

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Monday, April 24, 2017 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #5-244 - Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/Miss Biancheria/Mayor Petty (September 10, 2015)

Annex A (1 page)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

gb #6-50.1 - Administration/Mayor Petty/Mr. O'Connell/Mr. Monfredo/Miss McCullough (March 9, 2016)

Annex A (1 page)

Annex B (6 pages)

Response of the Administration to the request to consider joining and fully funding Worcester Technical High School's schoolwide participation in SkillsUSA.

gb #6-270 - Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Miss McCullough/Miss Biancheria (July 22, 2016)

Annex A (6 pages)

Request that the Administration provide a report on the summer school programs to include:

- academic progress
- attendance
- community involvement
- engagement of colleges in summer activities
- number of ELL students
- number of grade 1 and 2 students

and suggest improvements for next year.

gb #6-308 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria (September 7, 2016)

Annex A (1 page)

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

gb #7-59 - Mr. O'Connell/Mr. Monfredo/Miss Colorio/Miss Biancheria/Miss McCullough (February 6, 2017)

Annex A (1 page)

To reestablish the PEAK ("Providing Enrichment for Able Kids") Program in the Worcester Public Schools.

gb #7-60 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo/Miss Colorio/Miss McCullough (February 7, 2017)

Annex A (1 page)

Request that the Administration study the feasibility of establishing competitive wrestling teams in the Worcester Public Schools.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 24, 2017

ITEM: Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr. Monfredo/Miss Biancheria/
Mayor Petty (September 10, 2015)

To review the scores achieved by Worcester students in the Spring 2015 administration of the Advanced Placement examinations, in all courses and at all levels.

PRIOR ACTION:

10-1-15 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
(Continued on page 2.)

BACKUP:

Annex A (1 page) contains a copy of a plan for the implementation of the AP Capstone for FY18 and the cost to implement it.

PRIOR ACTION (continued)

- 2-1-16 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Mr. Ganem made a presentation regarding the backup for the item.
Mrs. Binienda, Principal of South High Community School, introduced the AP Capstone Program for possible implementation in the Worcester Public Schools. She indicated that Clare Lorenz, a representative from the program, would be available on Thursday, February 4, 2016 from 10:00 a.m. to 12:00 noon at South High Community School inform principals and answer questions about the program.
Mr. O'Connell and Mr. Monfredo made the following motion:
Request that the School Committee:
- vote to apply for participation in the AP Capstone Program
- hold the item for further discussion to include a presentation from a representative from AP Capstone to the Standing Committee at a meeting in March 2016
- ask the Administration, in connection with the AP Capstone Program, to prepare its recommendations in terms of cost impact prior to the Budget
On a voice vote, the motion was approved.
Mr. O'Connell requested that the Administration provide the landscape printout of Annex B, page 1.
- 2-25-16 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.
- 8-16-16 - Mr. Monfredo made the following motion:
Request that the Administration provide an update as to the schools that are accepted for the Capstone Program.
On a voice vote, the motion was approved.
Mr. O'Connell made the following motions:
Request that the Administration provide recommendations as to a professional development initiative to assist in enhancing the score performances of the students on all Advanced Placement exams.
Request that the Administration provide recommendations in terms of cost impact for the FY19 Budget.
On a voice vote, the motions were approved.
- 10-17-16 - Mr. Monfredo made the following motions:
Request that the Administration provide feedback in January 2017 with regard to the professional development initiatives and the alignment of practices which are detailed in Annex A, page 1.
Request that the Administration provide an update when it receives additional information with regard to participation in the Capstone Program.
On a voice vote, the motion was approved.

PRIOR ACTION (continued)

- 10-17-16 - Mr. O'Connell made the following motion:
(continued) Request that the Administration have available at the time of our next discussion at the Standing Committee or as soon thereafter as feasible the cost impact in connection with its recommendations for Capstone in order to quantify them as part of preparation for the FY18 Budget.
On a voice vote, the motion was approved.
HOLD the item for January 2017.
- 2-14-17 - Mr. Monfredo made the following motion:
Request that the item be held for further discussion in April 2017 and request that the Administration present a plan for implementation of AP Capstone for the 2018 fiscal year and beyond and include a discussion with regard to the cost impact for the next year.
On a voice vote, the motion was approved.

The following initiatives are in place in order to begin the implementation of the AP Capstone project:

MMSI Saturday Study Sessions (Mass Math & Science Initiative)

- The purpose of the SPP (Sustaining partnership program) with MMSI is to maintain and continue to expand student achievement and teacher capacity in Advanced Placement math, science, and English courses. The SSP provides schools the opportunity to continue to access selected services and components of the AP Program to achieve this purpose. Mass Insight is determined that by providing this program will increase the number of enrollments and qualifying scores on AP Exams for Worcester Public Schools. Students will participate in two Saturday Study Sessions per year as well as participate in the Mock exam for each AP course they are enrolled in.

After School Tutoring

- Advanced Placement teachers are given the opportunity to tutor their students after school and be compensated for their time to increase district wide qualifying scores.

AP Nights at Individual Schools

- Each High school will host an AP night which will inform students and their parents of the opportunities they can take advantage of in regards to enrolling in AP courses. Principals, Focused Instructional Coaches and Head Guidance Counselors receive an AP Potential list of students who can enroll in specific courses for the following school year.

Advance Placement Summer Institutes

- All WPS staff who will be teaching an AP course will attend a week long summer institute. These institutes are offered for new teachers as well as experienced teachers. These courses provide participants with some of the best tools and techniques for helping students acquire the skills needed to excel in the AP classroom. Teachers also have the opportunity to attend mid-year two-day refresher courses.

AP Capstone

- Five Worcester Public Schools will be participating in AP Capstone; South High school, Claremont Academy, University Park Campus, Doherty High School and Burncoat High School.
- Class will be taught one period per day by a current teacher in the building. Appropriate schedule changes and additional staffing to be determined during allocation meetings.
- Teachers of AP Capstone courses- AP Seminar and AP Research- are required to take part in a week long professional development summer institute.
- The cost per teacher to attend the summer institute is \$1,050. Five teachers will attend for a total of \$5,250.
- Each school will have approximately 20 students enrolled in Capstone. Books are estimated to cost \$150 each.

(5 schools X 20 students= 100 students X \$150 per book= \$15, 000)
(Estimated cost)

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 24, 2017

ITEM: Administration/Mayor Petty/Mr. O'Connell/Mr. Monfredo/Miss McCullough
(March 9, 2016)

Response of the Administration to the request to consider joining and fully funding Worcester Technical High School's schoolwide participation in SkillsUSA.

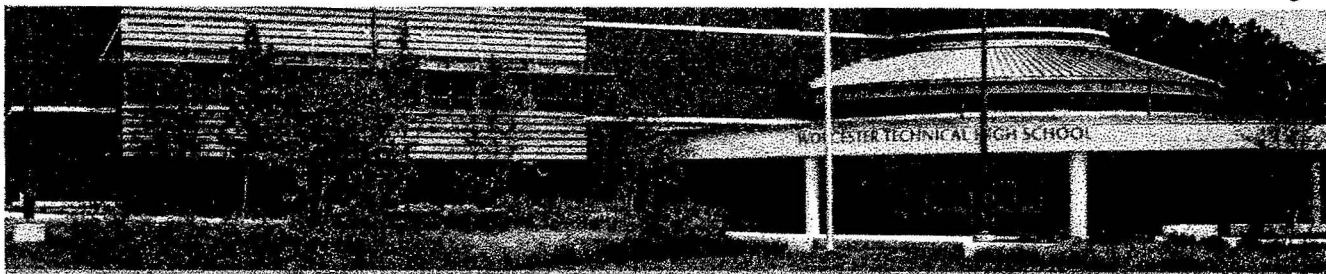
PRIOR ACTION:

- 1-21-16 - Referred to the Administration.
- 3-17-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Mr. O'Connell made the following motion:
Request that the Administration seek out grants or support from the Skyline Fund to fully fund Worcester Technical High School's schoolwide participation in SkillsUSA.
On a voice vote, the motion was approved.
- 8-16-16 - It was moved and voice voted to request that the Administration respond to the item in October 2016.
- 10-17-16 - Mr. O'Connell made the following motions:
Request that the Administration establish a committee charged with the task of recommending additional corporate sponsorships for SkillsUSA.
Request that representatives of the Skyline Technical Fund be invited to a meeting in November or December of the Standing Committee on Teaching, Learning and Student Supports to discuss expansion of the benefits of participation in Skills USA and identify appropriate funding solutions to support it.
On a voice vote, the motions were approved.
Mr. Monfredo made the following motion:
Request that a representative from Skyline Technical Fund be part of the committee charged with the task of recommending additional corporate sponsorships for SkillsUSA.
On a voice vote, the motion was approved.

BACKUP:

Annex A (1 page) contains a copy of a letter from Susan Mailman, President, Skyline Technical Fund.

Annex B (6 pages) contains a copy of the Summary Report from SkillsUSA which includes an overview of SkillsUSA and the committee's recommendations regarding the addition of corporate sponsorships.



SKYLINE TECHNICAL FUND

Skyline Technical Fund • 100 Prescott Street Worcester, MA 01605 • 508-793-0350

March 6, 2017

Dr. Marco Rodriguez
Worcester Public Schools
20 Irving Street
Worcester, MA 01609

Dear Marco,

RE: Skills USA

I'm so pleased to learn that the Worcester Public Schools are thinking about becoming a Total Participation District for Skills USA. \$20k-\$30k yearly is quite a commitment and shows the changed thinking in the Worcester Public Schools about vocational education.

As I'm sure you are aware, all city districts – Boston/ Springfield/ Chicopee/Lynn and others are using Perkins and Curriculum budgets for funding. Skyline is in full support of using Perkins and Curriculum budgets for Skills USA for the District.

I would also recommend that the Chapter for the District be housed at Worcester Tech. Dan Slavinkas currently is our chair.

Skyline would recommend that when students / programs are fortunate enough to make it to the finals, where there can be significant costs for travel etc., that foundations, including Skyline could and should be solicited for those achievements. Advisory partners are often logical funding sources too.

Hope this is helpful.

Skyline Technical Fund

Summary Report

SkillsUSA Feasibility Committee

Full Membership Implementation

Worcester Public School Career and Technical Education Program

February 28, 2017

Committee

Chair- Dr. Patricia Suomala, Director of CTE

Dan Slavinkas, SkillsUSA Coordinator, WTHS Electrical Instructor

Paula Lonergan, SkillsUSA coach, WTHS Allied Health Department Head

Laurie Denis, CTE Coach

Drew Weymouth, WTHS Assistant Principal

Annette Cochran, DHS Engineering Instructor

Karen Ward, Massachusetts State SkillsUSA Association Director (input from Karen was requested via email)

Committee Task Defined

The School Committee in October of 2016 requested a feasibility committee be established to investigate the benefits of full membership in SkillsUSA and identify appropriate funding and/or corporate sponsorship for the District.

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel.

A committee of CTE/CTVE faculty and administrator within the WPS gathered face to face one time and communicated multiple times via email to discuss the defined task. Additional information and/or guidance was gathered from Karen Ward and The WTHS Skyline fund.

Benefits

The basics of SkillsUSA

- SkillsUSA is a nationally recognized student organization for students preparing for technical careers
- SkillsUSA is organized with local chapters in middle schools, high schools and college/postsecondary institutions, state level association activities as well as national activities

Why SkillsUSA is important

- For many students, SkillsUSA is the first of many professional organizations they will join to advance their career

- SkillsUSA provides a laboratory for students to practice their CTE instruction in real-world settings and competitions
- SkillsUSA offers a state and national contest program for students to demonstrate their skill level and earn certifications and for schools to gain positive publicity
- SkillsUSA offers the Career Readiness Curriculum and the Professional Development Program to assist students in developing employability skills such as responsibility, time management, teamwork and problem solving

Curriculum Integration with Stands 4, 5 & 6*

SkillsUSA offers materials and programs to help students develop as individuals, employees and citizens. The Professional Development Program (PDP) teaches workplace skill competencies in a series of hands-on, self-paced lessons. SkillsUSA's award-winning Student2Student Mentoring gives high-school students a chance to mentor younger students in the area of career development. The President's Volunteer Service Award is offered in recognition of sustained service. Recipients receive a lapel pin, certificate or congratulatory letter from the president of the United States. Candidates must document hours served. Members engage in Jump into STEM!, Career Readiness Curriculum and the Chapter Excellence Program, all of which build SkillsUSA Framework skills of personal, workplace and technical skills grounded in academics. The Work Force Ready System program provides assessments for career and technical education that are supported by industry, education and policy leaders. There are assessments available in 44 technical areas plus employability and customer service skills assessments.

*The committee agreed that the PDP program covers the state framework strands 4, 5, &6. This seems very beneficial to the District for CPR as well as NEASC evaluations.

Cost

Total Participation Plan Membership- approx. \$6,000/year (2000 students)

If invited to join SkillsUSA under the Total Participation Plan, WPS district can join SkillsUSA on a single contract that covers national and state affiliation plus employability skills training materials for students. This affiliation plan all classrooms in your school that have programs that SkillsUSA services must join under the Total Participation Plan. All students should be given the opportunity to learn key employability skills – the essential personal, workplace and technical skills that create the SkillsUSA Framework. The Framework skills define the SkillsUSA mission and will be invaluable to students, no matter what their future occupation. WPS affiliation through the Total Participation Plan means a commitment to SkillsUSA to integrate the Professional Development Program (PDP) into your training program. This curriculum is available in a workbook format or as an online program. To receive full services from SkillsUSA (including SkillsUSA Champions and the professional affiliation incentives) contracts must be submitted and all student and professionals must be registered on the SkillsUSA website. Contract deadlines, payment conditions and obligations can be found in the document "TPP Pricing, Payment and Deadlines".



2016-17 Total Participation Plan AFFILIATION PAYMENT AND DEADLINES

Use this chart to complete section #5 of your Total Participation Plan contract.

NO. OF STUDENTS	STUDENT Affiliation		EDUCATIONAL RESOURCES	PROFESSIONAL Affiliation	TOTAL COST
1- 24	Not Eligible				
25 - 99	\$395				
100 - 150	\$640				
151 - 250	\$1,312				
251 - 350	\$1,750				
351 - 500	\$2,185				
501 - 650	\$2,750				
651 - 750	\$3,045	+	\$3.95 Per student + Shipping	\$20.00 +	Student Affiliation + Educational Resources & applicable shipping
751 - 1,000	\$3,770		See contract section #3 & #4 for required educational resource purchase options and applicable shipping	+ State Affiliation	+ Professional Affiliation
1,001 - 1,250	\$4,425			For state affiliation: http://bit.ly/SkillsUSA TPP	
1,251 - 1,650	\$5,340			Minimum of <u>one</u> professional per occupational <u>training</u> <u>area per school</u> is required.	
1,651 - 2,000	\$5,900				
2,001 - 3,500	\$6,500				
3,501 - 5,000	\$7,550				
5,001 - 7,500	\$8,600				
7,501 - 10,000	\$9,955				
10,001 - 12,000	\$11,555				

PAYMENT IS DUE to the SkillsUSA national office **no later than 30 days** of the invoice date or at time of contract submission. SkillsUSA will bill once the signed contract is received if payment is not submitted with the contract. **The TPP contract is not valid and the affiliation is not accepted until full payment is received.** Students or professionals added to the SkillsUSA website any time after the initial contract is signed are subject to additional billing charges.

Curriculum Purchases estimated yearly cost \$3.95/student-2000 X\$3.95=\$7900

Purchase of Educational Resources is mandatory under the TPP contract and materials will be included as part of your Total Participation invoice. The TPP contract is not valid and the affiliation is not accepted until full payment is received. Students or professionals added to the SkillsUSA website any time after the initial contract is signed are subject to additional billing charges. Purchase and use of the Professional Development Program (PDP) is recommended for TPP affiliation. However, if the TPP classroom, school or school district has sufficient quantities of PDP materials available to conduct the program in the chapter(s), other educational materials may be selected from the SkillsUSA Educational Resources Catalog for this school year. Items may be chosen from the catalog at the marked catalog price. This includes the Skill Connect Assessments, which are available at the price of \$10 per assessment. Assessment vouchers are good for one year. Excluded from the selection in the catalog are the Quiz Bowl Timing Tools and the OSHA training course, CareerSafe, HVAC and automotive assessments.

Professional Membership For teachers/administrators @\$25.00 X 10 =\$250 (this is an estimate total teachers/admin unknown at this time)

*Each training program must have one professional member but in most schools there are many, many more including administrators. But the minimum is 1 per training program that is affiliated. A list of Professional member benefits is attached.

Competition Low estimate \$10,000-\$30,000/year ALL competitions based on 120 students participating (district)

The next part of this equation is conference and event participation. Once the students are members, you will have larger event participation which will also need to be considered. Total participation Chapters are eligible to enter 1 additional contestant in each competition at 1/2 price.

Conference prices are as follows:

Fall Leadership Conference:

Student \$275.00/person (Quad)

Student \$285.00/person (Triple)

Teacher \$310.00/person (Double)

Teacher \$395.00/person (Single)

District Skill Competitions:

\$50.00 per student

\$25.00 for 4th Total participation Chapter participants

\$45.00 for Advisors

State Leadership & Skill Conference:

Student \$275.00/person (Quad)

Student \$285.00/person (Triple)

Teacher \$310.00/person (Double)

Teacher \$395.00/person (Single)

Estimated Total Cost/Year SKILLS USA for 2000 students

\$43,000-\$50,000

Teacher Stipends

Teacher stipends would need further review and discussion. The committee did not examine this issue at this time.

Fund Sources

How do school districts fund this: It is funded several ways.

1. Perkins CTE funding. Many districts write their SkillsUSA affiliation and curriculum purchases into their Districts Perkins grant. The affiliation fee is an allowable as well as the curriculum.
2. District budgets. District funds (such as curriculum budgets and budget line-items (many fund it the same way they would fund football and other sports.)
3. Support from foundations

Recommendations

1. The committee members that participated are advocates for SKILLSUSA and can easily see and summarize the benefits for students first hand. The committee does however caution that buy-in and multiple staff champions are needed in order to fully adapt the PDP curriculum and engage students. It is the recommendation of the committee that if funding was identified that an action plan for buy-in and roll out be next steps.

2. Identified funding sources could begin with Perkins CTE funds as stated above. Other funding sources could include corporate and foundation sponsorship request- the committee identified the following Worcester Community Members:

The Hanover

Commerce Bank

Worcester Credit Union

Saint Gobain

Worcester Regional Chamber of Commerce

Worcester Technical Skyline Fund provided a letter in response to inquiry of possible support, see attached PDF dated 3/6/3017.

Acknowledgements

The committee acknowledges the work of everyone involved and thanks them for their time and effort.

Historical Costs SKILLSUSA WTHS

Estimated student participants 65-120, per Dan Slavinkas

2013 - 2014	
Membership dues	\$1,308.00
Comp. District fees	\$2,415.00
Comp. State fees	\$6,950.00
Comp. Nat'l Reg. fees	\$1,395.00
bus	\$974.00
bus	\$600.00
Total	\$13,642.00

2014 - 2015	
Membership dues	\$1,680.00
Comp. District fees	\$2,530.00
Leadership Conf.	\$4,635.00
Comp. Nat'l Reg. fees	\$1,860.00
Nat'l Conf. Travel/Hotel	\$15,068.00
bus	\$800.00
bus	\$560.00
Total	\$27,133.00

2015 - 2016	
Membership dues	\$940.00
Comp. District fees	\$2,175.00
Comp. State fees	\$4,785.00
Comp. Nat'l Reg. fees	\$480.00
Nat'l Conf. Travel/Hotel	\$4,525.00
bus	\$461.00
bus	\$600.00
Total	\$13,966.00

2016 - 2017	
Membership dues	\$1,860.00
Comp. District fees	\$3,575.00
Comp. State fees	
Leadership Conf.	\$10,620.00
Nat'l Conf. Travel/Hotel	\$8,950.00
bus	\$860.00
bus	\$692.00
Total	\$26,557.00

Resources

<http://www.skillsusa.org/membership-resources/membership-kit-2/high-school/2-connect-state-skillsusa-director/>

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 24, 2017

ITEM: Mr. Monfredo/Mr. O'Connell/Ms. Colorio/Miss McCullough/Miss Biancheria
(July 22, 2016)

Request that the Administration provide a report on the summer school programs to include:

- academic progress
- attendance
- community involvement
- engagement of colleges in summer activities
- number of ELL students
- number of grade 1 and 2 students

and suggest improvements for next year.

PRIOR ACTION:

- 8-18-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports to be discussed at a meeting in January 2017. Miss Biancheria made the following motion:
Request that the Administration provide information on the College Community Connections Program regarding:
- the list of internships that took place at various sites and
 - feedback from the students that attended the Community Connection Program and will be taking the MCAS retest in the Fall.
- On a voice vote, the motion was approved.

BACKUP:

Annex A (6 pages) contains a copy of the Administration's response to the item.

A. ELEMENTARY SUMMER PROGRAM:

-The Summer 2016 elementary summer program took place at 15 elementary school sites. Students received four hours of instruction based upon an Oceans themed curriculum. Parents had the option to enroll students in the City of Worcester Parks and Recreation Summer programs in the afternoon. Transportation was provided to all students, including students who attended programs at the city's parks.

-The summer program was implemented in a collaborative fashion with the English Learners and the Special Education departments. Students with Disabilities (SWD) in inclusion settings and English Learners (EL) were integrated into classrooms. EL with EPL 1 and 2 proficiency levels were supported in specific classrooms by ESL teachers.

-A curriculum based measure to support progress measuring for summer learning was piloted during this year. Data was obtained from 390 students. The post-test data showed significant growth and learning.

-There were 1,841 students originally enrolled. 321 students withdrew from the program, 226 of which were "no shows". Students who withdrew from the program were excluded from the rest of the analysis and the analysis done with remaining 1,520 students.

-Average Summer School attendance was 76.5% and 16% of student had perfect attendance. Please refer to the attached analysis for more detailed information.

B. SECONDARY SUMMER PROGRAM:

-The secondary summer program consisted of MCAS Summer Camp & College Community Connection 2016 programs. In the latter, students participate in internships and work related support at numerous sites across the City of Worcester. The Worcester Community Action Council acted as the paying agent through the Youth Works program for the CCC students to be paid. Roy Lucas, from Workforce Central, provided orientation to work for the students.

-Attendance rates were as follows:

- College Community Connection Attendance Rate = 87%
- MCAS Summer Camp Attendance Rate = 81%

-English Learners participation was significant in both programs, as follows:

-College Community Connection

-Out of 89 CCC students, 66 are English Language Learners with an EPL as follows: EPL 1 – 13, EPL 2- 15, EPL 3 – 21, EPL 4 – 12, EPL 5 – 4, EPL 6 – 1

-MCAS Summer Camp

-Out of 395 MCAS Summer Camp students, 87 are English Language Learners with an EPL as follows: EPL 1 – 15, EPL 2- 31, EPL 3 – 43, EPL 4 – 38, EPL 5 – 59, EPL 6 – 16

- Student Feedback from CCC program & Retest Data revealed that 63.4% of students passed during the November retest or received an appeal. In addition, 77% of participating students rated their summer program experience favorably. Please refer to the attached summary tables for detailed information provided by students in a student survey.

***The following sites hosted College Community Connection programs:**

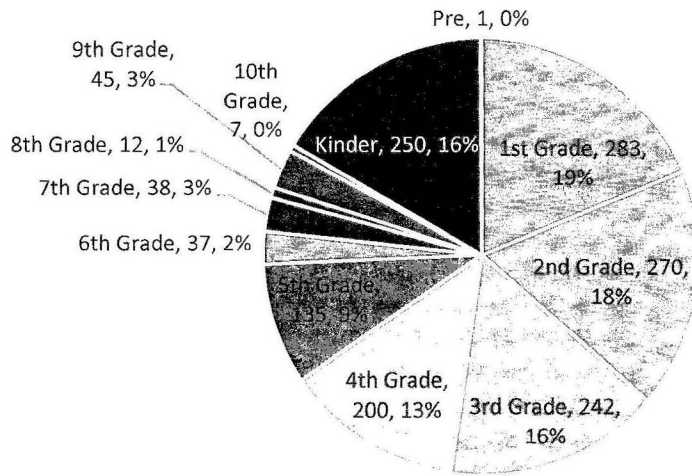
1. Worcester State University provided classroom space for Biology students and created a partnership between our students and the Urban Studies department at WSU. The students and staff created an Urban Garden across the street. The students not only learned how to grow and build flower and vegetable beds but also made good use of empty space in the city.
2. Clark University, WPS Child Study and Worcester Senior Center served math students. Academics were held at Clark University and the students split for their internships. For the internships, students at the Worcester Senior Center, assisted with events being held at the Senior Center and working with the elders. It provided students the opportunity to work and assist in a variety of roles with senior members of the community. WPS Child Study office provided clerical internships for students.
3. Quinsigamond Community College a state community college, provided both classroom space and internships to our math students. The internships were clerical (athletic office, vice president's office, student life, welcome center, and media services), and in the cafeteria.
4. Christopher House & Heights, a private nursing and long-term care facility provided internships for students who received math academic support at Worcester Technical High School. Internships included hospitality, food prep, and activities.
5. Mass College of Pharmacy, a private college, provided classroom space and internships for several students in the Optometry and Nursing Departments. The other students did their internship in the Worcester Public Schools' central office building.
6. UMASS Medical School a state medical school, provided both classroom space and internships to our biology students. Students worked at UMASS Medical School in medical records, patient transport, housekeeping, and kitchen positions.
7. Worcester Technical High School provided the classroom and internship space for our College Community Connection videographers. These students developed a video on the overview and highlights of the CCC program. Students from the site acted and produced the actual video which gives pride to the students in the program for their accomplishments and successes
8. WCCA-TV 194, a non-profit agency, provides ELL students with training on video production at an actual TV studio.
9. Habitat for Humanity ReStore is a non-profit business. Students do their biology academics at Worcester Technical High School and student internships are to assist in the ReStore, create displays, merchandise, perform maintenance, accept donations, and assist customers.
10. Boys and Girls Club is a non-profit agency. After morning biology, students go to their internships which include working in the gym, assisting younger students in the boxing ring, working with younger students and maintenance.

ELEMENTARY SUMMER SCHOOL ANALYSIS

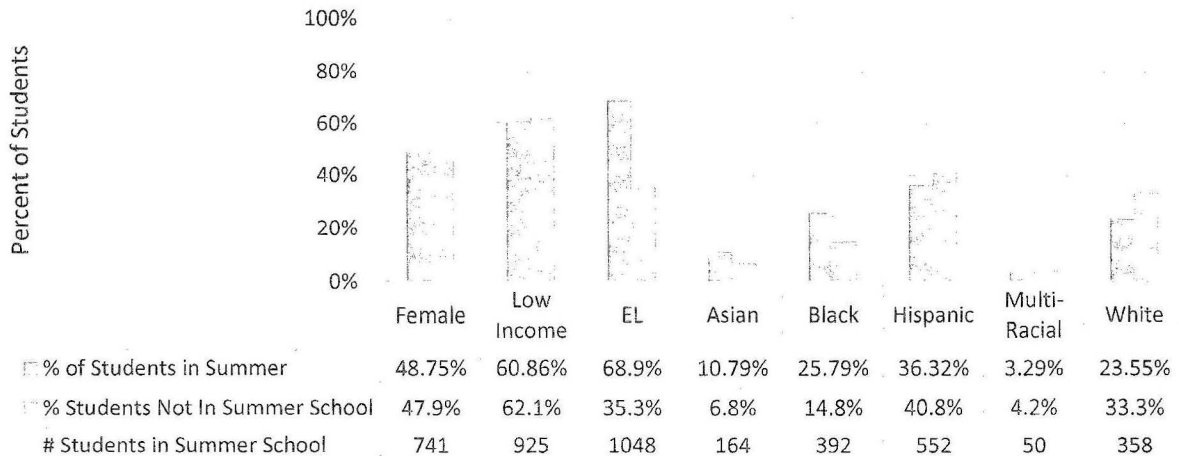
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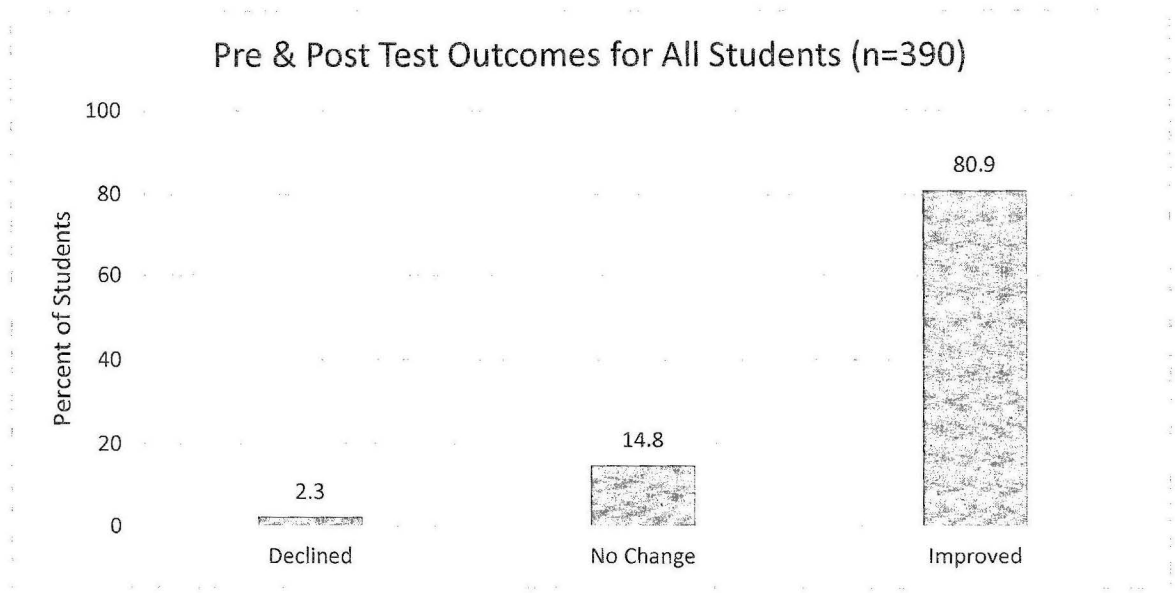
Average Summer School attendance was 76.5% and 16% of student had perfect attendance.

**Summer School Grade Distribution
 (Grades of AY2015-16)**



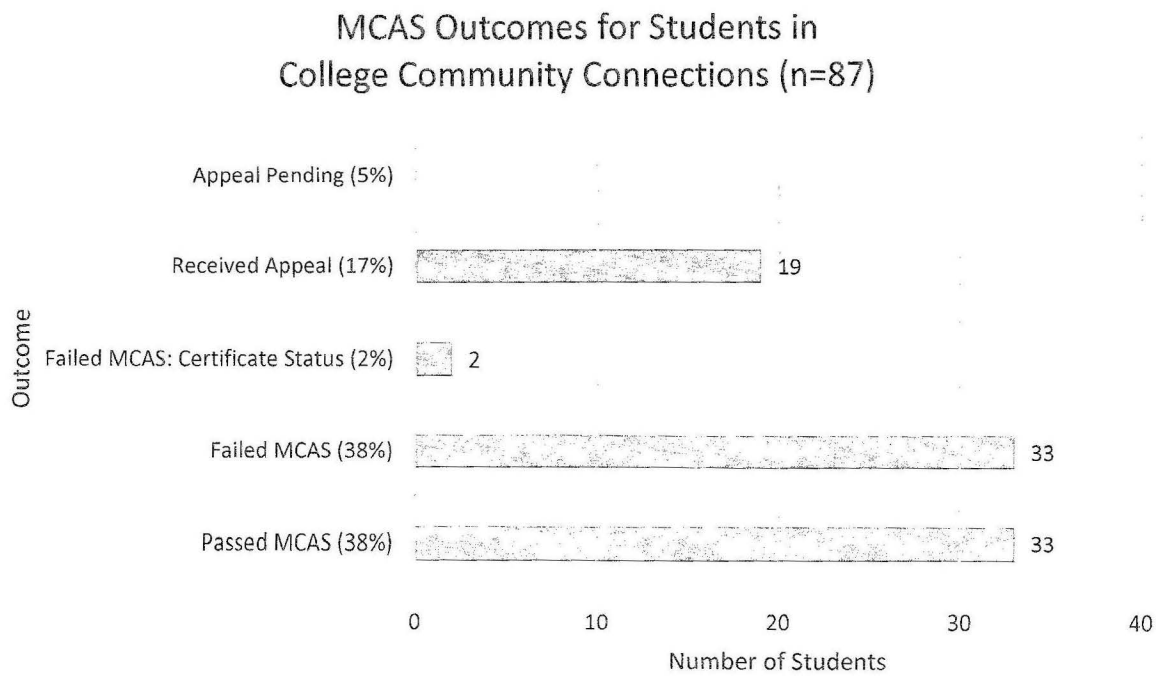
**Demographic Composition of 2016 Summer School Students
 Compared with District 2015-16**





The average pre-test score was 1.27 while the mean post-test score was 2.61

COLLEGE COMMUNITY CONNECTIONS ANALYSIS



SUMMER 2016, MCAS AND CCC PROGRAMS – STUDENT FEEDBACK

Students completed a questionnaire through SurveyMonkey. The results are posted below:

When asked to rate their experience, the results were:

Answer Choices	Responses
Did not like it	2.04%
It was okay	20.41%
I am glad that I did it	36.73%
It was awesome	40.82%

When asked why they gave that rating, the responses were:

- Helped with MCAS”
- It showed me that there were a lot of opportunities and experiences in the world, it is good to try new things.”
- I give it that rating because I got to learn new things and got make new friends.”
- I am giving this rating to this program because I have a lot of fun and I learn more than I learn last year.

STUDENTS WERE ASKED THE MOST REWARDING TASK ON THEIR INTERNSHIP AND THE RESPONSES WERE:

- I LEARNED HOW TO COMMUNICATE BETTER.
- I HAD TO WATCH THE KIDS, MAKE SURE THEY WERE BEING NICE TO EACH OTHER, I ALSO DID THE TIE DYE WITH THEM.
- THE MOST REWARDING TASK ON MY INTERNSHIP WAS WHEN I GOT TO DO FUN ACTIVITIES AT CHRISTOPHER HOUSE WITH THE ELDERLY AND IT WAS EXCITING BECAUSE THEY REALLY ENJOYED HAVING US THERE.
- IT WAS REALLY HELPFUL BECAUSE AND I GET TO MEET PEOPLE THAT CAN HELP YOU ON YOUR FUTURE OR WITH ANYTHING YOU NEED
- I LEARNED THAT THERE’S GONNA BE WORK EVERYWHERE YOU GO.
- WHAT I FOUND REWARDING WAS GETTING TO GO OUT OF MY CONFRONT ZONE AND TALK TO THE KIDS AND HAVE FUN.

MCAS and CCC programs: Rating of Students (percent agreement with statements)

	Strongly Disagree	Disagree	Agree	Strongly Agree
Transportation was available to and from the site	4.17% 2	2.08% 1	50.00% 24	43.75% 21
What I learned in this program will help me be successful on MCAS	6.12% 3	2.04% 1	42.86% 21	48.98% 24
What I learned in this program will help me to be successful in future classes	4.17% 2	10.42% 5	43.75% 21	41.67% 20
I found the coursework to be challenging	8.16% 4	26.53% 13	51.02% 25	14.29% 7
I enjoyed Hands on projects	4.17% 2	12.50% 6	54.17% 26	29.17% 14
I felt valued by internship staff	4.26% 2	6.38% 3	44.68% 21	44.68% 21
My teacher was helpful	2.08% 1	2.08% 1	39.58% 19	56.25% 27
I would recommend this program to my friends	2.08% 1	8.33% 0	41.67% 20	47.92% 23
I was happy with breakfast and lunch	24.49% 12	32.65% 16	32.65% 16	10.20% 5
I feel like the orientation prepared me for the program	4.17% 2	4.17% 2	37.50% 18	54.17% 26
I liked the workshop from Roy Lucas OneStop Career Center	2.13% 1	17.02% 8	36.17% 17	44.68% 21
I liked the motivational speaker David Hill	2.08% 1	6.25% 3	47.92% 23	43.75% 21
I liked the workshop from Worcester Technical High School student Esmely Munoz on financial literacy	4.17% 2	12.50% 6	37.50% 18	45.83% 22
I liked the pizza lunch	6.38% 3	14.89% 7	48.94% 23	29.79% 14

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 24, 2017

ITEM: Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria (September 7, 2016)

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

PRIOR ACTION:

- 9-15-16 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Mr. Monfredo made the following motion:
Request that the Administration invite Dr. Castiel, Director of Public Health, Dr. McGovern, Director of School Nurses and a member of the IT team when the item is discussed at the Standing Committee level.
On a voice vote, the motion was approved.
It was moved and voice voted to suspend rules to allow Leslie Saffer to address the item.

BACKUP:

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

PRIOR ACTION (continued)

10-17-16 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS

Mr. O'Connell made the following recommendations:

- continue to involve the Department of Public Health in the research and the information in connection with the actions of the Standing Committee
- look into possible replication and use of the Best Practices in the Use of Wireless Technology
- obtain the document of the Ashland Public Schools and
- Staff Development initiatives regarding instruction on the dangers of using wireless devices

Mr. Monfredo made the following motions:

Request that the Administration study the feasibility of utilizing expanded ether net connectivity for all schools in place of wireless, if feasible.

Request that the Administration provide information on how to shut off wireless in the schools.

Request that the Administration place on the website the two handouts entitled "Best Practices in the Use of Wireless Technology" and "Exploring Wireless Safety for Our Children" and share them with the principals who in turn will forward them to staff and students.

On a voice vote, the motions were approved.

Mr. O'Connell requested that the following documents be included as backup:

- Best Practices in the Use of Wireless Technology
- Exploring Wireless Safety for Our Children
- Learn About Wireless Radiation
- Open Letter to the Superintendents of the School Districts of the United States

and make the book entitled "Wireless Wise Kids" available in the Clerk of the School Committee's Office.

Miss McCullough made the following motion:

Request that the Administration get the actual policy from the Ashland Public Schools.

On a voice vote, the motion was approved.

HOLD the item for the meeting in December.

10-20-16 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Miss McCullough made the following motion:

Request that the following motion be held for more information and further study:

PRIOR ACTION (continued)

10-20-16 - Request that the Administration place on the website the two
(continued) handouts entitled “Best Practices in the Use of Wireless
Technology” and “Exploring Wireless Safety for Our Children”
and share them with the principals who in turn will forward them
to staff and students.

On a voice vote, the motion was approved.

Ms. Colorio recommended that the School Committee conduct a fair
and balanced presentation so that an appropriate decision can be
made in the best interest of all students.

Mayor Petty indicated that this discussion should be at the Standing
Committee level.

Mayor Petty made the following motion:

Request that the Administration obtain the reports on this topic from
the City Council.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that a representative from the IT Department with expertise
in this field and a representative from the medical field be invited to
the next meeting of the Standing Committee.

On a voice vote, the motion was approved.

12-5-16 - STANDING COMMITTEE ON TEACHING, LEARNING AND
STUDENT SUPPORTS

Mr. Walton made a presentation with respect to the impact of
radiofrequency electromagnetic radiation from wifi and cellular
towers.

Ms. Doucette provided the following links to information regarding
wireless and cell phone technologies:

- Harvard University's Law School Center for Ethics report, [Captured Agency: How the Federal Communications Industry is Dominated by the Industries it Presumably Regulates](#). This provides information on why our government has not informed the public that wireless and cell phone technologies are biologically hazardous.
- The [U.S. National Toxicology Program study](#) finding DNA damage, brain and heart tumors in 2016; more findings will be reported out in 2017. Please remember that although this is a cell phone study, cell phones and wi-fi all operate off of radiofrequency electromagnetic radiation in the [microwave spectrum](#) so the hazard applies to all wireless technology. Dr. Joel Moskowitz of U.C. Berkeley has included information in the link above to help separate fact from industry spin for those of us new to the conversation.

PRIOR ACTION (continued)

12-5-16 - (continued)

- The [BioInitiative Report](#) contains peer-reviewed studies that indicate evidence for damage to sperm and reproduction, children are more vulnerable, fetal and neonatal effects, effects on Autism (Autism Spectrum Conditions), Alzheimer's, electrohypersensitivity, blood-brain barrier opening, brain tumors, genotoxicity, neurotoxicity, childhood Leukemia, adult cancers, melatonin, and more. In mainstream media we generally hear only about cancer risks, which can take decades to develop during which time the industry makes great profits. The other shorter-term effects are seldom reported on and so the public is unaware.
- In this 16-minute lecture, Dr. Martin Pall explains what electromagnetic radiation is doing to our bodies and why it is causing illness: <https://www.youtube.com/watch?v=3kQQyU8NHv8>.
- The World Health Organization list of classifications: [This link](#) shows the five categories. [This link](#) shows how they determine which agents to evaluate: "Agents are selected for review on the basis of two main criteria: (a) there is evidence of human exposure and (b) there is some evidence or suspicion of carcinogenicity." [This link](#) shows Radiofrequency Electromagnetic Fields are a Group 2B Possible Human Carcinogen. Feel free to sort by Group to see what else is a 2B; I could understand Lead, Chloroform, Welding Fumes, BHA, Diesel Fuel, Engine Exhaust, Gasoline, HIV and HPV but there are many others. More research has come through since the 2B classification was made in 2011, and some of the scientists who served on the review committee are now asking that Radiofrequency Electromagnetic Fields be raised to a Group 1 Human Carcinogen.

Mr. Monfredo made the following motions:

Request that the Administration place on the WPS website the handout entitled Best Practices for Mobile Devices from the Ashland Public Schools leaving out the following bullet:

- ❖ Turn wifi on only when needed.

Request that Dr. Knorr be invited to a meeting in February.

On a voice vote, the motions were approved.

PRIOR ACTION (continued)

- 12-15-16 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
Ms. Colorio made the following motion:
Request that the Administration develop its own Best Practices for Mobile Devices and discuss the pros and cons of this issue prior to posting anything on the website.
On a roll call of 4-3 (nays-Miss Biancheria, Mr. Monfredo, Mr. O'Connell), the motion was approved.
It was moved and voice voted to invite Dr. Knorr to a Standing Committee meeting in February.

It is the Administration's view that existing government regulating agencies should be setting proper exposure levels and offering best practices, such as the EPA and FCC. While neither agency has established a link between mobile devices and cancer, they do offer some suggestions for those that are concerned about Radio Frequency (RF) exposure.

FCC:

<https://www.fcc.gov/consumers/guides/wireless-devices-and-health-concerns>

Some measures to reduce your RF exposure include:

- Use a speakerphone, earpiece or headset to reduce proximity to the head (and thus exposure). While wired earpieces may conduct some energy to the head and wireless earpieces also emit a small amount of RF energy, both wired and wireless earpieces remove the greatest source of RF energy (the cell phone) from proximity to the head and thus can greatly reduce total exposure to the head.
- Increase the distance between wireless devices and your body.
- Consider texting rather than talking - **but don't text while you are driving.**

EPA:

<https://www3.epa.gov/radtown/wireless-technology.html>

Scientists continue to study the effects of long-term exposure to low levels of RF. If you are concerned, you can take these simple steps to reduce exposure to RF radiation:

- **Limit use** - Reduce the number and length of your calls or time spent on a wireless device.
- **Use hands-free devices** - Using hands-free devices keeps mobile phones away from your head.
- **Increase distance** between the wireless device and your body.

Based on the guidance from these agencies, the Administration proposes the following:

If you are concerned about radiation or heat from electronic devices, follow these guidelines:

- Consider increasing the distance between electronic devices and your body
- Consider keeping your cellphone, tablet, or laptop in your purse, backpack, or briefcase case instead of keeping it on or close to your body
- If talking on a cellphone, consider using speakerphone or a hands free headset or reduce the number or length of calls
- When not using wireless or Bluetooth, consider shutting off these services on the device or put the device in Airplane mode
- Consider not placing the device directly on your lap. Instead consider placing it on a hard surface such as a desk or book

ITEM: gb #7-59

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Monday, April 24, 2017

ITEM: Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria/
Miss McCullough (February 6, 2017)

To reestablish the PEAK ("Providing Enrichment for Able Kids") Program in the Worcester Public Schools.

PRIOR ACTION:

2-16-17 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

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

A traditional PEAK (Providing Enrichment For Able Kids, 2002) program model was based on research related to the bell curve. These students were identified as gifted and talented through a pre-test. They participated in the program during the school day for several hours or the full day often accessing cultural resources and institutions. Initially a budget cut, the program ended in 2002-2003.

With the current standards based education, the diverse needs of every student should be met through robust and highly engaging experiences that rely on various instructional practices. While all WPS students are provided opportunities to participate in community activities each year through the LEAP initiative, we recognize this is not sufficient. It is our hope that day to day instruction in classrooms will be PEAK-like experiences for students. We are currently working to make this a districtwide practice as we align strategy instruction and expectations across schools.

We propose reorganizing and recreating PEAK-like enrichment programs for WPS students after school using Title I SES funds. We believe this will allow us to create a gifted and talented program that will overcome barriers of access for all students.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Miss Biancheria/Mr. O'Connell/Mr. Monfredo/
Ms. Colorio/Miss McCullough (February 7, 2017)

Request that the Administration study the feasibility of establishing competitive wrestling teams in the Worcester Public Schools.

PRIOR ACTION:

- 2-16-17 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Miss Biancheria made the following motion:
Request that when the item is discussed at the Standing Committee level, that a representative from the Wrestling Team at Worcester Technical High School and Andy Meier be invited to the meeting.
On a voice vote, the motion was approved.

BACKUP:

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

The Worcester Public Schools already has an active city-wide wrestling team. This team was established over a decade ago and it involves the seven high schools in the district. Students are eligible to try out for the team which season starts the Monday after Thanksgiving and continues until the first week of March.

The city-wide wrestling team competes in Division 2 - Central Region. The Team is a member of the MIAA and competes both in the regular season and the post season. The WPS team participates in regular head to head matches, competes in tri-matches with 2 other teams and, at times, competes in quad matches with three other teams. The team typically has 12 to 15 wrestling matches each year.

The city-wide wrestling team consists of a head coach and two volunteer coaches and holds practice sessions at Doherty Memorial High School. The team has a range of 8 to 20 student athletes each year, with 21 student athletes participating this past season.