



## OFFICIAL MINUTES OF THE HYBRID BOSTON SCHOOL COMMITTEE MEETING

**April 24, 2024**

The Boston School Committee held a hybrid meeting on April 24, 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](https://www.bostonpublicschools.org/schoolcommittee), email [lpavex@bostonpublicschools.org](mailto: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; Stephen Alkins; Chantal Lima Barbosa; Brandon Cardet-Hernandez; Rafaela Polanco Garcia.

School Committee Member Absent: Quoc Tran and Student Representative Diego Mehta.

### DOCUMENTS PRESENTED

[Agenda](#)

Meeting Minutes: [April 10, 2024](#)

[Exam School Invitation Summary](#)

[Grants for Approval Totaling \\$5,652,972](#)

In-kind Donations with a Total Estimated Value of \$1,318

[Equity Impact Statement Summer Learning Update](#)

[PowerPoint Presentation Summer Learning Update](#)

### 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 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](http://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 April 10, 2024 meeting.

## SUPERINTENDENT'S REPORT

As prepared for delivery.

Thank you, Chair Robinson and good evening. I hope that everyone had a restful and enjoyable April break. I want to start tonight by providing a quick update related to our Long Term Facilities Plan. This work is not just about buildings - this work is about ensuring all students have access to rigorous learning and enrichment experiences that inspire them. We have made tremendous progress on understanding the condition of our schools' physical spaces, and looking critically at the types of experiences each school currently provides.

As we think about school closures, mergers, and reconfigurations, we must ensure that any impacted students will have a clear transition pathway to a high quality experience. And we need to be responsive to the unique needs of different student groups – reflective of the full diversity of BPS, and a particular focus on students with disabilities, multilingual learners, transition and older MLE students and others.

We have an enormous amount of work already underway to expand access to the High Quality Student Experience – including the ten major capital projects already underway, but also including key programmatic investments, new partnerships, and early college and career pathways. And we're preparing to take some additional steps this year.

Closing, merging, and reconfiguring schools alone will not ensure the delivery of this experience and is only one set of strategies for ensuring all students have access to the high quality student experience. We are continuing conversations with school leaders, school communities, and our Central Office teams to map out some initial mergers, closures, and reconfigurations as an early step towards delivering on the Long Term Facilities Plan.

This work takes time, collaboration, and careful planning which is why we have said from the beginning it will take years and a great deal of resources to meet our goal of every student having access to a high quality student experience. We plan to bring our next phase of recommendations forward at the May 22nd meeting as part of our Long term facilities spring update. It's important that we only take on new projects that we can manage well, with students at the forefront. And we have heard clearly from this Committee and from other stakeholders that any new proposals need to be connected to a broader vision for BPS, and we're looking forward to sharing that vision with you all soon.

At the last School Committee meeting on April 10th, I shared that we had sent out invitations to exam schools earlier that day. This was nearly a month earlier than originally planned for

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invitations to be sent, and I want to again commend the team for working hard to get invitations out earlier than previous years, in response to feedback from families.

Tonight, I will share some initial data on the invitations that were sent. Before we share the data, I want to remind the committee members and the public that we have had five different versions of admissions criteria in the last five years. My team is continuing to analyze additional data to better understand the impact of this year’s policy change, and we will share that at a later date. For the purposes of tonight, we just wanted to share what we do have - which is the actual data of which students have been invited by tier.

School Name	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25
Boston Latin Academy	336	320	321	335	325
Boston Latin School	484	465	462	456	452
O’Bryant School	205	189	217	209	199
<b>Total</b>	<b>1,025</b>	<b>974</b>	<b>1,000</b>	<b>1,000</b>	<b>976</b>

Starting with 7th grade, this slide shows the total number of invitations sent by exam school over the last five years. As you can see, the total number of invitations sent decreased slightly, and is on par with the number sent in the SY21-22 admissions cycle.

This decrease does not mean that the total number of seats at the exam schools has declined. As you know, we anticipate a certain amount of attrition each year of students who do not accept their invitations. If there are open seats throughout the summer, my team will begin calling students off the waitlist.

Tier	Total Applicants	Total Invitations	Total BLA Invitees	Total BLS Invitees	Total OB Invitees	Percent of Invitees Receiving Points*	Number of School-Based Points
1	115	115	32	52	31	94%	8
2	141	124	51	43	30	93%	10
3	123	121	38	57	26	88%	9
4	144	124	30	66	28	81%	5
5	159	123	47	57	19	86%	4
6	197	123	44	58	21	80%	8
7	199	123	47	54	22	73%	4
8	270	123	36	65	22	63%	2
All	1,348	976	325	452	199	82%	n/a

Our current policy distributes invitations by socioeconomic tier, with each tier getting the same number of invitations. Each year, if there are additional invitations for a tier that does not have enough applicants, additional seats are reallocated evenly to the other tiers. This slide shows the number of applicants in each tier, the number of invitations sent overall, and the number of invitations sent to each of the three exam schools.

The two columns on the right hand side show the percent of invitees by tier who received additional points, and the last column shows the number of points students in each tier received based on the school they attended in the previous year. This number of points is the policy shift the School Committee approved in January.

Finally, for 7th grade, this slide shows the minimum composite score by tier for each of the three exam schools, and compares last year to this year.

You'll remember from previous conversations that in last year's admissions cycle, students in tier 7 needed a composite score over 100 to receive an invitation to exam schools. With the policy adjustment, that minimum composite score has decreased in 7th grade.

As I mentioned at the beginning of this section of my report, this is only an initial look at data from this year's admissions cycle. The team is conducting deeper analysis to better understand the impact of the policy change on different groups of students, and we will share that analysis at a later date. These slides, and the same information for 9th grade, are all slides are posted on the School Committee's webpage at [bostonpublicschools.org/schoolcommittee](https://www.bostonpublicschools.org/schoolcommittee).

The Welcome Services team has completed the First Round SY24-25 Demand Report. Many families and School Committee members have expressed interest in the data collected in this annual report. Families use this data to determine their chances of being called off the waitlist, seat availability and to determine the number of families who receive their first choice. In an effort to be fully transparent with the results from each round, this report is usually uploaded to the website two weeks after the round assignments. The School Demand Report can be found on our website at <https://www.bostonpublicschools.org/register>.

Last week the Family Advancement Team led by Chief Sanchez offered Acceleration Academies at 28 BPS school sites around the city during school vacation week. In addition, 10 schools had school-funded programs. Students in grades three through 12 in need of additional academic support were identified by school leaders for this opportunity. Approximately 1,700 students participated in the district-funded April Acceleration Academies

Spring Acceleration programming also includes two Saturday Acceleration Programs. English and Brighton high schools will host Saturday Acceleration Academies April 27 and on May 4th, 11th and 18th. Acceleration tutoring for an additional nine schools is taking place before and after school in April and May.

The academic focus area for April was math. Lower Schools used a combination of the Defined Learning and Imagine Math curriculum. Many high schools used the approximately 20 hours of instructional time to prepare students for May MCAS testing.

Visiting Acceleration Academies is always a lot of fun - there is a lot of joy and excitement. I'd like to highlight Roxbury's Ellis Elementary School under the leadership of School Leaders Lem Ivy and Linda Cruz. As you can see in these photos, Ellis students took great pride in working on their projects which they presented to their peers and parents as part of the April Acceleration Academy end-of-week celebration.

Ms. Cruz leads the April Acceleration program and she stops at nothing to ensure that she meets more than 95 percent attendance - including incentives, parent and student personalized phone calls and ensuring the school is ready as soon as students arrive at 7:00 am.

Acceleration programming included the participation of many newcomers from the Melnea Cass

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Recreation Center. Thank you to the schools that made specific efforts to host our newcomers: the Ellis, Trotter Elementary, Higginson Lewis K-8 and Charlestown High School.

In addition, I am very excited to share that the Expanded Learning Opportunities team led by Director Jillian Nesgos have secured a 2.2 Million Dollar DESE Grant which supported the April Acceleration Academies last week and will support a summer component outside of the 5th quarter programming.

This grant is aligned to our district priorities of:

- Prioritizing and Accelerating Academic Performance
- Strengthening Access to Social-emotional Learning and
- Increasing Accountability for both the Central Office and our schools.
- Later this evening school committee members will have the opportunity to vote on this grant.

Friday, April 12th was the Red Sox Foundation's annual NESN Game Day at Fenway Park. The event recognized the Fenway Park Learning Lab program and included a reception for students and teachers from the Mattahunt Elementary School. The Learning Lab is an interactive learning experience available to all BPS 6th grade students. Fenway is their classroom and activities focus on statistics, history, science and financial literacy giving students insight into the many different areas within the Park. Students experience historic Fenway Park in a new, fun way together with their classmates.

BPS was recognized during an on-the-field ceremony along with Red Sox Foundation staff, MassMutual representatives, which sponsored the game broadcast, and other stakeholders. Deputy Superintendent of Equity, Community and Family Advancement Dr. Ana Tavares supports this important BPS partnership. It was a thrill to see Mattahunt 6th grader and Dorchester resident Elvin Soto Brito throw out the first pitch. He has a great arm. It was a memorable night for all!

Boston Public Schools' Community Engagement and Partnerships teams hosted its inaugural Summer Resource Fair on Friday, April 12th at the historic Sportsmen's Tennis and Enrichment Center in Dorchester. Approximately 220 parents, students, and school staff connected with 30 partner organizations and BPS departments.

Organizations offered a variety of summer and community resources including programs ranging from: arts, athletics, faith-based, technology, and more. The event also provided partners an opportunity to collaborate with each other.

The event was led by the Community Engagement Team in partnership with several other BPS departments including Countdown to Kindergarten, Specialized Services, Hub Schools and the Office of Multicultural and Multilingual Education - or OMME. Interpreters were also present to ensure that all partners' program information was accessible to everyone in the community.

Students and families were treated to food and free tennis lessons during the Volley Against Violence program, a partnership between Sportsmen's and the Boston Police Department. BPS looks forward to hosting summer resource fairs annually.

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Members of the Boston Student Advisory Council - or BSAC - are holding their end of year showcase on Thursday May 9th from 4:00 to 6:30 pm here in the School Committee Room at the Bolling Building in Nubian Square Roxbury. There are 42 active BSAC members across 13 schools including School Committee student member Diego Mehta. BSAC provides a forum for student voice as well as opportunities for engagement and dialogue with the district.

BSAC students have been working in groups on projects - subcommittees topics include education equity, mental health, anti-racism and adultism. The students will also share their passion projects which are independent projects focused on important issues that students want to bring attention to. I look forward to hearing more about their projects. You can find registration information by searching for BSAC buzz on Instagram or on the BPS website at <https://www.bostonpublicschools.org/BSAC>.

In addition, representatives of the Division of Equity, Strategy and Opportunity Gaps held an engagement session with BSAC members on April 4th here at the Bolling Building to discuss potential updates to the OAG policy. Students gave great feedback and suggested changes based on their experiences. We value BSAC's input and engagement. We appreciate opportunities like these - where we hear directly from our students. Thank you to everyone who participated.

The BPS Office of Specialized Services will be hosting its annual Autism Acceptance celebration on Monday, April 29th from 11:00 a.m. to 1:00 p.m. at the Bolling Building. We are thrilled to invite you to celebrate the spectrum of neurodiversity within our student community!

BPS offers a wide array of support and services for autistic students, ranging from ages three to 22. Participants will explore activities aligned with these supports by visiting tables showcasing BPS and community services. Additionally, we will highlight the joy of our BPS students and recognize notable figures within the autistic community. Registration is not required. Interpreters will be available, and light refreshments will be served. Don't forget to grab your raffle ticket for a chance to win tickets to the Zoo! We look forward to celebrating with you.

In closing, the Boston Special Education Parent Advisory Council - or SpEdPAC will be hosting a virtual presentation on Summer Learning for Students with Disabilities tomorrow, Thursday, April 25th from 7-8:30 pm. Sped PAC has invited us in partnership to present on both Extended School Year and 5th Quarter at tomorrow's event.

It will be a great opportunity to connect directly with families, in collaboration with SpedPAC around summer opportunities for students with disabilities. Go to [boston public schools dot org slash OSS](https://www.bostonpublicschools.org/OSS) news and events for more information.

That is my Superintendent's Report. Back to you, Madame Chair.

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Mr. O'Neill praised the spring break academies, noting the enthusiasm of students and educators during his school visits.

Dr. Alkins asked the Superintendent to provide the percentage of invitations across years.

Mr. Cardet-Hernandez inquired about the total number of seats available at the Exam Schools, wondering whether this issue could be resolved if all applicants were guaranteed a seat. The Superintendent mentioned that the challenge concerning space constraints in the buildings stems from their operating at full capacity

Mr. Cardet-Hernandez also inquired about the demand, seeking insights into school preferences, and trends, and identifying schools with low preference. The Superintendent said they were creating a report with this analysis, and they intended to form a working group to further examine the data and potentially offer recommendations based on their findings.

Ms. Robinson echoed Mr. Cardet-Hernandez's sentiments and said that the goal is to improve all seats and move all students into high-performing ones, hoping this becomes the long-term strategy. The Superintendent highlighted the need to consider the consequences of expanding exam seats, as it could potentially concentrate special education and Multilingual Learners students in certain high schools. She proposed a multi-faceted approach but ultimately emphasized the importance of ensuring that all high-quality seats are accessible to all students.

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

#### GENERAL PUBLIC COMMENT

The following people testified regarding concerns about the changes in the Office of Family and Community Advancement:

- Ann Chinchilla DeGeorge, Roxbury resident, BPS parent
- Councilor Julia Mejia, Dorchester resident, Boston City Council
- Edith Bazile, Hyde Park resident, Black Advocates for Educational Excellence
- Suleika Soto, South End resident, BPS parent Citywide Parent Council member
- Betsy Yoshimura, East Boston resident, BPS parent

Deirdre Manning, Dorchester resident, Murphy K-8/Boston Collegiate parent, testified regarding concerns about the current exam school admissions policy.

Robert Jenkins, Mattapan resident, and community Advocate, testified regarding Community and BPS partnerships.

Freydy German, Dorchester resident, and UP Academy Dorchester student, testified in support of UP Academy Dorchester.

Genesis Sanchez, Dorchester resident, and UP Academy Dorchester parent, testified in support of UP Academy Dorchester.

Mike Heichman, Dorchester resident, and Boston Education Justice Alliance (BEJA) member, testified in favor of the changes in Exam School admissions.

Kathleen Chardavoyne, Charlestown resident, and BPS parent, testified regarding the Exam School admissions results.

## ACTION ITEMS

Dr. Alkins inquired about certifications for drivers in relation to the implementation of electric buses and the timeline. Executive Director of Transportation Dan Rosengard stated that the goal is to fully electrify the fleet by 2030.

**Approved** - The Committee approved by unanimous consent grants for approval totaling \$5,652,972.

**Approved** - The Committee approved by unanimous consent In-Kind Donations with a Total Estimated Value of \$1,318.

## REPORT

**Summer Learning Update** - Deputy Superintendent of Equity, Community and Family Advancement Dr. Ana Tavares, Chief Family Advancement Officer Magaly Sanchez, Chief of Specialized Services Kay Seale, Chief of Students Cory McCarthy, and Chief of Office of Multicultural and Multilingual Education (OMME) Joelle Gamere

Dr. Tavares emphasizes a commitment to equity and closing opportunity gaps by centering historically marginalized students and leveraging their diverse backgrounds as strengths in learning. She highlighted the collaborative work with support from the Office of Equity and the Office of Opportunity Gaps. She also mentions a focus on diversity of programming, in line with the superintendent's directive to prioritize quality over quantity.

Ms. Sanchez provided an overview of the summer programming 2023, noting an increase of approximately 5,000 seats for 2024 compared to the previous year. She presented some of the programs BPS would offer this year.

**Exam School Initiative:** ESI supports expanded access for Black, Latinx, multilingual learners and other students from historically marginalized backgrounds to the district's 3 exam schools. Students in Grades 4, 5 and 7 are invited centrally through a school nomination process.

Projected Seats: 400

Schools Participating: All Elementary & Middle Schools

Location: Boston Latin School

This year's program includes targeted ELA & Math instruction, MAP test preparation, hands-on project-based learning in STEAM & the Arts.

This year, Mayor Wu is increasing the city's commitment to young people by guaranteeing a summer job offer to every eligible BPS student who wants one. The goal is to increase the number of BPS students placed in summer jobs from 5,000 last year to 10,000 for summer 2024.

Ms. Seal presented the Extended School Year (ESY) for the summer of 2024. She highlighted the importance of ESY services for students with disabilities, mandated by federal and state regulations. The Specialized Services teams have identified 4,648 eligible students with disabilities from grades K-12 for extended school year services. This encompasses community



partnerships offering post-secondary services for students aged 18 to 22. Throughout the 5 weeks of the ESY program, the site coordinators, teachers, specialists, clinicians, and support staff will maintain data and monitor student progress.

Ms. Seale noted an increase in students eligible for ESY and emphasized the significance of timely registration for transportation coordination. The ESY program aims to accelerate learning through individualized instruction and vocational opportunities, including unpaid and paid internships in various fields like facilities, graphic design, and automotive detailing. Additionally, vocational opportunities are provided for students aged 18 to 22.

Mr. McCarthy, Chief of Student Support, expresses dedication to providing students with an exceptional summer experience. He outlines five key areas of focus: athletics, special programming, mentoring, education, and mental health. Initiatives include sports camps, empowerment summits, mentoring programs, innovative educational collaborations, and mental health support services. The goal is to empower students to take full advantage of high-quality summer offerings for a transformative experience.

Ms. Gamere presented the array of enriching summer opportunities available for multilingual learners in the upcoming summer. She highlighted the office's support in staffing 42% of all 5th quarter summer programs, serving over 3,000 multilingual learners. Giving examples of what an OMME-sponsored program would look like, she emphasized that students throughout the district can leverage their multilingualism while learning during the summer. These learners participate in a variety of programs district-wide, including sports, arts, gardening, and STEM activities. Additionally, she underscored the office's commitment to providing professional learning rooted in culturally and linguistically sustaining practices for educators and actively engaging multilingual families in summer registration.

Ms. Sanchez concluded the presentation by explaining the process for families to register for summer programs. Families can visit [Boston Public Schools.org/summer](https://BostonPublicSchools.org/summer), access program details in the School Mint link, and choose up to three offerings. School Mint is available in ten BPS languages. Placements in summer programs are prioritized for students experiencing homelessness, multilingual learners, students with socioeconomic status, and those with diverse abilities receiving services as identified on their 504 plans or individualized education plans. The team will conduct parent outreach for upcoming opportunities, providing personalized support at centralized registration days held at Bolling.

Ms. Polanco Garcia thanked the team for the presentation but emphasized the importance of receiving presentation materials in advance, especially translated versions, so she could properly represent her community at the School Committee meetings. She stressed the need for more intentional and respectful communication, highlighting the significance of inclusivity and accessibility for all members.

Ms. Lima Barbosa echoed Ms. Polanco Garcia's remarks. She raised concerns about the stigma associated with summer school and asked about efforts to mitigate it and make sure the students get the Best Summer Ever. Additionally, she inquired about the outreach strategies, especially for immigrant and newcomer families, suggesting the involvement of family resource specialists and liaisons. Lastly, she sought clarification on the aquatic programming for the summer.

Dr. Tavares and Ms. Sanchez highlighted the importance of family liaisons in informing families about summer programs, noting their role in facilitating communication and workshops to engage parents. Dr. DePina provided an update on pool operations, stating that eight out of 13 pools will be open this summer, with plans for repairs on the remaining pools. He also mentioned that there are sufficient lifeguard applicants, ensuring swimming opportunities for students. Ms. Gamere explained the process for the enrollment of migrant students to the acceleration academies, emphasizing the support provided by the English Language Advisory Council (ELAC) and family liaisons. She assured that newcomers in the summer won't miss out on registration, as long as there's space available through the School Mint process, with the Welcome Center being the main point of contact for enrollment assistance.

Mr. McCarthy emphasized the importance of providing students with an enriching and enjoyable summer experience. He stressed the need to consider how students feel about the programs offered and highlighted the role of passionate educators in creating engaging opportunities.

The Superintendent added that the district is working on the flexibility in credit recovery, allowing students to balance academic needs with other activities. Additionally, there have been improvements in orientation programs for high school students, ensuring a smoother transition into the school year. Overall, the focus is on creating a positive and supportive environment for students during the summer months.

Dr. Alkins inquired about credit recovery capacity and summer employment options for high school students and highlighted the importance of paid opportunities. Ms. Skipper assured that no student needing credit recovery would be refused. She also said that efforts are underway to enhance career opportunities for high school students through partnerships with businesses and city initiatives like the Private Industry Council (PIC). The number of internships is expected to increase significantly compared to last year.

Mr. Alkins asked about efforts to include families in the orientation activities to ensure they receive the same level of introduction to the school environment as their students. Ms. Skipper explained that the approach to student orientation varies among high schools, but typically includes separate days for parents and students to visit campus, meet staff, and participate in formal orientation activities. Some schools organize adventurous outings like trips to Thompson Island. She said that it is critical to support student integration beyond summer, with initiatives like buddy systems and open tours throughout the school year, particularly common in the 7th and 9th grades. The goal is to create a welcoming environment and help families explore their options.

Mr. Cardet-Hernandez expressed frustration over the tardiness of receiving the materials. He emphasized the importance of a more efficient website design for summer program access, suggesting a user-friendly interface to simplify program search and selection, especially for working parents. Mr. Cardet-Hernandez asked about the presence of success indicators for the more academic summer programs. Ms. Skipper discussed utilizing the data from last year to improve program offerings and outcomes and said that there would be a need for a more individualized approach to program evaluation.

Mr. O'Neill sought clarification on whether the "5th quarter" referred to Boston After School and Beyond programs or if they were distinct initiatives, also inquiring about the funding. Ms. Sanchez highlighted Boston After School and Beyond's pivotal role as a partner in the district's 5th quarter programs, offering support to community-based organizations. Those programs are mostly funded by BPS.

Mr. O'Neill observed a reduction in seats for the Exam School Initiative, recalling it was initially open to all but later refined to target specific students. He sought clarification on whether there are now two distinct programs—one open to all and the other by invitation. Dr. Gay explained that the Office of Opportunity Gaps initiated a program nominated by schools to support marginalized students in accessing exam schools. The summer program at Boston Latin School this summer has fewer seats due to capacity constraints. The Superintendent also added that last year's enrollment did not reach the 400-seat capacity. Nonetheless, if there's an influx of applicants, efforts will be made to accommodate all students rather than turning them away.

Mr. O'Neill suggested assessing the exam school initiative's impact by monitoring the application, acceptance, and academic performance of participating students over recent years, emphasizing the importance of evaluating outcomes. Dr. Gay explained the efforts to assess the progress and impact of the exam school initiative.

Mr. O'Neill asked about students who were not signed up for transportation for the summer programs. Ms. Seal clarified that Specialized transportation is an IEP service only and they use Boston Public Schools' Special Education Parent Advisory Council (BPS SpEdPAC), and family coordinators to reach out to the families. Executive Director of Transportation Dan Rosengard added that this year they received students' specialized transportation data a month ahead of schedule, allowing them to begin routing them for the summer earlier. Also, they're ready to handle any last-minute transportation requests on the first day of ESY with standby drivers.

The Superintendent complimented the collaborative efforts of the teams involved in this project. It's a cross-functional effort aimed at reducing students' time on the bus during the summer. This initiative will ensure students get home earlier and spend less time on the bus, ultimately improving our transportation efficiency.

Ms. Polanco Garcia asked about the Title 1 funds and the allocation to Multilingual students. Ms. Sanchez explained that BPS utilizes a variety of funding sources, including Title 1, Title 3, grant funding, and ESSER funding, for these programs. Ms. Gamere said specifically, for summer programs, over \$900,000 is allocated for multilingual learners, with funds drawn from different sources such as last year's Title 1 and Title 3 funds. These funds are being actively used to support summer initiatives, emphasizing the commitment to ensure that multilingual learners benefit from available resources. Moving forward, there's an intention to monitor fund utilization to ensure schools understand their responsibilities regarding Title 1 funding.

Ms. Lima Barbosa asked about the costs of the programs. Ms. Sanchez said BPS programs are free.

Dr. Alkins inquired about the amount allocated from ESSER funding. Ms. Sanchez committed to providing the exact figure shortly.

Ms. Robinson inquired about strategies for motivating families to participate. The panelists said that the district works closely with family liaisons to address concerns and emphasize the value of summer programs to hesitant families, involving teachers and school leaders in these discussions. Furthermore, programs are designed with flexible entry points, to accommodate diverse schedules and preferences. As the students come back to school after the summer, the IEP teams should assess their progress, considering any regression and potential need for additional services. Efforts are underway to provide options for accessing services at program sites and to ensure continuous programming to maintain structure and engagement during the summer.

Ms. Robinson also inquired about the district's plans for the latter part of the summer, particularly evenings and weekends, to ensure students have constructive activities during their free time.

Mr. McCarthy highlighted a change in the district's collaboration with the city for summer programs, emphasizing stronger relationships and joint initiatives. He stressed the importance of expanded opportunities for students, including weekend activities, mental health support, and access to facilities.

Ms. Lima Barbosa asked if any of the programs, particularly those partnering with higher education institutions offered college credit courses. The Superintendent said both UMass and Bunker Hill offered programs with college credits.

Ms. Robinson thanked the team for their hard work. She commended the growth, depth, and problem-solving demonstrated in meeting families' needs. She looks forward to future updates and anticipates a summer filled with exciting opportunities.

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

None.

#### **NEW BUSINESS**

Mr. Cardet Hernandez asked for a detailed calendar of future School Committee meetings.

#### **ADJOURN**

**Approved** - At approximately 8.58 p.m. the Committee unanimously approved a motion by roll call to adjourn to the meeting.

Attest:   
Lena Parvex  
Executive Secretary