

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Wednesday, August 5, 2020
Agenda #26

The School Committee of the Worcester Public Schools met in Open Session at 5:18 p.m. virtually in Room 410 of the Durkin Administration Building on Wednesday, July 29, 2020.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

1. APPROVAL OF RECORDS

aor #0-27 - Clerk Minutes/approval of
(July 29 2020)

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 16, 2020.

aor #0-28 - Clerk Minutes/approval of
(July 29 2020)

To consider approval of the Minutes of the School Committee Meeting of Monday, July 20, 2020.

aor #0-29 - Clerk Minutes/approval of
(July 29 2020)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, July 22, 2020.

aor #0-30 - Clerk Minutes/approval of
(July 29 2020)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, July 29, 2020.

(These items were considered together.)

On a roll call, the vote to accept and file the items collectively were as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

2. **IMMEDIATE ACTION**

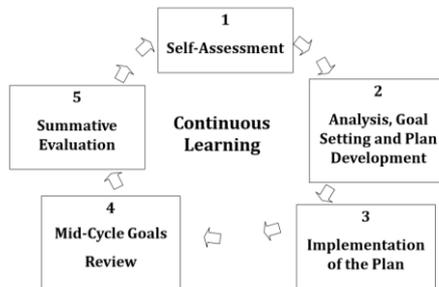
End-of-Cycle
Summative
Evaluation of the
Superintendent

gb #0-238 - Administration
(July 28, 2020)

To consider the End-of-Cycle Summative Evaluation of the Superintendent by the School Committee.

Mayor Petty presented a PowerPoint on the Superintendent's End-of-Cycle Summative Evaluation Report as follows:

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



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

1. Student Learning Goal

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

Joseph Petty	Met
Dianna Biancheria	Met
Laura Clancey	Significant Progress
Jack Foley	Met
Molly McCullough	Met
John Monfredo	Met
Tracey Novick	Some Progress

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

2. Professional Practice Goal

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

Joseph Petty	Significant Progress
Dianna Biancheria	Significant Progress
Laura Clancey	Some Progress
Jack Foley	Significant Progress
Molly McCullough	Significant Progress
John Monfredo	Met
Tracey Novick	Some Progress

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

District Improvement Goal 1

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

Joseph Petty	Met
Dianna Biancheria	Met
Laura Clancey	Significant Progress
Jack Foley	Significant Progress
Molly McCullough	Met
John Monfredo	Met
Tracy Novick	Did not meet

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

District Improvement Goal 2

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

Joseph Petty	Met
Dianna Biancheria	Met
Laura Clancey	Significant Progress
Jack Foley	Some Progress
Molly McCullough	Significant Progress
John Monfredo	Met
Tracy Novick	Some Progress

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

District Improvement Goal 3

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

Joseph Petty	Some Progress
Dianna Biancheria	Significant Progress
Laura Clancey	Some Progress
Jack Foley	Some Progress
Molly McCullough	Significant Progress
John Monfredo	Significant Progress
Tracy Novick	Did not meet

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

District Improvement Goal 4

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

Joseph Petty	Met
Dianna Biancheria	Exceeded
Laura Clancey	Significant Progress
Jack Foley	Significant Progress
Molly McCullough	Met
John Monfredo	Met
Tracy Novick	Some Progress

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

Composite Ratings for the Six SMART Goals

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

Individual Ratings for the Assessment of Progress
Toward the Goals

	Professional Practice	Student Learning	District Improvement
Joseph Petty	Met	Significant Progress	Significant Progress
Dianna Biancheria	Met	Significant Progress	Significant Progress
Laura Clancey	Met	Significant Progress	Significant Progress
Jack Foley	Significant Progress	Met	Some Progress
Molly McCullough	Met	Significant Progress	Significant Progress
John Monfredo	Met	Significant Progress	Met
Tracy Novick	Some Progress	Some Progress	Did not meet

Composite Ratings for the Assessment of Progress Toward the Goals

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

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

Standard I: Instructional Leadership

Individual Ratings.

	I-A Curriculum	I-B Instruction	I-C Assessment	I-D Evaluation	I-E Data-Informed Decision Making
Joseph Petty	Proficient	Proficient	Proficient	Proficient	Needs Improvement
Dianna Biancheria	Proficient	Proficient	Proficient	Proficient	Proficient
Laura Clancey	Proficient	Proficient	Proficient	Proficient	Proficient
Jack Foley	Proficient	Needs Improvement	Proficient	Proficient	Needs Improvement
Molly McCullough	Proficient	Proficient	Proficient	Proficient	Needs Improvement
John Monfredo	Proficient	Proficient	Proficient	Proficient	Proficient
Tracy Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs improvement	Unsatisfactory

Composite Ratings

Exemplary	0
Proficient	26
Needs Improvement	5
Unsatisfactory	3

Standard I: Instructional Leadership**School Committee Comments**

- The Superintendent has done a fine job of developing programs like the bilingual certification one that continues to grow each year as well as the work around continued Advanced Placement expansion.
(Mayor Petty)
- Utilized multi sources of data to inform our school district, School Committee and stakeholders regarding the progress of our school district and addressed issues with data input and review (Dianna Biancheria)
- Superintendent Binienda has done a good job supporting the district staff. With this support, staff has been able to work together to ensure that we have set standards that reflect high quality instruction that engages our students and personalizes teaching styles that meet the needs of our diverse student population.
(Laura Clancey)
- The School Committee and the public does not see enough student achievement data that depicts a long timeline showing important trends and analysis. (John Foley)
- I-C Continue to evaluate principals/ administrators to ensure appropriate supports are being provided throughout the district.
(Molly McCullough)
- Superintendent Binienda has expanded the college and career opportunities at the high school level with such programs as AP Capstone, PSAT and SAT testing and implementation of the Seal of Biliteracy Program. In addition, under her leadership, chronic absenteeism has been reduced as well as suspension rates. (John Monfredo)

- The functional administration of the education of 25,000 students and the second largest employer in the city is scattered, moving from one thing to the next with little sense of prioritization and no delegation.
(Tracy Novick)
- This year was of course different for everyone but I appreciate the ability of the administration to do their best to adapt to the changing circumstances and keep families and staff informed.
(Mayor Petty)
- Diligently worked with district leaders to develop remote learning plans for our school district to overcome challenges by ensuring positive growth and development
(Dianna Biancheria)
- Many student subgroups continue to struggle academically and the district needs to effectively target supports and resources to bring these students to a higher level of success, fulfilling the expectations present within the Student Opportunity Act. The recommendations of how to use the limited new funds for FY21 did not reflect this objective.
(John Foley)
- I-E – Would like to see more utilization/implementation of district collected data, when appropriate.
(Molly McCullough)
- Superintendent Binienda worked diligently with UMASS Medical School, Verizon, Greater Worcester Community Foundation, City of Worcester officials, Worcester Research Bureau and United Way to provide funding for connectivity via hotspots. She provided updates, which were all translated into 7 languages, to students, staff and families during the pandemic via Connect-Ed, emails, texts, website, mailings and social media.
(John Monfredo)

- This standard calls for “effective and rigorous standard-based units,” “well-structured lessons,” and “measurable outcomes” which the superintendent is to “ensure” all staff design. There is no evidence given by Superintendent Binienda in her self-evaluation of this indicator.
(Tracy Novick)
- As we discuss instructional leadership, we need to recognize that in our increasingly aware world, no policy decision should be made by your administration without considering it through the lens of equity. Every organization of any size or regard is asking itself these same questions about how they can adapt to a changing social justice landscape and how this can be expressed in internal and external policy. (Mayor Petty)
- The COVID-19 Leadership Team comprised of the Mayor, the City Manager and the Superintendent was developed immediately to inform leaders, stakeholders and the community regarding multi issues and concerns by holding daily conference calls and press conferences to discuss and review school programs, academic progress, City Health priorities, support programs and nutrition programs
(Dianna Biancheria)
- Superintendent Binienda is a good communicator with all staff members, and has provided them best practices in professional development.
(John Monfredo)
- One of the more troubling aspects of the self-evaluation is the lack of data backing assertions; there has, as well, been ongoing concerns raised by the community over lack of data access. How “multiple sources of evidence” are being used to improve “organizational performance, educator effectiveness, and student learning” is not in evidence in Superintendent Binienda’s self-evaluation, and it is a weakness in the presentations of this administration.
(Tracy Novick)

Standard II: Management and Operations

Individual Ratings

	II-A Environment	II-B Human Resources Management and Development	II-C Scheduling and Management Information Systems	II-D Law, Ethics, and Policies	II-E Fiscal Systems
Joseph Petty	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Dianna Biancheria	Exemplary	Proficient	Exemplary	Proficient	Exemplary
Laura Clancey	Proficient	Needs Improvement	Proficient	Proficient	Proficient
Jack Foley	Proficient	Needs Improvement	Proficient	Needs Improvement	Needs Improvement
Molly McCullough	Proficient	Needs Improvement	Proficient	Proficient	Proficient
John Monfredo	Proficient	Proficient	Proficient	Proficient	Exemplary
Tracy Novick	Unsatisfactory	Unsatisfactory	Needs Improvement	Unsatisfactory	Needs Improvement

Composite Ratings

Exemplary	4
Proficient	20
Needs Improvement	8
Unsatisfactory	3

Standard II: Management and Operations

School Committee Comments

- The role of the Superintendent is to act in the best interest of the system, to manage the issues that confront it as a whole, not the individual fires that inevitably arise on a daily basis in a district our size. I would like to see the Superintendent focus on long term strategic issues.
(Mayor Petty)

- Held Citywide Community Zoom Forums to review recommendations for our school district under the Student Opportunity Act (SOA) plan and responded to numerous questions and concerns
(Dianna Biancheria)
- Superintendent Binienda continues to provide the oversight for the district to create a safe, efficient and effective learning environment.
(Laura Clancey)
- There are a few very concerning issues from this past year that cause me great concern. The first being the bidding process and ultimate awarding of the transportation contract. The bidding process and what can only be described as an intent to manipulate the process raises serious questions relative to ethics and policies.
(John Foley)
- II-B – Work with report from Worcester State University for not only diverse hiring but overall recruitment and hiring in general
(Molly McCullough)
- Superintendent Binienda teamed up with Dr. Martin-Kniep and Dr. Zaretta Hammond to develop the importance of equity and rigor in classrooms through culturally responsive practices.
(John Monfredo)
- Focus and delegation are absolutely necessary in any school district, but most especially one of Worcester's size. Instead, there is no ability to prioritize; central administration is "in the weeds" all the time. The inexperience of many in central administration further compounds this lack of prioritization and delegation.
(Tracy Novick)

- The Administration needs to expand its middle management with qualified individuals to make sure that the Superintendent is not the sole decision maker or crisis-manager. We need to be elevating employees through the administrative ladder, investing in professional development so that they can take on more responsibility and allow the Superintendent the time, space, and bandwidth to think creatively about next steps to address the systemic issues that we face. (Mayor Petty)
- Worked with school district leadership to implement a state of the art program to prevent safety incidents in our schools with the ALICE training (Alert, Lockdown, Inform, Counter and Evacuate) (Dianna Biancheria)
- The district continues to be underfunded and even with budget constraints there have been new initiatives developed to ensure that students are provided a strong educational experience. (Laura Clancey)
- I question whether the district has developed a cohesive, intentional plan to diversify the workforce of the schools beyond the elevation of Instructional Assistants. (John Foley)
- Focus on development and retention (Molly McCullough)
- Superintendent Binienda continues to work with Dr. Heather Forkey, Director of the UMASS trauma team, in the training of principals and adjustment counselors on SEL services for the students. (John Monfredo)
- More than once during my time on the Committee, district legal counsel has been enlisted to buttress the Superintendent's arguments against Committee purview, in violation of the counsel's actual line of authority to the School Committee. (Tracy Novick)

- Next year, the Superintendent should hire a Communications Manager to serve as spokesperson for the district, while planning to continue building a larger communications department to serve the traditional and social media needs of the community.
(Mayor Petty)
- Collaborated with School Committee, the Mayor and the City Manager to discuss and approve the FY21 Budget and focus in on equity across the system
(Dianna Biancheria)
- The Administration is doing a great job providing career growth opportunities for our staff and I would like to see an expanded employee recruitment plan that will increase our candidate pool of highly qualified, diverse employees.
(Laura Clancey)
- I will note the inability of the district to provide Chromebooks in a timely manner to students without technology. Given the nature of the pandemic and the loss of educational time, it was imperative that we provide the technology for our students.
(John Foley)
- II-D – Work to ensure that the School Committee Policies are adhered to regarding how some items are first placed on the regular agenda and then referred to Standing Committees for discussion prior to approval.
(Molly McCullough)
- Superintendent Binienda proposed a FY20-21 Budget that was approved by the School Committee which supported the district’s vision and goals and hired a Chief Diversity Officer to recruit strong minority candidates for teaching positions in the Worcester Public Schools.
(John Monfredo)

- The Committee was expected to approve the allocation of \$9.4M in federal CARES Act funding based on a spreadsheet lacking detail and a list of items without explanation attached to dollar amounts demonstrates the lack of regard those managing grants have for the funds in their charge as well as for the School Committee oversight of those funds. (Tracy Novick)

Standard III: Family and Community Engagement

Individual Ratings

	III-A Engagement	III-B Sharing Responsibility	III-C Communication	III-D Family Concerns
Joseph Petty	Proficient	Needs Improvement	Needs Improvement	Proficient
Dianna Biancheria	Proficient	Exemplary	Proficient	Proficient
Laura Clancey	Proficient	Proficient	Proficient	Needs Improvement
Jack Foley	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
John Monfredo	Exemplary	Exemplary	Exemplary	Exemplary
Tracy Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Composite Ratings

Exemplary	5
Proficient	10
Needs Improvement	9
Unsatisfactory	4

Standard III: Family and Community Engagement

School Committee Comments

- The Superintendent keeps a public schedule that is truly daunting and exhausting. However, on a macro-level, I would like the Superintendent to focus on learning how to address issues of racial and ethnic equity appropriately. (Mayor Petty)

- Developed a Welcoming Committee at each of our school sites to enhance the representation of each school by supporting our students and staff and expanded innovative pathways to include community members as advisers
(Dianna Biancheria)
- The district has created different ways to communicate with families, especially during the school shutdown. Some of these include ways for families to update their contact information so they can receive updated information, phone calls and emails.
(Laura Clancey)
- Legitimate questions raised regarding racial equity, institutional bias, and student achievement in our district unfortunately resulted in conflict and acrimony when a genuine conversation was needed.
(John Foley)
- I recognize the work that has gone into improving the family and community engagement standard. (Molly McCullough)
- Superintendent Binienda has expanded the role of ESL with many parents of all nationalities participating, worked well with the Citywide Parent Advisory Council (CPPAC) and met with the leaders monthly. (John Monfredo)
- The administration must reframe its picture of the families the Worcester Public Schools serve: nearly 60% of families speak a language at home that is not English, and our families represent a multiplicity of cultures and races and ethnicities. It is not enough to post that as a statistic on our website; we must frame all that we do in that context.(Tracy Novick)

- When the community provides pointed, concerted, and constructive criticism, it is the role of the Superintendent to receive this input in a receptive manner, weigh it on its merits, and adapt accordingly. I would prefer that the Superintendent receive thoughts and suggestions of students and parents in a more constructive and proactive manner.
(Mayor Petty)
- Supported students, community members and staff who had recommendations for an increase of Mental Health Counselors and School Adjustment Counselors (Dianna Biancheria)
- District Administration participated in School Committee Public Forums focusing on the updates for the 2020-21 school year which were very successful and a very important part of engaging our families and the community.
(Laura Clancey)
- I have concerns also regarding the district's willingness to truly partner with community groups and share in the process of helping our students and our staff be successful. Too many times we hear about community groups being left out of the process and the discussions when they could assist the district tremendously.
(John Foley)
- I do believe that there is more that we can do but also recognize that there has been a significant amount of work that has gone on during the past months. (Molly McCullough)
- Superintendent Binienda has attended meetings throughout the year with higher education and businesses and has also established strong partnerships within the community with many social agencies and corporate establishments.
(John Monfredo)

- The two way communication called for in the standard—opportunities for the community to talk back to the district: to share concerns, to ask for assistance, to express opinions, to shape the future of the district—are lamentably few.
(Tracy Novick)
- There are numerous organizations that want to work with the Worcester Public Schools to help assist in the mission of educating and enriching the lives of our students. An administrator such as you needs to be judicious on which organizations are able to serve our district best.
(Mayor Petty)
- Addressed Charter Spectrum connectivity issues with the Mayor and the City Manager which favorably impacted the home online learning of approximately 22% of Worcester households and ensured nutrition for students and family members at over 20 sites throughout our City
(Dianna Biancheria)
- I believe we can do better addressing family/community issues. I continue to hear from community members and families who have concerns with the district and we need to continue to work with stakeholders to ensure that all of our families feel supported.
(Laura Clancey)
- It took over a year to address the issues raised by home school parents looking for clarity on the district's ability to authorize their home schooling requests. (John Foley)
- Nobody could have predicted that we would be in the midst of a pandemic and we have done a great deal to improve working with families and community groups. (Molly McCullough)

- Her time commitment has been exemplary and she does it with enthusiasm and a caring attitude and is a leader who motivates others, is a good listener and is a skillful communicator.
(John Monfredo)
- Family and community concerns, per the standard, are to be addressed "in an equitable, effective, and efficient manner." This simply is not the case. Language, race, ethnicity, and various kinds of access all have a great deal to do with how concerns are resolved.
(Tracey Novick)

Standard IV: Professional Culture

Individual Ratings.

	IV-A Commitment to High Standards	IV-B Cultural Proficiency	IV-C Communication	IV-D Continuous Learning	IV-E Shared Vision	IV-F Managing Conflict
Joseph Petty	Proficient	Proficient	Needs Improvement	Proficient	Needs Improvement	Proficient
Dianna Biancheria	Exemplary	Proficient	Proficient	Proficient	Proficient	Proficient
Laura Clancey	Proficient	Needs Improvement	Proficient	Proficient	Proficient	Needs Improvement
Jack Foley	Proficient	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
Molly McCullough	Proficient	Needs Improvement	Needs Improvement	Proficient	Proficient	Needs Improvement
John Monfredo	Exemplary	Proficient	Exemplary	Exemplary	Proficient	Proficient
Tracy Novick	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Composite Ratings

Exemplary	4
Proficient	20
Needs Improvement	12
Unsatisfactory	6

Standard IV: Professional Culture**School Committee Comments**

- While the Superintendent is clearly capable, I would like to see her continue to improve her ability to express the goals and themes of her leadership and the Worcester Public Schools as a whole. (Mayor Petty)
- Expanded access to Career Technical Education with vocational partnership and innovation pathways which reflect the stakeholders and local labor priorities (Dianna Biancheria)
- Superintendent Binienda has set high expectations for our staff to foster a high quality education for our students. During the shutdown, the Superintendent held meetings for her Administration to keep them informed and updated on what was happening in the community, school district and the expectations for continued learning. (Laura Clancey)
- I will highlight concerns with the cultural proficiency component. Although I will acknowledge some movement over the past year, the district needs to significantly ramp up its professional development and awareness of this issue. (John Foley)
- I believe that cultural proficiency, communication and managing conflict are areas that we can continue to improve on. However, I do believe that many steps have been made in the right direction. (Molly McCullough)
- Superintendent Binienda opened the school year with a gathering at the DCU Center to set the tone for the next school year by bringing all staff members together and by delivering the message that "We are All in this Together." (John Monfredo)

- The commitment to high standards and continuous learning is a value that must be modeled by the superintendent; in the Worcester Public Schools, it is not. The professional learning of the superintendent, the modeling of improving one's professional practice, is nowhere in the evidence presented to the Committee.
(Tracy Novick)
- A culture is built upon what is said in private, in public, in the newspaper and in the breakroom. The question that needs to be asked is what is the story of the Worcester Public Schools at this point in time, where are we going and how are we getting there. What is the story we are telling collectively to our students, our teachers, our parents, our city, and the larger statewide community? Before we discuss how we would do so, we need to craft an inclusive vision for the Worcester Public Schools in which everyone can partake.
(Mayor Petty)
- Developed and implemented a comprehensive bullying program for students and staff to include cyber bullying and hired drug educators for students who are at risk for substance use
(Dianna Biancheria)
- In the future, I would like to see continued clear and consistent communication with staff, families and community partners especially when it comes to the planning due to the continued pandemic and concerns around opening our schools.
(Laura Clancey)
- I note the section for managing conflict where the approach of the Superintendent too often is confrontational and not deescalating. In the public arena, it is incumbent upon all of us to engage in thoughtful, professional, and genuine dialogue to move towards a productive end point.
(John Foley)

- I do feel confident in our strengths on IV-A, IV-D and IV-E. I look forward to additional work on IV-A. (Molly McCullough)
- Superintendent Binienda is a leader who leads by example and promotes professionalism by working with staff on a strong staff development program. (John Monfredo)
- Rather than engage in the implicit bias work requested by the community and vital in being an effective educator for Worcester students, the superintendent has resisted and deflected into other sorts of training throughout the district, frequently addressing our families from a deficit mindset rather than one which recognizes the strengths and knowledge families bring to the schools and to their students. (Tracy Novick)
- All of this, along with the achievements and the daily miracles that occur in our classrooms every day add up to a legacy, both for the Superintendent as well as the elected officials that are charged with holding her accountable. (Mayor Petty)
- Held several training sessions to share the vision of our district by renowned presenters on educational practices which included cultural early literacy, Fountas and Pinnell program, resiliency practices and culturally responsive and racism trainings (Dianna Biancheria)
- I would like to see our Superintendent place a focus particularly around managing conflict by building relationships with staff, particularly teachers. While some aspects of the shutdown were not in the Superintendent's control, there have been times that staff have not felt appreciated, or felt that their concerns were being heard. (Laura Clancey)

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

ASSESSMENT OF THE PERFORMANCE ON THE STANDARDS

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

Composite Ratings for Standards I, II, III and IV were:

Exemplary	3
Proficient	17
Needs Improvement	5
Unsatisfactory	3

Overall Summative Evaluation on the Goals and Standards

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

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

Exemplary	0
Proficient	5
Needs Improvement	1
Unsatisfactory	1

Summative Evaluation on the Goals and Standards

SCHOOL COMMITTEE COMMENTS

- Amid a worldwide pandemic, I believe that Superintendent Binienda has performed proficiently. In many ways, she is at her best in a crisis, marshalling resources, utilizing staff and materials, and working hand in hand with the City Administration and our non-profit community. (Mayor Petty)
- Worked with the Mayor, the City Manager, the Health Department, the Safety Director and the School Committee with input from the community stakeholders to support our students, staff and community (Dianna Biancheria)
- Since my start on the School Committee I have seen a significant improvement in terms of communicating with community partners and addressing concerns in the district. (Laura Clancey)
- Superintendent Binienda has committed her life to the work for the WPS. I will also note that the current planning for the reopening of the Worcester Public Schools, the collaborative nature of this effort and the communication with all parties, including the members of the school committee, has been exemplary. A continuation of this inclusive, strategic planning would address many of my critiques of the past year. (John Foley)
- I believe we can continue to work on communication with the community as well as with our staff. I am impressed with the progress we have made in community group outreach translations for important messages and know that much of this has been done through very challenging times. (Molly McCullough)

- Superintendent Binienda has continued to set the tone for the opening of school by bringing all professional and non-professional staff members together to engage in a well-planned program and to set the stage for the new school year.
(John Monfredo)
- The two overriding themes that arise again and again in this evaluation are the lack of capacity in administering the district in aspects from roles to ethics to leadership to professional learning; and the perpetration of a district climate for staff and students that too frequently is silencing, fearful, and discouraging, rather than collaborative, nurturing, and supportive.
(Tracy Novick)
- Working with me, the City Manager's team and the philanthropic community, the Worcester Public Schools has accelerated a three to five year plan to get a device in the hands of every household in around two months. 5,000 Wi-Fi hot spots were procured with the help of this team and Verizon.
(Mayor Petty)
- Expanded Chapter 74 courses with additional courses at the Comprehensive High and Worcester Technical High schools
(Dianna Biancheria)
- The Superintendent ran community meetings regarding the funding of the Student Opportunity Act and engaged with community partners to address concerns they had expressed last year.
(Laura Clancey)
- Leaders drive the strategic pathway for the schools bringing in the families, students, community groups, and business and civic leadership into a strong partnership where every voice is heard and valued. This has not been the case in Worcester with community members and groups not feeling part of the process and questions raised around lack of collaboration.
(John Foley)

- Cultural proficiency is something we continue to work on and we have a great base to build on. I would like to see more consistent communication going out to staff systemwide. I am confident that, with plans in place, these areas will be much closer to proficient in the near future. (Molly McCullough)
- Superintendent Binienda has encouraged Instructional Assistants, who are interested in furthering their education, to become teachers by offering opportunities to receive a teaching degree from WSU. (John Monfredo)
- In the fourteen points of equity that the Superintendent agreed to be judged on, she has made real and substantive progress, but most people do not understand or know the work that has been done. If the work is being done but the community is unaware of it, we are clearly missing part of effective leadership. (Mayor Petty)
- Exemplified strong leadership qualities in collaboration, with staff, for the construction of the New South High Community School (Dianna Biancheria)
- As the school year ended and the district planned for summer school and the 2020- 21 school year, the Superintendent was able to acknowledge where we have struggled. This acknowledgement made a significant impact on the progress both she and her team accomplished to make sure we have a well-developed re-opening plan for our return to school for the 2020-21 school year. (Laura Clancey)
- The Superintendent's summary of the past year had very little data on student achievement with no trending information. We need to keep this information publicly in front of all of us and we should all be judged by the rise or the decline of that student achievement data. (John Foley)

- I would like to see a more formalized and robust process for internal and teacher/administrator conflicts that put an emphasis on zero tolerance for retaliation and retribution.

(Molly McCullough)

- The Superintendent's commitment is truly outstanding as exemplified by helping families out at Andy's Attic on a Saturday morning, bringing cheer to our immigrants at various community functions at Adult Learning events or bringing food to the homeless families in need and attending student sporting events or special student programs at the schools.

(John Monfredo)

MAYOR PETTY'S SUMMARY STATEMENT

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

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

FINAL COMMENTS BY THE SCHOOL COMMITTEE

Mr. Monfredo stated that Superintendent Binienda is a strong leader, good listener and a skillful communicator. He feels that she is moving the system in the right direction.

Mr. Foley stated that he knows how challenging it is to work in public education and knows that the most difficult job is being a Superintendent. He acknowledged the dedication and hard work by the Superintendent, but he stated that the system needs a community wide collaboration to help the students, the system and the City to be more successful than it is right now.

Ms. Novick made the following motion:

Request that the individual evaluations be forwarded to the School Committee members.

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

Ms. Novick stated that it's important for the School Committee to ask the questions of where the data is, how many different kinds of candidates are being hired and are they being retained.

Miss Biancheria stated that the Superintendent has not only communicated with the School Committee and community through many forums during the pandemic, but also offered many professional development opportunities to the teachers and staff.

Mrs. Clancey stated that communication was an area that needs to be improved. She stated that the system needs to keep the dialog open and be transparent with the data because when it is not shared, the community is not getting the correct facts.

Mayor Petty stated that he would like to see more on data sharing but would give the Administration an A+ for the hard work that has been going on during the pandemic. He stated that "while we might disagree at the end of the day on how to reopen schools, I think communication from the Superintendent has been pretty good with both the School Committee and the community."

Mayor Petty made the following motions:

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

Request that the Clerk forward the individual evaluation to the School Committee.

On a roll call of 7-0, the motions were approved.

3. REPORTS OF THE STANDING COMMITTEE

STANDING COMMITTEE ON GOVERNANCE AND
EMPLOYEE ISSUES

The Standing Committee on Governance and Employee Issues met virtually on Wednesday, July 22, 2020 at 3:07 p.m. in Room 410 at the Durkin Administration Building.

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

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

Vice-Chairman Monfredo stated that he is in favor of a gender neutral Dress Code Policy for students.

Ms. Novick stated that it was a step forward to include durags, but felt that due to the current climate in which we are living, the proposed policy is a waste of the teacher's time. She referenced the Seattle Public Schools' Dress Code as being one of the most inclusive and free of bias policies. (See Attached). She shared and read the policy which she felt was more appropriate. She said that one of the issues she heard most from students and family members was the amount of time and attention spent on policing students.

Ms. Novick proposed striking everything in the proposed WPS Dress Code Policy beginning with "The District's core values" and replacing it with the following:

	STUDENT DRESS	Policy No. 3224 July 10, 2019 Page 1 of 3
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It is the policy of the Seattle School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values

In relation to student dress, the district's core values are the following:

Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;

Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;

Students and staff are responsible for managing their personal distractions; and

Students should not face unnecessary barriers to school attendance.

Universal Dress Code

Students must wear:

Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
Bottom (pants, shorts, skirt, dress, etc.);
and Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity, science or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics.

Students may not wear clothing, jewelry, or personal items that:

Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;

Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;

Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;

Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or

Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion are not subject to this policy.

This policy permits schools with a uniform policy to continue having a uniform policy provided that it is gender neutral and inclusive of attire worn for a religious reason.

Enforcement

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.

Staff will use reasonable efforts to avoid dress-coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their appearance or attire.

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the noncomplying attire. A student may be instructed to leave their classroom briefly to change clothes. The Principal or their designee should notify a student's parent/guardian of the school's response to violations of the student dress policy.

The Superintendent or their designee is authorized to develop procedures in order to implement this policy if needed.

Adopted: July 2019 Revised:
Cross Reference: Policy Nos. 3200; 3207; 3433
Related Superintendent Procedure:
Previous Policies:
Legal References: RCW 28A.320.140 Schools with
Special Standards – Dress Codes
Management Resources: Oregon National
Organization for Women Model Dress Code

Vice-Chairman Monfredo voiced his concern that this was the first time that the Seattle policy was seen and that the special subcommittee had already submitted their proposed policy with which to go forward. He proposed that the current policy be voted on and the Seattle policy be taken to back to the special subcommittee for discussion.

Chairman Clancey stated that she has also researched other school district's policies and was concerned about the section in the WPS policy that states the school principals have the discretion to render judgment, possibly creating reason for conflict and that it may not be consistent across the district. She agreed with Vice-Chairman Monfredo that others should weigh in on this before making a decision.

Chairman Clancey opened the meeting to the public for comment. Betzabe Vasquez, Antonia Amouna-McCarthy, Helen Kennedy, Molly Roach and Diana spoke to their concerns with the current policy which included, but was not limited to, durags, hoods, victim blaming, racial profiling and religious headwear.

Superintendent Binienda made it clear that principals should be in charge of their buildings. The issue with students wearing hoods is the inability for the principals to recognize who is in the building.

Ms. Novick suggested inviting the members of the subcommittee to the next meeting and also invite students, parents and staff to be part of the discussion.

Chairman Clancey made the following motion:

To approve the proposed Dress Code Policy.

On a roll call of 2-1 (nay Ms. Novick) the motion was approved.

Chairman Clancey made the following motion:

To hold the item and bring the proposed Seattle Dress Code Policy and any other policies back to the Standing Committee on Governance and Employee Issues for discussion.

On a roll call of 3-0, the motion was approved.

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

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

Chairman Clancey read each proposed change to the Student Handbook and amendments were made to the proposed changes and other sections of the Handbook.

- **i** (School Committee) change Laura **Clancy** to Laura **Clancey**
- **v** (COVID-19 PANDEMIC) add "**Under Massachusetts State guidance, all families have the option for on-line learning during the COVID-19 pandemic**" at the end of Remote Learning
- Page 1 (Registration) place the following proposed change into the Parent Information Box at the top of the page **Please note that in the event of extended school closure, online registration is available at <https://worcesterschools.org/enroll/>**
- Pages 45 (Extra-Curricular Activity) and 50 (Reasonable Conduct) delete the words "**negative attitude**"
- Page 54 (School Health Advisory Council) provide the **link for the WPS Nursing and Health website** in the last paragraph
- Page 57 (Riding School Buses) that the word "vape" be added to item 7 to read "**Smoke or vape** "

- Page 77 (Advanced Placement Exams) delete the **last two sentences**
- Page 81 (Parents and Community) amend the language of the CPPAC to read "**Meetings are held every other month.**"
- Page 85 (Parents Volunteers who bring Children) remove paragraph beginning with "**Many parent groups...**"

Ms. Novick suggested that the following proposed amendments be discussed with the Legal Department:

Number 2 on Page 5 (Voluntary Transfer Information) needs to be deleted.

Insert the Code of Conduct section (pages 38-48) before the Legal Policies section (Page 16).

New guidance for Title IX and the reporting of sexual harassment and other Title IX infractions.

It should be noted that if the Legal Department approves the above three issues, then they can be deleted from the Handbook.

Chairman Clancey asked the following questions:

If the words "certified mail" should be removed throughout the entire Handbook and not just on page 20.

If a child is suspended for 10 days, is the Manifestation Determination meeting held within the 10 days or after the suspension is over?

Ms. Novick suggested that there be a place in the Handbook informing students what to do in order to change their name and gender identification. She recommended that the following language be added to Page 36 (Student Records) line 5. Amending Student Records:

In accordance with the Department of Elementary and Secondary Education's ["Assigning State Assigned Student Identifiers to Massachusetts Public School Students,"](#) district and school records are to reflect a student's stated name and pronouns. Nothing more formal than usage is required, consistent with the statutory standard.

Ms. Novick requested that the word "expulsion" be stricken throughout the Handbook. Also, Under Code of Conduct, Ms. Novick believes that Rule 19 (Extracurricular Activity) Page 45 should be moved to the top of the next section (Athletes and Participants in School-Related Activities). Page 48.

Ms. Novick asked if the district is still using Carnegie Units. (Athletes and Participants in School-Related Activities). Page 48.

Ms. Novick stated that the descriptions of SEPAC and ELPAC are not reflective of Massachusetts General Law Chapters 71A and B.

For the SEPAC, she suggests quoting the following (citing MGL Ch. 71B sec.3):

The parent advisory council duties shall include but not be limited to: advising the school committee in matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs.

For the ELPAC, quoting the following (citing MGL Ch. 71A, sec. 6A):

The duties of the council shall include but not be limited to (i) advising the school district, school committee and board of trustees on matters that pertain to English learners; (ii) meeting regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for English learners; and (iii) participating in the review of school improvement plans

Chairman Clancey made the following motion:

To approve the amendments to the 2020-21 Student Handbook.

On a roll call of 3-0, the motion was approved.

Chairman Clancey made the following motion:

To approve the 2020-21 Student Handbook as amended.

On a roll call of 3-0, the motion was approved.

On a roll call of 3-0, the meeting was adjourned.

4. SCHOOL COMMITTEE MEETING

Miss Biancheria amended the Action Sheet by requesting that her name be added as an attendee on the Action Sheet.

On a roll call, the vote to accept the 2020-21 Student Handbook as amended was as follows:

For the motion: Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick, Mayor Petty	7
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Against the motion:	$\frac{0}{7}$
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The motion carried.

GENERAL BUSINESS

5. gb #0-239 - Administration
(July 24, 2020)

Donation/warehouse
space/Chacharone
Properties

To accept a donation of warehouse space for the storage of personal protective equipment (PPE) from Chacharone Properties for use by the district for the 2020-21 school year.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Prior Fiscal Year
 Payment/Language
 Testing
 International

- 6. gb #0-240 - Administration
 (July 24, 2020)

To consider approval a prior fiscal year payment in the amount of \$29.00, made payable to Language Testing International.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

Grant/MA
 Libraries CARES
 Act

- 7. gb #0-241 - Administration
 (July 24, 2020)

To accept the MA Libraries CARES Act Grant in the amount of \$3,500.00.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
 Mr. Foley, Ms. McCullough,
 Mr. Monfredo, Ms. Novick,
 Mayor Petty 7

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

The motion carried.

8. gb #0-242 - Administration (July 28, 2020) Five Year Lease Agreement/creation of a Dual Language School

To authorize the Administration to enter into an agreement for the lease of space for five-years for the creation of a Dual Language School.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

9. gb #0-243 - Administration (July 28, 2020) School Calendar/2020-21

To consider approval of the updated 2020-21 School Calendar.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

10. gb #0-244 - Administration (July 28, 2020) Prior Fiscal Year Payment/Jostens

To consider approval of a prior fiscal year payment in the amount of \$874.00 for double honor cords, made payable to Jostens.

On a roll call, the vote to approve the item was as follows:

For the motion: Miss Biancheria, Mrs. Clancey,
Mr. Foley, Ms. McCullough,
Mr. Monfredo, Ms. Novick,
Mayor Petty 7

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

The motion carried.

ADJOURNMENT

On a roll call of 7-0 the meeting was adjourned at
6:56 p.m.

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