



OFFICIAL MINUTES OF THE BOSTON SCHOOL COMMITTEE MEETING

June 19, 2019

The Boston School Committee held a meeting on June 19, 2019 at 5 p.m. at the Bruce C. Bolling Municipal Building, 2300 Washington Street, School Committee Chamber, Roxbury, Massachusetts. For more information about any of the items listed below, visit www.bostonpublicschools.org, email feedback@bostonpublicschools.org or call the Boston School Committee Office at (617) 635-9014.

ATTENDANCE

School Committee Members Present: Chairperson Michael Loconto, Dr. Hardin Coleman (arrived while meeting was in progress); Michael O'Neill (arrived while meeting was in progress); Dr. Lorna Rivera, and Jeri Robinson.

School Committee Members Absent: Vice Chairperson Alexandra Oliver-Dávila; Quoc Tran; and student representative Evelyn Reyes.

DOCUMENTS PRESENTED

Agenda

Boston School Committee Meeting Minutes: June 12, 2019

Boston School Committee (BSC) - Boston Teachers Union (BTU) Tentative Agreement

PowerPoint

Tentative Agreement with Boston Teachers Union Equity Impact Statement

Boston School Committee (BSC) – Department of Planning and Engineering, SEIU, Local 888

Tentative Agreement PowerPoint

Memo from Interim Superintendent Laura Perille to Boston School Committee re: Boston

Teachers Union Collective Bargaining Agreement, June 17, 2019

Memo from Interim Superintendent Laura Perille to Boston School Committee re: Boston Teachers Union Collective Bargaining Agreement, June 14, 2019

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Memo from Interim Superintendent Laura Perille to Boston School Committee re: Department of Planning and Engineering, Service Employees International Union (SEIU), Local 888, Collective Bargaining Agreement, May 31, 2019

MOA Highlights: Boston School Committee and the Boston Teachers Union (2018-2021)

Memorandum of Agreement between the Boston Teachers Union Local 66, AFT Massachusetts, AFL-CIO and the School Committee of the City of Boston

Memorandum of Understanding between the City of Boston, Boston Public Schools, and the Boston Teachers Union, Local 66, AFT, AFL-CIO, May 2019

Memorandum of Shared Values between the Boston Public Schools and The Boston Teachers Union, Local 66, AFT, AFL-CIO, May 2019

UP Academy Boston and UP Academy Dorchester Presentation to the Boston School Committee

UP Academy Boston and UP Academy Dorchester Charter Amendments Equity Impact Statement

UP Academy Charter School of Boston (2016-2021) Charter School Accountability Plan

Extension Amendment between the Boston Public Schools and the UP Academy Charter School of Boston a Horace Mann Charter School

UP Academy Charter School of Dorchester (2018-2023) Charter School Accountability Plan

Extension Amendment between the Boston Public Schools and the UP Academy Charter School of Dorchester a Horace Mann Charter School

BPS Visual and Performing Arts PowerPoint

Boston Public Schools Arts Education Policy Adopted June 2018

BPS Arts Expansion School Arts Index: Pre-K through 8

BPS Arts Expansion School Arts Index: High School

High School Work Group Updates PowerPoint

High School Working Groups: Progress and Findings, June 2019

UP Academy Boston and UP Academy Dorchester Presentation to the Boston School Committee

UP Academy Boston and UP Academy Dorchester Charter Amendments Equity Impact Statement

UP Academy Charter School of Boston (2016-2021) Charter School Accountability Plan

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Extension Amendment between the Boston Public Schools and the UP Academy Charter School of Boston a Horace Mann Charter School

UP Academy Charter School of Dorchester (2018-2023) Charter School Accountability Plan

Extension Amendment between the Boston Public Schools and the UP Academy Charter School of Dorchester a Horace Mann Charter School

School Quality Framework PowerPoint

School Quality Framework Equity Impact Statement

Memo from Interim Superintendent Laura Perille to Boston School Committee re: Proposed Changes to School Quality Framework, June 19, 2019

School Quality Framework Policy: June 2019

Recommendations of the School Quality Working Group, 2014

Henderson K-12 Inclusion School Innovation Renewal Request PowerPoint

Torit Montessori School License Amendment PowerPoint

Torit Montessori School License Amendment Equity Impact Statement

CALL TO ORDER

Mr. Loconto called the meeting to order and led the pledge of allegiance.

GENERAL PUBLIC COMMENT

Lauren Demore, prospective BPS parent and Charlestown resident, testified regarding BPS waitlists procedures.

Ruth Mercado-Zizzo, Arts Expansion Director, EdVestors, testified regarding arts education expansion.

Marinell Rousmaniere, President and CEO, EdVestors testified regarding arts education expansion.

Ruby Reyes, Executive Director, Boston Educational Justice Alliance, testified in support of the Promise Act.

Peggy Wiesenberg, Access to Justice Fellow, testified in support of the Promise Act.

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INTERIM SUPERINTENDENT'S REPORT

**As prepared for delivery.*

Thank you all for being here. I'd like to begin by acknowledging that today was the last day of classes for the 2018-2019 school year. From the bottom of my heart, I want to thank all of the students, the parents, the teachers, the custodians, the facilities crews, our bus drivers, our food service staff, our Welcome Center staff – everyone who helped make this a successful school year for our 55,000 students.

It's been such a privilege and an honor attending graduation and Moving On ceremonies these past couple of weeks - both for myself, as well as many members of the School Committee and the central office team - to watch our students embark on their next chapters in school, or as our graduating students pursue their post-secondary dreams in college, career, and life. I have particularly enjoyed a number of wonderful year-end arts events as well, including the BPS Arts Festival on the Common earlier this month, as well as the beautiful Quincy Diversity Show last week. I'd like to thank all of the teachers and staff across all of our schools who are so dedicated to our students, working day and night to help them achieve and overcome the odds, and providing them with rich and engaging learning experiences.

As I reflect on the past year and the success of our students, today is also a bittersweet moment for me, as tonight marks my final Boston School Committee meeting while serving as Interim Superintendent. My last day of service will be next Friday, June 28th. I could not feel more honored and grateful to have served as the leader of the Boston Public Schools for this past year, and to have gained the trust of so many of you as we all worked side by side - in both challenging and uplifting situations - to provide the best possible outcomes for our students and families. That thanks extends to everyone – from people in the community, to our students and families, to our teachers, staff and school leaders, to the members of the School Committee, to our elected officials, and to Mayor Walsh.

As I mentioned at the beginning of my appointment, my role as Interim Superintendent and the charge given to me by the School Committee was not simply to mark time... but rather to move forward important work, to solve as many problems as possible, and to leave the district in a better position than it was one year ago.

I am proud of the work we have done in the past year, which includes positioning Central Office to more effectively serve schools, while reaffirming the district's primary focus on teaching and learning, supported by our shared commitment to Culturally & Linguistically Sustaining Practices integrating academic rigor with Social & Emotional learning. While this is work in progress, I am encouraged by the deliberate effort demonstrated by so many of our teachers, school leaders and central office team members. This year also saw important work with many of our union partners, as we will be discussing tonight, which produced 11 tentative or completed collective bargaining agreements, including our bus drivers at the beginning of the year, and our

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largest bargaining unit, the Boston Teachers Union, just this month. We also created robust and authentic community engagement and advanced the public discussion on several major elements of the BuildBPS facilities plan, and took on a number of longstanding challenges, from the district's revised Age 22+ policy which this committee approved last week, to proactively addressing deferred maintenance issues in some of our buildings. This also includes news we shared with the Greater Egleston High School community last week, confirming that their improved policies and practices under new leadership have led to the removal of their probationary status.

I am also proud that we laid the groundwork for important future efforts, with new investments in science curricula for the coming year, plans to make the exam school entrance exam widely accessible to 6th graders in their home schools during the school day, and launching six high school working groups tasked with deeply examining issues needed for high school improvement. We'll have a presentation on that work this evening.

Lastly, there have been some real community wins, from MBTA M7 passes for all of our 7-12th graders next year, to our newest commitment to a nurse in every school and to provide free menstrual products for our students, to the expansion of 6th grade in over a dozen schools beginning in September 2020, with more following in 2021 and beyond.

I want to offer special thanks to the members of this Committee. You have been willing to take on complicated and challenging issues this year, and you have been thoughtful, diligent and responsive, carefully considering the citywide needs of all of our students and families at every step of the way.

For all of these reasons, I believe many of the steps taken this year have laid what I hope is a strong foundation for the next chapter for the Boston Public Schools. I am particularly grateful to our school leaders and the dedicated central office team, who stepped up during the challenge of transition to continue focusing on children. I am confident that - while there is important, difficult, but also inspiring work ahead - I am handing over an organization that stands ready to join our next Superintendent, Dr. Cassellius, in her efforts to move the Boston Public Schools forward to the next level.

I'll simply end by expressing my heartfelt thanks to everyone who joined the work this year to improve the lives of our students, whether that was through participating in a working group, being an engaged parent, or advocating for a specific cause... all of your voices are crucial to this work and I thank you all for everything you do, and will continue to do, on behalf of our students.

[End of prepared remarks.]

The Committee presented a Paul Revere bowl to Ms. Perille as a token of appreciation for her year of service as Interim Superintendent. Ms. Perille thanked BPS staff and the School

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Committee for their ongoing work on behalf of students. Committee members made comments thanking Ms. Perille for her leadership. Mr. Loconto read aloud a letter of gratitude from Mayor Martin J. Walsh to Ms. Perille.

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

APPROVAL OF MEETING MINUTES: JUNE 12, 2019

Approved – The Committee approved by unanimous consent the minutes of the June 12, 2019 School Committee meeting.

ACTION ITEMS

Mr. O'Neill thanked the BPS collective bargaining negotiating team and finance team for dedicating long hours to the negotiating process. Ms. Robinson thanked Ms. Perille for her assistance launching the pilot program to provide students with menstrual products. Mr. Loconto thanked the City of Boston for the funding.

Approved – On roll call, the Committee unanimously approved and ratified the collective bargaining agreement between the Boston School Committee and Boston Teachers Union, Local 66 American Federation of Teachers, AFL-CIO, effective September 1, 2018 through August 31, 2021.

Approved – On roll call, the Committee unanimously approved and ratified the collective bargaining agreement between the Boston School Committee and Planning and Engineering, Service Employees International Union (SEIU) Local 888, effective September 1, 2016 through August 31, 2020.

Approved – On roll call, the Committee unanimously approved the following Fiscal Year 2019 supplemental appropriation requests to the Boston City Council: \$12,037,969 to support the Collective Bargaining Agreement between the Boston School Committee and Boston Teachers Union (2018-2021); and \$159,560 to support the Collective Bargaining Agreement between the Boston School Committee and the Department of Planning and Engineering, SEIU, Local 888 (2016-2020).

Approved – On roll call, the Committee unanimously approved the following Fiscal Year 2020 supplemental appropriation requests to the Boston City Council: \$38,619,566 to support the Collective Bargaining Agreement between the Boston School Committee and Boston Teachers Union (2018-2021); \$218,019 to support the Collective Bargaining Agreement between the Boston School Committee and the Department of Planning and Engineering, SEIU, Local 888 (2016-2020); and \$100,000 to fund a pilot program to provide menstrual products to all 77 BPS schools serving students in grades 6 to 12.

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Mr. O'Neill said that adherence to the BPS Code of Conduct is an important issue to the Committee, adding that he supports UP Academy Boston's and UP Academy Dorchester's short-term Memorandum of Understanding extensions and accountability plans.

Approved – On roll call, the Committee unanimously approved the following amendments for UP Academy Boston, a Horace Mann Charter School: Memorandum of Understanding extension to August 31, 2019; and Accountability Plan.

Approved – On roll call, the Committee unanimously approved the following amendments for UP Academy Dorchester, a Horace Mann Charter School: Memorandum of Understanding extension to August 31, 2019; and Accountability Plan.

Mr. Loconto presented for the Committee's consideration a draft resolution in support of state education funding reform. He read the draft resolution aloud. Ms. Perille applauded the Committee, as well as the City of Boston and BPS finance teams, for participating in a series of meetings and forums about the critical needs for state education finance reform. Mr. O'Neill said that time is right for the Committee to take action on this issue. He thanked Chairperson Loconto for his advocacy on the issue and praised the resolution's approach of endorsing a set of principles. Mr. Loconto thanked Ms. Reyes and the Boston Student Advisory Council for their advocacy on the issue. He noted that Dr. Rivera will participate in a panel discussion on state education funding reform at the Edward M. Kennedy Institute on June 24.

Mr. O'Neill noted a typo in the second paragraph of the draft resolution. Mr. Loconto asked Ms. Sullivan to correct the error.

Approved – On roll call, the Committee unanimously approved a resolution in support of state education funding reform as amended.

Ms. Perille made comments recognizing Juneteenth, which commemorates the June 19, 1865, announcement of the abolition of slavery in the U.S. state of Texas, and more generally, the emancipation of enslaved African Americans throughout the former Confederate States of America.

REPORTS

Henderson K-12 Inclusion School Innovation Renewal - Patricia Lampron, principal of the Henderson K-12 Inclusion School and Phyllis Leslie, the Henderson's director of social emotional wellness and family engagement, requested a five-year extension of the school's Innovation Plan. The Henderson has a successful model of serving 850 students in inclusive settings across two school buildings. About 41% of Henderson students have disabilities; 13% are English learners; and 60% are economically disadvantaged. In recent years, the Henderson has decreased suspension rate from 20.5% to 5.2 %, increased its attendance rate from 90.2% to 93.5%, and increased its graduation rate from 63.2 to 81.1%.

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Ms. Robinson asked Ms. Lampron to explain the Henderson’s success in significantly decreasing suspension rates as its student body has grown. Ms. Lampron attributed the decreases to building relationships between the administration and students and families.

Mr. O’Neill said that he is impressed with Henderson students and staff and asked what autonomies are instrumental to the school’s success. Ms. Lampron discussed the importance of autonomy in the curriculum. She clarified that the Henderson follows Mass Core, adheres to the BPS Code of Conduct, and has a student representative to the Boston Student Advisory Committee.

Mr. Loconto noted that the documentary *Intelligent Lives* features a former Henderson student.

The Committee is scheduled to vote on the Henderson K-12 Inclusion School Innovation Plan renewal on July 17.

Torit Montessori School License Amendment – Kristen Mansharamani, head of school for the Torit Montessori School, presented an amendment request to the School Committee for its license to operate as a private school. The School Committee approved a license in 2014 for Torit to operate as an independent school for grades K-3. The Torit is now seeking an amendment to its license to include a new facility and grades 4-6. The Interim Superintendent is recommending the approval of this request.

Ms. Robinson asked about the diversity of the school’s student body. Ms. Mansharamani said that the Torit is one of the most diverse private schools in Boston.

Mr. O’Neill asked clarifying questions about the school’s language requirements and enrollment size, all of which were answered by Ms. Mansharamani.

The Committee is scheduled to vote on the Torit’s license amendment request on July 17.

BPS Visual and Performing Arts – BPS Executive Director for the Arts Tony Beatrice provided the Committee with an update on the BPS Visual and Performing Arts Department. Mr. Beatrice was joined by Adalia Martin, Nivea Williams, and Ella Cascino - students from the High School Arts Coalition - who discussed how they are working with district leaders to expand arts access to students across the district.

The district has significantly grown its arts programming since the launch of the BPS Arts Expansion Initiative with EdVestors in 2009. BPS has successfully closed the arts education gap in grades K-8, with 97% of students now receiving arts instruction at least once a week, which is up from only 67% a decade ago. BPS has also doubled the number of certified, union arts educators to about 300 as of this year. More work remains to strengthen arts programming, however, particularly at the high school level.

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Committee members thanked the Hyde Square Task Force for its advocacy on behalf of arts education.

Dr. Rivera asked the students, who are also members of the Hyde Square Task Force, about their experience conducting a BPS student survey about the arts. Their research found that some students do not feel that the arts are taken seriously in school, and noted a significant shift in arts opportunities from elementary school to high school.

Ms. Robinson praised the students for promoting student voice, adding that adults must work hard to provide arts opportunities for students.

Mr. O'Neill praised the establishment of the BPS citywide marching band, and made comments about the importance of making arts education a priority.

Mr. Loconto discussed the importance providing Science, Technology, Engineering, the Arts and Mathematics (STEAM) learning opportunities and preparing well rounded students.

High School Work Group Update – Members of the Interim Superintendent's High School Work Group presented their initial findings following more than three months of very hard work, analysis, and dedication, by BPS staff and school leaders, along with outside education experts who helped guide the work.

In early March, the Interim Superintendent announced the formation of six working groups to examine and present findings on specific areas of improvement identified for high schools, as a follow-up to the charge from the School Committee to address reports such as the Parthenon Off-Track Youth report from last spring.

Tonight, members of the Work Group presented a high-level summary of their analysis, establishing a foundation of improvement for all of our high school students, whether they're in an exam school or an alternative program. Presenters included Andrea Zayas, Deputy Chief Academic Officer (Focus Area: MassCore); Carlos Diaz, Operations, Office of Secondary Schools; and Tommy Welch, Academic Superintendent (Focus Area: Alternative Education); Marsha Inniss-Mitchell, Director of Post-Secondary Partnerships and Initiatives, Office of High School Support and Mandy Savitz-Romer, Professor, Harvard Graduate School of Education (Focus Area: School Counseling Supports); Michele Pellam, Headmaster, Another Course to College (Focus Area: 7-12 High School Design); Michelle Sylvaria, Executive Director of Career and Technical Education with Marinell Rousmaniere, CEO, EdVestors (Focus Area: Career Pathways); David Fisher, Data Analyst, Office of the Superintendent (Focus Area: Early Warning Indicators and On-Track Data).

The core findings across all six work groups are as follows:

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MassCore Alignment and Graduation Requirements:

- Adopt a program of study (i.e., a “BPScore”) that all schools maintain as their minimum graduation requirement that incorporates the core academic requirements (i.e., ELA, math, science, and social studies) of the MassCore program of study; while avoiding a uniform graduation requirement of MassCore for all BPS schools.
- Broaden availability of MassCore program of study to be accessible in all schools to more students.

Alternative Education Design:

- Create an Alternative Education guidebook, as a resource for all BPS stakeholders: students, counselors, central office staff, Headmasters, the Re-Engagement Center, and external partners
- Improve access to actionable data, especially monitoring how attendance changes (improves/declines) after students enroll into alternative education.
- Improve & streamline the process for students’ transitions into alternative education schools and programs.
- Develop a mechanism to establish and support academic rigor across schools/programs through the lens of active engagement.
- Continue to compare programmatic needs based on student profiles and demand to ensure alternative education programming is relevant to student interest and district goals.

School Guidance Counseling and Post-Secondary Support:

- Engage counselors and BTU representatives to begin a process of developing a single counselor job description for Student Development Counselors, Guidance Counselors, and others working in those roles, and establish a “Lead Counselor” role at every high school.
- Launch a monthly professional learning structure to offer PD on how to use data to best support students and other topics of interest to counselors (i.e. trauma, sexual identity, early college awareness) beginning with an August Launch Institute
- Select a model to guide district-wide school counseling framework (i.e. Multi-Tiered, Multi-Domain System of Support (MTMDSS), ASCA national models). Grade 7 – 12 School Design
- Articulate a framework for how to create effective 7-12 schools that creates “buckets” of work needed to plan, create, grow, and sustain effective 7-12 schools.
- Facilitate a transparent and visible process for how and when conversions/creations of 7-12 schools - beyond the current McCormack-BCLA merger - will happen.

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Career Education and Pathways:

- Complete a College and Career Readiness Framework
 - includes foundational college and career connected learning experiences for all students as well as career pathway models.
 - lays out the vision, current status, and key steps for schools, central office, and partners.
- Develop coherent and aligned pathways and experiences starting in the middle grades that lead students and families through the high school choice process
- Ensure appropriate scaffolds are implemented for students to access career learning opportunities, particularly students in alternative education, students with disabilities, English Learners and SLIFE students that respond to the scale of school programs and student needs.

Early Warning Indicators:

- Adopt the working group's proposed (or further refined) definitions for:
 - What it means to be on track in BPS, and
 - What an Early Warning Indicator System (EWIS) is.
- In partnership with school counselors: Identify data tools which best align with school counseling frameworks, and develop training for these tools.
- Plan a district-wide attendance letter campaign, for pilot in SY2019-2020

Detailed memos summarizing the work and findings of each working group are available on the [BPS webpage](#) and are being shared with incoming BPS Superintendent Dr. Brenda Cassellius for her review and consideration. Mr. Loconto said that following her review, Dr. Cassellius will decide what recommendations to bring forward to the Committee.

Mr. O'Neill suggested that world languages being included in BPS Core program of study. He also asked about the ease of access to student data, which the presenters said is in need of improvement and streamlining. Mr. O'Neill discussed creating a comprehensive data system that displays the whole child experience similar to systems used by a primary care physician. He also emphasized the need for increased rigor.

Ms. Perille noted that Mass Core has never been implemented districtwide in a system as large and complex as Boston Public Schools.

Ms. Robinson said that she was impressed with the caliber of student presentations at the recent Excellence for All Capstone event. She emphasized that BPS must invest in grades Pre-K through 6 in order to prepare students for grades 7-12.

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Dr. Rivera asked for more information about the recommendation to a new position for a senior director of school counseling services. The presenters explained that the district could benefit from more coordination and alignment in this area. Dr. Rivera also asked about the alternative education placement process. The presenters said that the district is working to improve this area of work as well.

School Quality Framework Update and Proposed Policy Changes – School Committee Member and School Quality Work Group Chair Dr. Hardin Coleman, Chief Engagement Officer Monica Roberts, Executive Director of Data and Accountability Mary Dillman and Director of Performance Management for the Office of Data and Accountability Jake Stern presented three policy change proposals to the School Quality Framework (SQF).

SQF is a tool designed by BPS for families to gauge the quality of BPS schools when making school choices for their students. SQF assigns each BPS school a tier that is an indication of school quality based on values generated by BPS stakeholders as well as research and national best practices identified by the district. Developed by the School Quality Work Group, with community input, the SQF incorporates a more holistic set of indicators of school quality than the state accountability system. The framework provides families with information to support the school choice process, and the tiers are used to develop school choice lists for families registering for kindergarten through grade 6. Additionally, the broader community is able to use data to better understand how our schools are performing on a variety of measures.

Since the district began implementation in 2017, the BPS Office of Data & Accountability has carefully monitored the SQF for impact and efficacy to identify areas of potential improvement, with support and feedback from the School Quality Working Group.

The presenters proposed three policy changes that will provide increased transparency and more accurate information for the BPS community about school quality: affirm that tiers will be updated annually, with considerations for stability of choices for families; update policy language to provide ability to improve calculation and scoring methodologies; removal of Turnaround Override.

Mr. O'Neill praised the group's work, and asked questions about the implications of removing the turnaround override. He expressed concern that some families may see the change as being less transparent. Ms. Perille noted that the Discover BPS webpage denotes a school's state accountability status. She explained that this proposal provides a more accurate picture of school quality than the one the district is currently using.

Mr. O'Neill also discussed the Boston Area Research Initiative's 2018 report on the BPS Home Base Student Assignment System, which identified challenges to current system. Dr. Coleman said that the School Committee needs to grapple with inequities of the current home base student assignment process to improve equity and access.

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Ms. Robinson expressed concern about the density of the subject matter precluding parents' understanding of the material, and suggested creating a glossary of terms. Ms. Roberts acknowledged the concern and said that the district is work to communicate the information in a more family-friendly way.

Mr. Loconto asked about the proposed changes to scoring methodologies. Mr. Stern explained that the district is looking to be less harsh when it comes to matters such as penalizing schools for low completion of school climate surveys, for example. He said that the proposed change could be useful in steering families to higher performing schools.

The School Committee is scheduled to vote on the revised School Quality Framework Policy on July 17th.

PUBLIC COMMENT ON REPORTS

None.

NEW BUSINESS

None.

ADJOURN

At approximately 9:55 p.m., the Committee voted by unanimous consent to adjourn the meeting.

Attest:



Elizabeth Sullivan
Executive Secretary