



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

May 12, 2021

The Boston School Committee held a remote meeting on May 12, 2021 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 Alexandra Oliver-Dávila; Vice Chairperson Michael O’Neill; Dr. Hardin Coleman; Ernani DeAraujo; Dr. Lorna Rivera; Jeri Robinson; and Quoc Tran.

School Committee Member Absent: Student Representative Xyra Mercer.

DOCUMENTS PRESENTED

[Agenda](#)

[Minutes: April 28, 2021 School Committee Meeting](#)

Grants for Approval Totaling \$2,790,604:

Amount	FY	Grant Name	Status	Fund Manager	Representative Title	Focus Area(s)	Sites
\$227,133	2021	Alternative ELE	New	Faye Karp	Interim Assistant Superintendent	English Language Acquisition	Districtwide
\$52,469	2022	Alternative ELE	New	Faye Karp	Interim Assistant Superintendent	English Language Acquisition	Districtwide

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\$471,342	2021	Pre-K through Grade 3 Remote Learning Partnership Grant	New	Jason Sachs	Executive Director	Early Childhood	67 Sites
\$36,660	2021	Student Opportunity Act Grant	New	Ceronne Daly	Managing Director	Achievement Gap	Districtwide
\$3,000	2022	Student Opportunity Act Grant	New	Ceronne Daly	Managing Director	Achievement Gap	Districtwide
\$2,000,000	2021	Strategic Support for School and District Improvement Grant	New	Yvonne Macrae & Phillip Dunn	Director/Manager of Grants and External Funds	Educator Effectiveness	33 Sites

Boston Public Schools MassCore Graduation Requirements PowerPoint

Proposed BPS Graduation Requirements Policy

Heat Map - High Schools Road Map to MassCore

FY22 Capital Budget PowerPoint

Capital Budget and BuildBPS Update Summary of Projects

FY22-26 Capital Projects All Sources - Recommended Budget

FY22 Capital Budget Update Equity Impact Statement

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.

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, and Mandarin. 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. Ms. Oliver-Dávila announced that the Committee regrettably was unable to secure American Sign Language (ASL) interpretation, explaining that the limited pool of certified ASL interpreters and

the length the Committee's meetings can make it difficult to secure the three ASL interpreters needed to provide simultaneous interpretation. She reaffirmed the Committee's commitment to providing language access to the deaf and hard of hearing community and pledged to continue to work closely with vendors and partners to secure ASL interpreters for future meetings. She said that the closed caption feature was enabled for tonight's meeting.

APPROVAL OF MEETING MINUTES

Approved – On roll call, the Committee unanimously approved the minutes of the April 28, 2021 meeting.

SUPERINTENDENT'S REPORT

As prepared for delivery.

Thank you, Madame Chair, and thank you to members. Before I discuss some district highlights, I first want to touch on some studies that were recently published. Recently, we partnered with EdVestors and Texas A&M to examine the impact of arts programming. The study finds that students who enroll in arts courses of any kind have better attendance, and positive results were doubled for students with an IEP and for students with a history of chronic absenteeism. The results also show that teachers reported higher levels of student and parent engagement in schools with higher arts course enrollment. We also partnered with the School Effectiveness & Inequality Initiative (or SEII) group at MIT to examine the long-term impacts of Pre-K enrollment. The researchers find that participating in BPS Pre-K leads to increases in high school graduation and college enrollment, and a decrease in high school suspensions and juvenile incarcerations. What's really interesting is that the researchers did not see an impact of Pre-K on test scores or differential effects by race/ethnicity. The researchers suggest that Pre-K impacts social-emotional development more clearly than short-term achievement such as MCAS. Which I believe supports what I've been saying all along that statewide tests used for accountability have limited use for instructional decisions for individual students. Multiple measures given over time are the best way to measure student achievement and there's no better equity move we can make than to give every child a great start with preschool.

Shifting gears a bit, as you know, in October, the School Committee accepted the Exam School Admissions Criteria Working Group's recommendation for changing the admissions process to the exam schools for the 2021-22 school year, in light of the complications presented by the COVID-19 pandemic and its impact on student learning. The Working Group recommended assigning the first 20% of exam school seats in each school to the highest scoring students, citywide, and the remaining 80% of seats by highest GPA within zip codes. The stated goal of using zip codes was to ensure "that Boston's exam schools can better reflect the socioeconomic, racial and geographic diversity of the City's school age population," increasing the number of students attending from traditionally underrepresented parts of the City. On Wednesday, April 28, exam school admissions decisions were sent to families and students by email and regular mail. I'd like to invite Chief of Family and Community Advancement Monica Roberts, who is an incredible leader in this work, to summarize our current data analysis of exam school applicants and invitations.

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[Ms. Roberts presented a summary of information on exam school applicants and invitees for the 2021-22 school year, including breakdowns by grade, race, school type, socioeconomic status and student groups, including English learners, students with disabilities and students experiencing homelessness; she then invited the Superintendent to continue with her report.]

Last Thursday we hosted a summer learning launch event at Mildred Ave. K-8 in Mattapan. Joining me at the event were Principal Andrew Rollins, City of Boston Disability Commissioner Kristen McCosh, Boston After School & Beyond Executive Director Chris Smith, YMCA of Greater Boston President & CEO James Morton, and other district leaders and community partners. It was a beautiful spring morning and it was so wonderful to be at an in-person event at one of our schools! We were treated to a dance performance by Ms. Soto and her middle grade students who kicked off the event. It was so great to start off the day with some music and dancing from our happy and excited students. We also got to watch students who participate in the Harlem Lacrosse after-school program practice and show off their skills. This summer we are providing so many exciting opportunities for students, from academics, to enrichment, to employment. We want to make sure that every student has a plan for the summer! BPS is operating many summer learning academies, plus Boston After School & Beyond is providing all sorts of opportunities, and 44 BPS schools are hosting their own summer learning programs. Mildred Ave. for example will be a site for their own summer program, the Extended School Year program for our students with disabilities, and the Harlem Lacrosse summer program. Some of you may have seen our summer learning billboards in multiple languages across the city.

We sent a letter to all families last week and will continue school-based and targeted district-level outreach to make sure all of our students stay engaged this summer. Families can find more information about all of these learning opportunities by visiting bostonpublicschools.org/summerlearning. You can register at summer.bostonpublicschools.org. Be sure to sign up as soon as possible! We're also recruiting educators and nurses for our summer programs. If you're interested or know someone who could be a fit, please visit our website bostonpublicschools.org/OHC then click on "Find a Job" and search "Summer."

Over the last few weeks we have been celebrating our amazing BPS employees and recognizing their contributions to our community. Last week was Teacher Appreciation Week, and schools throughout the district honored their educators with special events. We put together a webpage with some [2020-21 learning highlights and Teacher Appreciation Week celebrations](#) across BPS, with some great photos and recent interviews with two fabulous BPS educators about their instructional strategies. You can check out the page at bostonpublicschools.org/20-21-learning-highlights.

Last Friday we also celebrated our fantastic Food & Nutrition Services staff, or our School Lunch Heroes! We all know how essential these staff members have always been to our school communities, but that has been particularly true over the last year. They have provided nearly 6 million meals to students all over the City of Boston, with more than 1.6 million meals delivered directly to our families' homes. They truly are heroes! And today we are celebrating School Nurse Day! Nurses everywhere have been on the frontlines as we've battled this global pandemic. At BPS, our nurses and Health Services Team have been working around the clock to maintain the health and safety of our school communities, instituting protocols and practices

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We've been so lucky to have the expertise of our own public health professionals -- at least one in every single school, which was such a critical investment. I'm so grateful for their support, guidance and sacrifice this past year. And that can be said of all of our employees. I won't name every single position, because I'm sure I will miss someone. But every single member of the BPS Team should be recognized and celebrated for their incredible work in support of our students and families. Thank you!

Speaking of amazing staff members, we recently learned that one of our school leaders is receiving an incredible honor. Julia Bott, principal of the Mendell School in Roxbury, was just named 2021 Massachusetts Elementary School Principal of the Year! This is the third time in the last four years that a BPS school leader has received the elementary or high school Principal of the Year honor! The MSAA annually recognizes elementary school principals who demonstrate exemplary skills in instructional leadership, supporting a safe learning environment and fostering a collaborative culture of shared decision-making among all members of their school community. Principal Bott has collaboratively facilitated the Mendell's transformation from an under-performing elementary school on the brink of "turn-around" status to a high-achieving, fully inclusive school community that proudly embraces their shared values of inclusivity, excellence, and agency.

For 11 years, she and her team of educators have worked together to cultivate a strong culture of inclusion reflected in their vision, values, structures, and, ultimately, collective identity. Julia is in her 20th year working for the Boston Public Schools, and previously worked as an early childhood educator, program director, and Assistant Principal at the Gardner Pilot Academy in Allston. Principal Bott will be presented with the award from the MSAA at their annual Summer Leadership Institute in July. Last year, WBZ highlighted Julia's incredible leadership and her Magical Mendell Morning Meetings on National School Principals Day, and a year later she's taking home the state's top honor for school leaders! Julia sets such a wonderful example for all of us. Her leadership has only strengthened during this period of remote learning and I am so proud of her. Congratulations, Principal Bott!

We are excited to launch the ESSER Commission this week. Our first meeting will be tomorrow, Thursday, May 13 starting at 5 pm. The meeting discussion will conclude at 6:30 pm to allow for public comment. We hope our families and broader community will tune in. The Commission will help us create coherence and alignment between the district's vision, the priorities collectively identified and affirmed through prior community engagement processes, and gather stakeholder feedback around the investments needed to return and recover well and reimagine BPS. The Commission's work will be deeply guided by feedback from district stakeholders that will be gathered through the community engagement process. Each Commission meeting will include an overview of feedback gathered from community sessions.

The public engagement sessions will be designed to:

- share and get input on the broad priority areas
- share the district's proposed strategies and initiatives to determine priorities, and recommend additional considerations
- give feedback on the plan that emerges to be submitted to DESE

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As outlined in our district's engagement policy, we will engage with family leadership groups connected to School Parent Councils - those are the Citywide Parent Council, the District English Learner Parent Advisory Council and the Special Education Parent Advisory Council. This is just the beginning. We have already connected with other community, youth and parent leadership groups, and partners including the Community Engagement Advisory Council, the Superintendent's Student Executive Cabinet, BSAC, some of our school committee task forces, and many more. The first phase of engagement will start this month and will focus on building awareness and collecting feedback. In early June the focus will shift to getting feedback and input on the specific initiatives that we hope to invest in. The last part of our engagement efforts will focus on a public review of the ESSER proposal that will go to the state. This is where families, students, staff, community members and partners will be able to see in black and white how we have integrated and used their input.

Lastly, as part of the public engagement process, we are hoping to try some new things and leverage strategies that have worked in the past. For example we are hoping to pilot an ethnic radio roadshow where our bilingual staff across the district would be able to present on air and collect feedback on a set of guiding questions. They would be supported and trained by Chief Mitchell and Chief Roberts' team. Similar to what we did with the Strategic Plan, we plan to collect online feedback. We are reaching out to partners, faith-based and Community Based Organizations and asking them to sign up to host and facilitate meetings with their base. The district would provide the information, feedback collection tools, flyers, interpretation support and other technical assistance. They have trust and are able to reach a broader audience than the district can on its own. Finally, once the funds are allocated out to schools, school leaders will engage with their leadership teams, parent councils and equity roundtables to approve any school based funding that will support their students' recovery. We look forward to coming back to this body with updates on our progress, and to share the public feedback, which will ultimately be realized in the proposal that will be provided to you. You can find more information, updates and dates for meetings at www.bostonpublicschools.org

Finally, I have an update on our ongoing work around school safety. As I have shared in this space in the past, I am committed to ensuring that all of us are working together to provide safe and welcoming learning environments for our students and staff. Part of that approach has focused on working with this Committee to change policies that have adversely impacted students in our schools, especially the student data privacy policy that has already been approved. The larger work has been focused on the role of School Safety Officers in our schools. I know that the relationships our officers have built over the years, both with students and staff, have been instrumental in contributing to school communities. Our officers - many of whom were BPS students themselves - have played important roles in the lives of thousands of students over the past three decades, serving as mentors and coaches and members of the community.

Under the leadership of Interim Deputy Superintendent DePina and Chief Coakely-Grice, this past Fall, we have developed a strategic plan in partnership with the current School Safety team and relevant stakeholders to reimagine the role of school safety officers, continue with the focus on relationship-building, and begin to focus more on intervention and restorative justice practices. Some of this work is now on a faster track due to Governor Baker signing a new bill into law in December 2020, which goes into effect on July 1st. We just received regulatory language in March and have been working on a plan since then. The legislation appears to

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remove the authority of local police departments to issue police licenses to special police officers, such as Boston School Police Patrolmen and Superior Officers. As a result of the new law, Chief Coakley has been meeting with our current officers to answer questions and hear concerns. We are also working with union leaders to develop an implementation plan that reflects the desire of the community to promote school safety through relationship building and intervention strategies and is not dependent on officers retaining their previous police powers. This impacts other city agencies and cities and towns beyond Boston. We are in close contact with our partners at City Hall and the Boston Police Department. We understand the uncertainty surrounding these changes may produce some anxiety for our staff and community. We will continue to provide regular updates to the Committee as these conversations continue, as well as to students and School Leaders, impacted staff, and the larger community. The next conversation will be a Community Equity Roundtable on May 21. We will bring an update to the School Committee at the June 9th meeting.

As I wrap up these comments, I want to emphasize again that this work is rooted in our long-term vision of building supportive relationships with students that promote positive learning environments and safety within our schools, neighborhoods and communities throughout all of Boston — work that has been ongoing since I started in July of 2019.

That is my Superintendent's Report for this evening.

Ms. Robinson requested an update on in-person attendance. The Superintendent agreed to follow up with information. Ms. Robinson asked if the district issued the same number of exam school invitations as there are seats available. Ms. Roberts explained that the district issues more invitations than available seats, does not have a wait list, and does not anticipate a sizable number of empty seats. Ms. Robinson requested an analysis of exam school invitations by sending schools and whether all BPS schools with a 6th grade have students who were invited to exam schools. Monica Hogan, Senior Executive Director of the Office of Data and Accountability, agreed to follow up with the information.

Mr. DeAraujo thanked the Superintendent for the ESSER update and asked how families can best engage in the ESSER funding planning process. The Superintendent said that the dates for the ESSER Commission's engagement meetings were posted on the [BPS website](#). The district is also reaching out to families via ethnic media, robocalls, and text messages. Mr. DeAraujo asked what the process will be for amending allocations after decisions have been made. The Superintendent said she would bring any major adjustments back to the School Committee for review.

Dr. Rivera asked about procedures for administering MCAS and whether parents can opt out and whether the state will hold schools accountable for the results. The Superintendent explained that she is not supportive of the state's decision to hold MCAS in this pandemic year. Ms. Hogan explained that for grades 3-8, remote students will be able to take the test remotely while in-person students will take the test in class. Parents of students in grades 3-8 can choose not to have their child take the exam without penalty. Students in grade 10 must take and pass the MCAS in order to graduate and must take the test in person. The MA Department of Elementary

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and Secondary Education (DESE) is not using this year's MCAS results for accountability purposes.

Mr. O'Neill congratulated Principal Bott on her award. He spoke highly about his recent visit to Boston International Newcomers Academy (BINCA)'s speech competition where the topics were homelessness, the impact of COVID, and college and career preparedness.

Mr. O'Neill urged the district to reach out to exam school invitees to encourage them to accept the invitations and offer academic support to support their success. Ms. Roberts said that for grade seven, BPS has 869 exam school seats available with 974 invitations. BPS has 282 seats available for new ninth graders with 340 invitations extended. She said that district staff have already started reaching out to welcome students and offer them the Strategy for Success Program, which begins in June, where students will have access to tutoring and build connections before a three-week orientation this summer.

Mr. Tran requested that district staff respond to parents who emailed the district with concerns that their child did not receive an exam school invitation to help them

Dr. Rivera asked if high schools returning to in-person will be taking extra precautions. The Superintendent briefly reviewed the district's health and safety protocols and noted that Boston's COVID positivity rate is currently at 2.4%.

Ms. Oliver-Dávila praised the support for incoming exam school students and encouraged the district to extend support beyond summer. She spoke about the importance of school culture and family engagement, as well as strengthening support for students starting in the fourth grade. She encouraged BPS to explore partnering with Boston Children's Hospital to vaccinate 12-15-year olds who are now eligible.

REPORT

Boston Public Schools MassCore Graduation Requirements Update - The Superintendent made brief opening remarks emphasizing the importance of creating a common set of graduation requirements across all BPS high schools. She acknowledged that historically proposals for high school redesign have been met with resistance, mainly because school leaders did not trust the district to support them in the implementation of the new requirements. She explained how the district leaders have consulted with school leaders and secured the resources to successfully implement the proposed MassCore graduation policy with a phased-in approach and built-in flexibilities. She affirmed her commitment to ensuring that every school has what they need so that students can succeed. She requested the Committee's support for the policy proposal.

Christine Landry, Assistant Superintendent, Office of Academics and Professional Learning; Dr. Elia Bruggeman, High School Superintendent; and Dr. Lindsa McIntyre, High School Superintendent presented an update on the Superintendent's recommendation to adopt the MassCore course of study as the BPS graduation requirement. The Superintendent first presented the proposal on May 27, 2020 and again on March 24, 2021. By setting MassCore as the bar for graduation, the district will provide transparency for graduation requirements at every BPS high school. MassCore offers the opportunity to ensure that every student has access to rigorous

courses. The policy will also close opportunity gaps regarding MassCore completion that are persistent for historically marginalized students. The district will provide support for students to ensure that MassCore is not an unfunded mandate.

Following a survey of school leaders about implementation needs, BPS has committed to creating 57 new positions using general funds to support MassCore implementation, which could cost up to \$10 million. The 2021-22 school year will be a planning year that district leaders will use to gain a better understanding of individual schools needs in order to provide tailored support. While BPS is very close to compliance with MassCore across content areas (English, Math, History, and Science) in Alternative Ed, attention and work around implementing of MassCore is needed in World Language, Phys Ed, Arts, and Electives as well as space capacity and overage/under-credited students. The policy provides multiple pathways for credit completion for under-credited students. Services for students with disabilities will continue to be driven by the Individualized Education Plan (IEP). Because providing English Learner students access to core, credit-bearing courses is essential in ensuring that students are on a path towards graduation, the policy provides flexibility and support for English learners. If the policy is approved by the Committee, BPS will launch MassCore for 9th graders in Fall 2022.

Ms. Oliver-Dávila read the proposed policy aloud for the record.

Dr. Rivera expressed concern about what would happen to the policy if the district fails to meet its planning targets. The Superintendent clarified that the district does have an implementation plan and said that BPS will develop a common core course catalog that is aligned to state standards. Dr. Rivera asked about the timing of the new policy given the current pandemic. The Superintendent spoke about the need for action because the district has the resources now to put support systems to implement the policy and must raise the bar for rigor across the district.

Dr. Coleman asked about the gap between where the district currently is now and where it wants to be. He also asked about the engagement process for college passports. Ms. Landry spoke about the internal and external processes that the district will use for that type of review, such as school quality walkthroughs, instructional focus reviews and syllabi reviews.

Ms. Robinson how the proposed policy would impact the student experience, noting the disruption that the pandemic has had on students. The Superintendent spoke about using ESSER funding to support COVID recovery efforts by providing students with academic and social-emotional support.

GENERAL PUBLIC COMMENT

- Boston City Councilor At-Large Annessa Essaibi-George testified regarding the Superintendent's MassCore graduation requirements recommendation.
- John Barros, Mayoral candidate and former City of Boston Economic Development Chief, testified regarding the Superintendent's MassCore graduation requirements recommendation.
- Assetou Toure, BPS student and member, Boston Student Advisory Council, testified

regarding environmental racism.

- Michael Heichman, member, Boston Education Justice Alliance (BEJA), testified regarding student voice
- Ruby Reyes, executive director, BEJA, testified regarding special education.
- Edith Bazile, community advocate, testified regarding special education.
- Sarah Parker, Lyndon K-8 School parent, and member, Voices for BPS Families, testified regarding federal relief spending.
- Amanda Chen, parent, Jackson/Mann K-8 School, testified regarding the school's ABA strand.
- Andrea Howard, community advocate, West End House Boys & Girls Club, testified regarding the Superintendent's recommendation to close the Jackson/Mann K-8 School.
- Yanming Liu, parent, Jackson/Mann K-8 School, testified regarding the Superintendent's recommendation to close the school.
- Maria Moura, parent, Blackstone K-8 School, testified regarding facilities upgrades.
- Muna Abanoor, student, Horace Mann School for the Deaf and Hard of Hearing, and member, Boston Student Advisory Council (BSAC), testified regarding equity for deaf students.

ACTION ITEMS

Approved - On roll call, the Committee unanimously approved grants for approval totaling \$2,790,604.

Dr. Rivera said that she supports the district's commitment to providing a rigorous and equitable learning environment for all students, however, she expressed concerns about the timing of the graduation requirement policy proposal. She raised concerns about intended consequences, lack of consensus among school leaders, and recent restructuring of Central Office. She said that, at this time, she does not support adopting MassCore as the recommended course of study for graduation requirements.

Mr. DeAraujo and Mr. Tran expressed support for the policy. Ms. Robinson expressed support for the policy and read a statement on behalf of the co-chairs of Opportunity and Achievement Gaps (OAG) Task Force in favor of the proposal. Dr. Coleman expressed support for the policy, saying that it will bring much needed coherence to the system. Mr. O'Neill expressed support for the policy, noting that College, Career and Life readiness is one of the Committee's five goals. not just about setting standards but committing to funding and support to successfully implement MassCore. He said that he is sensitive to the concerns raised by some school leaders but praised the phased-in approach that the district is taking. Ms. Oliver-Dávila expressed support for the proposal, citing the support, flexibility, and planning written into the policy.

Approved - On roll call, the Committee approved the Boston Public Schools MassCore Graduation Requirements Policy by a vote of 6-1. Dr. Rivera voted no; all other members voted yes.

REPORT

FY22 Capital Budget - The Superintendent made brief remarks introducing the district's capital budget, which includes a proposal to build five new schools and renovate four existing ones. Over the next year, BPS leadership will hold community conversations to determine the use of those buildings and solidify pre-K through grade eight pathways.

Chief Finance Officer Nate Kuder and Monica Roberts, BPS Chief of Student, Family and Community Advancement, presented the Superintendent's Fiscal Year 2022 (FY22) Capital Budget. The presentation included an update on BuildBPS, the district's 10-year, \$1 billion education and facilities master plan.

The FY22 Capital Plan includes \$78 million in capital improvements and district-wide initiatives. The guiding principles for the updated plan are to achieve equitable access to educational opportunities and programs; provide excellent buildings that promote health, enhance learning, and motivate students; and ensure predictability and transparency in the district's facilities master planning process.

The capital planning and BuildBPS update includes several clear components to bring greater transparency to the process for building and renovating school buildings and a clearer pathway of learning from early childhood to high school graduation. BPS will continue its family and community engagement through October when the Superintendent will provide additional updates to the plan and request votes from the Committee. The meeting schedule is posted on the [BPS website](#).

The plan includes the following recommendations:

- 5 new school buildings: Construction of brand new school buildings in each of the neighborhoods of Allston/Brighton, Dorchester, East Boston, and Roxbury, as well as a new school for the Horace Mann School for the Deaf and Hard of Hearing;
- 4 major school renovations: Following the approved closure of the Edwards Middle School at the end of the 2020-21 school year, the current merger of the BCLA-McCormack 7-12, and the proposed closures of the Irving and Timilty schools at the end of the 2021-22 school year, all three middle school buildings will be renovated as part of the long-term strategy to provide clear, predictable educational pathways for students and their families; and
- A timeline and plan for continued maintenance and upgrades of all school buildings.

The capital budget and BuildBPS plan furthers the district's and the City of Boston's years-long commitment to expanding access to high quality pre-K. In addition to adding seats through major construction projects, BPS will engage school communities to explore options for creating additional seats through reconfigurations of K-8 schools for the 2022-2023 school year and beyond. Creating predictable, clear educational pathways from early childhood through high school includes graduating students prepared for college, career and life. BPS will continue its work to reimagine the secondary school experience by partnering with BPS heads of school to establish a foundation for high school quality as part of high school redesign, and will propose a plan to the Committee in Fall 2021.

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Additional renovations and capital repairs will take place across the district, including upgrades to electrical and lighting, exterior refurbishment, repairs to roofs and boilers, updates to HVAC systems, and continued repairs to windows. BPS remains committed to engaging in a predictable and transparent process for facilities master planning that amplifies all voices and cultivates trust. The district will utilize Community Equity Roundtables to take action based on stakeholder input, which will further support an equity-centered strategic planning process.

The Superintendent is recommending to the School Committee that the Jackson-Mann K-8 School, Irving, and Timilty Middle Schools close in June 2022, at the end of next school year. A 2019 engineering review conducted by the Boston Public Facilities Department determined the Jackson Mann building should be taken offline to renovate or replace. A swing-space building search was conducted but no viable alternative swing-space solutions were found for the school community.

Mr. DeAraujo asked how enrollment projections have impacted the district's capital plans. Mr. Kuder explained that BPS staff worked with the Boston Planning and Development Agency to develop enrollment projections, adding that BPS needs to build new schools even if enrollment declines due to the age and conditions of the current inventory of buildings.

Dr. Rivera asked if closed school buildings will remain BPS property. She also asked if there will be a playground at the site of the merged BCLA-McCormack School. Mr. Kuder explained that all closed middle school facilities will be renovated for another Boston public school. He said that the planned Boys & Girls Club athletics facility on Columbia Point will be accessible to BPS students, adding that there is still an opportunity to address outdoor space through a site study.

Ms. Robinson asked when grade configurations decisions will be made. Mr. Kuder said the Superintendent and her team will return to the Committee in October with K-6 and 7-12 expansion proposals. She asked the district to consider what is the ideal size of a K-6 school that is fully equipped and affordable. Mr. Kuder spoke about the tradeoffs of large vs. small schools, adding that those issues will be discussed in upcoming community conversations.

Mr. O'Neill emphasized that closed middle schools will be renovated and repurposed as BPS buildings. He suggested using some ESSER funding on capital improvements. He said that there is a strong potential for a federal infrastructure bill, bringing an opportunity for federal infrastructure support. The Superintendent said that BPS will be ready with a plan if additional funding comes to BPS.

Ms. Robinson asked about the status of Blackstone Elementary School renovation. Mr. Kuder explained that installing doors and locks would trigger the need to perform electrical systems upgrades and change the HVAC systems and require the use of swing space. He said that communication will be sent to families in the next two weeks. Ms. Robinson encouraged the district to consider plans for parking at new school buildings. Mr. Kuder spoke about the importance of engaging with residents early.

Ms. Oliver-Dávila suggested that the district invite external partners to be part of the conversation, noting that the proposed changes will impact the entire community. She asked

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about the status of the Muniz Academy expanding to grades 7-12. Mr. Kuder said that the community conversations scheduled for this fall will include discussions about priorities.

PUBLIC COMMENT ON REPORTS

Charlie Kim, parent, Horace Mann School for the Deaf and Hard of Hearing, testified regarding the FY22 Capital Budget presentation and ASL access at Committee meetings.


NEW BUSINESS

None.

ADJOURN

At approximately 9:41 p.m., the Committee voted unanimously, by roll call, to adjourn the meeting.

Attest:



Elizabeth Sullivan
Executive Secretary