

**Boston Day and Evening Academy
Board of Trustees Minutes – Board Meeting**

Date: January 21, 2026

Time: 5:30-7:30pm

Location: Zoom

Attendance:

Present: K. Cameron, M. Goode, C. Hendricks, A. Hramiec, S. Hughes-Hibbert, A. Hunter, A. Kadagathur, J. Kendrick, M. Kothandaraman, C. Rothfuss, C. Walkes, D. Woodberry, C. Wright

Absent: N. Peña, A. Shabowich, J. Barry

Others in Attendance: Michelle Allman, Irma Camacho, Adrienne Level, Blaine Yesselman, Bettina Toner

Clerk: J. Kantrowitz

Documents/Exhibits Used: November 19, 2025 minutes (for review/approval); January 21, 2026 agenda for BDEA Board Mtg

Call to Order:

M. Goode called the meeting to order at 5:35pm and reviewed the agenda. Trustees were thanked for their participation in the recent graduation ceremony.

Vote: Approval of Minutes

M. Goode called for a review of minutes.

Motion: C. Rothfuss made a motion to approve the Board of Trustees November minutes.

Second: C. Wright seconded.

- Vote: so moved.
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SY26/27 ETWA Update

A. Hramiec shared a photograph of a recent group interview for BDEA 2.0 students at the YMCA recognizing the hard work of this work based learning programming at BDEA. A. Hramiec presented an overview of the Election to Work Agreement (ETWA) and the annual process for reviewing the agreement between BDEA administration and BTU staff and the school's BTU representatives. The ETWA defines working conditions for staff who elect to work at BDEA and must be reviewed annually through a committee process involving staff representatives and school leadership. A. Hramiec described the current disagreement between the Boston Teachers Union and BDEA's legal counsel regarding proposed language referencing the BTU collective bargaining agreement. Bettina Toner, partner at Krokidas & Bluestein and legal counsel for BDEA, reviewed the legal framework governing Horace Mann charter schools and explained that the school maintains broad autonomy under Massachusetts law.

Discussion focused on:

- balancing staff protections with charter school autonomy
- clarifying the role of the ETWA relative to MOU A and MOU B (as the ETWA is typically not as extensive)
- ensuring shared understanding between union leadership and school administration
- Applicability for staff who are in a different union. B. Toner clarified that other charter schools typically use the same agreement for all staff

The Board agreed that further discussion with relevant stakeholders would be beneficial and agreed to convene a meeting including BTU representatives, legal counsel, ETWA committee members, and select board members. The board understood

that the school would continue using the SY25–26 ETWA while discussions continue. A. Hramiec felt it was important for Akshata Kadagathur specifically, and other board members to attend this stakeholder meeting.

BDEA CD Policy

M. Allman presented BDEA's proposed Competency Determination (CD) Policy and Graduation Requirements. The policy was developed in response to the statewide ballot vote in November 2024 eliminating the MCAS exam as the required graduation competency determination. While MCAS continues to be administered to 10th grade students for accountability purposes, determining graduation competency now rests with individual school districts. As its own Local Education Agency (LEA), BDEA must establish and approve its own competency determination framework.

M. Allman explained that BDEA has historically followed the BDEA competency framework, which requires documenting completion of specific courses and demonstrating competency through coursework. The proposed policy formalizes BDEA's existing practices and allows the school to define competency within its competency-based instructional model rather than relying on BPS documentation processes.

Under the proposed policy, students will demonstrate competency through successful completion of coursework aligned to 10th-grade academic standards. Mastery is evaluated using BDEA's competency and benchmark rubrics and demonstrated through one or more forms of summative assessment, including:

- final performance tasks
- summative assessments
- presentations
- portfolios of student work

Students must complete coursework equivalent to:

- Two years of English Language Arts
- Two years of Mathematics
- One year of Science

M. Allman noted that the policy also allows for flexibility consistent with BDEA's model. Prior coursework completed at other schools may be recognized. The policy includes provisions for equitable accommodations and instructional flexibility for students with Individualized Education Programs (IEPs) and other learning needs.

Key Points:

- The competency determination framework is needed to replace the former 10th-grade MCAS graduation requirement. It is in addition to BDEA's broader graduation requirements, which also include post-graduate planning coursework and other program-specific expectations.
- The policy was reviewed briefly with the Instructional Leadership Team and that team will continue to review and refine the policy with stakeholder input. The policy reflects current instructional practice and provides the school with greater autonomy than the prior BPS framework.
- It is important to document this policy to ensure clarity in graduation requirements and to maintain alignment with state accountability expectations while preserving BDEA's competency-based model.

- Following approval, the policy will be submitted to the Massachusetts Department of Elementary and Secondary Education (DESE).

Vote: Competency Determination/Graduation Requirements

- C. Walkes made a motion to approve BDEA's Competency Determination Policy and Graduation Requirements
- Second: A. Hunter
- Vote: so moved. Approved unanimously, with A. Kadagathur abstaining

Connections

Board members engaged in a reflective discussion in response to the question, "What is one thing you are bringing forward from last year?"

BDEA Accountability Measure

A. Hramiec presented an update on BDEA's Accountability Plan measures related to student support and school culture, which are part of the school's charter accountability framework for the SY24–SY28 charter term. The plan includes goals related to academic achievement and growth, post-secondary readiness, student support and social-emotional development, and dissemination of BDEA practices.

A. Hramiec reviewed recent data related to the student support and school culture goals, including results from the YouthTruth survey and internal tracking of student support interventions.

Participation in the most recent YouthTruth survey exceeded targets, with 47% of students and 97% of staff completing the survey. Results reflected generally positive perceptions of school culture and relationships, with average ratings above the school's target of 3 out of 5 on key indicators.

A. Hramiec also reviewed data on responsiveness to student needs. Recent reporting showed that 95.5% of documented student needs were resolved through interventions, contracts, or resource connections, exceeding the school's goal of resolving 75% of identified needs.

A. Hramiec then reviewed the school's current year culture goal, which focuses on strengthening student-to-student relationships and fostering a stronger sense of belonging in the school community. The School Culture Subcommittee will continue reviewing this data and supporting ongoing work in this area.

Data Dive - Attendance:

M. Allman presented updated data on student attendance trends, including both building attendance (student presence in the school building) and class attendance (attendance within scheduled classes). Attendance is monitored as an indicator of student engagement and overall school culture. BDEA carries out tiered support to increase attendance.

Key points:

- Building attendance reached 73% in Term 1 of SY25–26, the highest level recorded since the school began tracking this measure and a continuation of the improvement observed following the implementation of the revised attendance policy in SY23–24. Class attendance has also increased, reaching just above 50% though it remains an area requiring continued attention.

- BDEA 2.0, which serves a smaller cohort of younger students, continues to demonstrate the strongest attendance outcomes. The Flagship program has shown steady improvement in attendance, while Blended Learning, which serves a smaller group of students, continues to reflect lower attendance rates.
 - Disaggregated attendance data by student groups showed that patterns have remained relatively consistent across most demographic groups over the past two years. English Language Learners continue to demonstrate somewhat lower attendance rates, particularly with respect to class attendance.
 - Trustees discussed the relationship between attendance, student engagement, and the school's competency-based model, noting the importance of maintaining clear expectations for participation while continuing to address barriers that affect students' ability to attend school consistently.
 - The Board noted that attendance data will continue to inform the work of the School Culture Subcommittee as the school identifies strategies to further strengthen student engagement.
 - It is important to balance rigor, increasing expectations, making classes more engaging, creative and fun, and maintaining the competency-based model's ability to honor individual student pace.
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SY26/27 Budget Projection:

A. Hramiec provided an overview of the preliminary SY26–27 budget outlook. Key factors influencing the BPS budget include:

- rising health insurance and transportation costs across BPS
- declining district enrollment
- increased concentration of high-needs students
- rising special education enrollment at BDEA

Initial projections show a potential budget deficit without program adjustments. Leadership will continue advocating for additional BPS funding and reviewing expenses as the budget is finalized. The board will talk in more depth about the budget in our April and May meetings.

New Business

- The next graduation is April 9th 2026
 - The Celebration of Success for BDEA 2.0 is Tuesday March 31 2026
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Adjournment

- Motion: K. Cameron called for a motion to adjourn
- Second: C. Walkes
Vote: Approved

The meeting adjourned at 7:34pm.