

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, February 13, 2020
Agenda #7

The School Committee Special meeting at Burncoat High School convened at 6:00 p.m.

There were present at the Call to Order:

Mrs. Clancey, Mr. Monfredo, Ms. McCullough and Mayor Petty

There were absent: Miss Biancheria, Mr. Foley and Ms. Novick

Mr. Foley arrived at 6:30 p.m.

Ms. McCullough left at 6:45 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil, J. Alba, J. Binkoski, F. Boisvert, M. Brady, J. Camarra, S. Collins, S. Colón, C. Congdon, A. Dancy, J. Davis-Carey, T. Dufresne, F. Dukaj, B. Dunn, T. Dwyer, W. Foley, M. Gantias, I. González-Webster, J. Horton, A. Keane, B. Keane, A. Kewley, E. Kneeland, C. Kuriacose, K. Lee, E. Leidel, Z. Link, J. Loftus, M. Martin, C. McSherry, C. Melendez, M. Meade-Montague, Marie Morse, Matt Morse, E. Moynihan, K. Napoleone, M. Nneji, R. Nneji, J. O'Leary, C. O'Rourke, M. Portuondo, A. Rich, C. Rich, R. Rodriguez Fay, M. Scanlon, M. Scarpato, H. Scuderi, M. Scully, K. Seale, N. Smith, M. Sullivan Fogarty, D. Vega, C. Vo, J. Wessel, L. Zalauskus

Interpreters in attendance were O. Anash, S. Arnous, B. Cesar, M. Ghimirey, G. Gollosi, P. Nguyen and A. Setral.

Mayor Petty discussed the agenda for the meeting and introduced Superintendent Binienda.

GENERAL BUSINESS

gb #0-62.1 - Administration
(February 6, 2020)

Student Opportunity
Act's Funding

To conduct a forum at Burncoat High School to gather input from the community relative to the Student Opportunity Act's funding.

PowerPoints

Superintendent Binienda provided PowerPoints detailing the FY21 Preliminary Budget Estimates and how these monies might be allocated over the next seven years and outlined the nine bucket items for the Student Opportunity Act's funding.

Community Table Discussions

Parents and employees of the Worcester Public Schools along with members of the community attended the meeting. Twenty parents, twenty-six employees and six members of the community were present. Community table discussions were conducted for 45 minutes and members were asked to review the nine Bucket List items and provide input as to which items were of the greatest importance to them as a group. Each facilitator then provided an update on the priorities of their group and where they felt the allotment of the monies from the Student Opportunity Act should go.

The Facilitators Summary Reports are as follows:

Jennifer Davis Carey (Facilitator)

This group felt the greatest needs were **Buckets 2, 3 and 9** (Expanding early education and pre-kindergarten programming), (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness).

Comments included:

- hiring additional school personnel
- providing more flexibility to have teachers have more common planning time and
- expanded learning time to give students the opportunity to develop a field of expertise that they are particularly interested in

The group also expressed the need for more social and emotional support services.

Stephanie Colón (Facilitator)

This group felt that **Bucket 4** (Hiring school personnel to improve student performance) was most important. Comments included special education especially Wilson learning for dyslexia, tutors for reading and math to meet the needs of the students and having School Adjustment Counselors five days a week.

Isabel González-Webster (Facilitator)

This group felt that **Buckets 1 and 3** (Expanded learning time) and (Social-emotional and physical health services) were the areas with the greatest need. Comments from this group included integrating the disciplinary and restorative justice practices paired with working with the community and wraparound coordinators in all the schools to support the families. Other comments included more time for arts and athletics and the need to hire diverse school personnel.

Clara O'Rourke (Facilitator)

This group felt strongly that **Bucket 3** (Social-emotional and physical health services) would be the greatest use of the monies. Comments included increasing mindfulness training and more School Adjustment Counselors, diversity in the workforce and more multi-lingual staff to focus on English Language Learners.

Eric Kneeland (Facilitator)

This group agreed that **Buckets 3, 6 and 8** (Social-emotional and physical health services), (Curriculum materials/equipment aligned to state standards) and (Diversifying the educator and administrator workforce) were the three areas of greatest need. The need for better trauma informed teacher practices and culturally responsive basic needs of teachers and students were the comments made by this group.

Delia Vega (Facilitator)

Buckets 3, 4 and 7 (Social-emotional and physical health services), (Hiring school personnel to improve student performance) and (Expanding early education and pre-kindergarten programming) topped the list for this group. Comments included the need to hire properly trained teachers.

Ronald Nneji (Facilitator)

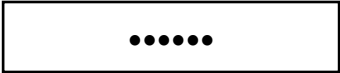
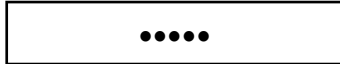
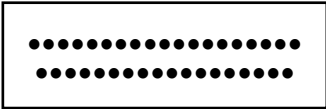
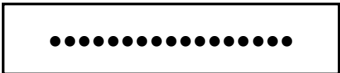

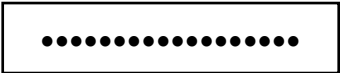
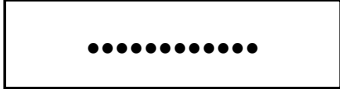

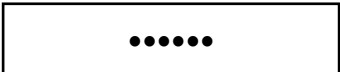

This group felt **Buckets 3 and 6** (Social-emotional and physical health services) and (Curriculum materials/equipment aligned to state standards) were the most important. Upgrades to classrooms and more space were comments made by the group. They also suggested using afterschool programs for support services.

Manny Nneji (Facilitator)

Buckets 3 and 8 (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce) were priorities for this group. Comments included hiring personnel that look like the students including more female, African-American and Asian teachers.

The Facilitators Summary Report

Facilitators Summary Report Totals

Bucket 1	Expanded learning time (day or year: e.g., acceleration academies)	
Bucket 2	Common planning time for teachers	
Bucket 3	Social-emotional and physical health services	
Bucket 4	Hiring school personnel to improve student performance	
Bucket 5	Increased or improved PD (e.g., principal training / pipelines)	
Bucket 6	Curriculum materials/equipment aligned to state standards	
Bucket 7	Expanding early education and pre-kindergarten programming	
Bucket 8	Diversifying the educator and administrator workforce	
Bucket 9	Additional pathways to strengthen college and career readiness (e.g., early college)	
Evidence-Based Program Example Identified by DESE: Facilities Improvements to create healthy and safe school environments (J)		

Survey

The following survey was administered under the direction of Jennifer Davis Carey, Executive Director of the Worcester Education Collaborative:

Session Evaluation Survey
Encuesta: evaluación de la session

1. Did today's discussion help you better understand the Student Opportunity Act and its requirements? (La discusión de hoy mejoró mi entendimiento de la legislación (Student Opportunities Act) y sus requisites.)

 No, not at all (no, para nada)
 A little (un poco)
 Somewhat (en cierto modo)
 Yes, a lot (Sí, mucho)

2. Did today's discussion increase your interest in learning what your school district decides to do with the new funding? (La discusión de hoy aumentó mi interés en aprender que mi distrito escolar decide hacer con el financiamiento nuevo.)



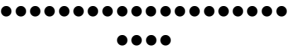







 No, not at all (no, para nada)
 A little (un poco)
 Somewhat (en cierto modo)
 Yes, a lot (Sí, mucho)

3. Did today's discussion increase your interest in providing additional feedback on your school district's plan? (La discusión de hoy aumentó mi interés en proveer más comentarios sobre el plan del distrito escolar.)

 No, not at all (no, para nada)
 A little (un poco)
 Somewhat (en cierto modo)
 Yes, a lot (Sí, mucho)

In the closing remarks, Mayor Petty thanked those in attendance for their input on prioritizing for the next seven years with the SOA funding. He then asked each member to take 3 dots and place them under the bucket on the wall indicating their top three priorities. The results are as follows:

Bucket Results

Bucket 1	Expanded learning time (day or year: e.g., acceleration academies)	
Bucket 2	Common planning time for teachers	
Bucket 3	Social-emotional and physical health services	
Bucket 4	Hiring school personnel to improve student performance	
Bucket 5	Increased or improved PD (e.g., principal training / pipelines)	
Bucket 6	Curriculum materials/equipment aligned to state standards	
Bucket 7	Expanding early education and pre-kindergarten programming	
Bucket 8	Diversifying the educator and administrator workforce	
Bucket 9	Additional pathways to strengthen college and career readiness (e.g., early college)	
Evidence-Based Program Example Identified by DESE: Facilities Improvements to create healthy and safe school environments (J)		

The next meeting will be held on Monday, March 2, 2020 at 6:00 p.m. in the cafeteria at Doherty Memorial High School.

The meeting adjourned at 8:00 p.m.

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