



**OFFICIAL MINUTES OF THE VIRTUAL
BOSTON SCHOOL COMMITTEE MEETING**

August 30, 2023

The Boston School Committee held a virtual meeting on August 30, 2023 at 5 p.m. on Zoom. For more information about any of the items listed below, visit www.bostonpublicschools.org/schoolcommittee, email feedback@bostonpublicschools.org or call the Boston School Committee Office at (617) 635-9014.

ATTENDANCE

School Committee Members Present: Chair Jeri Robinson; Vice Chair Michael D. O'Neill; Stephen Alkins; Brandon Cardet-Hernandez; Chantal Lima Barbosa; Quoc Tran; and Student Representative Diego Mehta.

School Committee Member Absent: Rafaela Polanco Garcia

DOCUMENTS PRESENTED

Agenda

Meeting Minutes: [June 21, 2023](#); and [July 26, 2023](#)

[Attorney Natasha Tidwell Report](#)

[Tidwell PowerPoint](#)

[Office of Human Capital Implementation of Tidwell Recommendations](#)

[Memo: Superintendent's Back-to-School Preparation Update, School Year 2023-2024](#)

[Back-to-School PowerPoint, SY 2023-24](#)

[Grants for Approval Totaling \\$5,842,243](#)

[Memo: Madison Park Technical Vocational High School \(MPTVHS\) Proposed Admissions Policy Revisions](#)

[MPTVHS Equity Impact Statement Revised Policy Proposal](#)

**Boston School Committee Virtual Meeting
Zoom**

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MPTVHS Draft Admissions Policy

MPTVHS Revised Policy Proposal PowerPoint

Summative Superintendent's Evaluation, SY 2022-2023

Superintendent's Evaluation PowerPoint, August 30, 2023

Superintendent's Performance Evaluation, SY 2022-2023 - Chair Jeri Robinson

Superintendent's Performance Evaluation, SY 2022-2023 - Vice Chair Michael O'Neill

Superintendent's Performance Evaluation, SY 2022-2023 - Dr. Stephen Alkins

Superintendent's Performance Evaluation, SY 2022-2023 - Brandon Cardet-Hernandez

Superintendent's Performance Evaluation, SY 2022-2023 - Diego Mehta

Superintendent's Performance Evaluation, SY 2022-2023 - Rafaela Polanco Garcia

Superintendent's Performance Evaluation SY 2022-2023 - Quoc Tran

Memo: Superintendent's School Year 2022-23 Self-Evaluation

Superintendent Skipper's SY 2022-2023 Self Evaluation

PowerPoint: Superintendent Skipper's SY 2022-2023 Self Evaluation

CALL TO ORDER

Chairperson Jeri Robinson called the meeting to order and led the pledge of allegiance. Ms. Sullivan called the roll. Ms. Polanco Garcia was absent. Dr. Alkins was absent at roll call but joined the executive session. Mr. Mehta was absent at roll call but joined the regular meeting at 6 p.m. All other members were present.

Ms. Robinson announced that the Committee would adjourn to executive session to discuss strategy with respect to the Tidwell Report as it relates to pending or threatened litigation. To have this discussion in an open meeting could have a detrimental effect on the Committee's litigating position. She said that the Committee would return to public session at 6 p.m.

Approved - At approximately 5:05 p.m. the Committee voted unanimously, by roll call, to adjourn to executive session.

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RETURN TO PUBLIC SESSION AND WELCOME

At approximately 6:12 p.m. the Committee returned to public session. Ms. Robinson announced that the Committee had just returned from executive session to discuss strategy with respect to the Tidwell Report as it relates to pending or threatened litigation. To have this discussion in an open meeting could have a detrimental effect on the Committee's litigating position. She said that tonight's meeting was being streamed live on Zoom. It will be rebroadcast on Boston City TV. It will also be posted at [bostonpublicschools.org/schoolcommittee](https://www.bostonpublicschools.org/schoolcommittee) and on YouTube. She announced that simultaneous interpretation services were available in Spanish, Haitian Creole, Cabo Verdean, Vietnamese, Cantonese, Mandarin and American Sign Language (ASL) and provided instructions on how to access simultaneous interpretation by changing the Zoom channel. Translated meeting documents were posted at www.bostonpublicschools.org/schoolcommittee prior to the start of the meeting.

Ms. Robinson welcomed new School Committee Member Chantal Lima Barbosa who will complete the term formerly held by Lorena Lopera ending in 2024. Ms. Lima Barbosa was born in Boston and raised in Cabo Verde. In 2010, she returned to Boston, attending the Jeremiah E. Burke High School where she graduated as valedictorian in 2012. She went on to graduate with a Bachelor of Science in Political Science in 2016 and a Masters of Higher Education and Administration in 2018 from the University of Massachusetts Amherst. Ms. Lima Barbosa formerly served as the liaison to the Dorchester and the Cabo Verdean communities in the City's Office of Neighborhood Services. She was a critical resource for residents learning to navigate City services throughout the COVID-19 pandemic. She also served as the liaison to the City Council in the Office of Intergovernmental Relations. She currently serves as director of recruitment for Duet, a higher education coaching non-profit. Ms. Lima Barbosa was sworn in by Mayor Michelle Wu on August 25.

APPROVAL OF MEETING MINUTES

Approved – On roll call, the Committee unanimously approved the minutes of the June 21, 2023 and July 26, 2023 School Committee meetings.

REPORT

Attorney Natasha Tidwell Report - Review of Paid Administrative Leave Determinations & Disciplinary Outcomes: BPS Central Office Managers/School Leaders - Attorney Natasha Tidwell of the law firm Mintz reviewed the timeline of the review she conducted on behalf of Boston Public Schools (BPS):

- August 17, 2022 – BPS employee notifies Acting Supt. Echelson & Incoming Supt. Skipper of concerns related to sudden increase in number of BPS senior administrators of color investigated and placed on paid administrative leave.
- External investigator identified

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- Fall of 2022 – data compilation
- Spring of 2023 – interviews with internal and external stakeholders
- Summer of 2023 – finalization and report of findings

Scope of Mintz Review

- Summary of Internal Complaint:
 - During the previous 10 months (2021-2022 SY), BPS investigated and placed a significant number of senior administrators of color (mainly Black men and women) on paid administrative leave.
 - Request for retention of external investigators to identify potential patterns of implicit bias or racial discrimination.
- Period of Review
 - Expanded to include SY 2019-2020; 2020-2021; and 2021-2022
- Positions under Review
 - School Leaders (e.g., principals and school co-leaders)
 - Central Office Managerial Employees

Overview of BPS Investigation & Disciplinary Process

- Complaints are generally referred to the Office of Equity (“Equity”) or the Office of Labor Relations (“OLR”)
 - Equity: handles allegations of bias-based and discriminatory conduct along with sexual harassment or similar misconduct
 - OLR: handles all other allegations
- If a preliminary investigation suggests that the conduct alleged would constitute a violation of BPS policy, the District will proceed with an investigation.
 - PAL determination is made.
 - Investigatory Meeting notice is issued.
- PAL determination criteria:
 - (1) safety concerns
 - (2) pattern of behavior or jeopardy to the integrity of the investigation
 - (3) egregiousness of the conduct

Depending on the nature of the allegations, the District may elect to conduct the investigation internally or retain an external investigator.

- If allegations are substantiated, the District will determine what, if any, discipline is necessary.
 - Discipline may range from oral warning up to termination.

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- Where the severity of the misconduct warrants a suspension or termination, a formal hearing is required.
- Where the severity of the misconduct warrants termination, the District may negotiate a separation agreement with the employee or offer an opportunity to resign in lieu of termination.

Summary of Findings:

- Averaged across the three-year review period, 246 BPS employees were identified as Central Office Managers or School Leaders (the target population). Of these, according to available data, slightly more than half (53.6%) identified as people of color.
- BPS investigated 37 members of the target population during the review period.
 - 15 were placed on PAL pending the investigation’s outcome (7 white and 8 non-white);
 - 22 were investigated but NOT placed on PAL (11 white and 11 non-white)
- 35 investigations were completed at the time of this review.
 - 8 investigations resulted in a finding of “Unsubstantiated.”

PAL
o One of these investigations involved an employee who was placed on pending the outcome.

- Disciplinary outcomes in the remaining 27 ranged from remedial training to termination.
- Based on the relatively small number of employees investigated (37 total) and the variety of misconduct alleged, Mintz was unable to draw a reliable conclusion as to whether, and to what extent, race factored into the PAL determinations or disciplinary outcomes.

Key Observations

- BPS employs informal, varied, and unwritten criteria for Paid Administrative Leave determinations.
- OLR placed more employees of color on PAL than the Office of Equity but also handled more matters during the review period (27 – 10).
- All 5 OLR investigations of alleged procurement policy violations or other financial improprieties involved POC.
- While outcomes varied across BPS, the Office of Equity was more likely to impose remedial training as a disciplinary measure.

Recommendations

- Establish, implement, and publish criteria for PAL determinations.
- Incorporate into employee notification of PAL determination the factor(s) relied upon in determining that PAL was appropriate.
- Establish mechanism for consistent tracking of BPS misconduct complaint investigation processes (including IMs and PAL determinations).
- Establish protocol for periodic audits of BPS investigation and disciplinary processes to identify and respond to trends and potentially problematic patterns.

Attorney Tidwell noted that the report includes data on the percentage of the target population who identify as people of color in each of the school years under review. In addition, her team

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will supplement with a breakdown of investigations by school year for each of the school years that they reviewed.

Chief of Human Capital Francesse Canty and Labor Relations Director Jeremiah Hasson presented the district's response to the report's recommendations.

Report Recommendation: Establish, implement and publish criteria for paid administrative leave determinations

BPS Action Plan

- Revising Superintendent's Circular regarding Employee Discipline to clearly define Administrative Leave.
- The Office of Labor Relations (OLR) will notify BPS unions of the changes and fulfill any bargaining obligations once the revisions are completed.
- The Office of Human Capital (OHC) will distribute the revised circular to all staff.

Report Recommendation: Establish mechanism for consistent tracking of BPS misconduct complaint investigation process BPS Action Plan

- Office of Human Capital (OHC) and Office of Labor Relations (OLR) is reviewing the current tracking system to make technical improvements for analyzing and retrieving data.
- OHC will send regular updates to school leaders and department heads to ensure all employee investigations are reported and tracked.

Report Recommendation: Establish protocol for periodic audits of BPS disciplinary processes to identify and respond to trends and potentially problematic patterns.

Office of Human Capital Implementation:

- The Office of Human Capital (OHC) and Office of Labor Relations (OLR) will review the relevant reported data twice a year to identify trends and any areas of concern.

Ms. Robinson said that the Committee held an executive session earlier in the evening to discuss the Tidwell Report as it relates to threatened or pending or litigation. To have this discussion in public could have a detrimental effect on the Committee's litigation position. For that reason, the Committee will not be asking questions at this time. Members had the opportunity to ask questions and discuss the report in the executive session. The complete unredacted report is available on the [Committee's webpage](#).

SUPERINTENDENT'S REPORT

As prepared for delivery.

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Thank you, Chairperson Robinson, and good evening. I want to begin by thanking Attorney Tidwell for her presentation tonight and for her work over the past year. While I understand that this investigation took longer than we had initially anticipated, it was critical that Attorney Tidwell had a comprehensive and accurate data set to conduct her analysis. Collecting the correct data took longer than expected because it is not always stored in the same place. This is something the District has already begun to improve so going forward all investigatory and disciplinary data can be easily culled for review.

It was also important that we had an outside attorney review our data to ensure that the investigation itself was free from bias. As I stated when the investigation was started, if there were any findings of bias, we would take immediate remedial action. Attorney Tidwell was not able to conclude that a disproportionate number of managerial employees of color were investigated or placed on administrative leave, and was not able to conclude that there was evidence of bias within the disciplinary process. Attorney Tidwell did, however, identify areas within our personnel processes that warrant additional scrutiny, including the ratios of diverse and non-diverse employees who were dismissed for performance and investigated for violations of our financial and procurement policies during this time frame. Attorney Tidwell also identified areas for the District to increase transparency, ensure consistency and begin self-auditing for bias which included recommendations to 1) develop a written clear criteria for paid administrative leave; 2) improve its personnel action data tracking; and 3) conduct periodic self-audits for bias.

As Superintendent, I take these recommendations seriously and my deputies and I are working closely with the Office of Human Capital and the Office of Labor Relations to swiftly implement Attorney Tidwell's recommendations.

In addition to implementing Attorney Tidwell's recommendations, the District has also heard similar concerns brought by a group of former BPS leaders of color regarding the use of investigatory meetings. In response to those concerns, the District will

- 1) Improve tracking systems for investigatory meetings;
- 2) Provide all employees who are subject to disciplinary action with a link to the BPS Disciplinary Circular so that they can familiarize themselves with the disciplinary process;
- 3) Notify any managerial employee who is placed on administrative leave of their right to consult an employment lawyer prior to their investigatory meeting;
- 4) Ensure that the investigator does not also serve as the hearing officer for disciplinary hearings.

In addition to these measures, as a District, we must continue to recruit and retain a diverse workforce that reflects our young people's racial, cultural, and linguistic diversity. We must be vigilant and intentional about monitoring the data on educator retention, recruitment, staff discipline, and performance evaluation dismissals of our employees of color. I am committed to ensuring that we have a district that represents the students we serve by guaranteeing interviews for any qualified diverse teacher candidate who applies to an open position; and guaranteeing at least three interviews to any provisional teacher of color who receives a non-renewal letter but who received a proficient performance evaluation rating and meets the minimum qualifications

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for the position; and investing in new licensure pathways. Finally, I want to acknowledge that employee discipline, including termination, is always a measure of last resort and taken only after careful consideration of our equity principles.

As a public institution, we must hold our employees to the highest standards to establish and maintain the public's trust. If an employee is alleged to have violated those standards, public accountability requires an investigation and in some instances, administrative leave during the pendency of the investigation. While neither administrative leave nor the investigations are punitive, we know there is an impact that the investigatory process has on employees. To ensure that administrative leave determinations are consistent and made only when necessary, we are updating our disciplinary policy to outline the criteria for these determinations. As I said previously, we will ensure that all employees who are placed on administrative leave and/or investigated are provided with the disciplinary circular and notification of their right to a representative or attorney during the process. While our preference is to counsel our employees rather than impose discipline where possible, there are certain situations where the seriousness of the adverse finding, like harm to children, financial misappropriation, significant conflicts of interest or actions that are criminal in nature, requires the District to take disciplinary action up to and including termination. Finally, any employee who believes that they have been the subject to discrimination as a result of the disciplinary process or for any other reason, has the right to file a complaint with the BPS Office of Equity, the Equal Employment Opportunity Commission, and the Massachusetts Commission Against Discrimination.

I am personally committed to creating a working environment where staff are trained properly, uphold high professional standards, are held accountable for their actions and are able to work and grow in a work environment that is free from bias and retaliation. I also want to make note that the School Committee has requested an additional breakdown of the 2021-2022 school year (10 months through the date of the letter) since the initial complaint requested that time period specifically. Thank you again to Attorney Tidwell for all her work. I will now transition to the rest of my Superintendent's report.

As you may have seen in the media, there have been many incidents involving young people and violence in our community. As a district, we understand that our young people need to be seen, heard and supported. In response to the things we are seeing, we are making investments as a district that will help us to respond and support what we are seeing with our young people. We know that there are consequences for actions but we also know that having caring, trusting adults that are working inside our schools can also make a difference. That's why we are fully staffed with school safety specialists and have our community connection coordinators that will help to build authentic relationships with our young people to help them with resources both inside and outside of school. We have restorative justice specialists who will help to build a culture and climate that is accepting and loving. When something happens that causes harm or has consequences, these are the folks that help to bring closure and help our young people and the school community reach resolution. That's what restorative practice is all about.

I can't underscore enough the power of building strong relationships with our students and how important it is for our students to know they can go to a trusted adult who will help them. It will take all of us working in concert to help our young people. We are building these systems and structures so we can wrap our arms around our students and our families. As we start the school

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year, I ask all of our caring adults in our community to help us ensure that our students come to school. We need to see our young people in school every day and are committed to working with our families and students to remove the barriers to them coming to school regularly. I want to provide an update on some much anticipated work that we will be rolling out this fall.

For the past two years, the BPS Operations Division has been working on the Facilities Condition Assessment (FCA) to help with our overall mission of repairing, revitalizing and reimagining our school buildings and spaces. The FCA provides an in depth review of every physical asset in all of our buildings to address critical infrastructure needs. The FCA provides a “snapshot” report that tells us the condition of our buildings right now, but the exciting part of this work is the public dashboard that will update regularly as repairs and renovations happen.

Now that the data collection is complete, we are working on the public dashboard and expect to share it publicly later in September. We will update the committee and the public over the next few weeks when the dashboard is ready to share. In addition to the work on the FCA, the Capital Planning and facilities teams is continuing work on the School Design Study, which will produce 3 deliverables:

First, educational specifications, which are the baseline elements that school communities need. Second, design standards, which are the more technical elements of what kinds of materials, furniture, building systems, and sustainability measures we’ll use in new or renovated schools. Third, a decision-making rubric. This will guide where we invest in facilities to support making the BPS high-quality student experience a District-wide reality. Our goal is to develop a rubric that is transparent, data-driven, and focused on creating better opportunities for our students.

At our next School Committee meeting on September 13, we will share a draft overview of how we are building the rubric, based on the community feedback we heard in the winter and spring. In September and October, we will host a series of community meetings to further refine the rubric. The first of these will be an Open House at the Bolling Building on September 16, from 10 a.m. to 2 p.m. Following those community meetings, we will ask this body to vote on the decision-making rubric. Having a clear policy adopted by our governing body will be a huge step toward predictability, consistency, and accelerating our much-needed facilities projects. We have an enormous amount of work ahead to shift our District’s physical footprint to support a high-quality student experience for every single young person in Boston. And we are grateful that we have the commitment from our City partners to financially support this transformational work. This decision-making rubric will help us make smarter, clearer decisions, and it will help us move faster – with the urgency our students deserve. Much more to come on all this exciting work in the months ahead.

I also wanted to share a quick update on the proposal to build a new STEM campus for the O’Bryant at the West Roxbury Education Complex. Over the summer, we launched the O’Bryant & Boston Tech Alumni Steering Committee to help guide planning around expanded programming, partnerships, and community engagement. This group will serve as a means of accountability – to make sure this project truly takes advantage of the opportunity to finally deliver on the long-delayed promise to give the O’Bryant its own campus and connect our students with every opportunity Boston has to offer.

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In July and August, we led several tours of the West Roxbury Education Complex for O’Bryant alumni and staff, and heard thoughtful feedback and ideas for envisioning the potential of the renovated space. At our next School Committee meeting, we’ll share our initial transportation plan, designed to ensure students from all neighborhoods can continue to be full participants in the O’Bryant community. We’ve also shared online responses to some Frequently Asked Questions, and an analysis of alternative sites and their limitations. Those are available at boston.gov/gnd-bps. We’re looking forward to an open house at the WREC later this fall to continue the conversation with O’Bryant students, families, staff, alumni, and other partners.

Before we dive into our back to school readiness, I want to just lift up a few bright spots from this summer. We had a wonderful 5th quarter where we served 9,573 students. This is more than what we did last year when we served 7,089 students. Our students were able to use Boston as a classroom. Whether it was focusing on STEM activities or getting their hands dirty with planting gardens, learning about animals or making films, our Fifth Quarter did a wonderful job engaging our students and connecting them to our City.

The BPS August Leadership Institute (ALI) was held at Madison Park Technical Vocational High School earlier this month. I love ALI, it’s when all our school leaders gather to plan for the upcoming year. It’s an opportunity to align our work and learn from each other. We had many wonderful speakers including: Mayor Michelle Wu, Chairperson Jeri Robinson, BTU President Jessica Tang and Secretary of Education Dr. Patrick Tutweiler. Our school leaders are excited and ready to start another school year.

Lastly, it was a joy to be at Countdown to Kindergarten at the Boston Children’s Museum last night. This is always such a fun event as we see some of our youngest learners excited for school and parents beaming with pride. We danced, explored, passed out backpacks and goodies and shared important information with families about all the ways BPS can support them and their students. Thank you to Boston Children’s Hospital, the Boston Children’s Museum, Cradles to Crayons and the Mayor’s Office of Early Childhood for putting together such a wonderful event.

Next I would like to give you a brief update on our back to school readiness. We shared a memo with the School Committee that covers these topics in more detail, but I wanted to lift up a few key points in my report. On Monday night, we hosted our Back-to School community meeting on zoom– thank you to Chair Robinson, Vice Chair O’Neill and new committee member Lima Barbosa for joining us. We had over 800 families join us to learn more about what to expect as we start this school year. I am extremely proud of all the work the team has done this past school year to put BPS in a position of strength for the upcoming school year and beyond.

Beginning with staffing, our hiring has been strong this year with 97 percent of our teachers hired or on track to be hired. We have 134 educator positions still vacant but the team is working every day to screen and fill these. Our safety services specialists are 100% hired as we start the school year. Last year we only had half of these positions filled to start and 522 food service workers have been hired, up from the 443 we had hired at this time last year. As for transportation, we have 675 bus monitors hired with 57 more in the process, which is almost 200 more than we did last year. We are fully staffed for our bus drivers with 743 active bus drivers ready to report, very different from the 665 drivers we had at the start of school last year. There

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are still a small handful of positions to fill, but we are in a very different position to start this year than last year. A big thank you to the human capital team who have been working long days and even weekends to process all of our new hires.

Our transportation team is also ready to support families with over a team of over 25 multilingual transportation customer service representatives for any family that needs help with transportation. Families and students can also track their bus with the “where is my school bus app.” This year we have also expanded the number of kitchens we have fully operational to 86 schools - all ready to serve hot meals made from scratch with an additional 20 more school kitchens coming on board by November and we will be offering Halal and Kosher meals this new school year. This summer, our buildings have been cleaned and given some updates that will make a big difference, like new paint and shiny buffed floors, some masonry and playgrounds and some even received full bathroom renovations. Last year, we started the school year with 20 schools receiving 916 AC units. This year, we have 78 schools with more than 3,800 units.

Even though we have come a long way over the past few years, we are still working closely with the Boston Public Health Commission who has advised us on our COVID protocols for this year. The protocols are the same as this summer, but different from last school year. We will not be giving tests out biweekly or do symptomatic tests in schools, but we have tests at the ready should we need them. All schools do have both child size and adult size masks for anyone who needs them. Last year, we vaccinated over 5,000 members of the BPS community for flu and COVID, and we are working with our health partners to offer additional clinics this year. To protect everyone from COVID and many other illnesses and viruses, we ask that people stay home if they're sick and practice good hand hygiene. In addition to all the operational work required to get schools ready, our academics team has been working hard to align our work across schools, with a particular focus on: Strong instruction, creating welcoming & supportive environments, engaging students to strengthen their attendance and expanding inclusive education opportunities for our Multilingual Learners and Students with Disabilities across the district.

We also welcome several new team members who will lead our inclusive education work:

Leading the Office of Specialized Services

- Chief of Specialized Services Kay Seale
- Deputy Chief of Services and Support Olga Garriga
- Deputy Chief of Specialized Programming Lauren Viviani

I want to thank Lauren for serving as our interim Assistant Superintendent for Special Education for the last year.

Leading the Office of Multilingual and Multicultural Education

- Deputy Chief of Instructional Support Carolina Armstrong
- Deputy Chief of Operations and Accountability Brittany Baggett

In addition to the new staff leading the inclusive education work, I also want to welcome Francesse Canty who is our new Chief of Human Capital and Magaly Sanchez, our new Chief Family Advancement Officer. Having this team in place as we start the new year gives us the

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much needed capacity to implement the work ahead. I am thrilled to have them on the team!

Finally, if families still have questions before the start of school, here are all the places they can go for more information or support. I couldn't be more excited to start this school year. There are always adjustments to make in the first few weeks as it takes time to get used to new routines, but have the staff and systems to manage them. I know it's going to be a great year!

Lastly, I want to welcome Chantal Lima Barbosa, who was sworn in last week. I look forward to working with you. I am deeply proud to have another BPS alum on the School Committee from the beloved Burke High School, who are all cheering you on. That concludes my report.

The Superintendent confirmed for Ms. Robinson that all of the district's critical leadership positions are now filled, adding that she is proud of the quality of her team. Ms. Robinson asked about the impact of 5th Quarter Learning. The Superintendent said that will present a full report on 5th Quarter Learning in the near future when more data is available. She spoke enthusiastically about the diverse opportunities available to students and the partnerships that have been built. She said more programming is needed for 12-14 year-olds. Ms. Robinson congratulated Mr. Mehta on his musical performance with Boston Music Project at the BPS August Leadership Institute.

Mr. Cardet-Hernandez requested an update on inclusion planning. Senior Deputy Superintendent of Academics Linda Chen said that this year, every school will have an inclusion planning team. The following year, every school with grades K0, K1, K2, 7th and 9th grades will offer inclusive education. Mr. Cardet-Hernandez asked about enrollment. The Superintendent said that slightly more than 50,000 students are enrolled for SY23-24, cautioning that the number could change after some students do not report in the first days of school. She noted that there has been an increase in the number of multilingual learners and students with disabilities. Mr. Cardet-Hernandez asked about the timeline for the district's master facility plan. The Superintendent said that the plan is expected to be released by the end of this calendar year. He also asked about the Facilities Conditions Assessment (FCA). Deputy Chief of Operations Teresa Neff-Webster said that the FCA consists of two reports and a public dashboard that will be released in the fall. She described the FCA as a tool that the facilities team will use to create an infrastructure plan and that will support the Capital Planning team with the creation of a long-term facilities plan. Mr. Cardet-Hernandez asked when families will be notified if their child does not have a certified teacher and what their options will be. The Superintendent said that her team is pulling together that information and said she will provide the Committee with the information and a plan.

Dr. Alkins requested data on new teacher hires with respect to English as a Second Language (ESL) certification. The Superintendent agreed to have her team follow up with the information.

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Dr. Alkins asked about the outcomes of the BPS August Leadership Institute and feelings for the new school year. The Superintendent said that this year, ALI included teacher leadership teams as well as school leaders who took a deep dive into reviewing data, adding that there was lots of engagement and positivity. Dr. Alkins asked for an update on safety specialists and staff trained on trauma-informed and restorative justice practices. Chief of Safety Neva Coakley said that more than 100 people have applied for safety specialist positions up from 78. She said that 19 community connections positions have been filled, led by a new deputy. All of the safety positions are trained on de-escalation training and trauma-informed practices. Mr. O'Neill asked about transportation preparations. Director of Transportation Dan Rosengard said that both driver and monitor bids successfully took place last week. Drivers are doing practice runs and will strive for on-time performance. He acknowledged that there may be some route changes as student assignments are added or changed. Mr. O'Neill asked about transportation service for athletics and field trips, as well as the preparations for the potential impact of scheduled MBTA Red Line closures. Mr. Rosengard said that his team is meeting with MBTA and city officials to mitigate the impact of Red Line closures. BPS Transportation is working closely with the athletics department to schedule events and maximize capacity. Mr. O'Neill requested an update on the preparation of fresh meals. The Superintendent said Food and Nutrition Services Director Analise Tanner is expanding the district's offerings of made from scratch meals and phasing out packaged food. BPS Food and Nutrition Services is working with non-native English speakers to apply for and secure jobs. The Superintendent offered to present a full report on Food and Nutrition Services at a future meeting.

Approved - On roll call, the Committee unanimously approved the Superintendent's Report.

GENERAL PUBLIC COMMENT

Kim Emery, West Roxbury resident and Boston Latin Academy parent, testified regarding students with disabilities and authentic partnerships with families.

Edith Bazile, Hyde Park resident and caregiver, testified regarding the Tidwell Report and racial equity.

Ruby Reyes, Dorchester resident and Boston Education Justice Alliance (BEJA) director, testified regarding the Superintendent's performance evaluation.

Michael Heichman, Dorchester resident and BEJA member, testified regarding racial equity.

John Mudd, Cambridge resident and advocate, testified regarding the Superintendent's performance evaluation and the district's inclusion plan.

Lisa Guisbond, Brookline resident and Citizens for Public Schools Executive Director, testified regarding the Tidwell Report.

Sharon Hinton, Hyde Park resident and advocate, testified regarding a variety of educational issues.

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Deirdre Manning, Dorchester resident and former Henderson parent, testified regarding the BPS exam schools admissions policy.

Khymani James, Dorchester resident and BPS alumnus, testified regarding Boston Latin Academy's attendance policies and procedures.

ACTION ITEMS

Approved - On roll call, the Committee unanimously approved the payment of membership dues to the Council of Great City Schools for School Year 2023-24 in the amount of \$46,746.

Dr. Alkins noted that the grants package contained all new grants and said that he looks forward to receiving the grant outcomes report. He requested a future grants presentation focused on progress and challenges. He asked how the increasing family participation goal for the Emergency Planning Grant will be measured. The Superintendent said that future presentations will be structured in a way that integrates grants data into the appropriate area.

Director of Grants and External Funds Yvonne Macrea said that the grant outcomes report will be released by the end of this calendar year.

Approved - On roll call, the Committee unanimously approved grants for approval totaling \$5,842,243.

REPORTS

Revised Madison Park Technical Vocational High School Admissions Policy Proposal - Dr. Lindsa McIntyre, Deputy Chief of Schools and Accountability, and Robin Lee, Region 9 School Superintendent, presented a set of revisions to the original admissions policy that was first presented to the Committee on May 24. In response to feedback from the Committee regarding the potential for unintended barriers, the admissions team simplified the admissions process by replacing the requirement for an artifact and two letters of support with a single "Statement of Interest" (SOI) thereby eliminating a need for reference letters and offering more robust support for students who apply. The revised proposal still meets the goals of meeting current state regulations requiring all Career Vocational Technical Education (CVTE) schools to have an admissions policy and ensuring all students are making an informed decision and want to pursue CVTE.

Ms. Lima Barbosa commended the team for offering applicants various methods to communicate their statement of interest (e.g. written; video; slideshow; or interview). She spoke about her personal experience as a former BPS high school student and expressed support for the proposal's potential to help students and families make more informed decisions. She asked about the community engagement process for the proposed admissions changes. The Superintendent said that BPS will conduct outreach to middle school students about vocational education and offer campus tours as it plans to expand the school to grades 7-12. Ms. Lima

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Barbosa asked about outreach to immigrant families. The Superintendent said that BPS Welcome Centers provide families with information about school options. CVTE Director Perino Watson said that his team travels throughout the district to share information about CVTE options and offer tours of vocational programs.

Mr. Cardet-Hernandez asked if students will still be administratively placed at Madison Park. The Superintendent said that she and her team are examining administrative assignments districtwide and considering alternatives that can be implemented in accordance with district policy. Mr. Cardet-Hernandez asked if the district is doing an analysis of enrollment implications for Madison Park in relation to its proposed expansion. The Superintendent said that enrollment projections will be tied to the programs that are offered at the schools. Mr. Cardet-Hernandez encouraged the team to think through potential budget implications and unintended consequences. The Superintendent said that updating the school's enrollment policy will be the first step, followed by the design phase.

Mr. O'Neill thanked the district for substantially revising the policy proposal based on feedback from the School Committee.

Ms. Robinson encouraged BPS to provide students with opportunities to visit Madison Park and learn more about the district's vocational technical] opportunities.

The Committee is scheduled to vote on the Madison Park Technical Vocational High School Admissions Policy Proposal on September 13.

Superintendent's Summative SY22-23 Performance Evaluation - Ms. Robinson provided background information on the Superintendent's evaluation, which is among the primary responsibilities of the School Committee. Superintendent Skipper presented her self-evaluation to the Committee at a special meeting on July 26. Committee members then completed their individual evaluations which Dr. Alkins and Mr. O'Neill compiled one summative evaluation. Ms. Robinson noted that Superintendent Skipper has been with the district for 11 months and was very honest with us from the beginning about all the work the district would require to get back on track and that this work wouldn't happen overnight and can't be done by one person alone. She encouraged Committee members, members of the superintendent's leadership team, members of the public and community activists to do their own self-reflection, as all play a role in the success or failure of the district. She thanked the Superintendent for her hard work and dedication to serving Boston's students and families.

Dr. Alkins presented a summary and results of the Superintendent's School Year 2022-23 evaluation process.

The Steps of Evaluation

- Agreed upon goals
- Self-evaluation by the superintendent
- Individual member evaluations
- Summative assessment
- School Committee vote on summative assessment and final performance rating

**Boston School Committee Virtual Meeting
Zoom**

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SY22-23 Evaluation Timeline:

July 26	Superintendent Skipper presents self-evaluation
July 27- August 18	Members complete individual evaluations
August 19 - 24	Dr. Alkins and Mr. O'Neill synthesize themes into one summative evaluation
August 30	Committee presents summative evaluation
September 13	Committee votes on summative evaluation and final performance rating

DESE Standards for Superintendent Evaluation:

- STANDARD I: Instructional Leadership
- STANDARD II: Management and Operations
- STANDARD III: Family and Community Engagement
- STANDARD IV: Professional Culture

The Committee adapted DESE's four-category superintendent evaluation rubric into a more nuanced, five-category rubric that subdivides the "proficiency" rating into "developing" and "effective."

The Superintendent laid out the following goals for SY 2022-23:

- Prioritizing and Accelerating Academic Performance
- Strengthening Access to Social-emotional Learning
- Streamlining Operations and Ensuring Student Safety
- Developing Authentic Family and Community Engagement Practices
- Improving Internal and External Communication with Families & Staff
- Increasing Accountability for both the Central Office and our Schools

Dr. Alkins shared the following results and themes of the composite evaluation:

STANDARD I: Instructional Leadership

Composite Rating: Proficient (Average Score: 3.71/5)

Feedback Themes:

- Strong instructional alignment; built a strong team
- Investments in equitable literacy, multilingual learners/multilingual learners w/disabilities (MLL/MLLwD) and attendance are encouraging
- Focus on inclusion rollout and MLL/MLLwD strategic plans with SPECIFICITY, and staff diversity is critical
- Use of equitable literacy and racial equity tools must be used more efficiently and data revealing historic, inequitable practices must be shared

STANDARD II: Management and Operations

Composite Rating: Proficient (Average Score: 3.71/5)

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Feedback Themes:

- New organizational leadership model and regional model provide more support and accountability
- Improvements with staffing, safety, and labor agreements
- Facilities Condition Assessment will be an opportunity to showcase a new commitment to process improvement
- Focus on cross-collaboration and progress monitoring

STANDARD III: Family and Community Engagement

Composite Rating: Proficient (Average Score: 3.57/5)

Feedback Themes

- Praise for BPS Helpline and Strengthening School Site Councils
- Missed opportunities for authentic engagement (around communication, timelines, school mergers, decision-making, power and authority)
 - Strong support for commitment to move BPS from a place of family and community involvement to authentic engagement
- Ensure equity as a throughline; deepen customer-service approach & continuously measure impact/satisfaction

STANDARD IV: Professional Culture

Composite Rating: Proficient (Average Score: 3.71/5)

Feedback Themes:

- Strong commitment to cultural proficiency, high standards, and continuous learning (engaged with support via professional development)
- Praise for stabilizing principal core
- Continue to build relationships and measure impact
- Assessment of all changes, their efficacy, and accountability, must be brought to the forefront

Final Overall Rating: Proficient

Employee Development Plan

- Areas of Strength
 - Taking the steps to understand in depth the challenges faced by the district through external reports and working in multiple areas to effect change
 - Developing a regional network and building systems for improvement in a variety of areas, including curriculum and instruction (with more detail), labor relations, transportation infrastructure, etc.
 - Creating a culture of high expectations, clearly articulating values, and striving for continuous improvement while being culturally responsive and inclusive.

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- Areas for Continued Growth
 - Move from a place of family and community involvement to authentic family and community engagement
 - Continue to develop buy-in on a shared mission and commitment to high standards from all staff with a shared focus on improving student outcomes and closing gaps, using data assessment to measure impact, and fostering a customer service mentality (e.g., explicitly naming systemic biases contributing to challenges, finding novel ways of assessment for most vulnerable)
 - Develop a coherent master plan that is fair, equitable, and understandable, particularly by impacted communities

The School Committee is scheduled to vote on the Superintendent's final SY 2022-23 performance rating on September 13. This fall, the Committee and Superintendent will co-construct the Superintendent's goals for SY 2023-24.

Mr. O'Neill noted that Mr. Mehta participated in the evaluation process but Ms. Lima Barbosa did not, as she had not yet been appointed to the Committee at the time of the evaluation. He thanked the Superintendent for her work, her thoughtful self-evaluation and her accessibility. He noted that members' individual evaluations and the summative evaluation are available on the [Committee's webpage](#)

The Committee discussed whether the themes that emerged related to the Superintendent's goals for the coming school year are the right goals. Mr. Cardet-Hernandez encouraged the Committee to make data-driven decisions that are closely aligned with policy decisions and goal setting. He suggested adding more specific language about student outcomes and clear metrics for measuring progress. He said that the goal related to the facilities master plan should ensure the plan aligns with existing and future enrollment and increases high quality options across the district. Dr. Alkins agreed that there will need to be more specificity in the goal language. Mr. O'Neill said that goals for SY23-24 school year will be SMART goals. He suggested that the Committee discuss the goals in greater detail at the Committee's upcoming retreat in October. Dr. Alkins suggested that the Committee consider data beyond MAP assessments scores. Ms. Robinson said that as Committee Chair, she speaks with the Superintendent daily and has a unique perspective of the Superintendent's work. The Superintendent thanked the Committee for the feedback, adding that she and her team are committed to continuous improvement.

Mr. O'Neill noted that the Superintendent's employment contract states that if the superintendent is rated as efficient or exemplary this year, then she is eligible for a 2.5% salary increase. It also states that after January 1, 2024 the chair and the superintendent shall enter into good faith negotiations about salary and potential salary increases for years three and four of her employment and obtain a market-rate survey of superintendent salaries which the Chair has requested be broken down by like-sized districts in various regions.

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PUBLIC COMMENT ON REPORTS

Kim Emery, West Roxbury resident and BPS parent, testified regarding the Council of Great City Schools membership dues and the Superintendent's performance evaluation.

Michael Heichman, Dorchester resident and Boston Education Justice Alliance member, testified regarding the Tidwell Report and the Superintendent's performance evaluation.

NEW BUSINESS

Mr. Cardet-Hernandez suggested that the Committee revisit the district's exam school admissions policy specific to bonus points. He also requested current data on administrative assignments and information about the district's plans for reducing the number of students who are administratively assigned.

ADJOURN

Ms. Robinson announced that starting Wednesday, September 13, the School Committee will hold hybrid meetings in person at 6 p.m. at the Bolling Building in Nubian Square, Roxbury, and live streamed on Boston City TV and on Zoom. The Committee will continue to offer two public comment periods, with the first comment period limited to one hour. Priority will be given to those testifying in person. Time permitting, the Committee will then open it up to virtual testimony. After one hour, anyone who did not have the opportunity to testify will have the opportunity to do so at the end of the meeting. Written testimony is welcome. The Committee will continue to evaluate its processes and make adjustments as needed.

Approved - At approximately 10:07 p.m., the Committee voted unanimously, by roll call, to adjourn to the meeting.

Attest:



Elizabeth Sullivan
Executive Secretary