

Boston Day and Evening Academy  
Board of Trustees Minutes, Annual Meeting Retreat  
November 20, 2024  
5:30pm - 7:30pm

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**Attendance:**

- Present: Jonathan Barry, Angela Collins, Maddrey Goode, Charell Hendricks, Alison Hramiec, Salesia Hughes-Hibbert, Alisa Hunter, Akshata Kadagathur, Jumaane Kendrick, Dre Woodberry
- Absent: Sonya Page, Cris Rothfuss, Amanda Shabowich, Evelyn Zayas

**Others in Attendance:** Michelle Allman, Blaine Yesselman, Jill Kantrowitz, Latashia Furtado, Irma Camacho

**Clerk:** Jill Kantrowitz

**Location:** Zoom

**Documents/Exhibits Used:** October 26, 2024 minutes (for review and approval), November 20 2024 meeting agenda, BoT slides

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**Call to Order**

A. Hramiec called the meeting to order at 5:34 PM.

**Board Minutes and Agenda Review**

With seven Trustees present, the team reviewed the October 26 2024 meeting minutes.

- **Motion:** J. Barry moved to approve the minutes from September 18th.
- **Second:** J. Kendrick seconded.
- **Outcome:** All approved, no abstentions.

A. Hramiec provided an overview of the agenda.

**Introductions and Connections**

A. Hunter facilitated a connecting prompt: "What is keeping you hopeful and moving forward?" Attendees shared reflections, fostering a sense of gratitude and connection among those present.

**Program Assessment**

M. Allman presented the accountability plan, its goals and the school's performance against these goals in year one. She reminded the board about how students are categorized by level of engagement, based on specific data points including but not limited to attendance, lexile level, age and course completion rate - and then goals are set for each engagement level. This is a new way of tracking the impact of BDEA's work. Key outcomes include:

- **Academic Model Goals:**
  - Course completion goal: 80% target. 80.5% actual. Met.
  - Lexile growth goal: 75% target. 59% actual. Not Met.
- **Post-Graduate Planning:**
  - PGP program acceptance goal: 70% target. 91% actual. Met.

- Capstone completion goal: 80% target. 91% actual. Met.
- **Social-Emotional Development and Wellness:**
  - Student Youth Truth results: culture (3.6/5), relationships (3.8/5). Met.
  - Student completion rate: Target 42%. 40% actual. Met.
  - Staff Youth Truth results: culture (2.9/5) - Not Met, relationships (3.7/5) Met.
  - Staff completion rate: 80% target. 65% actual. Not Met.
- **Student Needs:**
  - Meeting documented student needs goal: 75% target. 90% actual. Met.
- **Dissemination:**
  - Engagement goal: 8 activities target. 11 actual. Met.

### Discussion Highlights:

- Work this summer addressed the importance of aligning school goals and actions (such as MAP testing) to accountability plan goals while taking into consideration the results of the Youth Truth survey.
- Important to address discrepancies between student and staff perceptions of culture and relationships.
- Professional development is also more closely tied to new goals and feedback from the surveys last school year.
- There is more time for teachers to create instruction- focused goals and to work collaboratively.
- A new bell schedule for SY 2025-26 will allow more teaching time and learning support towards instruction-focused goals.
- B. Yesselman spoke about the continued use of TNTP goals connected to the school's former GLEAM initiative. A new walkthrough tool to assess teaching effectiveness and learning is allowing teachers to better understand expectations in classrooms. The next step is supporting them to translate feedback received into real time changes.
- A. Hramiec explained PGP changes including Margie Samp's retirement and the new structure of three guidance counselors (2 at Wheatley and 1 at Timilty). The team is introducing new experiences like a College and Career Day. Chanté Bonds moved from a math teaching position to a guidance counselor. This mix of staff are operationalizing PGP work.

### Programming Update - BDEA Bell Schedule

M. Allman presented proposed changes to the bell schedule for SY 2025-26, and the reason for it. The change will increase instructional hours, support the new accountability plan, and meet DESE requirements:

### Discussion Highlights:

- Process began last school year, but staff felt it was moving too quickly for adaptation at that time.
- Goal is to Increase instructional hours from 790 to 990 to meet DESE requirements.
- There were different proposed schedules all of which meet the required hours and include work-based learning and internships.
- The Policy and Culture team is honing in on one final schedule that includes additional prep time for teachers with only one short day.
- All students will have a 9am start time and will end earlier in the day.
- C. Hendricks pointed out that moving to one start time will still allow for later start time accommodations if needed, and it will allow staff to explore replicating the work-based learning model at the Wheatley campus.
- D. Woodberry asked about family input. Families have been included in the process and are happy with the potential changes given the importance of the change.
- New schedule includes additional teacher prep time, shared learning and planning between teachers, support blocks for students, and opportunities for work-based learning.

- Discussions emphasized the need for flexibility and student input in the scheduling process.
- The process has included many student surveys to understand how students meet with teachers, desire and need for support blocks, and obstacles to completing course work.

### **Programming Update - Portrait of a Graduate**

Tammy Tai, who previously led BDEA's strategic planning process for 2019-2023 (impacted by the pandemic), is facilitating this set of discussions on developing a unified vision of success across BDEA's three programs. The process is addressing three key questions:

- What are the hopes, dreams, and aspirations we have for students?
- What are the durable skills and competencies students need for success in this rapidly changing, complex world?
- What are the implications for the design of the learning experiences – and equitable access to those experiences – we provide in our school?

BDEA has added to its model repeatedly with new frameworks and values and it is necessary to now simplify and bring clarity to internally align the school. The first phase of the process has established six graduate goals with staff and alumni input. Board is providing feedback today. Students will provide feedback next. Following this discussion, the Visioning Team will align discussions with school culture goals and data analysis, and evaluate existing support efforts for the six characteristics. There will be a follow up meeting in December. The six characteristics are:

1. I am resourceful, resilient, and responsible. - I advocate for what I need to thrive and I hold myself accountable.
2. I am a curious lifelong learner. - I have a strong academic foundation and I challenge myself to try new things.
3. I am proud of who I am. - I build from past experiences and I work to better understand myself and my cultural history.
4. I am a critical and independent thinker. - I seek knowledge from diverse and trusted sources and I interrupt systems of oppression and power.
5. I am loving and compassionate. - I build and seek healthy relationships and I communicate in positive and proactive ways.
6. I am an engaged citizen. - I contribute to the world around me and I work with others to create greater equity.

### **Discussion Highlights:**

- Navigating vs. Interrupting Systems of Oppression.
  - Discussion focused on the difference between navigating existing systems and actively interrupting them.
  - Interrupting systems of oppression requires safety and has a significant impact on the interruptor. Should BDEA be focused on supporting interruption or navigation of these systems? It takes a sense of empowerment to interrupt systems. This framework doesn't take into account the impact on the interruptor.
  - The wording could be about empowerment to interrupt systems vs. interruption. This is still in discussion with the team.
  - There have to be clear ways to do this interrupting - such as small actions like voting or joining school committees as potential interventions.
- Resistance to Scarcity Mindset
  - Students loudly resisted any hint of a scarcity mindset when engaging in the marketing and branding work.
  - Note that critical thinking and citizenship are not distinguished enough yet in this framework.
    - Critical thinking helps students build independent lives, while engaged citizenship fosters actions to challenge oppression.
- Honoring Student Resistance

- Many students have been excluded from traditional schools for resisting rules and questioning norms (that negatively impact them).
- Importance of honoring their criticality, resistance, and non-traditional paths. This is unique and central to BDEA values.
- Cultural Relevance, Student Voice and Networks
  - Give students clear ways to be engaged citizens. Encourage students to research and engage with topics like city history and reparations in culturally meaningful ways.
  - There needs to be much more emphasis on building networks for students, emphasizing the idea that "network = net worth."
  - There was broad agreement on the importance of focusing on networks.

### **New Business and Opportunities**

- Call for a board speaker for the December 5th graduation. M. Maddrey volunteered.
- Upcoming events: Symposium, Alumni Holiday party and Graduation.

### **Adjournment**

- **Motion:** A. Hunter moved to adjourn the meeting.
- **Second:** C. Hendricks seconded.
- **Outcome:** All approved, no abstentions.

Meeting was adjourned at 7:29 PM by M. Goode.