

IN SCHOOL COMMITTEE  
 Worcester, Massachusetts  
 Wednesday, March 4, 2020  
 Agenda #10

The School Committee Special meeting at North High School convened at 6:10 p.m.

There were present at the Call to Order:

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

There was absent: Miss Biancheria

Miss Biancheria arrived at 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O'Neil, B. Allen, S. Arnous, M. Blute, A. Brenner, K. Brenner, G. Burnett, K. Cahill, J. Callender, M. Christopher, S. Consalvo, J. Creamer, L. Dalton, Go. Davis, Gw. Davis, S. De la Cruz, A. Dennehy, S. Dennehy, C. Dottin, J. Failste, E. Ford, M. Gabrielian, D. Gay, K. Halloran, R. Harden, L. Houlihan, N. Irizarry, D. Jackson, E. Kneeland, C. Knowles, A. Kosteau, C. Kuriacose, D. Lann, J. Launderville, J. Leduc, M. Mahoney, V. Martinoska, M. McCarthy, D. McGovern, N. Medina, C. Melendez, E. Melendez, D. Micher, T. Muchai-Kahura, F. Murphy, S. Nafai, C. Nunez, J. Ortiz, C. Owasu-Mensah, P. Owasu-Mensah, M. Phenix, E. Remian, J. Roach, V. Roman, N. Sullivan, T. Toney, A. Tuekulah, M. Verdier, J. Whalen, T. Whelan, J. Zaleski

Interpreters in attendance were O. Anash, S. Arnous, B. Cesar, G. Golloschi and A. Seyral

Mayor Petty discussed the agenda for the meeting and introduced Brian Allen and Superintendent Binienda to do their PowerPoint presentations.

GENERAL BUSINESS

Student  
 Opportunity Act's  
 Funding

gb #0-62.3 - Administration  
 (February 26, 2020)

To conduct a forum at North 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-seven parents, thirty-five employees and five 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:

Magdalena Ganas (Facilitator)

This group felt the greatest needs were **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). The group expressed the need for additional wraparound services, the development of programs between the district and colleges and better recruitment of teachers.

Maura Mahoney (Facilitator)

This group felt that **Buckets 1, 3 and 9** (Expanded learning time), (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness) were the areas with the greatest need. Comments from this group included the need for longer school days and enrichment components.

Eric Kneeland (Facilitator)

This group felt strongly that **Buckets 3 and 8** (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce) would be the greatest use of the monies. Comments included new teacher retention and the need for more School Adjustment Counselors. A comment was made stating that is not necessary to train every student for college.

Jennifer Davis-Carey (Facilitator)

This group agreed that **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve school performance) were the two areas of greatest need. The need for social and emotional learning and expansion of kindergarten were comments made by this group.

Thomas Toney (Facilitator)

**Buckets 3 and 8** (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce) topped the list for this group. Comments included the need to hire more wraparound coordinators, diverse applicants with a focus on social and emotional learning.

Jamaine Ortiz (Facilitator)

This group felt that **Buckets 3 and 9** (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness) should be combined together and were most important. Comments ranged from teaching financial literacy to minority students to hiring more psychologists in the schools to help with children who have trauma issues.

Nelly Medina (Facilitator)

This group felt the greatest needs were **Buckets 3, 4 and 9** (Social-emotional and physical health services), (Hiring school personnel to improve student performance) and (Additional pathways to strengthen college and career readiness). The group expressed the need for smaller classes for primary grades and the teacher to Instructional Assistant ratio should be 1:1. College readiness training should include instruction on credit and loans and how that will impact their credit and future prospects. This group thought students should learn more about college



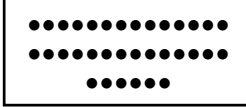
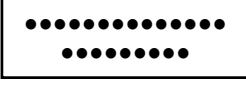


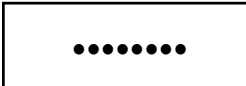
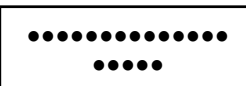


readiness and civics and that every school should have qualified certified substitute teachers.

Clara O'Rourke (Facilitator)

**Buckets 3, 4 and 8** (Social-emotional and physical health services), (Hiring school personnel to improve school performance) and (Diversifying the educator and administrator workforce) were priorities for this group. Comments included hiring personnel that are diverse and representative of the students, cultural sensitivity and awareness. A comment was made regarding ELL students who are not academically able to play sports "They need that socialization and expression to flourish beyond academics." Connecting students with disabilities with their peers, restriction of cell phone use and providing safe spaces were also ideas provided by this group.

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



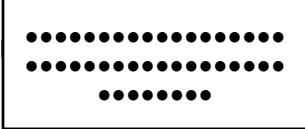
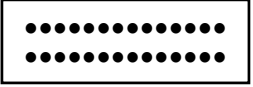
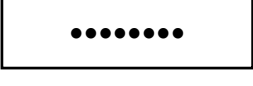


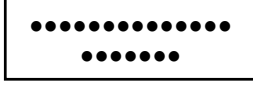

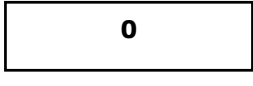
The following survey was administered under the direction of Jennifer Davis Carey, Executive Director of the Worcester Education Collaborative:

### **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 requisitos.)
  - 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)		

This concludes the series of public forums held to elicit public comment on the disbursement of funds from the Student Opportunity’s Act.

The meeting adjourned at 8:20 p.m.

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