

Boston Day and Evening Academy
Board of Trustees Minutes – Board Meeting
Date: March 18, 2026
Time: 5:30-7:30pm
Location: Zoom

Attendance:

Present: J. Barry, K. Cameron, M. Goode, C. Hendricks, A. Hramiec, S. Hughes-Hibbert, A. Hunter, M. Kothandaraman, A. Shabowich

Absent: A. Kadagathur, J. Kendrick, N. Peña, C. Rothfuss, C. Walkes, D. Woodberry, C. Wright

Others in Attendance: M. Allman, I. Camacho, B. Yesselman, L. Furtado, A. Sullivan, Megan Reed, Tammy Tai

Clerk: J. Kantrowitz

Documents/Exhibits Used: January 21, 2026 minutes (for review/approval); March 18, 2026 agenda; Board slide deck

Call to Order:

M. Goode called the meeting to order at 5:36pm and reviewed the agenda and desired outcomes for the meeting. A. Hramiec introduced two meeting guests: Megan Reed from Boston Public Schools and Tammy Tai who is a consultant to BDEA. Ms. Reed and Ms. Tai are working collaboratively to lead the school's pathway design work.

Vote: Approval of Minutes:

M. Goode called for a motion to approve the January 21, 2026 Board of Trustees minutes.

- Motion: K. Cameron made a motion to approve the minutes with corrections.
 - Second: M. Kothandaraman
 - Vote: So moved.
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BDEA Accountability Measure - Post Graduate Planning:

A. Hramiec grounded the discussion in BDEA's mission, vision, and Portrait of a Graduate, noting that Post Graduate Planning (PGP) is a central component of the school's charter accountability plan and a key measure of long-term student success.

Overview of Accountability Measures:

The Board reviewed two key PGP measures, which are designed to capture both immediate graduation outcomes and longer-term postsecondary readiness:

- Postsecondary Placement: 70% of graduates will be accepted into a viable postsecondary program
- Capstone Completion: 80% of students enrolled in Capstone will graduate within the same academic year

Current performance shows:

- Postsecondary placement at 63%, slightly below target
- Capstone completion at 98.7%, exceeding target

The discussion highlighted both strengths and challenges within these measures. While Capstone completion rates reflect strong internal systems supporting students through graduation, postsecondary placement data remains more complex to track and influence. Board members discussed the variability in student pathways following graduation, as well as structural challenges related to BDEA's multiple graduation cycles and the differing timelines for acceptance into college,

training, and workforce programs. These factors can result in delays or gaps in reporting, making it more difficult to capture a complete and timely picture of postsecondary outcomes.

PGP Programming and Impact Update:

A. Harris presented updates on PGP programming, emphasizing expanded access, intentional design, and increased exposure to postsecondary pathways for students across all cohorts.

Key points included:

- Expansion of PGP coursework (PGP 1, 2, and 3) to provide a more structured and scaffolded sequence of college and career readiness experiences
- Increased access to college tours, career fairs, internships, and dual enrollment opportunities, allowing students to explore a range of postsecondary options
- 156 student placements in jobs or training programs through partnerships (e.g., PIC Boston), reflecting strong external collaboration
- Approximately 50 students engaged in internships or dual enrollment opportunities

A key outcome of this work is that 86% of SY25–26 graduates have participated in three or more PGP experiences, reflecting a meaningful increase in both exposure and engagement. The Board noted that this level of participation represents important progress toward ensuring that all students graduate with a clearer understanding of their postsecondary options and a stronger connection to next steps.

Graduation and Demographic Data Review:

M. Allman presented disaggregated graduation data, highlighting key trends in student outcomes and overall school performance.

Key findings included:

- Continued growth in graduating class size (up to 76 students in SY24-25, with projections increasing to more than 85 in SY 25-26), reflecting both stronger retention and improved credit accumulation
- A decrease in time to graduation, indicating more efficient student progression through academic benchmarks
- Stable age at entry, paired with a decreasing age at graduation, suggesting that students are completing their requirements more quickly once enrolled
- Gender trends showing a higher proportion of female students and graduates
- Increasing enrollment of students with IEPs, with graduation rates remaining proportional to enrollment, indicating consistent support across this population
- Lower graduation rates for English Language Learners, identified as an area for continued focus and targeted intervention
- Racial demographics that reflect the school's population, with graduation rates remaining proportional across groups

Trustees discussed how recent improvements in attendance policy, expanded student supports, and strengthened PGP programming are contributing to these positive trends. The Board also noted the importance of continuing to monitor subgroup data to ensure equitable outcomes and to inform ongoing program development. This is a requirement of BDEA's charter as well.

Pathway (BOOST) Initiative Update:

M. Reed and T. Tai presented an update on BDEA's emerging pathway work (BOOST), designed to strengthen postsecondary readiness through the development of a structured, career-aligned pathway. The initiative is intended to build on existing PGP programming by creating more coherent, sequenced opportunities that connect academic learning with real-world application.

Key Concepts:

- Providing relevant, real-world experiences aligned to student interests
- Creating multiple entry and exit points to meet the needs of BDEA's flexible, rolling enrollment model
- Expanding access to professional networks, industry-recognized credentials, and viable career pathways

The proposed model includes a combination of:

- Academic high school coursework aligned to industry pathways
- Dual enrollment college level opportunities with postsecondary institutions
- Internships and job shadowing experiences
- Strong partnerships with industry and workforce organizations

Two potential focus areas were introduced:

- Healthcare/Medical (including management pathways)
- Construction/Trades (including management pathways)

Discussion Highlights:

- The importance of alignment with regional workforce development systems (e.g., PIC, MassHire) to ensure relevance and sustainability
- Consideration of community college partnerships and long-term degree attainment as part of pathway design
- Ensuring affordability and accessibility so that all students can fully participate
- The critical role of relationships and networks in expanding student opportunity and long-term success
- Strong alignment with BDEA's mission and commitment to equity, particularly in providing access to high-quality career pathways for all students

Trustees participated in breakout discussions and shared reflections, emphasizing the importance of access, exposure, and long-term opportunity. The conversation underscored a shared interest in developing pathways that are both ambitious and practical, and that meaningfully expand options for students beyond graduation.

Board Connections:

Board members engaged in a reflective discussion in response to the question, "How do you practice recovery or reset?"

Advancement Update:

J. Kantrowitz provided an update on an upcoming fundraising event and encouraged board participation and outreach.

ETWA Update:

A. Hramiec shared that updates to the Election to Work Agreement (ETWA) are currently in progress, with a formal vote anticipated at the April Board meeting. The revisions are intended to ensure continued alignment with BDEA's MoU A and B

which define our relationships with BTU and BPS, specifically that our MoU A defines that work conditions are set at the school level, not BTU and defined in our ETWA, not the BTU contract.

A. Hramiec noted that the proposed updates are being developed in collaboration with relevant stakeholders and will be shared with the Executive team for final approval before coming to a Board vote at our April meeting.

Head of School Evaluation:

A. Hramiec briefly reviewed the upcoming process for the Head of School evaluation, noting that the Board will follow its established evaluation protocol in the coming months. The process will include goal setting aligned to the school's strategic priorities, collection of feedback from key stakeholders, including staff, board members and the executive committee, and a review of progress against defined performance indicators.

New Business / Announcements:

- Trustees were invited to participate in several upcoming school events, including April and June graduation ceremonies, where Board presence is encouraged. Additional opportunities include upcoming Board meetings in April, May, and June, as well as the BDEA fundraising event scheduled for May 14 and the BDEA Prom on May 27.
- A. Hramiec also previewed topics for the April Board meeting. Materials will be shared in advance, and the Board will be asked to review and vote on several items, including the expulsion policy and proposed ETWA updates for SY26–27. The Board will also review the proposed SY26–27 budget and provide feedback on the Head of School evaluation.
- A. Hramiec noted that BDEA will present to the School Committee in May and June. These presentations will include the Accountability Plan (SY24–28), updates to MoU A and B, the mission statement, and the expulsion policy.

Adjournment:

Motion: J. Barry called for a motion to adjourn the meeting.

Second: A. Hunter

Vote: Approved

The meeting was adjourned at 7:22 p.m.