WORCESTER
PUBLIC SCHOOLS

Date: November 30, 2026
Item Number: gb 6-72
Item Description: To consider the recommendations of the district boundary and realignment report.
Recommendation: Approve Recommendations

This report presents final scenario recommendations of the **School Boundary and Quadrant Alignment Project**, fulfilling the Superintendent's District Improvement Goal #3 for School Year 2025–2026. The initiative was established to optimize district resources, enhance educational equity, and ensure long-term sustainability by addressing overcrowding and facility underutilization across the district.

The primary baseline objective was to realign school boundaries to bring facilities into the optimal 80–90% utilization range, relieving overcrowded schools while boosting enrollment in underutilized ones. This project focused on stabilizing student pathways from preschool through graduation, establishing clear feeder patterns, and better align facility capacities with community programming needs.

Strategic Project Alignment to Superintendent Goals

The School Boundary and Quadrant Alignment Project served as the primary driver for District Improvement Goal #3, connecting structural modifications to the district's broader strategic priorities.

- **Instructional Leadership & Environment (Standards I & II):** Relieved over-capacity classroom environments to directly facilitate core instruction, optimize class sizes, and maximize quality instructional time.
- **Unified Communication Framework (District Improvement Goal #1):** Used culturally responsive, multi-format outreach to keep communities informed and engaged throughout the realignment process.

- **Family & Community Engagement (Standard III):** Integrated ongoing feedback via public forums, working groups, and digital surveys to build shared stakeholder investment in finalized quadrant structures.

Key Achievements

Since the launch of the project cycle last Fall, the district has successfully executed all planned baseline milestones:

- **Procurement & Operations:** Finalized a specialized RFP in October 2025, onboarded technical consultant vendor DillingerRAD in early 2026, and formed a cross-functional Advisory Working Group.
- **Data & Scenario Modeling:** Conducted comprehensive building capacity assessments, analyzed full-day preschool expansion opportunities, and drafted preliminary scenarios utilizing existing Worcester Public Schools facilities without new leases or purchases.
- **School-Specific & Housing Outreach:** Hosted ten school-based outreach events and partnered with the Worcester Housing Authority and the City's Economic Development team to incorporate multi-year housing developments into enrollment projections. Events took place at various locations, on different days of the week, and at different times for our families, including virtual and in-person sessions with translation and child care services.
- **Advisory & Stakeholder Sessions:** Convened monthly meetings with a cross-functional Advisory Working Group that brought together parents, staff, and community partners. Hosted sessions with the Superintendent's Student Advisory, Principal Academies, and meetings with the Educational Association of Worcester.
- **Accessible Communications & Media:** The District's Family and Community Engagement team and Wraparound Coordinators led targeted caregiver outreach and provided flyers in student backpacks and to families during dismissal; engaged in local appearances on Unity Radio, dedicated a district webpage and separate email for the project, provided an interactive online mapping tool, and a ParentSquare update group for continuous notifications.

Informed by community feedback gathered since Spring 2026, this report outlines the Administration's recommendations across the seven key areas identified by DillingerRAD.

Category	DillingerRAD Recommendation	WPS Administration Recommendation
Implementation	Begin partial implementation in SY2027-28 and complete realignment by 2030-31, guided by a district implementation plan developed January-March 2027.	Begin partial implementation in SY2028-29 and complete realignment by 2031-32, guided by a district implementation plan developed January-September 2027.
Pre-K	Over three years, convert half-day Pre-K to full-day and reposition classrooms so each quadrant's seat count matches its share of Pre-K eligible children, phased by facility readiness and funding.	With the implementation of the elementary school boundary changes, reposition Pre-K classrooms so each quadrant's seat count matches its share of Pre-K-eligible children, phasing to full-day programs over time based on funding and facility readiness. *(The intent is not to reduce the number of Pre-K seats; thus, additional classrooms will be needed to double as they are converted to full-day programs)*.
Program Access	Manage all district-wide program applications through one central, transparent process, with seat allocation designed to give students in every quadrant equitable access, consistent with DESE requirements.	Manage districtwide program applications through a centralized application and lottery module for admissions-based programs and maintain Career & Technical Education (CTE) programs on the existing platform to align with state reporting requirements, while pursuing opportunities to expand student program seats and programs.
Voluntary Transfer	Limit voluntary transfers and approve them centrally, based on available capacity at both the sending and receiving school.	Continue voluntary transfers based on available capacity and manage them centrally, but allow receiving schools input on student selection based on parameters developed by the Administration.
Bell Schedule	Transition to a three-tier bell schedule over the next two years, with clear, consistent, and transparent rules for which students receive transportation, to improve efficiency and reliability across the district.	Pause the transition to a three-tier bell schedule to allow the Administration to continue discussion of impacts with afterschool providers and WPS staff.
Elementary School Boundaries	Adopt Draft 4 or 5 as the elementary attendance boundaries, effective SY2028-29.	Upon School Committee deliberation of Draft #4 & #5, the district would adopt selected proposed elementary attendance zone changes with the following items:

		• Defer and revisit the impact of the Curtis Apartments and GBV construction projects and enrollment trends and potential space needed through the conversion of WAMS, Greendale, or McGrath, and other surrounding schools until 2030-31, when project completion and space needs are better known. • Jacob Hiatt becomes a zoned school. • Plan for using Granite Street School to address overcrowding at Rice Square School, but no sooner than the 2028-29 school year. • Move all of Plumley Village to City View to address overcrowding at Belmont Street School. • 6th Graders from Rice Square, Union Hill, and Grafton Street School to attend Worcester East Middle. • All elementary schools remain in their current quadrants, except Vernon Hill becomes a North Quadrant school.
Middle / High School Boundaries	Balancing enrollment may require complex, split feeder patterns. With new facilities and CTE expansion ahead, WPS should defer boundary changes and complete a secondary strategic plan during SY2027-28.	Maintain proposed elementary boundary changes and complete a secondary strategic plan by SY2029-30.
Program Update:	After careful consideration, the UPCS Administration has requested that its request to consider program co-location with Claremont be withdrawn. The WPS Administration and Clark University will continue discussions to better align opportunities between the two schools for the benefit of all students at both schools.	

Realignment Implementation Timeframe

As the School Boundary and Quadrant Alignment Project transitions from initial formulation to successful implementation, it will depend on direct, forward-facing engagement with school-based staff, building leaders, and families. By September 2027, the Administration will develop a multi-tiered implementation plan that requires seamless alignment across facility logistics, instructional stability, and community engagement. Most upcoming deliverables will require thoughtful, ongoing dialogue with school communities.

- **Phased Multi-Year Implementation:** The Administration recommends implementation will begin in phases for the 2028-2029 school year, using the remainder of the 2026-27 and the start of the 2027-28 school years to develop a comprehensive implementation plan that guides full implementation benchmarks by the 2030–2031 school year (and potentially beyond, depending on funding impacts and capacity).
- **Legacy Enrollment & Transportation Clarity:** The Administration recommends a phased approach that factors in existing students in the higher intermediate grades at the elementary level with legacy enrollment parameters, including options that may keep last grade on their current pathways, while establishing clear, consistent, and transparent transportation eligibility rules, and partnering with community organizations to ensure adequate after-school programming. Details of legacy enrollment will need to be determined.
- **District Infrastructure & Operational Readiness:** Coordinate forward-facing departments, including the Parent Information Center and Family & Community Engagement, to build operational capacity, while aligning facility readiness and a preschool expansion plan into future district budget planning cycles.
- **Transparent Family & Caregiver Communication:** Launch dedicated communication campaigns to prepare families for upcoming changes, utilizing culturally responsive, multi-format outreach with language interpretation, ParentSquare updates, and webpage resources to keep caregivers informed.
- **Transparent Staff Communication:** Launch dedicated communication campaigns to prepare staff for upcoming changes, using various multi-format outreach with language interpretation, district updates, and webpage resources.

Preschool Expansion

As part of the broader School Boundary and Quadrant Alignment Project, the district is committed to encouraging predictable, equitable, and stable neighborhood pathways from early childhood through high school graduation. To directly support access to neighborhood preschool programs, the project explored options to integrate at least one dedicated preschool classroom space into the majority of the district's elementary school locations. These preschool classrooms would then be expanded to full-day programs as funding allows. However, several smaller schools were deemed not feasible due to existing classrooms and grade configurations. The Administration will develop an implementation plan during FY29 budget planning, tied to annual budget appropriations and facility availability, that prioritizes neighborhood schools in the highest-need areas.

Rationale & Strategic Benefits

Establishing preschool footprints in the majority of elementary schools addresses several key operational and instructional priorities:

- **Equity & Accessibility:** Distributing early childhood programs across most elementary locations reduces transportation hurdles for families and ensures high-quality early education is accessible in every neighborhood.
- **Neighborhood Familiarity:** Placing preschool classrooms in neighborhood elementary schools helps students build early familiarity with school staff, facilities, and expectations, easing early childhood transitions.
- **Transition Away from Half-Day Models:** Converting existing half-day or centralized preschool capacity into localized, full-day classrooms directly aligns with family demand and district programmatic standards. This transition will occur as space and funding are available.

Proposed Implementation Guidelines

- **Phased Funding Rollout:** Roll out new classrooms progressively as federal (e.g., Head Start/CPPI grants), state (e.g., Commonwealth Preschool Partnership Initiative), and local funding opportunities become available.
- **Priority Allocation:** Initial classroom expansion will prioritize schools in the highest-need areas with the largest neighborhood early childhood slot deficits.
- **Neighborhood Consideration:** Consider ways to support access for families within each school's neighborhood, consistent with preschool's application-based process.
- **Capital & Facility Costs:** Minor interior retrofits (e.g., furniture, early learning technology, lower-height fixtures) would be integrated into regular facility maintenance cycles and eligible for grant funding.

Program Access for Students

A key priority of the district's implementation phase will be to deliver clear, transparent, and robust communication to parents and caregivers around our new centralized program admissions process for district programs. The Administration will continue developing a centralized lottery and application module in the district's Student Information System (WooEdu) for the district's admissions-based programs, and the implementation plan will include full integration dates. This platform will replace the existing fragmented, school-by-school processes with a unified online platform overseen by the Parent Information Center.

Online Application Submissions

- **Single-Portal Convenience:** Existing parents and caregivers can log in through their current WooEdu Parent Portal to submit applications.
- **Guided Digital Forms & Document Uploads:** Mobile-friendly forms tailor questions to the student's grade level and selected programs, allowing caregivers to rank preferences and upload required verification documents electronically rather than submitting paper packets in person.
- **Real-Time Status & Automated Alerts:** Parents would receive immediate digital confirmation upon submission, followed by automated email and portal notifications tracking application verification, lottery results, waitlist standing, and seat acceptance deadlines.

Operational & Equity Advantages

- **Streamlined Workflows & Zero Duplicate Entry:** Centralizing submissions will eliminate manual data entry; once lottery placements or waitlist offers are finalized, student assignments will update directly within WooEdu.
- **Application & Enrollment Transparency:** Managing applications, random lottery draws, and waitlists within a single SIS platform produces a clear, timestamped digital record, giving families and the School Committee confidence in the fairness and consistency of program admissions.
- **Proactive Caregiver Outreach:** District communications, in conjunction with Family and Community Engagement and the Parent Information Center, will provide culturally responsive, multi-format communications, including language interpretation and ParentSquare updates, to give parents and caregivers clear, accessible guidance on centralized program applications.

The district's Career & Technical Education (CTE) programs will remain on the existing platform in conjunction with the state's required reporting for those specific programs. Given the complexities of concurrent program application processes and student out-of-quadrant transportation for CTE programs, the district will not move to a proportional seat allocation model for all application programs at this time. District staff will continue to monitor and refine program application processes to ensure that they are accessible for all students and families. The district remains committed to providing students access to a wide range of program offerings across schools and quadrants, and will continue to pursue opportunities to expand student program seats and programs, as appropriate.

Voluntary Transfer for Students

Through proposed elementary boundary redesigns, the district will achieve core objectives by establishing standardized classroom counts and ideal capacity targets that bring facilities into optimal utilization ranges. However, the district places high value on maintaining intra-city school choice (requests to attend a school outside a student's assigned residential address) through the voluntary transfer process. Separate from this boundary realignment project, the Administration will formalize transfer management using a centralized application process but will allow receiving schools to determine both space capacity and other parameters.

Maintaining Optimal Building Capacity

- **Preventing Overcrowding and Under-Enrollment:** Voluntary transfers will need to consider current and future capacity limits to ensure seats are available.
- **Capacity Verification:** Require centralized approval based on verified capacity at the receiving schools to ensure an individual transfer does not cause a receiving school to become overcrowded.
- **Principal Participation:** Managed at a central level; however, building principals will participate in determining grade-level capacity and other criteria.

Standardized Tier & Bell Transportation System

As part of the analysis of current school boundaries, the Administration developed a transition to a standardized 3-Tier Transportation Schedule that would reduce the walk radius for students. By restructuring start and end times across elementary, middle, and high schools and alternative programs into three distinct, synchronized operating windows, the district would maximize fleet utilization, expand bus access to broader student populations, and potentially allow legacy options for students. The Administration recommends deferring the potential transition to a three-tier bell schedule to allow the Administration to continue to discuss impacts of these changes with afterschool providers and staff.

- **Legacy Enrollment: A 3-tier schedule may allow the last grades of students** to be accommodated to remain in school prior to transition; further analysis is required.
- **Reduced Walk Radius:** Allows the district to lower distance thresholds for transportation eligibility across elementary (1.0 mile), middle (1.5 miles), and high (1.75 miles) school grades.
- **On-Time Performance:** Standardized spacing between tiers builds in buffer time for heavy traffic, reducing cascading delays across successive school drop-offs.
- **Districtwide Professional Learning Communities**: When all campuses in a grade tier operate on the same start and end times, job-alike teachers across different buildings can collaborate virtually or in person during shared Professional Learning Communities (PLCs).
- **Maximized Specialist & Itinerant Staff Efficiency:** Shared staff can be deployed across multiple schools within the same tier without losing instructional time to conflicting bell schedules.
- **Preserved Instructional Time for Athletics:** Uniform middle and high school dismissal tiers prevent student athletes from missing the end of the school day for travel to interscholastic competitions, maximizing total classroom time as middle school opportunities expand.
- **Community Providers:** District will continue engagement with community partners on before and after school programs to ensure students have access to safe community spaces outside of school hours.

Proposed Tier Structure & Bell Schedule Model

- **Tier 1 (High Schools & Specialized Programs):** 7:15 AM – 1:38 PM
    - *Designed to accommodate high school route density, Career and Technical Education (CTE) transportation, alternative programs, and longer-distance routes.*
- **Tier 2 (Neighborhood Elementary Schools):** 8:15 AM – 2:38 PM
    - *Supports localized elementary attendance zones, maximizing neighborhood routing efficiency, and expanded transportation access.*
- **Tier 3 (Middle Schools, Specialized Elem Hub & Non-District):** 9:05 AM – 3:28 PM
    - *Aligns quadrant-based feeder middle schools while incorporating designated elementary hub schools serving specialized district programs, as well as non-district required services.*

Elementary School Boundaries

Based on technical modeling and community feedback gathered since Spring 2026, DillingerRAD's recommended scenarios have been modified and adjusted through the final drafts of the recommendation. The project successfully realigned nearly all elementary school zones into clear, contiguous geographic neighborhood boundaries and established predictable feeder pathways by ensuring every elementary attendance zone maps directly to a single dedicated middle school and high school.

The Administration recommends the adoption of the proposed elementary attendance zone changes with the following items:

- Defer and revisit the impact of the Curtis Apartments and GBV construction projects, enrollment trends and potential space needed through the conversion of WAMS, Greendale, or McGrath, and other surrounding schools until 2030-31, when project completion and space needed are better known.
- Jacob Hiatt becomes a zoned school to absorb enrollment growth around the Chandler Street area in the 2028-29 school year.
- Plan for using Granite Street School to address overcrowding at Rice Square School, but no sooner than the 2028-29 school year.
- Move all of Plumley Village to City View to address overcrowding at Belmont Street School.
- 6th Graders from Rice Square, Union Hill, and Grafton Street School to attend Worcester East Middle.
- All elementary schools remain in their current quadrants, except Vernon Hill becomes a North Quadrant school.

The School Committee will deliberate and provide the district's direction on the following items:

- **Draft #4 - Greendale Head Start Program:** Relocate the existing Head Start Program and convert the building into a neighborhood boundary school to absorb enrollment growth from residential developments at Curtis Apartments and Great Brook Valley. Delay conversion until neighborhood impacts are known around the 2031-2032 school year.
- **Draft #5 - Worcester Arts Magnet Transition:** Move the specialized arts magnet program at Worcester Arts Magnet to McGrath Elementary and convert the school into a neighborhood boundary school to absorb enrollment growth from residential developments at Curtis Apartments and Great Brook Valley. Delay conversion until neighborhood impacts are known around the 2031-2032 school year.

Cost Implications of Reopening Granite Street or Greendale Building

The Administration anticipates that both Granite Street and the Greendale Building could support approximately 250 students, fourteen classrooms (2 cohorts each from Kindergarten through Grade 6), and approximately eighteen instructional staff and six support staff. Reopening each building would require a new building Principal and Focus Instructional Coach. Due to the district's enrollment reduction, Administration could potentially reallocate existing instructional staff in lieu of new hires; however, reopening is anticipated to cost $2.6 million.

Positions	**Anticipated Counts**
Elementary Principal	1
Elementary Focus Instructional Coach	1
Elementary Classroom Teacher	14
Elementary Enrichment Teacher	1
Multilingual Teacher	1
Special Education Teacher	1
School Counselor	1
Paraeducators	2
School Nurse	1
Wraparound Coordinator	1
Custodian	1
School Clerical	1
Total Estimated Positions	**26**
Estimated Salaries	$2,499,633
Estimated Instructional Materials	$100,000
Total Estimated Cost	**$2,599,633**

Potential facility capital upgrades (bathrooms, etc.) will be assessed at a later date.

Middle & High School Boundaries

The Administration recognizes that establishing predictable, equitable pathways from middle school to high school presents operational challenges across the district. While elementary school has focused on contiguous neighborhood zones, balancing secondary enrollment requires navigating various school building sizes and constraints and aligning specialized academic offerings across all high schools. Demand for specialized secondary programs, combined with current decentralized admissions and voluntary transfer practices, has created transparency and capacity challenges that may make it difficult to maintain consistent cohort pathways from grade 7 through graduation.

The Administration recommends maintaining proposed elementary assigned quadrant boundaries while executing a comprehensive, district-developed secondary schools strategic plan by the 2029–2030 school year. This planning process will focus on educational programming and ensure that future feeder pattern adjustments thoughtfully account for secondary enrollment dynamics, major capital investments such as the planned construction of a new Burncoat High School, and expanded programmatic offerings across targeted areas of the city.

Specifically, this secondary strategy will focus on educational programming to integrate expanded career education opportunities in the North Quadrant alongside proposed enhancements to secondary Dual Language programming that embed Early College coursework directly into core instruction. In the interim, the Administration recommends safeguarding predictable student pathways and optimal building utilization through centralized program admissions that will provide equitable seat access, paired with centralized voluntary transfer oversight coordinated with the Parent Information Center.

District Recommendations for Enrollment Management

- **Centralized Program Lottery Management:** Under Recommendation #3, the district will manage all application-based programs through a centralized lottery and application module in the district's Student Information System (WooEdu).
- **Centralized Capacity & Voluntary Transfer Oversight:** Under Recommendation #4, the district will centralize enrollment and transfer management; however, building principals will participate in the process of determining grade-level capacity and other criteria.

District Recommendations for Expanding Secondary Career Opportunities (to be included in separate reports)

- **Expanded and Advanced Programming in the North Quadrant:** Because access to high-demand technical programs heavily drives secondary student movement, expanding local offerings helps balance enrollment across quadrants. The district continues to develop expanded opportunities at North High School in conjunction with community partners. The district is developing a full North Quadrant master plan that includes community and college partnerships, new Career and Technical programs, and advanced programming opportunities for students.

- **High School Dual Language Program:** To strengthen secondary pathways and optimize building utilization, the Administration, led by the Multilingual Department, will develop a high school Dual Language program placement for the 2027-28 school year. This model expands equitable access to postsecondary credits and career-aligned pathways while balancing enrollment across quadrant high schools, with a forthcoming recommendation detailing program specifics, campus locations, and outreach for current families.

Secondary Optimal Enrollments

While elementary schools generally feature self-contained classrooms, secondary schools (middle and high schools) rely on student movement and specialized programming. DillingerRAD focused solely on building utilization or physical capacity, which is the maximum number of students who can physically fit into a building based on raw square footage and classroom counts. The Administration has consulted with both MSBA build guidelines and Building Principal feedback to develop an ideal student population that each school can serve safely and effectively without compromising educational quality and daily operations (such as parking capacity, feeding periods, and realistic staffing models).

Because secondary students move throughout the building every period, secondary school optimal enrollment is governed by five operational factors rather than physical seat counts:

- **Course Scheduling & Planning:** Classrooms cannot run at 100% occupancy every period because teachers need planning time, and course sections (AP, electives, labs) don't always divide evenly into full class sizes.
- **Specialized Lab Spaces**: Science labs, art studios, and vocational shops have safety caps and typically cannot accommodate standard academic class sizes.
- **Lunch Transitions:** Cafeteria seating and kitchen serving-line capacity must support safe dining limits and avoid conflicts with breakfast and dismissal times.
- **Traffic & Parking:** Physical site constraints dictate safe bus loading loops, neighborhood drop-off traffic flow, and staff/visitor/student parking capacity.

- **Staffing Resources:** Ensures balanced, manageable student-to-counselor, administrative, and interventionist support ratios across the building.

Redefine and Align School Designation Standards

To ensure public naming conventions reflect operational models and districtwide equity goals, the Administration recommends the following updates:

Community School Designations

The Administration recommends eliminating the "community school" label currently attached to Belmont Street, Chandler Elementary, Clark Street, Elm Park, Quinsigamond, and South High. Generally, community schools represent a place-based strategy in which schools partner with community agencies and allocate resources to integrate academics, health and social services, and youth and community development, while also fostering community engagement. While the Administration welcomes partnerships to support community schools, district funding for these programs was eliminated more than twenty years ago. This recommendation removes specialized designation from individual school names to ensure every school in the district embodies a fully integrated, resource-rich environment.

Aligning Magnet Designations with Programmatic Reality

The Administration is recommending the removal of the specialized "magnet" designation for Canterbury Street Computer Magnet School, Jacob Hiatt Magnet School, and Tatnuck Magnet School. After review, these specific campuses no longer house an identified, distinct citywide or magnet program that offers additional, unique opportunities beyond standard neighborhood school structures. Magnet schools are defined in Massachusetts General Laws, Chapter 71, Section 37I as, "a public school or part thereof which meets such requirements as may be established by the board and attracts pupils from outside the neighborhood in which it is located for the purpose of reducing or eliminating racial imbalance or racial isolation, as defined in section thirty-seven D." Under this proposal, these school locations will be intentionally redesigned and optimized as dedicated neighborhood schools.

Naming Consistency Recommendations

As referenced in Appendix A, the Administration recommends consistent naming across all schools, such as including "Elementary" in the names of all K-6 schools, except for several school locations whose history, longevity, and recently installed signage do not warrant a change at this time.

Conclusion & Next Steps

The recommendations outlined represent a unified, equitable vision for the future of Worcester Public Schools, grounded in data analysis and iterative refinements shaped by extensive public feedback. Informed by more than 500 community submissions and 40 outreach events, this comprehensive framework is designed to provide district facilities with optimal utilization ranges, relieve overcrowding, and establish predictable student pathways from preschool through graduation. By pairing **School Boundary and Quadrant Alignment** with localized preschool expansion, modernized transportation schedules, and naming considerations, the district addresses immediate capacity challenges while establishing predictable, high-quality educational pathways from early childhood through graduation. The Administration remains committed to delivering an equitable, transparent realignment plan that expands opportunities for all Worcester students.

As the School Committee moves forward through deliberation and final action in December, the Administration will develop a detailed, family-centered implementation plan. By phasing changes thoughtfully from partial implementation in the 2028-29 school year through full implementation in 2030–2031, the district is positioned to align facility readiness, operational infrastructure, and transparent guidance to deliver a smooth, equitable transition for students and families across the city.

Summary of Core Recommendations

- **Implementation Plan:** Begin partial implementation in SY2028–29 and complete full realignment by SY2030–31, guided by a district implementation plan and revisions based on enrollment trends.
- **Preschool Expansion:** Reserve footprint and phase in full-day preschool classrooms across most elementary locations as funding allows, anchoring neighborhood feeder patterns.
- **Preschool Targeted Rollout:** Prioritize high-need quadrants first, leveraging federal, state, and local grant structures alongside the new boundary implementation.
- **Program Access:** Manage district-wide program applications through one central, transparent process to ensure equitable access and remain consistent with state requirements.
- **Voluntary Transfer:** Continue intra-city school choice (voluntary transfer) based on available capacity at the receiving school, but use a centralized application process and maintain school principal input in the approval process.
- **Standardized Tier & Bell Transportation System:** Further explore opportunities to transition to a standardized 3-tier routing network in the future to maximize fleet density, decrease student walk distances, create opportunities for districtwide professional learning communities, and maximize itinerant schedules.
- **Elementary Capacity Targets:** Realign attendance zones to eliminate overcrowding and ensure optimal capacity utilization (80%-90%) across all facilities.

- **Middle & High School Pathways:** Maintain clear boundaries, while centralizing lotteries and expanded program opportunities for students.
- **Updated Designations:** Retire obsolete "Community School" and "Magnet" labels to ensure uniform operational excellence across all campuses, while preserving historic school names

Next Steps

As the **School Boundary and Quadrant Alignment Project** moves from initial formulation to implementation, it will rely on direct, forward-facing engagement with school-based staff, building leaders, and district families. Most upcoming deliverables require deep, continuous dialogue with our school communities. Communication campaigns will be required to prepare families for changes and to integrate them into the FY29 district budget planning cycle.

The following includes ongoing key milestones and deliverables:

- Provide an Implementation Plan that includes community details and milestone targets.
- Develop Preschool Expansion that integrates with FY29 Budget Recommendations and includes targeted locations for families.
- Provide guidance on program access to manage district-wide program applications through one central, transparent process.
- Provide guidance on the district's Voluntary Transfer policy that will limit voluntary transfers and approve them centrally, based on available capacity at both the sending and receiving school.
- Continue engagement with key stakeholders on the impacts of a standardized 3-tier routing network to maximize fleet density, reduce walking radius for students, and improve districtwide professional learning communities.
- Refine Elementary Capacity by school using current student enrollment to ensure accurate data analysis.
- Provide information on secondary expanded programming, including North High opportunities and Dual Language program locations.

Worcester Public Schools School Boundary & Quadrant Realignment Project

Appendix A - Naming Consistency Recommendations

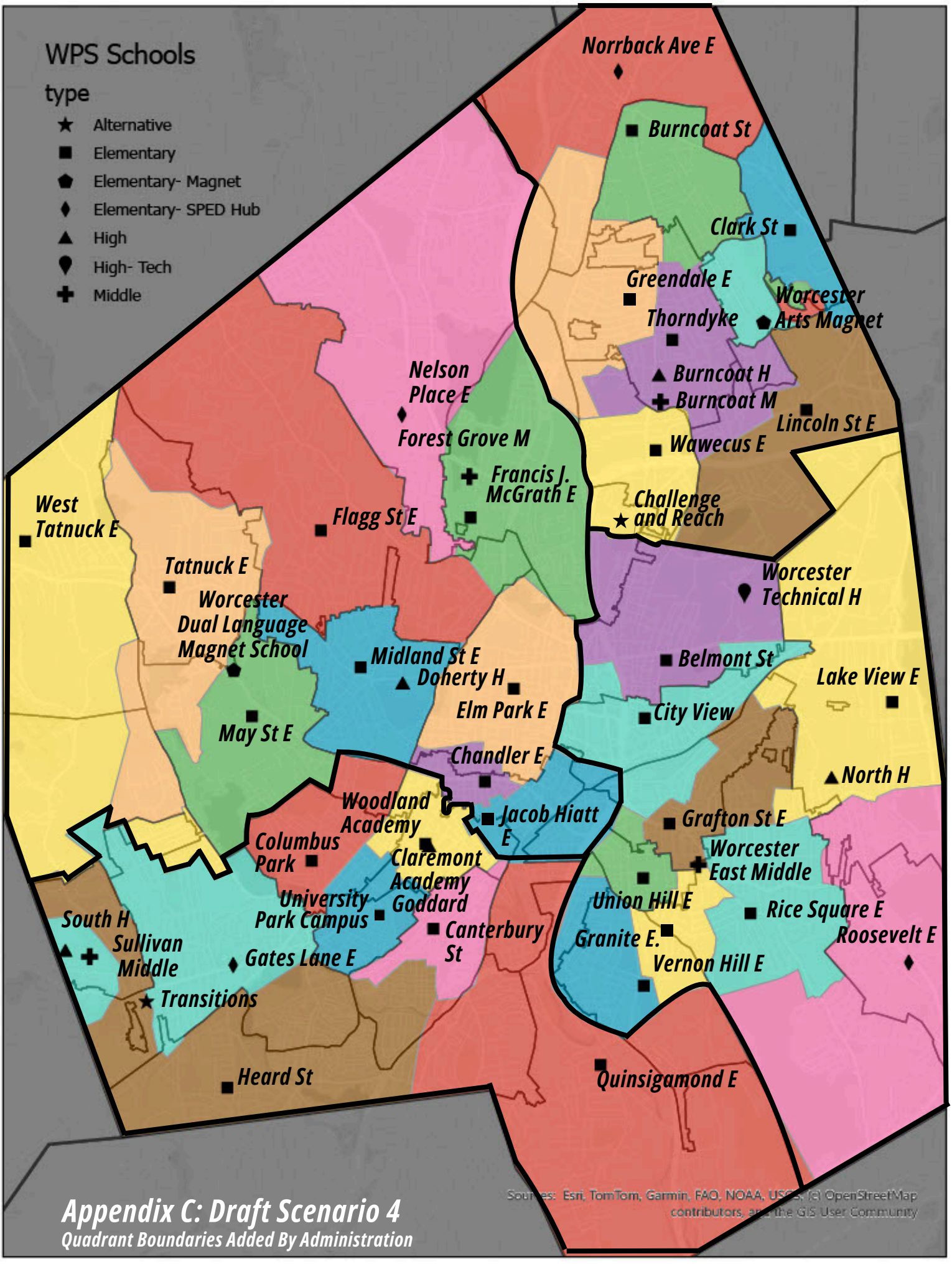
Appendix B - Community Engagement Schedule

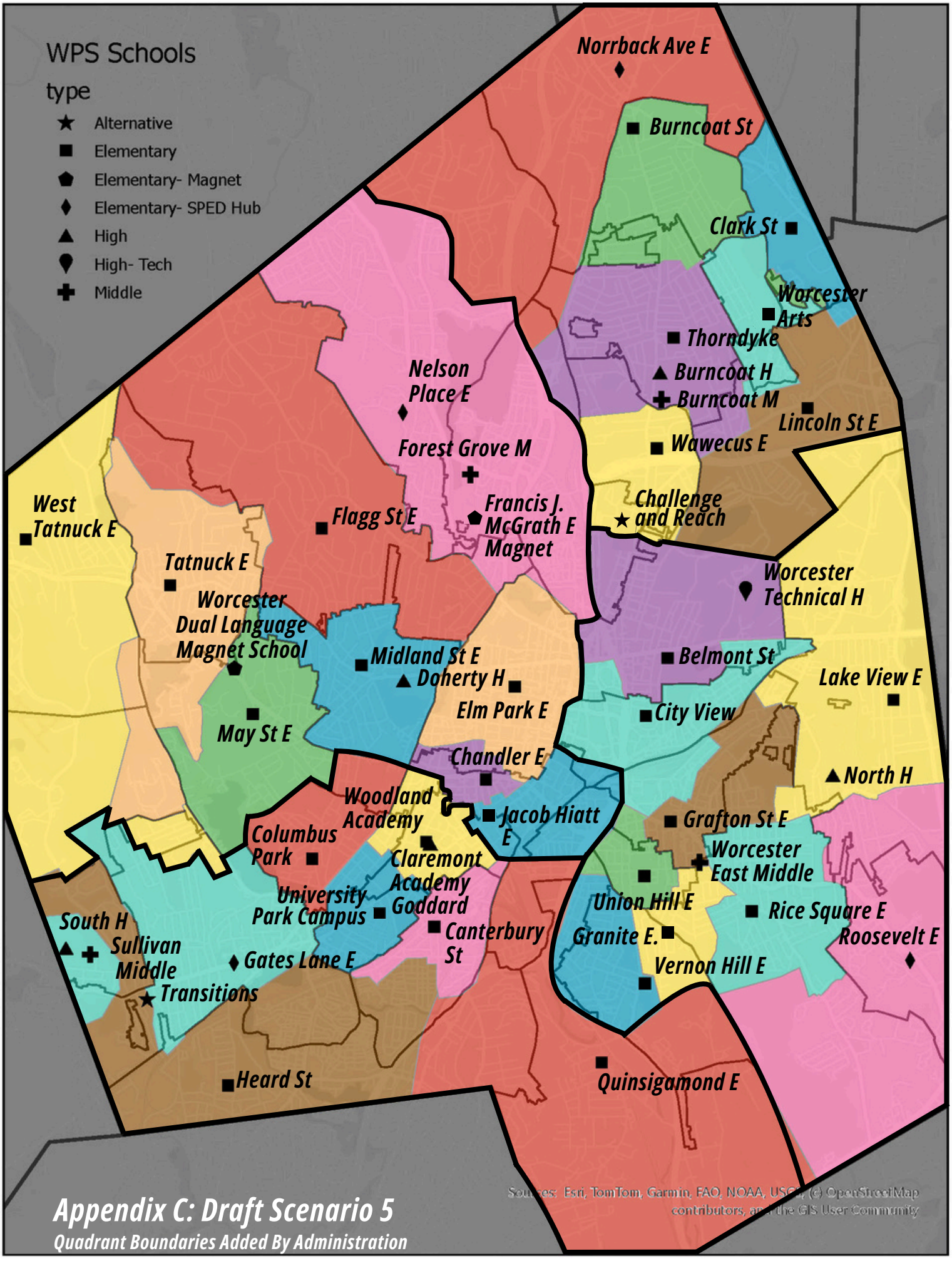
Appendix C - Current & Drafts #4 & #5 Maps

Current School Names	Recommended School Names
Belmont Street Community School	Belmont Elementary School
Burncoat Street Preparatory School	Burncoat Elementary School
Canterbury Street Computer Magnet School	Canterbury Elementary School
Chandler Elementary Community School	Chandler Elementary School
City View Discovery School	City View Elementary School
Clark Street Community School	Clark Elementary School
Columbus Park Preparatory Academy	Columbus Park Elementary School
Elm Park Community School	Elm Park Elementary School
Flagg Street School	*No Proposed Change*
Francis J. McGrath Elementary School	*No Proposed Change*
Gates Lane School of International Studies	Gates Lane Elementary School
Goddard School of Science & Technology	Goddard Elementary School
Grafton Street School	Grafton Street Elementary School
Heard Street Discovery Academy	Heard Elementary School
Jacob Hiatt Magnet School	Jacob Hiatt Elementary School
Lake View School	Lake View Elementary School
Lincoln Street School	*No Proposed Change*
May Street School	*No Proposed Change*
Midland Street School	Midland Street Elementary School
Nelson Place School	Nelson Place Elementary School
Norrback Avenue School	Norrback Elementary School
Quinsigamond Community School	Quinsigamond Elementary School
Rice Square School	*No Proposed Change*
Roosevelt School	Roosevelt Elementary School
South High Community School	South High School
Tatnuck Magnet School	Tatnuck Elementary School
Thorndyke Road School	*No Proposed Change*
Union Hill School	Union Hill Elementary School
Vernon Hill School	Vernon Hill Elementary School
Wawecus Road School	Wawecus Elementary School
West Tatnuck School	West Tatnuck Elementary School
Woodland Academy	Woodland Elementary School
Worcester Arts Magnet School	*No Proposed Change*
Worcester Dual Language Magnet School	*No Proposed Change*
Worcester Technical High School	*No Proposed Change*

Appendix B - Community Engagement Schedule

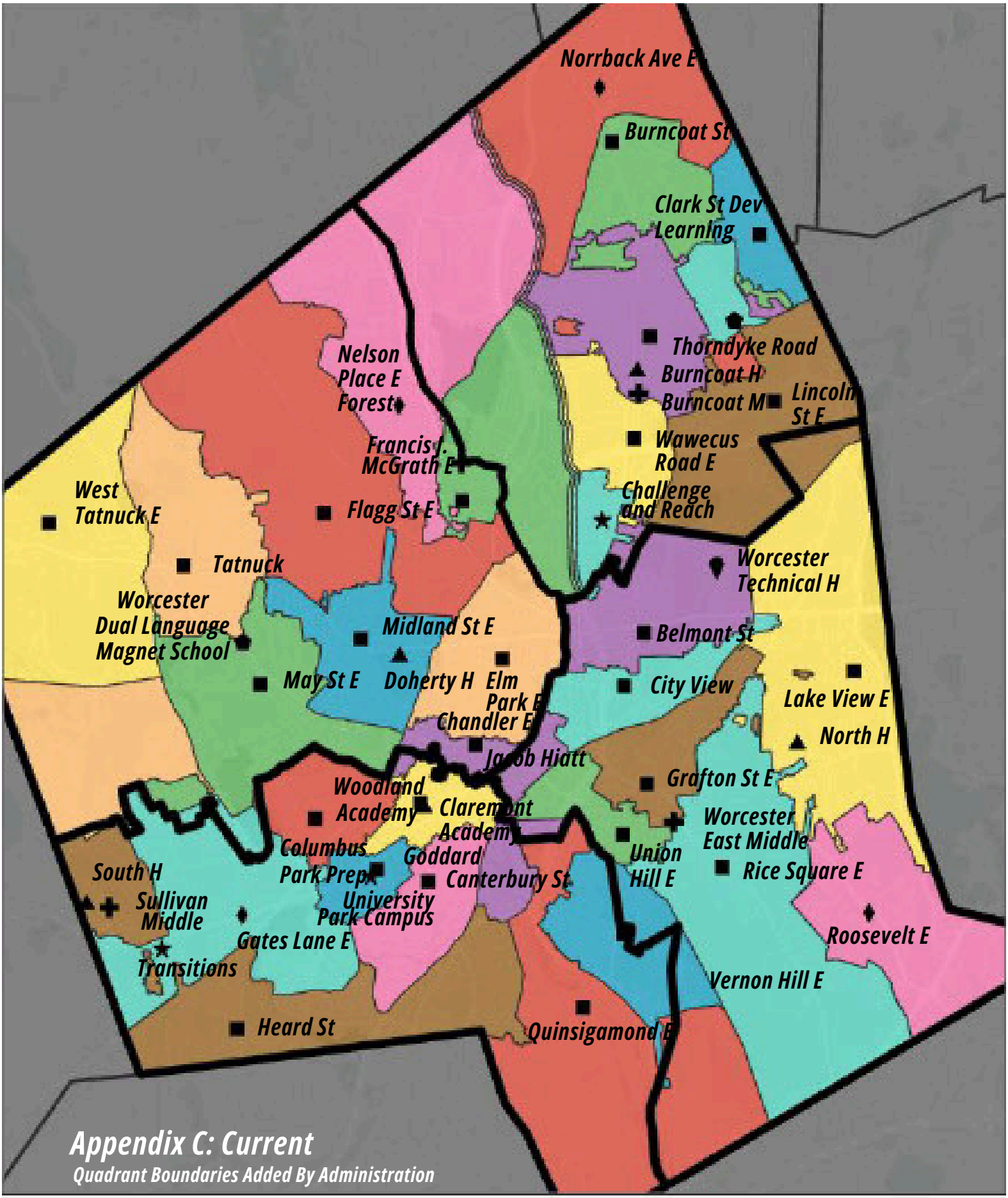
Date	Meeting	Location
Tuesday, February 10, 2026	Working Group Kick Off	Virtual
Tuesday, March 17, 2026	Working Group	Virtual
Monday, March 23, 2026	Community Forum	Doherty High School
Wednesday, April 1, 2026	Principal Academy	Doherty High School
Thursday, April 2, 2026	Superintendent Student Advisory	Claremont Academy
Tuesday, April 7, 2026	Working Group	Virtual
Wednesday, April 15, 2026	Community Forum	Doherty High School
Monday, April 27, 2026	Community Forum	North High School
Tuesday, April 28, 2026	Working Group	Virtual
Tuesday, May 5, 2026	Community Forum	Virtual
Wednesday, May 13, 2026	Community Forum - Spanish	Virtual
Tuesday, May 19, 2026	Working Group	Virtual
Tuesday, June 23, 2026	Unity Radio Interview (97.9 FM / WUTY)	Radio Studio
Tuesday, June 30, 2026	Working Group	Virtual
Tuesday, July 14, 2026	Working Group	Virtual
Tuesday, August 18, 2026	Operations & Governance Meeting	Doherty High School & Virtual
Thursday, August 20, 2026	Working Group	Virtual
Friday, August 28, 2026	Wraparound Forum	Virtual
Wednesday, September 2, 2026	Community Forum - AM	Belmont Tower Apts - 40 Belmont Street
Wednesday, September 2, 2026	Community Forum - PM	Belmont Tower Apts - 40 Belmont Street
Wednesday, September 16, 2026	Operations & Governance Meeting	Worcester Technical High & Virtual
Wednesday, September 16, 2026	Unity Radio Interview (97.9 FM / WUTY)	Radio Studio
Tuesday, September 22, 2026	Working Group	Virtual
Tuesday, September 29, 2026	Community Forum	Quinsigamond Elementary
Monday, October 5, 2026	Goddard Outreach	Virtual
Monday, October 5, 2026	University Park Outreach	Staff Meeting
Tuesday, October 6, 2026	EAW Leadership Meeting	Virtual
Wednesday, October 7, 2026	Claremont University	Staff Meeting
Wednesday, October 7, 2026	Principal Academy	Doherty High School
Tuesday, October 13, 2026	Operations & Governance Meeting	Vernon Hill Elementary & Virtual
Tuesday, October 13, 2026	Worcester Education Collaborative	Podcast
Monday, October 19, 2026	Community Forum	Chandler Elementary
Tuesday, October 20, 2026	Working Group	Virtual
Wednesday, October 21, 2026	EAW Forum	Virtual
Monday, October 26, 2026	Operations & Governance Meeting	Forest Grove Middle & Virtual
Saturday, November 7, 2026	Community Forum	Goddard Elementary
Monday, November 16, 2026	Operations & Governance Meeting	South High School & Virtual
Tuesday, November 17, 2026	Working Group	Virtual
Monday, November 30, 2026	Operations & Governance Meeting	Doherty High School & Virtual


WPS Schools
type
Alternative
Elementary
Elementary- Magnet
Elementary- SPED Hub
High
High- Tech
Middle
Norrback Ave E
Burncoat St
Clark St
Greendale E
Worcester Arts Magnet
Thorndyke
Burncoat H
Burncoat M
Lincoln St E
Wawecus E
Nelson Place E
Forest Grove M
Francis J. McGrath E
Challenge and Reach
West Tatnuck E
Flagg St E
Tatnuck E
Worcester Technical H
Worcester Dual Language Magnet School
Midland St E
Doherty H
Belmont St
Lake View E
Elm Park E
City View
May St E
Chandler E
North H
Woodland Academy
Jacob Hiatt E
Grafton St E
Columbus Park
Claremont Academy
Worcester East Middle
University Park Campus
Goddard
Union Hill E
Rice Square E
South H
Canterbury St
Granite E.
Roosevelt E
Sullivan Middle
Gates Lane E
Vernon Hill E
Transitions
Heard St
Quinsigamond E
Appendix C: Draft Scenario 4
Quadrant Boundaries Added By Administration
Sources: Esri, TomTom, Garmin, FAO, NOAA, USGS, (c) OpenStreetMap contributors, and the GIS User Community



Appendix C: Draft Scenario 5

Quadrant Boundaries Added By Administration



Appendix C: Current

Quadrant Boundaries Added By Administration