

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

AGENDA #17

The School Committee will hold a regular meeting:

on: Thursday, July 20, 2017  
at: 4:00 p.m. – Regular Session  
5:00 p.m. - Executive Session  
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Reverend Dimitrios Moraitis  
St. Spyridon Greek Orthodox Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #7-15 - Clerk  
(July 6, 2017)

Annex A (38 pages)

To consider approval of the Minutes of the School Committee Meeting  
of Thursday, June 15, 2017.

IV. MOTION FOR RECONSIDERATION - NONE

V. IMMEDIATE ACTION - NONE

VI. REPORT OF THE SUPERINTENDENT

ROS #7-11 - Administration  
(July 12, 2017)

SUPERINTENDENT'S MID-CYCLE REPORT BASED ON HER GOALS

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL - NONE

X. GENERAL BUSINESS

gb #6-153.10 - Administration/Miss Biancheria/Ms. Colorio/  
Mr. Foley  
(June 21, 2017)

Response of the Administration to the following motions to:

- provide a report as to the dollar figure from Durham Transportation due to the failure to fulfill contract obligations
- compare the credits gained from Durham Transportation due to the failure to fulfill contract obligations to the credits received next year with a new person hired to monitor this process
- change the name of the (2000) E. Non-Recurring Textbook Purchases Account to reflect more accurately the use of the monies

gb #6-328.2 - Administration/Miss Biancheria  
(June 21, 2017)

Response of the Administration to the request to provide a report on the success of leasing buses.

ACTION

Annex A (3 pages)  
Annex B (3 pages)  
Annex C (1 page)  
Annex D (7 pages)  
Annex E (5 pages)  
Annex F (4 pages)  
Annex G (5 pages)  
Annex H (5 pages)  
Annex I (2 pages)

Annex A (2 pages)

Annex A (1 page)



GENERAL BUSINESS (continued)

ACTION

gb #7-103.2 - Administration/Mr. O'Connell/Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria  
(June 21, 2017)

Backup

Response of the Administration to the request to address the varied defects and conditions affecting the wall separating the property of Tatnuck School from that occupied by the Tatnuck Square Center, 1097-1099 Pleasant Street, and the land in the vicinity of the wall, which include, and are not limited to:

- the deterioration of parking lot paving in the Center due to erosion from water flowing through the wall
- the location of the Tatnuck School dumpster adjacent to the land of the Center
- the exposed wires along the wall, and
- the deteriorating segments of the wall itself.

gb #7-148.3 - Administration/Miss Biancheria  
(June 28, 2017)

Annex A (3 pages)

Response of the Administration to the following motion:

Request that the when the Administration provides the report on Durham Transportation at the next meeting that it also reflect if there is an increase in the Capital Budget from the City Manager.

gb #7-218.2 - Administration/Miss Biancheria/Mr. O'Connell/  
Mr. Monfredo/Ms. Colorio  
(June 21, 2017)

Annex A (1 page)

Response of the Administration to the request to provide a grid on the locations and costs for both middle and high school graduations for 2016-17.

gb #7-219.1 - Administration/Miss Biancheria/Mr. O'Connell/  
Ms. Colorio  
(July 11, 2017)

Annex A (1 page)  
Annex B (2 pages)

Response of the Administration to the request to provide copies of the old and new Job Descriptions for the Clinicians.

GENERAL BUSINESS (continued)

ACTION

gb #7-221.2 - Administration/Ms. Colorio  
(June 21, 2017)

To discuss the feasibility of consolidating recognitions to one meeting every two months.

gb #7-230.1 - Administration/Mr. Foley  
(June 21, 2017)

To ask the Mayor and the Superintendent to develop a new approach to the School Committee agenda that will make the meetings more effective, productive, and deliberative. Suggestions would include the establishment of a consent agenda for items such as routine approvals of donations and recognitions, the development of criteria for recognitions, designated meetings for honoring recipients of recognitions, and the presence on the agenda at each meeting or every other meeting an important educational policy issue facing Worcester Public Schools that school committee members would learn about (through materials distributed prior to the meeting) and discuss with administrators at the meeting.

gb #7-231.1 - Administration/Mr. Monfredo/Mr. O'Connell/  
Miss Biancheria  
(June 21, 2017)

Annex A (1 page)

To send the backup as was featured on NBC "Inspiring America Series" to our elementary schools and have them consider working with their business partner or PTO on establishing a "buddy bench" as we enter the 2017-18 school year.

gb #7-232.1 - Administration/Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Miss Biancheria/Mayor Petty  
(June 21, 2017)

To send letters of congratulations to the following students who were selected as the Telegram and Gazette's Student Achievers for 2017:

Valenia Bergier	Burncoat High School	(Boston University)
Viet Le	Claremont Academy	(Boston College)
Lindsay Ho	North High School	(UMass Amherst)
Travis Tran	South High Community School	(Yale University)
Le Tran	University Park Campus School	(UMass Amherst)
Lindsey Allen	Worcester Technical High School	(Bentley University)

GENERAL BUSINESS (continued)

ACTION

gb #7-234.1 - Administration/Miss McCullough/Mr. Foley/  
Mr. O'Connell/Mr. Monfredo/Miss Biancheria  
(June 21, 2017)

Request that the Administration report on best practices as they relate to itinerant special education staff caseloads, specifically for occupational therapy and physical therapy employees, and what agreements currently exist between the Boston Public Schools and the Boston Teachers Union related to itinerant special education staffing levels and/or caps.

gb #7-235.1 - Administration/Miss McCullough/Mr. Foley/  
Mr. O'Connell/Mr. Monfredo/Miss Biancheria  
(June 21, 2017)

Request that the Administration report on what, if any, orientation, training or ongoing professional development is provided by special education department leadership to principals, as it relates to itinerant special education staff, so as to facilitate a proper understanding of roles and responsibilities to ensure legal compliance as well as positive and appropriate outcomes for students.

gb #7-240.1 - Administration/Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria  
(June 21, 2017)

To revise the meeting calendar of the School Committee for 2017-18 to add additional meetings of the Committee on the following dates: July 6, August 3, August 31, November 30, March 29, and May 31, so the Committee will meet twice each month during the summer, and on each "fifth Thursday" of months having five Thursdays, to allow the Committee more time in which to address issues of policy, strategic planning, budget planning, and instructional improvement.

GENERAL BUSINESS (continued)

ACTION

gb #7-244.1 - Administration/Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Miss Biancheria/Mayor Petty  
(June 21, 2017)

Request that the Administration forward letters of congratulations to the following schools which had a chronic absenteeism rate for the year of less than six percent:

Flagg Street School	Tatnuck Magnet School
Heard Street School	Thorndyke Road School
Lake View School	West Tatnuck School
May Street School	Worcester Arts Magnet School
Midland Street School	Worcester Technical High School
Nelson Place School	

gb #7-245.1 - Administration/Administration  
(June 21, 2017)

Annex A (1 page)

To set a date to recognize the Alternative School Team for receiving the "Most Creative Use of Materials" Award for the Furniture Trust's Annual Signature event, The Eco Carpentry Challenge 2017, that was held on May 4, 2017 at District Hall in Boston.

gb #7-252 - Mr. O'Connell  
(June 14, 2017)

To set a date to recognize the following Claremont Peer Mediators, who donated a segment of their 2016 summer vacations to be trained through the Center for Nonviolent Solutions, who have helped to resolve the conflicts of their peers throughout the 2016-17 academic year, and who have built a solid foundation for expansion of the program in future years, thus contributing to the peaceful and supportive environment and culture of Claremont Academy:

Yaw Amponsa	Fathi Horror
Marigona Bacaliu	Rodrigo Portillo
Keyla Blanco	Oscar Rosario
Mileyda Cruz	Steven Robles
Yellybeth Diaz	Michelle Veth

GENERAL BUSINESS (continued)

ACTION

gb #7-253 - Mr. Monfredo  
(June 19, 2017)

Request that the Administration forward a letter of thanks to Simon Eber, grade 8 student at Forest Grove Middle School for giving backpacks to the students in grade six at Columbus Park School and Woodland Academy through the nonprofit organization he established in Worcester, Simon Says Give-Worcester.

gb #7-254 - Mr. O'Connell  
(June 20, 2017)

To congratulate the members of the Worcester Technical High School Girls 800 Meter Sprint Medley Relay Team for placing 15th out of 47 teams at the New Balance Nationals Outdoor competition at Aggie Stadium, in Greensboro, North Carolina during the weekend of June 17-18, the 3rd consecutive trip to Nationals for all 4 athletes:

Leilani Torres	Worcester Technical High School
Bernice Mensah	Worcester Technical High School
Adja Sackor	Worcester Technical High School
Stevenna Bowhile	North High School

gb #7-255 - Administration  
(June 20, 2017)

To accept a donation in the amount of \$350.00 to Clark Street Developmental Learning School from the Boston Museum of Science to reimburse the cost of bussing for the 4<sup>th</sup> grade field trip that was held on May 10, 2017.

gb #7-256 - Mr. O'Connell  
(June 26, 2017)

To recognize, with gratitude and appreciation, the members of the Worcester Public Schools' staff who retired during the 2017 fiscal year.

GENERAL BUSINESS (continued)

gb #7-257 - Administration  
(June 26, 2017)

To consider an amendment to Rule 20 of the School Committee Rules:

20. Motions requiring a two-thirds (2/3) vote shall be as follows:
- a. amend, repeal, rescind or annul any part of the By-Laws or Rules of Order (It also requires previous notice.)
  - b. suspend the Rules
  - c. move the question
  - d. rescind previous vote
  - e. limit or extend one's limit of debate

The City Charter requires the School Committee to obtain five votes to pass any measure which requires a two-thirds vote.

gb #7-258 - Mr. O'Connell  
(June 28, 2017)

To forward a letter of appreciation to AbbVie, Inc. for its efforts in renovating and refurbishing the science laboratory of Worcester East Middle School.

gb #7-259 - Miss Biancheria  
(July 10, 2017)

Request that the Administration provide a report relative to the alternative programs at the Gerald Creamer Center to include the day time programs, the evening classes for credit recovery and the work based learning plan opportunities.

gb #7-260 - Miss Biancheria  
(July 10, 2017)

Request that the Administration review the School Choice Program Summary Report which indicated:

- the number of students who opted for inter-district School Choice (502) and the names of the receiving schools and
- the number of students who opted into the Worcester Public Schools (85) from other districts

ACTION

Annex A (3 pages)

Annex A (2 pages)

GENERAL BUSINESS (continued)

ACTION

gb #7-261 - Mayor Petty/Miss Biancheria/Ms. Colorio/  
Mr. Foley/Miss McCullough/Mr. Monfredo/  
Mr. O'Connell  
(July 12, 2017)

To set a date to recognize David Perda, Ph.D., Chief Research and Accountability Officer, for his seven years of dedicated service to the students and staff in the Worcester Public Schools.

gb #7-262 - Administration  
(July 12, 2017)

To accept a donation in the amount of \$100.00 from S and S Kitchens for Woodland Academy.

gb #7-263 - Administration  
(July 12, 2017)

To accept a donation in the amount of \$221.87 from CEC Entertainment, Inc. for Woodland Academy.

gb #7-264 - Administration  
(July 12, 2017)

To accept a donation in the amount of \$402.74 from Scholastic, Inc. for Woodland Academy.

gb #7-265 - Administration  
(July 12, 2017)

To accept a donation in the amount of \$200.00 from Ballard Mack Sales & Service, Inc. for the South High Community School's Diesel Program.

gb #7-266 - Administration  
(July 12, 2017)

To accept a donation in the amount of \$200.00 from D. Murgo Trucking, Inc. for the South High Community School's Diesel Program.

GENERAL BUSINESS (continued)

ACTION

gb #7-267 - Administration  
(July 12, 2017)

To accept a donation in the amount of \$5,000.00 from the Unum Group as a portion of the costs for the guest speaker for the Opening of Schools Program.

gb #7-268 - Administration  
(July 12, 2017)

To accept the Level 3 Turnaround Grant for the Goddard School of Science and Technology in the amount of \$375,000.

Annex A (2 pages)

gb #7-269 - Mr. Monfredo  
(July 12, 2017)

Request that the Administration provide an update on the feasibility of producing a marketing video about the Worcester Public Schools, in conjunction with key partners within the community, and share it, upon completion, with parent groups, realtors and the business community.

gb #7-270 - Mr. Monfredo  
(July 12, 2017)

Request that the Administration continue to develop ways to market the accomplishments of the Worcester Public Schools by increasing the number of media press releases and by encouraging the principals to forward to the media outstanding events that are taking place at their schools.

gb #7-271 - Administration  
(July 12, 2017)

To consider approval of the enVisionmath 2.0 textbooks, published by Pearson Education, Inc., for students in grades K-6.



GENERAL BUSINESS (continued)

ACTION

gb #7-272 - Administration  
(July 12, 2017)

To discuss strategy with respect to collective bargaining for Teachers and Unit A/B, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To consider an International Union of Public Employees (I.U.P.E.) Grievance Complaint – HVAC Technician

To discuss collective bargaining for Nurses if an open meeting may have a detrimental effect on the bargaining or litigation position of the School Committee.

To discuss collective bargaining for Custodians if an open meeting may have a detrimental effect on the bargaining or litigation position of the School Committee.

To discuss collective bargaining for Computer Technicians (Unit D) if an open meeting may have a detrimental effect on the bargaining or litigation position of the School Committee.

X. ADJOURNMENT

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

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Thursday, June 15, 2017  
Agenda #15

The School Committee of the Worcester Public Schools met in Open Session at 4:21 p.m. in the Council Chamber at City Hall on Thursday, June 15, 2017.

There were present at the Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

1. gb #7-148.2 - Administration/Administration (June 6, 2017) FY18 Budget

To consider the proposed FY18 Budget and the responses to the following motions:

- A. Request that the Administration provide a report to include:
  - the cost for Charter School transportation and
  - the monies expended for bus passes funded through grants and the amount funded through the Worcester Public Schools
- B. Request that the Administration provide a report in reference to the utilization of the McKinney-Vento reimbursement funds.
- C. Request that the Administration provide a report on the revolving fund account and indicate how much has been utilized to support concessions, custodial help and administrative charges at Foley Stadium.
- D. Request that the Administration provide a detailed report of the sites and dollar amounts for the middle and high school graduations within this account.
- E. Request that the Administration provide at the next Budget Hearing the equipment and facility needs of the Crew Team.
- F. Request that the Athletic Director provide a report on section C. Maintenance/Repair Equipment indicating what athletic equipment is being reconditioned and repaired.
- G. Request that the Athletic Director provide a report on section D. Supplies to include a list

of athletic supplies and uniforms that were purchased.

500130-92000 Personal Services (Non Salary)  
500130-96000 Personal Services (Non Salary)

Mr. O'Connell made the following motion:

Request that the Administration, on behalf of the School Committee, interact with the City Manager as to a possible expanded use of the City Solicitor's Office by the school administration with an appropriate charge agreed to by both sides as a charge to our indirect costs.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that B. Legal Consultation & Settlements be reduced by \$30,000.

On a roll call of 4-3 (nays-Mr. Foley, Miss McCullough, Mayor Petty), the motion was approved.

Mayor Petty made the following motion:

Request that \$25,000 be added to Account 500136-92000 Miscellaneous Education – Non Salary, A. Fees and Licenses to be used for Skills USA.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that \$5,000 be added to Account 500122-92000 Athletics Ordinary Maintenance, D. Supplies to be used for Crew.

On a voice vote, the motion was approved.

Miss Biancheria made the following motion:

Request that the Administration remind staff members of the services available through the Employee Assistance Program.

On a voice vote, the motion was approved.

Superintendent Binienda suggested that a notice go out through the Manager's for Instruction and School Leadership's newsletter to principals who can then share this information with their staff either during the meetings or in their newsletter.

Mr. Foley made the following motion:

Request that he be recused from voting on 500130-92000 and 500130-96000 Personal Services – Non Salary, Section E. due to a conflict of interest.

On a voice vote, the motion was approved.

Mr. Foley left the meeting at 4:40 p.m.

It was moved and voice voted to approve Accounts 500130-92000 and 500130-96000, Section E.

Mr. Foley returned to the meeting at 4:41 p.m.

It was moved and voice voted to approve Accounts 500130-92000 and 500130-96000 with the exception of Section E.

#### 500132-92000 Tuition

Ms. Colorio requested that the Administration provide a report as to the number of students and costs to attend the Gateway School.

Miss Biancheria requested that the Administration provide a report regarding the Alternative Programs (Section B.) to include the number of students, names and locations of schools and programs for each of the school sites.

Mr. O'Connell requested that the Administration provide the Operational Service Division (OSD) figure.

Mr. O'Connell requested that the Administration provide a report on Special Education at a full School Committee meeting.

It was moved and voice voted to approve Account 500132-92000 in the amount of \$18,674,409.

2. It was moved and voice voted to suspend the Rules of the School Committee to allow Mr. Nugent, President of the EAW to speak regarding negotiations for teachers.

500133-92000 - Printing and Postage

Ms. Colorio made the following motion:

Request that the Administration provide a copy of a sample of the Attendance Awareness Report that is sent to parents.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500133-92000 in the amount of \$256,654.

500-92204 - Instructional Materials

Miss Biancheria requested that the Administration provide more detail on Section B. Education Division Supplies, especially for English Language Learners.

Mr. Foley made the following motion:

Request that he be recused from voting on 500-92204 Instructional Materials, Section E. due to a conflict of interest.

On a voice vote, the motion was approved.

Mr. Foley left the meeting at 5:15 p.m.

It was moved and voice voted to approve Account 500-92204, Section E.

Mr. Foley returned to the meeting at 5:16 p.m.

Mr. O'Connell made the following motion:

Request that the Administration provide a report regarding the way in which the Administration recruits teachers of diverse backgrounds.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that Account 500-92204 be reduced by \$5,000.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. Monfredo,  
Mr. O'Connell 3

Against the motion: Ms. Colorio, Mr. Foley,  
Ms. McCullough,  
Mayor Petty 4  
7

The motion was defeated.

It was moved and voice voted to approve Account 500-92204 in the amount of \$3,908,997.

500136-92000-Miscellaneous Education – Non Salary  
500136-93000 – Miscellaneous Education – Capital  
540136-92000 – Miscellaneous Education – Rentals

Miss Biancheria made the following motion:

Request that the Administration amend sentence 1 under Section A. Fees and Licenses to include all secondary schools for the use of credit recovery software.

On a voice vote, the motion was approved.

Miss Biancheria requested that the Administration provide in a Friday Letter the term of the contract for the leasing of space at the YMCA for Chandler Elementary Community School.

Mr. Foley made the following motion:

Request that he be recused from voting on 500136-92000, 500136-93000 and 540136-92000, Section E. due to a conflict of interest.

On a voice vote, the motion was approved.

Mr. Foley left the meeting at 5:40 p.m.

It was moved and voice voted to approve Accounts 500136-92000, 500136-93000 and 540136-92000, Section E.

Mr. Foley returned to the meeting at 5:41 p.m.

It was moved and voice voted to approve Account 500136-92000 in the amount of \$2,009,958.

It was moved and voice voted to approve Account 500136-93000 in the amount of \$250,000.

It was moved and voice voted to approve Account 540136-92000 in the amount of \$540,794.

500137-96000 – Unemployment Compensation

It was moved and voice voted to approve Account 500137-96000 in the amount of \$318,226.

500138-92000 – In-state Travel

It was moved and voice voted to approve Account 500138-92000 in the amount of \$59,500.

500141-92000 – Vehicle Maintenance  
540141-92000 - Vehicle Maintenance

It was moved and voice voted to approve Account 500141-92000 in the amount of \$105,723.

It was moved and voice voted to approve Account 540141-92000 in the amount of \$324,790.

500146-92000 – Building Utilities

Mr. O’Connell made the following motion:

Request that the Administration provide recommendations as to whether there are ways in which the expenditures and telephone and data service line can be reduced consistent with the needs of the school system for access to key individuals in the event of emergency and necessary updates on developments within the school system.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration provide a report on the individuals that are provided with cell phones.

On a voice vote, the motion was approved.

Mr. Foley made the following motion:

Request that the information provided in the motion of Mr. Monfredo relative to the allocation of cell phones be referred to the Standing Committee on Finance and Operations.

On a voice vote, the motion was approved.

Ms. Colorio and Mr. Monfredo made the following motion:

Request that \$50,000 be reduced from Account 500146-92000.

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Monfredo 3

Against the motion: Mr. Foley, Ms. McCullough,  
Mr. O’Connell,  
Mayor Petty 4  
7

The motion was defeated.

It was moved and voice voted to approve Account 500146-92000 in the amount of \$5,994,477.



It was moved to recess to Executive Session.

Executive Session

- 3. gb #7-250 - Administration  
(June 7, 2017)

To discuss strategy with respect to collective bargaining for Teachers and Unit A/B, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To consider an International Union of Public Employees (I.U.P.E.) Grievance Complaint – HVAC Technician

To discuss strategy with respect to collective bargaining for Educational Secretaries, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To conduct contract negotiations with non-union personnel:  
Non-Represented Employees - Administrators  
Non-represented Employees – Non-Administrators

To authorize the Superintendent to negotiate an employment contract for Susan O’Neil, Ph.D. as the Deputy Superintendent, effective July 1, 2017.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O’Connell, Mayor Petty	7
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Against the motion:	<u>0</u> 7
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The motion carried.

The School Committee recessed at 5:50 p.m.

The School Committee recessed to Executive Session from 6:01 p.m. to 7:00 p.m.

The School Committee reconvened in Open Session at 7:15 p.m.

The invocation was given by Pastor Mark Nilson of Salem Covenant Church.

The Pledge of Allegiance was offered and the National Anthem was played.

4. A Moment of Silence was offered in memory of Anteo Biancheria, father of School Committee member Dianna Biancheria, Brenda Raffa, Instructional Assistant, Nelson Place School and John Biancheria, Senior Inspector, Inspectional Service Department, City of Worcester.

There were present at the second Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell and Mayor Petty

APPROVAL OF RECORDS

5. aor #7-14 - Clerk (June 7, 2017) Minute/approval of

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 1, 2017.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, June 1, 2017.

6. IMMEDIATE ACTION: Recognition/  
Thorndyke Road  
School
- qb #7-226 - Administration (June 7, 2017)

To recognize the first grade students from Thorndyke Road School who participated in a civics lesson about Worcester, the Heart of the Commonwealth with their teachers.

Mayor Petty and Superintendent Binienda presented Certificates of Recognition to the first grade students from Thorndyke Road School who participated in a civics lesson about Worcester, the Heart of the Commonwealth with their teachers.

Mayor Petty left the meeting at 7:35 p.m.

Vice-Chairman Monfredo chaired the meeting from 7:35 p.m. to 8:25 p.m.

Recognition/  
Robert Pezzella

7. gb #7-144.2 - Administration/Mr. Monfredo/  
Ms. Colorio/Mr. O'Connell/  
Miss Biancheria/Mayor Petty  
(May 22, 2017)

To recognize Robert Pezzella, Director of School Safety for conducting the highly successful Bullying Prevention and Education Conference that was held at North High School.

Vice-Chairman Monfredo and Superintendent Binienda presented a Certificate of Recognition to Robert Pezzella, Director of School Safety for conducting the highly successful Bullying Prevention and Education Conference that was held at North High School.

Recognition/  
Dr. Marco Rodrigues

8. gb #7-155.1 - Administration/Mr. O'Connell/  
Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria/  
Mayor Petty  
(June 5, 2017)

To congratulate Marco Rodrigues, Ed.D. on his selection as Superintendent of the Hudson Public Schools.

Vice-Chairman Monfredo, Superintendent Binienda and the School Committee presented a chair to Dr. Rodrigues.

Recognition/  
Jeffrey Lane/  
Judy Milott/Heart  
Hero Award

9. gb #7-185.1 - Administration/Mr. Monfredo/  
Mr. Foley/Mr. O'Connell/  
Ms. Colorio/Miss Biancheria/  
Mayor Petty  
(June 5, 2017)

To recognize Jeffrey Lane and Judy Millott, both teachers from Worcester Technical High School, for receiving the Heart Hero Award from the American Heart Association.

Vice-Chairman Monfredo and Superintendent Binienda presented Certificates of Recognition to Jeffrey Lane and Judy Millott, both teachers from Worcester Technical High School, for receiving the Heart Hero Award from the American Heart Association.

10. gb #7-196.1 - Administration/Administration  
(June 5, 2017)

To recognize Lisa Carignan, a teacher at Columbus Park Preparatory Academy, for being named the Webster Square Business Association's Teacher of the Year.

Recognition/Lisa  
Carignan/Webster  
Square Business  
Association's Teacher  
of the Year

Vice-Chairman Monfredo and Superintendent Binienda presented a Certificate of Recognition to Lisa Carignan, a teacher at Columbus Park Preparatory Academy, for being named the Webster Square Business Association's Teacher of the Year.

11. gb #7-210.1 - Administration/Mr. Foley/  
Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria/Ms. Colorio/  
Mayor Petty  
(June 5, 2017)

To recognize Sara Consalvo, Budget Director, for receiving the Friend of MASBO Award at the Conference at the Seacrest Hotel in Falmouth, MA.

Recognition/Sara  
Consalvo

Vice-Chairman Monfredo and Superintendent Binienda presented a Certificate of Recognition to Sara Consalvo, Budget Director, for receiving the Friend of MASBO Award at the Conference at the Seacrest Hotel in Falmouth, MA.

Recognition/  
Brian Allen

- 12. gb #7-211.1 - Administration/Mr. Foley/  
Mr. O'Connell/Mr. Monfredo/  
Ms. Colorio/Mayor Petty  
(June 5, 2017)

To recognize Brian Allen, Chief Finance and Operations Officer, for having received the President's Award from MASBO at the Conference at the Seacrest Hotel in Falmouth, MA.

Vice-Chairman Monfredo and Superintendent Binienda presented a Certificate of Recognition to Brian Allen, Chief Finance and Operations Officer, for having received the President's Award from MASBO at the Conference at the Seacrest Hotel in Falmouth, MA.

Donation/RISO, Inc./  
\$1,000

- 13. gb #7-233 - Administration  
(May 31, 2017)

To accept a donation in the amount of \$1,000 from RISO, Inc. to be used as a student scholarship in recognition of the 2017 President's Award from the Massachusetts Association of School Business Officials that was awarded to Brian Allen.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell	6
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Against the motion:	0
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Absent: Mayor Petty	<u>1</u> 7
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The motion carried.

14. gb #7-222.1 - Administration/Administration  
(June 5, 2017) Recognition/  
Carmen Rosado

To recognize Carmen Rosado for receiving the Community Achievement Vision Award from the Worcester Latino Dollars for Scholars Program.

Mayor Petty and Superintendent Binienda presented a Certificate of Recognition to Carmen Rosado for receiving the Community Achievement Vision Award from the Worcester Latino Dollars for Scholars Program.

15. gb #7-223.1 - Administration/Administration  
(June 5, 2017) Recognition/  
Dr. Bertha-Elena  
Rojas

To recognize Bertha-Elena Rojas, Ph.D. for receiving the Community Achievement Award from the Worcester Latino Dollars for Scholars Program.

Mayor Petty and Superintendent Binienda presented a Certificate of Recognition to Bertha-Elena Rojas, Ph.D. for receiving the Community Achievement Award from the Worcester Latino Dollars for Scholars Program.

#### REPORT OF THE SUPERINTENDENT

Mayor Petty returned to the meeting at 8:25 p.m.

16. ROS #7-10 - Administration  
(June 5, 2017) Report of the  
Superintendent/  
Update on ALICE  
(Alert, Lockdown,  
Inform, Counter  
Evacuate) Training

UPDATE ON ALICE (ALERT, LOCKDOWN, INFORM, COUNTER EVACUATE) TRAINING

Director of School Safety Robert Pezzella and Deputy Chief Saucier provided an update on ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training which is contained in the backup for the item.

It was moved and voice voted to accept and file gb #6-358 and ros #7-10.

FY18 Budget

17. gb #7-148.2 - Administration/Administration  
(June 6, 2017)

To consider the proposed FY18 Budget and the responses to the following motions:

- A. Request that the Administration provide a report to include:
  - the cost for Charter School transportation and
  - the monies expended for bus passes funded through grants and the amount funded through the Worcester Public Schools
- B. Request that the Administration provide a report in reference to the utilization of the McKinney-Vento reimbursement funds.
- C. Request that the Administration provide a report on the revolving fund account and indicate how much has been utilized to support concessions, custodial help and administrative charges at Foley Stadium.
- D. Request that the Administration provide a detailed report of the sites and dollar amounts for the middle and high school graduations within this account.
- E. Request that the Administration provide at the next Budget Hearing the equipment and facility needs of the Crew Team.
- F. Request that the Athletic Director provide a report on section C. Maintenance/Repair Equipment indicating what athletic equipment is being reconditioned and repaired.
- G. Request that the Athletic Director provide a report on section D. Supplies to include a list of athletic supplies and uniforms that were purchased.

500152-92000 – Facilities Department Non-Salary

Miss Biancheria made the following motions:

Request that the Administration provide interim reports regarding the Environmental Management Systems.

Request that the Administration provide a report regarding building repairs in the district.

On a voice vote, the motions were approved.

It was moved and voice voted to approve Account 500152-92000 in the amount of \$3,204,637.

500-91110 – Administration Salaries

Ms. Colorio and Mr. O’Connell made the following motion:

Request that \$150,000 be moved from Account 500-91110, A. System Supervision to Account 500-91111.

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. O’Connell 3

Against the motion: Mr. Foley, Ms. McCullough,  
Mr. Monfredo,  
Mayor Petty 4  
7

The motion was defeated.

Miss Biancheria made the following motion:

Request that the Administration provide a report on the chart relative to the addition of 5 positions to the Table of Organization for Administrators between the 2016-17 and 2017-18 Budgets.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500-91110 in the amount of \$12,479,673.

500-91111 – Teacher Salaries

It was moved and voice voted to approve Account 500-91111 in the amount of \$158,746,870.



500-91112 – School Committee Salaries

Mr. O’Connell made the following motion:

Request that \$7,250 be reduced from Account 500-91112 and added to Account 500122-92000 – Athletics Ordinary Maintenance, Section D. Supplies for the purpose of purchasing equipment for the Crew Team.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500-91112 in the amount of \$82,195.

500-91114 – Teacher Substitutes Salaries

It was moved and voice voted to approve Account 500-91114 in the amount of \$2,448,440.

500-91115 - Instructional Assistants Salaries

It was moved and voice voted to allow Miss Biancheria to be recused from voting on Account 500-91115 due to a conflict of interest.

Miss Biancheria left the meeting at 9:20 p.m.

It was moved and voice voted to approve Account 500-91115 in the amount of \$9,922,823.

Miss Biancheria returned to the meeting at 9:21 p.m.

500-91116 – Athletic Coach Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report on ways in which to promote additional recruitment of students to participate in sports at the middle school level.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration interact with Linda McGill who indicated interest in helping the Worcester Public Schools to set up a Girls Softball Team at the middle school level.

On a voice vote, the motion was approved. It was moved and voice voted to approve Account 500-91116 in the amount of \$556,153.

540-91117 - Transportation Salaries

It was moved and voice voted to approve Account 540-91117 in the amount of \$2,580,432.

500-91118 - Supplemental Program Salaries  
540-91118 - Supplemental Program Salaries

It was moved and voice voted to approve Account 500-91118 in the amount of \$1,504,701.

It was moved and voice voted to approve Account 540-91118 in the amount of \$95,585.

500-91119 - Custodial Salaries

It was moved and voice voted to approve Account 500-91119 in the amount of \$6,775,066.

500-91120 - Maintenance Services Salaries

It was moved and voice voted to approve Account 500-91120 in the amount of \$2,157,363.

500-91121 - Administrative Clerical Salaries

It was moved and voice voted to approve Account 500-91121 in the amount of \$3,101,232.

500-91122 - School Clerical Salaries

It was moved and voice voted to approve Account 500-91122 in the amount of \$2,116,156.

500-91123 - Non-Instructional Support Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report in February 2018 regarding the results of the reduction of third party vendors.

On a voice vote, the motion was approved.

Ms. Colorio made the following motion:

Request that Administration delete the following sentence from the description of D. Parent Liaisons:

Monthly parent workshops and home visits are included in the responsibilities of these positions.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 500-91123 in the amount of \$2,188,539.

540-91124 - Crossing Guard Salaries

Miss Biancheria made the following motion:

Request that the Administration forward a letter to the City Manager requesting that the DPW commence the painting of crosswalks.

On a voice vote, the motion was approved.

It was moved and voice voted to approve Account 540-91124 in the amount of \$552,934.

500-91133 - School Nurses Salaries

It was moved and voice voted to approve Account 500-91133 in the amount of \$4,246,690.

500-91134 - Educational Support Salaries

It was moved and voice voted to approve Account 500-91134 in the amount of \$3,839,571.

540-97201 - Transportation Overtime

It was moved and voice voted to approve Account 540-97201 in the amount of \$478,473.

500-97203 - Custodian Overtime

Ms. Colorio inquired as to the hiring of more custodians in order to reduce the custodial overtime.

It was moved and voice voted to approve Account 500-97203 in the amount of \$1,057,334.

500-97204 - Maintenance Services Overtime

It was moved and voice voted to approve Account 500-97204 in the amount of \$152,305.

500-97205 - Support Overtime

It was moved and voice voted to approve Account 500-97205 in the amount of \$69,525.

50S502 - Nutrition Program

It was moved and voice voted to approve Account 50S502 in the amount of \$15,263,310.

Various Grant Programs

Mr. O'Connell made the following motion:

Request that the report of the actual grants be referred to the Standing Committee on Teaching, Learning and Student Supports for a review of the grants and the programs operated under the grants.

On a voice vote, the motion was approved.

It was moved and voice voted to approve the Various Grant Programs in the amount of \$33,865,237.

It was moved to approve the FY18 Budget in the following amounts:

General Fund	\$334,270,495
Grants	\$ 33,865,237
School Nutrition	\$ 15,263,310
Other Special Revenue	\$ 5,148,052
Total FY18 Budget	\$388,547,094

On a roll call, the vote was as follows:

For the motion: Ms. Colorio, Mr. Foley, Mr. Monfredo, Miss McCullough, Mayor Petty	5
Against the motion: Miss Biancheria, Mr. O'Connell	$\frac{2}{7}$

The motion carried.

It was moved to suspend the Rules of the School Committee to reconsider the vote to approve the FY18 Budget.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio, Mr. Foley, Mr. Monfredo, Miss McCullough, Mayor Petty	6
Against the motion: Mr. O'Connell	$\frac{1}{7}$

The motion carried.

It was moved to reconsider the motion to approve the FY18 Budget in the following amounts:

General Fund	\$334,270,495
Grants	\$ 33,865,237
School Nutrition	\$ 15,263,310
Other Special Revenue	\$ 5,148,052
Total FY18 Budget	\$388,547,094

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Mr. O'Connell 2

Against the motion: Ms. Colorio, Mr. Foley,  
Mr. Monfredo,  
Miss McCullough,  
Mayor Petty  $\frac{5}{7}$

The motion to reconsider was defeated.

It was moved and voice voted to approve the Administration's responses to the motions.

18. Pursuant to action taken in Executive Session, it was moved to approve the contract for Dr. Susan O'Neil as Deputy Superintendent for a three year period, effective July 1, 2017.

Deputy  
Superintendent/  
Dr. Susan O'Neil/  
contract approval

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Mr. O'Connell,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

#### REPORT OF THE STANDING COMMITTEE

19. The Standing Committee on Governance and Employee Issues met at 5:30 p.m. on Wednesday, June 14, 2017 in Room 410 at the Durkin Administration Building.

Safety and Security  
Needs of Students  
and Staff/Main South  
CDC grant

gb #4-284 - Mr. O'Connell/Mr. Monfredo/Miss  
Biancheria/Miss Ramirez (October 21, 2014)

To cooperate with the Main South Community Development Corporation as to the safety and security needs of the students and staff of the Worcester public schools located in the Main South area, regarding utilization of the proceeds of the Byrne Criminal Justice Innovation Program grant received by the Main South CDC.

6-14-17 - STANDING COMMITTEE ACTION

Mr. Foley provided an update on the Byrne Criminal Justice Innovation Program grant.

Miss Biancheria made the following motion:

Request that the Administration invite Casey Starr, Project Manager to attend a meeting of the Standing Committee to provide an update of Byrne Criminal Justice Innovation Program grant.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration forward a letter of thanks, on behalf of the School Committee, to the Main South Community Development Corporation for all that it does to benefit children in the Worcester Public Schools.

On a voice vote, the motion was approved.

6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

c&p #6-7 - Clerk (August 24, 2016)Communication and  
Petition/  
Municipal  
Governance Day

To consider a communication from a citizen expressing an interest in promoting civic engagement in the Worcester Public Schools by initiating a "Municipal Governance Day" which would give high school students an opportunity to learn how the municipal government works.

## 6-14-17 - STANDING COMMITTEE ACTION

Mr. Monfredo made the following motions:

Request that the Administration consider scheduling a Municipal Governance Day in the 2017-18 school year and have students assume the roles of School Committee and City Council.

Request that the Social Studies Liaison inform the Clerk of the School Committee of all civics activities taking place in the schools during 2017-18 and provide that information to the local media.

On a voice vote, the motions were approved.

Miss Biancheria made the following:

Request that when the item is discussed in October that the Administration study the feasibility of having the secondary students hold the mock meetings in the Esther Howland Chamber at City Hall.

On a voice vote, the motion was approved.

Hold for October 2017.

## 6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.



Communication and  
Petition/annual event  
to encourage eligible  
students to vote

c&p #6-8 - Clerk (August 24, 2016)

To consider a communication from a citizen relative to the feasibility of holding an event annually with a guest speaker to encourage eligible students to register to vote.

6-14-17 - STANDING COMMITTEE ACTION

Mr. Monfredo made the following motion:

Request that the Administration inform the media and the School Committee, via a Friday Letter, of the dates and times of both the voter registrations at the various schools and the guest speakers who come in during that time to speak to the students.

On a voice vote, the motion was approved.

FILE.

6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

Policies/establish  
Special Committee  
for

gb #6-36 - Mr. O'Connell/Mr. Monfredo/Miss McCullough (January 11, 2016)

To establish a Special Committee, consisting of at least three School Committee members, to continue the review of policies proposed for the Worcester Public Schools by the Massachusetts Association of School Committees.

6-14-17 - STANDING COMMITTEE ACTION

It was moved and voice voted to approve Section I - Instruction, as contained in Annex B of the backup for the item.

Mr. Foley made the following motion:

Request that the School Committee put in writing that the MASC policies that are being adopted will continue to be a work in progress until the Policies Handbook can be replaced and it will remain as the policies and procedures of the Worcester Public Schools.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration provide the backup for the following sections of the MASC Policy Manual for the next meeting of the Standing Committee on Governance and Employee Issues:

- Section C - General School Administration
- Section D - Fiscal Management
- Section E - Support Services

On a voice vote, the motion was approved.

Mr. Monfredo inquired as to the status of the request to abbreviate the Domestic Violence Leave Policy to be inserted into Section G. – Personnel Section.

Dr. Rodrigues indicated that the request has been made to the City Solicitor.

#### 6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as amended.

It was moved and voice voted to approve Section I – Instruction, as contained in Annex B of the backup for the item.

Mr. Monfredo made the following motion:

Request that the following motion be held:

Request that the School Committee put in writing that the MASC policies that are being adopted will continue to be a work in progress until the Policies Handbook can be replaced and it will remain as the policies and procedures of the Worcester Public Schools.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration provide the backup for the following sections of the MASC Policy Manual for the next meeting of the Standing Committee on Governance and Employee Issues:

Section C - General School Administration  
Section D - Fiscal Management  
Section E - Support Services

On a voice vote, the motion was approved.

Mr. Monfredo inquired as to the status of the request to abbreviate the Domestic Violence Leave Policy to be inserted into Section G. – Personnel Section.

Dr. Rodrigues indicated that the request has been made to the City Solicitor.

Stand for the Silent

gb #6-111 - Mr. Monfredo/Mr. O'Connell/Miss McCullough/Miss Biancheria (March 4, 2016)

Request that the Administration encourage schools, with the assistance of the Safety Liaison Officer Robert Pezzella, to establish at their school a Chapter of the "Stand for the Silent," an anti-bullying movement.

6-14-17 - STANDING COMMITTEE ACTION

Miss Biancheria made the following motion:

Request that the Administration involve the middle school students more in anti-bullying programs.

On a voice vote, the motion was approved.

FILE.

6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

c&p #7-1 - Clerk (April 6, 2017)

To consider a petition from a citizen regarding a request to hold public hearings in April regarding the FY18 Budget.

Communication and  
Petition/public  
hearings/FY18  
Budget

## 6-14-17 - STANDING COMMITTEE ACTION

File due to the fact that a public hearing took place and the petitioner attended the meeting.

## 6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

gb #7-52 - Administration (January 25, 2017)

To consider approval of the 2017-18 Policies Handbook of the Worcester Public Schools.

2017-18 Policies  
Handbook

## 6-14-17 - STANDING COMMITTEE ACTION

Mr. Monfredo made the following motion:

Request that page 77, #1 be amended to read as follows:

1. Interim **and attendance** progress reports (at five weeks into each marking period)

On a voice vote, the motion was approved.

Mr. Foley made the following motion:

Request that page 39, Rule 14, sentence 1 be amended to read as follows:

While on school premises or at a school sponsored event **during the school day**, a student shall not, without expressed permission of appropriate school personnel, use any cell phone, smart phone, tablet, camera or any other type of electronic device which may potentially be disruptive of school activities or a distraction to students.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the School Committee approve the proposed changes for the 2017-18 Policies Handbook as contained in Annex B of the backup for the item as amended.

On a voice vote, the motion was approved.

#### 6-15-17 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as amended.

Mr. Monfredo made the following motion:

Request that page 77, #1 be amended to read as follows:

1. Interim **and attendance** progress reports  
(at five weeks into each marking period)

On a voice vote, the motion was approved.

Mr. Foley made the following motion:

Request that page 39, Rule 14, sentence 1 be amended to read as follows:

While on school premises or at a school sponsored event **during the school day**, a student shall not, without expressed permission of appropriate school personnel, use any cell phone, smart phone, tablet, camera or any other type of electronic device which may potentially be disruptive of school activities or a distraction to students.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the School Committee approve the proposed changes for the 2017-18 Policies Handbook as contained in Annex B of the backup for the item as amended.

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

GENERAL BUSINESS

20. gb #7-243 - Administration  
(June 6, 2017)

To consider all items filed by the School Committee that have budgetary implications in light of the FY18 Budget.

It was moved and voice voted to accept the report and file the item.

FY18 Budget/file  
items that have  
budgetary  
implications

21. gb #7-227 - Mr. O'Connell/Mr. Foley/  
Mr. Monfredo/Miss Biancheria  
(May 24, 2017)

To schedule public hearings, and opportunities for public deliberation, as to the renovation or replacement of South High Community School, including discussion of facilities to be included in the building, prior to preparation of preliminary architectural drawings and schematics.

It was moved and voice voted to refer the item to the Administration.

South High  
Community School/  
public hearing and  
opportunities for  
deliberation of  
renovation or  
replacement school

Consolidate particular departments with the City

22. gb #7-228 - Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria  
(May 24, 2017)

To discuss, with appropriate officials and consultants of the City of Worcester, possible consolidation of particular departments and services of the Worcester Public Schools with those of the City.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations and the City Council's Standing Committee on Education.

It was moved and voice voted to take up the following items together:

Donation/Debra and Dung Dang/\$19.10

23. gb #7-229 - Administration  
(May 26, 2017)

To accept a donation from Debra and Dung Dang in the amount of \$19.10 for classroom books.

Donation/Hanover Insurance Group Foundation/\$10,000

- gb #7-237 - Administration  
(June 1, 2017)

To accept a donation in the amount of \$10,000.00 from Hanover Insurance Group Foundation through Worcester Educational Development Foundation (WEDF) to help support the Worcester Public School's SAT college admission testing for seniors.

Donations/\$670.00

- gb #7-239 - Administration  
(June 1, 2017)

To accept donations in the total amount of \$670.00 for the Special Education Transition Program.

gb #7-246 - Administration  
(June 7, 2017)

Donation/Furniture  
Trust Organization,  
Inc./\$250.00

To accept a donation from the Furniture Trust Organization, Inc. in the amount of \$250.00 for students at St. Casimir's Alternative Program for receiving the award for "Most Creative Use of Materials" in the Eco Carpentry Challenge 2017.

gb #7-248 - Administration  
(June 7, 2017)

Donation/Intel  
Volunteer Grant  
Program/\$660.00

To accept a donation from the Intel Volunteer Grant Program in the amount of \$660.00 for the volunteer time employees dedicated to organizing and working with the Worcester Public Schools to donate recyclable items through the Fab clean out last year.

gb #7-249 - Administration  
(June 7, 2017)

Donation/  
Quinsigamond Village  
Improvement  
Advisory Committee/  
\$13,000

To accept a donation from the Quinsigamond Village Improvement Advisory Committee in the amount of \$13,000.00 to purchase school equipment.

It was moved to approve gb #7-229, gb #7-237, gb #7-239, gb #7-246, gb #7-248 and gb #7-249.



On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo, Mr. O'Connell, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

It was moved and voice voted to take up the following items together:

Prior Fiscal Year Invoice/\$585.00	24. <u>gb #7-236</u> - Administration (June 1, 2017)
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To approve a prior fiscal year invoice in the amount of \$585.00.

Prior Fiscal Year Payment/\$9,110.76	<u>gb #7-241</u> - Administration (June 1, 2017)
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To approve a prior fiscal year payment in the amount of \$9,110.76 made payable to the City of Springfield for a student for whom the Worcester Public Schools was fiscally responsible.

Prior Fiscal Year Invoices:\$7,695	<u>gb #7-247</u> - Administration (June 7, 2017)
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To approve prior fiscal year invoices in the amount of \$7,695.00.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Mr. O'Connell,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

It was moved and voice voted to take up the following items together:

- 25. gb #7-238 - Administration Gateway to College  
(June 1, 2017) Success Network  
Grant/\$80,000

To accept the Gateway to College Success Network Grant in the amount of \$80,000.

- gb #7-242 - Administration Professional  
(June 6, 2017) Development for  
Frameworks and  
Standards  
Grant/\$50,000

To accept the Professional Development for Frameworks and Standards Grant in the amount of \$50,000.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio,  
Mr. Foley, Miss McCullough,  
Mr. Monfredo, Mr. O'Connell,  
Mayor Petty 7

Against the motion:  $\frac{0}{7}$

The motion carried.

It was moved and voice voted to hold the following items for the School Committee Meeting on Thursday, July 20, 2017:

FY17 Budget/Durham  
Transportation/  
Textbook Purchases

26. gb #6-153.9 - Administration/Miss Biancheria/  
Ms. Colorio  
(June 6, 2017)

Response of the Administration to the following motions to:

- provide a report as to the dollar figure from Durham Transportation due to the failure to fulfill contract obligations
- compare the credits gained from Durham Transportation due to the failure to fulfill contract obligations to the credits received next year with a new person hired to monitor this process
- change the name of the (2000) E. Non-Recurring Textbook Purchases Account to reflect more accurately the use of the monies

Leasing Buses

- gb #6-328.1 - Administration/Miss Biancheria  
(June 6, 2017)

Response of the Administration to the request to provide a report on the success of leasing buses.

Tatnuck Magnet  
School/defects and  
conditions affecting the  
wall

- gb #7-103.1 - Administration/Mr. O'Connell/  
Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria  
(June 6, 2017)

Response of the Administration to the request to address the varied defects and conditions affecting the wall separating the property of Tatnuck School from that occupied by the Tatnuck Square Center, 1097-1099 Pleasant Street, and the land in the vicinity of the wall, which include, and are not limited to:

- the deterioration of parking lot paving in the Center due to erosion from water flowing through the wall
- the location of the Tatnuck School dumpster adjacent to the land of the Center
- the exposed wires along the wall, and
- the deteriorating segments of the wall itself.

gb #7-218.1 - Administration/Miss Biancheria/  
Mr. O'Connell/Mr. Monfredo/  
Ms. Colorio  
(June 6, 2017)

Middle and High  
School Graduations/  
locations and costs

Response of the Administration to the request to provide a grid on the locations and costs for both middle and high school graduations for 2016-17.

gb #7-221.1 - Administration/Ms. Colorio  
(June 6, 2017)

Recognitions/  
consider  
consolidating to one  
meeting every two  
months

To discuss the feasibility of consolidating recognitions to one meeting every two months.

gb #7-230 - Mr. Foley  
(May 26, 2017)

School Committee  
Agenda/  
new approach

To ask the Mayor and the Superintendent to develop a new approach to the School Committee agenda that will make the meetings more effective, productive, and deliberative. Suggestions would include the establishment of a consent agenda for items such as routine approvals of donations and recognitions, the development of criteria for recognitions, designated meetings for honoring recipients of recognitions, and the presence on the agenda at each meeting or every other meeting an important educational policy issue facing Worcester Public Schools that school committee members would learn about (through materials distributed prior to the meeting) and discuss with administrators at the meeting.

## Buddy Bench

gb #7-231 - Mr. Monfredo/Mr. O'Connell/  
Miss Biancheria  
(May 30, 2017)

To send the backup as was featured on NBC "Inspiring America Series" to our elementary schools and have them consider working with their business partner or PTO on establishing a "buddy bench" as we enter the 2017-18 school year.

Recognition/Student  
Achievers for 2017

gb #7-232 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Miss Biancheria/  
Mayor Petty  
(May 30, 2017)

To send letters of congratulations to the following students who were selected as the Telegram and Gazette's Student Achievers for 2017:

Valenia Bergier	Burncoat High School (Boston University)
Viet Le	Claremont Academy (Boston College)
Lindsay Ho	North High School (UMass Amherst)
Travis Tran	South High Community School (Yale University)
Le Tran	University Park Campus School (UMass Amherst)
Lindsey Allen	Worcester Technical High School (Bentley University)

Itinerant Special  
Education Staff  
Caseloads

gb #7-234 - Miss McCullough/Mr. Foley/  
Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria  
(June 1, 2017)

Request that the Administration report on best practices as they relate to itinerant special education staff caseloads, specifically for occupational therapy and physical therapy employees, and what agreements currently exist between the Boston Public Schools and the Boston Teachers Union related to itinerant special education staffing levels and/or caps.

gb #7-235 - Miss McCullough/Mr. Foley/  
Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria  
(June 1, 2017)

Special Education  
Department/report  
on orientations,  
training or ongoing  
professional  
development that is  
provided

Request that the Administration report on what, if any, orientation, training or ongoing professional development is provided by special education department leadership to principals, as it relates to itinerant special education staff, so as to facilitate a proper understanding of roles and responsibilities to ensure legal compliance as well as positive and appropriate outcomes for students.

gb #7-240 - Mr. O'Connell/Mr. Monfredo/  
Miss Biancheria  
(June 1, 2017)

School Committee  
Meetings/revise  
calendar

To revise the meeting calendar of the School Committee for 2017-18 to add additional meetings of the Committee on the following dates: July 6, August 3, August 31, November 30, March 29, and May 31, so the Committee will meet twice each month during the summer, and on each "fifth Thursday" of months having five Thursdays, to allow the Committee more time in which to address issues of policy, strategic planning, budget planning, and instructional improvement.

gb #7-244 - Mr. Monfredo/Mr. Foley/  
Mr. O'Connell/Miss Biancheria/  
Mayor Petty  
(June 6, 2017)

Recognition/schools  
who had less than 6  
percent chronic  
absenteeism

Request that the Administration forward letters of congratulations to the following schools which had a chronic absenteeism rate for the year of less than six percent:

Flagg Street School	Tatnuck Magnet School
Heard Street School	Thorndyke Road School
Lake View School	West Tatnuck School
May Street School	Worcester Arts Magnet School
Midland Street School	Worcester Technical High School
Nelson Place School	

Recognition/set date

gb #7-245 - Administration  
(June 7, 2017)

To set a date to recognize the Alternative School Team for receiving the "Most Creative Use of Materials" Award for the Furniture Trust's Annual Signature event, The Eco Carpentry Challenge 2017, that was held on May 4, 2017 at District Hall in Boston.

The meeting adjourned at 10:30 p.m.

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

**Professional Practice Goal:** Beginning in August 2016, I will develop my skills in strategy development, data analysis, and instructional leadership by completing all expectations required in the first year of the New Superintendent's Induction Program.

**Student Learning Goal:** By September 2017, the district will identify and provide strategic intervention for all third, sixth, and tenth grade students that are at high risk and not meeting expectations for math and reading performance as measured by accountability standards.

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**District Goal 1:** Work collaboratively to create and sustain excellent instruction that improves students' skills in literacy, critical thinking, collaboration and communication to prepare them for global citizenship.

**Superintendent Performance Goal:**

1. Continually evaluate student data with Principals, FIC, ILT, and Central Office Personnel to develop, implement, assess and embed practices/strategies in service to improve student achievement.
2. Implement and expand College and Career opportunities in all high schools such as AP Capstone Project, participation in MA College Application Day, PSAT and SAT Day.
3. Enhance our current district literacy initiatives and provide support, guidance and resources to expand and strengthen the quality of programming.

**Standard I: Instructional Leadership.** The educational leader promotes the learning and growth of all students and success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

1. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
2. Instruction: 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.
3. Assessment: 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.
4. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.
5. Data-Informed Decision Making: 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.

**District Goal 2:** Provide a supportive, safe, and orderly learning environment that emphasizes relationships marked by respectful interactions, acceptance, inclusiveness, and our responsibility to one another.



**Superintendent Performance Goal:**

1. By June 2017, a district plan will be developed and implemented to address chronic absenteeism using school and district data, evaluation of current strategies, and collaboration between community agencies.
2. By July 31, 2017, 100% of all school and district administrators will be evaluated using the MA Model System for Educator Evaluation to ensure a professional culture of high expectations and achievement.
3. Implement and monitor strategies to ensure a safe, welcoming and orderly learning environment marked by respectful interactions, acceptance and our responsibility to each other.

**Standard II: Management and Operations.** 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.

1. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.
2. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.
3. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.
4. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
5. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with direct-and school-level goals and available resources.

**District Goal 3:** Engage responsively with families and higher education, business and community partners to develop and enhance opportunities for all students.

**Superintendent Performance Goal:**

1. Attend community events including outreach at churches, community meetings, higher education and business forums to share the "good news" about the positive opportunities provided to students who attend the Worcester Public Schools.
2. Deepen community support of the "Compact for Public Education in Worcester" by partnering with community businesses, agencies and higher education.
3. Provide multiple and on-going, expanded opportunities for family involvement that foster collaborative relationships and result in positive partnerships between school and home.

**Standard III: Family and Community Engagement.** 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 school and district.

1. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness if the classroom, school, district and community.

2. **Sharing responsibilities:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.
3. **Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.
4. **Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner.

**District Goal 4:** Enhance professional collaborative structures that promote strong, ethical leadership and scholarship.

**Superintendent Performance Goal:**

1. Provide high quality and strategic professional development to ensure all staff are apprised of “best practices,” innovation and current research to ensure a professional culture of high expectations and student achievement exists in all Worcester Public Schools.
2. Provide targeted intervention and increased central office support to the WPS lowest performing schools by implementing and monitoring our DESE approved Turnaround Platform.
3. Assist schools and provide increased collective and collaborative professional opportunities in schools in order to inform, monitor, and effectively use data and best practices to adapt instruction to achieve improved results.

**Standard IV: Professional Culture.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

1. **Commitment to High Standards:** Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.
2. **Cultural Proficiency:** 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.
3. **Communications:** Demonstrates strong interpersonal, written and verbal communications skills.
4. **Continuous Learning:** 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 use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator’s own practice.
5. **Shared Visions:** 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.
6. **Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

## Superintendent Mid-Cycle Performance Goals Progress Report

Goals, Standards & Indicators	SMART Goal Description / Update (mid-year)	Comments	On Target	Off Target	Not Started
<b>Professional Practice</b>					
1	I completed my first year in strategy development, data analysis, and instructional leadership by completing all expectations required in the first year of the New Superintendent's Induction Program. I am enrolled in year 2 of the same program for 2017-18.		X	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>					
2	I implemented strategic interventions in grades 3, 6 and 10 for students that were at high risk in both math and reading.		X	<input type="checkbox"/>	<input type="checkbox"/>

**Professional Practice Goal:** Beginning in August 2016, I will develop my skills in strategy development, data analysis, and instructional leadership by completing all expectations required in the first year of the New Superintendent's Induction Program.

**New Superintendent Cohort Meeting Dates:**

- August 10, 2016
  - October 5, 2016
  - November 16, 2016
  - January 11, 2017
  - February 8, 2017
  - May 3, 2017
  - June 14, 2017
- 

**Student Learning Goal:** By September 2017, the district will identify and provide strategic intervention for all third, sixth, and tenth grade students that are at high risk and not meeting expectations for math and reading performance as measured by accountability standards.

**Evidence:**

- **District Accountability Meetings:**
  - October 12, 2016
  - January 10, 2017
  - June 13, 2017
- **School Accountability Plan Meetings:**
  - September 2016
  - October 2016
- **School Accountability Plan Status/Update meetings:**
  - March 2017
  - January 3, 2017
  - March 22, 2017
  - April 3, 2017
- **Strategic Interventions for Grade 10:** MCAS tutoring in Math and ELA from January – April 2017
- **Strategic Interventions for Grades 3&6**
  - Focused upon **Pedagogy:** schools provided differentiated whole and small group instruction as needed in reading, writing and mathematics through the implementation of Readers and Writers' Workshops models of instruction.
  - Each school provided **RTI (Response to Intervention Approaches)** to struggling student to reduce the achievement gap for grades 3-6.
  - **Materials and programs** matched to student needs.
    - Foundations, guided reading books, Chapter Books, varied writing programs for CORE were used across schools.
    - LLI Intervention program was provided to students below grade level in grade 3.
    - Double-Dose of Foundations (extra and explicit instruction about a skill with students have struggled)
    - Varied and numerous computer-based programs were used at many schools : Lexia, Storia, IXL (math), Learnzillion

- **Focus on assessment** - use of varied assessments to understand student needs and modify learning: BAS, MAP, formative assessments school- based assessments and the first district math common assessment.
- **Focus on planning and teamwork-** (created PLC and common planning expectations) Teachers worked in teams and developed lessons, reviewed student work, analyzed assessment results and selected appropriate materials. Six schools partnered with RB (Research for Better Teaching) and learned elements of excellent instruction.
- **Focus on supporting principal practice-** PLAN groups worked together to develop a shared definition of good instruction, shared best practices and kept updated about research - based approaches through discussion, presentations in formal and informal ways.
  - Dr. Catherine Snow HGSE spoke several times at principal meetings and continued on-going visits at several schools.
  - Kim Marshall shared his knowledge regarding the value and importance of formative assessment.
- Grades 3 and 6 were monitored closely and using varied forms and types of data. Educators responded to needs in a personal manner and focused on reducing the achievement gap.
- **Title 1 Before and After School supports**
  - **Greg Tang Math Games:** Greg Tang offered PD for teachers in after school and it was open to all interested teachers. Schools received a Family Math Night Kit. Greg Tang Jr modeled and worked with teachers.
  - **Game 24:** Teachers from West Tatnuck and Worcester Arts offered PD to colleagues teaching Game 24 in before or after school clubs. Schools have kits for beginning, intermediate and advanced levels.

## Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum Indicator</b></p> <ol style="list-style-type: none"> <li>1. Standards-Based Unit Design</li> <li>2. Lesson Development Support</li> </ol> <p><b>B. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>1. Instructional Practices</li> <li>2. Quality of Effort &amp; Work</li> <li>3. Diverse Learners' Needs</li> </ol> <p><b>C. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Variety of Assessments</li> <li>2. Adjustment to Practice</li> </ol> <p><b>D. Evaluation Indicator</b></p> <ol style="list-style-type: none"> <li>1. Educator Goals</li> <li>2. Observations &amp; Feedback</li> <li>3. Ratings</li> <li>4. Alignment Review</li> </ol> <p><b>E. Data-Informed Decision Making Indicator</b></p> <ol style="list-style-type: none"> <li>1. Knowledge &amp; Use of Data</li> <li>2. School and District Goals</li> <li>3. Improvement of Performance, Effectiveness, and Learning</li> </ol>	<p><b>A. Environment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Plans, Procedures, and Routines</li> <li>2. Operational Systems</li> <li>3. Student Safety, Health, and Social and Emotional Needs</li> </ol> <p><b>B. Human Resources Management &amp; Development Indicator</b></p> <ol style="list-style-type: none"> <li>1. Recruitment &amp; Hiring Strategies</li> <li>2. Induction, Professional Development, and Career Growth Strategies</li> </ol> <p><b>C. Scheduling &amp; Management Information Systems Indicator</b></p> <ol style="list-style-type: none"> <li>1. Time for Teaching and Learning</li> <li>2. Time for Collaboration</li> </ol> <p><b>D. Law, Ethics &amp; Policies Indicator</b></p> <ol style="list-style-type: none"> <li>1. Laws and Policies</li> <li>2. Ethical Behavior</li> </ol> <p><b>E. Fiscal Systems Indicator</b></p> <ol style="list-style-type: none"> <li>1. Fiscal Systems</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>1. Family Engagement</li> <li>2. Community and Business Engagement</li> </ol> <p><b>B. Sharing Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>1. Student Support</li> <li>2. Family Collaboration</li> </ol> <p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>1. Two-Way Communication</li> <li>2. Culturally Proficient Communication</li> </ol> <p><b>D. Family Concerns Indicator</b></p> <ol style="list-style-type: none"> <li>1. Family Concerns</li> </ol>	<p><b>A. Commitment to High Standards Indicator</b></p> <ol style="list-style-type: none"> <li>1. Commitment to High Standards</li> <li>2. Mission and Core Values</li> <li>3. Meetings</li> </ol> <p><b>B. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>1. Policies and Practices</li> </ol> <p><b>C. Communications Indicator</b></p> <ol style="list-style-type: none"> <li>1. Communication Skills</li> </ol> <p><b>D. Continuous Learning Indicator</b></p> <ol style="list-style-type: none"> <li>1. Continuous Learning of Staff</li> <li>2. Continuous Learning of Administrator</li> </ol> <p><b>E. Shared Vision Indicator</b></p> <ol style="list-style-type: none"> <li>1. Shared Vision Development</li> </ol> <p><b>F. Managing Conflict Indicator</b></p> <ol style="list-style-type: none"> <li>1. Response to Disagreement</li> <li>2. Conflict Resolution</li> <li>3. Consensus Building</li> </ol>

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. 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"/>	X	<input type="checkbox"/>
<b>I-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"/>	X	<input type="checkbox"/>
<b>I-C. 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"/>	X	<input type="checkbox"/>
<b>I-D. 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"/>	X	<input type="checkbox"/>
<b>I-E. 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"/>	<input type="checkbox"/>	X
<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):**

- I worked collaboratively to create and sustain excellent instruction to improve students' literacy, critical thinking, collaboration and communication to prepare them for global citizenship.
- I evaluated student data with Principals and Central Office Personnel to develop, implement, assess and embed practices to improve student achievement.
- I implemented and expanded College and Career Opportunities in all high schools such as the AP Capstone Program, the MA College Application Celebration Day and the PSAT and SAT school test days.

**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                             |   |



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

**Standard I: Instructional Leadership.** 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.

<b>Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>I-A-1. Standards-Based Unit Design</b>	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	<b>Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.</b>	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
<b>I-A-2. Lesson Development Support</b>	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	<b>Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.</b>	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.





## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator I-B. Instruction: 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.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>I-B-1. Instructional Practices</b>	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	<b>While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.</b>	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
<b>I-B-2. Quality of Effort and Work</b>	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	<b>Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.</b>	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
<b>I-B-3. Diverse Learners' Needs</b>	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	<b>While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.</b>	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator I-C. Assessment: 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.</b>				
<b>I-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>I-C-1. Variety of Assessments</b>	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	<b>Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.</b>	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
<b>I-C-2. Adjustment to Practice</b>	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	<b>Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.</b>	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</b>				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	<b>Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.</b>	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	<b>Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.</b>	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	<b>Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.</b>	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	<b>Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.</b>	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator I-E. Data-Informed Decision Making: 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.</b>				
<b>I-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>I-E-1. Knowledge and Use of Data</b>	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	<b>Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.</b>	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
<b>I-E-2. School and District Goals</b>	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	<b>Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.</b>	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
<b>I-E-3. Improvement of Performance, Effectiveness, and Learning</b>	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	<b>Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.</b>	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<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"/>	X
<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 type="checkbox"/>	X
<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"/>	X	<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"/>	X
<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 type="checkbox"/>	X

<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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

- I provided a safe, supportive and orderly learning environment that emphasized relationships marked by respectful interactions, acceptance, inclusiveness and responsibility to one another.
- I developed a District Plan to address chronic absenteeism in collaboration with community and district representatives. All school and district administrators will be evaluated by August 1, 2017.

**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 |   |   |



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

**Standard II: Management and Operations.** 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

<b>Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	<b>Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.</b>	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	<b>Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.</b>	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	<b>Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.</b>	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.





## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-B-1. Recruitment and Hiring Strategies</b>	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	<b>Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.</b>	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
<b>II-B-2. Induction, Professional Development, and Career Growth Strategies</b>	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	<b>Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.</b>	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.





## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-C-1. Time for Teaching and Learning</b>	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	<b>Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective</b>	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
<b>II-C-2. Time for Collaboration</b>	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	<b>Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.</b>	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-D-1. Laws and Policies</b>	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	<b>Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.</b>	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
<b>II-D-2. Ethical Behavior</b>	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	<b>Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.</b>	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

<b>Indicator II-E. Fiscal Systems: 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.</b>				
<b>II-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>II-E-1. Fiscal Systems</b>	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	<b>Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.</b>	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

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

*Check one box for each indicator and circle the overall standard rating.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<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 type="checkbox"/>	X
<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"/>	X
<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 type="checkbox"/>	X
<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"/>	X

<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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

- I engaged responsively with families, higher education, businesses and community partners to develop and enhance opportunities for all students.
- I attended community events to outreach to community groups to share the "good news" about the Worcester Public Schools.
- I deepened community support of the "Compact for Public Education in Worcester" by partnering with community businesses and higher education.

**Examples of evidence superintendent might provide:**

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



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

**Standard III: Family and Community Engagement.** *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 school and district.*

<b>Indicator III-A. Engagement: 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.</b>				
<b>III-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>III-A-1. Family Engagement</b>	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	<b>Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.</b>	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
<b>III-A-2. Community and Business Engagement</b>	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	<b>Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.</b>	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</b>				
<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>III-B-1. Student Support</b>	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	<b>Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.</b>	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
<b>III-B-2. Family Collaboration</b>	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	<b>Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</b>	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>III-C-1. Two-Way Communication</b>	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	<b>Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.</b>	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
<b>III-C-2. Culturally Proficient Communication</b>	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	<b>Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.</b>	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
<b>Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</b>				
<b>III-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>III-D-1. Family Concerns</b>	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	<b>Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.</b>	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. 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"/>	X	<input type="checkbox"/>
<b>IV-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"/>	X	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>IV-D. 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 type="checkbox"/>	X
<b>IV-E. 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"/>	X	<input type="checkbox"/>
<b>IV-F. 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"/>	X

**Overall Rating for Standard IV**  
(Circle one.)

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):**

- I enhanced professional collaborative structures that promoted strong, ethical leadership and scholarship.
- I provided high quality and strategic professional development to ensure that all staff followed best practices.
- I provided targeted intervention and increased central office support to the lowest performing schools by implementing and monitoring the DESE Turnaround Platform.
- I assisted schools by providing collaborative professional opportunities to inform, monitor, and effectively use data and best practices to adapt instruction to achieve improved results.





## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

**Standard IV: Professional Culture.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

<b>Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>IV-A-1. Commitment to High Standards</b>	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	<b>Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.</b>	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
<b>IV-A-2. Mission and Core Values</b>	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	<b>Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.</b>	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
<b>IV-A-3. Meetings</b>	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	<b>Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.</b>	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.





## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

**Indicator IV-B. Cultural Proficiency: 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.**

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices.	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	<b>Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.</b>	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

**Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.**

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	<b>Demonstrates strong interpersonal, written, and verbal communication skills.</b>	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator IV-D. Continuous Learning: 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 the administrator's own practice.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	<b>Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.</b>	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	<b>Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.</b>	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

<b>Indicator IV-E. Shared Vision: 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.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	<b>At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.</b>	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

<b>Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	<b>Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.</b>	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	<b>Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.</b>	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	<b>Builds consensus within the school district community around critical school decisions, employing a variety of strategies.</b>	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

**Standard I: Instructional Leadership.** The educational leader promotes the learning and growth of all students and success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

**Evidence:**

- Principals' Leadership Institute: Catherine Snow (8/15/16)
- School Opening Readiness Highlights 2016-2017 (ROS 8/18/16)
- School Opening Report (ROS 9/15/16)
- District-wide PSAT Day (10/11/16)
- Update on the 2016 Results from State Testing and DESE Accountability Measures (ROS 10/20/16)
- Elementary Literacy Initiatives (ROS 12/1/16)
- Aligning for Success: Preschool Expansion Strategic Plan (ROS 12/15/16)
- Towards Better Understanding Chronic Absenteeism (ROS 2/16/17)
- Secondary Schools' Focus Area: Turnaround Practices (2/17/17)
- WPS Launches AP Capstone (3/7/17)
  - O'Connell, S. Worcester schools set to debut Advanced Placement diploma program. (T&G)
- AVID Advanced Via Individual Placement (ROS 3/20/17)
- SAT Day – All High Schools (4/5/17)
- Innovation Schools – End-of-Cycle Report (ROS 5/18/17)
- Worcester Latino Dollars for Scholars Award Celebration (5/20/17)
- MCAC Days
  - North High – December 13, 2016
  - Worcester Technical High School – December 14 + 21, 2016
  - Burncoat High – December 15, 2017
  - Claremont/UPCS – December 19, 2016
  - South High/Gerald Creamer Center – December 20, 2016
  - Doherty Memorial – December 22, 2016

**Standard II: Management and Operations.** 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.

**Evidence:**

- MASC/MASS Joint Conference: Social and emotional Learning and the Impact of Poverty on Education (11/2-5/16)
- 6<sup>th</sup> Annual visions of Change Youth Summit (11/9/16)
- OCPL: Workshops and Professional Learning (ROS 11/17/16)
- Naviance Scope & Sequence: Grades 6-12 (1/9/17)
- District's Environmental Management System: Best Management Practices Timeline (ROS 1/19/17)
- FY18 Budget: Preliminary Estimates based on Governor's Budget (ROS 2/2/17)
- 5<sup>th</sup> Annual Bullying Prevention & Intervention Conference (3/29/17)
- Child Nutrition Programming (ROS 5/3/17)
- Youth and Drugs Conference (5/8/17)
- OCPL 2016-2017 Year at a Glance: July 1- May 1 (ROS 6/1/17)
- Citizen Response to a Violent Intruder ALICE (ROS 6/15/17)
- PLAN Meetings:
  - September 20, 2016
  - October 18, 2017
  - November 15, 2016
  - December 20, 2016
  - January 17, 2017
  - February 28, 2017
  - March 21, 2017
  - April 25, 2017
  - May 16, 2017
- District-Wide Attendance Progress Reports (June 2017)

**Standard III: Family and Community Engagement.** 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 school and district.

**Evidence:**

- Hanover Theatre's 8<sup>th</sup> Annual Franklin Square Society Recognition Reception (10/27/17)
- Massachusetts College Acceptance Celebration 2016 (ROS 1/5/17)
- Tet in Worcester Vietnamese Lunar New Year's Celebration (1/15/17)
- MAssEdCO Board of Directors Meeting (3/2/17)
- MASC Summit on Poverty- Student Perspective: What has helped us; what hasn't (3/10/17)
- Worcester Regional Chamber of Commerce's Manufacturing Roundtable (3/22/17)
- 2017 Principal for a Day (4/26/17)
- O'Connell, S. (2017, May 28). After-school program opens career doors. *The Telegram & Gazette*, pp. A7.
- Curriculum newsletters distributed to Principals (monthly)
- Elementary and Secondary newsletter to Principals (weekly)
- Worcester Interfaith Meeting (10/26/30)
- Greendale People's Church Service (10/30/17)
- Citywide Parent Planning Advisory Council (12/14/16)
- Understanding the American Muslim (1/15/17)
- Vietnamese Community New Year's Celebration (1/22/17)
- UNUM Strong Schools Grant Program (1/23/17)
- Temple Emanuel Sinai Breakfast (3/6/17)
- WCAC Meeting: WPS Initiatives (3/9/17)
- Worcester Parent Leadership Training: Getting Active in your child's school, action planning & participation on advisory boards and committees (3/15/17)
- WSU Latino Education Institute: Language of Excellence Panelist (3/17/17)
- Recreation Worcester Goddard (3/23/17)
- WTHA National Honor Society Induction Ceremony (3/29/17)
- Worcester Regional Food Hub Implementation Year Grant Announcement: Welcome remarks (5/8/17)
- Guest Lecturer at Holy Cross' Capstone Seminar for seniors (4/5/17)
- Working for Worcester Build Day (4/29/17)
- Rotary Club of Worcester Casino Night (5/6/17)
- 60<sup>th</sup> Annual Arts Festival Meet the Artist Gala (5/9/17)
- Family Health Center of Worcester's Art in the City (5/12/17)
- HOPE Youth Education Success (YES!) Dialogue (5/13/17)
- Girls Inc.'s The 6<sup>th</sup> Annual College Shower and Eureka Graduation (5/15/17)
- Cradles to Crayons Backpack-A-Thon (5/17/17)
- 4<sup>th</sup> Annual Gala Event "Commitment to Kindness" (5/19/17)
- **Superintendents High School Advisory Council Meetings**
  - November 17, 2016
  - January 19, 2017
  - February 16, 2017
  - April 13, 2017
  - May 18, 2017

**Standard IV: Professional Culture.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

**Evidence:**

- Opening of Schools Convening Event August 26, 2016 (ROS 9/1/16)
- New England Fall 2016 Youth Philanthropy Gathering (11/20/16)
- Response to Conflict: Proper Response to Student Protest on the Day of Inauguration (1/19/17)
- The Research Bureau's Valedictory: Achieving Excellence in the Worcester Public Schools (1/23/17)
- Worcester Youth Violence Prevention Initiative Mayor and City Manager's Joint Commission on Youth Violence Prevention & Reduction (Monthly Meetings)
- Governor's Advisory Council on STEM Worcester Roundtable (3/9/17)
- Lesley University 2017 Leadership Summit (5/15/17)
- MASS Presidential Spring Meeting (5/18/17)
- 20<sup>th</sup> Annual Massachusetts State Science & Engineering Fair (6/3/17)
- Strategic Plan Launch (6/16/17)
- CollegeBoard Accuplacer and CLEP National Conference (June 19-22, 2017)
- **Principal Meetings:**
  - September 20, 2016
  - October 18, 2017
  - November 15, 2016
  - December 20, 2016
  - January 17, 2017
  - March 21, 2017
  - April 25, 2017
  - May 16, 2017
- **Urban Superintendent's Network Meetings:**
  - September 23, 2016
  - October 7, 2016
  - November 18, 2016
  - January 6, 2017
  - February 3, 2017
  - April 7, 2017
  - May 5, 2017
- **Community Events:**
  - 6<sup>th</sup> Annual Distinguished Alumni & Friends of the Worcester Public Schools Award Ceremony (11/9/16)
  - SOFA Fine Arts Magnet Extravaganza (11/18/16)
  - 32<sup>nd</sup> Annual MLK Worcester County Community Breakfast (1/16/17)
  - WPS Visual Art Faculty Show: Renewal (3/11/17)
  - Mass Insight Education's 5<sup>th</sup> Annual Partners in Excellence Teacher Celebration (4/4/17)
  - Athletic Hall of Fame Induction Ceremony (5/5/17)
  - MAHPERD's 24<sup>th</sup> Annual Honor Awards Banquet (5/7/17)
  - WSBA Scholarship Award Ceremony (5/18/17)
  - Worcester Chamber Music Society's Neighborhood Strings Concert (6/2/17)

▪ **Guest Speaker:**

- WEDF Endowed Chair Fundraising Event (9/16/16)
- Sullivan Middle School Veterans Day Program (10/10/16)
- United States District Court District of Massachusetts' Presentation of Norman Rockwell's Four Freedoms & Golden Rule (10/11/16)
- MassEdCo's Gear Up Worcester Senior Recognition Breakfast (4/25/17)
- Thomas Green Public Service Awards 2017 (4/26/17)
- Girls Inc College Shower & Eureka Graduation (5/15/17)

▪ **Awards received:**

- Girls Inc.: Fuel Her Fire SMART Award (10/26/16)
- Mass Inc. Gateway Cities Innovation Institute: Gateway Cities Champion Award (11/15/16)
- Children's Friend: 2017 Children's Friend Award (4/4/17)

**School Visits**

Adult Education Program  
Belmont Street Community  
Burncoat High  
Burncoat Middle  
Burncoat St. Prep.  
Canterbury St. Magnet  
Challenge & Reach Program  
Chandler Elementary  
Chandler Magnet  
City View Discovery  
Claremont Academy  
Clark Street Developmental  
Columbus Park  
Doherty Memorial  
Elm Park  
Flagg Street  
Forest Grove Middle  
Francis McGrath  
Gates Lane School  
Gerald Creamer Center  
Goddard School  
Grafton Street  
Head Start  
Heard Street  
Jacob Hiatt Magnet

Lake View  
Lincoln Street  
May Street  
Midland Street  
Nelson Place  
Norrback Avenue  
North High  
Quinsigamond School  
Rice Square  
Roosevelt  
South High Community  
St. Casimir  
Sullivan Middle  
Tatnuck Magnet  
Thorndyke Road  
Union Hill  
University Park Campus  
Vernon Hill  
Wawecus Road  
West Tatnuck  
Woodland Academy  
Worcester Arts Mag.  
Worcester East Middle  
Worcester Tech



**Worcester Public Schools Positive Media Coverage  
2016-2017**

- Hudson, T. (2017, July 4). The Fourth and values that all can celebrate [The People's Forum]. *The Telegram & Gazette*, p.A11.
- McFarlane, C. (2017, July 3). School Compact enriches whole area. *The Telegram & Gazette*, pp. A3, A4.
- O'Connell, S. (2017, June 29). Campaign underway for new murals at Elm Park Community School. *The Telegram & Gazette*, pp. B1, B2.
- O'Connell, S. (2017, June 29). South High replacement gets OK. *The Telegram & Gazette*, pp. A1, A10.
- O'Connell, S. (2017, June 28). Review critiques Worcester Schools. *The Telegram & Gazette*, pp. A1, A12.
- Donoian, Z., (2017, June). Manufacturing careers boom. *Worcester Chamber of Commerce Newspaper*, 1(2), pp. A1, A7.
- Davis Carey, J., McGourthy, T. (2017, June 25). Worcester schools: A strategic advance [As I See It]. *The Telegram & Gazette*, p. B5.
- O'Connell, S. (2017, June 22). School health center to offer access to medical care. *The Telegram & Gazette*, pp. A1, A10.
- Editor. (2017, June 18). Great cities, great schools - Time for a strategic plan [Editorial]. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- O'Connell, S. (2017, June 17). New strategic plan in the works. *The Telegram & Gazette*, pp. A1, A7.
- O'Connell, S. (2017, June 9). Summer school capacity increasing. *The Telegram & Gazette*, pp. A1, A7.
- O'Connell, S. (2017, June 4). Year of learning. *The Telegram & Gazette*, pp. A1, A5.
- O'Connell, S. (2017, June 1). Clean clothes may curb absenteeism. *The Telegram & Gazette*, pp. A1, A5.
- O'Connell, S. (2017, May 28). After-school program opens career doors. *The Telegram & Gazette*, pp. A7.
- O'Connell, S. (2017, May 27). Worcester announces new principals at 4 schools. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- Lyford, J. (2017, May 25-31). Adopt-a-school brings Motown to Burncoat High School. *Worcester Magazine*. 18-19.
- McFarlane, C. (2017, May 8). Worcester schools have taken arts to a new height. *The Telegram & Gazette*, pp. A3, A4.
- McFarlane, C. (2017, May 3). Hard work opens door to Harvard. *The Telegram & Gazette*, pp. A3, A4.
- Editor. (2017, April 30). Acts of love [Our View]. *The Telegram and Gazette*, p. B5.
- O'Connell, S. (2017, April 15). Educators make the most of mini-grants. *The Telegram & Gazette*, pp. A6.

- O'Connell, S. (2017, March 21). Jordan trip opens doors for South High student. *The Telegram & Gazette*, pp. A3, A4.
- Petty, J., Augustus, E. (2017, March 5). Preventinmg youth violence: It's working [As I See It]. *The Telegram & Gazette*, p. B5.
- O'Connell, S. (2017, March 3). Worcester schools announce launch of new advanced academy. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- Editor. (2017, February 19). Students hurt by dumb move [Our View]. *The Telegram & Gazette*, p. B5.
- O'Connell, S. (2017, February 13). Schools leaning on private support. *The Telegram & Gazette*, pp. A1, A8.
- Houle, B. (2017, February 1). Worcester Tech students set for Flying Rhino 'Takeover'. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- O'Connell, S. (2016, December 6). New school program in Worcester aims to foster stronger parent involvement. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- Quinn, T. (2016, December 1-7). In school and homeless: Worcester's growing problem. *Worcester Magazine*, 14-20.
- Peterson, C. (2016, November 30). 'Kinky Boots' cast goes back to school in Worcester. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- Dusckett, R. (2016, November 27). Adopt-a-School 'Boots' cast, South High students out for a stroll. *The Telegram & Gazette*, p. G6.
- Editor. (2016, November 20). Critical juncture in public education [Our View]. *The Telegram & Gazette*, p. B5.
- O'Connell, S. (2016, October 12). Worcester school chief profiles her 'First 100 Days'. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- O'Connell, S. (2016, September 29). Worcester moving students, creating classrooms to free space at New Citizens Center. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- O'Connell, S. (2016, August 25). Worcester schools find way to spare kindergarten aides, 4 teachers. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- O'Connell, S. (2016, August 18). Superintendent touts safety upgrades in school readiness report. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.
- O'Connell, S. (2016, July 19). Worcester superintendent developing strategic plan for school district. *The Telegram & Gazette*. Retrieved from <http://www.telegram.com>.

**Motions:**

Request the Administration provide a report as to the dollar figure from Durham Transportation due to the failure to fulfill contract obligations

Request that the Administration compare the credits gained from Durham Transportation due to the failure to fulfill contract obligations to the credits received next year with a new person hired to monitor this process.

**Response:**

During FY16, the district agreed to contractual credits totaling \$200,000 resulting primarily from non-functioning cameras, CPI training for drivers and monitors, and driver shortages.

Through May 2017, the district has calculated that the credits for service credits from Durham School Services as follows:

Type D (Large) Buses:	\$ 75,217
Mid Size Buses:	\$ 44,729
Wheelchair Buses:	<u>\$ 13,725</u>
Total Credits Calculated to Date:	\$133,671

These credits have been calculated primarily for routes that did not operate (routes consolidated), non-working cameras, no bus monitor on bus, and other non-compliance factors. The district is working with Durham School Services on these credits and may change based on on-going discussions with company leadership.

The district is also addressing other non-compliance credits, primarily for non-compliant, out-of-age buses, as well as adjustments to payments for a contractual fuel adjustment clause (already factored into the FY17 and FY18 budgets based on current fuel prices).

The district did not fill the contractual compliance position that was included in the FY17 budget and the position was eliminated in the FY18 budget.

**Motion:**

Request that the Administration change the name of the (2000) E. Non-Recurring Textbook Purchase Account to reflect more accurately the use of the monies.

**Response:**

The FY18 Budget (page 239) now includes the following two accounts:

- (2000) E. Charter School Assessment
- (2000) F. District Textbooks

These accounts allow the Administration to recommend and School Committee to review and approve amounts specifically for these two categories as separate line items for full transparency and budget explanation.

The district can currently operate up to 40 mid-size buses for special education transportation, while contracting up to 35 mid-size and 20 wheelchair buses from Durham School Services (current vendor). The current capital budget allowed for no more than two to three buses being replaced annually, creating more than a 13 to 20 year replacement cycle for buses. This replacement cycle has forced the district to pull buses off the road due to safety concerns and thus require the district to use the contracted vendor for more services (at a higher cost than self-operated routes).

To accelerate the bus replacement cycle, the district has leased 10 school buses for five years beginning in FY18 at a total cost of \$123,584 annually. This will allow the district to maintain the existing routes that are operated but not recoup the four routes that have been given to Durham School Services.

Moving forward, the Administration is working with the City Manager for an increase in capital equipment funds that will allow for the replacement of buses on a 7-year basis. This increase in capital funds are expected to be included in the city's FY18 capital budget.

X. GENERAL BUSINESS  
Administration/Mr. O'Connell/  
Mr. Foley/Ms. Colorio/  
Mr. Monfredo/Miss Biancheria  
(June 21, 2017)

CURRENT ITEM - gb #7-103.2  
S.C. MEETING - 7-20-17

1ST ITEM gb #7-103 S.C.MTG. 4-6-17  
2ND ITEM gb #7-103.1 S.C.MTG. 6-15-17  
3<sup>rd</sup> ITEM gb #7-103.2 S.C.MTG. 7-20-17

ITEM:

Response of the Administration to the request to address the varied defects and conditions affecting the wall separating the property of Tatnuck School from that occupied by the Tatnuck Square Center, 1097-1099 Pleasant Street, and the land in the vicinity of the wall, which include, and are not limited to:

- the deterioration of parking lot paving in the Center due to erosion from water flowing through the wall
- the location of the Tatnuck School dumpster adjacent to the land of the Center
- the exposed wires along the wall, and
- the deteriorating segments of the wall itself.

ORIGINAL ITEM: Mr. O'Connell/Mr. Foley/Ms. Colorio/Mr. Monfredo/  
Miss Biancheria (March 10, 2017)

To address the varied defects and conditions affecting the wall separating the property of Tatnuck School from that occupied by the Tatnuck Square Center, 1097-1099 Pleasant Street, and the land in the vicinity of the wall, which include, and are not limited to:

- the deterioration of parking lot paving in the Center due to erosion from water flowing through the wall
- the location of the Tatnuck School dumpster adjacent to the land of the Center
- the exposed wires along the wall, and
- the deteriorating segments of the wall itself.

PRIOR ACTION:

4-6-17 - Referred to the Administration for a report back in June 2017.  
6-15-17 - Held for the School Committee Meeting on Thursday, July 20, 2017.

BACKUP:

The repair and replacement of the retaining wall for Tatnuck Magnet School is included in the district's five year capital renovations & repair project budget list for the 2019-2020 fiscal year (as contained on page 170 of the FY18 budget book).

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.


The City Manager has presented the FY18 Capital Improvement Plan to the Worcester City Council. The attached page is the funding allocation for the Worcester Public Schools.

Category	FY17 Funding	FY18 Request	<b>FY18 Funding</b>	Change
MSBA School Improvements	\$3,000,000	\$3,000,000	<b>\$3,000,000</b>	\$0
Building Renovations*	\$0	\$2,000,000	<b>\$630,000</b>	\$630,000
Capital Equipment	\$500,000	\$500,000	<b>\$500,000</b>	\$0
School Safety Equipment	\$250,000	\$250,000	<b>\$0</b>	-\$250,000
<b>Total</b>	<b>\$3,750,000</b>	<b>\$4,130,000</b>	<b>\$4,130,000</b>	<b>\$380,000</b>

Building Renovation Projects included in City Manager's FY18 Capital Improvement Plan:

Project	School	Request	Funded Amount
Paint Interior of School	Goddard Elem.	\$300,000	\$0
<b>Compressor Replacements (4)</b>	<b>Technical High</b>	<b>\$250,000</b>	<b>\$250,000</b>
Replace Cooling Towers	Durkin Administration	\$250,000	\$0
<b>Paint Interior of School</b>	<b>Canterbury St</b>	<b>\$200,000</b>	<b>\$200,000</b>
Hot Water Heater	Technical High	\$200,000	\$0
Replace existing hot water heaters	North High	\$150,000	\$0
Ceiling Replacements	Grafton Street	\$150,000	\$0
Ceiling Replacements	Midland Street	\$120,000	\$0
Rooftop Unit (RTU) repairs	Technical High	\$100,000	\$0
Rooftop Unit (RTU) repairs	Gates Lane	\$100,000	\$0
<b>Repair Parking Lots</b>	<b>Various</b>	<b>\$100,000</b>	<b>\$100,000</b>
<b>Repave Parking Lot</b>	<b>Canterbury St</b>	<b>\$50,000</b>	<b>\$50,000</b>
<b>Replace Lead &amp; Copper Fixtures</b>	<b>Various Schools</b>	<b>\$30,000</b>	<b>\$30,000</b>
<b>Total 2017-2018 Projects</b>		<b>\$2,000,000</b>	<b>\$630,000</b>

The Administration will continue to work with the City Manager on capital equipment and building renovation projects not funded in the FY18 Capital Improvement Plan.

<b>FY 2018 - 2022 Capital Improvement Program</b>							
 Edward M. Augustus Jr. City Manager		<b>CITY OF WORCESTER, MASSACHUSETTS</b> Department of Administration and Finance Budget Office Division				Thomas F. Zidelis Chief Financial Officer	
					<b>FY18 Capital Improvement Plan</b>		
Dept.	Category	Project Title	Est. FY18 Total Spending	Grant/Donation Funds	Carryover Previously Authorized	FY18 New Authorization	Est. FY18 New Borrowing
Public Schd	Facility Improv.	Compressor Replacements (4)	\$ 250,000.00	\$ -		\$ 250,000.00	\$ 250,000.00
Public Schd	Facility Improv.	Paint Interior of School	\$ 200,000.00			\$ 200,000.00	\$ 200,000.00
Public Schd	Facility Improv.	Repair Parking Lots	\$ 100,000.00			\$ 100,000.00	\$ 100,000.00
Public Schd	Facility Improv.	Repave Parking Lot	\$ 50,000.00			\$ 50,000.00	\$ 50,000.00
Public Schd	Facility Improv.	Replace Lead & Copper Fixtures	\$ 30,000.00			\$ 30,000.00	\$ 30,000.00
<b>Public School Equipment Sub-Total:</b>			<b>\$ 630,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 630,000.00</b>	<b>\$ 630,000.00</b>
<b>Public Schools Compressor Replacements (4):</b> Provide funding for replacement of compressors at the Technical High School.							
<b>Public Schools Paint Interior of School:</b> Provide funding for painting of the interior of Canterbury St School							
<b>Public Schools Repair Parking Lots:</b> Provide funding for repairs at various school parking lots.							
<b>Public Schools Repave Parking Lot:</b> Provide funding for the repavement of the parking lot at Canterbury St School.							
<b>Public Schools Replace Lead &amp; Copper Fixtures:</b> Provide funding for replacement of Lead and copper fixtures at various schools.							



Dept.	Category	Project Title	Est. FY18 Total Spending	Grant/Donation Funds	Carryover Previously Authorized	FY18 New Authorization	Est. FY18 New Borrowing
Public Schd	Facility Improv.	Various School Equipment	\$ 500,000.00	\$ -		\$ 500,000.00	\$ 500,000.00
Public Schd	Facility Improv.	Compressor Replacements (4)	\$ 250,000.00	\$ -		\$ 250,000.00	\$ 250,000.00
Public Schd	Facility Improv.	Paint Interior of School	\$ 200,000.00			\$ 200,000.00	\$ 200,000.00
Public Schd	Facility Improv.	Repair Parking Lots	\$ 100,000.00			\$ 100,000.00	\$ 100,000.00
Public Schd	Facility Improv.	Repave Parking Lot	\$ 50,000.00			\$ 50,000.00	\$ 50,000.00
Public Schd	Facility Improv.	Replace Lead & Copper Fixtures	\$ 30,000.00			\$ 30,000.00	\$ 30,000.00
Public Schd	Facility Improv.	MSBA School Improvements	\$ 3,000,000.00			\$ 3,000,000.00	\$ 3,000,000.00
<b>Public School Equipment Sub-Total:</b>			<b>\$ 4,130,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,130,000.00</b>	<b>\$ 4,130,000.00</b>
<b>Public Schools Equipment:</b> Provide funding for various school equipment.							
<b>Public Schools Compressor Replacements (4):</b> Provide funding for replacement of compressors at the Technical High School.							
<b>Public Schools Paint Interior of School:</b> Provide funding for painting of the interior of Canterbury St School							
<b>Public Schools Repair Parking Lots:</b> Provide funding for repairs at various school parking lots.							
<b>Public Schools Repave Parking Lot:</b> Provide funding for the repavement of the parking lot at Canterbury St School.							
<b>Public Schools Replace Lead &amp; Copper Fixtures:</b> Provide funding for replacement of Lead and copper fixtures at various schools.							

2016-17 Middle and High School Graduations  
 Locations and Costs

School	Location	District Cost
<b>Middle Schools</b>		
Burncoat Middle School	Burncoat Middle School	\$0
Forest Grove Middle School	Forest Grove Middle School	\$1,594 for Worcester Sound
Sullivan Middle School	Sullivan Middle School	\$0
Worcester East Middle	Worcester East Middle	\$0
Claremont Academy	Claremont Academy	\$0
University Park Campus School	Clark University	\$0
<b>High Schools</b>		
Burncoat High School	DCU Center	DCU: \$28,750 DCU Incidental Costs: \$1,600 Worcester Police (estimate) \$10,000
Doherty Memorial High School		
North High School		
South High School		
Claremont Academy	Clark University	\$975
University Park Campus School	Clark University	\$781



# Central Massachusetts SPECIAL EDUCATION COLLABORATIVE

## JOB DESCRIPTION

**POSITION:** CLINICIAN

**REPORTS TO:** CLINICAL SERVICES DIRECTOR or  
SCHOOL DIRECTOR

### **GENERAL STATEMENT OF DUTIES:**

This individual is accountable for providing clinical services to students assigned within their caseload.

### **REQUIRED QUALIFICATIONS:**

1. Masters degree in counseling, social work, school adjustment counseling, or a related field.
2. Licensure within their training field and certification as a school adjustment counselor through DOE.
3. CPI certification.

### **ESSENTIAL FUNCTIONS:**

1. Responsible for providing clinical services to students assigned within their caseload.
2. Responsible for on going counseling to support students in being successful within their school placements.
3. Responsible for group counseling to assist students in learning social, coping, and organizational skills.
4. Facilitating communication and coordination of services across staff within the school building.
5. Participation in writing social/emotional goals for IEP's.
6. Evaluating students for placement in programs.
7. Maintaining clinical records as appropriate.
8. Tracking information relevant to progress on social/emotional goals.
9. Maintaining records to document service provision including services specified on the "grid" and required for Medicaid audits.
10. Participation in team meetings.

**WORK YEAR:** 183 days or  
183 days plus summer program

**WORK HOURS:** TBD

**SALARY:** Clinical Salary  
Clinical Salary plus Summer Stipend

**POSITION: SPECIAL EDUCATION CLINICIANS**

**REPORTS TO: Manager of Special Education, and Department Head of Behavioral Clinical Services**

**ACCOUNTABILITY OBJECTIVE:**

This position provides targeted intervention and clinical services to special needs students primarily placed in the district Structured Therapeutic Education Programs (STEP), and as needed to students placed in Lifeskills and/or SAIL/COAST classrooms in accordance to the individual student's educational plans.

**PRINCIPAL RESPONSIBILITIES:**

1. Provide direct and indirect behavioral intervention support based on student's Individualized Education Programs (IEP)
2. Collaborate primarily to support special needs teachers in STEP classrooms, and as needed to Lifeskills, and/or SAIL/COAST classrooms
3. Collection of Data and Assessments to evaluate and progress monitor student's performance to assist IEP TEAMS in the development of IEP goals and objectives
4. Attend IEP meetings to present relevant information based on observations, assessments and/or progress monitoring data on students with disabilities and/or through the eligibility process
5. Evaluate students in the completion of Functional Behavioral Assessments and Behavioral Intervention Plans
6. Case Management and home visits to support families given access to community resources
7. CPI Certification/De-escalation Techniques that provides crisis intervention and CPI Protocols
8. Support the development and implementation of intervention groups (e.g., social skills, anger management, executive functioning, mindfulness, etc.,)
9. Collaborate with School Adjustment Counselor (SAC) in regards to: attendance concerns, court involvement, EMH/ Mobile Crisis, risk assessments and safety plans etc.,
10. Responsible for assuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, natural origin, sexual orientation, homelessness, or disability.
11. Performance or other job- related duties as assigned.

**REQUIRED QUALIFICATIONS:**

1. Master's Degree in Related Field
2. Massachusetts license: LMHC, LCSW or LICSW or eligible to obtain license as successful candidates will have one year to obtain licensure
3. Experience working with a diverse population of students given a keen understanding of mental health
4. Knowledge of providing clinical services to students in a school setting with significant behavioral social emotional needs
5. Evaluation skills and competencies to administer functional behavioral assessments, and/or appropriate diagnostic behavioral assessments in writing behavioral intervention plans to support targeted classroom interventions as well as assistance to IEP TEAMS in the development of individualized educational goals and objectives

6. Excellent written and effective communication, interpersonal and organization skills
7. CPI / De-escalation Certification

**PREFERRED QUALIFICATIONS:**

1. Ability to speak Spanish, Vietnamese, Albanian, Portuguese or an African language
2. Prior experience working with students with significant disabilities given an extensive background in targeted behavioral interventions for students with significant behavioral social emotional needs
3. Ability to provide behavioral supports to students diagnosed with autism spectrum disorders
4. Demonstrated ability in working with school based teams and knowledge of resources available through community agencies
5. Demonstrated experience with second language acquisition

**WORK DAY:** 7.5 Hours a day in an 8 hour day, with flexible scheduling

**WORK YEAR:** 183 days, following school calendar (Non-Represented)

**SALARY RANGE:** \$47,891.00- \$65,107.00

## The Buddy Bench

This week, Lester Holt's "Inspiring America Series" on NBC, featured a Harrisonville Elementary, 9 year-old who was striving to change the world one child at a time. After witnessing a fellow student alone and seemingly without a friend, she thought a lot about how that would feel and decided that she could not ignore it and needed to do something!

Proclaiming, "Everyone deserves a friend", she worked with her teachers to create **The Buddy Bench**. They placed a beautiful shiny, bright blue, metal park bench on the playground. What was significant about the bench was the slogan, "A friend is only a seat a way", which was cut out or stamped out of the metal at the top of the backrest of the chair.

The idea was that the bench was to become a **Tool** to help bring kids together...to help kids feel included. It was the young student's hope that this bench would help kids to learn to make friends...of course, she knew it would take a village to make it work, but she was optimistic.

Her vision was: If anyone ever felt alone or not included, they were encouraged to sit on the bench. Of course, classmates were instructed that, if and when they saw someone alone, they should go over to see if that individual would like to play with them.

Several accounts illustrated how this school community came together to make the Buddy Bench Process work. They reminded the viewer of the power of The Golden Rule. A little girl's empathy inspired the creation of The Buddy Bench Program with a happier, more inclusive, way to make friends.

Buddy Bench projects are springing up across our nation. Perhaps, this nine year old inspires us to see the potential in our own decision to believe we can make a difference if we decide to **do something rather than not**.

## The Furniture Trust Eco Carpentry Challenge 2017

The Alternative School entered the Furniture Trust's Annual Signature event (The Eco Carpentry Challenge 2017) on 5/4/17 at District Hall in Boston. Businesses engage The Trust for a sustainable solution during renovation and relocation projects to prevent the accumulation of furniture in landfills by connecting reusable products with local schools and non-profits.

Gently used furniture was delivered to the school and students were asked to be creative and use their carpentry skills to transform these materials into new, upcycled products. A total of 9 Massachusetts schools participated in the contest.

The Alternative School team was lead by Mr. James Graham, an Industrial Technology teacher, Ms. Christine Murphy Cross, an Art teacher, and Mr. Aaron Mott, a Music teacher. School Adjustment Counselors, Carrie Phillips and Donna Ritacco, Mary Pat Martella (School Nurse), and Christopher Pappas (Industrial Technology teacher) managed the project along with the school assigned mentor, Alexandra Dupnik of Dyer Brown Architects of Boston. They also were instrumental in helping the students create a Video Rap presentation called "Generation R."

The Alternative School's formal presentation and Video Rap of "Generation R," was viewed by a panel of local Judges (experts) in the construction, carpentry and furniture industry. The students, Alberth Torres Colon, Jean Carlos Alcoba, Victoria Quinones, and Janairis Rivera also presented specific details about our recycling efforts and information on the woodworking program at the school to the judges. Throughout the evening these students also answered questions from local business people about the school, the products they recreated and experience with the project.

At the end of the night, our students were awarded a \$250.00 check for "Most Creative Use of Materials". The Alternative School would like to thank all the students at the Alternative School and particularly Mr. James Graham and Ms. Christine Murphy Cross who worked so hard on this project.





CITY OF WORCESTER, MASSACHUSETTS  
Law Department

David M. Moore  
City Solicitor

June 24, 2017

Dr. Helen A. Friel  
Assistant to the Superintendent/Clerk of the School Committee  
Worcester Public Schools

Re: *City Charter, Vote Requirements – Majority & Two-Thirds*

Dear Dr. Friel:

The question has arisen as to the number of votes required for the school committee to pass measures. My research into the city charter leads me to the conclusion that the charter requires of the school committee four votes to pass any ordinary (simple majority) measure and five votes to pass any measure which requires a two-thirds vote.

The starting point is city charter section 1-7 "Definitions" which contains the three definitions concerning the number of votes required for various city bodies, boards and commissions.

The first term is "majority vote"<sup>1</sup> and it states the general rule of law that the "majority" of a board is a quorum and that a majority of a quorum is sufficient to act.<sup>2</sup> The definition of 'majority vote' uses the phrase "multiple member body" and that term is defined so as to separate the city council and school committee from all other city boards, commissions and committees.<sup>3</sup>

Having been excluded from the general "present and voting" rule, the natural question is: what rules apply to the city council and school committee in determining how many votes are needed to pass any particular measure? Unfortunately, the city charter does not give a complete answer to that question.

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<sup>1</sup> Majority Vote - Unless otherwise specifically provided within this charter or by law, ordinance or the rules adopted by a *multiple member body*, the words "majority vote" shall mean a majority of those members present and voting of a multiple member body, provided a quorum is present. Charter §1-7(1).

<sup>2</sup> See, *Clark v. Waltham*, 328 Mass. 40, 41 (1951).

<sup>3</sup> Multiple Member Body - The words "multiple member body" shall mean any board, commission, committee, sub-committee or other body consisting of two or more members whether elected, appointed, or otherwise constituted *but not including the city council or the school committee*. Charter §1-7(o)(emphasis added).



## A. City Council

With respect to the city council, the city charter provides that the presence of six members shall constitute a quorum, but, “the affirmative vote of six members shall be required to adopt any measure.” §2-6(b).<sup>4</sup>

The charter also specifies that a two-thirds vote requires eight votes in section 2-9(a)(2) for the city council adoption of an emergency preamble enabling the adoption of an emergency ordinance.

In section 5-3, the charter provides the council with authority to make appropriations for purposes not included in the appropriations recommended by the city manager “by a vote of at least two thirds of its members.” This provision does not say “of its members *present and voting*” and therefore indicates that the two-thirds mark is measured against the full complement of the council, 11 members.

Likewise, in section 5-6, the charter requires that appropriations or loan orders made or adopted to finance the acquisition of real estate must be approved by the city council “by a two-thirds vote of all its members.” This imposes an 8 vote requirement.<sup>5</sup>

## B. School Committee

The city charter contains no explicit provision stating the number of votes necessary to pass any measure. It does provide that the election of the vice-chair of the school committee be made “by majority vote of all the members elected.” Section 4-2(c). Since the number of “members elected” is constant at seven, this provision imposes a four-vote requirement for the election of a vice-chair.

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<sup>4</sup> Section 2-6 (b) Quorum: “The presence of six members shall constitute a quorum for the transaction of business, but a smaller number may meet and adjourn from time to time. Except as otherwise provided by general law or by this charter, the affirmative vote of six members shall be required to adopt any measure. A majority vote of those members present, however, shall be sufficient to adjourn any meeting of the city council.”

<sup>5</sup> The charter does contain a definition of the words: *Full Council, Full Multiple Member Body*: “The words “full council” or “full multiple member body” shall mean the entire authorized complement of the city council, school committee or other multiple member body notwithstanding any vacancy which might exist.” Charter §1-7(g). This term appears only once in the charter, in section 3-9(a) concerning the city council’s authority to override the city manager’s designation of an acting city manager during the temporary absence of the city manager. By using the phrase “a two-thirds vote of the full council” the charter requires eight votes to revoke the manager’s designation and allow the council to appoint an acting city manager. The term “full council, full multiple member body” does not appear elsewhere in the city charter. This, admittedly, cuts against the conclusion of this opinion but, given the logic of the interpretation described herein, it may serve only as an element of the ambiguity of the city charter on this point.

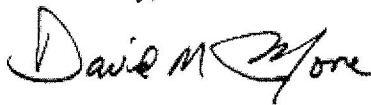
This lack of specificity may be purposeful because, unlike the city council, it is a rare occasion when a two-thirds vote of the committee is required.<sup>6</sup>

The city charter does explicitly remove the school committee from the application of the general rule (a majority of quorum is sufficient to act and a two-thirds vote requires two-thirds of the members present and voting). The charter does not explicitly say that four votes of the school committee are required to pass any measure or that a two-thirds vote requires five votes regardless of the number of members present.

It is a judgment call, but it appears to me that it is correct to read the charter as imposing the same thresholds on the school committee as it does on the city council – that a majority vote or a two-thirds vote are measured by the full number of members and not by the members present and voting. The charter clearly separates these two bodies from the general rule.<sup>7</sup> The city council and the school committee are vested with legal authority which cannot be compared to all other city boards and commissions: both bodies are elected directly by the voters; both have the power of appropriation and both have enormous power to shape public policy.

For these reasons, I believe that the city charter requires the school committee to obtain four votes to pass an ordinary measure and five votes to pass any measure which requires a two-thirds vote.

Sincerely,



David M. Moore  
City Solicitor

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<sup>6</sup> Rule 20 of the school committee rules requires a two-thirds vote in order to adopt certain motions (including a motion to amend the rules): a) amend, repeal, rescind or annul any part of the By-Laws or Rules of Order (It also requires previous notice.); b) suspend the Rules; c) move the question; d) rescind previous vote; and, e) limit or extend one's limit of debate.

<sup>7</sup> As a matter of interpretation, once the general 'present and voting' rule is explicitly excluded, what other rule would govern? It seems that the only other option is to measure a majority (either simple or two-thirds) against the total number of members regardless of the number present and voting.

The following information provides detail on the 2016-2017 school choice program. During this past year, 502 Worcester students participated in the state’s inter-district School Choice program. The following is the sending school and receiving school enrollment data:

<u>Sending School</u>	<u>FTE</u>	<u>Receiving District</u>	<u>FTE</u>	<u>Grade</u>	<u>FTE</u>
Belmont Community	8	Ashland	1	K	13
Burncoat Elementary	22	Auburn	23	1	19
Burncoat High	15	Belchertown	1	2	17
Burncoat Middle	18	Berlin	1	3	15
Chandler Elementary	2	Berlin Boylston	55	4	28
City View	4	Boylston	15	5	42
Clark Street	3	Clinton	6	6	53
Columbus Park	2	Douglas	1	7	40
Doherty High	8	Dudley Charlton	9	8	50
Elm Park Community	1	Fitchburg	2	9	57
Flagg Street	6	Grafton	15	10	62
Forest Grove	15	Hudson	3	11	47
Gates Lane	9	Leicester	32	12	<u>61</u>
Goddard	1	Leominster	5	<b>Total</b>	<b>502</b>
Grafton Street	3	Littleton	1		
Heard Street	4	Mass. Virtual Academy	20		
Lake View	9	Maynard	1		
Lincoln Street	4	Medway	1		
May Street	4	Mendon Upton	1		
Mcgrath	5	Millis	1		
Midland Street	8	Montachusett	3		
Nelson Place	43	Natick	1		
Norrback Avenue	33	North Brookfield	1		
North High	7	Northbridge	7		
Quinsigamond	5	Oxford	2		
Rice Square	17	Quabbin	1		
Roosevelt	8	Shrewsbury	20		
South High	12	Spencer East Brookfield	4		
Sullivan Middle	9	Sutton	11		
Tatnuck Magnet	10	Tantasqua	3		
Thorndyke Road	29	TECCA	41		
Union Hill	2	Uxbridge	9		
Vernon Hill	5	Wachusett	60		
Wawecus Road	6	Webster	3		
West Tatnuck	7	West Boylston	<u>144</u>		
Woodland Academy	1	<b>Total</b>	<b>502</b>		
Worc Arts Mag	1				
Worc East Middle	17				
No SASID for Home School	<u>137</u>				
<b>Total</b>	<b>502</b>				

In 2015-2016, the Worcester Public Schools paid \$2,669,896 in school choice sending tuition. The tuition assessment is deducted from the Chapter 70 payment to the city and sent to the receiving district through the quarterly local aid payments from the Commonwealth.

During 2016-2017, the Worcester Public Schools received 85 students through the School Choice Program. The following is a breakdown of the receiving WPS school and sending school district:

<u>Receiving School*</u>	<u>FTE</u>	<u>District From:</u>	<u>FTE</u>	<u>Grade</u>	<u>FTE</u>
Burncoat Elementary	2	Auburn	2.7	K	22
Burncoat High	2	Dudley Charlton	1.0	1	13
Chandler Magnet	14	Fitchburg	2.0	2	8
City View	1	Framingham	1.0	3	9
Claremont Academy	1	Grafton	1.0	4	6
Clark Street	2	Leicester	13.2	5	7
Doherty High	2	Millbury	1.0	6	5
Elm Park Community	0	Northborough	1.0	7	2
Flagg Street	2	Quabbin	1.5	8	2
Forest Grove	3	Quaboag	1.0	9	1
Goddard	1	Shrewsbury	9.9	10	1
Heard Street	3	Southbridge	2.0	11	5
Jacob Hiatt	3	Spencer East Brookfield	5.6	12	5
May Street	1	Sutton	0.9	<b>Total</b>	<b>85</b>
Mcgrath	11	Wachusett	28.2		
Midland Street	8	Webster	3.0		
Nelson Place	1	West Boylston	5.2		
Norrback Avenue	4	Westborough	5.0		
North High	2	<b>Total</b>	<b>85</b>		
Quinsigamond	3				
Roosevelt	1				
South High	2				
Tatnuck Magnet	2				
Technical High**	4				
Union Hill	2				
Vernon Hill	2				
West Tatnuck	5				
Special Education Placement	<u>1</u>				
<b>Total</b>	<b>85</b>				

\* It is important to note that students that move from Worcester to another district have been allowed to attend their WPS school under the school choice program. Once a student is accepted to attend a school district under school choice, the student has the right under state law to remain in the receiving school district until graduation from high school.

\*\* All previously Worcester residents enrolled at Worcester Technical High. Students were not admitted to WTHS as non-resident students.

In 2016-2017, the Worcester Public Schools received \$482,036 in school choice receiving tuition. The tuition revenue is deposited into a School Choice Revolving Fund.

**GRANTS REPORT  
2017-2018**

<b>Fund</b>	<b>Grant</b>	<b>Purpose/Priorities</b>	<b>Amount</b>
539	Level 3 School Turnaround Grant Goddard School	The purpose of this federal grant program is to provide funding for Local Education Agencies (LEAs) to implement Turnaround Plans in the lowest performing Level 3 schools.	\$375,000.00

**Use of Funds**

All expenditures must closely align with the implementation of the Turnaround Plan.

*Worcester Public Schools*  
*Office of Grants Management*

**Grant Acceptance Form**

**Name of Grant:** Level 3 Turnaround Grant

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education

**Awarded Amount:** \$375,000.00

**Grant Funding Period:** July 1, 2017 – June 30, 2018

**Project title:** Level 3 Turnaround

**Program coordinator:** Morse/Allen

**Purpose:** To focus on:  
-Leadership, shared responsibility and professional collaboration  
-Intentional practices for improving instruction  
-Student-specific supports and instruction to all students  
-School culture and climate

**Description of the program:** To prepare all students with the skills, experience, and knowledge to advance as proficient speakers, readers, writers and thinkers.

**Program location:** Goddard School of Science and Technology

**Outcomes and Measures:** In keeping with Goddard’s mission to provide students an education that will propel them to college or career readiness.