



## OFFICIAL MINUTES OF THE HYBRID BOSTON SCHOOL COMMITTEE MEETING

**October 18, 2023**

The Boston School Committee held a hybrid meeting on October 18, 2023 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 on Zoom. For more information about any of the items listed below, visit [bostonpublicschools.org/schoolcommittee](https://bostonpublicschools.org/schoolcommittee), email [esullivan3@bostonpublicschools.org](mailto:esullivan3@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; Rafaela Polanco Garcia; Quoc Tran; and Student Representative Diego Mehta.

School Committee Members Absent: None

### DOCUMENTS PRESENTED

#### [Agenda](#)

Meeting minutes: [October 4, 2023](#); and [October 5, 2023 retreat](#)

[Transformation Schools Quarter 1 Update, School Year 2023-2024 Memo](#)

[Transformation Schools Quarter 1 Update Equity Impact Statement](#)

[Transformation Schools Quarter 1 Update PowerPoint Presentation](#)

[Inclusive Education Plan Memo](#)

[Inclusive Education Update Equity Impact Statement](#)

[Boston Public Schools Inclusive Education Plan](#)

[Inclusive Education PowerPoint Presentation](#)

## Boston School Committee Hybrid Meeting

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

### CALL TO ORDER

Chairperson Jeri Robinson called the meeting to order and led the pledge of allegiance. She said that tonight's meeting was being live streamed on Boston City TV and on Zoom. It will be rebroadcast and the video will be posted at [bostonpublicschools.org/schoolcommittee](https://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://bostonpublicschools.org/schoolcommittee) prior to the start of the meeting.

Superintendent Skipper shared some reflections about Hamas' horrific attack on the people of Israel and the war and ongoing humanitarian crisis in Gaza. She met with Regional School Superintendents and school leaders to discuss resources for students who have been impacted in a variety of ways, and need help processing what they are seeing and hearing. The Office of Student Support distributed age-appropriate relevant lesson plans, and other resources to assist educators, social workers, and other staff to foster students' understanding and social and emotional wellbeing. The Superintendent said that we all must be on alert for a potential increase in antisemitism and Islamophobia and that BPS will not tolerate discrimination of any kind. The Office of Equity stands ready to support if needed and is closely monitoring any incidents that may occur. She offered thoughts and prayers to all those impacted and suffering from this violence and war. She affirmed the district's support for school communities.

### CITATION

The Committee and Superintendent Skipper presented a citation to Yvrose Bourdeau, dual language teacher at the Mattahunt Elementary School, who was recently awarded the 2023 Shattuck Award by the Boston Municipal Research Bureau.

### APPROVAL OF MEETING MINUTES

**Approved** – The Committee approved by unanimous consent the minutes of the October 4, 2023 School Committee meeting and October 5, 2023 School Committee retreat.

### SUPERINTENDENT'S REPORT

*As prepared for delivery.*

Thank you, Chairperson Robinson, and good evening. As a follow-up to the discussion at the School Committee retreat around rethinking the meeting agenda, I am trying to make my superintendent's report more brief. Tonight's Superintendent's Report includes a few quick

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

updates and a few bright spots. Shortly, you will hear updates on Transformation Schools and Inclusive Education.

I want to start by letting members know that we are in the process of gathering the information that the Committee members requested regarding the Exam School Task Force's recommendation to award bonus points to ensure that all members and the public have the historical context and rationale of the policy decisions and recommendations at that time. We hope to have that information ready to share before our next meeting and it will include:

- Summary and timeline of the Exam School Task Force's deliberations prior to their recommendation of the current admissions policy including origin and considerations of bonus points.
- A timeline of both the admissions process for families, as well as when school committee members can expect to receive data regarding invitations and student outcomes following the next admissions cycle
- And some additional data to respond to questions from committee members regarding economically disadvantaged status and invitation rates, as well as the point differential between title I and non-title I schools as well as questions regarding the minimum composite score per tier.

We will share it with the Committee and the public once it's complete.

On Friday, October 13, BPS submitted our monthly On-Time Performance - or OTP- transportation memo to DESE as part of the Systemic Improvement Plan (SIP). Before accounting for any routes missing GPS data, September's on-time performance was as follows:

- In the morning, 84 percent of buses were on time, 96 percent of buses arrived within 15 minutes of on time, and 99 percent of buses arrived within 30 minutes of on time
- In the afternoon, 83 percent of buses were on time, 95 percent of buses arrived within 15 minutes of on time, and 98 percent of buses arrived within 30 minutes of on time

In addition, 2.5 percent of scheduled morning trips and 2.4 percent of scheduled afternoon trips were missing arrival time data. In the OTP reported to DESE, these trips missing data were counted as late - as has been the practice. As such, after accounting for missing data, AM on-time performance reported to DESE for September 2023 was 81.8 percent. Last month's data compared to September 2022 demonstrates significant progress. The percentage of missing GPS data has been reduced by more than half - 5.8 percent in September 2022 compared to 2.5 percent in September 2023. The on time performance reported to DESE also increased significantly, from 76.4 percent last September to 81.8 percent this September.

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

As a result of the work done to hire and train bus drivers to get back to full staffing, no trips in September were without driver coverage. One AM and two PM trips in September did not run as a result of operational error. Each of these instances were followed up on individually.

Finally, we continue to make strong progress on bus monitor staffing. We started this school year with nearly 200 more bus monitors than last year. We also implemented a new coverage model focused on ensuring at least one bus monitor on each bus transporting students with disabilities. We have continued to focus closely on hiring, and currently have an additional 65 bus monitor hires pending, to ensure we fully meet all student needs. I want to applaud the hard work of the BPS Transportation team for their full commitment to our shared goals and for making continuous improvement as we work toward meeting those goals.

I want to once again congratulate Mattahunt Elementary School teacher Yvrose Bourdeau on her 2023 Shattuck Award. Ms. Bourdeau gives her heart and soul to the Mattahunt students and families every day. From organizing reading groups for families, English classes for adults and walks in the Blue Hills to delivering groceries to families, Ms. Bourdeau has helped create the welcoming community that the Mattahunt is known for.

I was recently honored to help fulfill a wish for William Gerald Chase, who left Brighton High School in 1943 to serve in the United States Navy during World War Two. Mr. Chase left school before receiving his diploma. Thanks to caring BPS individuals like Brighton High school leader Andrew Bott and members of our high school, guidance and technology teams, Mr. Chase's diploma was presented to him by the city's Veterans Services Commissioner Roberto Santiago and City Council President Ed Flynn, both Navy veterans. We are so proud of Mr. Chase and incredibly grateful for his service. Welcome to the class of 2023!

On Tuesday, October 11th, the BPS Central Office celebrated Hispanic Heritage Month with food, music, guest speakers and a dance performance by the Hyde Square Task Force which included BPS students. Special guests included School Committee Chair Robinson and member Polanco Garcia as well as At-Large Boston City Councilor Julia Mejia.

Just a reminder that it is BPS College and Career Month. Please join us at the BPS Citywide College, Career, and STEM Fair on Saturday, October 21st from 10:00 am until 1:30 pm at the Reggie Lewis Track and Athletic Center at 1350 Tremont Street in Roxbury.

Before we close, I would like to take a moment to remember the life and work of former BPS head of school, teacher, administrator and coach Michael Donato who passed away last month. Mr. Donato will be remembered for his roles at the former Boston Tech and Roslindale high schools and for the steady leadership he provided at Hyde Park High School during the busing crisis. Most importantly, Mr. Donato will be remembered fondly by his colleagues and the many, many students he guided and mentored throughout his life. We appreciate Mr. Donato for his dedication to our students. Our thoughts are with his family and friends as we celebrate his life.

I want to take a moment to address the students here tonight. Thank you for coming to testify, especially on a school night. Many of you are taking time away from your homework and other responsibilities to address us. I know you plan to speak on important issues that impact your

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

school community. We are here to listen. For the O'Bryant students here tonight, I know there are other conversations planned with District staff in the coming weeks both to tour the West Roxbury Education Complex (WREC) campus and continue this conversation. I look forward to hearing from you tonight and following those meetings. I am proud of your advocacy efforts. I will always listen to you and support your right to speak out and express yourself. This concludes my report. Back to you, Madam Chair.

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Dr. Alkins asked for information about the impact of summer programming. The Superintendent said that she will present the information in a memo. Dr. Alkins asked how BPS is helping students and educators process the situation in the Middle East. The Superintendent said that her team is working with school leaders to provide students with a range of support from digital resources to social workers.

Mr. O'Neill said that he is looking forward to receiving the exam school admissions data, particularly the score differential between Title One schools and non-Title One schools versus the arbitrary figure that had been selected initially. He requested an update on transportation performance. Director of Transportation Dan Rosengard noted that transportation data is not finalized until BPS submits it to DESE, however, but so far in October BPS is averaging 89% on-time performance in the morning and 87% in the afternoon before subtracting out any missing GPS. He said that BPS has not had any issues providing transportation for athletic and field trips this year because it is fully staffed with drivers. Mr. O'Neill commended former Hyde Park High School headmaster Michael Donato for his service to BPS.

Ms. Robinson asked if any patterns are emerging in the transportation performance data. Mr. Rosengard said that while most late buses are one-off issues, there is a subset of routes where there are identified root problems that BPS works with Transdev to address.

Mr. Cardet-Hernandez asked if the forthcoming exam schools admissions memo will include any recommendations. The Superintendent said that the memo will provide historical information as well as the rationale behind the policy. Mr. Cardet-Hernandez asked if the memo will address whether or not the district has explored or will explore its relationship with the state to allow BPS to receive additional socio-economic student data. The Superintendent said that this particular memo would not include that information but that the district will work to see what is possible.

Mr. Cardet-Hernandez suggested that the Facilities Conditions Assessment (FCA) dashboard include more information about what data is informing the scores and what is the district's assessment of that data. The Superintendent thanked Mr. Cardet-Hernandez for the feedback and said the team will provide further explanation on the site. The Superintendent clarified for Mr. Cardet-Hernandez that the FCA dashboard will be one of several pieces that inform the facilities decision-making rubric.

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

Mr. Tran asked for clarification on what information will be included in the exam schools admissions memo. The Superintendent said that the memo will provide historical context as well as Title I data.

**Approved** - The Committee approved the Superintendent's Report by unanimous consent.

### **GENERAL PUBLIC COMMENT**

The following people testified regarding the proposal to relocate the John D. O'Bryant School of Math and Science to a renovated facility at the West Roxbury Education Complex campus:

- Jayme Martin, Roxbury resident and O'Bryant School of Math and Science student
- Arianny Ramos, Dorchester resident and O'Bryant School of Math and Science student
- Sara Blanco, East Boston resident and O'Bryant School of Math and Science student
- Stiven Maldonado, Allston resident and O'Bryant School of Math and Science student
- Mary Matero, West Roxbury resident and O'Bryant School of Math and Science student
- Isabella Pedroza Muñoz, Mattapan resident and O'Bryant School of Math and Science student
- Anissa Adeyanju, Dorchester resident and O'Bryant School of Math and Science student
- Aliyah Mahmoud, Quincy resident and O'Bryant School of Math and Science teacher
- Liza Cagua-McAllister, Roslindale resident and O'Bryant School of Math and Science parent
- Dinah Shepherd, Jamaica Plain resident and O'Bryant School of Math and Science parent
- Paulena Papagiannis, Somerville resident and O'Bryant School of Math and Science teacher
- Aparna Lakshmi, Roslindale resident and O'Bryant School of Math and Science teacher
- Krista McKee, Beacon Hill resident and O'Bryant School of Math and Science parent
- Francis Pina, Malden residency and O'Bryant School of Math and Science alumnus
- Kiesha Santana, Brighton resident and O'Bryant School of Math and Science alumna
- Gretchen Nash, West Roxbury resident and O'Bryant School of Math and Science parent
- Valerie Copeland, Mattapan resident and BPS alumna

The following people testified with concerns about the current exam schools admissions policy:

- Elizabeth Nothnagle, Charlestown resident and BPS student
- Grace Nothnagle, Charlestown resident and BPS student
- Alana Susi, Charlestown resident and BPS student
- Emmeline Knight Bairstow, South End resident and Eliot K-8 Innovation School student
- Fallon Perez, North End resident and Eliot K-8 Innovation School student
- Tatum Donovan, South Boston resident and Eliot K-8 Innovation School student
- Isabel Gali, Charlestown resident and Eliot K-8 Innovation School student
- Kathleen Chardavoyne, Charlestown resident and Eliot K-8 Innovation School parent
- Monica Borgida, Charlestown resident and Eliot K-8 Innovation School parent

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

John Mudd, Cambridge resident and advocate, testified regarding the OMME Strategic Plan and Inclusive Education Plan

## **REPORTS**

***Transformation Schools Update: Quarter 1, School Year 2023-2024*** - Executive Director of District and School Transformation Mike Sabin presented the first 2023-24 quarterly report on the district's Transformation Schools, fulfilling one of the requirements of the Systemic Improvement Plan. Transformation Schools are BPS schools identified by the MA Department of Elementary and Secondary Education (DESE) as "requiring assistance or intervention." The update focused on the three Quality School Plan (QSP) priority areas of Equitable Literacy, Climate and Culture, and Attendance. The district's goal for Transformation Schools is promoting equity and eliminating disparities in opportunity and achievement by providing additional support to the district's lowest performing schools.

Compared with non-Transformation Schools, Transformation Schools have a higher percentage of economically disadvantaged students (85%); more Students with disabilities (28%) and English Learners (38%); a higher percentage of high needs students (95.2%); and a greater proportion of Black (36%) and Latinx (50%) students.

Key Data Insights for Transformation Schools in 2023 compared with 2022:

- Higher growth (SGP) in Grade 3-8 Math and ELA in 2023 MCAS
- Lower growth (SGP) in Grade 10 Math and ELA in 2023 MCAS
- Higher achievement on 2023 MCAS (Scaled Score) in Math at both levels and in high school ELA
- Improved growth for English Learners on ACCESS but lower % making progress in high school
- Reduced chronic absenteeism at both levels (but still extremely high)

From 2022 to 2023, 15 BPS Transformation Schools improved their state accountability percentile,, three schools remained the same, and 8 schools declined.

Data Based Conclusions:

- Evidence of initial progress—and in some cases significant progress—in the majority of Transformation Schools.
- Evidence that Transformation Schools showed more improvement in the past year than schools in percentiles 11-20
- Significant and troubling achievement gaps remain, as does urgency for accelerated improvement in performance, growth and attendance

Strategic Next Steps in Response:

- Expand regional instructional and operational supports

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

### **October 18, 2023**

- Intensify school-based instructional coaching, attendance supports and curriculum implementation
- Expand supports for schools in percentiles 11-20

### Key Elements of BPS Transformation School Improvement Strategy:

- Regional Support: Preferential support from the regional liaisons
- Quality School Plans: Support for QSP development and implementation
- Teacher Leadership: Funding and support for teacher leaders and leadership teams to lead QSP implementation and progress monitoring
- Observations of Practice: Ongoing observations to monitor QSP action steps, support curriculum implementation and align regional support
- Instructional Coaching: Ongoing school-based instructional coaching
- Recruitment and Hiring: Targeted support for recruitment, licensure and hiring
- Attendance Support: Collaborative efforts to address chronic absenteeism

### NEW ELEMENTS IN SY 2023-24:

- District framework of ‘universal expectations’ and ‘progress reviews’ to strengthen school based strategic planning and response to progress monitoring data
- Expanded supports for schools in percentiles 11-20
- Development of “Off Ramp” policy for schools demonstrating sustained improvement

BPS has allocated \$10,792,482 to support Transformation Schools in SY 23-24.

Dr. Alkins asked Dr. Sabin why the current level of support is not working, particularly for black students compared with other subgroups. Dr. Sabin noted that black students have demonstrated low growth in mathematics but not in literacy. He said that his team is analyzing data by school and subgroups looking for patterns. He said that closing gaps among subgroups is a top priority.

Ms. Lima Barbosa requested more information about attendance support. Dr. Sabin said that attendance is a real challenge for schools nationwide and detailed the district's multi-pronged approach to increase attendance, from school improvement plans to engagement. He said that he would follow up with school specific data.

Mr. Cardet-Hernandez echoed the importance of the Committee receiving the school-specific data. Dr. Sabin confirmed that the current level of growth will not lead to the narrowing of achievement gaps. Mr. Cardet-Hernandez asked how BPS is using state flexibilities and good systems strategies. Dr. Sabin explained that Transformation Schools have a high level of flexibility and that the district is working with schools individually to maximize those flexibility and innovate. BPS is focusing on reducing teacher and school leader turnover and strengthening instruction to accelerate growth. Dr. Sabin said that the district is in the process of identifying the most powerful levers of change while focusing on high quality curriculum delivered by skillful instructors and coaching support. The Superintendent spoke about the importance of maintaining



## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

support to schools that exit turnaround status and expanding supports for schools in percentiles 11-20. Mr. Cardet-Hernandez encouraged the district to explore whether schools with more flexibility are accelerating progress and, if so, to consider expanding those flexibilities to other schools. The Superintendent said that inclusive education will help schools, and agreed that the district should help schools maximize levers to drive progress.

Mr. O'Neill asked the Superintendent what's working and what gives her concern. The Superintendent said that she is concerned with slow pandemic recovery in general. She explained that the district is working to district the whole system in a positive way and identify which interventions to leverage more. Mr. O'Neill commended the Superintendent for her proactive approach to supporting schools.

Ms. Robinson asked if the additional supports provided to transformation schools should be made permanent. Dr. Sabin spoke about the impact that highly quality teachers have on student learning. He said that transformation schools tend to have higher teacher turnover than non-transformation schools, which negatively impacts students. The district is working to improve recruitment and coaching to try to stop that churn.

Mr. Mehta asked how BPS is engaging with nonprofits to leverage resources. The Superintendent said that BPS said working on strategies to leverage the resources of the entire city to support schools. Hub schools are one example of these partnerships.

Mr. Cardet-Hernandez asked how BPS is using innovations and flexibilities at the highest needs schools. The Superintendent said that the district is using multiple strategies, such as working to hire more bilingual staff and develop teacher pipeline programs with BPS graduates. Mr. Cardet-Hernandez encouraged the district to consider creative strategies such as paying teachers who work in high-need schools more because it is more complex work. Mr. Cardet-Hernandez asked how the transformation data fit into the larger conversation of the Green New Deal. The Superintendent said that it factored in as one of several factors.

Dr. Alkins asked how school leaders are able to evaluate teachers to endure that they are the best fit for a classroom. Dr. Sabin said that regional teams conduct instructional observations as a critical piece of the district's school support strategy.

***Inclusive Education*** - Senior Deputy Superintendent of Academics Linda Chen and Chief of Specialized Services Kay Seale presented the Boston Public Schools Inclusive Education Plan, which was submitted earlier this month to the Massachusetts Department of Elementary and Secondary Education (DESE) as part of the Systemic Improvement Plan. Dr. Chen and Ms. Seale were joined by co-presenters Carolina Armstrong, Deputy Chief of Instruction, Office of Multilingual & Multicultural Education, Dr. Lesley Miller, Chief of Teaching and Learning, and Dr. Drew Echelson, Chief of Schools and Accountability.

The plan outlines systemic changes across all BPS divisions to close opportunity gaps and give every student access to rigorous and culturally affirming instruction. The plan has a specific

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

### **October 18, 2023**

focus on multilingual learners, students with disabilities, and multilingual learners with disabilities and our Black and Latinx students who have historically been underserved. It goes beyond the narrow definition of inclusion, usually referring to students with disabilities. Full implementation of the plan will be a multi-year effort with impacts at classroom, school, and District levels.

Inclusive education requires that every student is offered high-quality, rigorous coursework to be challenged in the classroom, with targeted support based on their level of need. The plan outlines how the district will provide new resources, staffing, and support to transform classroom instruction. This Inclusive Education Plan will transform learning outcomes for all students, upholding the right of every student to be educated in the least-restrictive environment.

The plan begins by acknowledging the history of the District which is rooted in systemic racial disparities that historically have limited equitable access and outcomes for particular student groups. This history and current practices have led to Black male students being over three times more likely to be identified with an emotional impairment and disproportionately placed in a substantially separate setting than their peers, and multilingual learners are two and a half times more likely to be identified with a communication disability and disproportionately placed in a substantially separate setting. The Inclusive Education Plan works to ensure students are not separated from their peers and instead offers additional specialized support in inclusive classrooms. By providing a full continuum of services, BPS will ensure that every student and every family has access to a high-quality student experience close to home, regardless of language or disability.

Academic research shows that students with disabilities, including Multilingual Learners, who are educated in inclusive settings have better in-school academic outcomes and improved post-graduate outcomes. Research findings also indicate that students without disabilities who are educated alongside students with disabilities either experience no effects or positive effects on their academic development.

DESE's 2023 Tiered Focused Monitoring report found that some students felt isolated because they lack opportunities to interact with their peers and learn together with students who do not share their linguistic and cultural background. The report states "Furthermore, some students in 'language-specific' or 'multilingual' SEI programs shared during focus groups that they feel isolated within these programs because they do not have opportunities to interact with their English-speaking peers and learn together with students who do not share their linguistic and cultural background. Some students also shared that this structure hinders their English language development and continues to make it difficult to feel a sense of belonging even when they exit these classes."

The Inclusive Education Plan seeks to increase all students' sense of belonging within their school community, giving all students the opportunity to learn in the least restrictive environment, with appropriate supports.

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

The Inclusive Education Plan outlines four major shifts in practices that BPS must make to ensure that all BPS schools provide a continuum of services so that BPS can be a district that meets the needs of all students:

**1. Grade-level learning and high-quality instruction materials**

The Inclusive Education Plan ensures all students will have access to rigorous, grade-level material. Native-language access will be available through trained bilingual paraprofessionals, trans-adapted instructional materials, and English as a Second Language (ESL) teachers' strategic use of native language in the classroom. Students with disabilities will have access to specially designed instruction, ensuring access to grade-level curriculum and learning opportunities. All students will receive this standard of rigorous, culturally affirming education. To achieve this district-wide reform, BPS will ensure every school is equipped with high-quality instruction materials, educators and staff will receive additional professional development and support structures, and the district will continue to accelerate its equitable literacy strategy.

**2. Inclusive delivery of interventions, supports, and services**

The Inclusive Education Plan seeks to ensure that students have access to tiered interventions to support their access to grade-level content. Multilingual learners must have access to English as a Second Language (ESL) instruction and native language resources to support their learning, and students with disabilities must have access to specialized supports in order to thrive in an inclusive setting alongside their peers. Multilingual learners will only be separated to receive direct ESL instruction that cannot otherwise be received within their class. BPS will also develop training modules and coaching to ensure that individualized education plans (IEPs) for students with disabilities are quantitative and qualitative in development, tailored to each student's individual assets and needs. Data-driven IEP development and monitoring is essential to reversing the over-identification of Black and brown students and multilingual learners which has disproportionately placed them in substantially separate settings. To achieve this, general education classrooms will be structured to support various models of teaching and learning. Staffing plans will shift from fixed individual, one-teacher classroom-based models to more flexible, agile teams that support each student in accessing grade-level learning.

**3. Team-based planning and collaboration**

BPS will promote team-based planning and collaboration to cultivate a collective responsibility for all students across the school community. Targeted professional development will build the internal capacity of schools and leadership teams to intentionally design and create opportunities for students to be educated in settings aligned with their IEP services and English language development needs. Ahead of the SY24-25 budget cycle, Inclusion Planning Teams at each school are currently working to identify, map, and analyze current service delivery for students with disabilities and multilingual learners and make recommendations for the realignment of resources for implementation at the school level.

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

### **4. Reset district systems of support and accountability**

Effective implementation will require operational challenges at the District level to better support each school community, including strategic budgeting, staffing, and space planning. These changes will ultimately provide a full continuum of services within each school community, ensuring that all students and families have access to a high-quality student experience close to home. These systemic changes will be phased in over a period of several years. Planning has begun at every school, and structural changes will be implemented at certain grade levels, at every school, beginning in SY24-25.

The Inclusive Education Plan will be planned and implemented over the next five school years.

The Superintendent thanked Deputy Chief for Services and Support in the Office of Specialized Services Olga Garriga, Deputy Chief of Special Services Lauren Viviani, and Deputy Chief Operations & Accountability in the Office of Multilingual & Multicultural Education Brittany Baggett for their work on the Inclusive Education Plan.

Ms. Polanco Garcia said that she is an example of inclusion and that she appreciates being greeted in her native language. She expressed concern that students with limited English proficiency will be placed in classrooms with English speaking students. Dr. Chen explained how the district is using strategic staffing to support large concentrations of students who speak the same language. She affirmed the district's commitment to native language instruction. Ms. Armstrong detailed the wrap-around services that BPS provides for students who have newly arrived to this country, including native language access. Ms. Polanco Garcia asked if BPS has considered creating an internal commission to assess the needs of individual schools. Dr. Alkins asked about the district's staffing strategies to support multilingual learners and when student outcomes are expected to improve. Dr. Chen said that the district is exploring incentivizing staffing in high needs areas. Ms. Seale spoke about the importance of empowering families and teaching students self-advocacy.

Mr. Tran asked questions about equity in the student placement process, teacher certification and competency, incorporating family input, and the district's philosophy and application of language acquisition. Dr. Chen agreed to follow up with responses.

Ms. Lima Barboa expressed support for inclusive education for multilingual learners, saying that students today engage with English through many digital platforms. She asked how the district is thinking about utilizing technology to support inclusive education. Dr. Chen will follow up.

Mr. Cardet-Hernandez asked about the goals for student outcomes. Dr. Chen said that the success of the plan should be measured in terms of growth rates. She said that the team didn't develop separate metrics because the plan is the work of the entire district. She said the district will determine a metric to track high concentrations students with disabilities and students in substantially separate placements in particular schools. Mr. Cardet-Hernandez asked for more

## **Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

information about data collection in the quarterly reviews and how that information is shared with families. Dr. Chen said that some of the quarterly reviews are done from the standpoint of the Quality School Plans that are shared with DESE and are publicly available. BPS also submits reports to the Department of Justice on its compliance for multilingual learners. She affirmed the district's commitment to expanding the school choice process for multilingual learners and for students with disabilities. Mr. Cardet-Hernandez asked what success will look like, how schools have planned for inclusive education, the district's non-negotiables, and models of excellence. Dr. Chen said that the non-negotiables are the district's responsibilities under state and federal regulations to educate students in the least restrictive environments. She cited the Higginson K0-2 School as a model of excellence for inclusion. Dr. Chen will follow up with additional information.

Mr. O'Neill recalled the work of the School Committee's Inclusion Task Force in 2014-2015. He asked how the district is working to ensure that there is collaboration at every level to make inclusion work properly. Dr. Chen said that while there is variability in readiness across schools and among school leaders, the district is doing the planning work and putting the right supports in place to make district-wide inclusive education successful. Mr. O'Neill requested an update on the backlog on IEPs and transportation issues for students with disabilities. Ms. Seale said that those issues are the top priority. Her team is working closely with DESE to meet all requirements on time. Mr. O'Neill asked how schools are communicating with families about these changes and the value of inclusive education? Dr. Chen said that each school sets a vision and has parent representation on the inclusive planning team. Schools then communicate with the larger community. The central team is working with the Boston Special Education Parent Advisory Council (SPED PAC) to communicate with families about these changes. BPS will hold listening sessions and forums for our families to really engage them on both planning and implementation.

Ms. Robinson asked the team to follow up with more information about the district's engagement with the families of multilingual learners and school staff.

Mr. Cardet-Hernandez asked about budget implications of the expansion of inclusive education. The Superintendent said that a cross-functional team is constantly meeting about using resources differently to support this work.

### **PUBLIC COMMENT (*CONTINUED*)**

Ann Chinchilla DeGeorge, Roxbury resident and Boston Latin Academy parent, testified regarding support for students with 504 plans, parent engagement, and the proposal to move to the O'Bryant School.

Ruby Reyes, Dorchester resident and Boston Education Justice Alliance executive director, testified regarding community engagement.

**Boston School Committee Hybrid Meeting**

Bruce C. Bolling Municipal Building  
2300 Washington Street  
School Committee Chamber  
Roxbury, MA 02119

**October 18, 2023**

Vernee Wilkinson, not a Boston resident, SchoolFacts Boston Family Advisory Board member, testified regarding family engagement.

Kime Emery, West Roxbury resident and Boston Latin Academy parent, testified regarding support for students with disabilities.

Jeanie Gorlovsky-Schepp, South End resident and Boston Latin School parent, testified about the lack of communication from BPS regarding student support and Antisemitism/Islamophobia.

Deirdre Manning, Dorchester resident and Murphy K-8 School and charter school parent, testified with concerns about the current exam schools admissions policy.

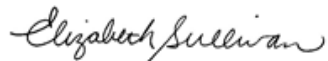
**NEW BUSINESS**

None.

**ADJOURN**

*Approved* - At approximately 10:58 p.m. the Committee approved a motion to adjourn to the meeting by unanimous consent.

Attest:



Elizabeth Sullivan  
Executive Secretary