funds, **monies must be expended by August 31, 2023**. Awardees need to communicate any issues purchasing equipment by the deadline to Kerry Callahan by March 17, 2023.

Grant monies will be dispersed according to the Massachusetts Department of Elementary and Secondary Education's guidelines as described in the [Grants for Schools: Getting Them and Using Them, A Procedural Manual](#), which is located on the Grants Information page of the DESE website. To begin the awarding process the SFA now needs to upload the required grant application forms into EdGrants. This includes a signed PDF of Part I, the completed Part III, and a grant budget entered directly into EdGrants that reflects the district total below. We will send out an email with more detailed instructions. Please direct questions regarding the EdGrants process to DESE's Grants Management team at 781-338-6595 or [edgrants@mass.gov](mailto:edgrants@mass.gov).

These new purchases must be added to the LEA's equipment inventory. All equipment purchased with these grant funds must be tagged with a label identifying it as being purchased with FY21 USDA School Nutrition Assistance Grant Funds. If the equipment purchased for the school is ever sold, the proceeds must be returned to the School's Nutrition Program Account.

Awardees (SFAs) are requested to report the following data to the State Agency for inclusion in the quarterly progress activity reports to USDA including progress made in expending funds; types of equipment purchased; accomplishments and challenges in expenditure activities; impact on the school food service operation of purchased equipment; reason(s) for any un-liquidated funds; and potential return of equipment.

Below is the list of school sites within the district that have been awarded grant funding. **Programs must use the funding awarded to purchase the specific piece(s) of equipment listed below. The awarded pieces of equipment may only be installed and utilized at the specific site that received the grant monies. If the district does not utilize the entire award amount, the district must contact Peter McLoughlin, Section Head for Office of Food and Nutrition Programs Financial Management Section at 781-338-6454 for instructions on how to return the unused portion of the grant award to DESE.**

Site Name	Equipment Awarded	FC757 Funding Allocated
Claremont Academy (525)	Meat slicer (\$5,950), Refrigerated serving line (\$13,875)	\$19,825
	<b>District Total</b>	<b>\$19,825</b>

If you have any questions or need further assistance, please contact Kerry Callahan at 781-338-6462 or [kerry.a.callahan@mass.gov](mailto:kerry.a.callahan@mass.gov).

Sincerely,

Robert Leshin

Applicant: Worcester

0348

Project: FY23 FC757 (Claremont Academy/Worcester Public Schools)

757-778084-2023-0348

Sub-Total

\$0

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment	Refrigerated serving line (\$13,875), Meat slicer (\$5,950)	\$19,825	School Nutrition Equipment Assistance (757)
Sub-Total		\$19,825	

**Total Activity Funds Requested: \$19,825**

## Grant Acceptance Form

**Name of Grant:** Title III, Part A: Immigrant Children & Youth FC186

**Type of Funder:** Federal

**Awarded Amount:** \$70,475.00

**Grant Funding Period:** Upon award – June 30, 2023 with option to extend

**Project title:** Immigrant Children & Youth

**Program coordinator:** Deborah Gonzalez/Casey Starr

**Purpose:** Provides supplemental resources to school districts to provide enhanced instructional opportunities for immigrant children and youth.

**Description of the program:** The WPS Family & Community Engagement Dept. (FACE) will focus efforts to support families recently immigrated to Worcester from Brazil, Central America and Haiti (the three groups with the highest number of those who have immigrated). Contracted Family Resource Navigators will work with the targeted populations to help navigate the WPS system and access necessary resources. FACE will host events for each group which will culminate with one large back to school event.

**Program location:** District-Wide

**Outcomes and Measures:** The initiative will result in the successful registration of new students and families will be in a more stable position to support their child/ren's education. Caregivers will feel welcomed to the new community and be have a greater connection to the WPS.

**Budget Summary**  
**Title III Immigrant Grant FY23**

Expense	Amount
1. <b>Administrator Salaries</b>	
2. <b>Instructional/Professional Staff Salaries</b>	
3. <b>Support Staff Salaries</b>	
4. <b>Stipends</b>	
5. <b>Fringe Benefits</b>	
6. <b>Contractual Services</b>	\$61,182.00
	Family Resource Navigators
7. <b>Supplies and Materials</b>	\$3147.73
	Consumable expenses for the events held by the FACE dept for immigrated families. Printing needed for flyers and handouts.
8. <b>Travel</b>	
9. <b>Other Costs</b>	\$4235.77
	Costs related to hosting the four events: vendors, transportation for families.
10. <b>Indirect Costs</b>	\$1409.50
11. <b>Equipment</b>	
<b>Grand Total</b>	<b>\$70,475.00</b>

[EXTERNAL] Action Required: FY23 Title III Immigrant Grant (FC 186) Information External DESE x

**R** Resetarits, Jake S (EOE) [jake.s.resetarits@state.ma.us](mailto:jake.s.resetarits@state.ma.us) via [mass.gov](https://mass.gov)  
to Sara, me, Ivanna

Feb 2, 2023, 4:06 PM ★ ↶ ⋮

Worcester Public Schools Federal Grants Team,

You are receiving this email because your district is eligible for an FY23 FC 186 Immigrant Children and Youth grant.

We are excited to welcome your district to this grant and offer guidance for developing a robust Title III Immigrant Grant program to support the immigrant students in your district based on the specific priorities you identify for your immigrant population. **The most immediate action required is to complete and return the attached GEMS LEA User Template by 2/15, more information on that form can be found at the end of this email.**

You will find the grant description and requirements (RFP) here [FY2023 Fund Code 186: Title III, Part A: Immigrant Children and Youth - Grants and Other Financial Assistance Programs \(mass.edu\)](#), but you will not be able to apply until completing the trainings described below. In the meantime, you need to begin to prepare for the application. **This preparation is crucial, so please read this entire email carefully.**

**Worcester's FY23 FC 186 Immigrant Children and Youth grant allocation is \$70,475.**



O. General Business  
O'Connell Novick  
(March 18, 2023)

ITEM: gb 3-92  
S.C. MEETING: 4-13-23

ITEM:

To request that the Administration arrange for an alternative LEAP trip in lieu of the current trip to Old Sturbridge Village; further, request that the Administration ensures that no Worcester Public Schools funds voluntarily are allocated to Old Sturbridge Village, Inc. or its affiliates.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Administration.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

O. General Business  
McCullough  
(March 19, 2023)

ITEM: gb 3-93  
S.C. MEETING: 4-13-23

ITEM:

To consider adding AirPods usage to the Policy Handbook and utilizing administrator, educator, and student feedback during the development of the policy.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To refer to the Standing Committee on Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

O. General Business  
Johnson  
(March 21, 2023)

ITEM: gb 3-94  
S.C. MEETING: 4-13-23

ITEM:

To consider requesting that the administration look into options available regarding vaping detector purchasing and placement in all secondary schools.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To refer to the Standing Committee on Finance & Operations.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

O. General Business  
Kamara  
(March 19, 2023)

ITEM: gb 3-83  
S.C. MEETING: 4-13-23

ITEM:

To consider approval of coordination with the City Council to display signs in Worcester that acknowledge the North High Boys Basketball Team as the MIAA Division I State Title Winner, in order to showcase the hard work of the coach and team.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business  
O'Connell Novick  
(March 29, 2023)

ITEM: gb 3-100  
S.C. MEETING: 4-13-23

ITEM:

To consider suspending the voluntary school uniform policy until language is added providing an exit.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

O. General Business  
O'Connell Novick  
(March 29, 2023)

ITEM: gb 3-101  
S.C. MEETING: 4-13-23

ITEM:

To consider moving dance teams under Athletics.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

O. General Business  
Administration  
(April 3, 2023)

ITEM: gb 3-102  
S.C. MEETING: 4-13-23

ITEM:

To request that the School Committee consider formal recommendation of an elementary ELA core curriculum program for implementation in the 2023-2024 school year.

PRIOR ACTION:

BACKUP:

Annex A (12 pages) contains a copy of the recommendation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

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

# Elementary ELA Curriculum Program Pilot

*April 13, 2023*

**From Here, Anywhere....**

*Together*



**WORCESTER**  
PUBLIC SCHOOLS



# Desired Outcome


Select an elementary ELA curriculum that supports the evidence-based teaching of English Language Arts standards in grades K-6 for implementation in SY24



# Urgency for New ELA Curriculum Program

- WPS teacher feedback survey in May 2022 about current curricular materials indicated gaps with current curriculum (i.e., Fountas & Pinnell Classroom)
- Current curriculum “Does Not Meet Expectations” on EdReports
- MCAS ELA performance reflects low performance in 2021 and 2022; not recovering since COVID

The screenshot displays the EdReports.org interface for the Fountas & Pinnell Classroom 2020 curriculum. It includes the publisher name (Heinemann), subject (ELA), grades (K-5), and report release date (11/9/2021). The alignment status is 'Does Not Meet' (indicated by an orange button) and the usability status is 'Not Rated' (indicated by a white button with a black border).

		2020 <b>Fountas &amp; Pinnell Classroom</b>
PUBLISHER <b>Heinemann</b>		
SUBJECT <b>ELA</b>	GRADES <b>K-5</b>	REPORT RELEASE <b>11/9/2021</b>
ALIGNMENT ⓘ <b>Does Not Meet</b>	USABILITY ⓘ <b>Not Rated</b>	

# EdReports

EdReports is an independent nonprofit committed to ensuring all students have access to high-quality instructional materials. They publish free reviews of K–12 instructional materials, using an educator led approach that measures standards alignment, usability, and other quality criteria.

For ELA, EdReports reviews and evaluates materials based on:

- Text Quality and Complexity, and Alignment to Standards with Tasks Grounded in Evidence
- Building Knowledge with Texts, Vocabulary, and Tasks
- Instructional Supports and Usability

**Does Not Meet  
Expectations**

**Partially Meets  
Expectations**

**Meets Expectations**

All elementary staff were invited to an open review of the following programs that “Meet Expectations” on EdReports.

- American Reading Company
- Core Knowledge Language Arts
- EL Education
- Into Reading
- myView
- Wit & Wisdom
- Wonders

# Initial Program Overview - Pilot Program Selection Annex A

Staff were asked to give feedback on the following criteria:

- Curriculum alignment
- Systematic and explicit phonics instruction
- Content skills and understanding
- Universal Design for Learning
- Multilingual supports strategically embedded
- Special Education supports and scaffolds
- Culturally Responsive Pedagogy
- Quality of formative and summative assessments

## Programs selected for piloting

- Core Knowledge Language Arts (CKLA)
- Wit & Wisdom

# Elements of CKLA from Amplify

- Aligns to standards and research-based practices for foundational skills instruction with a synthetic approach to phonics and a clear and an explicit and systematic instructional sequence in K-2
- Included texts are rich and rigorous, offering a balance of informational and literary reading over the course of the school year
- Texts are organized to support students' building knowledge of different topics, and sets of text-dependent questions and tasks provide opportunities for students to analyze ideas and grow their vocabulary
- Writing instruction is integrated, consistent ,and organized to support students' development of different types of writing
- Offers resources and tools to collect ongoing data about student progress
- Provides teachers with strategies for meeting the needs of a range of learners
- Supports effective use of technology to enhance learning

# Elements of Wit & Wisdom from Great Minds

Annex A

- Includes opportunities to apply reading, writing, speaking, and listening skills across a variety of tasks designed to grow students' literacy skills over the course of the year while providing options to differentiate for time where appropriate
- Provides ample opportunities for students to build knowledge through content-rich texts
- Supports students in growing knowledge and vocabulary as they practice and apply skills in new texts and tasks
- Materials include comprehensive instruction in writing, building research skills, and supporting students' developing independent reading
- Does not include a formal foundational skills component - supplemented with Foundations and Geodes decodable readers for phonics instruction and Heggerty's Phonemic Awareness Curriculum

# Elementary ELA Pilot Structure

- All elementary schools were given the opportunity to request to pilot one of the programs in grades K, 2, 4
- Selected schools received grade level materials and targeted training
- Ongoing supports from OCPL were provided for piloting teachers and coaches
- Data collection from teachers and principals - biweekly survey; classroom visits; feedback sessions for final recommendations used for evaluation of the programs



# Participating Pilot Schools and Grades

Annex A

## CKLA by Amplify

- Burncoat Prep (2)
- Elm Park (K)
- Heard St. (4)
- Rice Square (K)
- Roosevelt (2, 4)
- Woodland (2, 4)

**21 total classrooms**

## Wit & Wisdom

- Belmont (4)
- Columbus Park (K)
- Flagg St. (2, 4)
- Grafton St. (2, 4)
- Nelson Place (K)
- Norrback (2)

**22 total classrooms**

# Implementation PLAN

## Year 1

Initial Training and Implementation



## Year 2

Ongoing Supports & Continued Professional Learning

## Year 3

Enhanced Instruction & Implementation

*Thank You*



O. General Business  
Administration  
(April 4, 2023)

ITEM: gb 3-103  
S.C. MEETING: 4-13-23

ITEM:

To consider a revision to the Job Description for the Physical Security Systems Technician.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the revised job description for the Physical Security Systems Technician.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.



JOB TITLE: Physical Security Systems Administrator

REPORTS TO: Network Engineer

LOCATION:

Worcester Public Schools  
Worcester, Massachusetts

POSITION PURPOSE:

This position is responsible for assisting the Network Engineer and the Physical Security Office with the day to day management of security cameras, ID badges, door/access controllers and other systems based in physical security for a large enterprise. The enterprise comprises 50+ school and administrative locations with 1000+ security cameras, 100+ door controllers and a farm of backend servers dedicated to video surveillance and access control.. This support role will allow the district to function optimally and help to ensure a safe learning and working environment for thousands of students, teachers and administrators.

REQUIRED QUALIFICATIONS:

- 2 years of work experience installing, configuring, and administering video surveillance and access control systems.
- Working, hands-on knowledge of desktop OS Microsoft Windows 10 and later
- Working, hands-on knowledge of server OS Microsoft Windows Server 2016 and later
- Understanding of Active Directory and/or LDAP for user authentication.
- General knowledge of low voltage wiring installation and troubleshooting
- Knowledge of video surveillance and access control system suites (ie, Genetec Security Center)
- Proficient understanding of TCP/IP and ethernet networking, subnetting and routing principals.
- Ability to troubleshoot network communication issues and suggest appropriate solutions.
- Proficient in the use of access control implementation for doors/elevators,



ID Cards/FOBs and their technologies (ie, iCLASS, Prox).

- Proficient in camera and access control specification for new projects, including researching the appropriate product for the specified environment and then aiding in the development of an RFP.
- Ability to research software and hardware related issues to resolution
- Excellent people skills
- Good communicator
- Ability to work with all levels of staff
- Ability to handle multiple projects simultaneously
- Reliable transportation and valid driver's license
- Ability to lift at least 40 pounds

#### PREFERRED QUALIFICATIONS:

- Certified in Genetec Security Center (Camera and Access Control)
- Certified in Axis Security Cameras (ie, Dome, PTZ, Door Stations)
- Hands on experience with HID and Mercury access controllers

#### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Key responsibilities include:

- Work as part of a team consisting of the Physical Security Office (Administration) and Network Engineer (I.T.) on the maintenance, management, and expansion of the district's extensive video surveillance and access control infrastructure. This position will require a highly motivated individual who is committed to the success of the team, keeping the district on the forefront of surveillance technology, and learning/expanding their own knowledge base.
- Be available for on-call hours. Due to the security nature of this position, on-call hours may be required for certain projects, or during certain times of the year.
- Daily tasks may include reviewing video footage, updating existing camera configurations and security devices, or planning and budgeting future installs of cameras, access controllers or other security devices.



- Handle necessary tasks required for implementing RFID-based ID badge access to various schools, including printing and maintaining of new and existing ID cards.
- Working with network administration peers on planning, designing, and implementation of system infrastructure needs based on system growth/expansion.
- Use of maps and/or blueprints for retrofit and new installation designs.
- Applicant should have a strong understanding of camera fields-of-view, and the ability to highlight lighting condition effects as they relate to specific camera hardware.
- Applicants will be required to perform necessary walk-throughs of project sites with administration, facilities personnel and hardware vendors to design and specify optimal surveillance and access control systems per the provided guidelines, while adhering to established district standards for security.
- Perform minor installs or maintenance of existing IP / digital cameras, analog cameras, encoders, decoders, and access control systems
- Coordinate and oversee all levels of installation/repairs of all aspects of surveillance systems hardware through in-house facilities personnel or with external vendors
- Ability to develop and deliver general training on the basic use of client surveillance software to district staff as needed.
- Communicate complex information effectively over the telephone, email, or in person
- Promote team building and a positive work environment
- Adapt easily to work assignments, additional priorities, and new procedures
- Receive constructive criticism and modify work appropriately
- Prioritize and identify needs and solve problems independently as appropriate
- Suggest procedural improvements to supervisor as appropriate
- Skillfully handle difficult situations using good judgment
- Any other duties as necessary

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale

O. General Business  
O'Connell Novick  
(April 5, 2023)

ITEM: gb 3-104  
S.C. MEETING: 4-13-23

ITEM:

To ensure that the Worcester Public Schools policies align with federal and state non-discrimination laws with regard to protected classes.

PRIOR ACTION:

BACKUP:

Annex A (6 pages) contains a revised version of the policy

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:



## **File: AC - NONDISCRIMINATION**

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communications and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider, in all the decisions made within the school system, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objections of this statement.

The Committee's policy of non-discrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race\*, color, sex, gender identity, religion, national origin, sexual orientation, disability, **age, religion, genetic information, active/military status, marital status, familial status, homelessness, ancestry, ethnic background, pregnancy and pregnancy-related condition, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.** If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, pregnancy and pregnancy related condition, their complaint should be registered with the Title IX compliance officer.

Complaints of Harassment/Discrimination should be directed to the following:

Human Resources Manager  
20 Irving Street  
Worcester, MA 01609

**\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.**

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973

Education for All Handicapped Children Act of 1975

No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

M.G.L. 76:5

M.G.L. 76:16

Acts of 2022, Chapter 117

CROSS REF: ACE, Nondiscrimination on the Basis of Disability

ACAB, Sexual Harassment

GBA, Equal Employment Opportunity

IJ, Instructional Materials

JB, Equal Educational Opportunities

**File: ACA - NONDISCRIMINATION ON THE BASIS OF SEX**

The School Committee, in accordance with Title IX of the Educational amendments of 1972, declares that the school system does not and will discriminate on the basis of sex, **sexual orientation, or gender identity** in the educational programs and activities of the public schools. This policy will extend not only to students with regard to educational opportunities, but also to employees with regard to employment opportunities.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation, or gender identity, to all of its students and employees.

The Committee will designate an individual to act as the school system's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

UPDATED: **April 2023** ~~June 2012~~

LEGAL REFS: Title IX of the Educational Amendments of 1972

45 CFR, Part 86, (Federal Register, 6/4/75)

M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)

BESE 603 CMR 26:00

REFERENCE: USDOE Notice of Interpretation - <https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity>

CROSS REF: AC, Nondiscrimination

**File: GBA - EQUAL EMPLOYMENT OPPORTUNITY**

The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race\*, creed, color, age, sex, gender identity, national origin, disability, or sexual orientation, pregnancy or pregnancy related condition, religion, genetic information, active military/veteran status, martial status, familial status, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REF: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

M.G.L. 151B (civil rights)

M.G.L. 151B Sec. 3A (sexual harassment)

M.G.L. 149 Sec. 105D (Parental leave)

Acts of 2022, Chapter 117

## **File: GCF – PROFESSIONAL STAFF HIRING**

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.

It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The district's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children.

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the School Committee for the type of position for which the nomination is made.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race\*, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military/**veteran** status, ~~or~~ disability, pregnancy or pregnancy related condition, **marital status, familial status, homelessness, ethnic background, national origin, or any other category protected by state or federal law.**
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is recommended that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee a representative screening committee may be established by the School Committee or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.

**\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.**

LEGAL REFS: M.G.L. 69:6; 71:38; **71:38G**; 71:39; 71:45

**603 CMR 7:00; 26:00;44**

**Acts of 2022; Chapter 117**

File: JB – EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race\*, color, sex, gender identity, religion, national origin, sexual orientation, homeless status, physical and intellectual differences, pregnancy or pregnancy related condition, **age, marital status, familial status, active military/veteran status, ancestry, national origin, or any other category protected by state or federal law.**

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admission to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

**\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.**

SOURCE: MASC February 2019

LEGAL REFS: Title IV, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972

Executive Order 11246, as amended by E.O. 11375

Title IX, Education Amendments of 1972

M.G.L. 76:5; 76:16 (chapter 622 of the Acts of 1971)

BESE regulations 603 CMR 26:00

BESE regulations 603 CMR 28:00

The McKinney-Vento Act and Title I Part A, as amended by the Every Student Succeeds Act of 2015

**Acts of 2022; Ch. 117**

CROSS REF: AC - Nondiscrimination

O. General Business  
O'Connell Novick  
(April 5, 2023)

ITEM: gb 3-105  
S.C. MEETING: 4-13-23

ITEM:

To align policy IC/ICA with state regulation 603 CMR 27.00.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a revision of the policy.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

## **File: IC/ICA – SCHOOL YEAR/SCHOOL CALENDAR**

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education.

1. The School Committee shall schedule a school year which includes at least 185 school days for each school in the district.
2. Elementary schools will operate for a minimum of ~~170~~ 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spending at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
3. Secondary schools will operate for a minimum of ~~170~~ 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spending at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

According to the MA Department of Elementary and Secondary Education: Per 603 CMR 27:05, school districts are encouraged to schedule high school graduation as close as possible to the scheduled closing date of the high school, and graduation may be held up to twelve days before the regularly scheduled closing date. The earliest permissible release day for seniors is twelve school days prior to the regularly scheduled closing date of the school, which means that high schools operating on a ~~170~~ 180 day year for students may release the seniors as early as the 168<sup>th</sup> day of school. If the date for high school graduation has been set and subsequently a few more days are added to the school year to make up for snow days or other emergencies, the original graduation date does not need to be changed, as long as it is no more than twelve school days before the originally scheduled closing date for the school year.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session, holidays and vacation periods, in service days, and parent conferences.

LEGAL REFS: M.G.L. 4:7; 69:1G; 71:4A; 71:73; 136:12  
603 CMR 27.00

**The category “School Year” is designed for policies about the year for students, rather than the working year for teachers and other staff members.**

Approved ~~May 21, 2020~~ April 2023



O. General Business  
Administration  
(April 5, 2023)

ITEM: gb 3-106  
S.C. MEETING: 4-13-23

ITEM:

To consider a revision to the Job Description for the Director of Nursing.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the revised job description for the Director of Nursing.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.



**JOB TITLE:** Director of Nursing

**REPORTS TO:** Administrative Director of Positive Youth Development

**LOCATION:**

Worcester Public Schools  
Worcester, Massachusetts

**POSITION PURPOSE:**

The Director of Nursing for the Worcester Public Schools is responsible for overseeing all aspects of the district's healthcare services. This position involves managing nursing staff, coordinating with other health professionals, ensuring compliance with state and federal regulations, and promoting a safe and healthy environment for students and staff. The Director of Nursing plays a critical role in promoting the health and wellbeing of students and staff, and ensuring that the district is in compliance with all healthcare regulations.

**MINIMUM QUALIFICATIONS:**

*EDUCATION AND EXPERIENCE:*

Required Qualifications:

- Registered Nurse
- National Board Certification for Nursing or Master's degree in Nursing, health related field or educational administration.
- Three years' experience supervising nurses in a clinical and/or school setting.
- Five years experience working as a pediatric/school nurse.
- Massachusetts Department of Education licensure as a School Nurse, as required\*.

\*The successful candidate must possess school nurse licensure or be eligible for a waiver, in order to complete the licensure requirements during the first year of employment.

Preferred Qualifications:

- Doctorate degree.



- Ability to speak Spanish, Portuguese, Arabic, Vietnamese, Albanian, or Twi.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Key responsibilities include:

- Work closely with other administrators, educators, and healthcare professionals (eg.school physician, school based health centers, Worcester DPH) to develop and implement health policies that ensure the safety and wellbeing of students and staff, including, but not limited to, developing policies related to vaccinations, medication administration, health screenings, and emergency response plans.
- Ensure that the school district is in compliance with all state and federal regulations related to healthcare, including, but not limited to, those related to immunizations, health screenings, and medical recordkeeping.
- Ensures accurate and timely response to state-mandated report forms, i.e. immunization audits and tuberculin risk assessment. Compiles statistical information from data supplied in the monthly school nurse reports for state requirements.
- Leading and managing the nursing staff including
  - hiring, training, and supervising a team of nurses;
    - works with principals in the employment process, and provides orientation for new and/or substitute nursing employees.
  - Supervision and mentoring of WPS nursing supervisors and clinical care coordinator
  - developing nursing protocols and procedures; and
  - ensuring that all staff are trained and competent to perform their duties.
- Provide education and support to students, staff, and caregivers on a variety of health-related topics, such as hygiene, disease prevention, and mental health.
- Collaborating with community health organizations and pediatricians/healthcare providers to ensure coordination and continuity of care for students



- Responding to health emergencies and developing emergency response plans
- Responsible for developing and managing the healthcare budget (including grants) for the district, including allocating resources for equipment, supplies, and staff.
- Responsible for analyzing healthcare data and reporting on health trends and issues within the district.
- Serving as the concussion program coordinator for the district.
  - Tracks and manages student concussions district-wide and collaborates with all related staff to ensure related state and district guidelines are fully implemented.
- Arranges and conducts regular nurse meetings to share information and concerns; coordinates meetings among agencies and other district personnel as needed.
- Arrange and lead School Health Advisory Council meetings quarterly
- Coordinates staff development for school nurses.
- Assists (or assigns designee to assist) in the coordination and implementation of the district's bloodborne pathogen plan. Recommends changes to plan as needed.
- Responsible for updating the Wellness Policy annually.
- Serves on committees and task forces as needed.
- Provides nursing services in schools as needed due to staff absences, emergencies, or other needs in emergency situations only.

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale.

O. General Business  
Administration  
(April 5, 2023)

ITEM: gb 3-107  
S.C. MEETING: 4-13-23

ITEM:

To consider a revision to the Job Description for the Director of Culture and Climate.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the revised job description for the Director of Culture and Climate.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To approve.



**JOB TITLE:** Director of School Culture and Climate

**REPORTS TO:** Administrative Director of Positive Youth Development

**LOCATION:**

Worcester Public Schools  
Worcester, Massachusetts

**POSITION PURPOSE:**

The Director of School Culture and Climate for the Worcester Public Schools is responsible for creating and implementing initiatives that promote a positive and inclusive learning environment for students and staff in a school district. This position requires a strong understanding of social-emotional learning, access and equity, bullying prevention, positive behavior interventions,, and restorative practices. This position requires working collaboratively with school district staff, students, parents, and community members to create a welcoming and inclusive environment that supports student learning and success.

**MINIMUM QUALIFICATIONS:**

*EDUCATION AND EXPERIENCE:*

Required Qualifications:

- Hold a Master's Degree in the field of Psychology, Education, Social Work or a related field;
- Possess Massachusetts DESE license as a Supervisor/Director (non-core), Supervisor/Director (guidance), or Supervisor/Director (pupil services);
- At least three years' experience as a principal;
- Demonstrate experience designing and implementing social emotional learning and wellness (e.g. physical, mental, and emotional wellness) curricula and supports as a pivotal aspect of student educational success using proactive and responsive models that are multi-tiered and differentiated;
- Experience establishing operational and accountability systems; and/or management experience in education strategy development and implementation;



- Demonstrate in-depth knowledge of Social and Emotional Learning research, program evaluation, strategies, theories, techniques, and methods of instruction;
- Excellent communication skills, with the ability to communicate complex ideas to a variety of audiences;
- Experience working with diverse student populations;
- Demonstrated commitment to diversity, equity, and inclusion;
- Ability to work independently within a collaborative team environment;
- Comfort with handling multiple projects simultaneously as well as working with rapidly shifting priorities and targets;
- Strong interpersonal skills and ability to create trusting relationships;
- Commitment to self-reflection and on-going professional learning;
- Experience developing and monitoring systems for quality improvement.

Preferred Qualifications:

- Doctorate degree.
- Ability to speak Spanish, Portuguese, Arabic, Vietnamese, Albanian, or Twi.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Key responsibilities include:

- Leading the district's SEL initiatives and ensuring assistance is provided to school communities in implementing SEL and wellness across WPS to promote positive school climate, promote youth development, and engage students collectively;
- Supervising, supporting, coaching, and evaluating the operations and staff of the Culture and Climate division;
- Establishing meaningful youth development opportunities built on the integration of SEL and wellness developmental practices and skills, including resiliency, self-advocacy, and persistence;
- Creating and managing systems for collecting and analyzing data related to school culture and climate, including conducting surveys and focus groups;
- Providing professional development opportunities for staff related to creating a positive school culture and climate and an increased sense of belonging;



- Collaborating with school district leaders to ensure that all policies and practices are aligned with the goal of creating a positive school culture and climate and an increased sense of belonging;
- Monitoring and evaluating the effectiveness of district-wide initiatives related to school culture and climate, and adjust strategies as needed;
- Developing and implementing district-wide programs and initiatives that promote positive school climate and culture and an increased sense of belonging;
- Collaborating with district leadership and school administrators to establish goals and strategies for creating a positive school culture and an increased sense of belonging;
- Providing professional development to staff on issues related to school culture, equity, access, and restorative practices;
- Leading the implementation of restorative practices in schools, including training staff and students on conflict resolution and restorative justice;
- Conducting surveys and gathering data to assess the effectiveness of school climate and culture initiatives;
- Providing guidance and support to schools in developing and implementing individualized school climate plans; and
- Collaborating with the district's equity office to ensure that school climate and culture initiatives are aligned with equity goals and principles.

This is a full time 52-week position that includes paid sick, PTO, and vacation days, and access to the city's health and dental insurance plans. Salary Commensurate with Administrative Salary Scale.



O. General Business  
Administration  
(April 5, 2023)

ITEM: gb 3-108  
S.C. MEETING: 4-13-23

ITEM:

To consider approval of the revised Wellness Policy.

PRIOR ACTION:

BACKUP:

Annex A (8 pages) contains the revised Wellness Policy.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To refer to the Standing Committee on Governance and Employee Issues.

# WORCESTER PUBLIC SCHOOLS DEPARTMENT OF NURSING

## WELLNESS POLICY

### MISSION

It is the mission of the Worcester Public Schools (WPS) Wellness Policy to empower students to become independent and self-directed learners, responsible for meeting their own health needs as developmentally appropriate. It is the goal of the Wellness Policy to promote **all students' physical, emotional and social well-being**. This is accomplished through the coordinated efforts of all departments and services offered in the WPS and within our community; because healthy students are better learners. The WPS Nursing Department utilizes the Center for Disease Control Model: *The Whole Child, The Whole School, The Whole Community (WSCC)* to promote health and wellness: <https://www.cdc.gov/healthyyouth/wsc>. This model uses a school-wide approach, which is centered on the child in the context of his/her local community. Specifically seeking to integrate the collaboration between education and health to improve each child's cognitive, physical, social, and emotional development.

### BACKGROUND

The WPS is committed to providing school environments and supports that promote students' physical and emotional health and well-being that keep students in school and ready to learn. Therefore, it is the policy of the WPS that:

- The school district will continue to engage students, caregivers, teachers, food service professionals and other interested community members in developing, implementing, monitoring and reviewing district-wide nutrition and physical activity policies.
- Students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold at school to students in the cafeteria, will meet the nutrition requirements of *USDA's Smart Snacks in School* and the *Massachusetts Nutrition Standards for Competitive Foods and Beverages in Public Schools*.
- Qualified child nutrition professionals will assist school administrators to provide students with access to a variety of affordable, nutritious and appealing foods that meet their health and nutritional needs. They will take into account the religious, ethnic and cultural diversity of the student body in meal planning.
- Meals will be provided in clean, safe and pleasant settings with adequate time for students to eat.
- Schools will provide nutrition education and physical education to promote lifelong habits of healthy eating and physical activity and will establish linkages between health education, school meal programs and related community services.
- Students and staff will benefit from a coordinated program of accessible health and counseling services.

The WPS will work with our existing School Health Advisory Committee (SHAC) to develop, implement, monitor, review, and as necessary, revise school health, nutrition and physical activity policies. The Committee will also serve as a resource to school sites for implementing these policies.

## **I. School Health Advisory Committee**

The School Health Advisory Committee (SHAC) recognizes the relationship between student wellness and student attendance and achievement. The purpose of the committee is to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health (105 CMR 215.000). The WPS SHAC is led by the Director of Nursing and Health Services and School Physician Consultant and comprises key stakeholders from within the WPS and the Worcester community. Members include representatives from Health and Physical Education, Special Education, Nutrition, Social-emotional Learning, School Committee, School Based Health Centers, Worcester Department of Public Health (WDPH), several Schools of Nursing, various community organizations, as well as caregivers and students. The SHAC meets quarterly to advocate, develop, implement, monitor, review, and revise school health policies as needed and/or mandated.

## **II. School Nutrition**

### **School Meals**

Meals served through the *National School Lunch and Breakfast Programs* (NSLBP) will meet federal meal requirements and dietary specifications for calories, sodium and saturated fat. School principals will consult with the School Nutrition Office concerning lunch scheduling in order to cooperatively establish the required number of serving outlets ensuring all students have comfortable access to school meals. The school cafeteria serving space(s) will focus on marketing the reimbursable meal and other “whole-food” commodities such as milk, fresh fruit, and vegetables. The School Nutrition Program will purchase locally grown fruits and vegetables in season and continue to work with the Department of Agriculture to secure and develop availability. In accordance with USDA's Community Eligibility Provision, all WPS students are eligible for free breakfast and lunch in school. In addition, water is available during meal service free of charge in the place where meals are served. The schools will also provide families with information and referral to local food pantries and summer feeding programs as needed.

### **Nutrition Education and Promotion**

The WPS District aims to teach, encourage, and support its students to develop healthy eating habits. Schools will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of, not only health education classes, but also classroom instruction in subjects such as science, language arts, and family and consumer science;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and nutrition staff.

### **Food Marketing in Schools**

School-based advertising will be consistent with nutrition education and health policy. In-school advertising of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including water, fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

### **Competitive Foods**

Consistent with local, state and federal guidelines, unauthorized food sales will not occur in the cafeteria and/or in competition with reimbursable meals offered through the NSLBP. In compliance with the MA *“2010 Act Relative to School Nutrition,”* signed into law, competitive foods refer to all foods or beverages sold or provided in a la carte lines in school cafeterias, school stores, school snack bars, vending machines, or any other locations in public schools. The nutritional standards shall not apply to competitive foods or beverages sold on school grounds beyond 30 minutes after the end of the school day, with the exception of food and beverages sold through vending machines, in which case the nutritional standards shall apply at all times.

### **School Celebrations/Fundraising**

The WPS encourages cultural food celebrations and sharing of food traditions amongst students, families, teachers and staff. We recognize that food is a central component to our various cultures, and we encourage celebrations to have a “healthy food” focus. Any food brought to school for sharing must have a label attached or if homemade, a list of ingredients should be provided to the school nurse. Schools should limit parties/celebrations that involve low-nutrition foods and should explore fun non-food alternatives for celebrations as well. Fundraisers that don’t meet Federal and/or State regulations are not allowed. Creative non-food fundraisers should be explored (examples include walk-a-thons, car washes, raffles for lunch with the principal).

## **III. Physical Activity**

### **Physical Education**

MGL Chapter 71, Section 3 states that Physical Education shall be taught as a required subject in all grades for all students in the public schools to promote the physical well-being of students. Therefore:

- The WPS will teach physical education to all students K-12, including students with disabilities, special health care needs, and in alternative educational settings.
- Students will receive regularly scheduled physical education instruction, which meets the Massachusetts state guidelines.

- All students in grades 7-12 may receive instruction in physical education classes in hands-only cardiopulmonary resuscitation (CPR) and on the use of the external automated defibrillator (AED).
- Certified physical education teachers will teach physical education classes.

### **Recess**

- Elementary school students will have supervised recess, preferably outdoors, one or more times daily where moderate to vigorous physical activity will be encouraged.
- The removal of recess time as a consequence will not be allowed.
- Wide variation in WPS facilities both indoors and outdoors presents challenges in providing active recess; sedentary activities shall not be substituted. Individual schools must explore solutions that overcome their limitations to provide students active recess time. Solutions may be found in best practices locally and around the country and may include access to nearby indoor and outdoor recreation facilities.

### **Physical activity before and after school**

- Students are given opportunities for physical activity through a range of before and/or after-school programs including, but not limited to, intramurals, inter-scholastic athletics, and physical activity clubs (i.e. Fit Math, Walking clubs, etc.).
- After-school enrichment programs and childcare programs will be encouraged to provide appropriate space, equipment, and activities that support daily periods of moderate to vigorous physical activity for all participants.

### **Active Transportation to and from School**

The WPS supports active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in activities such as: designation of safe or preferred routes to school, promotional activities such as participation in *International Walk to School Week*, *National Walk and Bike to School Week*, secure location for storage of bicycles and helmets, instruction on walking/biking safety provided to students, promotion of safe routes program to students, staff and caregivers, and documentation of the number of children walking and/or biking to and from school.

## **IV. School Health/Nursing Services**

A coordinated program of **accessible health services** will be provided to students and staff through the leadership of the WPS Nursing Department, in collaboration with the school physician consultant, various departments within the school system, and outside agencies, as applicable. The program will include communicable disease prevention, immunizations, health assessments and screenings, chronic condition management, counseling, community health referrals, immunizations, first aid and emergency care.

All school staff throughout the district are trained by school nurses (SN) yearly on LTA awareness education, Epi-Pen administration and basic first-aid. Many school staff members are trained by the Nursing Department in CPR and AED use. Every school and outside athletic area has at minimum one AED available and at least one person trained to use it.

School nurses provide **mandated screenings** for students at various grade levels in accordance with MA State laws and the DPH requirements. Screenings include vision and hearing (grades K-5, 8, 10), scoliosis (grades 5-9) height, weight and BMI (grades 1, 4, 7, 10) and Screening Brief Intervention and Referral to Treatment [SBIRT] (grades 7 and 9). Students with screenings needing follow-up will have a letter sent to caregivers to be shared with the student's primary care provider (PCP)/medical home. School nurses will try to contact the PCP/medical home in cases where the family has not followed-up.

The **Nursing Administration** coordinates and supports other health services available to students including oral health screenings and preventive care such as fluoride and sealant application with referral to a dentist as needed. All high-schools, Burncoat, Worcester East, and Sullivan Middle Schools, as well as Elm Park Community, Goddard School of Science and Technology, and Woodland Academy elementary schools have **School-Based Health Centers (SBHC)** staffed with Nurse Practitioners who can provide more advanced health assessments, diagnoses, and treatment as indicated. Students can also receive physical examinations and immunizations if registered. The Edward Kennedy Health Center (EKHC) and the Family Health Center (FHC) of Worcester operate the SBHCs in the WPSs. Caregivers who are interested in this additional health service must register your child/children at the start of every school year, providing consent for treatment.

### **Chronic Health Conditions**

For those students who have chronic health conditions, the SN will collaborate and coordinate with caregivers and other health care providers to create an Individual Health Care Plan (IHCP), so we can provide the best possible evidence-based care for all students. The SN will act as the resource person for school staff, providing education and training on a 'Need to Know' basis to keep the student safe and healthy at school and will work collaboratively with the family and the student's PCP. The Clinical Care Coordination (CCC) Program provides youth with special healthcare needs and exceptional specialized medical care during their academic school days. The health, safety and wellbeing of all students is a priority to the staff that care for these children. Specialized medical care includes Licensed Practical Nurses (LPN) and Certified Nursing and Medical Assistants (CNA/MNA) who work closely with students, families, teachers, school nurses, community agencies and medical providers to provide high quality care and support for these students' medical, social and emotional conditions.

### **Life Threatening Allergies**

The WPS nurses will provide LTA awareness education and Epi-pen training as needed for WPS employees based on the DPH and Department of Elementary and Secondary Education (DESE) recommendations including but not limited to:

- The significance of LTA and a discussion on the most common types of LTA (food, stinging insect, latex, and medication allergies);
- Creating a safe environment for students with LTA's;
- Designation, when necessary, of a table in the cafeteria or a student's classroom as a peanut-free or a food specific-free zone;
- Implementation of a "NO FOOD OR UTENSIL" sharing practice among students, as needed, with focus on the elementary level;

- Training of cafeteria employees about the precautions necessary to ensure the safety of student/staff from the cross contamination of food or utensils;
- Parent guidelines regarding snacks;
- The signs and symptoms of anaphylaxis;
- Use of an Epi-pen;
- Activation of the Emergency Response System, i.e. nurse and 911 EMS, to deal with an **actual, suspected, or potential** anaphylactic reaction.

### **Asthma**

Asthma is one of the most common chronic health conditions in children. Poor asthma control can result in emergency room visits and hospitalizations, and school absences. WPS nurses work in coordination with primary care providers and specialists to maximize asthma control and minimize absences through:

- Promotion of asthma friendly health offices and schools
- Education and training of all school nurses on asthma at least annually
- An Asthma Action Plan (AAP) will be created for all persistent asthmatics. It should be updated annually as well as with any change in the plan. The SN will work collaboratively with the family and student's PCP, to assist in asthma management, and will educate and reinforce teaching of students on the use of their AAP.
- Administration of controller medications in school on a case-by-case basis with a physician order.
- Maintenance of standard emergency protocols for asthma emergencies as well as undiagnosed students with respiratory distress.
- The SN will provide education and instruction to all staff involved with students, on a 'Need to Know' basis including:
  - Guidelines established for students to self-carry and administer their own inhaler, with parent/physician permission, and cleared by the SN.
  - Recognition of the signs and symptoms of asthma; use of rescue medications.
  - Activation of the Emergency Response System when a student is still having difficulty breathing after using his/her inhaler or nebulizer treatment.
- The WPS will work to reduce asthma trigger exposure by promoting a safe and healthy school environment.

### **Diabetes**

The SN will provide education and instruction to all staff while maintaining certain confidentiality, to keep the student safe in the school setting through:

- Guidelines established for students to carry, test and administer their own insulin with parent/physician permission and cleared by the SN. A Medication Plan will be created for the student;
- The signs and symptoms of low blood sugar and the necessary treatment established by the student's physician;
- The dietary and carbohydrate needs of a student in consultation with School Nutrition;
- Activation of the Emergency Response System when the student is still not responding to treatment.

The SN will work collaboratively with the student, family, PCP and specialist to assist in diabetes management and will educate and reinforce teaching of students for self-management as appropriate.

### **Attention Deficit Hyperactivity Disorder (ADHD)/Attention Deficit Disorder (ADD)**

ADHD is one of the most common chronic health conditions for school-aged children. Collaboration amongst medical providers, families, and schools is essential for proper diagnosis and successful management. School nurses will provide medication administration for students with ADHD when necessary, and will act as a resource for teachers and staff regarding medication use/side effects. School nurses will assist with communication between families, PCPs and school regarding ADHD/ADD evaluation and management.

Other emotional health conditions:

## **VI. Counseling Services**

Mental health and positive social and behavioral skills are integral to the wellness of our students. In both elementary and secondary schools, our Counseling and Psychological Services staff members provide supportive services to address identified social, emotional and adjustment needs of students in cooperation with their caregivers, as well as our teachers and administrators. With regard to this policy, on the elementary level, School Adjustment Counselors (SAC) and School Psychologists work closely with administrators, teachers and SNs when children develop adjustment or behavioral difficulties that may be related to their emotional health and may compromise their abilities to be successful learners. In our middle and high schools, every student is assigned to a guidance counselor who is knowledgeable about the developmental needs of adolescents regarding issues that result from unmet emotional needs. The guidance counselors will refer caregivers and students to the SAC or School Psychologist for assistance in determining an appropriate course of action when needs are identified. This support staff may assist families to access community-based services through a SBHC or through our referral protocol with local providers of behavioral health services when such ongoing support appears necessary. If a student is functionally disabled by the condition of their mental health, referrals to the Student Support Process are made so that additional necessary services or supports in school can be accessed.

## **VII. School Environment**

### **Air Quality**

WPS has tobacco-free school policy that is 24-hours per day, 7 days a week, on all school property, in any form of school transportation, and at all school-sponsored events both on and off school property. The WPS works to prevent indoor and outdoor air quality problems by implementing best practice policies for common issues such as: preventative maintenance on heating/cooling systems; construction and remodeling projects; bus idling and retrofitting; integrated pest management techniques and pesticide application notification; cleaning practices that address fumes, dust mites, and molds; chemicals and solutions storage; and the presence of warm-blooded animals in the classroom.

### **Water Intake**

Water intake should be encouraged for all students and students should have access to drinking water throughout the school day. Adequate water intake is not only key to prevention of obesity, but also essential for maintaining hydration. Inadequate hydration can be related to headaches, constipation, and may interfere with cognitive functioning.



**Bathroom Access**

Students should readily have access to bathrooms as needed. Restriction of access to bathrooms (e.g. locking bathrooms for a certain time period) poses health risks to students (such as increased urinary tract infections), and results in discomfort, poor hygiene, and may impede learning due to an inability to maintain attention.

Furthermore, since hand washing is key to prevention of spread of germs and illness such as influenza, ready access to bathrooms (which are clean and have adequate supplies of soap and towels) is essential.

**Staff Wellness**

All staff are members of the Employee Assistance Company, which has nurses available to coach and educate individuals regarding wellness and prevention. School staff are encouraged to share personal chronic health condition information with the SN in case of emergency. This information will be maintained in a confidential file.

**Communication**

The Wellness Policy will be made available publicly on the WPS website and shared with the community. The WPS will distribute the Wellness Policy to PTOs and engage families in the goal of a health-supporting environment at school. The WPS will also utilize school newsletters, the school health website, and community partners to inform caregivers and highlight promising practices. The Wellness Policy will be distributed system-wide to include all principals, who will share it with their staff and site councils.

**Monitoring**

The Superintendent will meet annually, each spring, with the SHAC to review and recommend revisions to the Wellness Policy as needed. In each school the principal, or his/her designee, will monitor, implement and assure compliance with the policy. New policy changes will be submitted to the School Committee for final approval (at least every two years).

USDA regulations under the Healthy, Hunger-Free Kids Act of 2010 require Local Education Agencies (LEAs) to assess the Local School Wellness Policy (LSWP) at least once every three years to determine compliance with the LSWP, how the LSWP compares to model wellness policies, and progress made in attaining the goals of the LSWP. LEAs must update or modify the LSWP as appropriate.

- O. General Business  
Administration  
(April 5, 2023)

ITEM: gb 3-109  
S.C. MEETING: 4-13-23

ITEM:

To consider approval of the new course, Unified Physical Education, to be piloted at Burncoat High School for 2023-2024.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains the Unified Physical Education course information.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

To refer to the Standing Committee on Teaching, Learning, and Student Support.

Worcester Public Schools  
**Proposed New Courses, Spring 2023**

Proposed Course Title \_\_\_\_\_

**Unified Physical Education**

Required Prerequisite Courses (if applicable) \_\_\_\_\_

**None**

Proposed Course Level(s) \_\_\_\_\_

**College Preparatory**

Proposed Credit (HS only) \_\_\_\_\_

**0.5 (one semester)**

Include in GPA Calculation? \_\_\_\_\_

**No**

Include in Honor Roll Determination? \_\_\_\_\_

**No**

Proposed Course Department \_\_\_\_\_

**Physical Education**

Proposed Course Description \_\_\_\_\_

**In this course students will promote social inclusion and equity through team and group activities. Students with and without physical/intellectual disabilities will participate in modified games and fitness activities within the same class setting. These games and activities will improve athletic and social skills for all students.**

Massachusetts Standards Addressed \_\_\_\_\_

**2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance**

**2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed In teams, students identify and try various ways for players of different abilities to participate fully**

**2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics)**

**2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise**

**2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology**

**2.23 Meet developmentally appropriate health-related fitness benchmarks**

How does this course support college and career readiness? \_\_\_\_\_

**This course will allow students to develop skills essential for success in the 21st century college and career settings. Specifically, this course will increase student's ability to collaborate, promote equity, and equip students to make lifelong safe and healthy choices.**

O. General Business  
Kamara  
(April 5, 2023)

ITEM: gb 3-110  
S.C. MEETING: 4-13-23

ITEM:

To consider support and adoption of the Massachusetts Legislature bill S.340/H.583 "An Act enabling all students to thrive: protecting a high quality, diverse educator workforce."

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains MA Senate Bill S.340  
Annex B (7 pages) contains an article regarding the legislation

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

HOUSE DOCKET, NO. 597 FILED ON: 1/13/2023

**HOUSE . . . . . No. 583**

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**The Commonwealth of Massachusetts**

PRESENTED BY:

*Priscila S. Sousa*

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act enabling all students to thrive: protecting a high quality, diverse educator workforce.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Priscila S. Sousa</i>	<i>6th Middlesex</i>	<i>1/13/2023</i>
<i>Brian W. Murray</i>	<i>10th Worcester</i>	<i>3/22/2023</i>

**HOUSE . . . . . No. 583**

By Representative Sousa of Framingham, a petition (accompanied by bill, House, No. 583) of Priscila S. Sousa and Rodney M. Elliott relative to protecting certain teachers from layoffs. Education.

**The Commonwealth of Massachusetts**

**In the One Hundred and Ninety-Third General Court  
(2023-2024)**

An Act enabling all students to thrive: protecting a high quality, diverse educator workforce.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1 SECTION 1. Section 42 of chapter 71 of the General Laws, as appearing in the 2020  
2 Official Edition, is hereby amended by striking the seventh paragraph, and inserting in the place  
3 thereof the following:

4 Nothing in this section or section 41 shall affect the right of a superintendent to lay off  
5 teachers pursuant to reductions in force or reorganization resulting from declining enrollment or  
6 other budgetary reasons.

7 SECTION 2. Except as herein provided, no teacher with professional teacher status shall  
8 be laid off pursuant to a reduction in force or reorganization if there is a teacher without such  
9 status for whose position the covered employee is currently certified or if there is a less qualified  
10 teacher with professional teacher status holding the same or similar position for which the  
11 covered employee is currently certified. No teacher with professional teacher status shall be  
12 displaced in accordance with the terms of a collective bargaining agreement or otherwise by a

13 more senior teacher with such status unless the more senior teacher is currently certified pursuant  
14 to section 38G and is at least as qualified for the position as the junior teacher holding the  
15 position. The criteria for determining a qualified teacher under this paragraph shall be subject to  
16 the collective bargaining provisions of chapter 150E; provided, however, that any such  
17 collectively bargained for qualifications shall include, as the primary factors, indicators of job  
18 performance, including overall ratings resulting from comprehensive evaluations conducted  
19 consistent with section 38, and the best interests of the students in the school or district; and  
20 provided further, that for the purposes of this paragraph, no distinction shall be made between  
21 the overall performance ratings established by the board of elementary and secondary education  
22 finding that the teacher has met or exceeded acceptable performance standards developed under  
23 said section 38 and that are defined by the board as proficient and exemplary.

24 SECTION 3. In a layoff, a school district shall retain a teacher with linguistic proficiency  
25 in relation to an in-district language or dialect who has less seniority and without regard to the  
26 professional teacher status or lack thereof of such teacher if the release of the less senior teacher  
27 would result in a lesser proportion of teachers with such linguistic proficiency compared to the  
28 proportion of students for whom such language or dialect is their first language or dialect. For  
29 purposes of this paragraph, linguistic proficiency in relation to an in-district language or dialect  
30 shall mean proficiency in a language or dialect other than English that is spoken by the greater of  
31 (a) by five percent or more of the students enrolled at the school where a teacher is assigned or, if  
32 the teacher is not assigned to a school, of the students enrolled in the district or (b) at five percent  
33 or more of the homes of the students enrolled at the school where a teacher is assigned or, if the  
34 teacher is not assigned to a school, of the homes of the students enrolled in the district.

35 SECTION 4. A teacher meeting one of the following criteria shall be exempted from  
36 layoff based on seniority or based on whether or not a teacher has professional teacher status: (a)  
37 a teacher who is a member of a population underrepresented among certified teachers in the  
38 district, (b) a teacher who graduated from a so-called grow your own teacher preparation  
39 program of the district, (c) a teacher who works in a school defined by the district as hard to  
40 staff, (d) a teacher certified in a subject area for which there is a shortage of teachers in the  
41 district, which may include without limitation science, technology, engineering, mathematics,  
42 computer science, special education, English as a second language, and a foreign language, (e) a  
43 teacher deemed by the department as a Teacher of the Year, (f) a teacher certified by the  
44 National Board for Professional Teaching Standards, or (g) a teacher who received the highest  
45 rating on a performance evaluation delivered in either or both of the school years immediately  
46 prior to the school year in which a layoff is announced.

47 The school committee and the collective bargaining representative may negotiate for  
48 seniority or length of service only as a tiebreaker in layoffs among teachers whose qualifications  
49 are no different using the qualifications collectively bargained for in accordance with this  
50 section.



# Despite 'teacher shortage,' coming layoffs could put newly hired teachers of color at risk

Alia Wong USA TODAY

The newest teachers are typically the first to go during layoffs. That's because traditional seniority-based protections require it.

Thanks to efforts to diversity the teaching force, a relatively high percentage of rookie educators are people of color – meaning these "last in, first out" (LIFO) practices could derail some of that work.

A report shared exclusively with USA TODAY breaks down by state how teachers of color are far more likely to be the target of such layoffs than white teachers because they are only in their first or second year of teaching. Nationally, teachers of color are nearly 50% as likely to be in their first two years on the job.

Despite headlines about a national teacher shortage, many schools have or will have a surplus of teachers and face layoffs with a recession on the horizon and the end of an infusion of pandemic-era cash.

**Teacher shortages:** Some schools are turning to unorthodox solutions

## Most teachers are white; new teachers more likely to be people of color

Roughly 80% of teachers are white, compared with less than half of public school students.

Consider, however, that educators of color made up only slightly more than 10% of the workforce in the late 1980s. Much has been done in between to diversify the force.

Overall, the LIFO report's authors calculated that states and districts have invested nearly \$100 million in teacher diversity since 2010. According to a report by the Education Trust, more than half of states have “grow your own” programs geared at recruiting and training educators who are from the communities they serve.

**Teacher pay becomes a bipartisan cause:**Low salaries 'a major crisis in education'

In some states – including Massachusetts, Connecticut, New York and Minnesota – educators of color are more than twice as likely as white peers to be in their first two years of teaching.

“We want to make sure that we don't undo all of the progress that we've done,” said Priscila Sousa, a state representative in Massachusetts who co-introduced a bill that would preserve many of the educators hired through relief funds.

“We want to make sure that going forward, as districts make decisions and – God forbid they have to – about who lay off, they're looking at other things beyond seniority.”



certification program. He got into teaching, he said, because he always enjoyed learning and being around kids; he was raised in a family of educators, too.

But he was mostly inspired by his own experiences growing up as a Black boy in New York City schools, when he rarely had teachers who looked like him. Sometimes veteran teachers are not prepared to teach the student population in front of them, he said, who in many cases gravitate more toward the novice educators who reflect their own experiences.

Teachers of color can often "speak to students in a way that's authentic to their own experiences," said Everett, pointing to the high rate of teachers of color who quit or are pushed out in their first few years on the job. Yet "that population is not being sustained."

**Distance learning affected disadvantaged students most:** The teacher shortages are just piling on.

**Will schools be ready?** Latinos will make up nearly a third of US students in 2030.

## **How can there be layoffs during a 'teacher shortage'?**

Contrary to much of the news coverage on education, there is no national teacher shortage. Some regions, positions and disciplines suffer significant and persistent vacancies, including rural and high-poverty schools and special education, math and science.

Schools are also hiring for more positions than in the past partly to help with pandemic recovery, yet student enrollment in some places has plummeted.

Student-to-teacher ratios have fallen as a result, according to the report, driven primarily by dwindling numbers of students. That's especially evident in large, urban districts, which tend to serve especially large percentages of low-income students of color.

If Boston, for example, were to return to its pre-pandemic teacher-student ratio, it would lose 14% of its educators of color. “That's a really scary factor for a city that has been working hard to diversify their workforce,” Stone said.

Boston is also subject to a 1974 school desegregation order requiring its teaching force to become 25% Black. Over the nearly half century since, the city has never quite met that goal.

“We actually have more of a student shortage than we have a teacher shortage in many places,” said Chiara Grabill, a former teacher and lawyer who now serves as the chief growth officer for Educators for Excellence.

Fewer students means less funding. But observers also have warned of layoffs amid a looming recession and the expiration of pandemic-era relief dollars.

The federal government invested nearly \$200 billion in K-12 schools in the first two years of COVID-19, but the money is set to expire in 2024. Districts that used some of their relief money on new teaching positions may resort to layoffs.

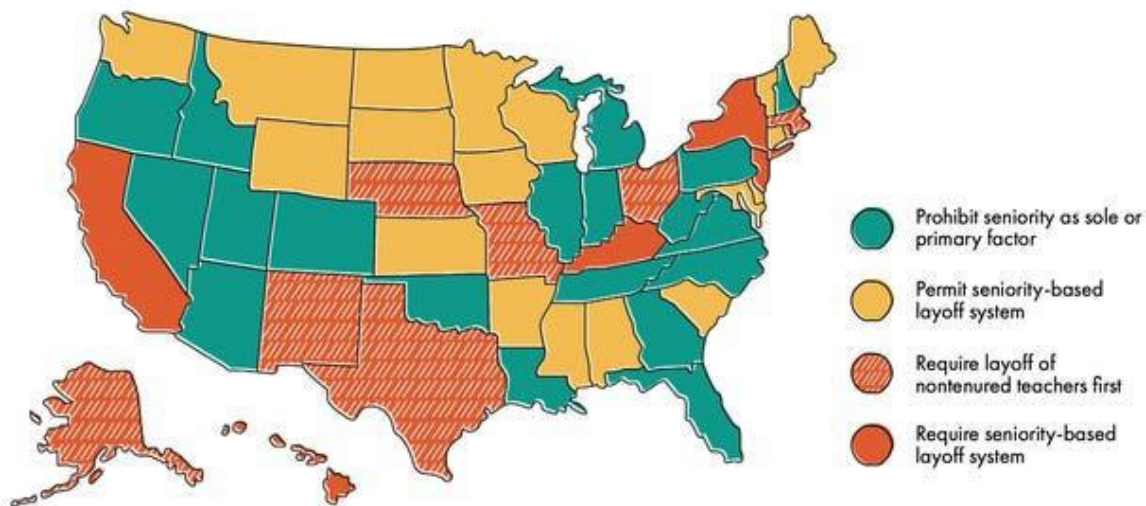
The last time there was a recession, in the years after 2008, the country's K-12 education system lost 350,000 jobs. That included more than 120,000 teachers, many of them novice educators working in high-needs schools and serving large percentages of low-income students of color.

## **Overworked, underpaid?** The toll of burnout is contributing to teacher shortages nationwide

### **Here's how your state handles teacher layoffs**

Thirteen states make seniority the only factor determining which teachers are on the chopping block.

Nineteen states leave layoff policies up to districts, and many stipulate that seniority factor exclusively into firing decisions.



### **Fighting back against LIFO**

Another 19 states ban districts from relying on seniority as the sole or primary factor in layoff decisions.

In some cases, unions – historically among the biggest proponents of LIFO – have led the charge to dismantle such practices.

Among the most high-profile examples: the Minneapolis Federation of Teachers, whose bargaining agreement with the district, finalized about a year ago, includes an unprecedented clause that essentially exempts novice teachers of color from LIFO practices. The policy has since faced lawsuits.

Randi Weingarten, head of the American Federation of Teachers, seemingly endorsed the Minneapolis union's reforms, tweeting this quote from its president: "The same people who want to take down teachers unions and blame seniority are now defending it for white people. This is all made up by the right wing now."

**More:** This teachers union brought affirmative action into its layoff practices.  
Will more follow?

*Contact Alia Wong at (202) 507-2256 or [awong@usatoday.com](mailto:awong@usatoday.com). Follow her on Twitter at [@aliaemily](https://twitter.com/aliaemily).*

O. General Business  
Kamara  
(April 5, 2023)

ITEM: gb 3-111  
S.C. MEETING: 4-13-23

ITEM:

To send a letter of support to our delegation in support of the bill H.1367 that will require students to complete a Free Application for Federal Student Aid (FAFSA) before they graduate high school.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains House Bill 1367.

RECOMMENDATION OF MAKER:

To send a letter.

RECOMMENDATION OF THE ADMINISTRATION:



**HOUSE . . . . . No. 1367****The Commonwealth of Massachusetts**

PRESENTED BY:

*Andres X. Vargas and Chynah Tyler*

*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to facilitate additional financial student assistance.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Andres X. Vargas</i>	<i>3rd Essex</i>	<i>2/18/2021</i>
<i>Chynah Tyler</i>	<i>7th Suffolk</i>	<i>2/18/2021</i>
<i>Russell E. Holmes</i>	<i>6th Suffolk</i>	<i>2/18/2021</i>
<i>Marcos A. Devers</i>	<i>16th Essex</i>	<i>2/18/2021</i>
<i>Christina A. Minicucci</i>	<i>14th Essex</i>	<i>2/26/2021</i>
<i>Orlando Ramos</i>	<i>9th Hampden</i>	<i>2/26/2021</i>
<i>Michelle L. Ciccolo</i>	<i>15th Middlesex</i>	<i>2/26/2021</i>
<i>Lindsay N. Sadosa</i>	<i>1st Hampshire</i>	<i>2/26/2021</i>
<i>Jack Patrick Lewis</i>	<i>7th Middlesex</i>	<i>2/26/2021</i>
<i>Carlos González</i>	<i>10th Hampden</i>	<i>2/26/2021</i>
<i>Mary S. Keefe</i>	<i>15th Worcester</i>	<i>3/8/2021</i>
<i>Elizabeth A. Malia</i>	<i>11th Suffolk</i>	<i>3/15/2021</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>3/25/2021</i>
<i>Sal N. DiDomenico</i>	<i>Middlesex and Suffolk</i>	<i>5/3/2021</i>
<i>Tommy Vitolo</i>	<i>15th Norfolk</i>	<i>12/1/2021</i>

**HOUSE . . . . . No. 1367**

By Representatives Vargas of Haverhill and Tyler of Boston, a petition (accompanied by bill, House, No. 1367) of Andres X. Vargas, Chynah Tyler and others that graduating high school students be required to complete applications for federal and state higher education financial aid. Higher Education.

**The Commonwealth of Massachusetts**

**In the One Hundred and Ninety-Second General Court  
(2021-2022)**

An Act to facilitate additional financial student assistance.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1 SECTION 1. Section 1D of Chapter 69 of the Massachusetts General Laws, as appearing  
2 in the 2018 Official Edition, is hereby amended by inserting after paragraph (iii) the following: -

3 (iv) It is hereby declared to be the policy of the commonwealth to maximize federal and  
4 state postsecondary financial aid options through the encouragement and requirement of  
5 graduating students to complete the applicable application for federal and state financial aid.

6 Before graduating from high school, each student must complete and submit a free  
7 application for federal student aid, also known as FAFSA.

8 A student is not required to comply with subsection (a) if: (1) the student 's parent or  
9 guardian submits a signed form indicating that the parent or guardian authorizes the student to  
10 decline to complete and submit the financial aid application; or (2) the student signs and submits  
11 the form referenced in subsection (1) on the student 's own behalf if the student is 18 years of

12 age or older; or (3) the student's school district applies for a hardship waiver to be approved by  
13 the department of elementary and secondary education, if the student has not reached 18 years of  
14 age.

15 Each school district shall adopt a form to be used for the purposes of subsection (b) that  
16 is approved by the department of elementary and secondary education.

17 Completion of the Free Application for Student Financial Assistance, also known as  
18 FAFSA, shall be a condition for high school graduation.

19 Prior to completion of high school, each school district shall ensure that every student  
20 complies with subsection (a) or (b).

21 The commissioner shall provide guidance to districts to related to the implementation of  
22 this section regarding the distribution of information related to this requirement, reporting  
23 requirements expected of school districts, and information to parents and guardians related to all  
24 options for high school students. Provided further, each district must annually report to the  
25 department of elementary and secondary education by September 30 the following: number of  
26 students completing and submitting the free application for federal student aid; the number of  
27 students who received an exemption to this requirement through paragraph (iv) subsection (b).

28 SECTION 2. Section 1 of this act shall take effect on January 1, 2022.

O. General Business  
Kamara  
(April 5, 2023)

ITEM: gb 3-112  
S.C. MEETING: 4-13-23

ITEM:

To send a letter to our delegation to push for financial support to accompany the bill H.1367 that would help school districts execute the goals & objectives of the bill, especially school districts where a high number of the students are low income, ESL, disability, and on free and reduced lunch, to name a few, and districts with already low FAFSA completion rates.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

To send a letter.

RECOMMENDATION OF THE ADMINISTRATION: