



**OFFICIAL MINUTES OF THE REMOTE BOSTON SCHOOL
COMMITTEE FY22 BUDGET HEARING AND MEETING**

March 17, 2021

The Boston School Committee held a remote FY22 budget hearing and meeting on March 17, 2021 at 4:30 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 Alexandra Oliver-Dávila; Vice Chairperson Michael O’Neill; Dr. Hardin Coleman (joined at beginning of executive session); Ernani DeAraujo; Dr. Lorna Rivera; Jeri Robinson; and Quoc Tran (joined at beginning of the budget hearing).

School Committee Member Absent: None.

DOCUMENTS PRESENTED

[Agenda](#)

Boston School Committee Meeting Minutes: February 24, 2021 Meeting; and March 9, 2021 FY22 Budget Hearing

Grants for Approval Totaling \$3,997,148:

Amount	FY	Grant Name	Status	Representative Present	Representative Title	Focus Area(s)	Sites
\$3,875,563	2021	FY21 State COVID Prevention Fund	New	Nathan Kuder	Chief Finance Officer	Covid-19	Districtwide

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\$45,000	2021	FAFSA Completion Opportunity Grant	New	Catherine Chiu	Director of Guidance	Achievement Gap	6 Sites
\$41,500	2021	Summer Food Service Program: Expansion, Access, Training and Start-Up	New	Kelly Thompson	Nutrition Manager	Food Nutrition Services	Districtwide
\$10,000	2021	21st Century Community Learning Centers - Continuation Grant Enhanced Programs for Students on an IEP	Increase	Kenya Elisa-McLaren	Expanded Learning Time Grants Manager	SPED	Gardner Pilot Academy
\$25,085	2021	Title II-A – Improving Educator Quality	Increase	Nathan Kuder	Chief Finance Officer	Educator Effectiveness	Districtwide

Superintendent's Final FY22 Budget Recommendation Letter

Updated FY22 Budget Tables

Summer Learning 2021 PowerPoint

Summer Learning Equity Impact Statement

Summer Learning Memo, March 17, 2021

Boston School Committee Goal Measures PowerPoint

Goals and Guardrails, March 17, 2021

CALL TO ORDER

Chairperson Oliver-Dávila called the meeting to order and led the pledge of allegiance. Ms. Sullivan called the roll. All members were present with the exception of Dr. Coleman, who joined at the start of the executive session, and Mr. Tran, who was absent for the executive session but joined at the start of the budget hearing.

ADJOURN TO EXECUTIVE SESSION

Approved - On roll call, the Committee voted unanimously to adjourn to an executive session for the purpose of discussing litigation strategy regarding the matter *Boston Parent Coalition for Academic Excellence Corp. v. School Committee of the City of Boston, et al.* She announced that the Committee would return to public session at 5 p.m.

FISCAL YEAR 2022 BUDGET HEARING

The Committee returned to public session at approximately 5:05 p.m. Ms. Oliver-Dávila 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 Spanish, Haitian Creole, Cabo Verdean, Vietnamese, Cantonese, Mandarin, and American Sign Language (ASL); the interpreters introduced themselves and gave instructions in their native language on how to access simultaneous interpretation by changing the Zoom channel. Meeting documents were translated into all of the official BPS languages and publicly posted at www.bostonpublicschools.org/schoolcommittee prior to the start of the meeting.

Chief Finance Officer Nate Kuder presented the Superintendent's final FY22 general fund budget recommendation in the amount of \$1,294,719,861.

He briefly summarized the changes reflected in this proposal versus the original budget proposed on February 3rd:

- Allocation of soft landings for lower performing schools
- Other changes to school budgets
- Changes to central budgets

The Superintendent thanked her team for their hard work and thanked the community for their feedback. She said that she is proud of key investments and looks forward to engaging the community to determine how federal funding should be spent.

The following people testified regarding the Superintendent's FY22 budget recommendation:

- Boston City Councilor At Large Michelle Wu
- Boston City Councilor At Large Annissa Essaibi-George
- Jason Dias and Aaron Rodriguez, BPS students, and members, Sociedad Latina
- Claudia Bueno and Arianny Mordan, BPS students, and members, Sociedad Latina
- Mike Heichman, member, Boston Education Justice Alliance
- Ruby Reyes, executive director, Boston Education Justice Alliance
- Nora McManus Vincent, parent, Bates Elementary School
- Alaynah Haynes, parent, Bates Elementary School
- Sonia Maldonado, parent, Blackstone Elementary School
- Suleika Soto, member, Boston Education Justice Alliance
- Sharon Hinton, member, Black Teachers Matter

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- Dorys Gonzales, parent, Blackstone Elementary School
- Shandy Polanco, parent, Boston Latin Academy
- Alfonso Rubio, BPS parent
- Brigida Castillo, parent, O'Bryant School of Math and Science
- Josefina Burgos, parent, Russell Elementary School
- Noemi Ortiz, parent, Blackstone Elementary School

Mr. O'Neill noted that this is an unusual budget year because of all of the federal relief BPS is receiving. He encouraged the district to spend the money thoughtfully and suggested that the district address some of the facilities concerns raised during public comment.

Mr. Robinson asked if schools will be able to request funding to address issues that are unique to their individual schools. The Superintendent responded that schools will have input in how forthcoming relief funding is allocated. She clarified that funding for facility repairs comes from the capital budget, not the operating. She said that she will follow up with a presentation on the capital budget.

Approved - On roll call, the School Committee voted unanimously to adjourn the FY22 budget hearing at 6:23 p.m.

APPROVAL OF MEETING MINUTES

Approved – On roll call, the Committee unanimously approved the minutes of the February 24, 2021 meeting and March 9, 2021 FY22 budget hearing.

SUPERINTENDENT'S REPORT

As prepared for delivery.

Thank you all for joining us. Happy St. Patrick's Day. And thank you to everyone who attended our budget hearing earlier and our other budget meetings over the last several weeks. I also want to thank you Madame Chair for your acknowledgment of our students, their voice, and their concerns. I too want the students to know that we respect their voice and that we value their contribution and we take their concerns seriously. Our students are why we are here. We will continue to work with our BSAC students and all our students across the district. I too want to thank Khymani for his service on the committee and his contribution. I want to first start off by acknowledging the horrific news out of Georgia late last night. Our hearts ache for the families of the 8 victims of this unspeakable tragedy. We stand in solidarity with our friends, neighbors, family members, and colleagues in the Asian community who have been the victims of a growing number of acts of targeted violence. We stand by your side as we combat these senseless attacks. Nobody should feel unsafe or scared because of who they are - hate has no place in our community or our country. I am especially pained today as once again women were the apparent target last night. Women have a long history of experiencing violence, and have borne a greater burden during this pandemic. We have seen the collective power of women banding together in recent weeks and months, especially women of color. I call on all members of Boston Public Schools to join me in expressing our support for the Asian community. Now,

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on to my report.

It's been a few weeks since I last provided an update, so I'd like to again start off with a look at some of our Transportation data. Since our last meeting we've welcomed additional students back to school for in-person learning. With that, we are transporting more of our students to and from school. BPS yellow buses continue to transport bus-eligible BPS students on days they are learning in-person. Social distancing, mask wearing, keeping bus windows open for ventilation, and other health and safety protocols are in place at all times on buses. We're incredibly grateful to our bus drivers, bus monitors, and yellow bus contractors who have all been great partners throughout the year and worked diligently to get students safely to and from school while also allowing us to be flexible and quickly adapt our transportation schedules and procedures to changing reopening timelines. Here you will see some updated transportation data.

As mentioned during our last meeting, our primary metric for success is bus on-time performance (OTP), which is a measure of the percentage of buses that arrive on-time to their schools. Our target is to be above 95% on time every day. As you can see, the team has improved bus service throughout the year, increasing from 87% on-time average in October to 96% average bus on-time performance so far in March. Students in grades K0-3 returned on March 1 and then students in grades 4-8 started coming back to school buildings on March 15. On each of these days, we achieved a 95% on-time bus performance, another "school start" record for transportation.

We also continue to work to improve our service and communications for families.

- Our hotline wait times continue to improve, from an average of 2:37 (2 minutes, 37 seconds) in February to 1:21 so far in March.
- Hotline wait times were also under 2 minutes on both recent school start days (March 1 and March 15)

The team is continuing to work hard, along with our drivers and monitors, to ensure we are ready to transport additional students when BPS returns for five days in-person in April. Student and employee safety remains of the utmost importance. Thank you to everyone on the Transportation team for raising the bar and continuing the work to maintain this improved performance!

Over the last few weeks, Mayor Walsh and I have made numerous school visits to greet students and thank our staff for all their hard work this past year. It's so heartwarming to see our school buildings come to life again, and the joy in the classrooms and hallways is palpable. I wanted to share as many photos of these visits as I could, so you'll see lots of highlights from our visits as I discuss where we are with reopening. These visits have been bittersweet. We're so excited to see our students learning inside their schools, but we know that our time with Mayor Walsh is limited. Thank you, Mayor Walsh for everything. We will miss you so much!

This week we welcome back students in grades 4-8 who have opted into the hybrid learning model. On Monday we welcomed students in Group A, and tomorrow our students in grades 4-8 in Group B will return to school buildings.

We are continuing the safe, responsible phase-in on the hybrid model that we announced in January. On Monday, March 29 and Thursday, April 1, we will welcome back students in grades

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9-12 who have opted into the hybrid learning model.

As a reminder, in-person learning is currently on a hybrid schedule. The majority of our students learning in-person are in school buildings 2 days a week. Many of our high in-person priority students are in school buildings four days a week. The State is calling on districts to give all elementary and middle-school students the option of full-time in-person school, beginning in April. BPS is working towards this goal, though we will continue to respect family choice and fully remote learning will remain an option for our families. We sent out a survey on Monday morning asking families their preference -- remote learning or fully in-person. Families are asked to complete one survey for each BPS child in their household by next Monday, March 22.

Here you will see a snapshot of responses we have received thus far, broken down by grade. Selections for five days of in-person are in blue and responses for five days of remote are in orange. As of earlier today, we have received over 14,000 responses, constituting 27% of our students. About 64% of families are choosing five days of in-person learning. Also of note, to date, about 84% of families are not changing their learning model preferences. If students were enrolled in hybrid learning, they are by and large sticking with in-person learning. We are seeing similar results for families who previously selected remote learning. It has been 2 days since we sent the survey to families and we are working to increase the response rate. I was just notified that since we took this snapshot, our response rate has jumped up to 32%, with more than 16,600 responses. In addition to our emails to families, over the weekend we sent letters via postal mail to more than 5,000 families. These were families for whom we did not have a valid email address. As we mentioned in our letter to families sent this morning, once full in-person learning is implemented, classroom sizes and layouts will be adjusted in some cases.

For students learning in-person, families can expect educators teaching in classrooms, though staffing assignments may shift. Facility modifications will vary by building. Schools may need to utilize larger rooms in their buildings as well as outdoor spaces. In classrooms, desks will be *at least* three feet apart. Teachers and staff should maintain six feet of distance from students and other staff when feasible. BPS will continue to adhere to the health and cleaning protocols currently in place in all of our schools. More information about our health and safety protocols is available at bostonpublicschools.org/reopening.

This past weekend, BPS launched a vaccination clinic for BPS staff at the BCYF Gallivan Community Center in Mattapan. The clinic is open to teachers, staff, bus drivers -- all BPS employees and contractors. The clinic is located at the Boston Centers for Youth and Families (BCYF) Gallivan Community Center in Mattapan, and will offer approximately 200 appointments per day. We're open on Sundays from 10:00 am to 3:00 pm and Monday through Thursday from 2:00 to 7:00 pm. The clinic will run for two weeks, then will be operational again after 21 days to provide second doses for an additional two weeks. Staff and contractors can sign up for appointments at the BPS clinic on the BPS staff vaccine website. The staff can book appointments by logging in with their BPS credentials. We also have Frequently Asked Questions, recordings of our info sessions, and a list of other locations to get a vaccine. BPS continues to execute its vaccination management plan to provide equitable access to any BPS employee who wants to receive the COVID-19 vaccine. We produced stickers and vaccine fact sheets in English and Haitian Creole. Staff are volunteering to go out to the bus yards to sign up contractors (including our drivers and monitors). We are also keeping staff informed about appointment availability at other vaccine locations. Just two nights ago we sent a text shortly before 9pm to all our staff about 200 appointments that became available. All of the slots were

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gone within 10 to 15 minutes! We've hosted virtual info sessions over the last few weeks, and shared other info with staff via emails and text messages. We're planning to send another update to staff via email this evening. We're looking forward to opening the second clinic at the BTU Hall in Dorchester once more doses become available. We are so grateful for the collaboration with BPHC and the BTU and are so appreciative of the whole BPS community for their enthusiasm. I also got my vaccine yesterday at the Reggie Lewis Center! I must admit I was a bit nervous about the vaccine, but this is our best mitigation strategy to date. We've talked for a year about everyone doing their part in support of the overall health of our community. If you are eligible, this is one of the ways that you can do your part!

This year, Boston Public Schools celebrated our 75th Annual Citywide/Regional Science Fair. Even though our fair was virtual, our middle and high school students' projects and proposal submissions were still of the high caliber that is associated with BPS students. Students gave joyful and intelligent presentations that blew the judges away, on topics such as:

- COVID's impact on their communities - from humans to animals
- The treatment of genetic diseases
- What climate change looks like in their community
- and so much more

I was thrilled to deliver the opening remarks for the awards ceremony, joined by Northeastern University Assistant Dean Richard Harris. Together, we encouraged students to pursue the science and math fields, and to become future STEM leaders. I again want to thank you to the organizations who worked with our students or were sponsors of our fair this year: Sanofi Genzyme, Imperial Promotions, Northeastern University, and 826 Boston. Thank you to our Central Office STEM Team and all of our science educators for their incredible dedication to the sciences and this annual tradition. And of course, congratulations to all of our winners in the Middle School and High School divisions. You make us all proud and we can't wait to see where your scientific passions take you.

Finally, over the last few days, I've been reflecting on the past year, as we mark the anniversary of the school closure last March. Yesterday I joined WBUR's Radio Boston to talk about what we learned over the last year and what we will keep with us as we recover and emerge stronger from this pandemic. I said that one of the biggest takeaways from the last year is the tremendous support we've provided to our students and families during this incredibly challenging year and the shift from in person to remote instruction. Our teachers have completely shifted their practice and have recreated the classrooms both on-line, in person, and simultaneous teaching. This has been a huge undertaking and one we are all still working on as we continue to share best practices across classrooms and schools. As we open further, school leaders have worked creatively to schedule students into the best learning environments possible.

Since our meal sites opened one year ago today, we have distributed more than 4.6 million meals:

- More than 1.3 million in door-to-door deliveries
- More than 9,000 volunteer hours logged at distribution sites
- More than 40,000 bags of groceries provided
- More than 9,400 USDA boxes of groceries delivered to homes

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We have provided 55,000 Chromebooks to students so that every student who requested a Chromebook received a Chromebook. We have provided over 6,000 Internet vouchers, hotspots, and other access to home WiFi for students. Nearly 600 families have received housing vouchers directly through BPS referrals, while over 400 of these families have been housed to date. Behavioral Health Services (BHS) has provided individual or group counseling services to over 1,200 students since the closure. Behavioral Health has completed 2,330 psychological evaluations and 100 sociological evaluations since school closure. Plus, over 720 crisis interventions and tier 2 services provided to over 650 students since school closure.

We initiated Community Equity Roundtables to elevate student and family voice and connect with students, families, advocates, and community partners. We also initiated school-based Equity Roundtables to target our discussions to school communities. We also launched a [data dashboard](#) to transparently provide weekly attendance and engagement reports. These are just some of the ways that BPS staff and the larger community responded to this unprecedented emergency. It's hard to believe that it's been a year, and at the same time, it's hard to believe that this was all within the last year. I am so #BPSproud of our team. This has been such a difficult year, but I am feeling and sensing more optimism in our community. I've seen so much joy and enthusiasm in my school visit over the last few weeks. There is a light at the end of the tunnel. Every day we are getting closer. Thank you to everyone on Team BPS. And that is my Superintendent's Report for this evening.

Ms. Robinson encouraged the Superintendent to share the complete list of how BPS supported families during the pandemic, adding that there is much to be proud of, even in this difficult year. She asked if there had been any issues with students taking the MBTA. The Superintendent said that officials from the BPS Transportation Department have been meeting with MBTA representatives to mitigate interruptions related to recent routing changes.

Dr. Rivera asked why high school students are showing lower preference to return to in-person learning five days a week compared with other grade levels. The Superintendent said that the survey responses received thus far largely show families choosing to keep their previously selected preference, adding that she and her team will continue to watch for trends. Dr. Rivera asked about protocols for classrooms with students who are not able to wear a mask. The Superintendent said that those classrooms will incorporate distancing and the use of partitions. Dr. Rivers asked if the district is tracking staff vaccination rates by school. The Superintendent responded by explaining that vaccinations are private health information and such information would have to be volunteered to the district.

Mr. O'Neill asked about lessons the district has learned from supporting students experiencing homelessness during the pandemic. The Superintendent described how BPS has worked with city officials to provide families with housing vouchers and worked with landlords. She said that BPS needs to be intentional in its outreach and help families navigate the process. She spoke about the importance of housing stability and its impact on education. Mr. O'Neill asked what challenges the district is facing as it works towards its goal of reopening for in-person learning five days a week. The Superintendent said that people have become socialized to keeping a distance of six feet and will have to adjust to the new three foot distance. She said that the district is working

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through challenges with transportation routing, scheduling the school day, and moving furniture to create physical space in schools.

Dr. Rivera asked about COVID pool testing and notification. The Superintendent said that BPS is providing pool testing for students and individual testing for teachers. She explained that the district follows contract tracing protocols and posts the information on a data dashboard on the BPS webpage.

Ms. Robinson asked if some schools are more prepared for five days a week of in-person learning than others. The Superintendent said some schools are eager for a full return and all are working out details. She said that school partners will be welcomed back into school buildings.

Ms. Oliver-Dávila thanked Committee members for making phone calls personally thanking schools leaders for their leadership during this challenging year. She thanked teachers for their commitment and thanked district staff for providing meals, mental health supports, mentorship, and equity roundtables.

GENERAL PUBLIC COMMENT

- Khymani James, student, Boston Latin Academy, testified regarding student voice and transparency.
- Charlene Adames Pimentel, student, Boston Latin Academy, testified regarding student voice and transparency.
- Naomi Caselli, teacher, Horace Mann School for the Deaf and Hard of Hearing/Boston University, testified regarding the value of the Horace Mann School.
- Melissa Brown, teacher, Horace Mann School for the Deaf and Hard of Hearing, testified regarding the value of the Horace Mann School.
- Martha O'Brien, teacher, Horace Mann School for the Deaf and Hard of Hearing, testified regarding the value of the Horace Mann School.
- Mohamed Abanoor, alumnus, Horace Mann School for the Deaf and Hard of Hearing, testified regarding the value of the Horace Mann School.
- Kaleigh Connolly, parent, Horace Mann School for the Deaf and Hard of Hearing, testified regarding the value of the Horace Mann School.
- Charlie Kim, parent, Horace Mann School for the Deaf and Hard of Hearing, testified regarding the value of the Horace Mann School.
- Corey Zehngebot, BPS parent and member, Voices for BPS Families, testified regarding the return to in-person learning
- Shery Keleher, parent, Warren-Prescott K-8 and Boston Latin School, testified regarding the return to in-person learning.
- Benjamin Allen, parent, J.F. Kennedy Elementary School, testified regarding the return to in-person learning.
- Mano Katsompenakis, BPS parent and member, Voices for BPS Families, testified regarding the return to in-person learning.
- Mike Heichman, member, Boston Education Justice Alliance, testified regarding student voice.
- Ruby Reyes, executive director, Boston Education Justice Alliance, testified regarding the budget.

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- Sharon Hinton, founder, Black Teachers Matter, testified regarding the Exam Schools Admissions Task Force.
- Marcie Carmody, BPS parent and member, Voices for BPS Families, testified regarding the return to in-person learning.
- Suleika Soto, BPS parent and member, Boston Education Justice Alliance, testified regarding school reopening.
- Roxi Harvey, chair, Boston Special Education Parents Advisory Council (SpedPac), testified regarding the School Committee's proposed goals and guardrails.
- Nathan Gunsch, parent, Eliot K-8 Innovation School, testified regarding returning to full-time in-person learning.
- Lyndsay Picciano, parent, Perry K-8 School, testified regarding returning to full-time in-person learning.

ACTION ITEMS

Ms. Robinson asked why only some schools were included in the FAFSA grant. The Superintendent explained that this particular grant provides targeted assistance. She added that her team is working with all high schools to increase the FAFSA application rate.

Approved - On roll call, the Committee unanimously approved grants for approval totaling \$3,997,148.

REPORTS

Summer Learning 2021 - Chief Academic Officer Andrea Zayas presented a report on the district's summer learning initiatives for 2021. Co-presenters included Dr. Regine Philippeaux-Pierre, Deputy Chief Academic Officer; Chris Smith, President and Executive Director, Boston After School & Beyond; Frank Wilburn, 3rd grade teacher, Grew Elementary School; Shannon Hayes, BPS Director of Summer Learning; Dr. Silvia Romero-Johnson, Assistant Superintendent, BPS Office of English Learners; Ethan D'Ablemont-Burnes, Superintendent of Special Education; Marsha Inniss-Mitchell, Director of BPS Post Secondary Initiatives and Partnerships; and Solange Marsan, Early Childhood Department.

The City of Boston and the Boston Public Schools aim to ensure that every student has a summer plan. BPS 2021 Summer Learning initiatives include both remote and in-person learning opportunities. The presenters reviewed Early Childhood, Special Education, English Learners, Credit Recovery, and school-based summer programming. BPS is also working with community partners through the 5th Quarter Summer Learning Academies, Enrichment camps, Boston's Learn and Earn program, Private Industry Council and additional citywide youth employment opportunities. Combined, BPS currently has 27,781 summer opportunities available to students, close to 5,000 more summer opportunities than the summer of 2019, before the pandemic. Registration for BPS Summer Learning will be open by mid-April. Details of the individual programs we offer throughout the city can be found [here](#).

Dr. Rivera asked if the district will be providing pool testing at summer learning sites and whether the district will offer remote summer learning opportunities. The Superintendent said

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that she would follow up with information regarding pool testing, adding that healthy and safety protocols will be enforced. Ms. Zayas said that both remote and in-person summer learning opportunities will be offered. Mr. Smith said that Boston After School & Beyond is planning for rigorous monitoring in the summer programs.

Dr. Coleman asked about the gap between the supply and demand of summer learning opportunities. The Superintendent said that the district's goal is to match the demand.

Ms. Robinson asked if the district has the flexibility to increase capacity in highly sought after programs. Ms. Zayas said that the district's goal is to reach out to all families. She confirmed that transportation will be provided.

Mr. DeAraujo expressed enthusiasm and support for the summer learning plans.

Mr. O'Neill asked what opportunities are available for students who are turning 22 and aging out of BPS. Mr. D'Ablemont-Burnes explained that the district makes transition plans for students. He added that some students may be eligible to receive compensatory services.

Ms. Oliver-Dávila thanked the district's summer learning partners, adding that she is pleased that every student will have a summer plan. She encouraged school leaders to reach out to families about the opportunities available. She asked if students self-select summer programs or are targeted. Ms. Zayas said it's both. Ms. Oliver-Dávila requested that Mission Hill be recognized as its own neighborhood in materials produced by the district.

Update on Boston School Committee Priority Setting: Goal Measures - Dr. Coleman provided an update on the Committee's priority setting process and shared how the Committee is incorporating community feedback into the goals and guardrails. He read aloud the following preamble:

The Boston Public Schools will be a nation-leading, student-centered, achievement gap-closing, anti-racist public school district providing an equitable, excellent, and well rounded education that prepares every student for success in college, career and life with particular emphasis on historically underserved student groups. The Boston School Committee (BSC) is committed to ensuring that every student gets what they need to thrive. Last year, the BSC approved the Superintendent's five-year Strategic Plan. In an effort to strengthen the district's focus on student outcomes especially for historically marginalized students (Black, Latinx, Asian, English Learners, and students with special learning needs), the Committee has developed goals in alignment with the Strategic Plan, the Opportunity & Achievement Gaps Policy, and feedback from a number of stakeholder groups, including but not limited to the English Learners Task Force and the Opportunity & Achievement Gap Task Force.

Dr. Coleman reaffirmed the Committee's commitment to the Superintendent's Strategic Plan and said that the district will continue to track the plan's 55 measures and report its progress to the Committee using disaggregated data. He also clarified that goals are student outputs (what students should know and be able to do), while guardrails are adult inputs (non-negotiable community values that must be honored in pursuit of the goals).

Dr. Coleman then reviewed how the Committee incorporated community feedback in the goals and guardrails:

Goals: The community's vision for what students should know and be able to do.

- **Early Literacy:**
 - Urgent Imperative: Currently our system has produced disparate outcomes for Black and Latinx students with 30% and 31% of students, respectively, meeting or exceeding expectations on the ELA MCAS in 3rd grade.
 - Goal: Students will acquire strong foundational reading skills to ensure they arrive in grade 3 ready to thrive in school.
 - Measure: Measured by the percentage of K2 students who meet or exceed grade level expectations on the MAP Reading Fluency assessment at the end of the year.

- **Achievement for English Learners:**
 - Urgent Imperative: Our English Learners will not be able to reach their full potential until we provide equitable access to high quality literacy education, as we know that student persistence and drop-out prevention are tied to literacy.
 - Goal: English learners will demonstrate growth in English language proficiency.
 - Measure: Measured by the percentage of students who are English Learners who demonstrate a Student Growth Percentile on the ACCESS assessment of 50 or higher.

- **Achievement for Students with Disabilities:**
 - Urgent Imperative: 30% students with disabilities are being educated in substantially separate learning environments.
 - Goal: Students with disabilities will thrive and grow in rich and inclusive learning environments.
 - Measure: Measured by the percentage of students with disabilities with a Student Growth Percentile (SGP) on the MCAS ELA assessment of 50 or higher.

- **Critical Thinking with Math, Science, & Literacy:**
 - Urgent Imperative: Black and Latinx students, English Learners, and Students with Disabilities are not consistently provided access to critical thinking across content areas as evidenced by the percentage of 8th grade students meeting or exceeding expectations in math (21%, 22%, 7%, 7%, respectively), science (15%, 15%, 2%, 6%, respectively) and ELA (25%, 27%, 5%, 7%, respectively).
 - Goal: Students will be able to critically reason, discern, and demonstrate academic mastery of math, science, and literacy.

- Measured by the average MCAS scaled score for 8th grade students in English Language Arts, Mathematics, and Science.

- **Career & College Readiness:**

- Urgent Imperative: While 45% of all students graduate College, Career, and life ready, only 39% Black, 35% Latinx, 32% English Learners and 26% students with disabilities meet that threshold.
- Goal: Students will graduate from high school with the agency to direct their futures.
- Measured by the percentage of graduates meeting the city-wide definition of College, Career and Life Readiness (attendance, GPA, MassCore/advanced coursework, and anywhere/anytime learning).

Guardrails: Non-negotiable community values that must be honored while we pursue the goals.

- **Student Voice & Family Engagement:** BPS will leverage the cultural and linguistic wealth of students and families by increasing student voice and creating partnerships that recognize their value, assets, and needs.
- **Community Partnerships:** BPS will work with community partners to prepare students for unlimited global and local opportunities.
- **Equity & Opportunity Gaps:** BPS will implement, with fidelity, opportunity and achievement gap-closing practices that are research-based and data-driven at the district, school, and classroom levels. Black, Latinx, and Asian students must have access to standards-aligned instruction by teachers who are trained in culturally and linguistically sustaining practices (CLSP). Students with special learning needs have a right to be educated in inclusive learning environments. English learners deserve language accessible high-quality curriculum and instruction across content areas that will allow them to reach their full potential and cultivate their native language. Native language access is critical for EL student success and demonstrates respect for the cultures and languages of our students and their families.
- **Diverse & Effective Staffing:** BPS will recruit and retain a highly effective, racially and linguistically diverse, culturally proficient workforce that can provide rigorous culturally and linguistically affirming inclusive curriculum and experiences that celebrate the assets of our students and provide a joyous and positive school experience.

- **Social, Emotional, & Physical Supports:** BPS will deliver a universal Multi-Tiered System of Support that addresses the social, emotional, and physical well-being of all our students.

Dr. Coleman then discussed next steps. Committee will use its meetings to continuously review progress with the Superintendent on the goals and to ensure that the guardrails are being followed. When BPS departments make presentations to the School Committee going forward, the presentation should tie back to at least one of the five goals. This tight alignment will bring focus to the School Committee’s work and facilitate shared awareness and collaboration across BPS departments related to the goals. After approval of these goals and guardrails by the School Committee, the Superintendent will fund the priorities in the district’s FY22 budget.

Senior Executive Director for the Office of Data and Accountability (ODA) Monica Hogan reviewed the goal measures that the Committee selected in collaboration with ODA.

Area	Measure	Baseline	1 yr Goal (SY20-21)	3 yr Goal (SY22-23)	5 yr Goal (SY24-25)
Early Literacy	the percentage of K2 students who meet or exceed grade level expectations on the MAP Reading Fluency assessment at the end of the year.	Due to assessment changes and COVID 19, SY20-21 will be the first year MAP Reading Fluency is given at the end of the year			
Achievement for English Learners	the percentage of students who are English Learners who demonstrate a Student Growth Percentile on the ACCESS for ELLs assessment of 50 or higher.	33.8%	35.6%	39.2%	42.8%
Achievement for Students with Disabilities	the percentage of students with disabilities with a Student Growth Percentile (SGP) on the MCAS ELA assessment of 50 or higher.	49.3%	50.8%	53.8%	56.8%
Critical Thinking in Math, Science and Literacy	Average 8th Grade MCAS Scaled Score - ELA	490	491	494	496
	Average 8th Grade MCAS Scaled Score - MCAS	491	492	494	496
	Average 8th Grade MCAS Scaled Score - Science	485	488	493	498
College and Career Readiness	the percentage of graduates meeting the city-wide definition of College, Career and Life Readiness.	44.9%	47%	51%	55%

Dr. Rivera questioned whether MassCore is an appropriate measure for college and career readiness since many BPS schools do not offer it. Dr. Coleman spoke about the value of MassCore and said that by including it in the Committee’s goals system, the Committee is holding the district accountable for implementing it and achieving that outcome. The Superintendent said that she will be bringing forth a MassCore policy recommendation as well as revised attendance and athletics policy recommendations, all of which will support the

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Zoom

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Committee's college and career readiness goal. Dr. Rivera thanked the English Language Learners Task Force for helping the Committee refine working about native language and content.

Ms. Robinson asked if the district will measure student achievement in grades one and two. The Superintendent said that those measures are included in the Strategic Plan.

Mr. O'Neill expressed support for the preamble read by Dr. Coleman. He thanked the ELL Task Force and OAG Task Force for sharing feedback on the goals and guardrails, adding that the Committee looks forward to meeting with SpedPAC and others. He said he felt assurance knowing that the college and career readiness measures are research-based.

Ms. Oliver-Davila said that the Superintendent will present a report to the Committee in the near future detailing how the FY22 budget will support the goal and guardrails.

Superintendent noted that the goals and guardrails document should clarify that going forward, district presentations to the Committee should tie back to the goals *or be a legal requirement*.

PUBLIC COMMENT ON REPORTS

None.

NEW BUSINESS

Dr. Coleman spoke about his discomfort with the level of hostility expressed during public comment and called for a higher level of civility. Ms. Oliver-Dávila echoed his comments, adding that the Massachusetts Association of School Committees will provide the Committee with training around meeting norms.

Mr. Tran asked that he be consulted before the Committee issues formal statements.

ADJOURN

At approximately 10:20 p.m., the Committee voted unanimously, by roll call, to adjourn the meeting.

Attest:



Elizabeth Sullivan
Executive Secretary