

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

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

on: **Thursday, September 7, 2023**

at: 5:00 p.m. Executive Session

5:30 p.m. Regular Session

in: Esther Howland South Chamber, City Hall

virtual:

<https://worcesterschools.zoom.us/j/82746440670?pwd=dmp4TnIxYThBdnhkZWQ1bm1hMjFFZz09>

Also accessible by telephone, to dial in call: +1 301-715-8592 or +1 305-224-1968

ORDER OF BUSINESS

A. General Business Items taken in Executive Session

qb 3-213 Administration

(August 30, 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, Aides to the Physically Handicapped, Monitors and Drivers Unit.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Massachusetts Nurses Association for and on behalf of Worcester School Nurses.

B. Call to Order

C. Pledge of Allegiance/National Anthem

D. Roll Call

E. Consent Agenda

i. Approval of Minutes

AOR 3-18 Clerk

To consider approval of the Minutes of the School Committee Meeting of July 20, 2023.

Recommendation of Maker: Accept and adopt

To consider approval of the Minutes of the School Committee Meeting of August 10, 2023.

Recommendation of Maker: Accept and adopt

ii. Approval of Donations

To consider approval of a donation to Claremont Academy for 15 Sphero Bolt coding robots from the Massachusetts Computer Using Educators, Inc. in the amount of \$3000.00.

Recommendation: Accept on a roll call

To consider approval of a donation to Worcester Technical High School to purchase four 3D printer education packages from the SME Education Foundation in the amount of \$10,000.00.

Recommendation: Accept on a roll call

Notification of Personnel Recordsiii. Initial Filing of Individual Recognitionsiv. Notices of Interest to the District or to the Public**F. Items for Reconsideration****G. Held Item****H. Recognition**

To recognize the Belmont Street Community School for their "Exemplary Program--Central Region" award from Safe Routes to School.

Recommendation: File

To recognize Brian Allen, John Hennessey, Mike Freeman, Sara Consalvo, and the Worcester Public Schools' Transportation Department for their 2023 Massachusetts Association of School Business Officials Donald D. Johnson Operational & Cost Efficiency Award on the successful move to full district operated student transportation.

To announce and recognize all new Assistant Principals, Coordinators, and Assistant Directors to the school community and school committee.

Recommendation: File

To recognize the retirement of Chief Diversity Officer, Ivonne Perez, for 19 years of service to the Worcester Public Schools.

Recommendation: File

I. Public Comment**J. Public Petition****K. Report of the Superintendent**

ros 3-13 Administration

(September 7, 2023)

From Here, Anywhere... Together: Welcome Back, School Year 2023-34

Rachel H. Monárrez, PhD

L. Reports of the Standing Committees**AOR 3-19**

To consider approval of the Minutes of the Governance and Employee Issues Meeting of August 23, 2023.

Recommendation of Maker: Accept and adopt

M. Student Advisory Committee Items**N. Approval of Grants and other Finance Items**

To consider approval of funds to support the Early College Promise Pilot from DESE/Gates Foundation via MA Alliance for Early College in the amount of \$300,000.00.

Recommendation: Adopt on a roll call

To consider approval of funds to support the Worcester Recreational Social Program from the MA Commission for the Blind in the amount of \$32,959.56.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$2,271.00 to Wayne Alarm due to a purchase order closed in error.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$110.00 to Valley Communications for a January invoice received in July; there was no purchase order in place.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$420.00 to Gloria McKibbin for the IDEA grant work completed on June 28, 2023 and June 30, 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$397.75 to Donna Krukonis for work completed in April and May of 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$3,775.00 to Massachusetts Pianocraft for an invoice received in August 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$599.00 to Flowlab due to a purchase order closed in error.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$11.65 to MPS, Macmillian Holdings LLC for unanticipated shipping costs.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$851.20 to Snap-On

Tools due to a purchase order error.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$4,377.06 to Partners Interpreting for June invoices received in August 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$4,127.90 to Visual Edge for multiple invoices in August 2023.

Recommendation: Adopt on a roll call

To consider approval of a prior year payment in the amount of \$1,544.29 to the Association for Supervision and Curriculum Development due to a purchase order closed in error.

Recommendation: Adopt on a roll call

O. General Business

gb 3-215 Administration

(August 30, 2023)

To interview the Superintendent's recommended candidate for the position of Director of Special Education and Intervention Services and, if warranted, to take any related vote regarding the recommended appointment of the candidate to the position.

gb 2-298.1 Clancey

(November 9, 2022)

Request that the Administration work with the City Clerk's office to find alternate polling locations that are not within the WPS buildings.

Recommendation: Accept and file

gb 2-305.1 Kamara

(November 23, 2022)

To consider offering courses in Latin and Greek in the Worcester public high schools. The item will be reviewed by Administration with the World Language program and multilingual program review.

Recommendation: Accept and file

gb 3-157.1 Clancey

(June 1, 2023)

To consider creating a policy regarding graduation ceremonies and student participation.

Recommendation: Accept and file

gb 3-204 McCullough

(June 11, 2023)

To get an update on the AVID program in WPS including current schools, grades, activities, offerings etc.

Recommendation of Maker: Refer to Teaching, Learning and Student Supports

gb 3-205 Clancey

(August 23, 2023)

To get a report on the new pilot program of Parent Square. This report to include the plan/costs/terms associated with entering into this contract.

Recommendation of Maker: Refer to Administration

gb 3-206 McCullough

(August 26, 2023)

To review the district transportation policy regarding transportation only provided two or more miles from the assigned school. With in-house transportation, explore the ability to reduce that to less than 2 miles.

Recommendation of Maker: Refer to Finance and Operations

gb 3-207 Administration

(August 28, 2023)

To consider approval of the Vision of a Learner.

Recommendation of Maker: Refer to Teaching, Learning and Student Supports

gb 3-208 O'Connell Novick

(August 30, 2023)

Request administration consider informing and training wraparound coordinators and the Family and Community Engagement department in assisting families in applying for benefits to which they are entitled.

Recommendation of Maker: Refer to Administration

gb 3-209 O'Connell Novick

(August 30, 2023)

To amend rule 24 of the Worcester School Committee to read as follows: Any member wishing to place an item on an upcoming agenda shall send it to the Clerk, copying the Vice Chair of the Committee by the Wednesday preceding a regular meeting. *Any item filed by more than one member will be placed on the agenda under the name of the member who filed the item first.*

Recommendation of Maker: Refer to Governance and Employee Issues

gb 3-210 O'Connell Novick

(August 30, 2023)

To commit as a body and as individuals to the state school committee code of ethics contained in policy BCA.

Recommendation of Maker: To vote to commit to fully fulfilling the policy

Recommendation of Administration: Approve on a roll call

gb 3-211 Administration

(August 30, 2023)

To consider approval of the calendar for the Reports of the Superintendent for the 2023-24 school year.

Recommendation of Maker: Accept and file

gb 3-212 O'Connell Novick

(August 30, 2023)

To create a reasonable, future ready district cell phone policy.

Recommendation of Maker: Refer to Governance and Employee Issues

gb 3-214 Administration

(August 30, 2023)

To consider approval of the final list of individuals involved with the Strategic Plan Task Force.

Recommendation of Maker: Accept and file

gb 3-216 Administration

(August 24, 2023)

To approve a three year lease agreement for 6 Richards Street for additional parking spaces to serve employees and visitors of Goddard School of Science & Technology.

Recommendation of Maker: Approve

P. Announcements

Standing Committee Meeting Dates:

Teaching, Learning and Student Supports:

- September 12, 2023 at 5:00 p.m. in Room 410, Durkin Administration Building

Finance and Operations:

- September 18, 2023 at 5:30 p.m. in Room 410, Durkin Administration Building

Governance and Employee Issues:

- September 26, 2023 at 4:15 p.m. in Room 410, Durkin Administration Building

Governance and Employee Issues:

- October 3, 2023 at 4:45 p.m. in Room 410, Durkin Administration Building

Q. Adjournment

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

- L. Reports of the Standing Committees
Clerk
(September 7, 2023)

ITEM: AOR 3-18
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the Minutes of the School Committee Meeting of July 20, 2023.

To consider approval of the Minutes of the School Committee Meeting of August 10, 2023.

PRIOR ACTION:

BACKUP:

Annex A (7 pages) contains the Minutes of the meeting held on July 20, 2023.

Annex B (3 pages) contains the Minutes of the meeting held on August 10, 2023.

RECOMMENDATION OF MAKER:

File.

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 July 20, 2023 in Esther Howland South Chamber in City Hall. The meeting was called to order at 4:10 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member O'Connell Novick, Mayor Petty, and virtually Member Kamara, Member McCullough.

The School Committee began by honoring Dr. Helen Friel for her 57 years of service to the School Committee and Worcester Public Schools. Mayor Petty thanked Dr. Friel for her commitment and service. He stated that she was a great help to him when he started as Mayor, she is a great friend and he never would have been successful without Dr. Friel. Member Kamara thanked Dr. Friel for being supportive, welcoming, and encouraging when she first began working with the School Committee. She added that Dr. Friel's knowledge and encouragement were invaluable as a new member of the School Committee. Member Mailman echoed Member Kamara's statements and added that her work as an educator will not be forgotten. She stated that Dr. Friel's kindness and professionalism as a mentor and friend was invaluable. Member Clancey thanked Dr. Friel for teaching her the rules and procedures of the School Committee when she began. She added that Dr. Friel was not only a mentor but a genuine friend and that she would be missed on the School Committee.

Member Johnson thanked Dr. Friel for her support during his role as the Vice Chair. He stated that Dr. Friel's work and commitment to the Worcester Public Schools has been an inspiration to him and motivated him to continue doing the work he is doing. He congratulated her on a well deserved retirement. Member McCullough thanked Dr. Friel for her work as an educator, her support, guidance, and for her work in the School Committee. She added that Dr. Friel's knowledge, experience, and advice were invaluable in helping her be a successful and effective School Committee member. Member O'Connell Novick thanked Dr. Friel for setting a high standard for the School Committee agendas and meeting minutes. She added that, moving forward, the Committee will continue to maintain that high standard of excellence. Superintendent Dr. Rachel Monárrez echoed the statements made by the School Committee members and added that hers is a well deserved retirement. She highlighted the fact that Dr. Friel was the first woman to work at the Durkin Administration Building for many years and helped to pave the way for those to come. She added that the Committee will continue to work at Dr. Friel's level of excellence.

Dr. Friel made a statement thanking Mayor Petty, Dr. Monárrez, and the Administration she has served with as a part of the Worcester Public School District. She stated that the kindness of those she's worked with is a large part of why she continued to work past her retirement date. She worked happily but she is looking forward to embarking on the next chapter of her life, spending time with family and traveling.

The following items were taken together:

AOR 3-17 Clerk

To consider approval of the Minutes of the School Committee Meeting of June 1, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 15, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 30, 2023.

Member O'Connell Novick made a motion to hold the minutes for June 1st and June 5th to correct errors in the Budget section.

On a roll call of 7-0, the minutes for June 30th were approved and the minutes for June 1st and June 15th were held.

The School Committee recognised the Worcester Technical & North High School boys' track team for winning the 2023 State Vocational Championship. Those team members in attendance stated their names and the races they won. Dr. Monárrez congratulated the team on their victory and performance.

Mayor Petty made a motion to recess and move into Executive Session.

On a roll call of 7-0, the motion was approved at 4:46 p.m.

On a roll call of 6-0, the motion to reconvene in open session was approved at 6:09 p.m.

Mayor Petty made a motion to bring an item out of executive session. The motion was to waive the contract provision requiring a 90 day notice in section 5B of the employment contract for the Special Education Intervention Services Manager.

On a roll call of 6-0 (absent McCullough), the motion was approved.

c&p 3-7 Public Petition

(June 22, 2023)

To consider accepting a \$5000 scholarship for the Paul Germain Jr. Scholarship Fund.

On a roll call of 6-0 (absent McCullough), the scholarship was accepted.

AOR 3-16 Clerk

The School Committee's Standing Committee on Finance and Operations and the City Council's Standing Committee on Education met both virtually and in person on May 22nd, 2023 at 5:30 p.m.

On a voice vote, the minutes were approved.

The Standing Committee on Teaching, Learning, and Student Supports met both virtually and in person on June 12, 2023 at 5:00 pm.

On a voice vote, the minutes were approved.

The Standing Committee on Finance and Operations met in person on June 20, 2023 at 5:30 pm.

On a roll call of 6-0 (absent McCullough), the minutes were approved.

The Standing Committee on Governance & Employee Issues met in person on June 21, 2023 at 5:00 p.m.

On a roll call of 6-0 (absent McCullough), the minutes were approved.

The Standing Committee on School and Student Performance met both virtually and in person on June 26, 2023 at 5:00 pm.

On a roll call of 6-0 (absent McCullough), the minutes were approved.

The following items were taken together:

Approval of Grants and other Finance Items

To consider approval of a prior year payment for mileage reimbursement to Nicole Kazarian for \$317.95.

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program grant in the amount of \$100,000. This Grant supports job training and job preparation programs designed to support City of Worcester residents.

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program in the amount of \$98,328. This Grant supports the Innovation Pathways Driver Education Program.

Member O'Connell Novick asked how schools receiving funding from the Drivers Education Grants were chosen. Superintendent Monárrez responded that those schools were chosen because they are a part of the Innovation Pathways Program.

Mayor Petty made a motion to approve.

On a roll call of 6-0 (absent McCullough), the items were approved.

The following items were taken together:

gb 3-176 Administration

(June 27, 2023)

To consider approval of the Job Description for VoIP System Administrator position; position approved in the FY24 Budget.

gb 3-177 Administration

(June 27, 2023)

To consider approval of the Job Description for the VoIP IT Technician position; position approved in the FY24 Budget.

Member O'Connell Novick asked what the District has been doing since the move to Voiceover IP was made.

Tim LaGrant, Assistant Information Technology Director, responded that these two positions would be responsible for the telephone system for the entire district. He explained that the Technician position would be responsible for the "boots-on-the-ground" needs; troubleshooting phones, wiring needs, etc. The Administrator position would handle the higher level design of the architecture and structure of the Voiceover IP. He added that until now, another IT Technician has been taking on these responsibilities in addition to their regular responsibilities.

On a roll call of 6-0 (absent McCullough), the job descriptions were approved collectively.

gb 3-179 O'Connell Novick

(July 8, 2023)

To send in public comment supporting the Massachusetts draft health and physical education standards before August 28.

Member O'Connell Novick made a recommendation to the community to review the draft standards and come back with their own public comments. She also made a motion to hold this item until the next full School Committee meeting on August 17, so Committee members would have a chance to review the draft.

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

gb 3-180 O'Connell Novick

(July 8, 2023)

Request the Vice-Chair conduct the election of the School Committee student member ex officio member after, and only after, *all* members of the Student Advisory Council are elected by their respective schools as per rule 54 of the Worcester School Committee; Further, request Vice-Chair conduct a random draw of Student Advisory Council members for School Committee mentors, so as to ensure the continued work of the Committee in representing all students in the district.

Member O'Connell Novick made a motion to refer this item to Vice Chair Johnson.

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

gb 3-181 O'Connell Novick

(July 8, 2023)

To consider conducting a self-evaluation of the School Committee as outlined by policy BAA in concert with the setting of 2023-24 goals for the superintendent.

Member O'Connell Novick gave further explanation on the goals of this self-evaluation noting that it would be an evaluation to look at the overall committee and evaluate how they are doing the work they are supposed to be doing. Member Mailman expressed concern that this self-evaluation may take focus and time away from other issues that the Committee could be focused on.

Member Mailman made a motion to revisit this item in January.

Mayor Petty made a recommendation to send this item to Governance and Employee Issues to get some more information about the evaluation process.

Member Clancey supported approval of this item, stating that it could help set future goals for the Committee and welcomed it being referred to the Standing Committee on Governance and Employee Issues.

Member Kamara made a motion to request more background information before moving forward with the self-evaluation process.

Mayor Petty made a motion to refer this item to Governance and Employee Issues and come back to the full School Committee with more information.

Member McCullough returned to the meeting at 6:56 p.m.

On a roll call of 6-1 (No: Mailman), the motions were approved collectively.

gb 3-182 Mailman

(July 11, 2023)

To get an update from the Administration that includes the latest data related to homelessness and housing instability experienced by our students by district if possible.

Mayor Petty asked Member Mailman to define the “district” she was referring to. Member Mailman clarified that it was the new School Committee Member Districts. Member O’Connell Novick questioned how this information would be collected and presented as the School Committee Member Districts would create very subdivided data. Dr. Monárrez asked that the Administration be allowed to pull the information they already have regarding this item and make a recommendation based on that data to ensure they are getting accurate information on unsheltered students. Member Clancey asked how this information would actually be broken down to differentiate between different categories of living situations. Dr. Monárrez responded that would be the goal of getting the data they already have first and finding out what information the district captures, how the data is collected, and where there might be holes. She added that it may be helpful to present this data by grade level.

Member Kamara asked for more information on programs that help to serve unsheltered students in the district to be included in the report back from Administration.

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

gb 3-184 Administration

(July 12, 2023)

To consider approval of the Elementary World Cultures & Language Course.

Dr. Morse explained that the creation of this position is to help meet the new contractual obligations to provide every teacher with five preparation periods. She added that the Administration wanted to fill the students’ time with something meaningful and this course would help to build an understanding among students on the differences and similarities of their backgrounds. She stated that this course is a way for the district to build a sense of belonging and understanding in grades K-6.

Member Kamara asked if this program would be a part of the overall Vision of a Learner. Dr. Morse responded that the Vision of a Learner is at the top of everything and this course would be helping students to build an understanding of the world around them. This is the first attempt at applying the Vision of a Learner concepts to a course. The Administration hopes to continue applying those concepts in future courses. Dr. Monárrez added that this is the first concrete action step to implementing the Vision of a Learner concepts to elementary schools.

Mayor Petty made a motion to approve.

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

gb 3-185 O’Connell Novick

(July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

Member O’Connell Novick introduced her item by thanking Dr. Friel for her service as Clerk.

She continued by stating that the School Committee needs someone prepared to take over as the Clerk of the School Committee as they need to have legal records of their meetings. The backup provided by Member O'Connell Novick was a draft of a job description.

Member O'Connell Novick made a motion to hold this item and to request that the Chair of the School Committee call a special meeting in early August to take this item including position description, any amendments the School Committee members bring forward, and to make sure it aligns with current human resource practices.

Mayor Petty asked the Governance Committee to begin outlining the process of recruitment and interviewing of candidates for the Clerk position. Mayor Petty outlined that the two different motions on the table were the following: (1) Member O'Connell Novick's motion to reorganize the School Committee office so the Clerk reports directly to the School Committee. (2) Mayor Petty's motion to start the process to find the next Clerk.

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

gb 3-186 Administration

(July 12, 2023)

To consider approval of the Innovation School Annual Evaluation Reports for submission to the Department of Elementary and Secondary Education by August 1, 2023.

Member Novick asked how the Administration is seeing the Innovation Schools and their plans as fitting into the larger vision of the district. Dr. Monárrez responded that as we get to a place of coherence, we are working to see how we can use our Innovation Plans but keep some guardrails so that we are not limiting creativity and true innovation of our schools while maintaining certain standards.

Member Mailman asked for information on where the state is going with these plans.

Mayor Petty made a motion to approve.

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

gb 3-187 Kamara

(July 12, 2023)

To review Worcester Public Schools bullying policy and data for the school year 2022-23.

Member Kamara clarified that she was looking to review the data and feedback from the policy revision from last year. Dr. Monárrez responded that the Administration would provide that data to the Committee.

Mayor Petty made a motion to send this item to the Administration.

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

gb 3-178 Petty

(June 14, 2023)

To conduct an evaluation of the Superintendent for the 2022-23 school year.

Mayor Petty read the overall results from the Superintendent Evaluation. He stated that Dr. Monárrez and her team put a good infrastructure in place for the district. He was impressed with Dr. Monárrez's professionalism, engagement with the community, students and staff, and

commended the Human Resources department for their hard work over the last year.

Members of the School Committee summarized their overall evaluations and gave explanations for their responses. Several of the members expressed a positive outlook for working with Dr. Monárrez and her administration in the years to come.

Member Mailman made a motion to have the individual evaluations put into a folder for the public to see.

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

Mayor Petty made a motion to approve the composite summative evaluations and submit them to the state.

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

Mayor Petty made a motion to recess and move into Executive Session and not return to regular session.

On a roll call of 7-0, the motion was approved at 8:04 p.m.

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

The School Committee held a meeting on August 10, 2023 in Esther Howland South Chamber in City Hall. The meeting was called to order at 6:00 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member O'Connell Novick, Mayor Petty, and virtually Member Kamara, Member McCullough.

Mayor Petty made a motion to recess and move into Executive Session.
On a roll call of 6-0 (absent Johnson), the motion was approved at 6:06 p.m.

At 6:50 p.m., The roll call to reconvene in open session was approved.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel – Superintendent of Schools, Dr. Rachel H. Monárrez.

On a roll call of 6-0 (absent Johnson), the motion was approved.

Mayor Petty made a motion to approve the Executive item.
On a roll call of 6-0 (absent Johnson), the motion was approved.

gb 3-185.1 O'Connell Novick
 (July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

Mayor Petty recommended that the word "evenings" be added under the flexibility section of the job description. He stated that the two year evaluation could be done a number of ways and should be discussed further.

Member Clancey asked who the Clerk would report to in regards to the daily operations of the position. Mayor Petty responded that the position typically responds to the School Committee as a whole body rather than an individual.

Member Kamara asked if language can be added under the "Reports To" section to include the School Committee members. Mayor Petty responded that the section should include the Mayor and the Vice Chair of the School Committee. Member Kamara suggested adding a section that contains "Other Duties" that would include creating a new system of Agenda development and item storage that is more user friendly and organized.

Mayor Petty asked if someone with all the other qualifications but may not have worked in a school district could still be eligible for the job. Member O'Connell Novick responded that, in her opinion, having familiarity with School Operations is important for this role. She explained that the reason for having the Clerk report to the Vice Chair is that the Vice Chair

is someone the School Committee members selected to represent the Committee as a whole. She recommended adding "Reports to the Vice Chair of the Worcester School Committee on behalf of the Full School Committee" as well as including the full committee as a part of the two year evaluation of the Clerk because it is a position that works for the whole body. She also recommended that the job description be posted with the salary to help emphasize the level of importance this position will carry.

Member O'Connell Novick made a motion to post the job description, provided that Human Resources confirms that there is enough information in the job description.

Member McCullough asked if the item could be held until next week when all the School Committee members are able to attend.

Member Mailman shared Member O'Connell Novicks urgency in getting the job description approved and posted as quickly as possible and asked for clarification on the evaluation timeline for this position. Mayor Petty explained that there was a two year term for the position and an evaluation once a year. She recommended that the language under the job description be changed to "preferred" rather than "required experience" and asked if the Administration needed any additional staff while they search for someone to fill the position. Superintendent Monárrez responded that the staff currently in place is working hard and doing a very good job but they were open to a temporary fill in for the position. She added that the Administration could begin to tackle some of the work that was intentionally put on hold because the Strategic Support Coordinator, Ashley Gaboriault, has been helping out with School Committee work. She emphasized that the position would need to be temporary and not a current staff member.

Member Mailman seconded Member O'Connell Novicks Motion.

Mayor Petty listed the following amendments:

- Under the Job Description: Replacing "required" with "preferred" in regards to being familiar with School operations
- Under the Reports To section: Changing the language to read: "Reports to the Vice Chair of the School Committee on behalf of the entire School Committee."
- Under the Performance Responsibilities section: Adding "Other duties", which include creating a new system of Agenda development and item storage that is more user friendly and organized.
- Adding "evenings" to the flexible working hours for clarification
- Adding a nondiscrimination policy

Mayor Petty made a motion to hold the item until next week 4-2 (No O'Connell Novick, No Mailman, absent Johnson), approved.

Member O'Connell Novick asked for clarification on the process on this item. She asked how long the job description should be posted for, where it would be posted and how long after that could they expect a final list of candidates from the Standing Committee of Governance and Employee Issues. Chief People Officer, Yeu Kue, stated that jobs are typically posted for two weeks but it could be held longer if the Committee preferred. She added that it usually goes to School Spring and then several other channels from there. Member O'Connell Novick recommended posting the job description on the Massachusetts Municipal Association website and that the job be posted for 3 to 4 weeks. Dr. Monárrez stated that the administration would follow the same procedure for posting this job as they would with any other position as well as posting to any additional locations that the Committee may recommend. Member Kamara recommended posting to culturally diverse spaces to reach a wider audience.

On a roll call of 6-0 (absent Johnson), the meeting was adjourned.

L. Reports of the Standing Committees
Clerk
(September 7, 2023)

ITEM: AOR 3-19
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the Minutes of the Governance and Employee Issues Meeting of August 23, 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Minutes of the meeting held on August 23, 2023.

RECOMMENDATION OF MAKER:

File.

RECOMMENDATION OF THE ADMINISTRATION:

File.

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

The Standing Committee on GOVERNANCE AND EMPLOYEE ISSUES met on August 23, 2023 in Room 410, DAB. The meeting was called to order at 4:07 p.m. by Chairperson Clancey. There were present: Member Johnson and Chairperson Clancey. Member McCullough attended virtually. There were also present Superintendent Dr. Monárrez, Deputy Superintendent Allen and Chief People Officer Dr. Kue.

gb 3-185.2 O'Connell Novick
 (July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

Dr. Kue reported that the advertisement for the position of Clerk of the School Committee involves efforts to cast a wide net, working with the Equity Office accessing all affinity groups to broaden the reach of the search as much as possible. She is ready to proceed immediately with the four-week posting pending committee consent of the process outlined at the August 23rd School Committee meeting.

Member McCullough said she appreciates Human Resources having a first set of eyes on the applications. Chairperson Clancey agreed. She anticipates that the first review of applications would be in an Executive Session of this Committee to narrow down the number of applicants who would then become finalists in an open session of the full School Committee.

Member Johnson asked to know if there was a certain number of applicants being sought. Chairperson Clancey said that depends on the number of applicants who are qualified.

Chairperson Clancey confirmed the 3-4 week timeline for posting and that the MASC section for other postings be included in Dr. Kue's wide net. Dr. Kue confirmed that is included and that she will report to the Committee by September 13 concerning the numbers of applicants.

Member McCullough asked if this information would be shared in an Executive Session. Dr. Kue stated that just the number of applicants and the number of qualified applicants will be shared at that time.

Chairperson Clancey then confirmed that a timeline will be formulated after that, and then, to reconvene to review the applicant pool.

The Committee members expressed support and thanks to Dr. Kue in steering the committee in this process and voiced support in getting the job opening advertised.

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

ros 3-1.4 Administration
(January 5, 2023)

To approve the Superintendent's Strategic Plan/Goals.

Mr. Allen, in stating that it has taken some time to get this off the ground, reviewed with the Committee the Strategic Planning Task Force timeline dates moving into September and October noting that the sessions shall take place at the Hanover campus at 440 Lincoln Street. He also highlighted efforts to develop elements to make up the Strategic Plan and to expand and vary the membership of the Task Force.

Chairperson Clancey voiced interest in learning the total number of participants being sought. Mr. Allen responded, stating the goal number is 40 individuals, including School and District Leadership, but, that agreeing to participate involves a time commitment.

In continuing to review the timeline, he reviewed the full-day and half-day sessions for September dates aiming to have the results of the sessions reported to the Steering Committee by October 30 and approved by the School Committee by the end of December.

He intends to keep the full Committee and the Governance and Employee Issues Committee informed.

Member McCullough stated that she appreciates the efforts to ensure diversity in updating the participants on the Task Force.

Chairperson Clancey requested to know how many intended participants remain to be confirmed. Mr. Allen said that there are ten left to add and that he appreciates help coming in from across the community.

Chairperson Clancey questioned the membership of the Steering Committee. Mr. Allen confirmed that the Steering Committee includes the Chair and Vice Chair and Cabinet Members.

Chairperson Clancey also noted that her committee meeting dates align with the activity of the Strategic Planning Task Force.

Committee Members voiced their support for these efforts and confirmed their support for the process and timeline.

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

On a roll call of 3-0, the Chairperson's motion to adjourn was approved.

O. General Business
O'Connell Novick
(May 20, 2022)

ITEM: gb 3-139.1
S.C. MEETING: 6-1-23

ITEM:

To set a date to recognize Brian Allen, John Hennessey, Mike Freeman, Sara Consalvo, and the Worcester Public Schools' Transportation Department for their 2023 Massachusetts Association of School Business Officials Donald D. Johnson Operational & Cost Efficiency Award on the successful move to full district operated student transportation.

PRIOR ACTION:

6.1.23: Mayor Petty made a motion to approve the consent agenda.
On a roll call of 7-0, the items were approved collectively.

BACKUP:

RECOMMENDATION OF MAKER:

To set a date.

RECOMMENDATION OF THE ADMINISTRATION:

Concurs.

K. Report of the Superintendent
Administration
(September 7, 2023)

ITEM: ros 3-13
S.C. MEETING: 8-17-23

ITEM:

From Here, Anywhere... Together: 2023-24 Superintendent Preliminary Goals
Rachel H. Monárrez, PhD

PRIOR ACTION:

BACKUP:

Annex A (pages) contains the powerpoint presentation.

RECOMMENDATION OF MAKER:

To approve.

RECOMMENDATION OF THE ADMINISTRATION:

To approve.

N. Approval of Grants and Other Finance Items
Administration
(August 23, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of funds to support the Early College Promise Pilot from DESE/Gates Foundation via MA Alliance for Early College in the amount of \$300,000.00.

PRIOR ACTION:

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Grant Acceptance Form

Name of Grant:	Early College Promise Pilot Program
Type of Funder:	DESE/Gates Foundation via MA Alliance for Early College
Awarded Amount:	Up to \$300,000; \$10,000 per student enrolled for up to 30 students. Current enrollment is 25 students, with recruitment still underway.
Grant Funding Period:	Upon approval through
Project title:	Early College Promise Pilot
Program coordinator:	Dan St. Louis, Director of Early College
Purpose:	To support WPS Early College students in their pursuit of a post-secondary education. Early College Promise programs support traditionally underserved student populations who often face additional obstacles in obtaining post-secondary credentials
Description of the program:	The Early College Promise program provides students with a “13 th Year” of high school, during which they can earn an Associate degree or 60 transferable credits toward a bachelor’s degree at no cost. Students in this program are provided with continuing high school wraparound supports not traditionally available as part of post-secondary enrollment, such as guidance counseling, additional accessibility services and tutoring as needed.
Program location:	All activities take place on QCC or WSU campuses. Students are being recruited from All WPS high schools.
Outcomes and Measures:	All participants leave the program with either an Associate degree or credits towards a bachelor’s degree. Success of the pilot program will be evaluated by reviewing the following information: <ul style="list-style-type: none"> • Student enrollment demographics • Retention rate of participating students • Number of postsecondary credits earned by eligible students that may be applied to a post-secondary program • Percentage of participating students who complete the program

Early College Promise Grant

August 23, 2023

Worcester Public Schools
20 Irving Street
Worcester, MA 01609

It is a pleasure to present a \$300,000 grant to Worcester Public Schools, to be used exclusively for the Early College Promise program.

The Early College Promise program between Worcester Public Schools, Quinsigamond Community College, and Worcester State University, is launching in Fall 2023 and the first year is funded by the Bill and Melinda Gates Foundation, administered through the Massachusetts Alliance for Early College. The funding includes \$300,000 contingent on enrolling at least 30 participants, payable in one- or two- installments. Funds may be expended through April 30, 2025.

Worcester's Early College Promise program is operating under the state approved Early College Promise pilot (an overview can be found [here](#)). In its current configuration, funding for ECP ultimately comes from Ch70, but first year launch funds are separate:

- Year 1: SY22-23 expenses to be covered by the grant described in this letter
- Years 2+: in its current configuration, because ECP students are reported as re-enrolled 12th graders in SIMS, students are automatically included in the foundation budget base for chapter 70

The intent in accepting this grant is to continue to operate and fund the Early College Promise program in subsequent years.

The MA Alliance for Early College looks forward to supporting the Worcester Early College Promise program.

Sincerely,

Erika Giampietro
Executive Director
MA Alliance for Early College

Description of Services and Associated Costs

Item Name	Number	Cost	Total
Cohort Course Credits	24 Credits for 30 Students (720 Credits)- 8 courses for the year per student.	\$180 per credit	\$129,600
Indiv. Enroll. Courses	6 credits for 30 Students (180 Credits) 2 Courses for the year per student.	\$300 per credit	\$54,000
Books and Materials	30 Students in 2 Semesters (60 Books)	\$275	\$16,500
Program Supplies		\$3,000	\$3,000
Supports and Events		\$5,000	\$5,000
Lab/Tech Course Fees		\$3,000	\$3,000
Food (Estimate)	30 Stud for Food. \$10 a day	\$300/day	\$36,000
Transportation	Free WRTA Transportation in Worcester	\$0	\$0
Staffing	Part-time ECP Coord. @ WPS (no fringe)		\$50,000
Miscellaneous			\$13,700
Total	-8 cohort and 2 individual enrollment classes per year per student (2023- 2024) -\$10/day for food, 4 days a week, 120 days a year		\$300,000

N. Approval of Grants and Other Finance Items
Administration
(August 23, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of funds to support the Worcester Recreational Social Program from the MA Commission for the Blind in the amount of \$32,959.56.

PRIOR ACTION:

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Grant Acceptance Form

Name of Grant: Community-Based After School Social and Recreational Program

Type of Funder: MA Commission for the Blind

Awarded Amount: \$32,959.56

Grant Funding Period: Upon execution through June 30, 2024

Project Title: Worcester Recreational Social Program

Program Coordinator: Kay Seale

Purpose: Funds from this grant provides legally blind children within the school district with the recreation and social experiences all children need to enhance emotional growth develop self-esteem, and self-confidence.

Description of the program: Funds will be used to provide activities include swimming, bowling, theater and cinema, museums, music, arts and crafts, parks, farms, picnics, restaurants, library, and MA Commission for the Blind-sponsored events.

Program location: Various Worcester area community sites.

Outcomes and Measures: Students will take part in after school/out of school activities designed to build social skills and community engagement as measured by program reports.

From: **Feldpausch, Max (MCB)** <Max.Feldpausch@mass.gov>
Date: Wed, Aug 9, 2023 at 1:17 PM
Subject: [EXTERNAL] FY24_2152_City of
Worcester_7000CTMCB4000COOPWOR_Standard Contract Form
To: ParrilloD@worcesterschools.net <ParrilloD@worcesterschools.net>
Cc: Oliveira, John (MCB) <john.oliveira@mass.gov>

Danielle,

You are an apparent successful bidder of MCB's Community Based After School Social and Recreation Programs RFR upon your execution of the attached standard contract form. Due to the update in your address, please also complete the attached W9 and EFT forms. Please email all documents to me by replying to this email and please mail all originals to:

Massachusetts Commission for the Blind
Attn: Max Feldpausch
600 Washington St.
Boston, MA 02111

Thanks,
Max

Max Feldpausch
Director of Contracts
[Massachusetts Commission for the Blind \(MCB\)](https://www.mass.gov/mcb)
Email: max.feldpausch@mass.gov
Mobile: 857-540-1745
Office: 1-800-392-6450

Visit www.mass.gov/mcb for more information.

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MA Commission for the Blind

Community-Based After School Social and Recreational Grant Budget Summary

Expense	Amount
1. Administrator Salaries	
2. Instructional/Professional Staff Salaries	\$18,988
WPS Community-Based Coordinator & WPS Community-Based Specialist	
3. Support Staff Salaries	
4. Stipends	
5. Fringe Benefits	
6. Contractual Services	\$11,000
Program Manager	
7. Supplies and Materials	\$500
Art & Crafts Materials	
8. Travel	
9. Other Costs	2,471.56
Event Fees/Tickets	
10. Indirect Costs	
11. Equipment	
Grand Total	\$32,959.56

N. Approval of Grants and Other Finance Items
Administration
(August 30, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of a prior year payment in the amount of \$420.00 to Gloria McKibbin from a timesheet submitted in August 2023 for the IDEA grant work completed on June 28, 2023 and June 30, 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the timesheet.

RECOMMENDATION OF MAKER:

Refer to Finance and Operations

RECOMMENDATION OF THE ADMINISTRATION:

WORCESTER PUBLIC SCHOOLS

**Timesheet
2023-2024**

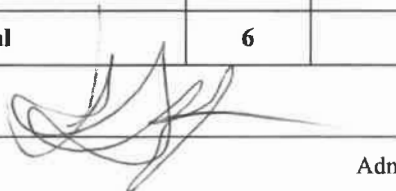
SCHOOL: Special Education

GRANT SOURCE: *IDEA grant*

TIME SLIP FOR THE PERIOD ENDING: 6/30/23

FULL NAME	Last 4 of SS #	DATE & TIME (example: 6/1/21 2:00-3:00)	# OF HOURS	RATE	TOTAL
Gloria McKibbin		6/28/23 9:00- 11:00	2	\$70.00	\$140.00
		6/30/23 8:30-12:30	4	\$70.00	\$280.00
		Total	6		\$420.00

I CERTIFY THAT THIS TIME SHEET IS CORRECT



Administrator

Worcester Public Schools
Office of Governmental & Community Relations
Professional Development Workshop/Program
Please submit one form for each project.
This form must be attached to each time sheet

Workshop or Program Name: Special Education

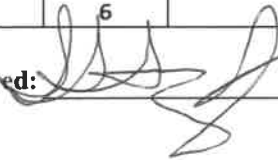
Person Coordinating Workshop/Program:

School: Special Education

Grant Source:

Project	Time			Total
<i>Please describe the professional development program/workshop.</i>	<i>Please List Hours, Day and Time (e.g., Tues. Feb.25th 2-5pm)</i>	<i>Hours</i>	<i>RATE</i>	<i>Please list the total amount for the request. Please list the # of staff attending this session</i>
<i>Coordinated Interviews, Conducted Interviews</i>	Wed., June 28th 9-11	2	\$70.00	\$140.00
	Friday, June 30th 8:30-12:30	4	\$70.00	\$280.00
	TOTAL	6		\$420.00

Approved: _____



N. Approval of Grants and Other Finance Items
Administration
(August 30, 2023)

MEETING: 9-7-23

ITEM:

To consider approval of a prior year payment in the amount of \$397.75 to Donna Krukonis for work completed in April and May of 2023.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the timesheet.

RECOMMENDATION OF MAKER:

Refer to Administration

RECOMMENDATION OF THE ADMINISTRATION:

**WORCESTER PUBLIC SCHOOLS
TIME SHEET
2022-2023**

School: DAB
Grant/Program
: teacher salary line

Time Sheet for the Period Ending: 8/18/23

FULL NAME	DATES/TIME	HOURS	RATE	TOTAL \$
Krukonis, Donna vision Teacher	4/2/23 2:45-3:45	1 hour	\$37.00	\$ 37.00
	4/9/23 2:45-3:45	1hours	\$37.00	\$37.00
	4/24/23 2:45-3:45	1 hours	\$37.00	\$37.00
	4/30/23 2:45-3:45	1 hour	\$37.00	\$37.00
	5/1/23 2:45-4:15	1.5 hour	\$37.00	\$37.00
	5/4/23 2:45-3:45	1 hour	\$37.00	\$37.00
	5/8/23 2:45-3:45	1 hour	\$37.00	\$37.00
	5/9/23 2:45-4:00	1.25 hour	\$37.00	\$37.00
	5/10/23 2:45-3:45	1 hour	\$37.00	\$37.00
	5/15/23 2:45-3:45	1 hours	\$37.00	\$37.00
		10.75 hours	\$	total \$397.75

I CERTIFY THAT THIS TIME SHEET IS CORRECT



Manager

Worcester Public Schools
Office of Governmental & Community Relations
Professional Development Workshop/Program

Please submit one form for each project.

This form must be attached to each time sheet

Workshop or Program Name: DAB

Person Coordinating Workshop/Program: Donna Krukonis (Teacher)

School: DAB

Grant Source:

Project	Time	Total
<i>Please describe the professional development program/workshop.</i>	<i>Please List Hours, Day and Time (e.g., Tues. Feb.25th 2-5pm)</i>	<i>Please list the total amount for the request. Please list the # of staf attending this session</i>
<p>due to vision staff vacancies hours are needed to complete work and meet timelines This will continue through the end of the year</p>		<p>10.75 hrs x \$37.00 hourly per contractual rate hr =\$397.75</p>

I CERTIFY THAT THIS TIME SHEET IS CORRECT



Manager

O. General Business
Administration
(August 30, 2023)

ITEM: gb 3-215
S.C. MEETING: 9-7-23

ITEM:

To interview the Superintendent's recommended candidate for the position of Director of Special Education and Intervention Services and, if warranted, to take any related vote regarding the recommended appointment of the candidate to the position.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a list of possible questions for the candidate.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

Candidate Name _____

Interview Time: _____

Questions from Round 2

1. Tell us a little about you and why you are the right person for this role. Please include what inspires you and what you want to fulfill being the Director of Special Education here in the WPS.
2. Talk about how you would lead a robust and varied department to improve special education practices across the district. Please be specific with concrete examples.
3. You do an audit on IEP's written by your TMSN and realize that many of the goals are not measurable, specific, and rigorous. How do you approach that situation?
4. The district is embarking on implementing a new ELA curriculum for our elementary schools. Talk about what you believe your department needs to do to ensure the successful integration of the program for all students on IEP plans.
5. **Scenario:** Due to the shortage in service providers in Special Education in one particular school - no sped teacher or speech services were provided for students for more than 6 months, parents are outraged, how do you begin to bridge these concerns.

Other possible questions:

1. How will you support families to best understand and navigate the intricacies of special education?
2. Talk about your experiences around special education laws and the impact on programs in schools.
3. How will you support the community in gaining a deep knowledge of special education services, programs, and how students are making progress.
4. What is your vision for WPS around special education and intervention services?
5. How will you know when you have met your goals?
6. How do you see your role in the integration of specialized services into Vision of a Learner?
7. What are your experiences around supporting teachers and leaders around providing high quality instruction to our students who have specialized needs?
8. Talk about your experiences with students in sub-separate classrooms and your thoughts on inclusionary practices.

O. General Business
Clancey
(August 30, 2023)

ITEM: gb 2-298
S.C. MEETING: 9-7-23

ITEM:

Request that the Administration work with the City Clerk's office to find alternate polling locations that are not within the WPS buildings.

PRIOR ACTION:

11-9-22: *On a voice vote the item was referred to the Administration.*

BACKUP:

Annex A (1 page) contains the Administration's rationale.

RECOMMENDATION OF MAKER:

Approve and file.

RECOMMENDATION OF THE ADMINISTRATION:



Administrator: [Brian Allen](#)
Department: Deputy Superintendent's Office
Date: August 29, 2023
Item Number: gb 2-298
Item: Request that the Administration work with the City Clerk's office to find alternate polling locations that are not within the WPS buildings
Attachment:
Recommendation: Approve and file

The City of Worcester Elections Commission has been using the following school locations as polling sites:

<u>Location</u>	<u>Address</u>
Nelson Place School	35 Nelson Place
Burncoat High Gymnasium	179 Burncoat Street
North High School Gymnasium	140 Harrington Way
Worcester Technical High School Lobby	1 Skyline Drive

The recently approved revised school calendar has moved the staff development day from October to election day in November and the new staff development day added in March will be held on Presidential primary dates every four years. There will be no students in school on these election days. When a primary election is needed in September, the Worcester Elections Commission has assured the Worcester Public Schools of enhanced police coverage at these locations.

O. General Business
Kamara
(June 11, 2023)

ITEM: gb 2-305
S.C. MEETING: 9-7-23

ITEM:

To consider offering courses in Latin and Greek in the Worcester public high schools. The item will be reviewed by Administration with the World Language program and multi-lingual program review.

PRIOR ACTION:

12-1-22: The item will be reviewed by Administration with the World Language program and multi-lingual program review.

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

BACKUP:

Annex A (2 pages) contains the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:



Worcester Public Schools

Worcester, MA



Dr. John E. Durkin Administration Building
20 Irving Street | Worcester, MA 01609-2493

To: School Committee
From: Assistant Superintendent
Re: gb #2-305
Date: July 27, 2023

To consider offering courses in Latin & Greek in the Worcester Public high schools.

Our district currently offers Spanish, French, American Sign Language (ASL) and Latin at the secondary level.

Beginning in the 2023-2024 school year, Portuguese will also be offered to students at Worcester East Middle.

At Sullivan, Forest Grove, North High, South High, Burncoat High and Doherty High we offer Spanish Language and Literature which is a course designed for our Heritage Spanish speakers and students enrolled in Dual Language and Burncoat Middle.

Latin is offered at Doherty High School.

American Sign Language is offered at Claremont.

Through Virtual High School, students would have the opportunity to enroll in Latin. Other languages available through VHS are Portuguese, ASL, Chinese, German, French, and Spanish.

Greek is not currently offered through our district or through Virtual High School.

This year our district is launching Elementary World Cultures and Languages in grade k-6. This is a course designed to expose students to language learning and also cultures around the world through lessons in geography, art and music.

The WPS Vision of a Learner embraces multilingualism as a desirable outcome and highlights the benefits, including improved communication and cultural understanding.



Worcester Public Schools

Worcester, MA



Dr. John E. Durkin Administration Building
20 Irving Street | Worcester, MA 01609-2493

O. General Business
Clancey
(June 1, 2023)

ITEM: gb 3-157
S.C. MEETING: 9-7-23

ITEM:

To consider creating a policy regarding graduation ceremonies and student participation.

PRIOR ACTION:

6-15-23: *On a voice vote, the item was referred to Governance & Employee Issues.*

BACKUP:

Annex A (1 page) contains the Administration's rationale.

RECOMMENDATION OF MAKER:

Refer to Governance & Employee Issues

RECOMMENDATION OF THE ADMINISTRATION:

Refer to Governance & Employee Issues



Administrator: Dr. Marie Morse
Department: Teaching and Learning
Date: 8/2/2023
Item Number: gb 3-157
Item: To consider creating a policy regarding graduation ceremonies and student participation
Attachment:
Recommendation: Refer to governance

Rationale: High School graduation ceremonies are milestone events for our students and our families. It is the aim of the Worcester Public Schools to ensure that all students have the opportunity to participate in their graduation ceremonies provided that they successfully fulfill the Worcester Public Schools graduation requirements that are articulated in the Worcester Public Schools Student Handbook. While we realize that there are a multitude of obstacles that impact the ability of students to attain the stipulated graduation requirements, we must also make certain that we are holding our school district accountable for the graduation requirements. To this end, we will engage our high school principals in meaningful discussion around this topic and collaborate with stakeholders to develop a fair and equitable process that will guide the expectations for the participation in high school graduation ceremonies.

Why: During the 22-23 school year, numerous students and families contacted the quadrant office with concerns about participation in high school graduation ceremonies. It became apparent that there was not much consistency around the expectations for participation in the ceremonies. As a result, it is imperative that we engage stakeholders in meaningful discussion about the expectations for high school graduation with the goal of developing clear and consistent guidelines across our district.

O. General Business
McCullough
(June 11, 2023)

ITEM: gb 3-204
S.C. MEETING: 9-7-23

ITEM:

To get an update on the AVID program in WPS including current schools, grades, activities, offerings etc.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Teaching, Learning and Student Supports

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
Clancey
(August 23, 2023)

ITEM: gb 3-205
S.C. MEETING: 9-7-23

ITEM:

To get a report on the new pilot program of Parent Square. This report to include the plan/costs/terms associated with entering into this contract.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Administration.

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
McCullough
(August 26, 2023)

ITEM: gb 3-206
S.C. MEETING: 9-7-23

ITEM:

To review the district transportation policy regarding transportation only provided two or more miles from the assigned school. With n-house transportation, explore the ability to reduce that to less than 2 miles.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Finance and Operations.

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
Administration
(August 28, 2023)

ITEM: gb 3-207
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the Vision of a Learner.

PRIOR ACTION:

BACKUP:

Annex A (16 pages) contains the Vision of a Learner implementation guide.

RECOMMENDATION OF MAKER:

Refer to Teaching, Learning and Student Support.

RECOMMENDATION OF THE ADMINISTRATION:

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LEADERSHIP MESSAGE



Rachel H. Monárrez, PhD
Superintendent

The Vision of a Learner (VOL) was established as a tangible demonstration of our unwavering commitment to endowing the students in our school district with future-ready skills, which they will employ to serve the community. The plan we have put in place is intended to serve as a roadmap for our collective efforts to create a school district in which every student is equipped to visualize and create their own future.

The VOL framework is the result of extensive input from stakeholders from 2019-2023. It comprises a comprehensive set of skills and character traits, as well as a progression of learning milestones and "I can" statements for each grade level.

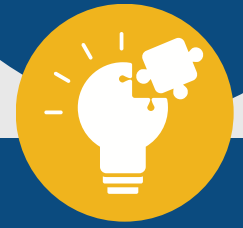
The implementation plan encompasses various stages as we endeavor to overhaul our systems, curriculum, instruction, and resources, all in service of realizing our vision.

From here, anywhere...Together!

SKILLS & DISPOSITIONS

All Worcester Public School students will be empowered to lead a meaningful and purposeful life. Our scholars will leverage a broad set of multi-literate skills to graduate as Problem Solvers, Curious Learners, Empowered Individuals, Effective Communicators, and Engaged Community Members.





Problem Solver

Scholars who are methodical in their approach to overcoming obstacles and who reflect on what they learn from the experience to apply it to new situations.

K-2

3-5

6-8

9-12

PS 1
Inquire and Develop an Understanding of a Complex Problem

I can ask relevant questions to further explore a topic or experience.

I can pose questions to investigate and make meaning of an issue, problem, experience, or observation.

I can develop clear and precise questions to investigate an authentic topic, problem, issue, experience, need, etc

I can develop clear and precise questions to investigate the root causes of a complex and authentic topic, problem, issue, experience, need, etc

I can share a clear idea or opinion that is on topic and supported by relevant details or experiences.

I can construct organized claims/ideas/opinions using relevant information and reasoning.

I can construct accurate claims/ideas/opinions and substantiate them with evidence and reasoning.

I can develop accurate claims/ideas/opinions and substantiate them (e.g. thesis, conclusion, solution, hypothesis) with valid evidence and reasoning.

PS 2
Analyze and Synthesize Information from Multiple Sources to Design solutions to Complex Problems

I can propose simple solutions based on information from sources or experiences.

I can analyze information from a source and identify a pattern or trend. I can identify a viable solution.

I can analyze information from multiple sources to identify patterns, trends, and correlations and use that information to design an original solution.

I can analyze and synthesize information from multiple sources to identify patterns, trends, and correlations and use that information to design multiple and/or original solutions.

PS 3
Reflect on progress and make adjustments to solutions

I can describe how I will make my work better.

I can reflect on my progress and explain what is working well and what is not. I make changes to achieve my desired outcome.

I can reflect on my progress and make changes/adjustments until desired outcomes are achieved.

I can reflect on my progress and make continuous changes/adjustments until desired outcomes are achieved.

PS 4
Transfer skills and knowledge to new situations and contexts

I can use what I learn in different situations.

I can identify what I learn in one subject area and explain how I can apply it in another subject or situation.

I can connect & apply what I learn in one domain to another domain in order to find a solution.

I can synthesize and connect what I learn in one domain to a different domain in order to identify multiple solutions to a problem or obstacle.



Curious Learner

Scholars who find joy in learning more about themselves and the world around them. They actively seek opportunities to discover, explore and to better understand their interests while reflecting on what they learn for self-growth and improvement.



K-2

3-5

6-8

9-12

CL 1

Pursue short-term and long-term personal goals through self-reflection and perseverance

I can set a goal and explain why that goal is important to me.

I can set academic and/or personal goals, explain why the goals are important, and make a connection between those goals and my actions.

I can set academic and/or personal goals that are important to me, explain why the goals are important, and identify steps to take towards goals.

I can set academic and/or personal goal(s) that are important to me and justify why the goal(s) are important, identify steps to take towards goals, and take action towards achieving the goal.

CL 2

Reflect on and apply feedback for personal and professional improvement

I can use ideas from others to make my learning and work better.

I can think about feedback that helps me learn and grow, and then use it to improve the quality of my work.

I can receive and integrate constructive feedback into my learning to enhance the quality and effectiveness of my work.

I can seek out, receive, synthesize, and incorporate constructive feedback in order to continuously improve my learning, skills, knowledge, and work.

CL 3

Discover and explore their strengths, interests, and talents

I can talk about my strengths, interests, and talents as they relate to my learning experiences.

I can identify when a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can explain why.

I can identify when a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can analyze the impact of this feeling on my performance during the learning experience.

I can articulate why a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can describe how I will leverage my strengths, interests, and talents into my future aspirations and goals.

CL 4

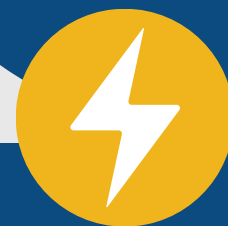
Welcome challenges, ask questions, take intellectual risks, and seek understanding

I can identify when something is challenging. I can use strategies and/or get support from others when needed.

I can identify when I have encountered a challenge or barrier, and name a strategy that might help me move past the challenge or address the barrier.

I can identify when I have encountered a challenge or barrier, and explain how I selected one or more strategies to help me move past the challenge or address the barrier.

I can identify when I have encountered a challenge or barrier, apply effective strategies to move past the challenge or address the barrier, and reflect on how that might guide my future actions.



Empowered Individual

Scholars who feel confident in their ability to navigate a complex world while achieving their goals. They possess the skills to approach life's challenging moments in a healthy manner and have the self-awareness to learn from these experiences in a way that better prepares them for the next challenge.


K-2
3-5
6-8
9-12
EI 1

Practice self-care, wellness, and emotional regulation

I can name emotions and recall strategies to manage them.

I can identify my emotions and use one or more strategies for self-regulations or ask help in "real-time."

I can monitor my emotional state and use a variety of strategies for self-regulation and/or ask for help.

I can articulate when my academic and personal needs are being met and when they are not being met. When they are not being met I can take steps to address it or seek help.

EI 2

Demonstrate responsibility for academic preparedness and outcomes

I know the routines for completing work.

I know how to use an organizational tool to keep track of my assignments and projects.

I understand and can identify systems for time management which work for me to keep me on track with my schoolwork.

I effectively manage my time and workload to meet deadlines, delivering quality work products on time.

EI 3

Believe in their ability to overcome challenges and achieve goals through innovative solutions

I can use tools and positive self-talk to help me achieve my goals.

I can identify resources and strategies that help me to face a given challenge or to accelerate/enhance an opportunity, and know how to access those resources.

I confidently identify resources that can help me to face given challenge or to accelerate/enhance an opportunity, and explain the possible impact those resources could have.

I confidently research and identify resources that I can leverage to face a given challenge or to accelerate/enhance an opportunity, and evaluate the impact of applying those resources.



Effective Communicator

Scholars who convey their ideas in a clear manner to a variety of audiences across settings. They engage in productive dialogue with others, potentially with different points of view, towards a resolution or common goal.



K-2

3-5

6-8

9-12

EC 1

Consider others' identities, ideas, and perspectives

I can recall details from a speaker's message. I can name who's ideas they are.

I can summarize a speaker's ideas and distinguish their point of view from my own.

I can summarize and paraphrase a speaker's ideas, and contribute to information by making connections. I can identify the speakers perspective and purpose.

I can synthesize a speaker's ideas and contribute to information by making relevant connections to extend knowledge by considering the speaker's perspective and purpose.

EC 2

Express complex ideas with clarity and purpose in a variety of formats based on audience

I can use language that meets the needs of the audience, purpose, and task.

I can identify the audience and their needs, and adapt tone and/or message to meet the task and purpose

I can adapt and align style, message, media, and other creative choices with audience and purpose in mind.

I can adapt and align organization, style, rhetorical strategy, message, media, and other creative choices with audience and purpose in mind.

I can share my ideas clearly.

I can convey ideas in an organized manner.

I can convey well-developed ideas in an organized manner.

I can construct and express well-developed ideas in a clear and logically organized manner.

I can present ideas using visuals and/or other medias to communicate clearly.

I can make choices about what technology and/or multimedia I need to enhance the audience's understanding of ideas.

I can utilize technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas.

I can create and/or strategically utilize technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas.

EC 3

Collaborate in a diverse group to move towards a resolution or meet a shared goal

I can listen to the ideas of others when working in groups.

I can listen and include the ideas of others when working in a group to achieve a common goal.

I can seek and summarize input and contribution from others that represent diverse contexts and experiences and explain how that diversity of input is valuable in reaching a common goal.

I can seek and synthesize input and contribution from people who have diverse perspectives and backgrounds and can explain how that diversity can yield the best process and outcome.

I can share my ideas and ask questions to understand others .

I can explain my ideas clearly and ask questions to understand other perspectives/ideas.

I can explain my ideas clearly and ask clarifying and probing questions of my group members to understand others perspectives/ideas and I can identify the distribuion of voices in our conversations.

I can explain my ideas, ask clarifying and probing questions of my group members, and apply processes to work toward equity of voice among my group.

I can participate in planning cooperative activities.

I can use inclusive strategies to make decisions, solve problems and achieve a common goal.

I can use and lead inclusive processes to identify strengths and needs on my team, and make decisions to address the needs in order to achieve a common goal.

I can strategize and apply inclusive processes to identify strengths and needs on my team, and make decisions to leverage the strengths and address the needs in order to achieve a common goal.



Engaged Community Member

Scholars who participate in the democratic process and are engaged in the betterment of their communities. They are informed and act on that information to advocate for themselves and others of different social, cultural and linguistic backgrounds.



ECM 1

Advocate for themselves and others through the lens of equity and social justice

K-2	3-5	6-8	9-12
I can show concern for others.	I can identify moments where empathy is necessary as it pertains to equitable and inequitable situations.	I can show concern and empathy for myself and others and speak up for those who are treated inequitably or in unjust situations.	I can show concern and empathy for myself and others; understanding unjust social constructs. I can speak up and advocate for myself and others.
I can describe how we can work together to address challenges.	I can express how we can face challenges as a community.	I can research and identify resources that I can learn from to face a given challenge.	I can research and identify resources that I can leverage to face a given challenge, and follow through on that action.

ECM 2

Participate civically in local and global communities to address recognized needs

I can identify problems and needs in my community.	I can identify a need in my community and articulate and communicate solutions.	I can adapt and align style, message, media, and other creative choices with audience and purpose in mind.	I can adapt and align organization, style, rhetorical strategy, message, media, and other creative choices with audience and purpose in mind.
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ECM 3

Interact effectively with others in varied social, cultural, and multilingual backgrounds and contexts

I can work and play with others who are different than me.	I can identify people who are excluded and actively include them.	I can take actions to create a sense of belonging for those around me, especially those who are typically excluded or marginalized.	I can involve others, and justify how my actions lead to creating a sense of belonging for those around me, especially those who are typically excluded or marginalized.
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ECM 4

Critically consume, share, and act on information in an ethical manner

I can identify the source of information from digital resources.	I can identify the source of information from digital resources and identify the purpose of that information.	I can analyze information from digital resources to determine the reliability of a source, and explain how I chose to use the information.	I can evaluate information from digital resources to determine the reliability of a source, and justify how I respond to the information presented.
I can create digital content in a way that is accurate and/or artistic.	I can use and create digital content in a way that is accurate and/or artistic.	I can explore and create digital content in a way that contributes to a larger body of accurate information and/or artistic expression.	I can explore, create, and utilize digital content in a way that contributes to a larger body of accurate information and/or artistic expression, and challenges misinformation.

IMPLEMENTATION PLAN



PHASE 1

Alignment &
Discovery

PHASE 2

Pilot

PHASE 3

Partnerships

PHASE 4

Adoption

Alignment & Discovery

- Align current initiatives, courses, and experiences to the draft learning progressions
- Identify which current practices are present in schools and courses
- Address gaps in existing courses
- Articulate explicit instruction for learning progressions
- Spark Teacher and Spark School pilot learning progressions
- Identify existing performance assessments aligned to the learning progressions and develop new assessments where needed

Pilot

- Professional learning for piloting VOL and innovative instruction
- Pilot performance assessments as measures of learning progressions
- Use stakeholder feedback to revise learning progressions and assessments
- Engage students and families in feedback and revision
- Explore staffing and resource needs
- Spark School Implementation

Partnerships

- Communications plan and collateral materials
- Identify community partners
- Identify internships
- Identify and pilot portfolio platform

Adoption

- Determine milestones and structure for demonstration of student outcomes (Learning Journey)
- Align to instructional framework and walkthrough tool
- Implement Learning Journey
- Implement portfolio platform
- Build a culture of reflection



INNOVATIVE INSTRUCTION

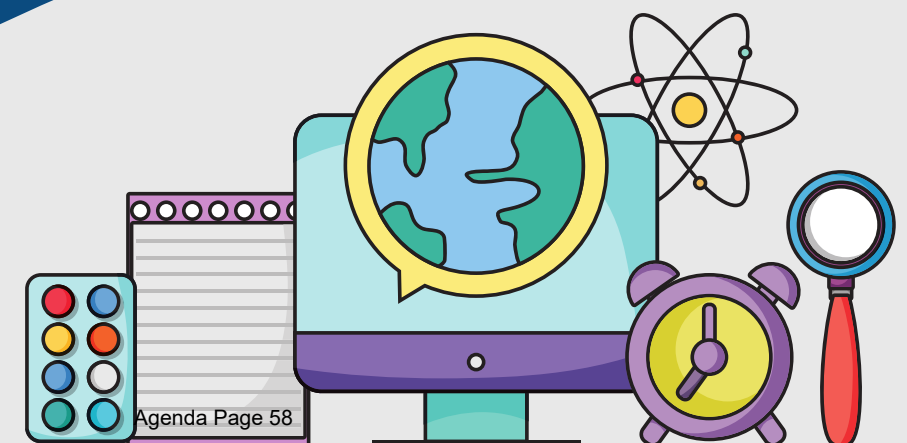
using technology to be Future-Ready

Teachers and students should be developing multiple practices and skills in order to engage, enhance, and extend learning for future-ready skills. Below is a framework developed specifically for WPS based on a needs assessment in the 2022-2023 school year to innovate instruction for the VOL Learning Progressions.

Does the students' or the teacher's use of technology or digital tool...

Engagement in Learning Goals	<ul style="list-style-type: none"> • Help students focus on learning? • Make it easier to engage in the learning? • Allow students to collaborate?
Enhancement of Learning Goals	<ul style="list-style-type: none"> • Create opportunities for creation over consumption? • Make it easier for students to build knowledge? • Add value to the lesson through personalization, augmentation, redefinition, etc?
Extension of Learning Goals	<ul style="list-style-type: none"> • Develop transferable digital skills? • Connect learning to their real lives? • Strengthen interpersonal skills?

What to Look For: The example on the next page features three Indicators from the Standards of Effective Practice and the ISTE Student and Educator Standards along with the Triple E Framework. These Indicators are just a sampling from the full set of Standards and were chosen because they create a sequence: the educator plans a lesson that sets clear and high expectations, the educator then delivers high quality instruction, and finally the educator uses a variety of assessments to see if students understand the material or if re-teaching is necessary. This example highlights teacher and student behaviors aligned to the three Indicators that you can expect to see in classroom with meaningful technology integration.





INNOVATIVE INSTRUCTION

using technology to be Future-Ready

Expectations (Standard II, Indicator E)

Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students using technology.

What is the teacher doing?

- Explicitly teaching, modeling, and monitoring technology using instruction, visuals, and routines
- Explicitly teaching and modeling good *digital citizenship*
- Teaching *transferable digital skills*
- Creating *digital environments* that support student ownership of learning
- Teaching *digital collaboration* and communication skills

What are the students doing?

- Fluently navigating to and within digital tools incorporating resources and routines
- Engaging in healthy, safe, and responsible online activity
- Selecting and using digital tools that support their learning goals, needs, interests, and strengths
- Collaborating and communicating using digital tools (student-student, student-teacher, student-world)

Instruction (Standard II, Indicator A)

Uses instructional technology practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

What is the teacher doing?

- Creating learning opportunities for students to solve authentic problems with technology
- Implementing lessons in which students learn through *multimedia* creation
- Teaching students to appropriately gather and use information from trustworthy digital sources
- Designing lessons that include digital tools to minimize barriers and provide options for all students

What are the students doing?

- Using technology to analyze, plan, and design *iterative* solutions to problems
- Building knowledge through *multimedia* creation
- Researching, interpreting, and citing information using developmentally appropriate digital tools and processes
- Selecting digital tools that minimize barriers to learning

Assessment (Standard I, Indicator B)

Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

What is the teacher doing?

- Providing digital options to assess student knowledge
- Referencing *data dashboards* to inform and adjust instruction
- Using digital tools to support *two-way communication* about student growth and progress
- Providing rubrics and/or exemplars to guide digital student work

What are the students doing?

- Using technology to make learning visible
- Setting and reflecting on goals using digital tools
- Interpreting data to self monitor progress
- Participating in *two-way communication* to reflect on and incorporate feedback
- Using rubrics and/or exemplars to guide digital work



FUTURE READY INSTRUCTION

using technology in the lesson structure

Targeted Learning Goals



Teachers: Select appropriate digital tools that support standards-aligned goals, referencing data dashboards to identify learning needs and remove barriers. Plan and design digital environments that prioritize student ownership of learning.

Students: Fluently navigate to and within digital environments and tools incorporating resources and routines. Set goals using digital tools.

Classrooms: Online environments (Google Classroom, SeeSaw, WooEdu) are designed and explicitly structured with clear directions explaining the learning intentions and success criteria. Rubrics and/or exemplars are easy to access and are used to guide student work.

Activate

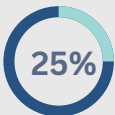


Teachers: Use technology to activate prior knowledge, engage in shared experiences, and prepare to learn. Leverage multimedia creation and authentic problem-solving to prioritize student voice and engagement.

Students: Collaborate and communicate using digital tools (student-student, student-teacher, student-world).

Classrooms: Create student learning environments and support routines that prioritize student ownership of learning and extend beyond classroom walls. Appropriate devices are available for all students. Digital displays, files, content, and materials are accessible.

Model

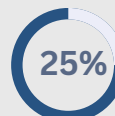


Teachers: Explicitly demonstrate to students how technology, digital citizenship, collaboration and communications skills are expected to be used in the lesson as appropriate to the learning goals.

Students: Actively engage in learning how to use the technology and exploring what their options are. Ask clarifying questions and prepare to navigate to and within digital tools. When appropriate, follow along with digital resources.

Classroom: Digital materials are designed or selected to model student expectations and provide guidance on healthy, safe, and responsible online activity. Technology is leveraged to remove barriers.

Interactive Practice



Teachers: Use technology to minimize barriers, provide options for all students, and teach transferable digital skills. Digital skills are co-learned with high levels of support through authentic opportunities to communicate, collaborate, problem solve, research, and create using multimedia.

Students: Are empowered to use technology to increase accessibility and access to learning. Work collaboratively with peers and adults to use technology to engage in meaningful learning experiences. Select and use digital tools that support their learning goals, needs, interests, and strengths.

Classroom: Digital and physical spaces are designed to encourage engagement, collaboration, and communication. Students have access to and knowledge of appropriate digital tools to minimize barriers.

Learning Application



Teachers: Provide a variety of options to assess student knowledge including digital options. Actively monitor use of technology as it pertains to learning goals. Leverage technology to provide feedback that is timely and constructive.

Students: Build knowledge and skills by selecting and/or using appropriate digital tools to meet the lesson criteria and make learning visible. Practice healthy, safe, and responsible online activity. Engage fully in iterative problem solving, gather data, and create multimedia artifacts. Research, interpret, and cite information using developmentally appropriate digital tools and processes.

Classroom: Digital and physical spaces and tools support independent and small group work as well as peer-to-peer and student-to-teacher conferencing.

Wrap Up



Teachers: Reference data dashboards to inform and adjust instruction. Use digital tools to support two-way communication about student growth and progress. Foster a culture of self-directed learning through modeling and guiding students in reflection.

Students: Independently submit digital work. Leverage digital tools to share learning with others. Interpret data to self-monitor progress toward established goals and engage in digital two-way communication to seek out and reflect on feedback. Using rubrics and/or exemplars to guide digital work.

Classroom: Learning platforms are leveraged to support progress monitoring and feedback. Rubrics and exemplars are available in the digital and physical environment for students to reflect on digital work.

LEARNING JOURNEY DRAFT

K-5

Introduce a skill
each year

Student Led
Conferences



GRADE 6

Exit Interview
Portfolio



MIDDLE SCHOOL

Civic Involvement
Defense



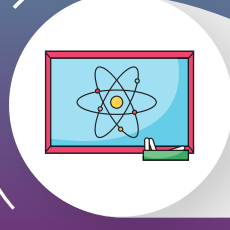
GRADE 9-10

Coursework
Portfolio Building
Civic Participation



GRADE 11

Work Experience
Portfolio Building



GRADE 12

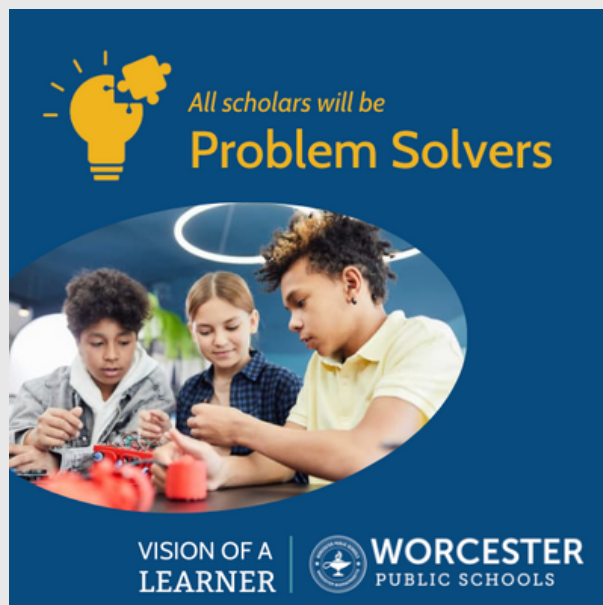
Senior Seminar
Portfolio Defense

APPENDIX

Video



Sample
Social Media



2023



WORCESTER PUBLIC SCHOOLS



Phone
508.799.3115



Website
www.worcesterschools.org



Worcester Public Schools
20 Irving Street, Worcester, MA 01609



From Here, Anywhere...

Together

O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-208
S.C. MEETING: 9-7-23

ITEM:

Request administration consider informing and training wraparound coordinators and the Family and Community Engagement department in assisting families in applying for benefits to which they are entitled.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains an excerpt from "Poverty by America" by Matthew Desmond.

RECOMMENDATION OF MAKER:

Refer to Administration.

RECOMMENDATION OF THE ADMINISTRATION:

THE LOW-HANGING FRUIT HERE is to make sure low-income Americans get connected to the aid for which they qualify. We used to believe that welfare avoidance came down to stigma, that people weren't signing up for food stamps or claiming the Earned Income Tax Credit because they found the experience too shaming. But research has started to chip away at this theory. It turns out that take-up rates of means-tested programs like food stamps are similar to those of some more universal (and less stigmatized) social insurance programs, like unemployment. And when the government switched from issuing food stamps in the form of actual stamps that you would conspicuously hand to a grocery store

cashier to issuing them through discreet Electronic Benefits Transfer (EBT) cards that looked like any other debit card, there wasn't a conclusive uptick in applications. There apparently weren't scores of poor Americans sitting at home thinking, "I would definitely use food stamps if no one in the checkout line noticed." Speaking of food stamps, in Oregon virtually everyone who is eligible for the program enrolls in it. But cross the border into California and roughly a third of residents who qualify for food stamps don't use them. Are food stamps more stigmatized in California than in Oregon? Of course not.⁹

If the answer isn't stigma, what is going on? The bulk of the evidence indicates that low-income Americans are not taking full advantage of government programs for a much more banal reason: We've made it hard and confusing. People often don't know about aid designated for them or are burdened by the application process. When it comes to increasing enrollment in social programs, the most successful behavioral adjustments have been those that simply raised awareness and cut through red tape and hassle.¹⁰

A little can go a long way. One intervention tripled the rate of elderly people enrolled in food stamps by providing information about the program and offering sign-up assistance. Elderly households received a letter informing them they could apply for food stamps along with a number to call. Those who dialed the number were connected to a benefits specialist who helped callers fill out the application and collect the necessary documentation. Again, this nothing-to-it intervention *tripled* enrollment. Another initiative significantly increased the number of workers who claimed the Earned Income Tax Credit

POVERTY, BY AMERICA

124

just by sending out mailers, reducing the amount of text on the application, and using a more readable font. No kidding: Using Frutiger font—that sturdy, confident typeface adorning Swiss road signs and prescription labels—helped bring millions of more dollars to low-income working families.¹¹

Private industry in the United States knows a thing or two about advertising services and building distribution channels that seamlessly connect customers with products. The federal government should take note. It should be just as easy for a new mother to apply for the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), which provides diapers and formula, or a laid-off father to apply for unemployment, as it is for me to have birdseed or mouthwash delivered to my home from an app on my phone.

- O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-209
S.C. MEETING: 9-7-23

ITEM:

To amend rule 24 of the Worcester School Committee to read as follows: Any member wishing to place an item on an upcoming agenda shall send it to the Clerk, copying the Vice Chair of the Committee by the Wednesday preceding a regular meeting. *Any item filed by more than one member will be placed on the agenda under the name of the member who filed the item first.*

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-210
S.C. MEETING: 9-7-23

ITEM:

To commit as a body and as individuals to the state school committee code of ethics contained in policy BCA.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the BCA - School Committee Member Code of Ethics.

RECOMMENDATION OF MAKER:

To vote to commit to fully fulfilling the policy.

RECOMMENDATION OF THE ADMINISTRATION:

File: BCA - SCHOOL COMMITTEE MEMBER CODE OF ETHICS

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in his/her relations with his/her community should:

1. realize that his/her primary responsibility is to the children.
2. recognize that his/her basic function is to be policy making and not administrative.
3. remember that he/she is one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. be well informed concerning the duties of a Committee member on both a local and state level.
5. remember that he/she represents the entire community at all times.
6. accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her Committee activities.

A School Committee member in his/her relations with his/her school administration should:

1. endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. give the chief administrator full responsibility for discharging his/her professional duties and hold him/her responsible for acceptable results.
4. refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in his/her relations with his/her fellow Committee members should:

1. recognize that action at official meetings is binding and that he/she alone cannot bind the Committee outside of such meetings.
2. realize that he/she should not make statements or promises of how he/she will vote on matters that will come before the Committee.
3. uphold the intent of Executive Sessions and respect the privileged communications that exist in Executive Sessions.
4. not withhold pertinent information on school matters or personnel problems, either from members of his/her own Committee or from members of other Committees who may be seeking help or information on school problems
5. make decisions only after all facts on a question have been presented and discussed.

LEGAL REF: Code of Ethics adopted by the Delegate Assembly of the Massachusetts Association of School Committees, May 22, 1964.

- O. General Business
Administration
(August 30, 2023)

ITEM: gb 3-211
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the calendar for the Reports of the Superintendent for the 2023-24 school year.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains the proposed calendar for the Reports of the Superintendent for the 2023-24 school year.

RECOMMENDATION OF MAKER:

Approve

RECOMMENDATION OF THE ADMINISTRATION:



Reports of the Superintendent

For the 2023-2024 School Year

REPORT OF THE SUPERINTENDENT CALENDAR	
AUGUST, 2023	
21	Superintendent's Preliminary Goals
SEPTEMBER 2023	
7	Welcome to School Year 2023-24
21	WPS Priority Goals for School Year 2023-24
OCTOBER 2023	
5	Student Academic Achievement Part I
19	Student Academic Achievement Part II
NOVEMBER 2023	
2	School Safety Audit Report and Implementation Plan
16	Multilingual Program Audit Report and Priorities
DECEMBER 2023	
7	Strategic Plan Update
21	Superintendent Mid-Cycle Review 2023
JANUARY 2024	
4	Family and Community Engagement Framework Implementation Update
18	Implementing Roadmap for Well-Being Update
FEBRUARY 2024	
1	FY25 Preliminary Budget Estimates & SC Priorities
15	Instructional Priorities Update
MARCH 2024	
7	Equity Task Force Update
21	Alternative Education Program Review Status Update
APRIL 2024	
4	Special Education Program Audit Report and Priorities (including Collaborative Update)
18	Vision of a Learner in Practice: SPARK Plan Update
MAY 2024	
2	People Champion - Pipeline, Recruitment, Retention
16	Celebrating WPS Retirees
JUNE 2024	
6	FY25 Budget Hearing Date – No Report of the Superintendent
20	FY25 Budget Hearing Date – No Report of the Superintendent

O. General Business
O'Connell Novick
(August 30, 2023)

ITEM: gb 3-212
S.C. MEETING: 9-7-23

ITEM:

To create a reasonable, future ready district cell phone policy.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

- O. General Business
Administration
(August 30, 2023)

ITEM: gb 3-214
S.C. MEETING: 9-7-23

ITEM:

To consider approval of the final list of individuals involved with the Strategic Plan Task Force.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a list of the Strategic Planning Committee Members.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Strategic Planning Committee Members

Steering Committee

Rachel Monárrez, Superintendent

Brian Allen, Deputy Superintendent

Marie Morse, Assistant Superintendent

Kimberlee Henry, Chief Equity Officer

Chair: Paul Matthews, Executive Director - The Research Bureau

Vice Chair: Jennifer Davis Carey, Executive Director, Worcester Education Collaborative

Community Partners

1. Viviana Abreu-Hernandez, Vice President - Quinsigamond Community College
2. Che Anderson, Assistant Vice Chancellor for City & Community Relations –Umass Medical School
3. Michael Angelini, Chairman – Bowditch and Dewey, LLP
4. State Representative David LeBoeuf, 17th Worcester District
5. Kathy Chen, Director of STEM Education Center - Worcester Polytechnic University
6. Joseph Corazinni, Vice President for Government and Community Affairs - Clark University
7. Robersto Diaz, Executive Director – Worcester Interfaith
8. Kim Davenport, Executive Director - Worcester Education Collaborative
9. Eve Gilmore, Executive Director – Edward Street Child Services
10. Liz Hamilton, Executive Director – Boys & Girls Club
11. Paul LaCava, Professor – Community Member
12. Karen Pelletier, Executive Vice President - Worcester Regional Chamber of Commerce
13. Rev. Clyde Talley, Pastor, Belmont Street Church
14. Jeanine Went, Executive Director - Higher Education Consortium of Central Massachusetts
15. Greg Weiner, President – Assumption University
16. Raquel Castro-Corazzini, Youth Opportunities Office Director - Worc. Dept. of Health & Human Services
17. Jason Homer, Executive Director – Worcester Public Library
18. Kaska Yawo, Executive Director & Co-Founder - African Community Education
19. JP Perkins, Program Director - African Community Education

WPS Community & Leadership Team

20. Nicole Caligiuri, Citywide Parent Planning Advisory Council Co-Chair/Parent
21. Rupa Chatterjee, Special Education Parent Advisory Council Co-Chair/Parent
22. Maria Gonzalez, Parent
23. Vera Martinoska, English Learner Parent Advisory Council/Parent
24. Tsitsi Masvawure, Parent
25. Eric Mendelson, Citywide Parent Planning Advisory Council Co-Chair/Parent
26. Linda Tilleman, English Learner Parent Advisory Council Co-Chair/Parent
27. Sandra Lozko, FACE Roundtable Representative/Parent
28. Anastasia Garcia, FACE Roundtable Representative/Parent
29. Chantel Bethea, FACE Roundtable Representative/Parent
30. Diep Doan, FACE Roundtable Representative/Parent
31. Kelli Shea, Teacher – West Tatnuck
32. Dan Hayes, Teacher – Burncoat High
33. James Olson, Educational Tech Coach
34. Lucas Donahue, Principal
35. Annie Azarloza, Chief Academic Support Office
36. Will Foley, Executive Director of School Leadership – Burncoat Quadrant
37. Ellen Kelley, Executive Director of School Leadership – Doherty Quadrant
38. Yue Kue, Chief People Officer
39. Tim Sippel, Executive Director of School Leadership – South Quadrant
40. Kareem Tatum, Executive Director of School Leadership – North Quadrant

- O. General Business
Administration
(August 24, 2023)

ITEM: gb 3-216
S.C. MEETING: 9-7-23

ITEM:

To approve a three year lease agreement for 6 Richards Street for additional parking spaces to serve employees and visitors of Goddard School of Science & Technology.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains an overview of the lease agreement.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.



WORCESTER PUBLIC SCHOOLS

Office of the Deputy Superintendent
Brian E. Allen.
Deputy Superintendent
Chief Operating Officer &
Chief Financial Officer

P 508-799-3401
E allenb@worcesterschools.net

Dr. John E. Durkin
Administration Building
20 Irving Street
Worcester, MA 01609-2493

Item: To approve a three year lease agreement for 6 Richards Street for additional parking spaces to serve employees and visitors of Goddard School of Science & Technology.

Agreement Terms:

Licensee: Goddard School of Science & Technology, located at 14 Richards Street

Licensor: Ilia Theodhoriqi and Magdalena Theodhoriqi, owns a surface parking lot located at 6 Richards Street

Premise: twenty two (22) parking spots, totaling approximately twelve thousand (12,000) square feet.

Term: Three (3) consecutive years from September 1 through June 30, starting September 1, 2023.

Payment: for ten (10) months each year shall be \$9,000. Licensee shall pay \$900 per month, due on the first business day of each month.

Address	6 RICHARDS ST
Assessed Owner	THEODHORAQI,ILIA +
Property Map & Information	

