

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

**SPECIAL SCHOOL COMMITTEE MEETING**

AGENDA #6

on: Monday, February 10, 2020  
at: 6:00 p.m. - Claremont Academy  
in: Cafeteria

ORDER OF BUSINESS

ACTION

- I. CALL TO ORDER  
INVOCATION  
PLEDGE OF ALLEGIANCE  
NATIONAL ANTHEM
- II. ROLL CALL

**Convened at 6:00 p.m.**

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

**There were absent: Miss Biancheria and Ms. McCullough**

**Miss Biancheria arrived at 6:30 p.m.**

- III. APPROVAL OF RECORDS - NONE  
IV. MOTION FOR RECONSIDERATION - NONE  
V. IMMEDIATE ACTION - NONE  
VI. REPORT OF THE SUPERINTENDENT -NONE  
VII. COMMUNICATIONS AND PETITIONS -NONE  
VIII. REPORTS OF THE STANDING COMMITTEES -NONE  
IX. PERSONNEL -NONE
- X. GENERAL BUSINESS

gb #0-62 - Administration  
(February 6, 2020)

**See notes**

To conduct a forum at Claremont Academy to gather input from the community relative to the Student Opportunity Act's funding.

- XI. ADJOURNMENT

**7:35 p.m.**

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

N O T E S

The School Committee Special meeting at Claremont Academy convened at 6:00 p.m.

There were present at the Call to Order:

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

There were absent: Miss Biancheria and Ms. McCullough

Miss Biancheria arrived at 6:30 p.m.

Others in attendance:

Superintendent Binienda, Dr. Friel, Dr. O’Neil, B. Allen, J. Amo-Boateng, M. Assefa, B. Battle, C. Bethea, J. Bousquet, M. Bunker, F. Calderon, J. Davis Carey, D. Comparetto, S. Conley, S. Cramer, T. Del Prete, J. Doradea, D. Harding, K. Kambosos, E. Kneeland, S. Kyriazis, D. Lanni, M. Mahoney, S. Mancia, D. Margolis, P. Matthews, C. Melendez, A. Merly, M. Nneji, R. Nneji, R. Nugent, M. O’Neil, A. Plant, H. Ramirez, C. Rosado, L. Ross, J. Sanchez, P. Santillah, K. Seale, J. Shulkin, T. Stewart, D. St. Louis, A. Toekulah, C. Vail, D. Vega

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

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

GENERAL BUSINESS

gb #0-62

PowerPoints

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’s funding.

NOTES (continued)

gb #0-62 (continued)

Community Table Discussions

Parents and employees of the Worcester Public Schools along with members of the community attended the meeting. Ten parents, twenty employees and 16 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:

Martha Assafa and Dante Comparetto (Facilitators)

This group felt the greatest need was **Bucket 7** (Expanding early education and pre-kindergarten programming) followed by **Buckets 3 and 8** (Social-emotional and physical health services) and (Diversifying the educator and administrator workforce). Comments included diversity in the workforce, student and teacher safety and cameras on school buses.

Eric Kneeland (Facilitator)

This group felt that **Bucket 4** (Hiring school personnel to improve student performance) was most important. Comments included the need to hire well-qualified diverse teachers because students need to see people that look like them and more support for the families of students.

Paul Matthews (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 from this group included the importance of bi-lingual teachers and expansion of full day kindergarten.

Alana Merly (Facilitator)

This group felt strongly that **Bucket 8** (Diversifying the educator and administrator workforce) would be the greatest use of the monies. Comments were limited to only mentioning that reducing class size would be optimal.

NOTES (continued)

Ronald Nneji (Facilitator)

This group agreed that **Buckets 3 and 4** (Social-emotional and physical health services) and (Hiring school personnel to improve student performance) were the two areas of greatest need. Needing better recruitment tools (too strict license requirements), hiring more qualified personnel and every school should have wraparound coordinators were the comments made by this group.

Clara O'Rourke (Facilitator)

**Bucket 9** (Additional pathways to strengthen college and career readiness (e.g., early college) was most important on this group's list. Comments regarding Bucket 9 included visits to local universities and orientation of opportunities for parents. A comment was made hoping for better and healthier food.

Laurie Ross (Facilitator)

This group rated all buckets as important except for **Buckets 6 and 9** (Curriculum materials/equipment aligned to state standards and (Additional pathways to strengthen college and career readiness (e.g., early college). Comments ranged from longer school day to more diverse teachers and addressing mold, heating and general upkeep of buildings.

Delia Vega (Facilitator)

**Buckets 3 and 7** (Social-emotional and physical health services) and (Expanding early education and pre-kindergarten programming) topped the list for this group. Comments included higher expectations for students.

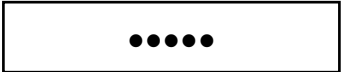
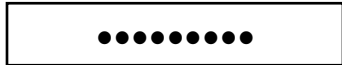
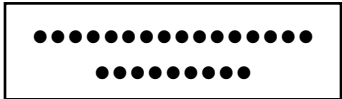
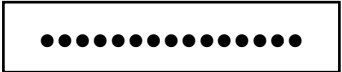


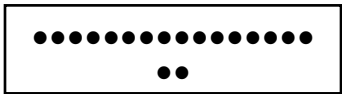
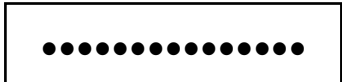
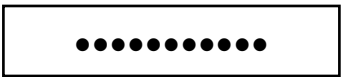
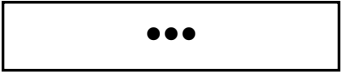
Manny Nneji (Facilitator)

**Buckets 2, 3 and 9** (Common planning time for teachers), (Social-emotional and physical health services) and (Additional pathways to strengthen college and career readiness (e.g., early college) were priorities for this group.

NOTES (continued)

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)		

NOTES (continued)

Survey

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



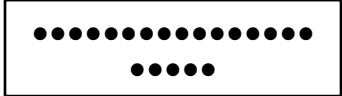
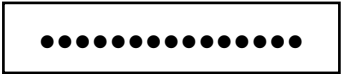

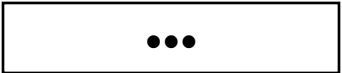
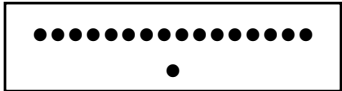
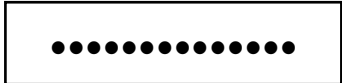
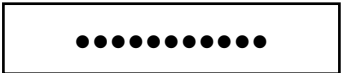

Session Evaluation Survey  
*Encuesta: evaluación de la sesión*

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:

NOTES (continued)

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 Thursday, February 13, 2020 at 6:00 p.m. in the cafeteria at Burncoat High School.