

Committee Members
Molly McCullough, Chair
Susan Mailman, Vice-Chair
Jermoh Kamara

Administrative Representative
Marie Morse, EdD.

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

AGENDA #5

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a virtual and/or in-person meeting:

on: May 10, 2023
at: 5:30 p.m.
in: Room 410, Durkin Administration Building or online at the link [HERE](https://worcesterschools.zoom.us/j/85472166668?pwd=anJDWkE4b0tJZ2ISNzFoR3pBYzcxQT09) or below:
<https://worcesterschools.zoom.us/j/85472166668?pwd=anJDWkE4b0tJZ2ISNzFoR3pBYzcxQT09>

ORDER OF BUSINESS

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. GENERAL BUSINESS**

gb 2-292.2 McCullough
(October 26, 2022)

Request that the Administration explore offering Driver's Ed, utilizing local driving schools, at the high school level.

c&p 2-8.3 Clerk
(April 13, 2022)

To consider a petition from the PTO at Chandler Magnet School to convert the school to a completely bilingual school.

gb 2-201.1 Mailman
(July 11, 2022)

To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

gb 0-125.1 Administration/Mr. Foley
(April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

- IV. ADJOURNMENT**

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

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: May 10, 2023

MAKER: McCullough (October 26, 2022)

ITEM: Request that the Administration explore offering Driver's Ed, utilizing local driving schools, at the high school level.

PRIOR ACTION:

2/14/23 The Administration requested additional time to research the item. On a roll call of 3-0, the motion to hold was approved.

BACKUP:

Annex A contains a response from Administration



Administrator: Dr. Marie Morse
Department: Assistant Superintendent
Date: May 5, 2023
Item: gb 2-292.2 McCullough
(October 26, 2022)
Request that the Administration explore offering Driver's Ed, utilizing local driving schools, at the high school level.

Response:

Drivers' Education Prices:

Central Mass Safety Council	\$959
Wachusett Regional Drivers' Education	\$750
Best Driving School	\$875

Programs are cost only.

Ellen Kelley met with the Director of Girls' Club and they offer Drivers' Ed classes during school vacations at the cost of the drivers' education program. The Girls' Club gave the Worcester Public Schools' 5 free slots for April vacation and 5 free slots for this coming summer program.

Emily Lehman, Director of Innovation Pathway Program, applied for American Rescue Plan Act (ARPA) funds to subsidize drivers' education for students from low income families next school year. We have not received word on whether we have been approved at this time.

We are looking at the possibility of being able to host a class taught at our school(s) by a teacher through AAA. This was done pre-pandemic by a teacher at Worcester Technical High School, but has not resumed.

Night Life with Ruth Seward does rent space to AAA for drivers' education, but it's not subsidized.

STANDING COMMITTEE: **GOVERNANCE AND EMPLOYEE ISSUES**

DATE OF MEETING: May 10, 2023

ITEM Clerk (April 13, 2022)

To consider a petition from the PTO at Chandler Magnet School to convert the school to a completely bilingual school.

PRIOR ACTION:

5-5-22 - Two parents spoke on behalf of 65 families of Chandler Magnet School regarding the proposal of converting the school into a completely bilingual school. They believe that the school needs to have a clear vision and mission statement that supports and is equitable to the diverse community it serves. On a roll call of 6-0-1 (absent Ms. Kamara), the item was referred to the Standing Committee on Governance and Employee Issues.

10-25-22 A few parents and educators spoke in favor of converting Chandler Magnet to a fully bilingual school.

Vice-Chair McCullough made the following motion:
Request that the item be sent to the Standing Committee on Teaching, Learning and Student Supports for further discussion.
On a roll call of 3-0 the motion was approved.

BACKUP:

Annex A (1 page) contains the Administration's Response to the item.

From Here, Anywhere....

Together



WORCESTER
PUBLIC SCHOOLS

Annex A

Administrator: Dr. Marie Morse
Department: Assistant Superintendent
Date: May 5, 2023
Item: c&p 2-8.3 Clerk

(April 13, 2022)

To consider a petition from the PTO at Chandler Magnet School to convert the school to a completely bilingual school.

Response:

As the District is merging La Familia and Chandler Magnet, the Administration believes that this will be accomplished through the integration of these two schools. So, the Administration requests that this item be filed.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: May 10, 2023

ITEM: Mailman (July 11, 2022)

To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

PRIOR ACTION:

7-21-22 - On a roll call of 5-2 (absent Mayor Petty and Ms. McCullough) the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A contains a response from Administration



Administrator: Dr. Marie Morse
Department/Title: Assistant Superintendent
Date: May 5, 2023
Item: gb 2-201.1 Mailman
(July 11, 2022)

To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

Response:

Our Community & Family Engagement Directors reached out to the Seven Hills Foundation to determine availability of childcare for system educators. Unfortunately, the Seven Hills Foundation has an agreement with the State that prohibits them from giving out a blanket list of childcare programs and providers. Even if they were able to, they stated it would be a list of over 300 childcare programs in the city of Worcester alone with a mix of center based programs and family childcare programs.

Seven Hills Foundation did offer to work with the **WPS individual employees** and send them a tailored list of childcare programs that would fit their specific needs (ie. Hours, location, transportation...) This is a free resource for any individual looking for childcare regardless of income.

Additionally, if they would rather speak to an information and referral counselor, they can call any of the Seven Hill Foundation's front desk numbers:

508-796-1829
508-796-1821
978-602-8656
508-796-0296

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: May 10, 2023

ITEM: Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

ORIGINAL ITEM: Mr. Foley (March 27, 2020)

In response to a question from the Student Opportunity Act proposal regarding the success of the Early Literacy initiatives and curriculum, request that the Administration present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

PRIOR ACTION:

4-2-20 - (Considered with gb #0-126)

On a roll call of 7-0, it was moved to refer the item to the Administration.

4-16-20 - Mr. Foley agreed to accept and file the item but believed that the responses provided did not address the SOA which asks to target the achievement gaps for targeted subgroups.

Ms. Novick pointed out that the response did not include a demographic breakdown. She voiced her concern that the Fountas and Pinnell methodology and approach is not well outlined.

Superintendent Binienda stated that allowing every school to have its own literacy practices is not prudent due to the large mobility within the schools.

(continued on Page 2)

BACKUP:

Annex A contains a response from Administration

PRIOR ACTION (continued)

- 4-16-20 - Dr. O'Neil stated that the Administration is working hard to develop a shared understanding of early literacy development.
Ms. McCullough made the following motion:
Request that the Administration provide more information on the Fountas and Pinnell Reading Program along with other different language based programs which could be used throughout all classrooms including LD and ELL students.
On a voice vote, the motion was approved
On a roll call of 6-0-1 (absent Mayor Petty), the item was referred to the Standing Committee on Teaching, Learning and Student Supports.
- 2-8-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Chair McCullough recommended that the item be held and that an annual Report of the Superintendent be provided for data comparison.
On a roll call of 3-0, the item was held.
- 2-17-22 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as stated.



Administrator: Dr. Marie Morse
Department: Assistant Superintendent
Date: May 5, 2023
Item: gb 0-125.1 Administration/Mr. Foley
(April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

Response:

At this time, we ask that this be referred to School & Student Performance for further updates and data.