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; 09/11/17 7:30 PM  
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;;;BOSTON CITY COUNCIL  
;;;9/11/2017

>> WE'RE GOING TO GET STARTED  
SHORTLY AND WE'RE WAITING FOR  
SOME PEOPLE TO COME IN BUT IF  
YOU NEED SOME LIBATIONS TAKE  
CARE OF THAT AND A BOOK THAT'S  
BEEN GENEROUSLY DONATED BY DR.  
MONIQUE MORRIS.  
GRAB ONE OF THOSE.

WE'LL GET STARTED IN A MINUTE.  
THANK YOU.  
THANK YOU ALL FOR BEING HERE.

>> EVERYONE READY?  
WE'RE GOING TO GET STARTED.  
VERY GOOD.  
>> GOOD EVENING AND WELCOME TO  
THE BRUCE W. BOLLAND MUNICIPAL  
BUILDING.  
I'M AYANNA PRESSLEY THE CHAIR  
AND FOUNDER OF HEALTHY WOMEN AND  
COMMUNITIES AND THIS IS BEING  
RECORDED AND BROADCAST LIVE ON  
COMCAST 8 AND RCN82.  
PLEASE SILENT YOUR CELL PHONES  
AND OTHER ELECTRONIC DEVICE.  
NOTICE, I'M NOT TELLING YOU NEED  
TO TURN THEM OFF BECAUSE WE HOPE  
YOU WILL BE FACEBOOKING LIVE AND  
TWEETING LIVE AND WE'LL TALK  
ABOUT THAT MOMENTARILY BUT WE  
ASK YOU SILENCE THE RINGING.  
WE'RE DISCUSSING AN ORDER FOR A  
POLICY REFORM IN PUBLIC  
EDUCATION PROJECT FOR THE  
NATIONAL BLACK WOMEN'S JUSTICE  
INSTITUTE IN BWJI AND THE BOSTON  
COUNCIL.  
IT'S PART OF AN INITIATIVE  
STARTED THIS SUMMER IN  
PARTNERSHIP WITH WBWJI CALLED  
PROJECT GIRLS OF COLOR JOC.  
WHAT I RAN FOR OFFICE EIGHT  
YEARS AGO I RAN TO FIGHT FOR  
WOMEN AND GIRLS.  
I NEVER PLEDGED TO NOT ONLY  
FIGHT FOR THEM BUT I WANTED TO

MAKE IT CLEAR THAT WERE IN NEED OF ADVOCACY AND WE WERE IN NEED OF MORE GENDER RESPONSIVE PROGRAMMING ACROSS THE BOARD. TODAY, MORE GIRLS ARE JUST AS INVOLVED AS EVER BEFORE AND THEY'RE DISPROPORTIONATELY GIRLS OF COLOR AND SCHOOL POLICY AND CLIMATE CONTRIBUTE CONSIDERABLY TO THE GROWING PIPELINE.

FOR A MYRIAD OF REASONS, SCHOOL POLICY APPEAR WELL INTENTIONED AND NEUTRAL ON THEIR FACE HAVE A DISPARATE NUMBER WITH GIRLS OF COLOR AND WE HAD A FOCUS GROUP FOR PARENTS AND ONE WITH SCHOOL PERSONNEL FROM BPS, BOSTON AREA CHARTER AND CATHOLIC SCHOOLS. YOU WILL LEARN MORE ABOUT THEIR INITIAL FINDINGS FROM THESE FOCUS GROUPS LATER.

PROJECT FOCUS JOC AIMS TO EMPOWER GIRLS OF COLOR AND SCHOOL CULTURAL REFORMERS. TODAY, UNLIKE MOST CITY COUNCIL HEARINGS I'M ONLY TAKING TESTIMONY THERE GIRLS OF COLOR AND THEY'RE PARENTS ON THEIR EXPERIENCES IN BOSTON SCHOOLS. DR. MONIQUE MORRIS, A PERSONAL HERO OF MINE AND RESPECTED THOUGHT HERO AND LEADER IN THIS SPACE WAS EXPECTED TO PRESENT DATA FROM HER BOOK "PUSH OUT" AND THE NATIONAL BLOCK WOMAN'S INSTITUTE RESEARCH ABOUT THE PIPELINE FOR GIRLS. DUE TO A MEDICAL FAMILY EMERGENCY SHE COULD NOT BE HERE WITH US TODAY SO LET'S SEND SOME STRENGTH AND LOVE AND SUPPORT HER WAY.

DR. MORRIS HAS BEEN INCREDIBLY GENEROUS WITH HER TIME IN THIS ENDEAVOR AND WILL CONTINUE TO BE INTENTIONAL IN THIS WORK BEYOND TODAY.

SHE REALLY DID WANT TO BE HERE. WE'RE FORTUNATE SHE IS REPRESENTED TODAY ABLY BY HER RESEARCH POLICY FELLOW AND FORMER INTERN OF MINE.

I WANT TO TAKE A MOMENT TO ACKNOWLEDGE, THANK THE SCHOOL

OFFICIALS WHO HAVE JOINED US  
TODAY TO LISTEN.

PLEASE WAVE YOUR HANDS.

THANK YOU.

WE WANT TO HEAR DIRECTLEY --  
DIRECTLY FROM YOU BEING HERE AND  
I WANT TO ACKNOWLEDGE MY VICE  
CHAIR MUCH THE COMMITTEE,  
ANNISSA ESSAIBI GEORGE.  
I RESPECTFULLY ASK YOU TO  
REFRAME FROM MAKING -- I WAS  
GOING TO MAKE AN EXCEPTION UP  
HER CASE.

SO NO OPENING STATEMENTS.

WE'LL HAVE A SPACE LATER IN THE  
HEARING FOR QUESTIONS.

LATER, FOR ALL ATTENDEES WE'LL  
HAVE FOLLOW UP AFTER THE HEARING  
INCLUDING ANOTHER HEARING WITH  
SCHOOL OFFICIALS AS I JUST  
ALLUDED TO.

BY YOUR PROVIDING THE E-MAIL  
ADDRESS AND PHONE NUMBER WILL  
ALLOW US TO KEEP YOU INFORMED OF  
WHAT IS NEXT BEYOND TODAY.

WITH THAT, JUST A COUPLE MORE  
HOUSEKEEPING THINGS, LADIES AND  
PARENTS, IF YOU HAVE NOT YET  
SIGNED UP TO TESTIFY AND WOULD  
LIKE TO BE SURE TO CHECK OFF THE  
BOX TO TESTIFY NEXT TO WHERE YOU  
SIGNED IN.

OR SEE MY CHIEF OF STAFF AND IF  
YOU DID NOT INDICATE YOU WOULD  
LIKE TO TESTIFY BUT WOULD LIKE  
TO.

NOW OUR FIRST PANEL OF GIRLS.  
IF YOU'D PLEASE STATE YOUR NAME  
AND GIRL, IF YOU'RE COMFORTABLE  
THE NEIGHBORHOOD YOU LIVE IN AND  
PLEASE BE SURE TO LIMIT YOUR  
COMMENTS TO THREE MINUTES TO  
EVERYONE HAS THE OPPORTUNITY TO  
PARTICIPATE.

NAME, SCHOOL, AFFILIATION.

>> MY NAME IS BRISLANE HERRERA  
AND CURRENTLY HERE WITH BOSTON  
STUDENT ADVISORY COUNCIL.

SO MY EXPERIENCE AT SCHOOL -- I  
LIKE MY SCHOOL BUT THERE ARE A  
FEW THINGS HERE AND THERE  
THAT -- AND I LIVE IN ROXBURY.  
BUT ONE THING I WOULD SAY I  
DON'T LIKE IS WHEN I'M A

DISTRACTION TO OTHER STUDENTS IF I'M WEARING -- NOT THAT I WEAR REVEALING THINGS BUT WHEN GIRLS WEAR THINGS AND ARE DISTRACTING. AND WE'RE ASKED TO LEAVE. THAT'S SOMETHING SHOULD BE CHANGED.

NO MATTER WHAT I WEAR I DON'T FEEL I DISTRACT OTHERS AND BOYS CAN WEAR WHAT THEY WANT AND WE HAVE TO CHANGE TO FIT PROTOCOL AND WE LOSE SIGHT OF OUR GOALS BECAUSE OF WHAT WE'RE WEARING. JUST BECAUSE WE'RE GIRLS.

>> NAME, NEIGHBORHOOD AFFILIATION.

>> GO TO GEORGIA SMITH ACADEMY AND AM IN THE SOUTH END.

>> IS YOUR MIC ON?

PULL IT CLOSER.

>> I LIVE IN THE SOUTH BEND AND ONE THING THAT GETS TO ME IS WHEN YOU'RE A CERTAIN COLOR AND YOUR STUDENT BODY WILL TELL YOU CAN'T BE ABLE TO DO SOMETHING DUE TO YOU'RE A GIRL OR CAN'T RUN FOR VICE PRESIDENT OR PRESIDENT BECAUSE YOU DON'T SEE THAT KIND OF PRESIDENT SO WHAT MAKES YOU THINK YOU CAN RUN AS PRESIDENT FOR SCHOOL.

THAT'S ONE THING THAT I LOVE TO CHANGE.

MORE GIRLS TO STICK UP FOR WHAT THEY WANT AND ACHIEVE IT. THE SCHOOL IS MORE FREE FOR GUYS THAT DO THE ROLES.

>> FOR THE PURPOSE OF THE RECORD BECAUSE I WANT YOUR VALUABLE INPUT HERE.

IS THAT A CULTURAL THING OR POLICY THING?

>> I THINK IT'S A LITTLE BIT OF BOTH.

IS THERE SOMETHING YOU'D LIKE TO SHARE WITH US RELATIVE TO A DRESS CODE, CODE OF CONDUCT, ANY OTHER EXPERIENCES YOU PERSONALLY HAD OR OBSERVED FOR YOUR PEERS?

>> FOR ME IT'S A BODY TYPE.

IF HAVE YOU BIGGER BREASTS IT'S MORE DISTRACTING TO THE GUYS OR TEACHERS SO THEY TELL YOU CAN'T WEAR THIS OR YOU HAVE TO WEAR A

SIZE BIGGER OR THERE'S SOME COLLEGING VALUED TO WEAR IN SCHOOL WHEN OTHER PEOPLE WITH SMALLER BREASTS OR DIFFERENT BODIES CAN WEAR THE SAME EXACT THING AND IT'S FINE WITH THE SCHOOL POLICY.

>> THE HEAD NOD IS NOT RECORDED ON THE RECORD.

>> YOU'RE ASKING IF I AGREE.

>> YES, I THINK IT SHOULD BE CHANGED.

I DON'T SEE -- LIKE IF I'M DISTRACTING YOU THEN LOOK AWAY BUT ANYTHING I'M DOING I FEEL ISN'T DISTRACTING SOMEBODY ELSE LIKE IF YOU'RE PAYING ATTENTION TO ME YOU AND YOU SHOULDN'T BE DISTRACTED BUT I AGREE.

>> AND HAVE YOU PERSONALLY OR HAVE YOU EVER OBSERVED GIRLS, DISCIPLINED OR SUSPENDED OR ASKED TO LEAVE THE SCHOOL BASED ON WHAT THEY WERE WEARING?

>> YES.

IT HAPPENED MULTIPLE TIMES WITH ME.

I JUST FEEL IT'S NOT OKAY.

>> OKAY.

>> WELL, THANK YOU ALL FOR BEING APART OF THIS IMPORTANT DISCUSSION.

>> MAY I MAKE A BRIEF COMMENT VERY QUICKLY.

>> YOU'RE BOTH MEMBERS TO THANK YOU FOR STEPPING UP AND AS A HIGH SCHOOL STUDENT I WAS A MEMBER OF BSAC AND THANK YOU FOR CONTRIBUTING TO THAT GROUP AND HOW IT CONTRIBUTES TO THE SCHOOL CLIMATE AND POLICY IS IMPORTANT. PLEASE DON'T EVER UNDERESTIMATE YOUR CONTRIBUTION TO THAT AND THE IMPACT YOU CAN HAVE ON THE CITY AS A WHOLE.

[APPLAUSE]

>> SO YOUR NAME AND IF THERE SAY SCHOOL OR NEIGHBORHOOD YOU'D LIKE TO SHARE.

>> SO I'M A FORMER STUDENT OF THE JOHN DEERE BRYANT AND FROM HYDE PARK.

THERE ARE THINGS I REMEMBER FROM HIGH SCHOOL I PERSONALLY FEEL

DIDN'T IMPACT THE GROWTH OF MY LEARNING AS A HIGH SCHOOL STUDENT.

ONE OF THE THINGS I'D LIKE TO ADDRESS IS THE CURRICULUM. PRETTY MUCH AS A STUDENT YOU FEEL THAT A LOT OF THE WORK IS BUSY WORK BECAUSE TEACHERS HAVE TO GET OUT A TWO-HOUR QUOTA OF HOMEWORK PER CLASS, PER STUDENT. A LOT OF THE TIMES IT FELT LIKE BUSY WORK BECAUSE YOU WANTED TO SPEND TIME WITH THE PROFESSOR OUTSIDE OF SCHOOL EITHER THE PRINCIPAL OR ADMINISTRATORS HAVE THINGS YOU DO THAT IMPEDED THE RELATIONSHIP WITH THE STUDENT OR THE EXTRA TIME THEY CAN GIVE TO STUDENTS BECAUSE THEY HAD TO ADDRESS OTHER THINGS.

I ALSO REMEMBER THEY'D GIVE A LOT OF WORK.

THEY'RE KNOWN FOR THAT. MY CLASSMATES FROM OTHER SCHOOLS IN BOSTON I REMEMBER THEY'D HAVE A WORK SHEET OF HOMEWORK AND THEY WERE STRUGGLING TO COMPLETE THAT.

THEY HAD A LACK OF MOTIVATION BECAUSE THERE IS THE RELATIONSHIP BETWEEN THE PROFESSOR AND THE STUDENT WAS LACKING.

THERE WASN'T ENOUGH TIME TO BUILD THAT RELATIONSHIP IN ORDER TO INSPIRE STUDENTS TO WANT TO CONTINUE.

TO PURSUE IN THEIR EDUCATION OR TAKE US SERIOUSLY.

ME PERSONALLY, A PERSONAL TESTIMONY IS I FELT I HAD TEST-TAKING ANXIETY.

I HAD AN IDP PLAN BUT BECAUSE OF THE T OF THE SCHOOL THEY WERE LIKE WE CAN'T ACCOMMODATE YOU OR SOMETHING WE CAN'T REALLY ACCOMMODATE.

AN EXAM SCHOOL IS HEAVILY -- HAS A LOT OF EXAMS.

LIKE YOUR GRADE IS LITERALLY BASED ON EXAMS.

FOR A STUDENT THAT SUCKS AS TAKING EXAMS AND LOVED DOING

PROJECTS AND EVERYTHING ELSE AND I EXCELLED IN HOMEWORK AND PARTICIPATION BUT WHEN IT CAME TO EXAMS I FLUNKED AND MY GRADES WERE BEING PUBLICIZED TO OTHER COLLEGES AND SAYING I'M A "C" STUDENT AND YOU FEEL YOUR IDENTIFY IS BASED ON THAT BRAID. -- GRADE.

ONCE HAVE YOU OTHER FACTORS WEIGHING IN ON THAT, YOU'RE A PERSON OR COLOR OR YOU HAVE AN ACCENT OR YOUR FEMALE, YOU START BELIEVING LIKE MAYBE I AM JUST A "C" AVERAGE STUDENT OR NOT THE "A" STUDENT FOR ONE THAT'S GOING TO SUCCEED.

THAT DOES TAKE A TOLL ON YOU AND LATER ON YOU START BELIEVING IT LIKE A SELF-FULFILLING PROPHECY. IT AFFECTS THE WAY YOU SEES THINGS AND WHO'S THERE FOUR -- FOR YOU AND WHAT KIND OF MENTORS YOU HAVE AND ALLOWING SCHOOLS TO HAVE MENTORS I FIND IS VERY IMPORTANT BUT FOR SOME REASON I MY NOT KNOW IT OR IT FEELS LIKE IT DOESN'T EXIST.

THE A LOT OF THE ADMINISTRATORS AND PROFESSORS HAVE ALL THESE RULES THEY NEED TO FOLLOW THEY FEEL THEY NEED TO BE AUTHORITY FIGURES LIKE DON'T DRINK THAT COFFEE AT 7:15 OR WHATEVER THE CASE MAY BE, DON'T DO THAT, DO THAT, DO YOUR HOMEWORK OR YOU'LL GET AN F INSTEAD OF TRYING TO FIGURE OUT WHAT'S GOING ON.

I FEEL SCHOOL SHOULD BE A PLACE WHERE AN IEP ISN'T FOR SPECIAL CASES.

IT SHOULD BE PART OF THE CURRICULUM.

EVERYBODY LEARNS DIFFERENTLY. NOBODY'S THE SAME.

YOU SHOULDN'T HAVE A ONE-SIZE FITS ALL TYPE OF THING.

WE SHOULD ALLOW FOR PROFESSORS AND PRINCIPALS TO WORK TOGETHER TO MAKE SURE EVERYBODY CAN GO AT THEIR PACE.

I REALLY DO THINK SUCCESS DEPENDS ON THE PROFESSOR.

OR A PERSON IN CHARGE.

IF YOU KNOW WHAT'S GOING ON AT HOME THAT'S WHAT'S MOST IMPORTANT TO YOU.  
IF YOU'RE INVOLVED IN GANGS AND I KNEW PEOPLE INVOLVED IN GANGS THAT HAD GUNS AND SMOKE AND DO ALL THESE THINGS AND YOU WOULD THINK A 13, 14-YEAR-OLD SHOULDN'T BE THINKING ABOUT. THEY SHOULD BE THINKING ABOUT TAKING THEIR CLASSES SERIOUSLY BUT THERE'S THAT DISCONNECT AND THAT'S WHAT'S MOST IMPORTANT TO THEM AND MORE REAL TO THEM. I THINK THE WHOLE GRADE THING I FEEL LIKE -- I GUESS THE CULTURE OF SCHOOL.  
FOR ME I WASN'T DOING WELL WITH TESTS.  
I REALLY DID THINK I WAS A FAILURE AND DIDN'T THINK I'D MAKE IT TO COLLEGE AND TO HAVE A PROFESSOR LOOK AT MY GPA AND THIS IS A TRUE STORY, I HAD A PROFESSOR LOOK AT MY GPA AND WAS GRADING YOU ON HOW MANY COLLEGES YOU KNOW AND I'M A FIRST-GENERATION COLLEGE STUDENTS.  
MY PARENTS DIDN'T KNOW ABOUT COLLEGES.  
I HAD TO DO IT ALL BY MYSELF AND I PICKED THE SCHOOLS YOU ALWAYS HEAR ABOUT, HARVARD, BC, BU AND SHE LOOKED AT MY GPA AND SAID YOU SHOULD APPLY TO COMMUNITY COLLEGE.  
THAT'S ALL I COULD ONLY AIM FOR. NO MORE THAN THAT AND IT WAS AN A.P. COURSE.  
IT DOES LIKE YOU SAY, DAMN, REALLY?  
THAT JUST TAKES MORE MOTIVATION OUT OF YOU.  
YOU DON'T WANT TO CONTINUE.  
IF SHE DOESN'T BELIEVE IN YOU THIS PROFESSOR DOESN'T BELIEVE IN YOU WHY SHOULD YOU BELIEVE IN YOURSELF?  
AND THERE'S STUDENTS I HIGH SCHOOL THAT DON'T FEEL LIKE THAT BECAUSE MY GRADES DON'T CORRELATE TO WHAT I'M DOING IN COLLEGE.

I'M DOING WELL.  
>> WHAT SCHOOL DO YOU GO TO?  
[INAUDIBLE].  
>> THANK YOU.  
>> AND IT'S RULES LIKE YOU CAN'T  
EAT IN CLASS OR HAVE COFFEE.  
LIKE, REALLY, THIS IS WHAT WE'RE  
GOING TO FOCUS ON.  
THE FOOD.  
I REMEMBER BEING AT BREAKFAST  
AND THEY SERVED US BREAKFAST IT  
WAS AS HARD AS A HOCKEY PUCK.  
BPS FOOD SUCKS AND IT'S NOT  
GOOD.  
IT'S REALLY DISTRACTING AS  
MINIMAL AS IT SOUNDS AND BUT  
IT'S VERY DISTRACTING BECAUSE  
YOU'RE HUNGRY, YOU CAN'T DRINK  
YOUR COFFEE, YOU CAN'T BRING IN  
YOUR FOOD YOU WANT TO EAT IN  
CLASS FOR YOUR FIRST PERIOD.  
YOU'RE LOOKING FORWARD TOWARDS

LUNCH TIME OUR GET A FAKE PIZZA  
OR BURGER BECAUSE THE MEAT IS  
MYSTERIOUS.

YOU CAN'T EAT THAT.  
THEN YOU'RE JUST THINKING ABOUT  
I WANT TO GO HOME AND GO TO THE  
FOOD TRUCK OUTSIDE.  
IT DOES ADD TO THE DISTRACTION  
OF THE BIGGER PICTURE AND THE  
OTHER STUFF THAT IS GOING ON IN  
LIFE.

>> CAN I ASK YOU A COUPLE  
QUESTIONS.  
>> THANK YOU FOR BEING HERE AND  
WE'RE VERY PLEASED ALTHOUGH  
CERTAINLY YOU IN AN A LITTLE BIT  
OF TIME I'M NOT THE LEAST BIT  
SURPRISED YOU'RE THRIVING IN  
COLLEGE AND I HAVE NO DOUBT  
YOU'LL BE A PRESTIGIOUS ALUM OF  
LA SALLE.

I HAVE SOME QUESTIONS BUT BEFORE  
I GET INTO THAT I'LL MAKE A  
COMMENT.

YOU'LL BE PLEASED TO KNOW I'VE  
BEEN WORK VERY CLOSELY WITH BPS  
AND PARENTS AND THE CONSUMERS OF  
FOOD AND OUR BPS STUDENTS TO  
IMPROV THE QUALITY OF SCHOOL  
FOOD AND THIS YEAR WE BROUGHT ON  
A NEW VENDOR, REVOLUTION FOODS.

AND FOR THAT ROLLOUT ONE WEEK  
AGO THE KIDS UNPROMPTED SAID THE  
FOOD WAS HOT AND TASTED LIKE  
FOOD AND WAS YUMMY.

I ALSO WANT TO ACKNOWLEDGE THEY  
NOW MADE THE DIRECTOR OF FOOD  
SERVICES A CABINET-LEVEL  
POSITION BECAUSE IT'S RECOGNIZED  
HUNGER OR BEING POORLY NOURISHED  
IS A BARRIER TO LEARNING.

CERTAINLY OUR STUDENT SUCCESS  
BEGINS WITH STUDENT HEALTH AND  
FOOD IS A PART OF THAT SO NO  
MORE HOCKEY PUCKS.

I WANTED TO ASK YOU A QUESTION  
ABOUT REPRESENTATION.

YOU SPOKE ABOUT THE DISCONNECT  
AND ANNISSA WILL HAVE SOME  
QUESTIONS TO ASK I'M SURE AS  
WELL, SHE'S AN EDUCATOR HERSELF,  
A HIGH SCHOOL EDUCATOR.

WE HEAR FROM TEACHERS THE STRESS  
THEY FEEL AROUND RIGOR AND  
ACADEMIC OUTCOMES AND THEY WISH  
THEY HAD MORE TIME.

WE HEAR THAT AS WELL.

I JUST WONDER, CULTURALLY, IN  
TERMS OF THE DISCONNECT YOU  
FELT, DO YOU THINK THAT WOULD  
HAVE BEEN LESS OF A FACTOR IF  
YOU'RE TEACHER WAS OF COLOR?

HOW DO YOU IDENTIFY?

ARE YOU LATINO?

>> YES.

>> OKAY.

YOU SPOKE ABOUT MENTORING.

CAN YOU TALK A LITTLE BIT ABOUT  
SCHOOL CULTURE AND CLIMATE AND  
DID YOU SEE YOURSELF REFLECTED?  
DO YOU THINK THAT WOULD HAVE  
MADE A DIFFERENCE FOR YOU?

>> ONE OF THE GOOD THINGS ABOUT  
JOHN DEERE WHEN I WAS A STUDENT  
THEY DID HAVE A HANDFUL OF  
TEACHERS OF COLOR.

IT DOES INFLUENCE BUT WHEN HAVE  
YOU A TEACHER THAT UNDERSTANDS  
WHAT YOU'RE GOING THROUGH OR  
WHAT YOUR DAY TO DAY LIFE IS  
LIKE OR WHEN THEY TREAT YOU LIKE  
HUMAN BEINGS, JUST PEOPLE  
INSTEAD OF LIKE YOU'RE THE  
STUDENT AND I'M THE PROFESSOR, I  
WANT TO SAY THE COLOR MAY NOT

HAVE SUCH A HUGE IMPACT.

USUALLY PROFESSORS OF COLOR I HAVE NOTICED THEY PUT IN A LOT MORE EFFORT IN MY EXPERIENCE SENSE THEY'VE GONE THROUGH SIMILAR STRUGGLES THEY WANT TO GO THROUGH THAT.

>> I NEVER WANT TO UNDERESTIMATE THE POWER YOUR PEERS CAN PLAY IN BUILDING A SUPPORT OF COMMUNITY WITH PEOPLE THAT ARE HOMOGENOUS THAT COMES A SIMILAR UPBRINGING. ARE YOU ABLE TO CREATE A COMMUNITY WITHIN YOUR SCHOOL? WHERE WERE THERE CLUBS, DID YOU SIT TOGETHER AT LUNCH OR WAYS WHERE YOU BUILT YOUR OWN COMMUNITY AND SUPPORTED EACH OTHER?

>> WE DO SEE PEOPLE GRAVITATE TOWARDS EACH OTHER WHEN IT COMES TO THEIR RACE OR CULTURE. WHEN HAVE YOU A DIVERSE COMMUNITY OF ALL RACE, ALL CULTURES NO MATTER JUST A DIVERSE COMMUNITY I FEEL LIKE THOSE KIDS IN MY EXPERIENCE TEND TO THRIVE MORE.

THEY TEND TO BE MORE RESILIENT AND ACCEPTING OF ONE ANOTHER. JUST LIKE INSTEAD OF HAVING BLACK STUDENTS AND WHITE STUDENTS HERE WHEN YOU SEE THEM COME TOGETHER IT'S GREAT.

>> MY LAST QUESTION YOU SHARED ABOUT THE FIRST GENERATION AND YOUR PARENTS NOT BEING AS ADEPT IN COLLEGE PREPAREDNESS AND HOW TO NAVIGATE THAT AND YOU HEAR ABOUT THAT A LOT.

WERE THERE LANGUAGE BARRIERS?

>> THERE ARE STILL A LOT OF BARRIERS.

>> WOULD YOU TRANSLATE EVERYTHING COMING FROM SCHOOL OR ABOUT THE PROCESS OR DID YOUR OWN THING?

>> WHEN I NEEDED TO GET THEM INVOLVED IT WASN'T JUST ABOUT TRANSLATING LANGUAGE BUT THE CONTEXT OF IT.

>> WERE YOU EVER MADE AWARE OF RESOURCE WERE AVAILABLE TO YOUR

FAMILY GIVEN THOSE LANGUAGE AND CULTURAL BARRIERS THAT WOULD SUPPORT THEM AND BETTER YOU? WERE YOU EVER MADE AWARE OF ANYTHING LIKE THAT?

>> THERE WERE MORE PROGRAMS FOR ME THAT I LOOKED AT.

THERE ARE DIFFERENT PROGRAMS TO HELP STUDENTS INDIVIDUALLY BECOME AWARE OF THOSE BUT IN MY EXPERIENCE THEY DON'T REALLY DO WELL.

>> COUNCILOR ANNISSA ESSAIBI GEORGE.

>> I WANT TO CONGRATULATE YOU ON WHERE YOU WENT TO SCHOOL.

I WOULD LOVE MEETING THOSE KIDS BECAUSE I WAS THERE AND I CONGRATULATE ON YOUR SUCCESS IN SCHOOL AND I HEARD YOUR MAJORING IN PSYCHOLOGY.

VERY GOOD.

>> WE'LL NEED YOU AT CITY HALL.

>> WHEN YOU SPEAK A LITTLE BIT TO YOUR IMPRESSION OF THE CODE OF CONDUCT?

YOU REFERENCES THE STRICTNESS OF THE CODE OF CONDUCT AND HOW IT IMPACTED YOUR EXPERIENCE AS A STUDENT.

>> I'M TRYING TO REPUBLIC.

-- REMEMBER.

THERE WERE RULES THAT DID DEPEND ON THE ADMINISTRATOR.

SOME ADMINISTRATORS MANAGED IT IN THEIR OWN WAY ON THE LEVEL OF STRICTNESS.

FOR ME, I LIKE TO SMACK ON THINGS AND I KEEPS ME ALERT. IT HELPS WITH ANXIETY AND AT THE TIME I WAS HAVING ADD SYMPTOMS DUE IT OTHER CIRCUMSTANCES.

I NEEDED TO MUNCH ON THINGS AND THE FACT THAT IF A PROFESSOR WOULD BE LIKE YOU NEED TO THROW THAT AWAY THEN I'M OVER HERE UPSET INSTEAD OF FOCUSING ON THE LECTURE OR THE COURSE.

I HAD A PROFESSOR THAT WOULD STOP THE CLASS IF THERE WERE A GROUP OF STUDENTS EATING, AND STOP THE WHOLE CLASS TO ADDRESS THE ISSUE.

WE WOULDN'T EVEN GET PAST  
[INAUDIBLE].  
IT'S A DISTRACTION BOTH WAYS, I  
UNDERSTAND THAT.  
I FEEL THE PRIORITY ON CERTAIN  
ISSUES SHOULD BE ON PERFORMING.  
AND I REMEMBER IF YOU WERE  
SLIMMER YOU CAN GET AWAY WITH  
WEARING MORE THINGS THAN IF YOU  
HAD MORE WEIGHT ON YOU.  
I FEEL IT SHOULD BE A UNIFORM  
POLICY.  
IT SHOULDN'T JUST BE SOMETIMES  
HERE AND SOMETIMES THERE BUT  
MAKE IT KNOWN TO STUDENTS AND  
TRY TO TALK TO STUDENTS SO THEY  
FEEL THEIR VOICE IS BEING  
COUNTED.  
IT'S NOT LIKE, HEY, THIS SAY  
RULE.  
IT'S MORE LIKE, HEY, LET'S HAVE  
A DIALOG.  
WHAT DO YOU THINK ABOUT DRESS  
CODE FOR EXAMPLE.  
ALLOWING FOR THE CONVERSATION TO  
MAKE SURE THEY FEEL LIKE THEIR  
VOICE COUNTS.  
>> IT DOES.  
THAT'S WHY WE'RE HEAR TODAY TO  
MAKE SURE.  
AGAIN, WE HOPE EVERYONE IS  
SIGNED IN AND PRESENTED A PHONE  
NUMBER TO KEEP YOU APPRISED OF  
NEXT STEPS AT THE VERY LEAST.  
WE WILL BE PRODUCING A REPORT OF  
RECOMMENDATION WE WILL  
DISSEMINATE THROUGH THE  
LEADERSHIP IN BOSTON SCHOOLS TO  
TAKE THESE RECOMMENDATIONS AND  
FORUMS ACCOUNTS.  
DATA SUPPORTS FOR GIRLS SCHOOL  
IS THE SAFEST PLACE IN THEIR  
LIVES.  
NOBODY WANTS THIS, EDUCATORS,  
PARENTS, WE DON'T WANT OUR  
SCHOOLS TO BECOME ENVIRONMENTS  
THAT ARE HOSTILE OR IN TOLERANT  
OR NURTURING.  
THE SAFER YOU FEEL THE MORE YOU  
WILL THRIVE AND THAT'S WHAT  
WE'RE TRYING TO GET AT HERE  
TODAY.  
>> ON THAT NOTE I'D LIKE TO ADD  
I DON'T THINK THE ISSUE REALIZE

IN WHAT YOU'RE WEARING.  
IF SCHOOLS WANT TO ADDRESS THE  
ISSUE THEY SHOULD TALK MORE  
ABOUT WHAT IT IS TO HAVE A BODY.  
THE UNDERLYING ISSUE OF RESPECT,  
OR HEY, YEAH, WOMEN HAVE BREASTS  
AND MEN HAVE FEATURES TOO.  
IT'S NORMAL.

THE WHOLE HEALTH EDUCATION AND  
GETTING PAST THE WHOLE SEX PART  
AND WHAT IT MEANS TO BE FEMALE  
AND THE WHOLE SEX SPECTRUM OF  
AND ALL THOSE THINGS INSTEAD OF  
SAYING YOU CAN'T WEAR THAT.  
>> ONE MORE COMMENT AN EDITORIAL  
ABOUT FOOD IN THE CLASSROOM AND  
THE CHALLENGES WITH FOOD IN THE  
CLASSROOM.

ONE OF THE BIGGEST PROBLEMS IS  
THERE ARE TIMES WHEN STUDENTS  
ARE EATING IT'S AN INCREDIBLE  
DISTRACTION AND WITH RODENTS IN  
THE CLASSROOM.

AS OUR DISTRICT HAS LONGER DAYS  
AND OUR LUNCHESES ARE NOW SHORTER  
AND MY KIDS ARE IN EXTENDED DAY  
AND WHEN THEY GET IN THE CAR  
THEY'RE STARVING BECAUSE THERE'S  
A LOT OF TIME BETWEEN WHEN THEY  
HAD LUNCH AND SCHOOL.

THOSE ARE THINGS WE NEED TO  
ADDRESS AS A DISTRICT AND  
MAINTAIN A CLEAN ENVIRONMENT TO  
ALLOW KIDS TO HAVE AN  
APPROPRIATE SNACK OR BREAKFAST  
AFTER THE BELL OR A SNACK IN  
THEIR CLASSROOMS BUT THANK YOU.

>> THANK YOU VERY MUCH.  
>> WILL NOW WE'LL HEAR FROM OUR  
PARENT PANEL YOU'LL COME  
FORWARD.

PAULA, JULIA?  
ANYONE HERE FROM OUR PARENT  
PANEL.  
PLEASE COME JOIN US.  
GOOD EVENING.  
FAMILIAR FACES.  
ENGAGED PARENTS.  
WE'RE SO GRATEFUL FOR YOUR  
ENGAGEMENT AND LEADERSHIP AND  
PARENTS YOU ACTIVELY MOBILIZE  
AND EDUCATE AND EMPOWER AND  
WE'RE DELIGHTED TO HAVE YOU WITH

US TODAY.

YOUR NAME AND AFFILIATION FOR THE RECORD AND THEN WE'LL HEAR YOUR TESTIMONY.

>> I'M JULIA MEJIA FROM DORCHESTER AND I'M FROM A COLLABORATIVE PARENT ACTION NETWORK.

>> I'M PAULA KELLY. I'M A CPLAN LEADER FOR THE PARENT ACTION NETWORK AND I LIVE IN DORCHESTER AND I'M A PARENT OF A BPS STUDENT.

>> I'M CINDY SWATHOL A PARENT OF A CHILD AT PUBLIC SCHOOL AND ONE AT A CHARTER SCHOOL.

I'M HERE TO JUST GIVE MY PERSPECTIVE --

>> BECAUSE WE BOTH LIVE IN DORCHESTER I WANT TO KNOW WHERE YOU LIVE?

>> IN ROXBURY.

>> WE HAVE A SPECIAL IN CONNECTION.

>> WE BOTH WENT TO BOSTON TECH TOGETHER.

>> VERY GOOD.

>> WE'LL START HERE.

>> I HAVE TO SAY AS A DISCLAIMER I GET A LITTLE NERVOUS TOO SO I HAVE A SCRIPT OF THINGS I WANTED TO SHARE BUT I'M BETTER WHEN I'M NOT SCRIPTED SO I MAY GO OFF SCRIPT A LITTLE BIT.

SO LET ME GET THIS OUT OF THE WAY AND THEN I'LL AD-LIB A LITTLE BIT.

AS MANY KNOW ME AS THE ERIN BROCKOVICH OF PUBLIC EDUCATION.

I RAISED TWO STRONG LA TINA GIRLS ONE IN BOSTON DISTRICT SCHOOL AND ANOTHER AT A BOSTON CHARTER SCHOOL.

I'M THE FOUNDER AND DIRECTOR OF CPLAN THE COLLABORATIVE PARENT ACTION NETWORK IT TAKES THE COMMUNITY-CENTERED APPROACH TO CHANGE.

WE BRING ELECTED OFFICIALS AND PARENTS TOGETHER TO INSPIRE POLICIES TO SUPPORT OUR MOST VULNERABLE.

AS PARENTS WE ALL WANT WHAT'S BEST FOR OUR CHILDREN.

OFTEN TIMES WHEN IT COMES TO EDUCATION WE LOOK TO ACADEMICS TO MEASURE SUCCESS, HOWEVER, AS CPLAN MEMBERS CONTINUE TO MEET WE REALIZE THE SOCIAL, EMOTIONAL WELL BEING OF OUR CHILDREN ARE AT RISK AND SOME GIRLS OF COLOR ARE EXPECT TO LEAVE THEIR SENSE OF SELF BEHIND FOR IDEOLOGIES AND THEY TEND TO MATURE QUICKER AND THEIR BODY DEVELOPMENT LOOKS DIFFERENT.

WE HAVE A DIFFERENT STANDARD WITH LITTLE REGARD TO THEIR EMOTIONAL NEED.

GIRLS WITH COLOR ARE OFTEN SILENCED A HOME AND GROWING UP MY EXPERIENCE WITH SCHOOL WITH THE ABILITY TO SPEAK UP IS NOT THE SAME FOR MY DAUGHTER AND THE GIRLS OF COLOR TODAY.

OUR GIRLS ARE FORCED INTO SUBMISSION AND CULTURAL EXPRESSION.

THAT'S WHY I'M HERE TODAY ON THE COUNTLESS OTHERS WHO ARE RAISING STRONG GIRLS LET'S CHANGE AND REFLECT HOW WE RAISE GIRLS OF COLOR IN SCHOOL AND HELP EDUCATE AND BUILD CAPACITY AND WE NEED SAFE AND COMFORTABLE VARIETIES FOR GIRLS AND PRACTICE AND POLICIES THAT BEGIN DOING WHAT IS RIGHT FOR GIRLS AND WHEN GIRLS ARE PUSHED OUT OF SCHOOL WE INCREASE THEIR CHANCES OF PREGNANCY AND REDUCE THEIR CHANCES OF POTENTIAL.

I HAVE SOME QUESTIONS.

>> IS THAT YOU NERVOUS?

>> YES.

>> THAT WAS AWESOME.

THAT WAS VERY INSIGHTFUL AND ELOQUENTLY SUMS WHAT WE'VE OBSERVED AND WE'LL HEAR FROM EVERYONE AND THEN GO INTO QUESTIONS.

>> THANK YOU FOR THE INVITATION TO SHARE THESE THOUGHTS.

I'M AN ACTIVE PARENT MEMBER WITH CPLAN.

I'M A WHITE MOTHER RAISING MY BIRACIAL DAUGHTER.

I ALSO HAVE A DAUGHTER WHO IS

WHITE.

I HAVE AN UNCOMMON EXPERIENCE AS A PARENT.

I RAISED MY NOW-ADULT WHITE DAUGHTER AND NOW I AM RAISING MY BIRACIAL DAUGHTER WHO IS 12. I SEE AND UNDERSTAND PERSONALLY THE DIFFERENCES OF HOW MY TWO CHILDREN HAVE BEEN TREATED AND VIEWED IN SCHOOL.

I SEE VERY CLEARLY HOW THE DIFFERENCE OF EXPERIENCES ARE BASED ON THE COLOR OF THEIR SKIN.

I'M TESTIFYING OUT OF CONCERN FOR MY YOUNGEST AND GIRLS OF COLOR THAT ARE BEING TREATED UNFAIRLY IN NOT JUST PUBLIC SCHOOLS BUT ALL SECTORS OF EDUCATION.

SHE TOLD MYSELF AND HER TEACHERS EVERY INCIDENT GOOD AND BAD THAT HAPPENED.

SHE FELT SAFE AND SUPPORTED ACADEMICALLY AND EMOTIONALLY. MY YOUNGEST THOUGH EXPERIENCED PROBLEMS IN THE SECOND WEEK OF FIRST GRADE.

I REPORTED THE INCIDENT TO THE PRINCIPAL AND WAS NOT SATISFIED HOW THINGS WERE HANDLED AND OFFER MY BABY COMFORT IN SHE'D BE SAFE.

WE WERE ALWAYS TOLD TO REPORT INCIDENTS OF BULLYING OR TEASING AND SHE FEELS IT'S USELESS BECAUSE NOTHING WILL BE DEALT WITH HER.

HER TEACHERS HAVE ALWAYS SAID SHE NEEDS TO BE ASSERTIVE BUT IN MY DAUGHTER'S REALITY, HER EFFORTS IN THAT AREA HAVE GONE IGNORED MANY TIMES.

I FEEL SHE HAS NOT BEEN ALLOWED TO FEEL NURTURED OR SAFE.

HER SECOND GRADE TEACHER ADVISING ME ABOUT DISTRACTIONS.

I TOLD HER BEING A GIRL WITH AFRICAN HAIR, I HAD HER BRAIDED AND ADORNED WITH BEADS AS A TRADITIONAL AND CULTURAL PRACTICE FOR FEMALES OF COLOR.

WITH THAT I WARNED THE TEACHER TO GET USED TO IT SINCE GIRLS

IN THE CLASS WERE GIRLS OF COLOR  
AND HER COMMENT WAS QUITE  
OFFENSIVE.

IT'S WELL KNOWN MANY EDUCATIONAL  
INSTITUTIONS HAVE UNFAIR HAIR  
POLICIES IN TOLERANTS OF BEADS  
AND OF AFROS ARE CLAIMED TO BE  
TO BIG AND COVERS FOR MUSLIM AND  
NON-MUSLIM GIRLS OF COLOR.  
AND IN THEIR CULTURE THEY'RE  
ALLOWED TO WEAR THEM.

I'D LIKE MORE TRAINING IN THE  
AREA AND LEARNING ABOUT AND  
RESPECTING OTHER CULTURES.  
I WANT MY YOUNGER DAUGHTER TO  
FEEL AS SAFE AS MY OLDER  
DAUGHTER.

I DID NOT GO THROUGH WHAT MY  
YOUNGEST IS GOING THROUGH  
BECAUSE I'M WHITE.

I WANT THE SAME FOR MY DAUGHTER,  
ALL GIRLS OF COLOR AND ALL  
CHILDREN.

>> WOW, THANK YOU.  
SO POWERFUL.

THANK YOU ALL FOR FIERCELY  
FIGHTING FOR YOUR GIRLS AND  
EVERY GIRL OF COLOR.  
THANK YOU SO MUCH.

VERY POWERFUL.

>> SO I'M A MOTHER WITH A  
DAUGHTER AND I'M HERE FOR YOU,  
ACTUALLY.

ONE OF THE THINGS I WAS TRYING  
TO AVOID WAS THE CULTURE.  
AND THEY'RE NOT EXPECTING FOR  
ONE TO BE SO BRIGHT UP THEIR  
CLASSROOM AND SHE'S OFTEN MORE  
IN TROUBLE THAN I'D EXPECT FROM  
SOMEONE SO BRIGHT.

IT'S BEEN CONTINUAL FROM LAST  
YEAR.

BECAUSE I'M AN EDUCATOR I'M ABLE  
TO ADVOCATE FOR HER IN THAT WAY  
BUT I THINK ABOUT HOW MANY  
PARENTS ARE GOING THROUGH THIS  
PERHAPS AND NOT ABLE TO ADVOCATE  
FOR THEIR CHILD THE WAY I AM  
ABLE TO DO IT.

MOVING FORWARD, I THINK ABOUT  
THAT OFTEN.

SHE KNOWS -- SHE'S HERE.

SHE KNEW THINGS ABOUT THE ROMAN  
EMPIRE IN KINDERGARTEN.

SHE IS EXPRESSIVE AND THEY IT CHANGE THE CURRICULUM AND WHEN A CHILD IS ABLE TO EXPRESS THAT IT BECOMES A DISCIPLINE ACTION FOR HER.

SHE HAS BEEN SUSPENDED SINCE SHE STARTED SCHOOL BECAUSE OF THOSE KINDS OF THINGS.

I'M TRYING TO FIGURE OUT AS A PARENT WHO RESEARCHERS ABOUT EDUCATIONAL ATTAINMENT, HOW I REFLECTIVE OF THAT IN THE WORK I WRITE AND HOW IS THAT BEING PLACED IN THE CLASSROOM.

>> YOU DO HAVE THAT BACKGROUND AND YOU'RE EXPERIENCED IN THESE THINGS.

THERE ARE PARENTS WHO CANNOT BE AS ENGAGED AS YOU AND WHAT IS HAPPENING TO THEIR GIRLS.

>> I THANK YOU ALL FOR WHAT YOU DO EVERY DAY AND THANK YOU FOR DISCLOSING SOME SOBERING AND DEEPLY PAR -- PARTIAL AND POWERFUL EXPERIENCE.

I HOPE WE CAN CODIFY AND ADDRESS THESE THINGS THROUGH POLICY.

WE KNOW POLICY IS SOMETHING TO HELP US MAKE SURE THE POLICIES ARE MORE CULTURALLY INCLUSIVE.

I'M STRUCK BY THE WORDS YOU ALL USED ABOUT FEELING UNSAFE.

MY SISTER SCHOLAR WHEN WANTED TO BE WITH US TODAY WHO WE HAVE BEEN PARTNERING WITH IN THIS ENDEAVOR, DR. MONIQUE MORRIS, SATURDAY HAD ALL OF US

PARTICIPATE IN A RESPONSE THAT OUR GIRLS ARE SACRED AND LOVED.

IN THAT MOMENT IT BUILT COMMUNITY AND HELD US ALL ACCOUNTABLE TO HONOR THOSE WORDS.

AND ACTUALIZE THAT THROUGH POLICY AND BASED ON WHAT YOU SHARED IT IS VERY CLEAR THAT MOST OF OUR GIRLS DO NOT FEEL SACRED AND LOVED.

THAT WAS GOING TO BE MY QUESTION.

HAVE ANY OF OUR DAUGHTERS BEEN SUSPENDED.

ANY DISCIPLINARY ISSUES.

>> AND WHAT I FELT WAS A

PIPELINE MENTALITY AND THINGS  
LIKE PICK UP THEIR PENCIL WHEN  
THEY DROPPED IT.

I DON'T MEAN TO GET TOO PERSONAL  
BUT WHEN YOUNG GIRLS 13 AND 14  
AT THEIR TIME OF THE MONTH NEED  
TO GO TO THE BATHROOM AND IF  
THEY GO ANYWAY THEY'RE BEING  
PUNISHED.

>> THE RESEARCH INDICATES MOST  
CHILDREN OF COLOR IN GENERAL  
WHEN THEY DO -- THEY HAVE A  
STRICT POLICY OF WHAT THEY  
CONSIDER AND IT'S CULTURAL  
VARIANCES.

IF HAVE YOU A SCHOOL SYSTEM IS  
THAT DOESN'T ALLOW TEACHERS OF  
COLOR THAT DO IDENTIFY WITH THE  
STUDENT YOU DO SEE THAT OFTEN.

I JUST WANTED TO SAY THAT.

>> MY SEVEN-YEAR-OLD IS FEISTY  
LIKE HER MOM.

AND IT ALWAYS SEEMS LIKE THE  
ONUS HAS TO BE ON MY DAUGHTER  
WHEN IN ACTUALITY YOU CAN'T  
CONTROL HER ENERGY.

WE NEED TO LOOK AT THAT AND WHAT  
I FIND TO BE INTERESTING BECAUSE  
WE WORK WITH FAMILIES IS THAT  
KIDS ARE ALLOWED TO BE  
EXPRESSED.

AND WE ALWAYS SEE THERE'S SOME  
SENSE OF CONTROL.

WE TALK ABOUT SAFETY AND WE  
HAVE TO QUESTION WHO'S SAFETY  
ARE WE THINKING ABOUT?

THE EDUCATORS SAFETY OR  
CHILDREN'S SAFETY AND THE  
POLICIES YOU HAVE IN PLACE.

>> WE HAVE TO EDUCATION ON WHAT  
MESSAGE WE'RE SENDING TO KIDS ON  
THE MACHO IN -- SYNDROME AND WE  
NEED TO LOOK AT THE CULTURAL  
EXPECTATIONS OF GIRLS IN  
PARTICULAR WHO ARE GOING TO  
COLLEGE AS THE FIRST PERSON IN  
THEIR FAMILY TO GRADUATE HIGH  
SCHOOL AND GOING TO COLLEGE  
WASN'T UP FOR DISCUSSION AND  
EDUCATORS IN SCHOOL TALKED TO ME  
ABOUT THAT BECAUSE THERE WAS  
MORE EXPECTATIONS.

I THINK MOST THE SCHOOLS THAT  
ARE WORKING WITH PARENTS LOOKING

AT WHAT I WENT THROUGH 20, 30  
YEARS AGO ARE THE SAME  
CONVERSATIONS WE'RE HAVING TODAY  
AND WE NEED TO LOOK AT THE  
EXPECTATIONS OF GIRLS.

>> IT'S THE FIRST AND ONLY TIME  
I'LL QUOTE RONALD REAGAN.  
HE SPOKE OF THE BIGOTRY OF LOW  
EXPECTATIONS AND WE KNOW IT'S  
REAL.

COUNCILOR ANNISSA ESSAIBI GEORGE  
DID YOU HAVE ANY QUESTIONS FOR  
THIS ESTEEMED PANEL?

>> I WANT TO FIRST SAY TWO  
COMMENTS.

I THINK IT WAS PAULA THAT  
MENTIONED THE SCHOOLS ASKING  
YOUR CHILD -- YOUR DAUGHTER TO  
BE MORE ASSERTIVE AND WE OFTEN  
GET CRITICIZED IN BEING TOO  
ASSERTIVE AS WOMEN POLITICIANS.  
I FOUND SOME HUMOR IN THAT.

>> WHEN I TOLD THEM MY  
DAUGHTER'S COMING HOME THEY  
WOULD SAY SHE NEEDS TO BE MORE  
ASSERTIVE IN EXPRESSING HER  
NEEDS.

YOU'RE TELLING ME AS A PARENTS  
BUT YOU'RE NOT PRACTICING THAT  
IN SCHOOL.

WHEN SHE GOES TO RAISE HER HAND  
YOU TELL HER AFTER CLASS.

YOU'RE NOT THERE.

YOU CAN TELL ME WHAT YOU WANT ME  
TO HEAR BUT YOU'RE NOT  
PRACTICING WHAT YOU'RE TELLING  
ME WITH HER CHILD AND CLASSMATES  
IN SCHOOL.

FOR THEM TO TELL ME YOUR CHILD  
NEEDS TO BE MORE ASSERTIVE,  
WELL, WHY LET HER BE MORE  
ASSERTIVE WHEN YOU DON'T CARRY  
THAT OUT.

>> WHETHER IT'S A CLASSROOM  
ATMOSPHERE OR SCHOOL BUILDING OR  
DISTRICT ATMOSPHERE, I THINK  
MYSELF AS A PARENT AND ALL OF  
OUR PARENTS WE WANT KIDS TO BE  
IN SCHOOLS WHERE THEY FEEL  
WELCOME, FOR SURE AND KNOWN AS  
LOVED.

WHEN A CHILD FEELS KNOWN OR  
LOVED HE OR SHE CAN LEARN.  
THAT'S JUST AN UNDERLYING

CURRENT I DESIRE FOR MY OWN CHILDREN.

I AM CURIOUS IF YOU'D BE WILLING TO SURE AND IF YOU DON'T WANT TO, YOU DON'T HAVE TO, WHAT WAS ANGELINA'S OLD SCHOOL?

>> THE ACADEMY OF DORCHESTER AND SHE'S HAPPIER.

>> I HOPE SHE HAS A GOOD SCHOOL YEAR.

TO ALREADY HAVE EXPERIENCED A SUSPENSION I ALWAYS SAY AS A TEACHER AND PARENT, THE LAST DAY OF SCHOOL IS AS CRITICAL AS THE FIRST DAY OF SCHOOL.

IF YOU WANT KIDS TO GO TO THE SUMMER STRONG AND FEELING GREAT ABOUT SCHOOL AND THE FIRST DAY ARRIVAL YOU HAVE TO FEEL LIKE A MILLION BUCKS BECAUSE IT SETS THE TONE AND WHEN HAVE YOU NEGATIVE EXPERIENCES SO EARLY HOW ARE YOU GIVING KIDS THE TOOLS THEY NEED TO BE SUCCESSFUL.

>> HOW MANY GIRLS ARE GOING THROUGH THIS WHERE GIRLS ARE NOT ABLE TO ADVOCATE?

I REMEMBER MYSELF AS I REMEMBER GOING TO SCHOOL.

I THINK ME GOING TO SCHOOL AND GOING THROUGH THAT AND NOT HAVING PEOPLE ADVOCATE FOR ME AND THAT'S STILL APPARENT I PUSHED MY WAY FORWARD AND HELPED MY SISTER AND YOU KNOW HER AND I SAW HER GO TO COLLEGE AND A LOT OF FAMILIES DON'T UNDERSTAND THE EDUCATION SYSTEM AND A LOT OF IMMIGRANT STUDENTS ARE CAUGHT THE TEACHER KNOWS EVERYTHING. WE'RE OFTEN IN THAT SITUATION. THEN WE'RE NOT TAUGHT TO HAVE THESE CONVERSATIONS WITH TEACHERS.

WE'RE NOT TAUGHT THAT.

>> I KNOW THE WORK OF PARENT UNIVERSITY WORKS TO ADDRESS A LOT OF THAT

IT'S AN ORGANIZATION WHERE IT'S CLEAR THAT THERE'S STILL A CHALLENGE THERE FOR PARENTS.

A CHILD -- A PARENT IS A CHILD'S FIRST TEACHER.

IF WE HAVE THESE LANGUAGE AND CULTURAL BARRIERS THEN THEY'RE AT A DISADVANTAGE IN TERMS OF BEING THE BEST ADVOCATE FOR THEIR CHILDREN AND WE HAVE CHILDREN WHO HAVE TO GOVERN THEMSELVES AND NAVIGATE THE SCHOOL SYSTEM AND NOT A RECIPE FOR SUCCESS.

I APPRECIATE YOU ALL RAISING THAT.

BEFORE YOU MAKE THE COMMENT I WANTED TO ASK BEFORE WE MOVE TO HEAR FROM MORE GIRLS, WHEN HAVE YOU A GRIEVANCE, WHEN YOU BELIEVE THERE'S A NEUTRAL POLICY THAT IS DISPROPORTIONATELY IMPACTING YOUR DAUGHTERS OF COLOR, WHERE DO YOU EXPRESS THAT GRIEVANCE?

IS IT TO THE EDUCATOR.

MANY OF US ARE ON PARENT COUNCILS SO THAT'S USUALLY WHERE YOU HEAR IT BUT THERE'S SCHOOLS THAT DON'T HAVE ACTIVE COUNCILS. WE FOUND A LOT OF THE ISSUES COME UP AND THAT'S WHEN WE START ADVOCATING.

THAT'S HOW WE ENDED UP IDENTIFYING WHAT'S COMING UP FROM ALL THE SECTORS AND BUILDING SOME COMMUNITY AND SUPPORT IN THAT SPACE AND GOING TO A SCHOOL COMMITTEE MEETING, TESTIFYING THERE AND WORKING IN COLLABORATION WITH OUR POLICY MAKERS AND EDUCATORS AT OUR SCHOOLS.

--

>> I'M FOCUSING ON UNDOCUMENTED FAMILIES AS WELL AND IT'S MORE OF A RECOMMENDATION IN TERMS OF A CODE OF CONDUCT.

I THINK WE HAVE AN OPPORTUNITY TO REVAMP WHAT THE CODE OF CONDUCT LOOKS LIKE.

OFTEN TIMES IT'S OUTDATED.

IT'S LIKE A BIBLE AND WHO HAS TIME TO READ THAT RIGHT?

NOBODY BECAUSE IT'S BORING.

I THINK THAT WE NEED TO -- I

THINK THERE NEEDS TO BE AN OPPORTUNITY FOR PARENTS TO REVISIT THE CODE OF CONDUCT,

LOOK AT THE BEST PRACTICES AND STANDARDS AND START ALL OVER. I THINK SOME OF THE RULES OF DISCIPLINE ARE ANTIQUATED, I GUESS IS THE WORD, AND REVISIT THE CODE OF CONDUCT BUT WITH THE INPUT OF PARENTS.

IT'S NOT SOMETHING EDUCATORS CAN GO ON FROM THE BACK AND DO WITHOUT BUT I THINK STUDENTS ARE EQUALLY AS IMPORTANT BECAUSE WE'LL HAVE TO BE THE ONES TO UP HOLD THE CODE.

IF THERE'S BEEN AN INITIATIVE I'D LIKE TO BE A PART OF IT.

>> CAN I ASK ONE MORE THING.

>> THERE'S ONE THING WE HAVEN'T MENTIONED TODAY AND I KNOW IT'S A LONG SHOT BUT I THINK BOSTON WOULD BE A LEADER IN LOOKING AT WAYS TO REVAMP OUR CURRICULUM IN GENERAL IF I WALK IN THE DOORS OF A CERTAIN ACADEMY AND THE CHILDREN IN THAT SCHOOL WILL KNOW ABOUT LEADERS IN COLOR AND IT GIVES THEM A SENSE OF HOPE. I CAN BE LIKE THAT.

I WANT MY DAUGHTER TO FEEL THAT WAY.

THERE ARE MANY THINGS.

I'VE ALREADY EDUCATED HER IN THINGS THAT ARE NOT WHITE-WASHED AND COME HOME WITH LESSONS AND I HAVE TO GO THROUGH THIS EVERY YEAR AND I'M KIND OF TIRED OF THAT.

I'D LIKE TO BE BOSTON SEE ONE OF THE LEADERS LEADING CITIES TO START LOOKING AT THE CURRICULUM ESPECIALLY HISTORICAL CURRICULUM AND OUR CHILDREN CAN --

>> WE'RE LOOK AT THE TIME AND WE WANT TO HEAR FROM MORE GIRLS.

>> WE'LL HAVE AN EVENT AND WE WANT TO CREATE AN OPPORTUNITY FOR OUR COMMUNITY TO MEANINGFULLY CONNECT WITH OFFICIALS AROUND ISSUES THAT ARE PREVALENT, EDUCATION, ECONOMIC DEVELOPMENT.

BUT IT'S REALLY AN OPPORTUNITY TO HAVE A DIALOG AND PARTICIPATE IN THE CONVERSATION AROUND SOLUTIONS AND IT'S ANOTHER

SESSION WE CAN TALK ABOUT AND THERE'S ANXIETY AND STRESS IN A COMMUNITY THAT WORRIES ABOUT THEIR DOCUMENTATION STATUS. IT ALSO HAS CROSSOVER TO A CULTURAL STRESS REGARDLESS OF THE DOCUMENT REGARDLESS OF THE IMMIGRANT COMMUNITY THAT STRESS IS PLACED ON THEM AND IN THE CODE OF CONDUCT REVISION PIECE, 25 YEARS AGO WHEN I WAS A MEMBER OF BSAC I PARTICIPATED IN A REWRITE OF THE CODE OF CONDUCT. I HOPE STUDENTS ARE STILL INCLUDED IN THE REVISION OF THE CODE OF CONDUCT. I'M HOPEFUL PARENTS ARE TOO.

>> WE'LL FIND OUT.

>> I WANT TO -- A COUPLE ACKNOWLEDGEMENTS. WE'RE JOINED BY REPRESENTATION ABLE REPRESENTATION FROM COUNCIL ANDREA CAMPBELL AND THE CHAIR OF THE COMMITTEE ON PUBLIC SAFETY AND CRIMINAL JUSTICE IF YOU'LL WAVE YOUR HANDS, WE THANK YOU FOR JOINING US. IN ADDITION TO ADMINISTRATIVE REPRESENTATIVES FROM BOSTON PUBLIC SCHOOLS WE'RE JOINED FROM BOSTON CENTER OF YOUTH AND FAMILIES. THANK YOU FOR WHAT YOU DO AND WE'LL NOW MOVE TO HEAR FROM MORE GIRLS. I'D LIKE TO MAKE SURE YOU LEAVE COPIES OF YOUR TESTIMONY. WE CAN REFER TO THEM IN THE FUTURE. THANK YOU. AND NOW WE'LL INVITE UP THE GIRLS ROLL PANEL IF YOU'LL JOIN US UP FRONT.

>> YOU ALL CAN'T BE GIGGLING ALREADY. HAVE A SEAT WHERE YOU'RE COMFORTABLE. RIGHT HERE.

>> DO GIRLS RULE. THANK YOU FOR JOINING US. I AGREE, GIRLS DO RULE. GIRLS RULE AND WOMEN ROCK. THAT'S WHAT I SAY. I DON'T KNOW WHAT ORDER YOU WANT

TO GO IN BUT IF YOU WOULD JUST  
PROVIDE YOUR NAME, WHAT'S SCHOOL  
YOU GO TO AND THE NEIGHBORHOOD  
YOU LIVE IN.

>> I'M A FRESHMAN.

I WENT TO THE ACADEMY IN EAST  
ROXBURY.

AND I HAVE BEEN A MEMBER FOR  
THREE YEARS.

>> GREAT.

DO YOU WANT TO GIVE YOUR  
TESTIMONY AND THEN PASS THE MIC?

>> OKAY.

>> LET'S DO THAT.

TAKE YOUR TIME.

YOU HAVE THE FLOOR.

OUR GIRLS DON'T GET THE FLOOR  
ENOUGH, OKAY.

TAKE YOUR TIME.

YOU ARE SACRED AND LOVED AND WE  
ALL SEE YOU AS LEADERS.

JUST SAY WHATEVER'S IN YOUR  
HEART ABOUT YOUR EXPERIENCE IN  
BOSTON SCHOOLS.

>> I'M ENTERING MY FRESHMAN  
YEAR.

PRIOR TO THIS YEAR I ATTENDED A  
PRIVATE CHARTER PUBLIC SCHOOL  
AND BELIEVE BPS SCHOOLS DON'T  
PREPARE KIDS FOR COLLEGE ENOUGH.  
AND HELP US NAVIGATE APPLICATION  
AND WE NEEDED TO GO TO OUTSIDE  
HELP BECAUSE I WASN'T GETTING  
ENOUGH HELP.

I BELIEVE COLLEGES DON'T GIVE  
ENOUGH FINANCIAL AID.

>> AND I BELIEVE BOSTON PUBLIC  
SCHOOLS WILL BE THE SAME IF THE  
CURRICULUM HAS CHANGED TO FIT  
THE FIT THE NEEDS OF THE  
STUDENTS.

>> THANK YOU.

WHO'S NEXT.

>> MY NAME IS MAKAYLA AND I GO  
TO ACADEMY ESTATES IN ROXBURY.  
SOME SCHOOLS HAVE BETTER SCHOOL  
BOOKS AND BOSTON PUBLIC SCHOOLS  
AREN'T AS CHALLENGES AS KIDS IN  
OTHER DISTRICTS.

>> AND YOUR FINAL WORD?

>> MY NAME KESHAWNA AND I LIVE  
IN ROXBURY AND HAVE BEEN A  
MEMBER OF GIRLS RULE FOR THREE  
YEARS.

FOR BOSTON PUB RICK SCHOOLS THEY  
DON'T GIVE ENOUGH INCENTIVE TO  
TRAVEL BACK AND FORTH AND DON'T  
HAVE ENOUGH TEACHERS OF MY COLOR  
AND OF COLORS.

THEY HAD PUT LONGER TIME IN THE  
SCHOOL DAY AND IT'S STILL NOT  
ENOUGH BUT WHEN THEY PUNISH US  
AND WE CAN'T GET OUR EDUCATION  
FOR THAT TIME THEY WANT TO GET  
UPSET AT US BUT YOU'RE THE ONE  
THAT PUNISHED US SO IT'S REALLY  
NOT OUR FAULT.

>> OKAY.

EXCELLENT JOB.

THANK YOU FOR ESTABLISHING THIS  
EFFORT.

I LOVE SEEING THE LEADERSHIP  
DEVELOPMENT AND GROWTH AND THE  
GROWTH TO PARTICIPATE.

I WANT TO ASK YOU A COUPLE  
QUESTIONS.

IS THAT OKAY?

COULD YOU TELL ME YOUR NAME  
AGAIN?

>> KEYSHAWNA.

>> YOU SAID YOU WERE PUNISHED.

I WANT TO AFFIRM WE HAVE SO MANY  
YOUNG PEOPLE TO SAY THEY WANT  
SCHOOL TO BE MORE CHALLENGING SO  
CAN WE JUST UP LIFT THAT.

I LOVE HEARING THAT FROM OUR  
SCHOLARS THEY WANT TO BE MORE  
CHALLENGED.

COULD YOU SPEAK ABOUT  
PUNISHMENT?

WHY DID YOU THINK IT UNFAIR AND  
WHY WERE YOU PUNISHED?

>> SO FOR EXAMPLE I'LL BE  
SITTING IN THE CLASSROOM BECAUSE  
I'LL BE THINKING ABOUT SOMETHING  
BUT AS I'M THINKING I'M THINKING  
ABOUT HOW TO DO THE PROBLEM AND  
AS YOU'RE SITTING THERE AND  
THEY'RE SAYING YOU'RE NOT DOING  
ANYTHING AND I'M TELLING THEM  
I'M THINKING ABOUT THE PROBLEM I  
DON'T JUST WANT TO WRITE THIG  
BECAUSE THEN I'LL BE INCORRECT  
AND I NEED TO THINK BIT AND THEN  
PUT DOWN MY WRITE DOWN THE  
ANSWER.

HOW DO THEY EXPECT ME TO DO THAT  
WITHOUT THINKING ABOUT HOW I'LL

RIGHT IT DOWN AND THEY'RE SO QUICK TO SEND YOU OUT OF THE CLASSROOM OR THE OFFICE WHEN THEY DON'T GIVE YOU ENOUGH TIME TO THINK.

AND THEY DON'T GIVE YOU ENOUGH TIME.

THEY DON'T GIVE YOU ENOUGH SCHOOL WORK.

FOR EXAMPLE, I'M IN SEVENTH AND THE BOOKS ARE LIKE FIFTH GRADE READING LEVEL AND I'M IN SEVENTH AND HOW'S THAT GOING TO GET ME HIRED

>> DOES ANYONE ELSE WANT TO SHARE EXPERIENCES SO FAR AS PUNISHMENT OR US -- SUSPENSION OR HOW YOU'RE CONDUCTING YOURSELVES IN SCHOOLS?

>> I WOULD SAY BECAUSE IN VIEW WE HAD TO EXPERIENCE LIKEATQOV1E0S10=50

>>> LIKE SHE SAID, AS IN, THE PERSON IS GETTING, THEY'RE THE ONES THAT GET IN TROUBLE.

SO, ONCE I HAVE IN IN A TIME IN MY LIFE I HAVE GOT BULLIED.

AS I WAS GETTING BULLIED. THE PERSON WHO WAS BULLYING ME DIDN'T GET IN TROUBLE.

I'M THE ONE THAT GOT IN TROUBLE. BECAUSE I WAS DEFENDING MYSELF SAYING TO THEM STOP, SCREAMING AT THEM.

TELLING THEM TO LEAVE ME ALONE. BUT THE TEACHER ONLY SAW ME SCREAMING AT THEM TELLING THEM TO LEAVE ME ALONE, STOP BULLYING ME AND BOTHERING ME AND I TOLD THE TEACHER THE WHOLE STORY AND I'M THE ONE THAT STILL GOT IN TROUBLE WHICH THE BULLY SHOULD HAVE GOT IN TROUBLE BECAUSE THEY'RE BULLYING ME.

MAKING ME SAD, MAKING ME CRY AND STUFF LIKE THAT.

BUT NOW THAT I GOT OLDER AND HIGHER GRADES, I DON'T GET BULLIED ANYMORE.

MOSTLY FRIENDS WITH EVERYBODY.

>> I CAN SEE WHY.

JUST SO THAT WE'RE HEARING BOTH SIDES HERE, SO WE DON'T ONLY WANT TO HEAR ABOUT YOUR

CHALLENGES.  
WE'D LIKE TO HEAR IN THOSE TIMES  
WHEN YOU HAVE FELT SAFE AND  
SUPPORTED.  
WITHIN YOUR SCHOOL COMMUNITY.  
WHAT DOES THAT LOOK LIKE FOR  
YOU?  
FOR A MOMENT, FOR A DAY.  
FOR A WEEK?  
IF YOU EVER FELT THAT WAY, WHAT  
HELPED YOU FEEL THAT WAY?  
WAS IT A MENTOR?  
A PROGRAM? WAS IT A TEACHER  
THAT LOOKED LIKE YOU?  
>> I HAVE GOT -- I HAVE FELT  
SAFE FROM A TEACHER, SHE WAS  
LIKE MY SAVIOR TEACHER.  
LIKE SHE LIKE REALLY MEANT A LOT  
TO ME AND STUFF BUT SHE'S NOT AT  
THE SCHOOL ANYMORE.  
AND LIKE WHEN THERE WAS LIKE --  
THERE WAS LIKE FIGHTS GOING ON  
AND STUFF, AND I WAS THE ONE TO  
BE IN THE MIDDLE OF STUFF, THE  
FIGHTS AND STUFF AND LIKE THEY  
STARTED COMING TOWARDS ME.  
SHE WAS THE ONE TO HELP ME AND  
STOP THEM AND MAKE ME FEEL SAFE.  
>> GREAT.  
DID YOU EVER TELL HER THAT SHE  
MEANT THAT TO YOU  
>> YES.  
>> GOOD.  
ANYONE ELSE WANT TO SHARE  
MOMENTS IN YOUR SCHOOL  
EXPERIENCE WHERE YOU FELT SAFE  
AND SUPPORTED WANT THAT LOOKED  
LIKE?  
WHAT THAT FELT LIKE?  
>> WHEN I WENT TO A BOSTON  
PUBLIC SCHOOL IN FOURTH GRADE,  
SO I ALWAYS GOT LIKE GOOD GRADES  
AND I WAS PASSING ALL MY A  
CLASSES, EVENTUALLY ONE OF MY  
TEACHERS, MS. HYATT, SHE  
RECOMMENDED ME TO A PROGRAM  
CALLED STEPPING STONES, WHERE  
THEY CHALLENGED ME MORE AND I  
WAS ABLE TO GET FINANCIAL AID TO  
ATTEND MY PRIVATE SCHOOL I GO TO  
NOW.  
>> OK.  
KUDOS.  
ANYTHING ELSE YOU WOULD LIKE TO

SHARE?

>> YES.

>> SO WELL, I FEEL AT LEAST EVERYTHING BUT BETH KNEE WOULD LIKE TO SAY SOMETHING

>> WOULD YOU LIKE TO SAY SOMETHING?

>> YES.

>> OK.

YOU'RE A FOUNDER OF GIRLS RULES, YOU HAVE EVERY RIGHT TO STEP UP HERE.

>> ALONG THE LINES OF DISCIPLINE.

I'M THE CO FOUNDER OF GIRLS RULE BUT I'M ALSO AN ATTORNEY IN THE BOSTON JUVENILE COURT I REPRESENT INDIGENT PARENTS.

THE HEAVY INFLUX OF

>> MAKE SURE YOU'RE ON THE MIC BECAUSE WE WANT THIS TO BE DOCUMENTED.

>> THIS IS REALLY ON BEHALF OF LIKE THE LARGE NUMBER OF FEMALE CLIENTS THAT I HAVE OUT OF BOSTON PUBLIC SCHOOLS.

SO THERE'S A VERY HIGH INFLUX OF CRA PETITIONS THAT ARE FILED BY BPS FOR HABIT TRUANT OFFENDERS, IT'S EIGHT PLUS ABSENCES MAKES A PERSON THAT RENDERS YOU A CHILD WHO REQUIRES ASSISTANCE BY WAY OF BEING HABIT WALLY TRUANT.

A LOT OF TIMES, BOSTON PUBLIC SCHOOLS, THEIR ABSENCE AND TARDY POLICY, A CERTAIN AMOUNT OF TARDIES IS THE EQUIVALENT TO AN ABSENT'S THAT WOULD TRIGGER THE STATUTE.

ALSO, THE GIRLS LATE OR MISSING SCHOOL BECAUSE OF THE N 7 OR BECAUSE THEY CAN'T AFFORD A NEW PASS.

OR THE.

SCHEDULE IS OFF OR NOT USED TO RIDING THE T BECAUSE UNTIL THE FIFTH GRADE RODE A SCHOOL BUS: PRACTICALLY.

WHAT'S HAPPENING IS THE GIRLS ARE BECOMING MORE COMFORTABLE IN THE CRIMINAL JUSTICE SYSTEM.

THEY GO BEFORE A JUDGE, NOTHING REALLY HAPPENS, THEY HAVE TO LEAVE COURT A FULL DAY EVERY

THREE MONTHS ALMOST A YEAR.  
THE LEGISLATURE ALSO REQUIRES  
THAT SCHOOLS HAVE TRY WANT SEE  
PROGRAM AND THAT BOX IS CHECKED  
BEFORE THEY FILE A PETITION AND  
I FEEL LIKE BOSTON PUBLIC  
SCHOOLS COULD USE HELP IN  
REEVALUATING THE TRUANCY  
PROGRAMS THEY OFFER, IF ANY  
>> FOR WHAT PERCENTAGE OF THE  
REFERRALS DO YOU THINK ARE GIRLS  
OF COLOR?

COULD YOU GUESSTIMATE THAT  
>> 90%.

I HAVE YET TO HAVE IN A YEAR AND  
A HALF OF THIS WORK, HAVE A  
CHILD WHO IS NOT OF COLOR WHO  
WAS A FEMALE.

AND THE BOSTON JUVENILE COURT  
AND WE SERVE ALL OF THE COUNTY  
TO INCLUDE EAST BOSTON, VERY  
HIGH.

SPECIFICALLY OUT OF BOSTON  
PUBLIC SCHOOLS, SO IT'S A BIG  
CONCERN FOR OUR OFFICE AND I  
DIDN'T WANT TO STAY ON THE  
FLOOR.

>> WE APPRECIATE YOU'RE  
SUBSTANTIATING, AND SOMETHING WE  
HAVEN'T CONSIDERED AS PART OF  
THIS CONVERSATION WE WANT TO  
KNOW EVERY POLICY THAT'S HAVING  
AN IMPACT.

WE WILL LOOK MORE INTO THAT.  
SO FAR IT'S THE TARDIES AS WELL  
AS THE ABSENCES AS WELL AS THE  
CAUSAL EFFECT OF THOSE TARDIES  
AND THOSE ABSENCES.

AND WHAT IS THAT LIKE?  
GEORGE, DO YOU HAVE ANYTHING FOR  
THE GIRLS RULES PANEL

>> I STEPPED OUT BUT I STOOD IN  
THE BACK TO LISTEN FOR A MOMENT.  
REALLY JUST PROUD OF ALL THE  
YOUNG PEOPLE WHO HAVE TESTIFIED  
TODAY AND I THINK I KNOW SOME OF  
YOU HAD SOME JITTERS TESTIFYING  
AND SPEAKING.

THE MORE YOU DO IT, BETTER YOU  
GET AT IT.

SO EVERY OPPORTUNITY THAT YOU  
HAVE TO SPEAK IN PUBLIC, I HOPE  
THAT YOU WILL TAKE THAT  
OPPORTUNITIES TO DO SO.

AND BETH KNEE THANK YOU FOR YOUR  
WORK AND LEADING THESE GIRLS  
DOWN DOING SOME GREAT WORK.

>> THANK YOU SO MUCH

>> THANK YOU GIRLS RULE.

NOW WE'LL HEAR FROM LAMA, AND

MATIMA.

>> PROFESSOR?

WE'LL HEAR FROM LALA AND MATUNA

>> MY NAME IS MATINA.

I'M 16 YEARS OLD.

I MIGHT BE A LITTLE BIT NERVOUS.

>> WE GOT YOU.

WE WANT TO HEAR YOUR AGE,  
NEIGHBORHOOD AND WHAT SCHOOL AND  
SPEAK FROM YOUR HEART ABOUT WHAT  
YOU'RE EXPERIENCE HAS BEEN.

>> OK.

SO I LIVE IN JP.

I'M ACTUALLY HOME SCHOOLED BUT  
I'M SPEAKING ON TIME ON BEHALF  
OF MY FRIENDS AND WHAT I'VE  
EXPERIENCED BY GOING TO CERTAIN  
SCHOOLS.

SO ACTUALLY I WANTED TO SPEAK  
ABOUT BEING MUSLIM IN BOSTON  
PUBLIC SCHOOLS, BEING A MUSLIM  
FEMALE AND I WANTED TO TALK  
ABOUT PHYSICAL CONTACT WITH  
MALES.

SO, THAT'S AWKWARD.

OK.

SO AS A MUSLIM FEMALE, I TRY AND  
STAY CLEAR OF PHYSICAL CONTACT  
WITH MALES.

A I TIME THAT I CAN.

SO SOMETHING AS HARMLESS AS  
HANDSHAKES OR HI FIVES OR A PAT  
ON THE BACK FOR ENCOURAGEMENT  
FROM LIKE A MALE TEACHER OR EVEN  
A MALE STUDENT OR ANYTHING LIKE  
THAT CAN KIND OF PUT ME IN AN  
UNCOMFORTABLE SITUATION.

SO I KIND OF GO THROUGH MY LIKE  
GREETINGS, LIKE MEETING SOMEBODY  
WHO'S MALE.

I'M ALWAYS LIKE, MAYBE I SHOULD  
STAND THIS FEET AWAY SO HE WON'T  
APPROACH ME WITH A HANDSHAKE,  
SOMETHING SO SIMPLE THAT NOBODY  
WOULD THINK ABOUT.

SOMETHING THAT MAKES ME  
UNCOMFORTABLE.

I FEEL LIKE WE SHOULD BE MORE  
AWARE ABOUT HOW MALES OR FEMALES  
TEACHES APPROACH ANYBODY WHEN IT  
COMES TO PHYSICAL CONTACT.

>> HOW DO YOU HANDLE THAT?

SO HAVE YOU HAD EXPERIENCES OR  
HAVE YOUR FRIENDS, WHERE A MALE  
STUDENT OR TEACHER WOULD EXTEND  
THEMSELVES FOR A HANDSHAKE OR  
HUG AND WHAT IS THE RESPONSE.

>> HAPPENS ALL THE TIME

>> WHAT DO YOU SAY

>> I'M STILL KIND OF INSECURE IN  
THE WAY THAT I APPROACH THINGS,  
AND I SOMETIMES EVEN JUST GIVE  
THEM, OK, I'LL SHAKE IT REAL  
FAST.

OR I KIND OF JUST STAND THERE  
WHILE THEY HUG ME.

I DON'T REALLY HUG BACK.

THEY WILL HUG ME AND I'LL BE  
LIKE, OH, YOU KNOW, BUT USUALLY  
I TRY, USUALLY WHEN I HAVE LIKE  
A FEMALE FRIEND BESIDES ME OR MY  
MOM IT'S EASIER, I'LL BE LIKE,  
NO, I DON'T SHAKE HANDS, I DON'T  
TOUCH.

BUT SOMETIMES WHEN I'M BY  
MYSELF, I FEEL A LITTLE BIT  
PRESSURED NOT BECAUSE OF THEM,  
BECAUSE OF MYSELF AND I DO LIKE,  
OK, I'LL JUST DO THIS ONE AND I  
WON'T SAY ANYTHING AND AFTER I  
DO DELL THEM, THEY WILL FEEL  
VERY GUILTY AND SAY I'M SORRY, I  
DIDN'T KNOW.

>> YOU'VE EXPERIENCED THAT OR  
YOUR FRIENDS HAVE FROM TEACHERS

>> YES.

>> THAT'S INTERESTING.

WE'LL HAVE TO EXPLORE.

>> KIND OF TRAINING CULTURALLY  
SHOULD BE HAPPENING, SO THAT  
EVERYONE FROM EDUCATORS TO  
STUDENTS IS AWARE OF THIS.

I'M NOT EVEN SAYING LIKE HUGS,  
JUST SOMETHING LIKE HI FIVE,  
LIKE A TEACHER DOES A HIGH FIVE  
YOU DID A GREAT JOB OR A PAT.

THAT'S SOMETHING I'VE  
EXPERIENCED, MY FRIENDS HAVE AND  
I FEEL LIKE SHOULD BE ADDRESSED  
ABOUT PHYSICAL CONTACT BETWEEN  
STUDENTS AND TEACHERS AND

STUDENTS AND STUDENTS TOGETHER.  
SOMETIMES IT'S LIKE IT'S OK  
BECAUSE THEY'RE STUDENTS BUT  
STILL MAKES ME UNCOMFORTABLE.  
>> GENERALLY SPEAKING, I JUST  
WANT TO SAY THAT THAT'S WHAT A  
LEADER DOES A LEADER DOES NOT  
JUST SPEAK FROM THEIR OWN  
EXPERIENCE, THEY REPRESENT THE  
EXPERIENCES OF MANY.  
YOU'RE DOING THAT IN THIS  
MOMENT.

I THANK YOU FOR UPLIFTING THOSE  
VOICES WHO COULDN'T BE HERE  
TODAY BECAUSE THEY HAD A  
CONFLICT OR WERE TOO NERVOUS,  
YOU'RE DOING GREAT.

I DID WANT TO ASK, IS IT YOUR  
EXPERIENCE THAT YOUR FRIENDS  
THAT ARE IN BOSTON SCHOOLS, DO  
THEY FEEL SAFE AND SUPPORTED,  
WEARING A HEAD SCARF OR HIJAB OR  
BEING MUSLIM IN BOSTON SCHOOLS?  
WHAT IS YOUR EXPERIENCE

>> I'M GLAD YOU BROUGHT THAT UP.  
SOME OF MY FRIENDS, NOT ALL BUT  
A COUPLE OF THEM I KNOW FEEL  
VERY UNCOMFORTABLE WEARING THE  
HEAD SCARF OR HIJAB, JUST  
BECAUSE OF OTHER STUDENTS, I  
KNOW THAT SOME HAVE, LIKE I  
ALWAYS HEAR FROM THINGS LIKE  
SIDE COMMENTS LIKE BEHIND ME,  
THEY WILL SAY SOMETHING LIKE,  
WHAT IF I JUST A YANK OFF HER  
HIJAB?

THEY WILL NEVER COME TO MY FACE,  
THEY WILL TALK BEHIND ME OR MY  
FRIENDS, ABOUT COMMENTS OR  
TALKING ABOUT STEREO TYPES AND  
TERRORISTS AND ALL OF THAT.

I KNOW A COUPLE OF THEM THAT  
HAVE BEEN THAT BY PEOPLE.

OTHER STUDENTS.

TEACHERS I'M NOT NECESSARILY,  
THEY'VE NEVER TALKED TO ME ABOUT  
THEIR EXPERIENCE WITH TEACHERS  
AND I'M NOT REALLY SURE SINCE  
I'M HOME SCHOOLED BUT I KNOW  
THAT SOME TEACHERS CAN MAKE  
STUDENTS FEEL MORE COMFORTABLE.  
EVEN BRINGING UP THE DISCUSSION  
OR MAYBE NOT PUTTING PEOPLE ON  
THE SPOT SO MUCH AS JUST

INFORMING OTHER STUDENTS ABOUT DIFFERENCES.

>> OK.

CAN YOU TELL ME FOR YOUR FRIENDS WHO HAVE HAD INSTANCES WHERE THEY HAVE FELT UNCOMFORTABLE, HARASSED, BULLIED, ARE THESE THINGS THEY TYPICALLY REPORT OR YOU JUST TALKING ABOUT YOURSELF? TO YOUR KNOWLEDGE TO A TEACHER AND WHY IS THAT DO YOU THINK?

>> I JUST DON'T FEEL LIKE THEY THINK THAT IT'S SOMETHING SO BIG JUST LIKE BECAUSE IT WASN'T LIKE THEY'RE LIKE IN THE FACE ABOUT IT.

SO, TODAY; THEY'RE KIND OF ON THE SIDE WHISPERING ABOUT IT. LIKE I CAN'T DO ANYTHING ABOUT THAT, I FEEL LIKE IT'S SOMETHING THAT IS SO BIG ENOUGH ISSUE THEY GO FORWARD TO GO TALK TO THE PRINCIPAL ABOUT IT.

LIKE HEY THIS IS, I JUST HAVE TO LIVE THIS WAY

>> DID YOU SAY ANYTHING ABOUT THAT?

>> NO.

>> OK.

OK.

I HEAR YOUR TESTIMONY.

>> MY NAME IS LAYLA.

I LIVE IN ROXBURY I'M 16 AND ATTEND BOSTON LIONS SCHOOL, I'M A MUSLIM AFRICAN-AMERICAN STUDENT I'M OFTEN SEEN AS DIFFERENT THAN BLACKS BECAUSE I'M MUSLIM, SO OBVIOUSLY, I CAN'T BE LIKE A REAL BLACK PERSON.

SO FROM THAT PERSPECTIVE, I HAVE THE POSITION OF BEING TOLD THINGS ABOUT BLACK GIRLS SUCH AS YEAH, THEY'RE LOUD OR NOISY OR WHATEVER AND SO I BELIEVE THAT THOSE ARE LARGELY CULTURAL PROBLEMS THAT WE HAVE BUT I DO THINK THERE ARE CERTAIN POLICY THINGS THAT COULD HELP TO KIND OF CHANGE THAT CULTURE.

OF ESPECIALLY IN LIKE CURRICULUM OR TALKING MORE ABOUT ISSUES SUCH AS COLORS AND MORE LIKE ANYTHING LIKE THAT I FEEL LIKE

WOULD REALLY HELP TO SUPPORT  
THAT SCHOOL CULTURE.  
AND I DON'T THINK THOSE TYPES OF  
THINGS SHOULD BE LEFT TO  
STUDENTS OPTIONAL AND  
EXTRACURRICULARS BECAUSE SO MANY  
WON'T TAKE ADVANTAGE AND WE HAVE  
A WHOLE POPULATION THAT'S NOT  
BEING INFORMED AND STILL HAVE  
BASISES AND THINGS LIKE THAT  
AGAINST OTHER PEOPLE AND EVEN  
ACKNOWLEDGING CULTURAL  
CELEBRATIONS SUCH AS KWANZAA OR  
YOU KIND OF ARE LEARNING MORE  
ABOUT OTHER PEOPLE.

IT DOESN'T HAVE TO BE A BIG  
THING, JUST TO LET PEOPLE KNOW.  
AND THEN I ALSO THINK THAT I'M  
FORTUNATE ENOUGH TO GO TO A  
SCHOOL WHERE I KNOW THAT THERE  
ARE PRAYER PLACES I CAN GO TO IF  
I WANTED TO PRAY DURING SCHOOL  
TIME AND I'M NOT SURE IF THAT'S  
EXTENDED IN OTHER BOSTON PUBLIC  
SCHOOLS, I THINK IT'S SOMETHING  
THAT SHOULD BE AND I KNOW MY  
SCHOOL IS SIMPLE BUT COMFORTING  
TO KNOW THAT I CAN GO IN THE  
ROOM AND THERE'S RUGS TO PRAY,  
AND IT'S JUST A SMALL  
ACCOMMODATION THAT MAKE AS VERY  
BIG DIFFERENCE I THINK.

>> OK.

ANYTHING ELSE YOU'D LIKE TO ADD?  
THANK YOU BOTH FOR SHARING SO  
MUCH OF YOURSELVES.  
VERY BRAVE.

GOING TO HELP A LOT OF GIRLS,  
AND YOU KNOW, WE'LL JUST  
CONTINUE TO ENGAGE YOU IN THIS  
PROCESS.

THIS IS THE VERY BEGINNING OF A  
MUCH LONGER CONVERSATION, AND AS  
LONG AS YOU'LL HAVE US, WE'RE  
GOING TO CONTINUE TO MAKE YOU A  
PART OF IT, JUST I'M IMPRESSED  
WITH THE EXCELLENCE AND  
INTELLIGENCE THAT'S BEEN  
DEMONSTRATED BY ALL OF OUR YOUNG  
WOMEN LEADERS TODAY.  
WE'RE JUST ALL VERY PROUD OF  
YOU.

YOU KNOW, WE WISH FOR ANY MOMENT  
THAT YOU HAVE FELT DISCOMFORT OR

ALONE, THAT WE CAN TAKE IT ALL  
AWAY AND ONE SWIFT ACTION AND  
ONE POLICY.

JUST KNOW THAT WE'RE WORKING ON  
IT.

>> OF COURSE I WASN'T GOING TO  
SAY ANYTHING.

OF I'M ARABIC AND I THINK THAT  
IT'S SO WONDERFUL WHEN YOU SHARE  
YOUR STORIES, YOUR HISTORIES,  
YOUR RELIGION, YOUR CUSTOMS, I  
THINK IT'S SO IMPORTANT TO  
CONTINUE TO DO.

AND LIKE ALL THE YOUNG PEOPLE  
THAT HAVE TESTIFIED THIS  
EVENING, THE MORE THAT YOU SHARE  
YOUR STORIES, THE MORE I THINK  
THE GENERAL PUBLIC WILL  
APPRECIATE YOUR STORY.

AND I WANT TO APPLAUD YOU FOR  
DOING THAT, UNFORTUNATELY,  
THERE'S A LOT OF PRESSURE FOR  
YOU TO DO THAT.

AND I THINK THAT YOU TWO ARE  
WONDERFUL SPOKES PEOPLE FOR  
ISLAM BUT ALSO JUST AS YOUNG  
WOMEN AND I HOPE THAT YOU  
CONTINUE TO SPEAK OUT LOUD AND  
SHARE YOUR STORIES AND SHARE  
YOUR PRESENCE WITH US, BECAUSE I  
FEEL A TREMENDOUS -- GREAT  
BEAUTY AND GREAT SENSE OF A  
GREAT SOUL AND JUST A GREAT  
PRESENCE WITH US, THANK YOU FOR  
BEING HERE AND SHARING WITH US.  
LAST THING I WANT TO SAY IS THAT  
THE OTHER THING THAT'S SO  
IMPORTANT WE KNOW THAT NO  
COMMUNITY IS A MONOLITH, NO  
COMMUNITY IS THE SAME BUT THEN  
YOU COME HERE AND YOU SORT OF  
ARE IN THIS MOMENT PRESENTED  
WITH THE DIFFERENT SHADES OF  
BLACK, YOU KNOW, THERE ARE MANY  
PEOPLE THAT WOULD DEFINE  
IMMIGRANT EXPERIENCE ASTERISKLY  
LATINO, THEY WON'T EVEN  
KNOWLEDGE THERE ARE MANY  
IMMIGRANTS AND BLACK IMMIGRANTS  
AND THAT THERE ISN'T JUST A ONE  
MENTIONNAL NARRATIVE ABOUT WHAT  
IT MEANS TO BE BLACK.

AND IT ISN'T JUST  
AFRICAN-AMERICANS.

SO YOU ARE EDUCATING AND  
ENLIGHTENING AND ELEVATING THE  
CONSCIOUSNESS OF ALL OF US.  
INCLUDING THE ADULTS.  
OF THANK YOU  
[CHEERS AND APPLAUSE]  
>>> NOW WE'RE HERE FROM EFLIN  
STEPHANIE.%D%DATQ0V1E0S10=50  
I, OF COURSE, WAS A VICTIM IN AN  
INSTITUTION AND I REPORTED IT TO  
MY GUIDANCE COUNSELOR WHO IS A  
WOMAN AND SHE LOOKED INTO MY  
STORY AND I CALLED THE EVENT AN  
ASSAULT ON MY PERSONAL SPACE.  
AND THEN! SHE -- SHE SORT OF  
LAUGHED AT ME FOR THAT FOR  
CALLING IT AN ASSAULT.  
THEN IN A CON SENDING VOICE TOLD  
ME SHE WOULDN'T GO AS FAR AS TO  
CALL IT THAT.  
AND AFTER THIS EVENT, I WAS  
PULLED OUT OF CLASS MULTIPLE  
TIMES.  
TO GO OVER WHAT HAD HAPPENED  
AGAIN.  
I FOUND THAT AS UNFAIR TO ME  
BECAUSE I ASKED ABOUT THE  
STUDENT THAT HAD DONE THAT TO  
ME.  
AND THEY TOLD ME THAT HE HADN'T  
BEEN PULLED OUT OF CLASS.  
I WAS LOSING CLASS TIME FOR  
SOMETHING THAT WASN'T MY FAULT,  
WHICH -- THAT DISTURBED ME A  
LOT.  
AND LEFT ME VERY FRUSTRATED.  
>> WERE YOU IN SCHOOL?  
WHERE ARE YOU IN SCHOOL  
>> AT THE JOHN BRYAN.  
AND I KNOW THAT I MUST SPEAK FOR  
A LOT OF PEOPLE BECAUSE I KNOW  
IT CAN'T JUST BE HAPPENING TO  
ME, IT HAPPENS TO A LOT OF  
DIFFERENT PEOPLE SO I FEEL THE  
NEED TO SPEAK ABOUT IT BECAUSE I  
BELIEVE THE WAY THAT THE SCHOOL  
RECEIVES THESE SORT OF  
SITUATIONS AND THEN THE WAY THEY  
DON'T ACT IS WRONG.  
AND THERE DOES NEED TO BE ACTION  
TAKEN WHEN SOMETHING LIKE THIS  
HAPPENS.  
BECAUSE YOU WANT STUDENTS TO  
FEEL SAFE IN THEIR SCHOOL AND

THEIR ENVIRONMENT  
>> THANK YOU FOR DISCLOSING THAT  
HEREq  
SCHOOL COMMUNITY.  
CAN CERTAINLY SEE HOW THAT CAN  
BE REVICTIMIZING AND  
I CAN RELATE TO A LOT OF THE  
STRUGGLES THAT WERE ARTICULATED  
TODAY IN MANY, MANY WAYS BUT THE  
WAY I'M GOING TO FOCUS ON AND  
LIGHTLY MENTION IS WHAT I HAVE  
LEARNED AS A COMMUNITY WORKER  
AND AN ADVOCATE AND A HOUSING  
ADVOCATE AS WELL AND I WILL ALSO  
SLIGHTLY MENTION MY PERSONAL  
EXPERIENCE\$  
I RESONATE WITH A LOT OF THE  
EXPERIENCES THAT A LOT OF THE  
YOUNG WOMEN OF COLOR EXPRESSED  
TODAY.  
MY PERSONAL EXPERIENCE I WOULD  
LIKE TO BRING TO THE TABLE IS  
ALTERNATIVE SCHOOLING.  
I WAS A TROUBLED YOUTH AND I  
STILL GO THROUGH STRUGGLES NOW  
AS AN ADULT FROM THAT YOUTH.  
AND THE SCHOOL I WAS IN WAS NOT  
THE SCHOOL WHERE A LOT OF  
CHILDREN FROM OTHER AREAS WOULD  
BE SHIPPED THERE.  
SO IT WAS KIND OF LIKE A POT MIX  
OF JUVENILE DELINQUENT, WE GOT  
BOSTON, WE GOT HERE, WE GOT  
THERE.  
THAT IS PRISON.  
I LOOKED INTO SLIGHTLY THE  
ALTERNATIVE SCHOOLING POLICIES.  
IT'S PREHISTORIC IN WAYS.  
THERE'S METAL DETECTORS, YOU GET  
YOUR SHOES SEARCHED ON RANDOM  
DAYS, YOUR BOOK BAG CAN'T BE  
AROUND, YOUR PHONE IN ANY  
MONETARY VALUE OVER \$20 GETS  
HELD IN THE OFFICE.  
IT'S JUST CRAZY.  
BUT WHAT I WANT TO SPEAK ON IN  
ADDITION TO THAT IS WHAT  
PROBABLY LED A LOT OF US THERE,  
WHICH IS THE LACK OF SERVICES  
AROUND BOSTON PUBLIC SCHOOLING.  
SCHOOLING IN GENERAL.  
I'M NOW SPEAKING CURRENTLY A  
MOTHER OF A THREE-YEAR-OLD BOY.  
NOW, THESE DAY CARES THAT ARE

TRANSITIONING INTO BOSTON PUBLIC SCHOOL.

THERE'S MORE LEGISLATIONS, MORE RULES, MORE THIS, I'M ALSO A RECIPIENT OF DTA.

I DEAL WITH A LOT OF THE STRUGGLES OF BEING A PARENT AND A RESIDUAL TRAUMA FROM BEING RAISED IN THESE PUBLIC SCHOOLS AND THE LACK OF SERVICES AROUND THERE.

OBVIOUSLY, A LOT OF THESE CHILDREN IN THESE BY PEOPLE FROM OTHER COUNTRY, THERE'S A CULTURAL DIFFERENCE THERE.

THE LACK OF CULTURAL LIAISONS, IS THAT WHAT YOU CALL IT? A LIAISON OR LIKE A -- NOT A MEDIATOR.

IS IT A LIAISON?

>> YES, IT IS.

>> SO THE LACK OF THAT, WHEN I WAS GOING THROUGH SCHOOL, MY MOTHER BELIEVED THAT THE PEOPLE IN THE SCHOOL WERE ALWAYS RIGHT. IT'S A CULTURAL DIFFERENCES. LIKE OTHER PEOPLE MENTIONED, YOU KNOW,

>> YOUR FAMILY'S ORIGINS

>> HAITI.

DON'T WANT TO BE STUCK WITH FEATHERS, PEOPLE COMING UP IN YOUR BUSINESS, ALL OF THAT STUFF.

MENTAL HEALTH ISSUES.

SERVICES ALONG THOSE LINES.

I HAVE BEEN IN A LOT OF POPULATIONS THAT I'D RATHER NOT DISCUSS.

AND THE CULTURAL DIFFERENCES BEING A JUVENILE DELINQUENT OR A MENTAL PATIENT OR A TRAUMA VICTIM, WHATEVER YOU WANT TO CALL IT, IS IT'S NOT EVEN HUMANE WHEN YOU GET DOWN TO IT.

I CAN SAY THAT IN MANY DIFFERENT WAYS AND JUVENILE INCARCERATION, TRAUMA VICTIMS, ALTERNATIVE SCHOOLING, AND THE RELIGIOUS FACTOR, IT DOESN'T COINCIDE, THERE'S NO MENDING THERE.

YOU'RE IN ONE WORLD AND THEN ANOTHER.

IMAGINE THE IDENTITY CRISIS THAT

CAUSES THE CHILDREN ASIDE FROM  
SEXUAL ORIENTATION AND ET  
CETERA.

I'M BRINGING THIS TO LIGHT  
BECAUSE AS A COMMUNITY ADVOCATE  
I'M PICKING UP THESE FAMILIES  
OFF THE STREET AND GETTING THEM  
INTO SHELTER, IT'S SO HORRIBLE,  
YOU KNOW, AROUND THESE CHILDREN  
THAT ARE GOING INTO SCHOOL THE  
STRUGGLES THESE CHILDREN ARE  
GOING, YOU KNOW, LEAVING THEIR  
HOME TO AND RETURNING TO.

I FEEL LIKE THERE SHOULD BE A  
LIAISON OR A DEPARTMENT OR  
SOMETHING SPECIFICALLY FOR THE  
CULTURAL DIFFERENCES.

SO THAT IF THERE'S A CHILD LUKE  
MYSELF, WHO WAS TOO HYPER IN  
SCHOOL, INSTEAD OF THEM BEING  
SHOVED IN A TIME-OUT OR  
REFLECTION, THERE SHOULD BE  
SOMEONE TO COME IN AND EVALUATE  
THE CHILD BASED ON THE CULTURE  
OF THE PARENTS, SO WE CAN  
EXPLAIN TO THE PARENTS THE CHILD  
IS HYPER BECAUSE THIS PART OF  
THEIR BRAIN IS NOT FULLY  
DEVELOPED AND YOU NEED SOCIAL  
AND EMERGENCY NURTURING TO GET  
THEM THERE.

THIS IS NOT EXPRESSED TO  
PARENTS.

MY MOTHER WAS ALWAYS FORCED TO  
OBEY THE WHITE PEOPLE IN CHARGE  
AND ET CETERA.

INSTEAD OF LOOKING INTO US AS  
PEOPLE.

KNOW THAT OUR PEOPLE OUTSIDE OF  
THE COUNTRY OR OF COLOR WITH  
DIFFERENT CULTURES INTO SOCIETY  
WHICH I REALLY DON'T THINK IS A  
CULTURE.

IT'S LIKE A ROBOTIC SYSTEM.  
ALL OF THAT BEING SAID, I'VE  
BEEN THROUGH THE STRUGGLE, I  
OVERCAME THE STRUGGLES, I  
CURRENTLY LIVE IN THE SOUTH END  
WITH MY THREE-YEAR-OLD AND HIS  
FATHER, MY FIANCE, I'VE BEEN  
THROUGH A LOT OF STRUGGLES,  
DOMESTIC VIOLENCE, ET CETERA, I  
KNOW JUST ABOUT WITH EVERY  
SERVICE AROUND THE PUBLIC

SCHOOLING, EVERY CHILD AND AS A PARENT AND I DO WANT TO MENTION SOMETHING FROM EXPERIENCE.

THE DAY CARE SYSTEM?

I'M TRYING TO FIND PROFESSIONAL WORDS.

IT'S DETRIMENTAL TO MY MENTAL HEALTH.

AS A WOMAN AND A MOTHER.

I HAVE TO GO OUTSIDE AND GET -- OUTSIDE PARTIES TO COME AND SIT IN MY APPOINTMENTS WITH ME TO BE ADDRESSED AS A MOTHER, I HAVE TO PRINT OUT POLICIES AND PROCEDURES AND BRING IT TO THESE PROFESSIONALS, I'M YOUNG, I'M BLACK, I'M LITERATE AND I'M A PERSON.

AND THERE SHOULD BE POLICIES AND DEPARTMENTS AND PEOPLE SHOULD BE EMPLOYED SO, BECAUSE THIS IS A COUNTRY BASED IMMIGRANTS, SO HOW DOES IT NOT A DEPARTMENT TO BRIDGE THAT GAP.

WHEN THE CHILDREN CAUGHT IN BETWEEN, OUR CHILDREN THAT ARE, YOU KNOW, TEASED BECAUSE THEY HAVE AN ACCENT OR NOT CONFORMED TO SOCIETY WITH OTHER PEOPLE ARE WEARING OR SAYING, SOMETHING I SUFFERED.

GROWING UP I SUFFERED A LOT OF SELF ESTEEM ISSUES THAT LED ME TO INCARCERATION WHATEVER.

IF I HAD A TRANS LITERARY WHO COULD SPEAK TO MY MOM AND SAY LISTEN, SHE HAS UNDERLYING EMOTIONAL ISSUES OR MAYBE SHE NEEDS TO BE TOLD SHE'S PRETTY OR MAYBE SHE NEEDS A BOOK, SOMETHING, A PROFESSIONAL, SOMETHING TO THESE PEOPLE WHO ARE SCARED TO CALL THE SCHOOL, YOU KNOW?

YOU CAN'T EVEN ADDRESS SOMETHING ABOUT YOUR CHILD BECAUSE YOU'RE SCARED SOMEONE WILL COME IN YOUR HOUSE AND SAY YOU'RE NOT RAISING THEM RIGHT.

YOUR CHILD GOT HD HD.

YOUR CHILD NEEDS MEDICATION, NOW YOU HAVE TO PUT YOUR KIDS ON THESE MEDS AND STUFF LIKE THAT, THESE ARE STRUGGLES I'M GOING TO

THROUGH RIGHT NOW AS A PARENT  
WITH MY CHILD.  
HE'S HYPER ACTIVE.  
HE HAS EMOTIONS BECAUSE ME AND  
FATHER ARE BOTH HYPER.  
NOW I HAVE TO LOOK AT ALL THE  
STEPS AND REGULATIONS.  
ALL OF THEM SAY, ALL OF THEM ARE  
STEPS TO DRUGS.  
OF ALL OF THEM LEAD TO IEPS, ALL  
OF THEM LEAD TO MY CHILD BEING  
LABELED AS, YOU KNOW, CATTLE,  
DOPED UP ON PILLS, NOBODY WANTS  
THAT, I WANT MY CHILD TO BE  
ADDRESSED WITH LOVE, WITH  
NURTURE, WITH CARE, WITH  
SPIRITUAL, JUST CUDDLING, AND  
DISCIPLINE.  
I CAN'T AFFORD PRIVATE SCHOOL,  
I'M ON WELFARE.  
I CAN'T AFFORD TO GO TO SCHOOL  
BECAUSE I HAVE TO PAY RENT.  
AGAIN, THE SUPPORTS AROUND THE  
CHILDREN GOING TO SCHOOL.  
BECAUSE THE KID HAS TO BE FED BY  
THE PARENT AT HOME.  
THE KID IS SLEEPING AT HOME.  
THE KID IS SPEAKING THE LANGUAGE  
BEING SPOKEN AT HOME.  
THERE SHOULD BE A DEPARTMENT  
SPECIFICALLY FOR THAT AND FOR  
THERE NOT TO BE A DEPARTMENT  
SPECIFICALLY FOR THAT AS LONG AS  
THIS COUNTRY HAS BEEN GOING IS  
RIDICULOUS.  
THERE MUST BE SOMEONE ACTING FOR  
NOT TO BE DONE.  
SOMEONE MUST BE IN BACK SAYING I  
DON'T WANT THIS.  
YOU KNOW?  
SO THAT'S MY TESTIMONY, R AS A  
COMMUNITY WORKER, WATCHING  
PEOPLE RUNNING THE STREETS  
BECAUSE THEY COME INTO THIS  
COUNTRY, EVEN IF THEIR CHILDREN  
ARE BORN IN THIS COUNTRY,  
THEY'RE KICKED OUT OF SHELTER  
BECAUSE THEY DON'T UNDERSTAND  
ENGLISH, KIDS MISSING SCHOOL,  
POLICIES THE LADIES WERE TALKING  
ABOUT.  
IT'S RIDICULOUS AND THEY'RE  
TELLING US YOU'RE BLACK, GO  
SOMEWHERE ELSE.

OF IT'S TELLING US GO SELL  
DRUGS? TO TAKE CARE OF YOUR  
KIDS, YOU'RE NOT RESPECTED HERE  
IN THIS SCHOOL.

GO TO THE STREETS AND HAVE THE  
STREETS RAISE YOUR KID.  
BECAUSE WE'RE NOT RAISING YOUR  
KID.

THAT'S WHAT I WAS TOLD GROWING  
UP, THAT'S THE STRUGGLES I GO  
THROUGH RAISING MY SON.

CRYING IN BED BECAUSE THE  
POLICIES AND PROCEDURES THAT ARE  
SUPPOSED TO BE DONE FOR EVERY  
PARENT IS NOT DONE, EVACUATIONS  
ARE NOT DONE QUARTERLY.

CONVERSATIONS ARE NOT HELD  
PROFESSIONALLY.

SO I, I HOPE THAT YOU WOMEN IN  
POWER UNDERSTAND WHERE I'M  
COMING FROM, NOT ONLY AS A  
JUVENILE WHO STILL HAS SCAR THAT  
IS I'M DEALING WITH ME THERAPY  
BECAUSE OF THE LACK OF LIAISONS  
AND THE CULTURAL DIFFERENCES IN  
SCHOOL IN GENERAL.

IT'S WOUNDS I'M STILL HEALING  
WITH RIGHT NOW.

AND WE DON'T NEED OUR CHILDREN  
HAVING MORE PROBLEMS GROWING UP.  
THEY ALREADY GOT TO TO WORK  
SLEEP SOMEWHERE, YOU KNOW, SO I  
JUST HOPE THAT WITH THE POWER  
THAT YOU LADIES HAVE, YOU  
UNDERSTAND THIS BUT TRY TO PUT  
YOURSELF IN OUR SHOES ONE SECOND  
IN THESE TIMES BECAUSE EVERY  
YEAR IT'S WORSE AND WORSE.  
EVERY YEAR IT'S MORE AND MORE  
CORPORATE.

YOU KNOW WHAT I MEAN?

THAT IS MY TESTIMONY.

>> THANK YOU, WHAT'S YOUR SON'S  
NAME? HE'S BLESSED.

VERY FORTUNATE.

CHILDREN DON'T GET TO CHOOSE  
THEIR PARENTS BUT IF HE COULD  
HAVE CHOSE I HAVE NO DOUBT HE  
WOULD HAVE CHOSEN YOU.

AND WE'LL HAVE A FOLLOW-UP  
HEARING WITH BPS SPECIFICALLY.

I KNOW THERE IS A NEWCOMERS  
DEPARTMENT WITHIN BPS WHICH IS  
SPECIFICALLY ABOUT AIMING TO

ADDRESS SOME OF THESE LANGUAGE  
AND CULTURAL BARRIERS YOU  
RAISED.

BUT AGAIN, YOU KNOW, WE KNOW  
THAT ULTIMATELY, A CHART OR  
PHONE NUMBERS, THAT THERE ARE  
MANY EXCEPTIONS TO WHAT WE WANT  
TO BE THE RULE.

AND SO THANK YOU FOR BRINGING  
FULLY TO BEAR HERE IN THIS SPACE  
TODAY ALL YOUR EXPERIENCES, THE  
ONE THING I KNOW FOR SURE IS  
YOU'RE A SURVIVOR AND A FIGHTER  
AND THANK YOU FOR THE WORK  
YOU'RE DOING IN THE COMMUNITY  
AND ALL THE FAMILIES THAT YOU  
ARE ADVOCATING FOR.

AND I HAVE NO DOUBT OUR PATHS  
WILL CROSS AGAIN AND TRUST THAT  
WE HAVE HEARD YOU, AND THAT WE  
AIM TO EVERY DAY GOVERNOR WITH A  
LEVEL OF EMPATHY SO THAT WE ARE  
PUTTING OURSELVES IN YOUR SHOES  
AND THAT WE BRING AN UPLIFTING  
STORIES THAT YOU ARE SO BRAVELY  
SHARING, EACH OF YOU, INTO THE  
POLICIES THAT WE'RE DEVELOPING.  
AND INTO OUR ADVOCACY.

SO THANK YOU FOR RISING TO THE  
OCCASION EVERY DAY AND  
ESPECIALLY AT THIS MOMENT.

THANK YOU.

>> THANK YOU

[CHEERS AND APPLAUSE]

>> WE'RE GOING TO CLOSE OUT.

OK.

SOMEONE ELSE WANTS TO TALK.

ONE MORE STUDENT.

GREAT.

ALL ABOUT YOU.

>> HI.

>> HELLO, QUEEN.

>> MY NAME IS ALGORDI, I'M 12

AND GO TO HIGH STATE PREMISES  
HILL.

I FEEL LIKE I'M NOT SAFE IN THAT  
SCHOOL AT ALL, BECAUSE IT'S HOW  
PEOPLE TREAT EACH OTHER AND LIKE  
THEY EVEN TALKING ABOUT LIKE  
GANGS AND GUNS AND LIKE I DON'T  
FEEL SAFE AT ALL AND SOMETIMES I  
MAKE THE BOYS ARE SEXIST BECAUSE  
ONE TIME THERE'S A GAME AND IT'S  
THIS WAY, THIS GIRL, SO I SAID

OH, BECAUSE LIKE WE'RE ABOUT TO  
PLAY BUT WE DIDN'T ACTUALLY DO  
IT.

OH, I WANT TO BE JOKING.

I SAID NO, YOU'RE A GIRL, YOU'RE  
NOT SUPPOSED TO BE HERE.

I SAID YOU'RE SEXIST DUDE.

AND THEN IN SIXTH GRADE, THIS  
TEACHER, HER NAME IS MS. DODGER,  
SHE DOESN'T GO TO THE SCHOOL NO  
MORE.

SHE -- SHE ASKED US, LIKE, OH,  
DID SOMEONE PREDICT WHAT THEY  
DO, AND DRUGS CAME UP, THE GIRL  
AND A BOY AND AFTER THAT THIS  
OTHER GIRL CAME UP AND GUESSING,  
AND THEY SAID THIS GUY PLAYED  
TWO KS AND THIS OTHER GIRL  
PULLED A BAR BEE DOLL, AND  
EVERYBODY STARTED LAUGHING.

WHAT ELSE? YES, THE FOOD.

SO THE FOOD IS LIKE JAIL FOOD.

IT'S DISGUSTING.

I LITERALLY HAVE TO BRING MY OWN  
FOOD.

WHAT ELSE? .

I DO OFFER THIS

>> I I WANT TO SAY THAT WHEN YOU  
SAID TO YOUR, THE YOUNG MAN IN  
YOUR CLASS, DUDE YOU'RE SEXIST,  
WE ALL LAUGH NOT BECAUSE WHAT  
YOU OFFER WAS FUNNY BECAUSE WE  
CAN ALL RELATE.

WE SAY THINGS LIKE THAT ON A  
REGULAR BASIS OURSELVES.

SO THANK YOU FOR BEING HERE  
TODAY.

>> AND WELL THIS WOMAN WAS  
SITTING RIGHT HERE.

WHEN I WAS YOUNGER I WAS STUCK  
IN HER ROOM WITH MY MOM AND MY  
BROTHER.

BECAUSE MY MOM GOT LOCKED AND  
SHE HAD TO WORK VERY HARD FOR  
ME.

TOOK HER VERY MUCH AND AFTER WE  
CAME BACK, I WAS LIKE SO HAPPY  
BECAUSE I GET TO SEE MY FATHER  
AGAIN.

I GUESS, I DON'T UNDERSTAND AT  
THE MOMENT.

WHEN I LOOK BACK NOW, YEAH, MY  
MOTHER WAS WORKING VERY HARD.

SURPRISED BECAUSE SHE WAS LIKE

SKINNY.  
I WAS LIKE, WHOA, I'M LIKE, OK.  
YEAH.  
YEAH.  
SO  
>> THAT'S YOUR LIFE.  
OK.  
THANK YOU FOR SHARING A BIT OF  
YOUR LIFE AND SOME OF YOUR TIME  
WITH US THIS EVENING.  
AND IF THERE'S NO MORE PUBLIC  
TESTIMONY, WE'RE GOING TO TURN  
IT OVER TO -- THERE'S ONE MORE.  
>> ANDREA DID YOU WANT TO  
TESTIFY?  
ANDREA?  
OK, ANDREA, WE'D LOVE TO HEAR  
FROM YOU.  
>> THANK YOU.  
>> THANK YOU COUNSELORS FOR THIS  
INCREDIBLY IMPORTANT OPPORTUNITY  
COMING INTO THE COMMUNITY AND  
ADDRESSING THIS PROJECT AND THE  
FOCUS AND I KNOW THIS WORK IS  
INCREDIBLE, NOT JUST HERE BUT  
ACROSS THE COUNTRY AND FOR YOU  
TO UNDERSTAND THE IMPORTANCE OF  
ENGAGING SOMEBODY WITH HER  
EXPERTISE ON THE ISSUES OF BLACK  
GIRLS IS INCREDIBLE I WANT TO  
SAY THANK YOU TO BOTH OF YOU.  
MY NAME IS ANDREA JAMES.  
FROM FAMILY FOR JUSTICE HEALING  
HERE IN BOSTON AND ALSO FROM THE  
NATIONAL COUNCIL FOR  
INCARCERATED AND FORMALLY  
INCARCERATED WOMEN AND GIRLS.  
I APOLOGIZE FOR MISSING THE  
FIRST 40 MINUTES OR SO OF THIS  
IMPORTANT HEARING.  
SO I APOLOGIZE AGAIN IF I'M  
BRINGING UP AN ISSUE THAT HAS  
ALREADY BEEN TOUCHED UPON.  
BUT I DID NOT WANT TO LEAVE  
TODAY WITHOUT BRINGING IN THE  
VOICES OF THE SISTERS WHO ARE  
SITTING ON A PRISON BUNK RIGHT  
NOW.  
THEIR CONCERN FOR THEIR  
CHILDREN.  
PARTICULARLY THEIR DAUGHTERS.  
AS FORMER CRIMINAL DEFENSE  
ATTORNEY, I UNDERSTAND HAVING  
REPRESENTED MANY OF THE WOMEN

THAT I'M SPEAKING ABOUT, BUT ALSO, ALSO REPRESENTING THEIR CHILDREN, AND ALSO HAVING BEEN AN INCARCERATED WOMAN, I KNOW FIRST HAND THAT INSIDE OF OUR PRISONS HERE IN THE COMMONWEALTH, AND ACROSS THE COUNTRY, WE HAVE WOMEN WHO ARE DESPERATE TO UNDERSTAND THAT PEOPLE LIKE YOURSELVES CARE ABOUT THE WELL-BEING OF THEIR CHILDREN, PARTICULARLY THEIR DAUGHTERS, 65% OF CHILDREN WHO ARE CURRENTLY ENGAGED WITH THE SYSTEM AND ARE HELD IN OUR JUVENILE FACILITIES ACROSS THIS COUNTRY, INCLUDING HERE IN THE COMMONWEALTH, HAVE ONE OR TWO PARENTS WHO ARE INCARCERATED. WE ARE CURRENTLY ADDRESSING THIS THROUGH FAMILIES FOR JUSTICES HEALING AS HAVING DRAFTED THE PRIMARY CARETAKER BILL TO CREATE ALTERNATIVES TO INCARCERATION TO HOPEFULLY STOP THE FLOW, PARTICULARLY OF MOTHERS INTO PRISON, BECAUSE OUR DAUGHTERS, ARE TARGETED FOR TRAFFICKING AND SO MUCH MORE WHEN WE'RE SEPARATED AND INCARCERATED FROM THEM AND WE'RE BETTER THAN THIS, WE'RE SMARTER THAN THIS AND WE CAN CREATE BETTER ALTERNATIVES. SO LASTLY I JUST WANT TO CLOSE OUT BY SAYING WE ALSO KNOW FROM THE WORK AND THE RESEARCH WE'RE DOING, AND THE VOICES WE'RE HEARING FROM INCARCERATED GIRLS, THAT MOST OF THEIR TRAUMA BEGINS IN SCHOOL. AND THAT IS A CRIME IN ITSELF. THAT MANY OF THE PROBLEMS THAT THE GIRLS WHO ARE CURRENTLY ENGAGED IN THE JUVENILE SYSTEM ARE DEALING WITH, ACTUALLY HAVE GONE UNDRRESSED BY SCHOOL OFFICIALS, WHO SHOULD HAVE UNDERSTOOD TO KNOW THAT IF SOMETHING IS GOING WRONG WITH THIS GIRL, THEY NEED TO INVESTIGATE WHAT'S HAPPENING. MANY TIMES, COUNSELORS, IT'S BECAUSE THEIR MOM IS INCARCERATED.

AND SO IF WE COULD FIND SOME WAY  
TO CREATE A POLICY, WITHIN THE  
BOSTON PUBLIC SCHOOL SYSTEM AND  
ACROSS THE COMMONWEALTH THAT  
CAUSES US TO TAKE A PAUSE  
PARTICULARLY WITH OUR DAUGHTERS  
AND FIND OUT IS THERE A PARENT  
INCARCERATED, SOMEBODY IN THAT  
HOUSEHOLD THAT INCARCERATION IS  
AFFECTING THE LIVES OF THOSE  
CHILDREN, IT IS PREVALENT.  
AFRICAN-AMERICANS IN THE CITY,  
IN THE COMMONWEALTH MAKE UP 7%  
OF OUR POPULATION.  
WE'RE 49% OF THE INCARCERATION  
POPULATION.

THIS IS AN ISSUE THAT  
IMMEDIATELY AFFECTS US.  
I THANK YOU FOR THIS OPPORTUNITY  
TO BRING THE VOICES OF THE WOMEN  
AND THE INCARCERATED GIRLS INTO  
THIS CONVERSATION AND PLEASE  
HELP US TO CREATE SOME WAY OF  
FOCUSING AND GIVING SUPPORT,  
PARTICULARLY TO THE GIRLS WHO  
ARE IN SCHOOL, WHO HAVE MOTHERS  
WHO ARE INCARCERATED.

THANK YOU.

>> THANK YOU FOR BEING HERE.  
YOU UP LIFTED OUR GOOD SISTER  
FOR HER NATIONAL IMPACT AND  
FOOTPRINT, WE HOLD YOU IN THE  
SAME SPACE IN REGARD.  
YOU HAVE BEEN FEARLESS AND  
VIGILANT AND WE JUST THANK YOU  
FOR YOUR LABOR OF LOVE.  
AND TO YOUR POINT ABOUT ARE YOU  
GIRLS IN PARTICULAR WITH  
INCARCERATED CAREGIVERS, THIS IS  
THE WORK OF C PLAN AND MYSELF  
AND SO MANY OTHERS WITH OUR  
WORKING WITH BOSTON PUBLIC  
SCHOOLS, FOR THEM TO ALL BE  
TRAUMA SENSITIVE AND TRAUMA  
INFORMED AND TO YOUR POINT ABOUT  
ASKING THAT QUESTION, THE GOAL  
ULTIMATELY, IF WE GET THIS  
RIGHT, IS IF A CHILD HAS SHUT  
DOWN OR BEING DISRUPTED, THEY  
WILL NOT BE ASKED WHAT IS WRONG  
WITH YOU, THEY WILL BE ASKED  
WHAT HAPPENED TO YOU?

>> YES.

>> THAT IS THE GOAL.

BEFORE YOU GO, I JUST WANTED TO  
ASK IF YOU -- IF YOU KNOW OUR  
PAD AND IF NOT WORK WITH THE  
SOFTWARE AND WE'LL USE OUR  
PLATFORMS TO EDUCATE AND INFORM  
PEOPLE, IS THERE A BILL NUMBER  
YOU CAN SHARE

>> THE SENATE SPONSOR IS BROWNS  
BERGER, THE HOUSE RESPONER IS  
RUSSELL HOLMES.

>> 770 IS THE SENATE BILL AND  
THE HOUSE BILL IS ABOUT TO BE  
MERGED WITH SENATE BILL.  
SENATE BILL IS THE ONE WE'RE  
FOLLOWING RIGHT NOW.  
AND THAT HAS A LOT, OVER 80  
PUBLIC HEALTH PROFESSIONALS  
ACROSS THE COMMONWEALTH.  
INCLUDING THE BOSTON PUBLIC  
HEALTH COMMISSION, IS STANDING  
SOLIDLY BEHIND THIS BILL

>> AND THE TITLE IS ALTERNATIVE  
>> PRIMARY CARE TAKER BILLING  
COMMUNITY ALTERNATIVES TO  
INCARCERATION FOR PRIMARY  
CARETAKERS OF DEPENDANT  
CHILDREN, IT DOES NOT DISRUPT  
ANYTHING PROCEDURALLY.  
IT'S A FORM OF CRIMINAL DEFENSE  
ATTORNEY I KNOW THE IMPORTANCE  
OF THAT.  
IT CAUSES THE COURT TO TAKE A  
PAUSE, COUNSELORS, JUST TO MAKE  
THE DETERMINATION, WHO ELSE IS  
THIS PERSON IN FRONT OF THE  
COURT ATTACHED TO AND HOW WILL  
INCARCERATING THIS INDIVIDUAL  
AFFECT THE HOUSEHOLD.  
THAT'S ALL IT DOES

>> THANK YOU SO MUCH.  
>> THANK YOU COUNSELOR  
[CHEERS AND APPLAUSE]

>> LET US KNOW HOW WE CAN GET  
ONE OF THOSE T-SHIRTS.  
>> SEND IT IN THE MAIL.  
>> VERY GOOD.

OK.  
ALL RIGHT.  
AND SO, THERE WILL BE NO MORE  
PUBLIC TESTIMONY, I WANT TO  
THANK EVERYONE FOR YOUR  
PARTICIPATION, NOW WE'LL GET TO  
THE CAB STONE OF THIS AND HEAR  
DIRECTLY FROM THE NATIONAL BLACK

WOMEN'S JUSTICE INSTITUTE.  
OUR PARTNERS IN THIS ENDEAVOR.  
>> GOOD EVENING, I'M SO EXCITED.  
I'M THE SENIOR EDUCATION POLICY  
FELLOW OF THE NATIONAL BLACK  
WOMEN'S JUSTICE INSTITUTE.  
AND YES, I AM THE FORMER INTERN.  
OF SHOUT OUT OVER HERE.  
I TOO HAVE PREPARED COMMENTS  
WHICH I WILL GIVE.  
I DO WANT TO KIND OF SHOOT FROM  
THE HIP.  
WHAT'S VERY CLEAR FROM ME  
SITTING HERE AND BEHIND EVERYONE  
IS THE REASON WE DO QUALITATIVE  
RESEARCH, THE REASON WE SPEAK TO  
YOUNG PEOPLE AND TO ADULTS THAT  
ARE IMPACTED COMMUNITIES BECAUSE  
THEIR VOICES ARE TOO OFTEN LEFT  
OUT.  
YOUNG WOMEN THAT SAT UP HERE  
TODAY, THE PARENTS WHO SAT UP  
HERE TODAY, THE ADVOCATES WHO  
SAT UP HERE TODAY, THEIR VOICES  
ARE TOO OFTEN LEFT OUT OF THE  
POLICIES WE CREATE.  
THE STATISTICS WE TALK ABOUT AND  
THE NUMBERS WE STATE.  
THIS IS WHY WE DO IT.  
THIS IS NERVE RACKING.  
THIS IS VERY NERVE RACKING.  
IT'S NOT EASY AND I DO THIS.  
I DO THIS AND IT'S NOT EASY EVER  
TO GET UP HERE AND SPEAK.  
THE REASON WE DO QUALITATIVE  
RESEARCH AND FOCUS GROUPING IS  
SO FOR THE GIRLS WHO CAN'T GET  
UP HERE AND SPEAK, WHO ARE TOO  
NERVOUS TO GET UP HERE AND  
SPEAK, ALSO HAVE A VOICE.  
LET'S BE CLEAR.  
COUNSELOR PRESSSLEY, YOU  
GRADUATED A YOUTH GROUP OF YOUNG  
PEOPLE BECAUSE THEY'RE PART OF  
YOUTH GROUPS AND PART OF OTHER  
GROUPS THAT BRING THEM AND  
CULTIVATE THEIR LEADERSHIP.  
WE SPOKE TO GIRLS WHO ARE IN NO  
YOUTH GROUPS, WHOSE PARENTS ARE  
IMMIGRANTS WHO WERE SCARED TO  
SPEAK TO US AND BOTH GIRLS  
VOICES NEVER GET TO THE TABLE,  
MAKE OUR REPORTS OR GET INTO THE  
DATA AND THAT'S WHY WE DO FOCUS

GROUPS QUALITATIVE RESEARCH AND  
BRING THEIR VOICES TO THE TABLE.  
LAST THING BEFORE I GET TO MY  
COMMENTS I KNOW THEY'RE GONE NOW  
BUT WE HAD BOYS IN THE ROOM.  
I THINK THAT'S IMPORTANT TOO  
OFTEN WE SIT IN CONVERSATIONS  
ABOUT WOMEN AND GIRLS.

IT'S JUST A WHOLE BUNCH OF WOMEN  
AND GIRLS AND WE NEVER BRING MEN  
AND BOYS TO THE TABLE TO HEAR  
AND TO LISTEN TO WHAT OUR  
EXPERIENCES ARE, TO WHAT YOUNG  
PEOPLE EXPERIENCE AT THE HANDS  
OF THEM, AT THE HANDS OF OTHER  
MEN AND HOW THEY CAN BE ALLEYS  
AND ADVOCATES, WHOEVER GOT THE  
YOUNG BOYS I APPRECIATE THAT.  
THEY TOO NEED TO BE HERE AND TO  
LISTEN.

>> THANK YOU.

>> NOW I'LL GET TO WHAT I WROTE.  
>> THAT WAS AWESOME RIGHT THERE.  
ALSO I'M MAKING A SPECIFICALLY  
FOR THE FOCUS GROUPS WE DID AND  
PARTNERSHIP WITH COUNSELOR  
PRESSSLEY.

I WILL BE GIVING DIRECT QUOTE  
FROM THE GIRLS I SPOKE WITH.  
SO YOU'LL HEAR THE MIX OF THESE  
PARTICULAR REMARKS.  
MY SCHOOL ACTUALLY DID  
SOMETHING.

AFTER AT ALL HAPPENED THEY CAN  
GATHERED A BUNCH OF US BLACK  
KIDS, WE SAT DOWN, ALL THE  
ADMINISTRATION, ALL THE  
TEACHERS, ALL THE FACULTIES, SAT  
DOWN AUDITORIUM.

WE TOLD THEM WHAT WE NEEDED AND  
EXPECTED AND THEY LISTENED.

AFTER THE MEETING, I COULD TELL  
THERE WAS A SHIFT IN THE CHANGE  
THAT OUR CLASSROOM.

MORE UNDERSTANDING.

I THINK THE STUDENT LED  
CONVERSATION WAS SO BENEFICIAL.  
BECAUSE OFTENTIMES THE TEACHERS  
JUST DON'T UNDERSTAND.

BLACK DOMINICAN GIRL IN A HIGH  
SCHOOL IN BOSTON.

AGAIN, FROM THE NATIONAL BLACK  
WOMEN'S JUSTICE INSTITUTE.

THIS PAST SUMMER, WE FOCUSED

GROUPED OVER 100 GIRLS OF COLOR  
THAT LIVE IN BOSTON.  
BEING IN PARTNERSHIP WITH  
COUNSEL AYANNA PRESSLEY OFFICE  
AND HELP OF COMMUNITY GROUPS,  
PARENTS AND ADVOCATES, WE SPOKE  
TO THE GIRLS, TO SCHOOL  
PERSONNEL AND TO PARENTS.  
THE GIRLS RANGE IN AGE FROM NINE  
TO 18.  
MOST OF THE GIRLS IDENTIFIED AS  
BLACK.  
AFRO, LATINO AND LATINO.  
THIS INCLUDED GIRLS THAT  
IDENTIFIED AS AFRICAN-AMERICAN  
MY ENGINEERIAN, DOMINICAN AND  
PUERTO RICAN, CHRISTIANS,  
MUSLIMS, HENldld  
THIS IS NOT JUST ABOUT DRESS  
CODE OR CODE OF CONDUCT  
I'M JUST TRYING TO GET AN A IN  
ALEGBRA  
AT MANY BOSTON SCHOOLS, THEY  
HAVE LAW ENFORCEMENT OFFICERS  
BOTH PARENTS BE STUDENTS WERE  
CONCERNED ABOUT CULTURAL  
COMPETENCY OF TEACHERS AND  
ADMINISTRATION.  
PARTICULARLY UNDERSTANDING  
CULTURES THAT ARE OFTEN OUTSIDE  
OF THEIR OWN.  
ONE GIRL SAID, AT MY SCHOOL,  
THERE ARE NO HATS, SOME GIRLS OF  
COLORuguXz IF THEIR WEAVES GET MESSED  
UP AND THEY CAN'T AFFORD TO FIX  
IT.  
SOMETIMES YOU GOT TO WEAR A HAT  
OVER THAT OR IT'S EMBARRASSING.  
THE SCHOOL DOESN'T ALLOW THAT.  
ONE DAY A WHOLE ARGUMENT STARTED  
IN MY CLASS, MY FRIEND GOT  
KICKED OUT.  
I WAS LIKE DANG.  
SHAPED TO BE IN CLASS BUT HER  
HAIR WAS MESSED UP.  
WHAT'S THE BIG DEAL?  
METRO WAS COOL BUT SO WHITE.  
LIKE SO WHITE.  
HOW DID THEY EXPECT ME TO TALK  
TO ANY ADULT THERE?  
YOU HAVE NO IDEA WHAT'S GOING ON  
WITH ME OR WHO I AM.  
ONE PARENT SAID, MY DAUGHTER  
WITNESSED ANOTHER DAUGHTER BEING

ASKED WHERE DO YOU LIVE?  
AND IN OUR COMMUNITY, OUR  
CHILDREN ARE TAUGHT AT A CERTAIN  
AGE, YOU DON'T TELL ANYBODY  
WHERE YOU LIVE BECAUSE THAT'S  
GANG RECRUITMENT TYPE TALK.  
BUT A TEACHER DISCIPLINED THE  
CHILD ANYWAY.

SHE SAID YOU'RE BEING RUDE NOT  
TELLING ME WHERE YOU LIVED.  
THE TEACHER DIDN'T UNDERSTAND.  
SO I'LL RECONSIDER HOW TO CREATE  
TANGIBLE WAYS FORWARD, LET'S  
TAKE OUR QS FROM WHAT THE GIRL  
SAID.

MY SCHOOL DID A GOOD JOB OF  
HANDLING IT.  
THEY HAVE THE CONVERSATION  
BEFORE THEY READ THE BOOK.  
LIKE BEFORE YOU SAY SOMETHING,  
SOMEONE DOES SOMETHING, THEY  
TELL US THE CONSEQUENCES AND HOW  
IT MAKES OTHER PEOPLE FEEL.  
I THINK MORE SCHOOLS NEED TO DO  
THAT.

LIKE YOU'RE WHITE.  
ALL THE KIDS IN YOUR SCHOOL ARE  
NOT.  
HAVING TRAININGS AND WORK SHOPS,  
BUT ALSO, MAKING SURE THERE'S  
SPACE FOR STUDENTS TO SIT DOWN  
AND MAKE IT KNOWN WHAT WE NEED.  
HOW ABOUT DEBRIEF A STUDENT  
SOMETIMES?

LISTEN.  
NOT JUST FOR THE KIDS OF COLOR  
BUT OUR WHITE COUNTER PARTS TOO.  
EVERYONE NEEDS A VOICE.  
OF LIKE OUR POLICE OFFICER IS  
WHITE BUT WALKS AROUND SCHOOLS,  
TALKS TO US, HAPPY, JUST FIST  
PUMPS THE STUDENT HE MAKES US  
FEEL WELCOME AND SAFE.  
HAVE MORE GUIDANCE COUNSELORS  
THAN COPS IN THE SCHOOL, STOP  
TELLING ME I'M LOUD  
WANT TO VOICE MY OPINION.  
GET TO UNDERSTAND THE ROOT OF  
THE PROBLEM WITH THE STUDENT.  
INSTEAD OF JUST SUSPENDING THEM.  
SUSPENDING A KID DOESN'T REALLY  
MAKE SENSE, THERE'S NO LOGIC  
BEHIND IT.  
I DON'T LEARN ANYTHING FROM

SUSPENSION.

THAT'S WHAT OUR KIDS SAID.  
OF IT'S IMPERATIVE AND THE ONUS  
ON US AS ADULTS TO LISTEN AND  
ACT.

I'VE GIVEN YOU EXAMPLES BUT THEY  
FEEL, AND WHAT THEY HEAR, NOW  
OUR RESPONSIBILITY IS TO DO  
SOMETHING WITH IT.

THANKS.

>> THANK YOU FOR THAT  
IMPASSIONED AND ELOQUENT  
TESTIMONY AND FOR ALWAYS  
UPLIFTING THE STORIES AND THE  
VOICES OF OUR GIRLS.  
KEEPING IT WITH THE CENTER OF  
THIS WORK.

>> THANK YOU.

>> GOOD EVENING, EVERYONE, AND  
THANK YOU TO COUNSELOR PRESSLEY  
FOR PROVIDING US SPACE FOR THE  
HEARING TO TAKE PLACING MY NAME  
IS NISHA, THOMPSON I'M A  
DOCTORAL STUDENT AND I'VE HAD  
THE PLEASURE TO SERVE AS A  
GRADUATE STUDENT IN TURN THIS  
PAST SUMMER AND FALL.  
AS MENTIONED POLICY SHOULD BE  
CREATED AND FORMED BY RIGOROUS  
STATE ANALYSIS, HOWEVER, NEITHER  
QUANTITATIVE NOR QUALITATIVE  
DATA CAN STAND ALONE, LEAVE THEM  
BOTH TO CREATE EFFECTIVE  
POLICIES FOR OUR CHILDREN AND  
COMMUNITIES, THE DATA I WILL  
SHARE SERVES AS A COMPLEMENT TO  
THE NARRATIVE TO OUR PARENTS AND  
GIRLS OF COLOR AS WELL AS THE  
QUOTES PROVIDED BY IASHA.  
THE DATA ANALYSIS IS BASED ON ON  
A COMPARISON BETWEEN DISCIPLINE  
OUTCOMES FOR GIRLS OF COLOR AND  
I'M REFERRING SPECIFICALLY TO  
BLACK AND LATINO GIRLS IN  
COMPARISON TO WHITE GIRLS.  
THE STATISTICS I WILL SHARE COME  
FROM NATIONWIDE TODAY COLLECTED  
FROM THE '13 THROUGH 14 ACADEMIC  
YEAR, WHICH IS THE MOST RECENT  
AND MOST COMPREHENSIVE REPORT  
MADE AVAILABLE VIA THE UNITED  
STATES DEPARTMENT OF EDUCATIONS  
OFFICE FOR CIVIL RIGHTS.  
THE DATA IS REPRESENTATIVE OF

STUDENT WITH AND WITHOUT  
DISABILITIES.

FOR THE PURPOSE OF THIS  
DISCUSSION I WILL FOCUS ON ONE  
OR MORE OUT OF SCHOOL  
SUSPENSIONS AND IN SCHOOL  
SUSPENSIONS.

ARRESTS, REFERRALS TO LAW  
ENFORCEMENT FROM SCHOOLS, AND  
PHYSICAL RESTRAINTS, NATIONWIDE  
IN MASSACHUSETTS AND IN BOSTON  
AREA PUBLIC SCHOOLS.

NATIONWIDE, JUST % OF FEMALES Y4MORE IN SCHOOL  
SUSPENSION.

IN OTHER WORDS, BLACK GIRLS OVER/V  
ARRESTED, FIVE TIMES MORE LIKELY  
TO RECEIVE ONE OR MOWER OUT OF  
SCHOOL SUSPENSIONS ON AND FOUR  
TIMES MORE2+! INSCHOOL SUSPENSION  
THAN WHITE GIRLS, WHILE LATINO  
STUDENT MADE UP 40% OF ALL  
GIRLS.

>> THERE WERE TWICE AS LIKELY AS  
WHITE GIRLS TO RECEIVE ONE OR  
MORE OUT OF SCHOOL OR IN SCHOOL  
SUSPENSIONS.

THIS TODAY REVEALS THAT BLACK  
AND LATINO GIRLS ARE  
DISPROPORTION IN ITLY FACING  
DISCIPLINARY PRACTICES AT THE  
NATIONAL STATE AND LOCAL LEVEL.  
THIS WILL BE MADE AVAILABLE TO  
THE COUNCIL AS WELL AS THE  
PUBLIC FOR REFERENCE.

THANK YOU.

>> THANK YOU.

IS THERE ANYTHING ELSE YOU  
WANTED TO ADD TO THAT.

>> DOOR MORRIS'S COMMENTS.

>> AS WE ALL KNOW, DR. MORRIS IS  
NOT ABLE TO MAKE THE.

HOWEVER SHE'S WATCHING, SHE WAS  
A FEW MINUTES AGO.

SHE SAID THE FEED WAS GOING OUT.  
I HOPE SHE'S STILL HERE.

SHE SENT ME WITH HER REMARKS AND  
COMMENTS AND I'LL GIVE THOSE ON  
BEHALF OF HER, SHE WOULD HAVE  
LIKED TO SPEAK WHAT WAS  
HAPPENING IN THE ROOM HERE, AND  
IT'S OTHER DATA SHE WILL DO  
THAT, I'LL READ VERBATIM WHAT  
SHE HAS GIVEN ME TO HONOR HER  
WORDS TO VOICE.

OF SO GOOD EVENING,  
DISTINGUISHED MEMBERS OF BOSTON  
COUNSEL AND THANK YOU COUNSELOR  
PRESLEY FOR THIS INVITATION TO  
SHARE MY THOUGHTS REGARDING HOW  
OUR IN THIS CASE LEARNING SPACES  
PARTICULARLY THOSE IN BOSTON  
COMMUNITIES TO BECOME MORE  
RESPONSIVE TO NEEDS OF GIRLS OF  
COLOR.  
I WOULD LIKE TO STATE HIGH

DEEPEST APOLOGIES, MY FAMILY  
EXPERIENCED MEDICAL EMERGENCY  
AND I NEEDED TO RETURN HOME.  
THANK YOU FOR OPPORTUNITY TO  
HAVE MY REMARKS READ IN MY  
ABSENCE AND I WILL SUBMIT THESE  
COMMENTS AS TESTIMONY.  
THE NATIONAL BLACK WOMEN'S  
JUSTICE INSTITUTE NBWJI FOCUSED  
ON REDUCING RACIAL AND GENDER  
ACROSS THE, AFFECTING  
TRANSGENDER BLACK WOMEN GIRLS  
AND THEIR FAMILIES BY CONDUCTING  
RESEARCH, PROVIDING TECHNICAL  
ASSISTANCE, ENGAGING IN PUBLIC  
EDUCATION, CIVIC ENGAGEMENT AND  
ADVOCATING FOR INFORMED  
POLICIES.  
ON BEHALF OF NBWJI I'M PLEASED  
TO PARTNER WITH COUNSEL PRESLEY  
AND THE COUNSEL TO IMPROVE THE  
SCHOOL DISCIPLINES OUTCOMES FOR  
GIRLS COLOR.  
AS HAS BEEN SHARED THIS EVENING  
SCHOOL DISCIPLINED DATA AND THE  
NARRATIVES OF GIRLS OF COLOR  
REVEAL A COMPLICATED EDUCATIONAL  
EXPERIENCE, THEY'VE OFTEN  
INFLUENCED STRUCTURAL AND  
INDIVIDUAL BIAS THAT RENDER  
GIRLS VULNERABLE TO DIFFERENTIAL  
TREATMENT THAT DISCOURAGES  
SCHOOL PARTICIPATION AND IN SOME  
INSTANCES, COMPLETELY LEAVING  
SCHOOL.  
ACROSS THE NATION, BLACK AND  
LATINO GIRLS DIS PROPORTION  
NATALIE EXPERIENCE WHAT I CALL  
PATHWAYS.  
OR POLICIES PRACTICES AND  
PREVAILING CONSCIOUSNESS THAT  
LEAD GIRLS INTO THE JUVENILE

COURT OR CRIMINAL SYSTEM.  
THESE PATHWAYS MAY INCLUDE  
CITATIONS TO APPEAR BEFORE  
DISCIPLINARY BOARD, OR JUVENILE  
COURT.

SCHOOL BASED REFERABLE TO LAW  
ENFORCEMENT OR NONCRIMINAL  
OFFENSES OR ARRESTS MADE  
DIRECTLY ON SCHOOL CAMPUS.  
ALSO INCLUDE ACTIONS THAT REMOVE  
GIRLS FROM SCHOOL OR LEARNING IN  
WAYS THAT RENDER THEM VULNERABLE  
TO PARTICIPATION IN UNDERGROUND  
ECONOMIES AND FUTURE CONTACT  
WITH JUVENILE LEGAL SYSTEM.

IT'S IMPORTANT TO KNOW WE  
BELIEVE IN THE PROMISE OF  
EDUCATION AND ITS ROLE IN  
PREPARING YOUNG PEOPLE TO BE  
EFFECTIVE MEMBERS OF SOCIETY AND  
PRODUCTIVE MEMBERS OF SOCIETY.  
WE ALSO BELIEVE NO CHILD IS  
DISPOSABLE AND THAT ALL CHILDREN  
CAN LEARN.

THESE ARE IMPORTANT FOUNDATIONS  
FOR THIS DISCUSSION.

MY RESEARCH AND THE SCHOLARSHIP  
OF OTHERS WHO HAVE BEEN  
EXAMINING PHENOMENONAL OF SCHOOL  
PUSH-OUT OR OTHERS HAVE CALLED  
THE SCHOOL TO PRISON TYPE LINE,  
SO THAT FOR GIRLS OF COLOR, THE  
CRITICAL PATHWAYS TO SCHOOL  
PUSH-OUT CAN INCLUDE.

A RELIANCE ON SCHOOL DISCIPLINE  
IN RESPONSE TO NONVIOLENT  
STUDENT BEHAVIOR.

WHICH UNNECESSARY RELY REMOVED  
GIRLS FROM CLASSES AND SCHOOLS.  
DIFFERENTIAL TREATMENT, ADDRESS  
CODE ENFORCEMENT, WHICH MAY LEAD  
TO BODY SHAMING, BODY POLICING  
CHRONIC EXPULSION, GENDER BASED  
VIOLENCE ON CAMPUS THAT OFTEN  
GOES UNADDRESSED WHICH MAY LEAD  
TO SCHOOL AVOIDANCE OR OTHER  
PHYSICAL TRADITIONS AND ASSAULT,  
INCREASED SURVEILLANCE AND  
PRESENCE OF LAW ENFORCEMENT IN  
SCHOOLS WHICH INCREASES CITATION  
ENFORCEMENT, CITATIONS AND  
STRESS AMONG GIRLS.

AND FAILURE AMONG ADULTS IN  
SCHOOLS TO RECOGNIZE AND RESPOND

TO THE TRAUMA OF GIRLS WHEN SYMPTOMS MANIFEST IN THE LEARNING ENVIRONMENT. THESE CONDITIONS ECHO WHAT THE COUNSELORS HEARD THIS EVENING. UNDER SCORING THE FACT THAT THESE ISSUES CONFRONTING BOSTON ON THIS TOPIC ARE SHARED WITH THE REST OF THE NATION. OF OUR VESTED INTEREST IN ADDRESSING THESE CONDITIONS IS ROOTED IN THE FACT THAT EXCLUSIONARY DISCIPLINE IS ASSOCIATED WITH SCHOOL AVOIDANCE AND LOSS OF INTEREST, POOR ACADEMIC PERFORMANCE THAT IS ASSOCIATED WITH LOSS OF INSTRUCTION TIME, INCREASED RISK OF NEGATIVE EMPLOYMENT OUTCOMES AND INCREASED CRIMINALIZATION AMONGST OTHER OUTCOMES. FORTUNATELY, THE SCHOOL -- THE SCHOOL DISCIPLINE CONDITIONS AND EXPERIENCES THAT WE HAVE HEARD TONIGHT ARE NOT INSURMOUNTABLE. THEY MAY BE ADDRESSED TO A SERIES OF SPECIFIC ACTIONS THAT CAN INTENTIONALLY SEEK TO SHIFT THE POLICIES, PRACTICES AND PREVAILING CONSCIOUSNESS AWAY FROM HARMFUL PUNISHMENT TOWARD HEALING AND EDUCATIONAL JUSTICE, OUR NINE WAS NOT ONLY TO ARTICULATE THE LOCAL MANIFESTATION OF A NATIONAL PROBLEM, BUT TO PARTNER WITH THE BOSTON CITY COUNCIL AND THE COMMUNITY OF IMPACTED STUDENTS AND PARENTS TO DELIVER AND DEVELOP SOLUTIONS. OFFERS TECHNICAL ASSISTANCE AND TRAINING TO EDUCATORS AND INDIVIDUAL SCHOOLS TO INCREASE THE CAPACITY TO END PUSH-OUT FOR GIRLS OF COLOR. NBWJ I DEVELOPED A DECISION MAKING TOOL WE INTEND TO PILOT THIS SPRING, DESIGNED TO APPROVE DECISION MAKING AND COMMUNICATION BETWEEN EDUCATORS, PARENTS, STUDENTS, TO SUPPORT SCHOOL CAPACITY, TO OBJECTIVELY RESPOND TO STUDENT BEHAVIOR, USING HEALING INFORMED

STRATEGIES RATHER THAN PUNITIVE ACTIONS IN RESPONSE TO NEGATIVE STUDENT BEHAVIOR.

ADDITIONALLY, IT IS A LEAD PARTNER IN AN INNOVATIVE PROGRAM FOR GIRLS IN CALIFORNIA WHO HAVE BEEN IN CONTACT WITH THE JUVENILE COURT.

THE PROGRAM IS INTENDED TO APPROVE THE EDUCATIONAL OUTCOMES OF GIRLS WHO EXPERIENCED SCHOOL PUSH-OUT AND TO INFORM EFFORTS DISTRICT-WIDE AND THROUGHOUT THE NATION WORKING WITH SIMILAR POPULATIONS OF GIRLS.

IN ADDITION TO THESE PRACTICAL EFFORTS TO INTERRUPT SCHOOL TO CONFINEMENT BATHE FOR GIRLS OF COLOR, NBWJI AND ITS NATIONAL PARTNERS DEVELOPED A SERIES OF POLICY RECOMMENDATIONS IMBEDDED IN VARIOUS SUPPORTS AND ARTICLES AVAILABLE FOR PUBLIC DOMAIN.

POLICY RECOMMENDATIONS DELINEATED IN THESE REPORTS SUCH AS 2016 UNLOCKING OPPORTUNITIES FOR AFRICAN-AMERICAN GIRLS, THE CALL TO ACTION FOR EDUCATIONAL EQUITIES AND THE NAACP LEGAL DEFENSE AND EDUCATION FUND AND NEW REPORT RELEASED TODAY, BY NBWJI.

BE HER RESOURCE, A TOOL KIT ABOUT SCHOOL OFFICERS AND GIRLS OF COLOR.

THESE RESOURCES THAT WE WILL MAKE AVAILABLE TO THE BOSTON CITY COUNCIL FOR REVIEW AND DISCUSSION.

WHILE THERE ARE A NUMBER OF POLICY INTERVENTION THAT IS COULD APPROVE THE OUTCOMES FOR GIRLS OF COLOR AT THE CENTER OF THIS DISCUSSION, I WOULD LIKE TO OFFER FIVE CRITICAL RECOMMENDATIONS FOR THE COUNCIL TO CONSIDER.

THE FOLLOWING RECOMMENDATIONS ARE IN RESPONSE TO THE PRIMARY CONCERN ARTICULATED BY THE GIRLS WHO PARTICIPATED IN THE FOCUS GROUPS.

THESE RECOMMENDATIONS ARE ALSO INFORMED BY RESEARCH AND

PROMISING EFFORTS IN OTHER STATES.

JURISDICTIONS AND DISTRICT GRAPPLING WITH THE PHENOMENONAL OF SCHOOL PUSH-OUT AMONG GIRLS IN COLOR AND THE INCREASING DESIRE FOR SCHOOLS TO BECOME MORE TRAUMA AND HEALING INFORMED IN THEIR RESPONSES TO SCHOOL DISCIPLINE AND ACCOUNTABILITY. RECOMMENDATION ONE.

DEVELOP AND SUPPORT A ROBUST CONTINUUM OF ALTERNATIVES TO EXCLUSIONARY DISCIPLINE IN SCHOOLS.

SHOULD CONSIDER BANNING SUSPENSIONS FOR PRE K AND FOR GRADES K THROUGH TWO.

GIRLS OF COLOR EXPOSED TO THE LEVEL OF EXCLUSIONARY DISCIPLINE EARLY ON HAVE AN INCREASED RISK OF NEGATIVE SCHOOL PERFORMANCE AND FUTURE CONTACT WITH THE JUVENILE COURT.

SAFER SCHOOLS ARE THOSE WHO WILL HAVE A ROBUST CONTINUUM OF EVIDENCE BASED PRACTICES THAT INCLUDE RESTORATIVE APPROACHES MINDFULNESS, YOGA, TRAINING AND PRACTICAL TOOLS THAT EMPHASIZE AND PATHIC RESPONSES TO STUDENT MISBEHAVIOR AND OTHER CULTURALLY COMPETENT GENDER RESPONSIVE HEALING INFORMED PRACTICES THAT HAVE BEEN ASSOCIATED WITH A DECREASE AND USE OF EXCLUSIONARY DISCIPLINE.

STUDENT RESPECT FOR ADULTS ON CAMPUS APPROVED AND RELATIONSHIP BETWEEN STUDENTS AND THEIR EDUCATORS STRENGTHENED.

LEGISLATION THAT RIDER A USE OF THESE INTERVENTIONS PRIOR TO CONSIDERATION OF SUSPENSION OR EXPULSION MAY REDUCE THE LIKELIHOOD OF OVERREINCE OF SCHOOL DISCIPLINE S CONSTRUCT SCHOOL DRESS CODE POLICIES IN DIGNITY AND RESPECT.

IT IS IMPORTANT THAT DRESS CODES AT A MINIMUM REFRAIN FROM PROHIBITING OR PUNISHING HAIRSTYLES THAT UNFAIRLY OR TARGET GIRLS OF COLOR.

CODES THAT ARE CO CONSTRUCTED WITH STUDENTS DESIGNED TO UPLIFT HUMAN DIGNITY RATHER THAN RESPECT ABILITY POLITICS, MORE SUCCESSFULLY CREATE ENVIRONMENTS WHERE STUDENTS ARE ENCOURAGED TO ATTEND SCHOOL.

FOR EXAMPLE, THE DRESS CODE FOR IS EVANSTON SCHOOL IN ILLINOIS READS AS FOLLOWS.

EVANSTON TOWNSHIP TO HIGH SCHOOL STUDENT DRESS CODE SUPPORTS THE KIMBALL EDUCATION ACCESS AND IS WRITTEN IN THE MANNER THAT DOES NOT REINFORCE STEREOTYPES, TO INSURE EFFECTIVE ENFORCEMENT, IN MANNER THAT DOES NOT REINFORCE OR INCREASE MARGINALIZATION OR OPPRESSION OF ANY GROUP, BASED ON RACE, SEX, GENDER IDENTITY, EXPRESSION, SEXUAL ORIENTATION, HE THINK IN HIS TIME, RELIGION, CULTURAL OBSERVANCE, BODY TYPE OR SIZE.

I SHARE THIS TO DEMONSTRATE THAT THERE ARE SCHOOLS THAT HAVE DOMINATED LANGUAGE THAT DOMINATED AN EQUITABLE APPROACH REGARDING DRESS CODE.

THE STATEMENT AND FULL DRESS CODE, IS AN EXAMPLE OF HOW DISTRICTS CAN APPLY AN ANTI-OPPRESSION RUBRIC TO DRESS CODE SO THOSE RESPONSIBLE FOR IMPLEMENTING THEM ARE COMPELLED TO RESIST DOING SO WITH BIAS INTENSELY AND UNCONSCIOUSLY.

RECOMMENDATION THREE.

DEVELOP OR REVIEW DISTRICT-WIDE EQUITY POLICIES THAT INCLUDE A ROBUST ARTICULATION OF GENDER EQUITY AND STUDENT FOCUS RESPONSE TO SEXUAL ASSAULT. IN FOCUS GROUPS ROUTINELY REFERRED TO ANYTHING SEXUAL ASSAULT ON CAMPUS, WITHOUT RECOURSE.

THE NATIONAL WOMEN'S LAW CENTER TOOL KIT ON GIRLS OF COLOR AND SCHOOL PUSH-OUT ENTITLED LET HER LEARN ANOTHER RESOURCE WE'LL MAKE AVAILABLE IN ENGLISH AND SPANISH, ROOTS STILL IN TITLE

NINE PROTECTS STUDENTS BASED ON RACE, COLOR, COUNTRY OF ORIGIN, SEX, GENDER, OTHER ADVOCACY GROUPS DO THE SAME THING, INCLUDING IN THE BAY AREA. THE ALLIANCE FOR GIRLS IN CALIFORNIA WHICH DEVELOPED THE STUDENT POLICY PLATFORM TO STOP, WHICH INCLUDES PRIORITY ADVERTISING EMOTIONAL AND PSYCHOLOGICAL HEALTH INSURING THAT SURVIVORS VOICES ARE INCLUDED IN THE RESOLUTION OF THE COMPLAINT AND THAT THE RESTORATIVE APPROACHES ARE CONSIDERED IN BOTH OF THEM TO REPAIR HARM.

SCHOOL DISTRICTS THAT DEVELOP PLATFORMS WHICH ARE AN INTERSECTIONAL ANALYSIS OF EQUITY AND INCLUDE TRAUMA AND INFORMED STRATEGIES TO PROTECTIONS ASSOCIATED WITH STUDENTS'S RIGHTS TO LEARN IN ENVIRONMENT FREE FROM HARASSMENT ARE SAFER.

RECOMMENDATION FOUR.

REVIEW SCHOOL POLICING AGREEMENT AND INVEST IN SCHOOL COUNSELORS AND BE HER RESOURCE THE TOOL KIT RELEASED TODAY, WE FOUND, WE FOUND THAT NATIONWIDE SCHOOL RESOURCE OFFICERS DO NOT RECEIVE SPECIFIC TRAINING TO SUPPORT WITH GIRLS OF COLOR, AMONG THE IMMEDIATE RECOMMENDATIONS THAT APPLY TO THE CONCERNS OF STUDENTS WHO INFORMED THE HEARINGS AS FOLLOWS.

CLEARLY RESTRICT LAW ENFORCEMENT ROLES AND RESPONSIBILITIES IN FORMAL AGREEMENTS WITH SCHOOLS. IN THIS RESEARCH, OFFICERS AGREED THAT A CLEARLY ARTICULATED WELL DEFINED MLU REDUCES CONFUSION.

DEVELOP INCIDENT PROTOCOLS AND DECISION MAKING INSTRUMENT FOR FRO'S.

REQUIRE TRAINING FOR FRO'S ON CHILDREN AND ADOLESCENT MENTAL HEALTH THAT CAN APPROVE INTERPRETATION AND RESPONSIVE TO THE BEHAVIOR OFm

CONSIDERED.

SO I THANK YOU FOR YOUR  
COMPREHENSIVE DATA MINING AND  
THE PRESENTATION OF IT.  
WE LOOK FORWARD TO READING THE  
REPORT THAT YOU REFERENCED.  
WE ALSO ASK THAT YOU WOULD MAKE  
ARRANGEMENTS TO GET US A COPY OF  
YOUR OFFICIAL TESTIMONY SO WE  
CAN DISSEMINATE THAT.

AGAIN I WANT TO REMIND EVERYONE  
IF YOU DID NOT SIGN IN AND  
PROVIDE US WITH AN E-MAIL  
ADDRESS YOU WILL BE MISSING OUT.  
I NEED TO ASK EVERYONE IN THIS  
MOMENT TO ONE, GIVE YOURSELF A  
BIG HAND CLAP BECAUSE WE MADE  
HISTORY.

ANY HEARING LIKE THIS YOU'RE  
CHECKING RIGHT NOW TO SEE IF  
IT'S EVER HAPPENED IN THIS  
MUNICIPAL TEA BUT AT THE LEAST,  
WE KNOW IT'S NEVER HAPPENED IN  
THE CITY OF BOSTON.  
SO WE MADE HISTORY TOGETHER THIS  
EVENING AND SO I WANT TO THANK  
YOU ALL FOR YOUR PARTICIPATION  
IN THAT I DID WANT TO ASK ONE  
QUESTION BEFORE WE MOVE, AND  
THAT IS, ALL OF THE DATA THAT  
YOU'VE PROVIDED HERE, WHAT ARE  
THE SOURCES OF THAT?  
IS THAT THE FOCUS GROUPS SOLELY?  
WAS THERE OTHER RESOURCES?  
AND EFFORTS THAT WERE ENGAGED  
PROVIDE THIS COMPREHENSIVE DATA  
REPORT AND ANALYSIS

>> BOTH.

MISHA PROVIDED DATA  
>> THE DATA COMES FROM THE  
DEPARTMENT OF CIVIL -- THE -- MY  
APOLOGIES, THE DEPARTMENT OF  
EDUCATION, THE U.S. DEPARTMENT  
OF EDUCATION, THE OFFICE FOR  
CIVIL RIGHTS.  
THEY HAVE PUBLICLY AVAILABLE  
DATA FOR CIVIL RIGHTS DATA  
COLLECTION.

FROM 2013, 2014 ACADEMIC YEAR.  
I WILL ADD THE TODAY THAT WE  
HAVE MADE AVAILABLE PRINTED AND  
IT'S ALSO BEEN ON THEIY SIDE MISHA  
GAVE, IT'S ALSO DATA WE  
ANALYZED.

THE DEPARTMENT OF EDUCATION HAS NOT ANALYZED 14 AND 2013 DATA. THE IT HASN'T BEEN ANALYZED ON A NATIONAL DATA

>> WE WANT TO MAKE SURE WHEN WE LEAVE HERE AS AMBASSADORS FOR THESE REFORMS AND THIS AGENDA WHEN WE ARE CITING THINGS, THAT IT IS STASH SUBSTANTIATED, SO WE WANT TO DO THE WORK JUSTICE, I THANK YOU FOR ANSWERING THAT QUESTION, AND FOR MAKING THIS DATA AVAILABLE.

>> WE -- I KNOW HOW YOU PROVIDE THIS INFORMATION TO YOUR CONSTITUENCY, WE WILL PROVIDE WHATEVER YOU NEED QUANTITATIVE DATA.

I DID SPEAK A LOT TO THE QUALITATIVE DATA, WHICH WILL BE PROVIDED IN A COMPREHENSIVE POLICY WILL COME OUT IN CONJUNCTION WITH THE OFFICE LATER.

MAYBE WE'LL DO A MORE FAMILIARIZED ROLL-OUT AROUND THAT.

OF OK.

I DID WANT TO ALSO JUST REMIND EVERYONE IN THAT THIS WAS A LISTENING ONLY HEARING, AND SO MANY OF THE AGENCIES AND DEPARTMENTS AND DISTRICTS AND ADMINISTRATORS THAT WERE REFERENCED ABSTRACTLY WILL HAVE THE OPPORTUNITY TO HEAR THEIR RESPONSE.

THAT'S WHERE A LOT OF WHAT WE SHARED THIS EVENING, OR TO ALL OF IT, WE HOPE.

IN OCTOBER.

WE DON'T HAVE DATE FOR THAT AS OF YET.

BUT AGAIN, WE THEY KNOW, DPS FOR BEING REPRESENTED AND STAYING THE ENTIRE TIME, ACTIVELY LISTENING AND WE LOOK FORWARD TO GET DATING SET FOR OUR HEARING IN OCTOBER, WITH SCHOOL PERSONNEL.

AND THEN I WANT TO THEY KNOW MY TALENTED AND DEDICATED TEAM, I CALL THEM THE A TEAM.

JESSICA NEBNE, DR. MORRIS,  
MISHA, JUST THANK YOU FOR  
SHARING THE SPACE AND THANK YOU  
FOR PARTNERING WITH US IN THIS  
ENDEAVOR.

THIS IS THE FIRST OF MANY STEPS  
TO COME, I THANK YOU FOR BEING  
SO PRESCRIPTIVE AND INSTRUCTIVE  
AND FOR THOSE INSTRUCTIONS  
HAVING BEEN FOREMIDIBLY SHAPED  
BY THE STORIES AND  
RECOMMENDATIONS OF OUR GIRLS.

I WANT TO THANK YOU CENTRAL  
STAFF FOR HANGING OUT WITH US  
THIS EVENING, MAKING SURE FOLKS  
THAT FOLLOW US REMOTELY AND  
FINALLY, AND THE WORDS OF OUR  
SISTER SCHOLAR DR. MONIQUE  
MORRIS, IF YOU WOULD ALL  
PARTICIPATE IN A CALLER RESPONSE  
AND SAY OUR GIRLS ARE WHAT?

>> SACRED AND LOVED.

OF

>> AND WELL OFFICIALLY ADJOURN.  
THANK YOU.+++ATH0