

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

AGENDA #25

The School Committee will hold a regular meeting:

on: Thursday, November 16, 2017
at: 6:00 p.m. - Executive Session
7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION – Pastor Mark Nilson
Salem Covenant Church

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM - Heather Bachand and Jessica Cohen
South High Community School

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #7-25 - Clerk
(November 7, 2017)

To consider approval of the Minutes of the School Committee Meeting
of Thursday, November 2, 2017.

IV. MOTION FOR RECONSIDERATION – NONE

The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, gender identity, marital status, sexual orientation, disability or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Human Resource Manager, 20 Irving Street, Worcester, MA 01609, 508-799-3020.

V. IMMEDIATE ACTION

ACTION

gb #7-357.1 - Administration/Mr. O'Connell/Miss McCullough/
Ms. Colorio/Mr. Foley/Miss Biancheria/
Mr. Monfredo/Mayor Petty
(November 6, 2017)

To congratulate UniBank on its recognition as Corporate Friend of the Worcester Public Schools, selected by the Worcester Educational Development Foundation.

gb #7-371 - Administration
(November 6, 2017)

To consider input from the School Committee's student representatives.

VI. REPORT OF THE SUPERINTENDENT

ROS #7-17 - Administration
(November 8, 2017)

SUPERINTENDENT'S END-OF-CYCLE REPORT BASED ON HER GOALS

VII. COMMUNICATIONS AND PETITIONS - NONE

VIII. REPORT OF THE STANDING COMMITTEE

The Standing Committee on Finance and Operations met at 5:00 p.m. on Monday, November 13, 2017 in Room 410 at the Durkin Administration Building.

IX. PERSONNEL

ACTION

- 7-30 The Superintendent has APPROVED the APPOINTMENTS of the persons named below:

Linden, Meredith, Teacher, Elementary, Lincoln Street, BA, Step 4, \$54,613*, effective November 3, 2017. Licensed: Elementary 1-6.

Smith, Samantha, Teacher, Special Education, Burncoat Middle School, BA, Step 4, \$54,613*, effective November 6, 2017. Waiver: Moderate Disabilities Prek-8.

Van Eck, Carla, Teacher, Kindergarten, Rice Square, MA, Step 2, \$54,511*, effective November 7, 2017. Licensed: Early Childhood PreK-2.

- 7-31 The Superintendent has APPROVED the RETIREMENT of the following persons named below:

Rafferty-Morway, Christine, Teacher, Elementary, Woodland, effective November 1, 2017.

- 7-32 The Superintendent has ACCEPTED the RESIGNATIONS of the persons named below:

Salter, Katherine, Teacher, Elementary, Rice Square, effective October 27, 2017.

Quinlan, Emilie Miller, Teacher, English as a Second Language, Clark Street, effective November 2, 2017.

**prorated*

X. GENERAL BUSINESS

ACTION

gb #6-153.11 - Administration/Miss Biancheria/Ms. Colorio/
Mr. O'Connell
(November 3, 2017)

Response of the Administration to the following motions to:

- Request that the Administration investigate options relative to cost effective means of providing appropriate and necessary translation services
- Request that the Administration consider the list issued by trial court in terms of translators that are available for translation services
- Request that the Administration report on the number of the translators in the system
- Request that the Administration provide a list of teams fielded at each of the secondary schools and
- Request that the Administration provide a report on Staff Development in teacher content training.

gb #7-172.1 - Administration/Miss Biancheria/Mr. O'Connell/
Ms. Colorio/Mr. Monfredo
(November 6, 2017)

Response of the Administration to provide an inventory, by school, for outside playground equipment.

gb #7-353.1 - Administration/Mr. O'Connell/Ms. Colorio/
Mr. Foley/Ms. Biancheria
(November 6, 2017)

Response of the Administration to the request to investigate options for licensure for educators who arrive in the Worcester area from Puerto Rico, the Virgin Islands, Texas, Florida and other hurricane damaged regions.

gb #7-372 - Administration
(November 6, 2017)

To consider approval of a grant in the amount of \$5,550 from the Engineering is Elementary/District Scholarship Program.

GENERAL BUSINESS (continued)ACTIONgb #7-373 - Administration
(November 6, 2017)

- \$2,100 from WEDF to fund the 4th grade Leap Program in collaboration with the Worcester Art Museum.
- \$6,000 from Journey Community Church to Belmont Street Community School
- \$3,500 from fundraising efforts for Woodland Academy
- \$1,672.14 to Tatnuck Magnet School from the following individuals:

\$ 25.00	Andrew & Kristine Whitemore
\$ 50.00	Mark Tozer
\$ 20.00	Lynette Rose
\$ 40.00	Patricia Provost
\$ 60.00	Kathleen Potter
\$ 13.00	Irene & Anthony Planchiunas
\$ 26.00	Walter & Cheryl Park
\$ 5.00	John & Nancy O'Connell
\$ 152.00	Athena Notidis-Curtiss
\$ 30.00	Kim Munck
\$ 13.00	Timothy Mitchell
\$ 40.00	Mary Melican
\$ 14.00	Susan & Paul Mathieu
\$ 10.00	Jonathan Lashua & Amy Humphrey-Lashua
\$ 23.00	Kostina & Kristaq Kostani
\$ 80.00	Maureen Kennedy
\$ 40.00	Kevin & Amy Kennedy
\$ 46.00	Juljan Imeraj
\$ 40.00	Katie Harrington
\$ 50.00	Christopher Guzman & Erin Kiriungi
\$ 24.00	Andrea D. Goyette
\$ 27.00	Reynaldo & Kandida Garcia
\$ 10.00	Ronald & Carol Froment
\$ 46.00	Cailin Duram
\$ 80.00	Eric & Erin Dobson
\$ 50.00	Melissa & Brian Dekker
\$ 5.00	Debra & Dung Dang
\$ 25.00	Kimberly Dambra
\$ 14.00	Lauren Colwell
\$ 10.00	Elizabeth & Ross Coghlan
\$ 62.00	Nicholas & Kendra Cantrell
\$ 127.00	Katherine Campbell
\$ 98.00	Deborah & Gregory Campagna
\$ 40.00	Cathleen & Frederick Burke
\$ 200.00	Megan Bourget
\$ 77.14	Bio Enterprises, LLC

GENERAL BUSINESS (continued)

ACTION

gb #7-374 - Miss Biancheria
(November 8, 2017)

Request that the Administration provide a report regarding the School Accountability Plan for North High School when it is completed in December.

gb #7-375 - Administration
(November 8, 2017)

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

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

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

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

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

To discuss strategy with respect to litigation for J. Perez vs Worcester School Committee et al. if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

X. ADJOURNMENT

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

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, November 2, 2017
Agenda #25

The School Committee of the Worcester Public Schools met in Open Session at 6:04 p.m. in the Council Chamber at City Hall on Thursday, November 2, 2017.

There were present at the Call to Order:

Ms. Colorio, Mr. Foley, Miss McCullough, Mr. Monfredo and Mayor Petty

Mr. O'Connell arrived at 6:15 p.m.

Miss Biancheria arrived at 6:20 p.m.

It was moved to recess to Executive Session:

Executive Session

1. gb #7-370 - Administration
(October 25, 2017)

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

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

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

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

On a roll call, the vote was as follows:

For the motion: Ms. Colorio, Mr. Foley,
Miss McCullough, Mr. Monfredo,
Mr. O'Connell, Mayor Petty 5

Against the motion: 0

Absent: Miss Biancheria and Mr. O'Connell $\frac{2}{7}$

The motion carried.

The School Committee recessed to Executive Session from 6:08 p.m. to 7:04 p.m.

The School Committee reconvened in Open Session at 7:04 p.m.

The invocation was given by Reverend Clyde Talley from Belmont AME Zion Church.

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

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

2. Pursuant to action taken in Executive Session, it was moved to ratify the terms of the Memorandum of Agreement between the School Committee and the Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries, for the term of July 1, 2016 through June 30, 2017.

Memorandum of Agreement/
Educational Secretaries

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:	0
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Absent:	$\frac{0}{7}$
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The motion carried.

3. Pursuant to action taken in Executive Session, it was moved to ratify the terms of the Memorandum of Agreement between the School Committee and the Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries, for the term of July 1, 2017 through June 30, 2020.

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:	0
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Absent:	$\frac{0}{7}$
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The motion carried.

APPROVAL OF RECORDS

Minutes/approval
of

4. aor #7-24 -Clerk
(October 25, 2017)

To consider approval of the Minutes of the School Committee Meeting of Thursday, October 19, 2017.

It was moved and voice voted to approve the Minutes of the School Committee Meeting of Thursday, October 19, 2017.

IMMEDIATE ACTION

5. gb #7-346.1 - Administration/Mr. Monfredo/
Ms. Colorio/Mr. O'Connell/
Mayor Petty
(October 24, 2017)

Recognition/
William Wallace/
Kim Davenport/
Hanover Insurance
Group and the students

To recognize William Wallace, Director of the Worcester Historical Museum and Kim Davenport of Edwards Street Child Services for encouraging Worcester students to place an entry into the World Smile Day Book responding to: "What Makes Me Smile About Worcester", and to the Hanover Insurance Group for its financial sponsorship for the publication of the book.

Mayor Petty and Superintendent Binienda presented certificates to William Wallace, Director of the Worcester Historical Museum and Kim Davenport of Edwards Street Child Services for encouraging Worcester students to place an entry into The Smile Book, the Hanover Insurance Group for its financial sponsorship for the publication of the book and the students who were published in the book.

Mr. Wallace presented a copy of The Smile Book to each of the children who were published in the book.

6. gb #7-355 - Lorenzo Hernandez
(October 24, 2017)

Driver's Education
Course

To consider the following item from Lorenzo Hernandez, Ex-Officio Member of the School Committee:

To consider offering a cost free Driver's Education course for students at Worcester Technical High School.

It was moved and voice vote to refer the item the Standing Committee on Governance and Employee Issues.

Mr. O'Connell made the following motions:

Request that the Administration provide a report as to what other school districts do in terms of costs for Driver Education Programs and indicate if they provide cost free programs or scholarship initiatives to needy students.

Request that the Administration seek information from other school districts, specifically Wachusett Regional High School, to determine how such a Driver Education course is provided at that school.

Request that the Administration study the feasibility of offering South High Community School's Driver Education Course again.

On a voice vote, the motions were approved.

7. It was moved and voice voted to suspend the Rules of the School Committee to allow Nadyne Perro and Saul Ramos, two Instructional Assistants, to speak regarding concerns about their contract negotiations.

Mayor Petty and Miss McCullough left the meeting at 7:37 p.m.

Vice-Chairman Monfredo chaired the meeting from 7:37 p.m. to 8:10 p.m.

REPORT OF THE SUPERINTENDENT

8. ROS #7-16 - Administration/Miss Biancheria/
Mr. O'Connell/Mr. Monfredo/
Ms. Colorio
(October 25, 2017)

A CHRONOLOGICAL HISTORY OF THE GERALD CREAMER CENTER WITH SUPPORTIVE DATA

Mr. Whalen provided an informative Report of the Superintendent on the Chronological History of the Gerald Creamer Center with Supportive Data that is contained in the backup for the item.

Report of the
Superintendent/
A Chronological
History of the
Gerald Creamer
Center with
Supportive Data

Miss Biancheria made the following motion:

Request that the Administration provide a copy of the Report of the Superintendent as part of the Friday package.

On a voice vote, the motion was approved.

Mr. Foley suggested that the Administration provide additional programmatic offerings at Worcester Technical High School for the students at the Gerald Creamer Center.

Superintendent Binienda indicated that the Administration will be receiving information regarding a Career Pathway Grant that will offer students at the Gerald Creamer Center training both at Quinsigamond Community College and at Worcester Technical High School.

Miss Biancheria made the following motions:

Request that the Administration provide a report in a Friday Letter regarding whether or not the Worcester Public Schools received one of the Career Pathways Grants.

Request that the Administration develop a survey for the Gerald Creamer students to determine specific career pathways in order to align them with community partners.

Request that the Administration provide a follow-up in a Friday Letter on the next steps, if the system receives one of the Career Pathways Grants.

On a voice vote, the motions were approved.

It was moved and voice voted to accept and file ROS #7-16 and gb #7-259.

REPORT OF THE STANDING COMMITTEE

9. The Standing Committee on Accountability and Student Achievement met at 4:02 p.m. on Monday, October 30, 2017 in Room 410 at the Dr. John E. Durkin Administration Building.

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

School Behavior
Referrals

qb #6-41.1 - Administration/Ms. Colorio/Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Miss McCullough (March 9, 2016)

Response of the Administration to the request to provide a chart indicating the number of school behavior referrals, by school, for the 2014-15 academic year.

10-30-17 - STANDING COMMITTEE ACTION

Ms. Colorio made the following motion:

Request that the Administration provide a report focused only on suspensions in order to review trends for the past three years.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that the Administration forward a letter to the City Manager requesting that he consider creating a new position in the City Solicitor's office to deal with student suspensions for the School Department.

On a voice vote, the motion was approved.

11-2-17 - SCHOOL COMMITTEE ACTION

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

gb #6-187.1 - Administration/Miss Biancheria/Ms. Colorio/Mr. Foley/Mr. Monfredo/Miss McCullough (November 1, 2016)

Special Education/
services provided

Response of the Administration to the request to provide a report on the services provided, including reading services, for students classified as deaf and in need of services in the Special Education Department.

10-30-17 - STANDING COMMITTEE ACTION

Mr. O'Connell made the following motion:

Request that the Administration study the feasibility of creating a cost effective program in the Worcester Public Schools for those students who are deaf.

On a voice vote, the motion was approved.

11-2-17 - SCHOOL COMMITTEE ACTION

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

gb #6-236.1 - Administration/Miss Biancheria/Mr. O'Connell/Ms. Colorio/Mr. Monfredo (August 10, 2016)

Job Description/
position to oversee
Durham Transportation

Response of the Administration to the request to provide a copy of the job description of the new position created as a compliance position to oversee Durham Transportation and also include:

- a list of the present positions in the Worcester Public Schools' Transportation Department
- a copy of the Durham Transportation contract and
- a payment schedule to Durham Transportation

10-30-17 - STANDING COMMITTEE ACTION

The item was filed due to the fact that the position was not filled.

11-2-17 - SCHOOL COMMITTEE ACTION

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

Mayor Petty and Miss McCullough returned at 8:10 p.m.

gb #6-409 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio (November 28, 2016)

To establish a process for consultation by the Superintendent with the School Committee as to school improvement plans, as mandated by Chapter 255 of the Acts of 2016.

10-30-17 - STANDING COMMITTEE ACTION

In accordance with Massachusetts General Laws, the following motion was made by Miss Biancheria regarding the role of the School Committee in the approval of the School Improvement Plans:

- All proposed school improvement plans will be online.
- Prior to approving them, the Superintendent will ask all members of the School Committee to review them online.
- After this review, the members may convey their thoughts for consideration to the Superintendent.

On a voice vote the motion was approved.

Mr. O'Connell made the following motion:

Request that the Administration forward the procedures for the role of the School Committee for the School Improvement Plans to the Site Councils.

On a voice vote, the motion was approved.

11-2-17 - SCHOOL COMMITTEE ACTION

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

gb #7-297 - Miss Biancheria/Miss McCullough/Mr. O'Connell/Mr. Monfredo (August 30, 2017)

Chapter 74 Courses

Request that the Administration provide a list of the Chapter 74 courses and also provide the site, the career path and the year of graduation for the students in the program.

10-30-17 - STANDING COMMITTEE ACTION

Mr. O'Connell made the following motions:

Request that the Administration provide a report on advisable new Chapter 74 vocationally oriented programs for possible inclusion in the curriculum for the next five years.

Request that the Administration provide recommendations, with Chapter 74 funds, for the space allocation in the new Doherty Memorial High School to provide for both equipment and technology for the Chapter 74 programs.

Request that the Administration pursue Entrustment Agreements and reach out to companies to provide supplemental ones to advance the needs of Chapter 74 programming.

Request that the Administration contact the Skyline Foundation regarding Chapter 74 program needs and seek support with those programs.

Request that the Administration provide a report, prior to the formulation of the FY19 Budget, regarding Chapter 74 initiatives it wishes to pursue indicating the budgetary impact of each one.

On a voice vote, the motions were approved.

Miss Biancheria made the following motion:

Request that the Administration provide information on the Articulation and Certification Agreements and indicate whether there are any new ones in process at this time.

On a voice vote, the motion was approved.

11-2-17 - SCHOOL COMMITTEE ACTION

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

10. PERSONNEL

Appointments

- 7-26 The Superintendent has APPROVED the APPOINTMENT of the persons named below:
- Angiolillo, Melissa, Guidance Counselor, Claremont, MA, Step 8, \$73,736*, effective October 23, 2017. Licensed: School Guidance 5-12.
- Couchman, Ashton, Teacher, Mathematics, Sullivan, BA, Step 1, \$45,970*, effective October 10, 2017 Licensed: Mathematics 8-12.
- Festa, Kimberly, Teacher, Special Education, Systemwide, MA, Step 9, \$78,334*, effective October 13, 2017. Licensed: Moderate Disabilities Prek-8.
- Gow, Samuel, Teacher, English as a Second Language, Forest Grove, BA, Step 1, \$45,970*, effective October 16, 2017. Licensed: English 8-12.
- Hartwell, Cassandra, Teacher, English, Worcester East, BA, Step 1, \$45,970*, effective October 16, 2017. Licensed: English 8-12.

Retirements

- 7-27 The Superintendent has APPROVED the RETIREMENT of the following persons named below:
- Foisy, John, Teacher, Vocational, Worcester Technical High School, effective October 23, 2017.
- Tamason, Rafaelina, Teacher, Foreign Language, Burncoat High, effective October 24, 2017.

- 7-28 The Superintendent has ACCEPTED the RESIGNATION of the persons named below: Resignations
- Moreau, Katherine, Teacher, Elementary, Lincoln Street, effective October 12, 2017.
- Root-Simone, Sara, Teacher, English as a Second Language, Woodland Academy, effective October 20, 2017.
- 7-29 The Superintendent has APPROVED the LEAVE OF ABSENCE of the person named below: Leave of Absence
- Kobialka, James, Teacher, Science, University Park, effective October 16, 2017 - June 30, 2018
- *prorated*
- GENERAL BUSINESS
11. gb #7-231.2 - Administration/Mr. Monfredo/ Mr. O'Connell/Miss Biancheria (June 21, 2017) Buddy Bench
- Response of the Administration to the request to forward 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" for the 2017-18 school year.
- Monfredo made the following motion:
- Request that the Administration provide a report in January 2018 in a Friday Letter on the Buddy Benches.
- On a voice vote, the motion was approved.
- It was moved and voice voted to discuss and file the item.

Special Education
Staff Caseloads

12. gb #7-234.2 - Administration/Ms. McCullough/
Mr. Foley/Mr. O'Connell/
Mr. Monfredo/Miss Biancheria
(October 25, 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.

Special Education
Department
Leadership

- gb #7-235.2 - Administration/
Ms. McCullough/Mr. Foley/
Mr. O'Connell/Mr. Monfredo/
Miss Biancheria
(October 25, 2017)

Response of the Administration to the request to provide 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.

(These items were taken together.)

It was moved and voice voted to accept and file gb #7-234.2 and gb #7-235.2.

13. gb #7-350.1 - Administration/Miss Biancheria/
Ms. Colorio/Mr. O'Connell/
Mr. Monfredo
(October 23, 2017)

Community Addiction
Response Program

Request that the Administration review the Community Addiction Response Program as a possible tool to assist the Drug Task Force Committee including the development of a Champions Toolbox.

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

Miss Biancheria made the following motion:

Request that the School Committee refer the report entitled "A Proposal to Respond to Opioid Addiction in Spencer MA." to the Administration for discussion with the following proposed subcommittees of the Strategic Plan:

- Educator Development and Resources
- Social Emotional Learning and School Climate

On a voice vote, the motion was approved.

14. gb #7-270.1 - Administration/Mr. Monfredo/
Mr. O'Connell/Miss Biancheria/
Ms. Colorio
(October 25, 2017)

Marketing the
Worcester Public
Schools

Response of the Administration to the request 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.

Mr. Monfredo made the following motion:

Request that the Administration provide a report in a Friday Letter in December 2017 to include progress regarding:

- a video to showcase the Worcester Public Schools to be shared with real estate brokers
- quarterly reports of student achievement published in the newspaper
- successes of the children in the Worcester Public Schools to be shared with the Chamber of Commerce and its stakeholders and
- the sharing by principals to the media of outstanding events at the respective schools.

On a voice vote, the motion was approved

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

Recognitions/Friends of the Worcester Public Schools

15. gb #7-356 - Mr. O’Connell/Miss McCullough/
Ms. Colorio/Mr. Foley/
Miss Biancheria/Mr. Monfredo/
Mayor Petty
(October 16, 2017)

To forward letters of congratulations to the following members of the 7th Academy of Distinguished Alumni and Friends of the Worcester Public Schools, selected by the Worcester Educational Development Foundation:

- | | |
|--------------------------------|-------------------|
| Jaki Byard (posthumously) | Mark Holden |
| Barbara Carroll (posthumously) | John Mirick |
| Dennis Dimitri | Gail Radcliffe |
| Kimberly Haddad | John Vo |
| Sheila Harrity | Geoffrey Zakarian |

It was moved and voice voted to forward letters of congratulations.

16. gb #7-357 - Mr. O'Connell/Miss McCullough/
Ms. Colorio/Mr. Foley/
Miss Biancheria/Mr. Monfredo/
Mayor Petty
(October 16, 2017)

Recognition/set date

To set a date to congratulate Unibank on its recognition as Corporate Friend of the Worcester Public Schools, selected by the Worcester Educational Development Foundation.

It was moved and voice voted to set the date of Thursday, November 16, 2017.

17. gb #7-358 - Miss McCullough/Ms. Colorio/
Mr. O'Connell/Mr. Foley/
Miss Biancheria/Mr. Monfredo
(October 16, 2017)

Attendance Report
Cards

Request that the Administration provide an update regarding attendance report cards and review policies that provide incentives for students to attend school.

Ms. Colorio made the following motion:

Request that the Administration provide a report in a Friday Letter in May 2018 to include school by school attendance indicating either improvements or lack thereof from the previous year and include comments as well as positive initiatives employed to encourage students to attend school.

On a voice vote, the motion was approved.

It was moved and voice voted to discuss and file the item.

Career Pathway
Capacity Grant

18. gb #7-359 - Mr. O'Connell/Miss McCullough/
Ms. Colorio/Mr. Foley/
Miss Biancheria/Mr. Monfredo
(October 16, 2017)

To apply to the Department of Elementary and Secondary Education for a STEM High-Quality Career Pathway Capacity Grant to expand the Project Lead the Way curriculum in the Worcester Public Schools, with the support and assistance of Worcester Polytechnic Institute.

It was moved and voice voted to discuss and file the item.

Bike Safety and
Prevention

19. gb #7-360 - Miss Biancheria/Miss McCullough/
Ms. Colorio/Mr. O'Connell/
Mr. Monfredo
(October 18, 2017)

Request that the Administration provide a report on the collaborative efforts between the Worcester Public Schools and the City Police Department in reference to bike safety and prevention as a direct result of recent problems.

Superintendent Binienda indicated that she would forward to the School Committee copies of Be Smart, Be Seen, Be Safe and the Bike Laws.

It was moved and voice voted to discuss and file the item.

Early Grades
Literacy Grant

20. gb #7-361 - Administration
(October 18, 2017)

To accept the Early Grades Literacy Grant in the amount of \$125,000.00.

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.

Mr. Monfredo made the following motion:

Request that the Administration provide a report in December 2017 in a Friday Letter on the success of the Early Grades Literacy Grant in the following schools

- Chandler Magnet School
- Tatnuck Magnet School
- Union Hill School
- Vernon Hill School
- Woodland Academy

and indicate whether or not there were any improvements on student reading by grade level by the end of grade 3.

On a voice vote, the motion was approved.

- 21. gb #7-362 - Administration
(October 18, 2017)

Find the You in Ukulele Grant/\$2,000

To accept the Find the You in Ukulele Grant, funded by the Target Corporation, in the amount of \$2,000.00.

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.

Social and
Emotional
Learning in the
classroom

22. gb #7-363 - Mr. Monfredo/Miss McCullough/
Ms. Colorio/Mr. O'Connell/
Mr. Foley/Miss Biancheria
(October 20, 2017)

Request that the Administration provide an update on the ways in which it handles social and emotional learning in classrooms and within the schools indicating:

- the types of training provided to staff and students
- the outreach to parents and
- the next steps to further these efforts.

Mr. Monfredo made the following motion:

Request that the Administration provide a Report of the Superintendent in January 2018 on Social and Emotional Learning.

On a voice vote, the motion was approved.

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

Day-by-Day
Substitute
Teachers/pay
scale

23. gb #7-364 - Mr. Monfredo/Miss McCullough/
Ms. Colorio/Mr. O'Connell/
Mr. Foley/Miss Biancheria
(October 20, 2017)

Request that the Administration consider changing the pay scale for day-by-day substitutes in the Worcester Public Schools.

Mr. Monfredo made the following motion:

Request that the Administration provide a report relative to a possible salary adjustment for day-by-day substitute teachers.

On a voice vote, the motion was approved.

Miss Biancheria made the following motions:

Request that the Administration contact other districts to request the salary scale for day-by-day substitute teachers.

Request that the Administration provide a report on the system established for providing substitute teachers at schools.

On a voice vote, the motions were approved.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations.

- 24. gb #7-365 - Administration
(October 23, 2017)

Prior Fiscal Year
Payment/mileage
reimbursement/
\$626.40

To approve a prior fiscal year mileage reimbursement in the amount of \$626.40 for a special education student.

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.

- 25. gb #7-366 - Miss Colorio/Miss McCullough/
Mr. O'Connell/Mr. Foley/
Miss Biancheria/Mr. Monfredo
(October 23, 2017)

Foundation Budget

To allow Donna Colorio, the School Committee delegate to the Massachusetts Association of School Committees Conference, to speak about Resolution 6: Foundation Budget that was initiated by The Worcester School Committee and approved by said body on October 19, 2017.

It was moved and voice vote to file the item.

UNITEY Program
at North High
School

26. gb #7-367 - Miss Biancheria/Miss McCullough/
Ms. Colorio/Mr. O'Connell/
Mr. Monfredo
(October 24, 2017)

Request that the Administration provide a report on the UNITEY Program at North High School that involves civic engagement and internships for students.

Miss Biancheria made the following motion:

Request that the Administration invite a representative from the UNITEY Program, which is currently at North High School, to provide a 5-minute presentation on the goals of the program.

On a voice vote, the motion was approved.

It was moved and voice voted to refer the item to the Standing Committee on Teaching, Learning and Student Supports.

Donations

27. gb #7-368 - Administration
(October 25, 2017)

To consider approval of the following donations:

- \$125.00 from The College of the Holy Cross to Woodland Academy
- \$500.00 from Crystal Guzman to the AP Art Classes at Burncoat High School
- To Tatnuck Magnet School from the following individuals for its fundraising efforts:
 - \$10.00 from Entela Cobani
 - \$25.00 from Heidi & Paul Ferrin
 - \$40.00 from Steven & Tara Husson
 - \$40.00 from Cynthia & Scott Mackenzie
 - \$40.00 from Mary & Michael Malley
 - \$40.00 from Donna & Robert Mastrovito
 - \$40.00 from Matthew & Delphine Soucie
 - \$160.00 from Karen & Robert Weilbrenner
 - \$200.00 from The Willows at Worcester

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.

Ms. Colorio requested information relative to the process for donating monies and other entities to the Worcester Public Schools.

- 28. gb #7-369 - Administration
(October 25, 2017)

Prior Fiscal Year
Payment/\$116.15

To consider approval of a prior fiscal year payment for an additional license in the amount of \$116.15 to an employee.

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.

The meeting adjourned at 8:58 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.

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 of 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's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement. Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
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. (See evidence in Annex H.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Learning						
2	I implemented strategic interventions for students in grades 3, 6 and 10 that were at high risk in both math and reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
District Goal 1						
3	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Goal 2						
4	Provide a supportive, safe, and orderly learning environment that emphasizes relationships marked by respectful interactions, acceptance, inclusiveness, and our responsibility to one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other Goals (if any)						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. 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:

- September 14, 2017
 - November 17, 2017
 - December, 8, 2017
 - December 12, 2017
 - February, 2, 2018
 - March 2, 2018
 - April, 6, 2018
 - May 4, 2018
-

B. 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:

1. District Accountability Meetings

- December 12, 2017
- June 15, 2018

2. School Accountability Plan Meetings

- November 2017
- January 2018
- March 2018

3. School Accountability Plan/Data Status/Update meetings

- March 2018
- April 2018
- May/June 2018

4. Strategic Interventions for Grade 10

- a. various teacher professional development offerings – including content specific workshops -August – May 2018
- b. MCAS tutoring in Math and ELA October 2017- May 2018
- c. ESL tutoring support December 2017-May 2018
- d. PSAT & Khan Academy
- e. Advanced Placement Opportunities with tutoring support
- f. CTE course opportunities
- g. Literacy & Numeracy classes

5. Strategic Interventions for Grades 3 & 6

- Continued work and focus upon **Pedagogy**: schools provided differentiated whole and small group instruction as needed in reading, writing and mathematics through the implementation of Readers and Writers' Workshop models of instruction.
- **RTI (Response to Intervention Approaches)** to struggling students to reduce the achievement gap for grades 3-6 in each school.
- District-wide common assessments for math 4 times per year
- Tutoring assistance at each school
- Early Literacy Grant Initiative- Five schools grades k-3
- SRSD- Burncoat Quadrant Schools- strategy instruction for responding to complex text
- Research for Better Teaching- Skillful Teaching on-going focus to increase teacher repertoire instruction in six schools
 - **Materials and programs** matched to student needs.
 - Common ELA curriculum Reading Side by Side for Readers and Writers Workshop- to scaffold and support change in literacy practices
 - Day to Day Assessment in the Readers Writers Workshop to support assessment practices
 - Common math curriculum Envision- embedded with differentiated supports, assessments and on-line platform for intervention etc.
 - Greg Tang- on-going high- quality grade level conceptual math workshops
 - Just Words-intervention program for struggling readers
 - Foundations, guided reading books, Chapter Books, varied writing programs for CORE across schools.
 - LLI Intervention program 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 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, MSV at North High, Elm Park, Goddard and TSV at Clark, Lincoln, Grafton, Quinsigamond, Chandler Magnet 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 RBT (Research for Better Teaching) and learned elements of excellent instruction.
Principals, Coaches and Teachers have been trained and will continue to be trained about the structures and resources available within the Envision Math program
- Principals' Problem of Practice Teams (POP)- principals work together on common initiatives across schools and meet regularly with each other to inform and expand progress. Elementary and Middle Schools meet monthly and secondary Principals will meet quarterly.
- Coaches working in trios to support the dissemination of best practice across schools.
- Teaching and Learning Managers meet weekly in schools, with principals – share, listen and problem-solve as a collective team.
- Bi-weekly data quality meetings – IT Department, Research and Accountability and Teaching and Learning representatives to monitor and improve data collection.
- New Principals network and mentoring- Summer Institute and monthly support
- Collaborative Professional Development Initiatives:
 - **Science and Early Literacy Focus-** Dr. Catherine Snow HGSE has continued and expanded our work on with 6 schools this year. This initiative focuses on academic language and assessment tolls this year.
 - **Supervision and Evaluation-** Kim Marshall presented to all principals and shared his knowledge and experience regarding the value and importance of formative assessment and best practices around teacher evaluation.

- **Collaborative Leadership-** Peter DeWitt provided training to all principals, assistant principals, focused instructional coaches and curriculum liaisons on collaborative leadership in August of 2017. He is providing training on teacher efficacy and effective feedback on November 20, 2017 with an additional two sessions in Spring 2018.
- **Mentoring-**The First New Principals Institute was launched in June 2017 to present. New and novice principals attended a 5 day summer training lead by District Administrators, the Clark University Education Department and the WSU Principal Training Center. The Principals Initiative continues monthly from 10 a.m. to 12:00 p.m. prior to regular PLAN meetings.
- Grades 3 and 6 monitored closely using varied forms and types of data. Educators responded to needs in a personal manner and focused on reducing the achievement gap.

Other Interventions and Supports-

- Robotics After-school program –12 Elementary Schools
- Camp Invention After School program- 3 sites
- Worcester Recreation – 4 elementary school sites, 1 middle school
- Worcester Hears Schools- SEL intervention and support
- Assessment Stabilization Program – improve, reconfigure and reallocate supports for students needing additional SEL intervention
- All District Attendance Matters campaign- deliberate school-based efforts to improve attendance and decrease chronic attendance numbers
- Special Education professional development and capacity building- strengthening inclusionary practices among and across departments
- ELL Professional Development- Emphasizing co-teaching between ESL and general education teachers
- After school science clubs in all Middle and High Schools
- Naviance and PLATO
- AVID



Superintendent Rubric At-A-Glance

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

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Rating for Standard I

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 Opportunity in all high schools such as the AP Capstone Program, the MA College Application Celebration Day and the PSAT and SAT school test days.
- I spearheaded the effective supervision and evaluation of district and school personnel.



Superintendent's Performance Rating for Standard I: Instructional Leadership

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports

- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback

- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____



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.

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.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>I-A-1. Standards-Based Unit Design</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>I-A-2. Lesson Development Support</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Standards and Indicators of Effective Administrative Leadership Superintendent Rubric



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.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	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.	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.	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.
I-B-2. Quality of Effort and Work	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.	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.	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.
I-B-3. Diverse Learners' Needs	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.	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.	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

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.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	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.	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.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessments and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	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.	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.	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



Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

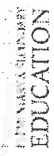
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports 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.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	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.	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> .	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.	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.	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.	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.	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



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.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	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.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	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.
I-E-2. School and District Goals	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.	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.	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.
I-E-3. Improvement of Performance, Effectiveness, and Learning	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.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the support to disaggregate assessment data and assists them in identifying students who need additional support.	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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: 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 checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: 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 checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

- 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.
- I established and monitored systems, plans, procedures and routines for Administrators to implement orderly management and expectations
- I hired principals at the following schools: Clark Street Developmental Learning School, Lincoln Street School, Roosevelt School, Goddard School of Science and Technology, Forest Grove Middle School, Vernon Hill School and Elm Park Community School.

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



Examples of evidence superintendent might provide:

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



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*

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.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	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.	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.	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.	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.	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.	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



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.			
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.
II-B-2. Induction, Professional Development, and Career Growth Strategies	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.	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 leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.
			Exemplary
			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.
			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.



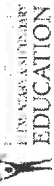
Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

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.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	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.	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	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.
II-C-2. Time for Collaboration	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.	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.	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



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.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	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.	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.	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.
II-D-2. Ethical Behavior	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.	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.	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.

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.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	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.	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.	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.



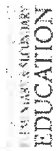
Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

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.*

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.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	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.	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.	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.
III-A-2. Community and Business Engagement	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.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	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



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.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators 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.	Provides resources and support to enable administrators and educators to identify each student's academic, 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.	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.
III-B-2. Family Collaboration	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.	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.	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



Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	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.	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.	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.
III-C-2. Culturally Proficient Communication	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.	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.	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.

Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	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.	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.	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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

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

- 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.
- I provided Professional Development opportunities by experts in the educational field to district leaders, principals, assistant principals, focused instructional coaches, curriculum liaisons on collaborative leadership and effective evaluation through experts in the education field.
- I provided a second successful "School Convening Event" at the DCU Center to kick off the 2017-18 school year.

Examples of evidence superintendent might provide:

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

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.*

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.

IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	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.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	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.
IV-A-2. Mission and Core Values	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.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	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.
IV-A-3. Meetings	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.	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.	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.	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.	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.	Demonstrates strong interpersonal, written, and verbal communication skills.	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

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.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	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.	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.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	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.

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.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	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.	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



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.

IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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	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.	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.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	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.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	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.

As per your request, below are my responses to the three School Committee items indicated below in bold type.

1. Request that the Administration investigate options relative to cost effective means of providing appropriate and necessary translation services.

Since I began in the position of Translation and Interpretation Coordinator in December 2015, I have continuously analyzed and pursued options to reduce the cost of translation and interpretation services. Below is a summary of the actions that have been taken since that time with the purpose of reducing costs associated with translation and interpretation services. Part d) summarizes options for continued cost reduction in the future.

- a) An extensive financial analysis was conducted in August 2016 to examine the District's historical spending on Translation and Interpretation services and determine how costs could be reduced. In order to conduct that analysis, the following data was compiled and analyzed:
- o Cost data for the three most recent fiscal years, analyzed by language, translator/interpreter, and number of pages/meetings.
 - o Due to way that IEPs are electronically stored in the District's database, the only way to analyze and compare the rates per word charged by different translators was to compile a sample size of over 150 of the documents that had been translated during 2015-2016. Each document had to be scanned, converted to MS Word, and analyzed in order to obtain a word count that discounted pre-translated templates, and then an average rate per word was calculated for each translator who provided services during 2015-2016.
 - o A list of the translation agencies available to the District under the State Contract PRF63 was compiled to examine the rates per word and languages that were available for each agency.
- b) The above-mentioned financial analysis was then used to answer the following two questions:
1. How much of the historical spending has been related to translation (written documents) vs. interpretation (oral) services?
 - The analysis showed that the bulk of the spending on translation and interpretation for the District is for translation (written documents), not interpretation (oral) services. Historically, translation services have accounted for between approximately 80-85% of the spending vs. approximately 15-20% for interpretation services.
 2. Would it be more cost effective for the District to use state-contracted translation agencies or per Diem contractors and employees to provide translation and interpretation services?

- The analysis showed that overall, it is much more cost-effective to use per diem contractors and employees than translation and interpretation agencies (see Figures 1 and 2 for a comparison of the estimated total cost using PRF63 state-contracted agencies versus per diem and employees for FY 2015-16). In FY 2015-16, Spanish translations made up over 75% of the workload, and the per diem contractors and employees who performed those services were paid an average of \$0.07 per word, in comparison to \$0.12 per word, which is the lowest rate available among all 30 PRF63 state-contracted translation agencies. However, there are certain low-incidence languages for which it would have been more cost effective to use agencies versus per diem translators, such as Somali, Swahili, Kinyarwanda, and Urdu, among others.

Figure 1. Comparison of Translation Costs for FY 2015-16 for Per Diem/Employee vs. PRF63 Agencies.

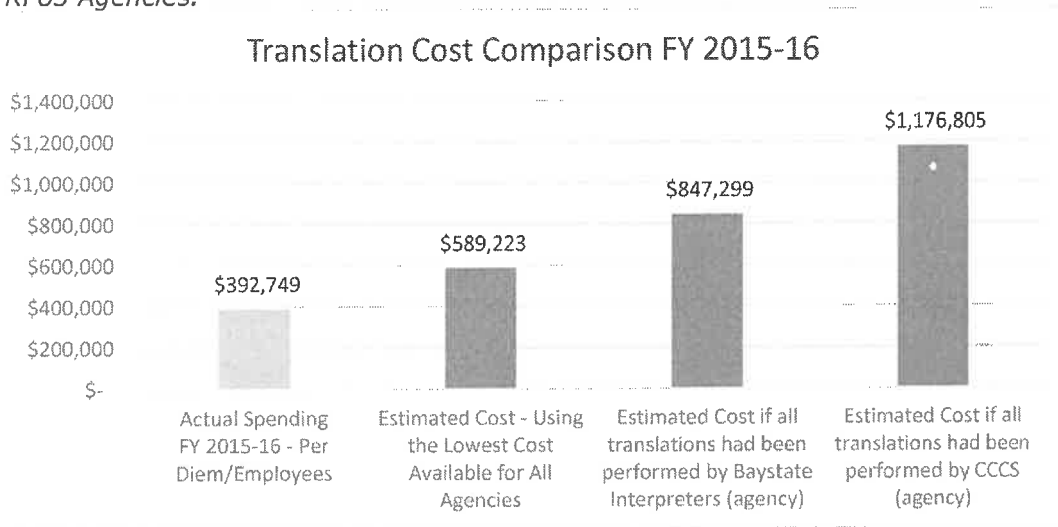
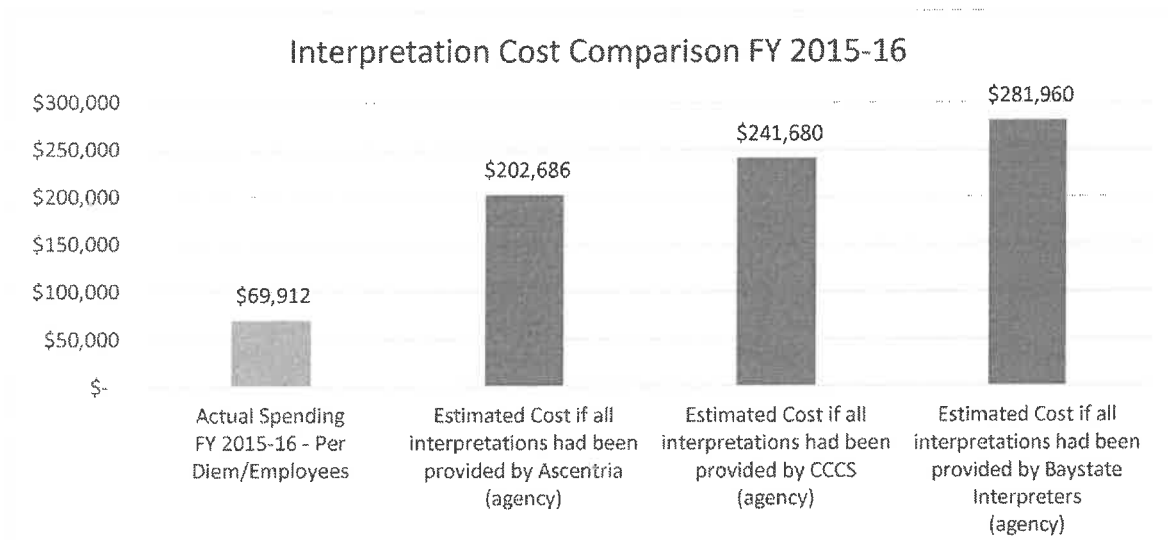


Figure 2. Comparison of Interpretation Costs for FY 2015-16 for Per Diem/Employee vs. Agencies.



c) Below is a list of some of the improvements that were made in 2016 and 2017 to improve efficiency and reduce costs:

- New templates were developed that translators could use with all of the pre-translated IEP, letters, and forms in one file, and they were also provided with translated templates for other assessment reports and commonly used forms. This was done to increase the efficiency of translators, and decrease the amount of time the District pays for translators to format and translate documents.
- A list of translators with the calculated average \$ per word of each translator was compiled so that work could be assigned in ascending order, starting with the lowest-cost translator first. This ensures that the most work possible is completed by translators who charge the lowest rates.
- The District began using state-contracted translation agencies for the translation of documents into certain low-incidence languages when it was proven to be more cost effective.
- Telephonic interpretation services were made available to all schools for brief and on-demand interpretation. Phone interpretation is much more cost effective for brief interpretations as the cost varies from only \$0.72 to \$0.79 per minute (depending on the language), versus a minimum of \$30 to \$65 (depending on the interpreter's contracted rate) for an in-person interpreter for each assignment.
- During the period between September and December of 2016, there was a substantial increase in the number of documents requested for translation due to compliance with the DOJ agreement. In order to counteract this increase, formal guidance was issued to principals on which information is required to be translated, so as to avoid translating documents that do not fall under the criteria of 'essential information'. Principals were re-trained on this definition in August 2017.

- A translation SharePoint site was created to serve as a repository of pre-translated forms used by schools and District employees (i.e. attendance letters, discipline letters, flyers for open houses, parent/teacher conferences, nursing forms, safety forms, travel permission forms, etc.). Employees can now check the repository first to see if the document they need has already been translated, and then access these translated forms and letters directly from the site.
- In order to comply with MGL Chapter 30B regarding the procurement of services, the District was required by the City to discontinue the use of per diem translators and interpreters in November 2016. However, in order not to increase costs substantially, the District hired as part-time employees 20 of the per diem translators who had provided services to the District in the past, in order to perform translations at the same rate that they were paid as per diem contractors.
- In compliance with MGL Chapter 30B, the District also opened bids in 2016 for both sign language and spoken language interpretation services. Eighteen interpreters and two agencies were awarded contracts for spoken language interpretation for the period starting 12/1/16 through 11/30/17. Four interpreters and three agencies were awarded contracts for sign language interpretation for the same period. In order to minimize costs, interpretation work is assigned based on the lowest rate contractors first, in ascending order.

d) Below is a list of cost reduction initiatives planned for the near future:

- Train and assess full-time staff in other positions, such as bilingual IAs, to be qualified as interpreters and translators so that they can provide interpretation and translation when possible as part of their regular duties during school hours.
- Hire more part-time translators at the current rate of \$30 per hour to minimize the use of translation agencies when possible.
- Continue to assign work based on the lowest rates of both translators and interpreters.
- Create more templates in additional languages to increase translators' efficiency.
- The efficiency of translations is greatly limited by the Information Systems capabilities of the District. Investment in programs such as eSPED with a translation component would greatly reduce the translation work required, along with the added benefit of providing translations to families in a much more time-efficient manner. Most documents generated by the Special Education Department are currently either mailed to translators as a paper copy or as a scan of the paper copy, and this requires that translators spend time recreating formats from scratch. It would be much more cost effective to provide source documents to the translators in an editable electronic format, and even more cost effective to have a Special Education database that has the capability of storing translated documents, forms, and letters along with their English counterparts.

2. Request that the Administration consider the list issued by trial court in terms of translators that are available for translation services.

As mentioned in Part c) of the previous School Committee item, the City of Worcester awards contracts to vendors for the provision of interpretation services to Worcester Public Schools based on a bidding process. The City opened new Bids for the provision of sign language and spoken language interpretation services (Bid CR 6856-W8 and CR 6857-W8) in October 2017. Bid CR-6857-W8 for sign language interpretation has already been awarded and Bid CR 6856-W8 for spoken language interpretation is currently in the process of being evaluated and awarded for the contract period of 12/1/17 through 11/30/2020. The list of interpreters available for out-of-court assignments that is issued by the Massachusetts Office of Court Interpreter Services (OCIS) were all contacted during the period that the Bids were opened and they were invited to bid. Only one of these interpreters bid (Polish interpreter), and the rate established in the bid was \$150 per hour, which is several times higher than all other interpreters currently used by the District. In general, court interpreters are compensated at rates much higher than the vendors that the District currently uses for interpretation services.

3. Request that the Administration provide a report on the number of the translators in the system.

The District currently has 35 employees and contracted per diem interpreters that are available for assignments. Of those 35, 13 are either part-time or full-time employees, and 22 are contractors. In addition to those 35 interpreters, the District can also request interpretation services from three contracted sign language interpretation agencies, two spoken language in-person interpretation agencies, and two telephonic interpretation companies. The District also uses sign language interpreters from the Massachusetts Commission for the Deaf and Hard of Hearing on occasion when other contracted interpreters are not available for assignments.

The District also currently has 25 translators that are available for the translation of written documents. Of those 25, 20 are part-time employees dedicated to translations and five are full-time employees that hold other positions in the District and perform translations in addition to their regular job. The District also uses two PRF63 state-contracted agencies for the translation of documents when it is more cost effective.

BURNCOAT

Fall

Boy/Girls Cross Country
JV Field Hockey
Varsity Field Hockey
JV Football
Varsity Football
JV Boys Soccer
Varsity Boys Soccer
JV Girls Soccer
Varsity Girls Soccer
Boys' Golf
Varsity Girls Volleyball
Crew**

Winter

JV Boys Basketball
Varsity Boys Basketball
JV Girls Basketball
Varsity Girls Basketball
Dance
Boys/Girls Indoor Track
Ice Hockey**
Skiing**
Boys/Girls Swimming**
Wrestling**
Varsity Girls Ice Hockey

Spring

JV Baseball
Varsity baseball
Boys/Girls Outdoor Track
Varsity Softball
Boys/Girls Tennis
Varsity Boys' Volleyball
Crew**
Girls' Golf**
Boys/Girls Lacrosse**

*Co-Op Team

** City-Wide Team

Claremont

Fall

Boys/Girls Cross Country*

Varsity Field Hockey*

JV Football*

Varsity Football*

JV Boys Soccer*

Varsity Boys Soccer*

JV Girls Soccer*

Varsity Girls Soccer*

Varsity Girls Volleyball*

Crew**

Winter

JV Boys Basketball*

Varsity Boys Basketball*

JV Girls Basketball*

Varsity Girls Basketball*

Ice Hockey**

Skiing**

Boys/Girls Swimming**

Wrestling**

Spring

Varsity Boys Baseball*

JV Girls Softball*

Varsity Girls Softball*

Varsity Boys' Volleyball*

Boys/Girls Outdoor Track*

Crew**

Girls' Golf**

Boys/Girls Lacrosse**

*Co-Op Team

** City-Wide Team

Doherty

Fall

Cheerleading
Boys/Girls Cross Country
JV Field Hockey
Varsity Field Hockey
JV Football
Varsity Football
JV Boys Soccer
Varsity Boys Soccer
JV Girls Soccer
Varsity Girls Soccer
JV Girls Volleyball
Varsity Girls Volleyball
Crew**
Boys' Golf*

Winter

Cheerleading
JV Boys Basketball
Varsity Boys Basketball
JV Girls Basketball
Varsity Girls Basketball
Boys/Girls Indoor Track
Ice Hockey**
Skiing**
Boys/Girls Swimming**
Wrestling**
Varsity Girls Ice Hockey

Spring

JV Baseball
Varsity Baseball
Boys/Girls Outdoor Track
JV Softball
Varsity Softball
Boys/Girls Tennis
Varsity Boys' Volleyball
Crew**
Girls' Golf**
Boys/Girls Lacrosse

*Co-Op Team

** City-Wide Team

North

Fall

Cheerleading
Boys/Girls Cross Country
Varsity Field Hockey
JV Football
Varsity Football
JV Boys Soccer
Varsity Boys Soccer
JV Girls Soccer
Varsity Girls Soccer
JV Girls Volleyball
Varsity Girls Volleyball
Crew**
Boys' Golf*

Winter

JV Boys Basketball
Varsity Boys Basketball
JV Girls Basketball
Varsity Girls Basketball
Cheerleading
Boys/Girls Indoor Track*
Ice Hockey**
Skiing**
Boys/Girls Swimming**
Wrestling**

Spring

JV Boys Baseball
Varsity Boys Baseball
JV Girls Softball
Varsity Girls Softball
Boys' Volleyball
Boys/Girls Outdoor Track*
Girls' Tennis*
Crew**
Girls' Gold**
Boys/Girls Lacrosse**

*Co-Op Team

** City-Wide Team

South

Fall

Cheerleading
Boys/Girls Cross Country
JV Field Hockey
Varsity Field Hockey
JV Football
Varsity Football
JV Boys Soccer
Varsity Boys Soccer
JV Girls Soccer
Varsity Girls Soccer
Varsity Girls Volleyball
Crew**
Boys' Golf*

Winter

JV Boys Basketball
Varsity Boys Basketball
JV Girls Basketball
Varsity Girls Basketball
Cheerleading
Boys/Girls Indoor Track*
Ice Hockey**
Skiing**
Boys/Girls Swimming**
Wrestling**
Varsity Girls Ice Hockey

Spring

JV Boys Baseball*
Varsity Boys Baseball*
JV Girls Softball*
Varsity Girls Softball*
Boys' Volleyball
Boys/Girls Outdoor Track*
Boys/Girls' Tennis*
Crew**
Girls' Golf**
Boys/Girls Lacrosse**

*Co-Op Team

** City-Wide Team

UPCS

Fall

Boys/Girls Cross Country*

Varsity Field Hockey*

JV Football*

Varsity Football*

JV Boys Soccer*

Varsity Boys Soccer*

JV Girls Soccer*

Varsity Girls Soccer*

Varsity Girls Volleyball*

Crew**

Winter

JV Boys Basketball*

Varsity Boys Basketball*

JV Girls Basketball*

Varsity Girls Basketball*

Ice Hockey**

Skiing**

Boys/Girls Swimming**

Wrestling**

Spring

Varsity Boys Baseball*

JV Girls Softball*

Varsity Girls Softball*

Varsity Boys' Volleyball*

Boys/Girls Outdoor Track*

Crew**

Girls' Golf**

Boys/Girls Lacrosse**

*Co-Op Team

** City-Wide Team

WTHS

Fall

Cheerleading
Boys/Girls Cross Country*
Varsity Field Hockey*
JV Football*
Varsity Football*
JV Boys Soccer*
Varsity Boys Soccer*
JV Girls Soccer*
Varsity Girls Soccer*
JV Girls Volleyball
Varsity Girls Volleyball
Crew**
Boys' Golf*

Winter

JV Boys Basketball
Varsity Boys Basketball
JV Girls Basketball
Varsity Girls Basketball
Boys/Girls Indoor Track*
Ice Hockey**
Skiing**
Boys/Girls Swimming**
Wrestling**
Varsity Girls Ice Hockey

Spring

JV Boys Baseball
Varsity Boys Baseball
JV Girls Softball
Varsity Girls Softball
Boys' Volleyball
Boys/Girls Outdoor Track*
Girls' Tennis*
Crew**
Girls' Golf**
Boys/Girls Lacrosse**

*Co-Op Team

** City-Wide Team

Teacher Content Training Offered between July 1, 2017 and September 30, 2017

English Language Arts

- Elementary Principal's Meeting on Workshop Model/ELA Curriculum Revisions and New ELA Standards, August 15
- Coach's Meeting on Workshop Model/ELA Curriculum Revisions, August 22
- Teaching with the End in Mind (Classroom Assessments) at NCC, August 24
- Secondary Coach's Meeting on ELA Curriculum, September 6
- Elementary Coach's Meeting on ELA Curriculum, September 7
- Unpacking the Standards, September 11, 12, 14
- Secondary ELA Department Heads on Atlas, September 12
- Atlas and Depths of Knowledge/Task Complexity at Elm Park, September 21,22

Visual Arts

The Art of Variability: Reaching All Learners with UDL, Sept 20
RESPONDING in the Visual Arts: Increasing our Visual Literacy, September 24
VTS: Visual Thinking Strategies at Coaches Meeting, August 22
Visual Arts New Teacher Workshop, August 10
Mentoring New Teachers: Goal Writing, September 7
Mentoring New Teachers: Growth Mindset, September 21

Science, Technology and Engineering

June 22 - Grade 7 Science - PD Session 1 for the new *iScience* text and online materials
August 23 - Repeat of June 22
September 20 - Repeat of June 22
October 6 - Full day - Grade 7 Science - PD Session 2 for the new *iScience* text and online materials
September 26 - AP Environmental Science Workshop and PLC
October will have 3 more AP Science PLC Workshops (Biology - Chemistry - Physics)

Foreign Language

- Audacity training in the classroom Sept-December 2017
- Mentoring new teachers: effective language objectives Aug 31-Sept 26
- Building lessons using Atlas Sept 13, 14, 25
- Native Speaker curriculum workgroup Sept 21
- Moving Towards Proficiency district wide PD Oct 6

Physical Education

- Active Assessments in Physical Education August 24
- Fitness testing....its educational August 24
- Recess: 6 steps to a trouble free playground September 20
- Improving your SMART goal for increased learning by students September 27
- Best Practices in Physical Education (yoga, floor hockey, lacrosse, pathways and gross motor skill, Heimlich Heroes training, Hands only CPR, Team building, one ball handball October 6

Health

- I'm teaching what? Effective teaching in Sexual Health August 24
- Substance Abuse in Worcester August 24
- Tobacco use. What's new September 26
- UMass Nutrition Extension Lesson Planning September 26
- Sexual Health Evidence Based Unit development/Discussion September 26
- Using Atlas for consistency in student performance. October 6

Mathematics

- Elementary Math Institute with Dr. Richard Bisk August 9-11
- Math Institute with Dr. Andrew Chen August 16-17
- Math Workshop with Dr. Andrew Chen October 6
- Kindergarten and Grade 1 Math Workshop with Greg Tang September 25
- Grade 4 and Grade 5 Math Workshop with Greg Tang November 20
- Grade 2 and Grade 3 Math Workshop with Greg Tang November 21
- Grade 6 and Grade 7 Math Workshop with Greg Tang January 4

Performing Arts

- Lincoln Center Education Summer Forum July 24-28
- Performing Arts Curriculum Workgroup August 24
- Innovation in the Ensemble Arts August 30
- Developing Musicianship Through Improvisation September 17

History and Social Sciences

- New Teacher Orientation Atlas Training- August 22
- Middle and High School History Department Chairs Atlas Training/Curriculum Development- September 14
- Grade 4 Discovering Justice Curriculum Workshops: September 20, 26, 28
- City Wide Librarian Workshop Atlas Training and Cross Curricular Development- September 28

Elementary Recess Supplies 2016-2017

List of materials used at recess	
Schools	
Belmont Street Community School	Jump ropes; hula hoops; nerf footballs; soccer and four-square balls; basketballs; sidewalk chalk; bubble juice; bean bags
Burncoat Street Preparatory School	Jump ropes, basketballs and playground balls, hula hoops, chalk, jacks and balls
Canterbury Street Magnet School	Jump ropes, nerf balls, footballs and basketballs
Chandler Elementary School	Jump ropes, chalk, soft nerf soccer balls, and basketballs
Chandler Magnet School	Chandler Magnet - jump ropes, hula hoops, 4 square balls, funnel ball balls, basketballs, sidewalk chalk, bubbles, kickballs and pinnies, foam soccer balls, foam footballs
City View School	Basketballs, footballs, jump ropes, hula hoops, kickball, 4 square balls
Clark Street Developmental Learning School	Basketballs, footballs, jump ropes, hula hoops, kickball, 4 square balls, parachute, bubbles,
Columbus Park Preparatory Academy	Basketballs, 4 square balls, jump ropes, bubbles, soft footballs
Elm Park Community School	Four square balls, basketballs, soccer balls, playground structure, tee ball equipment, and kick balls
Flagg Street School	Four square balls, basketballs, footballs, jump ropes, soccer balls, hoola hoops, tennis balls, playground structures
Gates Lane School of International Studies	Kick balls, basketballs, footballs, tennis balls, soccer balls, four square balls, jump rope, flags, Frisbee, skip it ropes
Goddard School of Science and Technology	Jump ropes, soccer balls, footballs, four square balls, and hula-hoops.
Grafton Street School	Various playground balls, jump ropes, hoola hoops, playground structure, basketball hoops, drop baskets, skip its
Heard Street School	Four square balls, basketballs, jump ropes, footballs, soccer balls
Jacob Hiatt Magnet School	Playground rubber balls (four square), Nerf or soft footballs, basketballs/hoops, jump ropes and Hula-hoops - recently ordered, playground structure with slides and climbing equipment, basketball

Lake View School	Jump ropes, Soccer Balls, Kick Balls, Four Square Balls
Lincoln Street School	Soccer balls, soft footballs, four square balls, chalk, basketballs, jump ropes
May Street School	Jump ropes, hoola hoops, basketball, soccer, football, kickball in addition to a full playground with swings and other events.
McGrath Elementary School	Jump ropes, balls (soccer, basketball and regular) Frisbees big and small, hoola hoops, chalk, skip its, parachute, corn hole toss.
Midland Street School	Jump ropes, playground balls, "skip its", hula hoops, hopscotch, chalk, 4 square, funnel ball, Twister, playground structures
Nelson Place School	Jump ropes, football, basketball, hoola hoops, four square balls,
Norrbach Avenue School	Playground balls, Basketball nets, softballs, cones, hula hoops
Quinsigamond School	Basketballs, Kickballs, Soccer balls, Jump Ropes, Hula Hoops, Play Structures which include various swings, slides, etc.
Rice Square School	4 square balls, basketballs, tennis balls, kickballs, nerf footballs. Soccer balls in grades 5 and 6.
Roosevelt School	Refreshed mulch for the playground, basketballs, four square balls, Hula-hoops and jump ropes
Tatnuck Magnet School	Kickballs, Basketballs, Playground Structures, Hopscotch, 4-square balls, Hula-hoops, Jump Ropes, Soccer Balls
Thorndyke Road School	Hula hoops, jump ropes, kick balls, badminton birdies
Union Hill School	Basketball court, playground play set, round jungle gym, basketball, footballs, jump ropes, and soccer balls
Vernon Hill School	Basketball court, jump ropes, kickball, tetherball, chalk, hula hoops, soccer, playground for Pre-K
Wawecus Road School	Jump ropes, kick balls, hoola hoops, toys for digging, big toy trucks
West Tatnuck School	Jump ropes, nerf kickballs, bouncy kickballs, nerf footballs, nerf soccer balls, basketballs, playground chalk, hula hoops, nerf Frisbees
Woodland Academy	Jump ropes, basic hoops (assorted colors), bag mesh, poof soccer ball
Worcester Arts Magnet School	Kick balls, hula hoops, romper stompers, buckets, jump ropes, buckets for building, chalk

X. GENERAL BUSINESS
Administration/Mr. O'Connell/Ms. Colorio/
Mr. Foley/Ms. Biancheria
(November 6, 2017)

CURRENT ITEM - gb #7-353.1
S.C. MEETING - 11-16-17

1ST ITEM gb #7-353 S.C.MTG. 10-19-17
2ND ITEM gb #7-353.1 S.C.MTG. 11-16-17

ITEM:

Response of the Administration to the request to investigate options for licensure for educators who arrive in the Worcester area from Puerto Rico, the Virgin Islands, Texas, Florida and other hurricane damaged regions.

ORIGINAL ITEM: Mr. O'Connell/Ms. Colorio/Mr. Foley/Ms. Biancheria
(October 13, 017)

To investigate options for licensure for educators who arrive in the Worcester area from Puerto Rico, the Virgin Islands, Texas, Florida and other hurricane damaged regions.

PRIOR ACTION:

10-19-17 - Referred to the Administration for interaction with DESE.
Mr. O'Connell requested that the Administration contact DESE to inquire about possible ways to provide licensures to teachers without certifications from Puerto Rico and the Virgin Islands.

BACKUP: DESE currently has provisions for district's to request to employ personnel who are not licensed to teach in Massachusetts. The district will utilize all options to employ the highest quality teacher applicants in its schools.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

**GRANTS REPORT
2017-2018**

Fund	Grant	Purpose/Priorities	Amount
Deil- Engineering is Elementary	EiiE District Scholarship Program	Two educators will attend an EiiE workshop that will introduce them to engineering and show how to foster student-centered, inquiry-based learning. These educators will offer continuing support to teachers throughout the district who are using the EiiE curriculum, and will have in the district.	\$5,550.00

Worcester Public Schools
Office of Grants Management

Grant Acceptance Form

Name of Grant: Engineering is Elementary/District Scholarship Program

Type of Funder: EiE/Museum of Science

Awarded Amount: \$5,550.00

Grant Funding Period: October 30, 2017 - June 30, 2018

Project title: Engineering is Elementary

Program coordinator: Kathy Berube, Curriculum Liaison

Purpose: To provide educators with instruction time in which to teach EiE and planning time for educators to work on integrating EiE into their curriculum.

Description of the program: Develop and execute a plan for the sustainability for the EiE program in school/district in future years, including refurbishment of consumable materials.

Program location: Worcester Public Schools

Outcomes and Measures: To offer continuing support to teachers throughout the district who are using the EiE curriculum, and will have the training necessary to deliver EiE professional development to additional teachers the district.