



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

October 12, 2022

The Boston School Committee held a remote meeting on October 12, 2022 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: Chairperson Jeri Robinson; Vice Chairperson Michael D. O'Neill; Stephen Alkins; Brandon Cardet-Hernandez; Lorena Lopera; Rafaela Polanco Garcia; Quoc Tran; and student representative Diego Meta.

School Committee Member Absent: None.

DOCUMENTS PRESENTED

Agenda

Meeting Minutes: September 28, 2022

Grants for Approval Totaling \$4,436,092

Memo: 2022 MCAS Results

Equity Impact Statement: MCAS 2022

2022 State Assessment Results Presentation

Memo: Office of Multilingual and Multicultural Education (OMME) Strategic Plan

Equity Impact Statement: OMME Strategic Plan

OMME Strategic Plan Presentation

October 12, 2022

CALL TO ORDER

Chairperson Jeri Robinson called the meeting to order and led the pledge of allegiance. Ms. Sullivan called the roll. All members were present.

Ms. Robinson 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 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.

Chair Robinson extended the Committee's support to former School Committee member and Boston civil rights pioneer Jean McGuire, who was viciously attacked the previous evening while walking her dog in Franklin Park. Dr. McGuire was the first black woman elected to the Boston School Committee. She served as executive director of METCO for more than 40 years. Dr. McGuire has dedicated her life to education and civil rights, inspiring generations of Bostonians to strive for equity in education. Ms. Robinson wished Dr. McGuire a full and speedy recovery. She called for the community to work together to end senseless violence. She thanked Superintendent Skipper for making safety a top priority and for taking a multi-tiered approach to this complex issue.

APPROVAL OF MEETING MINUTES

Approved – On roll call, the Committee unanimously approved the minutes of the September 28, 2022 School Committee meeting.

SUPERINTENDENT'S REPORT

As prepared for delivery.

Thank you, Madame Chair. I want to begin by acknowledging that the last few weeks have been difficult for our community. I echo Chair Robinson's sentiments about former School Committee member Jean McGuire. We are all thinking of her and wishing her a speedy recovery. I am deeply saddened about the loss of one of our students, who was a victim to a senseless act of gun violence over the weekend. We are not naming the student out of respect for the family. Please join me in a moment of silence for this loss.

I am very concerned by the increase in acts of violence at and near some of our schools. I want you to know that our team has been on the ground providing much needed support to those school communities who have been impacted. School safety is my top priority coming into the superintendency as it was in my Superintendency in Somerville and as it was for me as a

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

principal and high school network superintendent. School safety is a team effort. We must continue to collaborate and coordinate internally as a district and with Boston Police and other city-based agencies. We know that many times what is happening in the neighborhood and community or on social media is brought into our schools. It is critical that we work as a whole City to support our young people and we look forward as a team to working with our City partners to ensure our schools are safe places, filled by the sounds of teaching and learning.

I also want you to know that open and transparent communication with our families is incredibly important to me and my entire team. Communicating with our families during an incident in real-time is especially important, and I know that last week that did not happen as quickly as it could and should have in one particular instance and we apologize to the Burke community for that delay. It's always our top priority to ensure our students are being supported and cared for on the ground during an emergency and that we collect the facts about what has happened. Simultaneously, we must always get a message out to families as quickly as possible. We're reviewing our internal systems to ensure there is as short a window as possible in addressing all emergency incidents.

Following the incident at the Burke last week, we immediately undertook a review of our communication workflows and we clarified roles during emergencies to ensure everyone is clear on their roles related to communications. We utilized our crisis response team, which includes our district social workers during the Burke incident. They have been on site and will continue to be as needed. We have partnered with agencies like Project Right, the Boston Public Health Commissions' Trauma Teams and the Mayor's Office of Public Safety. We work to provide seamless support through these internal and external partners. These supports are provided to both staff and students. These partners help us to unpack what happened and hold space for conversations to be had that allow for processing and greater understanding. Our new nine district social work positions have been tremendously helpful in providing and implementing trauma response.

We also want to make sure our families know that they have direct access to the bullying program available through SUCCEED Boston. Our hotline has trained staff available to offer the resources necessary to support their incoming requests and inquiries. Families and students can always report bullying to their schools, but also can contact our hotline at 617-635-8873. We are also requiring that all schools identify two staff members that will serve as bullying intervention specialists. They will be trained to understand what bullying is, as well as reporting protocols and investigations and will work closely with the School Leader to ensure compliance to BPS policies. We are focusing on being intentional about our practices, procedures and protocols.

Having these supports in place help the district and community address the needs of the whole child. These important components, academic, social, emotional and physical wellbeing, make up the "Whole Child." The mission of the "Whole Child" is something that will never go away. It is a mission that we have made a priority even before the pandemic, during the pandemic, and we need to make sure that we have the resources set up to support our students. Our continued work on the social emotional level will matter greatly. Doing this work helps us to build authentic relationships with our students and families. Lastly, we are committed to doing this work. I know none of this is normal and it should never be normal to lose a young person to violence or have a young person injured. I look forward to working with you and the greater

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

community to respond as it will take all of us to work through the immense trauma that we are seeing as a product of the multiple pandemics in our city.

I am shifting gears a little to our academic work. STEM WEEK is taking place the week of October 17th. Boston Public Schools works to provide joyful, accessible & equitable STEM/STEAM opportunities for all students to become agents of their learning, preparing them to be culturally agile and adapt to the ever changing world around them. There are a host of activities and events that will help to engage students, educators and families in all of the various regions in the district. There will be a Career College Access and STEM Fair taking place at Roxbury Community College on October 22nd.

It was my honor and privilege to be on hand for the Boston Arts Academy ribbon cutting. From the collective sounds from the ensemble to our very own student representative Diego Mehta doing the assembly ribbon cutting, it was evidence that we can give our students quality learning environments where they can thrive and succeed. This new building speaks to the City's investment in providing all of our students and families with spaces that cultivate learning and academic excellence. We will be providing a more substantive update on the Green New Deal at our upcoming meeting.

I wanted to provide an update on how we are faring in transportation. I want to thank Del Stanislaus and her team for all of their hard work in identifying gaps in staffing and working on solutions with the various schools. So far in October, transportation is averaging 88% on-time bus arrivals for the morning and 85% on-time bus arrivals for the afternoon. The team continues working to improve coverage. Since the start of October, more than 99.7% of scheduled morning bus trips and more than 99.9% of scheduled afternoon bus trips have been covered with a driver. However, any number of late or uncovered buses is never acceptable and we will continue to work until we have none. I do want to acknowledge that we are moving in the right direction and Transdev continues to focus with us on hiring and training drivers to eliminate all uncovered trips.

Bus monitor staffing continues to be a larger challenge. The City is working to finalize an agreement with the bus monitors union, which we believe will include key changes that will make it easier to recruit and retain for the position.

Chronic absenteeism across the district is currently at 28%. For context, the district chronic absenteeism rate has typically been in the range of 24-26%, although it spiked during COVID, including 42% chronic absenteeism for the full school year in SY21-22. Chronic absenteeism is defined as missing 10% or more of school days, so once a student hits 18 absences for a full school year, they will be chronically absent.

This slide displays the chronic absenteeism rates for the last four years, disaggregated by major student groups. As the year goes on, we see higher absenteeism rates, with rates increasing particularly at the end of the year. Chronic absenteeism is a key indicator that the district tracks throughout the year, as we know that chronic absenteeism increases the likelihood that students will fall off track academically in elementary and middle school, and increases the chances that they'll drop out of high school.

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

Reducing chronic absenteeism is a major focus of work happening at the school level to ensure all of our students are in school consistently and have every opportunity for success. Each school has a goal to reduce chronic absenteeism incorporated into their Quality School Plan (QSP). Currently, the Department of Opportunity Youth's efforts to address chronic absenteeism include a dedicated focus on transformation schools and schools with attendance rates below 80%. Supervisors of attendance (SOAs) are organized by region to fully integrate into and to directly support schools, working with regional school superintendents to support the QSP.

Efforts can range from prioritizing a needs-based assessment that factors in data for student achievement and school culture and climate, setting goals and strategies through student success plans, and utilizing student support strategies to help overcome barriers to consistent learning, including parents as partners in their children's learning, or considering the school's plan for wellness efforts called the Wellness Action Plan. BPS is also awarding more than 30 Attendance Mini-Grants to schools using federal Elementary and Secondary School Emergency Relief (ESSER) funding. As part of the grant application, schools must submit a plan to address chronic absenteeism among priority student groups, while selecting from a range of established district tools and resources. In addition, BPS revised its attendance policy to shift away from punitive practices to address truancy. The focus is now on student and family relationship-building, removing barriers and reducing chronic absenteeism as a means to truly reengage students in their education, as valued members of the school community. We have a linguistically diverse Boston community and it is time that we create more opportunities for our students to become proficient in two or more languages in order to thrive and compete globally.

Increasing access to multiple languages is an effort that we will foster and invest in as a district. Our belief is that multilingual learners deserve access to a bilingual education and native language support, which can only benefit their English language acquisition - and our district as a whole. Regarding our Office of Multilingual and Multicultural Education (OMME), you will see a plan tonight that was informed by a robust community driven process. I would like to thank all of the task forces, there are so many to name that I'm hoping I catch them all, but to name a few, the District English Learner Advisory Council, Special Education Parent Advisory Council, the Community Engagement Advisory Council, the English Learner Task Force of English Learners with Disabilities - and our school Language Assessment Team Facilitators and others who informed this plan.

This plan is a new way forward for the district and we see the work as a through-line across departments. We have many departments that are also responsible for ensuring that the vision of bilingual education is implemented so families and students have choices of programs that connect to their language, heritage and cultures. We began this process last year and strategically focused on restructuring the former Office of English Learners and building the office capacity and infrastructure on the shift towards increased bilingual education as a primary focus. As you know, the English Language Learners Task Force is a subset of the Boston School Committee, we have received their feedback and collectively acknowledge the need to make significant systemic shifts towards fully realizing and implementing this strategic plan. For our multilingual learners with disabilities, the Strategic Priority 2 outlined in the plan is a joint responsibility with The Office of Special Education and the Office of Multilingual and Multicultural Education. As Superintendent, I will prioritize this critical work and we will be sharing more updates about this as the plan is implemented.

October 12, 2022

As we look forward to School Choice season, I'd like to provide an update on the district's School Quality Framework. The School Quality Framework (SQF) tiers are typically updated in late October. Tier information, which is based on two years' worth of data across five domains, drives the list of schools available for families as part of the Home Based Assignment Plan. Once tiers are established, families view their lists in www.discoverBPS.org before exploring schools via School Preview Time and the city-wide Showcase of Schools, which kick off in November. Due to the pandemic and data availability, the 2019 SQF tiers have remained in effect. Not only are data like MCAS scores and chronic absenteeism impacted by the pandemic, but other measures such as student, teacher, and parent climate surveys reflect the inequitable impacts of the pandemic. Therefore, it would not be appropriate for us to tier schools based on this data.

Additionally, this year, the state is also not producing school accountability determinations. With this information in hand, the internal working group consisting of representatives from Office of Data and Accountability, Family and Community Advancement, Welcome Services, Planning and Analysis, and the Office of Technology considered the options available for this Fall and recommended to the School Quality Working Group that 2019 SQF Tiers remain in effect for one more year. This group, co-chaired by Dr. Hardin Coleman and Marinelle Rousmaniere, supported the recommendation. DESE is expected to produce accountability determinations again in 2023, treating 2022 as a new baseline. With this in mind, we expect to be able to calculate new School Quality Tiers in 2023.

Additionally, the School Quality Workgroup will spend time this year considering a set of alternative metrics, to avoid further delays should the district find itself in this predicament, pandemic-related or not, again. We will continue to work with our schools on upcoming changes or announcements as it relates to this issue. We submitted our third set of deliverables to DESE on October 3rd. This included the district's preventive maintenance plan for school buildings, Quality School Plans for Transformation Schools and the launch of the Data Working Group.

Later tonight, you will hear a presentation from the Office of Multilingual and Multicultural Education of the Strategic Plan for Multilingual Learners. This plan reflects feedback heard from multiple stakeholders since the initial draft was released in August. We will continue to update the BPS community on our website at bostonpublicschools.org/strategicprogress.

As I close, I look forward to sharing more updates as it relates to staffing, enrollment, Green New Deal, and student support at our upcoming meetings. That is my Superintendent's Report for this evening.

Committee members offered condolences to the BPS student who lost his life due to gun violence earlier this week, and extended their support to Jean McGuire.

Dr. Alkins asked if BPS is working with community groups to combat violence. The Superintendent emphasized that collaboration and dialogue among agencies is critical. She described the vital role played by the faith-based community, nonprofits, and community-based organizations. Dr. Alkins requested data on the number of chronically absent students who are involved in re-engagement and alternative education programs. The Superintendent said that

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

BPS is in the process of rebuilding its re-engagement programming, and committed to having staff follow up with the information.

Mr. Cardet-Hernandez asked what levers the Superintendent is using to improve school safety and increase accountability. Superintendent Skipper said that students must feel safe both physically and psychologically. She said that she is looking forward to receiving the forthcoming report on school safety from the Council of Great City Schools and reviewing their recommendations.

Ms. Lopera requested trends on chronic absenteeism by grade levels. She asked what support is provided to schools applying for the Attendance Mini-Grants. Senior Director of the Department of Opportunity Youth Brian Marques said that district staff will provide schools with technical assistance to apply for the grants. He offered to conduct a crosswalk exercise to ensure that schools with high absenteeism rates apply for the grants.

Mr. Mehta asked for the average number of student absences. The Superintendent said that the average number of absences for students who are chronically absent is 20 days. She noted that the state does not categorize absences as excused or unexcused. She offered to collect and share with the Committee attendance data in terms of excused and unexcused for a future presentation.

Ms. Polanco Garcia noted the disproportionately higher number of absences among students with disabilities and asked how BPS is supporting them. The Superintendent said that she and her team will include an analysis of the issue in a forthcoming full report. Dr. Lauren Viviani, Interim Assistant Superintendent of Special Education, provided examples of how BPS works closely with students who have missed school to provide special education service.

Mr. O'Neill echoed Superintendent Skipper's comments that schools must be safe spaces for students, adding that the entire community has a responsibility to do its part. He cited best practices in Philadelphia and Los Angeles, respectively, where school districts are sending "nudge" letters home to the families of chronically absent students and using Breakthrough Teams to address persistent challenges, such as chronic absenteeism.

Ms. Robinson asked how BPS is helping families to understand the importance of consistent school attendance. Mr. Marques said that BPS is using "nudge" letters and utilizing resources intentionally. Chief of Student Support Jillian Kelton said that BPS is trying to foster and to strengthen relationships between our schools and our families. She emphasized the importance of two-way communication between families and school and district leaders.

Dr. Alkins asked how the attendance mini-grant proposals will be evaluated. Mr. Marques explained the attendance advisory committee is using a scoring rubric. He said that the application process is designed to provide schools with the greatest need with a significant advantage. In addition, BPS is offering technical assistance and grant writing workshops.

Mr. Cardet-Hernandez suggested that as part of the school choice process, BPS could share additional school quality measures, such as staffing turnover at the school level. Chief of Family and Community Advancement Denise Snyder explained the district's reasoning for keeping the

October 12, 2022

2019 SQF Tiers in effect for one more year, and said she will explore incorporating his suggestion to the [DiscoverBPS](#) school search tool.

Ms. Lopera asked for more information about the problem resolution system. The Superintendent explained that the Systemic Improvement Plan (SIP) calls for the establishment of both a HelpLine and Problem Resolution System (PRS) Response Team to oversee the district's response to complaints and track them accordingly

Mr. Cardet-Hernandez requested enrollment data for SY 2022-23, as well as SIP deliverables. The Superintendent said that she will provide the School Committee with an enrollment update at the next meeting. Chief of Schools and Accountability Drew Echelson said that the deliverables are shared with the Committee prior to being sent to the state and posted publicly at bostonpublicschools.org/strategicprogress. Mr. Cardet-Hernandez requested an ESSER update, including information on unspent funds. Chief Financial Officer Nate Kuder agreed to follow up with a comprehensive ESSER report later this year, as well as a high-level snapshot to share in the near future.

Staff clarified for Mr. Mehta the district's process for reporting and responding to cases of bullying.

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

GENERAL PUBLIC COMMENT

The following people testified in support of Higher Ground Boston:

- Maria Vargas, Roxbury resident, Ellis Elementary School parent
- Brandy Brooks, Roxbury resident, deputy director of High Ground Boston
- Marissa Lehrman, Somerville resident, member of Families First
- Lashaunda Watson, Roxbury resident, member of Higher Ground Boston
- Mariana Botier, Allston resident, member of Higher Ground Boston
- Shavonne Herrington, Mattapan resident, BPS parent, and member of Higher Ground's Surround Care Coalition. She also expressed concern about some bus routes not having monitors to support students with special needs.

The following people testified with concerns about the proposed merger between the Sumner and Philbrick elementary schools:

- Rachel Young, Roslindale resident, Sumner Elementary School parent
- Lauren Peter, Roslindale resident, Sumner Elementary School parent
- Allison Friedmann, Roslindale resident, Sumner Elementary School parent

The following people testified in support of adding stronger COVID health and safety protocols:

- Nancy Lessin, Jamaica Plain resident and member of BPS Families for COVID Safety (FamCOSa)
- Cheryl Buckman, South Boston resident and member of BPS FamCOSa

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

Suzanne Lee, Chinatown resident and co-chair, English Language Learners Task Force, testified in support of the OMME strategic plan.

John Mudd, Cambridge resident and advocate, testified regarding the Achievement Gap and the OMME Strategic Plan.

Michael Heichman, Dorchester resident and Boston Education Justice Alliance member, testified regarding the diversity of district leadership.

Edith Bazile, Hyde Park resident and special education advocate, testified regarding equitable literacy.

Sharon Hinton, Hyde Park resident and advocate, testified regarding teacher vacancies and cameras in schools.

Ted Loska, Dorchester resident and advocate, testified regarding equity in athletic and arts opportunities for BPS students.

ACTION ITEM

Mr. Cardet-Hernandez requested more information about the performance measures that will be used for the Targeted Assistance Grant for Turnaround Schools. The Superintendent said that she will ask grant manager and Office of School and District Transformation Executive Director Mike Sabin to follow up. Assistant Superintendent of Data Strategy and Implementation Monica Hogan detailed SIP expenditures for Mr. Cardet-Hernandez. Ms. Hogan explained the bidding process for the district's school safety review, which was ultimately awarded to the Council of Great City Schools. Three quotes were solicited for the contract totaling less than \$50,000. Mr. Cardet-Hernandez suggested that the district engage in a more meaningful process going forward. He said that he is not comfortable approving the slate of grants for approval this evening based on the information provided. He requested that information be added to grant intake forms detailing how the funding is being spent, such as FTEs. Mr. Kuder offered to add additional details to future grants packages. The Superintendent agreed to have staff provide additional grant information to the Committee moving forward. Ms. Robinson said that additional context will be helpful, noting the Committee's fiscal responsibility as the district's governing body. Dr. Alkins spoke about the importance of monitoring grant acceptances and outcomes throughout the process. Committee members discussed whether to postpone the approval of the grants based on the information provided. Mr. Kuder asked the Committee to consider voting based on the existing information, explaining that postponing the vote would delay grant managers from providing programming by two weeks or more. Ms. Robinson agreed and encouraged the finance team to provide the Committee with more detailed grants information sooner if possible.

Approved - On roll call, the Committee approved grants for approval totaling \$4,436,092. Mr. Cardet-Hernandez abstained. All other members voted yes.

October 12, 2022

REPORTS

2022 MCAS Results - Interim Senior Executive Director of the Office of Data and Accountability Apryl Clarkson and Senior Deputy Superintendent of Academics Dr. Linda Chen presented the Boston Public Schools' 2022 MCAS results. Students in grades 3-8 and 10 took the MCAS in the spring of 2022 in ELA, Math and Science, the first full administration of the MCAS since the 2020 COVID-19 global pandemic. Due to the shifts in administration of the MCAS in 2021, the presentation provided an emphasis on three-year trend analysis between 2019 and 2022, rather than focusing specifically on the one-year trend between 2021 and 2022.

Data Highlights:

Accountability

- Fifty-five schools remain above the bottom 10 percent of schools statewide.
- Three schools moved out of the bottom 10 percent of schools statewide.
- Four schools moved into the bottom 10 percent of schools statewide.
- Overall, the district has 32 schools in the bottom 10 percent of schools statewide. Of those 32, 19 remained in the bottom 10 percent of schools statewide; 4 schools moved into the bottom 10 percent; 5 schools are classified as either underperforming or chronically underperforming as designated by DESE; and 4 schools that were closed in SY21-22 that were in the bottom 10 percent of schools statewide.
- Twenty-seven schools improved their accountability percentiles by 5 points or more.

Grades 3-8

- Ninety-eight percent (98%) of BPS students in grades 3-8 took the MCAS in English Language Arts (ELA) and Math.
- Twenty-nine percent (29%) of grade 3-8 students met or exceeded expectations, which is a 6 percentage point decrease from 2019 and 2.3 percentage point decrease from 2021.
- Twenty-four percent (24%) of students met or exceeded expectations, which is a 9 percentage point decrease from 2019 and a 4 percentage point increase from 2021.

Grade 10

- Ninety-six percent (96%) of BPS students in grade 10 took the MCAS in English Language Arts (ELA) and Math.
- Forty-seven percent (47%) of grade 10 students met or exceeded expectations in ELA and forty percent (40%) of students met or exceeded expectations in Math.

The presenters provided additional details on student performance by major student groups.

Dr. Alkins requested a breakdown of the faculty diversity at schools that performed higher on the MCAS exam. Dr. Chen said she will have staff follow up. Secondary School Superintendent Dr. Tanya Freeman Wisdom shared the district's strategies to raise achievement and prepare students for college, career and life. Dr. Alkins spoke about the importance of adequately funding and resourcing alternative education programs. Superintendent Skipper said that in addition to alternative education, there are opportunities to extend after-school programming.

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

Mr. Cardet-Hernandez asked how ESSER funding is being used to support academic acceleration. Dr. Chen said that BPS needs more formative measures that are not high stakes, but inform teachers as to how to best support their students and inform district leaders about trends. Ms. Clarkson explained how the Office of Data and Accountability uses formative and summative assessments. Elementary School Superintendent Natalie Diaz-Ake shared how district leaders utilize the equitable literacy observation tool. Chief of Schools and Accountability Drew Echelson spoke about the importance of having a strong problem solving culture at schools.

Ms. Lopera spoke about the importance of providing students with rigor and asked how BPS is supporting educators with providing differentiated instruction. Dr. Chen shared how educators offer differentiated instruction.

Mr. Mehta expressed concern about the performance by English learners and students with disabilities on the MCAS.

Ms. Polanco Garcia spoke about her son's experience with tutoring at the Quincy School and encouraged BPS to hire additional reading specialists. Dr. Chen said that some additional specialists were hired this year and are working in Transformation schools, along with equitable literacy coaches. She encouraged families to take advantage of the Paper, the district's free online tutoring platform.

Mr. O'Neill called the MCAS results an important roadmap to guide the district's strategies for pandemic recovery.

Ms. Clarkson clarified for Mr. Mehta that students will receive their individual MCAS results electronically by late October or early November.

Ms. Robinson asked if the district adjusts the curriculum in response to MCAS data. Dr. Chen said that she has not seen just one curriculum that both meets the diverse needs of BPS students and represents the identity of our BPS students. She said that teams work with teacher leaders to make modifications to weaker areas in the curriculum that are informed by results.

Ms. Robinson expressed concern about the district's low science scores. Dr. Chen said that ample time is needed for all content areas, not just math and literacy.

Dr. Alkins spoke about the importance of providing students with hands-on STEM activities and internship opportunities. He asked how ESSER investments are supporting STEM learning. The Superintendent said that BPS must be intentional and work with partners to provide opportunities for students.

Ms. Robinson asked if the district would consider providing more opportunities for rigor, such as Russian math. The Superintendent said that the classroom must be thought of as a continuum.

Ms. Lopera said that BPS must support teachers to meet the learning needs of all students where they are.

Mr. Cardet-Hernandez encouraged the district to consider narrowing the choice of assessments.

October 12, 2022

Responding to an inquiry from Ms. Robinson, Ms. Clarkson said that school leaders received MCAS results last May, followed by a series of further summary results. Dr. Chen said that moving forward, district leaders would like to see ELA growth in terms of grade level reading proficiency.

Office of Multilingual and Multicultural Education Strategic Plan - Dr. Linda Chen, Senior Deputy Superintendent of Academics and Farah Assiraj, Deputy Chief Academic Officer and Interim Assistant Superintendent of the Office of Multilingual and Multicultural Education, presented a three-year strategic plan for the Office of Multilingual and Multicultural Education (formerly the Office of English Learners). The BPS/DESE Strategic Improvement Plan (SIP) requires BPS to create a Strategic Plan for Multilingual Learners and present it to the School Committee by mid-October.

Highlights of the presentation include:

- Bilingual Education as the primary goal for the strategic plan
- An overview for English Learner Education bilingual program implementation
- Five strategic priorities with metrics, action areas, impact and next steps
 1. Expand bilingual programs that support students and enable their achievement of the Massachusetts State Seal of Biliteracy;
 2. Ensure that all Multilingual Learners with Disabilities (MLWD) receive appropriate services and support, including native language;
 3. Improve instruction and outcomes across multilingual learner programming;
 4. Develop student-centered systems with an equity lens that ensures Multilingual Learners have required services and access to opportunities; and
 5. Partner with youth, families, communities, CBOs, and education partners to increase opportunities for program options towards college and career readiness.
- Summary of stakeholder feedback on the Draft plan (August - September 2022)

Due to the late hour, Ms. Robinson suggested that members keep their questions brief and follow up in writing with any additional questions they may have.

Mr. Mehta asked about the process for students to obtain the seal of biliteracy. Ms. Assiraj said that the Seal of Biliteracy is managed by World Languages Director Julie Calderon, who partners with schools to provide students with opportunities to demonstrate their language proficiency both written and oral.

Dr. Alkins and Ms. Lopera spoke about the value of bilingual teachers and asked about the district's efforts to expand the teacher diversity pipeline. Ms. Assiraj spoke about the challenges related to increasing teacher diversity and the district's efforts to shift bilingual education to better serve multilingual learners with special needs. She said that BPS is engaging bilingual paraprofessionals as one strategy. The Superintendent said that there are many opportunities to recruit and retain bilingual staff. Ms. Lopera said that BPS staff at all levels must reflect the

**Boston School Committee Remote Meeting
Zoom**

October 12, 2022

diversity of the district’s student body. She encouraged the district to leverage the experiences and expertise of dual language schools and bilingual programs.

Ms. Polanco Garcia congratulated the OMME team for partnering with school leaders and families to develop the plan. She suggested that school leaders receive training to incorporate strategies to support multilingual students. Ms. Polanco Garcia asked a number of clarifying questions, all of which were answered by district staff. Ms. Polanco Garcia recommended that the English Language Learners Task Force supervise the plan’s progress and monitor data.

Mr. O’Neill praised the OMME plan, particularly its emphasis on the expansion of dual language schools which must be implemented in a thoughtful and intentional manner. He spoke about the importance of engaging the community early in the policy making process. He said that reaching the stated hiring goals will require a concerted effort by the district given the national teacher shortage.

Ms. Robinson requested data on the languages spoken by BPS students and the number of EL students being taught by native speaking teachers to better understand the impact of native language instruction.

PUBLIC COMMENT ON REPORTS

John Mudd, Cambridge resident and advocate, testified about the importance of closing persistent achievement gaps and consistently utilizing equity impact statements.

NEW BUSINESS

None.

ADJOURN

Approved - At approximately 11:15 p.m. the Committee voted unanimously, by roll call, to adjourn to the meeting.

Attest:



Elizabeth Sullivan
Executive Secretary