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>> DO YOU WANT TO TRY AGAIN,
SKWAOUL YA.

IT IT WAS A LITTLE WARPED.

>> YES.

>> ALRIGHT.

SOUNDS GREAT.

>> WE ARE GOING TO WAIT ONE MORE
MINUTE AND THEN WE WILL GET
GOING.

>> ALRIGHT.

I THINK WE'RE GOING TO GET
GOING.

YOU READY.

>> I'M GAVELING THIS MEETING TO
ORDER.

FOR THE RECORD I'M THE DISTRICT
1 CITY COUNCIL AND CHAIR OF THE
WAYS AND MEANS COMMITTEE.

I'M JOINED BY MY COLLEAGUE
COUNSELOR ED FLYNN, COUNSELOR
MICHAEL FLAHERTY, COUNCIL,
COUNCIL PRESIDENT AND
ESSAIBI-GEORGE AT LARGE.

THANK YOU FOR JOINING.

THIS WORKING SESSION IS BEING
RECORDED AND LIVE STREAMED.

IT WILL BE REBROADCAST ON.

>> THESE WORKING SESSIONS
THEMSELVES DON'T HAVE A PUBLIC
COMMENT PERIOD.

WE STRONGLY ENCOURAGE RESIDENTS
TO ENGAGE BY PROVIDING TESTIMONY
FOR THE RECORD.

YOU CAN ATTEND A VIRTUAL HEARING
AND GIVE PUBLIC TESTIMONY THERE.

WE HAVE 27 HEARINGS OVER SIX
WEEKS.

YOU CAN GO ON THE PUBLIC NOTICE
AND ACCESS THE ZOOM LINK AND
JOIN US.

IF YOU DON'T WANT TO WAIT FOR THE END OF THE HEARING RECORD A TWO MINUTE VIDEO OF YOURSELF AND SHARE AT A FORUM ON OUR WEBSITE. YOU CAN PROVIDE WRITTEN TESTIMONY THAT WAY AND E-MAIL IT IT.

WE WILL HAVE TWO DEDICATED PUBLIC TESTIMONY HEARINGS ON MAY 26th AND MAY 28th BOTH AT 1:00 P.M.

YOU CAN ALSO IN POERPLLY TWEET US QUESTIONS.

WE HOPE YOU JOIN IN.

THE DOCKET NUMBERS I READ ARE THE FULL SET OF DOCKETS FOR THE CITY BUDGET.

TODAY'S WORKING SESSION IS ON THE BOSTON PUBLIC SCHOOL AND SPECIFICALLY COMMITMENT ONE AND THE PLAN.

THE NEW SUPERINTENDENT HAS A NEW STRATEGIC PLAN WITH SIX COMMITMENTS.

OUR HEARINGS WITH THE SCHOOL DEPARTMENT OVER THE NEXT MONTH WILL BE SORT OF STRUCTURED BY THE PLAN.

ALSO BY THE THINGS THAT THE COUNCIL TAKES A PARTICULAR INTEREST IN, WITH SUG MUFF CAN'T BUDGETARY I AM MY CATIONS.

OUR FIRST SET OF BPS HEARINGS COMING UP AFTER THE UNTREE DUCTERY ONES FROM A COUPLE OF WEEKS AGO WILL BE IN THE -- I THINK THIS IS ON, I SHOULD KNOW THE DATE.

MAY 5th MAYBE.

IT WILL BE COMMITMENT ONE FOCUSED ON THE OVER ALL A HINE PENT WITH THAT GOAL OFY HUM NATING ECONOMIC AND ACHIEVEMENT GAPS.

IN THE AFTERNOON WE HAD HAVE A HEARING WITH BPS POKE USED ONLY TOPICS THE COUNCIL TAKES A INTEREST IT.

WHICH ARE OUR UNKHAOUGS POLICY OF BPS, SPECIAL EDUCATION, SPECIAL EDUCATION TRANSITION AND BILINGUAL PLAN.

IN THE MORNING OUR FOCUS WILL BE ACHIEVEMENT, PROGRESS, WORK FORCE DIVERSITY, WORK FORCE -- SOCIAL/EMOTIONAL LEARNING, NURSES, TRAMA, MENTAL HEALTH SUPPORT AND HERN SUPPORTING OUR HOMELESS STUDENTS IN BPS.

THIS IS REALLY THE WORKING SESSION FOR THE KOUB TO TALK ABOUT THE KEY QUESTIONS TO ASK ABOUT THE TOPICS AND THE SPECIFIC INCLUSION, SPECIAL EDUCATION, AND BILINGUAL EDUCATION TRIO.

AND THE IDEA IS FOR US OUT OF THIS WORKING SESSION TO GET A SET OF QUESTIONS THAT WE CAN GET OVER TO THE ADMINISTRATION TO STRUCTURE OUR CONVERSATION AT THE HEARINGS.

SO THAT IS THE PLAN AHEAD.

I AM GOING TO JUMP RIGHT IN TO ASKING MY COLLEAGUES TO SHARE THEIR QUESTIONS.

IN OUR LAST WORKING SESSION ALL WILL BE DOCUMENTED BY THE COUNCIL STAFF.

THEY WILL FORMALLY BE SENT OVER TO THE ADMINISTRATION.

IT WILL BE A LITTLE DIFFERENT.

OUR LAST WAS CAPITOL S QUESTIONS DEFERRED, THIS OBVIOUSLY, THESE ARE THE QUESTIONS FOR BPS ABOUT THE TOPIC THEY'RE SPEAKING TO US ON.

WE EXPECT THEM TO BE PART OF THE HEARINGS COMING UP.
WITH THAT EX PLAN AUGS UNDER WAY I WILL DEFER MY OWN QUESTIONS.
I FOE THERE ARE OTHER QUESTIONS FROM OTHER COLLEAGUES.
JUMP IN, IN ORDER ARRIVAL.
COUNCIL ED FLYNN, COUNSELOR, YOU HAVE THE FLOOR.
>> THANK YOU COUNCIL BOK.
SO, STARTING OFF COUNCIL BOK, COULD I ASK THAT THE ADMINISTRATION TALK ABOUT HOW THEY'RE WORKING CLOSELY WITH THE BOSTON TEACHERS UNION TO IMPLEMENT CHANGES AND TO WORK WITH BTU TO HAVE ANOTHER SUCCESSFUL YEAR IN EDUCATING OUR CHILDREN.
THAT'S ONE ISSUE I WOULD LIKE TO LEARN MORE ABOUT.
THE OTHER, THE OTHER ISSUE I WAS FOCUSED ON IS WHAT IS THE INTER ACTION WE'RE HAVING THAT BOSTON PUBLIC SCHOOL IS HAVING WITH FAMILIES.
HOW CAN WE GET FAMILIES, ESPECIALLY FAMILIES THAT MAY NOT, MAY NOT SPEAK ENGLISH.
HOW ARE WE COMMUNICATING THAT MESSAGE TO FAMILIES TO GET THEM MORE INVOLVED KNOWING THAT WE HAVE LANGUAGE ACCESS CHALLENGES.
I ALSO WOULD LIKE TO KNOW WHEN WE'RE HIRING NURSES AND HIRING MENTAL HEALTH COUNSELORS ARE WE ALSO FACTORING IN THE DEMOGRAPHICS OF THE SCHOOL IN TERMS OF YOU KNOW THE LANGUAGE, THE LANGUAGE MANY OF THE STUDENTS ARE SPEAKING.
DO WE HAVE SOCIAL WORKERS AND NURSES THAT CAN ALSO COMMUNICATE

IN CANTONESE TO COMMUNICATE WITH
WITH STUDENTS AND FAMILIES AS
WELL.

I WOULD LIKE TO ASK THE
ADMINISTRATION WHAT ARE WE DOING
POOR STUDENTS LIVING IN PUBLIC
HOUSE -- MAKING SURE THEY HAVE A
SUCCESSFUL CAREER IN SCHOOL AND
THAT THEY GET THE NEEDED SURFS
AND PROGRAMS.

FOOD ACCESS IS A CHALLENGING.
RECREATION PROGRAMS CAN BE
CHALLENGING IN PUBLIC HOUSING
DEVELOPMENTS.

WE WANT TO MAKE SURE THAT
EXPERIENCE FOR PEOPLE LIVING IN
PUBLIC HOUSING IS THE SAME
EXPERIENCE AS THOSE LIVING IN
WEALTHIER NEIGHBORHOODS AS WELL
MY FINAL QUESTION IS WHAT ROLL
IS THE COLONEL EVENINGS,
UNIVERSITY AND HOSPITALS PLAYING
IN OUR SCHOOLS.

WHAT FORMAL ROLL ARE THEY
PLAYING IN OUR SCHOOLS IN TERMS
OF OF YOU KNOW NOT ONLY
EDUCATING OUR CHILDREN BUT WHAT
SERVES ARE THEY PROVIDING
INCLUDING MEDICAL CARE.
INCLUDING ACCESS TO DENTAL A SIS
TENT.

THE DENTAL PROGRAM IN CHINA TOWN
HAS A GOOD PROGRAM AS JOSIAH
QUINCY SCHOOL.

THEY GO IN AND GIVE A CLEANING
AND EXAMINATION.

HAVE WE ABLE TO HE CAN PAND THAT
OTHER SCHOOLS AS WELL.

I WOULD LUKE TO SEE OTHER
COLONEL EVENINGS AND
UNIVERSITIES HAVE A SPECIFIC
ROLL THAT THEY PROVIDE
EVERYTHING WRITTEN DOWN,

PROVIDING SERVES TO OUR SCHOOLS
AND MAKING SURE THEY'RE DOING
THEIR PART AS WELL.

I HAD LEAVE IT AT THAT, MADAM
CHAIR.

THANK YOU FOR THE OPPORTUNITY TO
SPEAK.

I WANT TO SAY THANK YOU TO
CENTRAL STAFF FOR THEIR
EXCELLENT WORK AS WELL.

>> THANK YOU, COUNSELOR FLYNN.
COUNSELOR MATT O'MALLEY HAS ALSO
JOINED US.

NEXT UP IS COUNCIL MICHAEL
FLAHERTY AT LARGE.

>> GOOD MORNING, MADAM CHAIR.

-- A DEEPER DIVE ON THE LAST
SEVERAL YEARS I HAVE ASKED OUR
BOSTON PUBLIC SCHOOL STUDENTS
GET THEIR EYES TESTED.

I'M OF THE OPINION WE HAVE A LOT
OF KIDS IN NEED OF CORRECTIVE
LENSES AND KIDS THAT CAN'T SEE
THE CHALKBOARD, ETCETERA, AND
DON'T KNOW THE DIFFERENCE.

SO HAVING THE TESTING DONE AND
GETTING THE CUSTODIES IN THE
SYSTEM TO TRACK THEM ALONG THE
WAY WOULD BE TREMENDOUSLY
BENEFICIAL.

SO BPS ENTERS INTO A PARTNERSHIP
WITH PARKER.

THEY STARTED TO DO EYE EXAMS.
SUPERINTENDENT GETTING -P TO
SPEED AND LEARNING ABOUT THE
DIFFERENT PROGRAMS AND THE JOB.

SHE DIDN'T HAVE A LOT OF DETAIL.
I WOULD LIKE TO LEARN MORE ABOUT
THE BUY LOT PROGRAM.

ESPECIALLY THE NUMBER OF
CHILDREN IN THE PROGRAM TO DATE
AND THE RESULT OF THAT.

WE OUGHT TO WORK THROUGH FIRST

AND SECOND GRADE IF KIDS ARE GRASPING WHETHER IT'S THE ALPHABET OR SIMPLE ARITHMETIC. THAT'S WHAT WE NEED TO BE COGNIZANT OF.

AS WE KIDS PROGRESS THROUGH BPS WE OUGHT TO OFFER EYE TESTING, FREE EYE EXAMS AS A PORTION OF WHAT WE DO HERE.

YOU SEE THE KIDS GET LOST IN ACQUIRING ADDITIONAL A SIS TENSE.

I'M CURIOUS WHAT PERCENTAGE OF KIDS WOULD BE ON THE RIGHT TRAJECTORY IF THEY CAN SEE THE CHALKBOARD.

THAT WOULD BE GREAT IF WE GET MORE INFORMATION ON THAT. THEN WITH RESPECT TO ACHIEVEMENT GAP.

OUR KIDS LOSE A LOT OF TIME.

-- ACADEMICALLY FOR THEM IN SCHOOLS THAT ARE CHOSEN TO THEIR HOME WHERE THEIR SUPPORT SYSTEM IS AND PARENTS AND GRANDPARENTS AND AFTER SCHOOL PROGRAMS.

I HEAR FROM PARENTS THEIR KIDS DON'T GET HOME UNTIL LATER.

BY THE TIME THEY'RE AT THE BALL FIELD THE GAME IS HALF OVER.

THEY HAVE MISSED A SIGNIFICANT PORTION OF A RECITAL OR REHEARSE REHEARSEL.

MAKING SURE KIDS ARE GOING TO A GOOD QUALITY SCHOOL IN THEIR TPHAUB HOOD.

I WONDER IF THERE ARE STATISTICS FOR KIDS AT HOME DO THEY PERFORM BETTER ACADEMICALLY BECAUSE OF THE SUPPORT SYSTEM.

WHEN IT COMES TO EDUCATING OUR CHILDREN WE ABANDON THE MODEL

AND I WOULD LIKE IT TO GET BACK TO.
THAT OUR KPHAOURPBT LIBRARIES AND HEALTH CENTERS AND THE ROLLS THEY MAY IN OUR NEIGHBORHOODS. I KNOW THE SCHOOLS PLAY THAT ROLL FOR SOME BUT NOT FOR ALL. I WANT TO MAKE SURE WE HAVE ALL SCHOOLS PERFORMING ON ALL CYLINDERS SO IT'S A MOOT POINT. I WANT TO SEE IF THERE ARE STATISTICS TO THAT AFFECT. I THINK THAT'S A WAY TO GET TO CHOSING THAT ACHIEVEMENT GAP. I LOOK FORWARD TO OTHER QUESTIONS FROM COLLEAGUES IN THE ROUND. THAT'S SOMETHING I AM LOOKING FOR FROM THE SUPERINTENDENT'S TESTIMONY.
>> THANK YOU.
NEXT UP COUNSELOR --
>> YES.
SORRY I JUST LOGD IN. I'M HAVING TECHNICAL DIFFICULTIES.
SO --
>> YOU WANT ME TO SKIP YOU AND CIRCLE AROUND.
>> YES.
>> THAT'S NO PROBLEM.
COUNCIL PRESIDENT JANNEY, YOU HAVE THE FLOOR.
>> THANK YOU, MADAM CHAIR.
JUST FOLLOWING UP.
I GUESS ON QUESTIONS COUNCIL FLAHERTY AROUND THE ACHIEVEMENT GAP.
CLEARLY REMOTE LEARNING WILL TAKE IT'S TOLL ON OUR STUDENTS AND STAFF.
I WORRY OUR STARTING POINT WAS A GAP AND WONDERING WHAT THE OVER

ALL INVESTMENT WITH THE BPS BUDGET AROUND ELIMINATING THE ACHIEVEMENT GAP, SPECIFICALLY AROUND YOU MEAN PLENTIATION AROUND THE PLAN ON THE BOOKS THAT WAS ADOPTED BY THE SCHOOL COMMITTEE IN 201 AND DEVELOPED BY THE TASK FORCE.

PARTICULARLY I WONDER ABOUT STAFFING FOR THAT OFFICE. SO THIS IS OAG OFFICE AND WHETHER OR NOT WE SEE A CHANGE IN STAFFING.

I WONDER ABOUT ANY OF THE INITIATIVES THAT THE OFFICE WAS HOPING TO UNDER TAKE THAT REQUIRES RESOURCES WHETHER THAT'S IMPACTS NOW BECAUSE OF COVID.

WHAT THE INVESTMENTS WERE. I AM INTERESTED IN UNDERSTANDING WHAT THE MANS ARE FOR SUMMER LEARNING OPPORTUNITIES. PERHAPS ANOTHER HEARING ON. THAT I WANT TO GET THAT ON THE RECORD.

I THINK THIS IS SOMETHING WE HAVE TO PAY ATTENTION TO ON, ON ANY YEAR.

ESPECIALLY NOW WITH MONTHS AND MONTHS OF REMOTE LEARNING. I THINK HAVING A GOOD ROBUST PLAN WITH SOME INVEST MENT THERE WILL BE REALLY IMPORTANT AND DEFINITELY CONNECTED TO THE OPPORTUNITY IN ACHIEVEMENT GAP. IN TERMS OF THE CODE OF CONDUCT I AM WONDERING WHERE THINGS ARE IN THAT POLICY.

WHETHER OR NOT WE NEED NEW INVESTMENT THERE.

AS A DISTRICT AND OUR SCHOOLS. I KNOW OUR SCHOOLS ARE DOING THE

BEST WE CAN.

I WONDER ABOUT A SYSTEM THAT WOULD ALERT SCHOOLS.

-- IF A ACCIDENT HAPPENS IN A HOUSEHOLD THAT PAMILY HAS SERVICES AND SUPPORT BUT PERHAPS OTHERS AREN'T.

I WANT TO MAKE SURE THE DOZENS OF STUDENTS SHOWING UP TO SCHOOL AFTER SUCH INCIDENT ARE GETTING SUPPORTED ALSO.

I WONDER ABOUT THE INVESTMENT THERE.

AND IN ALL OF THIS, THESE ARE KIND OF STAFFING QUESTIONS, I THINK IT'S IMPORTANT TO UNDERSTAND WHAT THE STAFF IMPLICATIONS ARE.

IN THESE VARIOUS DEPARTMENTS AND INITIATIVES.

WONDER ABOUT SUPPORT FOR OUR HOMELESS STUDENTS.

OUR STUDENTS WHO ARE IN RECOVERY.

YOU KNOW ALL OF OUR STUDENTS ARE VULNERABLE INCLUDING STUDENTS WHO ARE IN SPECIAL EDUCATION. ESPECIALLY THOSE IN A SUB SEPARATE.

WONDERING ABOUT THE STAFFING ALLOCATION AROUND INCLUSION AND WHETHER WE'RE CLOSER TO THREE TEACHERS IN ONE CLASSROOM AND NOT ONE TEACHER THAT IS DUAL AND TRIPLE CERTIFIED.

WONDERING HOW MANY NAS ROOMS HAVE THE MODEL WHEN WE THINK ABOUT THE GLORY DAYS.

I WANT TO UNDERSTAND WHERE WE ARE IN TERMS OF -- AND EXPANSION OF DUAL LANGUAGE AND ELL SERVICES.

HOW MANY STUDENTS.

WITH THE ELL THAT QUESTION
PARTICULARLY RELATING TO REMOTE
LEARNING AND COVID.

MOVING FORWARD IN FY21 HOW ARE
WE GETTING SERVES TO OUR YOUNG
PEOPLE.

WHETHER IT'S YOU THIS THE SUMMER
LEARNING OPPORTUNITIES OR
HOPEFULLY WHEN WE'RE BACK IN THE
FALL.

IF WE'RE NOT BACK IN THE FALL
HOW WE'RE GETTING SERVICES TO
ELL STUDENTS AND THOSE WITH
DISABILITIES.

I AM A BIG PROPONENT OF DUAL
LANGUAGE EXPANSION.

LET ME PUT MY ZOOM BACK UP.
JUST IN CASE THE CHAIR LIFTED
HER GAVEL.

I DIDN'T HAVE THE VIDEO UP.

I APOLOGIZE IF I'M GOING OVER.

I'M LOOKING AT MY NOTES HERE.

>> NO.

>> OH, GREAT.

ANOTHER THING, SO WHEN WE GO
BACK AND HOPEFULLY WE WILL BE
ABLE TO BRING CHILDREN AND STAFF
BACK TOGETHER IN BUILDINGS, YOU
KNOW IN MY MIND, THERE ISN'T
GOING BACK TO A NORMAL.

OUR CLASS RAOLZ MANY WOULD SAY
ARE OVER CROWDED ALREADY.

HOW DO WE ACCOUNT FOR SOCIAL
DIFFERENTING.

WHEN WE GO BACK IT'S CHEER TO ME
WE HAD HAVE CERTAIN PRECAUTIONS
IN MACE.

I WONDER ABOUT TESTING FOR
STUDENTS AND STAFF.

COVID TESTING, TEMPERATURE
CHECKS, THINGS LIKE.

THAT ARE WE THINKING ABOUT THAT.

IF WE ARE THAT'S A RESOURCE WE

HAVE TO THINK ABOUT FOR WHEN CHILDREN AND STAFF BASICALLY RETURN TO BUILDINGS.

SO, HOPEFULLY IT WILL BE THE FALL.

OBVIOUSLY WE HAVE NO IDEA. WE HAVE TO GET THROUGH THE CURRENT CRISIS.

I WANT US TO THINK ABOUT THAT AND PLAN FOR THAT AND WHAT IT LOOKS HIKE IN TERMS OF SOCIAL DISTANCING, IN TERMS OF MEDICAL TESTING WE MAY HAVE TO DO AROUND COVID.

I WANTED TO GET THOSE KINDS OF QUESTIONS ON THE TABLE AS WELL I THINK I AM MAYBE OUT OF TIME.

SO I THINK THAT'S IT TORE ME.

THANK YOU, MADAM CHAIR.

>> THANK YOU, SO MUCH COUNCIL PRESIDENT.

NEXT UP COUNSELOR
ESSAIBI-GEORGE.

THEN COUNSELOR RICARDO ARROYO
ASK COUNSELOR O'MALLEY EFPL
THANK YOU, CHAIR BOK.

I WILL KEEP MY QUESTIONS FOR THIS PARTICULAR HEARING SPECIFIC TO THE SUBJECT.

MY UNDERSTAND IS THIS AFTERNOON THIS IS A PART TWO.

FOR ME THE QUESTIONS ARE AROUND THE WORK OVER THE LAST TWO YEARS.

AN UPDATE ON NURSES AND THE BEING ABLE TO RIGHT SIZE OUR NEWESTING STAFF TO A MINIMUM OF A FULL TIME NURSE IN EVERY SCHOOL BUILDING.

WHERE WE ARE.

I ASKED THE QUESTION IN THE OVER VIEW HEARING.

WE HAD SHOULD INFORMATION

CHAired.

MY HOPE IS TO GO DEEPER INFORM
THE WEEDS ON THAT. UNDERSTAND
HOW MANY SCHOOLS ARE LEFT
REMAINING.

THEN MAKING SURE EVEN THOUGH WE
HAVE A FULL TIME NURSE NOW
SUPPOSABLY IN EVERY SCHOOL
BUILDING HOW DO WE MAKE SURE
THERE IS APPROPRIATE STAFFING.
SOME SCHOOLS WE KNOW NEED ONE
AND A HALF OR TWO AND A HALF
NURSES FOR EXAMPLE.

THEN HOW DOES THAT RELATE TO THE
SCHOOL BASED PH-PT AL HEALTH AND
EMOTIONAL HEALTH SUPPORT
SERVICES.

WE KNOW SOME OF THE ADDITIONAL
INVESTMENTS WE'RE PUTTING INTO
THE DISTRICTS WILL GO TO SOCIAL
WORKERS IN THE SCHOOLS.

I WANT TO UNDERSTAND THOSE
NUMBERS.

BETWEEN WE'RE STRIVING AND
CORRELATING TO THE NURSE
SITUATION.

A FULL TIME NURSE IN EVERY
BUILDING.

I THINK WE SHOULD HAVE A FULL
TIME EMOTIONAL SUPPORT IN EVERY
BUILDING.

WHAT DOES THAT LOOK LIKE WITH
AND MEAN AROUND THE INVESTMENT.
FOR THE NURSES IT SAYS -- FUNDS
TO PAY FOR THE NURSES SOCIAL
WORKER WOULD COME OUT OF THE
DISTRICT BUDGET.

THAT THE DISTRICT ASKED EVERY
DEPARTMENT AND SCHOOL TO
IDENTIFY POTENTIAL REDUCTIONS OF
FIVE PERCENT TO PAY FOR THEM.

I'M WONDERING IS THAT TRUE.

DID WE ASK SCHOOLS TO HAVE A

REDUCTION OF 5%.

HOW DOES THAT, HOW DOES THAT
IMPACT MAKING SURE WE HAVE
ESSENTIAL SERVICES IN ALL SCHOOLS.
HOW DO WE INSURE THAT ANY
REDUCTION ISN'T TAKING FROM
THOSE ESSENTIAL SERVICES.

IT GOES BACK TO THE DEEPER
QUESTION AT THAT I HAD ASKED.
I THINK THE OVER VIEW, ONE OF
THE TWO OVER VIEW HEARINGS
AROUND THE FOUNDATION BUDGET.
WHAT IS A BASE LINE BUDGET.
WHAT ARE THE THINGS WE HAVE
IDENTIFIED AS A CITY AND SCHOOL
DISTRICT THAT WE WANT AS A
MINIMUM IN EACH OF OUR SCHOOLS.
THAT'S ON THAT PIECE.

I HAVE QUESTIONS AROUND THE
HOMELESS NETWORK IN THIS PART
ONE.

WHAT IS THE SUPPORT SERVICE
THAT'S ARE UNDER WAY BOTH FAMILY
LED STABILITY PILOT.

HOW ARE WE SEEING THAT PLAY OUT
IN OTHER SCHOOLS.

DO WE HAVE A HUNDRED PERCENT
IDENTIFICATION OF FAMILY
LIAISONS WORKING WITH FAMILIES
EXPERIENCING HOMELESSNESS.

WHAT ARE, WHAT SORT IS THE MEAT
OF THE WORK.

THE SIB STANCE OF THEIR WORK.

IS IT REFERRALS FOR HOUSING,
REFERRALS FOR ACCESS TO FOOD,
REFERRALS TO OTHER SERVICES.

I AM CURIOUS AS TO SOME OF THAT
WORK.

THEN THE HERN MONEY I HAD
ADVOCATED IN MY SECOND BUDGET
SEASON FOLLOWING CUSTODIES TO
EACH SCHOOL AROUND THE DISTRICT.
HOW ARE WE USING THAT MONEY.

I THINK THEY ARE ALLOCATING IT AS PART OF THE STUDENT WEIGHED FORMULA.

IT'S NO LONG ARE STAND ALONE FUNDS BUT I'M CURIOUS HOW THE MONEY IS USED AND WHERE WE HAVE SEEN SUCCESS STORIES AND WHERE WE HAVE LEARNED AND SEEN SOME CHANGES.

ALSO A LITTLE BIT TO COUNSELOR JANNEY'S POINT TO TRAUMA AND CRISIS RESPONSE.

PARTICULARLY TO OUR BPS KIDS WHO ARE EXPERIENCING ADDITIONAL TRAUMA BECAUSE OF THE COVID 19 AND IMPACTS OF ISOLATION, LACK OF FOOD SECURITY, UNCERTAINTY ABOUT THE FUTURE.

I'M CURIOUS HOW WELL ENHANCED SERVICES BEING PROVIDED TO STUDENTS IN OUR SCHOOLS COME SEPTEMBER AND THE NEW FISCAL YEAR.

REALLY THINK ABOUT THE SUMMER AND WHAT IS HAPPENING AROUND THE TRAUMA RESPONSE AND CONNECTING KIDS TO SERVICES THROUGHOUT THE SUMMER.

I DO, I WAS ON A CALL LAST WEEK WITH BPS.

IT INCLUDED THE WORK OF BAM, BECOMING A MAN.

I BELIEVE WE'RE LOOKING TO EXPANDED BAM YOU THIS THE SCHOOL DISTRICT.

THROUGHOUT THE HIGH SCHOOLS.

I AM CURIOUS WHERE WE ARE ON THAT.

ALSO TALKING ABOUT WOW, WORKING ON WOMEN.

THE SISTER PROGRAM TO BAM.

HOW ARE WE DOING WITH INVESTING IN THAT PROGRAMMING AND

SUPPORTING OUR YOUNG WOMEN.
I THINK I'M HITTING MY TIME, I
WILL SAVE THESE FOR ROUND TWO.
IN CASE WE DON'T GET THERE I'M
CURIOUS ABOUT THE COMPREHENSIVE
BEHAVIORAL HEALTH MODEL, MENTAL
HEALTH ACCESS FOR ALL KIDS
SOMEWHERE I WOULD LIKE A UPDATE
ON THE CLSP.

THE CULTURAL AND LINGUISTICS
SUSTAINING POLICY IN THE
DISTRICT.

THAT IT COVERS, APPLIES TO
SPECIAL ED AND EXAM SCHOOLS AND
DIVERSITY.

THANK YOU, CHAIR.

>> THANK YOU, SO MUCH COUNSELOR
ESSAIBI-GEORGE.

I WILL CLARIFY.

WE'RE HAVING TWO HEARINGS.

THE MORNING AND AFTERNOON ONES I
DESCRIBED.

WE ARE DOING QUESTIONS FOR BOTH
AT THIS WORKING SESSION.

SO IF YOU WANT --

>> GREAT, I WILL HAVE QUESTIONS
FOR ROUND TWO.

>> I SUSPECTED.

SO WE'RE DOING, WE HAVE THESE
THROUGHOUT THE BUDGET SEASON WE
HAVE DAYS OF DOUBLE BPS
HEARINGS.

WE HAVE A WORKING SESSION FOR
EACH DAY NOT JUST EACH HEARING.

WE ARE DOING QUESTIONS FOR THE
INCLUSION, SPECIAL EDUCATION AND
BILINGUAL ED.

>> THANK YOU.

>> NEXT UP IS COUNSELOR RICARDO
ARROYO.

>> THANK YOU, CHAIR.

SO IF ANY OF THE QUESTIONS HAVE
BEEN ASKED PUT A CHECK MARK TO

IT ON WHATEVER NOTES YOU HAVE.
MY FIRST QUESTION WHICH I HEARD
A LITTLE BIT FROM PRESIDENT
JANEY IS.

THIS A SUMMER PROGRAMMING FOR
FY21 THAT WOULD BE AFFECTED BY
COVID.

QUESTION TWO, WHY A 35% DECREASE
IN SUPPORT SERVICES IN THE OFFICE
OF STUDENT SUPPORTS.

QUESTION 3, WHY IS THE ACHIEVE
HASN'T GAP PORTION -- CUT BY 1%.
WITH THOSE CUTS HOW ARE THEY
PLANNING THE STRATEGY.

WHY IS THE BILINGUAL SPANISH
EDUCATION REDUCED BY 1%.

WHY ARE SHELTER EMERSON
PROGRAMS CUT.

QUESTION, I THINK I'M ON FOUR, I
DON'T REMEMBER ANYMORE.

WHY IS THERE A DECREASE FOR
SOCIO AND EMOTIONAL LEARNING IN
THE BUDGET.

WHICH MIGHT BE RELATED TO THE
INCREASES IN OTHER PLACES.

WHAT THOSE CUTS ARE.

THEN THE DECREASE IN WORK CLASSES
I BELIEVE IT'S TEN PERCENT.

THE REASONING FOR THAT.

AND THEN ONE THAT IS IMPORTANT
FOR ME, WHAT OTHER SCHOOLS
BESIDES TRANSFORMATION SCHOOLS
WILL GET DECEMBER I GO FATED
SOCIAL WORKERS.

ARE THEY PLANNING TO IMPLANT
DUAL LANGUAGE PROGRAMS IN
DISTRICT FIVE.

WAY TONIGHT CONFIRM THAT.

FOR MY FIRST ROUND I THINK
THAT'S IT.

THAT MAYBE IT ALL THE WAY HAD
YOU.

OTHERS ARE ASKING SIMILAR

QUESTIONS I WOULD ASK.
HOPEFULLY THAT WASN'T TOO FAST.
>> THAT WAS GREAT, THANK YOU
COUNSELOR ARROYO.
NEXT UP COUNSELOR MATT O'MALLEY
ERG THANK YOU, MADAM CHAIR.
GOOD MORNING, EARLY AFTERNOON,
COLLEAGUES.
SIMILARLY A LOT OF GOOD
QUESTIONS AND A GOOD FRAME OF
DISCUSSION.
WANT TO THANKING COUNSELOR
ESSAIBI-GEORGE FOR HER UNIQUE
POINT AND THE WORK SHE HAS
STKUPB.
I WILL TICK THROUGH MY QUESTIONS
AS WELL.
WE TOUCHED ON THIS EARLY ON.
IT'S A DRUM WE ALL BEAT AT EVERY
TRANSPORTATION BUILDING.
I WANT TO DRILL DOWN THE OUT OF
DISTRICT PLACEMENTS, THAT SHOULD
ALWAYS BE A LAST RESORT AND THE
TRANSPORTATION COSTS ASSOCIATED
WITH THAT.
WE HAVE ONE STUDENT GOING TO A
SCHOOL THAT COULD BE 0, 40 PILES
AWAY DAILY.
S-BGDLY AS IT RELATES TO WORK ON
NURSES.
THE SOCIAL AND EMOTIONAL
SUPPORTS.
SPECIFICALLY THE INCREASE OF
SCHOOL SOCIAL WORKERS.
I KNOW THIS BODY HAS WORKED ON
THAT FOR A NUMBER OF YEARS.
WE ARE SEEING THE FRUIT OF OUR
LABOR IN THIS YEAR'S BUDGET.
THAT'S SOMETHING TO CELEBRATE.
IT'S A GREAT THING.
I WANT TO HEAR ABOUT THE
PLACEMENT OF THE SOCIAL WORKERS,
WHERE WE ARE LOOKING

SPECIFICALLY.

HIGH SCHOOLS AS WELL.

AS IT RELATES TO PREPARATION FOR THE NEW SCHOOL YEAR I THINK THIS WILL DRIVE MOST OF OUR CONVERSATION AND MOST OF OUR UNCERTAINTY GOING FORWARD.

I WANT TO HEAR WHAT PREPARATION FOR SEPTEMBER LOOKS LIKE IN TERMS OF CLASS SIZE, STAGGERED START TIMES, UTILIZING MODULAR CLASSROOMS FOR CERTAIN CAMPUSES TO HELP CREATE SOME, I THINK IT WAS SAID YOU CAN HAVE SOCIAL DISTANCING IN THE SCHOOL.

CERTAINLY THERE OUGHT TO BE SOME ACCOMMODATIONS MADE.

I WANT TO HAVE A TALK ABOUT THE EXAM SCHOOL INITIATIVE, INCREASING FUNDING FOR MORE STUDENTS GO, PARTICULARLY STUDENTS OF CHORE.

WE HAVE SEEN GREAT SUCCESS WHERE POPULATIONS HAVE DOUBLED AND TRIPLED.

IT'S UNLIKELY IT WILL BE ADMINISTERED THIS SUMMER.

ALTHOUGH PERHAPS IT WILL.

I THINK THERE IS A OPPORTUNITY TO ALLOW POOR THE EXAM SCHOOL INITIATIVE TO BE DONE REMOTELY ALLOWING FOR MORE STUDENT TO BE ACCOMMODATED TO TAKE THAT.

THAT IS A SILVER LINING.

I HAVE A SPECIFIC QUESTION ON THE NOT EXAM HIGH SCHOOLS. FOCUSING ON STEM AND STEAM CURRICULUM, WHAT NEEDS TO BE DONE.

FINALLY I'M A BIG PROPONENT OF THE INCLUSION SCHOOL MODEL. THAT'S SOMETHING I KNOW WORKS, IT WORKS WELL FOR ALL KWEUDZ

ACROSS THE BOARD.
WHETHER THEY HAVE A PARTICULAR
NEED TO BE ADDRESSED OR MORE
GENERAL POPULATION.
THAT'S SOMETHING THAT WE NEED TO
BE INCREASING.
I WANT TO HEAR ABOUT SPECIFIC
PLANS TO INCREASE THAT.
FINALLY WE TOUCHED UPON THIS AS
WELL, OPERATION FOR BPS.
WE POINTEDLY AND INTENTIONALLY
WORKED TO DECREASE THE NUMBER OF
SCHOOLS, DON FIGURATIONS AS WE
KNOW.
IT'S 20 OR 24 DIFFERENT
CONFIGURATIONS.
WHERE WE ARE ON THAT TIME FRAME.
IT HAS THIS NEW REALITY THAT
WE'RE IN TO USE A PHRASE,
HINDERED THOSE PLANNING STEPS
GOING FORWARD.
THANK YOU, MADAM CHAIR.
THANK YOU SPECIFICALLY SHANE AND
MICHELLE FOR THE GREAT WORK
TRANSCRIBING OUR QUESTIONS FOR
CENTRAL STAFF.
>> THANK YOU, COUNSELOR
O'MALLEY.
YES, I ECHO THOSE THANKS TO
CENTRAL STAFF AS WE RATTLE
THINGS OFF HERE.
COUNSELOR, YOU HAVE THE FLOOR.
>> THANK YOU.
CAN YOU HEAR ME IS THIS.
>> YES.
>> SO A LOT OF THE QUESTIONS
THAT RICARDO HAS BROUGHT UP ARE
THINGS THAT I WAS, YOU KNOW
GOING TO BE ASKING.
SO I WILL SECOND AND THIRD AND
FOURTH ALL OF THOSE THINGS.
JUST THROW AN ASTERISK NEXT TO
THOSE.

ONE IS THE IDENTIFIED GOS FOR OAG POLICY BY JUNE 2018 THEY WERE GOING TO HAVE A SOLIDIFIED STRATEGY TO ADDRESS RACISM EQUITY.

ALLEGEDLY IT WOULD BE THROUGH STRONG TOWN AND COMMUNITY TIES. ON THE CURRENT GOAL TRACKER IT SAYS IT'S PAST DUE.

I'M JUST CURIOUS THE FUNDING IN THE CURRENT RECOMMENDED BUDGET WILL IF TO ADDRESS THIS ISSUE. THE ISSUES OF RACISM AND EQUITY. I WOULD LIKE TO BRING THAT TO THE TABLE AS WELL AS OF THE 13 GOALS LISTED BY AOG WAS AROUND WORK FORCE DEVELOPMENT AND DIVERSITY.

SIX OF THEM ARE PASSING INCLUDING -- DIVERSITY TO DEVELOP AND IMPLEMENT A PROCESS TO BETTER UNDERSTAND WHY EDUCATORS OF COLOR STAY IN CERTAIN SCHOOLS.

THIS GOAL WAS TO BE MET BY SEPTEMBER 2017.

THE STATUS OF THIS IS, THE STATUS, WHAT IS THE STATUS OF THIS PROJECT AND WHAT IS THE MAN TO FULLY IMPLEMENT IT.

THE SAME GOAL STATED OHC TRIED TO COLLECT DATA IN THE PAST, CURRENTLY RESTRATAGIZING THIS PROCESS.

WE EXPECT THIS PROCESS BY END OF FY2019, WHAT IS THE STATUS OF THE PROCESS.

JUST CURIOUS WHERE THINGS STAND WITH THAT.

HOW MANY SUPERVISORS OF ATTENDANCE ARE THERE IN BPS IS A QUESTION WE HAVE TOO.

IN REGARDS TO SOCIAL AND

EMOTIONAL LEARNING WE SEE A
DECREASE IN FUNDING BY 123%.
SOCIAL AND EMOTIONAL SEES A
INCREASE BY 33%.

I'M CURIOUS IF THEY CAN EXPLAIN
THE DIFFERENCE P GOALS BETWEEN
THESE TWO PROGRAMS.

WHAT IS THE REASONING, WHAT IS
THE REASON FOR THE FORMER BEING
TAXES AND THE LATTER BEING
TRIPLED IN FUNDING.

CLARITY FOR.

THAT UNDER FUNDING FOR THE
SUMMER.

A DECREASE IN FUNDING WITH ALL
FOUR STP POSITIONS BEING
ELIMINATED.

ESPECIALLY WITH THE IMPACT OF
COVID 1 THE NODE FOR REVIEW
PROGRAMS ESPECIALLY DURING THE
SUMMER SEEMS CRUCIAL.

NOT ONLY FOR CONTINUING
EDUCATION WONDERING THE REASON
FOR THE CUT, WHY THEY'RE CUTTING
IT.

OKAY.

SO I'M GOING BACK TO MY DOCUMENT
THAT I'M CURIOUS AROUND.

HERE GIVE ME ONE MINUTE.

SO RIGHT NOW I'M TALKING ABOUT
SPECIFICALLY AROUND THE NURSING.
BPS IS CURRENTLY WORKING TO IN
SHOWER ONE NURSE IN EVERY
SCHOOL.

WHAT IS THE MAN TO MAKE SURE THE
NURSES ARE CULTURALLY CONFIDENT
AND RENECK TIFF OF THE
COMMUNITIES THEY SERVE FOR
HIRING PRACTICE.

IN REGARDS TO TRAUMA AND CRISIS
RESPONSE I WONDER HOW
DEPARTMENTS ARE CURRENTLY
HANDLING MENTAL TRAUMA RELATING

TO COVID.

HOW WILL FUTURE SPENDING BE ALLOCATED FOR THESE FEEDS.

I'M WANTING TO REITERATE THIS IS SOMETHING I'M KAOEURIOUS ABOUT AS WELL.

IN REGARDS TO INCLUSION WHAT IS THE GOAL OF A GENERAL EDUCATION TEACHER AND A SPECIAL EDUCATION TEACHER.

A GENERAL EDUCATION TEACHERS NOT CERTIFIED FOR SPECIAL EDUCATION. WHAT PERCENTAGE OF TEACHERS HAVE SPECIAL CERTIFICATION.

HOW LARGE ARE THE CLASSES FOR INCLUSION.

WHAT IS THE INCREASE/DECREASE IS THIS OVERTIME.

IN REGARDS TO ELL AND BILINGUAL EDUCATION ONE OF THE THINGS I HAVE SEEN AND HEARD A LOT OF IS FROM PARENTS AROUND COVID 19 AND ENGLISH EMERSION LEARNERS.

A LOT OF STUDENTS ARE NOT LEARNING IN THE SAME CAPACITY AS IN SCHOOL.

HOW DOES THE BUDGET SET ASIDE FUNDS TO PUCK UP THE SLACK THAT COVID 19 HAS CREATED.

I'M CURIOUS ACCORDING TO BPS ALL FUND PROGRAM DETAILS, THE THE DECREASE IN BILINGUAL AND SE. WHICH IS I HAVE BEEN APPOINTED TOO.

I'M ALSO CURIOUS THERE HAS BEEN A 23% DECREASE FOR SEI CHINESE EDUCATION, 2% DECREASE IN SDI OVER ALL.

I WONDERING WHERE THEY WILL FILL THE GAPS FOR THAT.

AND IF THEY CAN EXPLAIN THE DIFFERENCE AND HOW THEY WILL MAKE UP FOR THAT.

THAT WOULD BE GREAT.

I KNOW THAT, COUNSELOR JANEY
ADDRESSED ISSUES AROUND THE WORK
FORCE DIVERSITY.

I'M JUST CURIOUS ABOUT WHAT, YOU
KNOW WHAT IS THE PLAN FOR
RECRUITMENT AND RETENTION AROUND
THAT.

AND I BELIEVE WE HAD COVERED ALL
OF IT FOR NOW.

DROP THAT GAVEL.

>> GREAT.

THANK YOU, COUNSELOR MEJIA.
WE HAVE BEEN JOINED BY COUNSELOR.
IF YOU'RE PREPARED WITH
QUESTIONS NOW ABOUT THESE
OPPORTUNITIES AND ACHIEVEMENT
GAP HEARINGS.

THE GENERAL AND SPECIAL
EDUCATION INCLUSION ONE, I CAN
GO TO YOU NOW OR WAIT FOR THE
SECOND ROUND.

WHATEVER YOU PREFER.

>> I'M SORRY FOR JOINING THE
MEETING LATE.

I WILL WAIT FOR THE SECOND
ROUND.

THANK YOU.

>> OKAY.

GREAT.

>> ALRIGHT.

THEN I WILL RAISE A FEW OF MY
QUESTIONS.

LIKE MANY OTHERS, MANY OF MINE
HAVE BEEN ADDRESSED BY OTHER
FOLKS.

I THINK IT'S OVER ALL, I WANT TO
UNDERSTAND OUR MAN FOR STANDING
UP A MORE ROBUST BILINGUAL
EDUCATION PROGRAM DISTRICT WIDE
IS.

IT'S BEEN THREE YEARS SINCE THE
STATE GAVE US ABOUT THE

AUTHORIZATION TO DO THAT IN A SERIOUS WAY.

IN ADDITION TO DUAL LANGUAGE ROLLING IN SPECIFIC SCHOOLS I WANT TO UNDERSTAND WHAT OUR OVER ALL STRATEGY ON THAT IS.

I THINK IT'S SO IMPORTANT A STPEURPLING THE VALUE OF DIVERSITY OF LANGUAGES IN ADDITION TO ENGLISH AND IMPORTANT FOR OUR STUDENTS COMPETENCY IN THIS WORLD.

I WOULD LIKE A SUBSTANTIAL LOOK INTO IT.

IT'S A FOCUSED AREA FOR THE SECOND HEARING.

THERE IS A COUPLE OF THINGS MENTIONED IN THE MATERIALS.

I'M INTERESTED IN LEARNING MORE ABOUT THE LESSONS LEARNED FROM.

IT LOOKED LIKE THEY DID A QUALITATIVE CONVERSATION ABOUT CHOOSING ADMINISTRATIONS OF COLOR LEAVE THE SYSTEM.

WOULD LOVE TO BETTER UNDERSTAND THEIR REASONING RELATED TO THAT.

ALSO OEL DID A INVENTORY OF MODELS, CURRICULUM AND MATERIALS BY EXISTING DUAL LANGUAGE SCHOOLS.

I WOULD LOVE TO UNDERSTAND KIND OF WHAT WE LEARNED FROM THAT.

AS WE MENTION ABOUT A BIGGER BROADER STRATEGY.

DEFINITELY WANT TO TALK ABOUT INCLUSION.

I THINK ONE OF OUR COLLEAGUES BROUGHT IT UP.

I KNOW WE HAVE SITUATED.

I HAVE A TEACHER IN MY DISTRICT. HER STUDENTS ARE IN A INCLUSION CLASSROOM WITH A

PARAPROFESSIONAL WITH THEM FOR

THE REGULAR SUBJECTS.
FOR SCIENCE IT'S ONE TEACHER,
SHE HAS A SPECIAL EDUCATION
CERTIFICATION.
I KNOW OF A NUMBER OF CASES
WHERE THAT'S DOUBLING UP OF
CERTIFICATIONS.
IT DOESN'T SEEM CONSISTENT FOR
THE ROBUST INCLUSION MODEL.
TO ECHO OTHERS, WOULD LOVE TO
REALLY DIG INTO THAT AND HOW WE
MOVE TOWARDS, MAYBE WE HAVE A
FEW DIFFERENT MODELS OF
INCLUSION.
IT SEEMS LIKE IT DOESN'T SEEM
WE'RE CONSISTENT ON A MODEL
BASIS ON THAT FRONT.
SO THOSE ARE, THEN I WOULD BRING
IT UP IN THE SCHOOL FUNDING
HEARING.
I THINK JUST UNDERSTANDING
BETTER HOW LIKE TO WHAT EXTENT
WE MAKE SURE THAT OUR FUNDING
CORRELATES AND TRACKS WHAT WE'RE
MEASURING WITH THE OPPORTUNITY
INDEX IN TERMS OF THE, YOU KNOW
THE WAY THAT POVERTY DETERMINES
OUR STUDENT OUT COMES.
I SEE A SCHOOL LIKE TOBIN IN MY
DISTRICT WHO HAS A HIGH PORTION
OF HOMELESS STUDENTS.
DOESN'T GET THAT MUCH MONEY PER
STUDENT.
I THINK THE OPPORTUNITY INDEX
PIECE IS A ADD ONTO WEIGHT THE
STUDENT FORMULA.
I DON'T THINK WE'RE FAR ENOUGH
ON THAT FRONT YET.
I'M PRETTY SURE WE'RE NOT.
SO WOULD LIKE TO THINK ABOUT, IT
SEEMS LIKE THE DISTRICT IS ON A
PATH FOR A FEW YEARS OF
ASSIGNING MORE MONEY ACCORDING

TO THE OPPORTUNITY INDEX.
WE WOULD LIKE TO UNDERSTAND
ABOUT THAT AND THE HERN DOLLARS
THAT COUNSELOR ESSAIBI-GEORGE
REFERENCED.
HOW WE'RE REALLY MOVING TOWARDS
THEM, THAT BEING MORE
SUBSTANTIAL PIECE OF THE EXTRA
RESOURCES THAT WE PROVIDE TO THE
SCHOOL.
I WILL ECHO EVERYONE ON, IT JUST
SEEMS TO ME LIKE COVID 19
LEARNING LOSS IS GOING TO
COMPOUND TO THE NTH DEGREE IN
THE INEQUITIES OUR KIDS ARE
SEEING.
THE ONE SILVER LINING TO ME
WOULD BE THAT IF BEING IN A
EMERGENCY WHERE STUDENTS ARE
BEING LEFT BEHIND AS WELL A MORE
GENERAL ENERGY.
IS THIS A WAY TO RESPOND WITH A
HUGE AMOUNT OF ACADEMIC AND
SOCIAL SUPPORT IN THIS CRISIS
THAT IS DIFFERENT AND NEW FOR
OUR KIDS.
SO THAT'S A BIG PICTURE
QUESTION.
I WILL NOTE WE DO HAVE, LIKE THE
PLAN FOR THE SUMMER, ETCETERA
FOR A LATER HEARING.
WE EXPECT TO KNOW OF IT MORE,
THE SUMMER BY THE LATER PART OF
MAY.
I STILL THINK IT'S REASONABLE
FOR US AS COUNSELORS TO RAISE
THE OPPORTUNITY GAP RELATED
QUESTIONS.
AS COUNCIL PRESIDENT JANEY SAID
IT'S ALL CONNECTED.
THOSE ARE MY QUESTIONS.
NOW WE WILL GO BACK UP TO THE
TOP.

SO FOAL FREE TO PASS IF YOU GOT YOURS OUT IN THE FIRST ROUND. ANYONE WHO WANTS TO BRING UP MORE THINGS THAT HAVE COME TO MIND.

I WILL START WITH COUNSELOR ED FLYNN.

>> THANK YOU, COUNSELOR BOK.

I WILL HOLD OFF ON THIS ROUND.

COULD I COME BACK, COUNCIL BOK.

I JUST HAVE SOMETHING I NEED TO DO RIGHT NOW IF THAT'S OKAY.

>> YA, IF YOU COME BACK AND WE'RE STILL RUNNING HAPPY TO TAKE IT IN.

>> THANK YOU, COUNSELOR.

>> THANK YOU.

>> COUNSELOR FLAHERTY.

>> THANK YOU MADAM CHAIR I HAVE AN ASSESSMENT FROM THE SCHOOL DIFFERENT IN THINGS REQUEST THAT PRINCIPALS HAVE BEEN UNMET.

I KNOW ONE OF THE THINGS THAT WORKS PARTICULARLY IN SCHOOLS PERFORMING WELL IS THE SCHOOL SITE AUTONOMY.

AT THE END OF THE DAY WE NEED TO MAKE SURE, YOU KNOW OUR RESOURCES ARE GETTING TO THE CLASSROOM, TO THE CORE OF TEACHING AND LEARNING.

I KNOW THROUGH SCHOOL SITE AUTONOMY WE HAVE SEEN SOME GREAT DIVIDENDS.

AT THE SAME TIME I KNOW WE TALKING TO TEACHERS AND PRINCIPALS.

THIS ARE A HOT OF THINGS THEY DON'T HAVE, REQUEST, UPON REQUEST.

MANY INSTANCES TEACHERS AND PRINCIPALS BRING THINGS IN THEMSELVES.

AGAIN WE'RE IN A NEW DAY AND AGE
WITH COVID 19 RESPONSE.
KIDS, TEACHING, LEARNING
SUPPOSEDLY TAKING PLACE AT HOME.
NOT QUITE SURE WHAT TYPED OF TYPE OF
QUALITY CONTROL INSURANCES WE
THAT IS HAPPENING.
MOVING FORWARD IT WOULD BE NICE
TO SEE IF OUR FRONT LINE
TEACHING PERSONNEL HAVE
RESOURCES THEY NEED TO DO WHAT
THEY DO BEST, EDUCATE OUR
CHILDREN.
SO THAT WOULD BE SOMETHING I
WOULD BE LOOKING FOR FROM THE
SCHOOL DEPARTMENT.
AGAIN EACH SCHOOL SETTING IS
DIFFERENT.
TEACHERS TEACH DIFFERENTLY.
PROVIDING A GOOD QUALITY
ACADEMIC OPPORTUNITY TO MAKE
SURE WE ARE DOING THE BEST WE
CAN TO CLOSE ALT CHIEFMENT GAP
AND MAKE SURE WE'RE PUTTING OUR
KIDS IN THE BEST POSSIBLE
POSITION TO NOT ONLY THRIVE AT
BOSTON PUB LUCK SCHOOLS BUT TO
COMPETE, COMPETE FOR AN EXAM
SCHOOL OR COMPETE TO GO ONTO ONE
OF THE BEST COLLEGES AND
UNIVERSITY THAT CALL BOSTON
THEIR HOME.
WE BOAST OF HAVING THE BEST
COLLEGES AND UNIVERSITIES IN THE
WORLD.
NOT ENOUGH OF OUR STUDENTS GO TO
THESE SCHOOLS.
THEY CAN SEE THEM, DRIVE BY
THEM, AT TIMES THEY USE THE
FIELDS AND FACILITIES AT THE
SCHOOLS.
MOST DON'T HAVE A SHOT AT
GETTING IN.

WE NEED TO TURN THE TIDE ON.
THAT THAT STARTS ON MAKING SURE
THE RESOURCES WE APPROPRIATE
EVERY YEAR, THE BOSTON PUBLIC
SCHOOL DISTRICT GROWS
SIGNIFICANTLY EVERY YEAR BUT WE
EDUCATE LESS KIDS EVERY YEAR.
I HAVE A FRONT ROW SEAT.
I CAN GO THROUGH THE BUDGETS WE
WENT THROUGH.
AT THE END OF THE DAY OUR BEST
RESOURCES, THE PRECIOUS
RESOURCES IMMEDIATE TO MACH IT
TO THE CLASSROOM SO WE GIVE OUR
KIDS THE BEST QUALITY EDUCATION
THAT EXISTS.
THAT HAPPENS WHEN WE LISTEN TO
TEACHERS AND LISTEN TO PRINCIPLE
PALS.
PRINCIPLES.
WE GET THEM WHAT THEY DON'T HAVE
AND A WHAT THEY NEED.
WE ARE FINDING OUT WHAT
COMMUNITIES NEED.
FOOD AND SECURITY, HOUSING,
HEALTHCARE, WE'RE RESPONDING AND
MAKING SURE TO GET THE RESOURCE
TOTZ PEOPLE THAT NEED THEM THE
MOST.
WE NEED TO DO THE SAME WITH
RESPECT TO THE BUDGET.
WE HAVE LOTS OF TALK ABOUT
DIFFERENT THINGS THAT HAPPEN
WITHIN THE SCHOOL COMMUNITY.
AT THE END OF THE DAY FOR ME
IT'S THE THIRD WILL MEETS THE
ROAD.
THANK YOU, MADAM CHAIR.
>> GREAT, THANK YOU SO MUCH
COUNCIL STPHRAEURT.
NOW COUNCIL J OOH NEY.
ANEY.
I WILL SKILL HER FOR NOW.

COUNCIL ESSAIBI-GEORGE.

>> THANK YOU, CHAIR.

TO CONTINUE ON MY QUESTIONS FROM
THE FUR ROUND.

I HAD TEASED THE COMPREHENSIVE
BEHAVIORAL HEALTH MODEL
INITIATIVE.

I'M CURIOUS WHERE WE ARE WITH
THAT WORK . SO THE GOALS AND
INITIATIVES AROUND THAT, WHAT
OUR FOCUS IS AROUND THAT.

THERE IS ALSO A DROP IN THE A
PROP RATION FROM FY20 TO FY21.
I'M CURIOUS TORE THE DECREASE
AND THE EFFORTS FOR THE NEW
SCHOOL YEAR.

I TALKED ABOUT THE OPPORTUNITY
SA CHIEFMENT GAP WORK.

CULTURALLY AND LINGUISTICALLY
SUSTAINING PRACTICES.

WHERE ARE WE LOOKING TOWARDS
FULL IMPLEMENTATION.

AROUND SPECIAL EDUCATION THE
OPPORTUNITY ACHIEVEMENT GAP TASK
FORCE WAS WORKING TO REALLY
ANALYZE AND UNDERSTAND THE, I
THINK OVER ASSIGNMENT OF BLACK
AND LATINO TO SPECIAL ED
CLASSROOMS.

SPECIAL ED, SUBSTANTIALLY
SEPARATE CLASSROOMS.

THE REALLY OVER ASSIGNMENTS OF
THOSE TO THOSE CLASSROOMS.

WHERE WE ARE WITH THAT AND
LOOKING AT THE ASSIGNMENT
PRACTICE.

SIMILARLY AROUND THE EX MANY
SCHOOLS EFFORTS.

A LOOK TO ANALYZE AND WORK
SPECIFICALLY TO INCREASE THE
PERCENTAGE OF BLACK AND LATINO
STUDENTS ENTERING THE EXAM
SCHOOLS.

WORK FORCE DIVERSITY I KNOW IT WAS TOUCHED ON.

TALKING ABOUT THE DIVERSITY OF THE TEACHING STAFF AND ADMINISTRATION STAFF IN THE SCHOOLS.

I ALSO AM INTERESTED IN GENDER. AS A MOTHER OF FOUR BOYS.

TALKING TO ABOUT BOYS AND SEPARATE SPECIAL ED CLASSROOMS. THE ROLL THAT MALE TEACHERS MAY FOR OUR MALE STUDENTS.

IT SHOULDN'T BE UNDERSTATED. AROUND INCLUSION.

A LOT OF COLLEAGUES HAVE TOUCHED ON THIS.

I AM REALLY CURIOUS AROUND THE DEFINITION OF IN KHAOUGS.

WE HAVEN'T HAD ONE AS A DISTRICT.

WE NEED TO GET TO A MACE OF IDENTIFYING WHAT A INCLUSION CLASSROOM IS.

WHAT IT MEANS.

WHAT IS THE ANALYSIS AROUND INCLUSION ACROSS THE DISTRICT.

I THINK IT'S SOMETIMES AN OVER SATURATION OF IN KHAOUGS CLASSROOMS AND IT AFFECTS ENROLLMENT AT SCHOOLS BECAUSE OF THAT.

WHAT IS THE, WHEN WE ANALYZE THAT, THE NUMBER OF INCLUSION CLASSROOMS THERE SEEMS TO BE A DISCONNECT BETWEEN THE BTU THINKS WE HAVE AND WHAT THE DISTRICT THINKS WE HAVE FOR INCLUSION CLASSROOMS.

ALSO RELATED TO SPECIAL ED THE ROLL OF TEACHING STUDENTS THAT HAVE BEEN DIAGNOSED WITH DYSLEXIA.

HOW WE'RE SUPPORTING THOSE

STUDENTS.

I HAVE HEARD FROM A NUMBER OF RESIDENTS AND PARENTS ACROSS THE THE DISTRICT THAT WE DON'T HAVE THE SERVICES NECESSARY TO SUPPORT STUDENTS WITH A WIDE RANGE OF NEEDS, ESPECIALLY AS IT RELATES TO DYSLEXIA DIAGNOSIS. THEN LAST YEAR, MAYBE TWO YEARS AGO NOW I HELD A HEARING ON SPECIAL ED PARTICULARLY TO THE IEP AND 504 PROCESS.

I'M CURIOUS THE NUMBER OF STUDENTS CURRENTLY ON IEPs AND 504s.

HOW WE'RE EVALUATING, REEVALUATING STUDENTS IN THE PROCESS AND WHERE WE ARE.

MY SON ON A 504 WE HAD A ANNUAL MEETING VIRTUALLY, I HOPE ALL FAMILIES ARE ABLE TO ACCESS THOSE MEETINGS.

IF THEY'RE NOT HOW ARE WE MITIGATING THAT.

THE STRIVE PROGRAM, WHICH WORKS WITH STUDENTS IN THE THE SPECIAL ED DEPARTMENT WHO ARE AGING OUT, IT'S A REALLY WONDERFUL PROGRAM I'VE GOTTEN TO KNOW OVER THE LAST COUPLE OF YEARS.

I WOULD LIKE TO KNOW HOW MANY STUDENTS ARE CURRENTLY IN THAT PROGRAM, WHAT SUPPORT SERVICES ARE IN PLACE, ESPECIALLY RIGHT NOW, AND HOW DO WE BEEF UP THE OPPORTUNITY FOR THOSE STUDENTS TO PARTICIPATE FULLY IN THEIR ACADEMIC EXPERIENCE.

I HAVE MORE QUESTIONS AROUND AROUND SUPPORTING FLIGHT STUDENTS AND I'LL COME BACK AFTER A THIRD ROUND.

THANK YOU, MADAM CHAIR.

>> GREAT, THANK YOU SO MUCH
COUNCILLOR ESSAIBI-GEORGE.
NEXT UP, WE'VE GOT WEATHER
SERVICE RICARDO ARROYO.
COUNCILLOR ARROYO, YOU THERE?
ALL RIGHT, I'M GOING TO JUMP TO
COUNCILLOR O'MALLEY.
FURTHER QUESTIONS?
SEEING NONE, WE WILL JUMP TO
COUNCILLOR JULIA MEJIA WHO IS UP
AND READY TO GO.
>> I'M GOING TO NOT LOOK AT MY
NOTES, I'M JUST GOING TO GIVE IT
TO YOU THE WAY I KNOW HOW.
I HAVE SOME QUESTIONS.
I WOULD ROVE TO KNOW -- WE TALK
ABOUT PARENT AND COMMUNITY
ENGAGEMENT.
JUST LOOKING AT THE TRUTH ABOUT
HOW WE'RE WITH GOING TO ALLOCATE
RESOURCES SO THAT WE ARE
ENSURING THAT PARENTS ARE
WELL-VERSED ON THE BUDGET, THAT
SCHOOL SITE COUNCIL MEETINGS ARE
HAPPENING IN MULTIPLE LANGUAGES,
AND THAT PARENTS ARE GETTING THE
INFORMATION THAT THEY NEED IN
WAYS THAT THEY CAN UNDERSTAND
IT.
CURIOUS WHEN IT COMES TO FAMILY
AND COMMUNITY ENGAGEMENT, WHAT
TYPE OF RESOURCES ARE GOING TO
BE ADVOCATED TO INCREASE
PARENT-COUNCIL PARTICIPATION,
ESPECIALLY IF WE'RE GOING TO BE
LOSING FAMILY LIAISON DURING
THIS PROCESS.
I SEE THAT, DURING THE
TRANSFORMATION, THEY'RE GOING TO
HAVE ACCESS TO MORE SUPPORTS
THAT I STILL AM WORRIED ABOUT
THOSE STUDENTS NOT FALLING UNDER
THAT PORTFOLIO, MAKING SURE THAT

THOSE WILL BE SUPPORTED AROUND FAMILY AND COMMUNITY ENGAGEMENT. I'M ALSO CURIOUS AROUND SPECIAL EDUCATION.

A LOT OF STUDENTS WHO ARE SITTING IN ROOMS RIGHT NOW WHEN SCHOOL IS IN SESSION, BUT THOSE SERVICES ARE NOT BEING RENDERED. WHAT ACCOUNTABILITY -- HOW ARE WE KEEPING TRACK OF STUDENTS AND THE RESOURCES THAT ARE SUPPOSED TO FOLLOW THAT CHILD?

I DO SEE A DISCONNECT THERE. I'M REALLY CURIOUS ABOUT WHAT SUPPORT SYSTEMS ARE BEING PUT IN PLACE.

AND THE LAST QUESTION THAT I HAVE, I'M NOT SURE IF IT CAN BE SOLVED, BUT I'M VERY CURIOUS ABOUT LOOKING AT THE CURRICULUM DESIGN.

YOU KNOW, A LOT OF THE LESSONS THAT OUR KIDS ARE LEARNING ARE NOT CULTURALLY REFLECTED OF THE TRUE HISTORY, AND IS THERE ANY MONEY PUT ASIDE IN THE BUDGET TO DO A DEEPER DIVE INTO THE CURRICULUM TO ENSURE THAT IT REFLECTS ACCURATE HISTORY? BECAUSE WE DO KNOW THAT COLUMBUS DID NOT DISCOVER AMERICA, WE WERE ALREADY HERE.

AND I THINK THAT, WHEN YOU LOOK AT DIVERSITY AND YOU LOOK AT A SENSE OF YOURSELF, IT WOULD BE GREAT FOR B.P.S. TO ALSO ALLOCATE SOME RESOURCES TO ENSURE THAT OUR CLASSES ARE REFLECTIVE OF OUR TRUE HISTORY, AND I HEAR THAT FROM A LOT OF PARENTS, AND I THINK IT'S WORTH THE UPLIFTING HERE IN THIS SPACE.

THEN THE LAST PIECE OF IT IS EVERYBODY TALKS ABOUT EQUITY AND HOW IMPORTANT IT IS.

I AM LIKELY LOOKING TO B.P.S. TO PUT SOME FINANCIAL RESOURCES IN HELPING PARENTS UNDERSTAND WHAT EQUITY IS AND WHAT IT'S SUPPOSED TO LOOK LIKE.

SO IT'S NOT JUST PASSING DOWN INFORMATION, BUT THAT PARENTS ARE HAVING A REAL UNDERSTANDING OF HOW THEIR SCHOOLS ARE RESOURCED OR NOT.

I THINK THERE'S SOME COMMUNICATION THAT'S THERE, AND I'M WONDERING WHAT B.P.S. IS GOING TO DO TO EDUCATE PARENTS. AND I DO AGREE WITH A LOT OF THE THINGS THAT SOME OF MY COLLEAGUES TALK ABOUT, QUALITY INSTRUCTION, YOU KNOW, WE TALK ABOUT THE EXAM SCHOOLS.

I THINK EXAM SCHOOLS ARE GREAT. I'M CONCERNED ABOUT THE SCHOOLS THAT ARE NOT USUALLY THE ONES THAT MOST KIDS WANT TO PICK, LIKE MADISON PARK, EXCEL.

I'M JUST WONDERING WHAT B.P.S. IS GOING TO DO TO ENSURE THAT OUR HIGH SCHOOLS ARE WELL-RESOURCED SO THAT PARENTS HAVE A NICE BUFFET OF OPTIONS SO IT'S NOT JUST THE EXAM SCHOOLS BECAUSE NOT EVERYONE IS GOING TO GET INTO THOSE.

WHAT IS B.P.S. DOING TO ALLOCATE RESOURCES TO MAKE SURE THOSE SCHOOLS ARE GETTING WHAT THEY NEED.

LOOKING AT THE PATHWAYS K- 8, I'M CURIOUS WHAT FINANCIAL RESOURCES ARE BEING POURED INTO THE FEEDER SCHOOLS IN OUR

NEIGHBORHOODS SO THAT WE HAVE A BETTER SENSE OF WHAT B.P.S. IS DOING TO SUPPORT THE ACADEMIC NEEDS OF SCHOOLS THAT HAVE FALLEN SHORT.

THAT'S A LOT OF QUESTIONS.

PICK WHAT YOU WANT.

>> GREAT.

THANK YOU SO MUCH, COUNCILLOR MEJIA.

WE'LL SEE WHETHER B.P.S. SPEAKS ON A CURRICULUM QUESTION.

WE WILL HAVE HEARINGS FOCUSED ON ACADEMICS, SO IT MIGHT MAKE SENSE TO PUT THOSE THERE, SO WE'LL SEE IF THEY WANT TO ADDRESS IT IN THIS SET.

BUT THANK YOU FOR ALL THOSE GREAT QUESTIONS.

I SEE COUNCILLOR FLYNN IS BACK. COUNCILLOR FLYNN, IF YOU WOULD LIKE TO GO AHEAD, AND THEN IT WILL BE COUNCILLOR BREADON.

>> THANK YOU, COUNCILLOR BOK.

I WANTED TO FOLLOW UP ON MY PREVIOUS COMMENTS, BUT, ALSO, I'M A STRONG SUPPORTER OF THE JUNIOR ROTC PROGRAM THAT WE HAVE IN MANY HIGH SCHOOLS.

IT'S AN EXCELLENT PROGRAM.

IT'S ABOUT AS DIVERSE AS YOU POSSIBLY CAN GET.

FOR SOME REASON, IT ALMOST SEEMS LIKE THE JROTC PROGRAM IS ONE OF THE FIRST PROGRAMS TO BE CUT.

THIS IS A PROGRAM, IT'S NOT A MILLER RECRUITING PROGRAM, THIS IS A PROGRAM THAT HELPS STUDENTS DEVELOP LEADERSHIP SKILLS, ACCOUNTABILITY, CITIZENSHIP SKILLS, WORKING TOGETHER, UNDERSTANDING THE DIVERSITY OF VARIOUS BACKGROUNDS IN WORKING

HARD, IN WORKING AS A TEAM.
AGAIN, I SEE THE JUNIOR ROTC
STUDENTS OFTEN, AND THEY'RE A
GREAT CREDIT TO THE CITY, AND I
JUST WANT TO MAKE SURE THAT WE
CONTINUE THOSE PROGRAMS ACROSS
THE DISTRICT.

THEY ARE EXCELLENT.

THIS SPORTS PROGRAMS, THE
ATHLETIC PROGRAMS IN OUR B.P.S.,
I WANT TO KNOW ABOUT THE
FUNDING, WHAT'S BEING CUT AND
WHY.

WHAT SUPPORT ARE WE GIVING TO
STUDENTS NOT JUST ON SPORTS
TEAMS BUT ALSO PHYSICAL FITNESS,
AS WELL.

GYM CLASSES ARE CRITICAL.
A CRITICAL PART TO DEVELOPING
STRONG BODIES AND STRONG MINDS
AS WELL.

ONE OF THE ISSUES I FOCUSED
PROBABLY THE MOST ON AS WE EXIT
THE SCHOOLS IS NURSES, MAKING
SURE WE HAVE A NURSE IN EVERY
SCHOOL.

I WANT TO CONTINUE WORKING ON
THAT, BUT I WOULD LIKE TO GET AN
UPDATE ON EXACTLY HOW MANY
NURSES WE HAVE, ARE THEY IN
EVERY SCHOOL.

DO WE HAVE MORE THAN ONE NURSE
IN EVERY SCHOOL?

AND IF WE DON'T HAVE LESS THAN
EVERY ONE -- AT LEAST ONE NURSE
IN EVERY SCHOOL, WHAT ARE WE
GOING TO DO ABOUT THAT.

IF A NURSE IS ABSENT, I KNOW
THERE'S A POOL OF NURSES, AS
WELL, BUT IF A NURSE IS ABSENT
DURING THE DAY AND THE POOL
COVERS THE NURSE INTO THAT THE
OTHER SCHOOL, IS THAT OTHER

NURSE ALSO, YOU KNOW, FLUENT IN VARIOUS LANGUAGES THAT MIGHT BE NEEDED TO GO TO A PARTICULAR SCHOOL?

ARE THEY COMMUNITY IN SPANISH?

ARE THEY FLUENT IN CANTONESE?

AND MENTAL HEALTH COUNSELING.

HOW MANY MENTAL HEALTH COUNSELORS DO WE HAVE IN EACH SCHOOL?

ARE THEY ALSO BE ABLE TO COMMUNICATE IN MANY LANGUAGES?

ARE THEY PARTNERED UP WITH COMMUNITY HEALTH CENTERS?

WHAT TYPE OF MENTAL HEALTH SERVICES ARE THEY GIVING TO THE STUDENT AND THE THE INTERACTION THEY'RE HAVING WITH FAMILIES AS WELL?

AGAIN, THANK YOU, COUNCILLOR BOK, AND I APPRECIATE ALL YOUR HARD WORK ON THIS SUBJECT.

>> GREAT.

THANK YOU SO MUCH, COUNCILLOR FLYNN.

AND I JUST TWOOPT -- AND I JUST WANT TO CORRECT MYSELF, COUNCILLOR MEJIA, (UNINTELLIGIBLE)

SO THAT WILL BE GOOD THAT YOU RAISED THAT.

NOW TO COUNCILLOR BREADON.

>> THANK YOU.

SOME ISSUES OF CONCERN TO ME, THE EARLY EDUCATION, I WOULD BE CURIOUS TO KNOW THE NUMBERS OF STUDENTS THAT ARE DOING AN EARLY LEARNING CENTERS, HOW MANY EARLY LEARNING CENTERS WE HAVE AND THE NUMBER OF STUDENTS THAT ARE ACTUALLY ENROLLED IN THOSE, AND ARE WE EVALUATING IN TERMS OF REDNESS SKILLS AND NOT JUST

ACADEMICS IN THOSE SETTINGS.
READINESS ACTIVITIES AND ALL THE
ACTIVITIES THAT YOUNG STUDENTS
ARE EXPECTED TO HAVE BEFORE THEY
GO INTO KINDERGARTEN.

I HAD A QUESTION ABOUT THE
MADISON PARK VOCATIONAL
TECHNICAL HIGH SCHOOL.
WHERE ARE WE IN TERMS OF THE
RECOVERY OF THAT HIGH SCHOOL TO
GET US BACK ON TRACK?

I SEE WITH SO MANY OF OUR YOUNG
STUDENTS, YOUNG MEN, IN
PARTICULAR, HAVING A VOCATIONAL
TECHNICAL OPPORTUNITY IS VERY,
VERY IMPORTANT BECAUSE NOT ALL
FOLKS WANT TO TAKE THE ACADEMIC
TRACK AND GO ON TO A FOUR-YEAR
COLLEGE, NECESSARILY.

BUT GOING TO MADISON PARK
SHOULDN'T PRECLUDE THEM FROM
DOING THAT, IF THAT'S THE
DECISION THEY WANT FOR THE
UNDERLYING TO TAKE UP
ENGINEERING OR GO ON TO
FOUR-YEAR COLLEGE, TO GO FURTHER
IN THAT FIELD.

I ALSO FEEL THAT WE SHOULD -- I
WOULD LIKE TO KNOW MORE ABOUT
VOCATIONAL PATHWAY IN THE
COMPREHENSIVE HIGH SCHOOLS.
YOU KNOW, IF A STUDENT IS NOT
GOING TO A VOCATIONAL TECHNICAL
HIGH SCHOOL SUCH AS MADISON
PARK, ARE THERE CAREER PATHWAYS
WITHIN THE OTHER HIGH SCHOOLS?
I WOULD LIKE TO KNOW MORE ABOUT
THE STATUS OF MUSIC AND ARTS
PROGRAMS IN THEIR SCHOOLS ACROSS
THE BOARD BECAUSE IT'S WELL
DODGED THAT PARTICIPATION IN
MUSIC PROGRAMS INCREASES
ACADEMIC -- ACADEMIC PERFORMANCE

IN OTHER -- OTHER AREAS OF STUDIES.

SO I WOULD LIKE TO KNOW THE EXTENT OF OUR MUSIC AND ARTS PROGRAMS AND HOW EFFECTIVE THEY'RE WORKING AT THE MOMENT.

THE OTHER ISSUE I REALLY FEEL WITH FAMILIES OF ENGLISH LANGUAGE LEARNERS, IN SOME OF THE HOME SCHOOL IN OUR NEIGHBORHOODS OFFERS EDUCATION FOR PARENTS AND E.S.L. FOR PARENTS.

YOU DEVELOP A COMMUNITY AND YOU HAVE PARENTS THAT ARE GOOD ADVOCATES AND PARTICIPATE IN THEIR KIDS' EDUCATION DOWN THE LINE.

SO WE WOULD LIKE TO KNOW MORE ABOUT FUNDING AND PROGRAMS FOR ADULT EDUCATION.

AND BACK TO OUR PRESENT SITUATION WITH THE COVID.

WE'VE MOVED QUICKLY TO DISTANCE LEARNING APPROACH.

WE MOVED TO LEARNING AT HOME.

I REALLY FEEL THAT, GENERALLY, ACROSS THE CITY, THERE ARE GAPS IN OUR INFRASTRUCTURE.

DISTANCE LEARNING INFRASTRUCTURE, NOT EVERYONE HAS ACCESS TO RELIABLE INTERNET ACCESS, ET CETERA.

SO I FEEL THAT A DISTANCE LEARNING COMPONENT SHOULD BE PART OF THE MENU, ESPECIALLY FOR OUR OLDER STUDENTS, PERHAPS, WHO ARE WORKING AND EMPLOYED AND ARE TRYING TO GRADUATE HIGH SCHOOL, THAT WE THINK TO LEARN ABOUT DISTANCE LEARNING, IT'S NOT SOMETHING WE NEED TO DO LIKE A CRISIS OF COVID, BUT IT SHOULD

BE PART OF OUR MENU FOR OUR STUDENTS ALL THE TIME. AND THEN THAT BRINGS US RIGHT AROUND TO THE WHOLE ISSUE OF TECHNICAL READINESS IN TERMS OF PARENTS SUPPORTING THEIR CHILDREN, USING DISTANCE LEARNING FOR HOMEWORK, ET CETERA, FOR USE AT HOME. SO THAT'S BASICALLY MY MENU OF CONCERNS WITH REGARD TO THIS BUDGET, THANK YOU.

>> GREAT, THANK YOU SO MUCH, COUNCILLOR BREADON. AND THERE ARE A COUPLE OF OTHER THINGS LIKE VOCATIONAL EDUCATION THAT WE MAY HIT IN THE NEXT ROUND OF HEARINGS.

I THINK WE'VE GOT THAT ON THE LIST FOR THE 19th, SO IF IT MAKES SENSE TO DEFER THAT QUESTION, WE WILL, BUT WE'LL GET IT RECORDED FROM THIS HEARING.

I DON'T HAVE ANY FURTHER QUESTIONS NOW, SO I'M GOING TO GO BACK UP TO THE TOP.

SO COUNCILLOR -- COUNCILLOR FLYNN JUST WENT.

COUNCILLOR FLYNN, ARE YOU ALL SET?

ALL RIGHT.

COUNCILLOR FLAHERTY?

COUNCILLOR FLYNN IS UP.

>> SORRY ABOUT THAT, COUNCILLOR BOK.

>> JUST CHECKING IF YOU HAVE ANY THIRD-ROUND QUESTIONS OR IF YOU'RE ALL SET.

>> NO, I DON'T HAVE ANY FURTHER QUESTIONS.

THANK YOU, COUNCILLOR BOK.

>> THANK YOU SO MUCH.

COUNCILLOR FLAHERTY?

YES, MADAM CHAIR, I HAVE A FOLLOW-UP QUESTION, IF THAT'S OKAY WITH YOU.

>> ABSOLUTELY.

I WAS JUST TAKING NOTES FROM THE LAST ROUND OF QUESTIONING. ONE OF THE ISSUES I WANTED TO SEE WHETHER OR NOT IT MAKES SENSE TO ASK B.P.S. QUESTIONS WE'RE GETTING FROM SOME PARENTS AND SOME OF THE COMMUNITY-BASED PARTNERS, CAN WE WORK TO GET THE PARTNERS B.P.S. PROGRAM UP AND RUNNING, AND I THINK THAT'S BASED ON THE FACT THAT WHAT'S GOING ON RIGHT NOW, OBVIOUSLY, WITH RESPECT TO COMMUNITY-BASED KNOP PROFITS ARE NOW GOING TO HAVE FEWER RESOURCES, GIVEN WHAT WE'RE EXPERIENCING, PARTICULARLY AROUND THE OPPORTUNITY PORTFOLIO.

SO WOULD BE CURIOUS TO SEE WHAT B.P.S.'S COMMITMENT, PARTICULARLY THEIR FINANCIAL EQUIPMENT COMMITMENT, WOULD BE TO SUPPORTING THE COMMUNITY-BASED NONPROFITS THAT WE NEED, OBVIOUSLY, AS PART OF THE PARTNER B.P.S. PROGRAM.

>> GREAT.

THANK YOU SO MUCH, CONSIDERED THANK YOU SO MUCH, COUNCILLOR FLAHERTY.

COUNCILLOR JANEY, DO YOU HAVE ANY OTHER QUESTIONS?

I WILL RECOGNIZE COUNCILLOR ESSAIBI-GEORGE.

>> THANK YOU AGAIN.

BACK TO MY NOTES.

SO WHERE I LEFT OFF LAST ROUND WAS AROUND THE LOOKOUTS, IN PARTICULAR, AND CURIOUS AS HOW THE LOOK ACT IS IMPLEMENTED AS

PORT OF THE PLAN GOING FORWARD -- SORRY, SO TO LOOK AT HOW THAT WILL BE USED TO ISM TO IMPLEMENT AND EXPAND BILINGUAL PROGRAMS, INCLUDING A PROGRAM THAT CONSIDER ARROYO IN PARTICULAR HOW THE LOOKOUT WILL BE UTILIZED TO MAKE SURE THAT HAPPENS.

AND THE OTHER -- OH, THE OTHER PIECE WAS OWN SLICE.

I'M REALLY INTERESTED HOW WE AS A DISTRICT ARE SUPPORTING SLICE STUDENTS.

WE HAVE A SIGNIFICANT POPULATION TEACHING AT EAST BOSTON HIGH SCHOOL AND REALLY IMPORTANT THAT WE ARE ABLE TO SUPPORT THOSE STUDENTS AND MAKE SURE THAT WE'RE DOING ALL WE CAN.

SO I'M CURIOUS AS TO HOW MANY STUDENTS IN THE DISTRICT ARE CONSIDERED SLICE (PHONETIC) AND HE WOULD BE SPEAK TO THE ADDITIONAL \$1.8 MILLION TO SUPPORT THOSE STUDENTS.

AND I THINK THEY'RE ACTUALLY -- THAT ACTUALLY COVERS MOST OF MY QUESTIONS.

I DO -- COUNCILLOR JANEY, I BELIEVE, BROUGHT UP RECOVERY HIGH SCHOOL.

I RECEIVED A TEXT DURING THIS WORKING SESSION HERE TO MAKE SURE THAT WE ARE CONTINUING TO SUPPORT PROGRAMS LIKE OFF THE GUY HIGH, IN PARTICULAR, AND WORK IN STUDENTS WHO ARE IN RECOVERY AND WANT TO DOUBLE DOWN ON THAT.

AND COUNCILLOR O'MALLEY AND I TALKED ABOUT THE OUT OF DISTRICT PLACEMENTS AND THAT INVESTMENT

WE'RE MAKING AS A DISTRICT.
I BELIEVE HE ASKED IN AN EARLIER
HEARING AROUND THE DISTRICT'S
WORK TO LOOK AT THE MORE POPULAR
PROGRAMS THAT OUR STUDENTS ARE
ACCESSING, WHETHER IT'S
VOCATIONAL OR SPECIAL EDUCATION
OUTSIDE OF THE DISTRICT AND HOW
WE CAN PERHAPS LOOK TO CREATE
THOSE PROGRAMS IN OUR OWN
DISTRICT, TO ASK OUR STUDENTS
WHO ARE ACCESSING THE DISTRICT.
THANK YOU VERY MUCH, CHAIR.

>> GREAT.

THANK YOU SO MUCH, COUNCILLOR.
COUNCILLOR MATT O'MALLEY, ANY
FURTHER QUESTIONS?
SEEING NONE, I WILL GO TO
COUNCILLOR JULIA MEJIA.

>> THANK YOU.

UNRELATED TO THE QUESTIONS THAT
WE HAVE FOR B.P.S., THIS IS
SCHEDULED FROM NOW TILL 2:00.
I WANT TO MAKE SURE I'M
UTILIZING MY TIME-WISELY IN
TERMS OF WHAT THE EXPECTATION
IS.

DO WE JUST KEEP GOING ASKING
QUESTIONS --

>> NO, I MEAN, THIS IS THE THIRD
ROUND, AND I THINK I'M PRETTY
MUCH EXPECTING THAT I'M GOING TO
GIVE COUNCILLOR BREADON A CHANCE
NEXT AND THEN WE'LL BE DONE WITH
THIS.

SO WE BLOCK OUT THE TIME IN THE
WORKING SESSIONS TO MAKE SURE
THAT, YOU KNOW, DEPENDING ON HOW
MANY QUESTIONS COUNCILLORS HAVE,
WE'RE NOT CUTTING PEOPLE OFF.
TOMORROW, WE'RE COVERING A WHOLE
BUNCH OF DEPARTMENTS, FOR
EXAMPLE.

BUT, YEAH, I WOULD EXPECT --
WANT TO MAKE TIME FOR
EVERYBODY'S QUESTIONS BUT I
EXPECT TO WRAP UP SHORTLY.
>> I JUST WANTED TO MAKE SURE
THAT I, LIKE -- YOU KNOW, BUT,
IT'S ON MY CALENDAR.
SO I GUESS SOMETHING I'M CURIOUS
ABOUT IS IT'S COVID 19-RELATED,
AND IN TERMS OF ASSESSMENTS,
LIKE WHAT'S THEIR PLAN?
HOW ARE THEY GOING TO MAKE UP
FOR THAT GAP IN LEARNING?
IT'S REALLY CURIOUS ABOUT HOW
THEY'RE GOING TO IDENTIFY THOSE
GAPS, THE RESOURCES, WHICH
BUCKETS ARE THEY GOING TO BE
PULLING OUT OF TO SUPPORT THOSE
GAPS BECAUSE SOME OF THOSE GAPS
WILL BE ACADEMIC, SOME OF THOSE
ISSUES WILL BE SOCIAL-EMOTIONAL
WELL BEING, SO JUST CURIOUS
ABOUT KIND OF HOW ARE THEY GOING
TO FILL IN THOSE GAPS.
I KNOW COUNCILLOR FLAHERTY TALKS
ABOUT THE 13th YEAR OF SCHOOL
WHERE KIDS GET AN EXTRA YEAR.
I'M JUST CURIOUS, GIVEN THE FAC
THAT WE HAD WHAT'S GOING TO
PROBABLY BE SIX MONTHS OF MONEY
LOSS, YOU KNOW, HOW ARE THEY
PLANNING TO ADJUST THAT?
ARE THEY GOING TO EXTEND
CLASSES, INSTEAD OF HAVING
VACATION?
I WANT TO -- I WANT TO
UNDERSTAND THE PLAN POW THEY ARE
GOING TO CLOSE THAT GAP AND HOW
THEY ARE PREPARED, FINANCIALLY,
TO ADJUST THOSE NEEDS.
AND THEN THIS IS VERY SPECIFIC
TO FOOD ACCESS, AND I'M NOT SURE
IF THIS FALLS WITHIN THEIR

RECOMMEND, BUT I'M VERY CURIOUS ABOUT THE CONTRACTS AND HOW THEY DECIDE WHO ARE GOING TO BE THE FOOD VENDORS FOR SCHOOLS AND WHAT OPPORTUNITIES EXIST TO BREAK UP THOSE CONTRACTS SO SMALLER VENDORS CAN ACTUALLY SERVE SCHOOLS MAYBE REGIONALLY. I'M JUST WONDERING WHAT ARE THEY THINKING ABOUT IN TERMS OF FOOD ACCESS AND WHETHER OR NOT THAT'S A DIFFERENT DEPARTMENT, BUT D.P.S. DOES HAVE A ROLE IN THAT AND I WOULD LIKE TO SEE WHAT THEIR PLAN IS TO SUPPORT MINORITY BUSINESSES FROM THE FOOD SERVICE INDUSTRY.

THAT WOULD BE HELPFUL TO KNOW. YOU CAN TELL ME WHETHER THAT FALLS WITHIN THEIR JURISDICTION.

>> YEAH, IT WON'T BE THIS UPCOMING HEARING, BUT IN THE B.P.S. HEARING ON MAY 26, FOOD AND NUTRITION SERVICES ONE OF OUR TOPICS, SO WE'LL PUT THAT QUESTION IN AND FORWARD IT TO THAT HEARING.

BUT ULTIMATELY B.P.S. IS RESPONSIBLE FOR THE CONTRACTING OF THAT ENORMOUS AMOUNT OF MEALS.

IT'S NOT A DIFFERENT DEPARTMENT, BUT

(UNINTELLIGIBLE)

>> AND THEN I SEE THAT THROUGH THE WORKFORCE DEVELOPMENT IN AN HMM R. LENS, YOU KNOW, IN TERMS OF CULTURAL INCOMPETENCY.

ALSO CURIOUS ABOUT IN TERMS OF WORKFORCE DEVELOPMENT, WHICH IS ONE OF THE BUCKETS THAT WE'RE TALKING ABOUT TODAY, I MENTIONED EARLIER AROUND RECRUITMENT AND

RETENTION.

ALSO CURIOUS AS TO WHAT EFFORTS ARE BEING MADE WITH PARENTS, SPECIFICALLY THERE ARE A LOT OF PARENTS WHO WERE EDUCATED IN THEIR HOMELANDS BUT COME HERE AND MAY NOT HAVE THE CREDENTIALS.

SO HOW IS B.P.S. TAPPING INTO PARENTS AS POTENTIAL PARENTS, IF THAT'S PART OF THEIR RECRUITMENT STRATEGY, AND I'M WONDERING WHETHER THEY'RE ALLOCATING SOME RESOURCES TO EXPLORE THAT MODEL WHERE THEY ARE ENGAGING PARENTS IN THAT PROCESS.

THAT WOULD BE HELPFUL TO KNOW. AND I DON'T WANT TO HOLD PEOPLE HOSTAGE, SO I DON'T HAVE ANY MORE QUESTIONS THEN.

>> GREAT, THANK YOU SO MUCH, COUNCILLOR MEJIA.

COUNCILLOR BREADON, ANY FURTHER QUESTIONS?

>> I JUST HAVE SOME CONCERNS ABOUT THE HORACE MANN SCHOOL FOR THE DEAF SITUATION.

BUT 40% OF THE STUDENTS WHO ATTEND THERE ARE OUT OF DISTRICT, SO THAT'S GOING TO JERPT SOME INCOME COMING IN TO THAT SCHOOL.

I REALLY FEEL THAT WE NEED A ROBUST TO MANAGE THEIR TRANSITION.

IF THEY WERE IN SCHOOL RIGHT NOW, THEY WOULD BE WORKING IN VARYING -- THE ACCOMMODATIONS ARE FAR FROM ADEQUATE, BUT I REALLY FEEL THAT WE NEED TO DIG DEEPER AND REALLY PUSH TO HAVE A GOOD, ROBUST PLAN FOR PLANNING FOR A NEW SCHOOL BUT ALSO

ENSURING, IN THE MEANTIME, THAT THOSE STUDENTS GET ALL THE SUPPORTS AND THOSE FAMILIES GET ALL THE SUPPORTS THAT THEY NEED GOING FORWARD IN THIS TRANSITION TIME.

THIS ALSO PROBABLY APPLIES TO JACKSON MANN BECAUSE THEY HAVE A HIGHER NUMBER OF STUDENTS WITH AUTISM AND WE DON'T WANT TO DISPERSE THAT SCHOOL COMMUNITY BECAUSE THERE ARE SO MANY SYNERGIES BETWEEN THE STAFF, THE STUDENTS AND THE BROADER COMMUNITY THAT SUPPORTS SUCCESS. SO TO PLAN FOR A ROBUST TRANSITION AT JACKSON MANN. I THINK THAT'S ABIT FOR RIGHT NOW.

EVERYBODY'S ASKING GOOD QUESTIONS.

THANK YOU.

>> GREAT.

THANK YOU SO MUCH, COUNCILLOR BREADON.

I WOULD ASK ANY COLLEAGUES WHO WANT TO ASK A FOLLOW-UP OF ANY KIND TO RAISE THEIR HANDS, EITHER VIRTUALLY OR ON THE VIDEO SCREEN NOW, BECAUSE, OTHERWISE, I'M GOING TO END THIS WORKING SESSION.

ALL RIGHT, SEEING NONE, THANK YOU ALL FOR JOINING US.

I'M NOW GOING TO GAVEL THIS WORKING SESSION ON WAYS AND MEANS AND WE WILL SEE YOU ALL TOMORROW TO DO A SIMILAR THING FOR ANOTHER DEPARTMENT.

>> THANK YOU.

ALL.

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