



OFFICIAL MINUTES OF THE HYBRID BOSTON SCHOOL COMMITTEE MEETING

July 17, 2024

The Boston School Committee held a hybrid meeting on July 17, 2024, at 6 p.m. at the Bruce C. Bolling Municipal Building, 2300 Washington Street, School Committee Chamber, Roxbury, Massachusetts. The meeting was also live-streamed on Boston City TV and Zoom. For more information about any of the items listed below, visit www.bostonpublicschools.org/schoolcommittee, email lpavex@bostonpublicschools.org, or call the Boston School Committee Office at (617) 635-9014.

ATTENDANCE

School Committee Members Present: Chairperson Jeri Robinson; Vice Chairperson Michael D. O'Neill; Chantal Lima Barbosa; Rafaela Polanco Garcia; and Quoc Tran.

School Committee Member Absent: Stephen Alkins and Brandon Cardet-Hernandez

DOCUMENTS PRESENTED

[Agenda](#)

[Meeting Minutes: June 17, 2024](#)

[Summer 2024 Facilities Work](#)

[Grants for Approval Totaling \\$3,470,693.00](#)

[Superintendent Evaluation Process 2024 Timeline](#)

CALL TO ORDER

Chairperson Jeri Robinson called the meeting to order and led the pledge of allegiance. Ms. Robinson said that tonight's meeting was being live-streamed on Boston City TV and Zoom. It will be rebroadcast and the video will be posted at [bostonpublicschools.org/schoolcommittee](https://www.bostonpublicschools.org/schoolcommittee) and on YouTube. She announced that simultaneous interpretation services were available virtually in Spanish, Haitian Creole, Cabo Verdean, Vietnamese, Cantonese, Mandarin, and American Sign Language (ASL). Translated meeting documents were posted at [bostonpublicschools.org/schoolcommittee](https://www.bostonpublicschools.org/schoolcommittee) prior to the start of the meeting.

APPROVAL OF MEETING MINUTES

Approved – The Committee approved by unanimous consent the minutes of the June 17, 2024 meeting.

SUPERINTENDENT'S REPORT

As prepared for delivery:

Thank you, Chair Robinson. I would like to take a moment before we begin and express my deep sadness about the passing of a beloved member of the district's technology team, Andy Horgan. Andy was the backbone of the Office of Instructional and Information Technology - or OIIT - and worked at BPS for 25 years. He began when the internet was first making its way into our schools through dial-up modems and desktops. He continued to guide BPS forward for the next 20 years. I got to know Andy during my early years at BPS. You will not find a more loyal, dedicated, creative and humble professional than Andy. He cared deeply about our students and families, and was committed to supporting them and making sure they had the tools they needed to succeed. During the pandemic, he spent a lot of time in the parking lot of the Campbell Building in Dorchester talking with students, families and caregivers ensuring they had laptops and access to the resources they needed to keep learning remotely. Please join me in sending our thoughts and condolences to Andy's family, especially his wife Audrey, a second grade teacher at the Bates School in Roslindale, as well as his to his friends and Andy's colleagues in BPS Technology. And now, I would like to pause for a moment of silence in memory of Andy. Thank you.

Tonight is also the last School Committee meeting for BPS Technology Director Mark Racine, the person behind the scenes at each School Committee meeting who makes sure that everything works smoothly for us here in this room and for those of you watching online. Managing the technology behind this meeting is just one of many, many aspects of Mark's job as the leader of OIIT for the past 10 years. Mark began his BPS career as a 5th grade teacher at the Ohrenberger School in West Roxbury and later taught 5th grade at the Blackstone School. In 2011, he joined the central office's OIIT's team where he served in several roles eventually becoming director. Technology changes fast, and under Mark's leadership, this district has stayed one step ahead. He has been there to help us implement and adapt with patience and support. Mark always put students first and prioritized their privacy and safety. During the pandemic, he acted quickly to ensure that every student had access to a Chromebook so that they could continue to learn remotely. This was a massive, unprecedented undertaking. We are grateful for his leadership during a very challenging time. Mark is a respected and well-loved colleague and friend. And he will be missed. Please join me in thanking Mark for his hard work and dedication to BPS and wishing him luck on his next adventure.

I will begin my Superintendent's Report with an update on the first week of this year's Summer Programming - what we are calling the Best Summer Ever. Summer programming began on Monday, July 8th, and I am happy to report it is off to a great start! School may not be in session, but the learning continues. And the BPS team is working hard to give our students and families a wide variety of opportunities and activities this summer that are both enriching and fun.

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Earlier this week, I joined Mayor Wu and our partner, Boston After School and Beyond, for an event at Courageous Sailing in Charlestown where fifth grade campers showed us what they have learned about sailing. The students have become so good at sailing that they did most of the work on the boats. The program also brings in representatives from places like Boston Water and Sewer to teach about environmental safety on top of learning how to sail.

Thanks to the commitment of dozens of partners, we are offering more than 130 programs at 88 sites around the city at 55 Boston Public Schools and 32 additional sites - like Courageous Sailing. There are more than 14,000 students engaged in a variety of educational programs as part of our 5th Quarter Program including:

- Summer Learning Academies
- Course and High School Credit Recovery
- Early Childhood Education programming
- The Exam School Initiative,
- And recreational opportunities supported by our BPS partners.

We offer a wide range of options - so there's something fun for everyone including:

- Athletics
- Entrepreneurship
- Literacy development
- Earn and learn
- Experiential learning
- Mental health support
- And career exploration.

For example, more than 100 girls participated in the Office of Student Support's "You Got It Girl" program at Emmanuel College in the Fenway over the past two weeks - now in its second year. Basketball, yoga and Double Dutch are offered daily under the supervision of dedicated coaches. This week, they added social skills groups from Franciscan Children's Hospital and some mindful resilience sessions with Coach Leah, a BPS Teacher at BLS. On Fridays campers are thrilled to participate in a themed day, last week was crazy hair day.

This year, 5,007 students are eligible to participate in Extended School Year programming to ensure Special Education students continue to receive services during the summer months and maintain key skills. Last week, 1,679 students participated in our program and we expect that number to increase this week. In addition, 2,857 families have RSVP'd that they intend to participate in the program this summer. I wanted to share a few photos with you from the McKay ESY site of students who earned a visit to the school store as part of the Schoolwide Rewards Program. Developed by the program's directors, Schoolwide Rewards is designed to help students improve their academic, social, communication, self-regulation, life skills, safety, and vocational learning opportunities during the school day. This is an activity that brings joy to the students while they learn. One student appears to have decided on the sunglasses - a wise choice!

Within the summer programs sponsored by the Office of Multilingual and Multicultural Education - or OMME, which are part of 5th quarter - there are 2,080 multilingual learners registered. Overall, there are 5,163 multilingual learners registered across all programs or 37

percent of the total number of registered students. Thanks to the OMME team's intentional recruitment efforts, the percentage of participating multilingual learners this summer is actually higher than the district wide percentage of multilingual learners at BPS - 31 percent. Additionally, the 37 percent includes only students identified as current English learners. If we also include former English learners, that number goes up to nearly 47 percent. I want to take a moment and acknowledge the work of Chief of Office of Multicultural and Multilingual Education Joelle Gamere and her team for their commitment to inclusivity and their targeted outreach. They are making sure that multilingual students are well-represented and supported in our summer programs.

We also have more than 3,400 students registered to take part in Summer Learning Academies, and about 3,000 for Course Completion and High School Credit Recovery Programs.

This summer, BPS Transportation is providing transportation to nearly 3,000 students for BPS and charter school students participating in Extended School Year, students attending the Exam School Initiative program, and students attending summer programs at out-of-district special education schools. With the start of summer transportation, BPS Transportation began our use of Zum [pronounced Zoom] Transportation, an integrated transportation platform which includes the introduction of GPS navigation tablets on our school buses and the Zum mobile app for BPS parents and guardians. With the Zum app, parents and guardians can view their student's bus assignment, track bus rides in real time, receive automated delay notifications and alerts when the bus is arriving, and get notified when their student gets on and off the school bus.

By the end of the first week of its use, nearly 90 percent of bus drivers working this summer were able to successfully utilize the Zum system while completing their routes. In partnership with Transdev, we are working to ensure all our bus drivers and transportation staff receive the necessary training and support to successfully utilize the platform prior to the start of the 2024-25 school year. With the Zum app, we're committed to improving transparency, reliability, and convenience for students and families who use the BPS school bus.

The Exam School Initiative - or ESI - is a BPS equity initiative within the Office of Opportunity Gaps to diversify the BPS exam school admissions. ESI is designed to increase opportunities for students from traditionally underrepresented communities - Black and Latinx students, students with IEPs, multilingual students, Asian American and Pacific Islander students, and students experiencing low income status. The ESI program is a targeted invitation-only four-week summer course for current 4th, 5th, or 7th grade students designed to build upon their capacity for the academic rigor required when applying to the city's three exam schools. And this year we added STEM and arts experiences to the ESI schedule to enhance student analytical and creative thinking. This year, 351 students are registered to participate in ESI. Initially, 279 students were registered, but we were able to increase that number to offer this opportunity to more students. This is an increase from 197 registrants during summer 2023.

Last week, BPS and the City of Boston celebrated the launch of the Boston Summer Eats Initiative, an effort to close the summer food gap by providing free freshly prepared meals at locations such as community centers and schools. A partnership of BPS, the Mayor's Office of Food Justice, the YMCA of Greater Boston, Boston Centers for Youth and Families and Project Bread - which supports the statewide program in partnership with the Department of Elementary

and Secondary Education, and hundreds of meal providers, in Massachusetts. The free program which provides free meals for all Bostonians 18 and under kicked-off at the Mildred Avenue K-8 School at an event that featured a puppet show, food tastings, and a healthy, nutritious, locally sourced meal. Going forward, BPS will offer free breakfast and lunch to all Boston youth ages 18 and under at more than 100 locations across the city - including our summer program sites - until late August. No identification or pre-registration is required. For a list of sites visit: projectbread.org/summer-eats.

Job applications for Summer Youth Employment are now closed and a lot of programs have started in the past couple weeks. According to data from the City of Boston, about 6,000 youth have already been successfully hired by over 150 programs in the city. Of those, more than 50 percent are BPS students. The city is finalizing onboarding for all the remaining youth selected in the next couple weeks as programs continue to ramp up. Our city partners will share final hired numbers and BPS impact at the end of the summer once all partners have been audited.

And now something close to Chair Robinsons heart—You may begin seeing the iconic BPS yellow t-shirts around town now that the annual Countdown to Kindergarten program is fully underway. BPS will be hosting Kindergarten Days throughout the month of August at Boston Public Library branches across the city. As of the week of July 8th, 6,363 students have been assigned to the district's early learning programs for SY24 - 25 including both returning and new students and early childhood and special education placements:

- 350 students assigned to K0
- 2,405 students assigned to K1
- 3,608 students assigned to K2

Incoming BPS families will receive information by mail about their local Kindergarten Day where Countdown staff will be leading fun activities and will be available to answer questions from families. Families are encouraged to visit our newly revised website at countdowntokindergarten.org for more details on our programming for playgroups, kindergarten transition activities and registration information. All new incoming Kindergartners will receive an invitation for the "Sea of Yellow," Citywide Kindergarten celebration on Friday September 6th, from 4:30-7:30 pm at the Boston Children's Museum. The yellow school readiness bags are available now at every Boston Public Library, which include a t-shirt and fun activities and surprises for the students and their families.

Families also continue to participate in our Family Play Week camps - pictured here at Margarita Muñiz Academy. The "learn to play" camps are designed for children ages birth to five years old and their parents and caregivers. Our comprehensive summer programming keeps our students active and engaged while they are out of school. It gives them an opportunity to strengthen their academic skills while discovering new talents and interests through enrichment activities alongside their peers. Dr. Ana Tavares, Deputy Superintendent of Equity, Community and Family Advancement, is also here tonight to answer any follow-up questions you have. BPS Transportation Director Dan Rosengard is also here to provide support.

Next, I would like to provide you with a fourth quarter update on Transformation Schools - the final report for School Year 2023 - 2024. As you know, as part of requirements in the Systemic Improvement Plan - or SIP - we're providing quarterly Transformation updates to the committee.

The second and fourth quarter updates are part of the Superintendent's Report and the first and third quarter are formal reports that go more in depth. More specifically, the Transformation Office shared an in-depth report at the October 18th, 2023 and April 10th, 2024 School Committee meetings. I also provided a second quarter update on February 28th as part of my Superintendent's Report.

Transformation Schools is the term BPS uses to refer to schools identified by DESE as requiring assistance or intervention. These are schools in the bottom 10 percent of state accountability percentiles. While school year 2023-24 is complete, we do not yet have information on schools that may be exiting or entering this status. That information will be shared this fall once DESE publishes updated Accountability determinations.

As you know, primary support for our Transformation Schools comes from our Transformation Office in partnership with Regional Teams and the School Division in general. Chief of Schools and Accountability Drew Echelson is here to answer questions that may come up. This quarterly report provides an opportunity to share updates in our three priority improvement areas. In the area of instruction and student academic performance, we can observe some progress and also significant urgency for accelerated growth.

Data from more than 1,000 classroom observations shows high usage of the district curriculum, as well as progress toward holding students to high expectations for their work. End-of-Year data from the MAP assessment shows improved growth this year in 7 out of 9 grade levels in reading and 2 out of 9 grade levels in math. Our improvement strategy in the coming year includes intensified instructional coaching and expanded collaboration with partner organizations focused on curriculum implementation. We look forward to analyzing MCAS results and updated Accountability profiles in the late summer to better understand achievement patterns and to help refine our improvement strategy.

In the area of school climate and culture, we can see that survey results for staff and students are quite similar in our Transformation and Non-Transformation Schools. We are always trying to improve, but these results show more positive feelings from students, educators and families about their school communities.

In the area of attendance, we see both reductions in absenteeism and great urgency for further improvement. Transformation Schools showed the same four percentage point reduction in K-8 chronic absenteeism as Non-Transformation Schools, and showed a greater reduction in chronic absenteeism at the high school level than Non-Transformation Schools. However, overall rates of absenteeism remain higher in our Transformation Schools, particularly at the high school level. We continue to try a range of strategies to address attendance, including extensive outreach this summer. Further addressing the attendance issue is a critical part of our improvement strategy.

One further area to mention is hiring. The BPS Office of Human Capital and the Division of Schools continue a close partnership around Transformation hiring. We posted positions early and have focused on a range of supports for schools. As of early July, we have submitted hiring recommendations on 90 percent of our Transformation teaching vacancies - higher than last year and a higher percentage than Non-Transformation Schools. Overall, we see progress on several indicators, but continue to feel the urgency to further accelerate student academic performance.

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We look forward to the upcoming year and to updating the School Committee on our progress.

You received a memo yesterday updating you on our facilities improvements and our ongoing work to prepare our school buildings for the return of students in the fall.

The memo includes updates on:

- Ongoing projects
- Massachusetts School Building Authority's Accelerated Repair Program projects
- Pools
- The status of 11 major projects
- And on the Ruth Batson Academy (formerly BCLA/McCormack), Melvin H. King South End Academies and the Blackstone Elementary School.

Deputy Superintendent of Operations Sam DePina and Interim Chief of Operations Brian Forde are also here tonight to answer your questions. The memo will be posted on the School Committee's website: [bostonpublicschools.org/school committee](https://bostonpublicschools.org/school-committee).

The Office of Health and Wellness are holding pop up events on Wednesdays in July at Walker Playground, 550 Norfolk Street in Mattapan from 4:30 to 5:30 pm. Families can participate in games and activities while learning about health and resources. Snacks, water and give-aways are also provided.

School may not be in session, but the BPS team is working hard to give our students and families a wide variety of opportunities and activities this summer that are both enriching and fun.

Eighteen students from Boston International Newcomers Academy - BINcA - all recent immigrants to the United States - spent two weeks sailing from Boston to Maine with the nonprofit World Ocean School. Students learned to read nautical charts, tie knots and steer the ship and developed team building skills all while living aboard the schooner Denis Sullivan. Several of the students kept a "Ship's Log" of their experiences, which is translated into four languages at worldoceanschool.org. One student wrote: "My favorite part of the day was driving the boat at the helm and I saw some dolphins that were in the water close to the boat." The student also added "... I woke up to do anchor watch at 4 [four] in the morning. That was hard." I bet it was! What an incredible, immersive learning opportunity for these students!

I wanted to share some good news from Boston Day and Evening Academy. Through a program called BDEA 2.0 the five students pictured here participated in internships related to the construction trades as part of their high school experience. The BDEA 2.0 program, initiated with a grant from the Barr Foundation, is designed to promote better outcomes for Black and Latinx students. Twenty-nine students participated in partnerships with different organizations including Tremco Construction Products Group.

This group:

- Raymondo Antoine
- Chris Lewis Coppin
- John Herrera
- Jonathan Montiero

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- And Mhesaih Thompson - went one step further and joined the inaugural cohort of students in the Rising Stars Achieve Green program which supported them to follow the International Union of Painters and Allied Trades (IUPAT) Apprenticeship Pathway.

Having met certain requirements, these students are now eligible to complete the final steps toward becoming apprentice glaziers - and a step closer to careers in the Green construction trades. Congratulations and best of luck!

In late June, about 50 students from several of our high schools participated in a Peer Mediation Training at Emmanuel College where they discussed issues related to school discipline and ways to deescalate emotional or difficult situations in the classroom so that all students can be involved with caring for others.

The members of the English High School baseball team - our 2024 Division 5 State Champions - were celebrated for their success and hard work last month during visits to the Mayor's Office and the Boston City Council. Following a rally, members of the team threw out the first pitch at the Red Sox game on Friday, June 28th. Again, congratulations to the entire team! And that is my Superintendent's Report. Back to you, Chair Robinson.

Ms. Polanco Garcia extended her best wishes to Mark Racine for his new endeavors. Ms. Polanco Garcia welcomed the increase in student enrollment for summer programs and thanked teachers, staff, and paraprofessionals for their dedication to caring for the children during this time.

Ms. Polanco Garcia asked about the Summer 2024 Facilities Work, specifically about plans for Blackstone School and referencing parent concerns. Deputy Superintendent of Operations DePina and Interim Chief of Operations Brian Forde clarified that due to the building being occupied, there are no major repairs currently underway. They outlined ongoing minor maintenance work. Dr. DePina added that they are working with the City to allocate funds to assess the broader renovations needed at the Blackstone.

Mr. Tran asked about the software that aids in bus operations, particularly in reducing lateness. Executive Director of Transportation Daniel Rosengard explained the new software's benefits: replacing paper directions with GPS for easier navigation, tracking ridership with student taps, and shifting from reactive to proactive operations by monitoring real-time bus locations to address delays promptly. He said they are still exploring how this data can enhance operations and procedures.

Ms. Polanco Garcia asked how many of the 3,000 students are BPS students. Mr. Rosengard indicated that approximately 2,500 students are from BPS, 250 are from Exam School Initiative (ESI), and the remaining attend Charter schools. He also mentioned that about 20% of transportation services during the year are for Charter school students.

Mr. O'Neill thanked the Superintendent for the report and offered condolences to the IT department for the loss of Mr. Horgan. He commended Mr. Racine's leadership in technology, highlighting his efforts during the pandemic to provide Chromebooks to students, his national

influence in education technology and cybersecurity, and expressed appreciation for his contributions to the district.

Mr. O'Neill noted the increase in ESI enrollment and underscored the importance of expanding open enrollment and targeted initiatives. He was pleased to hear about the 3,000 students in credit recovery and asked about its potential impact on graduation, highlighting the tradition of a dedicated year-end ceremony for these students. The Superintendent noted a slight uptick in dropout rates and a dip in graduation rates post-pandemic. She highlighted a positive trend with a three-point increase in extended engagement, showing effective student retention efforts. BPS emphasized the importance of summer credit recovery programs tailored to student needs, using flexible approaches like online learning and small group tutoring. The Superintendent is optimistic that these efforts will help high school students balance academics and summer employment, through ongoing collaboration with City partners to enhance program flexibility.

Mr. O'Neill asked about transformation schools, highlighting progress in reading and math based on recent MAP data. He sought to understand the difference in progress between reading and math, and how it relates to equitable literacy initiatives. The Superintendent highlighted progress in literacy through calibrated instruction and improved access. She anticipates similar improvements in math due to recent curriculum adjustments and upcoming initiatives like tutoring and acceleration academies. However, closing the math achievement gap may take longer given its initial disparity. Chief of Schools and Accountability Dr. Echelson noted initial math improvements, post-pandemic and optimistic signs in literacy from MAP data, indicating potential future gains in MCAS outcomes.

Mr. O'Neill inquired about the progress in transformation schools, seeking clarification on whether the reported improvements in grades are consistent across all schools or if adjustments are necessary in light of discussions on equitable literacy and curriculum choices. Dr. Echelson discussed ongoing efforts to implement high-quality math materials, aiming for full adoption soon. He underscored the district's support for schools' curriculum choices, provided they meet equity and educational standards.

Mr. O'Neill inquired about the Summer 2024 facilities projects. He pointed out concerns regarding insufficient air conditioning, citing the limitations of current solutions such as window units in classrooms. Mr. O'Neill stressed the importance of implementing comprehensive cooling solutions across all school buildings. Mr. Forde emphasized the need for comprehensive solutions during initial building projects to avoid future issues. He noted ongoing replacements of air handlers and chillers in aging buildings, necessitating immediate cooling solutions. Newer buildings may exclude features like cooling due to engineering decisions. He added that they should include these features in future projects.

Mr. O'Neill asked for updates on the Ruth Batson Academy, specifically about lockers and improved lighting for dim hallways, which are missing from the current list. Mr. Forde confirmed that lockers are in progress and delivery details will be finalized. The current focus at Ruth Batson Academy is preparing for the Dever students. While not initially listed, improved lighting is being addressed by the electrical team.

Ms. Robinson thanked Mr. Racine for his tireless work and noted he will be greatly missed. Ms. Robinson asked if any students who applied for summer jobs did not receive one. She

specifically wondered about migrant and transformation school students. The Superintendent confirmed that students who applied for jobs got them, with numbers expected to rise as final placements are made. She praised the mayor's commitment, the flexibility of on-site registration, and the collaborative outreach efforts, which led to higher participation. Dr. Tavares said she was especially proud of their outreach to migrant families. She highlighted the family liaisons who provided crucial information and support, ensuring students were enrolled in summer programs. Regarding transportation, she said that this year, the focus was on providing transportation for students with IEPs and helping families understand program locations.

Ms. Robinson asked about the math and reading improvements. She wondered if schools consider grade transitions when choosing curricula to ensure effective student progress and meet long-term needs. The Superintendent said that the Teaching & Learning team's focus on a high-quality curriculum has led to better grade-to-grade continuity and internal discussions in schools. This approach is helping to address educational needs more effectively across all grade levels. Ms. Miller emphasized the importance of aligning High-Quality Instructional Materials (HQIM) with standards at appropriate grade levels. She also said that educators need to stay on pace with the curriculum to avoid gaps in learning and professional development helps ensure teachers understand and implement this alignment effectively.

Mr. Tran expressed concerns about how HQIM is defined and the reasons some schools prefer their curriculums over HQIM. Ms. Miller explained that HQIMs are assessed through the Massachusetts Department of Elementary and Secondary Education (DESE) EdReports site for standards alignment, cultural responsiveness, and bias. The team also uses a racial equity planning tool and engages with community members, including a new advisory group from the Mayor's Youth Council, to ensure diverse perspectives. The district addresses teacher concerns and adjusts materials through vendor collaboration, boosting the adoption and effectiveness of HQIM.

Mr. Tran asked Ms. Miller how to ensure teachers will consistently use the adopted curriculum rather than reverting to their own. Ms. Miller said they rely on school leaders and regional liaisons to monitor curriculum use and address any issues. They have discussions with educators to understand and resolve discrepancies and help integrate preferred materials with the adopted curriculum.

GENERAL PUBLIC COMMENT

John Mudd, Cambridge resident, and community advocate, testified regarding Multilingual Education.

Deirdre Manning, Dorchester resident, and BPS parent, testified regarding the exam school policy inequity.

Edith Bazile, Hyde Park resident, and Black Advocates for Educational Excellence, testified regarding literacy gaps in Black students.

Mike Heichman, Dorchester resident, and Boston Education Justice Alliance (BEJA), testified regarding various issues in BPS.

ACTION ITEMS

Approved - The Committee approved by unanimous consent grants for approval totaling \$3,470,693.00.

REPORT

Superintendent's Evaluation Process School Year 2023-24 - Ms. Robinson outlined the superintendent's evaluation process, detailing that the School Committee will review performance based on goals and standards set by DESE. Dr. Stephen Alkins and Vice Chair Michael O'Neill will lead the evaluation, with a written self-evaluation from the superintendent and individual committee evaluations to be compiled into a summative report. She added that this report will be discussed in a special meeting on August 19 and voted on August 28.

Ms. Lima Barbosa sought clarification on the dates and inquired about public participation in the evaluation process. Rebecca Grainger, Senior Advisor for Youth and Schools, explained that the self-evaluation and individual evaluation forms will be distributed on July 24th and are due back by August 1. This will allow members a week to complete their evaluations before they are compiled into a summative report. Mr. O'Neill explained that evaluating the superintendent is a central duty of the School Committee, which involves setting policies, hiring the superintendent, approving budgets, and assessing performance based on these policies. He noted that the evaluation process incorporates feedback from parents, school leaders, and community members throughout the year, which informs the final assessment. Mr. O'Neill also highlighted that the superintendent's evaluation includes setting new goals for the next year based on current performance.

Ms. Lima Barbosa inquired about the involvement of the BSAC student representative in the evaluation process, and Ms. Robinson confirmed their participation.

Mr. Tran noted that evaluations should be objective, noting that past evaluations have included subjective comments despite being public documents.

Ms. Robinson noted the committee looks forward to the August 19th discussion and reminded members of upcoming opportunities for direct talks with the Superintendent.

PUBLIC COMMENT (CONTINUED)

Edith Bazile, Hyde Park resident, Black Advocates for Educational Excellence, testified regarding the issues at the McKinley schools and the Green New Deal.

NEW BUSINESS

Mr. Tran requested outcome data for the 2024 Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) and MCAS tests for multilingual learners before making recommendations on the inclusion program.

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Ms. Lima Barbosa supported Mr. Tran's request and asked for an update on the Cape Verdean Creole dual language program and its potential impacts. She commended the Office of Multilingual and Multicultural Education (OMME) for its community engagement efforts and stressed the importance of addressing community needs. The superintendent agreed to include detailed ACCESS and MCAS results, particularly for English learners and promised an update on dual language and bilingual programs from the Chief of Multilingual and Multicultural Education.

Mr. Tran asked about the status of the English Learners (EL) Task Force. Ms. Robinson highlighted the need to establish a structure for including voices from the EL and Opportunity Achievement Gaps Task Forces in fall discussions on goals and outcomes. Mr. Tran and Ms. Lima Barbosa expressed interest in taking part in the discussion. Ms. Polanco Garcia emphasized the need to start the year by reviewing ACCESS exam results and progress to inform future planning. The superintendent noted that ACCESS and MCAS results will be reviewed together and announced a new program for multilingual learners in East Boston.

Ms. Robinson emphasized the need to understand both family needs and the effectiveness of programs for multilingual learners, ensuring that initiatives truly benefit students. The superintendent noted that input from the St. Stephens community has informed the inclusive education work and agreed that sharing student performance data is crucial for parents to evaluate what's effective.

Mr. Robinson reminded the members and public that the Special School Committee meeting will be held virtually on Monday, August 19th at 5 p.m.

ADJOURN

Approved - At approximately 8.04 p.m. the Committee unanimously approved a motion to adjourn the meeting by unanimous consent

Attest:



Lena Parvex
Executive Secretary