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**The following items will be discussed at the meeting of the Standing Committee on Governance and Employee Issues to be held virtually on Tuesday, November 24, 2020 at 4:30 p.m. in Room 410 of the Durkin Administration Building:**

c&p #0-12 - Clerk (June 21, 2020)

To consider a communication from Kwaku Nyarko relative to the Worcester Voter Registration Initiative partnering with the Worcester Public Schools to increase voter turnout in the city through community engagement, workshops, and civics lessons catered towards the youth.

(The following items are to be considered together.)

ROS #0-12 -Administration (November 11, 2020)

SELF EVALUATION, GOALS AND BENCHMARKS OF THE SUPERINTENDENT FOR 2020-21

motion gb #0-238 - Mayor Petty (August 5, 2020)

Request that the Superintendent's goals be referred to the Standing Committee on Governance and Employee Issues for formulation of new goals to be brought back to the Full Committee.

gb #0-93 - Administration (February 24, 2020)

To consider approval of the following updated MASC policies proposed to be included in the MASC Policy Manual:

BEDH Public Comment at School Committee Meetings  
IHB Special Instructional Programs and Accommodations

Committee Members  
Laura Clancey, Chair  
John F. Monfredo, Vice-Chair  
Tracy O'Connell-Novick

Administrative Representative  
Jennifer Boulais  
Helen A. Friel, Ed.D.

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

AGENDA #4

The Standing Committee on GOVERNANCE AND EMPLOYEE ISSUES will hold a meeting:

on: Tuesday, November 24, 2020  
at: 4:30 p.m.  
virtually in: Room 410 of the Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

gb #9-350 - Miss McCullough/Mr. Foley/Mr. Monfredo (October 14, 2019)

Request that the School Committee work with the Clerk of the School Committee to determine 3 or 4 dates in 2020 for policy forums/conversations that will be open to the community.

ros #0-9 - Administration (September 23, 2020)

RENNIE CENTER FOR EDUCATION RESEARCH & POLICY – REPORT ON THE TECHNOLOGY SECTION FROM THE STRATEGIC PLAN

c&p #0-12 - Clerk (June 21, 2020)

To consider a communication from Kwaku Nyarko relative to the Worcester Voter Registration Initiative partnering with the Worcester Public Schools to increase voter turnout in the city through community engagement, workshops, and civics lessons catered towards the youth.

ROS #0-12 -Administration (November 11, 2020)

SELF EVALUATION, GOALS AND BENCHMARKS OF THE SUPERINTENDENT FOR 2020-21

c&p #0-13 - Clerk (August 18, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

gb #0-28 - Mayor Petty/Miss Biancheria/Mrs. Clancey/Mr. Foley/Ms. McCullough/Mr. Monfredo/Ms. Novick (January 8, 2020)

To create an Ad Hoc Subcommittee of the Worcester School Committee to consider changes to the school committee rules, meetings and agendas to make the work of the School Committee and our meetings more effective and better aligned with the focus on the strategic direction of the district. These changes should reflect best practices and address the recommendations included in the Department of Elementary and Secondary Education's report from 2017.

gb #0-59 - Ms. Novick/Mrs. Clancey/Mr. Foley (January 29, 2020)

To rewrite the Worcester Public Schools' Student Dress Code.

gb #0-93 - Administration (February 24, 2020)

To consider approval of the following updated MASC policies proposed to be included in the MASC Policy Manual:

**BEDH Public Comment at School Committee Meetings**

IC/ICA School Year/School Calendar

IE Organization of Instruction

IGA Curriculum Development

IGB Support Services Programs

IHAM Health Education

**IHB Special Instructional Programs and Accommodations**

JC Attendance Areas

JCA Assignment of Students to School

JH Student Absences and Excuses

JLCB Immunization of Students

gb #0-109 - Mr. Monfredo (March 16, 2020)

Request that the School Committee submit to the Clerk any proposed changes to the Rules of the School Committee.

gb #0-210 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough (June 10, 2020)

To conduct an equity audit of the Worcester Public Schools' policies and student handbook.

gb #0-213 - Ms. Novick/Mrs. Clancey/Mr. Foley/Ms. McCullough (June 10, 2020)

To review for possible implementation the Massachusetts Attorney General's Model Memorandum of Understanding for School Resource Officers.

gb #0-223 - Administration (July 6, 2020)

To consider amendments to the current Student Dress Code Policy to be included in the Student Handbook and the Policy Manual.

gb #0-230 - Administration (July 7, 2020)

To consider approval of the proposed 2020-21 Student Handbook of the Worcester Public Schools.

gb #0-264 - Ms. Novick/Mrs. Clancey/Ms. McCullough (August 17, 2020)

Consider and redraft as necessary the policies and associated sections of the student handbook considered by "Pandemic Policy Specific for Back to School."

gb #0-288.1 - Administration/Ms. Novick/Mrs. Clancey/Ms. McCullough (September 22, 2020)

Response of the Administration to the request to outline in writing under what circumstances the Department of Children and Families is called regarding a family or child, particularly with regard to student attendance.

gb #0-293 - Ms. Novick/Mrs. Clancey/Ms. McCullough (September 9, 2020)

To ensure Worcester Public Schools remote learning policies ensure all Worcester Public Schools administrators, staff, and students behave as guests in each other's homes.

motion gb #0-238 - Mayor Petty (August 5, 2020)

Request that the Superintendent's goals be referred to the Standing Committee on Governance and Employee Issues for formulation of new goals to be brought back to the Full Committee.

V. ADJOURNMENT

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

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Tuesday, November 24, 2020

ITEM: Clerk (June 21, 2020)

To consider a communication from Kwaku Nyarko relative to the Worcester Voter Registration Initiative partnering with the Worcester Public Schools to increase voter turnout in the city through community engagement, workshops, and civics lessons catered towards the youth.

PRIOR ACTION:

7-16-20 - Kwaku Nyarko and Kenneth Amoah both spoke about the Voter Registration Initiative and wanted to collaborate with the Worcester Public Schools to discuss with students the importance of voting and civics engagement throughout the community. On a roll call of 6-0-1 (absent Miss Biancheria), the item was referred to the Standing Committee on Governance and Employee Issues

BACKUP:

Annex A (1 page) contains a copy of the Petition from Kwaku Nyarko.

The Worcester Public Schools partners with the City Clerk and elected officials to hold yearly voter registration assemblies for each high school. This non-partisan outreach also provides high school students the opportunity to pre-register to vote at age 16, register to vote at age 18 and the opportunity to participate in training to become a poll worker.

With the passing of Chapter 296 of the Acts of 2018, An Act to promote and enhance civic engagement, the district is piloting civics action projects in grade 8 and high schools. As part of this process, students are asked to interact with members of the community and the Worcester Voter Registration Initiative could be an additional community support to schools as they work through these projects.

The Administration recommends that the item be filed.

There is a non-profit organization run by Worcester college and high school students called the WVRI, the Worcester Voter Registration Initiative. They're a non-partisan organization that seeks to increase voter turnout in our city through community engagement, workshops, and civics lessons catered towards the youth. One of the tenets of the Governor's recent Civics Bill (late 2018) was to engage students in at least one civics project in their community and WVRI is looking to partner with WPS to help provide students in our district with more active civics education in that kind of manner.

On behalf of WVRI, I'd like to request time at the beginning of the next school committee meeting to present our intentions and goals to the committee to see if we can form some sort of working partnership in the future to serve our youth.

Sincerely,

Kwaku N.

P.s. here are some links with more information:

<https://wvri.org>

<https://www.google.com/amp/s/www.worcestermag.com/entertainmentlife/20200618/worcester-youth-group-joins-effort-to-build-youth-vote%3ftemplate=ampart>

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Tuesday, November 24, 2020

ITEM: Administration (November 10, 2020)

SELF EVALUATION, GOALS AND BENCHMARKS OF THE SUPERINTENDENT FOR 2020-21.

PRIOR ACTION:

- 11-19-20 - Ms. Novick brought forth the following specific recommendations:
1. Set a specific goal on disciplinary data
  2. Provide an update on restorative justice to include number of suspensions
  3. Address the declining graduation rates especially ELL students
  4. Work with the city on updating facilities
  5. Review and renew the Strategic Plan
  6. Set operational norms for the School Committee
- Mayor Petty made the following motion:  
Request that the item be referred to the Standing Committee on Governance and Employee Issues.  
On a roll call of 7-0, the motion was approved.

BACKUP: Consider with Motion gb #0-238.

Annex A (5 pages) contains a copy of the Superintendent's Self-Assessment.  
Annex B (5 page) contains a copy of the Superintendent's 2020-21 Goals.  
Annex C (52 pages) contains a copy of the 2019-20 End-of-Cycle Summative Evaluation Report by Mayor Petty.



## Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
I-A. <b>Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I-B. <b>Instruction:</b> Ensures that practices in all settings 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.	<input type="checkbox"/>	<input type="checkbox"/>	✘	<input type="checkbox"/>
I-C. <b>Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I-D. <b>Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I-E. <b>Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	✘	
<b>Overall Rating for Standard I (Circle one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

Especially during these COVID times, it is important that the district focus on instruction and data informed decision making. The district will be using multiple sources of evidence to inform student learning. The assessment schedule and documents was presented to the School Committee at the November 5, 2020 Meeting. Educators and school administrators are being continuously trained and monitored to ensure strategies and practices meet the needs of all learners. Evidence of these standards being met will be presented with Superintendent's Student Learning Goal.

**Examples of evidence superintendent might provide:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report  | <input type="checkbox"/> Analysis of staff evaluation data                      | <input type="checkbox"/> Relevant school committee meeting agendas/materials    |
| <input type="checkbox"/> Analysis of classroom walk-through data                              | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data                                 | <input type="checkbox"/> Student achievement data                               | <input type="checkbox"/> Protocol for school visits                             |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback                           | <input type="checkbox"/> Other: _____   |
|   | <input type="checkbox"/> Analysis of staff feedback                             |   |





## Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Overall Rating for Standard II (Circle one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

The WPS Chief Diversity Officer is working with the Superintendent to review policies and procedures for bias and aligning the district work to meet the goals of the WPS Strategic Plan in the area of recruiting, hiring and retention of a diverse staff.

The closing of many businesses during the COVID -19 shutdown has resulted in losses to revenue in the MA state budget. As a result, SOA funding was not possible for the 20-21 school year. The state budget for 20-21 has not been passed at this time. The WPS must balance a \$1.2 million budget deficit in the next two weeks. Fiscal shortages are expected for the 21-22 school year.

Evidence of these standards being met will be presented with District Improvement Goals 1 and 3.

Examples of evidence superintendent might provide:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback   | <input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials              |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback   | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> External reviews and audits                            |   |   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |   |   |

# Superintendent's Performance Rating for Standard III: Family and Community Engagement



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Rating for Standard III (Circle one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

During the 20-21 school year, the Superintendent responded to families' questions and remote learning feedback at 6 open forums. Two of the forums were also conducted in Spanish and one was for students. Interpretation was provided in multiple languages.

The need continues for the Superintendent and school leadership to engage in regular, two-way communication with families and staff. During September 2020, WPS staff participated in 12 days of training which included communication to families and engagement strategies for students. Especially in these COVID times, with students in remote learning at this time and hybrid in the future, it is important that schools/classrooms are welcoming to families and community members. Many avenues of communication need to be used, including social media.

Evidence of these standards being met will be presented with District Improvement Goal 2.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: \_\_

# Superintendent's Performance Rating for Standard IV: Professional Culture



		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>					
IV-A. <b>Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. <b>Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. <b>Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. <b>Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. <b>Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. <b>Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard IV</b> <i>(Circle one.)</i>		The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

The District began training educational, support and leadership staff on Culturally Responsive Practices during the 19-20 school year. The work is expanded to additional schools and staff during the 20-21 school year. As Superintendent, I am committed to providing time, resources and support to build cultural proficiency.

Evidence of these standards being met will be presented with Superintendent's Professional Practice Goal, Student Learning Goal and the District Improvement Goal 4.

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: \_\_\_\_\_

Goal	Action Benchmarks	Evidence/Outcomes
<p><b>Professional Practice Goal:</b></p> <p>Starting in August 2020, participate in ongoing professional learning opportunities to further develop my leadership skills and to inform district decisions.</p>	<ol style="list-style-type: none"> <li>1. Attend Urban Superintendents Monthly meetings and tri-annual conferences.</li> <li>2. Participate in AVID National Board Meetings.</li> <li>3. Participate in National College Board Meetings.</li> <li>4. Engage in district professional learning opportunities on culturally responsive practices, leading for access and equity, Collaborative Problem Solving, Universal Design for Learning and training on student resilience and trauma informed practices.</li> </ol>	<ul style="list-style-type: none"> <li>● Meeting Dates</li> <li>● Agendas</li> <li>● Powerpoints</li> <li>● Resources</li> <li>● Related action steps</li> <li>● DESE Diversity Network meetings and agendas</li> <li>● District membership to Massachusetts Partnership for Diversity in Education</li> </ul>
<p><b>Student Learning Goal:</b></p> <p>By June 2021, use data to identify achievement gaps and implement improvement practices and resources to support learning for each student.</p>	<ol style="list-style-type: none"> <li>1. Analyze achievement data for all sub-group performance, especially in Math, and use findings to adjust professional practice throughout the 2020-2021 school year.</li> <li>2. Empower district and school based teams to plan, adapt as needed and implement standards based units.</li> <li>3. Monitor and support professional learning opportunities for staff to impact student learning outcomes.</li> </ol>	<ul style="list-style-type: none"> <li>● 2020-21 data analysis charts</li> <li>● Network observation form</li> <li>● Content in Google classrooms</li> <li>● Targeted professional learning opportunities including specially designed instruction in the area of supplemental math curriculum and the preschool math initiative to improve outcomes for students with disabilities and multilingual learners.</li> </ul>

<p><b>District Improvement Goal 1:</b></p> <p>Throughout the 2020-2021 school year, develop a plan for staff recruitment and retention and implement strategies that will increase access to well qualified, diverse professional candidates.</p>	<ol style="list-style-type: none"> <li>1. Collaborate with the Chief Diversity Officer to evaluate baseline data, set district-specific goals and establish strategies by December 2020.</li> <li>2. Meet bi-monthly with the Superintendent’s Diversity Committee to monitor the implementation and progress of the diversity plan beginning November 2020.</li> <li>3. Continue to network with community groups bi-monthly to enhance recruitment and retention efforts beginning in August 2020.</li> <li>4. Establish a plan to increase diversity among ESL teachers by providing ESL MTEL prep course by January 2021.</li> <li>5. Establish a partnership with Worcester State University’s ESL Masters Program to prepare ESL teachers through June 2022.</li> <li>6. Provide high-quality professional learning for 26 educators through the Bilingual Education Certificate Program at Boston College by June 2021.</li> <li>7. Recruit and support district instructional and administrative staff participating in the WSU/WPS Administrative Cohort and JET Programs from September 2020 through June 2021.</li> <li>8. Develop and implement the second annual multilingual conference to advance, celebrate and promote multilingualism in the community.</li> </ol>	<ul style="list-style-type: none"> <li>● Number of diverse qualified applicants for WPS positions that are interviewed and/or hired</li> <li>● List of outreach and network contacts for recruitment</li> <li>● Number of bilingual educators who have earned the Bilingual Endorsement</li> <li>● Community meeting dates and participants</li> <li>● Calendar of Superintendents Diversity Committee meeting dates and agendas</li> <li>● Number of diverse WPS staff who are successfully enrolled and participating in the Worcester State University partnerships</li> <li>● Attendance and program from the Multilingual Conference</li> <li>● Number of staff attending affinity meetings</li> </ul>
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	<p>9. Establish a planning group to expand opportunities for affinity groups such as RealTalk meetings for WPS staff beginning October 2020.</p>	
<p><b>District Improvement Goal 2:</b></p> <p>Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.</p>	<p>1. Expand family support for remote learning, technology literacy and access by:</p> <ul style="list-style-type: none"> <li>A. providing multilingual print and video tutorials of digital learning tools;</li> <li>B. conducting live, multilingual technology demonstrations and webinars;</li> <li>C. offering webinars on curriculum, tools and resources;</li> <li>D. providing digital drop-in and call in hours for families and hosting on site technology drop-ins;</li> <li>E. collaborating with community groups and holding technology training sessions for community caregivers;</li> <li>F. continuing to revise and add to Caregivers Tech Academy website; and</li> <li>G. monitor connectivity and device access for students.</li> </ul> <p>2. Expand supports and engagement strategies for multilingual families:</p> <ul style="list-style-type: none"> <li>A. attend DESE-sponsored trainings for family leaders;</li> </ul>	<ul style="list-style-type: none"> <li>• Number and content of multilingual videos for family engagement</li> <li>• Participation number in family engagement events</li> <li>• Attendance at collaborative community events</li> <li>• Number of parents volunteering for leadership roles in parent leadership groups</li> <li>• Family engagement and community partnership framework document</li> <li>• Family and student surveys</li> <li>• ESL and principals' newsletters that highlight tips for working with multilingual families</li> <li>• Community meeting agendas and resources</li> <li>• Copy of webinars and training resources</li> <li>• Caregiver's Academy Website dashboard</li> <li>• Parent Portal login data</li> </ul>

	<p>B. continue to scaffold leadership opportunities for ELPAC parents/guardians to organize and advocate for their children beginning November 2020 through summer 2021;</p> <p>C. continue to meet with community organizations to expand our network and provide additional support to our multilingual learners and their families beginning August 2020 through Summer 2021 and</p> <p>D. Consult with Ensemble Learning beginning October 2020 to create a family engagement framework for district and school leaders to work with multilingual families that includes resources and partnership opportunities.</p> <p>3. Continue to conduct and participate in virtual forums to share school updates and solicit family and community feedback beginning July 2020 through Summer 2021.</p> <p>4. Expand access to student information, including student assessment data, through the Parent Portal by January 2021.</p>	
<p><b>District Improvement Goal 3:</b></p> <p>By June 2021, develop an annual budget that is aligned with the Strategic Plan and ensures equitable and efficient distribution of resources.</p>	<p>1. Review Governor’s proposed budget and goals of the WPS Strategic Plan beginning January 2021.</p>	<ul style="list-style-type: none"> <li>● 2021-2022 WPS Annual Budget Book</li> <li>● Strategic Plan timelines and goals</li> </ul>



	<ol style="list-style-type: none"> <li>2. Meet with school and district leaders to identify school and district needs beginning February 2021.</li> <li>3. Attend and participate in allocation meetings with principals and district leadership beginning February 2021.</li> <li>4. Meet with local/ state elected government representatives to lobby for equitable funding beginning December 2020.</li> <li>5. Organize and participate in community budget forums beginning April 2021.</li> <li>6. Present school budget at School Committee Meetings and at City Council Budget Meetings in June 2021.</li> </ol>	<ul style="list-style-type: none"> <li>● Community forum dates and powerpoints</li> <li>● Calendar dates and agenda for legislative meetings</li> <li>● School Committee presentation</li> </ul>
<p><b><i>District Improvement Goal 4:</i></b></p> <p>By June 2021, create a learning environment that reduces barriers through use of the frameworks of Culturally Responsive Teaching, Universal Design for Learning, and strength-based decision making.</p>	<ol style="list-style-type: none"> <li>1. Partner with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading with Access and Equity, Universal Design for Learning, and Strength Based Decision Making through the 2020-2021 school year.</li> <li>2. Engage in monthly, school-based Network Meetings to analyze school data, collaborate with grade level colleagues, calibrate expectations, and monitor school culture, climate and practices.</li> </ol>	<ul style="list-style-type: none"> <li>● Student, family and staff surveys</li> <li>● Network agendas, training materials, walkthrough tools and meeting dates</li> <li>● List of targeted professional learning opportunities including the number of offerings, number of participants and training materials</li> </ul>

# End-of-Cycle Summative Evaluation Report

## Mayor Joseph M. Petty



Courtesy of the Telegram and Gazette

Maureen Binienda, Superintendent



**Mayor Joseph M. Petty**



**Dianna L. Biancheria**



**John L. Foley**



**John F. Monfredo**



**Laura Clancey**

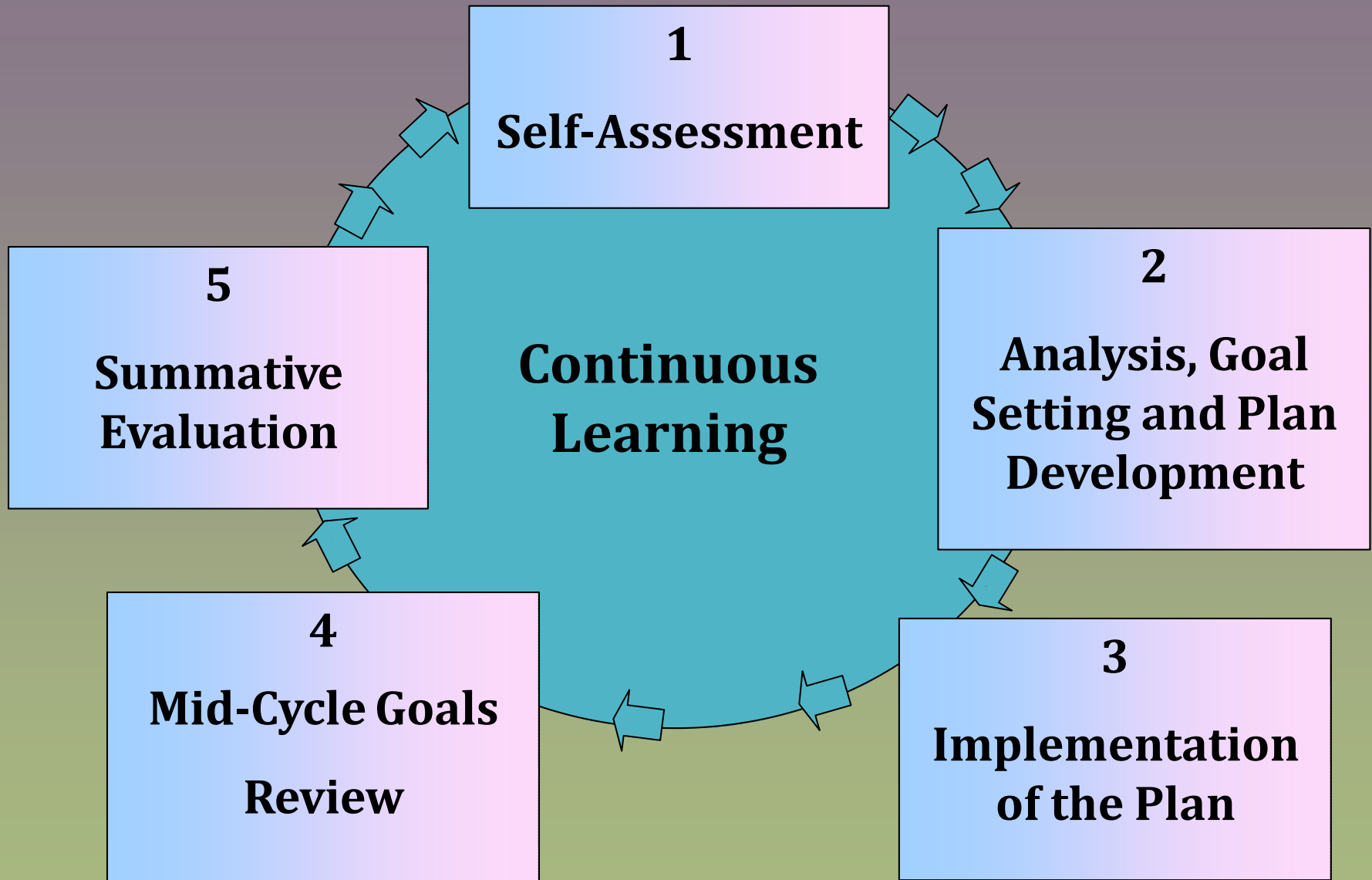


**Molly O. McCullough**



**Tracy O'Connell Novick**

Each of the following steps took place at a public meeting:



The Educator Evaluation System is based on ratings for six SMART (Specific, Measurable, Attainable, Relevant and Timely) goals.



**1. STUDENT LEARNING GOAL**

By June 2020, update and utilize the WPS High Quality Teaching and Learning (HQTL) Framework to align and increase academic relevance and rigor across all grades.

Mayor Petty	Met
Miss Biancheria	Met
Mrs. Clancey	Significant Progress
Mr. Foley	Met
Miss McCullough	Met
Mr. Monfredo	Met
Mrs. Novick	Some Progress

**STUDENT LEARNING GOAL - FIVE MET, ONE SIGNIFICANT PROGRESS AND ONE SOME PROGRESS.**



## 2. Professional Practice Goal

By June 2020, implement a comprehensive district-wide approach to monitoring, measuring, and improving student math outcomes.

Mayor Petty	Significant Progress
Miss Biancheria	Significant Progress
Mrs. Clancey	Some Progress
Mr. Foley	Significant Progress
Miss McCullough	Significant Progress
Mr. Monfredo	Met
Mrs. Novick	Some Progress

**PROFESSIONAL PRACTICE GOAL - ONE MET, FOUR SIGNIFICANT PROGRESS AND TWO SOME PROGRESS.**





## **District Improvement Goal 1**

By June 2020, implement a district technology strategy that prioritizes and supports student learning and achievement through increasing the digital fluency skills of students, staff, and district administration.

Mayor Petty

Met

Miss Biancheria

Met

Mrs. Clancey

Significant Progress

Mr. Foley

Significant Progress

Miss McCullough

Met

Mr. Monfredo

Met

Mrs. Novick

Did not meet

**DISTRICT IMPROVEMENT GOAL 1 - FOUR MET, TWO SIGNIFICANT PROGRESS AND ONE DID NOT MEET**



## District Improvement Goal 2

By June 2020, identify and implement strategies to address social and emotional needs that impact student school performance.

Mayor Petty	Met
Miss Biancheria	Met
Mrs. Clancey	Significant Progress
Mr. Foley	Some Progress
Miss McCullough	Significant Progress
Mr. Monfredo	Met
Mrs. Novick	Some Progress

**DISTRICT IMPROVEMENT GOAL 2 - THREE MET, TWO SIGNIFICANT PROGRESS AND TWO SOME PROGRESS.**





**District Improvement Goal 3**

By June 2020, develop a plan for staff recruitment and retention and implement strategies that will increase access to well qualified, diverse candidates.

Mayor Petty	Some Progress
Miss Biancheria	Significant Progress
Mrs. Clancey	Some Progress
Mr. Foley	Some Progress
Miss McCullough	Significant Progress
Mr. Monfredo	Significant Progress
Ms. Novick	Did not meet

**DISTRICT IMPROVEMENT GOAL 3 - THREE SIGNIFICANT PROGRESS, THREE SOME PROGRESS AND ONE DID NOT MEET.**



## District Improvement Goal 4

By June 2020, support the development of advanced and experiential learning opportunities for students to develop intellectual agility (the ability to think and act well), social acuity (the capacity to communicate well), and personal agency (the ability to know yourself and the capacity to act towards specific ends).

Mayor Petty	Met
Miss Biancheria	Exceeded
Mrs. Clancey	Significant Progress
Mr. Foley	Significant Progress
Miss McCullough	Met
Mr. Monfredo	Met
Ms. Novick	Some Progress

**DISTRICT IMPROVEMENT GOAL 4 - ONE EXCEEDED, THREE MET, TWO SIGNIFICANT PROGRESS AND ONE SOME PROGRESS.**

# Composite Ratings for the Six SMART Goals

Exceeded	1
Met	16
Significant Progress	14
Some Progress	9
Did Not Meet	2



# INDIVIDUAL RATINGS FOR THE ASSESSMENT OF PROGRESS TOWARD THE GOALS.

	Professional Practice	Student Learning	District Improvement Goals
Mayor Petty	Met	Significant Progress	Significant Progress
Miss Biancheria	Met	Significant Progress	Significant Progress
Mrs. Clancey	Met	Significant Progress	Significant Progress
Mr. Foley	Significant Progress	Met	Some Progress
Miss McCullough	Met	Significant Progress	Significant Progress
Mr. Monfredo	Met	Significant Progress	Met
Ms. Novick	Some Progress	Some Progress	Did not meet

# COMPOSITE RATINGS FOR THE ASSESSMENT OF PROGRESS TOWARD THE GOALS

Exceeded	0
Met	7
Significant Progress	10
Some Progress	3
Did Not Meet	1

**There are 4 standards of effective Professional Practice which are rated at four levels of performance: Unsatisfactory, Needs Improvement, Proficient and Exemplary as shown below:**

## Standard I: Instructional Leadership

### INDIVIDUAL RATINGS

	I-A Curriculum	I-B Instruction	I-C Assessment	I-D Evaluation	I-E Data-Informed Decision Making
Mayor Petty	Proficient	Proficient	Proficient	Proficient	Needs Improvement
Miss Biancheria	Proficient	Proficient	Proficient	Proficient	Proficient
Mrs. Clancey	Proficient	Proficient	Proficient	Proficient	Proficient
Mr. Foley	Proficient	Needs Improvement	Proficient	Proficient	Needs Improvement
Miss McCullough	Proficient	Proficient	Proficient	Proficient	Needs Improvement
Mr. Monfredo	Proficient	Proficient	Proficient	Proficient	Proficient
Ms. Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs improvement	Unsatisfactory



# Standard I: Instructional Leadership

## Composite Ratings

Exemplary	0
Proficient	26
Needs Improvement	5
Unsatisfactory	3



# Standard I – Instructional Leadership

## School Committee Comments

- The Superintendent has done a fine job of developing programs like the bilingual certification one that continues to grow each year as well as the work around continued Advanced Placement expansion. (Mayor Petty)
- Utilized multi sources of data to inform our school district, School Committee and stakeholders regarding the progress of our school district and addressed issues with data input and review (Dianna Biancheria)
- Superintendent Binienda has done a good job supporting the district staff. With this support, staff has been able to work together to ensure that we have set standards that reflect high quality instruction that engages our students and personalizes teaching styles that meet the needs of our diverse student population. (Laura Clancey)
- The School Committee and the public does not see enough student achievement data that depicts a long timeline showing important trends and analysis. (John Foley)

# Standard I – Instructional Leadership

## School Committee Comments (continued)

- I-C Continue to evaluate principals/administrators to ensure appropriate supports are being provided throughout the district. (Molly McCullough)
- Superintendent Binienda has expanded the college and career opportunities at the high school level with such programs as AP Capstone, PSAT and SAT testing and implementation of the Seal of Biliteracy Program. In addition, under her leadership, chronic absenteeism has been reduced as well as suspension rates. (John Monfredo)
- The functional administration of the education of 25,000 students and the second largest employer in the city is scattered, moving from one thing to the next with little sense of prioritization and no delegation. (Tracy Novick)
- This year was of course different for everyone but I appreciate the ability of the administration to do their best to adapt to the changing circumstances and keep families and staff informed. (Mayor Petty)



# Standard I – Instructional Leadership

## School Committee Comments (continued)

- Diligently worked with district leaders to develop remote learning plans for our school district to overcome challenges by ensuring positive growth and development (Dianna Biancheria)
- Many student subgroups continue to struggle academically and the district needs to effectively target supports and resources to bring these students to a higher level of success, fulfilling the expectations present within the Student Opportunity Act. The recommendations of how to use the limited new funds for FY21 did not reflect this objective. (John Foley)
- I-E – Would like to see more utilization/implementation of district collected data, when appropriate. (Molly McCullough)
- Superintendent Binienda worked diligently with UMASS Medical School, Verizon, Greater Worcester Community Foundation, City of Worcester officials, Worcester Research Bureau and United Way to provide funding for connectivity via hotspots. She provided updates, which were all translated into 7 languages, to students, staff and families during the pandemic via Connect-Ed, emails, texts, website, mailings and social media. (John Monfredo)

# Standard I – Instructional Leadership

## School Committee Comments (continued)

- This standard calls for “effective and rigorous standard-based units,” “well-structured lessons,” and “measurable outcomes” which the superintendent is to “ensure” all staff design. There is no evidence given by Superintendent Binienda in her self-evaluation of this indicator. (Tracy Novick)
- As we discuss instructional leadership, we need to recognize that in our increasingly aware world, no policy decision should be made by your administration without considering it through the lens of equity. Every organization of any size or regard is asking itself these same questions about how they can adapt to a changing social justice landscape and how this can be expressed in internal and external policy. (Mayor Petty)
- The COVID-19 Leadership Team comprised of the Mayor, the City Manager and the Superintendent was developed immediately to inform leaders, stakeholders and the community regarding multi issues and concerns by holding daily conference calls and press conferences to discuss and review school programs, academic progress, City Health priorities, support programs and nutrition programs (Dianna Biancheria)


# Standard I – Instructional Leadership

## School Committee Comments (continued)

- Superintendent Binienda is a good communicator with all staff members, and has provided them best practices in professional development. (John Monfredo)
- One of the more troubling aspects of the self-evaluation is the lack of data backing assertions; there has, as well, been ongoing concerns raised by the community over lack of data access. How “multiple sources of evidence” are being used to improve “organizational performance, educator effectiveness, and student learning” is not in evidence in Superintendent Binienda’s self-evaluation, and it is a weakness in the presentations of this administration. (Tracy Novick)

# Standard II: Management and Operations

## INDIVIDUAL RATINGS

	II-A Environment	II-B Human Resources Management and Development	II-C Scheduling and Management Information Systems	II-D Law, Ethics, and Policies	II-E Fiscal Systems
Mayor Petty	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Miss Biancheria	Exemplary	Proficient	Exemplary	Proficient	Exemplary
Ms. Clancey	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Mr. Foley	Proficient	Needs Improvement	Proficient	Needs Improvement	Needs Improvement
Miss McCullough	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Mr. Monfredo	Proficient	Proficient	Proficient	Proficient	Exemplary
Ms. Novick	Unsatisfactory	Unsatisfactory	Needs Improvement	Unsatisfactory	Needs Improvement

# Standard II: Management and Operations

## Composite Ratings

Exemplary	4
Proficient	20
Needs Improvement	8
Unsatisfactory	3



# Standard II – Management and Operations

## School Committee Comments

- The role of the Superintendent is to act in the best interest of the system, to manage the issues that confront it as a whole, not the individual fires that inevitably arise on a daily basis in a district our size. I would like to see the Superintendent focus on long term strategic issues. (Mayor Petty)
- Held Citywide Community Zoom Forums to review recommendations for our school district under the Student Opportunity Act (SOA) plan and responded to numerous questions and concerns (Dianna Biancheria)
- Superintendent Binienda continues to provide the oversight for the district to create a safe, efficient and effective learning environment. (Laura Clancey)
- There are a few very concerning issues from this past year that cause me great concern. The first being the bidding process and ultimate awarding of the transportation contract. The bidding process and what can only be described as an intent to manipulate the process raises serious questions relative to ethics and policies. (John Foley)

# Standard II – Management and Operations

## School Committee Comments (continued)

- II-B – Work with report from Worcester State University for not only diverse hiring but overall recruitment and hiring in general (Molly McCullough)
- Superintendent Binienda teamed up with Dr. Martin-Kniep and Dr. Zaretta Hammond to develop the importance of equity and rigor in classrooms through culturally responsive practices. (John Monfredo)
- Focus and delegation are absolutely necessary in any school district, but most especially one of Worcester’s size. Instead, there is no ability to prioritize; central administration is “in the weeds” all the time. The inexperience of many in central administration further compounds this lack of prioritization and delegation. (Tracy Novick)

# Standard II – Management and Operations

## School Committee Comments (continued)

- The Administration needs to expand its middle management with qualified individuals to make sure that the Superintendent is not the sole decision maker or crisis-manager. We need to be elevating employees through the administrative ladder, investing in professional development so that they can take on more responsibility and allow the Superintendent the time, space, and bandwidth to think creatively about next steps to address the systemic issues that we face.

(Mayor Petty)

- Worked with school district leadership to implement a state of the art program to prevent safety incidents in our schools with the ALICE training (Alert, Lockdown, Inform, Counter and Evacuate)

(Dianna Biancheria)

- The district continues to be underfunded and even with budget constraints there have been new initiatives developed to ensure that students are provided a strong educational experience.

(Laura Clancey)



# Standard II – Management and Operations

## School Committee Comments (continued)

- I question whether the district has developed a cohesive, intentional plan to diversify the workforce of the schools beyond the elevation of Instructional Assistants.  
(John Foley)
- Focus on development and retention  
(Molly McCullough)
- Superintendent Binienda continues to work with Dr. Heather Forkey, Director of the UMASS trauma team, in the training of principals and adjustment counselors on SEL services for the students.  
(John Monfredo)
- More than once during my time on the Committee, district legal counsel has been enlisted to buttress the Superintendent’s arguments against Committee purview, in violation of the counsel’s actual line of authority to the School Committee.  
(Tracy Novick)
- Next year, the Superintendent should hire a Communications Manager to serve as spokesperson for the district, while planning to continue building a larger communications department to serve the traditional and social media needs of the community.  
(Mayor Petty)

# Standard II – Management and Operations

## School Committee Comments (continued)

- Collaborated with School Committee, the Mayor and the City Manager to discuss and approve the FY21 Budget and focus in on equity across the system  
(Dianna Biancheria)
- The Administration is doing a great job providing career growth opportunities for our staff and I would like to see an expanded employee recruitment plan that will increase our candidate pool of highly qualified, diverse employees.  
(Laura Clancey)
- I will note the inability of the district to provide Chromebooks in a timely manner to students without technology. Given the nature of the pandemic and the loss of educational time, it was imperative that we provide the technology for our students.  
(John Foley)
- II-D – Work to ensure that the School Committee Policies are adhered to regarding how some items are first placed on the regular agenda and then referred to Standing Committees for discussion prior to approval.  
(Molly McCullough)

# Standard II – Management and Operations

## School Committee Comments (continued)

- Superintendent Binienda proposed a FY20-21 Budget that was approved by the School Committee which supported the district’s vision and goals and hired a Chief Diversity Officer to recruit strong minority candidates for teaching positions in the Worcester Public Schools. (John Monfredo)
- The Committee was expected to approve the allocation of \$9.4M in federal CARES Act funding based on a spreadsheet lacking detail and a list of items without explanation attached to dollar amounts demonstrates the lack of regard those managing grants have for the funds in their charge as well as for the School Committee oversight of those funds. (Tracy Novick)



# Standard III: Family and Community Engagement

## INDIVIDUAL RATINGS

	III-A Engagement	III-B Sharing Responsibility	III-C Communication	III-D Family Concerns
Mayor Petty	Proficient	Needs Improvement	Needs Improvement	Proficient
Miss Biancheria	Proficient	Exemplary	Proficient	Proficient
Mrs. Clancey	Proficient	Proficient	Proficient	Needs Improvement
Mr. Foley	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
Miss McCullough	Proficient	Proficient	Needs Improvement	Needs Improvement
Mr. Monfredo	Exemplary	Exemplary	Exemplary	Exemplary
Ms. Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

# Standard III: Family and Community Engagement

## Composite Ratings

Exemplary	5
Proficient	10
Needs Improvement	9
Unsatisfactory	4





# Standard III – Family and Community Engagement

## School Committee Comments

- The Superintendent keeps a public schedule that is truly daunting and exhausting. However, on a macro-level, I would like the Superintendent to focus on learning how to address issues of racial and ethnic equity appropriately. (Mayor Petty)
- Developed a Welcoming Committee at each of our school sites to enhance the representation of each school by supporting our students and staff and expanded innovative pathways to include community members as advisers (Dianna Biancheria)
- The district has created different ways to communicate with families, especially during the school shutdown. Some of these include ways for families to update their contact information so they can receive updated information, phone calls and emails. (Laura Clancey)

# Standard III – Family and Community Engagement

## School Committee Comments (continued)

- Legitimate questions raised regarding racial equity, institutional bias, and student achievement in our district unfortunately resulted in conflict and acrimony when a genuine conversation was needed. (John Foley)
- I recognize the work that has gone into improving the family and community engagement standard. (Molly McCullough)
- Superintendent Binienda has expanded the role of ESL with many parents of all nationalities participating, worked well with the Citywide Parent Advisory Council (CPPAC) and met with the leaders monthly. (John Monfredo)



# Standard III – Family and Community Engagement

## School Committee Comments (continued)

- The administration must reframe its picture of the families the Worcester Public Schools serve: nearly 60% of families speak a language at home that is not English, and our families represent a multiplicity of cultures and races and ethnicities. It is not enough to post that as a statistic on our website; we must frame all that we do in that context. (Tracy Novick)
- When the community provides pointed, concerted, and constructive criticism, it is the role of the Superintendent to receive this input in a receptive manner, weigh it on its merits, and adapt accordingly. I would prefer that the Superintendent receive thoughts and suggestions of students and parents in a more constructive and proactive manner. (Mayor Petty)
- Supported students, community members and staff who had recommendations for an increase of Mental Health Counselors and School Adjustment Counselors (Dianna Biancheria)

# Standard III – Family and Community Engagement

## School Committee Comments (continued)

- District Administration participated in School Committee Public Forums focusing on the updates for the 2020-21 school year which were very successful and a very important part of engaging our families and the community. (Laura Clancey)
- I have concerns also regarding the district's willingness to truly partner with community groups and share in the process of helping our students and our staff be successful. Too many times we hear about community groups being left out of the process and the discussions when they could assist the district tremendously.  
(John Foley)
- I do believe that there is more that we can do but also recognize that there has been a significant amount of work that has gone on during the past months.  
(Molly McCullough)

# Standard III – Family and Community Engagement

## School Committee Comments (continued)

- Superintendent Binienda has attended meetings throughout the year with higher education and businesses and has also established strong partnerships within the community with many social agencies and corporate establishments.

(John Monfredo)

- The two way communication called for in the standard—opportunities for the community to talk *back* to the district: to share concerns, to ask for assistance, to express opinions, to shape the future of the district—are lamentably few.

(Tracy Novick)

# Standard III – Family and Community Engagement

## School Committee Comments (continued)

- There are numerous organizations that want to work with the Worcester Public Schools to help assist in the mission of educating and enriching the lives of our students. An administrator such as you needs to be judicious on which organizations are able to serve our district best. (Mayor Petty)
- Addressed Charter Spectrum connectivity issues with the Mayor and the City Manager which favorably impacted the home online learning of approximately 22% of Worcester households and ensured nutrition for students and family members at over 20 sites throughout our City (Dianna Biancheria)
- I believe we can do better addressing family/community issues. I continue to hear from community members and families who have concerns with the district and we need to continue to work with stakeholders to ensure that all of our families feel supported. (Laura Clancey)

# Standard III – Family and Community Engagement

## School Committee Comments (continued)

- It took over a year to address the issues raised by home school parents looking for clarity on the district's ability to authorize their home schooling requests.  
(John Foley)
- Nobody could have predicted that we would be in the midst of a pandemic and we have done a great deal to improve working with families and community groups.  
(Molly McCullough)
- Her time commitment has been exemplary and she does it with enthusiasm and a caring attitude and is a leader who motivates others, is a good listener and is a skillful communicator.  
(John Monfredo)
- Family and community concerns, per the standard, are to be addressed “in an equitable, effective, and efficient manner.” This simply is not the case. Language, race, ethnicity, and various kinds of access all have a great deal to do with how concerns are resolved.  
(Tracey Novick)



# Standard IV: Professional Culture

## Composite Ratings

Exemplary	4
Proficient	20
Needs Improvement	12
Unsatisfactory	6



# Standard IV – Professional Culture

## School Committee Comments

- While the Superintendent is clearly capable, I would like to see her continue to improve her ability to express the goals and themes of her leadership and the Worcester Public Schools as a whole. (Mayor Petty)
- Expanded access to Career Technical Education with vocational partnership and innovation pathways which reflect the stakeholders and local labor priorities (Dianna Biancheria)
- Superintendent Binienda has set high expectations for our staff to foster a high quality education for our students. During the shutdown, the Superintendent held meetings for her Administration to keep them informed and updated on what was happening in the community, school district and the expectations for continued learning. (Laura Clancey)
- I will highlight concerns with the cultural proficiency component. Although I will acknowledge some movement over the past year, the district needs to significantly ramp up its professional development and awareness of this issue. (John Foley)



# Standard IV – Professional Culture

## School Committee Comments (continued)

- I believe that cultural proficiency, communication and managing conflict are areas that we can continue to improve on. However, I do believe that many steps have been made in the right direction. (Molly McCullough)
- Superintendent Binienda opened the school year with a gathering at the DCU Center to set the tone for the next school year by bringing all staff members together and by delivering the message that “We are All in this Together.” (John Monfredo)
- The commitment to high standards and continuous learning is a value that must be modeled by the superintendent; in the Worcester Public Schools, it is not. The professional learning of the superintendent, the modeling of improving one’s professional practice, is nowhere in the evidence presented to the Committee. (Tracy Novick)

# Standard IV – Professional Culture

## School Committee Comments (continued)

- A culture is built upon what is said in private, in public, in the newspaper and in the breakroom. The question that needs to be asked is what is the story of the Worcester Public Schools at this point in time, where are we going and how are we getting there. What is the story we are telling collectively to our students, our teachers, our parents, our city, and the larger statewide community? Before we discuss how we would do so, we need to craft an inclusive vision for the Worcester Public Schools in which everyone can partake. (Mayor Petty)
- Developed and implemented a comprehensive bullying program for students and staff to include cyber bullying and hired drug educators for students who are at risk for substance use (Dianna Biancheria)
- In the future, I would like to see continued clear and consistent communication with staff, families and community partners especially when it comes to the planning due to the continued pandemic and concerns around opening our schools. (Laura Clancey)

# Standard IV – Professional Culture

## School Committee Comments (continued)

- I note the section for managing conflict where the approach of the Superintendent too often is confrontational and not deescalating. In the public arena, it is incumbent upon all of us to engage in thoughtful, professional, and genuine dialogue to move towards a productive end point. (John Foley)
- I do feel confident in our strengths on IV-A, IV-D and IV-E. I look forward to additional work on IV-A. (Molly McCullough)
- Superintendent Binienda is a leader who leads by example and promotes professionalism by working with staff on a strong staff development program. (John Monfredo)
- Rather than engage in the implicit bias work requested by the community and vital in being an effective educator for Worcester students, the superintendent has resisted and deflected into other sorts of training throughout the district, frequently addressing our families from a deficit mindset rather than one which recognizes the strengths and knowledge families bring to the schools and to their students. (Tracy Novick)

# Standard IV – Professional Culture

## School Committee Comments (continued)

- All of this, along with the achievements and the daily miracles that occur in our classrooms every day add up to a legacy, both for the Superintendent as well as the elected officials that are charged with holding her accountable.

(Mayor Petty)

- Held several training sessions to share the vision of our district by renowned presenters on educational practices which included cultural early literacy, Fountas and Pinnell program, resiliency practices and culturally responsive and racism trainings

(Dianna Biancheria)

- I would like to see our Superintendent place a focus particularly around managing conflict by building relationships with staff, particularly teachers. While some aspects of the shutdown were not in the Superintendent's control, there have been times that staff have not felt appreciated, or felt that their concerns were being heard.

(Laura Clancey)

# Standard IV – Professional Culture

## School Committee Comments (continued)

- In many ways, this standard is the one by which superintendents are judged and there are opportunities here for improvement. (John Foley)
- With her Administrative team, Superintendent Binienda has developed, through collaboration with district stakeholders, the “Portrait of a Graduate framework” whose goal is to build a strength-based leadership model that will support implementation and ongoing improvement in the district. This program will permit staff to closely monitor students when they are on or off track for graduation and post-secondary success. (John Monfredo)
- We have a responsibility to hear and believe children, and we have a responsibility of working with families. Too often the Worcester Public Schools do not. (Tracy Novick)

# ASSESSMENT OF THE PERFORMANCE ON THE STANDARDS

	Standard I Instructional Leadership	Standard II Management and Operations	Standard III Family and Community Engagement	Standard IV Professional Culture
Joseph Petty	Proficient	Proficient	Proficient	Proficient
Dianna Biancheria	Proficient	Exemplary	Proficient	Proficient
Laura Clancey	Proficient	Proficient	Proficient	Proficient
Jack Foley	Proficient	Needs Improvement	Needs Improvement	Needs Improvement
Molly McCullough	Proficient	Proficient	Needs Improvement	Proficient
John Monfredo	Proficient	Proficient	Exemplary	Exemplary
Tracy Novick	Needs Improvement	Unsatisfactory	Unsatisfactory	Unsatisfactory

# COMPOSITE RATINGS FOR STANDARDS I, II, III AND IV

Exemplary	3
Proficient	17
Needs Improvement	5
Unsatisfactory	3



# OVERALL SUMMATIVE EVALUATION ON THE GOALS AND STANDARDS

Joseph Petty	Proficient
Dianna Biancheria	Proficient
Laura Clancey	Proficient
Jack Foley	Needs Improvement
Molly McCullough	Proficient
John Monfredo	Proficient
Tracy Novick	Unsatisfactory

## Composite Ratings for the Overall Summative Evaluation on the Goals and Standards

Exemplary	0
Proficient	5
Needs Improvement	1
Unsatisfactory	1



# **EVALUATOR COMMENTS**

## **SCHOOL COMMITTEE COMMENTS**

- Amid a worldwide pandemic, I believe that Superintendent Binienda has performed proficiently. In many ways, she is at her best in a crisis, marshalling resources, utilizing staff and materials, and working hand in hand with the City Administration and our non-profit community. (Mayor Petty)
- Worked with the Mayor, the City Manager, the Health Department, the Safety Director and the School Committee with input from the community stakeholders to support our students, staff and community (Dianna Biancheria)
- Since my start on the School Committee I have seen a significant improvement in terms of communicating with community partners and addressing concerns in the district. (Laura Clancey)

# EVALUATOR COMMENTS

## SCHOOL COMMITTEE COMMENTS (continued)

- Superintendent Binienda has committed her life to the work for the WPS. I will also note that the current planning for the reopening of the Worcester Public Schools, the collaborative nature of this effort and the communication with all parties, including the members of the school committee, has been exemplary. A continuation of this inclusive, strategic planning would address many of my critiques of the past year. (John Foley)
- I believe we can continue to work on communication with the community as well as with our staff. I am impressed with the progress we have made in community group outreach translations for important messages and know that much of this has been done through very challenging times. (Molly McCullough)
- Superintendent Binienda has continued to set the tone for the opening of school by bringing all professional and non-professional staff members together to engage in a well-planned program and to set the stage for the new school year. (John Monfredo)

# EVALUATOR COMMENTS

## SCHOOL COMMITTEE COMMENTS (continued)

- The two overriding themes that arise again and again in this evaluation are the lack of capacity in administering the district in aspects from roles to ethics to leadership to professional learning; and the perpetration of a district climate for staff and students that too frequently is silencing, fearful, and discouraging, rather than collaborative, nurturing, and supportive. (Tracy Novick)
- Working with me, the City Manager's team and the philanthropic community, the Worcester Public Schools has accelerated a three to five year plan to get a device in the hands of every household in around two months. 5,000 Wi-Fi hot spots were procured with the help of this team and Verizon. (Mayor Petty)
- Expanded Chapter 74 courses with additional courses at the Comprehensive High and Worcester Technical High schools (Dianna Biancheria)
- The Superintendent ran community meetings regarding the funding of the Student Opportunity Act and engaged with community partners to address concerns they had expressed last year. (Laura Clancey)

# EVALUATOR COMMENTS

## SCHOOL COMMITTEE COMMENTS (continued)

- Leaders drive the strategic pathway for the schools bringing in the families, students, community groups, and business and civic leadership into a strong partnership where every voice is heard and valued. This has not been the case in Worcester with community members and groups not feeling part of the process and questions raised around lack of collaboration. (John Foley)
- Cultural proficiency is something we continue to work on and we have a great base to build on. I would like to see more consistent communication going out to staff systemwide. I am confident that, with plans in place, these areas will be much closer to proficient in the near future. (Molly McCullough)
- Superintendent Binienda has encouraged Instructional Assistants, who are interested in furthering their education, to become teachers by offering opportunities to receive a teaching degree from WSU. (John Monfredo)

# EVALUATOR COMMENTS

## SCHOOL COMMITTEE COMMENTS (continued)

- In the fourteen points of equity that the Superintendent agreed to be judged on, she has made real and substantive progress, but most people do not understand or know the work that has been done. If the work is being done but the community is unaware of it, we are clearly missing part of effective leadership.  
(Mayor Petty)
- Exemplified strong leadership qualities in collaboration, with staff, for the construction of the New South High Community School (Dianna Biancheria)
- As the school year ended and the district planned for summer school and the 2020-21 school year, the Superintendent was able to acknowledge where we have struggled. This acknowledgement made a significant impact on the progress both she and her team accomplished to make sure we have a well-developed re-opening plan for our return to school for the 2020-21 school year.  
(Laura Clancey)

# EVALUATOR COMMENTS

## SCHOOL COMMITTEE COMMENTS (continued)

- The Superintendent's summary of the past year had very little data on student achievement with no trending information. We need to keep this information publicly in front of all of us and we should all be judged by the rise or the decline of that student achievement data. (John Foley)
- I would like to see a more formalized and robust process for internal and teacher/administrator conflicts that put an emphasis on zero tolerance for retaliation and retribution. (Molly McCullough)
- The Superintendent's commitment is truly outstanding as exemplified by helping families out at Andy's Attic on a Saturday morning, bringing cheer to our immigrants at various community functions at Adult Learning events or bringing food to the homeless families in need and attending student sporting events or special student programs at the schools. (John Monfredo)

## **MAYOR PETTY SUMMARY STATEMENT**

**Now is the time to rethink the way in which we are educating our children, even as we try to reinvent how exactly that is being done. We should be looking to how we can use this crisis to create the opportunities for the future.**

**I, on behalf of the School Committee would like to thank Superintendent Binienda for her tremendous personal commitment to the success of our schools. I look forward to working with the her, her management team and my colleagues as we seek to make the Worcester Public Schools one of the best urban school districts in the country.**



STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Tuesday, November 24, 2020

ITEM: Administration (February 26, 2020)

To consider approval of the following updated MASC policies proposed to be included in the MASC Policy Manual:

**BEDH Public Comment at School Committee Meetings**

IC/ICA School Year/School Calendar

IE Organization of Instruction

IGA Curriculum Development

IGB Support Services Programs

IHAM Health Education

**IHB Special Instructional Programs and Accommodations**

JC Attendance Areas

JCA Assignment of Students to School

JH Student Absences and Excuses

JLCB Immunization of Students

PRIOR ACTION:

- 3-5-20 - Referred to the Standing Committee on Governance and Employee Issues.
- 5-13-20 - STANDING COMMITTEE ON GOVERNANCE AND EMPLOYEE ISSUES  
Superintendent Binienda requested that BEDH be held in order for a more detailed discussion with Attorney Tobin.  
Dr. O'Neil requested that IHB be held in order for SPED to review the language.  
Dr. O'Neil requested to amend IE by adding the words:  
"The Primary/Elementary level includes schools with **some preschools and** kindergarten through **grade 5** and changing that to **grade 6,**"  
and IGB by deleting "**speech correction**" and replacing "special education **assistance**" with "special education **services**".  
On a roll call of 3-0, Policies BEDH and IHB were held.  
On a roll call of 3-0, the item was approved as amended.
- 5-21-20 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as amended.  
On a roll call of 7-0, items BEDH and IHB were held.  
On a roll call of 7-0, the item was approved as amended.

BACKUP:

Annex A (2 page) contains a copy of the proposed MASC Policy BEDH Public Comment at School Committee Meetings

Annex B (1 page) contains a copy of the proposed MASC Policy IHB Special Instructional Programs and Accommodations.

## **BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS**

All regular and special meetings of the School Committee shall be open to the public. Executive Sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. The citizens and employees of the City shall have a reasonable opportunity to be heard regarding any matter presently under consideration by the School Committee. It will be the responsibility of the chair, as guided by the rules established by the School Committee, to determine citizen participation.
2. All petitions filed by a citizen, with the School Committee will be heard by the School Committee if requested by the petitioner. That individual will be given up to five minutes to address the committee and may not make a presentation on more than one petition at any single School Committee meeting. The petition, unless approved or filed, will then be referred without debate to the proper standing committee, the administration or other appropriate individual or body for investigation, recommendation or disposition except for clarification, amendment, supplementation or opposition by members of the School Committee. The Clerk of the School Committee, in preparation of the school committee agenda, shall note the recommendation on the agenda. Whenever possible, the body or the individual to whom the petition was referred will make every reasonable effort to complete its work on the petition within sixty (60) days.
3. In those instances where the referral of a petition shall, by its referral, cause to render the petition moot, the School Committee shall allow only the primary petitioner the opportunity to address the School Committee. It shall be the duty of the chair to determine such instances subject to the challenge of the School Committee. Consistent with other School Committee rules the time for that presentation shall not exceed five (5) minutes.

Once a citizen has been given the opportunity to address the School Committee, members of the School Committee will be allowed to speak guided by the rules of the School Committee governing School Committee participation.

4. On any matter being considered for final disposition by the School Committee, any citizen shall have the opportunity to address the School Committee. Consistent with other School Committee rules the time for that presentation shall not exceed five (5) minutes. When speaking, a citizen shall address all his or her remarks to the chair. He or she shall be requested to state his or her name and residential address prior to addressing the issue under consideration.

5. On all matters appearing on the agenda of the School Committee that will be referred to a standing committee or the administration for investigation, recommendations or disposition and which will, at some subsequent time, appear on the agenda of the School Committee for final disposition, debate will be limited to members of the School Committee and the administration.
6. Any individual, except attorneys at law, appearing before the School Committee and claiming to represent another as agent or otherwise in the matter being heard shall file with the School Committee a written authorization signed by the individual, organization or corporation whose interests such individual represents. Said individual will be given the opportunity to address the School Committee consistent with the rules established in this section.
7. No person will be admitted within the rail in the City Council Chamber at any meeting of the School Committee, except upon permission of the Mayor or as voted by the School Committee.

REF: Rules of the School Committee of the Worcester School Committee

CROSS REF: [BBA-E](#)

File: IHB - SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR STUDENTS WITH DISABILITIES)

The requirements of law and regulation will be followed in the identification of students with disabilities, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all students with disabilities between the ages of three and twenty-two who have not attained a high school diploma or its equivalent will be eligible for special education services.

The School Committee believes that most students with disabilities can be educated in the regular school program if they are given special instruction, accommodations and the support they need. Students with disabilities should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary **to provide the child with a free and appropriate public education**. When appropriate programs, services or facilities are not available within the public schools, the Committee will provide students with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to students with disabilities. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In the event of any disagreement concerning **diagnosis eligibility**, , program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The District will secure properly trained personnel to work with the children requiring special needs services. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance.

LEGAL REFS: The Individuals with Disabilities Ed. Act (PL 108-446, adopted 12/03/04)  
Rehabilitation Act of 1973

M.G.L. [71B:1](#) et seq.

ITEM: motion  
gb #0-238

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: Tuesday, November 24, 2020

ITEM: Motion - Mayor Petty (8-5-20)

Request that the Superintendent's goals be referred to the Standing Committee on Governance and Employee Issues for formulation of new goals to be brought back to the Full Committee.

PRIOR ACTION:

8-5-20 - Mayor Petty made the following motions:  
Request that the Superintendent's goals be referred to the Standing Committee on Governance and Employee Issues for formulation of new goals to be brought back to the Full Committee.  
Request that the Clerk forward the individual evaluation to the School Committee.  
On a roll call of 7-0, the motions were approved.

BACKUP: Consider with ROS #0-12.