

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Monday, March 2, 2020
Agenda #9

The School Committee Special meeting at Doherty Memorial High School convened at 6:07 p.m.

There were present at the Call to Order:

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

There was absent: Mayor Petty

Vice-Chairman Foley chaired the meeting in the absence of the Mayor.

Mayor Petty arrived at 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil,
B. Allen, J. Allenbach, E. Bokankowitz, J. Boss,
S. Burke, N. Caligiuri, N. Cardamone, T. Carlos,
A. Chacharone, K. Colson, S. Consalvo, J. Cormier,
S. De la Rosa, A. Dennehy, T. Dexter, E. Dobson,
B. Dumphy, S. Ellis, L. Forde, J. Forleo, E. Galante,
L. Gallagher, J. Gravell, L. Hamel, R. Jaber,
S. Kennedy, K. Kenyon, C. Kuriacose, S. Kyriazis,
M. Labuski, M. Legasey, R. Legasey, C. Manning,
T. Martin, P. Matthews, N. Medina, M. Morse,
M. Novick, R. Nugent, P. Pasierb, I. Perez,
M. Poitras, N. Portuondo, M. Power, N. Raheb,
Z. Razzaq, J. Regan, L. Robert, A. Rodriguez,
R. Rodriguez-Fay, C. Rogers, B. Rojas, L. Ross,
M. Sealey, J. Snow, A. Swenson, B. Tambollo,
K. Tambollo, K. Tatum, K. Tupper, D. Vega,
K. Watts, M. White, K. Williamson, K. Wolfe-Bellier,
L. Zalauskas

Interpreters in attendance were O. Anash, P. Nguyen,
A. Seyral and C. Vo

Vice-Chairman Foley discussed the agenda for the meeting and introduced Brian Allen and Superintendent Binienda to do their PowerPoint presentations.

GENERAL BUSINESSStudent Opportunity
Act's Funding

gb #0-62.2 - Administration
(February 26, 2020)

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

Brian Allen provided a PowerPoint detailing the FY21 Preliminary Budget Estimates and how these monies might be allocated over the next seven years. Superintendent Binienda provided a PowerPoint outlining the nine bucket items for the Student Opportunity Act funding.

Community Table Discussions

Parents and employees of the Worcester Public Schools along with members of the community attended the meeting. Twenty-four parents, thirty-four employees and seventeen 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:

Clara O'Rourke (Facilitator)

This group felt the greatest need was **Bucket 3** (Social-emotional and physical health services) followed by **Buckets 7 and 9** (Expanding early education and pre-kindergarten programming) and (Additional pathways to strengthen college and career readiness). Comments included the need for more guidance counselors, examining lunch and recess times, and more transparency when selecting principals.

Kelsie Colson (Facilitator)

This group felt that **Bucket 1** (Expanded learning time) was most important followed by **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve student performance).. Comments included:

- If we are hiring more personnel, the Administration should be focusing on a diverse coalition of teachers within the schools and staff members
- What kind of experimental or hands on things is the system doing with students to make education more lively, engaging and more fun?
- Increase the quality of education by expanding learning time
- The importance of teachers being educated in trauma informed practices and incorporating Social and Emotional Learning in the curriculum and hiring personnel to give students support that they need and expansion of full day kindergarten.

Joanne Gravell (Facilitator)

This group felt that **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve student performance) were the areas with the greatest need. Comments included increasing diversity of staff with every position not just teaching staff, creating a career pipeline within the WPS to encourage young people to go into teaching and extending learning time to incorporate music, arts, soft skills, values, social emotional learning and sports.

Paul Matthews (Facilitator)

This group felt strongly that **Bucket 2** (Common planning time for teachers) would be the greatest use of the monies followed by **Buckets 3 and 7** (Social-emotional and physical health services) and (Expanding early education and pre-kindergarten programming). Ideally, hiring school adjustment counselors full time at each school to meet the existing needs of the students and the quality of classroom instruction are what should be the overall result of this investment and diversity can be achieved. "Every topic at this table is a real issue" was a strong comment from this group.

S. De la Rosa (Facilitator)

This group agreed that **Bucket 2** (Common planning time for teachers) would be the greatest use of the monies followed by **Buckets 3 and 6** (Social-emotional and physical health services) and (Curriculum materials/equipment aligned to state standards). This group would like to see more collaboration between teachers and smaller classroom size. They also felt that the curriculum should be expanded to include content relative to the diversity of students in Worcester. Some students don't feel that they can go into teaching, either because they don't believe they can or the barriers are holding them back.

Delia Vega (Facilitator)

This group felt that **Bucket 1** (Expanded learning time) was most important followed by Buckets 3 and 8 (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce). Comments included the need to hire diverse applicants, more guidance counselors and wraparound coordinators. One comment made from this group was the hope for incorporating yoga and mindfulness into the school day.

Ruth Rodriguez-Fay (Facilitator)

This group felt all the buckets were important but felt that **Buckets 2, 4 and 9** (Common planning time for teachers), (Hiring school personnel to improve student performance) and (Additional pathways to strengthen college and career readiness) were most important. Expanded learning time, decreasing class size and more social and emotional learning were comments reported from this group. The group stressed the need for cultural training by highlighting the uniqueness of cultures in education.

Laurie Ross (Facilitator)

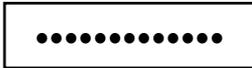
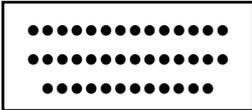
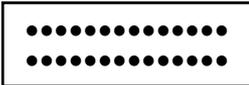
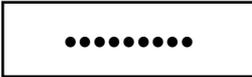
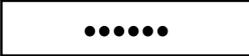
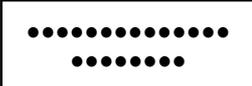
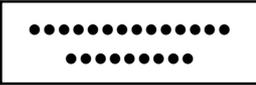
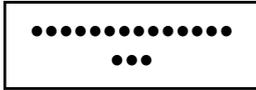
This group felt that **Bucket 3** (Social-emotional and physical health services) was most important followed by **Buckets 7 and 8** (Expanding early education and pre-kindergarten programming) and (Diversifying the educator and administrator workforce) citing the importance of social and emotional learning and trauma informed strategies. Professional development and hiring diverse staff were also mentioned.

Comments included:

- All schools need 100% coverage in Social and Emotional Learning for students and families
- If students of color don't have a positive experience in the schools, we shouldn't expect them to want to become educators
- Increase the quality of education by expanding learning time
- Think about changing the age cut off for kindergarten

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

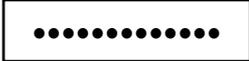
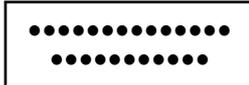
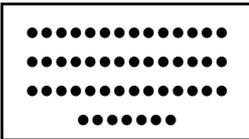
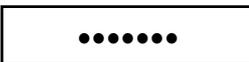
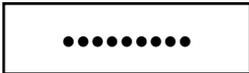
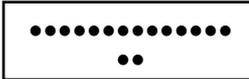
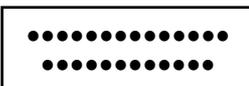
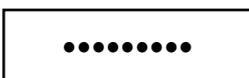
1. Did today's discussion help you better understand the Student Opportunity Act and its requirements? (La discusión de hoy mejoró mi entendimiento de la legislación (Student Opportunities Act) y sus requisites.)
 No, not at all (no, para nada)
 A little (un poco)
 Somewhat (en cierto modo)
 Yes, a lot (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 Wednesday, March 4, 2020 at 6:00 p.m. in the library at North High School.

The meeting adjourned at 8:25p.m.

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