



OFFICIAL MINUTES OF THE HYBRID BOSTON SCHOOL COMMITTEE MEETING

June 10, 2026

The Boston School Committee held a hybrid meeting on June 10, 2026, at 5.00 p.m. at the Bruce C. Bolling Municipal Building, 2300 Washington Street, School Committee Chamber, Roxbury, Massachusetts. The meeting was also live-streamed on Boston City TV and Zoom. For more information about any of the items listed below, visit bostonpublicschools.org/schoolcommittee, email lpavex@bostonpublicschools.org, or call the Boston School Committee Office at (617) 635-9014.

ATTENDANCE

School Committee Members Present: Chairperson Jeri Robinson; Vice Chairperson Rachel Skerritt; Stephen Alkins; Franklin Peralta; Lydia Torres; and Quoc Tran.

School Committee Members Absent: Rafaela Polanco Garcia; and Student Representative Mah Noor.

DOCUMENTS PRESENTED

[Agenda](#)

Meeting Minutes: [May 6, 2026 meeting](#) and [May 20, 2026 retreat](#)

[Grants for Approval](#)

In-Kind Donation

[FY27 Interim Salary and Non-Personnel Payments on External Funds Memo](#)

[Dudley Street Neighborhood Charter School Memo](#)

[Dudley Street Neighborhood Charter School Equity Impact Statement](#)

[Dudley Street Neighborhood Charter School Application Renewal](#)

[Dudley Street Neighborhood Charter School Memorandum of Agreement](#)

[Dudley Street Neighborhood Charter School Expulsion Policy](#)

[Dudley Street Neighborhood Charter School Accountability Plan](#)

[Dudley Street Neighborhood Charter School PowerPoint](#)

[Private School Applications Memo](#)

[Private School Applications PowerPoint](#)

[Private School Application Alpha School BPS Review Team Report](#)

[Private School Application Alpha School PowerPoint](#)

[Private School Application Douglass Ridley School BPS Review Team Report](#)

[Private School Application Douglass Ridley School PowerPoint](#)

[Artificial Intelligence \(AI\) Policy Memo](#)

[AI Policy Equity Impact Statement](#)

[AI Policy Draft Policy](#)

[AI Policy PowerPoint](#)

[BPS FAQs on AI](#)

[2026 Policy to Advance Academic Excellence and Eliminate Opportunity and Achievement Gaps \(OAG\) Memo](#)

[2026 Policy to Advance Academic Excellence and Eliminate OAG Equity Impact Statement](#)

[2026 Policy to Advance Academic Excellence and Eliminate OAG Policy](#)

[2026 Policy to Advance Academic Excellence and Eliminate OAG PowerPoint](#)

[Horace Mann Charter Governing Updates Memo](#)

[Horace Mann Charter Governing Updates PowerPoint Presentation](#)

[Edward M. Kennedy Academy for Health Careers \(EMK\) Accountability Plan](#)

[EMK Enrollment Policy and Application](#)

[EMK Expulsion Policy](#)

[EMK Memorandum of Understanding \(MOU\) A](#)

[Boston Day and Evening Academy \(BDEA\)](#)

[BDEA MOU A](#)

[BDEA MOU B](#)

[BDEA Accountability Plan](#)

[BDEA Expulsion Policy](#)

[Boston Green Academy Expulsion Policy](#)

[UP Dorchester Expulsion Policy](#)

[Boston Special Education Parent Advisory Council \(SpEdPAC\) Update Memo](#)

[SpEdPAC PowerPoint Presentation](#)

[Superintendent School Year 2025-2026 Summative Evaluation](#)

[Superintendent Summative Evaluation PowerPoint Presentation](#)

[Superintendent Skipper's 2025-2026 self-evaluation](#)

[Superintendent Performance Evaluation SY 2025-2026 - Chair Robinson](#)

[Superintendent Performance Evaluation SY 2025-2026 - Vice Chair Skerritt](#)

[Superintendent Performance Evaluation SY 2025-2026 - Dr. Alkins](#)

[Superintendent Performance Evaluation SY 2025-2026 - Mr. Peralta](#)

[Superintendent Performance Evaluation SY 2025-2026 - Ms. Polanco Garcia](#)

[Superintendent Performance Evaluation SY 2025-2026 - Ms. Torres](#)

[Superintendent Performance Evaluation SY 2025-2026 - Mr. Tran](#)

[South End Village Academy \(SEVA\) Private School Application Memo](#)

[SEVA BPS Team Report](#)

[SEVA PowerPoint Presentation](#)

[SEVA PowerPoint Presentation](#)

CALL TO ORDER

Chair Jeri Robinson called the meeting to order and led the pledge of allegiance. She said it will be rebroadcast on Boston City TV and the video will be posted at bostonpublicschools.org/schoolcommittee and on YouTube. She announced that simultaneous interpretation services were available virtually in Spanish, Haitian Creole, Cabo Verdean, Vietnamese, Cantonese, Mandarin and American Sign Language (ASL). Translated meeting documents were posted at www.bostonpublicschools.org/schoolcommittee prior to the start of

the meeting.

Dr. Alkins arrived during public comment.

APPROVAL OF MEETING MINUTES

Approved – The Committee approved by unanimous consent the minutes of the May 5, 2026 meeting and May 20, 2026 retreat.

SUPERINTENDENT’S REPORT

As prepared for delivery.

As we close out the school year, I want to begin tonight by honoring the members of the Boston Public Schools family and the city’s larger education community that we lost this year. These are some of the individuals remembered for their dedication to BPS students, their families, and staff and the lasting impact they had on many young lives:

- Roscoe Baker, legendary athlete, community leader, trailblazer, educator, and mentor to countless Boston youth over his decades of service to the City of Boston;
- Mario Farina, a BPS bus monitor known for the patience and compassion he showed students;
- Zachary Schwartz, a math teacher at the Dr. Albert D. Holland High School of Technology/Burke for 10 years, who gave his time as the advisor for the music and sports analytics clubs;
- Jeanette Sisco, retired media specialist at the former West Roxbury High School who served BPS for 41 years;
- Gloria Smith, longtime director of Welcome Services known for her dedication and passion for centering our students and families;
- Benjamin Julian Tan, a music teacher at the Ellis Elementary School remembered for his talent, joy, and laughter;
- Tommy Glavin, a member of the district’s facilities staff; a hard worker who took pride in making sure our facilities were ready for our students and staff; and
- Yolanda Allison, a retired school counselor at O’Bryant High School who had 33 years of service in the district and positively impacted generations of students in BPS.

Please join me in a Moment of Silence in the memory of these individuals and any other members of the greater BPS community who we have lost this year.

Last week, the Boston City Council took the important and difficult step to approve the FY27 Boston Public Schools budget and the supplemental appropriation we requested for FY26. I want to extend my deepest appreciation to Mayor Wu for her unwavering support of BPS. This is not easy work. Our students deserve the careful consideration and thoughtful deliberation that was given to these budget decisions. As we have said from the beginning of this year’s process, this was a difficult budget. The BPS Finance team worked hard to balance the rising costs of health insurance, transportation, increased special education services, and our collective

bargaining obligations with an enrollment decline of approximately 3,000 students since last school year.

The approval of this budget means that we will continue to build on our progress and invest in our longstanding academic priorities:

- inclusive education;
- the expansion of bilingual and multilingual programming;
- expanded access to early college and career pathways, and
- the implementation of high quality instructional materials and strong instructional practices and programming.

I want to take a few minutes to clarify some information around staff positions, as well as provide an update on hiring for next school year, which members had asked for. There has been some confusion around positions that were impacted by the FY27 budget. To ground everyone, we experienced an enrollment decrease of 3,000 students in two years, which includes a large decrease in multilingual learners due to the current federal immigration landscape. The district has also been in the long-term process of closing schools and consolidating classrooms to match enrollment needs, even before this recent decline. An important point to remember is that even with the elimination of positions for FY2026-2027—because we have 3,000 less students to educate, our teacher-to-student, paraprofessional-to-students, and support staff-to-student ratios will remain at the same levels as last year.

There are 368 permanent educators who were excessed. All permanent teachers and paras with seniority – to whom we have a contractual and legislative obligation to find a position – are guaranteed a position for the upcoming school year. The majority of the 368 permanent educators have secured a position. 66 remain unassigned but we will identify a position for them before next school year. There were originally 205 paras excessed, and 46 remain unassigned. So to be clear: There will be no layoffs for this group of permanent teachers and paraprofessionals. As with every year due to a number of reasons like performance issues or or positional changes at the local school and district level, only provisional teachers and paraprofessionals without seniority may be affected. In the coming weeks and months, schools and the district will continue hiring for vacant positions with an intentional focus to help those provisional educators who have been with find open positions.

Shifting over to an update on hiring for next year, which Dr. Alkins and others requested at last month's meeting. BPS staffing data is still in flux due to ongoing hiring, transfers, and non-renewal decisions. As a reminder, October 1 serves as the district's annual snapshot date for finalized staffing data. Office of Human Resources Chief Francesse Canty recently provided an update to the OAG Task Force, and I think that information is important to share with you as well. Our current data snapshot from October shows 58.8 percent of the district's staff members identify as a person of color. Staff diversity for vital student-facing positions, teachers and school counselors reached 43.4 percent marking a five year high for the district. Language fluency has risen significantly, with 2,075 educators reporting fluency in the 2025 cycle - or 42.7 percent, up from 31 percent in 2021. As this data shows, OHR continues to work hard to recruit and retain our educators of color and multilingual staff. This continues to be our focus as we work with our provisional staff to find open positions and resolve any outstanding licensure issues or waivers that may be needed as we move into the next fiscal year. We expect to provide an update to the

committee with finalized numbers in the fall.

Last week, BPS school leaders gathered in this room for our last professional development of the school year. It was time to reflect on our achievements and growth, celebrate our achievements, note changes in leadership, and wish our retirees and colleagues well who are moving on.

We also celebrated the retirement of three longtime school leaders who have given so much to our community:

- Traci Walker Griffith is retiring from the Eliot K-8 Innovation School with 33 years of service;
- Michelle Burnett is retiring from the Chittick Elementary School with 34 years of service, and
- Paula Goncalves is retiring from the Otis Elementary School with 37 years of service.

As we close out the school year, BPS is excited to launch the 2026 5th Quarter Summer and Beyond season. This marks an important transition from the regular school year into summer learning, enrichment, and continued student support and engagement. In partnership with Boston After School and Beyond, and our Expanded Learning Opportunities Department - or ELO, BPS will offer programming from Tuesday, July 7 through Friday, August 7. Staff will attend professional development on Monday, July 6.

So far, 4,631 students are enrolled in Summer Learning Academy programs. We have a total capacity of 5,850 seats so there are 1,219 seats remaining for interested families. We have the second round being assigned Thursday and anticipate many of the available seats will be filled. In addition, 2,856 students are currently enrolled in high school credit recovery across 12 sites and 625 students are currently enrolled in middle school course recovery opportunities.

The annual Exam School Initiative (ESI) is almost at capacity with 277 students enrolled with a total capacity of 290 seats. Families can continue to register their children at bostonpublicschools.org and it's all right on the homepage for easy family access. The district's user-friendly summer registration platform - Avela - is available in all BPS languages.

The BPS Specialized Services Office launched our Extended School Year 2026 - or ESY registration on March 16. As of today, 2,544 students are currently enrolled in ESY with 8,241 eligible students invited. ESY is our summer programming for students with disabilities and provides students with the opportunity to retain skills, build confidence, and prepare for the next school year in a structured, supportive environment. For support with registration please email us at ESY at bostonpublicschools.org or call (617) 635-8599. We encourage families to enroll in ESY and all summer programming as soon as possible to ensure their child has a seamless transition to summer.

To support full enrollment capacity across 5th Quarter programs, ELO is monitoring enrollment, waitlists, and remaining seats while coordinating outreach priorities with site coordinators and regional teams. School leaders are identifying students who are placed, waitlisted, eligible but not enrolled, or in need of additional summer support. Family liaisons are helping conduct direct family outreach through calls, texts, and language-access supports.

OFCA is aligning clear and consistent family-facing communications, while the Office of Data Accountability is supporting the use of enrollment data to guide targeted outreach. ESI is being engaged to confirm and align any additional invitation waves to eligible students and families, and ESY, special education, and student support teams are coordinating with ELO to ensure students with support needs receive accurate information about available opportunities.

The BPS Helpline and Welcome Centers are providing families with registration, waitlist, language access, and Avela navigation support, while Site Coordinators and Regional/Operational Leaders are confirming student participation, identifying barriers, and ensuring outreach, staffing, and program operations are aligned to fill remaining seats before programming begins. A limited number of youth summer jobs are still available for youth who are interested in working and have not secured a job. Youth who have not been hired yet are urged to visit boston.gov/futurebos as soon as possible.

As we mentioned at the last School Committee meeting, we continue to move forward on drafting a policy on personal devices in schools. We continue to engage with the community and gather input from stakeholders including students and school leaders. We are also tracking legislative actions at the state level on this topic. In the fall, we expect to receive additional guidance from the Massachusetts Department of Elementary and Secondary Education. We know this issue is top of mind for many students, families, and educators. We will continue to keep this body and the public updated as we finalize that policy next fall.

I am thrilled to share that BPS has been chosen to participate in Bloomberg Philanthropies new national skilled trades initiative - an exciting first of its kind in the nation initiative designed to offer high school students a direct path to apprenticeships and high-wage careers in the skilled trades. Here in Boston - one of nine regions nationally - the initiative will be based at Madison Park Technical Vocational High School. Boston will receive \$12.8 million to build a pathway for at least 100 BPS students a year to secure apprenticeships in the construction trades and water utility management sectors. BPS is grateful to Bloomberg Philanthropies for this powerful recognition of BPS's commitment to providing students with sustainable, viable career pathways and opportunities. This is very exciting for our students.

Also, congratulations to the English High School baseball team, which advanced to the Division 5 finals this week - for the third year in a row. You may remember they won the D5 championship in 2024. Please join me in rooting for the Eagles as they start their next series against Georgetown on Friday - good luck!

In closing, we would like to share a video of highlights from the 2025 - 2026 school year. This look back over an incredible school year captures some of the most memorable people and moments. Thanks to the talented BPS Digital Content team for putting this together. The team visited 80 schools this year and covered more than 300 events and stories across the district, so you can imagine it's tough to squeeze everything into a few minutes. I hope you enjoy it.

Thank you - back to you, Chair Robinson.

Because of the long meeting, Chair Robinson asked the members to submit their questions to be answered at a later date and to be brief in their comments. Superintendent Skipper said that ESI participants securing an exam school seat increased from approximately 50% in the 2024–2025 cycle to 63% in the latest cycle. She said that the goal is 100% and the district is working hard to ensure the program is at full capacity each summer.

Mr. Peralta emphasized that youth jobs are still available and encouraged all youth aged 14 and older to participate.

Chair Robinson highlighted the event at the O'Donnell School where the Mayor and partners celebrated a fourth grader who achieved the state's highest score on the Math Champion test. She praised the "Wicked Math" program and said she hoped that it could expand district-wide.

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

PUBLIC COMMENT

Jess Butler, Dorchester resident, Henderson inclusion school parent, testified regarding the BPS placement process for her child.

Hope Bastian, Roxbury resident, Parent, SpedPac testified regarding inclusion and special education placement.

John Mudd, Cambridge resident, Community Advocate, Boston Network; ML Alliance testified regarding the OAG Policy, the importance of the SMART goals and implementation.

The following speakers testified in support of Students with Limited or Interrupted Formal Education (SLIFE)

- Camille Stubbe, Somerville resident, BPS teacher, BTU
- Elizabeth Nibberich, Hyde Park resident, BPS teacher, BTU
- Jenn Hayes, Revere resident, BPS teacher, BTU
- Ana Velarde, Somerville resident, BPS teacher, BTU
- Alicia Silva, Mashpee resident, BPS teacher, BTU
- Ariana Sicairos-McCarthy, Roslindale resident, BPS teacher, BTU
- Shaina Gilbert, Hyde Park resident, BPS teacher, BTU
- Robin Kelley, Dorchester resident, BPS teacher, BTU
- Juan Gutierrez, East Boston resident, BPS teacher, BTU
- Mayra Da Rocha, Weymouth resident, BPS teacher, BTU
- Kimberly Hursh, Charlestown resident, BPS teacher, BTU

Deirdre Manning, Dorchester resident, Parent, Boston Collegiate Charter School (BCCS), testified regarding the absence of student outcome data and neighborhood tier system.

Kharis McLaughlin, Roxbury resident, Community Advocate, testified regarding the School Committee responsibilities.

Kelsey Brendel, South End resident, Parent, testified urging the Committee to prioritize actionable solutions for special education families.

Cheryl Buckman, South Boston resident, Parent, Community Advocate, Save the Dever Movement, Boston Education Justice Alliance, testified regarding the Dever's legacy.

April Wang, Dorchester resident, Boston Chinatown Neighborhood Center parent, testified regarding Citywide bilingual education access.

Eugenia Corbo, East Boston resident, Mario Umana Academy parent, testified regarding the heat preparedness in the school.

Jessica Curtis, East Boston resident, Mario Umana Academy parent, testified regarding the heat preparedness in the school.

Courtney Feeley Karp, West Roxbury resident, Henderson and Roosevelt schools parent, testified regarding inclusion student placement.

Anne-Marie Vaduva, Jamaica Plain resident, In-home and hospital parent, testified regarding inclusion placement challenges for autistic students.

ACTION ITEMS

Mr. Peralta asked about the process to choose schools for the Community Preservation Act. Chief Bloom said any member can submit a proposal to the city and BPS has improved its internal tracking to submit proposals for schools with the highest need. Senior Deputy Superintendent of Operations Dr. DePina clarified this is a separate process from the long-term facilities plan although the BPS facilities team is involved and makes recommendations.

Ms. Torres asked about the Career Technical Education grant to Madison Park if their grant is not renewed. Ms. Dickens said that the front-loaded startup costs and low annual expenses ensure the programs can be sustained through other funding if the grant is not renewed.

Approved - The Committee approved, by unanimous consent, the grants for approval totaling \$5,039,061.

Approved - The Committee approved, by unanimous consent, the in-kind donations for approval totaling \$5,225.49.

Ms. Skerritt asked about the impact of front-loading funds on expenditure oversight and budget monitoring. Chief Bloom said that a finance trust committee was formed last year to monitor tracking and compliance.

Approved - On roll call, the Committee approved the FY27 School Trust Funds.

Ms. Skerritt confirmed with Chief Bloom that there was no history of defaults or incidents

related to the act.

Approved - On roll call, the Committee approved the FY27 Interim Salary and Non-Personnel Payments on External Funds.

Approved - On roll call, the School Committee approved the Dudley Street Neighborhood Charter School Renewal Application. Ms. Torres abstained from the vote out of an abundance of caution due to her relationship with the school.

Dr. Alkins expressed concern about the time and resources spent overseeing outside schools, urging the private schools to effectively serve all students and encouraged families to consider the options available within BPS.

Vice Chair Skerritt agreed it is uncomfortable to approve outside schools on paper without future oversight, especially given a declining student population. She urged the committee to work with DESE to update their criteria before this issue comes up again.

Superintendent Skipper said that operationalizing a school is very different from its plans on paper, adding that DESE's guidelines only cover basic fundamentals. She noted that the school reviews consume significant district time and resources, leaving accountability entirely up to the public and parents once approved.

Mr. Tran questioned the actual impact of the purely administrative vote, and announced he would vote "no" on both applications.

Chair Robinson noted that approving competitors strains tight district resources, requires heavy staff time, and leaves BPS to step in and support families when private schools close. She urged the Superintendent to partner with DESE to reevaluate the process before next year and wondered about a 10-year historical data review of past applications.

Approved - On roll call, the Committee approved the Private School Application: Alpha School. Mr. Tran voted no.

Approved - On roll call, the School Committee approved the Private School Application: Douglass Ridley School. Mr. Tran voted no.

Mr. Peralta shared concerns about the misuse of AI to generate sexually harassing photos of students. He said he was assured that anti-discrimination rules cover this and it will also be clarified in the Q&A. He emphasized the policy must remain a living document to adapt to changing technology, and urged the team to keep an eye on this.

Vice Chair Skerritt asked for updates on any policy adjustments, additions, or deletions made since the presentation at the last meeting. Deputy Chief of Teaching and Learning Mr. Beatrice said that the policy's text remains unchanged, but the FAQ sheet is being updated based on student feedback. Key updates include warning staff about AI detection tools falsely flagging approved translation or IEP accommodation tools, and ensuring student representation on the district's new metrics steering committee.

Vice Chair Skerritt underscored that this policy serves as a foundational guardrails document that connects with the BPS AI guidelines, the Code of Conduct, and state regulations. She asked if there is a centralized point of contact for school leaders seeking immediate central office guidance on new AI issues.

Chief Technology Officer Irey, confirmed that they are the primary point of contact for school leaders. They added a higher-level executive oversight committee of chief officers and deputy superintendents, who will review steering committee recommendations and make district-wide decisions. Vice Chair Skerritt said many questions will be classroom instruction related rather than technology, so the district should clarify when leaders should contact teaching and learning directly. The superintendent added that there will be an interdepartmental oversight.

Ms. Torres asked about the engagement with the multilingual families. Chief Irey said all materials were translated into all the BPS major languages, and Zoom and meetings were supported with interpretation. They also confirmed that the final policy and guidelines will also be translated for multilingual families.

Ms. Torres asked if the policy is mandated district-wide, raising concerns for schools lacking internet access. Chief Irey clarified that every school has internet and student devices. They said that the policy does not mandate AI use, but protects users. The only mandate is to learn about AI since it already impacts their lives. Superintendent Skipper added that students have requested these guardrails in order to use AI ethically and responsibly, and it's the district's responsibility to provide this guidance.

Chair Robinson recommended the members to complete the staff AI training so they fully understand the policy.

Vice Chair Skerritt added that training must cover when not to use AI and include environmental impacts as part of responsible student use.

Approved - On roll call, the School Committee approved the Artificial Intelligence (AI) Policy as presented.

Mr. Peralta thanked the OAG Task Force and urged them to ensure the policy is effectively implemented.

Vice Chair Skerritt thanked the team for their thoughtful, collaborative work on the goals and objectives and asked how the policy will connect with the strategic plan. Dr. Rose stated that the strategic plan should support and align with this policy, matching its Key Performance Indicators (KPI's) to the OAG policy. This alignment prevents staff from managing two competing major documents, ensuring the strategic plan includes a clear crosswalk to the policy. Ms. Shakur added that the task force will collaborate with Dr. Rose and district working groups develop the strategic plan's SMART goals, monitor the policy crosswalk, track KPIs, and report back regularly to the school committee.

Mr. Tran praised the Task Force's dedication and urged them to keep the district accountable and aligned with the strategic plan throughout the school year.

Ms. Torres asked how they plan to prioritize Goal 3 that contains 11 objectives. Ms. Shakur stated that Goal 3 supports the district's focus on equitable literacy and inclusion, emphasizing literacy and numeracy as key to ensuring students achieve at or above grade level. Dr. Rose added that all 11 objectives are grounded in high-quality instruction and will be supported through clear implementation strategies. Dr. Alkins said that data will help inform more specific recommendations, and budget decisions will help guide efforts to address learning loss and sustain student progress. The Superintendent explained that the working groups were working on clear baselines, disaggregated data, strong implementation, and shared accountability are key to achieving the district's goals.

Chair Robinson congratulated the Task Force, saying this work has been ongoing for over 20 years and that now there is a stronger partnership between the Task Force and the district to move the work forward. She also thanked Ms. Shakur for her leadership. Ms. Shakur acknowledged Chair Robinson's many years as a Task Force Co-Chair.

The Chair read the motion to approve the OAG Policy goals and objectives in the attached document, underscoring that the approval applies only to the goals and objectives and not to any accompanying recommendations.

Approved - On roll call, the School Committee approved the 2026 Policy to Advance Academic Excellence and Eliminate Opportunity and Achievement Gaps.

REPORTS

Horace Mann Charter Governing Updates - Dr. Anne Clark, Development Officer for Strategy, Partnerships, and Innovation presented governance documents for the district's five Horace Mann Charter Schools for approval. She gave a brief overview outlining their structure, autonomies, and relationship to the district and BTU. She explained that Horace Mann schools operate with charter-like flexibility while remaining part of the district, with staff maintaining union membership and district-aligned compensation.

She noted that all documents have received required provisional approval and requested School Committee approval to proceed with final submission.

The updates include:

- Edward M. Kennedy Academy for Health Careers (EMK) Accountability Plan
- EMK Enrollment Policy and Application
- EMK Expulsion Policy
- EMK Memorandum of Understanding (MOU) A
- Boston Day and Evening Academy (BDEA) Mission Statement
- BDEA MOU A
- BDEA MOU B
- BDEA Accountability Plan
- BDEA Expulsion Policy
- Boston Green Academy Expulsion Policy
- UP Dorchester Expulsion Policy

EMK Head of School Dr. Caren Walker Gregory summarized the accountability plan's three focus areas: school culture, health careers, and college readiness, and explained updates to the enrollment policy and application to align with DESE guidelines, noting the changes have received preliminary approval.

BDEA Head of School Alison Hramiec presented the revised mission statement and accountability plan, highlighting student voice and DESE-aligned engagement-based goals for academic, social-emotional, and postsecondary readiness.

Attorney Bettina Toner, representing EMK, BDEA, Boston Green Academy, and UP Academy Dorchester, presented updates to EMK and BDEA's MOUs and expulsion policies, highlighting revised service, legal, and indemnification provisions and noting required changes to expulsion policies to align with state law on superintendent review of appeals.

Vice Chair Skerritt commended the schools' clear improvement goals aligned to their mission, with strong measures of academic growth and student experience, including school culture and perception data. Superintendent Skipper said the work to align the documents had been significant and thanked the leaders and lawyers.

Chair Robinson said the Committee would vote on these items at the July 8 School Committee meeting.

Boston Special Education Parent Advisory Council (SpEdPAC) Update - Chair Edith and Vice Chair Shameeka Moreno presented an update of SpEdPAC's work family voice, student outcomes, and recommendations.

Ms. Bazile and Ms. Moreno presented districtwide concerns based on family feedback and data, emphasizing that issues around special education extend across schools and require stronger district-level leadership, accountability, and partnership with families. They highlighted recurring themes including inequities in inclusion, literacy outcomes, access to services, and disproportionate impacts on Black students with disabilities, as well as concerns about multilingual learners with disabilities and system navigation challenges for families. They urged the district to strengthen in-district capacity and staffing, improve inclusion models, reduce reliance on out-of-district placements, and ensure urgency in addressing delays in services and support.

They concluded with the following recommendations for the district:

- Partnership: Engage families as co-creators
- Inclusion: Define, measure, and strengthen inclusion
- Equity: Apply an equity lens and monitor outcomes
- Capacity: Invest in staffing, educator diversity and development
- Accountability: Improve transparency, reporting, and outcome monitoring

SpEdPAC Student Member (senior at Melvin H. King Academy) Elijah Williams shared that he feels unprepared for college due to limited instruction and support, emphasizing the need for meaningful teaching, support, and readiness for the future beyond graduation.

Dr. Alkins asked for feedback from families and staff on their experiences with service mapping. Ms. Moreno said dual-language families often lack access to information in their preferred language, limiting understanding of curriculum and IEPs, and also inadequate staffing to meet student service needs, including ABA support. Ms. Bazile added that service mapping is a baseline tool, but families want success measured by student outcomes rather than access.

Ms. Torres asked about how families are notified about upcoming IEP meetings and if they are notified in time to attend. Ms. Bazile said the district must meet evaluation and IEP timelines, and progress has been made but there are still challenges. She emphasized the need to invest in in-district staff to support inclusion and coordinated student services.

Ms. Torres asked how SpEdPAC engaged with families. Ms. Bazile said that parents bring expertise that is critical to developing effective programs and urged the district to engage families as partners in planning and evaluating programs. She said their recommendation is to establish clear expectations for family engagement during planning, implementation, monitoring, and evaluation of major initiatives that impact students with disabilities.

Mr. Tran asked about the data on Black students with disabilities. Ms. Bazile explained that there are more Black students in sub-separate programs than any other demographic group. Dr. Alkins clarified that Black students represent 29% of the total enrollment of the district but 43% of the total enrollment of substantially separated classrooms. Ms. Bazile said disproportionality shows over- and under-identification of students, especially Black students in substantially separate settings and multilingual learners not being properly identified, and emphasized the need for culturally responsive assessments, inclusion built through a clear infrastructure by defining successful models, setting schoolwide standards, and replicating effective practices with strong staffing and professional development.

Mr. Peralta asked what the School Committee should prioritize for the upcoming school year given the urgency discussed. Ms. Bazile said urgency means execution and prioritization, with immediate action on staffing, professional learning and resources, while using budgets to strengthen in-district programs and reduce reliance on out-of-district placements.

Mr. Peralta emphasized closing literacy gaps, investing in district services, and the need for early K–2 literacy data. Ms. Moreno said literacy is a foundational priority and urged the district to focus on outcomes, strengthen core instruction, and improve family engagement to support student reading success.

Vice Chair Skerritt asked for examples of current strong inclusion models in the district that combine effective instruction, staffing, and positive student outcomes. Ms. Bazile said strong inclusion models rely on investing in teachers, professional development, ensuring collaboration, planning time, and stable staffing to support consistent student success.

Vice Chair Skerritt asked how parents determine whether schools are truly implementing inclusion in practice. Ms. Morales said parents often rely on word of mouth and lack clear information or guidance when navigating enrollment, school options, and services. Ms. Bazile said success in inclusion schools can be measured through parent feedback, including whether students feel safe, welcomed, a sense of belonging, and are making academic progress.

Vice Chair Skerritt asked Mr. Williams to share any positive school experiences to help identify and build on successful practices. Mr. Williams said there weren't many as much of his schoolwork was not challenging or preparing him for college work.

Chair Robinson said it has been really helpful attending SpEdPAC's calls, hearing the voices of parents and asking how to better reach families and ensure the district has needed resources. Ms. Bazile said SpEdPAC should be included in an inclusion task force and emphasized that effective inclusion requires adequate staffing, resources, and school infrastructure to meet students' IEP needs.

Chair Robinson asked what one thing would be to focus on in the new school year. Ms. Morales said community engagement, stronger outreach so parents understand information and can engage with the district. Ms. Bazile added to replicate successful programs in the district.

The School Committee recessed for five minutes.

Superintendent's School Year 2025-26 Summative Evaluation - Chair Robinson introduced the Superintendent's 2025–26 summative evaluation and said the School Committee's responsibility is to evaluate the Superintendent. The report is based on the Superintendent's self-evaluation and Committee members' individual evaluations, compiled into a summary for presentation.

Superintendent Skipper thanked the School Committee for their support, and specifically Dr. Alkins and Vice Chair Skerritt for their leadership in the evaluation process. She reflected on her fourth year, going into her fifth year as superintendent, noting budget challenges including rising costs for health insurance, transportation, and special education services, as well as external pressures like changes in immigration policies, and thanking her team and school leaders for protecting student services. She highlighted improvements in transportation, attendance, facilities, and new and renovated schools, along with academic gains including higher graduation rates, lower dropout rates, stronger accountability outcomes, and growth in reading, math, and English learner performance, as well as expanded AP, early college, and CTE participation. She concluded that the district is seeing sustained progress across multiple measures and expressed commitment to building on this momentum and strengthening long-term systems for student success.

Dr. Alkins presented an overview of the Superintendent's evaluation process, and reviewed the School Committee's responsibilities, the annual evaluation process, and the DESE superintendent evaluation standards.

DESE Standards: Superintendent Evaluation:

- I. Instructional Leadership
- II. Management and Operations
- III. Family and Community Engagement
- IV. Professional Culture

School Committee Priorities:

Priority 1: Accelerating Academic Performance

- Utilization of High Quality Instructional Materials and/or Evidence-Based Practices

- Provide guidance, resources, and support for educators that support effective Implementation of Multi-Tiered Systems of Support
- Access to advanced coursework
- Continued educator professional learning

Priority 2: Ensuring Access for All Students

- Continued refinement of structures and processes that prioritize learning experiences for students with disabilities, multilingual learners, and multilingual learners with disabilities (interconnected to the Inclusive Education Plan)
- Expansion of programs and courses that build multilingualism and multiculturalism (e.g. Dual Language Bilingual Education , Transitional Bilingual Education (TBE), and Heritage language courses)

Priority 3: Consistency in High-Quality Learning Opportunities

- Continued Implementation of the Long-Term Facilities Plan
- Access for every student to a High-Quality Student Experience
- Rigorous and culturally affirming learning experiences; Wellness and enrichment; Supportive network of caring adults; Physical spaces that support learning

Each of the Superintendent's Student Learning Goals are aligned to a School Committee Priority.

Student Learning Goal 1:

Aligned to SC Priority 1: Accelerating Academic Performance

Demonstrate progress in district-wide strategic implementation of high quality educational experiences, as evidenced by improved student outcomes and increased student engagement in high interest and rigorous learning experiences and programming.

Progress will be measured by:

- Increasing student performance on state and national metrics and assessments, such as MCAS, ACCESS, NAEP, and Advanced Placement (AP).
- Increased student engagement in school, including decreasing chronic absenteeism and dropout rates, and increasing rates of graduation and secondary pathways enrollment.

Student Learning Goal 2

Aligned to SC Priority 2: Ensuring Access for All Students

Continue implementation of the goals of district's Inclusive Education Plan, with a focus on 1) expanding inclusive opportunities to serve more students, 2) ensuring effective resource allocation to support each student (e.g. RSF and service mapping) and 3) increasing professional development opportunities for educators and school-based support staff.

Progress will be measured by:

- Implementation of inclusive settings in grades 1, 2, 8, and 10
- Planning completed by school-based Inclusion Planning Teams (IPTs) and completing service mapping for the next cycle of implementation

- Successful use of the Reimagined Student Funding Formula to direct funding and resources toward inclusive classrooms

Student Learning Goal 3

Aligned to SC Priority 3: Consistency in High-Quality Learning Opportunities

Continue implementation of the district's Long-Term Facilities Plan, focused on 1) the 2030 vision for the district's footprint, 2) implementation of ongoing capital projects, 3) the implementation of previously announced closures and mergers, and 4) the announcement of new school closures and mergers.

Progress will be measured by:

- Release of a 2030 vision and long-term enrollment projections
- Progress of capital projects in the district
- Implementation plan for school closures and mergers
- Analysis and engagement to inform school closure and merger announcements

Dr. Alkins explained that the Committee adapted DESE's four-category superintendent evaluation rubric into a more nuanced, five-category rubric that subdivides the "proficiency" rating into "developing" and "effective." and shared the results of the composite results for each standard.

Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Focus Indicators:

- **I-B. Instruction:** Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- **I-E. Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Composite Rating: Proficient | Avg Score: 4.14/5

Standard II: Management and Operations

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Focus Indicators:

- **II-A. Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

- **II-B. Human Resources:** Implements a cohesive approach to recruitment, hiring, induction, development and career growth that promotes high-quality and effective practice.
- **II-E. Fiscal Systems:** Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

Composite Rating: Proficient | Avg Score: 4.14/5

Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Focus Indicators:

- **III-A. Engagement:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.
- **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

Composite Rating: Proficient | Avg Score: 3.43/5

Standard IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Focus Indicators:

- **IV-B. Cultural Proficiency:** Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
- **IV-D. Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.
- **IV-E. Shared Vision:** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

Composite Rating: Proficient | Avg Score: 4.29/5

Overall Rating: Proficient | **Avg Score: 4.0**

Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.

Dr. Alkins highlighted key findings across all four domains, noting progress in areas such as instructional materials, professional development, MTSS implementation, graduation rates, dropout reduction, early college and CTE participation, and operational improvements including facilities and transportation. He also noted ongoing concerns related to achievement gaps, family engagement, communication, staffing impacts, and the need for more consistent implementation and transparency across schools. He concluded by stating that the Superintendent received an overall rating of 4.0, indicating effective performance.

Areas of Strength

- **Institutional Stability & Steadfast Leadership:** Superintendent Skipper has brought much-needed steadfast leadership to the district. Her exceptional work ethic, vision-driven commitment, and strategic direction provide the critical institutional stability necessary to resist reactionary shifts and keep the district firmly on a long-term course toward improving student outcomes.
- **Increases in Indicators Tied to Student Success:** Under Superintendent Skipper's leadership, the district has achieved historic graduation and dropout rates, reduced chronic absenteeism, and demonstrated tangible structures for academic improvement by instituting districtwide high-quality instructional materials (HQIM) and aligned observation practices.
- **Commitment to Equity & Cultural Competency:** Superintendent Skipper has demonstrated a deep commitment to workforce diversification and culturally sustaining practices, moving the district's curriculum, programming, and staffing to be reflective of the diverse identities and languages of our student population.
- **Operational Execution & Infrastructure Improvements:** Superintendent Skipper has successfully executed critical operational upgrades, including more equitable school funding in the Reimagined School Funding model, a supportive regional model, and improved transportation efficiency. As well as an infrastructure for effective educator and school leader hiring and retention which has a direct impact on student achievement.

Areas for Continued Growth

- **Community Engagement:** Transition from a culture of post-decision communication to one of early communication, developing deep understanding, and genuine co-design by engaging directly with families, establishing processes for early participation, and conducting equity analyses before announcing structural changes. Revisit systems to ensure timely and responsive feedback loops to constituent issues and inquiries.
- **Student Proficiency and Wide Performance Gaps:** The district is showing areas of improvement; however, overall student outcomes remain largely unchanged and progress is uneven across schools. We must accelerate academic outcomes and close persistent achievement gaps for multilingual learners, students with disabilities, and historically marginalized student groups.
- **Goal Setting and Accountability:** Establish long-term measures and targets to be reported annually, consisting of one set focused explicitly on student outcomes as indicators of progress, and a second set tied to key inputs and investments to track whether the district is successfully moving the strategic levers identified to drive student outcomes.

- **Preservation of Key Investments:** Work closely with the city to carefully manage and forecast escalating operational costs in transportation, healthcare, and utilities to limit the impact on student-facing resources and district priorities.

As a key example of district prioritization, the superintendent and her team must execute a deliberate strategy to protect and retain the gains made in workforce diversity amid shifts in staffing and upcoming contract negotiations.

As the district heads into SY26-27, the superintendent and her team must actively gather feedback on the newly implemented Reimagine School Funding formula and partner with the School Committee and wider BPS community to identify areas of improvement and additional investment.

Dr Alkins outlined the next steps and timeline with a vote on July 8.

Vice Chair Skerritt thanked Dr. Alkins for leading the evaluation process and said the evaluation was data driven, based on student outcomes, district updates, and community feedback, which help inform areas for improvement and future goals.

Ms. Torres highlighted the launch of the nation's first Cape Verdean dual-language program and identified family engagement as an area for growth.

Mr. Tran thanked the presenters for the evaluation, noted that ratings involve subjectivity, and said he did not agree with the committee's overall rating but based his own assessment on performance data and supported an "exceeded expectations" rating. Vice Chair Skerritt said individual interpretations are appropriate, with general alignment among members and ratings no more than one level apart, and stated the summative evaluation reflects shared themes from individual reports. Dr. Alkins said evaluations were consistent in identifying areas for growth, with differences mainly in emphasis on accomplishments, and noted alignment with committee and superintendent priorities moving forward.

Mr. Peralta thanked Dr. Alkins and Vice Chair Skerritt for their work on the evaluation and the Superintendent for her leadership and commitment. He identified family and community engagement as an area for continued growth, including increased direct engagement with families, and asked for clearer outcome metrics to strengthen future evaluations and goal alignment.

Chair Robinson thanked Dr. Alkins, Vice Chair Skerritt, and the Committee for their work on the evaluation process, and the Superintendent and her team for their work over the past year. She also thanked the Superintendent for her commitment to continuous improvement and said family and community engagement remains an ongoing focus, with a vote on the evaluation scheduled for July 8.

Private School Application: South End Village Academy (SEVA) Private School - Dr. Clark, Development Officer for Strategy, Partnerships, and Innovation, outlined the private school approval process, stating that under Massachusetts law (Massachusetts General Law c.76, § 1), the Boston School Committee must approve private schools operating within the district. She explained that the BPS review team evaluates applications using DESE-aligned criteria through a

five-step process including application review, site visit, interviews, and evaluation. She stated that the review process was complete and that the school met the criteria with conditions, and that it was being presented for the Committee's consideration.

South End Village Academy Head of School, Cristina Lopez, presented, describing the school's origins following the Croft Schools crisis and its transition to a parent-led nonprofit established to sustain the school community. She explained efforts to secure funding, including significant donations, the acquisition of the school's lease at 1525 Washington Street, and current enrollment of approximately 80 students for the upcoming year. She stated that SEVA has developed staffing, governance, and financial plans to support long-term sustainability and described the school's model as a neighborhood-based program focused on rigorous, inclusive, and project-based learning.

Mr. Tran asked about tuition, scholarships, and the diversity and socioeconomic status of students. Ms. Lopez said tuition is \$34,000 per year and that about 30% of tuition revenue supports financial aid for approximately 40% of students, and that approximately 40% of students identify as students of color.

Ms. Torres asked about the admission process. Ms. Lopez said admissions are personalized, with families visiting the school and applications. She said admitted families may apply for financial aid with individualized tuition support.

Dr. Alkins asked if the 40% financial aid figure was lower than previously projected and whether 40% remained the expected future projection. Ms. Lopez said the percentage is higher for the upcoming year due to attrition during the school's transition, and that families who remained were committed to maintaining financial aid, resulting in a higher percentage of students receiving aid. Board member David Schor explained that the enrollment has shifted, with more students receiving financial aid remaining as full-tuition families left. He said the current level of financial aid is not sustainable without philanthropic support and that the school plans to reduce the aid percentage over time while maintaining diversity and financial stability.

Dr. Alkins asked about the school's pipeline for philanthropy and fundraising. Mr. Schor said major costs are staffing and facilities, and that the next step is pursuing a larger space to grow enrollment, with projections of approximately 140 students. He said a \$2–3 million capital campaign will be needed for renovations, with some initial philanthropic interest already committed.

Vice Chair Skerritt asked about capacity for 2026–27 enrollment and whether budget assumptions are based on the current 77 students or continued recruitment. Ms. Lopez said the school can accommodate about 94 students but is growing slowly for stability, and the budget is based on about 81 students. Ms. Lopez said the school partners with neighborhood organizations, currently shares spaces with the Salvation Army under an MOU, and is in conversations with United South End Settlements for additional space.

Vice Chair Skerritt asked how much of the 2026–27 pledge and annual fund revenue is committed versus secured, and whether the 2027–28 and 2028–29 philanthropy projections are based on board capacity or planned development staffing. Mr. Schor said the funds are pledged and secured, though not yet received, and that the school currently has sufficient operating funds

and will access the pledged funds as needed. He also said projections are based mainly on parent philanthropy, with the board currently handling development work, and that a capital campaign is not included in the budget, with possible fundraising support in the future.

Vice Chair Skerritt asked whether the board is composed of all parents, if they plan to add outside expertise, and if any members served on the Croft board. Ms. Lopez said the board is composed of parents and none served on the Croft board. She said it was formed in an emergency situation, and will be reassessed after stabilization, and is supported by consultants as needed.

Vice Chair Skerritt asked if the school plans ongoing public updates on its financial status. Mr. Schor said they are committed to greater transparency and will provide audited financials and required filings, and are considering quarterly or semiannual updates on cash position and expenses to build trust.

Superintendent Skipper asked about equitable access for students with disabilities, the school's approach to supporting them, and how many enrolled students have an IEP. Ms. Lopez said 27% of students receive services based on evaluations and that the school works closely with outside providers and families through regular communication and feedback loops. She added that there are no confirmed IEPs for next year, though some are in process. Superintendent Skipper advised planning for funding reserves for unknown student needs alongside staffing and facilities.

Superintendent Skipper asked about enrollment growth from 77 to 140 students. Ms. Lopez said the school will grow one grade at a time. Mr. Schor said most enrollment growth will come from preschool and pre-K, with upper-grade enrollment harder to rebuild. He said the school aims to add students where capacity allows.

Superintendent Skipper asked about whether materials and assets from Croft would transfer, and whether the lawsuit includes any claim to assets. Ms. Lopez said it is a clean break under the purchase agreement, with Croft ceasing operations on Friday and SEVA beginning the next day, and that the site will transition to SEVA.

Chair Robinson asked if students from the Jamaica Plain site would join SEVA and for how long the Croft School had operated. Ms. Lopez said she has spoken with about 25 families and hopes some will enroll next year. She said Croft had operated in the South End for four years, Jamaica Plain for six years and Providence for eight years, and that she was the founding head of school in the South End.

Chair Robinson asked about SEVA's financial plan. Ms. Lopez explained that the current situation differs from the past, as Croft operated as three schools with financial inconsistencies, and that prior issues were tied to cross-site revenue allocation. Mr. Schor said projections assume more moderate financial aid to ensure viability and increased reliance on philanthropy. He said the school aims to function like other independent schools with tuition, financial aid, and fundraising, prioritizing financial aid over facilities.

Chair Robinson asked how the school will balance reducing financial aid in future years with commitments made to families currently receiving aid. Mr. Schor said they promised to retain all existing students in the transition. To honor this commitment, there will be more financial aid in

the upper grades and be limited for preschool/pre-K, before eventually balancing out across all classes.

Chair Robinson said the Committee would vote on this matter at the July 8th meeting.

PUBLIC COMMENT (*CONTINUED*)

John Mudd, Cambridge resident, Community Advocate, Boston Network; ML Alliance testified regarding inclusion in special education.

NEW BUSINESS

None.

ADJOURN

Chair Robinson reminded the public that the next meeting will be on Zoom on July 8, at 5.30 p.m.

Approved - At approximately 10:47 p.m. the Committee unanimously approved a motion by roll call to adjourn to the meeting.

Attest:



Lena Parvex
Executive Secretary