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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 COG  
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 CHOSE 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 A AT THING SCHOOL CLOSER TO 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 SERVICES 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 SERVES IN THE OFFICE  
OF STUDENT SUPPORTS.

QUESTION 3, WHY IS THE ACHIEVE  
HADN'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 EMERSION  
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 DECEASE 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 LININGAGE 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 IN EQUITIES 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  
21.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 PART 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.

