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| DESE LOGO | | |
|  | Advisory Councils to the Board of Elementary and Secondary Education: Annual Reports for 2022-2023 | |
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| October 2023 | |
| Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu | |
| dese logo  This document was prepared by the  Massachusetts Department of Elementary and Secondary Education  Jeffrey C. Riley  Commissioner    **Board of Elementary and Secondary Education Members**  Ms. Katherine Craven, Chair, Brookline  Mr. Matt Hills, Vice-Chair, Newton  Dr. Ericka Fisher, Worcester  Ms. Ela Gardiner, Wellesley, Student Member  Ms. Darlene Lombos, Boston  Ms. Farzana Mohamed, Newton  Mr. Michael Moriarty, Holyoke  Mr. Paymon Rouhanifard, Brookline  Ms. Mary Ann Stewart, Lexington  Dr. Patrick A. Tutwiler, Secretary of Education, Andover  Dr. Martin West, Newton    Jeffrey C. Riley, Commissioner  Secretary to the Board  The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.  We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the  Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.  © 2023 Massachusetts Department of Elementary and Secondary Education  Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”  This document printed on recycled paper  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu  State Seal of Massachusetts | |

***Massachusetts Department of***

***Elementary and Secondary Education***

*75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: (781) 338-3000 TTY: N.E.T. Relay 1-800-439-2370*

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| Jeffrey C. Riley  *Commissioner* |  |

October 2023

Dear Members of the Board of Elementary and Secondary Education,

Enclosed please find the 2022-2023 Advisory Councils’ Annual Reports to the Board of Elementary and Secondary Education. Advisory councils, established by Massachusetts General Laws Chapter 15, Section 1G, advise the Commissioner and the Board on matters pertinent to the implementation of education reform in the Commonwealth and to provide programmatic recommendations.

There are currently 11 advisory councils: Adult Basic Education, Arts Education, Braille Literacy, Digital Learning, Educational Personnel, English Language Learners/Bilingual Education, Gifted and Talented Education, Parent and Community Education and Involvement, Racial Imbalance, School and District Accountability and Assistance, and Special Education. This document compiles the reports from the **eight** advisory councils that submitted a report this year. In addition, the State Student Advisory Council, whose members are elected by other students rather than appointed by the Board, is an active and important advisory council to the Board.

Each council’s annual report, submitted by the council chair, includes a summary of the work of the council, recommendations to the Commissioner and Board, council leadership and membership, and meetings held. The reports and their recommendations are those of the councils and not of the Department.

Thank you to the council members and liaisons for their time, efforts, and constructive feedback. If the Board is interested in greater detail on the activities and recommendations of any council, please feel free to contact me.

Sincerely,

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

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**2022 – 2023 Arts Education Advisory Council Annual Report**

1. **INTRODUCTION**

This year focused on unpacking the charge from the Commissioner as well as providing feedback on the Foundational Skills for Theatre and Dance. During meetings, we dug into the charge and began strategizing how the Arts Education Advisory Council (AEAC) can support the Department of Elementary and Secondary Education (DESE). The AEAC also received updates and progress from DESE on the Arts Mentorship Program and the Arts and Culture Vitality Index Grant.

1. **2022-2023 WORK OF THE COUNCIL**

This year, the AEAC was given a charge from the Commissioner. It is as follows:

“The council advises the Board and the Commissioner on unmet needs within the state in the arts education of children; proposed initiatives and resources involving arts education; and the implementation of the 2019 Arts Curriculum Framework.”

The charge helped to guide the work of the council as it addressed a variety of action steps, with particular emphasis on the frameworks and supporting materials. The Council worked closely with Arts|Learning to provide a cycle of feedback on their Foundational Skills Progressions in Music, Visual Art, Theatre, and Dance. As DESE rolled out an Arts Mentorship program, the Council provided feedback on the structure and shared information with local educators to promote the program. The Council also discussed the professional development needs of local districts, and the impact of the COVID-19 pandemic on not only the implementation of the 2019 Arts Frameworks, but also on arts education programming throughout the Commonwealth as a whole. The Council is developing a strategic plan on specific action items around these important upcoming tasks.

1. **COUNCIL RECOMMENDATIONS**

Based on the charge, The AEAC recommends the following priority areas of focus for DESE and the continued work of the Council going forward:

* + Equity in arts access/programming/implementation
  + Working with special education populations and English Language Learners in Arts classes
  + Arts Integration

The Council is in the early stages of designing a strategic plan with action steps for each of these priority areas. The Council seeks the continued support of DESE in carrying out action steps from the strategic plan.

1. **COUNCIL DETAILS**

**Department Administrator:** Dawn Benski

**Co-Chairs:**

* + Lauren Saracino, Assistant Curriculum Director for Fine and Performing Arts, Weymouth

Public Schools

* + Lynn Souza, Director of Fine Arts (K-12), New Bedford Public Schools

**Members of the 2022-2023:**

* + Laura Brophy, Performing Arts Teacher, Mansfield Public Schools
  + Richard Davies, Art Teacher, Natick Public Schools
  + Amy Drago, District-Wide Art Teacher, Wakefield Public Schools
  + Priscilla Kane Hellweg, Teaching Artist and CEO, Arts Integration Studio
  + Julie Jaron, Director of Visual and Performing Arts, Springfield Public Schools
  + Simone Kivett, Art Teacher, Lynn Public Schools
  + Craig Langlois, Equity of Learning District Data Coordinator, Pittsfield Public Schools
  + Sandra Nicolucci, Associate Professor of Music (Emerita), Boston University
  + Katherine Ramsay, Visual Arts Teacher/District-Wide Curriculum Content Leader (Visual

Art), Tyngsborough Public Schools

* + Lisa Struppa, Visual Arts Teacher, Uxbridge Public Schools
  + Avery Wing, Art Teacher, Huntington Public Schools
  + Andrea Wivchar, Lead Music Teacher K-8, Chelsea Public Schools

**Council Meeting Dates:**

* + 11/7/22
  + 1/5/23
  + 3/16/23
  + 5/4/23

**2022-2023 Annual Report of the Digital Learning**

**Advisory Council (DLAC)**

# I. Introduction

The 2013 virtual schools legislation ([Chapter 379 of the Acts of 2012, An Act Establishing Commonwealth Virtual Schools](https://malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379)[[1]](#footnote-2)) created the Digital Learning Advisory Council (DLAC) to advise the Board of Elementary and Secondary Education (BESE) and the Commissioner of Elementary and Secondary Education (Commissioner) on:

* The development of policies guiding virtual schools, supplemental online courses, education technology, and other matters related to virtual education.
* The identification of best practices to encourage online education to complement classroom instruction in district schools.
* The assessment of the appropriateness of the fee that the Department of Elementary and Secondary Education (Department) may retain for the administration of the virtual school program.

The law specifies that the DLAC includes representatives from various statewide education organizations, districts, and schools including virtual schools (i.e., teacher, administrator, parent), higher education, and non-profit and technology companies. The current DLAC includes a broad range of experts who meet these criteria.

# II. Work of the Council in 2022-23

During the 2022-23 school year, the DLAC underwent a shift in membership. Mid-year, four individuals stepped down due to personal reasons. Given the changes in membership, the Department sought the following statutory members as outlined in the law: a representative of a non-profit organization that conducts research and training related to online education, a secondary school administrator, a virtual school parent representative, a representative from the Massachusetts Association of School Superintendents (MASS), and a representative from the Massachusetts Teachers Association (MTA). In December, the Commissioner appointed three new members and officially acknowledged a change in membership representation for MASS. The DLAC is still seeking a secondary school administrator to fill the remaining required seat.

Due to changes in DLAC membership during the 2022-23 school year, the DLAC reviewed its purpose as an advisory council to BESE and the Commissioner and discussed future topics for exploration.

The DLAC met four times during the 2022-23 school year. Members were engaged in sharing experiences from the field, reviewing the proposed revisions to the CMVS Regulations, 603 CMR 52.00, surfacing issues, and problem-solving. During the year, the DLAC received updates from the Office of Charter Schools and School Redesign and the Office of Education Technology about all things education technology related including but not limited to information about the Commonwealth of Massachusetts Virtual Schools (CMVS), CMVS Accountability and Renewal, and Single District Virtual Schools (SDVS). The DLAC also received updates from the Center for Instructional Support on Digital Literacy and Computer Science (DLCS). Lastly, the DLAC discussed and brainstormed several issues and concerns about the long-term sustainability of digital equity and equitable access to digital learning beyond 2022-23 in the following areas:

* Strong interest in gathering feedback about lesson’s learned during the pandemic regarding remote learning:
  + What opportunities exist for deeper learning in a virtual context?
  + How might practices in personalized learning contribute to remote learning successes?
* Student safety and online learning
* Issues of diversity and inclusion
* Digital divide
* Remote proctoring
* Revisions of the CMVS regulations
* Single District Virtual Schools
* Accountability for CMVS and other virtual schools in Massachusetts
* Funding for technology during changes in federal funding opportunities
* The Department’s Educational Vision
* Home connectivity and the work with the Education Superhighway
* Educational resources for K-12
* Pedagogical quality of platforms and curriculum material
* Professional development, professional learning, staffing, and educator licensure

# III. Council Details

**Department Administrator:** Alison Bagg, Director of the Office of Charter Schools and School Redesign

**Chair:** Angela T. Burke

**Members of the 2022-23 DLAC:**

* Dr. Kate DeMello, Parent Representative
* Dr. Daniel Downs, Adjunct Professor, Bunker Hill Community College, and Northern Essex Community College
* Dr. Sarah Haavind, Senior Research Project Manager, The Concord Consortium
* Ms. Cindy Yetman, Vice President American Federation of Teachers MA
* Mr. Jared Perrine, Director of Technology, Narragansett Regional School District
* Mr. Bill Silver, Director of Information Communication and Technology Services, Chelmsford Public Schools
* Ms. Andrea Wadsworth, Vice Chair, Berk12 and Chief Financial Officer, Office of the Massachusetts Comptroller
* Ms. Stacy Young, Associate Dean of Instruction, VHS Learning
* Ms. Angela T. Burke, Director of Professional Services/CTO, Collaborative for Educational Services
* Ms. Elizabeth Tripathi, Education Policy Specialist, Massachusetts Teachers Association
* Ms. Allison B. Posey, Senior Editor and Content Producer, Center for Applied Special Technology
* Dr. Robert Reilly, School Committee Member, Northern Berkshire Regional Vocational Technical
* Dr. Anna Nolin, Superintendent of Schools, Natick Public Schools

**Council Meeting Dates:**

October 12, 2022; January 4, 2023; March 22, 2023; and June 7, 2023.

**2022- 2023 Annual Report of the English Language/Bilingual Education Advisory Council (ELBAC)**

**INTRODUCTION.** This ELBAC committee was appointed in spring 2018, with new members joining in school years 2020-21, 2021-22, and 2022-23. For school year 2022-23, the ELBAC had been charged with “providing input and advice on family engagement and other ESE initiatives as they relate to racial equity for English and multilingual learners.”

**Tasks associated with the charge:**

1. Provide advice and feedback on ways to address the ESL Teacher shortage, including possibilities to support and promote bilingual paraprofessionals and other bilingual/bicultural staff within our schools to take on teaching/leadership roles.
2. Discuss how to support the increasing enrollment of ELs, including specific groups like long-term ELs, newcomers, SLIFE, ELSWD, etc.
3. Discuss the distinct needs for those working in low, mid, and high EL enrollment districts
4. Include teacher, student, and parent voices at all ELBAC activities

**SY23 WORK OF THE COUNCIL**. The ELBAC held three meetings, including an ELPAC panel, during which we examined the following education topics and conducted the following business items:

**Education Topics Examined:**

* MCAS Testing for ELs
* ESL Teacher Shortage Discussion
* Special Education Parent/Guardian Survey Presentation for Feedback/Input
* Educator Evaluation Model Rubric Update Project with Shannon Clancy from DESE
* ELPAC Development and Sustainability

**Business Items Conducted**

* Receipt and review of Open Meeting Materials
* Review of ELBAC Charge
* Vacancies

**COUNCIL RECOMMENDATIONS.** Based on this year’s meetings, the ELBAC makes the following recommendations:

**Regarding MCAS testing for ELs:**

1. Solicit feedback from EL students who have taken MCAS to start gathering information for improving accessibility for ELs,
2. Consider the emotional dysregulation the day of the test that some students, experience, by providing more processing time for EL students, such as including additional test days,
3. Make responsibilities explicit and clear to ensure accommodations are provided, and
4. Address MCAS testing challenges related to newcomers and SLIFE by including educators, students and families voice in the conversation.

**Regarding ESL Teacher Shortage:**

1. Explore possible funding to support coursework for educators from other countries,
2. Consider providing MTELs in multiple languages, particularly for educators who teach in dual language and transitional bilingual programs,
3. DESE issues communication seeking “Entering Teaching Workforce” at Employment Offices and Area Workforce Investment Boards,
4. Consider ways to address housing costs (and cost of living in general) as a barrier for educator diversification (especially in regard to going into teacher preparation programs), and
5. Develop a long-term strategy for pipeline of EL/bilingual educators.

**Regarding developing and sustaining ELPACs:**

1. Provide specific space and opportunities for districts to communicate together about ELPAC processes,
2. Provide support and training for parents and caregivers to learn more about the role and responsibilities of ELPACs, such as parent leadership workshops, and
3. Provide districts with financial support to address barriers in participation such as childcare, translation/interpretation, or transportation.
4. Regarding Special Education Parent Survey:
   1. Provide translation and linguistic access for multilingual parents and caregivers.

**ADDITIONAL RECOMMENDATIONS**

1. ELBAC meeting attendance was challenging this year: many administrators who were on the council were unable to attend fully (if at all) due to having to fill in for colleagues due to staffing shortages. There is also a heavier representation of administrators than from classroom teachers. We would like DESE to consider providing funding (e.g., stipends to schools or districts) for coverage so that ELBAC members can fully participate and attend convenings.
2. Related to membership, to address the need for including more multilingual and (im)migrant parents and caregivers on the ELBAC, we would like DESE to consider interpretation or translation services for ELBAC meetings. These services are important not just in terms of representation on the ELBAC itself, but also for providing equitable access to members of the public.

**PLANS FOR THE UPCOMING YEAR.** Upon reviewing the charge for 2022-23, the ELBAC would like to engage in the following tasks for 2023-24:

1. Have more conversations with other DESE departments to discuss and center multilingual learners and address ESL and bilingual teacher needs
2. Add more teachers to the panel
3. Increase number of panels to include student and parent voice as well as educator voices from low- and mid- EL enrollment districts

**COUNCIL DETAILS**

**Department Administrator:**

Allison Balter

**Department Liaison:**

David Valade

**Chairpersons:**

**Christine Montecillo Leider**, Assistant Professor, Applied Linguistics and ESL Licensure Coordinator, UMass-Boston / President, MATSOL

**Antonina Parris-Yarbrough**, Dean of Student Supports, Excel Academy Charter Schools

**SY23 Advisory Council Members:**

**Monica Abdullah**, Special Education/Vocational Tech Educator, The Center School, Holyoke

**Anis Abdulle,** Chair of the Board of Directors, African Community and Economic Development of New England (ACEDONE)

**Meg Burns**, Assoc. Prof TESOL/Bilingual Education, Lesley University

**Winki Chan**, Director of Education and Family Engagement, The Welcome Project, Somerville

**Craig Consigli**, Asst. Superintendent, Milford Public Schools

**Marilyn Glazer**, Director, Intensive English Institute & World Language Institute

**Monica Gonzalez de Wulff**, Board Member of SPARK Kindness

**Kellie Jones**, Director of Bilingual Education, Brockton Public Schools

**Meghan Lampert**, Parent, English Learner Teacher

**Kerri Lamprey**, Director of English Learner Education Burlington Public Schools

**Heidys Mendez**, Guidance Counselor, Lawrence Public Schools, Lawrence High School

**Ahmed Noor**, Director of EL Community Outreach, Boston Public Schools

**Andrea Parker**, Parent, DEI Consultant, Federation for Children with Special Needs, Senior Statewide Family Engagement Specialist

**ELBAC Meeting Dates: SY23**

October 12, 2022

February 08, 2023

May 17, 2023

**All meetings were held remotely on Zoom.**

**2022-2023 Educational Personnel Advisory Council**

**Annual Report**

**I.** **INTRODUCTION**

The Educational Personnel Advisory Council (EPAC) advises the Commissioner and the Board of Education on issues pertaining to all educational personnel and specifically on policy and programming pertaining to the educator workforce.

During 2022-2023, EPAC members focused on working with DESE staff on the educator preparation review process and the Guidelines for Program Approval.

**II. 2022-2023 WORK OF THE COUNCIL**

At each meeting, EPAC members provided updates on the work at their respective organizations. In addition, DESE provided a written update from the Licensure and Educator Effectiveness offices that was shared in advance of the meeting, followed by time allocated for questions and discussions. We devoted time at each meeting to bring a topic to discuss to inform the Program Approval Guidelines.

The following were the focus areas for discussion about the educator preparation program review process and the program approval guidelines at meetings in 2022-23:

* **Review Process Goals:** The Goals for the Revised Formal Review Process were shared:
  1. Create a review process that will hold ed prep programs accountable to strong, equity-centered expectations.
  2. Support organizations in creating the conditions for a more diverse, effective, and anti-racist educator workforce - Effective educators: are culturally responsive educators - those who support students to achieve academically, feel affirmed in their cultures and identities while gaining skills to understand and respect others, and build their awareness and capacity to solve inequity.

We believe this will lead to improved outcomes for all students, and especially the Black, Indigenous, Latinx, Asian, and multiracial students who’ve been most harmed by our education system.

* **Program Review Criteria:** EPAC members discussed and provided feedback on the Criteria that are aligned to specific expectations outlined in broader Domain. All criteria reflect evidence-based and anti-racist practices across the domains.
* **Program Reviewers:** Feedback was provided on how to make the reviewer role attractive to and meaningful for reviewers coming from a broad range of backgrounds and experiences.
* **Supervising Practitioners:** EPAC members discussed and generated ideas on the barriers contributing to a current shortage of Supervising Practitioners and what resources or supports would be helpful for districts and ed prep programs to address this shortage.
* **Public Comment and Partnerships:** The trends from public comment and structures that will be put in place to support the areas with gaps was shared with EPAC members, and the members discussed and shared ideas for the Partnerships advisory.

In summary, the discussions, feedback and thoughtful contributions by EPAC members helped shaped the final [Program Review Process](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/). EPAC members were acknowledged as contributors in the final copy of the [Guidelines for Program Approval released in September 23](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval-guide.pdf) based on their work during SY2021-22.

**IV. COUNCIL DETAILS**

**Department Liaison:** Elizabeth C. Losee, Director of Educator Effectiveness Policy

[**Members of EPAC:**](https://www.doe.mass.edu/bese/councils/epac.html)

| **Name** | **Title** | **Representing Organization** |
| --- | --- | --- |
| Desiree Ivey, 2022-2023 EPAC Chair | Executive Director, Shady Hill Teacher Training Center | Shady Hill School |
| Priya Tahiliani | Superintendent, Everett Public Schools | Massachusetts Association of School Superintendents |
| Ray Lewis | Dean, Worcester State University | Standing Committee on Preparing Educators, Public University System |
| Robert Spiegel | Human Resources Director, Arlington Public Schools | Massachusetts Association of School Personnel Administrators |
| Lianna Pizzo | Associate Professor, UMass-Boston | Massachusetts Association of Colleges for Teacher Education |
| Paul Tritter | Director of Professional Learning, Boston Teachers Union | American Federation of Teachers, MA |
| Michael Lavelle | Assistant Principal, Oxford Middle School | Massachusetts School Administrators Association |
| Noah Berger | Interim Director — Center for Education Policy and Practice | Massachusetts Teachers Association |
| Elijah Heckstall | Principal | Dudley Street Neighborhood Charter School |
| Jill Flanders | Elementary Committee Member | Massachusetts School Administrators Association |
| Takeru Nagayoshi | Director, Community Events at Panorama Education | 2020 MA State Teacher of the Year |
| Jennifer Hedrington | Peabody Elementary Assistant Principal, Cambridge Public Schools | 2021 MA State Teacher of the Year |
| Danubia Camargos Silva | Early Childhood Program Officer, The Boston Foundation | Parent/Family Representative |

**Council Meeting Dates:** November 16, 2022; January 18, 2023; March 15, 2023; and May 10, 2023

**2022-2023 Annual Report of the Gifted and Talented Education Advisory Council**

1. **Introduction**

It is with a sense of urgency and concern that we deliver this report.

Dr. Ansel's 2019 report on Gifted Education in the Commonwealth shows both the need and a pathway for change. Action must be taken, beginning in the school year 2023/2024, to discover and serve gifted, advanced, and high-potential students. Professional development, teacher training and outreach to families can start now. Dedicated leadership from DESE on this topic is critical.

After many years of Council input, we find ourselves moving forward, but with a pace too slow to benefit current GT, advanced, and high potential students. The lack of statewide accountability for the education of these students and the measurement of their growth impedes equitable progress.

As long as the state’s high-potential students are denied access to appropriately paced and calibrated curriculum and content, and pertinent social-emotional supports, systemic inequity for these students will continue. The result is that their academic learning and SEL needs will be ignored. Of particular concern are marginalized students. For academically advanced and high-potential Black, Hispanic, and/or low-income students as outlined in Dr. Ansel’s report, as well as Indigenous, 2E, rural, LGBTQI+, and EL students, talents and abilities will remain unseen and untapped.

The Excellence Gap will continue to hinder students’ success. Massachusetts should be a leader in the field of gifted education, rather than an outlier. We have the means and capacity to do better.

1. **The Council was given the following charge for 2022/2023**:

*The charge for the Gifted and Talented Advisory Council for the 2022-2023 school year will be to provide DESE/BESE recommendations on how to support the social and emotional learning of advanced learners. In addition to this priority, the Council is also asked to provide feedback on the Continuum of Services resource document as well as provide recommendations for engaging with students, parents, and districts to inform them about the Continuum.*

1. The Council’s recommendations on how to support the social and emotional learning (SEL) of GT and advanced learners\* are summarized in

**Table 1**.

**Social-emotional Learning Goals**

|  |
| --- |
| **Self-awareness**: the ability to understand one’s own needs and feelings |
| **Self-management and emotional regulation:** being able to take responsibility for one’s own behavior and well-being |
| **Social awareness and Relationship Skills:** being able to shift perspectives, respecting and empathizing with others, learning to build friendships |

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| **Objective** | **Outcomes** | **Action** | **Implementation** |
| * *Provide appropriately challenging and culturally responsive, relevant learning for students, aligned with their potential, and monitor growth* * *Acknowledgement and understanding of the GT student population and students capable of high achievement.* * *Establish a learning environment in which GT students feel fully accepted, are treated as valuable members of school environment* * *Discovery and support for emerging talent* | * Student learning focused on learning at an appropriate pace, with advanced content provided as needed, learning in ZPD * Build perseverance through appropriate challenge beginning in early grades * Improved sense of belonging, Diminished sense of isolation * Improved self-esteem and identity development * Diminished feelings of perfectionism, imposter syndrome * Increased intrinsic motivation and decreased instances of under-achievement * Begins to address implicit bias | * State-wide acceleration policy that is equitable and inclusive * Competency-based progression via flexible grouping/clusters * Regular diagnostic assessments ensure that academic needs are met and growth is charted, as well that areas in need of support are identified, incl. hidden disabilities * Administrator and teaching teams work together to implement proficiency-based learning opportunities for all grades, each term * Staff meetings and PD devoted to GT/SEL with a focus on black, brown, people of color, LGBTQI+, EL, 2E to ensure that educators can demonstrate understanding of these students and become aware of implicit bias * Emphasize collaboration within and across specializations/departments * Support districts to identify measures for social-emotional outcomes * Explore and evaluate curriculum to ensure engagement * Ensure multi-cultural curricular representation, so students see themselves in academic content * Foster a growth mindset centered on potential * Incorporate SE well-being in program design and curriculum delivery | DESE, Superintendents, Principals, Teachers, Guidance |
| * *Engage in ongoing assessment (multiple opportunities for assessment), talent development and use of multiple pathways to discover and support high potential and ability.* * *Create ongoing processes (multiple opportunities) for identifying and supporting gifted and advanced students* | * Inclusive and equitable participation in academically advanced learning opportunities for all, regardless of SES, EL status, gender, race, ethnicity * Use native language ability and achievement assessments as indicators of potential giftedness, when available * Addresses the concerns that High IQ/ ability can be masked by disability, disadvantage, disengagement, and self-selective non-participation * Foster a sense of belonging * Begins to address implicit bias | * District and school-based culturally responsive assessments for programming * Multiple pathways (portfolios, self- and peer referrals, surveys for readiness and interests that go beyond academics) * Include 2e, EL students in assessments * In-school enrichment opportunities for all students, to support growth trajectory for all students * Support divergent thinking skills through project-based learning | Curriculum Specialists, Principals, Teachers |
| * *Establish GT SEL peer groups/Advisories to encourage student reflection on their academic growth.*      * *GT-specific SEL counseling programs available for GT students, including EL, Special Ed., LGBTQI+, students of color* | * Improved relationship skills * Improved feelings of belonging * Improved empathy, and awareness of asynchrony * Improved management of intensities * Positive, welcoming learning environment created for all students | * Establish GT SEL peer groups/Advisories * Districts and school personnel receive PD in specific SE needs of GT learners in order to facilitate peer advisory communication * School counselors receive training on GT learners * Establish and enforce a no- tolerance policy for negative remarks/actions regarding gender, orientation, race, ethnicity, religion, or SES * Provide opportunities for social activism and social justice through curriculum aligned service-learning activities | Superintendents,  Principals, Teaching teams, Guidance |
| * *Acknowledgement of rights of GT students to an equitable education and their unique learning needs* | * Professional learning plans and curriculum development developed to integrate the SEL needs of GT/high-potential students * Increased engagement in school learning opportunities * Increased student relationship skills, self-esteem and sense of belonging * Reduce anxiety of where/if GT students belong | * Districts and school personnel receive ongoing PD in GT SEL with a focus on equity * Implement tiered continuum of academic services for GT * Create a “language” that promotes acceptance of all students and does not exclude or stigmatize any student(s)\*\* * Consistently provide multi-cultural resources and materials that go beyond grade level * Create a safe school environment for all students, which goes beyond simple tolerance to one that is inclusive and representative | Superintendents, Director of Teaching and Learning, Curriculum specialists, Principal, Teachers |
| * *Family and caregiver engagement* | * Building an inclusive school culture * Increased student social awareness, self-esteem, and sense of belonging * Strengthen partnership between parents, students, and schools | * Provide resources and access to expertise about GT for families, including GT-specific SEL resources * Outreach to parents about GT resources and service * Information to parents about students’ learning levels and growth, and student’s path * Informational meetings/forum for families on GT SEL | DESE, Superintendents, Principal |

**Table 1**

*\* Unresolved*: An operational, equity-based state-wide definition of existing and emerging GT and advanced students, which addresses issues of equity and under-representation of marginalized populations in advanced learning opportunities. In 2021, CTD was provided with the Council’s work on a definition, for further development.

For the purpose of this report, we have considered previous work by the Council in regard to the definition of GT and high-ability students as well as other current research, which emphasizes that high-potential students come from all racial, ethnic, SES, cultural populations, and geographic areas. They need appropriate learning opportunities to ignite their potential and may have distinct SEL needs.

Students who demonstrate a potential for and/or ability for achievement beyond their grade level in one or more domains are candidates for advanced work. Schools must actively seek out and support students including those from low SES households, ELs, students with disabilities, LGBTQI+, black, brown, indigenous, and other students of color, and students from rural areas. Talent development must be as rigorous as talent acknowledgement. Creativity, curiosity, high interest, and task commitment should be considered in identification for advancement, along with cultural and linguistic diversity, and student strengths.

*\*\* Unresolved*: Appropriate bias-and label-free language and descriptors for GT/Advanced students that are sensitive to students’ SEL and academic needs while at the same time being responsive to their right to access appropriate learning opportunities and curriculum.

B) DESE and vendor CTD chose MTSS as framework to support the state’s advanced learners, developed and provided a MTSS-aligned Continuum of Services document to the Council in February 2023.

**Table 2** summarizes the Council’s feedback on the Continuum of Services resource document as well as its recommendations for engaging with students, parents, and districts to inform them about the Continuum.

* All stakeholders need to know the how is and why’s of a reframing of the Continuum of Services *(*CoS) to specifically include high potential, high-ability students.
* Equity of opportunity must pertain to the entire student population, including chronically underserved/unseen groups, such as BIPOC, 2E, ELs and LGBTQI+.
* Continuum of Services must be universally implemented across the state, with accountability built in.
* The Continuum of Services roll-out must answer the following questions:
* What will it mean for our districts?
* What will it look like in our school?
* What will it look like in the classroom?
* How will it improve the educational experience and outcome specifically for GT/high-potential students?
* How will it improve the educational experience and outcome for all students?
* How might it impact our community and the Commonwealth?
* How will DESE provide continuing support?
* How will equitable implementation across the state be achieved?

In order to ensure the Continuum of Services is effectively communicated for all stakeholder groups, the roll-out must include:

1. Clear communication regarding the “why”. All constituencies need to understand the imperatives supporting implementation of the CoS for advanced learners. This must also be customized for each stakeholder group. The benefits of the Continuum of Services model must be explained for each group in order to build buy-in.
2. Stakeholders need to understand how it fits in with and expands current understandings of the MTSS model.

A briefing of the MTSS model is needed, as well as an audit of current MTSS implementation in districts and schools.

1. A realistic timeline that not only provides essential training for educators, but also includes immediately actionable steps that can be taken to respond to the dire need for equitable opportunities for advanced learners. It also needs to be clearly communicated that the Continuum of Services is not optional but will occur with training and support from educational leaders.
2. Professional development for administrators and teachers in both MTSS and School-wide Enrichment Model, with a lens on equity, and addressing myths and biases.
3. Roadmap from DESE for expected implementation and follow-up/audit of implementation steps.
4. Continued support from DESE, and policy support from BESE; BESE can also get the legislature’s support as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Target Group*** | **Focus Concerns** | **Document Revisions** | **Rollout/Engagement** | **Suggested Timeline/**  **Specifics** |
| *DESE/BESE* | * Policies, state-wide adaptive assessments for growth, incentives, information of funding sources e.g., SOA, roadmap, training, evaluation, enforceability, IEP tie-in, transitions from one district to another, MTSS framework not universally implemented yet | * Policies and/or legislation that support initiative * Roadmap including timelines and budget implications/support | * Provide stakeholder-specific documents that explain rationale and benefits * Identify incentives for districts, improved growth model | Immediate and ongoing |
| *District administrators,*  *School administrators,*  *Educators,*  *Guidance counselors* | * Academically advanced, high-potential, and high ability students are not being adequately addressed in current curriculum models * SEL needs to be acknowledged in document * Myths and biases to be addressed * Include language specifically referencing BIPOC, 2E, EL, LGBTQI+, rural, low-income students * Acceleration policy should be a priority and referenced in CoS document * Multiple assessments, multiple pathways for inclusion and acknowledgement of talent and potential * CoS is formatted for a DESE audience rather than general audiences of students, parents, educators * Classroom pedagogical shifts should be more clearly addressed * Accountability needs to be built into CoS; implementation cannot be optional | * GT/Academically Advanced opportunities is an equity issue * MTSS must be revisited/re-implemented with high-ability/high-potential students included in the model * Include equity-specific language with data to support how this initiative will improve outcomes for all students * Include a glossary of educational vocabulary and pedagogy (with links when appropriate) to better inform readers/recipients of facets of the CoS * Include information on assessments and how to use assessment results to impact learning for high-potential students * Educators will need PD to understand what shifts in classroom expectations may be needed (flexible ability grouping, curriculum compacting, subject and grade level accelerations) and how to implement them * Districts and educators need to be accountable for implementation of the CoS. | * Data-supported rationale on why initiative is needed * Incentives for PD and student growth * Roadmap including realistic timeline, budget implications/support, and exemplars * Informative webinars * Outreach to parents | Immediate mitigation (beginning summer 2023)  PD with GT specialists.  PD with specialists regarding MTSS for highly-able students  Introduction to SEM (virtual and in-person)  Acceleration policy to be place in fall 2023 |
| *Educators* | * High-ability students have academic and SE needs not being recognized or addressed in most regular classrooms. * BIPOC, 2E, EL, LGBTQI+, rural, low-income students * students have less opportunities for advanced work * Specific support for teachers, classrooms to be clarified | * Imperative to educate all students, there is a dire need for deeper understanding of how and why their academic needs can/should be met. * Benefits of initiative for teachers | * Needs of educators in terms of support, PD, and training, instructional coaching/co-teaching * Webinars and Q&A format | Immediate and ongoing PD focused on high-ability students, myths and biases, recognizing and developing emerging talent, and curriculum changes to include their learning needs in classrooms. |
| *Students*  *and Families* | * Accessibility factors of current CoS for students and parents is low * The language and format is not conducive for reading and comprehension of the potential the CoS can have * Demonstrate how talent recognition and talent development will be approached and addressed | * Create a summary of how a student’s day might change when the CoS is implemented * Explain how the CoS can enhance and strengthen the school experience for all students * Highlight the equitable opportunities the CoS will provide * Highlight the PD the educators will draw upon in classrooms to ensure all students’ academic and SE needs are met * Empower them to ask for data and services | * Outreach * Informational sessions, incl. Q&A format * Information on school/district website * Recognition of student achievement/growth | Prior to official roll-out, ongoing information and outreach to families |
| *Community* | * Positive impacts the community can expect could be better elucidated. | * Educational equity and SEL for all the Commonwealth’s students can have a tremendous impact on communities (financial, developing untapped potential, higher achievement levels) * Awareness campaign | * Building community ties (internships, mentors, etc.) * Celebration of student achievement * Outreach/information through family centers | Prior to official roll-out, and ongoing |

**Table 2**

**III. Council Details**

**Council Members:** Donna Potter Astion (Chair); Dr. Katharina Elbert (Co-chair); Dr. Carol Cavanaugh; Kenya Guerra; Isha Hassan; Albert Johnson-Mussad; Tyrone Mowatt; Takeru Nagayoshi; Courtney Perdios; Magalie Pinney; Juan Rodriguez; Dr. MaryGrace Stewart; Dr. Heny Taraz; Darnell Williams; (Meena Bharath; Myriam Ulloa-Skolnick, October 6, 2022 meeting only).

**DESE Representatives**: Thomas Zorich (Liaison), Sheika Edmond, Dr. Regina Robinson, Dr. Darcy Fernandes

**Council Meeting Dates in 2022-2023**

October 6, 2022; November 17, 2022; January 19, 2023; February 16, 2023; March 16, 2023; May 18, 2023; June 15, 2023.

**2022- 2023 Annual Report of the Racial Imbalance**

**Advisory Council**

**Meeting Dates:** October 27, 2022, December 8, 2022, December 12, 2022, February 9, 2023, March 15, 2023, May 1, 2023, June 8, 2023, June 12, 2023, June 28, 2023

**Council Members:** Dr. Kahris McLaughlin, William Newell, Dr. Michael Morris, Gloria Buffonge, Charlotte Clarke, Dr. Raul A. Fernandez, Barbara Fields, Christina Horner, Cleonie Mainvielle, LaTonia Naylor, Dr. Jessica Samuel, Christine Murray

**Introduction:**

**RIAC’s mission is sufficient but the Department has not utilized RIAC in ways that are effective through charges which impede rather than enhance the work of school equity. A review of RIAC responsibilities gathered from DESE’s website states broad authority but that authority is unevenly implemented. The RIAC mission states the following:**

1. RIAC believes that **all** children should be held to the highest standards and afforded access to the highest quality education.

* In direct contradiction, DESE’s school accountability unit has deliberately increased the size of classes which evade school accountability for classes of 6 in 2017, to classes of 10 in all categories 2021 to classes of 20 in 2022, at least in the case of chronic absenteeism which is perplexing since consistent school attendance is the first indicator of academic success. This structure lessens superintendent responsibility in closing academic, social and emotional achievement gaps of small classes of students and students of color, particularly in METCO school communities and suburban school districts that have increasing student diversity. This is a violation of the 13th Amendment and 14th Amendment rights of affected children.
* Despite conversations about ways in which school accountability could be strengthened, DESE continues to shroud the outcomes of small populations of students in the disingenuous quest to protect their privacy despite the fact that DESE, the annual results of the National Assessment of Educational Progress (NAEP) as reported by the Federal Department of Education (DOE), as well as all national and local media outlets collectively report the academic, social and emotional inadequacies of children of color daily in both print media, respected research journals and television.

1. The Racial Imbalance Law was passed with the knowledge and understanding that the legacy of racial discrimination in our society carries long-term consequences. There is a mission to address changing demographic needs, changing student needs and district needs.

* In widespread practice, there continues to be pronounced racial and cultural disparities in student achievement, overrepresentation in special education, suspensions, and expulsions. RIAC has noted in the past that the Department, in its description of the work of racial equity in education, has focused on the integration of students in our public schools and improved student achievement for all. The Department further states that both are still **lacking in many urban Massachusetts schools and districts, and this has been documented since at least the 1993 Massachusetts Education Reform Act.**

1. There are established links with proposed activities of RIAC and the department of elementary and secondary education’s strategic plan. RIAC also advises and makes recommendations regarding legislation, regulations, and program guidelines…to fulfill the goals established by the Board of Education.

* Although RIAC was given the charge to work with the practitioners of Family Engagement, DESE did not include RIAC in the development of its strategic plan “Our Way Forward” which was initiated in 2018 through April 2022 to address racial disparities within the Commonwealth’s public schools. DESE’s working group began updating the department’s educational vision using DESE’s Racial Equity Decision-Making Tool which was not introduced to RIAC. RIAC was not used as a stakeholder in DESE’s racial equity proposals for either students, parental or community goals at any time. Instead, RIAC was given charges centered around Family Engagement despite the fact that there is a Family Engagement Advisory Council and that the Family Engagement Advisory Council was part of the DESE stakeholder group and RIAC was not identified by the Family Advisory Council as a needed stakeholder.

**On May 23, 2023, RIAC members Gloria Buffonge and Kahris White-McLaughlin attended a BESE Board meeting at the Malden headquarters and the agenda included DESE’s historic racial equity goals since at least 2020.**

At this meeting, DESE staff provided information which was dedicated to the academic, social and emotional performance of students of color. As racial inequity within student outcomes within the Commonwealth’s public school’s information were shared, at least one BESE board member declared a crisis in the educational process of children of color. RIAC should have been involved in the work presented and this is the best example of ways in which the RIAC skillset has not been used appropriately. Information from hand-outs which was not shared with RIAC and which RIAC could inform included, but was not limited, to the following:

1. Data which showed gross academic deficiencies in terms of race.
2. Facts about Early Reading deficits as they relate to children of color:

* Achievement of proficiency literacy skills by Grade Three is a key determinant of future academic success.
* Nearly all children can learn to read by the end of first grade with appropriate instruction.

Children who do not receive the support they need to be on track by Grade Three too often never catch up.

* A typical struggling reader in Grade One can achieve grade-level proficiency if provided intensive intervention, whereas a similar student in Grade 4 will require 4 times as much intervention and is less likely to ever reach grade level:

**A similar dilemma, which was shared by the commissioner with RIAC, also affects gifted children of color who score in the 100th percentile in the third grade and lose that status by sixth grade, another concern of the review of small classes of students who are not reviewed by the Office for District Reviews and Monitoring at DESE.**

At the same time, RIAC was not included in DESE’s equity focus groups at any time since 2022. Deputy Commissioners Regina Robinson and Russell Johnston and Chief of Schools Komal Bhasin conducted focus groups, surveys, drop-in sessions, and interviews of various stakeholders including DESE staff, students, families, and educators. RIAC was excluded from the following equity efforts:

* A qualitative analysis of focus group responses was used to create a draft statement.
* A review of prior student and family surveys were conducted by DESE to create themes and headlines.
* Student, family, and educator focus groups were conducted across Massachusetts with a focus on families from communities that have been historically underserved.
* Input sessions were conducted at the Family Engagement Summit.
* Family members, community members, advocates, and educators joined a group that provided two rounds of feedback on the draft during the drafting process.
* DESE continues to iterate throughout the process of leveraging stakeholder input from all of these groups.
* The accountability process will include ongoing stakeholder engagement and the review of data to measure improvement in equity and racial equity.

**The RIAC mission also claims that of equal importance is the belief that districts should develop appropriate evaluation tools that will ensure timely identification of systemic strengths and weaknesses and if necessary, develop and implement plans for appropriate improvement.**

* RIAC has long supported the annual review of all school districts through the collection, review, and analysis of disaggregated student outcome data. This has not occurred at DESE, and high-performing districts are infrequently monitored.

**RIAC believes that all children should be held to the highest standards and afforded access to the highest quality education. In urban schools, large numbers of children are receiving inadequate education but are not annually evaluated by DESE.**

**At DESE,** the shrouding of the outcomes of small groups of students prevents full school accountability of all students, particularly in the case of urban students from Boston and Springfield who are educated in METCO Public School Districts where their parents are disenfranchised.

At the same time, large percentages of students who suffer from racial disparities in their academic, social and emotional growth attend urban school and schools in receivership across the Commonwealth.

* The Holyoke, Lawrence, and Sturbridge School Districts which are in receivership have large numbers of Hispanic students.
* There are also transformative schools in Boston which ineffectively educate large portions of Black and Brown students.
  + There is the example of Reading Public Schools, which has a METCO program which had a school accountability audit where information was not given for groups smaller than ten. Teachers requested more information, and that request was denied by DESE stated policy.

**DESE’s Educational Vision and the development of Key Terms was developed without RIAC’s involvement or input. The mission reads as follow:**

* All students in Massachusetts, particularly students from historically underserved groups (including children of color who are gifted and may be small in number) and communities will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.
* Learning experiences are relevant, real-world, and interactive.
* All students are known and valued. Students and families have a sense of belonging: they are known, respected, and valued for who they are and what they bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.
* Students attend safe and supportive schools that tend to their overall well-being.
* Students are valued.
* Students engage in learning that values and builds on their background, knowledge, lived experiences, and cultural and linguistic assets.
* Students are active participants and have a voice in shaping their learning experience.
* Individualized support enables students to excel at grade level and beyond.
* Students excel at grade level and beyond work, with individualized support.

**At the BESE May 23, 2023, meeting, the outcomes for the African American, Hispanic/Latino and students with Special Needs in school year 2022 Grade Three English Language Arts data were concerning and were not shared with RIAC for their review. Further, without explanation, White, Asian and Native American students were not included.**

**All students**

**Exceeding**  5% exceeded goals.

African Americans 3% exceeded goals.

Hispanic/Latino 2% exceeded goals.

disabilities 2% exceeded goals.

**Meeting**

**all students 45% met goals.**

African American 28% met goals.

Hispanic/Latino 23% met goals.

Disabilities 15% met goals.

**Partially meeting**

**All 45-85% 40% of all students partially met goals.**

African American 28-75% 47% of all students partially met goals.

Hispanic/Latino 23-73% 50% of all students partially met goals.

Disabilities 18-53% 31% of all students partially met goals.

**Not Meeting**

All 85-100% 15% of all students did not meet goals.

African American 75-100% 25% of all students did not meet goals.

Hispanic/Latino 72-100% 28% of all students did not meet goals

Disabilities 52-100% 48% of all students partially met goals.

Racial counts 25% and 28% 51% of all students did not meet goals.

\*Estimates by graph.

In 2019 the Department released the Literacy Strategic Plan after extensive engagement with educators, experts, and other stakeholders. RIAC did not receive this information.

A BESE Board Member stated, after pursuing student outcome data of children of color, that the academic, social and emotional gaps presented suggested an educational system is in crisis. In fact, RIAC acknowledges that if the student outcome data demonstrated such gaps in the academic outcomes of white-middle class students, a second edition of “A Nation At Risk” would be necessary.

**Current exclusive actions by DESE Officials**

1. DESE’s school accountability unit is responsible for the evaluation of student outcomes but only conducts 40 school audits per year.
2. Lack of School accountability of METCO students who attend school in racially imbalanced school districts.
3. In June 2022, DESE increased MCAS passage rates directly after the closure of the pandemic which many believe will ensure the continued and increased failure of historically marginalized children who fail MCAS tests in tenth grade at higher rates than their Asian and White counterparts. The Massachusetts State Legislature formally requested that the MCAS passage rates remain the same, but BESE voted to increase the scores despite the Commissioner’s disagreement.
4. **The RIAC leadership** met with DESE Officials and reported that the method was racist, and that response was described as an opinion by Senior Commissioner for School Accountability Rob Curtain. In June 2022, in a RIAC meeting with DESE Officials Regina Robinson, Shay Edmond, and Rob Curtain and in a later meeting in December 2022 with Commissioner Riley, RIAC requested the full accountability for all the commonwealth’s children which included small classes of children. This request was not granted.
5. Historically, the Massachusetts Board of Elementary and Secondary Education was dominated by the non-inclusive politics of the Pioneer Institute. The Boston NAACP has publicly requested since 2021 that the Pioneer Institute cease any reporting on the outcomes of students of color.
   1. The historical evidence that Black lawyers who worked for DESE as depicted by community activist, African American lawyer advocate Derrick Bell who acknowledged in his book “Ethical Ambitions” that he and his colleagues, who were predominantly African American, ignored the suggestions of the African American community in the school desegregation process of the Hennigan school desegregation case in 1974 when African American community advocates demanded high quality schools within the Roxbury neighborhood and instead followed the DESE mandate of school bussing which resulted in the ‘School Bussing Horror’ in the 1970s.
   2. The ignoring of the African American community in the educational of their children has as precedent the Roberts School Integration case in 1847, the stance of “all deliberate speed” in Brown II which forestalled the request for high quality education for at least two decades after Brown I.
   3. Today, too many children of color, particularly those who attend schools that are in receivership and are students in “transformative schools” and are deliberately accorded “all deliberate speed” in their educational process **in violation of the Massachusetts Education Reform Act of 1993.**
6. June 2022, in a RIAC meeting with DESE Officials Regina Robinson, Shay Edmond, and Rob Curtain and in a later meeting in December 2022 with Commissioner Riley, RIAC requested the full accountability for all the commonwealth’s children which included small classes of children. This request was not granted.
7. To date, there is limited financial data on the HVAC Program. RIAC is concerned because $100,000,000 was allotted and there is no measurable commitment to the inclusion of Minority contractors and no mandate to register with COMMBUYS. Further, RIAC believes that the funding came through an unnamed legislator RIAC because there was a concern about accountability and RIAC was informed that it had no fiduciary involvement and/or oversight. This was an unusual experience for RIAC and did not allow full involvement in a fiduciary process.
8. To date, there is limited financial data on the benefits of a Racial Imbalance Contract with BESE which makes available school building construction and renovation funds as promulgated by Racial Imbalance Laws found in Massachusetts General Laws since at least 1974 after the Hennigan vs. the Boston School Committee school desegregation case was decided.
9. DESE is one of 13 educational agencies in the nation that uses state standardized testing in a draconian way which precludes the postsecondary educational opportunities for too many historically marginalized children and may increase dropout rates for these children.

**Final Observations by the RIAC Membership**

**The review of RIAC mandates in the goal to desegregate public schools.**

Consistent with the RIAC charge as described on the DESE website, RIAC dedicated a portion of its meeting time to review the state of school desegregation in the Commonwealth’s Public Schools. The work to better understand school segregation was conducted by RIAC despite a lack of support from DESE, and in particular the Commissioner, who stated that RIAC’s work on school segregation should happen at some future date. Rather than act in contravention of the RIAC statute, RIAC addressed the Commissioner’s charge for teacher diversity and family engagement, and also worked on the legislation of several school desegregation mandates through a presentation by Dr. Jack Schneider who authored School Integration in Massachusetts: Racial Diversity and State Accountability along with the review of school desegregation laws (SD. 455 and SD. 456) submitted by Senator Brendan Creighton and an individual bill filed by Dr. Kahris White—McLaughlin.

Based upon the Equal Educational Act of 1974, RIAC is also cognizant that equitable, high-quality education should be provided in the schools which are located in the neighborhoods of black and brown children across the Commonwealth as well as other proven school integration efforts. For example, RIAC notes the failure of DESE to annually review the outcomes of students of color who attend METCO-affiliated school districts which surround Boston and Springfield; at present DESE provides a report in the aggregate which provides MCAS Language Arts and Math results and post-secondary plans. A portion of RIAC members have been members of the METCO, Inc. Board and there is a broad understanding that the results of 40 separate school districts in a state where local control dominates school politics, cannot be presented in the aggregate but must be disaggregated by school district to understand the ways in which some programs may need to improve to benefit the children of families who have no political power or inclusion in terms of town representation which includes but is not limited to the selection of School Committee members; the selection and retention of the Superintendent of Schools and school policy development and implementation. RIAC posits that there is a need to determine the value of school desegregation and ways in which its implementation can be replicated and/or improved.

In closure, it is important to note that the statute from which our mission derives does not say that our work on school segregation should happen at some future date. This work is long overdue and measurable actions should be implemented by the next school year.

**The Status of School Districts and Schools in Receivership**

RIAC remains concerned that school districts and schools that are in receivership, some for more than a decade, are largely attended by Hispanic children; in fact, the school districts of Lawrence, Holyoke and Southbridge are at least 80% Latino. RIAC is certain that if such education were accorded to white middle-class students that every conceivable measure would be made available to reverse such negative trending. At the same time, decreased access to vocational education has limited the educational perspectives of too many children of color as white middle-class families use vocational education at higher rates than in the past.

**The Open Meeting Law and the Unequal Treatment accorded to RIAC.**

Instead of full discussions which is promised by the 1993 Massachusetts Education Reform Act and the development of free thought and the expression which is a protected First Amendment Right to fully and openly discuss and address how DESE might close historical academic, emotional and social gaps, the DESE liaisons allotted an inordinate portion of time to attempting to legally prevent full and unfettered decisions through the draconian management of the number of members the leadership could meet with and how many meetings can take place each year. RIAC does not believe that the DESE use of censorship is a democratic expression and has questioned how minimal discussion can assist in the eradication of institutional racism within schools and DESE. RIAC is certain that DESE does not possess the skillset to immediately provide equitable education and with limited meetings and discussion, RIAC is stymied in its attempt to provide a certain expertise to DESE officials. Further, RIAC believes that the current interpretation and use of the Open Meeting Law by prescribing broad limitations and threatening to fine members whom they perceive have violated the Open Meeting Law is both chilling and legislatively unnecessary and has its historical roots in Jim Crow legislation which limited the rights of black people in the south legislatively and in the north, through accepted practice.

In determining terms of membership, RIAC has experienced disparate treatment by DESE Officials since at least 2015. In December 2014, DESE attempted to abolish the 1965 Massachusetts Racial Imbalance Act and when RIAC defeated this attempt, by Spring 2016, METCO Liaison Lurline Munoz-Bennett reported to RIAC that DESE had abolished RIAC and that she could no longer meet with the former RIAC membership. In response, RIAC formed the group Concerned Citizens which continued to meet with Dr. Lurline Munoz-Bennett by conference calls since DESE forbade her to meet with us in person, submitted monthly minutes and an annual report to Commissioner Chester. RIAC notes that by statute DESE had no authority to abolish an advisory committee which is promulgated by the 1993 Massachusetts Education Reform Act whereby Advisory Councils report through the Commissioner to the Massachusetts Board of Elementary and Secondary Education. Despite creating annual reports consistently since at least 2000, the Annual reports for school year 2018-2019 appears not to appear on the DESE website and may not have been submitted to BESE.

**Conclusion**

**The continued responsibility as promulgated by the Massachusetts Racial Imbalance Act of 1965, the McDuffy Act, and the Massachusetts Education Reform Act of 1993 mandates that BESE and DESE must ensure high-quality education to historically marginalized and disadvantaged children through authentic work with RIAC.**

In 2007, as Commissioner David Driscoll, who created the METCO Advisory Committee which created school accountability for the METCO Program that has not yet been implemented because of systemic resistance, was preparing to retire from DESE, RIAC asked him why it was so difficult for Massachusetts School Committees and Massachusetts State-Certified Superintendents, principals and teachers to provide effective, high-quality education to children of color who attended public schools in the Commonwealth and he responded, “There is a lack of will to effectively educate children of color in the Commonwealth’s public schools.” A few years later, he became leader of the school chiefs and that organization later published, “Leading for Equity,” in which they recommended that the various Departments of Education should pay careful attention to disaggregated student outcome data and recommended the installation of a Chief of Diversity in each Department of Education and each school district. As RIAC reviews the past year and collective interactions with DESE officials, there is a demonstrable lack of the will to provide equitable education to children of color as a matter of course. It is certainly time for RIAC to demand that children of color are provided the same opportunities that are regularly provided for white-middle class children.

**RIAC membership is illegally discontinued before the completion of a second three-year term which ends on December 17, 2023.**

Recently, at least three-fourths (8/12) of the RIAC membership, including the co-chairs, were not renewed and that process deviated from past practice which was historically inclusive and caring. This process was irregular and, in some way, mirrored the earlier hiatus status of RIAC which provided no preparation for substantial change. The RIAC membership is deeply concerned about how this change occurred since it substantially departed from past practice: Co-chair Bill Newell was informed in a regular planning meeting, while Kahris McLaughlin was informed by email.

At least some members were reminded of past exclusionary efforts they experienced in their work with the METCO Program others were reminded of the attempt of DESE to rid itself of the Racial Imbalance Act which was followed by the forced hiatus of RIAC by DESE, and perhaps BESE, leadership in 2016. Five of the non-renewed members are African American women.

There was also no discussion of the past practice of offering outgoing RIAC members the opportunity to renew their membership through an affiliation with another organization. That option remains for all non-renewed members since all current memberships are new because of the enforced hiatus by DESE which illegally abolished all RIAC memberships prior to Winter 2016.

The RIAC leadership and its members posit that to be treated in such a disparate manner by DESE liaisons is unacceptable; this experience must be shared with the Commissioner and the Massachusetts Board of Elementary and Secondary Education to whom RIAC ultimately reports. The disrespectful treatment that a majority of RIAC has been accorded will not go unobserved within the Department and school districts across the state; if RIAC accepts visible disrespect, RIAC will signal to others that they may continue to treat our children, their families and their communities in disparate ways with impunity which would be in violation of the Family Engagement Standard and Indicators, RIAC posits that this is not a best practice and reinforces RIAC’s belief that DESE cannot effectively deal with racial issues either professionally or philosophically as is mandated in the Superintendent’s Rubric. RIAC has not failed in its work or its commitment.

RIAC is deeply concerned that the disparate treatment members experienced in this membership concern was accorded by the DESE liaisons who are people of color; we are perplexed but one member did not hesitate to remind us that people work for others and have to preserve their incomes and livelihood. RIAC ascertains that the educational disparities that too many historically marginalized children experience in their public schools today mirrors the exclusionary treatment RIAC was accorded in what should have been a simplistic membership process. RIAC is certain that school children will never be treated better than the adults who have the responsibility to care for them. RIAC is also certain that advocacy is not always appreciated.

Former METCO board member African American Ron Edmonds, who died too early, was instrumental in the development and implementation of the culturally responsive METCO Bylaws which guided the METCO program until at least 2015, eloquently stated in the 1970s:

* We can whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must depend on how we feel about the fact that we have not so far.

This is the question that members of the Massachusetts Board of Elementary and Secondary Education and DESE officials must work collectively to answer: It is the duty of the Board of Elementary and Secondary Education, the Commissioner and DESE staff to provide effective high-quality education for all children regardless of race or class. It is the shame of the nation, our state and too many of our local school districts that the constitutional right of an effective liberal arts education as promised in Part First of the Second by Massachusetts State legislator and the first abolitionist President John Quincy Adams and reaffirmed by the Massachusetts State Legislature in 1850 and later in 1965 through the Massachusetts Racial Imbalance Act has not yet been affirmed for the masses of historically marginalized which may include but is not limited to those who are disadvantaged and/or high needs children despite decades of national, state and local student outcome school accountability data that continues to demonstrate historic racial gaps in the school experience of too many children, including those who are white who do not fully understand the historic reasons why these gaps continue. This work is important and the RIAC membership in its entirety will continue to work with DESE to ensure that meaningful educational change will occur.

**Recommendations:**

* RIAC applauds the Commissioner’s past implementation of the Centers for Strategic Initiatives and the development and implementation of the current position, Director for Diversity, Equity, and Inclusion. RIAC has reviewed the job description of the Director for Diversity, Equity and Inclusion and a review of current research demonstrates that if the position is to realize the aspirations of DESE that the position should be the Chief of Diversity position originally requested and should report to the Commissioner and the Massachusetts Board of Elementary and Secondary Education.
* The membership of eight out of twelve RIAC members should be reinstated immediately; each affected member’s membership started on December 17, 2017, as a result of an illegally imposed hiatus **of** the RIAC by DESE and perhaps BESE in 2016. The 1993 Massachusetts Education Reform Law states that advisory members can serve two consecutives three-year terms. It should also be noted that five out of the eight members not reappointed are African American women which sends a chilling message of exclusion to the Commonwealth’s Public Schools. Past practice has allowed the continuation of RIAC members through the opportunity to represent a different community agency and this avenue for inclusion should be reviewed.
* **At the BESE Board meeting on June 27, 2023, the commissioner stated that he was concerned about the movement of students who attend the O’Bryant Examination School for Sciences and Math to the West Roxbury High School Complex which may have been built on a landfill. The commissioner is further concerned about the bussing of students to West Roxbury who now attend school near their neighborhood in Roxbury. A review of this issue and the recommended field trip to visit the site should result in a letter of findings to the commissioner by July 15, 2023.**
* **RIAC recommends the continued review and study of school integration and desegregation efforts and other efforts to reduce racial imbalance and racial isolation in the ensuing school year.**
* The review of the Open Meeting Law is needed concerning the present use of DESE staff to stifle advisory members ability to discuss difficult issues of race, and to violate the First Amendment civil right of council members to meet, think together and express thoughts freely as is promised by the United States Constitution. A review of the 1993 Massachusetts Education Reform Act does not mandate such censure and in fact provides for the full discussion of issues of concern of the various councils.
* **The Public Comment segment of the RIAC meeting was cumbersome with requirements of pre-submitted documents and the process of not readily accepting comments from the public.**
* A review of the Massachusetts General Laws for 2020 demonstrates that African American, Hispanic, Asian, and Native children are not mentioned in any law. An amendment of the Racial Imbalance Act of 1965 should include present RIAC Council mandates along with the identification of children by race who have been historically marginalized. RIAC contends that children who are not named are forgotten.
* RIAC should review school equity and integration policies and practices and its incorporation in the Commonwealth’s public schools as it relates to high-stakes testing through MCAS which may disproportionately affects the life chances and post-secondary school experience of disadvantaged children, vocational education, charter schools, urban transformative and empowerment zone schools, racially isolated suburban school districts, METCO School districts, school districts in receivership and the movement and creation of new school sites and its effects upon historically marginalized children.
* RIAC should be involved in all aspects of DESE policy and programmatic development in issues that have a racial component, and/or a competent for disadvantaged and high needs students who may be white. Issues may involve, but should not be limited to, multicultural inclusions in media and print, new curriculum framework initiatives and any work related to the educational experiences of all schools, students, families, and communities, and in particular in school communities that are urban and school communities which are racially isolated and may be historically underserved.
* RIAC should continue its collaboration with Executive Director of the Massachusetts Association of School Committees (MASC), Glenn Koocher, and the Executive Director of the Massachusetts Association of School Superintendents (MASS), Tom Scott.
* RIAC has determined that the past charges that the Council has been given have not adequately addressed issues of racial inequality in both DESE and School Districts. RIAC has determined that the issues captured above should comprise the charges and work of RIAC during the school year 2023-2024.
* This school year, the Family Engagement Unit requested funding from the RIAC Group to enhance their work. RIAC suggests that this was an inappropriate request since RIAC has no financial resources and funding is a function of DESE.

**Examples of current literature and legislation that guides the Racial Imbalance Advisory Council:**

* The Racial Imbalance Advisory Council Mandates and Parameters which are inclusive and can be found on DESE’s Website which was updated on June 26, 2023.
* The Open Meeting Law
* Settle for Better article by former Secretary of Education Jim Peyser, June 2023
* There Is No Excellence Without Equity by the Massachusetts Education Equity Partnership.
* Number One For Some by the Massachusetts Education Equity Partnership
* Leading for Equity by the Council of Chief School State Officers in 2017
* The Massachusetts Every Student Succeeds Plan (adopted from the federal Every Student Succeeds Act (ESSA)of 2015
* **National Equity Court Cases** 
  + Students for Fair Admissions (SFFA) v. Harvard Board of Overseers 2018, 2023
  + Gary v. Whidmere School Equity Case 2020
  + Cooke v. Raimondo Civic Case of 2021
* **A selection of the Boston Globe’s Great Divide Articles since 2022 chronicles broad school inequities in Massachusetts Public Schools which may inform the work of RIAC:** 
  + State spends thousands more on school construction aid for white students than for students of color.
  + Boston now spends more per student than any other large school district in the nation. (May 30)
  + Boston public schools improper billing practice wasted $25,000 opened avenues for potential corruption, City finds (May 17, 26/23)
  + Staying the course amid Advanced Placement squabble (April 5)
  + Today’s headlines: Asians are an afterthought: Asian American students at BPS report feeling less safe, more undervalued (March 20)
  + Everett school committee won’t renew superintendent contract (of superintendent of color) (March 8)
  + Wayland divided over racism allegations (March 29)
  + REI report Ashland Suffolk 2022. Pdf. Schools would not let the researchers in to review schools.
  + Vocational school policy violates student rights, complaint says denying admission to students of color (Feb.)
  + Busing doesn’t improve academic outcomes for Boston students of color, study finds (January 25)
  + In Woburn a diversifying school district works to become more welcoming (Jan. 17)
  + Once underperforming, East Boston high school made gins through the pandemic Can BPS replicate the success?
  + METCO admissions process; 12/7/2022
  + Special report: Why are black students leaving Boston (11/30/2022)
  + Boston lost 15,000 black students in the past 20 years (11/27/22)
  + Boston public schools launches investigation into allegations of discrimination against administrators of color (11/17/2022)
  + Massachusetts students hit 19 year low on national reading and math exams 10/2022
  + With Boston special education students missing classes because of late busses, two advocacy organizations seek state intervention, (10/18 22)
  + New MCAS scores show students continue to perform worse than before the pandemic (9/30 22)
  + At Mystic Valley Regional Charter School in Malden, long-simmering tensions echo ongoing culture war. (8/30/22)
  + Nearly one third of Massachusetts students were chronically absent last year, (7/27/22)
  + States proposal to reform Boston public schools would impose demands on Wu, (6/3/2022)
  + With BPS in crisis, pressure mounts for Wu to become the education mayor (6/6 2022)
  + While student absenteeism numbers remain high, Boston and Massachusetts show signs of recovery, (May 24, 22)
* **Additional Historical Literature and Legal Case Review for high-quality culturally responsive education that guides the thinking and work of RIAC.**
  + The Thirteenth Amendment
  + The Fourteenth Amendment
  + Plessy v. Ferguson
  + Roberts. v. City of Boston
  + Brown I
  + Brown II “with all deliberate speed”
  + The Southern Manifesto
  + The Civil Rights Act of 1964, Title VI and Title VII
  + The Massachusetts Racial Imbalance Act of 1965, Chapter 622 and Chapter 636
  + Hennigan v. Morgan Boston School Desegregation Court Case of 1974
  + Equal Opportunity Act of 1974
  + McDuffy Act of 1993
  + The Massachusetts Education Reform Act of 1993
  + METCO Advisory Committee Annual Report of 2005 for Commissioner Driscoll and DESE liaison Deputy Commissioner Jeff Wulfson
  + Multicultural Advocates for Diversity in Education (MADE) for Commissioner Chester

**DESE Documents:**

* Ten Years of Education Reform 2004
* Twenty Years of Education Reform 2014
* Thirty Years of Education Reform 2024:

Attachments: Gloria Buffonge’s letter to the Commissioner

**2022-2023 Annual Report of the**

**School and District Accountability and Assistance**

**I. INTRODUCTION**

The 15-member Advisory Council on School and District Accountability and Assistance (AAAC) advises the Board of Elementary and Secondary Education on matters pertaining to the development and implementation of the Commonwealth’s District and School Accountability and Assistance system. To accomplish that goal, the Council reviews and advises the Department and Board on their accountability, assistance, and intervention policies and practices.

**II. 2022-2023 WORK OF THE COUNCIL**

Overview:

The work of the Council centered around the Department’s return to its annual accountability reporting practices following the 2022-2023 school year, and the updated equity-focused assistance model and related offerings that are available to districts that receive support from the Department’s Statewide System of Support.

Activities:

Discussion topics included:

* District and school accountability system
  + Plans for 2023 accountability reporting, including changes to the way in which the Department sets district, school, and group-level targets for certain accountability indicators
  + Process considerations for the Department if it were to pursue a potential redesign of the district and school accountability system
* District and school assistance
  + Strategic assistance that the Department provides to districts and schools through a streamlined, equity-focused model of support
  + An update on the Center for School and District Partnership’s Progress Monitoring System pilot

**III. COUNCIL RECOMMENDATIONS**

The Council offered specific input on the topics outlined above. Summaries and recommendations (where applicable) included the following:

**District and School Accountability System:** The Council has provided input and feedback on the design and implementation of the existing district and school accountability system over the course of the last few years. This year, the Council provided feedback regarding the Department’s proposed approach to target-setting for the 2022-2023 school year, which considers the affect that the pandemic had on student achievement in recent years. Council members encouraged Department staff to find a balance between supporting districts and schools as they work toward recovery while maintaining rigorous expectations for improvement and gap-closing. The Council also provided the Department with input regarding what the process for redesigning the district and school accountability system might look like. Among other things, Council members suggested that Department staff research effective accountability systems, develop a vision for the system, and take ample time to plan and engage with stakeholders around this work.

**District and School Assistance:** The Council discussed the types of data that can be used to illuminate areas of instructional focus and prioritize specific student groups. Council members suggested using multiple data sources and including opportunities for students to provide feedback. Council members also discussed the types of information that would be most helpful to receive through an external site visit and feedback process, like the Progress Monitoring System. Suggestions included systems-level changes to reduce disproportionality, the extent to which a district uses culturally and linguistically sustaining practices, high-quality instructional materials, equitable hiring practices, systems to strengthen student and teacher sense of belonging, and other measures of climate, diversity, equity, and inclusion.

**IV. COUNCIL DETAILS**

**Department Liaisons:**

* Dr. Charmie Curry, Associate Commissioner, Statewide System of Support
* Erica Gonzales, Associate Commissioner, Data and Accountability

**Co-Chairs:**

* Heidi Driscoll, Assistant Superintendent, Scituate Public Schools
* Tim Piwowar, Superintendent, Billerica Public Schools

**Members:**

* Mike Barth, Principal of Curriculum, Instruction, and Assessment, The Fowler School, Maynard Public Schools
* Noah Berger, Director of the Center for Education Policy and Practice, Massachusetts Teachers Association
* Tamatha Bibbo, Principal, Pollard Middle School, Needham Public Schools
* Kerry Donahue, Chief Strategy Officer, Boston Schools Fund
* Heidi Driscoll, Assistant Superintendent, Scituate Public Schools
* Andre Green, School Committee Member, Somerville Public Schools
* Barish Icin, Chief Executive Officer, Pioneer Charter School of Science
* Brandi Kwong, Superintendent, Methuen Public Schools
* Ed Lambert, Executive Director, Massachusetts Business Alliance for Education
* Joseph Langone, Principal, The Westfield Technical Academy, Westfield Public Schools
* Craig Martin, Executive Director, Bridge Boston Charter Public School
* Tim Piwowar, Superintendent, Billerica Public Schools
* Ron Sanborn, Principal, Charles Jaworek Elementary School, Marlborough Public Schools
* Marc Smith, Director of Curriculum, Instruction, and Assessment, and EL Director, Monomoy Regional School District

**Council Meeting Dates:** The Council met on three occasions: December 15, 2022; March 8, 2023; and May 17, 2023. All meetings took place virtually.

**2022-2023 Annual Report of the**

**Career/Vocational Technical Education Advisory Council**

**I.** **INTRODUCTION**

The council advises the Board and the Commissioner on matters related to Career Technical Education (CTE) across the Commonwealth. The focus for this year included equitable access to CTE pathways, Department monitoring and support systems and processes for CTE programs, and program quality and alignment to business and industry.

**II.** **2022-2023 WORK OF THE COUNCIL**

DESE formed the CTE/VTE Advisory Council in October 2020, with 20 members from role, geographic, and demographically diverse backgrounds. The council reviewed, provided feedback, and otherwise advised the Department’s work in the following areas:

* The council normed with each other and developed an understanding of its priorities, asking guiding questions. The council discussed priorities for SY2022-2023, supported by a presentation from the Office of College, Career and Technical Education provided an overview of SY2022-23 priorities. (**October**)
* Council members engaged in a dialogue regarding the CTE Teacher Testing Program, CTE Frameworks, and Federal Perkins Funding. (**December**)
* The council welcomed the new co-chairs Karen Maguire (Superintendent, TriCounty Regional) and Derek Dagesse (Teacher, Assabet Valley Regional). The Office of College, Career and Technical Education provided updates and shared feedback on initiatives related to Work-based learning and middle school career-connected learning. (**March**)
* The council heard student perspectives of their experience in CTE. The Office of College, Career and Technical Education provided an overview of AdvanceCTE and the recent conference attended related to the Perkins State Plan update. The council suggested topics for the following school year. (**May**)

**III.** **COUNCIL RECOMMENDATIONS**

Council members provided, from their unique perspectives, feedback on all initiatives discussed above, which informed the Department’s further development and refinement of those initiatives, as well as next steps.

**IV.** **COUNCIL DETAILS**

**Department Administrator:**

Elizabeth Bennett, Associate Commissioner for College, Career and Technical Education

**Department Liaison(s):**

Elizabeth Bennett, Associate Commissioner for College, Career and Technical Education

Nicole Smith, Assistant Director for College, Career and Technical Education

**Chairs (OCT/DEC):** Brad Jackson, Superintendent-Director, Shawsheen Valley Technical School

**Co-Chairs (MAR/MAY):** Karen Maguire, Superintendent, TriCounty Regional and Derek Dagesse, Teacher, Assabet Valley Regional

**Members of the 2022-2023 VTE Advisory Council**

|  |  |  |  |
| --- | --- | --- | --- |
| Last | First | Current Role | Organization |
| Dagesse | Derek | HVAC Instructor | Plymouth South HS |
| Douglas | Laura | President | Bristol Community College |
| Finfer | Lew | Senior Advisor | Mass Community Actions |
| Hackel | Nina | Owner | Dream Kitchens |
| Hathaway | Tim | President | Larkin/Hathaway Sheet Metal / HVAC |
| Houle | Ernest | Superintendent-Director | Assabet Valley Regional Vocational School District |
| Jackson | Brad | Former Superintendent-Director | Shawsheen Valley Tech |
| Jane | Privitera | Community Member | DECA Judge/ Advisory Board Member @ Whittier Tech |
| Langone | Joseph | Principal | Westfield Technical Academy |
| Loiseau | Marvin | Dean of Academic Affairs | Benjamin Franklin Institute of Technology |
| Maguire | Karen | Director of Career Pathways, Integrated Learning, & Engagement | Southeastern Regional |
| Megie-Maddrey | Natasha | Chief of Policy | Mass Parents United |
| Montoute | LaVonia | Director of Career Pathways | EdVestors |
| Patricia | Suomala | CTE Director | Worcester High School |
| Priya | Tahiliani | Superintendent | Everett Publiv Schools |
| Sands | Adele | Former Superintendent-Director | Bristol County Agricultural High School |
| Sharek | Steve | Executive Director | MAVA |
| Spencer-Robinson | Julie | Parent | Parent |
| Viera | Nikita | Academic Coordinator - College Access | Bristol CC |
| Mathieu | Kayla | Student | Southeastern Regional Technical High School |
| Claflin | Hunter | Student | Blackstone Valley Regional Vocational Technical High School |

**Council Meeting Dates SY 2022/2023**

|  |  |
| --- | --- |
| **Wednesday, October 5, 2022** | **ZOOM** |
| **Wednesday, December 7, 2022** | **ZOOM** |
| **Wednesday, March 8, 2023** | **ZOOM** |
| [**Wednesday, May 3, 2023**](https://www.doe.mass.edu/bese/councils/vte.html?section=agenda) | **ZOOM** |

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1. <http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379> [↑](#footnote-ref-2)