

;;;BCC200505A

>> OKAY.

WE'RE GOING TO GET GOING.

[ RAP OF THE GAVEL ]

ALL RIGHT.

I'M CALLING THIS MEETING OF THE  
BOSTON

BOSTON CITY COUNCIL'S WAYS AND  
MEANS MEETING.

MEANING MEETING TO ORDER.

I'M KENZIE BOK.

I'M JOINED TODAY BY MY  
COLLEAGUES ED FLYNN FROM  
DISTRICT 2, COUNCILOR FLAHERTY,  
COUNCILOR BREADON, COUNCILOR  
ANNISSA ESSAIBI GEORGE,  
COUNCILOR MATT O'MALLEY,  
COUNCILOR JULIA MAJIA AT-LARGE  
AND COUNCILOR FRANK BAKER.

THIS PUBLIC HEARING IS BEING  
RECORDED AND LIVE-STREAMED AT  
BOSTON.GOV/CITY-COUNCIL-TV.

IT WILL BE REBROADCAST ON  
COMCAST CHANNEL 8, RCN 82, AND  
VERIZON CHANNEL 1964.

THIS IS OUR BUDGET REVIEW  
PROCESS IS TAKING SIX WEEKS.

WE'VE GOT 27 HEARINGS.

WE'VE ALSO GOT A NUMBER OF  
WORKING SESSIONS.

AND WE STRONGLY ENCOURAGE  
RESIDENTS TO TAKE A MOMENT TO  
ENGAGE IN THIS PROCESS BY GIVING  
TESTIMONY FOR THE RECORD.

CAN YOU DO THIS IN A NUMBER OF  
WAYS.

ONE IS TO COME TO A HEARING LIKE  
THIS AND TESTIFY.

THE WAY THAT YOU DO THST IS YOU  
JOIN THE ZOOM LINK, WHICH IS  
ASSOCIATED WITH THE HEARING  
NOTICE.

AND WE'LL HOLD YOU IN THEçó  
WAITING ROOM AND THEN AT THE END  
OF THE HEARING ADMIT PEOPLE TO  
GIVE TESTIMONY.

THAT MEANS YOU NEED TO CONTINUE  
TO WATCH IT ON THE LIVESTREAM  
DURING THE HEARING.

IF YOU NEED TO GET INTO THIS  
HEARING TO -- IF YOU NEED HELP

FINDING THE LINK OR ANYTHING,  
PLEASE JUST EMAIL DCC.WM.  
THAT'S THE WAYS & MEANS  
COMMITTEE AT BOSTON.GOV.  
YOU CAN ALSO EMAIL THAT ADDRESS  
WITH ANY WRITTEN TESTIMONY YOU'D  
LIKE TO SUBMIT OR CAN YOU GO ON  
OUR CITY COUNCIL BUDGET WEBSITE  
AT BOSTON.GOV WHICH TELLS YOU  
HOW TO TESTIFY.  
YOU CAN SUBMIT WRITTEN  
TESTIMONY.  
YOU CAN ALSO SUBMIT A TWO-MINUTE  
VIDEO OF YOURSELF IF YOU'D LIKE  
TO SUBMIT VIDEO TESTIMONY  
WITHOUT HAVING TO WAIT UNTIL THE  
END OF A HEARING.  
AND YOU CAN SUBMIT YOUR  
TESTIMONY WRITTEN OR IN VIDEO IN  
ANY LANGUAGE AND WE'LL COMMIT TO  
GETTING IT TRANSLATED FOR THE  
COUNCIL.  
THIS IS YOUR BUDGET, AND WE'RE  
IN A TOUGH TIME RIGHT NOW AND WE  
HAVE TO SPEND EVERY DOLLAR  
WISELY AND WE APPRECIATE INPUT  
ON ALL THOSE DECISIONS.  
WE'RE ALSO GOING TO HAVE TWO  
DEDICATED TESTIMONY BUDGET  
HEARINGS.  
ONE WILL BE MAY 26th.  
ANOTHER WILL BE ON MAY 28th AT  
6:00 P.M. TO TESTIFY ON ANY  
ASPECT OF THE CITY BUDGET  
OTHERWISE.  
SO THOSE ARE OPPORTUNITIES THAT  
ARE PLANNED IN ADVANCE, BUT ALSO  
AGAIN, YOU CAN ALWAYS FEEL  
WELCOME TO TESTIFY AT THE END OF  
THE HEARING ON THIS PARTICULAR  
ISSUE THAT YOU'RE INTERESTED IN.  
AND YOU CAN TWEET US YOUR  
QUESTIONS.  
YOU CAN #BOSBUDGET.  
SO TODAY'S HEARING IS ON 0588 TO  
0590 WHICH ARE  
ORDERS FOR THE FY21 OPERATING  
BUDGET, INCLUDING ANNUAL  
APPROPRIATIONS FOR DEPARTMENTAL  
OPERATIONS, FOR THE SCHOOL  
DEPARTMENT, AND FOR OTHER  
POST-EMPLOYMENT BENEFITS (OPEB).  
OPEB = PEB  
DOCKETS #0591-0592,

ORDERS FOR CAPITAL FUND TRANSFER  
DOCKETS #0591-0592,  
ORDERS FOR CAPITAL FUND TRANSFER  
APPROPRIATIONS.  
DOCKETS #0593-0596  
ORDERS FOR THE CAPITAL BUDGET,  
INCLUDING LOAN ORDERS AND  
LEASE-PURCHASE AGREEMENTS.  
ORDERS FOR THE FY21 OPERATING  
BUDGET, INCLUDING ANNUAL  
OUR MAIN FOCUS TODAY WILL BE  
BOSTON PUBLIC SCHOOLS.  
SPECIFICALLY, WE BASICALLY WE'RE  
GOING TO BE HAVING A SERIES OF  
HEARINGS.  
THEY'VE ALREADY BEGUN WITH  
THE -- WITH THE BPS TEAM FOCUSED  
AROUND THE SUPERINTENDENT'S  
STRATEGIC PLANS.  
WE'RE STRUCTURING OUR BUDGET  
QUESTIONS THAT WAY.  
TODAY WE'RE FOCUSED ON BPS  
COMMITMENT ONE WHICH IS TO  
ELIMINATE OPPORTUNITY AND  
ACHIEVEMENT GAPS.  
AND WE'LL BE HAVING TWO HEARINGS  
SORT OF IN THAT AREA TODAY.  
SO THIS MORNING'S HEARING IS  
FOCUSED ON SORT OF THE OVERALL  
ALIGNMENT OF THE BPS BUDGET WITH  
THAT GOAL, THINKING ABOUT SORT  
OF WRAP-AROUND SUPPORTS AND SO  
TOPICS TO BE CONSIDERED TODAY  
INCLUDE THE ACHIEVEMENT GAP  
CLOSURE, LIKE, POLICY ALIGNMENT,  
WORKFORCE DIVERSITY, CODE OF  
CONDUCT, IMPLEMENTATION,  
DISPROPORTIONALITY, NURSES,  
TRAUMA AND CRISIS RESPONSE,  
BEHAVIORAL AND MENTAL HEALTH  
SUPPORTS AND HEARNZ.  
IS AND A NUMBER OF OTHER THINGS  
THAT THE COUNCIL HAS ASKED  
QUESTIONS ABOUT.  
SO OUR BUDGET PROCESS IS  
STRUCTURED WITH A SERIES OF  
WORKING SESSIONS, WHERE THE  
COUNCIL GENERATES QUESTIONS,  
WHICH WE ARE ABLE TO SEND TO THE  
SCHOOL IN ADVANCE.  
SO THAT LIST YOU SHOULD FIND --  
I WILL ASK STAFF TO MAKE SURE  
THIS IS TRUE -- CAN FIND A LINK  
TO THAT LIST ON THE HEARING

NOTICE FOR THIS HEARING AND ALSO  
A LINK TO THE WORKING SESSION  
WHERE THOSE QUESTIONS WERE ASKED  
SO THAT'S GOING TO HELP  
STRUCTURE OUR CONVERSATION AS  
WILL THE STRATEGIC PLAN ITSELF.  
AND THIS AFTERNOON AT 1:00,  
WE'LL BE CONTINUING PART 2 OF  
THIS CONVERSATION FOCUSED ON  
SPECIALIZED ACADEMIC SUPPORTS  
RELATED TO CLOSING THE  
ACHIEVEMENT GAP INCLUDING  
SPECIFIC LITTLE SORT OF FILING  
AND DUAL LANGUAGE PROGRAMMING,  
SPECIAL ED AND SPECIAL ED  
TRANSITIONS AND OUR INCLUSION  
PROGRAMS IN THE CITY OF BOSTON.  
SO JUST SO PEOPLE UNDERSTAND  
WE'RE FOCUSING IN ON THOSE  
TOPICS THIS AFTERNOON AND THIS  
MORNING IS FOR THAT BROADER  
ARRAY OF THINGS THAT I ALREADY  
LISTED.

SO, WITH THAT LONG EXPLANATION,  
OUR SPEAKERS TODAY -- I KNOW  
WE'RE EXPECTING TO HEAR FROM  
DR. BRENDA CASSEL, OUR  
SUPERINTENDENT AT BPS AND NATE  
KUDER, CHIEF FINANCIAL OFFICER  
AT BPS AND THEN A NUMBER OF  
OTHER MEMBERS AS THEIR TEAMS --  
I'M NOT SURE IF I HAVE THE RIGHT  
LIST IN FRONT OF ME BUT I THINK  
CHARLENE, CHIEF OF STAFF, DAVID  
BLOOM, DEPUTY CFO ARE BOTH  
JOINING US AND MARY DILLMAN,  
OFFICE OF STATE AND  
ACCOUNTABILITY AND MADAME  
SUPERINTENDENT, I'LL LEAVE IT TO  
YOU TO INTRODUCE OTHER MEMBERS  
OF YOUR TEAM ON THE CALL IF I  
LEFT ANYONE OUT.

WITHOUT FURTHER ADO, I WANT TO  
THANK THE SUPERINTENDENT AND  
THANK HER AND HER TEAM FOR  
JOINING US THIS MORNING.

>> MADAME CHAIR, THANK YOU FOR  
HAVING US HERE TODAY AS WELL  
AS -- WE ARE REALLY EXCITED TO  
BE ABLE TO CONTINUE THIS  
CONVERSATION TO PRESENT TO YOU  
THE 2021 BUDGET FOR THE BOSTON  
PUBLIC SCHOOLS.

NATE, CHIEF FINANCIAL OFFICER,

WILL DO MOST OF THE PRESENTING,  
AND I WILL ANSWER QUESTIONS.  
BUT JUST IN ORDER TO FRAME THE  
CONVERSATION, TODAY WE ARE WORK  
TALKING ABOUT, AS YOU SAID, THE  
ACHIEVEMENT AND OPPORTUNITY GAP  
IN BOSTON PUBLIC SCHOOLS.  
AS MANY OF YOU KNOW, BOSTON  
PUBLIC SCHOOLS AS WELL AS MANY  
SCHOOLS ACROSS THIS NATION HAVE  
EXPERIENCED LARGE AND NAGGING  
GAPS BETWEEN GROUPS OF STUDENTS  
AS WELL AS LANGUAGE GROUPS OF  
STUDENTS AND STUDENTS WHO  
EXPERIENCE ECONOMIC DISADVANTAGE  
AND STUDENTS WITH DISABILITIES.  
WHEN I CAME IN FOR THIS JOB AND  
INTERVIEWED, I TALKED ABOUT MY  
RECORD IN HELPING TO ADDRESS  
THOSE SYSTEMIC AND STRUCTURAL  
BARRIERS THAT STUDENTS EXIST AND  
I THINK THAT'S ONE OF THE  
REASONS THAT I GOT THE JOB, AND  
SO WE'VE BEEN FOCUSED ON REALLY  
TRYING TO BETTER UNDERSTAND THE  
ISSUES HERE IN BOSTON.  
THEY ARE HISTORIC, AND THEY ARE  
LONGSTANDING, ESPECIALLY WITH  
OUR E.L. LEARNERS, AND I'M GLAD  
WE'LL BE SPENDING A LOT OF TIME  
IN THE AFTERNOON TRYING TO  
FIGURE OUT WHAT ARE THE  
IMPLICATIONS OF MASS BEING  
AN -- MASSACHUSETTS BEING AN  
ENGLISH-ONLY STATE FOR MANY  
YEARS AND HOW THAT HAS FRAMED  
THE WORK AHEAD BEING  
INTERTANGLED WITH THE DOJ AND  
THE META-GROUP IN TERMS OF THE  
MONITORING OF ANY OF THE  
INTERVENTIONS THAT HAVE BEEN  
DONE FOR E.L. AND THEN, OF  
COURSE, THE INCREASED ENROLLMENT  
AND GROWTH IN THE BOSTON PUBLIC  
SCHOOLS BY BOTH OUR IMMIGRANT  
POPULATION AND OUR MULTILINGUAL  
STUDENTS BODY AND FAMILY  
THROUGHOUT THIS ENTIRE  
COMMUNITY.  
IT ADDS A BEAUTIFUL RICHNESS TO  
OUR SCHOOL COMMUNITY AND THE  
LEVEL OF COMPLEXITY IN TERMS OF  
THE DELIVERY MODEL, AND WHAT  
WE'RE DOING NOW WE KNOW IS NOT

WORKING FOR ALL OF OUR KIDS, AND THERE'S MUCH MORE TO DO, AND WE NEED TO BETTER UNDERSTAND THAT, AND WE'VE BEEN ABLE TO HIRE DR. EILEEN DELLA REYES, WHO IS A WONDERFUL EXPERT IN THIS AREA AS WELL AS CHIEF ACADEMIC OFFICER ANDREA ZIOUS WHO'S LEADING THE WORK AND LEADING THE DEPARTMENT OF E.L. AND, AND THEY'RE BOTH GOING TO BE ON THE CALL AND BE ABLE TO ANSWER QUESTIONS LATER ON THIS AFTERNOON FOR YOU.

ANOTHER AREA THERE THAT WE ALSO ARE LOOKING AT IN TERMS OF REALLY SIGNIFICANT INVESTMENT IN THE FUTURE AND REALLY TRYING TO BETTER UNDERSTAND IS THE SERVICE TO OUR DISABILITIES, IN PARTICULAR OUR SUBSENATE DISPROPORTIONALITY FOR BLACK AND BROWN BOYS IN HER SUBSEPARATE SPECIAL EDUCATION AND THAT IS ALSO A FOCUS OF OURS, AND YOU'LL SEE THE WORK OF THE DISTRICT REALLY FOCUSING ON THESE TWO KEY AREAS IN TERMS OF CLOSING OF ACHIEVEMENT GAPS, ONE, HOW WE ADDRESS OUR E.L. SERVICES FOR E.L. LEARNERS, AND THEN ALSO HOW WE ADDRESS SUBSEPARATE, WHICH THEN MEANS HAVING INCLUSIONARY PRACTICES IN THE FUTURE.

AS YOU KNOW, I'VE BEEN ENGAGED IN CONVERSATIONS WITH THE BTU. MOST OF THIS YEAR UP INTO -- UP UNTIL COVID TRYING TO GET TO SOME AGREEMENTS AROUND INCLUSION.

WE DO NOT HAVE AGREEMENT YET ON HOW TO DO INCLUSION IN THE BOSTON PUBLIC SCHOOLS. BUT WE WILL BE CONTINUING THIS CONVERSATION THIS SUMMER ONCE WE GET PAST THE INITIAL SETTING UP OF THE REMOTE LEARNING. AND THEN JUST FINALLY, I'D SAY, JUST IN A COVID CONTEXT AND IN THE CONTEXT WE ARE NOW WITH OUR BUDGET AND THAT IS THAT, YOU KNOW, THE ACHIEVEMENT GAPS ARE STARK BEFORE COVID BUT NOW AFTER

COVID, WE SEE DISPROPORTIONATELY OUR AFRICAN-AMERICAN AND LATINO COMMUNITIES BEING IMPACTED BY COVID, BOTH THE DISEASE ITSELF, AS WELL AS THE IMPACTS TO THEIR LIFE AND OPPORTUNITY.

AND THAT ALSO EQUATES TO THEIR CHILDREN WITHIN OUR SCHOOLS, SO WE HAVE REALLY BEEN TRYING TO REACH OUT TO OUR FAMILIES AND HELPING THEM WITH ALL OF THE OTHER SUPPORTS, NOT JUST THEIR SCHOOL SUPPORTS, BUT THE WHOLE WRAP-AROUND SUPPORTS TO THE CHILD AND THE FAMILY DURING THIS TIME OF COVID.

NOW, MONDAY WE STARTED REMOTE LEARNING.

THAT'S WHEN WE STARTED TO REALLY BUCKLE IN AND BEGIN TO ACCOUNT FOR STUDENT ATTENDANCE AND PARTICIPATION AS WELL AS TEACHER ATTENDANCE AND PARTICIPATION.

AND THEN PUT AROUND GUARDRAILS GIVEN THE GUIDANCE THE FOLLOWING FRIDAY AROUND THE STANDARDS, THE MASSACHUSETTS STANDARDS.

SO WE'VE REALLY SHIFTED NOW FROM MAY 4<sup>th</sup> UNTIL THE END OF THE YEAR ON DEVELOPING A PROGRAM THAT IS GOING TO BE VERY SUPPORTIVE OF OUR STUDENTS, ESPECIALLY THOSE WHO ARE MOST IN NEED.

AND SO AS WE THINK ABOUT GAPS AND TRYING TO MITIGATE THE LEARNING LOSS, WE WANT TO BE SURE THAT WE'RE FOCUSING ON THE STUDENTS THAT NEED IT MOST, AND WE ARE DOING THAT THROUGH A STUDENT SUCCESS PLAN PROCESS AND STUDENT SUPPORT TEAM PROCESS.

AND EACH PRINCIPAL IS RESPONSIBLE FOR THAT WITHIN THEIR SCHOOL.

AND THEN ALSO, THEY ARE HOLDING EQUITY ROUNDTABLES IN EACH SCHOOL TO BE ABLE TO HOLD OURSELVES ACCOUNTABLE TO THE FOCUS ON THOSE STUDENTS THAT NEED IT THE MOST.

SO THAT'S KIND OF AN UPDATE BRIEFLY OF WHERE WE'RE AT WITH CLOSING OF OPPORTUNITY GAPS.

NATE KUDER, CHIEF FINANCIAL OFFICER WILL GET MORE IN-DEPTH ON THE RESOURCES TO SUPPORT THOSE EFFORTS AS WE BEGIN TO ADDRESS, NOT ONLY THE HISTORIC GAPS THAT EXIST BUT ALSO THE ONES THAT ARE BEING EXACERBATED BY THE COVID AND OUR RESPONSES TO THAT AS WE BEGIN TO FOCUS ON THE 33 MOST UNDERPERFORMING SCHOOLS WITHIN THIS BUDGET, FOCUS ON E.L. AND SPECIAL ED SUPPORTS AS WELL AS THE WRAP-AROUND SUPPORTS THAT ARE GOING TO BE NEEDED FOR THE FAMILIES, ESPECIALLY NOW IN TIME OF COVID.

SO WITH THAT, I THINK I'LL TURN IT OVER TO NATE, AND THEN I'LL TAKE QUESTIONS AT THE END.

>> THANK YOU, SUPERINTENDENT, AND THANK YOU, CITY COUNCILORS FOR JOINING US THIS MORNING OR INVITING US TO JOIN YOU, RATHER, THIS MORNING.

I WANT TO THANK MEMBERS OF THE BBS COMMUNITY -- BPS COMMUNITY.

THIS WEEK IS TEACHER APPRECIATION WEEK SO I WAS HOPING TO TAKE A QUICK MOMENT AND OFFER MY APPRECIATION FOR THE MANY TEACHERS IN BOSTON, IN PARTICULAR I'D LIKE TO GIVE A SHOUT-OUT TO THE K-1 TEACHING TEAM AT THE BTU SCHOOL, LESLIE STRANG AND MISS GRETCHEN MYERS. MIS "G" AS WE KNOW HER.

I THINK AS WE START OFF TALKING ABOUT THE ACHIEVEMENT GAP IN BOSTON, IT'S IMPORTANT TO TALK ABOUT OUR MANY WONDERFUL AND AMAZING AND DEDICATED K-1, K-2 AND FIRST-GRADE EARLY CHILDHOOD TEACHERS THAT ARE THROUGHOUT THE DISTRICT.

AS CHAIRMAN BACH AND THE SUPERINTENDENT MENTIONED, TODAY'S BUDGET DISCUSSION IS FOCUSED ON ELIMINATING ACHIEVEMENT GAPS, SPECIFICALLY WITH THE FOCUS ON WRAP-AROUND SUPPORTS FOR STUDENTS.

THIS IS THE THIRD OF EIGHT HEARINGS THAT WE'LL HAVE ON THE



FY21 BUDGET PROPOSAL.

SO I WANT TO JUST FOCUS IN ON  
THREE STARTING TALKING POINTS.  
THE FIRST IS WE HAVE RECEIVED AN  
UNPRECEDENTED INVESTMENT IN FY21  
AND A COMMITMENT TO NOT ONLY  
SUSTAIN THAT INVESTMENT BUT  
REALLY EXPAND IT OVER THE NEXT  
THREE YEARS.

AND AS THE CITY AND DISTRICT IS  
CORRESPONDING TO IMMEDIATE  
DISRUPTION OF COVID-19, WE'RE  
EVALUATING BOTH OUR FY20 AND '21  
BUDGETS TO CREATE THE  
FLEXIBILITY THAT WE NEED TO  
RESPOND TO EVOLVING EDUCATION  
REALITIES AND TO BEST MEET THE  
NEEDS OF OUR STUDENTS.

HAVING SAID THAT, WE BELIEVE  
THAT OUR FY21 BUDGET  
PRIORITIZE -- ESTABLISHES  
PRIORITIES THAT ARE JUST AS  
RELEVANT TODAY AS THEY WERE WHAT  
SEEMS LIKE TWO LONG MONTHS AGO.

WE HAD ALREADY ALIGNED OUR  
BUDGET TO SUPPORT OUR HIGHEST  
NEED STUDENTS AND TO INVEST IN  
THE UNDERPERFORMING SCHOOLS AND  
WE THINK THOSE EFFORTS ARE STILL  
RELEVANT AND IMPORTANT AS YOU  
RESPOND TO COVID.

OUR COLLECTIVE URGENCY TO CLOSE  
ACHIEVEMENT GAPS WAS THE  
FOUNDATION OF THIS BUDGET.

WE STARTED OUR BUDGET PROCESS  
ROOTED IN THE STATEMENT OF THE  
OPPORTUNITY AND ACHIEVEMENT GAP  
POLICY.

YOU SAW IT IN OUR FIRST HEARING  
AND I'LL BRING IT UP AT EVERY  
HEARING GOING FORWARD.

AS COVID-19 HAS REVEALED THE  
ECONOMIC HEALTH AND EDUCATION  
DISPARITIES, MANY OF US KNEW  
WERE PRESENT BEFORE THE  
PANDEMIC.

WE NEED TO REDOUBLE OUR EFFORTS  
TO CLOSE OPPORTUNITY AND -- GAPS  
AND GUARANTEE AN EXCELLENT  
EDUCATION FOR ALL OUR STUDENTS.

AND AS THE SUPERINTENDENT SAID,  
BY FOCUSING ON THOSE STUDENTS  
WHO NEED EDUCATION THE MOST AND  
PROVIDING SUPPORT TO SCHOOLS

STRUGGLING TO IMPROVE, WE FEEL THAT WE CAN ENSURE ALL STUDENTS HAVE THE SAME OPPORTUNITY TO ACHIEVE GREATNESS.

AT OUR INITIAL BUDGET HEARING, I DISCUSSED INSTRUCTIONAL CORE. I WANT TO HIGHLIGHT HOW OUR BUDGET IS DESIGNED AROUND THE STRAIGHTFORWARD PREMISE THAT THERE ARE THREE WAYS TO INCREASE STUDENT LEARNING: INCREASE THE SKILL AND KNOWLEDGE OF TEACHERS, CHANGING THE CONTENT AND ALL THERINGING THE RELATIONSHIP OF THE STUDENTS TO THE CONTENT AND TEACHERS.

100% OF OUR INVESTMENTS ARE DIRECTED TOWARDS IMPACTING THE STUDENT EXPERIENCE THROUGH THE INSTRUCTIONAL CORE.

OUR FY21 BUDGET PROPOSES AN \$80 MILLION INCREASE FOR THE BOSTON PUBLIC SCHOOLS.

THIS IS 36 MILLION REPRESENTS NEW INVESTMENTS DIRECTLY IN SCHOOLS.

THESE ARE NEW SERVICES AND ACTIVITIES THAT YOU'LL SEE FOR STUDENTS.

THE REMAINING 44 MILLION REPRESENTS INCREASED COSTS OF OPERATIONS INCLUDING THE COST OF SALARY AND BENEFITS TO THE BOSTON TEACHERS UNION CONTRACT AMONG OTHER COLLECTIVE BARGAINING PARTNERS.

OUR BUDGET PROCESS REALLY STARTED OVER THE SUMMER AS THE SUPERINTENDENT LAUNCHED HER ENGAGEMENT TOUR.

SINCE THAT TIME, WE'VE HAD AN EXTENSIVE COMMUNITY ENGAGEMENT PROCESS THAT LED TO THE DEVELOPMENT BOTH OF OUR STRATEGIC PLAN AND OUR FY21 BUDGET PRIORITIES.

OUR WORK IS TO CREATE A COHESIVE AND COORDINATED PLAN THAT SHOWS A CLEAR LINE FROM OUR GOALS TO THE STRATEGY, TO THE OPERATIONS, ALL OF WHICH ARE REFLECTED IN OUR FY21 BUDGET PROPOSAL.

OUR CITY COUNCIL HEARINGS ARE ALIGNED TO THAT PLAN TO SHOW THE

COHERENCE BETWEEN OUR BUCHT PROPOSAL AND ACTIVITIES AS WELL AS OUR STRATEGIC PLAN. AS MANY OF YOU KNOW FROM THE PRESENTATIONS TO SCHOOL COMMITTEE, OUR STRATEGIC PLAN HAS SIX MAIN COMMITMENTS, EACH OF WHICH HAVE UP TO 11 PRIORITIES TO THOSE COMMITMENTS. THE COMMITMENTS ARE LISTED ACROSS THE TOP OF THIS SLIDE. AS I MENTIONED, OUR WORK IS COMPREHENSIVE. IT'S COLLABORATIVE AND, QUITE HONESTLY, IT'S AT TIMES PRETTY DAUNTING. AND OVER THE NEXT SIX HEARINGS, WE'LL COVER THE SIX COMMITMENTS OF OUR STRATEGIC PLAN AND EXPLAIN HOW WE HAVE ALIGNED ORGANIZATION AND BUDGET TO FULFILL THOSE COMMITMENTS. AND TODAY IS ABOUT GETTING EXCELLENT STUDENT OUTCOMES FOR ALL STUDENTS, AND OUR ANCHOR GOAL FOR GRADUATES TO BE READY FOR SUCCESS, COLLEGE AND LIFE. NEARLY 30,000 BPS STUDENTS, MORE THAN 50% OF OUR STUDENT POPULATION, HAVE SPECIFIC NEEDS SUCH AS ENGLISH LEARNERS AND/OR STUDENTS WITH DISABILITIES. THEY'RE EXPERIENCING ECONOMIC DISADVANTAGE. BLACK AND LATINO COMPRISE 76% OF BPS ENROLLMENT AND HISTORICALLY BLACK AND LATIN X STUDENTS, ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES HAVE BEEN EXCLUDED FROM ACCESS TO A MORE RIGOROUS COURSEWORK AND INCLUSIVE -- AT DISPROPORTIONATE RATES. WE'LL TAKE BOLD ACTION TO ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS FOR THESE STUDENTS AND THROUGHOUT THE SYSTEM. AS CHAIRMAN BOK MENTIONED, BOTH OF TODAY'S HEARINGS ARE ON COMMITMENT 1. THIS HEARING THIS MORNING WILL FOCUS ON OHE POLICY AND WRAP-AROUND SUPPORTS WHICH ARE

COVERED IN THE PRIORITIES HERE AND EACH OF OUR SLIDES WILL GO THROUGH OUR MAIN POINTS FOR THIS, AND WE ENCOURAGE QUESTIONS, OBVIOUSLY, ON ANY OF THESE TOPICS TODAY.

WE WANTED TO START BY SHARING OUR HIRING TEACHERS AND GUIDANCE COUNSELORS THIS PAST YEAR. IN 2019, WHICH IS ILLUSTRATED IN THE RIGHTMOST COLUMN, WE HAVE THE HIGHEST TOTAL PERCENTAGE OF TEACHERS OF COLOR HIRED AT 47%. MORE THAN 25% IDENTIFIED AS BLACK AND MORE THAN 15% IDENTIFIED AS LATIN "X" BOTH OF WHICH REPRESENT THE HIRING RATE OF THE LAST FIVE YEARS.

WHAT WE SEE IN THIS HIRING RATE IS THAT OUR HIRING INITIATIVES ARE MAKING A DIFFERENCE IN SETTING MINDSETS AND HIRING PRACTICES AT OUR SCHOOLS. HOWEVER, IT IS IMPORTANT TO NOTE THAT THIS PAST YEAR, WE ALSO HAD THE LOWEST NUMBER OF VACANCIES IN THE PAST SIX YEARS.

THIS IS, OF COURSE, A BOTH GOOD AND BAD THING.

THE POSITIVE IS WE HAVE LOWER VACANCY AND WE HAVE MORE STABILITY IN OUR SYSTEM FOR OUR STUDENTS.

BUT FEWER VACANCIES MEAN THERE ARE FEWER OPPORTUNITIES TO MOVE THE NEEDLE ON DIVERSITY HIRING.

BPS HAS SUSTAINED A SLIGHTLY -- SLIGHT GROWTH IN OUR WORKFORCE DIVERSITY OVER THE LAST SIX YEARS.

THIS IS SUBSTANTIAL BECAUSE DURING THAT SAME PERIOD, PEER DISTRICTS ACROSS THE COUNTRY HAVE EXPERIENCED DOUBLE-DIGIT LOSS AMONG THEIR BLACK EDUCATORS AND MINIMAL TO NO INCREASES IN THEIR LATINX EDUCATORS.

THERE ARE MANY FACTORS THAT IMPACT OUR WORKFORCE DIVERSITY DATA.

EEM HAPPY TO DISCUSS THEM MORE WITH YOU WHEN WE GET TO THE QA PORTION OF OUR HEARING.

ELIMINATION OF OPPORTUNITY AND

ACHIEVEMENT GAPS IS NOT SEPARATE AND APART FROM OUR INSTRUCTIONAL ACADEMIC AND PEDAGOGICAL STRATEGIES.

THEY'RE, INDEED, ONE IN THE SAME.

WITH THOSE BIG GOALS IN THE STRATEGIC PLAN IN MIND, THE DIVISION OF ACADEMICS IS FOCUSED ON MOVING COMPLEX WORK FORWARD. THAT COMPLEX WORK HAPPENS ACROSS SEVERAL OFFICES, SPECIAL EDUCATION, ENGLISH LEARNERS, ACADEMIC AND PROFESSIONAL LEARNING, "GLOBE" PROGRAMS, HEALTH AND WELLNESS, AND STEM PROGRAMMING.

TOGETHER, THEY ARE IN THE SAME DIRECTION OF THESE THREE GOALS, TO DECREASE THE VARIABILITY AND QUALITY OF INSTRUCTIONS, DISTRICT-WIDE AND IMPLEMENTING OURSELF ARTICULATED ACADEMIC STRATEGY TO BUILD TEACHER CAPACITY, TO ADDRESS UNFINISHED TEACHING AND LEARNING, AND EFFECTIVELY ENGAGE STUDENTS, AND THE THIRD GOAL IS TO ADDRESS SYSTEMIC ISSUES THROUGH OUR STRATEGIC POLICIES.

THE FIRST GOAL IS TO DECREASE THE VARIABILITY AND QUALITY OF INSTRUCTION.

AND THIS GOAL REALLY RENEGLECTS THE KNOWLEDGE -- REFLECTS THE KNOWLEDGE.

IT ISN'T EVENLY DISTRIBUTE.

AND IT'S NOT GUARANTEED THAT EVERY CLASSROOM HAS HIGH QUALITY INSTRUCTION HAPPENING.

WE NEED TO PROVIDE ONE OF THE RESOURCES THAT THE RESEARCH TELLS US MAKE A LOT OF DIFFERENCE.

HIGH QUALITY INSTRUCTIONAL MATERIALS IN ALL OUT OF OUR CLASSROOMS.

CLASSROOMS THAT SERVE IEPs, ENG LEARNERS, GENERAL EDUCATION, WE MEAN ALL CLASSROOMS.

THIS YEAR WE'RE STARTING WITH A LITERACY ADOPTION PROCESS WITH THE \$2.5 MILLION INVESTMENT.

AS I SAID BEFORE, BOSTON'S

FORTUNATE TO HAVE SO MANY EXCELLENT EDUCATORS. OUR DEDICATED TEACHERS AND SCHOOL-BASED STAFF WORK TIRELESSLY FOR OUR KIDS. IT IS INCUMBENT UPON US AS A DISTRICT TO ENSURE THAT WE HAVE QUALITY SYSTEMS TO SUPPORT TEACHING, LEARNING AND GROWTH. UNFINISHED TEACHING AND LEARNING WE'RE CHALLENGING OURSELVES TO CHALLENGE THIS DEFICIT LANGUAGE THAT DEMONSTRATES A BELIEF THAT OUR STUDENTS CANNOT. OUR BELIEF IS ALL OF OUR STUDENTS, ESPECIALLY STUDENTS WITH DISABILITIES, LOW INCOME STUDENTS, BLACK AND BROWN STUDENTS AND ENGLISH LEARNERS CAN LEARN AT THE HIGHEST LEVEL. WE KNOW THIS, OF COURSE, BECAUSE THROUGHOUT HISTORY, PEOPLE OF COLOR HAVE DEMONSTRATED DEVELOPMENTS IN ACADEMIC, IN MATHEMATICS, IN SCIENCE, TECHNOLOGY, ART AND LITERATURE. UNFINISHED TEACHING IS A TERM OF ART BECAUSE WE CENTER ON THE RESPONSIBILITY OF OUR TEACHERS TO ENSURE THAT STUDENTS ARE LEARNING THE MATERIAL AND TO ENSURE THAT THEY'RE ENGAGING STUDENTS IN EFFECTIVE WAYS. AND OUR APPROACH TO THIS WORK IS TO ENSURE SYSTEMIC CHANGE. THIS AFTERNOON'S HEARING WE'LL DISCUSS MORE OF OUR DETAILED WORK TO SUPPORT AND SUSTAIN ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES. OUR SIXTH PRIORITY UNDER COMMITMENT ONE CAN BEST BE THOUGHT OF AS PUTTING OUR HOPES AND ASPIRATIONS INTO PRACTICE. DR. CHARLES GRANSON AND HIS TEAM ARE DEVELOPING THE PROCESS THE ORGANIZATIONS HAVE MUSCLE TO ENSURE WE FULFILL OUR COMMIMENTS. THE PURPOSE OF THIS WORK IS TO ALIGN OUR VISION FROM THE CLASSROOM TO THE SUPERINTENDENT. EVERY CENTRAL OFFICE DEPARTMENT WILL CREATE POLICY GOALS IN

ALIGNMENT WITH THEIR DEPARTMENT WORK PLANS AND THEN SCHOOLS ARE ALSO EXPECTED TO DEVELOP SCHOOL QUALITY PLANS THAT ARE ALIGNED TO OAG POLICY AND CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES ON THAT CONTINUUM SO OUR WORK WILL BE TO PUT PEN TO PAPER AS WE START TO DEVELOP OUR PLAN FOR HOW OUR DISTRICT WILL MOVE AND ENSURE THESE GOALS ARE MET.

OUR CODE OF CONDUCT DETAILS IT POLICY ABOUT APPROPRIATE STUDENT BEHAVIOR AS WELL AS PROCEDURES FOR DISCIPLINARY ACTION.

OUR COMMITMENT NUMBER -- PRIORITY NO. 7 IS TO GIVE ALL STUDENTS THE OPPORTUNITY TO MAKE ACADEMIC PROGRESS AS WE REVISIT OUR CURRENT CODE OF CONDUCT POLICIES.

OF COURSE, JUST AS YOU CAN'T SEPARATE A STUDENT FROM THEIR SOCIAL EMOTIONAL NEEDS, YOU CAN'T SEPARATE INSTRUCTION FROM OUR SOCIAL AND EMOTIONAL APPROACH.

EDUCATORS OFTEN REFER TO MULTITIERED SYSTEM OF SUPPORT OR FTSS -- MTSSMENT.

ALL ADULTS WORK TOGETHER TO REMOVE BARRIERS TO STUDENT SUCCESS, IDENTIFY STRUGGLING STUDENTS EARLY AND TO INTERVENE QUICKLY.

WHAT THIS MEANS FOR OUR INVESTMENT NEXT YEAR IS THAT THERE WILL BE ADDITIONAL RESOURCES AT OUR SCHOOLS TO PROVIDE PROGRESSIVE LEVELS OF INTERVENTION AND SUPPORT.

THIS IS CROSS-FUNCTIONAL WORK AND WE RELY ON MULTIPLE TEAMS TO SUPPORT TEACHERS AND SCHOOL LEADERS IN IMPLEMENTING THIS VISION.

THE FULL SERVICE HUB SCHOOLS IS COORDINATED OUT OF THE OFFICE OF ACCOUNTABILITY, AND I'M GOING TO WALK YOU THROUGH SOME OF THE OTHER DEPARTMENTS THAT ARE SUPPORTING THIS WORK AND HOW THEIR WORK ALIGNS TO THIS FULL

SERVICE MODEL.

THE FIRST GROUP IS OUR BEHAVIORAL SERVICES TEAM. THE ROLE THAT TEAM IS TO MEET THE BEHAVIORAL TEAMS OF ALL STUDENTS BY PROVIDING DIRECT SERVICES AND SUPPORTS TO STUDENTS AND STAFF ACROSS THE CONTINUUM OF PREVENTION.

EARLY INTERVENTIONS AND INTENSIVE SERVICES AND ADDITIONALLY THE CREATION OF FACILITY OF COMMUNITY MENTAL HEALTH PARTNERSHIPS ARE KEY ASPECT OF OUR WORK.

AND THAT'S REALLY IMPORTANT. WE WANT TO EMPHASIZE THAT IT'S NOT JUST BPS RESOURCES THAT ARE GOING TO SUPPORT OUR STUDENTS. WE'RE REALLY MAKING SURE TO TAP INTO THE MANY RESOURCES THAT ARE AVAILABLE IN BOSTON FOR OUR STUDENTS.

THE HEALTH SERVICES TEAM STRIVES TO PROMOTE HEALTH EQUITY, ASSISTING STUDENTS AND FAMILIES AND CONNECTING WITH HEALTH-CARE SERVICES, FINANCIAL RESOURCES, SHELTER, FOOD AND HEALTH PROMOTION.

AND OUR SCHOOL NURSES, WHICH WILL NOW HAVE SCHOOL NURSES IN ALL -- FULL-TIME SCHOOL NURSES IN ALL OF OUR BUILDINGS, THEY FUNCTION AS A PIVOTAL ROLE THAT BRIDGES HEALTH-CARE AND EDUCATION THROUGH CARE COORDINATION, ADVOCACY FOR STUDENT-CENTERED CARE AND COLLABORATION.

AND FINALLY, I WANT TO NOTE THE HEALTH AND WELLNESS TEAM. AS WE STRIVE TO PROMOTE EMOTIONAL AND PHYSICAL HEALTH, THE WELLNESS TEAM, THEIR GOAL IS TO ADVANCE BOTH HEALTHY DEVELOPMENT AND READINESS TO LEARN.

AND THE BPS WELLNESS POLICY STRIVES TO REDUCE HEALTH INEQUITIES THAT INTERFERE WITH LEARNING.

AND WE KNOW THAT ADDRESSING THESE THREE DIMENSIONS OF



WELLNESS ARE CLEAR TO CLOSING THE OPPORTUNITY AND ACHIEVEMENT GAPS.

WE MUST ADDRESS HEALTH INEQUITIES SUCH AS INADEQUATE NUTRITION, ASTHMA, TEEN PREGNANCY, PHYSICAL INACTIVITY AND POOR MENTAL HEALTH.

IT MAKES IT DIFFICULT FOR STUDENTS TO FOCUS ON LEARNING AND CONTRIBUTE TO THEM MISSING SCHOOL.

THE NINTH PRIORITY UNDER COMMITMENT ONE IS FOCUSED ON INTERVENTION IN THE LOWEST PERFORMING SCHOOLS, AND OUR STRATEGY FOR INTERVENING IN SCHOOLS IN THIS BUDGET IS REALLY TO INCREASE QUALITY ACROSS THE CITY.

THIS YEAR'S FOCUS IS ON 33 SCHOOLS WE'RE REFERRING TO AS OUR TRANSFORMATION SCHOOLS. THREE INVESTMENTS ARE LINED TO DELIVER HIGH QUALITY INSTRUCTION TO MORE ENGAGED STUDENTS WHO ARE FOCUSED AND READY TO EARN WILL.

THE FIRST IS THE K-THROUGH LITERACY -- K-8, EXCUSE ME, AND THAT WILL INCLUDE CURRICULUM AND PROFESSIONAL DEVELOPMENT AT 2.5 MILLION.

WE'RE INCREASING THE INSTRUCTIONAL QUALITY THROUGH INSTRUCTIONAL FACILITATORS, A \$6 MILLION INVESTMENT IN THIS YEAR'S BUDGET AND WE'RE ENSURING EVERY SCHOOL CAPABLE INSTRUCTIONAL POINT PERSON IN ORDER TO BE ABLE TO PROVIDE SUPPORT AND ACCOUNTABILITY TO EDUCATORS.

WE'RE ALSO INVESTING IN FAMILY LIAISONS WHO WILL AFFECT CULTURAL AND LANGUAGE OF THE COMMUNITIES THEY SERVE.

WE'LL DISCUSS THIS MORE AT THE E.L. HEARING THIS AFTERNOON, BUT WE WANTED TO HIGHLIGHT THE \$2.5 MILLION INVESTMENT TO PROVIDE INSTRUCTION -- EXCUSE ME -- FAMILY LEAVE AT EACH OF THE 33 TRANSFORMATION SCHOOLS.

WE'RE ALSO EXPANDING SOCIAL WORKERS, MULTITIERED SYSTEMS I

MENTIONED.

THAT'S A 5.

\$6 MILLION INVESTMENT IN THIS YEAR'S BUDGET.

AND THEN FINALLY, WE ARE RAMPING UP AND CONTINUING TO HIRE NURSES TO ACHIEVE ONE NURSE IN EVERY SCHOOL BUILDING.

THE FINAL PRIORITY UNDER COMMITMENT 11 AND YOU'VE SEEN THROUGHOUT THE STRATEGIC PLANNING PROCESS THAT WE HAVE REVISED OUR PLAN -- THE STRATEGY PLAN BASED ON WHAT WE'VE LEARNED IN COVID.

AND TECHNOLOGY HAS BEEN PIVOTAL TO OUR ABILITY TO MAINTAIN CONNECTIONS WITH STUDENTS TO CONTINUE LEARNING THROUGHOUT THIS SHUTDOWN, AND SO MORE -- NOW MORE THAN EVER, TECHNOLOGY HAS BEEN ESSENTIAL TOOL USED IN A MULTITUDE OF WAYS.

WE USE IT EVERY DAY, AND OUR STUDENTS ARE NOW USING IT EVERY DAY.

SO WHAT WE'RE WORKING TO DO IS BE ABLE TO BUILD UPON THE INVESTMENT THAT THE MAYOR HAS AUTHORIZED FOR COVID RESPONSE AND THE 20,000 NEW CHROMEBOOKS AND CONTINUE TO EXPAND.

THIS WAS THE COMMITMENT THAT WAS ORIGINALLY IN OUR FY21 BUDGET. TO GO 1 TO 1 COMPUTING GRADES 7 THROUGH 12.

WE'RE NOW WORKING TO MAINTAIN THE FLEXIBILITY IN OUR BUDGET TO EXPAND AND INCREASE ACCESS SO THAT ALL STUDENTS HAVE ACCESS BOTH TO COMPUTE ENTERS INTERNET GOING INTO NEXT YEAR IN THE EVENT THAT WE NEED TO RESPOND TO ADDITIONAL DISRUPTIONS IN EDUCATION.

THIS WILL NOW BE PART OF WHAT IS OUR STANDARD PRACTICE TO ENSURE STUDENTS CAN MAINTAIN CONNECTIVITY UNDER MULTIPLE CIRCUMSTANCES.

I WANT TO CLOSE BY POINTING OUT THAT WE HAVE A LOT OF RESOURCES ONLINE FOR THOSE OF YOU WHO WANT TO DIG DEEPER INTO OUR BUDGET,

MOST NOTABLY, THE BOSTON PUBLIC SCHOOLS BUDGET TOOL WHICH ALLOWS YOU TO VIEW OUR BUDGET BY ACTIVITY, DEPARTMENT, SCHOOL. THERE'S A LOT OF INFORMATION TO DIG INTO.

THERE'S ALSO INFORMATION ABOUT EACH AND EVERY SCHOOL SO YOU CAN FIND OUT HOW THEIR ALLOCATION IN THEIR BUDGET IS BUILT.

AND YOU CAN EMAIL US AT BUDGET@BOSTON PUBLIC SCHOOLS.ORG.

AND THEN FINALLY, AS I MENTIONED, THIS IS THE SIXTH -- THIS IS THE THIRD OF EIGHT HEARINGS.

AND THIS IS THE SCHEDULE OF HEARINGS.

AND WE LOOK FORWARD TO MEETING WITH ALL OF YOU MULTIPLE TIMES OVER THE SPRING TO DISCUSS OUR BUDGET.

AND WITH THAT, I'LL TURN IT BACK OVER TO THE CHAIRWOMAN TO TAKE QUESTIONS.

>> GREAT.

THANK YOU SO MUCH, NATE.

AND THANK YOU, DR. CASSELLIUS AS WELL.

WE'RE GOING TO START QUESTIONS.

I'M GOING TO GO FIRST AND THEN I WILL LET PEOPLE KNOW THE ORDER AGAIN SO FOLKS ARE AWARE.

AFTER ME, IT WILL BE COUNCILOR COUNCILOR JANEY, THEN COUNCILOR EDWARDS, THEN COUNCILOR FLAHERTY.

THE REST OF THE ORDER EVERYONE KNOWS, BREADON, ESSAIBI GEORGE, LYNN, O'MALLEY, BAKER, ARROYO, CAMPBELL.

WE'VE BEEN JOINED BY COUNCILOR ARROYO AND COUNCILOR CAMPBELL SINCE I DID THE INITIAL ROLE.

YEAH, AND I GUESS I WANT TO START OUT JUST BY ALSO REMINDING COLLEAGUES, WE -- AND REMINDING LISTENERS, WE DID A WORKING SESSION LAST WEEK AND GENERATED A WHOLE BUNCH OF QUESTIONS, BOTH FOR THIS MORNING'S HEARING AND FOR THIS AFTERNOON'S HEARING, WHICH WE SENT OVER TO BPS.

AND SO, THEY'VE ACTUALLY SENT

BACK TO US SORT OF AN ANOTATION  
OF THE QUESTIONS THAT THEY  
EXPECT TO BE PREPARED TO  
ANSWERED TODAY.

BECAUSE WE HAVE SO MANY  
HEARINGS, AS NATE MENTIONED,  
THERE ARE A NUMBER OF QUESTIONS  
THAT HAVE BEEN DEFERRED TO  
FUTURE HEARINGS BECAUSE WE'LL BE  
TALKING IN FUTURE HEARINGS ABOUT  
THE BPS'S CAPITAL BUDGET, ABOUT  
TRANSPORTATION, ABOUT A WHOLE  
SET OF ISSUES, ASSIGNMENT,  
THINGS THAT CAME UP.

SO, YEAH, SO IF PEOPLE JUST  
CHECK YOUR EMAIL FOR YOUR  
REFERENCE AND MAKE SURE THAT YOU  
SEE THAT DOCUMENT WITH THE  
QUESTIONS HIGHLIGHTED IN GREEN,  
COUNCILORS OBVIOUSLY SHOULD FEEL  
FREE TO ADD QUESTIONS AND  
FOLLOW-UPS AND OTHER THINGS, BUT  
I DEFINITELY APPRECIATE BPS  
LOOKING AT THIS AND PREPARING TO  
ANSWER THESE.

AND IN THAT SPIRIT, I WANTED TO  
START WITH SOME OF THE QUESTIONS  
THAT I HAD SENT OVER FOR YOU  
ALL, AND I'LL ALSO JUST NOTE,  
BEFORE I GET STARTED, THAT I  
REALLY WANT TO STRESS FOR  
PEOPLE, BECAUSE WE HAVE THE  
AFTERNOON HEARING, TO TALK ABOUT  
THE INCLUSION OF SPECIAL ED AND  
E.L.L. PROGRAMS, WE REALLY JUST  
HAVE A MULTIPLICITY OF TOPICS  
FOR THE ACHIEVEMENT GAP SO SAVE  
YOUR SPECIFIC INCLUSION SPECIAL  
ED AND E.L.L. BILINGUAL  
EDUCATION QUESTIONS FOR THE  
AFTERNOON HEARING SO THAT WE CAN  
GET TO ALL THE OTHER THINGS  
WE'RE TALKING ABOUT TODAY THIS  
MORNING.

SO Iñr GUESS ONE QUESTION AND YOU  
MENTIONED ALREADY, NATE, TALKING  
A LITTLE BIT MORE ABOUT IT, I  
THINK YOU -- YOUR MATERIALS  
MENTIONED AT ONE POINT A  
QUALITATIVE REVIEW OF SORT OF  
WHY TEACHERS AND ADMINISTRATORS  
OF COLOR LEAVE THE BPS SYSTEM,  
AND WE WERE -- WE SORT OF SAW A  
MENTION OF THAT IN MINE AND MY

STAFF'S REVIEW, AND WE WERE WONDERING KIND OF WHAT THAT KICKED UP AND WHAT -- AND WHAT WE'RE LEARNING FROM THAT, BECAUSE WHILE IT'S GOOD THAT WE'RE NOT EXPERIENCING THE LOSS OF SOME OF OTHER SCHOOL SYSTEMS, OUR -- IT'S STILL JUST LIKE SUCH AN AREA OF NEED OF IMPROVEMENT, AND I THINK THERE'S JUST A LOT OF DATA TO BACK UP HOW MUCH IT MEANS FOR STUDENTS TO BE TAUGHT BY A POOL OF CATERS WHO LOOKS FOR -- EDUCATORS WHO LOOKS MORE LIKE THEM.

SO I WONDERED IF YOU COULD SPEAK TO THAT.

>> YEAH.

I WOULD JUST SAY I THINK A LOT OF THE -- WHEN WE LOOK AT THE TEACHERS WHO ARE LEAVING THE DISTRICT, WE ALWAYS WANT TO IDENTIFY WHICH ONES ARE LEAVING SORT OF IN RETIREMENT, BECAUSE THEY HAVE SERVED OUR DISTRICT FOR MANY, MANY YEARS, AND THOSE THAT ARE LEAVING BECAUSE OF EITHER OPPORTUNITIES ELSEWHERE OR LEAVING THE PROFESSION. WE HAVE MULTIPLE INITIATIVES IN OUR DISTRICT TO HELP WORK WINGE TEACHERS OF COLOR.

THERE'S -- FOR INSTANCE, MALE EDUCATORS OF COLOR COMMITTED WORKING WITH THEM TO PROVIDE OPPORTUNITIES AND MENTORING AND SUPPORT.

I DON'T HAVE FULL DETAILS ON WHAT SORT OF THE QUALITATIVE RESPONSE HAS BEEN.

I THINK THAT'S ONE OF THE QUESTIONS WE'LL NEED TO FOLLOW UP WITH YOU WITH A WRITTEN RESPONSE FROM OUR TEAM.

>> OKAY.

GREAT.

YEAH, I JUST -- I THINK THE QUESTION OF, YOU KNOW, IS THERE ANYTHING THAT WOULD REALLY MOVE THE NEEDLE?

I MEAN, EVERYBODY'S CIRCUMSTANCES ARE INDIVIDUAL, BUT STILL SOMETIMES YOU CAN SEE PATTERNS IN THESE THINGS.

AND I THINK WE NEED TO DO MORE ON THAT.

I WANTED TO ASK ABOUT -- I KNOW THAT WE HAVE SUMMER SORT OF STUFF TIED FOR LATER HEARING BECAUSE WE'LL BE CLOSER TO IT, BY THEN, BUT I JUST THINK SOMETHING THAT CAME UP A LOT FOR ME AND FOR OTHER COLLEAGUES WAS JUST WHEN WE'RE LOOKING AT THE ACHIEVEMENT AND OPPORTUNITY GAP IN OUR DISTRICT, I THINK EVERYBODY FEELS LIKE THAT GAP IS GOING TO BE INTENSIFIED BY THE IMPS OF COVID.

SO REALLY TRYING TO UNDERSTAND HOW YOU ALL ARE COORDINATING THAT LENS WITH THINKING ABOUT THE SUMMER RESPONSE.

AND ALSO -- I MEAN -- AND I GUESS ONE CONCERN I HAVE IS THAT -- I MEAN, YOU TALKED ABOUT THIS IS A BUDGET THAT REFLECTS A LOT OF THOSE CONCERNS ALREADY. BUT AT THE SAME TIME I THINK THAT -- I CERTAINLY FEEL AS THOUGH WE'RE GOING TO NEED A SURGE IN RESOURCES TO SUPPORT YOUNG PEOPLE WHO ARE AT RISK OF FALLING OUT OF SCHOOL, YOU KNOW, JUST NOT LIKE IN A WAY THAT IS JUST HUGE AND SOME OF THAT MAYBE WE'RE GOING TO BE ABLE TO PULL FROM NEW RESOURCES THAT COME AT THE FEDERAL LEVEL, WE CAN HOPE, BUT IT DOES FEEL LIKE WE'RE GOING TO NEED TO ALLOCATE IN A DIFFERENT WAY THERE.

AND SO IF YOU COULD JUST SPEAK TO THAT A BIT.

AND ONE OF THE THINGS I'M MOST INTERESTED IN IS -- WE HAVE A STUDENT AT THE TOBIN WHO WAS REPEATING EIGHTH GRADE AND WASN'T NECESSARILY ON TRACK TO GRADUATE, AND NOW OBVIOUSLY HE IS GOING TO GET PROMOTED AND THAT'S REALLY GREAT FROM A SORT OF SOCIAL CLASS PERSPECTIVE, BUT JUST SEEING HOW MUCH HE NEEDED MORE SUPPORT IN THE SPRING BEFORE, AND NOW IT'S JUST -- THAT GAP HAS WIDENED.

AND WHAT I WONDER IS, IS THERE AN OPPORTUNITY TO DO SOMETHING

REALLY GREAT FOR ALL OF OUR  
KIDS, INCLUDING KIDS LIKE HIM,  
AND KIND OF INTENSIFY OUR  
SUPPORT TO GETTING THEM BACK ON  
TRACK.

I JUST WANT TO HEAR -- I KNOW WE  
HAVEN'T SOLVED THE SUMMER  
QUESTION, BUT I THINK IT'S HARD  
TO TALK ABOUT THE OPPORTUNITY  
GAP WITHOUT TALKING ABOUT THAT  
RIGHT NOW.

>> YEAH.

SO I'LL TAKE A STAB AT THAT  
FIRST, COUNCILORS.

THIS IS REALLY VERY DIFFICULT  
SITUATION FOR US.

RIGHT?

WE KNOW THAT WE'VE HAD TO RAMP  
UP -- WE WEREN'T A 1:1

DISTRICTING BEFORE THIS.

WE HAD TO GET KIDS CONNECTED AND  
FAMILIES CONNECTED NOT ONLY TO  
GETTING THEM THE DEVICE BUT ALSO  
GETTING THEM WiFi AND ONE OF  
THE REAL BARRIERS WAS THE  
CONNECTIVITY AND THE WiFi FOR  
OUR FAMILIES.

SO WE'VE STILL BEEN WORKING  
THROUGH THAT.

BUT FAMILIES HAVE SHARED WITH US  
IN A SURVEY THAT IT'S LESS THAN  
5% OF THEM WHO ARE HAVING  
DIFFICULTY NOW WITH WiFi.

BUT WE KNOW WE HAVE STUDENTS WHO  
DON'T YET HAVE CHROMEBOOKS.

TAKING ATTENDANCE YESTERDAY  
ACTUALLY REALLY HELPED US RAMP

UP TAKING -- GETTING THOSE  
CHROMEBOOKS OUT, BECAUSE WHAT  
NOW -- IT HAS BEEN ENTERED INTO  
THIS NEW PHASE, PHASE 2 WE'RE  
CALLING IT, OF REMOTE LEARNING  
IS A SERIOUSNESS AROUND THE  
LEARNING ITSELF.

RIGHT?

AND WE ARE ACTUALLY TAKING --  
HAVING SCHOOL.

WE ARE TAKING ATTENDANCE.

WE ARE TAKING TEACHER  
ATTENDANCE.

WE DO HAVE MASTER SCHEDULES.

WE HAVE EXPECTED STANDARDS AND  
OUTCOMES FOR STUDENTS.

WE ARE ASSESSING ON THOSE

STUDENTS.

I MEAN -- I MEAN STANDARDS.

SO WE ARE -- AND STUDENTS WHO  
AREN'T LEARNING, OUR STUDENT  
SUPPORT TEAMS ARE INTERVENING  
AND PROVIDING TIER 2

INTERVENTIONS FOR THOSE WHO  
WHICH IS EITHER ADDITIONAL  
SUPPORT FOR THE FAMILY WITH  
SOCIAL WORK SERVICES OR  
ADDITIONAL 1:1 OR SMALL GROUP  
SUPPORT FOR THE STUDENT EITHER  
THROUGH THE TEACHER OR  
PARAPROFESSIONALS.

SO THAT WORK IS BEING TRACKED  
AND BEING DONE TO CONTROL FOR  
AND MITIGATE FOR THE LEARNING  
LOSS.

THAT'S CURRENTLY HAPPENING IN  
THE COVID RESPONSE.

THAT WILL THEN LEAD INTO SUMMER  
SCHOOL.

SO EVEN THOUGH WE WON'T BE  
RETAINING STUDENTS, PARENTS  
STILL HAVE THE OPTION TO RETAIN  
THEIR STUDENTS AND TEACHERS IF  
THEY THINK THAT THE STUDENT IS  
VERY FAR BEHIND.

BUT WE WILL -- I'M BRINGING THE  
REMOTE LEARNING PLAN FORWARD TO  
THE SCHOOL COMMITTEE NEXT WEEK.  
I WILL BE TALKING TO THEM ABOUT  
THE RETENTION POLICY, OUR  
ATTENDANCE POLICIES, OUR SUMMER  
SCHOOL POLICY.

FOR INSTANCE, LAST YEAR WE  
RETAINED 3200 STUDENTS, AND ONLY  
1200 WENT TO SUMMER SCHOOL.

TO ME, THAT'S UNACCEPTABLE.  
EVERY STUDENT THAT IS BEHIND  
SHOULD HAVE THE OPPORTUNITY TO  
TAKE SUMMER SCHOOL AND TO  
REMEDiate THE WORK.

IN THIS NEW REMOTE LEARNING  
ENVIRONMENT, WE HAVE AN EVEN  
GREATER OPPORTUNITY TO REACH  
STUDENTS IN A REALLY DIRECTED  
AND SMALL GROUP OR INDIVIDUAL  
BASIS TO MEDiate THE LEARNING  
LOSS.

THERE'S ALSO A LOT OF TECHNOLOGY  
TOOLS THAT DON'T REQUIRE A  
TEACHER FOR THEM TO GET PRACTICE  
AND TO PRACTICE THEIR SKILLS



THAT THEY ARE BEHIND IN.  
AS FOR THE HIGH SCHOOL STUDENTS,  
THEY ARE STILL GOING TO HAVE TO  
DO CREDIT RECOVERY.  
THEY STILL DO NEED TO MEET THEIR  
CREDIT COMPETENCY DETERMINATIONS  
EVEN THOUGH THE MCATS ISN'T  
BEING ADMINISTERED.  
THERE IS GUIDANCE OUT FOR --  
FROM THE DEPARTMENT AROUND  
TRANSCRIPTING AND SO STUDENT  
ALSO HAVE TO COMPLETE AND PASS  
THEIR COURSES IN ORDER TO  
GRADUATE.  
SO THERE'S NO LESSENING OF  
REQUIREMENTS FOR OUR HIGH SCHOOL  
STUDENTS.  
THEY ARE REQUIRED STILL TO  
ENGAGE AND TO HAVE THEIR GRADING  
DONE.  
BUT WE ARE BEING MORE MINDFUL  
ABOUT THE SUPPORTS THAT WE GIVE.  
NOT GIVING SUPPORT TO STUDENTS  
IN A MORE DIRECTED WAY IN SUMMER  
IS NO LONGER AN OPTION.  
SO STUDENTS ARE GOING TO HAVE TO  
PARTICIPATE IN ORDER TO BE  
PROMOTED.  
SO THAT'S REAL IMPORTANT.  
BACK TO THE DIVERSITY QUESTION  
THAT YOU HAD TO MR. KUDER  
EARLIER, WE DO DO A NUMBER OF  
RETENTION ACTIVITIES WITH  
AFFINITY GROUPS WITH OUR  
COMMUNITY OF TEACHERS.  
TEACHERS ARE INVOLVED IN BOTH  
TEACHER LEADERSHIP AND GROUPS  
LIKE ALANA.  
THERE'S GROUPS AROUND  
RECRUITMENT GROUPS.  
WE DO SUPPORT TO RETAIN TEACHERS  
WITH SUPPORT AROUND TAKING OF  
THE REQUIREMENTS FOR LICENSURE  
LIKE THE MTEL SO THERE'S  
SIGNIFICANT SUPPORT THERE FOR  
RETAINING OUR STUDENTS.  
AND SO THERE'S A NUMBER OF  
THINGS THAT WE DO TO RETAIN, BUT  
I WOULD THINK THE NUMBER ONE  
THING WE CAN DO IS TO JUST GROW  
OUR OWN.  
SO ONE OF THE THINGS YOU'LL SEE  
ME COMING FORWARD NOT THIS  
YEAR'S BUDGET BUT IN FUTURE

BUDGETS IS A GROW-YOUR-OWN PROGRAM FOR OUR STUDENTS. AND THAT IS 50% OF OUR STUDENTS SPEAK THE LANGUAGE OTHER THAN ENGLISH. THEY'RE HIGHLY DIVERSITY. OUR STUDENT BODY IS VERY DIVERSE. 90% OF OUR STUDENTS, I THINK IT'S 94 ACTUALLY, PERCENT OF OUR STUDENTS ARE STUDENTS OF COLOR. AND WE NEED TO BE GETTING OUR BRIGHTEST AND MOST LOVING STUDENTS AND OUR STUDENT LEADERS AND GET THEM INTO EDUCATION EARLIER IN OUR TEACHER PROGRAMS. WE DO HAVE A TEACHER CADET PROGRAM NOW, BUT I WANT TO EXPAND THIS EVEN FURTHER BECAUSE OUR NEXT TEACHERS ARE RIGHT NOW SITTING IN A BOSTON PUBLIC SCHOOL CLASSROOM AND I THINK THAT'S THE BEST WAY TO RECRUIT AND RETAIN TEACHERS BECAUSE OF THEIR LOVE FOR THEIR SCHOOL DISTRICT AND THE NATURAL DIVERSITY THAT THEY ALREADY BRING.

>> GREAT.

THANK YOU SO MUCH, STUDENT. IS AND I'M MINDFUL OF -- SO MUCH, SUPERINTENDENT. IS YOUR INTENTION FOR SUMMER SCHOOL TO INCREASE THOSE NUMBERS BY HAVING IT BE MORE MANDATORY OR BY GETTING MORE PARENTS TO SIGN THEIR KIDS UP? OR WHAT'S THE SORT OF -- WHAT'S THE MECHANISM FOR INCREASING THAT PRESERVATION?

>> WELL, IF IT WAS UP TO ME, IT WOULD BE MANDATORY.

>> RIGHT.

BUT OUR SCHOOL POLICIES DON'T MAKE IT MANDATORY RIGHT NOW, SO I HAVE TO HAVE A DISCUSSION WITH THE SCHOOL COMMITTEE AROUND THAT.

BUT IT WILL -- I THINK IT WILL BE HIGHLY COMPELLING TO GO TO SUMMER SCHOOL IF IT'S NOT MANDATORY.

SO WE'LL BE MAKING THOSE SUGGESTIONS TO FAMILIES, AND I

THINK IT MAKES -- IT'S A LITTLE BIT EASIER FOR FAMILIES NOW AS WE -- ESPECIALLY IF WE'RE IN A REMOTE ENVIRONMENT, FAMILIES ARE GOING TO WANT THEIR CHILDREN ENGAGED IN ACTIVITIES AND WE'LL HAVE A MULTITUDE OF ACTIVITIES FOR STUDENTS TO DO IN THE REMOTE SUMMER SCHOOL OPTION.

>> GREAT.

THANK YOU.

ALL RIGHT.

>> THE ONLY CONCERN I HAVE RIGHT NOW IS JUST MAKING SURE WE HAVE ENOUGH EDUCATORS TO DO THAT. OBVIOUSLY, THIS HAS BEEN HARD ON EVERYBODY.

AND SO WE'RE STARTING UP THAT RECRUITMENT PROCESS FOR EDUCATORS.

WE MAY BE REACHING OUT TO OUR STUDENT EDUCATORS WHO ARE NEEDING TO GET THEIR PRACTICUM AND PARAPROFESSIONALS.

TYPICALLY A TEACHER HAS 22 STUDENTS IN HER CLASS.

IT MIGHT BE IN SUMMER SCHOOL YOU MIGHT HAVE LARGER CLASS SIZES FOR ONE TEACHER AND THEN USE SMALL GROUP ONE TO ONE.

BUT IT'S NOT A UP ISER SCHOOL FOR ALL STUDENTS IN BOSTON PUBLIC SCHOOLS, JUST THE STUDENTS WHO WE'VE IDENTIFIED IN OUR TIER 2 AND TIER 3 INTERVENTION THROUGH OUR STUDENT SUPPORT PROCESS OR HAVE ASSESS LOW STANDARDS.

>> I THINK WE NEED ALL HANDS ON DECK.

THERE'S A SEPARATE CONVERSATIONS THE COUNCIL AND MANY OF US ARE HAVING ABOUT YOUTH JOBS AND OPPORTUNITIES AND IF THERE'S A WAY TO HAVE OLDER PEER STUDENTS OR STUDENT TEACHERS HELPING OUT TO GET THE RATIOS DOWN, I THINK THAT WOULD BE FANTASTIC.

AND OBVIOUSLY, WE HAVE TO THINK OF SOMETHING TOTALLY NEW FOR THIS SUMMER.

I WANT TO NOW RECOGNIZE COUNCIL PRESIDENT KIM JANNEY AND SHE'LL BE FOLLOWED BY COUNCILOR EDWARDS

AND COUNCILOR FLAHERTY.

>> THANK YOU.

I WANT TO THANK YOU THE MEMBERS OF THE SUPERINTENDENT'S TEAM FORçó THEIR WORK AND THEIR PRESENTATION TODAY.

I THINK THIS IS PROBABLY THE MOST IMPORTANT CONVERSATION WE CAN BE HAVING, TALKING ABOUT HOW WE ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS IN BOSTON PUBLIC SCHOOLS.

I HAD SEVERAL QUESTIONS.

I'M SURE I WILL RUN OUT OF TIME.

SO JUST TO GET ON RECORD, I'D LIKE TO GO INTO THE ACTUAL OAG POLICY AND OFFICE.

CERTAINLY LOTS OF QUESTIONS AROUND TEACHER DIVERSITY, REMOTE LEARNING, SUMMER LEARNING OPPORTUNITIES, THE CODE OF CONDUCT, AND WHETHER OR NOT WE'RE SEEING AN INCREASE IN CYBER BULLYING GIVEN ALL THIS REMOTE LEARNING AND SOCIAL DISTANCING.

QUESTIONS AROUND TRAUMA.

I'M GOING TO START WITH TEACHER DIVERSITY AND HOPEFULLY I WILL GET THROUGH AND I WILL TRY TO BE ON THE LOOKOUT FOR THE CHAIR'S GAVEL.

INTERESTED, SUPERINTENDENT.

THIS IS REALLY OUR FIRST STUDENT WITH YOU DURING OUR BUDGET -- FIRST OPPORTUNITY WITH YOU DURING OUR BUDGET SEASON.

INTERESTED IN STARTING MY QUESTIONS ON TEACHER DIVERSITY AND WOULD LOVE FOR YOU TO KIND OF JUST START WITH --

>> I WAS HERE LAST TIME TOO.

OKAY.

WONDERFUL.

I'D LIKE TO --

>> I JUST WANT TO CLEAR THE RECORD.

I WAS HERE FOR ALL SIX OR SEVEN HOURS OF IT.

>> SO -- GOOD.

I THINK I'M GOING TO ASK A GROUP OF QUESTIONS AND THEN WE CAN GO FROM THERE AROUND TEACHER DIVERSITY.

SO I'D LOVE TO HEAR YOUR STATED GOALS AND DESIRES AROUND INCREASING TEACHER DIVERSITY, UNDERSTANDING WHERE WE ARE CURRENTLY, HOW MANY TEACHERS OF COLOR ARE THERE, JUST HAVING THAT BREAKDOWN, AS WELL AS A GENDER BREAKDOWN. CERTAINLY, I THINK WE NEED TO DO MUCH MORE IN TERMS OF MEN OF COLOR, OF BLACK MEN SPECIFICALLY, BUT LOVE TO HAVE THAT BREAKDOWN IN TERMS OF PERCENTAGES AND HOW IT RELATES TO THE STUDENT POPULATION. AND WHEN WE TALK ABOUT HIRING, I KNOW THERE WAS A SLIDE TALKING ABOUT HIRING BPS TEACHERS. I'D LIKE TO HAVE THAT BROKEN DOWN BY RACE BUT REALLY UNDERSTANDING HOW MANY WERE NEW TEACHERS. SO NOT INTERESTED IN UNDERSTANDING HOW MANY WERE PROVISIONALS THAT GOT REHIRED. I WANT TO KNOW WHO'S COMING NEW TO THE SYSTEM TO UNDERSTAND HOW WE ARE TRULY INCREASING THE NUMBER, BECAUSE WE HAVEN'T BEEN. WE'VE BEEN LOSING MORE TEACHERS OF COLOR AT A FASTER RATE THAN WE'VE BEEN BRINGING THEM IN. AND SO I REALLY WANT TO UNDERSTAND WHO'S NEW TO THE DISTRICT. AND THEN WHEN WE'RE LOOKING AT TEACHERS WHO HAVE ACHIEVED PERMANENT STATUS WITHIN BPS. I THINK THAT MIGHT BE SOMETHING WE MIGHT WANT TO TRACK REGULARLY, JUST UNDERSTANDING WHO IS MAKING TO PERMANENT STATUS AND WHAT THE BREAKDOWN IS. WHAT INVESTMENTS IN THIS BUDGET ARE GOING TOWARD TEACHER DIVERSITY AND WHAT BARRIERS ARE AROUND THAT INHIBIT US FROM REACHING THE GOALS? BECAUSE WE ARE STILL NOT WHERE WE NEED TO BE IN TERMS OF OUTDATED COURT ORDERS BUT NOT EVEN WHERE WE NEED TO BE IN TERMS OF MORE UPDATED GOALS THAT

HAVE BEEN STATED BY THE BOSTON SCHOOL COMMITTEE AND THAT ARE ALSO STATED IN THE OPPORTUNITY AND GAP POLICY.

I KNOW A LIST OF SCHOOLS WAS BEING WORKED ON WHO CONSISTENTLY HAD CHALLENGES WHEN IT CAME TO HIRING DIVERSE STAFF.

WHERE ARE WE THERE?

DO WE HAVE ANOTHER TEN SCHOOLS THAT EXEMPLIFIED BEST PRACTICES? AND HOW DO WE USE THOSE LESSONS?

I WANT TO UNDERSTAND HOW THE OFFICE OF EQUITY IS UTILIZING ITS AUTHORITY TO OVERSEE HIRING AND MAKING SURE THAT THESE ARE DIVERSE HIRINGS?

WHAT ROLES ARE SCHOOL COUNSELORS PLAYING IN THE HIRE?

AND BREAKDOWN OF WHAT LANGUAGE IS SPOKEN IF WE HAVE THAT DATA.

AND IF WE DON'T HAVE THAT DATA, WHY DON'T WE HAVE THAT DATA?

SHOULD WE BE COLLECTING THAT DATA?

IN TERMS OF GROW-YOUR-OWN, YOU KNOW, I'M EXCITED TO ENCOURAGE YOUNG PEOPLE TO GO INTO TEACHING.

I THINK IT IS A WONDERFUL FIELD. I COME FROM FAMILY OF EDUCATORS MYSELF.

I'D BE INTERESTED IN UNDERSTANDING WHERE -- ANYWHERE IN THE COUNTRY WE HAVE SEEN A SUCCESS RATE OF A GROW-YOUR-OWN PROGRAM THAT HAS YIELDED EVEN HALF OF A CLASS OF KIDS THAT HAVE NOW COME BACK TO TEACH.

SO IF WE'VE SEEN A 50% YIELD OR GREATER, I'D BE INTERESTED IN SEEING THAT SUCCESS, BECAUSE I WOULD -- I WOULD ANTICIPATE THAT YOU'RE GOING TO LOSE A LOT OF FOLKS ALONG THE WAY.

AND SO I DON'T WANT TO PUT TOO MANY EGGS IN THAT BASKET.

I'D BE INTERESTED IN WHAT OTHER INVESTMENTS WE'RE MAKING AND WHAT OTHER PROGRAMS ALSO EXIST.

I KNOW THERE'S BEEN A LOT OF INTEREST IN THE PAST AROUND PARAPROFESSIONALS AND HOW WE ARE UTILIZING THAT AS A PIPELINE.

SO I'D BE INTERESTED BEYOND THE GROW-YOUR-OWN WITH HIGH SCHOOL KIDS, WHAT OTHER PROGRAMS WE HAVE, WHAT THE RESULTS HAVE BEEN, WHETHER OR NOT WE'VE HAD SUCCESS, WHETHER THERE ARE LESSONS THAT WE'RE LEARNING, WHETHER WE'RE STILL DOING THESE PROGRAMS OR NOT.

AND THEN I HAVE OTHER QUESTIONS THAT I'LL JUST KEEP GOING UNTIL I GUESS I SEE THE GAVEL.

DOES TA THAT MAKE SENSE OR NO, MADAME CHAIR?

SHOULD I LET THE RESPONSE AND THEN --

>> YEAH, PROBABLY IDEALLY AT THIS POINT, LET THEM RESPOND TO SOME OF THAT STUFF.

>> THANK YOU, MADAME CHAIR. AND THEN IF WE HAVE TIME, I HAVE, OBVIOUSLY, THE OTHER CATEGORIES THAT I'D LOVE TO TALK ABOUT AND I'M HAPPY TO WAIT FOR THE REMAINING ROUND.

THANK YOU.

>> GREAT.

THANK YOU.

>> THAT WAS A LOT OF QUESTIONS, COUNCILOR JANEY.

I HAVE SOME OF THEM WRITTEN DOWN AND SOME OF THEM I MAY NEED TO CALL A FRIEND AND ASK MR. KUDER TO HELP ME WITH A FEW OF THEM.

TEACHER DIVERSITY IS AN ABSOLUTE IMPORTANT PART OF OUR WORK.

AS I WENT AROUND STRATEGIC PLANNING, I HAD -- THIS WAS THE ONE THING THAT CAME UP IN EVERY SINGLE COMMUNITY MEETING WAS TO HAVE TEACHERS AND WORKFORCE, QUITE FRANKLY, ACROSS THE ENTIRE DISTRICT REFLECTIVE OF OUR STUDENTS' LANGUAGE AND CULTURAL HERITAGE.

SO WE ARE ABSOLUTELY WORKING ON THAT.

WE HAVE ADDED A POSITION THIS PAST YEAR IN OUR RECRUITMENT OFFICE IN CAPITAL TO KIND OF BIFURCATE BOTH RETENTION AND RECRUITMENT.

AND SO WE'VE BEEN WORKING ON THAT ALL YEAR TO STRENGTHEN

THAT.

WE HAVE A PROGRAM THAT WE DID FOR HBCUs, WHICH IS A NEW PROGRAM TO DO SOME WORK WITH HBCUs.

WE GOT A \$90,000 GRANT FROM THE DESE TO DO THE WORK AND AS YOU KNOW DESE HAS IT IN THE MOU AS ONE OF THEIR TOP PRIORITIES WORK WITH US, SO THEY'RE GOING TO BE WORKING ON A HOUSING PROGRAM WITH US AROUND HOW CAN WE HELP TEACHERS WITH TEACHER HOUSING? THERE'S ANOTHER 50,000 FOR DIVERSITY RECRUITMENT THAT WE HAVE IN THIS BUDGET, AND THEN JUST SOME OF THE DATA QUESTIONS THAT YOU HAD, I BELIEVE WE ARE -- WE HAVE 46% OF OUR HIRES HAVE FLUENCY IN ANOTHER LANGUAGE AND I BELIEVE BUT I HAVE TO GET THIS CONFIRMED, 84% OF OUR TEACHERS ARE RETAINED EACH YEAR. NATE, DO YOU KNOW IF THAT'S CORRECT?

I THINK THAT THAT IS A CORRECT NUMBER.

>> YES.

OKAY.

YES.

I THINK 84% OF OUR TEACHERS ARE RETAINED.

AND THE QUESTION YOU ASKED ABOUT GETTING TO WHAT'S IT CALLED HERE IN BOSTON?

COMP -- ACHIEVEMENT -- WE CALL IT ACHIEVEMENT OF TENURE.

>> YES.

PERMANENT STATUS.

PERMANENT STATUS.

>> RIGHT.

I HAD TALKED WITH JESSICA TANG ACTUALLY ABOUT THIS EARLIER BECAUSE I THINK SHE HAS A SHARED GOAL OF DIVERSIFYING HER CORE MEMBERS AS WELL.

AND I THINK ONE OF THE STRATEGIES THAT I WOULD LOVE TO EXPLORE IS JUST OUR ABILITY TO GIVE PERMANENT STATUS TO A TEACHER EARLIER THAN THE THREE YEARS.

OBVIOUSLY, THAT HAS A LOT OF LABOR IMPLICATIONS TO IT.



AND SO I'D LIKE TO THINK REALLY CRITICALLY ABOUT THAT, BUT IF WE KNOW A TEACHER IS EXCEPTIONAL AND DOING WELL AND A TEACHER OF COLOR, WE DON'T WANT TO LOSE THEM TO BUMPING OR TO LAYOFFS. AND SO I THINK IT'S IMPORTANT AS THE CONSIDERATION.

WE ARE STILL UNDER THE GARRITY ORDER.

SO WE DO STILL HAVE OUR DIVERSITY GOALS UNDERNEATH THE GARRITY ORDER.

AND SO WE ARE STILL VERY MINDFUL OF THOSE DIVERSITY GOALS UNDERNEATH THAT AS WELL.

THE 1010 INITIATIVE, I KNOW I'VE -- I'VE BEEN BREACHED ON IT.

IT'S BEEN A WHILE SINCE I'VE BEEN BRIEFED ON THE NUMBERS BEEN A WHILE SINCE I WAS BRIEFED ON IT. I DO KNOW OUR SCHOOLS INCREASED I DON'T HAVE THE EXACT PERCENTAGES MEMORIZED YET. DO YOU HAVE THOSE THOSE NUMBERS?

>> I'LL SHARE THE SLIDE NUMBER NINE DOES SHOW ALL OF THE HIRING.

>> THANK YOU, NATE.

COULD YOU BREAK IT DOWN HOW MANY ARE NEW AND NOT JUST THE PROVISIONAL.

IF I UNDERSTAND IF YOU RETAIN 84 % OF YOUR TEACHERS IS IT FAIR TO SAY 16 % ARE COMING FROM ELSEWHERE?

>> SO, THE NUMBERS IN TERMS OF EXTERNAL HIRES, YES.

>> OF THE POSITION THAT WERE HIRED I'M HAVING A DEMONINATER ISSUE.

SOME OF THE HIRES ARE TEACHERS MOVING POSITIONS.

THAT'S NOT A PROVISIONAL TEACHER STAYING IN THE SAME POSITION AND MOVING UP A YEAR OF EXPERIENCE.

>> I'M SORRY.

I WOULD LIKE A BREAKDOWN OF EXTERNAL HIRES TO UNDERSTAND HOW WE ARE MOVING TOWARDS A GOAL AND WHILE IN COMPLIANCE AND STILL UNDER THE COURT

ORDER WITH THIS, REALLY THE GOAL OF THE BOSTON SCHOOL COMMITTEE, WAS TO HAVE THE TEACHER DIVERSITY REFLECT THE DIVERSITY OF THE STUDENT BODY.

THAT'S ON RECORD, THE STATED GOAL OF THE SCHOOL COMMITTEE AND THE OPPORTUNITY AND ACHIEVEMENT GAP.

I WOULD HOPE WE DON'T LOOK AT THE COURT ORDERMENT THAT'S LIKE A BARE MEN MUM FLOOR. WHEN WE LIFT IT UP WE TREAT IT LIKE IT IS OUR GOAL IT'S OFFENSIVE TO THINK ABOUT OUR TEACHERS 25 % BLACK AND 15 % OTHER.

I FIND IT OFFENSIVE. THE LARGEST GROUP AND GAB OF KIDS THAT DON'T HAVE A TEACHER THAT LOOK LIKE THEM ARE LATINO STUDENTS.

WE HAVE A TO PEEL BACK THE ONION TO UNDERSTAND THE NUANCES OF HIRING.

WE DON'T WANT TO RECOUNT TEACHERS AND THINK WE ARE DOING A GOOD JOB BUT THEY WERE IN OUR SYSTEM THAT ARE JUST BEING REASSIGNED TO A NEW POSITION.

>> THE EXTERNAL HIRES WERE 36 % OF THE CANDIDATES.

FOR EXTERNAL HIRES 36 % OF THE CANDIDATES HIRED WERE CANDIDATES OF COLOR, THAT'S DOWN SLIGHTLY.

OVERALL, 30 % OF OUR HIRES WERE EXTERNALS.

EXTERNAL CANDIDATES WERE TWO TIMES OUR RESPECTIVELY MORE LIKELY TO BE HIRED THAN WHITE CANDIDATES.

THE POOL IS MUCH LESS DIVERSE.

THIS IS CONSISTENT WITH PRIOR YEARS, THE TEAM HAS DONE THE DEEP DIVE AND STARTED TO PEEL IT BACK.

ROUGHLY 50 % WHEN AN APPLICANT IS A CANDIDATE THAT'S NOT HIRED IT IS BECAUSE ANOTHER CANDIDATE WASN'T HIRED IN THAT

POSITION.

21 % OF THE TIME THEY ARE NOT  
LICENSED FOR THE POSITION THEY  
WILL SUPPORT OUR INVESTMENT IN  
THE END.

THAT'S A PROGRAM WHERE WE HAVE  
SEEN A LOT OF SUCCESS.

>> EXACTLY.

THANK YOU FOR THAT.

THIS IS THE LAST THING I'LL  
SAY APPEARED SAVE THE OTHER  
TOPICS FOR THE NEXT ROUND.  
I REALLY APPRECIATE YOU  
TALKING ABOUT THE HOUSING  
ISSUE.

WHEN IT COMES TO DIVERSE  
RECRUITMENT IT'S BEYOND WHAT  
IT IS YOUR OFFICES CAN DO.

WE HAVE ISSUES OF BIG BOLD  
IDEAS AND A CITY VIEWED AS  
BEING RACIST I LIKE HOW WE CAN  
TACKLE THOSE TOGETHER.

I'LL WAIT TO THE NEXT ROUND.

>> UP NEXT IS LYDIA AND  
COUNCIL FLAHERTY.

>> COUNCIL EDWARDS.

THANK YOU VERY MUCH.

I WOULD LIKE TO THANK THE  
IMPROVEMENT AREAS.

I THINK ESPECIALLY IN BOSTON  
AND CHARLESTON THEY HAVE A BIG  
POPULATION.

I'M CONCERNED ABOUT THE KIDS  
THAT ARE ENGLISH LEARNERS AND  
HAVE SPECIAL NEEDS AT THE SAME  
TIME.

I'M FRIGHTENED ABOUT WHAT THIS  
PAUSE IN EDUCATION IS DOING TO  
THEM AND HOW WE WILL MEASURE  
AND KEEP TRACK OF GETTING THEM  
BACK ON TRACK.

THIS IS FRIGHTENING FOR ME AND  
A LOT OF MY PARENTS.

I'LL JUST PUT THAT OUT THERE I  
WOULD LIKE TO KNOW HOW WE WILL  
MEASURE OR CHECK IN ON THE  
LITTLEST THAT ARE ENTERING OUR  
SYSTEM OR IN OUR SYSTEM BUT  
NOW HAVE NO ACCESS TO  
TECHNOLOGICAL LEARNING THE  
BABIES AND THE LITTLE ONES.  
NOT BABIES BUT THEY ARE ADD A  
HUGE DISADVANTAGE.  
ESPECIALLY IF THEY ARE SPECIAL

NEEDS AND DON'T SPEAK ENGLISH TOO.

HOW WELL WILL WE COMPENSATE FOR THE GAP.

WHERE DOES IT SHOW IN THE BUDGET.

WE HAD IT BEFORE THE PANDEMIC AND I NEED TO KNOW WHAT THE CHANGE WAS I KNOW K 2 IS NOT AVAILABLE.

IT'S DUE TO WE NEED TO MEASURE LANGUAGE ACCESS, RIGHT.

HOW DO YOU MEASURE IT FOR THE LITTLE ONES.

I KNOW IT'S DELAYED UNTIL JULY.

HOW WILL WE GET AN ASSESSMENT OF WHETHER THEY ARE ABLE TO BE IN K-2 AND PLACE THEM THERE.

NUMBER THREE, WE RESPONDED TO THE RSP.

>> HELLO.

WE DIDN'T GET A RESPONSE TO THE RSP FOR THE EXAM SCHOOL EXAM.

IS THERE ROOM FOR JUST USING THE M CATS AND TAKING THE TOP PERCENTAGE OF OUR KIDS TO GO TO EXAM SCHOOLS, I DON'T KNOW, LITERALLY, FILL IN THE BLANK.

WE DON'T HAVE A TEST.

I NOTICED WITH THE LIST AVAILABLE THERE.

IF YOU ARE ON THE INCLUSION TRACK YOU HAVE LESS OPTIONS.

I KNOW THIS WAS BEING ADDRESSED, NATHAN.

YOU ARE WAIT LISTED AT FEWER SCHOOLS AND NOT LISTED AT THE TOP HOW WILL WE ALLOW THIS FOR AS MANY OPTIONS IF WE GET THEM A SMALL LIST OF KIDS TO APPLY TO AND WAIT LIST IT ONLY AT THOSE ONES.

THOSE ARE MY QUESTIONS FOR NOW.

I'LL WAIT FOR YOUR ANSWERS THEN I'M DONE.

>> I EAT KNOLL I DO -- I KNOW WE WANT TO GET DEEP IN THE WEEDS ON THE INCLUSION PIECES.

I KNOW WE'LL TALK ABOUT THOSE AT LENGTH THIS AFTERNOON.

>> I KNOW, AN OPPORTUNITY CAME  
AND I'M UNDER MY 5 MINUTES.

>> YOU ARE.

THANK YOU.

, COUNCILOR WE'LL

ADDRESS THOSE QUESTIONS THIS  
AFTERNOON.

I HAVE THE OTHER ONES WRITTEN  
DOWN THERE WAS INCLUSION AND  
ESP AND K 2 LINE.

IT ' RELATED TO E.L. I THINK  
WE CAN --

>> YEAH, THE K 2 DUAL  
EMERSION.

>> INCLUSION SCHOOL.

THE K 2 DUAL LANGUAGE  
FOR THE VETO VETO VIETNAMISE.

>> I SEE.

T'S NOT JUST ABOUT E.L.

IT'S ABOUT THE K 2'S COMING  
OUT.

I PROMISE.

>> OKAY.

WITH E.L. AND THE K 2 WITH THE  
DELAY IN TESTING I'LL BRING  
THAT BACK THIS AFTERNOON AND  
SHARE WITH YOU THEN.

INCLUSION, WE DON'T YET HAVE  
AN ANSWER FOR ALL OF OUR  
INCLUSIONARY PRACTICES FOR  
NEXT YEAR.

WE ARE WORKING WITH THEM ON  
INCLUSION OTHER THAN WHAT WE  
HAVE ALREADY BEEN DOING.  
UNLESS NATE HAS ADDITIONAL  
LANGUAGE.

I KNOW WE DID PARAPROFESSIONAL  
INCREASES.

WE DID REISSUE THE R.P.s.

WE EXPECT TO HAVE THOSE  
THERE.

WE HAD A NUMBER OF INTERESTS  
IN THE RFP.

THEY HAVE PULLED IT DOWN SO TO  
SPEAK.

THEY SAY WHETHER THEY INTEND  
TO BID OR INTEREST IN  
BIDDING.

THEY PULLED IT DOWN AS  
INTEREST IN BEDDING.

WE KNOW THERE IS STILL  
INTEREST, I DON'T KNOW.

THEY ARE NOT GIVING THE  
MCAST.

WE CAN'T USE THAT.  
WE WOULD HAVE TO LOOK AT OTHER  
OPTIONS IF THERE IS NOT A  
BIDDER.

I FULLY EXPECT THERE WILL BE A  
WIDTHER, SO, I THINK THAT  
ANSWERS YOUR QUESTIONS.  
WE'LL GET TO THE OTHERS THIS A  
NOON.

>> THANK YOU.

I'LL ALSO MAKE SURE WE GET  
ALL OF THOSE ANSWERED THIS  
AFTERNOON.

I'LL RECOGNIZE COUNSELOR  
FLAHERTY, THEN GORGE.

>> I'LL JUST RAPID FIRE THREE  
I WOULD LIKE TO GET ANSWERS.  
THIS IS WHY THEY REPORTED BACK  
IN FEBRUARY OF 2017 THE CITY  
OF BOSTON HAD HUNDREDS OF  
UNLICENSED OR UNDER LICENSED  
TEACHERS IN THE CLASSROOM,  
GIVEN WE ARE IN A GLOBAL  
ECONOMY DRIVEN BY STEM NOT  
ENOUGH KIDS ARE GETTING INTO  
BOSTON COLLEGES AND  
UNIVERSITIES.

THE SATS, MCATS, ACTS HAVE  
BEEN POSTPONED.

I DON'T WANT TO DISREGARD OUR  
TEACHER REQUIREMENTS.

HOW MANY TEACHERS ARE NOT  
CERTIFIED OR UNDER CERTIFIED?

NEXT AREA IS THE VISION FOR  
PERSUADING I WOULD LIKE TO  
KNOW WHAT SCHOOLS ARE  
PARTICIPATING PARTICULARLY OUR  
FIRST APPEARED SECOND GRADE  
FAMILIES TAKING ADVANTAGE OF  
THIS.

I HAVE EXPERIENCE WITH MY OWN  
KIDS.

NOT BEING ABLE TO SEE THE  
CHALKBOARD AND SPIRALING DOWN  
FROM THERE.

ESPECIALLY IN THE EARLIER  
GRADES.

IF YOU CAN'T SEE IT YOU WON'T  
BE ABLE TO DO THE ALPHABET.

WE NEED TO PUMP THE BREAKS AT  
THAT POINT AND MAKE SURE WE  
DON'T HAVE CHILDREN WITH  
VISION ISSUES AND PROBLEMS  
THAT LEAD TO A LOT OF OTHER

ISSUES AS WELL IN THE CLASSROOM.

LASTLY, IN THE ACTIVATE PARTNERSHIP CATEGORY. IT WAS NUMBER SIX ON THE SLIDE SHOW. I WAS VERY HAPPY TO SEE PRIOR TO COVID-19 WE HAVE COMMUNITY ENGAGEMENT.

THAT'S ONE QUESTION I GET A LOT HOW CAN COMMUNITY BASED PARTNERS ENGAGE WITH THE DISTRICT.

CAN YOU TALK ABOUT WORK TO DATE AROUND THE PARTNER BPS PROGRAM.

MANY OF THE NONPROFITS HAD TO MOVE THEIR SERVICES IN LIGHT OF THE COVID-19 RESPONSE AND OR HAD TO PUT-ON FUND-RAISING EFFORTS IN LIGHT OF THE COVID-19.

THIS WILL BE CATASTROPHIC FOR OUR NONPROFIT PARTNERS.

IS THERE A PLAN FOR COMMUNITY BASED ORGANIZES THAT PROVIDE YEAR-ROUND SERVICES FOR THE KIDS.

THANK YOU, MADAM CHAIR AND REPRESENTATIVES.

I JUST WANT TO TOUCH ON THE THREE AREAS.

THANK YOU.

>> I'LL ASK DAVID BLOOM TO TALK ABOUT THE VISION TEST.

WE DID ADD A PARTNERSHIP POSITION IN OUR COMMUNITY ADVANCEMENT OFFICE.

MARGARET FARMER IS LEADING THAT WORK AND DOING AN INCREDIBLE JOB OF COORDINATING ALL OF THE PARTNERS DURING THIS TIME.

I KNOW NATE CAN SPEAK TO OUR FINANCIAL AGREEMENTS WITH OUR PARTNERS DURING THE TIME OF COVID-19 IN TERMS OF TRYING TO SUPPORT THEM AND HELP THEM AS WELL.

THE DAY AFTER WE MADE THE ANNOUNCEMENT TO CLOSE THE SCHOOLS I WAS ON THE PHONE WITH CHRIS SMITH.

YOU KNOW, WE HAVE HUNDREDS OF PARTNERS WE HAVE FOR SUMMER

SCHOOL.

THEY ARE TYPICALLY SUMMER LEARNING AND OPPORTUNITIES FOR KIDS.

WE ARE IN CLOSE CONTACT WITH TALKING TO THEM AND THE Y. ALSO IT'S A HUGE PART OF OUR HUB SCHOOL MODEL.

WE HAVE CONVENED WITH DR. BRAN DON AND MYSELF OTHERS ARE GIVING US INCREDIBLE FEEDBACK AND CONNECTING WITH US ON THE EFFORTS AROUND COVID-19 AND SUMMER PLANNING.

>> SUPERINTENDENT, I WOULD LIKE TO GIVE YOU AND FOLKS A SHOUT OUT FOR THE WORK YOU ARE DOING DURING THIS TIME, THE DISTRIBUTION OF THE CHROME BOOKS YOUR ATTENTION TO DETAILS AND BEING ON THE CALLS HAVE BEEN VERY HELPFUL AND ALSO HELPFUL TO PARENTS AND CONSUMERS.

THANK YOU FOR YOUR EFFORTS AS WELL AS YOUR ENTIRE TEAM.

>> THANK YOU, WE HAVE GREAT TEACHERS DOING REINVENTING EDUCATION ON THE SLIDE HERE. I WOULD ALSO LIKE TO MENTION THE YOUTH EMPLOYMENT JOBS PART.

WE ARE WORKING WITH THE MAYOR AND HIS STAFF ON YOUTH EMPLOYMENT AND SUMMER CAMP AND TRYING TO FIGURE OUT HOW TO DO DO BETTER ENGAGEMENT ON THAT.

>> NATE.

I'LL TALK FIRST ABOUT THE PARTNERSHIP PEACE.

WE WANT TO ENSURE IMPORTANT RESOURCES AND PROVIDE STABILITY TO THOSE PARTNERS. THEY ARE EXPERIENCING DECLINE AND FUND-RAISING AND MANY HAVE UNCERTAINTY IN TERMS OF THEIR OWN FUTURE.

WE NEED TO MAKE SURE THEY ARE OPERATING GOING INTO THE FALL.

WE HAVE WORKED WITH ALL OF OUR CONTRACTORS TO MODIFY THE CONTRACT AND SERVICES TO STUDENTS WE HAD INTERESTING



SUCCESS IN SPECIAL EDUCATION  
FOR SERVICE PROVIDERS.

ALL OF OUR PARTNERS WILL  
CONTINUE TO PAY THEIR  
EMPLOYERS.

THIS IS PART OF THE  
RESILIENCY.

WE HAVE ALSO BEEN WORKING WITH  
AND THIS COVERS A LOT OF  
DIFFERENT THINGS.

PARTNERS LIKE CITY CONNECT.  
IT INCLUDES PARTNERS AND  
CONNECTED THROUGH SCHOOL WITH  
SERVICE PROVIDERS.

IT INCLUDES OUR SPECIAL ENL UM  
INJURIATION SERVICE  
PROVIDERS.

WE HAVE BEEN WORKING WITH  
THOSE PROVIDERS TO MAKE SURE  
WE MODIFY THOSE CONTRACTS.  
WE WILL FIND SECURITY FOR THEM  
INTO NEXT YEAR SO THEY ARE  
AVAILABLE WHEN WE RESTART.  
WE KNOW, CHAIRMAN FOX.

I SAID THIS ONCE TODAY.  
IT'S ALL HANDS ON DECK.

WHEN WE GET BACK TO SCHOOL IN  
THE FALL AND STARTING OVER THE  
SUMMER.

WE WILL NEED THEM TO BE STRONG  
AND READY TO SERVICE OUR  
KIDS.

THE PARTNERSHIP IS AN  
INCREDIBLE DIFFICULT  
PARTNERSHIP.

WITH ALL OF THOSE AWKWARD  
PLACES.

DAVID HAS THE NUMBERS AND IT'S  
BEEN A GREAT PIOLET PROGRAM.

>> I'M REALLY EXCITED FOR  
THIS.

WE DO IT FOR CLIMATE.

WE WOULD LIKE TO CONTINUE  
SCREENINGS AND EXAMS ON  
STUDENTS.

PRIOR TO BEING CHECKED OUT FOR  
COVID-19 JUST SHORT OF 1900  
VISION SCREENING PER  
PERFORMED.

THIS IS ACROSS 13 SCHOOLS.

WE ALSO HAD 450 EYE EXAMS.

THOSE SCHOOLS WERE THE BTU

SCHOOLS, THE CONWAY, EAST  
BOSTON, HENDERSON, HERNANDEZ,

IRVINGS, JOHN F. KENNEDY,  
SUMNER AND MORE.

WE WERE EXCITED OF THE PIOLET  
PROGRAM AND WE HOPE TO  
CONTINUE TO BUILD UPON IT.  
YOU MENTIONED THE FIRST AND  
SECOND GRADE.

DUE TO THE COMPLEXITY OF THE  
COMPREHENSIVE EYE EXAM AND  
DILATION, 2020 ON-SITE WE ARE  
UNABLE TO PREFORM EXAMS ON  
STUDENTS THAT YOUNG.  
PREVIOUSLY WE ONLY DID IT WITH  
HIGH SCHOOL STUDENTS.  
WE WORKED WITH THEM.  
WE ARE WORKING WITH GRADES 4  
AND UP.

THEY HAD THEIR OWN PRIVATE  
CARE PROVIDER.  
THEY CAN STILL GET THE PARKER  
GLASSES IF PRESCRIPTIONS WERE  
SUBMITTED.

WE JUST CAN'T DO THE ACTUAL  
READING.

WE WILL CONTINUE TO WORK AND  
EXPAND THAT PROGRAM.

WE ARE REALLY EXCITED BY IT.  
>> GREAT.

ARE WE ALL SET?

>> YES, THANK YOU.

IF WE DON'T DO THE PUPIL  
DILATIONS BUT IF WE CAN JUST  
DO THE BASIC SCREENING WHICH  
IS PART OF THE EXAM.

IF THEY WOULD CONSIDER A  
RELAXED STYLE OF EXAM WITHOUT  
THE PUPIL DILATION IT WOULD GO  
ALONG WAY FOR THOSE  
UNSUSPECTING PARENTS OF A  
CHILD NOT KNOWING THEIR VISION  
IS OFF AND BEING ABLE TO JUMP  
ON THAT AT THE EARLIEST STAGE  
IS CRITICAL.

WE WILL KEEP KIDS FOCUSED AND  
MOTIVATED.

>> GREAT, THANK YOU, NEXT STEP  
IS COUNSELORON.

COUNSELORON.

>> THANK YOU FOR THE  
PRESENTATION.

I HAVE A FEW QUESTIONS.

I'M EXCITED ABOUT THE TEACHER  
PROGRAM MY MOTHER-IN-LAW WAS A  
BOSTON PUBLIC SCHOOLTEACHER.

SHE DID THIS ALONG TIME AGO  
BUT YOU HAVE A GRADE OF A B OR  
ABOVE AND GOOD GO AHEAD  
AVERAGE YOU WERE ABLE TO TRAIN  
WITH THE TEACHER FOR FREE AND  
COME BACK INTO THE SYSTEM AND  
TEACH IN BOSTON PUBLIC SCHOOLS  
WHICH IS WHAT SHE DID.

I THINK, YOUR TEACHER CADET  
PROGRAM WAS SOMETHING FROM THE  
INSTITUTION.

IN THE CITY AND REGION.

IT'S A GREAT WAY FOR THE  
TEACHING STAFF AND GIVE WAY TO  
INSPIRING.

THEY ONE OF THE THINGS I  
ADMIRE IS DOING A LOT OF WORK  
WITH PARENTS ABOUT THE  
EDUCATION.

THEY HAVE AN ACTIVITY GOING ON  
YOU INCREASE THE LANGUAGE  
PROFICIENCY.

IT INCREASING THEIR ECONOMIC  
STATUS AND ALSO HELPS THEM BE  
BETTER ADVOCATES FOR THEIR  
STUDENTS.

IF THERE IS MORE MONEY TO BE  
ALLOCATED TO THE AREA OF  
AVOCATION AND OTHER CHILDREN  
YOUR ELL LEARNERS AS WELL.

I THINK YOU CREATE A BETTER  
INFRASTRUCTURE FOR THAT.

I HAD A QUESTION ABOUT EARL  
LEARNING CENTERS AND EARLY  
EDUCATION.

WHERE ARE WE ON THE GOAL OF  
ACHIEVING UNIVERSAL PRE-K FOR  
OUR STUDENTS IN BOSTON.

IT'S CRITICALLY IMPORTANT IN  
TERMS OF READINESS.

I MENTIONED THE VISION  
ASSESSMENTS AND EQUIP OUR  
STUDENT NURSES AND TEACHERS  
WITH A CHECKLIST.

THINGS TO LOOK RIGHT FOR IN  
TERMS OF FUNCTIONALLIZATION.

YOU MIGHT BE ABLE TO DESIGNATE  
STUDENTS FOR THIS AND HAVE  
THEM ASSESSED FARTHER ALONG.

I WORKED FOR 16 YEARS AT THE  
SCHOOL OF THE BLIND.

WE PERFORMED ASSESSMENTS AND  
WE LEARNED 80 % OF WHAT WE  
LEARNED WAS THROUGH THE VISION

SYSTEM.

I'M SURE MAKING SURE STUDENTS  
CAN SEE WELL IS VERY  
IMPORTANT.

THAT'S ALL THE QUESTIONS I  
HAVE FOR NOW.

>> THANK YOU, COUNCILOR.  
I DON'T HAVE THE NUMBERS  
OFFHAND FOR THE EARLY LEARNING  
WE HAVE HAD SEVERAL MEETINGS  
FOR OUR EARLY LLARNING TEAM.  
IN BOSTON WE HAVE 80 TO 90 %  
CAPACITY IN THE BUILDING FOR  
WHAT WE CAN HOLD.

WE STARTED WORKING WITH  
COMMUNITY BASED ORGANIZES.  
THE STRATEGY IS TO GET MORE  
COMMUNITY BASED ORGANIZE  
AROUND QUALITY.

IT'S OF LEARNING  
OPPORTUNITIES.

THE BIGGEST BARRIERS THERE.  
THIS IS AROUND LICENSETURE FOR  
TEACHERS.

WE ARE WORKING THROUGH THOSE  
BARRIERS AND PARTNERS AND  
TRYING TO INCREASE THE NUMBER  
OF COMMUNITY BASED PARTNERS IN  
THE PROGRAM.

>> THE NUMBERS FOR THAT FOR  
UPK THE COMMUNITY BASED  
ORGANIZE AS YOU KNOW WITH  
PUT-OUT AN RFP FOR PARTNERS  
AND ASSESSED THEIR READINESS  
AND CAPACITY TO SEVER STUDENTS  
IN THEIR HARD TO SEVER  
NEIGHBORHOODS.

THIS IS BASED ON GEOGRAPHY AND  
PARTNERSHIPS.

FOR THIS CURRENT FISCAL YEAR  
WE HAD 416 SEATS.

IN UNIVERSAL PRE-SCHOOL.  
OUR GOAL IS TO GET UP TO 600  
SEATS IN UPK AND THE GOAL IS  
TO GET TO 750 COMMUNITY BASED  
4-YEAR-OLD SEATS IN OUR  
PARTNERSHIP.

THAT'S THE PLAN A PARTNERSHIP  
IN TERMS OF FUNDING INCLUDED  
IN OUR GENERAL FUND AND A PROP  
ASIAN.

WE CAN EXPAND UPK AND THE CITY  
OF BOSTON TRUCKS WE SET UP TO  
SUPPORT THE EXPANSION

INCLUDING PROFESSIONAL  
EXPANSION.

THAT'S OUT OF OUR EARLY  
CHILDHOOD OFFICE AND ACADEMICS  
TO SUPPORT AND PROVIDE HIGH  
QUALITY CURRICULUM TO THOSE  
PROGRAMS YOU PROVIDE TECHNICAL  
SUPPORT AND TEACHER PAY.

WE CAN EXPECT THE SAME LEVEL  
OF QUALITY.

AS I MENTIONED YOU REALLY HIT  
THE NAIL ON THE HEAD.

K ONE EXPANSION IS CRITICAL TO  
CLOSE ACHIEVEMENT GAPS. IT'S  
ALSO PART OF IT.

WE HAVE THE PRY PRIORITY TO  
EXPAND.

WE KNOW OUR CLASSROOMS ARE IN  
USE AND WE DON'T HAVE  
AVAILABLE CLASSROOMS WHERE WE  
HAVE DEMAND FOR K ONE SEATS.  
THAT'S PART OF THE PLANNING TO  
CREATE MORE K 1 IN OUR  
SCHOOLS.

WE KNOW THAT'S THE FIRST CHOSE  
AMONG OUR FAMILIES.

>> JUST A FOLLOW UP QUESTION,  
I HAD A QUESTION ABOUT THE  
BALDWIN.

I UNDERSTAND THAT PARENTS CAN  
SIGN-UP IN THE SPRING FOR THIS  
POSITION AT THE BALDWIN.

THEY GET OFFERED A POSITION  
FOR THEIR CHILD.

THEY DON'T GET, I THINK THERE  
IS A PROBLEM WITH THE RSVP  
SITUATION AND THE BPS DOESN'T  
FOLLOW UP WITH PARENTS UNTIL  
SIX WEEKS AFTER-SCHOOL  
STARTS.

THAT LEAVES US WITH THE POSEN  
WHICH WILL SEATS NOT AVAILABLE  
FOR SOMEONE ELSE WHO MIGHT BE  
ABLE TO BAIL US OUT.

IS THERE ANY WAY WE CAN  
STREAMLINE THAT PROCESS, I  
MIGHT BE DOING THIS VERY  
CLUMSILY.

>> I THINK REGISTRATION IS A  
TOPIC OF A FUTURE HEARING.  
WE CAN TALK IN MORE DETAIL  
ABOUT IT.

THIS IS AN AREA THAT I HAVE  
BEEN VERY FOCUSED ON OVER THE

LAST FEW YEARS.  
OUR WELCOME SERVICES TEAM  
OVERSEES THE MANAGEMENT.  
ASSIGNMENTS DO HAPPEN.  
ASSIGNMENTS FOR K ONE HAVE  
HAPPENED AND FAMILIES ARE  
EVALUATING BPS VERSES OTHER  
OPTIONS.  
WE HAVE AN RSVP SYSTEM AND  
IT'S UNRELIABLE IN A NUMBER OF  
WAYS.  
FAMILIES THAT SAY THEY ARE  
COMING TO BPS THEY DON'T  
ENROLL IN THE FALL.  
SOME FAMILIES THAT SAY THEY  
AREN'T COMING STILL SHOW UP.  
WE ARE STILL TRYING TO MANAGE  
THAT AND GET THEM TO TELL US  
THEIR PLANS.  
ONCE WE HAVE AN AVAILABLE SEAT  
WE BEGIN CLEARING IT.  
WE DON'T WAIT UNTIL OCTOBER  
AND WE DO IT OVER THE SUMMER  
TO MAXIMIZE TO TRY AND  
IDENTIFY THIS.  
WHAT HAPPENS IS WE HAVE A  
PERIOD WHERE FAMILIES, IF THEY  
DON'T SHOW UP ON THE FIRST DAY  
THEY AREN'T UNEVEN  
UNENROLLED.  
YOU DO CLEAR THE ROSTER WHEN  
WE START CALLING.  
SO MANY FAMILIES TELL US THEY  
DON'T GET A CALL UNTIL OCTOBER  
1. IT'S GOING THROUGH THE  
WAIT LIST.  
THE BALDWIN EARLY LEARNING  
CENTER IS A POPULAR SCHOOL.  
SOMEONE MIGHT GET A CALL BUT  
AFTER WE GIVE TIME TO RECEIVE  
A PHONE CALL, THEY GET UP TO  
24 HOURS TO ANSWER THE  
QUESTIONS AN RESPOND AND  
ENROLL.  
WE ARE CONCENTRATELY LOOKING  
AND I WELCOME ANY IDEAS PEOPLE  
MIGHT HAVE.  
I'M LOOKING FOR A MORE  
ACCURATE RSVP.  
THERE IS A LOT OF ACTIVITY  
BACK IN TO MAKE SURE WE ARE  
FILLING THE PIECES IN EARLY.  
>> I'M GETTING THE GAVEL WAVED  
AT ME.

>> THANK YOU COUNSELORON.  
, MADAM CHAIR AND  
SUPERINTENDENT AND NATE FOR  
BEING WITH US THIS MORNING AND  
FOR THE DETAILED REPORT I  
WOULD LOVE TO HEAR AN UPDATE.  
I WOULD ALSO LIKE TO HAVE  
INFORMATION AROUND THE REPORT  
THAT HAD ADMINISTRATORS SAYING  
FUNDS TO PAY FOR NURSES AND  
WORKERS TO COME OUT-OF-THE  
DISTRICT BUDGET AND THEN THE  
DISTRICT WAS IN THE SCHOOL  
DEPARTMENT AND IDENTIFY  
REDUCTIONS OF 5 % TO PAY FOR  
THEM.

MY UNDERSTANDING IS NURSES  
SHOULDN'T BE OUT OF THAT.  
I WOULD LIKE TO HERE WHERE WE  
WILL BE?

>> LIKE THE NURSES AND WHEN DO  
WE START THE CONVERSATION  
AROUND MAKING SURE IF WE HAVE  
TWO NURSES OR SOCIAL WORKERS  
ONE AND HALF, TWO AND HALF.  
YOU CAN HEAR WHERE I'M GOING  
WITH THAT?

A. YEAH, SO, THANK YOU FOR ALL  
OF THAT I THINK WE GOT ANSWERS  
TO MOST OF THEM.

AS OF THE CLOSURE.

WE HAD 11 SCHOOLS WITH A  
PART-TIME NURSE.

WE DECREASED THAT NUMBER TO  
HELP FILL IN THE GAPS.

WE ARE REALLY CONFIDENT IN OUR  
ABILITY TO BE PREPARED FOR  
WHEN SCHOOL STARTS BACK-UP.

THIS IS WHAT FULL-TIME NURSE  
DEPLOYED AND SORT OF  
TEMPORARY.

THE 5 % REDUCTION QUESTION WAS  
PROBABLY A QUOTE FROM ONE OF  
THE ADMINISTRATORS.

THAT'S WHY THEY RELY ON THE  
REPORT.

WE ASK EVERY YEAR AS PART OF  
THE PROCESS.

IT'S PROGRAMMING AS WELL AS AS  
WELL INVESTORS.

YOU WRITE-UP THE PROPOSAL.

OUR GOAL IS TO INCREASE  
OPERATIONS AND PUSH AS MANY  
RESOURCES.

I PRESENT THE REFERENCE AND EVERYTHING THAT HAPPENS. NOT EVERYTHING WAS EXCEPTED. IT WAS A WAY TO UNDERSTAND ONE CENTRAL OFFER.

WE INCREASED FUNDING IN SCHOOLS.

AROUND THE ALLOCATION OF MENTAL HEALTH SERVICES AND SUPPORT WE ALLOCATED OUR SOCIAL WORK FOR SOMEONE ELSE'S SCHOOL SOME SCHOOLS HAD THE HIGHEST OF FOUR SOCIAL WORKERS ASSIGNED TO THEIR SCHOOL TO MAKE SURE THE RATIO OF SERVICE THIS IS WHAT WE EXPECT THEM TO BE DOING.

WE ARE EXCITED TO CONTINUE TO MAKE THAT INVESTMENT OVER THE NEXT FEW YEARS AS PART OF THE RESOURCE.

>> THANK YOU, DAVID, I APPRECIATE IT.

WHEN WE THINK ABOUT THE RATIO AND PROPER STUDENT TO NURSE RATIO, STUDENT TO GUIDANCE COUNSELOR.

WHEN WE THINK ABOUT THOSE RATIOS HOW DO WE WEIGHT IN THE NEEDS OF CERTAIN SCHOOLS AND STUDENTS IN PARTICULAR IF WE HAVE A HIGHER PER PERCENTAGE OF STUDENT TRAMA, THAT'S STUFF WE CAN MEASURE ARE WE LOOKING TO BALANCE NOT JUST THE NATIONAL GUIDELINES BUT ARE WE LOOKING SPECIFICALLY AT DEAR I SAY IT A WEIGHTED STUDENT FORMULA FOR THAT SERVICE PROVIDED.

OUR FOCUS IS BRINGING EVERYONE UP TO A 1.0.

THEY ARE CONSTANTLY REVIEWING AND WE HAVE MULTIPLE NURSES. AS WE LOOK AT SOCIAL WORKERS AND DEPLOY THEM.

THE MECHANISM WE USED HERE FOR SOCIAL WORK DEPLOYMENT BASED ON NEED WAS THE OPPORTUNITY INDEX, SO, SCHOOLS THAT WERE HIGHER ON THE OPPORTUNITY INDEX RECEIVED A VERSES THE SCHOOLS THAT HAD A LOWER NEED.



THIS IS AN AREA THAT WE ARE STILL TRYING TO STUDY AND GETTING INITIAL DATA BACK FROM OUR FIRST 50 POSITIONS.

YOU UNDERSTAND THE RESOURCES GOING FORWARD I DO HAVE LONGER QUESTIONS THAT I'LL SAVE.

I ATTENDED THE LAST TWO EQUITY ROUND TABLES.

I'M PROUD TO BE PART OF THAT CONVERSATION.

LOOKING AT HOMEGROWN HIRES WHEN THEY GRADUATED FROM THE BOSTON PUBLIC SCHOOLS THE SPECIAL GIFT IS VERY POWERFUL.

I WOULD BE INTERESTED IN A SURVEY IF HUMAN CAPITAL HAS ACCESS TO THIS TO KNOW OF OUR CURRENT TEACHING OF STAFF.

WE SEE DIRECT CORRELATION BETWEEN BETWEEN SUCCESS.

THERE WAS A GRADUATING SENIOR THAT HADN'T PASSED THE MCATSMENT WILL THEY GRADUATE?

I'LL DO A ROUND TWO, THANK YOU.

>> YES, WE WILL ALLOW STUDENTS TO GRADUATE WITH A NEW DETERMINATION AND GUIDANCE ISSUED FROM THE COMMISSIONER ALSO WITH APPEALS WE ARE WORKING WITH STUDENTS ONE-TO-ONE ON THAT.

>> IN THE INTEREST OF ALUM, THIS IS SOMETHING THEY ARE TRACKING AND SO FAR HIRED 13 OF OUR SOCIAL WORKERS.

>> ALMOST 50 %, THAT'S FANTASTIC.

>> THIS IS CRITICAL IN MULTIPLE FORMS AS WE ECENTRALLUATE THE CANDIDATES COMING IN.

>> GREAT. THANK YOU SO MUCH. NOW NEXT BEFORE WE GO TO COUNSELOR FLYNN I'LL GIVE YOU THE ORDER.

>> THANK YOU, COUNCILOR BALK, YOU HAVE DONE A GREAT JOB OR LISTENING AND WORKING HARD WE APPRECIATE EVERYTHING YOU ARE DOING.

MY COLLEAGUES TALKED ABOUT THE

ENGLISH LANGUAGE LEARNERS GLL IS A CRITICAL ISSUE FROM MY CONSTITUENTS AS YOU KNOW I REPRESENT A LARGE LATINO AND ASIAN POPULATION.

FUNDING FOR THE ELL PROGRAM IS CRITICAL FOR ME, ESPECIALLY CONCERNS ABOUT ELL WITH STUDENTS WITH DISABILITIES AS WELL IS CRITICAL.

WE TALKED ABOUT NURSES IN MENTAL HEALTH COUNCIL IN THE SCHOOLS. THAT'S SOMETHING I'M FOCUSED ON OVER THE LAST TWO YEARS.

I WOULD LIKE TO KNOW, SUPERINTENDENT, IS WHEN WE DO RECRUITING OF NURSES AND MENTAL HEALTH COUNSELORS ARE WE MAKING SURE THOSE NURSES AND MENTAL HEALTH COUNSELORS ARE ALSO FLUENT IN ANOTHER LANGUAGE AND HAD THE HIGH CONCENTRATION OF STUDENTS AND THEIR PARENTS AS WELL.

THEY SPEAK SPANISH, HOW IS THAT INTERACTION GOING?

>> IT'S BEEN -- WE WERE DELIBERATE WITH HOW WE DID OUR HIRING OF NURSES.

I DON'T HAVE THOSE SPECIFIC NUMBERS RIGHT HERE WITH ME. DAVID, DO YOU HAVE THE NURSING NUMBERS.

DURING THE SOCIAL WORK SCHOOL TWO-THIRDS OF OUR CANDIDATES IN THE FINAL HIRING POOL SPEAK A LANGUAGE OTHER THAN ENGLISH.

MAJORITY SPAN SELFISH BUT WE HAVE FOCUSED ON HAITIAN CREOLE, MAN DE SOTO WRITTEN, THERE ARE A NUMBER THAT ARE MULTILING GAL.

MOST OF OUR NURSE HIRES HAVE BEEN NURSES OF COLOR.

WE ARE EXCITED ABOUT THE PROGRESS WE ARE MAKING ON THAT.

WE WOULD LIKE TO FOCUS ON THAT.

>> CONSCIOUS LIQUOR STORE I WOULD LIKE TO MENTION IT GOES BACK TO THE COUNCILOR JAMIES

QUESTIONS.

THIS IS DELIBERATE.

THIS IS WHAT THE COMMUNITY HAS  
ASKED US TO DO.

OVERALL IN THE TEACHER  
PROFESSIONAL IN THE STATE OF  
MASSACHUSETTS IT'S 4 %.

BPS HIRES 47 % OF THE  
AVAILABLE BLACK TEACHERS AND  
23 % OF THE LATIN TEACHERS AND  
23 % OF THE AVAILABLE ASIAN  
TEACHERS SO, CERTAINLY WE ARE  
HAVING MORE THOSE ARE  
INTERESTING.

MORE ARE CHOOSING BOSTON  
PUBLIC SCHOOLS IN TERMS OF THE  
OVERALL POOL.

IT'S ALSO REALLY SMALL.

ONLY 4 % ARE TEACHERS OF  
COLOR.

SO, JUST KNOW, IT'S TOP OF  
MIND FOR US.

WE LOOK AT THE NUMBERS AND WE  
ARE DELIBERATE IN OUR  
APPROACH.

>> THANK YOU SUPERINTENDENT.

THEY MENTIONED IT EARLIER  
GETTING STUDENTS ACCESS TO  
TESTING FOR VISION  
CHALLENGES.

I'M ALSO -- I WOULD ALSO LIKE  
TO FOLLOW UP ON THE HEARING  
CHALLENGES AS WELL OTHER  
LEARNINGS AND DISABILITIES AND  
CHALLENGES.

HOW SOON ARE WE TESTING  
STUDENTS AND WHAT SERVICES ARE  
WE PROVIDING THEM SO THEY CAN  
GET INTO BPS KNOWING WHAT  
THEIR DISABILITIES MIGHT BE.  
THEY ARE EFFECTIVE STUDENTS AS  
WELL.

>> GREAT, DAVID, DO YOU WANT  
TO SPEAK TO THAT.

WE ARE COVERING SPECIAL ED  
LATER.

>> I COULD SAY, I DID GET AN  
UPDATE FROM THE VISION TEAM  
THAT WERE LISTENING TO MY  
RESPONSE AND WANT TO ADD  
SOMETHING.

WE OFFER UNIVERSAL SCREENING,  
THE FIRST ROUND OF SCREENING.  
THIS WAS NURSES AND HEALTHCARE

PROFESSIONALS IN THE SYSTEM.  
THAT INITIAL SCREENING IS DONE  
MORE ROBUSTLY.  
THIS IS FOR THE EXAM AND  
GLASSES THAT WERE GIVEN OUT.  
THE SHORT ANSWER I CAN GIVE  
AROUND DYSLEXIA IS THE SPECIAL  
EDUCATION DEPARTMENT IS  
WORKING COLLABORATIVELY WITH  
THE EARLY CHILDHOOD AND  
EDUCATION DEPARTMENT.  
THEY ARE IN THEIR THIRD YEAR  
THIS IS A PHONIC TOOL FOR FOR  
STUDENTS K TWO THROUGH 2.  
TWO.

WE HAVE BEEN TRAINING THEM  
OVER THE LAST YEAR THAT THOSE  
PROGRAMS HELPED WITH A NUMBER  
OF ISSUES THEY ARE GOOD FOR  
WORKING WITH STUDENTS.

>> THANK YOU, DAVID, IN MY  
FINAL QUESTION, LET ME MAKE A  
QUICK COMMENT THEN I'LL HAVE  
MY FINAL QUESTION.

I REPRESENT A LARGE NUMBER OF  
STUDENTS THAT LIVE-IN PUBLIC  
HOUSING.

A LOT OF MY SCHOOLS, AS YOU  
KNOW, ARE LOCATED IN PUBLIC  
HOUSING DEVELOPMENTS INCLUDING  
THE PERKINS AND THE BLACK  
STONE THEY ARE VERY CLOSE.

CAN WE ALSO HAVE A DISCUSSION  
ABOUT VHA AND VC AND HOW WE  
CAN IMPROVE THE PARTNERSHIPS  
TO MAKE SURE OUR STUDENTS THAT  
ARE LIVING AND MUCH RESOURCES  
AND SUPPORTERS AS THEY CAN  
THAT'S A COMMENT OR QUESTION.  
FINALLY, JUST ON CARING  
CHALLENGES THAT STUDENTS  
HAVE.

I HAD AN OPPORTUNITY TO SEVER  
25 YEARS IN THE NAVY, I HAVE  
HEARING CHALLENGES AS WELL.  
IT COULD BE DIFFICULT FOR  
STUDENTS EVEN FOLLOWING THE  
THESE SESSIONS TO FOLLOW  
CLOSELY THE DISCUSSION THAT'S  
HAPPENING.

SO, IT'S VERY CRITICAL TO TRY  
TO REACH THESE STUDENTS AT THE  
EARLY STAGE WITH HEARING,  
VISION, LEARNING DISABILITIES

AS WELL.

I JUST WANT TO SAY THANK YOU  
TO YOUR TEAM FOR, YOU KNOW,  
WORKING HARD ON HELPING  
STUDENTS WITH DISABILITIES AND  
COMMUNICATING WITH THEIR  
FAMILIES AS WELL.

>> I WILL FLAG THOSE QUESTIONS  
FOR PHA.

WE HAVE A HEARING PARTNERSHIP  
ON THE 26th.

I'LL MAKE WE ARE PREPARED.

>> I THINK ONE THING  
COUNSELOR, AS YOU KNOW I GREW  
UP IN PUBLIC HOUSING AND  
WELFARE MORE MOST OF MY  
CHILDHOOD.

THIS IS SOMETHING THAT'S CLOSE  
TO MY HEART IN PRIORITIZING  
STUDENTS THAT ARE HOMELESS AND  
PUBLIC HOUSING ALSO OUR POORER  
STUDENTS THAT NEED THE  
BARRIERS REMOVED.

I APPRECIATE YOU BRINGING  
THOSE UP AND ADVOCATING FOR  
OUR STUDENTS.

RIGHT BEFORE COVID-19 WE HAD  
THE 1,000 VOUCHERS  
PRIORITIZED.

THAT WILL GO A LONG WAY TO  
HOUSE A LOT OF STUDENTS  
ABDOMEN MAKE A DENT IN THE  
HOMELESS POPULATION WE HAVE AS  
WELL.

THAT'S PERMANENT HOUSING AT  
THE MARKET RATE, JUST VERY  
APPRECIATIVE OF THEIR  
PARTNERSHIP.

>> THANK YOU SUPERINTENDENT.

.  
COUNCILOR FLYNN.

COUNSELOR O'MALLEY, I WOULD  
ENCOURAGE YOU TO ASK QUESTIONS  
FOR THE SUPERINTENDENT AS  
OPPOSED TO HER TEAM AT THE BY  
BEGINNING OF YOUR TIME.

WE'LL MOVE ON THE LIST.

IF YOU HAVE A BUNNING ONE FOR  
HER SPECIFICALLY WE'LL  
ACCOMMODATE THAT.

THE SUPERINTENDENT HAS A  
COMMITMENT BUT WILL BE BACK TO  
US QUICKLY.

WITH THAT WE HAVE A FEW MORE

MINUTES OF HER TIME  
COUNSELOR, YOU HAVE THE FLOOR.

>> I HOPE TO COMPLETE MY QUESTIONING BEFORE NOON. THANK YOU TO YOUR TEAM. I ALSO WANTED TO THANK YOU YOU MADAM CHAIR AND MA SELL GOLDBERG FROM CENTRAL STAFF. THEY COMPILED THE LIST YOU SHARED WITH ALL OF US THIS IS A GREAT GREAT WAY TO STAY FOCUSED DELIGHTED TO HEAR MANY OF MY COLLEAGUES TALK ABOUT THE CELEBRATION OF SCHOOL SOCIAL WORKERS.

THAT'S HERBAL SPEND ON THE FILIALLY NEEDED GIVEN THE FACT THAT THEY HANDLE SO MANY MENTAL HEALTH NEEDS. NOT JUST OUR NURSES BUT COUNSELORS HAVE DONE BUT SPECIFIC TRAINING AND NEED FOR SOCIAL WORKERS AND GIVEN THE FACT THERE WILL BE AN INCREASE OF ANXIETY ABDOMEN DEPRESSION AND SUBSTANCE ABUSE POSEN WHICH WILL IN THE NEW SCHOOL YEAR.

CAN YOU TALK ABOUT HOW THEY WILL ALLOCATE THIS. IT'S SIMILAR TO OUR GUIDANCE COUNSELOR SET UP.

THE FOCUS IS NOT THE HIGH HIGH SCHOOLS YOU HAVE THE NUMBERS IN FRONT OF YOU.

WE ARE PRIORITIZING THEM.

[PHONE RINGING]

>> THEY WILL BE GETTING READY FOR TRANSFORMATION.

>> IT'S BASED ON TWO FACTORS. DAVID REPRESENTED THIS EARLIER.

THE FIRST WAS A SPECIFIC SET OF RATIOS.

THIS IS OUR MESS SUFFICIENT OF NEIGHBORHOOD NEEDS.

IF THEY HAD AN ABOVE AVERAGE NEED BASED ON OUR DISTRICT THERE WAS ONE RATE I DON'T REMEMBER ONE FOR EVERY HUNDRED STUDENTS AT THE SCHOOL.

THE WITH A LOWER PSYCHOLOGICAL IS WAS ONE FOR EVERY 500.

THESE ARE SOCIAL WORKERS THAT ARE NOT JUST THINKING ABOUT IT FROM AN INDIVIDUAL OR SMALL GROUP COUNSELING BUT THESE FULL APPROACHES TO BEHAVIORAL PROSPECTS.

>> THAT MAKES PERFECT SENSE. THE QUESTION WAS IN DISTRIBUTION OF POSITION SIMILAR TO GUIDANCE BUT IT'S A BIT DIFFERENT.

WE'LL HAVE FEWER SOCIAL WORKERS THAN GUIDANCE COUNSELORS.

>> WE ALSO ADDED THAT IN. THE PAIR BETWEEN THE SOCIAL WORKER AND FAMILY LETTERS FAMILY A SON.

WHEN THERE IS A NEED FOR THE FAMILY -- IS THAT ME?

>> SHERRY MIGHT BE TRYING TO JOIN.

SOME OF THESE ZOOM THINGS THE CRAZIEST STUFF HAPPENS. I'LL TELL YOU.

THE FAMILY LIAISON THEY DON'T HAVE SOMEONE THEY GO TO REGULARLY BUT A FAMILY LIAISON THEY WILL GO TO.

WE HAVE LANGUAGE SPECIFICS FOR OUSTER DENTS THAT ARE E.L.

>> THAT'S HUGE.

THAT'S A VERY IMPORTANT PART TO HELP THEM THRIVE.

THANK YOU COUNCIL EDWARDS FOR MENTIONING THE LACK OF BIDS ON THE FIRST ROUND OF THE TEST.

IT WAS NOT THAT UNUSUAL TO SEE THE LACK OF FOLKS THAT WERE SUBMITTING PROPOSAL GIVEN THE FACT IT OCCURRED AS WE WERE RAMPING UP AS COVID-19

PREPAREDNESS WAS RAMPING UP.

THIS APPROACH IS THE RIGHT ONE TO REOPEN THE BIDS AND SEE THE SIGNS OF INTEREST THIS GO AROUND.

WE'LL WATCH THAT CLOSELY.

I WONDER IF THERE ARE PLANS TO CONTINUE WITH THE EXAM SCHOOLS THIS SUMMER.

IT WOULDN'T BE DONE.

IS THERE TALK ABOUT DOING IT REMOTELY, THIS IS THE RIGHT

APPROACH AND ALLOW FOR MORE STUDENTS TO AVAIL THEMSELVES FOR THAT.

>> FOR SEVERAL WEEKS WE HAVE BEEN IN THE WORKS PLANNING MORE EXPANDED INITIATIVE.

NOW WE ARE REMOTE.

THERE ARE SOFTWARE PROGRAMS AS WELL AS PROGRAMS FOR TUTORING AND SUPPORT SYSTEMS AND WORKING WITH COMMUNITY PROVIDERS AND SOME TEACHERS DELIVER THE SERVICE.

WE HAVE A PROPOSAL WE ARE CONSIDERING.

MAYBE STARTING BEFORE SUMMER SCHOOL.

WE ARE LOOKING AT THAT NOW!

THAT'S GREAT.

I OBVIOUSLY SUPPORT THAT WHOLEHEARTEDLY ANYWAY AND CAN HELP PUBLICIZE ON MY COLLEAGUES AS WELL SO WE CAN GET AS MANY KIDS AS HUMANLY POSSIBLE.

I GAVE MYSELF A FIVE MINUTE LIMIT.

MY TIME IS UP FOR THIS ROUND.

THANK YOU, SUE, THANK YOU MADAM CHAIR.

>> GREAT.

THANK YOU VERY MUCH COUNSELOR O'MALLEY.

NEXT UP IS COUNSELOR MAHIA AND AND ARROYO AND COUNSELOR WU.

COUNSELOR I WILL GIVE YOU THE FLOOR AND THE SUPERINTENDENT WILL SEEM US OPEN IF YOU HAVE A QUESTION THAT NEEDS HER RESPONSE THEN WE WILL GET HER RESPONSE.

WE WILL HAVE YOU ASK THAT TO HER WHEN SHE'S BACK ON THE CALL WITHOUT ANY EXCEPTIONS TO THAT.

COUNSELOR MAHIA.

>> TO

>> COUNSELOR BAKER HAD A STEP OFF FOR A MINUTE SO WE'RE SKIPPING HIM.

>> TAKING ME BY SURPRISE THERE.

CHAIRWOMAN BOCK I APPRECIATE YOUR HARD WORK IN ORGANIZING US AND THANKS TO THE TEAM.

AS A BPS GRADUATE, CAN AND SOMEONE WHO BOUNCED FROM SCHOOL TO SCHOOL HOW I KNOW HOW



IMPORTANT THIS CONVERSATION IS  
SO I'M HAPPY TO HAVE IT.  
SO I DO HAVE SOME QUESTIONS  
HERE, SPECIFICALLY AROUND THE  
OPPORTUNITY USING THE GAP POLICY  
ALIGNMENT AND PROGRESS.  
THERE WAS A QUESTION LISTED IN  
THE OAG POLICY PLAN THAT ASKS  
ABOUT ETHNICITY AND NATIONAL  
ORIGIN AND I WAS JUST WONDERING  
WHERE WAS THIS QUESTION POSTED  
AND HOW MANY AND WHAT PERCENTAGE  
OF RESPONDENTS ADDED TO THIS  
QUESTION?

AND ESPECIALLY FOR STUDENTS IN  
HOMES WITHOUT RELIABLE ACCESS TO  
THE INTERNET, I'M INTERESTED IN  
WHAT THE SCHOOL DISTRICT HAS  
DONE IN TERMS OF ANY RESEARCH  
AND HOW MUCH IT WILL COST TO  
PROVIDE THAT TO THE ENTIRE CITY.  
AND I TELL YOU THE REASON I  
ASKED THIS QUESTION.

WE HAVE HEARD FROM PARENTS  
HAVING A HARD TIME ACCESSING  
WI-FI SO IT'S FINANCIAL, SOME OF  
IT BECAUSE THEY HAVE ISSUES  
BEING UNDOCUMENTED WITHOUT  
HAVING THE PROPER DOCUMENTATION  
TO BE ABLE TO APPLY AND THEN I  
HAVE ALSO HEARD THERE ARE  
THREE THOUGH HOME REQUESTS STILL  
OUTSTANDING AND I'M CURIOUS WHAT  
ARE WE DOING TO ADDRESS THAT  
SPECIFICALLY, SCHOOLS LIKE THE  
MADISON, HEN BEGAN, AND GARDENS  
ARE SOME OF THE SCHOOLS I HAVE  
HEARD FROM AND I AM JUST CURIOUS  
ABOUT WHAT WE'RE DOING ABOUT  
THIS REQUEST THAT IS SO  
OUTSTANDING.

AND I AM ALSO CURIOUS ABOUT  
COUNSELOR BREEDEN ABOUT ABOUT  
BRCP'S AS FAR AS SCHOOL  
PLACEMENT AND I'M WONDERING IF  
THOSE ARE IN DIFFERENT  
LANGUAGES.

WE TALKED ABOUT TALENT AND  
RETENTION FOR TEACHERS OF COLOR  
AND I'M CURIOUS IN TERMS OF WHAT  
STRATEGIES, IF ANY, UPS IS  
THINKING ABOUT FOR INCREASING  
THE PARENT PIPELINE, MAKE SURE  
THAT WE'RE CREATING

OPPORTUNITIES FOR PARENTS TO BE TRAINED AND MAYBE CULTIVATED TO ALSO WORK IN OUR SCHOOLS.

JUST WONDERING IF THAT'S PART OF YOUR STRATEGY.

I KNOW YOU HAD TALKED ABOUT THE RECRUITMENT AND COUNSELOR PRESIDENT HAD ASKED ABOUT SOME OF YOUR RECRUITMENT AND I'M CURIOUS, I KNOW YOU TALK ABOUT PEOPLE WHO ARE SPEAKING MULTIPLE LANGUAGES AND CURIOUS HOW MANY OF THEM ARE NATIVE SPEAKERS AND I'M JUST CURIOUS HOW MANY OF THESE ARE NATIVE SPEAKERS BECAUSE WITH THAT COMES CULTURAL COMPETENCY THAT WOULD BE HELPFUL TO KNOW.

AND I'M CURIOUS ABOUT WHAT YOUR RETENTION PLAN IS.

I KNOW ONE THING IS TO HAVE EDUCATORS OF COLOR AND THE OTHER IS TO KEEP THEM AND I'M JUST CURIOUS AS TO WHAT WE HAVE BASED AS IT RELATES TO KEEPING TEACHERS OF COLOR WITHIN BPS AND I HAVE QUESTIONS SPECIFICALLY TO THE SOCIAL AND EMOTIONAL LEARNING AND WELLNESS.

THERE'S A STRONG LINK BETWEEN STRICT EXTRACURRICULAR ACTIVITIES.

AND CAN YOU EXPLAIN WHY THERE'S THIS DECREASE IN FUNDING.

AND THEN COUNSELOR BOCK MENTIONED THE NEED FOR SUMMER SCHOOLS ESPECIALLY DURING THIS TIME TO CLOSE THE GAP AND I NOTICED THERE'S AN 8 PERCENT DECREASE IN SUMMER READING PROGRAM FUNDING AND HOW THIS IS AFFECTING STAFFING LEVELS AND WHY IS THERE A DECREASE IN FUNDING.

IN REGARDS TO NURSES, IF WE SLOWLY RETURN STUDENTS TO SCHOOLS WHAT ROWRMTS DO WE HAVE TO GIVE OUR NURSE PRACTITIONERS ADEQUATE PPE AND OTHER MATERIALS, WHAT RESOURCES DO WE NEED?

IS THERE SOME INFORMATION AROUND THAT.

AND THEN IN TERMS OF BEHAVIORAL

AND MENTAL HEALTH SUPPORT, WHAT SOURCE ARE IN PLACE TO SUPPORT STUDENTS EXPERIENCE SUBSTANCE ABUSE DISORDERS DURING THIS PUBLIC LET ME ASK YOU THIS: CHRIST.

YOU KNOW A LOT OF OUR STUDENTS ASIDE FROM THE SUBSTANCE ABUSE DISORDERS WE HAVE SEEN AND HEARD AN UPTICK IN CONSUMPTION AND I'M JUST WONDERING WHAT, IF ANY, DOLLARS HAVE BEEN EARMARKED TO SUPPORT YOUNG PEOPLE IN THIS CAPACITY AS WELL AS YOUNG PEOPLE WHO HAVE SEEN AN INCREASE IN VIOLENCE DURING THE COVID-19 TIMES AND I'M WONDERING WHAT EMOTIONAL SUPPORTS ARE IN PLACE FOR STUDENTS RIGHT NOW AND BEYOND.

THOSE ARE MY QUESTION FOR NOW.

>> THERE'S A LOT OF GOOD STUFF THERE AND I'M GOING TO TRY TO TICK THROUGH AS MANY ANSWERS IF I K PLEASE REMIND ME IF I MISS ANY OF YOUR QUESTIONS.

I'M GOING TO TAKE THE INTERNET ACCESS QUESTIONS FIRST.

WE DO HAVE A TRACKER WHERE WE ARE LOOKING AT -- I DON'T HAVE THE DATA INVERTEBRATE OF ME ON THE 3,000, THE NUMBER THAT YOU DEVOTED.

I KNOW WE HAVE DISTRIBUTED 0666 PHONE BOOKS. AS YOU KNOW AT THE START OF SHUTDOWN WE WERE DOING DELIVERY OF HOME BOOKS.

NOW, WE ARE SHIFTING TO A MODEL FOR THREE DAYS A A WEEK AND WE ARE SELECTING APPOINTMENTS FOR PEOPLES TO PICK PICK UP THEIR CHROME BOOKS.

FOR YOUR CONSTITUENTS THAT DON'T YET HAVE CHROMEBOOK ACCESS YOU CAN ENCOURAGE THEM TO SIGN UP FOR AN APPOINTMENT TO COME AND SWAP OUT OR GET TECHNOLOGY.

I KNOW AT THIS POINT WE HAVE DONE DIRECT PHONE CALLS TO FAMILIES.

A LOT OF TIMES NOW IT'S ABOUT IDENTIFYING THE STUDENTS THAT DON'T HAVE ACCESS?

TRYING TO REACH OUT 0 THEM.

INTERNET ACCESS IS SOMETHING THAT I KNOW THE SUPERINTENDENT EMPHASIZED TO ME MULTIPLE TIMES OVER THE LAST FEW WEEKS THINKING ABOUT GOING INTO NEXT YEAR. IT'S ABOUT OF OUR RESILIENCE PREPAREDNESS AND FOR US BEING ABLE TO ADOPT IN THE FALL TO CHANGING CONDITIONS AS WELL, WE HAVE A NUMBER OF GREAT PARTNERS IN THE CITY PROVIDING INTERNAL ACCESS AND INTERNAL ESSENTIALS IS A BIG ONE THAT PROVIDES LOW COST INTERNET TO FAMILIES.

I WILL NOTE THAT IT DOES NOT HAVE -- YOU DON'T HAVE TO PROVE -- YOU'RE NOT ASKED FOR A SOCIAL SECURITY NUMBER AS PART OF THAT AND THAT WAS A QUESTION THAT HAD COME UP WITH FAMILIES EARLIER AND IF THEY'RE HAVING TROUBLE GETTING INTERNET ACCESS WE ARE ENCOURAGING THEM TO REACH OUT TO OUR PARENT HOTLINE TO GET INFORMATION.

OF COURSE WITH A DISTRICT OF OUR SIZE WE'RE GOING TO ENCOUNTER A NUMBER DIFFERENT SITUATIONS AND EXPERIENCES AND I THINK, YOU KNOW, THERE'S ALWAYS GOING TO BE FAMILY WHOSE ARE STRUGGLING TO GET ACCESS AND WE'RE GOING TO WORK ON A PLAN.

I WOULD SAY INTERNET AND ONE TO ONE -- THE SUPERINTENDENT HAS SAID THIS ARE TO BECOME PART OF OUR BASELINE SERVICE.

THERE'S NO THINKING ABOUT HOW THE FAMILIES AND REACHING OUT TO THEM THAT DON'T HAVE ACCESS AND HELPING THEM SUPPORT SECURING IT.

YOU ASKED ABOUT THE LAPSE IN THE ACHIEVEMENT GAP POLICY AND LANGUAGE.

THERE ARE A COUPLE OF WAYS WE'RE TRACKING LANGUAGE.

ONE OF THE THINGS THE ACHIEVEMENT GAP IN THE PROTOCOL THAT WE HAVE IN PLACE, THEY ARE LIMITED TO FIRST LOOK AT ALL OF OUR POLICIES ACROSS A NUMBER OF DIFFERENT GROUPS TO SEE HOW OR POLICIES ARE IMPACTING THEM.

AND SO ONE OF THEM IS BY LOOKING AT RACE AND ETHNICITY AND LANGUAGE GROUPINGS TO BE ABLE TO AND UNDERSTAND MAKE SURE THAT THE FOREFRONT OF OUR POLICY PLANNING WE ARE CONSIDERING HOW THE POLICY IMPACTS SPECIFIC STUDENTS AND SPECIFIC SUCK GROUPS.

AND DURING COVID, THE HUMAN GAPS IN THE DISCREPANCY AND IMPACT IS EVEN MORE HIGHLIGHTED SO IT'S SOMETHING THAT CHARLES AND HIS TEAM AND BECKY SHUSTER IN THE EQUITY OFFICE, THEY HAVE ALL BEEN SORT OF WORKING AND TRAINING OUR STAFF.

SO WE'RE DEVELOPING AS DEPARTMENTS, DITCH DIFFERENTIATE DEPARTMENT WORK PLANS ALIGNED TO THE STRATEGIC PLAN AND WE WILL BE ASKED THESE CRITICAL QUESTIONS.

WE'RE ALSO SERVING TEACHERS TO UNDERSTAND RACE AND ETHNICITY AND THAT'S PART OF OUR HIRING PRACTICE, AS YOU KNOW IT'S A VOLUNTARILY PART OF OUR HIRING PRACTICE TO BE SURE THAT WE DO NOT DISCRIMINATE AND APPLICANTS FEEL SECURE RECORDING THAT INFORMATION.

I KNOW THEY HAVE BEEN ASKING ABOUT LANGUAGE CAPACITY FOR NEW HIRES AND FOR TEACHERS.

I DON'T KNOW ABOUT THE NATIVE LITERACY, THE NATIVE LANGUAGE QUESTION.

I THINK THAT'S A REALLY INTERESTING AND IMPORTANT THING FOR US TO UPS AND IS A FURTHER NUANCE IN OUR DATA COLLECTION. APPROXIMATE.

THE EXTRACURRICULAR FEES, ONE OF THE THINGS THAT WE EXPERIENCE EVERY YEAR, WE HAVE 123 SCHOOLS, SIX DIFFERENT OFFICES ALL WORKING ON BUDGET THAT WE ALL ROLL UP AND PRESENT TO YOU.

SOMETIMES WITH THAT YOU SEE A LITTLE WEIRD CODING CLAIMSES FROM YEAR TO YEAR THAT DON'T NECESSARILY REPRESENT SIGNIFICANT SHIFTS.

SO THE EXTRACURRICULAR BUDGET IS A 170,000 LINE ITEM AND THE CODING THAT IS USED -- THAT IS LIKELY JUST A CHANGE IN THE WAY THE SCHOOL CODED SOMETHING OR A CHANGE THE 72 PERCENT DOES NOT REPRESENT THE EXTRACURRICULARS AND WE ARE TRYING TO CREATE PARTNERSHIP AND THE SUPERINTENDENT IS INTERESTED IN TRACK EXTRACURRICULARS AT THE SECONDARY LEVEL GOING INTO NEXT YEAR.

AND SUMMER LEARNING, ONE OF THE THINGS TO NOTE IS THAT THE BUDGET TABLES THAT YOU HAVE BEEN GIVEN ARE FOR GENERAL FUND OR STIR DETAILS.

WE ALSO BUDGET ACROSS ALL FUNDS, INCLUDING GRANTS AND SO SOMETIMES YOU MAY SEE A DECREASE IN A BUDGET ON THE GENERAL FUND THAT IS OFFSET BY AN INCREASE IN FUNDING ON -- OR A SHIFT IN HOW WE'RE FUNDING THAT PARTICULAR INITIATIVE.

PART OF THE WORK THAT WE'RE DOING IN FY20 AROUND BUDGET FLEXIBILITY IS SPECIFICALLY TO CREATE MORE RESOURCES FOR SUMMER LEARNING.

CHAIRMAN BOCK MENTIONED AT THE START AND OTHER COUNSELORS HAVE MENTIONED A NEED FOR FURTHER LEARNING AND WE'RE TRYING TO CREATE FLEX FLEXIBILITY TO SERVE STUDENTS IN WHATEVER FORMAT. AND IF WE'RE ABLE TO COME TOGETHER TO BE ABLE TO OPERATE WITH THE SUMMER SCHOOL PROGRAMS. IT'S A HUGE FOCUS OF OUR COVID RESPONSE AND I CAN SEE THE GAVEL AGAIN.

>>

>> WE HAVE A GAVEL SITUATION HERE AND THE LAST THING I WANT TO DO IS VIOLATE THE RULES OF ENGAGEMENT.

I WILL JUST WAIT FOR THE NEXT GO AROUND.

THANK YOU VERY MUCH I REALLY APPRECIATE YOUR THOROUGHNESS.

>> THANK YOU.

NEXT UP, WE HAVE -- YOU ALL HAVE

THE ORDER.

NEXT IS UP COUNSELOR ARROYO, AND THEN IT WILL BE CAMPBELL AND COUNSELOR WU.

>> THANK YOU MADAM CHAIR AND THANK TOO FOLKS AT BCS.

NOT GOING TO HE WE HAVE THE ELL SESSION LATER BUT I DO HAVE ONE SESSION THAT FEELS LIKE IT IMPOSE NEAR IN REGARD TO E. LL WHEN WE ARE DEALING WITH FOLKS WITH LEARNING DISABILITIES OR IEP'S IN SEPARATE LANGUAGES WHAT IS OUR CAPACITY AND HOW DOES THIS BUDGET CREATE MORE CAPACITY TO REALLY ENGAGE ON THAT? BECAUSE THERE'S AN ISSUE THERE WITH BEYOND JUST REGULAR ENGLISH LANGUAGE LEARNING YOU ALSO HAVE TO BE ABLE TO IDENTIFY LEARNING DISABILITIES WITHIN THAT LANGUAGE AND THE ADEQUATE WAYS TO ADDRESS THEM.

THAT'S ONE.

TWO, WE SAW WITH THE GLOBE -- I DON'T THINK IT'S WIDESPREAD BUT THERE WAS AN ISSUE WITH COMMUNICATION WITH DIFFERENT LANGUAGEELS AND PARENTS. WE HAVE THE CHILDREN AT THE SCHOOL BUS WHEN SCHOOLS WERE CANCELED IF YOU RECALL AND THERE WERE SPANISH SPEAKING STUDENTS THAT HAD NO IDEA THAT THEIR SCHOOLS BEEN CANCELED SO THE QUESTION FOR ME ON THAT PART, AND I KNOW IT'S -- WHAT IS THE LANGUAGE ABILITY AND CAPABILITY, HOW MANY FOCUS DO WE HAVE THAT SPEAK A DIFFERENT LANGUAGE THAT CAN COMMUNICATE WITH OUR PARENTS KNOWING THAT ABOUT 40 PERCENT OR SO OF OUR STUDENT BODY ARE ELL STUDENTS?

ON THE OTHER QUESTIONS, AND I'M JUST GOING TO ASK THEM ALL AND YOU CAN ANSWER THEM ALL IN ORDER.

THERE WAS A -- ON THE BUDGET, THE BILINGUAL EDUCATION, THE SPANISH PROGRAM IS REDUCED BY 77 PERCENT. WHY?

WHY ARE THE BUDGETS FOR THE STRUCTURED EMERGENT ENGLISH

PROGRAM DECREASED FOR ESL?  
WHAT IS THE REASON FOR THE DREAD  
BUDGET?

I THINK IT WAS ABOUT 10 PERCENT.  
AND LET ME JUST MAKE SURE THAT'S  
EVERYTHING I HAD WHY IS THERE A  
35 PR PERCENT DROP IN SUPPORT  
SERVICES?

AND THE ACHIEVEMENT GAP UNDER  
THE CHIEF OF EQUITIES IS  
DECREASED BY 48 PERCENT, AND I  
THINK -- OH, AND THEN ONE OTHER  
QUESTION WHICH IS WHAT SCHOOLS  
OTHER THAN THE TRANSFORMATION  
SCHOOLS WILL BE ADMITTED SOCIAL  
WORKERS OR AT THIS TIME ARE  
THOSE DESIGNATED SCHOOLS AND AND  
WITH THAT I WILL HAND IT TO  
WHOEVER IS GOING TO ANSWER THAT  
AND I WILL HAVE MORE QUESTIONS  
SECOND GO AROUND DEPENDING HOW  
IT GOES.

>> I WILL START OFF WITH SOME OF  
THESE QUESTIONS AND KICK IT OVER  
TO DAVID FOR A COUPLE OF THE  
OTHER ANSWERS ON THE SPECIFIC  
QUESTIONS ON BILINGUAL SPANISH.  
FOR ENGLISH LEARNERS AND THOSE  
ENGLISH LEARNERS WITH  
DISABILITIES, YOU KNOW, IT IS AN  
IMPORTANT TOPIC AND I EXPREESH  
THANK YOU FOR BRINGING IT UP  
HERE.

WE DO HAVE A SLIDE TO TALK ABOUT  
IT BRIEFLY IN THE AFTERNOON  
SESSION.

YOU KNOW I THINK ONE OF THE  
THINGS THAT WE'RE -- WHAT WE  
HAVE TO DO IS REALLY DEVELOP KEY  
STRATEGIES ON THE INDIVIDUAL  
STUDENT BASIS AND THIS REALLY  
GETS TO OUR NEED UNDERSTAND THE  
WHOLE CHILD AND UNDERSTAND HOW  
TO BETTER SUPPORT THEM.

THAT'S WHERE THE INDIVIDUAL PART  
OF THE IEP REALLY COMES OUT TO  
PLAY.

I THINK IN LANGUAGE CAPACITY OF  
OUR TEACHERS AND OF OUR TEACHERS  
IN OUR NORMAL ENGLISH LEARNING  
PROGRAMS BUT IN THE SCHOOL IN  
GENERAL THIS HIGHLIGHTS THE NEED  
TO COMMUNICATE WITH OUR  
STUDENTS, TO BE ABLE TO DIS DIS



ENTANGLE WHAT IS A LANGUAGE GAP  
OR STUDENTS WHO HAVE NOT YET  
LEARNED THE ACADEMIC LANGUAGE IN  
ENGLISH VERSUS SOMETHING THAT IS -- THAT IS A DELAY IN  
LEARNING BECAUSE OF THEIR  
DISABILITY.

WE HAVE SOME NUMBERS IN OUR  
TRANSLATION SERVICES FOR THIS  
AFTERNOON.

I WILL SEE BCS HAS 48 PREFERRED  
LANGUAGES FROM OUR PARENTS AND  
SO COMMUNICATING WITH THE  
PARENT'S NATIVE LANGUAGE IS A  
PRETTY BIG TASK TAKEN ON BY OUR  
OFFICE OF ENGLISH LEARNERS.

AND WE HAVE FROM JULY THROUGH  
MAY 1 HAD ALMOST 18,000 REQUESTS  
FOR TRANSLATIONS OR  
INTERPRETATIONS THAT WE HAVE  
PROCESSED AND WORKED FORMATTIST  
LOOKS LIKE INCLUDES, YOU KNOW,  
58 PERCENT OF THE SCHOOL  
COMMUNICATION, THE TELEPHONE  
COMMUNICATION THAT GO OUT.

I KNOW THAT THAT'S SOMETHING  
THAT WE'RE TRYING TO RAISE  
AWARENESS FOR SCHOOLS SO THEY  
NOW HOST HOW HOW TO REQUEST AND  
PROVIDE THOSE SO THAT WOULD BE  
AN ISSUE THAT YOU MENTIONED, YOU  
KNOW, DOESN'T OCCUR.

WE ARE ALSO WORKING TO IDENTIFY  
THE RITE TEXT -- TECHNICAL  
SOLUTIONS THAT DEAL WITH TESTING  
AND TO BE ABLE TO TEXT MESSAGE  
WITH FAMILIES IN NATIVE LANGUAGE  
SO PART OF THIS IS BEING ABLE TO  
SCALE IN AN EFFICIENT WAY.

AND EVERYONE SHOULD KNOW SCHOOLS  
DO HAVE THE OPPORTUNITY TO  
REQUEST INTERPRETERS NEEDED  
FOR THEIR SCHOOL MEETINGS.

THE PIECE THAT YOU ALSO  
MENTIONED, A COUPLE OF CHANGES  
THAT YOU NOTICED IN THE BUDGET  
LINE ITEM, THE GROW IN AWC IS A  
TWOFOOLD QUESTION.

ONE OF THE PIECES THAT WE ARE  
SEEING IS WE, AS YOU KNOW, THREE  
OR FOUR YEARS AGO WE LAUNCHED  
THE EXCELLENCE FOR ALL  
INITIATIVE IN WHICH WE STARTED  
TO PROVIDE RIGOROUS ACCESS NOT  
JUST FOR STUDENTS WHO TESTED

INTO AWC BUT REALLY FOR ALL OUR  
FOURTH AND FIFTH AND '6th  
GRADE CURRICULUM.  
SOME OF THE STUDENTS WERE FORMER  
AWC PROGRAMS PRIOR TO THE  
INITIATIVE SO WE HAD SOME  
COLDING THAT WE'RE SHIFTING  
WHERE THE PROGRAM IS NO LONGER  
TRADITIONAL AWC AND WE WANT TO  
MAKE SURE OUR BUDGET REFLECTS.  
AND WE HAVE SEEN A DECREASE IN  
DEMAND FROM AWC IN SOME SCHOOLS  
AND SOME AREAS.  
FAMILIES WHEN THEY'RE OFFERED IN  
THE SCHOOL THEY'RE IN CHOOSE AWC  
AS AT A LOWER RATE.  
AS WE ESTABLISH RIGOR ACROSS THE  
BOARD WE SEE LESS DEMAND AND  
THERE'S A PROGRAM AT THE LEE  
SCHOOL THAT WE'RE TRANSITIONING  
FROM THE TRADITIONAL AWC TO DO  
MORE OF A EXCELLENCE FOR ALL  
SORT OF MODEL OF INCREASED RIGOR  
FOR ALL OF STUDENTS INVOLVED.  
>> THE ACHIEVEMENT GAP OFFICE,  
AS YOU KNOW, ONE OF THE PROGRAMS  
FOR ENGLISH -- FOR THE OFFICE OF  
ACHIEVEMENT GAP IS TO LAUNCH  
INITIATIVES AND GET THEM OFF THE  
GROUND AND THEN TRANSITION THEM  
TO OTHER DEPARTMENTS FOR THE  
WORK AS THE WORK BECOMES PART OF  
THE CLOTH.  
AND ACADEMIC RESPONSE TEAM HAD  
BEEN PART OF THE ACHIEVEMENT GAP  
OFFICE AND THEY'RE NOW  
TRANSITIONING INTO THE DIVISION  
OF ACADEMICS.  
THAT WORK IS CONTINUING AND  
REPRESENT'S SHIFT FROM SOMETHING  
THAT WAS PILOTED IN THE  
ACHIEVEMENT GAP AND SHIFTING NOW  
OVER TO THE DIVISION OF  
ACADEMICIAN.  
WE ARE CONTINUING TO INVEST IN  
THE OFFICE OF ACADEMICS.  
THERE'S INCREASES FOR STUDENT  
MENTORSHIP AND STUDENT OF COLOR,  
BOTH BOYS AND GIRLS OF COLOR,  
AND WE'RE STARTING TO INVEST IN  
SUPPORT OF THE HEIR DHEE. GAP TO  
BE A LOT OF THE WORK PLANNING WE  
HAD REFERENCED AS PART OF OUR  
STRATEGIC PLANNING AS WELL.

AND I THINK THE LAST THING YOU HAD MANY APPROXIMATE ABOUT HAD TO DO THE SPANISH AND I WILL LET DAVID RESPOND ON THAT ONE.

>> OK.

THE BILINGUAL SPANISH IS ACTUALLY MOSTLY JUST AN UPDATE OF CODING.

WE DIDN'T USED TO HAVE A DUAL LANGUAGE CO.

WE CALLED ALL DUAL LANGUAGE PROGRAMS BILINGUAL CODES.

WE HAVE OFFICIAL BILINGUAL CODES AND WE ARE WORKING WITH SCHOOLS TO UPGRADE THE CODING AT BILINGUAL AS SPANISH OR WHATEVER OTHER LANGUAGE WE'RE DOING, TO ENSURE THEY'RE USING THAT NEW DUAL LANGUAGE CODE SO PRIMARILY WHAT YOU'RE SEEING THERE IS A SHIFT FROM BILINGUAL ED INTO DUAL LANGUAGE.

THE ONE EXCEPTION IS THERE ARE A COUPLE OF PLACE WE'RE SEEING DECREASED ENROLLMENT IN SEVERAL SHELTERED ENGLISH PROGRAMS AND THAT'S RESULTING IN FEWER PROGRAMS IN THOSE -- FEWER CLASSES IN THOSE PROGRAMS.

THE EXAMPLE IS THE SHELTERED ENGLISH EMERGENT CHEEFERS PROGRAM AT CAN'T IS GOING TO BE SLIGHTLY REDUCED IN SIZE DUE TO DECREASE IN DEMAND.

YOU ALSO ASKED ABOUT SCHOOLS OTHER THAN THE TRANSFORMATION SCHOOLS AND GETTING SOCIAL WORKERS.

WHAT DEWE DID THERE WAS REVIEW SCHOOLS AT THE HIGHEST SCORES ON THE OPPORTUNITY INDEX AND ADDED THEM TO THE GROUP OF TRANSFORMATION SCHOOLS GETTING SOCIAL WORK INVESTMENT.

SO THE LIST OF SCHOOLS IN ADDITION TO THE TRANSFORM MEDICATION SCHOOLS EMIS THE HANSON INCLUSION K0-2, THE TROTTER KA SCHOOL, THE HALE, THE WINTHROP, THE EC AND THE TOBIN.

IN ADDITION TO THE LIST OF 33 TRANSFORMATIONAL SCHOOLS.

AND JUST TO ADD ONE OTHER SHIFT FROM THE OFFICE OF AGREEMENT

GAPS IS A PART FORMALIZING THE EXCELLENCE FOR ALL INITIATIVE AND ALSO MOVING UNDER THE OFFICE OF ACADEMICS SO THE BEST PRACTICES AND LEARNINGS FROM THAT INITIATIVE CAN BE ROLLED INTO WHAT WE'RE DOING. THE PILOT STAYS IN IMP MEN FACE AND WE'RE EXCITED ABOUT BEING PULLED INTO OUR CORE ACADEMIC WORK.

>> SO JUST A CLARIFICATION QUESTION.

SO ON THE OFFICE OF STUDENT SUPPORT, THAT 35 PERCENT CUT IS JUST THAT THEY'RE BEING SENT TO OTHER -- SO THAT'S BEING REDIRECTED INTO DIFFERENT AREAS. THERE IS A PORTION OF THE OFFICE OF STUDENT SUPPORT THAT WAS DOING SOME SOCIALLY EMOTIONAL LEARNING IN A MORE ACADEMIC FUNCTION, AND THOSE FOLKS MOVED UNDER THE OFFICE OF HEALTH AND WELLNESS SO ALL OF OUR EMOTIONAL AND -- INSTRUCTION WAS IN ONE PLACE.

>> THANK YOU. APPRECIATE THAT.

>> GREAT.

THANK YOU VERY MUCH COUNSELOR AROY ARROYO.

AND I WILL NOTE THE SUPERINTENDENT HAS REJOINED US. THANK YOU.

AND NOW NEXT UP WILL BE COUNSELOR ANDREA DAMP WELL AND THEN MICHELLE WU.

COUNSEL CAMPBELL YOU HAVE THE FLOOR.

>> THANK YOU COUNSELOR BOK AND TO THE SUPERINTENDENT AND YOUR INCREDIBLE TEAM OF COURSE.

MANY OF MY QUESTIONS WERE ASKED SO I WILL WAIVE RESPONSES ON THOSE BHOITION REALLY YOU DON'T WANT STRESS THE QUESTIONS THAT WERE ASKED WITH RESPECT TO TEACHER DIVERSITY.

I THINK WE WENT INTO GREAT DETAIL ON WHERE WE ARE AND WHAT THE STRATEGY IS TO CHANGE THE RACIAL ETHNIC FOR DIVERSITY FOR THE NEXT FEW YEARS FOR OUR

TEACHERS AND A LOT OF QUESTIONS  
THAT CAME UP IN THE LIST OF  
QUELINGSZ THAT APPROXIMATE  
COUNCILMAN BOK SENT.

I WILL KEEP MY QUESTION VERY  
HIGH LEVEL, WHICH IS I WANT TO  
COUNT ALL MYSELF COMMENTS IN THE  
FACT I'M A DISTRICT COUNSELOR  
REPRESENTING A DISTRICT IN A  
POPULATION OF RESIDENTS AND  
STUDENTS THAT HAVE -- SORT OF  
LIVING WHAT WE CALL ABOUT WITH  
THE INEQUITIES IN OUR EDUCATION  
SYSTEM, SO BEFORE COVID THIS  
SYSTEM WAS NOT NERVE OF SERVING  
ALL OF OUR STUDENT AND FAMILIES  
WELL.

AND POST COVID OR DURING COVID,  
IT STILL IS NOT FOR ANY OF OUR  
FAMILIES AND POST COVID IT WILL  
NOT UNLESS WE'RE EXTREMELY  
INTENTIONAL AROUND MEETING THE  
NEEDS OF MANY OF OUR STUDENTS.  
AND I SAY THAT TO SAY I WANT TO  
DO THAT IN PARTNERSHIP WITH  
EVERYTHING PERCH WORKING IN THE  
DISTRICT, OUR TEACHERS, OUR  
STUDENTS, OUR FAMILIES, BUT I DO  
FEEL LIKE YOU PUT FORTH A BUDGET -- A DATA REQUEST ON THE  
COUNSEL SIDE A FEW WEEKS AGO,  
AND I FEEL LIKE I'M LEARNING  
ABOUT VARIOUS CONCERNS AROUND  
WHO GOT CHROME BOOKS, WHO  
DIDN'T, JUST VERY DATA POINT  
FROM PEOPLE OUTSIDE OF THE  
SYMPTOM, PEOPLE IN THE SCHOOLS  
AND ON THE GROUND BUT NONE OF  
THIS FROM THE CENTRAL OFFICE SO  
I FEEL LIKE THE DISTRICT IS LIKE  
IN A BLACK BOX AND I'M FIEPGHT  
TO GET IN TO LEARN INFORMATION.  
SO I'M SHARING THAT CANDIDLY TO  
SEE HOW -- TO SAY HOW DO WE AS A  
COUNSELOR, HOW DO WE GET MORE  
LOOPED INTO WHAT THE  
CONVERSATIONS ARE SO THAT WE  
HAVE MORE INFORMATION TO BRING  
BACK?

YOU KNOW, THE PLANS AROUND THE  
SUMMER ORTHOPEDIST THE PLANS  
THAT WERE ROLLED OUT FRIDAY LAST  
WEEK, WHO INFORMED KNOWS PLANS?  
THIS IS ONE MYSELF GUESS -- WHO  
INFORMED THOSE PLANS, HOW DO WE

GET OUR PARENTS AND FAMILIES TO BE AT THE TABLE IN FORMING THESE PLANS RIGHT NOW?

WHAT DOES IMPLEMENTATION LOOK LIKE WITH RESPECT TO THESE PLANS AND MANY OF THE PLANS ARE VERY HIGH LEVEL BUT DON'T OFFER, I DON'T THINK, ENOUGH CONFIDENT DETAILS AND WHEN I'D GO ON SO MY CONSTITUENTS AROUND ARE WE GOING TO HAVE SOME LEARNING, AND THE QUESTIONS -- THE RESPONSE IS: "WELL, IT DEPENDS."

WHAT DOES IT DEPEND UPON? I WOULD LOVE TO SHARE THAT CUE? HOW DO WE PULL APART FROM THIS IN A MORE DETAILED PAY WAY. THOSE ARE SOME OF MY QUESTIONS TO START.

>> SO I APPRECIATE YOUR QUESTIONS, COUNSELOR AND AS YOU KNOW, THE COVID CRISIS HAS BEEN QUITE CHALLENGING AND IT HAS REALLY BROUGHT TO LIGHT THE INEQUITIES IN THE SYSTEM, BOTH THE STRUCTURAL BARRIERS AS WELL AS THE SYSTEMIC EFFECTS THAT WE KNEW OF EXISTED FOR A LONG TIME, ESPECIALLY FOR SOME OF OUR EL LEARNERS, MANY OF WHICH YOU HAVE THERE IN YOUR CONSTRUCTION AS WELL AND ALSO STUDENTS WHO ARE EXPERIENCING POVERTY, YOU KNOW, AND THE CHALLENGES THAT THAT BRINGS WITH THE COVID.

SO WE STARTED OUT WITH THE REMOTE LEARNING OPPORTUNITIES THE DAY WE CLOSED, AND HE HAD -- I THINK WE 43,000 PACKETS THAT WERE GIVEN OUT TO STUDENTS AND DID THERE COME A TIME AND DISTRIBUTED AT OUR 17 FOOD DISTRIBUTION SITES.

AND THEN WE STARTED WITH THE FEED DISTRIBUTION AND MAKING SURE WE WERE FOCUSED ON OUR STUDENTS HEALTH AND WELL BEING AND SAFETY AND THAT WAS OUR NUMBER ONE TOP PRIORITY.

THEN RIGHT THEN AND THERE WE STARTED WORKING ON THE REMOTE LEARNING PLAN AND OUR CHIEF EXECUTIVE OFFICER STARTED TO

KEEP TEACH DISPERSE COMMUNITY  
LEADERS AND STOCKHOLDERS  
AROUND THE REMOTE LEARNING PLAN  
AND WE HAVE A LIST OF THOSE  
FOLKS WHO WERE INTERESTED AND  
PARTICIPATE IN THAT PROCESS.  
WE ALSO BEGAN TO REACH OUT EVEN THE  
WEEK -- RIGHT AFTER I STARTED  
WITH SOME OF OUR PARTNERS AND  
CIVIL RIGHTS ORGANIZATIONS SAID  
WE WILL BE CLOSING THIS WEEKEND  
AND I'M CONCERNED ABOUT  
MITIGATING LEARNING LOSS DURING  
THIS TIME, AND WE CONVENED THOSE  
PARTNERS THAT NEXT WEEK.  
WE CLOSED ON FRIDAY AND ALREADY  
ON TUESDAY AND WEDNESDAY AND  
THURSDAY WE STARTED HAVING  
CONVERSATIONS AND TALKING ABOUT  
WHAT IS THIS BY TO MEAN SO I  
STARTED GETTING INPUT FROM THE  
COMMUNITIES RIGHT THEN AND THERE  
AND WE HAVE BEEN CONVENING WITH  
ROUNDTABLES AFTER BREAK AND WE  
EXPANDED TO OUR SCHOOL AND  
ALLOWING THE COMMUNITIES TO HAVE  
ROUND TABLES WITH THEIR  
COMMUNITIES FOR INPUT.  
I TALKED WITH A PRINCIPAL JUST  
YESTERDAY WAS TALKING ABOUT IF  
WE ROUNDTABLE THIS --  
>> SORRY.  
>> THAT'S OK.  
AND SAY HOW VALUABLE SHE FOUND  
THESE EQUITY ROUND TABLES TO BE  
FOR WHAT SHE IS PLANNING AND HER  
MASTER TABLE AND DOING WITH HER  
TEACHERS AND THE FEEDBACK SHE'S  
GETTING FROM HER COMMUNITY AND  
THE THINGS SHE THOUGHT ABOUT  
BEFORE AND THE LEARNING THAT  
SHE'S GETTING SO WE'RE JUST  
REALLY HAPPY UNDER DR. GRANT'S  
LEADERSHIP TO HAVE THESE EQUITY  
ROUND TABLES AS A NEW PRACTICE  
IN THE BOSTON PUBLIC SCHOOLS TO  
HOLD OURSELVES ACCOUNTABLE AND  
ENGAGE WITH OUR COMMUNITIES.  
THIS IS ONE OF OUR TOP  
PRIORITIES, AMPLIFYING TRUST AND  
CULTIVATING TRUST AND AMPLIFYING  
VOICE WITHIN OUR COMMUNITY AND  
CLOSING OPPORTUNITY AND  
ACHIEVEMENT GAP.

AND SO ONCE OUR CHIEF ACADEMIC OFFICER, ANDREAS DYAS BEGAN TO GIVE US SORT OF THE CORE COMPENSATES COMPONENTS AND FLESHED OUT THE REMOTE LEARNING PLAN WE BROUGHT TO IT OUR SCHOOL SUPERINTENDENTS AND SCHOOL LEADERS AND WE HAD THEM LOOK AT IT AND THEN WE STARTED TO REALLY WORK ON THE COMPONENTS AROUND GRADING, AROUND RETENTION, AROUND ATTENDANCE, AROUND THE STUDENT SUPPORT TEAM AND REALLY FOCUSING ON THOSE STUDENT WHO NEED IT MOST, WHICH IS BUILDING STUDENT SUCCESS PLANS FOR KIDS THAT ARE GOING TO BE IN TIER TWO AND TIER THREE INTERVENTION, AND THAT'S REALLY AROUND, YOU KNOW, PROVIDING EITHER ONE TO ONE SUPPORT, SMALL GROUP SUPPORT OR ADDITIONAL SUPPORTS WITH SOCIAL WORK SERVICES OR WHEN YOU GET TO TIER THREE YOU'RE LOOKING AT MUCH MORE INTENTIONAL INSTRUCTIONAL TYPES OF SUPPORTS THAT YOU WOULD HAVE TO DO WITH CHILDREN IN THE SCHOOL BUILDING.

>> I'LL JUST SAY TO SAVE SOME TIME -- I WOULD LIKE TO BE -- I DO NOT FEEL I KNOW A LOT OF WHAT IS GOING ON IN MY BPS IN THE DISTRICT BEFORE THE PLAN HAD ROLLED OUT PUBLICLY.

I KNEEL LIKE I LEARNED A LOT OF THIS THROUGH THE BOSTON GLOBE AND THEN I'M ASKED BY CONSTITUENTS WHAT CERTAIN THINGS MEAN.

I WAS ON A CALL LAST NIGHT WITH THE GREATER AREA COUNSEL AND I COULD NOT ANSWER MANY QUESTIONS NOR PARENTS IN A CONCRETE CREATE WAY AND OTHERS WERE ON THERE TOO.

BUT I HAVE CONCERNS AROUND OUR FAMILIES AND STUDENT WE TRULY LEFT BEHIND ACADEMICALLY.

AND OF COURSE I WANT TO BE AT THE TABLE AND BRING THOSE CONCERNS BUT I WANT TO BE A PART OF WHATEVER THE COMING UP WITH THE PLANS INVOLVE.

AND I'M JUST NAMING THAT BECAUSE



I DON'T KNOW THAT PROCESS SO WORKING THE BEST.

IT'S NOT AN FACTORY ON YOU GUYS. IT'S JUST THE WAY IT'S FEELING RIGHT NOW FRANKLY.

AND LET ME JUMP INTO TWO QUESTIONS BEFORE I GET A GAVEL, I GUESS.

ONE HAS TO DO WITH THE BUDGET OBVIOUSLY WAS PROPOSED BEFORE COVID-19 AND NOW WE'RE IN COVID-19 SO I DON'T KNOW THAT MUCH HAS CHANGED IN THE BUDGET ASSOCIATION WHAT WILL -- HOW WILL COVID-19 AFFECT THIS BUDGET IN THE RESUBMISSION, PARTICULARLY WITH RESPECT TO OUR ENGLISH LANGUAGE REMEMBRANCE, OUR ESPECIALLY NEEDS LEARNERS AND WE'RE HEARING A LOT OF CONCERN WITH IEP'S NOT BEING ADEQUATELY IMPLEMENTED FOR OUR STUDENTS GIVEN COVID-19 SO WHAT DOES THE RESUBMISSION PROCESS LOOK LIKE IN THE RE-EVALUATION OF OUR BUDGET IN THE MIDST OF COVID-19.

AND THE SECOND IS, I KNOW THAT THE ADMINISTRATION AND THE MAYOR ARE VERY INTENTIONAL AROUND MAKING SURE THERE ARE RESOURCES OBVIOUSLY IN PLACE FOR THIS CURRENT BUDGET, BUT IN THE NEXT YEAR OR TWO OR THREE WE'RE GOING TO BE FACING A RECESSION, RIGHT, AND PROBABLY A MULTIYEAR RECESSION.

WHAT DOES THAT MEAN IN TERMS OF PEV OF FUTURE CONVERSATIONS AROUND OUR BUDGET AND FUTURE SPORTS SUPPORTS FOR OUR MOST NEEDY STUDENTS.

THAT'S SORT OF HIGH LEVEL.

>> YEAH.

I WILL TRY TO DO A BETTER JOB OF ENSURING THAT COUNTERS ARE ALL UPDATED ON THE PLANS.

YOU KNOW WE WERE JUST THROWN INTO COVID AND WE WERE ALL HANDS ON DECK TRYING TO RECREATE THIS LEARNING PLAN.

WEE WERE PLANNING TO BACK 1:1 SCHOOL DISTRICT BUT WE WERE NOT 1:1 SO IT WAS A LOT OF

NEGOTIATING OVER THE LAST SEVERAL WEEKS PUT IN PLACE A PLAN FOR REMOTE LEARN LEARNING. AND I THINK BOSTON APOLOGY PUBLIC SCHOOLS AND OUR ACADEMIC OFFICE AND THESE STAKEHOLDERS HAVE DONE AN INCREDIBLE JOB OF PUTTING TOGETHER WHAT IS GOING TO BE A STRONG FOUNDATION BECAUSE THIS MAY GO LONGER THAN ANY OF US ANTICIPATED QUITE HONESTLY AND FOR SURE WE CAN ABSOLUTELY MAKE SURE HELP IS AT THE TABLE AND YOU UNDERSTAND. THE BEST PLACE FOR THAT IS AT OUR EQUITY ROUNDTABLE. WE MEET EVERY SINGLE WEEK AND COMING TO THAT AND BRINGING THAT. AND ALSO AT THE SCHOOL LEVEL, IF THERE'S A PARTICULAR SCHOOL WITHIN YOUR COMMUNITY THAT YOU WOULD LIKE TO TO TO SIT AT THEIR TABLE TOO JUST LET US KNOW AND I'M SURE THEY WOULD WELCOME YOUR PARTICIPATION.

AS FOR THE COVID RESPONSE, AND WE KNOW WE NEED TO BE 1:1. WE KNOW THAT THAT'S A REALITY RIGHT NOW. WE WERE PLANNING ON ONE TO ONE 7 THROUGH 12.

;;; coverage gap

>> THOSE ARE THE PIECES THAT ARE GOING TO BE CRITICALLY IMPORTANT AS WELL AS THE FOCUS WHICH WE WILL TALK ABOUT LATER THIS AFTERNOON ON EL WE HAVE TO DO AN AUDITING MUCH OUR EL PROGRAM AND GET AT THE BOTTOM OF HOW WE SERVE OUR CHILDREN WHO HAVE MULTIPLE LANGUAGES AND THAT'S ABSOLUTELY ESSENTIAL. SO I THINK THOSE ARE THE KEY AREAS THAT I'M LOOKING AT IN TERMS OF COVID RESPONSE AND WHERE WE MAYBE NEED A LITTLE BIT MORE EFFORT AND MIGHT NEED TO BE ADJUSTING IN YEAR TWO AND YEAR THROUGH OF THIS BUDGET AS THIS GOES ON. AS YOU KNOW WE WILL BE RECEIVING FEDERAL RESOURCES IN THE

STIMULUS.

AND SO WE ARE WATCHING THAT CLOSELY FOR GETTING THOSE RESOURCES AS WELL AS WATCHING ANY REDUCTIONS WE COULD GET IN STATE AID TO COMPENSATE. WE'RE HOPING THAT THE STATE WON'T DO THAT TO CHILDREN BUT YOU NEVER KNOW WITH THE STRESS THAT IS ON BUDGETS, BUT I THINK THAT WE NEED TO REALLY PRESS HARD THAT CHILDREN CAN THAT THERE'S NO HARM DONE TO CHILDREN AND WE PRIORITIZE CHILDREN IN ANY BUDGET THAT WE PASS, WHETHER IT'S THE CITY COUNCIL OR WHETHER IT'S THE STATED.

I.

>> I APPRECIATE THAT AND I WILL SAY ALL OF MY DVTION IS IN DIRECT SUPPORT OF THE CONSTITUENTS THAT I SERVE AND I DON'T LIKE WASTING TIME AND EVERY YEAR I HAVE ASKED SINCE BEING ON THE COUNSEL, HOW LONG WILL IT TAKE TO CLOSE THE ACHIEVEMENT GAP OR DIVERSIFY OUR TEACHING STAFF OR HOW LONG TO MAKE SURE WE HAVE ADEQUATE SUPPORT FOR IEP AND SPECIAL NEEDS STUDENTS.

AND THE NUMBERS RARELY CHANGE. SO THE DRAMATIC SYSTEM CHANGE YOU ARE LOOKING FOR ALONG WITH YOUR TEAM WILL TAKE HARD WORK AND COLLABORATION AND WORKING ACROSS ALL LINES.

AND I THINK AT MOMENTS IT FEELS CHALLENGING TO SORT OF BE IN THE CONVERSATION WITH THE ADMINISTRATION, WITH BPS, ON SOME OF THESE CRITICAL U AND TO BLAME THE CONCERNS OF THE PARENTS AND NOT ONLY TO BRING THEM BUT TO HAVE THEM INFORM THE PLAN AND WHAT WE END UP DOING. SO I TELL YOU IN THE BUDGET PROCESS, I DON'T KNOW ANY OF MY FOLKS ARE PARTICIPATING.

I THINK WE HAVE 15 OR SO PEOPLE WATCHING THIS. PARENT LESS BRING THINGS TO US AND WE WILL TRY TO BRING THEM TO YOU.

AND THEN PLANS ARE MADE AND DECISIONS ARE MADE. WE GET THOSE AND THEN I'M TRYING TO THEN TELL MY -- EXPLAIN TO MY CONSTITUENTS THE PLAN BUT I HAVE VERY LITTLE DETAIL ON WHAT INFORMED IT, HOW IT WAS DESIGNED, WHAT -- WHAT EQUITY IS SORT OF THE GROUNDING OF THE CONVERSATION, AND WHO WAS AT THE TAICIALTION RIGHT, WHO WAS SOLELY PARTICIPATING IN THESE CONVERSATIONS.

I HAVE CONCERNS ABOUT THE PROCESS.

AND RIGHT NOW I HAVE NO IDEA, HENCE WE WHY WE HAD THE REQUEST TO GO TO BPS.

HOW MANY FOLKS ARE, YOU KNOW, HAVE CHROMEBOOKS, WHO DOESN'T, WHO HAS ACCESS, BY SCHOOL -- VERY LITTLE ON THE REMOTE LEARNING QUALITY EXPERIENCE. WHO IS DOING REALLY WELL.

>> AND THERE ARE FOCUS DOING REALLY WELL.

WHO ISN'T?

AND ONLY YOU GUYS HAVE THAT DATA INFORMATION; RIGHT?

>> WE HAVE ARE JUST GETTING THAT NOW ACTUALLY.

WEEMPLEG WE'RE WORKING ON DATA INTEGRATION SYSTEMS WHICH WE HAVE NEVER HAD BEFORE.

>> I UNDERSTAND.

SUPERINTENDENT, I UNDERSTAND THAT.

AND EARLY ON, TO SAY THAT TO US IS HELPFUL BECAUSE THEN I CAN TELL MY CONSTITUENTS, RIGHT THE AND THE TIMELINE IS A, B, AND C BUT TO NOT HAVE ANYTHING TO RESPOND WITH --

>> WE SAID THAT AT THE EQUITY ROUND TABLES MULTIPLE TIMES.

>> I JUST LEARNED ABOUT THE EQUITY ROUND TABLES TWO WEEKS AGO.

>> I WOULDN'T KNOW WHY YOU WOULDN'T KNOW ABOUT THOSE, THEY HAVE BEEN SO PUBLICLY TALKED ABOUT.

I'M NOT TRYING TO BE DEFENSIVE.

I WILL MAKE SURE COUNSELORS ARE

MADE MORE AWARE.

BUT WE HAVE HAD OVER 80 TO A HUNDRED PARTICIPANTS IN OUR WEEKLY ROUNDTABLE MEETINGS AND THE DATA THAT WE'RE GOING TO BE ABLE TO GET -- NOW WE HAVE BEEN SHARING RUDIMENTARY DASHBOARD DATA AND WE KNEW IT WASN'T COMPLETE DATE, LIKE FOR INSTANCE I THINK WE WERE REPORTING UP WORDS OF 60 TO 70 PERCENT OF TEACHERS AND LAST NIGHT BECAUSE OF THE NEW DATA SYSTEMS WE WERE ABLE TO SEE THAT 93 PERCENT OF OUR TEACHERS ARE ACTUALLY SIGNING ON.

SO I THINK, YOU KNOW, WE NEED REALLY HAVE BETTER INTEGRATIONGRATION BUT WE HAD NEVER HAD THOSE KIND OF DATA SYSTEMS THAT INTEGRATE CELL PHONES AND --

>> GREED, GREED.

>> SO WE HAD TO DEVELOP ALL OF THAT SO -- I'M REALLY ASKING FOR YOUR PATIENCE.

I'M SORRY, COUNSELOR, I JUST NEED TO MAKE THIS POINT.

I'M NOT REALLY TRYING TO BE DEFENSIVE BUT I WANT THE COUNSELORS TO UNDERSTAND WE ARE IN A PANDEMIC AND EXPERIENCING SOMETHING WE HAVE NEVER EXPERIENCED BEFORE AND WE SENT HAD A REMOTE LEARNING PLAN TO TAKE OFF THE SHELF.

WE SENT HAD DATA SYSTEMS THAT TALKED TO EACH OTHER BEFORE. AND I WANT TO BE CLEAR THAT OUR TEAM HAS, I THINK, LED THE NATION IN WHAT WE HAVE AS A REMOTE LEARNING PLAN AND WE HAVE BEEN ABLE TO WORK WITH THE UNION TO GET WHAT I THINK IS A REALLY STRONG AGREEMENT AND MRU AGREEMENT WITH THREE HOURS OF SYNCHRONOUS LEARNING TIME AND HOUR OF OF ASYNCHRONOUS LEARNING TIME THE.

>> YEAH.

I'M NOT DIGGING ON THAT.

>> WE STRUCTURE ON EQUITY AND WE STRUCTURED IT ON BUILDING STUDENT SUCCESS PLANS ANDING TO

INTERVENTION FOR STUDENTS WHICH WILL END ASSESSMENT AND GRACE OF GOD THAT WILL LEAD US TO BETTER IDENTIFY WHO IS BETTER FALLING BEHIND TO PLUG THEM INTO OUR SUMMER LEARNING OPPORTUNITIES MOVING FORWARD.

BUT COLLABORATION IS SOMETHING KEY TO US AND I WILL BE SURE THAT YOU HAVE THE INFORMATION THAT YOU NEED TO SPEAK TO YOUR CONSTITUENTS.

AND ALSO, FEEL FREE INVITE ME TO THOSE MEETINGS.

I WOULD BE GLAD TO POP TON TO ZOOM AND TALK TO THE CONSTITUENTS MYSELF.

I HAVE HAD A GOOD RELATIONSHIP WITH THE COMMUNITY AND I HAVE BEEN THERE MANY TIMES.

>> I KNOW.

>> AND MANY OF THEM HAVE MY PERSONAL CELL PHONE NUMBER BECAUSE I GAVE IT OUT AT A COMMUNITY MEETING AND SEVERAL COMMUNITY MEETINGS ASSOCIATION SO ANY TIME I'M NEEDED IN YOUR AREA PLEASE LET ME KNOW.

>> AND I KNOW THAT AND I JUST WANT TO MAKE THIS POINT, BECAUSE IT IS NOT SOMETHING -- IT'S NOT PERSONAL.

IT'S NOT --

>> I UNDERSTAND.

>> I'M JUST SAYING, EVEN AT THE COUNSEL MEETING YESTERDAY, SOME OF THE QUESTIONS THERAPY RACED FOR BPS, THERE'S JUST A LOT OF CONFUSION.

AND I THINK AT SOME POINT, WHILE YOUR TALKING ABOUT THE REMOTE PLANNING.

I GET IT.

ALL OF US ARE FACING COVID AND WE ARE TAKING CALLS EVERY DAY WHERE PEOPLE ARE DYING.

IT'S EXTREMELY HARD AND DIFFICULT.

I GET THAT.

BUT I'M LEARNING ABOUT SOME OF THESE PLANS VIA THE BOSTON GLOBE.

THAT IS VERY TROUBLING TO ME.

SO THAT'S WHAT I'M SAYING IS I

SHOULD BE LEARNING ABOUT IT FROM WITHIN OUR SYSTEM, AND THEN THE SECOND PIECE IS: HOW DO WE WITH MORE INTENTIONALITY CREATE A PROCESS WHERE WE CAN FORM SOME OF THE CONVERSATION RELATED TO WHAT IS HAPPENING UNDERSTANDING THAT WE COULD NEVER BE IN SOME OF THE CONVERSATIONS BECAUSE OF THE LEGAL SYSTEM NEGOTIATING AND ALL OF THAT.

I GET THAT.

THE EQUITY TABLE CONVERSATIONS, I GO IT THAT TOO.

BUT A PLACE WHERE WE'RE TRULY BEING ALLOWED TO INFORM MORE OF WHAT IS COMING OUT OF THE DISTRICT.

THAT'S MY ONLY POINT.

THANK YOU COUNSELOR BOK AND SUPERINTENDENT.

>> APPRECIATE YOU.

THANK YOU.

>> THANK YOU.

>> THANK YOU COUNSELOR.

I JUST REALLY WANT TO STRESS THAT WE HAVE TO KEEP BETTER TIME.

I DON'T WANT TO GAVEL DOWN THESE IMPORTANT CONVERSATIONS BUT IT'S JUST NOT FAIR TO THE REST OF THE BODY, AND WE CAN'T -- WE CAN'T HAVE A SYSTEM WHERE THEN EVERYONE ELSE FIELDS LIKE THEY NEED TO TAKE 20 MINUTES BECAUSE WE WILL NEVER HAVE THESE HEARINGS END SO I JUST REALLY --

I APPRECIATE THAT REALLY IMPORTANT CONVERSATION.

I JUST HAVE TO STRESS THE IMPORTANCE TO US KEEPING IT MORE IN TIME.

NOW, I WANT TO RECOGNIZE COUNSELOR WEU. THE FLOOR IS YOURS.

>> THANK YOU, MADAM CHAIR AND I WILL JUST SAY I FULLY SUPPORT YOU GAVELING US DOWN AT ANY MOMENT.

I'M GOING TO TRY TO DO MY PART TO MODEL, NOT MEANING TO GAVEL DOWN, REALLY SINCE SO MANY QUESTIONS HAVE BEEN ASKED ALREADY.

I JUST -- I'M NOT SURE THIS IS THE RIGHT SESSION FOR THIS PARTICULAR QUESTION ANYWAY, BUT I KNOW WORKFORCE DIVERSITY IS AMONG THE TOPICS LISTED HERE SO I -- YOU KNOW, JUST SEEING SOME BUZZ OUT IN THE COMMUNITY ABOUT CHANGES IN SCHOOL LEADERSHIP AND A SORT OF LARGE NUMBER OF SCHOOL LEADERS EITHER -- I DON'T KNOW WHAT THE RIGHT TERM IS -- CONDITION BEING OUT.

I WAS CURIOUS ABOUT WHAT IS THE REALITY OF HOW MANY LET'S JUST SAY HIGH SCHOOL LEADERS IN GENERAL AND THEN SCHOOL LEADERS OVER ALL ARE BEING -- ARE LEAVING THEIR POSTS RIGHT NOW, AND WHAT THE KIND OF DEMOGRAPHIC BREAKDOWN OR HOW DOES THAT IMPACT THE DEMOGRAPHIC NUMBERS ACROSS THE DISTRICT.

>> WE HAVE MADE A FEW CHANGES IN OUR SCHOOL LEADERSHIP BECAUSE OF OUR STRATEGIC PLANNING AND OUR GETTING READY FOR THE 33 TRANSFORMATION SCHOOLS AND THE HIGH SCHOOL REDESIGN WORK THAT WE'RE GOING TO BE DOING SO WE MADE THOSE ANNOUNCEMENTS TO THE COMMUNITY AND AND I WOULD BE GLAD TO GIVE YOU A LIST OF ALL OF THOSE MOVES A LITTLE LATER TODAY.

>> THANK YOU VERY MUCH.

>> COUNSELOR WU, THANK YOU.

OK.

ALL RIGHT.

SO WE ARE NOW GOING TO BE BACK UP TO THE TOP.

I WILL JUST NOTE FOR COUNSELOR THAT IT IS 15 MINUTES UNTIL THE 1:START OF OUR IN COMPLEUTION SPECIAL ED AND ELL HEARING.

AND ALTHOUGH THAT ONE CAN START A LITTLE LATE I DON'T WANT IT TO DELAY TOO MUCH.

AND WE HAVE ADVOCATES WHO ARE LOOKING FORWARD TO PARTICIPATING IN IT AND AT THE END I KNOW WE HAVE ONE PERSON WAITING PATIENTLY FOR PUBLIC TESTIMONY SO I WOULD JUST ASK THAT WE DO A



VERY QUICK ROUND OF SORT OF SECOND ROUND QUESTIONS BUT I ASK TEAM PRIORITIZE THE ONE THING, YOU KNOW, THAT THEY WANT TOE ASK ABOUT.

SO MY VERY QUICK ONE ON THAT WILL JUST BE TO ASK NATE AND OTHERS, I BROUGHT THIS UP IN THE SCHOOL BUDGET HEARING.

IT SEEMS TO ME AS WE THINK ABOUT CLOSING THE OPPORTUNITY ACHIEVEMENT GAP WE SHOULD BE, LIKE, LOOKING AT HOW WE MAKE THE OPPORTUNITY AN INDEX FOR MORE THINGS IN TERMS OF OUR SPENDING AND IT SOUNDS LIKE WITH THE SOCIALLY WORKER ALLOTMENT YOU'RE DOING THAT MORE AND MORE AND I KNOW MORE MONEY IS ASSIGNED TO THE OPPORTUNITY INDEX.

IS IS THERE INTENTION TO HAVE THAT TRAJECTORY OF THAT GO HAVE THE PLAY A BIGGER ROLE?

BUS IT SEEMS TO ME LIKE LIKE OTHER FACTORS FACTORS IN THE INDEX ARE MOST AFFECTING OUR KIDS RIGHT NOW.

SO THAT'S MY QUESTION.

>> I WOULD SAY AS A TEAM THAT PUT THAT INTO PRACTICE AND WE OF COURSE OWE A GREAT DEAL -- WE WOULD LOVE TO PUT MORE DOLLARS OUT THROUGH THOSE THINGS THAT WEIGHTED TOWARD STUDENT NEED. AND ALWAYS LOOK FOR FEEDBACK ON HOW WE CAN BETTER DEVELOP MEASURES OF STUDENT NEED.

I WOULD JUST SAY THAT PLAN IS TWOFOLD AND THERE COULD BE INTENTION BETWEEN OUR DESIRE TO MAKE SURE ALL SCHOOLS HAVE A BASELINE SET OF SERVICES AND STAFF AND THINGS LIKE BRAIN IN EVERY SCHOOL AND FOR EQUITY AND PUSHING OUT TO THE OPPORTUNITY INDEX.

AND THOSE THINGS ARE OUT OF TENSION.

YOU CAN SEE THAT IN SOME OF THE INVESTMENTS THAT WE HAVE MADE THIS YEAR AND DAVID AND I ARE BIG ADVOCATES OF THE STUDENT FUNDING AND THE EQUITY THAT IT HAS DELIVERED BUT WE ALSO

RECOGNIZE THAT WE NEED TO RAISE THE BAR FOR 58-STUDENTS SO THAT WOULD BE MY QUICK ANSWER TO YOUR QUESTION IS, YES, AND ALSO DOING INVESTMENTS IN OTHER WAYS.

>> GREAT.

THANK YOU.

COUNSELOR PRESIDENT?

>> THANK YOU VERY MUCH.

I WANT TO THANK THE SUPERINTENDENT AND MEMBERS OF YOUR TEAM AGAIN AND THANK YOU MADAM CHAIR.

I AM INTERESTED -- AND I'M GOING TO SAVE MY ELL AND ED QUESTIONS FOR THE AFTERNOON HEARING BUT I'M INTERESTED IN A COUPLE OF THINGS HERE THAT RELATES TO THE OPPORTUNITY INIA ACHIEVEMENT GAP.

AND ONE I WOULD JUST LIKE FOR SOME HISTORY, YOU KNOW, THE ORIGINS OF THAT OFFICE, THE OFFICE OF OPPORTUNITY AND ACHIEVEMENT GAP WASN'T ABOUT LAUNCHING PROGRAMS AND INITIATIVES.

I THINK IT WAS -- REALLY THE INTENT WAS TO KIND OF BE -- I THINK WHAT THE NEW OFFICE OF EQUITY AND STRATEGY OFFICE IS, BUT GLAD TO SEE THAT BOTH ARE BEING FUNDED, AND I HAVE PARTICIPATED IN SOME OF THOSE MEETINGS SUPERINTENDENT AND IT HAS BEEN HELPFUL.

I WILL TRY TO PARTICIPATE MORE. I'M INTERESTED ON SOME OF THE TRAUMA PIECE.

IT WAS A FATAL SHOOTING IN MY DISTRICT SUNDAY NIGHT. KIDS HAD TO SHOW UP TO SCHOOL ON MONDAY REMOTELY OBVIOUSLY. NOW, IF THEY WERE SHOWING UP TO A BUILDING AND THAT BUILDING WAS NEAR THE SHOOTING AND IF THAT SCHOOL WAS PRACTICING TRAUMA-INFORMED LEARNING, HOPEFULLY THERE WOULD BE A COUNSELOR SPEAKING TO SOME STUDENTS.

I'M WONDERING WHAT IS HAPPENING NOW DURING REMOTE LEARNING? ARE WE PREPARED?

DO WE HAVE THE CAPACITY TO  
RESPOND WHEN THERE IS  
UNFORTUNATELY VIOLENCE IN OUR  
COMMUNITY?

I HAVE A LARGER QUESTION AROUND  
TRAUMA AND VIOLENCE AND I THINK  
THAT INVOLVES DO IT BEING PART  
OF THE CONVERSATION ABOUT HOW WE  
CAN BETTER NOTIFY SCHOOLS WHEN  
SO MANY OF OUR CHILDREN  
EXPERIENCE THIS AND THEN ARE  
DISBURSED TO A NUMBER OF  
DIFFERENT SCHOOLS THAT ALL  
CANNOT BE PREPARED TO RECEIVE  
THESE CHILDREN AND CERTAINLY  
PROBABLY DO NOT KNOW; SO I  
WONDER IF THERE'S A WAY TO,  
THROUGH TECHNOLOGY, TO DO BETTER  
COMMUNICATION TO OUR SCHOOLS  
AROUND THAT.

I WONDER IF THERE'S AN INCREASE  
IN CYBER BULLYING GIVEN SO MANY  
SOCIAL ISOLATION AND SO MUCH  
INTERACTION ONLINE.

IN TERMS OF SUMMER LEARNING  
OPPORTUNITIES I REALLY WOULD  
LIKE TO UNDERSTAND CLEARER  
CRITERIA.

IN MY MIND THIS REMOTE LEARNING  
IS GOING TO HAVE GREAT  
IMPLICATIONS FOR OF THE  
OPPORTUNITY IN ACHIEVEMENT GAP  
IN TERMS OF JUST NUMBERS OF  
STUDENTS WHO WILL FALL FURTHER  
BEHIND, AND I THINK WE HAVE TO  
BE AGGRESSIVE IN OUR THINKING  
AND PLANNING AROUND WHAT  
CRITERIA WE'RE USING.

I HEARD YOU MENTION AN  
ASSESSMENT EARLIER.

IS THAT BASED ON ASSESSMENTS  
THAT WE USUALLY DO OR IS THERE A  
NEW ASSESSMENT THAT WE'RE GOING  
TO TRY TO DO POST REMOTE  
LEARNING TO UNDERSTAND WHY OUR  
YOUNG PEOPLE ARE AND THEN DUAL  
LANGUAGE EXPANSION WHICH I DON'T  
PUT UNDER AN ELO PROGRAM FOR ME.  
THAT NEEDS TO BE A REAL THING IF  
WE'RE LINKING -- I LINK IT TO  
THE OPPORTUNITY IN ACHIEVEMENT  
GAP AND WHAT BILINGUALISM DOES  
FOR THE BRAIN, THE HUMAN BRAIN,  
ESPECIALLY IN OUR YOUNG AND WE

SEE IT WHEN WE LOOK AT THE FLAPS  
AND THEIR TEST RESULTS AND HOW  
WELL, THEY PERFORMED.

.  
>> OUR FORMER ENGLISH SECOND  
LANGUAGE STUDENTS OUT PERFORM  
EVERYONE AND I HAVE BEEN  
ADVOCATING FOR A REAL INVESTMENT  
IN DUAL LANGUAGE EXPANSION AND I  
WOULD LIKE TO UNDERSTAND WHERE  
WE ARE.

IS THERE A PLAN TO GET US -- YOU  
KNOW IN FIVE YEARS WE WILL GET  
"X" NUMBER OF SCHOOLS?

WHERE ARE WE CURRENTLY?

HOW MANY SCHOOLS?

HIM PROGRAMS?

WHICH LANGUAGES ET CETERA?

I'M GOING TO PAUSE THERE, MADAM  
CHAIR.

I KNOW I'M ANXIOUS IS US TO GET  
IN THE OTHER HEARING BECAUSE I  
HAVE AT LOVE ELL AND QUESTIONS  
THERE.

THANK YOU SUPERINTENDENT AND  
MANY TANK TO THOSE ON YOUR TEAM.

>> DO YOU THINK IT'S ON MUTE?

>> THANK YOU VERY MUCH,.

>> SUPERINTENDENT, PLEASE GO  
AHEAD.

>> THANK YOU COUNSELOR.

THROWS REALLY GOOD QUESTIONS AND  
ONES THAT WE ARE DISCUSSING.

I WILL START WITH THE ASSESSMENT  
QUESTION.

IT'S PART OF THE -- WE ARE  
FOCUSING ALL OF OUR REMOTE  
LEARNING ON THE STANDARDS AND  
THE STANDARDS THAT ARE GOING TO  
BE TESTED, THROUGH OUR  
ASSESSMENT SYSTEM CALLED  
ILLUMINATE WHICH TEACHERS ARE  
FAMILIAR WITH AND OUR OLD DA  
TEAM IS WORKING ON THOSE  
ASSESSMENTS AND THEY'RE EXPECTED  
TO GIVE TWO TORE EACH DISCIPLINE  
DURING THIS REMOTE LEDGER  
LEARNING TIME SEW WANT TO WILL  
HAVE A GOOD READ ON HOW STUDENTS  
ARE DOING ON THOSE STANDARDS.

THEN IN TERMS OF THE DUAL  
LANGUAGE AND OUR LOOK AT WE WILL  
GET TO THAT IN THE NEXT HEARING,  
WE TALK AT THAT BUT WE ARE

DISCUSSING THOSE WITH THE CAPE VERDEION COMMUNITY AS WELL THE VIETNAMESE COMMUNITY AND DOING THOSE DUAL LANGUAGE PROGRAMS AS WELL AS PATHWAYS ARE READY THAT ARE FROM OUR SPANISH DUAL LANGUAGE PROGRAMMING.

AS FOR INCREASES IN BULLYING, I DON'T KNOW THE ANSWER TO THAT QUESTION.

>> I I DON'T KNOW IF THERE'S AN INCREASE.

I WOULDN'T EXPECT, WITH BEHAVIOR ON SOCIAL MEDIA, WE PROBABLY HAD SOME INCIDENTS THAT WE HAVE BEEN WORKING THROUGH AND THEN YES UNFORTUNATELY YOU KNOW THAT WE LOST A STUDENT DURING THIS COVID CRISIS DISPE ALSO HAD SHOTTINGS IN THE NEIGHBORHOOD LIKE YOU SHARED ABOUT LAST NIGHT.

AND OUR TEAMS, AS SOON AS WE ARE ALERTED ON THOSE, OUR TEAM, ANDREA ARMADOR AND THE CRISIS TEAM IS ALERTED AND WE GO IN WITH THE SUPERINTENDENT THAT SUPERVISORS THAT PRINCIPAL AND SUPPORT THE COMMUNITY.

SO THAT WORK IS AND DOES HAPPEN WHEN WE KNOW ABOUT THOSE THINGS HAPPENING SO I'M REALLY PROUD OF OUR TEAM FOR BEING ABLE TO CONTINUE THOSE SERVICES.

WE HAVE ACTUALLY CONTINUED OUR MENTAL HEALTH SERVICES AS WELL.

WITH OVER 4,000 CONTACTS WITH STUDENTS AROUND MENTAL HEALTH AND WE ARE STUDENTS

PARTICIPATING IN TELEHEALTH LAST NIGHT, I THINK IT WAS SOMEWHERE AROUND 1200 AND IT MIGHT BE

UPWARDS OF 1500 NOW TELEHEALTH 1 TO 1 WITH STUDENTS SO THEY'RE

DEFINITELY RAMPING UP THE MENTAL HEALTH PART, AND I THINK THEY

HAVE OVER 80 MENTAL HEALTH PROVIDERS THAT ARE DOING THAT WORK WITH OUR STUDENTS

THROUGHOUT THE DISTRICT.

WAS THERE ANOTHER QUESTION AT THE VERY END?

I CAN'T READ MY OWN WRITING.

>> I WAS WOPPED RIPPING ABOUT SUMMER LEARNING OPPORTUNITIES

AND OPPORTUNITIES.

YOU MENTIONED THE ASSESSMENT BUT I WAS INTERESTED IN THE OTHER THINGS WE'RE LOOKING AT.

>> FOR HIGH SCHOOL STUDENTS WE'RE LOOKING AT DEFICIENT, BECAUSE THEY WILL BE GETTING GRADES THIS TERM, BUT ONLY IF IT'S NOT WORSE THAN THEIR PRIOR COVID TERMS GRADE.

SO WE BELIEVE LOOKING AT THOSE FINAL GRADES FOR STUDENTS AND HOW THEY AVERAGE AND IF THEY STILL HAVE IN COMPLETES AND IF THEY HAVE AN INCOMPLETE THEY WOULD BE IDENTIFIED TO GO TO SUMMER SCHOOL AS WELL AS THEY WOULD BE IDENTIFIED IF THERE WERE ALREADY CREDIT DEFICIENCY AND NEEDED TO MAKE UP CREDITS. SO WE WILL BE USING MULTIPLE PLATFORMS FOR THEM TO GET CAUGHT UP EITHER FULL ONLINE TYPE OF SCHOOL ENVIRONMENT FOR THEM OR DOING OTHER REMOTE LEARNING OPPORTUNITIES TO GET CAUGHT UP WITH THEIR TEACHERS SO WE'RE USING A MIX OF ASSESSMENT, CREDIT RECOVERY AND TRANSPORT REVIEW TO UNDERSTAND WHERE KIDS ARE IN TERMS OF THEIR -- THAT'S HOW THEY'RE GOING TO BE IDENTIFIED.

AND ALSO IF THEY HAVE NOT BEEN ATTENDING AND NOT BEEN ENGAGING WITH US.

WE'RE ALSO IDENTIFYING THOSE STUDENTS AND THEY'RE GETTING SUPPORT THROUGH THE STUDENT SUPPORT TEAM PROCESS THAT I TALKED ABOUT EARLIER.

>> THANK YOU.

THANK YOU MADAM SUPERINTENDENT AND THANK YOU MADAM PRESIDENT.

I WANT TO KNOW THAT WE HAVE ANOTHER HEARING HAPPENING AT 1:00 TO FOCUS ON ELL AND INCLUSION AND SPECIAL ED AND I WANT TO MAKE SURE THAT SPECIAL ED HAS ATTENTION AND AS YOU KNOW THERE'S A CITY COUNCIL MEET ON A DIFFERENT HEARING THIS EVENING. SO JUST REALLY STRESSING THE NEED FOR PEOPLE TO KEEP THEIR

SECOND ROUND THINGS BRIEF.  
COUNSELOR EDWARDS, YOU HAVE THE  
FLOOR.

>>

>> I'M ALL SET.

>> GREAT. THANK YOU.

THANK YOU COUNSELOR EDWARDS.  
R COUNSELOR FLAHERTY, DO YOU  
HAVE ANY FOLLOW-UP QUESTIONS?

>> SEEING NONE, COUNSELOR  
BREADON?

COUNSELOR BREADON, DO YOU HAVE  
ANY FOLLOW-UPS?

>> OK.

WE'RE GOING TO JUMP.

COUNSELOR GEORGE?

>> I DO HAVE QUESTIONS.

>> LET ME JUST SEE IF I CAN GET  
TO THIS.

HI EVERYBODY.

SORRY ABOUT THAT.

IT WAS A QUICK JUMP.

SO ONE OF THE THINGS THAT'S COME  
UP A NUMBER OF NEWSPAPER OF  
TIMES AND IT'S BEEN MAGNIFIED  
THROUGH THIS PARTICULAR CRISIS  
WE'RE IN NOW IS THE NEED FOR US  
TO SUPPORT OUR KIDS IN TIMES OF  
CRISIS, AND WE KNOW THAT OUR  
FRONTLINE TEACHERS ARE ONE OF  
THE BEST ADVOCATES RECOGNIZE A  
CHILD THAT IS IN NEED.

ARE WE ABLE TO SORT OF -- ARE WE  
GOING TO PUT IN SOME EFFORTS IN  
PLACE, LIKE TEACHERS HAVE  
RESOURCES THAT WE CAN SHARE WITH  
THEIR KIDS?

WITH THEIR STUDENTS, TO BETTER  
HELP THEM, SHOULD THERE BE  
SCHOOL IN SEPTEMBER, SHOULD WE  
CONTINUE WITH ONLINE LEARNING  
AND NOW, BECAUSE ABUSE IS UP,  
CHILD ABUSE IS UP AND SUPPORT.

>> THANK YOU FOR THAT QUESTION.  
I KNOW OUR TEAM HAS BEEN WORKING  
ON IT AND WITH THE ACADEMIC TEAM  
AND WE HAVE FIVE HOURS OF  
PROFESSIONAL DEVELOPMENT FOR OUR  
TEACHERS AND PART OF THAT IS HOW  
TO NAVIGATE A REMOTE LEARNING  
ENVIRONMENT AND CERTAINLY OUR --  
ALL OF OUR TEAMS ARE INVOLVED IN  
THAT WORK.

I KNOW THAT ANDREA AND HER TEAM

HAVE BEEN WORKING WITH ANDREA ARMADOR'S TEAM ON THE COMPONENTS OF -- THE MENTAL HEALTH SUPPORT POUR OUR STUDENTS AND I NEED TO -- I NEED TO CHECK IN WITH HER BUT I WILL CHECK BACK WITH YOU ABOUT THE PARTICULAR PROFESSION THAT WE -- WE TALKED ABOUT IT AND I DON'T KNOW IF IT'S BEEN IMPLEMENTED YET ON THE TRAINING FOR TEACHERS AROUND IDENTIFYING STUDENTS WHO ARE APPROXIMATE STRUGGLING AND HOW WE'RE GETTING THAT INFORMATION OUT TO ALL 4500 TEACHERS.

>> YEAH, AND GETTING THEM THAT INFORMATION AND BEING ABLE TO HAVE THE SKILL SET ORB DEVELOP THE SKILL SET AT A TEACHERS FROM OUR PROVIDER TO IDENTIFY A CHILD IN NEED DURING THIS TIME, AND ALSO UNDERSTANDING THE ADDED COMPLEXITIES OF THIS PANDEMIC ON THAT CHILD, FOR THE FAMILY UNIT AND ANY CHALLENGES OR CONFLICTS AND REALLY ANY NEGLECT OR ABUSE THAT MIGHT HAPPEN WITH THAT FAMILY.

SO I THANK YOU FOR THAT.

>> ONE OTHER THING COUNSELOR IS WE ALSO ARE WORKING WITH OUR STUDENT OPPORTUNITY ADVISERS AND THEY'RE THE ATTENDANCE ADVISERS AND SO WE HAVE BEEN DISCUSSING WELL CHILD VISITS WHERE WE KNOW THERE ARE MORE SIGNIFICANT ISSUES GOING ON WITH THE FAMILY AND HOW WE'RE IDENTIFYING STUDENTS WHO NEED THAT KIND OF SUPPORT BECAUSE WE STILL ARE A MANDATORY REPORTERS.

>> THAT ACTUALLY REMINDS ME OF SOMETHING I THINK CAME UP IN THE BPS OVERVIEW.

WHAT IS OUR CONTACT RATE WITH STUDENTS RIGHT NOW?

OR WHAT IS THE REAL NUMBER OF STUDENTS THAT WE HAVEN'T HAD TOUCH WITH, SINCE WE WENT TO ONLINE AND REMOTE LEARNING?

>> SO, TWO WEEKS AGO THAT NUMBER WAS ABOUT FIVE HUNDRED STUDENTS OUT OF THE 53,000 STUDENTS. I WOULD HAVE TO GET ABOUT



UPDATED NUMBER FOR YOU FOR THAT.

>> GREAT.

THANK YOU FOR THAT.

>> AND I THINK MOST FOLKS ON THIS MEETING KNOW OF MY WORK AROUND SUPPORTING STUDENTS WHO ARE EXPERIENCING HOMELESSNESS AND I'M REALLY PROUD OF THE EFFORTS THAT I HAVE BEEN ABLE TO UNDERTAKE IN THIS CAPACITY OVER THE LAST FOUR AND A HALF YEARS.

WE KNOW THAT THE NUMBER -- AND I DO WANT TO THANK YOU AND RECOGNIZE BRYAN AND THE EFFORTS HE HAS PUT IN TO SUPPORTING FAMILIES EXPERIENCING HOMELESSNESS AND I HAD THE OPPORTUNITY TO WORK WITH HIM IN THAT SPACE ON A NUMBER OF DIFFERENT ISSUES AND HE ALSO PARTICIPATES IN MY REGULAR FAMILY SHELTER PROVIDER ROUND TABLE DISCUSSES TO MAKE SURE OUR SHELTERS ARE CONNECTED TO THE SCHOOL DISTRICT AND WORK IS HAPPENING IN PARTNERSHIP SO I REALLY WANT TO APPRECIATE BRYAN AND YOUR COMMITMENT TO SUPPORTING THOSE STUDENTS.

UNFORTUNATELY WE KNOW THAT THAT NUMBER CONTINUES TO GROW AND WE HAVE TO ALMOST 5,000 STUDENTS IN THE BOSTON SCHOOLS THAT ARE EXPERIENCING HOMELESSNESS.

THAT LAST COUNT THE NUMBER IS PROBABLY A LITTLE BIT HIGHER.

AGAIN CURIOUS IF THERE'S ANYONE ON THIS CALL THAT CAN SPEAK TO SOME OF THE WORK THAT HAS BEEN HAPPENING TO SUPPORT STUDENTS THAT ARE EXPERIENCING HOMELESSNESS IN OUR SCHOOLS, THAT THERE'S AN INVENTORY, A SCHOOL BASED PARTNERSHIP THAT HAVE BEEN HAPPENING.

I KNOW OF SOME ESPECIALLY WITHIN THAT WANT PILOT GROUP, WONDERING HOW SCHOOLS ARE USING THEIR MONEY.

I KNOW THERE'S A LOT OF KATIE'S CLOSET AND OTHER EFFORTS HAPPENING, BUTG.

WHERE HAVE WE SEEN SUCCESS.

WHAT HAVE THE SUCCESSES BEEN,

AND HOW ARE WE USING OUR FUNDS  
THAT ARE MEANT TO SUPPORT  
STUDENTS EXPERIENCING  
HOMELESSNESS?

THANK YOU.

>> THANK YOU FOR THOSE  
QUESTIONS.

I THINK AS YOU MENTIONED THE  
FAMILY PILOT.

I THINK WE'RE EXCITED ABOUT THE  
WORK UNDER THAT PILOT.

WORKING WITH DHA ON THE HOUSING  
INITIATIVES.

ALSO WITH THE HOMELESSNESS  
PREVENTION AND PARTNERSHIP WITH  
FAMILY OF BOSTON, EXPANDED TO  
WORK IN CONCERT WITH THE  
CITY'S.

WE'RE DOING SOME OTHER  
PARTNERSHIPS LOOKING AT DATA AND  
HAVE A BETTER UNDERSTANDING OF  
THE NEW HOUSING INITIATIVES.

OF COURSE THE COURSE OF THE YEAR  
AND MAKE SURE WE'RE SEEING THE  
EDUCATIONAL IMPACT SO WE CAN BE  
BETTER ADVOCATES FOR CONTINUED  
EXPANSION MOVING FORWARD.

EVERY SCHOOL DOES HAVE A  
HOMELESS LIAISON.

THEY'RE WORKING AND BEING THE  
CONDUIT.

ONE OF THE MAIN CHALLENGES WE  
HAVE NOW IS JUST -- WE HAVE LOST  
THE PHYSICAL HUB FOR THE  
DELIVERY OF PHYSICAL ITEMS FOR  
STUDENTS AND FAMILIES.

SO THINGS LIKE CATY'S CLOSET.

OUR PARTNERS ARE WONDERFUL IN  
THINKING OF CREATIVE WAYS TO DO  
DELIVERIES AND GET THINGS  
THROUGH THE FOOD SERVICE SITE.

IT'S BEEN AMAZING.

THE HOMELESS FUNDS THAT WENT  
OUT, A WIDE VARIETY, WE'RE  
EXCITED ABOUT THINGS, THE  
EXTERNAL PARTNERS AND BRINGING  
MORE DOLLARS FOR STEWED DENT STUDENT FUNDS  
THOSE WERE NEARLY 10% EXPENDED.

THE WAY WE SPEND MONEY IS  
DIFFERENT NOW.

I IMAGINE WE'RE OVER A HUNDRED  
PERCENT AT THIS TIME.

EACH SCHOOL HAS A UNIQUE  
APPROACH AND COORDINATION.

>> THANK YOU FOR ALL THAT.  
I WANT TO SHARE ON A PERSONAL  
NOTE I SPILLED MOST OF MY COFFEE  
OVER MYSELF HAD MORNING.  
THE SUPERINTENDENT DROPPED OFF  
TEE SHIRTS FOR ME TO MAKE MASKS  
WITH.  
I STOLE A TEE SHIRT OUT OF THE  
BAG.  
EVERYONE, I HAD A GOOD RESPONSE.  
I THOUGHT IT WAS THE MOST  
APPROPRIATE SHIRT TO WEAR FOR  
THIS HEARING TODAY.  
THANK YOU, SUPERINTENDENT FOR  
THAT.  
THE SHIRT WAS A MESS.  
THANK YOU, ALL.  
>> COUNCIL, THIS IS OUR SECOND  
ROUND.  
WE'RE KEEPING OUR QUESTIONS  
BRIEF.  
WE'RE TRYING TO MOVE ONTO OUR  
OTHER HEARINGS.  
>> ALRIGHT.  
I WILL NOT TAKE ANYONE'S TIME.  
I HAD TO STEP OUT FOR A FEW  
MINUTES.  
KEEP GOING.  
I WILL SAVE QUESTIONS FOR THE  
NEXT ROUND, THE NEXT SEGMENT.  
THANK YOU.  
>> GREAT.  
FANTASTIC.  
THANK YOU, COUNSELOR BREADON.  
COUNSELOR FLYNN.  
>> THANK YOU, COUNSELOR BOK.  
COUNSELOR BREADON MENTIONED THE  
CADET SUPERINTENDENT.  
IF YOU COULD PROVIDE INFORMATION  
TO ME AND SEND ME A LINK --  
EARLIER TODAY I GOT SEVERAL  
E-MAILS FROM CONSTITUENTS  
ESPECIALLY IN THE ASIAN  
COMMUNITY AND SPANISH SPEAKING  
PARENTS -- BPS OFFERS TESTING  
FOR DISABILITY CHALLENGES.  
DO YOU HAVE ANYTHING IN WRITING  
TO FORWARD TO PARENTS WHO WANT  
TO KNOW MORE ABOUT HOW THEIR  
CHILD CAN BE TESTED FOR A  
LEARNING DISABILITY ESPECIALLY  
PARENTS THAT DON'T SPEAK  
ENGLISH.  
THEY CAN HAVE TROUBLE NAVIGATING

THE SYSTEM.  
LANGUAGE ACCESS ISSUES.  
SO I WANT TO GET INFORMATION FOR  
THEM.  
I DON'T IMMEDIATE IT TODAY.  
MAYBE BY THE END OF THE WEEK  
COULD YOUR OFFICE HELP ME.  
>> YES, DEFINITELY.  
THANK YOU.  
>> THANK YOU.  
COUNSELOR BOK, THAT'S ALL I  
HAVE.  
I'M TRYING TO STAY WITHIN A  
COUPLE OF MINUTES DEAD LINE  
THIS.  
>> WE HAVE -- MENTAL HEALTH  
CONTACTS SO FAR AND 1410 KIDS  
GETTING MENTAL HEALTH COUNSELING  
REGULARLY.  
WE HAVE 10 STUDENTS WHO WE  
HAVEN'T HAD CONTACT WITH.  
THE 500 NUMBER HAS GONE DOWN.  
THAT WAS COUNSELOR ESSAIBI  
GEORGE'S QUESTION.  
>> GREAT.  
THANK YOU.  
>> WE STILL WANT TO FIND THE  
10s.  
DON'T GET ME WRONG.  
THAT'S A SMALL PERCENTAGE OF THE  
STUDENTS.  
>> GREAT THANK YOU COUNSELOR  
FLYNN AND SUPERINTENDENT.  
NEXT IS COUNSELOR MEJIA.  
>> I HAVE 30 MINUTES, RIGHT.  
>> 20 MINUTES.  
20 MINUTES.  
>> OKAY.  
I WILL USE MICHELLE WU's TIME  
AND YOUR TIME FLYNN.  
>> NO, JUST GO.  
GO.  
>> I'M TEASING YOU.  
>> I DO APPRECIATE ALL OF THE  
HARD WORK.  
I HAVE ONE QUICK QUESTION.  
THIS IS IN REGARDS TO -- THE  
BUDGET ENGAGING COMMUNITIES AND  
WE IMMEDIATE TO INSURE THAT  
WE'RE ABLE TO UNDERSTAND THE  
PROCESS.  
I WOULD REALLY ENCOURAGE YOU TO  
LOOK AT THE BUDGET AND HOW WE  
CAN FIX THAT ISSUE.

THE OTHER QUESTION, A  
RECOMMENDATION.

IT WOULD BE GREAT TO HAVE A  
DASHBOARD OF SORTS TO SEE SOME  
OF YOUR RECRUITMENT AND  
RETENTION GOALS ON A QUARTERLY  
BASIS.

LIKE HOW ARE YOU ALL DOING.

I THINK THAT WOULD HELP TO  
ADDRESS THE POINT THAT COUNSELOR  
CAMPBELL RAISED AND KNOW WHAT IS  
GOING ON.

MAYBE A QUARTERLY BASIS UPDATE.  
THAT WOULD BE GREAT.

I'M CURIOUS.

I KNOW WE HAVE A OPPORTUNITY  
GAP.

WONDERING IF THIS WOULD BE A  
INTEREST IN HE CAN MORING HAVING  
A COVID 19 GAP WHERE IT LOOKS AT  
SPECIFICALLY THE SUPPORT WE NEED  
TO OFFER YOUNG PEOPLE WHO HAVE  
LOST LEARNING AS A RESULT OF  
COVID 19.

AND COMPETENCY IN TERMS OF THE  
BIASES THAT SURFACE UP.

I'M NOT SURE IF THIS IS THE  
PLACE FOR IT I HAVE A LOT OF  
QUESTIONS FROM PARENTS IF  
REGARDS TO HOW CULTURALLY  
RESPONSIVE IS OUR CURRICULUM.  
IS HAD MONEY SET ASIDE TO DO A  
DEEPER DIVE.

I KNOW THERE ARE ITEMS ALIGNED  
WITH THE STATE.

I WONDER IF THIS IS A  
OPPORTUNITY TO INCLUDE FAMILY  
ENGAGEMENT.

IF THERE WAS A REDESIGN AROUND  
CULTURALLY RESPONSIVE CURRICULUM  
DEVELOPMENT I THINK THAT'S WORTH  
LOOKING INTO.

THAT'S ALL FROM ME.

THANK YOU.

>> THANK YOU.

DO YOU HAVE A SPECIFIC  
QUESTION --

>> YA, I KNOW I WAS BABBLING TO  
MAKE SURE --

>> I WANT TO MAKE SURE I DIDN'T  
MISS SOMETHING.

>> MY QUESTION IS IN REGARDS TO  
THE OPPORTUNITY GAP.

WHETHER THERE IS A OPPORTUNITY

FOR A COVID 19 GAP WHERE WE'RE  
LOOKING AT INSTEAD OF SCHOOLS,  
WE'RE LOOKING AT YOU KNOW  
DIFFERENT SEGMENTS OF THE  
POPULATION THAT NEED MORE  
TARGETED SUPPORTS.  
THROW THAT UNDER THAT UMBRELLA  
THE OTHER QUESTION IS THAT THE  
BUDGET IS NOT TRANSLATED IN  
MULTIPLE LANGUAGES ON THE  
WEBSITE.  
WHAT OPPORTUNITY IS THERE TO  
INSURE THAT PARENTS ARE ENGAGED  
IN THE PROCESS.  
ONE MAY BE BY REMOVING THE  
BARRIERS.  
THEN THE LAST, I DON'T KNOW IF  
IT'S A QUESTION OR NOT.  
IT'S MORE OF A RECOMMENDATION.  
WE LOOK AT THE CURRICULUM AND  
MAKING SURE IT'S MORE CULTURALLY  
RENEXTED OF THE TRUTH AND WHAT  
YOUNG PEOPLE NEED TO LEARN ABOUT  
THEMSELVES AND REAL HISTORY.  
>> YES.  
COUNSELOR, GOOD QUESTION.  
WE TOOK IT TO HEART LAST TIME.  
I TALKED TO MY TEAM RIGHT AWAY  
ABOUT TRANSLATING THE BUDGET.  
I CHALLENGE TO LOOK AT WAYS TO  
GET DOCUMENTS OUT.  
TRANSLATED.  
EASY TO READ.  
PARENT TPREBTD FRIENDLY TO  
UNDERSTAND OUR DOCUMENTS.  
WE'RE WORKING ON THAT ACTIVELY  
TO MAKE SURE THAT, THAT IS DUNG.  
AS FOR ANY NEW CURRICULUM AS YOU  
KNOW EVERY SCHOOL CHOOSES THEIR  
OWN CURRICULUM NOW.  
WE ARE TRYING TO BE MORE  
COHERENT TO THAT.  
I THINK THIS OPPORTUNITY IN THE  
13 TRANSFORMATION SCHOOLS WILL  
ALLOW US TO DO SOMETHING  
TOGETHER AROUND CURRICULUM.  
OUR FIRST STAB IS WITH THE  
LITERACY CURRICULUM.  
I THINK YOU WILL BE PLEASED WITH  
THE CULTURAL RELEVANCE AND THE  
ASPECT OF THE CIRCULAR ASPECTS  
SELECTED.  
I KNOW WE CAN PROVIDE FURTHER  
INFORMATION ABOUT THAT TO YOU,

WHERE WE'RE AT WITH THAT ONCE WE GET FURTHER DOWN THE LINE ON THAT A TKAPGS.

THEN AS FOR THE COVID DELAY THAT WE THINK WE WILL SEE, WE CAN LOOK AT WHERE KIDS WERE PRIOR TO PRECOVID AND HAVE MEASURES ON THEIR TROTH AND MEASURES WHERE THEY ARE.

WE CAN SEE IF THIS IS A SLOWING OF THAT OR NOT POST COVID TO SEE THE IMPACTS OF COVID.

THINK WE WON'T BE ABLE TO DO THAT UNTIL THIS FALL THOUGH. UNTIL WE HAVE COMMON MEASURES. BECAUSE ASSESSMENTS ARE NOT RELIABLE WHEN THEY'RE GIVEN REMOTELY.

YOU CAN'T COMPARE AN ASSESSMENT IN A SMALL ROOM TO ONE GIVEN AT HOME.

THAT'S MORE DIFFICULT FOR US.

>> GO AHEAD GET THAT GAVEL OUT.

>> THANK YOU.

>> THANK YOU.

THANK YOU, GUYS.

>> YES.

ALRIGHT.

GREAT COUNCIL ARROYO AND COUNCIL CAMPBELL.

>> THANK YOU.

SO I HAVE TWO QUESTIONS.

I ACTUALLY TOOK PART IN THE BCLA EQUITY ROUNDTABLE.

ONE OF THE THINGS I APPRECIATED IS HOW DIFFICULT IT IS TO BE PRESCRIPTIVE WITH DATA. WE SEE THAT PROBLEM WITH COVID ALL OVER THE PLACE.

I'M AWARE THAT YOU AS A DISTRICT ARE TRYING TO COLLECT AS MUCH DATA AS POSSIBLE TO DO THE REMOTE LEARNING.

MY CONCERN WAS WHEN I ASKED THE REPRESENTATIVE FOR THE DISTRICT THAT WAS THERE WHAT THE PLAN WAS FOR A TIME LINE FOR COLLECTION. WHAT THE PLAN WAS FOR HOW TO COLLECT THE DATA. WHAT THE ACTUAL DATA THEY SEEKED TO COLLECT WAS.

THE ANSWER WAS NO ANSWER TO AWFUL THOSE.

SO, FOR ME AS SOMEONE WHO HAS DD

WITH BPS.

I UNDERSTAND THERE IS A YOU ARE  
AGAIN SEE AND TIME.

AS GRATEFUL AS I AM FOR HOW HARD  
DPS HAS WORKED TO MAKE THIS WORK  
FOR OUR KIDS, THERE IS OBVIOUSLY  
AN URGENCY TO THIS.

MY QUESTION JUST IS, AS IT  
RELEASES TO THE BUDGET ARE THERE  
WAYS TO FUND THE DATA COLLECTION  
METHODS OR CREATE AN  
ACCUMULATION OF DATA. THAT MAY  
WORK POST COVID AS WELL.

TWO, WHAT IS THE TIME LINE, WHAT  
IS THE MESSAGE.

WILL THIS FALL ON THE SCHOOLS TO  
COLLECT IT.

A MORE DISTRICT WIDE THING TO DO  
THAT.

THE SECOND ONE, A QUICKER  
QUESTION IS REALLY FROM A LEGAL  
STAND POINT, RIGHT.

OBVIOUSLY PEOPLE HAVE TO SEND  
THEIR CHILDREN TO SCHOOL.

WHEN WE HAVE SNOW CANCELLATIONS  
AND THINGS LIKE THAT THERE IS NO  
MANDATE THAT THEY TEACH AT HOME  
OR DO ANYTHING.

AT THIS MOMENT ARE YOU AWARE OF  
ANY LEGAL BASIS FOR WHICH WE CAN  
HOLD PARENTS ACCOUNTABLE IF  
THEY'RE NOT HAVING THEIR  
CHILDREN ENROLLED IN REMOTE  
LEARNING OR IS IT OPTIONAL?

>> GREAT QUESTIONS.

SO THE FIRST ONE IS ABOUT DATA.  
OUR EQUITY ROUND TABLES AND THE  
DATA THAT THE PRINCIPALS AND  
SCHOOL LEADERS SHARE WITH THEIR  
EQUITY ROUND TABLES.

THAT WILL BE MORE FORMIZED.

THE REASON YOU GOT THE "WE DON'T  
KNOW YET" IS BECAUSE WE DIDN'T  
HAVE A DATA SYSTEM BACK IN TO  
SUPPORT THE DATA WAREHOUSE TO  
SUPPORT THE OUTPUT INTO THE  
DASHBOARDS.

THOSE ARE GOOD DASHBOARDS.

IN THE FUTURE WE JUST SECURED  
THAT A WEEK AGO.

WE HAVE DONE THE DATA I KNOW THE  
INTEGRATION AND DID THAT ALL  
WEEKEND.

NOW OUR SCHOOL LEADERS ARE GIVEN



DATA TO FUEL DATA DASHBOARDS  
THAT IS USABLE AND BETTER DATA.  
THEY WILL REPORT THAT OUT TO  
EQUITY ROUND TABLES.  
WE'RE EXCITED ABOUT THAT.  
THAT SHOULD BE STARTING NEXT  
WEEK WHERE WE WILL BE ABLE TO  
GIVE THEM BETTER DATA LIKE STAFF  
ATTENDANCE AND STUDENTS ON-LINE  
AND CHROME BOOKS AND ALL OF THAT  
INFORMATION, GIVING THAT OUT TO  
OUR SCHOOLS.  
I THINK THEY HAVE SOME ALREADY.  
THEY HAVEN'T GOTTEN THE FULL  
BREATH OF THE NEW SYSTEM THAT WE  
WILL PUT OUT.  
DOES IT COST MONEY, YES.  
WE HAVE HAD TO PUT MORE MONEY  
INTO A SYSTEM CREATING THE WAY  
FOR THESE DATA SYSTEMS TO TALK  
TO ONE ANOTHER.  
SO WE WILL NEED TO BE ABLE TO  
BEEF THAT UP.  
THE CURRENT SOLUTION WE HAVE FOR  
THIS DATA DASHBOARD THAT WE'RE  
USING IS FREE UNTIL DECEMBER.  
SO WE'RE NOW TRYING TO NEGOTIATE  
AND TALKING TO THEM ABOUT WHAT  
IT WILL COST IN THE FUTURE FOR,  
IF WE WANT TO CONTINUE THIS DATA  
SYSTEM.  
BECAUSE OF COVID THEY HAVE GIVEN  
IT TO US FREE.  
FOR THE LEGAL BASIS OF  
ATTENDANCE AND COMPULSORY  
ATTENDANCE, I DON'T THINK IT'S  
IN PLACE FOR PARENTS.  
WE ARE FOLLOWING UP WITH  
STUDENTS NOT ENGAGING IN THE  
STUDENT SUPPORT TEAM PROCESS.  
IF WE NOTICE STUDENTS ARE NOT  
CONNECTED OR ENGAGING THE SCHOOL  
FOLLOWS UP TO MAKE CONTACT WITH  
THE FAMILY.  
>> THANK YOU AGAIN.  
I HAVE QUESTIONS FOR THE NEXT  
SESSION.  
THAT'S IT.  
>> THANK YOU.  
COUNCIL CAMPBELL.  
>> THANK YOU.  
I HAVE APOLOGIZED TO AND YOU  
COUNSELOR WU.  
I GIVE ALL OF MY TIME TO

COLLEAGUES.

>> THANK YOU, COUNSELOR  
CAMPBELL.

>> WITH THAT I THINK WE HAVE  
GONE THROUGH EVERYBODY WHO IS  
STILL ON THE CALL.

WE DO HAVE A MEMBER OF THE  
PUBLIC WHO HAS PATIENTLY WAITED  
TO TESTIFY.

I WILL ADMIT YOU NOW.

IF YOU'RE WATCHING ON THE LIVE  
STREAM IN A SECOND YOU WILL BE  
IN THE ZOOM.

AND WHILE HER ACCOUNT IS SETTING  
UP I WANT TO NOTE FOR EVERYONE  
WATCHING AT HOME THAT WE TAKE  
PUBLIC TESTIMONY AT THE END OF  
THE HEARING.

WE ASK PEOPLE TO STATE THEIR  
NAME AND AFFILIATION KEEPING IT  
TO TWO TO THREE MINUTES.

LET'S SEE.

IT LOOKS LIKE YOU KNOWED TO SET  
UP YOUR AUDIO.

THERE, OKAY.

ALRIGHT.

>> IF YOU WOULD ACTUALLY  
SILENCE, TURN OFF THE LIVE  
STREAM NOW THAT YOU'RE IN.  
THEN FOLLOW FREE TO UNMUTE  
YOURSELF AND GIVE YOUR TE  
TESTIMONY.

TRY UNMUTING YOURSELF ONE MORE  
TIME.

>> I'M SORRY.

>> SORRY, CAN YOU TURN OFF THE  
LIVE STREAM THAT IS PLAYING IN  
THE BACK GROUND SO YOU DON'T  
HEAR THE ECHO.

>> CAN YOU MAKE SURE -- OKAY.  
IT'S OFF NOW?

>> IT IS OFF.

>> FANTASTIC.

I WANT TO THANK YOU ON BE HALF  
MYSELF AND THE COUNCIL AND THE  
SCHOOL DEPARTMENT FOR WAITING SO  
PATIENTLY THROUGH THIS LONG  
HEARING.

HAPPY TO BE RECOGNIZING YOU FOR  
PUBLIC TESTIMONY.

IF YOU CAN JUST, WE ASK EVERYONE  
TO STATE THEIR NAME AND YOUR  
AFFILIATION OR RESIDENCY,  
WHATEVER BASIS FOR YOU.

>> THANK YOU.  
I'M NOT HERE TO MAKE A  
TESTIMONY.  
OR TO ASK QUESTIONS.  
I HAVE BEEN -- BPS.  
THAT WAS THE REASON I'M HERE.  
>> GOT IT.  
THANK YOU FOR PAYING ATTENTION  
TO THE HEARING THEN.  
IN THAT CASE I KNOW WE HAVE A  
NUMBER OF MEMBERS OF THE PUBLIC  
LOOKING TO TESTIFYING AT THE  
INCLUSION HEARING.  
SO WE WILL WRAP THIS ONE UP NOW.  
THAT HEARING WAS TO START AT  
1:00 O'CLOCK.  
WE WILL START IT NOW.  
I GUESS A QUICK QUESTION TO BPS  
TEAM ARE YOU OKAY STARTING AT  
1:30.  
WANT TO WAIT UNTIL 1:40.  
>> COULD WE HAVE A LITTLE TIME  
TO STRETCH AND TALKING A BREAK.  
>> YES.  
WHAT FEELS REASONABLE 1:45?  
>> I THINK 1:45 IS REASONABLE.  
>> OKAY.  
FOR ALL COUNSELORS ON-LINE --  
>> 2:00.  
>> SO, THE OKAY THE QUESTION IS  
I JUST KNOW WE HAVE A HARD STOP  
ON THE OTHER END OF THAT THING.  
>> MY ONLY SUGGESTION FOR  
2:00 IS IT GIVES THE SCHOOL  
DEPARTMENT A OPPORTUNITY TO DRAB  
A BITE TO EAT.  
WE CAN COME IN AND OUT.  
>> YES, I APPRECIATE THAT,  
COUNSELOR ESSAIBI-GEORGE.  
>> WE COULD ALL USE A  
OPPORTUNITY TO EAT SOMETHING.  
EVERYONE WATCHING AT HOME WE'RE  
STARTING THE INCLUSION HEARING  
AT 2:00 O'CLOCK.  
I LOOK FORWARD TO GAVELING AT  
THAT TIME.  
WE WILL START PROMPTLY.  
I JUST REALLY WANT TO THANK  
AGAIN THE SUPERINTENDENT AND HER  
WHOLE TEAM FOR TESTIFYING.  
MY COLLEAGUES FOR SHOWING UP AND  
ASKING QUESTIONS, TO THE  
ADVOCATES WHO I KNOW ARE COMING  
TO THE INCLUSION HEARING.

I JUST WANT TO NOTE THAT BECAUSE  
OF, BECAUSE OF THAT ADJUSTMENT  
WHAT WE WILL DO IS I WILL MAKE  
AN ADJUSTMENT WHERE WE WILL DO  
THE SCHOOL DEPARTMENT  
PRESENTATION.

THEN WE WILL JUMP TO PUBLIC  
TESTIMONY AND THEN TO COUNSELOR  
QUESTIONS IN ORDER TO ENABLE THE  
ADVOCATES WHO HAVE OTHER  
COMMITMENTS TO MAKE SURE THAT  
THEIR NOT PUSHED BACK.

THAT IS OUR PLAN AT 2:00 O'CLOCK  
WE WILL START.

WE WILL HEAR FROM THE  
ADMINISTRATION.

THEN TAKE PUBLIC TESTIMONY.

THEN JUMP TO COUNCIL QUESTIONS.

THANK YOU, ALL.

WITH THAT I WILL GAVEL THIS  
MEETING OF THE WAYS AND MEANS  
COMMITTEE TO A CLOSE.

IT'S ADJOURNED.

SEE YOU ALL AT 2:00 O'CLOCK.

THANK YOU.

BYE.