

Brockton School Committee



Agenda

George M. Romm Little Theatre, BHS

Tuesday, January 20, 2026

7:00 p.m.

BROCKTON SCHOOL COMMITTEE
George M. Romm, Little Theatre - BHS
470 Forest Avenue, Brockton, MA 02301
Tuesday, January 20, 2026, 7:00 p.m.

AGENDA/DOCUMENTS

Dear Visitors:

Welcome to a meeting of the Brockton School Committee. This is the agenda that will be discussed this evening. Please note that Hearing of Visitors is included. If you have a statement or question, please give your name to the secretary.

In addition to attending, the public can view this meeting via television on Comcast channel 8 and 1071HD version, and online via this link:
www.youtube.com/TheBrocktonChannels

I. CALLING OF MEETING TO ORDER – ESTABLISHING A QUORUM – FLAG SALUTE

II. HEARING OF VISITORS

“Pursuant to School Committee Policy, each person requesting to speak shall be allotted a maximum of three (3) minutes. Since this period is limited to 15 minutes, a total of five (5) people shall be permitted to speak on a first come, first serve basis.”

III. REPORT OF SUPERINTENDENT OF SCHOOLS

- A. Teaching and Learning Enc. #1
- BHS – Crossroads Senior Students
 - Student Representative Report
 - Superintendent’s Report
- B. Items to Refer to Subcommittee
- Athletic Department Oversight (*Requested by S. Pina*) #1A
 - Review of Nonprofits and District Related Financial Accounts (*Requested by S. Pina*) #1B
 - Special Education Cost Review (*Requested by S. Pina*) #1C
 - Transportation Review (*Requested by S. Pina*) #1D
 - Shaw’s Center (*Requested by S. Pina*) #1E
 - Timely Codification and Publication of School Committee Policies (*Requested by S. Pina*) #1F

IV. CONSENT AGENDA

- A. Acceptance of Donations to BHS Automotive Technology Program (2) Enc. #2
- B. Acceptance of Donation to Edison Evening Academy Enc. #3
- C. Request for Authorization to **Accept** Proposal and Expenditure of Funds:
FY2026 Diverting Juveniles and Emerging Adults from Criminal Justice System Involvement Grant - \$65,370 Enc. #4

V. UNFINISHED BUSINESS

Discussion and Potential Vote on the 2026 Subcommittee Assignments

VI. NEW BUSINESS

- Emergency Safety Resolution – Student Drop-Off and Pick-Up Conditions (*Requested by S. Pina*) #5A
- Request for Data Report on Library Staffing and Literacy Report (*Requested by S. Pina*) #5B
- Review of Food Service Contract (*Requested by S. Pina*) #5C
- Discussion and Potential Vote on the Warrant Approval Process (*Requested by Mayor Rodrigues*)

VII. SCHOOL SAFETY AND SECURITY

Police Liaison

VIII. ANNOUNCEMENTS

IX. EXECUTIVE SESSION

School Committee will go into Executive Session:

- Pursuant to M.G.L. c. 30A, s. 21(a)(2) “To conduct strategy sessions in preparation for negotiations with non-union personnel or to conduct collective bargaining sessions or contract negotiations with non-union personnel” Compensation for non-union employees.
- Pursuant to M.G.L. c. 30A, s. 21(a)(3) “To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the Chair so declares” Litigation update

X. ADJOURNMENT

Brockton School Committee Meeting Agenda Summary

Agenda Item: Report of Superintendent of Schools

Requested by: Dr. Priya J. Tahiliani, Superintendent of Schools

Meeting Date: January 20, 2026

1. Background, Rationale and Associated Cost

A. Teaching and Learning

- BHS - Crossroads Senior Students
- Student Representative Report
- Superintendent's Report

B. Items to Refer to Subcommittee (*Requested by S. Pina*)

- **Athletic Department Oversight**
Refer to the Athletics Subcommittee
- **Review of Nonprofits and District related Financial Accounts**
Refer to Finance (Committee of the Whole)
- **Special Education Cost Review**
Refer to Finance (Committee of the Whole)
- **Transportation Review (In-District and Out-of-District)**
Refer to the Transportation Subcommittee
- **Shaw's Center**
Refer to the Facilities Subcommittee
- **Timely Codification and Publication of School Committee Policies**
Refer to Policy (Committee of the Whole)

2. Recommendation to the Superintendent

3. Funding Source – Program and/or Budget Code

(Local or Grant Fund Number)

Athletic Department Financial Oversight Review

I am writing to formally request placement on an upcoming School Committee agenda for an item concerning **Athletic Department spending and fiscal oversight**.

Given the scope of athletic programming within Brockton Public Schools and the use of public funds and affiliated nonprofit resources to support student activities, I believe it is appropriate and necessary for the School Committee to conduct a **full and transparent review** of athletic-related finances.

This agenda item would allow the Committee to request a comprehensive review of:

- Athletic Department operating expenditures
- All athletic-related accounts and funds
- Any nonprofit organizations or foundations associated with or supporting district athletics, including but not limited to *Save Our Sports*
- The legal status, governance structure, formation documents, and boards of such organizations

As these entities and accounts are used for programs serving students in our schools, the School Committee has a fiduciary responsibility and legal right to exercise appropriate fiscal oversight.

Review of Nonprofits and Financial Accounts Associated with the District

Agenda Placement: New Business or Committee Reports (as determined by the Chair)

Proposed Action / Motion: I move that the School Committee request a comprehensive review of all nonprofit organizations, foundations, and external financial accounts associated with district administration or individual schools, including:

- Identification of all nonprofit entities and financial accounts connected to the district or its schools
- Confirmation of legal compliance, governance structure, and reporting requirements
- Disclosure of any school or district administrator serving as an officer, director, or board member of such entities
- A full accounting of all school-based, program-based, and district-affiliated financial accounts

The review shall include a reasonable historical lookback period and identify any related-party or pass-through transactions involving district funds.

Further, if a school or district administrator serves on the board of any such nonprofit, the School Committee shall exercise appropriate oversight consistent with its fiduciary and statutory responsibilities.

Special Education Cost Review

Description:

The School Committee will consider a motion requesting a comprehensive review of all costs associated with special education services across the district. This review is intended to provide fiscal clarity, identify cost drivers, and ensure long-term sustainability while continuing to meet all student needs and legal obligations.

Motion:

I move that the School Committee request a full review of all costs associated with special education services, including in-district programming, out-of-district placements, transportation, contracted services, and related expenditures, and that the Superintendent provide a detailed summary identifying:

- Major cost drivers
- Trends over time
- Use of outside vendors and placements
- Opportunities for improved oversight or cost containment consistent with student needs and legal requirements

Purpose:

To ensure fiscal clarity, responsible stewardship of district resources, and long-term sustainability while fully meeting all student obligations under state and federal law.

Agenda Request: Special Education Cost Review

Dear Chair [Last Name],

I respectfully request that an agenda item titled “**Special Education Cost Review**” be placed on the agenda for an upcoming School Committee meeting.

The proposed item would request a comprehensive review of all costs associated with special education services, including in-district programming, out-of-district placements, transportation, contracted services, and related expenditures. The purpose of this review is to provide the Committee with a clear understanding of major cost drivers, trends over time, the use of outside vendors and placements, and opportunities for improved oversight or cost containment consistent with student needs and legal requirements.

This item is intended to support fiscal clarity, long-term sustainability, and responsible governance while ensuring the district continues to meet all special education obligations.

Thank you for your consideration.

Respectfully,
Stephen

Transportation Review (In-District and Out-of-District)

Proposed Motion: I move that the School Committee request a comprehensive review of all student transportation currently provided by the district, including in-district transportation, out-of-district placements, special education transportation, alternative placements, and all transportation services provided through external vendors or contracts, and that the Superintendent return to the Committee with a report outlining:

- Current transportation models, routing structures, and operational practices
- Total transportation costs and funding sources
- Identification of all transportation services provided by outside vendors, including contract scope, duration, cost, and purpose
- Operational impacts on schools
- Financial and logistical impacts on the City
- Areas of concern, inefficiency, or opportunity for improvement

The report shall be informational and presented in public session.

Purpose: To understand the full operational and fiscal footprint of student transportation, including the use of external providers, and to ensure appropriate oversight, coordination, and fiscal responsibility across both the schools and the City.

The Shaw's Center

I am formally requesting that an agenda item be added to the next available School Committee meeting regarding the Shaw's Center.

The requested agenda item would allow the School Committee to consider a motion directing a full historical, legal, and operational review of the Shaw's Center, including its origin as a school asset, any transfer of custody or control from the School Department to the City, and current use arrangements. The item would also include consideration of interim protections to ensure no new or amended agreements are entered into while this review is underway.

Given the facility's history and its potential educational purpose, I believe it is appropriate for the School Committee to have this matter placed on the agenda for discussion and possible action.

Please let me know if any additional information or materials are needed to facilitate this request.

Thank you for your consideration.

Respectfully,

//s//
Stephen

Timely Codification and Publication of School Committee Policies

Purpose

The purpose of this policy is to ensure that all policies duly adopted, amended, or repealed by the School Committee are accurately updated, codified, and published in a timely manner. Prompt publication is necessary to maintain transparency, legal clarity, and operational consistency across the district.

Authority

This policy is adopted pursuant to the School Committee's statutory authority as the policy-setting body of the district. The Superintendent serves as the executive responsible for implementation and administration of School Committee policy.

Scope

This policy applies to all School Committee actions that:

- Adopt new policies
- Amend existing policies
- Repeal or supersede existing policies

It applies to all official policy repositories, including but not limited to:

- The district's official online policy manual
- Any publicly accessible policy platform maintained by the district

Policy Requirements

1. Timeframe for Update

- The Superintendent, or their designee, shall ensure that all School Committee-approved policy actions are fully updated and published **no later than ten (10) business days** following final approval by vote of the School Committee, unless a shorter timeframe is explicitly directed by the Committee.

2. Definition of "Updated and Published"

For purposes of this policy, "updated and published" means:

- The policy language reflects the exact text approved by the School Committee
- Superseded language is removed or clearly marked as repealed
- The policy is accessible to the public in the official online policy manual
- The effective date is clearly indicated

3. Certification of Completion

- Upon completion of the update, the Superintendent shall provide written confirmation to the School Committee Chair and Vice Chair certifying that the policy has been updated and published in compliance with this policy.

- Certification shall identify:
 - The policy number(s) affected
 - The date of publication
 - Any exceptions or implementation notes, if applicable

4. Failure to Comply

- Failure to meet the required timeframe shall be reported by the Superintendent at the next regularly scheduled School Committee meeting, including:
 - The reason for the delay
 - The corrective action taken
 - The expected date of completion

5. Interim Authority

- In the event of noncompliance, the School Committee may direct temporary publication of the adopted policy language as an interim measure until full codification is completed.

Oversight

The School Committee retains ongoing oversight authority to monitor compliance with this policy and may request periodic reports on the status of policy publication and maintenance.

Review

This policy shall be reviewed by the School Committee no later than three (3) years from adoption, or sooner if operational issues arise.

Effective Date

This policy shall take effect immediately upon adoption.

Brockton School Committee Meeting Agenda Summary

Enclosure #2

Agenda Item: Acceptance of Donation – BHS Automotive Technology Program (2)

Requested by: Catherine Rickert, Director of Career and Technical Education 6-12

Meeting Date: January 20, 2026

1. Background, Rationale and Associated Cost

The Brockton High School Automotive Technology Program respectfully request that the School Committee formally accept a donation consisting of automotive equipment and three vehicles. This donation will be used for instructional purposes within the program and will significantly enhance hands-on learning opportunities for students enrolled in Automotive Technology.

2. Recommendation to the Superintendent

Recognize and accept both generous donations.

3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)

Woodward's Auto Spring Shop, Inc.

148 - 172 North Montello St., Brockton, MA 02301-3916

(508) 586-8032

(508) 587-3609

(508) 587-1351

(508) 588-4811

Fax: (508) 559-1062

Dear Brockton Public Schools Administration,

Woodwards Auto Parts is pleased to donate the following equipment to the Automotive Technology Program at Brockton High School:

-
- One (1) K Tool International Shop Press, 20 Ton Manual Hydraulic
The K-Tool XD 20-ton shop press is designed for the removal and installation of pressed-in components commonly encountered in automotive repair. It features strong steel frame construction for superior strength and durability, a fully welded pump manufactured using high-end processing technology, and a heat-treated ram for enhanced reliability and long-term performance. All K-Tool XD shop presses meet or exceed the ASME PASE-2019 Standard.
Approximate value: \$949.99
 - Six (6) Sunex 1 Ton Engine Stands
Sunex 1-ton engine stands are designed to safely support and hold engines outside of the vehicle, allowing students to perform hands-on engine inspection, disassembly, repair, and assembly. These stands provide stability and accessibility, making them essential instructional tools in an automotive educational environment.
Approximate value: \$649.99 each
Total value for engine stands: \$3,899.94
-

The total approximate fair market value of the donated equipment is **\$4,849.93**.

This donated equipment will significantly enhance the Automotive Technology Program by providing students with industry-standard tools and real-world training opportunities, helping prepare them for careers in the automotive field.

Woodwards Auto Parts is proud to support Brockton Public Schools and its commitment to career and technical education. Please accept this letter as formal documentation of the donation for your records.

If additional information or documentation is required, please do not hesitate to contact us.

Sincerely,

Woodwards Auto Parts & Spring Shop



Dear Members of the Brockton School Committee,

General Motors is pleased to donate the following vehicles to the Brockton High School Automotive Technology Program for hands-on instructional and educational use. The vehicle details are as follows:

Vehicle #1

Year: 2018

Make: GMC

Model: Acadia

VIN: 1GKKNWLS6JZ149413

Mileage: 31 miles

Estimated Value: \$30,000 (based on KBB trade-in and private party values)

Vehicle #2

Year: 2018

Make: Chevrolet

Model: Tahoe

VIN: 1GNSKDECXJR223700

Mileage: 71,653 miles

Estimated Value: \$13,000 (based on KBB trade-in and private party values)

Vehicle #3

Year: 2019

Make: GMC

Model: Terrain

VIN: 3GKALTEV7KL398559

Mileage: 12,546 miles

Estimated Value: \$22,000 (based on KBB trade-in and private party values)

These vehicles are donated "as-is" and are intended for educational purposes within the Brockton High School Automotive Technology Program. We are proud to support Brockton High School and its commitment to preparing students for careers in the automotive industry.



Re-Donation Agreement/Receipt (Part 2)

Recipient/School Name: Brockton High School
 Address: 470 Forest Ave City/State/ZIP Brockton, MA 02301
 Contact Name: Nigel Flalho Phone: (508)863-6172 Email nigelflallo@bpsma.org
 Email re-donation request to: GMDonations@TrainingSupportAdmin.com

Other: _____

Year:	Model:	VIN #																
2018	Tahoe	1	G	N	S	K	D	E	C	X	J	R	2	2	3	7	0	0

TERMS AND CONDITIONS:

The item(s) identified above as donated item(s) are being donated to your organization by General Motors, LLC for educational purposes only. In consideration of this, you agree to the following conditions:

- 1) The donated item(s) will be used only by you for non-profit or educational or exhibition purposes and will not be sold, disposed of or transferred by you, except in accordance with procedures outlined in the General Motors Donations Handbook. Upon completion of your use of the donated item(s), you will complete the GM Donation Vehicle Return (DVR) form and return it to GM. The determination will be made whether to re-donate to another eligible educational institution or to destroy it in such a manner as to ensure all components are rendered unusable.
- 2) If the donated item(s) is a motor vehicle or component thereof, it will not be licensed, titled or operated on any public or private road or highway.
- 3) You acknowledge that the donated item(s) is not certified to comply with any federal, state or local laws or regulations.
- 4) You accept the donated item(s) "as is, with all faults," it being understood that it is not covered by any warranty. General Motors, LLC, the donor, expressly disclaims all warranties, including any implied warranty of merchantability or fitness for a particular purpose.
- 5) You acknowledge that automobiles, machinery, or equipment of any sort are potentially dangerous by their nature, that there is risk associated with the operation of donated item(s), and that you knowingly assume this risk. You acknowledge those only experienced, knowledgeable users such as college or university level students or faculty will operate the donated item(s). For high schools, you acknowledge that students only under the direct supervision of an experienced, knowledgeable faculty member will operate the donated item(s).
- 6) General Motors, LLC expressly disclaims, and you expressly release General Motors, LLC and its agent, from any and all liability associated with the donated item(s). In addition, you agree to the extent permitted by applicable law, to indemnify and hold harmless General Motors, LLC, its officers, directors, employees, and agents from damages, liabilities, fines, judgments, costs (including settlement costs), and expenses associated therewith (including the payment of reasonable attorney fees and disbursements), (i) arising out of or in connection with the donated item(s) or their use and possession; or (ii) General Motors, LLC's enforcement of the provisions of this agreement.
- 7) The conditions set forth above have been communicated to, and are understood by, all of your personnel who have access to the donated item(s).
- 8) THE UNDERSIGNED" hereby acknowledges responsibility to, and agreement to, comply with all applicable export control laws for any item obtained from General Motors, LLC. "THE UNDERSIGNED" understands that General Motors, LLC reserves the right to reject any transaction determined to be in violation, or possible violation, of any applicable export control laws.

Important Note: In order to make the appropriate arrangements for you to receive the Re-Donated Vehicle/Component/Tool(s), please check item below. It is recommended policy for gaining schools to pick up the items being donated at their own expense.
 *Note: you cannot take possession/delivery of these items until approved by the General Motors Donations Coordinator.

Our school is providing transportation, at OUR expense, for the donated item(s) listed on this form.

Please acknowledge your AGREEMENT to the above AND POSSESSION OF THE ITEM by signing this Agreement in the space below.

Accepted and agreed to this 14 day of January, 2026.



Re-Donation Agreement/Receipt (Part 2)

Recipient/School Name: Brockton High School
Address: 470 Forest Ave **City/State/ZIP** Brockton, MA 02301
Contact Name: Nigel Fialho **Phone:** (508)863-6172 **Email** nigelfialho@bpsma.org
 Email re-donation request to: GMDonations@TrainingSupportAdmin.com

Other: _____

Year:	Model:	VIN #																
2019	Terrain	3	G	K	A	L	T	E	V	7	K	L	3	9	8	5	5	9

TERMS AND CONDITIONS:

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- 6) General Motors, LLC expressly disclaims, and you expressly release General Motors, LLC and its agent, from any and all liability associated with the donated item(s). In addition, you agree to the extent permitted by applicable law, to indemnify and hold harmless General Motors, LLC, its officers, directors, employees, and agents from damages, liabilities, fines, judgments, costs (including settlement costs), and expenses associated therewith (including the payment of reasonable attorney fees and disbursements), (i) arising out of or in connection with the donated item(s) or their use and possession; or (ii) General Motors, LLC's enforcement of the provisions of this agreement.
- 7) The conditions set forth above have been communicated to, and are understood by, all of your personnel who have access to the donated item(s).
- 8) THE UNDERSIGNED" hereby acknowledges responsibility to, and agreement to, comply with all applicable export control laws for any item obtained from General Motors, LLC. "THE UNDERSIGNED" understands that General Motors, LLC reserves the right to reject any transaction determined to be in violation, or possible violation, of any applicable export control laws.

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 *Note: you cannot take possession/delivery of these items until approved by the General Motors Donations Coordinator.

Our school is providing transportation, at OUR expense, for the donated item(s) listed on this form.

Please acknowledge your AGREEMENT to the above AND POSSESSION OF THE ITEM by signing this Agreement in the space below.

Accepted and agreed to this 14 day of January, 2026.



Re-Donation Agreement/Receipt (Part 2)

Recipient/School Name: Brockton High School
 Address: 470 Forest Ave City/State/ZIP Brockton, MA 02301
 Contact Name: Nigel Fialho Phone: (508)863-6172 Email nigelfialho@bpsma.org
 Email re-donation request to: GMDonations@TrainingSupportAdmin.com

Other: _____

Year:	Model:	VIN #																
2018	Acadia	1	G	K	K	N	W	L	S	6	J	Z	1	4	9	4	1	3

TERMS AND CONDITIONS:

The item(s) identified above as donated item(s) are being donated to your organization by General Motors, LLC for educational purposes only. In consideration of this, you agree to the following conditions:

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- 6) General Motors, LLC expressly disclaims, and you expressly release General Motors, LLC and its agent, from any and all liability associated with the donated item(s). In addition, you agree to the extent permitted by applicable law, to indemnify and hold harmless General Motors, LLC, its officers, directors, employees, and agents from damages, liabilities, fines, judgments, costs (including settlement costs), and expenses associated therewith (including the payment of reasonable attorney fees and disbursements), (i) arising out of or in connection with the donated item(s) or their use and possession; or (ii) General Motors, LLC's enforcement of the provisions of this agreement.
- 7) The conditions set forth above have been communicated to, and are understood by, all of your personnel who have access to the donated item(s).
- 8) THE UNDERSIGNED" hereby acknowledges responsibility to, and agreement to, comply with all applicable export control laws for any item obtained from General Motors, LLC. "THE UNDERSIGNED" understands that General Motors, LLC reserves the right to reject any transaction determined to be in violation, or possible violation, of any applicable export control laws.

Important Note: In order to make the appropriate arrangements for you to receive the Re-Donated Vehicle/Component/Tool(s), please check item below. It is recommended policy for gaining schools to pick up the items being donated at their own expense.
 *Note: you cannot take possession/delivery of these items until approved by the General Motors Donations Coordinator.

Our school is providing transportation, at OUR expense, for the donated item(s) listed on this form.

Please acknowledge your AGREEMENT to the above AND POSSESSION OF THE ITEM by signing this Agreement in the space below.

Accepted and agreed to this 14 day of January, 2026.

Brockton School Committee Meeting Agenda Summary

Enclosure #3

Agenda Item: Acceptance of Donation – Edison Evening Academy

Requested by: Dr. Soraya Pr sum  Calixte, Principal, Edison Evening Academy

Meeting Date: January 20, 2026

1. Background, Rationale and Associated Cost

S.P.A.C.E. (Support Program for Adolescent and Community Enrichment), a 501(c)(3) nonprofit organization whose sole mission is to support individuals in need within the community, donated the following items to Edison Evening Academy for students in need.

\$1,500 in gift cards (Walmart, Market Basket)
\$ 500/ Food

2. Recommendation to the Superintendent

Recognize and accept this generous donation.

3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)

Brockton School Committee Meeting Agenda Summary

Enclosure #4

Agenda Item: Authorization to *Accept* Proposal and Expenditure of Funds

Requested by: Mrs. Carmillia Jackson, Grant Manager/Writer

Meeting Date: January 20, 2026

1. Background, Rationale and Associated Cost

Authorization to *Accept* and Expenditure of Funds for the following page for School Committee approval.

- FY2026 Diverting Juveniles and Emerging Adults from Criminal Justice System Involvement Grant \$65,370

2. Recommendation to the Superintendent

Motion to *Accept* the Proposal and Expenditure of Funds.

3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)

Brockton School Committee Meeting Agenda Summary

Agenda Item: Authorization to Accept Grant Funding – FY2026 Diverting Juveniles and Emerging Adults from Criminal Justice System Involvement Grant (State)

Requested by: Mr. Kevin McCaskill: BHS Principal
Mrs. Cam Jackson: Grant Manager/ Writer

Meeting Date: January 20, 2026

1. Background, Rationale, and Associated Cost

Brockton Public Schools has been awarded \$65,370 through the FY2026 Diverting Juveniles and Emerging Adults from Criminal Justice System Involvement Grant, administered by the Massachusetts Probation Service (MPS). Brockton Public Schools serves as the lead applicant and fiscal agent for this grant and will implement the program in partnership with the Old Colony YMCA.

This grant supports coordinated, community-based diversion and prevention efforts designed to reduce juvenile and emerging adult involvement in the criminal justice system prior to arrest or arraignment. The initiative focuses on serving at-risk youth ages 14–18, particularly students enrolled in or transitioning into Brockton High School, who are identified through school-based referrals and community risk indicators.

Through this grant, Brockton Public Schools will collaborate with the Old Colony YMCA's Safe Corners Street Outreach and Teen Leadership Programs to deliver comprehensive case management, mentoring, youth development programming, and referrals to wraparound supports. Programming emphasizes strengthening social-emotional learning (SEL) competencies, promoting positive decision-making, reducing disciplinary incidents, and increasing student engagement both in school and in the community.

Key components of the program include:

- School-based identification and referral of students who may benefit from diversion and prevention services
- Ongoing coordination between Brockton High School administrators, student support staff, and Old Colony YMCA case managers and outreach workers
- Access to structured youth leadership, mentoring, and enrichment programming during after-school hours, school vacations, and summer months
- Collaborative data collection and progress monitoring to assess SEL growth, behavioral outcomes, and overall student engagement

2. Recommendation to the Superintendent

We request authorization to accept and expend \$65,370 through the FY2026 Diverting Juveniles and Emerging Adults from Criminal Justice System Involvement grant funds in accordance with the approved application and all applicable state regulations.

3. Funding Source – Program and/or Budget Code

Massachusetts Probation Service Department

Diverting Juveniles and Emerging Adults from Criminal Justice System Involvement Grant (FY2026)

Brockton School Committee Meeting Agenda Summary

Enclosure #5

Agenda Item: New Business

Requested by: Dr. Priya J. Tahiliani, Superintendent of Schools

Meeting Date: January 20, 2026

1. Background, Rationale and Associated Cost

- Emergency Safety Resolution – Student Drop-Off and Pick-Up Conditions
(Requested by S. Pina)
- Request for Data Report on Library Staffing and Literacy Report
(Requested by S. Pina)
- Review of Food Service Contract *(Requested by S. Pina)*
- Discussion and Potential Vote on the Warrant Approval Process
(Requested by (Mayor/Chair Rodrigues)

2. Recommendation to the Superintendent

3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)

Resolution Order

Relative to Emergency Student Safety Conditions During School Arrival and Dismissal

WHEREAS, the School Committee of the Brockton Public Schools has a non-delegable responsibility to ensure the safety and well-being of students during all school operations, including arrival and dismissal; and

WHEREAS, current morning drop-off and afternoon pick-up conditions at multiple school sites have resulted in unsafe traffic patterns, illegal parking, blocked access for emergency vehicles, and chaotic conditions that place students, families, staff, and first responders at risk; and

WHEREAS, the persistence of these unsafe conditions has contributed to parental frustration, normalization of dangerous behavior, and the loss of family confidence in the district's ability to provide a safe and orderly school environment; and

WHEREAS, the School Committee has an obligation as an oversight body to act decisively when known safety hazards exist and corrective action has not been adequately implemented;

NOW, THEREFORE, BE IT RESOLVED, that the School Committee hereby declares student arrival and dismissal traffic conditions at district schools to be a matter of **urgent safety concern** requiring immediate action; and

BE IT FURTHER RESOLVED, that the Superintendent shall, in coordination with School Police and appropriate City departments, identify schools with the most egregious and unsafe drop-off and pick-up conditions and implement immediate corrective measures; and

BE IT FURTHER RESOLVED, that the School Committee establishes a **Parent Experience Special Advisory Council**, advisory in nature, composed of:

- Parents or guardians of students enrolled in the district
- A representative from the Brockton School Police
- A representative from Brockton Traffic Enforcement
- A representative from Brockton Parking Enforcement
- One School Department liaison designated by the Superintendent
- Two School Committee liaisons appointed by the Chair
- Two City Council liaisons appointed by the City Council President

- One representative designated by the Office of the Mayor of the City of Brockton

The Council shall provide structured input on safety conditions, enforcement needs, traffic flow, and parent experience, and shall submit recommendations to the Superintendent and School Committee; and

BE IT FURTHER RESOLVED, that the Superintendent is directed to evaluate and recommend the targeted deployment of parking enforcement personnel during arrival and dismissal times at identified school locations, based on guidance from School Police and documented safety risks; and

BE IT FURTHER RESOLVED, that the Superintendent shall work with the City to explore lawful mechanisms by which fines or revenue generated through school-related parking enforcement may be returned to the school district to offset the cost of additional safety and enforcement personnel; and

BE IT FURTHER RESOLVED, that the Superintendent shall return to the School Committee within **45 days** with a public report outlining:

1. Schools identified as high-risk for arrival and dismissal safety
2. Current staffing and enforcement practices
3. Recommended enforcement and traffic control strategies
4. Legal and fiscal pathways for funding enforcement support
5. A framework for ongoing parent and interdepartmental coordination

BE IT FINALLY RESOLVED, that this resolution is adopted as an emergency safety measure and shall take effect immediately upon passage.

Formal Request for Data and Analysis

Library Staffing, Literacy Outcomes, and Instructional Capacity

To: Superintendent, **Brockton Public Schools**

From: Brockton School Committee

Re: Library staffing, literacy outcomes, and alignment to district goals

Request

The School Committee hereby requests that the Superintendent provide a **written, data-driven report** to the Committee addressing the current structure, staffing, and instructional capacity of school libraries across the district, and their alignment with district literacy goals.

The report shall include the following **specific information and metrics**, presented in clear tables where applicable:

1. Current Library Staffing (by building)

For each school, provide:

- Number of **certified library media specialists** (FTE and part-time)
- Number of **library paraprofessionals** (FTE and part-time)
- Days per week the library is staffed
- Whether library staff provide **direct instruction**, supervision only, or both
- Years of certification and licensure areas for certified staff

2. Student-to-Staff Ratios

Provide districtwide and school-level ratios for:

- Students per certified library media specialist
- Students per total library staff
- Comparison of these ratios to **DESE guidance or peer urban districts**, if available

3. Library Access and Instructional Use

For each school, report:

- Average number of **student visits per week**
- Scheduled instructional library periods by grade
- Collaboration between library staff and classroom teachers (frequency and purpose)
- Whether library instruction is aligned to **ELA, history, and research standards**

4. Literacy Outcomes and Correlation

Provide:

- Current **reading proficiency data** by grade and school
- Identification of schools with **the lowest literacy performance**
- Library staffing levels in those schools
- Any existing analysis connecting library access or staffing to literacy interventions

5. Budget and Resource Allocation

Provide:

- Total annual spending on library staffing (certified and paraprofessional)
- Average cost per student for library services
- Comparison of library staffing expenditures to other instructional support services

6. Administrative Assessment and Recommendation

The Superintendent shall include:

- An assessment of whether the **current library staffing model is sufficient** to support district literacy goals
- Identification of **gaps in instructional capacity**
- A recommended **minimum staffing model** (with numbers) needed to support improved literacy outcomes
- Estimated fiscal impact of moving from the current model to the recommended model

Reporting Timeline

The report shall be delivered to the School Committee **within 60 days** of this request and presented in **public session** for discussion and oversight.

Purpose

The purpose of this request is to allow the School Committee to exercise its statutory oversight responsibilities by evaluating whether current library staffing and resources are aligned with district literacy priorities, student needs, and peer district practices.

Immediate Review of Food Service Contract

I am writing to formally request that an agenda item be placed before the Committee for an immediate review of the district's current food services contract.

This request is prompted by the recent update to federal daily dietary recommendations and the opportunity it presents for the district to reassess whether our existing contract and meal programs are aligned with the most current guidance on student nutrition, health, and performance.

For many years, nutritionists, physicians, athletic trainers, and performance professionals have largely agreed on the fundamentals of proper nutrition, particularly as it relates to brain development, physical health, focus, and long-term outcomes. The updated federal guidance reflects a long-overdue alignment with what has been well established in those fields. Given the scale and impact of our food services operation, it is appropriate for the Committee to review how quickly and responsibly the district can adapt.

I am requesting that this item be placed on the agenda for discussion and possible action, including consideration of referring the matter to the Athletics Subcommittee for focused review. Nutrition plays a direct role not only in general student wellness, but also in athletic performance, recovery, and readiness, making that subcommittee a logical venue for deeper analysis and recommendations back to the full Committee.

This review is intended to be constructive and forward-looking, with the goal of ensuring our food services contract supports student learning, health, and overall success in a manner consistent with current standards and best practices.

Thank you for your consideration, and please let me know if you need any additional information from me to facilitate placing this item on the agenda.

Respectfully,

//s//

Stephen V Pina

Member - Ward One

Brockton Public Schools District Library Operations

Brockton Current Model

15 part-time paraprofessional library staff and 1 certified media specialist in a district the size of **Brockton Public Schools** is not a serious literacy strategy. It's a caretaking model, not an instructional one.

Here's the clear-eyed assessment

1. The staffing model is misaligned with the problem

Reading proficiency lagging across the district is not a surprise when:

- One certified professional is responsible, in effect, for systemwide library instruction.
- Paraprofessionals are spread thin, part time, and structurally limited to supervision and checkout.
- There is no consistent instructional authority inside libraries.

Paraprofessionals are valuable, but they **cannot replace certified media specialists** in literacy instruction, research skills, or curriculum alignment. Expecting them to do so is like expecting hall monitors to teach algebra.

This isn't a knock on the staff. It's a complete and total **governance** failure.

2. Libraries are operating as rooms, not academic engines

With that staffing mix, libraries almost certainly function as:

- Book storage (if there are any)
- Quiet holding spaces (hiding kids from visitors)
- Rotational specials (Part time low paid para are not the fault)
- Supervised downtime

What they are *not* positioned to do at scale:

- Deliver structured literacy reinforcement
- Teach research and source evaluation
- Support teachers with aligned materials
- Enforce consistent academic norms

That directly maps to the issues you listed earlier: weak reading, poor focus, limited independent learning, and uneven discipline.

3. This creates predictable downstream effects

When libraries lack instructional leadership:

- **Early reading gaps widen** because struggling readers aren't identified or guided.
- **Middle school students never learn research discipline**, so plagiarism and shallow work explode later.
- **High school students avoid complex texts** because they were never trained to handle them.
- **Teachers lose a support partner**, so everything falls back on the classroom alone.
- **Equity worsens**, because students without books or quiet space at home lose the one institutional backstop.

None of that is theoretical. It's mechanical.

4. The district is paying for access, not outcomes

From a governance standpoint, this is the hardest truth:

Brockton is funding **library access**, not **library impact**.

Part-time staffing spreads coverage but dilutes effectiveness. One certified specialist cannot drive districtwide improvement, no matter how good they are. That's not fair to the students or the professional.

If reading proficiency is a stated priority, the staffing model contradicts it.

5. What this suggests structurally

Without prescribing a solution yet, the situation points to:

- A lack of **districtwide literacy strategy tied to libraries**
- No clear **instructional accountability** for library services
- Overreliance on paraprofessionals for roles that require certification
- Libraries being treated as **support spaces**, not **academic infrastructure**

This is the same pattern seen in districts that talk about literacy but budget as if it's optional.

Bottom line

If Brockton Public Schools is serious about improving reading proficiency, research skills, discipline, and independent learning, the current library staffing model is insufficient by design. It cannot deliver the outcomes the district says it wants.

This is not about nostalgia or optics. It's about capacity.

Massachusetts peer urban districts. Even allowing for enrollment differences, Brockton's staffing stands out, and not in a good way.

Brockton vs. peer districts (library staffing model)

Brockton Public Schools

- **Enrollment:** ~15,500 students
- **Certified library media specialists: 1 (districtwide)**
- **Library paraprofessionals:** 15 (part-time)
- **Functional model:** Supervision and access, minimal instruction

That ratio alone should set off alarms.

Peer districts (typical, not best-case)

Worcester Public Schools

- **Enrollment:** ~24,000
- **Certified specialists:** ~20–25
- **Typical model:** One certified librarian per school (some shared in early grades)

Lowell Public Schools

- **Enrollment:** ~13,000
- **Certified specialists:** ~10–12
- **Typical model:** Certified librarians in most schools, paras as support

New Bedford Public Schools

- **Enrollment:** ~12,500

- **Certified specialists:** ~9–11
- **Typical model:** Librarian-led instruction with paraprofessional assistance

Lawrence Public Schools

- **Enrollment:** ~13,000
 - **Certified specialists:** ~8–10
 - **Typical model:** School-based librarians, often tied to literacy turnaround efforts
-

What the comparison shows

Brockton is the outlier.

Not slightly. Structurally.

Most peer districts operate near:

- **1 certified media specialist per school** (sometimes shared)
- Paraprofessionals used for **support**, not substitution

Brockton operates at roughly:

- **1 certified specialist per 15,500 students**

That is not a staffing gap. That is an absence of capacity.

Why this matters for outcomes

Peer districts, even those struggling academically, at least have:

- Instructional authority inside libraries
- Someone accountable for literacy reinforcement
- Someone who can collaborate with teachers consistently

Brockton does not. As a result:

- Libraries cannot systematically support reading proficiency
- Research and information literacy are fragmented or nonexistent
- Equity gaps widen because there's no professional triage for struggling readers

This aligns exactly with the lagging reading data you're seeing.

Governance takeaway (the part that matters)

This is not an operational nit. It's a **policy contradiction**.

You cannot say:

“Literacy is a priority”

while staffing libraries at a level **far below peer districts** and expecting different results.

Peer districts fund **instructional libraries**.

Brockton funds **room coverage**.

Bottom line

Compared to similarly sized Massachusetts districts, Brockton's library staffing is **dramatically understaffed at the certified level**, and that gap directly correlates with weak literacy, poor research skills, and lack of academic discipline.

Here's a **minimum viable staffing target** for **Brockton Public Schools**, grounded in **what peer districts actually do**, not best-case theory.

I'll keep this clean and defensible.

Baseline facts (working assumptions)

- **Enrollment:** ~15,500 students
- **Schools:** ~25–27 schools (elementary, middle, high)
- **Current staffing:**
 - 1 certified library media specialist
 - 15 part-time paraprofessionals

This is effectively **zero instructional library capacity**.

What “minimum viable” means (definition)

Minimum viable does **not** mean ideal.

It means:

- Every student has regular access to a **certified instructional librarian**
 - Libraries can support **literacy, research, and discipline**
 - Staffing is sufficient to **move reading outcomes**, not just supervise space
-

Minimum viable staffing model (Brockton)

1. Certified Library Media Specialists

Target:

👉 **1 certified librarian per school cluster**, not per district

A defensible minimum:

- **Elementary schools:**
 - 1 certified librarian per **2 elementary schools**
- **Middle schools:**
 - 1 certified librarian **per school**
- **High schools:**
 - 1 certified librarian **per school**

That translates to approximately:

- **Elementary:** 8–9 librarians
- **Middle:** 4–5 librarians
- **High:** 2–3 librarians

✅ **Minimum viable total: 14–17 certified media specialists**

For a district of 15,500 students, that is still lean.

Student-to-librarian ratio

- **Current:** ~15,500 : 1
- **Minimum viable:** ~900–1,100 : 1
- **Peer districts:** ~600–900 : 1

So even at 15 certified staff, Brockton would remain **below the peer median**, not above it.

Paraprofessional staffing (reframed, not eliminated)

Paraprofessionals are useful **only when paired with certified leadership**.

Recommended structure:

- 1 paraprofessional per building
- Assigned to circulation, supervision, and logistics
- Explicitly **not responsible** for instruction or collection development

Your current 15 paras could largely remain, but **their role must change**.

Why this is the minimum that works

At this staffing level, the district can finally:

- Deliver **regular library instruction** tied to literacy
- Support struggling readers early
- Teach research skills before high school
- Enforce consistent academic norms in libraries
- Hold someone **professionally accountable** for outcomes

Below this level, you're paying for buildings, not results.

Fiscal reality check (important)

This is not about adding "nice to have" staff.
It's about correcting a structural hole.

Districts with similar or worse demographics **already staff at or above this level**.
Brockton is not being asked to lead the state.
It's being asked to stop lagging far behind.

Bottom line

Minimum viable staffing target for Brockton:

- **14–17 certified library media specialists**
- Supported by paraprofessionals
- Assigned by school or tight clusters
- Accountable for literacy and research outcomes

Anything less will not materially improve reading proficiency or the issues you've already identified.

1. Policies that protect and strengthen school libraries

A strong library doesn't survive on goodwill. It survives on policy written and passed to preserve the educational foundation of our students. Everything else is just empty rhetoric and hollow promises.

A. Library Purpose Policy

- States plainly that the school library exists to support literacy, curriculum, and research skills.
- Explicitly rejects using the library as overflow space, detention, or unsupervised "flex time."

B. Collection Standards Policy

- Requires age-appropriate, content-rich materials aligned to curriculum.
- Establishes a transparent review process for additions and removals.
- Prevents ad hoc decisions driven by noise, pressure, or trends.

C. Instructional Role Policy

- Defines the library as an instructional space, not just a lending desk.
- Requires collaboration with teachers, especially in ELA, history, and science.

D. Conduct and Use Policy

- Sets behavioral expectations: quiet work, respect for materials, orderly use.
- Protects the library's role as a focused academic environment.

E. Access and Scheduling Policy

- Guarantees regular student access during the school day.
- Prevents the library from being closed or sidelined for convenience.

Why this matters

Without policy, libraries get repurposed, diluted, or quietly hollowed out. With policy, they become durable academic infrastructure.

2. How to measure whether a school library is actually working

You don't measure libraries by vibes or feelings. You measure outcomes and use them in a deductive manner.

A. Literacy indicators

- Reading growth year over year (especially grades K–5)
- Circulation tied to reading levels, not just raw volume
- Improvement in vocabulary and comprehension benchmarks

B. Instructional integration

- Number of classes using the library for instruction
- Documented collaboration between teachers and library staff
- Evidence that materials align with curriculum units

C. Student behavior and use

- Time-on-task observations
- Reduction in referrals during library periods
- Consistent, orderly use without constant supervision

D. Equity indicators

- Usage by students without home resources
- Before- and after-school access where applicable
- Support for struggling readers and researchers

If none of these are improving, the library is underperforming, no matter how nice it looks.

3. The no-nonsense model school library

This is what works in practice as seen across many school districts.

A. Purpose-driven layout

- Clear zones: reading, research, instruction
- No clutter, no chaos, no “anything goes” seating

- Materials organized logically and visibly

B. Content over décor

- Fewer gimmicks, more books that matter
- Strong nonfiction, classic literature, foundational texts
- Materials chosen for durability and relevance

C. Instruction first

- Regular lessons on research, sourcing, and reading strategies
- Early exposure to citation, note-taking, and structured inquiry
- Reinforcement of classroom learning, not detours from it

D. Firm expectations

- Students know how to behave the moment they enter
- Quiet is normal, not negotiated
- Respect for books and space is enforced consistently

E. Accountability

- Clear goals
- Regular reporting to administration
- Periodic review of collection, use, and outcomes