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BOSTON CITY COUNCIL, APRIL 14, 2020, 10:00 a.m.

REBROADCAST ON CHANNEL 8.

WE ARE CONDUCTING THE HEARING OVER ZOOM IN LINE WITH THE DIRECTIVE FROM THE GOVERNOR.

THE COUNCIL HAS BEEN JOINED BY COUNCIL PRESIDENT KIM JANEY FROM DISTRICT 7.

THE COUNCIL FY '21 BUDGET REVIEW PROCESS WILL ENCOMPASS ABOUT 27 HEARINGS OVER ROUGHLY SIX WEEKS AS WELL AS NINE WORKING SESSIONS.

SOME OF THOSE WILL PERTAIN TO BPS LIKE TODAY'S AND THEN SOME TO OTHER DEPARTMENTS. WE STRONGLY ENCOURAGE RESIDENTS TO TAKE A MOMENT TO ENGAGE IN THE PROCESS BY GIVING TESTIMONY.

FOR THE RECORD, DO THAT IN ONE OF SEVERAL WAYS.

ATTEND A VIRTUAL HEARING, GIVE PUBLIC TESTIMONY.

WE ASK YOU STATE YOUR NAME, AFFILIATION, RESIDENCE, LIMIT YOUR COMMENTS TO A FEW MINUTES TO ENSURE ALL COMMENTS CAN BE HEARD.

IF JOINING ZOOM, USE THEIR PROPER NAME SO WE KNOW WHO IS IN THE WAITING ROOM.

THE ZOOM LINK IN THE PUBLIC NOTICE SECTION.

YOU WON'T BE ABLE TO WATCH THE HEARING THROUGH THE ZOOM, YOU NEED TO DO THAT ON THE CITY COUNCIL TV LINK.

MEMBERS OF THE PUBLIC ARE ALSO WELCOME TO OUR DEDICATED PUBLIC TESTIMONY HEARING, THE FIRST ONE WILL BE THIS THURSDAY, 6:00 P.M., A HEARING FOCUSED ON WHAT ACTIONS ARE, CONCERNS YOU WANT THE COUNCIL TO TAKE UP.

WE HOPE PEOPLE WILL JOIN US FOR THAT 6:00 P.M. HEARING THIS THURSDAY AND THEN TWO FURTHER DEDICATED PUBLIC TESTIMONY HEARINGS.

YOU CAN ALSO E-MAIL THE COMMITTEE AT BCC.WM AT BOSTON.GOV OR FILL OUT THIS FORM TO WEB SITE AND THERE'S ALSO A WAY THROUGH THE FORM, THROUGH E-MAIL, A 2-MINUTE VIDEO OF YOUR TESTIMONY.

IF YOU WOULD LIKE TO JUST SPEAK IN PERSON THAT WAY.

YOU CAN ALSO INFORMALLY TWEET US YOUR QUESTIONS, USING THE HASHTAG BOS BUDGET.

MY STAFF WILL BE MONITORING THAT.

FOR MORE INFORMATION ON THE CITY COUNCIL BUDGET PROCESS AND HOW TO TESTIFY, WE ASK YOU VISIT THE BUDGET WEB SITE, BOSTON.GOV/COUNCIL/FY 21 BUDGET.

YOU CAN READ THE BUDGET AT BUDGET.BOSTON.GOV.

SO MOVING TO TODAY'S HEARING, TODAY'S HEARING IS ON DOCKET 05880590, FY 21 OPERATING BUDGET INCLUDING ANNUAL APPROPRIATIONS FOR DEPARTMENTAL OPERATIONS FOR THE SCHOOL DEPARTMENT AND FOR OTHER POST-EMPLOYMENT BENEFITS.

DOCKET 0591-0592, ORDER FOR CAPITAL FUND TRANSFER APPROPRIATIONS.

0593-0596, ORDERS FOR CAPITAL BUDGET, INCLUDING LOAN ORDERS AND LEASE-PURCHASING AGREEMENTS.

TODAY'S FOCUS IS BOSTON SCHOOLS, OVERVIEW FROM THE SUPERINTENDENT AND STAFF AND OUR EXPECTED SPEAKERS ARE SUPERINTENDENT, CHARLES, CHIEF EQUITY AND STRATEGY OFFICER FOR BPS, CHIEF FINANCIAL OFFICER AND DAVID BLUM, DEPUTY CHIEF FINANCIAL OFFICER.

SO WE'LL START WITH THE PRESENTATION FROM THE SUPERINTENDENT AND HER STAFF.

THEN MOVE TO COUNCIL QUESTIONS WITH.

THERE WILL BE A SERIES OF BPS RELATED HEARINGS THROUGHOUT THIS PROCESS.

THIS IS THE FIRST ONE.

THE OVERVIEW, AND I WANT ALL TO NOTE REPRESENTS THE FIRST MOMENT OF THE COUNCIL TAKING UP THE BPS BUDGET WHICH HAS ALREADY BEEN THROUGH A SCHOOL COMMITTEE PROCESS.

SO WITH THAT, I WOULD LIKE TO RECOGNIZE DR. CHRIS ELLIOT.

>> THANK YOU, MADAM CHAIR, THANK YOU MEMBERS FOR HAVING US TODAY.

I'M SO EXCITED TODAY TO COMMENCE IN PARTNERSHIP WITH THE FINANCE OFFICER OUR 21-22 SCHOOL BUDGET.

OR 20-21 SCHOOL BUDGET.

WE HAVE BEEN ENGAGED IN A NUMBER OF REVIEWS, BOTH FROM THE STATE REVIEW, MY OWN PERSONAL REVIEW AND ALSO GATHERING ALL KINDS OF FEEDBACK TO BEGIN TO DO SOME INTENSIVE STRATEGIC PLANNING FOR THE NEXT FIVE YEARS FOR THE BOSTON PUBLIC SCHOOLS. THEN OF COURSE IN THIS UNPRECEDENTED TIME THAT WE HAVE IN THE CONTEXT OF THIS COVID CRISIS, JUST VERY MUCH THINKING ABOUT THE INEQUITIES THAT EXIST WITHIN OUR COMMUNITIES AND THEN ALSO ARE REFLECTED WITHIN THE SCHOOL.

AND THE SHARP FOCUS WE PLACE IN THIS BUDGET ON EQUITY AND SHARP FOCUS WE ARE GOING TO BE FACING ON KEY AREAS THAT WILL BE SUPPORTING OF OUR CHILDREN AND THEIR FAMILIES, SUPPORTING OF OUR STRATEGIC DIRECTION AROUND THE ACADEMIC IMPROVEMENT OF OUR CHILDREN AS WELL AS THE ORGANIZATION ITSELF AND THE IMPROVEMENTS THAT ARE NEEDED THERE.

SO WITH THAT, I'M GOING TO GET STARTED.

I WANT TO THANK DR. GRANTSON FOR HIS WORK AND PUTTING TOGETHER A STRATEGIC PLAN OVER THE LAST SEVERAL MONTHS.

AS WELL AS THE SCHOOL COMMITTEE AND CHAIRMAN AND ALL OF THE MEMBERS WHO DELIBERATED ON THIS STRATEGIC PLAN AND THE ENTIRE EXECUTIVE TEAM AT THE BOSTON PUBLIC SCHOOLS WHO CONTRIBUTED AND THEIR TEAMS' WORK DILIGENTLY IN PUTTING THIS TOGETHER.

SO I'M GOING TO HIGHLIGHT VERY QUICKLY FOR YOU BECAUSE I HAVE ALREADY SHARED WITH YOU MUCH OF THE STRATEGIC DIRECTION WE HOPE TO HAVE IN OUR ENGAGEMENT PROCESS. THEN I WILL HIGHLIGHT QUICKLY FOR YOU SOME OF THE REVIEW FROM THE STATE DESE REPORT AND SOME OF THE HIGHLIGHTS ARE SOA STUDENT OPPORTUNITY ACTS WORK THAT WE'RE ENGAGED IN FOR 1.8 MILLION THAT CAME FROM THAT APPROPRIATION AND REQUIREMENT. MOVING THEN IN TO THE ACTUAL BUDGET REQUEST THAT WE ARE MAKING OF THE CITY. I CANNOT THANK MAYOR WALSH ENOUGH FOR HIS BELIEF IN OUR CAPACITY AT THE BOSTON PUBLIC SCHOOLS TO DELIVER ON THE STRATEGIC PLAN AND HIS THREE-YEAR COMMITMENT OF \$100 MILLION TO BE ABLE TO SEE IT ACTUALIZED.

AS OFTEN BE WHEN QUOTED AS SAYING WE USUALLY END UP FOR SCHOOL IMPROVEMENT WITH YEAR TO YEAR BUDGETS.

BUT KNOWING THAT WE HAVE A THREE-YEAR COMMITMENT FROM THE MAYOR TO PRIORITIZE OUR CHILDREN AND THEIR FAMILIES IN THIS INCREDIBLE WORK THAT WE HAVE AHEAD OF US, REALLY DOES PRESENT AN OPPORTUNITY FOR US TO GO DEEPER IN THE WORK AND TO REALLY CREATE A STRONG FOUNDATION FOR SCHOOL IMPROVEMENT OVER TIME RATHER THAN YEAR TO YEAR.

SO WITH THAT, I'M GOING TO GO AHEAD AND GET STARTED.

AS I MENTIONED, WE HAVE THE SUPERINTENDENT'S TOUR, WHICH I HAD MADE SOME VERY AMBITIOUS GOALS OF MEETING AND GOING TO ALL 125 SCHOOL BUILDINGS.

IT WAS AN INCREDIBLE OPPORTUNITY TO GO AND VISIT ALL SCHOOLS AND STUDENTS TOURED ME AROUND AND I GOT A CHANCE TO HEAR DIRECTLY FROM STUDENTS, ENGAGE WITH PARENTS AND FAMILIES AND ALSO OUR TEACHERS AND SCHOOL LEADERS AND SUPPORT STAFF IN EACH OF THE SCHOOLS TO FIND OUT WHAT REALLY THEY NEEDED TO BE ABLE TO DO IMPROVEMENT.

IT ALSO GAVE ME A REALLY GOOD SENSE OF BOSTON BEING AN OUTSIDER AND BEING ABLE TO COME IN AND QUICKLY LEARN THE CITY AND QUICKLY LEARN THE NEIGHBORHOODS SO THAT WAS A HUGE BENEFIT TO BE ABLE TO HAVE THAT INFORMATION IF AS WE BEGIN TO THINK ABOUT THESE VERY IMPORTANT DECISIONS BEFORE US.

THEN WE GOT FORMAL FEEDBACK ON THE PLAN.

WE HAD A 30-DAY REVIEW AND COMMENT.

WE HAD SEVERAL OPPORTUNITIES TO PRESENT TO THE SCHOOL COMMITTEES AS WELL AS HELD MANY OUTSIDE TOWN HALL MEETINGS, PARENT COUNCIL MEETINGS WITH SPECIALIZED INTEREST

GROUPS THROUGHOUT ALL OF THIS PROCESS.

AND SO THAT THEN LED TO REALLY KEY INDICATORS WITHIN THE STRATEGIC PLAN.

THIRDLY OUR SCHOOL DISTRICT WAS UNDER REVIEW FROM THE STATE DEPARTMENT.

IT WAS A REGULAR REVIEW THAT THEY DO WITH SCHOOL DISTRICTS.

WE HADN'T HAD ONE I UNDERSTAND FOR MANY, MANY YEARS.

AND SO IT WAS TIME TO DO ONE.

AND THERE WAS A LOT OF GOOD INFORMATION THAT CAME FROM THAT REVIEW FOR US, MOSTLY AROUND ISSUES OF LEADERSHIP, GOVERNANCE 3, CURRICULUM, DATA, ASSESSMENT, LOOKING AT DISTRICT OFFICES AND CENTRAL OFFICE, HOW WE ARE DOING STUDENT LEARNING AND INTERVENTIONS FOR SPECIAL POPULATIONS.

AND THEN SOME OF THE OPERATIONAL WORK.

SO SOME OF THAT FEEDBACK CAME BACK IN A VERY INFORMATIVE IN TERMS OF THE DEVELOPMENT OF THE STRATEGIC DIRECTION AND THAT INFORMS THEN THIS BUDGET AND WHAT WE ARE LOOKING TO DO.

SO REALLY WHAT I'M TRYING TO SHOW HERE ON THIS SIDE IS THE COMPLETE ALIGNMENT OF ALL OF THOSE FACTORS AND REVIEWS.

AND THAT HAS GONE IN TO THE DECISIONS AROUND WHAT DIRECTION WE WANT TO TAKE AS WELL AS THE AMOUNT OF DOLLARS THAT WE'RE PUTTING IN EACH OF THOSE EFFORTS.

AND SO I WANT TO THANK ALL OF YOU AS WELL FOR YOUR WORK THAT YOU HAVE BEEN DOING, GATHERING COMMUNITY FEEDBACK AND CONSTITUENCY FEEDBACK.

A NUMBER OF YOU WERE AT ENGAGEMENT EVENTS WE DID.

I WANT TO THANK YOU FOR YOUR PARTICIPATION AND FEEDBACK IN THE STRATEGIC PLAN.

THIS IS JUST ANOTHER SUMMARY TO SHOW HOW MANY PARTICIPANTS WE HAD.

WE HAD OVER 2,000 PARTICIPANTS.

I THINK IT WAS MUCH MORE THAN THAT, BUT THAT'S WHAT WE CAN OFFICIALLY COUNT FOR, 102 MEETINGS, 125 SCHOOLS VISITED.

WE HAVE DEVELOPED A MISSION, WHICH IS EVERY CHILD AND EVERY CLASSROOM AND EVERY SCHOOL RECEIVING WHAT THEY NEED AND GIVEN WHAT THEY NEED.

WE ARE REALLY WORKING ON A MISSION TO WORK ON INEQUITY AND TO REMOVE BARRIERS AND OBVIOUSLY THIS COVID CRISIS HAS REALLY SHINED ON BRIGHT LIGHT ON THAT ESSENTIAL WORK.

IT'S NICE THAT WE HAD A JUMP START ON IT AND THAT OUR COMMUNITY HAS ACTUALLY INSPIRED THE PLAN AND OUR COMMUNITY HAD DRIVEN THE PLAN FORWARD.

OUR VISION IS A NATION-LEADING STUDENT CENTER PUBLIC SCHOOL DISTRICT PROVIDING AN EQUITABLE, EXCELLENT WELL-ROUNDED EDUCATION THAT PREPARES EVERY STUDENT FOR SUCCESS IN COLLEGE, CAREER AND LIFE.

WE BELIEVE THAT IF WE GIVE EVERY STUDENT WHAT THEY NEED AND WE EARN THE TRUST AND TRUE PARTNERSHIP OF OUR FAMILIES, OUR COMMUNITY MEMBERS AND STAKEHOLDERS DO THIS AUTHENTIC ENGAGEMENT AND SHARE LEADERSHIP AND DECISION MAKING THAT WE WILL DELIVER EXCELLENT SERVICE TO STUDENTS AND FAMILY AND PROVIDE EDUCATORS AND STAFF. THEN WE WILL BECOME HIGH PERFORMING NATION LEADING DISTRICT, WE WILL CLOSE GAPS AND IMPROVE OUTCOMES FOR EACH STUDENT.

SO LET ME TALK BRIEFLY ABOUT THE BPS, THE MOA.

I KNOW THERE HAVE BEEN QUESTIONS ABOUT THIS IN THE ALIGNMENT AND THE STUDENT OPPORTUNITY ACT.

FIRST I'LL SHARE ABOUT THE STUDENT OPPORTUNITY ACT.

AS YOU KNOW, MANY OF YOU ADVOCATED FOR THAT ACT.

BUT THAT DOESN'T REALIZE A LOT OF FUNDING FOR THE CITY AT THIS POINT.

WE THINK THE STUDENT OPPORTUNITY ACT WILL EVENTUALLY AND OVER THE LONG-TERM BE GOOD FOR THE CITY, BUT CURRENTLY THOSE NUMBERS ARE ABOUT 1.8 MILLION AND STUDENT OPPORTUNITY ACT WHICH REQUIRES US THEN TO PROVIDE A STUDENT OPPORTUNITY ACT PLAN THROUGH DESE AND THAT WAS DUE APRIL 1 BUT THERE WAS AN EXTENSION THAT WAS DUE THEN I THINK IT'S MAY 18 OR IT'S IN THE MIDDLE OF MAY.

WE HAVE DONE THAT.

IT'S GOING TO SCHOOL COMMITTEE ON THE 29TH FOR APPROVAL AND WE'RE USING OUR

STRATEGIC PROCESS AS PART OF THAT AND ALIGNING THAT ALSO TO THE STRATEGIC DIRECTION AND THIS THERE, ALIGNING THAT ALSO TO THE STRATEGIC DIRECTION AND THE PLAN. BECAUSE OF THE REVIEW IN REGARD OF NOT HAVING RECEIVERSHIP OR LOAN TYPE OF RELATIONSHIP WITH THE DESE WE HAVE TRIED TO NEGOTIATE A THIRD WAY AND A THIRD WAY TO DO A PARTNERSHIP WITH BOSTON PUBLIC SCHOOLS AND STATE DEPARTMENT AROUND ISSUES FALLING WITHIN THE REVIEW BECAUSE I BELIEVE THAT THE COMMISSIONER SAW THAT WE HAD STRONG COMMUNITY SUPPORT OF THE STRATEGIC PLAN, STRONG COMMITMENT FROM THE MAYOR FINANCIALLY TO SUPPORT THAT STRATEGIC PLAN AND DIRECTION, AND I THINK THAT ALIGNED WITH WHAT WE ACTUALLY HAD WITH THE MOU.

I WANT TO MAKE SURE I CLEARED IT UP FOR YOU THAT THE MOU IS ALIGNED NICELY TO THE STRATEGIC PLAN IN THAT THE FOUR THINGS THAT WE ARE ASKED TO DO THAT ALREADY ARE IN THE STRATEGIC PLAN IS FOCUS ON 33 LOWEST PERFORMING SCHOOLS.

WE HAD SHARED THAT WE BELIEVE THAT THE WAY TO HAVE HIGH QUALITY SCHOOLS IN EVERY NEIGHBORHOOD WAS TO START WITH THOSE UNDERPERFORMING THE MOST AND HAVE THE STUDENTS THAT WERE MOST VULNERABLE.

THAT'S WHERE THE FOCUS WILL BE WITH THE BUDGET AND FIRST YEAR OF THE BUDGET ESPECIALLY.

THEN THE SECOND IS EQUITABLE ACCESS TO STUDENT SUPPORTS.

SO THIS IS REALLY IMPORTANT FOR ENSURING AND EXPANDING QUALITY WITH AND EXPANDING OPPORTUNITY TO ADVANCED COURSES, TO MAKING SURE THERE'S A LEVEL OF RIGOR AND THAT'S GOING TO START WITH THE MATH CORE ADOPTION AND MOVING BACKWARD WITH THE CURRICULAR WORK THAT WE NEED TO DO TO ENSURE THAT THERE'S A DEEP LEVEL OF RIGOR AS WELL AS HIGH EXPECTATIONS FOR OUR STUDENTS AND A GOOD LEVEL OF COHERENCE TO THE STATE STANDARDS ACROSS THE ENTIRE ENTERPRISE.

SO THAT'S NOT HAPPENING RIGHT NOW.

THERE'S A LOT MORE THAT WE NEED TO DO TO ALIGN TO THOSE STATE STANDARDS AND THOSE STATE EXPECTATIONS AROUND THE MATH CORE.

THE THIRD IS TO WORK TO FIX OUR SPECIAL EDUCATION SYSTEM, SO THAT OUR STUDENTS WITH DISABILITIES HAVE THE RIGHT SUPPORT THAT THEY NEED TO BE ABLE TO ACHIEVE AT A HIGHER LEVEL FOR LIFE INDEPENDENCE AND WORK READINESS.

SO WE ARE TAKING A SHARP FOCUS ON STUDENTS WITH DISABILITIES.

I'VE HIRED TAMMY TO COME HERE.

SHE IS A SPECIALIST AND LAWYER IN SPECIAL EDUCATION AND SHE IS GOING TO BE WORKING WITH OUR SPECIAL EDUCATION DIVISION AS WE BEGIN TO THINK ABOUT RESTRUCTURING AND WORKING VERY STRATEGICALLY TO SERVE STUDENTS WITH DISABILITIES.

OF COURSE THE YEARLY STRUGGLE TO GET TRANSPORTATION RIGHT.

SO MUCH OF THIS IS TIED IN TO IMPROVING OUR OVERALL OPERATIONS.

SO MUCH OF TRANSPORTATION IS CONNECTED TO SO MANY OTHER THINGS AND TRANSPORTATION ITSELF IS CONNECTED TO STUDENTS GETTING TO SCHOOL ON TIME AND NOT LOSING INSTRUCTIONAL HOURS OR HAVING THEIR EDUCATION INTERRUPTED.

SO THIS IS REALLY IMPORTANT FOR US TO GET RIGHT.

OBVIOUSLY WITH COVID THIS IS GOING TO BE QUITE A CHALLENGE.

SO WE ARE GOING TO REALLY BE LOOKING AT THAT.

WE HAVE HAD A TRANSPORTATION EXPERT WITH US ALL YEAR, WORKING ON RECOMMENDATIONS NOW WITH COVID AND UNDETERMINED TIME FRAMES AROUND START OF SCHOOL AND WHAT THAT THIS WILL ENTAIL.

OBVIOUSLY RECOMMENDATIONS COULD SHIFT, SO WE WILL COME BACK AROUND TO WHATEVER THOSE RECOMMENDATIONS ARE TO THE SCHOOL COMMITTEE WHEN WE GET TO THAT POINT.

AS FOR THE DESE, THEIR WORK IS GOING TO BE AROUND DEEPER LEARNING.

THEY HAVE INITIATED A PROJECT THIS YEAR.

WE HAD TWO SCHOOLS ORIGINALLY, THE TECH BOSTON SCHOOL AND ELLIOT SCHOOL, THEN THEY EXPANDED THAT SUPPORT TO OUR EAST BOSTON AND CHARLESTOWN SCHOOLS, SCHOOLS WHERE WE EXPANDED K-6 EXPANSION AND PATHWAYS, PRESENTS A NICE REGION TO DO THE LEARNING AND THIS WORK AROUND ACCELERATION ACADEMIES AND EARLY COLLEGE WITH OUR HIGH

SCHOOLS WITHIN THAT REGION.

THEN SECOND THEY'RE GOING TO WORK ON PARTNERSHIPS AND HELPING US WITH PARTNERSHIPS. THIRD, THEY'RE GOING TO HELP A TEACHER DIVERSITY THROUGH A HOUSING PROGRAM.

I GOOD HE IS THE COMMISSIONER HAD DONE THIS IN LAWRENCE, IT HAD WORKED NICELY.

I KNOW WE ALREADY HAVE SOME HOUSING INCENTIVES FOR OUR BOSTON RESIDENTS, SO IT WILL BE INTERESTING TO SEE HOW THAT ALLIANCE.

AND THEN SOME FACILITY WORK IN TERMS OF HELPING US PREPARE AND DO SOME FACILITY WORK AROUND BATHROOMS.

OBVIOUSLY YOU'LL SEE THE CAPITAL IMPROVEMENT PLANS THAT WE HAD ALREADY BEEN ASKING FOR AROUND BATHROOMS AND WATER AND UPGRADE WITHIN OUR FACILITIES.

SO THAT UPLINES NICELY THROUGH THE CAPITAL IMPROVEMENT, ALLIANCE NICELY FOR BPS, AM LINES NICELY TO THE STRATEGIC PLAN.

I HOPE ON THESE THE THREE SLIDE YOU CAN SEE WE'RE STRATEGICALLY THINKING ABOUT COHERENCE AND WE ARE STRATEGICALLY THINKING ABOUT THE DISTRICT MOVING AT A VERY DEEPER SYSTEMIC LEVEL WITH OUR CENTRAL OFFICE STAFF RESTRUCTURING AS WELL AS OUR WORK TO ALIGN BPS AND OUR WORK TO ENROLLMENT AND REGISTRATION AND THEN OUR PARTNERSHIP WITH THE STATE.

THE STRATEGIC PLAN HAS SIX MAJOR COMMITMENTS.

IT DID HAVE FIVE AND WE ADDED A 6TH BASED ON FEEDBACK DURING THAT 30-DAY PERIOD, WHICH IS TO ACTIVATE PARTNERSHIPS AND TO BE MORE DELIBERATE AROUND THAT HANDSHAKE WITH OUR PARTNERSHIPS AND OUR COMMUNITY.

THIS IS EVEN MORE PRONOUNCED NOW WITH COVID, HOW IMPORTANT IT IS TO HAVE AN ALL HANDS ON DECK TO PROBLEM SOLVE THESE DEEP INEQUITIES WITHIN THE SYSTEM AND TO ADDRESS SYSTEMIC BARRIERS THAT HAVE BEEN FOR FAR TOO LONG IMPACTING THE SUCCESS OF OUR CHILDREN.

THEN TO CULTIVATE TRUST.

ONE OF THE THINGS THAT WE HEARD LOUD AND CLEAR WITH THE COMMUNITY THERE WAS STRESS OF TRUST BETWEEN THE COMMUNITY, BETWEEN PARENTS, BETWEEN BPS, AND SOME OF THAT IS WITH TRANSPARENCY AND COMMUNICATION.

SOME OF THAT IS WITH ENGAGEMENT, SOME WITH SHARED DECISION MAKING AND HOW DECISIONS GET MADE AND SOME OF THAT IS WITH SOME OF THE DIVERSITY INITIATIVES THAT WE BELIEVE ARE NEEDED WITHIN CENTRAL OFFICE AND WITHIN OUR SCHOOLS.

THEN EXPANDING OPPORTUNITIES AND MAKING SURE THAT WE ARE ABLE TO HAVE ADVANCED OPPORTUNITIES FOR ALL, MAKING SURE THAT WE IMPROVE OUR EQUITABLE FUNDING ACROSS SCHOOLS, TO IMPROVE FUND-RAISING OTHER OPPORTUNITIES, EXPANDING ADVANCED COURSE WORK AND MAKING SURE THAT ALL STUDENTS IN ALL SCHOOLS HAVE THE SAME OPPORTUNITY. THEN AMPLIFYING ALL VOICES.

THIS IS SHARED DECISION MAKING MODEL.

WE HAVE CONVENED EQUITY TABLES AND WE HAVE BEEN ABLE TO WORK THROUGH A LOT OF THE ENGAGEMENT PROCESS.

I'VE VERY PROUD OF THE WORK WE HAVE DONE AROUND AMPLIFYING OUR VOICES.

I HAVE TALKED ABOUT LEARNING IN THE HIGH SCHOOLS AND INCLUSIVE ENVIRONMENT AND THEN ELIMINATING OPPORTUNITY AND ACHIEVE AMENT GAP WHICH IS OUR NUMBER ONE ABSOLUTE PRIORITY WITHIN THE DISTRICT.

AND THAT'S AROUND CREATING CULTURE OF RELEVANCE, MATERIALS, LINGUISTICALLY RELEVANT THAT HONOR OUR HERITAGE, ALSO THAT WE HAVE PROGRAMS FOR OUR STUDENTS AND EL STUDENTS THAT ARE APPROPRIATE AND HELP THEM TO ACCELERATE THEIR LEARNING.

SO WITH THAT THE, I THINK THIS IS ABOUT REITERATING THAT THE THREE-YEAR COMMITMENT I DON'T THINK MOST PEOPLE UNDERSTAND THAT THIS COMPOUNDS EACH YEAR SO THIS FIRST YEAR WE HAVE AN ASK OF \$30 MILLION PLUS, THE NEXT YEAR ANOTHER 30-PLUS MILLION AND THEN ANOTHER 30-PLUS MILLION TO GET YOU TO THE FULL 100 ANNUAL EACH YEAR MOVING FORWARD. THIS MATCHES WHAT WE ANTICIPATE WOULD BE THE COMMITMENT FROM THE SOA REIMBURSEMENT BUT IT WOULD BE IN A MORE ACCELERATED TIME FRAME.

SO WITH THAT, I THINK I'LL TURN IT OVER TO NATE.

WAIT, WAIT.

I NEED TO TALK ABOUT COVID, SORRY.

SO EVEN THOUGH WE DON'T KNOW THE FULL IMPACT OF COVID, I WANTED TO INCLUDE THIS SLIDE BECAUSE I KNOW THAT YOU ALL WERE CONCERNED ABOUT IT.

AND THAT WE ARE LOOKING TO ADDRESS RACIAL AND ECONOMIC INEQUALITIES OF COURSE WITHIN THE SYSTEM AND THAT THIS BUDGET ACTUALLY WAS BUILT ON THAT PREMISE.

WE WANT TO CONTINUE TO CHANGE HOW WE LOOK AT INSTRUCTION OVER TIME AND THAT THIS BUDGET WAS BUILT ON THAT.

HOWEVER, WITH COVID WE KNOW THERE WILL BE LEARNING LOSS AND IT WILL BE INEQUITABLE ACROSS THE DISTRICT.

WE'RE TRYING TO ACCOUNT FOR THAT AND HOW WE THINK ABOUT SUMMER SCHOOL AND SUMMER SCHOOL OPTIONS, HOW WE THINK ABOUT LEARNING, EVERYONE IS RECEIVING CHROME BOOKS, HOW DO WE LOOK AT THAT APPROACH.

AND THEN THE EMOTIONAL SUPPORT THAT WE ARE PROVIDING, HOW DO WE BUILD AND LEARN FROM COVID ON THE EMOTIONAL AND FAMILY SUPPORT SYSTEMS THAT WE PUT IN PLACE, THAT THESE AREN'T JUST FOR COVID.

THESE ARE BEST PRACTICES THAT ARE LEARNED HERE.

HOW DO WE CONTINUE THOSE IN TO THE FUTURE?

THEN HOW DO WE

[INAUDIBLE]

I THINK THAT'S A CRITICAL PIECE.

NOT ONLY DOES IT ALLOW FOR REMOTE LEARNING TO HAPPEN FOR OUR CHILDREN, BUT IT REALLY DOES PROVIDE A LIFE LINK FOR THE FAMILY TO BE CONNECTED.

I THINK THAT THIS IS IMPORTANT AND IN TERMS OF COMMUNITY WORK, READINESS FOR FAMILIES, OPPORTUNITIES FOR FAMILIES TO ACCESS COMMUNICATION FOR EMERGENCIES AND HEALTH ACCESS OR FOOD ACCESS OR OTHER NECESSARY LIFE ASPECTS THAT THEY NEED.

I THINK THAT THIS IS INCREDIBLY IMPORTANT TO REALLY CLOSE THIS DIGITAL DIVIDE.

AND THEN JUST AS THE WAY WE ENGAGE WITH FAMILIES AROUND SHARED DECISION MAKING AND THIS IS WITH OUR CULTIVATED TRUST AND AMPLIFIED VOICE.

CAN THESE NEW TOOLS REALLY HELP US FIND NEW WAYS TO ENGAGE MORE PRO ACTIVELY WITH OUR FAMILIES AROUND THEIR CHILDREN'S EDUCATION, AROUND THEIR FAMILY NEEDS.

WITH THAT, I'M GOING TO TURN IT OVER TO NATE.

>> THANK YOU THE, SUPERINTENDENT.

THANK YOU, COUNCILORS FOR JOINING US THIS MORNING AND ALLOWING US TO COME AND PRESENTS OUR BUDGET.

IT'S HELPFUL FOR US TO START OFF WITH A LOT OF THE FRAMING THAT THE SUPERINTENDENT PROVIDED BECAUSE OUR BUDGET DOESN'T EXIST IN A VACUUM.

IT EXISTS IN THE REALITY OF WHAT OUR STUDENTS ARE FACING, WHAT TEACHERS ARE FACING AND WHAT WE AS A DISTRICT ARE FACING.

BUT IT'S HELPFUL FOR US TO GO BACK AND START WITH A STATEMENT THAT GROUNDED THE PLANNING REALLY WHAT SEEMS LIKE A LIFETIME AGO, REALLY SIX MONTHS AGO.

WE STARTED WITH A PROCESS IN THE STATEMENT ON THE ACHIEVEMENT GAP POLICY.

WE RECOGNIZE THAT WE NEED TO CLOSE OPPORTUNITY ACHIEVEMENT GAPS AND GUARANTEE AN EXCELLENT EDUCATION FOR ALL STUDENTS.

WE THINK THAT BY FOCUSING ON STUDENTS WHO NEED PUBLIC EDUCATION THE MOST, AND PROVIDING INTENSIVE SUPPORT FOR THOSE SCHOOLS THAT ARE STRUGGLING TO IMPROVE THAT WE CAN ENSURE ALL STUDENTS HAVE THE SAME OPPORTUNITY TO ACHIEVE GREATNESS.

AND I THINK THAT'S OUR AMBITIOUS GOAL WITH THIS BUDGET.

WE'RE FORTUNATE TO HAVE THE BACKING OF THE CITY AND FROM THE COUNCIL TO BE ABLE TO ACHIEVE THOSE GOALS.

100% OF NEW INVESTMENT DOLLARS IN THE BUDGET THIS YEAR ARE GOING DIRECTLY TO SCHOOLS OR TO SCHOOL SERVICES BUDGETED CENTRALLY.

80% OF THIS PROPOSAL REPRESENTS DIRECT SERVICES TO THE STUDENTS IN SCHOOL THROUGH DIRECT FUNDING.

SO WHAT WE HAVE IS A \$80 MILLION INCREASE OVER FY 20 BUDGET, AN UNPRECEDENTED AMOUNT FOR US AND WE'RE TRULY EXCITED TO BE ABLE TO INVEST IN OUR SCHOOLS AND OUR STUDENTS IN THIS WAY.

WE HAVE 36 MILLION OF THAT 80 MILLION ARE GOING DIRECTLY TO SCHOOLS AS I MENTIONED. THERE ARE 44 MILLION REPRESENTS THE INCREASED COST INCLUDING COLLECTIVE BARGAINING COST FROM THE CONTRACT.

OVERALL WE'RE ASKING FOR 1.3 BILLION DOLLAR BUDGET TO FUND THE BOSTON PUBLIC SCHOOLS IN FY 21.

OUR BUDGET PROPOSAL IS FOCUSING ON WHAT RICHARD COINED THE TERM THE INSTRUCTIONAL CORE.

THE INSTRUCTIONAL CORE HAS THREE MAIN INGREDIENTS: THE TEACHER, AND THE STUDENT IN THE PRESENCE OF CONTENT.

IT'S IN THIS RELATIONSHIP, NOT IN THE INDIVIDUAL QUALITY OF ANY ONE OF THESE THREE THINGS.

THE QUALITY OF EDUCATION IS DETERMINED AND EXTENT OF LEARNING IS HAPPENING.

IT IS A BIT UNUSUAL FOR US TO START A BUDGET PRESENTATION BY TALKING ABOUT INSTRUCTIONAL, BUT REALLY WHAT WE'RE PROPOSING IS A BUDGET DESIGNED AROUND THE STRAIGHTFORWARD PREMISE THAT THE THREE WAYS TO INCREASE STUDENT LEARNING.

FIRST, INCREASING THE KNOWLEDGE AND SKILL OF TEACHERS TO CHANGING THE CONTENT AND THREE, ALTERING THE RELATIONSHIP OF THE STUDENT TO THE CONTENT AND THE TEACHERS.

AND WHILE CURRENT CONTEXT HAS TURNED THAT RELATIONSHIP IN TO A NEW CIRCUMSTANCE AND WE'RE RAPIDLY ADAPTING OUR ORGANIZATION WE KNOW GOING IN TO FY 21, THE NEXT

SCHOOL YEAR, WE NEED TO INVEST MORE HEAVILY IN THESE RESOURCES THAT WE WERE ALREADY POSITIONING OUR PLANNING AROUND THOSE THINGS THAT ARE GOING TO HELP US RECOVER FROM COVID BECAUSE THOSE ARE THINGS THAT ARE GOING TO HELP OUR DISTRICT AND OUR STUDENTS MOVE THROUGH MORE QUICKLY.

OVER THE COURSE OF OUR I THINK 8 HEARINGS WE HAVE WITH THE CITY COUNCIL THAT ARE ALIGNED DIRECTLY TO STRATEGIC PLAN, WE'LL BE TALKING A LOT ABOUT THE DIFFERENT ELEMENTS OF OUR BUDGET AND GETTING IN TO THE DEEP DEPARTMENT INFORMATION, ANSWERING YOUR QUESTIONS ABOUT CORE OPERATIONS.

BUT TODAY'S PRESENTATION IS REALLY FOCUSED ON WHAT WE THINK IS GOING TO MOVE THE NEEDLE FOR OUR DISTRICT AND FOR OUR STUDENTS.

OF COURSE, THAT RELATIONSHIP OF THE THREE PARTS OF THE INSTRUCTIONAL CORE DO NOT EXIST AS STAND ALONE ELEMENTS.

STUDENTS EXIST IN AN ECOSYSTEM OF FAMILIES AND COMMUNITIES, HOW WE'RE SUPPORTING EACH OTHER, HOW STUDENTS ARE SUPPORTED AT HOME, AND IN THE CLASSROOM.

TEACHERS ARE EXISTING IN THEIR LITTLE ECOSYSTEMS OF SCHOOLS AND IN THE DISTRICT AT LARGE.

AND THEN CONTENT EXISTS AS A CONTINUUM OF RESOURCES, NOT JUST HIGH QUALITY INSTRUCTIONAL MATERIALS OR TECHNOLOGY THAT GETS RIGHT IN TO THE CLASSROOM, BUT ALSO IN THE CURRICULUM FRAMEWORK AND IN THE PROFESSIONAL LEARNING THAT YOU'LL SEE AS PART OF THE BUDGET AS WELL.

MAKE SURE TEACHERS ARE CONSTANTLY IMPROVING A CRAFT AND UNDERSTANDING THE BEST WAYS TO MEET THE NEEDS OF ALL OF THEIR STUDENTS.

TO THAT END, OUR 36 MILLION DOLLARS IN NEW INVESTMENTS THIS YEAR ARE ALIGNED TO THAT INSTRUCTIONAL CORE, \$9 MILLION OF THAT IS TO SUPPORT STUDENTS AND FAMILIES THROUGH NEW RESOURCES DIRECTLY IN SCHOOL BUDGET.

\$12 MILLION IS DIRECTED TO INSTRUCTIONAL QUALITY AND ENHANCING THE EDUCATIONAL OPPORTUNITIES FOR STUDENTS THROUGHOUT THE DISTRICT.

AND 15 MILLION DOLLARS IS ABOUT HIGH QUALITY LEARNING MATERIALS AND RESOURCES.

IT'S AN INVESTMENT IN THE BASICS LIKE CLEANLINESS, THE 21ST CENTURY LEARNING THROUGH TECHNOLOGY.

DURING THE SUPERINTENDENT'S COMMUNITY ENGAGEMENT THIS FALL, THE DISTRICT UTILIZED A VISUAL NOTE TAKER AND THE ARTIST CREATED A VISUAL, STUNNING VISUAL DISPLAY WHICH I

USED IN AN EARLIER SLIDE.

YOU CAN SEE IN THE CONFERENCE ROOM.

ONE OF THE THINGS THAT STRUCK ME WAS VIEWING THIS WAS A QUOTE THAT SAID WE NEED TO RECOGNIZE THE COMPLEXITY OF OUR STUDENTS.

NEVER MORE SO THAN NOW IS IT IMPORTANT FOR US TO RECOGNIZE THAT WE HAVE A DIVERSITY OF INTEREST IN NEED, WE HAVE A RANGE OF BEHAVIOR AND EXPERIENCES, AND WE HAVE THOSE WHO EXPERIENCED TRAUMA AND LOSS AND THOSE WITH THE PERSISTENCE OF PROPERTY.

PRIORITIZING \$9 MILLION TO DO A BETTER JOB OF SUPPORTING CHILDREN AND FAMILIES TO, IMPROVE THEIR RELATIONSHIP WITH SCHOOLS AND TEACHERS, AND TO UNLOCK THEIR ABILITY TO ACCESS CONTENT AND EXPRESS KNOWLEDGE.

THE FIRST THING WE WANT TO HIGHLIGHT TODAY IS THE CREATION OF A FAMILY LIAISON POSITION, LINGUISTIC CAPACITY AT OUR 33 TRANSFORMATION SCHOOLS.

WITH 123 DIFFERENT SCHOOLS, A COMPLEX SYSTEM, PROGRAM SHIFTS AND GRADE CONFIGURATION SHIFTS, IT'S EASY TO SEE WHY WE NEED TO ENGAGE IN MORE AND DIFFERENT WAYS.

WE HAVE EXPANDED THE LIAISON POSITION TO BECOME A TRUSTED MEMBER OF OUR COMMUNITY AND CONNECT AND SUPPORT FAMILIES TO RESOURCES IN BPS AND IN THE COMMUNITY.

JUST AS YOU CAN'T SEPARATE A STUDENT FROM THEIR SOCIAL EMOTIONAL LEADS, YOU CAN'T SEPARATE INSTRUCTION FROM OUR SOCIAL EMOTIONAL APPROACH.

SO THIS BUDGET SUPPORTS WHAT WE ARE OFTEN REFERRED TO AS A MULTITIERED SYSTEM OF SUPPORT, MTSS, AN APPROACH TO ENSURING ALL OF US ARE WORKING TOGETHER TO REMOVE BARRIERS FOR STUDENT SUCCESS, IDENTIFY STRUGGLING SCHOOLS EARLY TO INTERVENE MORE QUICKLY, STRATEGIES WE IDENTIFIED BEFORE THINGS HAD HAPPENED AND CURRENT CIRCUMSTANCES AND THE FACT THAT STUDENTS ARE FACING COLLECTIVE TRAUMA ONLY REDOUBLE IT IS NEED TO CONTINUE TO INVEST IN THESE SOCIAL EMOTIONAL SUPPORTS FOR OUR STUDENTS.

TOGETHER THE \$9 MILLION REFERENCED HERE, YOU CAN SEE THE SPECIFICS, ONLY HIGHLIGHTING A FEW OF OUR INVESTMENTS BUT OBVIOUSLY THE 1.26 BILLION DOLLAR BUDGET, A LOT OF LINE ITEMS TO DISCUSS.

I WANTED TO SHOW YOU ALL OF THE SPECIFIC INVESTMENTS.

YOU'LL SEE A SUMMARY SLIDE AFTER EACH SECTION THAT HIGHLIGHTS WHAT ARE THE SPECIFIC INVESTMENTS UNDER EACH CATEGORY.

I'LL ALSO TAKE THIS AS AN OPPORTUNITY TO NOTE THAT A LOT OF THE INFORMATION IS AVAILABLE ON OUR WEB SITE, BOSTONPUBLICSCHOOLS.ORG/BUDGET, DOWNLOAD THE LINE ITEM BUDGET AND EXPLORE BUDGET USING A NEW THE ONLINE VISUALIZATION TOOL WE CREATED LAST YEAR.

TWO INVESTMENTS ARE ALIGNED TO DELIVER HIGH QUALITY INSTRUCTION TO MORE ENGAGED STUDENTS WHO ARE FOCUSED AND READY TO LEARN.

PART OF THE STRATEGY FOR DRIVING INSTRUCTIONAL QUALITY.

THROUGH THIS WE ARE ENSURING THAT SCHOOLS HAVE CAPABLE AND WELL-TRAINED INSTRUCTIONAL FACILITATORS, PROVIDE SUPPORT FOR ACCOUNTABILITY TO EDUCATORS.

THEY'RE ALSO GETTING MORE COLLABORATIVE TIME WITH TEACHERS, AND CHANGING EXPERIENCE FOR STUDENTS.

THE BENEFIT IS FOR STUDENTS THAT ARE GOING TO HAVE EXPANDED ACCESS TO ART, MUSIC, SCIENCE, PHYSICAL EDUCATION IN THE FALL, AT 33 TRANSFORMATION SCHOOLS YOU'LL SEE STUDENTS WITH MORE OF THESE OPPORTUNITIES AND MORE WAYS TO EXPRESS THEMSELVES.

OF COURSE, I WANTED TO TAKE A MOMENT TO HIGHLIGHT THIS SPECIFIC INVESTMENT PARTICULARLY AROUND THE ARTS, MUSIC AND SCIENCE.

WE HAVE SEEN EXAMPLES ONLINE OF STUDENTS COMING TOGETHER IN WHAT I THINK IS CALLED ASYNCHRONOUS RECORDINGS, DOING DANCES AT HOMES TO THE SAME BEAT, MY HOUSE I KNOW IS FILLED WITH A LOT OF MUSIC AND CREATIVITY RIGHT NOW.

SO THAT TYPE OF JOY THAT COMES FROM ACCESS TO THE ARTS IS SOMETHING THAT WE WANT TO SPREAD AND PROVIDE MORE OPPORTUNITIES FOR OUR STUDENTS.

SO WE ARE FILLED WITH JOY TO PRESENT A BUDGET THAT CHANGES THE STUDENT EXPERIENCE BY

INCREASING ACCESS TO ART AND MUSIC THROUGH MORE OPPORTUNITIES TO EXPLORE THEIR PASSIONS, TO FEEL CREATIVITY AND CURIOSITY AND TO SEE SUCCESS.
AND WE THINK THAT THE RESULTS, STUDENTS WILL BE MORE FOCUSED AND ENGAGED IN CORE INSTRUCTION WHEN THEY RETURN TO HOME AND TEACHERS WHO HAVE ALSO BEEN RECEIVING MORE TIME TO COLLABORATE, MORE TIME TO RECEIVE INSTRUCTIONAL COACHING AND WORK ON THEIR PRACTICES.
THE LAST THING I WANT TO HIGHLIGHT IN THIS CATEGORY IS THAT WE ARE WORKING TO INCREASE THE SKILL AND CRAFT OF TEACHING.
BOSTON IS VERY FORTUNATE WE HAVE SO MANY GREAT EDUCATORS, STUDENTS BASED STAFF WORK TIRELESSLY FOR KID, WE HAVE SEEN THEM BE MORE CREATIVE, CREATE MORE CONTENT, INTERESTING LESSONS NOW OVER THE LAST FEW WEEKS AND SO IN THE NEXT YEAR WE'RE GOING TO ASK THEM TO REFLECT ON THE PRACTICES AND IMPLEMENT NEW WAYS TO TEACH AND NEW AND MORE INCLUSIVE WAYS.
SO PREPARING TO SUPPORT THIS CHANGE THROUGH TEAM BASED PROFESSIONAL DEVELOPMENT, HIGHER QUALITY INSTRUCTIONAL MATERIALS AND FREQUENT COACHING AND FEEDBACK.
HERE YOU CAN SEE THE DETAILS, INVESTMENTS THAT COME IN THIS CATEGORY.
THIS IS THE 12 MILLION DOLLARS THAT I HIGHLIGHTED GOING TOWARDS TEACHING AND INSTRUCTION.
THE LAST CATEGORY OF INVESTMENTS THAT WE MENTIONED STARTS WITH RAISING THE BAR ON THE QUALITY OF LEARNING ENVIRONMENTS.
WE WANT BUILDINGS TO BE A POINT OF PRIDE AND STUDENTS HAVE ACCESS TO LATEST TECHNOLOGY TO LEARNING.
BEFORE, DURING BUDGET SEASON I HAD THE OPPORTUNITY TO VISIT TECH BOSTON IN DORCHESTER AND MEET WITH THEIR CLASS THAT WAS ACTUALLY AN ENGLISH CLASS TALKING ABOUT EDUCATIONAL EQUITY.
I MET WITH STUDENTS, TALKED WITH THEM ABOUT WHAT THEY WANTED.
THEY SAID THEY WANTED THINGS LIKE JOB EMBEDDED CLASSES.
THEY DIDN'T USE THAT TERMINOLOGY BUT TALKING ABOUT MORE ECONOMIC, BUSINESS CLASSES BUT ALSO STARTED TO TALK ABOUT THE BASICS LIKE RADIATOR COVERS OR CLEANER BATH ROOMS.
THAT'S THE PART OF THE WE NEED TO DELIVER A SYSTEM TO MAKE SURE WE'RE RAISING THE BAR ON THE BASIC.
WE NO HE THE SCHOOL ENVIRONMENTS IMPACT LEARNING.
OUR JOB IS ENSURE FACILITY SUPPORT LEARNING BY INVESTING IN BUILDING CONDITION AND CLEANLINESS.
SO THIS GOES IN PART AS THE SUPERINTENDENT MENTIONED, WITH OUR CAPITAL PLAN THAT INCLUDES IMPROVEMENTS IN A BATHROOMS, CLASSROOMS AND PLAYGROUND AMONG OTHER MANY INVESTMENTS.
WE HAVE ALREADY SEEN A RAPID EXPANSION OF STUDENT ACCESS TO TECHNOLOGY.
OUR DIRECTOR, HEAD OF INSTRUCTIONAL TECHNOLOGY, REALLY THE ENTIRE BPS TEAM HAS BEEN WORKING TIRELESSLY TO MAKE SURE CHROME BOOKS ARE DELIVERED TO STUDENTS.
WE PURCHASED IN RESPONSE TO COVID, 20,000 LAPTOPS WE HAVE DISTRIBUTED TO STUDENTS AND COMPLIMENTING OUR EXISTING FLEET OF LAPTOPS ALMOST 30,000 LAP TOPS HAVE BEEN DELIVERED.
WE'LL CONTINUE THAT INVESTMENT IN FY 21 TO REALLY RAPIDLY EXPAND STUDENT ACCESS TO TECHNOLOGY
[INAUDIBLE]
[DISTORTED AUDIO]
STUDENTS BRING A RANGE OF KNOWLEDGE AND EXPERIENCES THAT INFLUENCE LEARNING AND THEIR ENGAGEMENT.
OUR ROLE DEMANDS HIGH LEVELS OF LITERACY IN A VARIETY OF FORMATS TO.
MAKE SURE STUDENTS MEET THE DEMAND, WE BEGIN WITH RESEARCH BASED STRATEGIES IN THE AREA OF READING, WRITING, LISTENING AND SPEAKING.
WE NEED HIGH QUALITY AND CULTURAL WITH LINGUISTICALLY SUSTAINED TEXT, RAISE

TEACHERS EXPECTATIONS FOR STUDENTS AND ALL STUDENTS DEVELOP CURIOSITY AND CRITICAL THINKING SKILLS AND WE NEED TO BROADEN TEACHING AND LEARNING BASED ON THE REALITY OF STUDENTS' EXPERIENCE.

WE NEED TEACHERS TO DIFFERENTIATE INSTRUCTION AND PROVIDE COMPLEX AND ENGAGING TEXT IN AN INCREASINGLY DIVERSE STUDENT BODY.

THIS TAKES AN INVESTMENT IN CURRICULUM MATERIALS.

THIS YEAR WE ARE INCREASING OUR INVESTMENT IN K-8 LITERACY, FOCUSING ON THAT AS THE FIRST STEP TO IMPROVE INSTRUCTIONAL QUALITY IN BPS.

OVERALL THE 15 MILLION IN INVESTMENT STARTING WITH STUDENT DEVICES AND GOING DOWN TO OUR KINDERGARTEN PROGRAMS, BOSTON SAVES, A FINANCIAL LITERACY PROGRAM, I'M HIGHLIGHTING THAT BECAUSE IT'S AN INVESTMENT TO THINK ABOUT FINANCIAL LITERACY OF STUDENTS STARTING AT A VERY EARLY STAGE.

THIS NEXT SLIDE, IF YOU'RE GOING TO SPEND ONE, LOOK AT ONE SLIDE TO UNDERSTAND THE BPS BUDGET, THIS IS THE BEST SLIDE.

IT HIGHLIGHTS THE DIFFERENT CATEGORIES OF HOW WE THINK ABOUT OUR BUDGET.

SO THE FIRST CATEGORY OF COURSE IS DIRECT SCHOOL EXPENSES.

THOSE ARE THE INVESTMENTS AND THE SPENDING YOU'LL FIND DIRECTLY IN SCHOOLS WHEN YOU WALK THROUGH CLASSROOMS.

IT'S TEACHERS THAT YOU SEE, IT'S THE PRINCIPAL, SECRETARY, THE SPENDING SCHOOLS USE FOR THINGS LIKE SUPPLIES.

THE SECOND CATEGORY WE REFER TO AS SCHOOL SERVICES BUDGETED CENTRALLY, ITEMS LISTED ON A CENTRAL OFFICE BUDGET THAT ARE NOT REALLY CENTRAL OFFICE SPENDING.

ONE EXAMPLE OF THAT IS OUR CUSTODIAL STAFF, WHICH WE'RE MAKING A SIGNIFICANT INVESTMENT THIS YEAR.

THE CUSTODIAL STAFF IS BUDGETED IN OUR FACILITIES DEPARTMENT BUT BY AND LARGE THE CUSTODIANS WILL BE FOUND IN ALL SCHOOLS AND SUPPORTING DIRECT CLEANLINESS AND MAINTENANCE OF OUR SCHOOLS.

ANOTHER EXAMPLE IS RELATED SERVICE PROVIDERS FOR SPECIAL EDUCATION, OCCUPATIONAL THERAPISTS, SPEECH THERAPISTS, ALL BUDGETED IN THE CENTRAL OFFICE FOR SPECIAL EDUCATION BUT ARE FOUND DIRECTLY SERVING SCHOOLS.

THE SECOND CATEGORY IS CENTRAL ADMINISTRATION.

YOU CAN SEE THE CENTRAL ADMINISTRATION MAKES A VERY SMALL PORTION OF THE OVERALL BUDGET.

THE LEADING ORGANIZATION, PARTICULARLY COMPARED TO OTHER SCHOOL DISTRICTS IN MASSACHUSETTS, THIS IS THE SUPERINTENDENT SALARY, MY FINANCE TEAM, THOSE ARE THINGS YOU TRADITIONALLY THINK OF AS CENTRAL OFFICE SUPPORT.

AND THEN FINALLY, BROKEN OUT THE PERCENTAGE OF OUR BUDGET THAT IS GOING TO NON-IF BPS STUDENT SERVICES AND THOSE ARE FOR STUDENTS WHO ARE RESIDENTS OF BOSTON BUT NOT ATTENDING THE BOSTON PUBLIC SCHOOLS.

IT'S THINGS LIKE CHARTER SCHOOL TRANSPORTATION, OUT OF DISTRICT SPECIAL EDUCATION, TUITION, AND THOSE TYPES OF EXPENSES.

THE LAST THING I WANT TO HIGHLIGHT AROUND OUR BUDGET IS OUR EFFORTS TO ENSURE OURSELVES FOR EQUITY.

THE BOSTON PUBLIC SCHOOLS WANTS TO GUARANTEE EVERYONE ACCESS TO QUALITY SCHOOLS, ACADEMIC AND ENRICHING EXPERIENCES.

THE FINANCE TEAM IS DOING THIS WITH AN EYE TOWARD EQUITY.

IN THE PAST OUR GUARANTEE AS A FOUNDATIONAL FUNDING HAS BEEN VERY LIMITED.

THIS AFTERNOON AT THE SCHOOL HEARING DAVID WILL TALK MORE ABOUT HOW WE MADE SIGNIFICANT INVESTMENTS TO RAISE THE BAR ON QUALITY.

WITH THE \$100 MILLION COMMITMENT, THREE-YEAR CONVERSATION AROUND SPENDING ALLOWS US TO HAVE THE OPPORTUNITY TO HAVE A DIFFERENT CONVERSATION STARTING THIS YEAR AND CONTINUING TO FISCAL YEAR '23.

SO WHAT WE'RE GOING TO BE DOING THROUGHOUT THIS PROCESS IS REALLY HIGHLIGHTING FOR THE COMMUNITY AND FOR YOU SOME OF THE CONSIDERATIONS THAT ARE IN PLACE WHEN WE

START CONSIDERING EQUITY.

SO WHAT WE HAVE DONE IS BREAK DOWN ALL OF OUR SPENDING BY A NUMBER OF DIFFERENT DEMOGRAPHIC GROUPS TO ENSURE THAT OUR INVESTMENTS CLOSE OPPORTUNITY GAPS.

WE MADE A LOT OF INVESTMENTS, SPENT A LOT OF TIME TO UNDERSTAND SPENDING TWO YEARS AGO WE TOOK STEPS TO ATTACH EVERY DOLLAR TO STUDENTS.

SO FOR EXAMPLE, WE DIVIDED THE NUMBER OF SUMMER SCHOOL STUDENTS, THE TOTAL BUDGET FOR SUMMER SCHOOL BASED ON THE STUDENTS WHO WERE ACTUALLY ATTENDING SUMMER SCHOOL AND COMPARED THAT BY RACE AND ETHNICITY, ENGLISH LEARNER STATUS, SO WE REALLY LOOK AT THE DATA THAT WAY.

AND AS PART OF THE ANALYSIS WE FOUND THAT WHILE SOME PARTS OF OUR BUDGET ARE RELATIVELY EASILY SPREAD, THAT SUCH AS CENTRAL OFFICE SPENDING, WHICH REALLY BENEFITS ALL STUDENTS EQUALLY, OTHER PARTS ARE INTENTIONALLY ALLOCATED AND DIFFERENTIATED BY STUDENT GROUPS AND THIS REFLECTS SCHOOL BUDGET AND PART OF OUR EFFORTS TO RAISE STUDENT FUNDING TO ENSURE EQUITY.

WHAT WE HAVE DONE THIS YEAR IS HIGHLIGHT SOME OF THE EQUITY IMPACT OF THE INVESTMENTS THAT WE'RE MAKING.

FIRST ONE BEING THE SCHOOL TRANSFORMATION FUNDING.

WE ANNOUNCED \$21 MILLION IN INVESTMENT IN OUR HIGHEST NEEDS SCHOOLS, THOSE WE KEEP REFERRING TO AS THE TRANSFORMATION SCHOOLS.

TO HELP US UNDERSTAND THE EQUITY IMPLICATIONS OF THE SPENDING, WE CALCULATED THE AVERAGE AMOUNT THAT STUDENTS WILL RECEIVE.

ON THE FAR RIGHT YOU CAN SEE OVERALL ALL STUDENTS WILL SEE INCREASE OF 388 AS PART OF THIS INITIATIVE.

BUT THAT THIS TURN AROUND SPENDING MOST BENEFITS STUDENTS WITH DISABILITIES, ENGLISH LEARNERS AND LOW INCOME STUDENTS AS WELL AS BLACK AND LATIN X STUDENTS.

THOSE ARE THE STUDENTS BENEFITING MOST FROM THIS LEVEL OF INVESTMENT.

THE NEXT CATEGORY IS A NEW INVESTMENT AROUND BPS, MAKING A NUMBER OF GO BPS INVESTMENTS IN THE SCHOOLS.

THIS HAS TO DO WITH SUPPORTING SCHOOLS THROUGH THE TRANSITION OF ADDING 6TH GRADE AND SUPPORTING MIDDLE SCHOOLS AS THEY LOSE ENROLLMENT AS ELEMENTARY SCHOOL ADD 6TH GRADE.

OPERATING BUDGET FOR GO BPS SPENDING TOTALS 3.9 MILLION AND MOST IS TEMPORARY, SUPPORTING SCHOOLS IN EAST BOSTON AND OTHER SCHOOLS WITH K-6 EXPANSION.

BECAUSE EAST BOSTON SERVES AN OUTSIZE NUMBER OF LATIN X STUDENTS YOU'LL SEE THE INVESTMENT IS MOST DIRECTED TOWARDS THAT STUDENT GROUP.

YOU'LL NOTICE THE UPPER RIGHT, IDENTIFIED WHETHER OR NOT WE THINK THAT THIS PROMOTES OUR VISION FOR EQUITY OR WHETHER OR NOT IT PROMOTES MORE OF A PARITY, MAKING SURE ALL STUDENTS HAVE A BASIC ACCESS TO CERTAIN RESOURCES.

WE'RE ALSO MAKING A NUMBER OF INVESTMENTS IN THE SECONDARY SCHOOLS, SOME INITIATIVES ARE TARGETED AT SPECIFIC GROUPS.

FOR INSTANCE, WE'RE MAKING A TARGETED INVESTMENT IN MENTORING FOR BLACK AND LATIN X STUDENTS WHILE INVESTMENTS, YOU CAN SEE HOW THOSE WILL BE TARGETED GROUPS THAT THE WILL BENEFIT FROM THOSE INVESTMENTS.

I'LL MAKE ONE LAST INVESTMENT HIGHLIGHT HERE AND ENCOURAGE YOU TO REVIEW THE FULL EQUITY ANALYSIS THAT'S IN THE SLIDE.

BUT A NEW INVESTMENT THAT CAME THROUGH THE CONTRACT AND ADDITION OF A PARAPROFESSIONAL FOR ALL K-2 CLASSES.

STARTING NEXT YEAR EVERY SINGLE K-2 CLASS WILL HAVE A FULL-TIME PARAPROFESSIONAL. PRIOR TO THIS THERE WAS A HALF TIME PARAPROFESSIONAL ALLOCATED IN EACH KINDERGARTEN CLASS.

WE'RE MAKING THE INVESTMENT IN THIS PARAPROFESSIONAL AND WHILE THE INVESTMENT WILL BENEFIT ALL STUDENTS IN K-2, OUR K-2 GRADES TEND TO BE WHITER THAN THE DISTRICT AS A WHOLE.

SIMILARLY, K2 COMPARED TO 29% ACROSS ALL GRADES.

BUT THE INVESTMENT REALLY HIGHLIGHTS IS WHEN YOU PROVIDE A RESOURCE TO ALL SCHOOLS EQUALLY AND ALL CLASSROOMS EQUALLY AND ENSURING THAT ALL STUDENTS HAVE PARITY YOU SEE THAT IT DOES NOT BENEFIT FROM WHAT WE TRADITIONALLY THOUGHT OF AS AN EQUITY INVESTMENT.

IN THIS CASE THE K-2 PARAPROFESSIONALS BENEFITS STUDENTS, COSTS \$126 PER STUDENT COMPARED TO \$76 FOR ASIAN STUDENTS AND THEN WHEN YOU LOOK AT IT OUR STUDENTS WHO ARE QUALIFYING AS LOW INCOME RECEIVE \$88 PER PUPIL VERSUS 108 STUDENTS WHO ARE NOT IDENTIFIED AS LOW INCOME.

THAT IS A CHALLENGE THAT WHEN WE START TO THINK ABOUT PROVIDING SCHOOLS FOR ALL SCHOOLS BECAUSE WE HAVE SO MANY SMALL SCHOOLS IN BOSTON, SMALL SCHOOLS ARE DISPROPORTIONATELY WHITE AND DISPROPORTIONATELY NON-LOW INCOME, THEN WE PROMOTE PARITY THAT THE IT DOES NOT ADDRESS CLOSING OPPORTUNITY ACHIEVEMENT GAP, DOES NOT ADDRESS OUR TRADITIONAL DEFINITION OF EQUITY.

THE SAME THING CAN BE FOUND IN CUSTODIANS.

WE'RE GUARANTEEING OVERNIGHT CUSTODIAN IN EVERY SCHOOL.

THIS IS AN INCREDIBLY IMPORTANT INVESTMENT.

SHOWS AGAIN BECAUSE THE SCHOOL IS A TRADITIONALLY DON'T HAVE A FULL-TIME OVERNIGHT CUSTODIAN, THE SMALLER SCHOOLS, THIS INVESTMENT REALLY ENSURES EQUITY ON PARITY MORE THAN IT DOES EQUITY.

BUT OVERALL, OUR NEW INVESTMENTS IN OUR FY '21 BUDGET, PARTICULARLY THE NEW MONEY THAT WE'RE PUTTING IN TO THE BUDGET THIS YEAR, TO SUPPORT OUR STUDENTS, DOES PROMOTE OUR AGENDA FOR EQUITY AND CLOSING THE OPPORTUNITY ACHIEVEMENT GAP.

WE FEEL THAT IMPORTANTLY RAISE IT IS LEVEL OF QUALITY IN ALL SCHOOLS, PREPARES FOR GREAT GAINS IN FY '21 AS WE START THAT PLANNING FOR NEXT YEAR.

WITH THAT, I'LL NOTE AGAIN THERE'S A LOT OF RESOURCES AVAILABLE ONLINE FOR PEOPLE TO ACCESS IT, INCLUDING ALL OF THE FY 21 BUDGET PRESENTATIONS THAT WE DID TO OUR SCHOOL COMMITTEES AS WELL AS CONTINUE TO POST RESOURCES FROM THE CITY COUNCIL AND ALL OF OUR CITY COUNCIL HEARINGS ARE ALIGNED TO THE STRATEGIC PLAN THAT THE SUPERINTENDENT HIGHLIGHTED AT THE START AND ENCOURAGE ALL TO JOIN US ONLINE AT THE HEARING.

WITH THAT, I WILL TURN IT BACK OVER TO YOU, CHAIRWOMAN.

>> THANK YOU SO MUCH, NATE.

THANK YOU, SUPERINTENDENT.

WE ARE GOING TO JUMP IN TO QUESTIONS.

I'LL START AND AGAIN, WE'LL DO FIVE-MINUTE ROUND.

I REALIZE JUST FOR MY COUNCIL COLLEAGUES, REALIZED YESTERDAY THAT IT'S AWKWARD FOR ME TO GAVEL OVER ZOOM.

IF YOU HIT YOUR FIVE MINUTES I'M JUST GOING TO HOLD MY GAVEL IN THE VIDEO SO YOU CAN TAKE THAT VISUAL CUE THE WRAP UP.

HOPEFULLY THAT WILL WORK.

SO I GUESS SUPERINTENDENT, NATE, I WANTED TO JUMP IN WITH THE QUESTION THAT I THINK IS ON MANY PEOPLE'S MINDS ABOUT HERE WE HAVE A BUDGET, WHICH WENT THROUGH A WHOLE PROCESS AND YET MOST OF THAT PROCESS HAPPENED PRIOR TO THE EMERGENCY THAT WE FIND OURSELVES IN.

OBVIOUSLY YOU HAVE ALREADY HAD TO REPURPOSE FY '20 FUNDS FOR EMERGENCY PURPOSES IN THIS PERIOD.

SO HOW ARE WE THINKING ABOUT THE WAYS IN WHICH WE CAN ANTICIPATE THAT WE WOULD NEED TO SPEND MONEY DIFFERENTLY IN THE MONTH AHEAD?

I KNOW THAT NONE OF US KNOW EXACTLY WHEN THE PUBLIC HEALTH EMERGENCY MIGHT BE AT A PLACE WHERE WE COULD START TO GATHER TOGETHER AGAIN.

I'M NOT ASKING YOU TO KNOW ON THAT FRONT.

SEEMS AS THOUGH THERE ARE AREAS WITH LEARNING LOSS THAT OUR STUDENTS ARE EXPERIENCING WHERE WE MUST KNOW THAT WE ARE ALL ALREADY GOING TO HAVE TO COMMIT RESOURCES DIFFERENTLY.

I KNOW, NATE, YOU SORT OF STRESSED THAT A BUNCH OF INVESTMENTS WE'RE MAKING ARE

ALONG THOSE LINES.

I DON'T THINK WE CAN SAY THAT THE BUDGET SUBMITTED IN FEBRUARY SO WAS PRESCIENT THAT IT GOT ALL OF THAT RIGHT.

SO I GUESS THAT'S MY OVERARCHING QUESTION TO YOU.

THEN IN TERMS OF SOME OF THE MATERIALS THAT YOU SENT OVER IN ANSWER TO THE COUNCIL REQUEST FOR INFORMATION, I JUST WANTED TO CLARIFY A FEW THINGS.

IS THE INCREASE, THERE'S -- THE INCREASE IN EQUIPMENT HAS SOMETHING TO DO IN WHAT WE SPENT IN THE LAST YEAR, HAS TO DO WITH GETTING THE CHROME BOOKS.

THERE'S A WEIRD LOWER EXPENDITURE RATE ON FOOD.

I ASSUME THAT HAS SOMETHING TO DO WITH CONTRACT PAYMENT TIMING OR SOMETHING BUT I WANTED TO CHECK IN ON THAT.

I'M CURIOUS WHAT THE CONTRACTED EDUCATIONAL LINE ITEM IS.

I'LL START WITH THAT.

>> I CAN START WITH JUST A LITTLE BIT OF THE ANSWER TO THAT, AND THEN NATE CAN HOP IN WHERE I MISS SOMETHING.

I THINK THAT YES, YOU'RE RIGHT, COVID HAS REALLY SHINED A BRIGHT LIGHT ON THE CITY BUT THE BUDGET WAS BUILT ON EQUITY.

WHAT I'M ANTICIPATING IN TERMS OF ADJUSTMENTS WE MAKE, WE HAVE RESOURCES FROM STIMULUS COMING THAT WE ANTICIPATE WE WILL BE ABLE TO USE TO HELP WITH SOME OF THE REMOTE LEARNING AS WELL AS SOME OF THE ASSISTANCE FOR CHILDREN AND FAMILIES THAT WE'RE GOING TO NEED.

THERE ARE THREE KEY POSITIONS.

ONE IS THE INSTRUCTIONAL FACILITATOR.

WE KNOW WE NEED THAT TO CONTINUE TO DEFINE WHAT DOES REMOTE LEARNING LOOK LIKE, ESPECIALLY IF WE'RE IN A SITUATION WHERE WE DO HAVE LONGER CLOSURE OR WHERE WE HAVE REMOTE LEARNING HAPPENING.

AND ANY KIND OF ROLLING KIND OF POTENTIAL BE TO CLOSING AND REOPENING AND THAT IN TERMS OF THE SCHOOL CALENDAR.

THEN SERVICES, THAT IS ABSOLUTELY GOING TO BE AN ESSENTIAL POSITION.

THEN THE TECHNOLOGY PIECES THAT WE HAVE IN PLACE HERE IN THE BUDGET AND THE FOCUS ON LITERACY AROUND WHAT WE'RE DOING WITH WHAT STUDENTS AND FOCUS THERE IN TERMS OF THE RESPONSE TO WHAT WE KNOW WILL BE SOME LEARNING LOSS ON.

I THINK THAT SOME OF THE STIMULUS MONEY WILL ALSO HELP US THIS SUMMER, OPPORTUNITIES THAT ARE COMING UP AS WELL.

SO YOU KNOW, IT IS REALLY BUILT ON IT.

I THINK WHAT'S TROUBLING FOR ME AT LEAST IS I'M TRYING TO THINK ABOUT THE BUDGET, IS THE FACT THAT WE HAVE DONE MOST OF OUR FOCUSING IN THOSE 33 SCHOOLS FOR THE ADDITIONAL POSITIONS AND I DO THINK THE NEED WILL BE GREATER THAN THE NUMBER OF OTHER SCHOOLS THAT WE WEREN'T ANTICIPATING, THAT ALL STUDENTS WILL BE IN TRAUMA, ALL STUDENTS WILL BE HAVING THIS LEVEL OF NEED.

SO WE HAVE 125 SCHOOLS AND WE OF COURSE ARE FOCUSING ON THOSE THAT WERE IN THE GREATEST NEED, BUT I DO THINK WITH COVID THIS IS, THIS IS A BIGGER NEED.

NATE, I DON'T KNOW IF YOU WANT TO ADD ANYTHING.

I THINK IF -- I THINK I'M HEARING A LITTLE BACKGROUND.

>> THE ONLY THING I WOULD ADD IS ONE OF THE STEPS THAT WE TOOK OVER THE LAST FEW WEEKS TO ENSURE FLEXIBILITY FOR ORGANIZATION WAS TO PUT A TEMPORARY HOLD ON SOME OF THE FINAL SPENDING THAT WE WERE PLANNING TO DO AS A DISTRICT, WORK WITH SCHOOLS. PART OF THAT WAS A VERY PRACTICAL NEED.

WE COULDN'T CONTINUE TO TAKE THE PROCESS FOR REQUISITIONS.

PART WAS TO MAINTAIN -- SERVICES WE MAY NEED TO ADD IN TO THE SUMMER OR GOING IN TO THE FALL.

AND SO THAT DOES IN ADDITION TO THE SIGNIFICANT INVESTMENTS THAT WE'RE MAKING FOR OUR BUDGET '21, INCREASE, WE'RE STARTING TO THINK ABOUT HOW TO CREATE THAT FLEXIBILITY FOR US.

IT IS PRETTY EARLY.

THERE'S BEEN A LOT OF INFORMATION COMING ON ABOUT SOME OF THE FEDERAL STIMULUS PACKAGE WORK, THAT WE'RE WORKING VERY CLOSELY WITH OUR CITY PARTNERS AS WELL TO UNDERSTAND THE IMPLICATIONS FOR US GOING IN TO THE NEXT YEAR.

AND TO IDENTIFY POTENTIAL PLACES OF FLEXIBILITY AS WE START TO LEARN MORE ABOUT WHAT WE NEED TO DO.

I THINK YOU ASKED A COUPLE QUESTIONS, A COUPLE TECHNICAL QUESTIONS ABOUT SOME CONTRACTS.

AT THIS POINT I WILL INTRODUCE OUR DEPUTY CFO, DAVID, WHO WILL WALK YOU THROUGH SOME OF THOSE CHANGES THAT YOU'RE SEEING IN THE TABLES FOR SPENDING AND BUDGET.

>> GOOD MORNING, CITY COUNCIL, IT'S A PLEASURE TO SEE YOU ALL AGAIN.

SO

[INAUDIBLE]

FIRST WAS OUR TECHNOLOGY.

OUR TECHNOLOGY PURCHASING, NATE WAS MENTIONING EARLIER, IS LARGELY HAPPENING THROUGH OUR LEASE PURCHASE AGREEMENTS.

SO IT DOES NOT SHOW UP IN THE TECHNOLOGY PORTION OF THE LINE.

IT WILL SHOW UP IN THE LEASE-PURCHASE SERVICE.

THE QUESTION AROUND FOOD.

THE FOOD SERVICE PRIMARILY SHOWS UP ON GRANT BUDGET.

IT'S PRIMARILY REIMBURSED FROM THE FEDERAL GOVERNMENT.

IN THE CURRENT YEAR WE HAVE HAD TO EXPENSE FROM THE GENERAL FUND FOOD SERVICES AS WELL AS PART OF THE TRANSITION, WHERE THE WORK IS HAPPENING.

I'M ANTICIPATING THAT OVERAGE, THE GENERAL FUND EXPENDITURES OVER WHAT WE GET IN REIMBURSE FEDERAL GOVERNMENT THE FEDERAL GOVERNMENT TO REDUCE NEXT YEAR WHICH IS A GOOD THING.

WE ARE AIMING TO LIVE INSIDE OF THAT, BUT AS BEST PRACTICE.

THEN FINALLY YOU MENTIONED SERVICES.

THERE ARE TWO MAIN SOURCES NEXT YEAR.

THE FIRST IS A NUMBER OF THE COSTS IN THE UNIVERSAL PRE-K THAT WE HAVE THIS THIS YEAR, MOVE IT TO THE GENERAL FUND FOR NEXT YEAR.

AND

[INAUDIBLE]

THAT'S WHERE IT IS FOR THE COMMUNITY PROVIDERS, COME UNDERSTAND OUR BUDGET.

AND THE SECOND THING IS THE PROFESSIONAL DEVELOPMENT INVESTMENT THAT NATE MENTIONED EARLIER, IS CURRENTLY BUDGETED ON DIRECT SERVICES AS WELL THROUGH THE SMALLER ADJUSTMENTS.

>> OKAY, THANK YOU.

I'M ALSO CURIOUS ABOUT THERE SEEMS TO BE AN OVERRUN JUST FOR THIS YEAR EVEN IN TERMS OF ACTUAL SPENDING ON CONTRACTUAL SERVICES.

WE WILL MOVE ON.

I HAVE LOTS MORE QUESTIONS BUT I WANT TO MAKE SURE WE GET TO OUR COLLEAGUES.

I WILL RECOGNIZE COUNCILOR MICHAEL FLAHERTY FIRST, COUNCILOR AT LARGE TO BE FOLLOWED BY COUNCILOR ANDREA CAMPBELL.

>> GOOD MORNING, MADAM CHAIR.

I WANT TO ASK, WHEN DO EXPECT EVERYONE TO HAVE A CHROME BOOK?

IS THERE TEACHING AND LEARNING GOING ON AS WE SPEAK ACROSS THE DISTRICT?

>> THERE IS A LOT OF TEACHING AND LEARNING GOING ON AROUND THE DISTRICT, ABSOLUTELY. AND NATE JUST SHARED SOME STORIES ABOUT HIS CREATIVE WORK THAT'S GOING ON, I KNOW I'M GETTING EXAMPLES OF IT EVERY DAY ON MY INBOX FROM THE WONDERFUL WORK THAT TEACHERS ARE DOING.

WHAT IS TROUBLING AND SOMETHING WE'RE WORKING ON IN TERMS OF THE EXPECTATIONS FOR TEACHERS AND SO WE ARE WORKING ON A PHASE 2 OF THE LEARNING AS YOU KNOW WHEN WE FIRST CLOSED THERE WAS A VERY DIFFERENT SITUATION THAN WE ARE IN TODAY.

AND IT WAS MORE ABOUT SUPPLEMENTAL LEARNING ACTIVITIES THAT WE WERE PROVIDING. WE PROVIDED PACKETS TO OUR STUDENTS AT THE FOOD DISTRIBUTION CENTERS AS WELL AS WE'RE ABLE TO HAND SOME OUT.

WE'RE EXPANDING DELIVERY, THE ORIGINAL DELIVERY OF CHROME BOOKS WAS GOING TO BE WHERE WE WERE DOING DELIVERIES.

WITHIN A COUPLE DAYS WE FOUND THAT WASN'T GOING TO BE SAFE BECAUSE OF THE SOCIAL DISTANCING.

SO THEN WE HAD TO QUICKLY SHIFT TO HOME DELIVERY.

THEN HOME DELIVERY BECAME MORE OF A CHALLENGE BECAUSE OF DISTRIBUTION AND WE HAD TO FIGURE OUT HOW TO GET SMALLER NUMBERS OF VOLUNTEERS AN IN TO OUR DISTRIBUTION SITES, SO THAT THEY THEN WOULD HAVE SOCIAL SAFE DISTANCING.

WITH HE HAD TO FIGURE OUT PPE FOR THEM.

SO A NUMBER OF CHALLENGES TO GETTING THE CHROME BOOKS OUT AS WELL AS THEN BEING ABLE TO CONTACT FAMILIES WITH CORRECT ADDRESSES AND CORRECT PHONE NUMBERS.

SO WE STILL CONTINUE TO GET OUT CHROME BOOK.

I THINK WE HAVE OVER I THINK IT'S 28,000 CHROME BOOKS NOW THAT HAVE BEEN DELIVERED.

NATE A, MAYBE YOU CAN GET THAT NUMBER FROM CHARLENE WHILE I'M TALKING HERE.

AND THEN GET THAT TO YOU.

BUT YES, A NUMBER, AND WE HAVE SHIFTED ALSO TO PICK UP.

SO IT'S BOTH HOME DELIVERY AND PICK UP NOW AND WE ARE TRYING TO REACH THE LAST OF OUR STUDENTS IN THAT TO ENSURE THAT THEY'RE ABLE TO ACCESS AND BE CONNECTED.

THE BIGGER ISSUE FOR US IS ALSO CONNECTING WIFI AND MAKING SURE THAT OUR FAMILIES HAVE APPROPRIATE WIFI AND HIGH SPEED INTERNET FOR THE CONNECTIVITY, SO THEY CAN BE CONNECTED TO THEIR TEACHERS, TEACHERS ARE USING MULTIPLE METHOD OF DELIVERY FOR INSTRUCTION.

THEY'RE USING THE BNN, WHICH WE HAVE A GREAT PARTNERSHIP WITH, THEY'RE USING OUR CURATED DISTRICTWIDE LESSONS AVAILABLE ON THE WEB SITE THAT OUR CHIEF ACADEMIC OFFICER AND THE TEAM HAVE BEEN DOING.

REALLY WONDERFUL LEARNING OPPORTUNITIES FOR FAMILIES TO TIE IN TO AND TEACHERS TO GET.

AS WELL AS REALLY FORMALIZED GOOGLE CLASSROOMS, ACCESSING THE DIGITAL BACKPACK AND CLEVER HIGH SCHOOL STUDENTS ARE DOING PROJECTS AND CONNECTING WITH THEIR TEACHERS, DOING MENTAL HEALTH SUPPORTS AND SEL CONNECTIONS AS WELL FOR OUR STUDENTS.

SO A NUMBER OF THINGS HAPPENING.

BUT WE DO KNOW THAT THERE ARE ALSO A NUMBER OF STUDENTS THAT WE ARE STILL TRYING TO REACH.

IT IS VERY, VERY CHALLENGING BECAUSE OF THE COVID SITUATION, A NUMBER OF STUDENTS WHO ARE LIVING WITH GRANDPARENTS AND WHEN THE OVER 60 ORDER CAME, SOME STUDENTS WERE SHIPPED OUT OF STATE OR SHIPPED TO OTHER RELATIVES IN DIFFERENT ADDRESSES SO WE HAVE BEEN TRYING TO GET TO THE BOTTOM OF THAT AS WELL AS THEIR PHONE SERVICE BEING DISCONNECTED.

SO WE'RE JUST TRYING TO FIGURE THAT OUT.

WE HAVE A SURVEY GOING OUT TO ALL FAMILIES AS LAST WEEK WE STARTED THAT ON MONDAY. I THINK WE HAVE OVER 17,000 RESPONDENTS TO THAT.

>> THE UNDERPERFORMING SCHOOLS, WHAT WILL WE DO DIFFERENT OTHER THAN JUST THROWING MONEY AND PROGRAMMING AT IT?

WHAT'S THE PLAN MOVING FORWARD TO ADDRESS?

I KNOW THE SLIDE SHOW, WE HAVE 33 UNDERPERFORMING SCHOOLS.

THAT'S A SIGNIFICANT NUMBER, CHRONICALLY UNDERPERFORMING.

AT WHAT POINT DO WE DO SOMETHING DIFFERENT?

>> SO I'LL ANSWER THAT IN JUST A SECOND.

NATE, DID YOU HAVE SOMETHING TO ADD ON THE OTHER?

>> I WANTED TO NOTE THAT WE HAVE DISTRIBUTED 28,372 CHROME BOOKS.

AND MY FUN FACT FOR YOU RIGHT NOW IS THAT NUMBER WAS UPDATED, 4 CHROME BOOKS DELIVERED SINCE YOU STARRED YOUR ORIGINAL QUESTION.

THAT IS A RAPIDLY INCREASING NUMBER.

>> THAT'S THE WONDERFUL THING OUR DATA TEAM HAS BEEN WORKING INCREDIBLY ON A DATA DASHBOARD THAT WE HOPE WILL BE READY SOME TIME END OF THIS WEEK, EARLY NEXT WEEK, AND SO WE HAVE BEEN LOOKING AT THESE OPPORTUNITIES AND INEQUITIES.

AND YOU KNOW, AS WE REINVENT THE WHEEL HERE, TRYING TO GET AT EVERY SINGLE STUDENT. AS FOR THE UNDERPERFORMING SCHOOLS AND WHAT WE WERE PLANNING ON DOING AND HOW THAT MAY SHIFT WITH COVID, WE HAVE BEEN WORKING ON A LITERACY ADOPTION, SO THAT THERE'S COHERENCE AROUND THE PROFESSIONAL LEARNING THAT WE WOULD GIVE IN TERMS OF LITERACY.

AS YOU KNOW, THAT'S A FUNDAMENTAL LEARNING BLOCK FOR BEING ABLE TO TEACH CONTENT TO STUDENTS AND SO THAT'S A BIG PIECE OF THE WORK AS WELL AS WORKING ON THE HUB SCHOOL MODEL WHICH IS THE CONNECTEDNESS TO PARTNERSHIPS AND SURROUNDING SUPPORT SYSTEMS FOR FAMILIES, THAT'S GOING TO HAPPEN THROUGH THE FAMILY LIAISON AND THE CONNECTIONS AT WORK THERE.

THEN WE INSTALLED INSTRUCTIONAL FACILITATOR TO WORK WITH THE PRINCIPAL ON INSTRUCTIONAL LEADERSHIP AND THAT'S GOING TO BE WORKING WITH TEACHERS ON THEIR PRACTICE AND DOING INTERVENTIONS AND SUPPORTS TO STUDENTS.

AND OF COURSE, WE HAVE INCLUSIONARY PRACTICES AS WELL THAT WE WILL WORK WITH CO-TEACHING MODELS, THESE ARE ALL TECHNICAL UNIVERSAL DESIGN.

SOME THINGS THAT ARE VERY TECHNICAL IN NATURE TO TEACHING AND LEARNING AS WE LOOK AT OUR STUDENTS.

ALSO ON THE INTERIM ASSESSMENT CYCLE.

>> WALK YOU TELL THROUGH SOME OF THOSE CHANGES THAT YOU'RE SEEING IN THE TABLE FOR SPENDING AND BUDGET.

>> GOOD MORNING.

CITY COUNCIL.

GOOD TO SEE YOU ALL AGAIN THIS MORNING.

SO WITH THE BUDGET I'M HAPPY TO GO THROUGH, THE FIRST OF WHICH WAS OUR TECHNOLOGY.

SO OUR TECHNOLOGY PURCHASING THAT NATE WAS MENTIONING EARLIER AND LARGELY HAPPENING THROUGH OUR LEASE/PURCHASE AGREEMENT AND

SO IT DOES NOT GO INTO THE TECHNOLOGY PORTION OF THE LINE

BUT IT WILL SHOW UP IN THE PURCHASE -- THE CENTRAL QUESTION

AROUND FOOD, THE FOOD SERVICE BARELY SHOWS UP ON THE GRANT

BUDGET.

IT'S REIMBURSED FROM THE FEDERAL GOVERNMENT.

IN THE CURRENT YEAR, WE'VE HAD

TO DISPENSE FROM THE GENERAL

FUND FOOD SERVICES AS WELL AS

PART OF OUR TRANSITION AND WORK

IS HAPPENING.

I'M ANTICIPATING THAT OVERAGE,
THE GENERAL FUND SPENDITURE OVER
WHAT WE GET FROM REIMBURSEMENT
FROM THE FEDERAL GOVERNMENT TO
REDUCE NEXT YEAR, WHICH IS A
GOOD THING AND WE WOULD BE
AIMING TO LIVE INSIDE OF THAT,
ACROSS BEST PRACTICES AND THEN
FINALLY, SERVICES THERE ARE TWO
SORTS, COSTS FOR NEXT YEAR.
THE FIRST IS A NUMBER OF THE
TALKS IN THE UNIVERSAL PRE-K
THAT WE HAVE THIS YEAR AND
MOVING ON TO THE GENERAL FUND
FOR NEXT YEAR, AND SERVICES AND
WHERE IT FELL TO THE COMMUNITY
PROVIDERS CAME UNDER OUR BUDGET.
THE SECOND THING IS THE
PROFESSIONAL DEVELOPMENT
INVESTMENT THAT NATE MENTIONED
EARLIER IS BUDGETED UNDER THE
SERVICES AS WELL.

2

>> THANKS.

I'M JUST CURIOUS, ABOUT THERE
SEEMS TO BE AN OVERRUN FOR THIS
YEAR IN TERMS OF ACTUALLY
FUNDING AND ACTUALLY SERVICES.
BUT I WILL MOVE ON.

I'VE GOT LOTS MORE QUESTIONS BUT
I WANTED TO REACH OUT TO MY
COLLEAGUES.

I WILL RECOGNIZE COUNSELOR
FLAHERTY AT LARGE TO BE FOLLOWED
BY COUNSELOR CAMPBELL.

>> GOOD MORNING.

JUST FOR A BRIEF MINUTE.

WHEN DO WE EXPECT TO HAVE A BOOK
AND IS THERE TEACHING AND
LEARNING GOING ON AS WE SPEAK
AROUND THE DISTRICT.

>> IS THERE ANY TEACHING GOING
ON IN THE DISTRICT?

ABSOLUTELY.

NATE JUST TALKED ABOUT HIS
CREATIVE WORK GOING ON.

I'M GETTING EXAMPLES EVERY DAY
OF THE WONDERFUL WORK TEACHERS
ARE DOING, WHAT IS TROUBLING AND
SOMETHING WE'RE WORKING ON IN
TERMS OF THE EXPECTATIONS OF
TEACHERS, AND SO WE ARE WORKING
ON A PHASE 2 OF THE LEDGER AS
YOU KNOW WHEN WE FIRST CLOSED.
THERE WAS A VERY DIFFERENT

SITUATION THAN WE ARE IN TODAY
AND IT WAS MORE ABOUT
SUPPLEMENTAL LEARNING ACTIVITIES
THAT WE WERE PROVIDING.
WE WERE PROVIDED PACKETS TO OUR
STUDENTS AT THE FOOD
DISTRIBUTION CENTERS AS WELL AS
WE WERE ABLE TO HAND SOME OF OUT
TO STUDENTS AT THE MONDAY BEFORE
CLOSURE.

AND THEN WE HAVE BEEN PROVIDING
AND EXPANDING THE DELIVERY, OUR
DELIVERY OF THE CHROMEBOOK WAS
GOING TO BE WHERE WE WERE DOING
MASS DELIVERIES AND WITHIN A
COUPLE OF DELAYS WE FOUND THAT
WAS NOT GOING TO BE SAFE BECAUSE
OF THE SOCIAL DISTANCING SO WE
HAD TO SHIFT TO HOME DELIVERY.
AND THEN HOME DELIVERY BECAME
MORE OF A CHALLENGE BECAUSE OF
THE DISTRIBUTION AND WE HAD TO
FIGURE OUT HOW TO GET SMALLER
NUMBERS OF VOLUNTEERS INTO OUR
DISTRIBUTION SITE SO THEY
THEN -- WE HAD TO FIGURE OUT PPE
FOR THEM.

3

SO A NUMBER OF CHALLENGES TO
GETTING THE CHROMEBOOKS OUT AS
WELL AS THEN BEING ABLE TO
CONTACT FAMILIES WITH CORRECT
ADDRESSES AND CORRECT PHONE
NUMBERS.

SO WE STILL CONTINUE TO GET
CHROME BOOKS.

I THINK WE HAVE OVER, I THINK
IT'S 28,000 CHROME BOOKS THAT
HAVE NOW BEEN DELIVERED.

NATE MAYBE YOU CAN GET THAT
NUMBER FROM CHARLENE WHILE I'M
TALKING HERE AND GET THAT
NUMBER, AND WE HAVE SHIFTED ALSO
TO PICK UP SO IT'S HOME DELIVERY
AND PICK UP NOW AND WE ARE
TRYING TO REACH THE LAST OF OUR
STUDENTS IN THAT TO ENSURE THAT
THEY'RE ABLE TO ACCESS AND BE
CONNECTED.

THE BIGGER ISSUE FOR US IS ALSO
CONNECTING WI-FI AND MAKING SURE
THAT OUR FAMILIES HAVE
APPROPRIATE WI-FI AND HIGH-SPEED
INTERNET FOR THE CONNECTIVITY SO
THEY CAN BE CONNECTED TO THE

TEACHERS.

TEACHERS ARE USING MULTIPLE
METHOD OF DELIVERY FOR
INSTRUCTION.

THEY'RE USING THE VNN AND OUR
CURE RATED DISTRICT-WIDE LESSONS
THAT ARE AVAILABLE ON OUR
WEBSITE THAT OUR CHIEF ACADEMIC
OFFICER AND THE TEAM HAVE BEEN
DOING, REALLY WONDERFUL LEARNING
OPPORTUNITIES FOR FAMILIES TO
TIE INTO TEACHES, AS WELL AS
FORMALIZED GOOGLE CLASSROOMS,
ACCESSING THE DIGITAL BACKPACKS
AND CLEVER HIGH SCHOOL STUDENT
DOING PROJECTS AND WE HAVE BEEN
DOING MENTAL HEALTH SUPPORTS AND
SCL CONNECTIONS AS WELL FOR OUR
STUDENTS.

4

SO A NUMBER OF THINGS HAPPENING
BUT WE DO KNOW THERE ARE ALSO A
NUMBER OF STUDENTS THAT WE ARE
STILL TRYING TO REACH AND IT'S
VERY, VERY CHALLENGING BECAUSE
OF THE COVID SITUATION, A NUMBER
OF STUDENTS LIVING WITH
GRANDPARENTS AND WHEN THE
OVER 60 ORDER CAME MANUFACTURE
THOSE STUDENTS WERE SHIPPED OUT
OF STATE AND SHIPPED TO OTHER
RELATIVES AND DIFFERENT
ADDRESSES AND WE HAVE BEEN
TRYING TO GET TO THE BOTTOM OF
THAT AS WELL AS THEIR PHONE
SERVICE BEING DISCONNECTED.
SO WE'RE JUST TRYING TO FIGURE
THAT OUT AND WE HAVE A SURVEY
GOING OUT TO ALL OF OUR
FAMILIES.

LAST WEEK, WE HAVE STARTED THAT
ON MONDAY AND I THINK WE HAVE
OVER 17,000 RESPOND ANTS TO
THAT.

>> AND THE PERFORMING SCHOOLS
WHAT ARE WE GOING TO BE DOING
DIFFERENT OTHER THAN THROWING
MONEY AT PROGRAMMING HERE.
WHAT IS THE PLAN TO MOVE
FORWARD.

I KNOW THERE ARE 33
UNDER-PERFORMING SCHOOLS,
CHRONICALLY UNDER PERFORMING BUT
AT WHAT POINT DO WE DO SOMETHING
DIFFERENT.

>> I WILL ANSWER THAT IN JUST A SECOND.

NATE, DID YOU HAVE SOMETHING TO ADD?

>> I WANTED TO NOTE THAT WE DISTRIBUTED 28372 CHROME BOOKS, AND MY -- THAT NUMBER WAS UPDATED THAT MORE CHROME BOOKS HAVE BEEN DELIVERED SINCE YOU STARTED YOUR ORIGINAL QUESTION SO IT'S A RAPIDLY INCREASING NUMBER.

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>> THAT'S THE WONDERFUL THING, OUR DATA TEAM HAS BEEN WORKING INCREDIBLY ON A DATA DASHBOARD THAT WE HOPE WILL BE READY THIS WEEK OR NEXT WEEK SO WE HAVE BEEN LOOKING AT THESE OPPORTUNITIES AND INEQUITIES AND, YOU KNOW, AS WE REINVENT THE WHEEL HERE TRYING TO GET AT EVERY SINGLE STUDENT. AS FOR THE UNDER PERFORMING STUDENT AND HOW THAT PLAYED SHIFT WITH COVID, WE HAVE BEEN WORKING ON LITERACY ADOPTION SO THERE'S COHERENCE AROUND THE PROFESSIONAL LEARNING THAT WE WOULD GIVE IN TERMS OF LITERACY. THAT IT'S A FUNDAMENTAL LEARNING BLOCK FOR TEACHING CONTENT TO STUDENTS AND THAT'S A BIG PIECE OF THE WORK AS WELL AS WORKING ON THE HOMESCHOOL MODEL WHICH IS CONNECTEDNESS TO OUR PARTNERSHIP AND THE SURROUNDING SUPPORT SYSTEMS FOR FAMILIES.

THAT'S GOING TO HAPPEN THROUGH THE CONNECTIONS THAT WORKED THERE AND WE HAVE INSTALLED AN INSTRUCTIONAL FACILITATOR WORK WITH THE PRINCIPLE ON INSTRUCTIONAL LEADERSHIP AND THAT'S GOING TO BE WORKING WITH TEACHERS ON THEIR PRACTICE AND DOING INTERVENTIONS AND SUPPORT TO STUDENTS AND WE HAVE A BUSINESS TRACK AS WELL THAT WE WILL BE WORKING AROUND.

THESE ARE ALL TECHNICAL UNIVERSAL STUDENTS, THOSE OF THOSE ARE TECHNICAL IN NATURE, THE TEACHING AND LEARNING AND ALSO ON AN INTERIM ASSESSMENT

CYCLE SO WE CAN LOOK WHERE THE PROGRESS IS AND WORKING WITH THESE STUDENTS MORE REGULARLY ON INTERVENTION AND FLEXIBLE GROUPING TO ENSURE THEY'RE GETTING THE SUPPORT THEY NEED RATHER THAN WAITING UNTIL THE END OF THE YEAR TO ASSESS THEM. IT WILL BE ONGOING ASSESSMENT WITH PART OF THE TEACHING AND LEARNING PROCESS.

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>> I SEE THE CHAIRWOMAN WAVING THE HOCKEY STICK IN THE BACKGROUND SO I WILL LEAVE WITH THAT QUESTION AND STAY ON FOR THE NEXT ROUND OF QUESTIONING. APPRECIATE IT.

>> ONE OTHER THING WITH THAT..

>> WE WILL BE WORKING WITH OUR SCHOOL LEADERS ABOUT GROWING THEIR LEADERSHIP.

>> THAT YOU SUPERVISOR AND COUNSELOR FLAHERTY.

NEXT IS COUNSELOR CAMPBELL.

>> THANK YOU SUPERINTENDENT AND YOUR INCREDIBLE TEAM FOR THE WORK YOU GUYS ARE DOING.

OBVIOUSLY IT IS A NEW CONTEXT WITH COVID-19 SO I APPRECIATE ALL OF YOUR EFFORTS.

I JUST ONE OF THE KEY THINGS FOR US WORKING WITH THE KEY EDUCATION ISSUES IS DATA AND YOU UPDATED THE DATA THAT YOU HAD WITH COUNSEL A COUPLE OF WEEKS AGO BUT LOOKING FOR TO CREATING A MECHANISM WHERE WE CAN GET MORE DATA UPDATES, MORE FREQUENTLY WITHOUT HAVING TO HAVE A HEARING, WITHOUT HAVING TO PING YOU GUYS WITH ALL YOU'RE DOING.

THIS WOULD APPLY AND WE WOULD CONTINUE THAT CONVERSATION AROUND ACCESS TO COMPUTERS AND INTERNET.

AND AS A WAY OF COURSE TO WORK IN PARTNERSHIP AND SUPPORT WHERE WE CAN YOUR EFFORTS.

I ALSO WANT TO APPLY SCHOOL LEADERS AND TEACHERS ON THE GROUND IN THIS NEW CONTEXT DOING GREAT THINGS.

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I WAS PARTICIPATING IN A CALL

WITH THE SHAW SCHOOL THAT INVITED COMMUNITY MEMBERS TO BE PART OF THE CLASS EXPERIENCE AND IT WAS PHENOMENAL SO THERE ARE GREAT EXAMPLES WHERE THIS IS GOING WELL, THE ONLINE EXPERIENCE.

AND THEN THERE ARE SOME EXAMPLES THAT ARE NOT GOING THE BEST.

AND SO I LOOK FORWARD TO CONTINUING TO FIGURE OUT HOW WE -- HOW WE ERADICATE THAT.

SO I'M CURIOUS TO HEAR MORE OF YOUR THOUGHTS, AND YOU DID SPEAK TO THIS EARLIER IN THE

PRESENTATION AROUND TEACHER EXPECTATIONS, MS. TURPIN KNEW WHAT SHE WAS DOING IN THE ZOOM CLASSROOM.

I LEARNED FROM HER.

SHE HAD PARENTS AND FAMILIES ENGAGED IN THE COMMUNITY, FOR THOSE WHO MAY BE STRUGGLING BECAUSE THEY NEED MORE SUPPORT, WHAT ARE WE DOING FOR THOSE TEACHERS AND SCHOOL LEADERS AND STAFF TO MAKE SURE THAT ONLINE EXPERIENCE IS CONSISTENT ACROSS THE BOARD?

>> YEAH, THANK YOU FOR THAT QUESTION AND I'M GLAD YOU'RE ABLE TO PARTICIPATE WITH THE REALLY CREATIVE WORK THAT'S HAPPENING.

IT IS REALLY EXCITING TO SEE AND ESPECIALLY AS WE BRING JOY INTO SOME OF THOSE CLASSROOMS, THOSE NEW CLASSROOMS IN HIS STUDENTS HOMES AND FAMILIES ARE PARTICIPATING IN IT TOO SO IT'S REALLY COOL.

BUT THERE IS REALLY A BROAD DISPARITY ON THE READINESS OF TEACHERS TO DO REMOTE LEARNING BECAUSE OF THE EXPECTATION IN OUR SCHOOL DISTRICT BEFORE AND EVERY STUDENT IS DOING THIS TYPE OF REMOTE LEARNING, ESPECIALLY NOT TO THIS SCALE, SO YOU HAVE THE TEACHERS WHO HAVE DIFFERENT EXPERIENCES WITH TECHNOLOGY AND THEIR ABILITY TO DELIVER THE TYPES OF REMOTE LEARNING WITH THE TECHNOLOGY, WHICH IS WHERE

YOU FIND THE MOST ROBUST USE OF THE REMOTE LEARNING IN VIRTUAL TYPES OF TECHNOLOGIES. SO ANDREAS AND THEIR TEAM HAVE BEEN WORKING WITH TEACHERS ON PROFESSIONAL DEVELOPMENT AND DEFINING BEST PRACTICES AND GETTING TEACHERS TO TEACH AND INVEST FROM OTHER TEACHERS AND I THINK WE'RE FINDING MASTER TEACHERS WITHIN THIS VIRTUAL REALM AND IT DOESN'T MEAN THESE TEACHERS WERE TEACHERS BEFORE BUT TEACHERS IN THE CLASSROOM AND WHAT THEY KNEW OF THE CONTEXT OF A TRADITIONAL CLASSROOM AND WHAT WE'RE ASKING THEM TO DO IS NOT REPLICATE A TRADITIONAL CLASSROOM IN PARENTS HOMES. YOU CANNOT DO THAT. IT'S VERY CHALLENGING. SO WHAT DOES THIS NEW ENVIRONMENT LOOK LIKE AND HOW CAN WE CREATE IT TO BE MEANINGFUL AND RELEVANT TO THE CHILDREN IN THAT THEY DON'T -- SO WE ELEVATE THEIR LEARNING. FOR SOME CHILDREN THEIR LEARNING WILL BE ACCELERATED DURING THIS TIME TOO. BECAUSE THEY MAY ENGAGE BETTER WITH THIS TYPE OF DELIVERY. SO I THINK THERE ARE DIFFERENT WAYS TO USE THINKING SYSTEM AND WITH THE EXPECTATIONS WE'RE WORKING OUT WITH TEACHERS NOW WE TALKED ABOUT ONE TO ONE SUPPORT AS WELL AS FULL CLASSROOM SUPPORT, AND SO THEY WILL BE LEARNING THROUGHOUT EACH OTHER THROUGH THE NEW TECHNOLOGY WE'RE LEARNING TO DELIVER THAT PROFESSIONAL DEVELOPMENT. >> THANK YOU FOR THAT AND I APPRECIATE THAT AND IT'S SOMETHING YOU HEAR QUITE A BIT, HOW CAN WE SUPPORT OUR TEACHERS AND STAFFER IN THIS NEW ENVIRONMENT. AND THE SECOND PIECE, BEFORE MY TIME PROBABLY RUNS OUT IS ON FAMILY ENGAGEMENT. WE KNOW HOW CRITICAL THAT IS TO

BE ENGAGING FAMILIES.
AND I KNOW IN THE PAST, IN THE
MADISON SCHOOL EXPERIENCE,
BEFORE YOU ACTUALLY ARRIVE, BUT
THERE WAS TROUBLE WITH FINDING
SOME ACCURATE PHONE NUMBERS AND
EMAIL ADDRESSES FOR OUR PARENTS.
SO HOW ARE WE ENSURING THAT
INFORMATION IS CORRECT?
AND MY SECOND QUESTION RELATED
TO THAT IS I KNOW WE HAVE
INVESTED IN FAMILY LIAISONS AND
I DO A LOT OF WORK WITH CIVIC
LEADERS ACROSS THE CITY WHO
PROSECUTE PHENOMENAL, ON THE
GROUND, VOLUNTEER RESIDENT
LEADERS WHO ARE NOW TURNING
THEIR CIVICS INTO MUTUAL AID
GROUPS WHO HAVE THE TRUSTING
RELATIONSHIPS WITH THE FOLKS ON
THE STREET WHO SPEAK THE
LANGUAGE, WHO WOULD BE GREAT
AMBASSADOR NOT ONLY FOR GETTING
INFORMATION OUT FOR DPS BUT ALL
OF OUR DEPARTMENTS AND GREAT
AMBASSADORS AND TRYING TO BROKER
THAT TRUST YOU'RE TRYING TO
CREATE IN COMMUNITIES WHERE IT
MIGHT BE BROKEN.
AND SO I'M CURIOUS HOW WE MIGHT
THINK ABOUT USING SOME OF THESE
CIVIC GROUPS.
UNDERSTANDING, OF COURSE, THEIR
ENGAGEMENT WITH FAMILIES AND
CHILDREN, AND WE'RE CAREFUL WITH
THE BACKGROUND CHECKS AND ALL OF
THAT, WHERE THERE IS SOME VALUE,
I THINK, AND THEY'RE
UNDERUTILIZED IN MANY CONTEXTS
AND THEY WANT TO BE USED IN A
GOVERNMENT -- BY GOVERNMENT TO
SERVE COMMUNITIES SO I'M CURIOUS
HOW OUR FAMILY ENGAGEMENT
COMMUNITY IN VPS COULD BE
WORKING WITH CIVIL LEADERS ON
THE GROUND AND HOW THEY'RE
ENSURING THE INFORMATION WE HAVE
IS CORRECT FOR FAMILIES SO NO
ONE FALLS THROUGH THE CRACKS.
>> YES, SO WE HAVE BEEN WORKING
WITH OUR PARTNERS PRETTY CLOSELY
ON MANY OF THE ASPECTS OF THIS
COVID RESPONSE, ESPECIALLY WITH
FOOD DELIVERY.

WE HAVE HAD SOME SUPPORT WITH OUR IMMIGRANT COMMUNITY WHERE THEY HAVEN'T FELT THEY WANTED TO GO TO OUR FOOD DISTRIBUTION SITES OR ACCESS OTHER SITES, SO WE HAVE BEEN FIGURING OUT SOME HOME DELIVER FOR THEM.

IN TERMS OF CONNECTIONS WE'RE STILL TRYING TO UNDERSTAND THAT KNOT THAT WE HAVE, TO TRY TO UNTIE THAT WHEREAS WE DON'T HAVE PROPER ADDRESS, DON'T HAVE A PROPER PHONE NUMBER, THE CHILD HAS BEEN MIGHT HAVE HAD TO A FAMILY MEMBER OUT OF STATE SO WE HAVE LOST CONTACT.

AND I THINK THAT THAT'S A HARD THING FOR US, SO WE HAVE BEEN SURVEYING AND TRYING TO DO FRIEND TO FRIEND AND WE HAVE BEEN ACTIVATING OUR COMMUNITY CONNECTIONS FOR THE STUDENTS AND WE WILL CONTINUE TO DO THAT ONE BY ONE TO TRY ACCOUNT FOR EVERY SINGLE ONE OUR STUDENTS.

AND I THINK THE OTHER THING WE'RE DOING IS WITHIN OUR FAMILY ADVANCEMENT OFFICE WE HAVE A PARTNERSHIP COORDINATOR NOW WHICH WE DIDN'T HAVE BEFORE WHO IS GOING TO BE TRACKING ALL OF THIS INFORMATION AND WHERE WE HAVE THESE PARTNERSHIP SO HE IS THEY'RE NOT JUST FOR THE COVID RESPONSE BUT WE ACTUALLY ARE BEING VERY DELIBERATE ABOUT CONTINUING THESE PARTNERSHIPS BECAUSE I THINK WE'RE LEARNING A LOT.

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>> THANK YOU SUPERINTENDENT AND COUNSEL BOK.

>> THANK YOU.

>> THANK YOU VERY MUCH COUNSELOR CAMPBELL.

NEXT IS COUNSELOR GLENN FOLLOWED BY WU AND MEJIA.

>> GOOD MORNING, GOOD MORNING SUPERINTENDENT.

>> GOOD MORNING.

>> SUPERINTENDENT, AS YOU KNOW THESE ARE DIFFICULT TIMES FOR OUR STUDENTS AND FOR OUR TEACHERS AND FOR THE FAMILIES. I'M WONDERING WHAT ARE YOUR

THOUGHTS AS WHEN SCHOOL DOES
EVENTUALLY OPEN, YOU KNOW A LOT
OF THE STUDENTS ARE EXPERIENCING
SLEEPING ISSUES, DIFFICULTIES,
OTHER THAN MENTAL HEALTH
CHALLENGE BECAUSE OF THIS
PANDEMIC.

WHAT TYPE OF MENTAL HEALTH
COUNSELING ARE WE GOING TO GET
OUR CHILDREN, OUR PARENTS AND
ACCORDING TO THE BPS STAFF IF
THEY NEED IT?

WHAT ARE YOUR THOUGHTS?

>> I DON'T KNOW WHAT THE TECH
NUMBERS ARE BUT I THINK LAST
WEEK WE HAD NEARLY 4,000
CONTACTS WITH OUR STUDENTS, AND
WE ARE WORKING TO DEVELOP
TELEHELP AS WELL WITH A NUMBER
OF OUR STUDENTS, AND I THINK
IT'S OVER FIVE HUNDRED OF OUR
STUDENTS HAVE RECEIVED TELEHELP
SUPPORT IF NOT MORE NOW, SO I
WANT TO MAKE SURE THAT WE GET
THOSE NUMBERS UPDATED FOR YOU SO
I'M GOING TO PUSH THOSE THERE.

>> I HAVE THOSE IF YOU WANT ME
TO JUST GIVE A BRIEF SUMMARY.
WE HAVE MADE 3800 TOTAL CONTACTS
MADE FOR MENTAL HEALTH SERVICES
INCLUDING 1247 UNIQUE STUDENT
THAT HAVE BEEN CONTACTED AROUND
MENTAL HEALTH SERVICES AND THAT
INCLUDES 693 STUDENTS WHO HAVE
ATTENDED SESSIONS OR RECEIVED
SERVICES THROUGH THIS.

SO A BIG PART OF OUR EFFORT HAS
BEEN OUTREACH.

I ALSO JUST WANTED TO NOTE THAT
ONE OF THE THINGS THAT WE'RE
SEEING AND THIS GOES TO
COUNSELOR CAMPBELL AS WELL.

WE SEE AN INCREASE UPDATES FOR
STUDENT ADDRESSES AND STUDENT
CONTACT SO HE IS AS PART OF THIS
WE'RE USING A NUMBER OF NEW
DIFFERENT TECHNOLOGIES TO
OUTREACH TO FAMILIES AND MAKE
SURE WE HAVE UPDATED CONTACT
INFORMATION AND REACH OUT TO
THOSE FAMILIES IN THESE UNIQUE
CIRCUMSTANCES.

BUT I THINK JUST GOING FORWARD,
AND MY POINT REALLY WAS,

ESPECIALLY WHEN SCHOOL OPENS, WE REALLY NEED TO FOLLOW OUR STUDENTS AND THEIR FAMILIES VERY CLOSELY TO MAKE SURE THAT THEY CONTINUE TO GET MENTAL HEALTH COUNSELING, BECAUSE THIS ISN'T AN SURE THAT CAN SOLVE A MONTH OR TWO OR THREE SESSIONS. THIS HAS TO BE AN ONGOING DIALOGUE OF MENTAL HEALTH COUNSELING WITH THE STUDENT OR WITH THEIR FAMILY.

>> COUNSELOR IT'S A VERY IMPORTANT POINT.

WE HAD OUR FIRST CALL -- WELL, THE FIRST KIND OF OFFICIAL CALL YESTERDAY WITH MUCH OF MY STAFF TALKING ABOUT START UP SCHOOL AND WHAT WILL IT LOOK LIKE WHEN WE START SCHOOL AGAIN AND WHAT DO WE NEED TO ACCOUNT FOR. THE THING, IS TYPICALLY LIKE THE SCHOOLS WE ARE GOING TO FOCUS ON.

WE WERE GOING TO FOLKS ON 43. WE KNOW OUR SCHOOLS, SCHOOL STAFF AND COMMUNITIES ARE ALL BEING IMPACTED BY THIS CRISIS AND THAT SERVE EXPERIENCING TRAUMA FROM IT.

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SO THAT'S A VERY DIFFERENT SITUATION THAN OUR TYPICAL SCHOOL START WHICH IS A VERY JOYOUS ONE TYPICALLY.

AND ITS KIDS ARE -- KIDS ARE MOVING TO THE NEXT GRADE LEVEL THAT WILL NOT HAVE HAD CLOSURE FROM THE PREVIOUS YEARS WITH THEIR PEERS AND TEACHERS AND WE HAVE TO THINK ABOUT HOW DO WE PUT A STOP TO WHAT WE'RE DOING NOW AND THEN RESTART THE NEW AND HOW DOES THAT TRANSITION, HOW DOES IT PHASE.

WE DO HAVE IT ON OUR PLATE TO THINK ABOUT AND WHAT ARE WE GOING TO DO IN OUR RESPONSE AND WE KNOW IT WON'T BE ON THE FIRST DAY YOU DO THIS SPECIAL ACTIVITY OR HAVE THIS SPECIAL ASSEMBLY. THIS IS GOING TO BE ONGOING FOR SEVERAL MONTHS.

OF WORK TO BRING BACK A SENSE OF NORMALCY AND COMMUNITY AND

REESTABLISH THE CONNECTIVENESS THAT WE HAD PRIOR TO THE CLOSURE.

>> THANK YOU, SUPERINTENDENT. THANK YOU.

AND MY FINAL QUESTION, I KNOW YOU'RE GOING FOR THE NUMBERS OF FUNDING BREAKDOWN BY KIND OF ETHNIC GROUP.

I NOTICED THE ASIAN STUDENTS HAD A ROLL-UP FUND THAT WAS DISTRIBUTED TO THEM.

CAN YOU EXPLAIN THE REASON WHY AS RELATES TO THE FUNDING WITH THE ASIAN STUDENTS?

>> I THINK THERE ARE --

OBVIOUSLY IT'S -- THERE ARE A NUMBER OF POTENTIAL COMPLICATING FACTORS REGARDING FUNDING FOR DIFFERENT ETHNIC GROUPS.

I THINK WHAT WE TEND TO FIND OUT IS THIS FUNDING IS VERY CORRELATED WITH THE SCHOOLS THAT ARE -- THAT STUDENTS TEND.

SO WHEN I THINK ABOUT SCHOOLS WITH HIGH CONCENTRATIONS OF ASIANS THROUGH -- THEY TEND TO BE LARGER SCHOOLS.

THE QUINCY ELEMENTARY SCHOOL IS A FAIRLY LARGE ELEMENTARY SCHOOL, ALSO NOT ONE OF OUR TRANSFORMATION SCHOOLS SO IT'S NOT RECEIVING THE DEVELOPMENT INVESTMENTS, OUR LARGER ELEMENTARY SCHOOL, MURPHY SOOT ONE, JUST THINKING OFF THE TOP OF MY HEAD, IT'S RISKY WHEN WE TALK ABOUT THESE DEMOGRAPHICS SO IT'S HELPFUL TO THINK ABOUT THE MULTIPLE FACTORS OF THINGS GOING ON.

I THINK THE 0 OTHER THINGS HAS TO DO WITH HOW THE INVESTMENTS HAVE TARGETED AROUND CERTAIN -- FOR INSTANCE THE FAMILY LIAISON AROUND SCHOOLS WITH OVER 50 PERCENT OF THE SINGLE LANGUAGE, AND THERE'S ONLY ONE SCHOOL SERVING STUDENTS THAT HAS MORE THAN 50 PERCENT OF THEIR FAMILY'S FIRST LANGUAGE IS CHINESE AND THAT'S THE QUINCY ELEMENTARY WHERE THERE'S A NUMBER OF SCHOOLS IN THE DIRECT

WHERE OVER 50 PERCENT OF THE FAMILIES ARE SPANISH SPEAKING. SO THOSE ARE SOME FACTORS THAT IS I THINK ABOUT IT THAT CAN GO INTO BIG THINGS TO LOOK AT OUR PERCENTAGE OF THE GROUP AND EDUCATION VERSUS THE SIZE OF THE SCHOOL AND THE NUMBER OF FAMILIES THAT ARE SPEAKING A LANGUAGE OTHER THAN ENGLISH.

>> JUST IN MY EXPERIENCE, THE ASIAN STUDENTS I HAVE COME IN CONTACT, WHICH I DO ALMOST EVERY DAY, A LOT OF THEM LIVE IN HIGH POVERTY AREAS, LANGUAGE IS A CHALLENGE, ESPECIALLY TO THEIR PARENTS.

LIMITED ACCESS AS TIMES FOR TECHNOLOGY.

LOW INCOME OF THE PARENTS AS WELL.

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SO I JUST WANT TO WORK WITH YOU AND MAKE SURE WE'RE DOING ALL WE CAN FOR OUR ASIAN STUDENTS AS WELL.

THESE ARE DIFFICULT TIMES FOR ALL OF US THAT WE REALLY NEED MORE SUPPORT FOR LOW INCOME STUDENTS.

>> ABSOLUTELY.

>> THANK YOU.

>> THANK YOU COUNSELOR FLYNN.

NEXT UP IS COUNSELOR MICHELLE WU FOLLOWED BY COUNSELOR MEJIA AND BREADON.

>> GOOD MORNING, EVERYONE.

THANK YOU, MADAM CHAIR, FOR YOUR LEADERSHIP, AND BEING ON THE SAME PAGE AS THIS ONE.

SO THANKS ALSO TO BPS AND THE SUPERINTENDENT WE ALWAYS HAVE A LOT TO ASK AND NOW WITH COVID ON TOP OF EVERYTHING SO I'M JUST GOING TO TAKE A FEW AND HOPE WE CAN -- SO STARTING WITH THE FOLLOWING ON QUESTIONING AROUND SCHOOLS REOPENING AND KIND OF WHAT THE PLAN IS THERE, DO WE HAVE A SENSE OF WHEN SCHOOLS WILL BE REOPENING?

IS IT ANY TIME THIS SCHOOL YEAR OR ARE WE LOOKING AT NEXT YEAR?

>> I'M WORKING CLOSELY WITH THE MAYOR AND THE HEALTH OFFICIALS

TO BE ABLE TO DETERMINE THAT.
AS YOU KNOW THE RECENT
FLATTENING OF THE CURVE, BUT I
THINK THAT MEANS THAT A LITTLE
BIT ELONGATED IN TERMS OF MUCH
THE RESPONSE AND THE ASSUREDNESS
OF THE TESTING AND THE RECOVERY.
AND SO I ANTICIPATE HAVING SOME
CONVERSATIONS WITH THE MAYOR
CONTINUED ON THIS WEEK AS WELL
AS NEXT TO MAKE THOSE
DETERMINATIONS AND I KNOW THE
MAYOR IS IN FULL CONTACT WITH
THE GOVERNOR AS WELL AS HEALTH
OFFICIALS AT THE FEDERAL
GOVERNMENT AND THEIR LEVEL.
SO I DON'T HAVE ANY ANSWERS ON
THAT.

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WE DO KNOW THAT THE CURRENT DATE
IS MARCH 4 AND SO -- EXCUSE
ME -- MAY 4, AND SO I HOPE TO
HAVE MORE UPDATED INFORMATION
FOR FAMILIES IN THE NEXT SEVERAL
WEEKS AS WE BEGIN TO REALLY
ASSESS THIS SITUATION.

>> SO ASSUMING THAT WE --
THERE'S STILL A LOT OF
UNCERTAINTY AND SO MUCH OF THAT
IS OUTSIDE OF THE CITY'S CONTROL
AND CERTAINLY OUTSIDE OF BPS'S
CONTROL, I WOULD LOVE TO HEAR A
LITTLE BIT ABOUT WHAT IS
HAPPENING NOW IN TERMS OF THE
KIND OF MEDIUM TO LONG-TERM
PLANNING FOR THAT, SO THINGS
HAVE BEEN RUNNING THROUGH MY
HEAD AND IT MAY INCLUDE WHEN
SCHOOLS REOPEN, WHETHER IT'S IN
MID MAY OR WHETHER IT IS A
SEPTEMBER, ARE WE PLANNING
THINGS LIKE TEMPERATURE CHECKS
FOR STAFF AND STUDENTS?
WHAT WOULD BE THE STAFFING THAT
IS NECESSARY AND THE PURCHASING
OF THERMOMETERS, AND THINGS LIKE
THAT.

WHAT IS THE CONTINUED PROTOCOL
THAT WILL BE PUT IN PLACE FOR
ANOTHER OUTBREAK, BECAUSE WE
KNOW DURING A PANDEMIC, EVEN
WHEN THEY FLATTEN THE FIRST
CURVE THERE LIKELY WILL BE
OTHERS SO DO WE KNOW WHEN OTHER
SCHOOLS OR THE SYSTEM AS A WHOLE

WOULD BE SHUT DOWN AGAIN, AND HOW ARE YOU THINKING ABOUT ALL OF THESE ISSUES.

>> YEAH.

SO ALL OF THOSE ARE REALLY IMPORTANT CONSIDERATIONS FOR IF WE ARE TO OPEN OR NOT OPEN. AND SO I CAN TELL YOU AND PARENTS CAN FEEL ASSURED THAT WE WILL NOT HAVE CHILDREN BACK TO SCHOOL UNTIL WE ARE SURE THAT THEY ARE SAFE AND THEIR COMMUNITY IS SAFE.

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AND SO I KNOW THAT IS THE HIGHEST CONSIDERATION FOR THE MAYOR AND FOR MYSELF PERSONALLY AND REALLY FOR ALL OF US.

AND SO WE ARE ABSOLUTELY CONSIDERING ALL OF THOSE THINGS THAT YOU JUST SPOKE ABOUT AND IN TERMS OF SAFETY AND HEALTH, BUT WE ALSO ARE THINKING ABOUT CONTINUITY OF LEARNING AND ALSO THINKING ABOUT SCHEDULE THE GUY AND THEN WE'RE THINKING ABOUT MENTAL HEALTH AND WHAT WOULD BE THE CONSIDERATIONS AROUND THAT AND A NUMBER OF NOT THAT I CAN THINK AND WHETHER THAT HAPPENS NOW OR YOU KNOW MAY FOURTH, OPTIMISTICALLY THINKING AND WHAT THAT WOULD LOOK LIKE IN TERMS OF REOPENING AND RESTARTING, WHICH IS EASIER THAN FIT WERE TO BE REOPENED YOU KNOW IN JUNE OR IN SEPTEMBER.

SO THOSE ARE ALL CONSIDERATIONS AND THEN WE'RE ALSO TALKING NOW AND HAVE BEEN FOR SEVERAL WEEKS ABOUT SUMMER SCHOOL AND WHAT DOES THAT LOOK LIKE, WHETHER THAT'S COMPLETE REMOTE TYPE OF OPPORTUNITY WITH BOSTON AFTER SCHOOL BEYOND AND OUR OWN TRADITIONAL TYPES OF SUMMER SCHOOLS OR WHETHER, YOU KNOW, THERE'S SOME SORT OF BLENDED OPPORTUNITY FOR STUDENTS TO BE ABLE TO ACCESS SOME OUT OF HOME LEARNING OPPORTUNITIES THAT ARE STILL REMOTE.

THERE ARE JUST SO MANY CONTINGENCY PLANS NOW THAT ARE IN THE WORKS BECAUSE IT IS JUST

SO UNKNOWN RIGHT NOW.

>> WHEN WILL WE GET TO THE POINT THAT WE MIGHT BE ABLE TO SEE SOME OF THOSE MAN'S, PAST CONSIDERATION INTO HERE ARE THE, YOU KNOW, ONE, TWO, THREE, 49, 50, 51 THINGS THAT WE NEED TO BE ASSURED OF WITH EVERY BUILDING BEFORE IT REOPENS OR WHAT WOULD TRIGGER ANOTHER SHUTDOWN IF WE FIND OUT THAT A FAMILY HAS TESTED POSITIVE OR A TEACHER HAS -- YOU KNOW, THERE ARE MANY THINGS TO MAP OUT BUT IT FEELS LIKE AT LEAST IT COULD BE MAPPED OUT NOW, YOU KNOW, THE SORT OF TREE OF POSITION POINTS COULD BE MAPPED OUT NOW, SO THAT WE'RE READY.

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>> YES, I THINK THE BEST PLACE FOR INFORMATION FOR THE CITY COUNCIL WOULD BE THE WEEKLY CALLS WITH THE MAYOR AND I THINK THAT'S THE MOST IMPORTANT CONTACT PLACES WHERE WE -- WHERE WE PROBLEM SOLVE THOSE PIECES. AS FOR BPS'S RESPONSE AND WHERE WE'RE GETTING OUR BEST PROCESS IS THROUGH THE EQUITY ROUNDTABLE AND WE HAVE BEEN WORKING WITH THE CITY ROUNDTABLE TO GIVE UPDATES AND GET FEEDBACK FROM THEM.

WE ARE JUST NOW, TARTING ON THE PLAN BECAUSE WE'RE TRYING TO GET THIS PHASE TO PURPOSE AND GET THAT GOING FORWARD IN TERMS OF THE INSTRUCTION AND THE EQUITY OF OPPORTUNITY ACROSS ALL SCHOOLS.

AND WE SAID JUST YESTERDAY WE WERE ON THE RESTART CONVERSATION AND EACH WEEK THOSE PLANS WILL GET MORE AND MORE EMBEDDED AND UNDERSTOOD DEPENDING ON WHAT'S WE KNOW ABOUT THE SITUATION. AS YOU KNOW, WE HAD A PLAN WHEN WE FIRST STARTED, AND THAT SHIFTED WITHIN TWO HOURS, AND, YOU KNOW, TWO DAYS LATER, IT WAS DIFFERENT SO THEY'RE CONSTANTLY EVOLVING PLANS AND JUST TO GIVE ONE EXAMPLE THAT I THINK IS A

PLACE WHERE THE NON-BPS CITY
PLAN SPEAKER SECRETARY WEAPONS
THE BPS PLAN.

THE MCKENZIE SCHOOL, THE UPPER
SCHOOL IS NOW BEING USED AS A
TESTING SITE FOR COVID --

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CORRECT -- AND OPEN AND RUNNING?

>> CHARLENE MAY BE ABLE TO GIVE
A LITTLE BIT MORE ON QUINCY.

I KNOW THAT IT WAS PREPARED.
I'M JUST NOT CERTAIN IF AT THIS
POINT IT'S BEING USED BECAUSE
THERE WAS A DELAY IN IT FOR A
FEW DAYS AFTER WE PREPARED IT.

>> OK.

THAT WOULD BE GREAT I'M SORRY.

THANK YOU COUNCILWOMAN.

YES, THE TOUGH SCHOOL IS OPEN.

IT WAS ORIGINALLY OPEN FOR FIRST
RESPONDERS AND IS NOW OPEN TO
THE PUBLIC BY APPOINTMENT
BECAUSE OBVIOUSLY WE DON'T WANT
YOU TO HAVE LARGE CONGREGATIONS
OF PEOPLE AT ONE TIME SO IT HAS
BEEN OPEN AND IT'S TESTING
APPROXIMATELY -- I DON'T HAVE AN
AVERAGE BUT I KNOW IT'S BETWEEN
25 AND UP TO 60 PEOPLE A DAY.
IT IS NOT USED FOR ANY OTHER
MEDICAL FACILITY.

JUST TESTING AT THIS POINT.

>>

>> THE TESTING SITE IS A
PROTOCOL FOR STEPPING DOWN AND
DOING DEEP CLEANING IN A SIMILAR
FASHION TO WHAT IS USED AT THE
MEDICAL FACILITIES SO PROTOCOL
RIGHT NOW INCLUDE -- AND I AM
FOR THE A MEDICAL ENVIRONMENTAL
EXPERT BUT THERE'S NEGATIVE AIR
PRESSURE SYSTEM TO MITIGATE FOR
ANY SORT OF SPREAD OF THE VIRUS
INTO OTHER PARTS OF THE
BUILDING.

THERE'S INDUSTRIAL MEDICAL GRADE
CLEANING THAT IS USED TO SPRAY
DOWN AND BE CREATED EVERY DAY
AND THERE'S A FELLOW DEEP CLEAN
BY MEDICAL ENVIRONMENTAL
PROFESSIONALS THAT WOULD HAPPEN
BEFORE THE SCHOOL WANT TO BE
OPEN.

IN THE EVENT IF WE GO BACK MAY 4
OR WHETHER IT IS EXTENDED LATER

THERE'S SUFFICIENT TIME TO
EXTEND THE MOU THAT WE HAVE THE
TASK TO MAKE SURE THERE'S A STEP
DOWN PROTOCOL TO MAKE SURE SHOE
OF THE SAFETY OF STUDENTS AND
TESTS.

AND HOW -- WHAT WAS THE TIMING
OF HOW THE MOU WAS NEGOTIATED?
HOW FAR IN ADVANCE BEFORE THE
OPENING OF THAT DID THAT START
BEING THE STEP.

>> IT WAS A MATTER OF DAYS.
SO WE HAVE GOT WORD FROM THE
CITY THEY WERE INTERESTED IN
PROVIDING THE FACILITY STUDIO
PARTNERING BECAUSE HE PRESENTING
THE SPREAD AND IT WAS A MATTER
OF THE DAYS THAT I THINK WE WERE
NOTIFIED ON A FRIDAY AND THAT
HAPPENED OFFER THE WEEKEND AND
INTO EARLY THE FOLLOWING WEEK.
SO I CAN LOOK BACK AND LET YOU
KNOW FOR SURE.

>> I TALKED WITH THE MAYOR AS
WELL AND THIS SITE IS OF
CONCERN.

I'M ON MY PHONE AND I'M
SCROLLING THE TEXT AND THE
CHAIRWOMAN I SEE AT THE GAVEL IS
WANT MEETING TO WRAP UP.
THIS SITE IS OF CONCERN BECAUSE
IT'S NEXT DOOR TO A SENIOR
RESIDENTIAL BUILDING IN ONE OF
OUR ENVIRONMENTAL JUSTICE
COMMUNITIES AND THOSE
UNDERREPRESENTED ARE FIRST INTO
THE PLACES WHERE FACILITIES ARE
SIGHTED THAT HAVE EXTERNAL
NEGATIVE CONSEQUENCES FOR THAT
COMMUNITY AND CHINATOWN IS
ALREADY A PLACE WITH THE HIGHEST
AIR POLLUTION IN THE STATE.
THIS IS DOCUMENTED AND WE KNOW
THERE'S A TIGHT LINK BETWEEN
EXPOSURE TO AIR POLLUTION AND
COVID TO BEGIN WITH AND THEN
HAVE THEM WALKING AROUND WITH
VERY LITTLE -- I WOULD ASK FOR
YOU ALL TO PLEASE CONSIDER
FURTHER SITES AND THE CITY AT
LARGE THAT ANY TIME THERE'S A
PUBLIC BUILDING THERE SHOULD BE
CONVERSATION ABOUT WHAT THE
BASELINE STANDARDS ARE FOR

SAFETY FOR THE LARGER COMMUNITY.
ANYWAY I WILL REGARDLESS THE
GAVEL AND WAIT FOR MY NEXT ROUND
BUT THANK YOU.

>> YOU'RE ON MUTE, COUNSELOR?
MADAM CHAIR?

>> THANK YOU, COUNSELOR.
WE WILL -- I WILL ALLOW COUNSEL
30 SECS IF YOU WANT TO ADD
ANYTHING ON THIS, BUT I WOULD
JUST SAY THAT'S ONLY BECAUSE HE
WAS VERY GOOD ABOUT HIS TIME.

>> THANK YOU COUNSELOR I WANT TO
ADD 30-SECOND UPDATE.
I HAD AN OPPORTUNITY TO TALK TO
THE C.E.O. OF US MEDICAL LAST
WEEK AND THE C.E.O. IN MARTY
MARTINEZ AND I GUARANTEE THAT
THE SCHOOL WOULD BE WHEN PERCENT
CLEAN AND THAT WE WOULD DO A
WALK-THROUGH PRIOR TO THE
OPENING OF SCHOOL TO MAKE SURE
THAT IT IS UP TO STANDARDS AND
BOTH GUARANTEED ME IT WOULD BE
UP TO STANDARDS AND WE WILL BE
SAFE IN GOING THROUGH A
WALK-THROUGH WITH ME PRIOR TO
THE OPENING OF SCHOOL SO I JUST
WANTED TO GRAB THAT INFORMATION.
I THOUGHT IT MIGHT BE HELP FOR
THE DISCUSSIONS.

THANK YOU, COUNSELOR.

>> THAT YOU COUNSELOR GLENN AND
WU.

NEXT TO COUNSELOR MEJIA AT LARGE
FOLLOWED BY BREADON.

>> THANK YOU, MADAM CHAIR AND I
WILL BE HONEST AND -- HERE WE
GO.

I HAVE A FEW QUESTIONS.
ONE IS IN THAT REGARD TO -- I
KNOW I SAW ON THE SLIDE FOR K-6
AND THERE WAS MUCH DISCUSSION
HAPPENING ON 7-12 SO I'M
WONDERING WHAT INVESTMENTS ARE
GOING TO BE MADE IN THAT SECTION
AS WELL AS I DON'T SEE MUCH IN
OUR LIBRARIES, SCHOOLS OR JUST
CURIOUS TO SEE -- I HAVE SEVERAL
QUESTIONS AND GOING BACK AND
FORTH.

THE NEXT QUESTION THAT I HAVE IS
RIGHT NOW WHAT IS THE BUDGET --
HAS THE BUDGET SLIDE TRANSLATED

INTO MULTIPLE LANGUAGES AND WE WILL TALK ABOUT THE IMPORTANCE OF LANGUAGE ACCESS AND I'M CURIOUS TO KNOW WHETHER OR NOT THE BUDGET HAS BEEN TRANSLATED IN VARIOUS LANGUAGES SO THAT PARENTS CAN HELP PRACTICE TO IT. I'M REALLY CONCERNED ABOUT -- OVER \$400,000 AND THE OTHER QUESTION I HAVE IS AROUND CONTRACTING.

LOCAL BUSINESSES, PARTICULARLY BUSINESSES OF COLOR, I'M CURE WITH US TO SEE WHAT IS GOING TO BE DONE DIFFERENTLY TO ENSURE WE HAVE MORE BUSINESSES BEING IN THE CONTRACTING PRACTICE AND IN RELATION TO THE ISSUES OF UNIVERSITY I'M WONDERING WHAT THE PLAN IS FOR THE RECRUITMENT AND RETAINING OF TEACHERS OF COLOR, TO GET TEACHERS OF COLOR IN OUR SCHOOLS AND THE OTHER IS TO RETAIN THEM.

I'M JUST WONDERING AS PART OF YOUR PROFESSIONAL DEVELOPMENT PLAN HOW MUCH ARE YOU LOOKING INTO POURING INTO RETENTION.

AND THEN THE LAST QUESTION IS AROUND SPECIAL EDUCATION.

AND I KNOW THAT YOU MENTIONED EARLIER THAT YOU'RE SPENDING SO MUCH -- HOW MUCH THAT BUDGET LOOKS LIKE AND WONDERING WHETHER OR NOT YOU KNOW WHAT EACH SCHOOL IS SPENDING FOR SPECIAL EDUCATION.

AND THE LAST QUESTION, IN REGARDS TO LETTING YOU KNOW, BECAUSE IT'S COVID-19, MANY STUDENTS RELY ON FUNDRAISING TO KIND OF HELP SUPPLEMENT AND I'M CURIOUS AS TO WHAT WILL BPS IS PLANNING TO DO TO SUPPORT THOSE SCHOOLS AND GET FUNDRAISING AS A RESULT OF COVID-19.

AND THE LAST THING I WILL SAY IS I'M A BPS GRADUATE.

I WENT TO EVERY BOTTOM PUBLIC SCHOOL YOU CAN IMAGINE AND I AM THE SAME TYPE OF KID THAT IS SITTING IN OUR CLASSROOM AND I'M CONCERNED ABOUT THE REMOTE DISTANCE LEARNING AND -- BECAUSE

WE HAVE A LOT OF THE KIDS WHO ARE ABSENT WHO ARE CURRENTLY ABSENT PRE-COVID-19 AND NOW ARE NEEDING MORE TIME IN THE CLASSROOM THAN JUST WHAT YOUR STRATEGY IS WHEN THEY COME BACK TO SCHOOL WHAT IS THE PLAN TO MAKE UP FOR THAT LOSS. THANK YOU VERY MUCH.

>> SO I'M GOING TO GET STARTED ON ANSWERING THOSE.

I SHARE YOUR CONCERN ABOUT LEARNING LOSS AND IT IS A TOP PRIORITY FOR THIS.

SO WE'RE CONVENING THE EQUITY TABLE SO WE CAN BE RESPONSIVE TO OUR COMMUNITY AND ADDRESSING THE ISSUES THAT YOU RAISE.

FIRST, WE ARE FOCUSING ON THE 33 SCHOOLS BECAUSE FOR TWO REASONS.

ONE PUTTING A SPECIALIST NOT ONLY HELPS US CREATE A MORE WELL-ROUNDED JOYOUS EXPERIENCE FOR CHILDREN BUT IT ALSO PROVIDES AN EXTRA HOUR FOR TEACHERS PER WEEK TO BE IN PROFESSIONAL LEARNING AROUND THEIR PRACTICE SO THEN CAN ADDRESS THE INEQUITY.

AS THE YEAR TWO BUDGET, REMEMBER I TALKED ABOUT THIS BEING YEAR ONE, TWO, AND THREE AND WE WANT TO LOOK TO EXPAND THE ARC IN YEARS TWO CAN THREE AS WELL. SO YOU'RE NOT SEEING THE FULL THREE-YEAR VISION OF THIS BUDGET.

YOU'RE SEEING JUST ONE YEAR HERE.

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SO JUST THINK ABOUT ALL OF THESE FAMILY SUPPORTS AND INSTRUCTIONAL SUPPORTS, ARTS SUPPORTS, WELL-ROUNDED EDUCATION, PROFESSIONAL DEVELOPMENT, ALL OF THOSE ARE EXPANSION OF SUPPORTS AND EL SUPPORT WILL BE PHASED IN EACH OF THESE THREE BUDGETS AND WHAT WE'RE SEEING IS PHASE 1 AND THE FIRST YEAR OF IT.

AS TO THE LIBRARIES I HAVE A STRONG VALUE AND HISTORY OF SUPPORTING LIBRARIES BUT AS NATE HAD ALREADY SHOWN IN HIS PAIRING

SLIDES, WHEN WE DO PROVIDE
THE 1.0 PSYCHOLOGIST, THE 1.0 --
ANYTHING REALLY, ANY STAFF MUST
BE IT DOES DISPROPORTIONATELY
MULL OFF THE EQUITY MISSION OF
HOW WE DO AND HOW WE FOCUS ON
THE OPPORTUNITY INDEX.
SO THAT'S THE DISCUSSION
CERTAINLY WE CAN HAVE ABOUT
LIBRARIES AND THE IMPORTANCE OF
LIBRARIANS AND WITH THE COVID
RESPONSE OBVIOUSLY WE KNOW THAT
THERE ARE OTHER COMPETING
PRIORITIES AS WELL WITH SOCIAL
WORKERS AND PSYCHOLOGIST AND
MENTAL HEALTH PROFESSIONALS,
HOUSING PROFESSIONALS, ALL OF
IT.
IT'S JUST ALL COMPETING SO IT'S
JUST A MATTER OF RESOURCE AS FOR
A BUDGET AND LANGUAGES NATE WILL
ADDRESS THAT AFTERWARDS.
AND I THINK NATURE NATE HAS A
GOOD ANSWER ABOUT ELL AND I WILL
LET HIM ANSWER WHY AND HOW THE
RESOURCES ARE WITH ELL AND THE
WAY WE FUND OUR SCHOOL SUMMARY
JUDGMENT AND OUR DOJ AGREEMENT
AND OBLIGATIONS.
SO I HAVE HIM COME BACK TO THAT.
CONTRACTING FOR BUSINESSES OF
COLOR WE'RE GOING TO BE
REVIEWING ALL OF OUR CONTRACTS
AND LOOKING AT OUR CONTRACTS,
THIS IS SOMETHING 245689 WHEN I
FIRST BECAME SUPERINTENDENT I
NOTICED THAT WE HAVE A NUMBER OF
CONTRACTS AND I WANT TO GET TO
THE BOTTOM OF ALL OF THOSE --
BUT CERTAINLY THERE'S A PRIORITY
TO LOOK AT MINORITY OWNED
BUSINESSES AND WOMEN OWNED
BUSINESSES AND LOOK AT THOSE IN
THE PROCUREMENT PROCESS.
RECRUITMENT MUCH TEACHERS OF
COLOR IS A TOP PRIORITY FOR US.
WE DID A FULL PRESENTATION TO
THE SCHOOL COMMITTEE WHICH I
WOULD MAKE AVAILABLE TO YOU AND
I KNOW WE HAVE FIVE MINUTES HERE
SO I DON'T WANT TO GO ON AND ON
ABOUT THE EFFORTS THAT WE HAVE
BEEN DOING BUT WE ADDED STAFFING
TO THIS AND RESOURCES AND IT'S

WITHIN 0MOU TO ADDRESS SCHOOL
LEADER DIVERSE TOE TO ENSURE WE
ARE MAKING OUR SCHOOL AS
REPRESENTATIVE AS POSSIBLE AND
IT IS A STRATEGIC DIRECTION OF
UP WITH OF OUR COMMITMENTS IN
ORDER TO ENSURE WE'RE IN THE
CULTURAL AND LINGUISTIC
CHARACTER, OUR STUDENT AND
COMMUNITIES AND THEN SPECIAL ED
OUT OF DISTRICT, I'M GOING TO
HAVE NATE ANSWER THAT.
FUNDRAISING HAS BEEN AN ISSUE
SINCE THE FIRST SCHOOL
COMMITTEE, THE VICE CHAIR ALEX
HAS REALLY BROUGHT THIS UP AS BE
A ISSUE WITH FUNDRAISING AND SHE
IS OTHERS ON THE BOARD HAVE HAD
CONCERNS ABOUT THE EQUITY TEE
THAT SOME OF OUR SCHOOLS HAVE
MILLIONS OF DOLLARS IN THEIR
501(C)(3) AND OTHER SCHOOLS
HAVE GO FUND ME PAGES SO WE'RE
TRYING TO GET A HANDLE ON THE
FUNDRAISING AND WE'RE DOING THAT
THROUGH THE RESILIENCE
RESILIENCY FUND WITH THE COVID
FUND AND WE HAVE A LARGER
SOLUTION AROUND FUNDRAISING AND
I'M NOT REALLY READY TO SHARE
THAT BUT IT WILL BE ABLE TO MORE
CENTRALLY ENSURE EQUITY FOR
SCHOOLS AROUND FUNDRAISING.
AND I WILL SHARE THAT WITH YOU
ALL LATER.
AND WE WILL HAVE THAT MORE IN
STILL AND THAT'S EQUITABLE AND
THAT SCHOOL SORT OF GETS THE
SHORT END OF THE STRAW, AND
THEY'RE NOT ABLE TO GET THE
RESOURCES THAT OTHER SCHOOLS
ARE.
AND I'M HOPING THAT WE WILL GET
AN AGREEMENT WITH OUR PARTNERS
SOON THIS WEEK, AND WE WILL BE
THEN GETTING TO TAKE AFTER
SPRING BREAK ATTENDANCE EVERY
DAY SO WE WILL HAVE A REALLY
GOOD ACCOUNTING OF STUDENTS AND
THEN WE WILL BE USING OUR
STUDENT ATTENDANCE MONITORS TO
GO AND HELP US WITH SUSTAINED
WINDS AND ENSURE THAT WE'RE
REACHING THOSE STUDENTS NOT

ENGAGING WITH US AND WORKING WITH THEM TO GET THEM ENGAGED, WHETHER THEY NEED HOMEWORK OR WI-FI, WHETHER IT'S JUST, YOU KNOW, THEY NEED THE SUPPORTIVE RELATIONSHIP OR MENTORSHIP FROM CARRYING A LOVING ADULT.

SO WE WILL BE WORKING ON HOW DO WE CONTINUE TO GET OUR YOUTH ENGAGED OR WHETHER IT'S THE FAMILY NEED SUPPORT IN GETTING THE PARENTS TO SPEND THE RESOURCES THEY NEED TO HELP THEM WITH THIS REMOTE LEARNING.

SO THAT IS TOP OF MIND IN TERMS OF REACHING ALL OF OUR STUDENTS AND THE AUTHORITY TO TAKE THE ATTENDANCE.

NATE IF YOU CAN ANSWER THE OTHER QUESTIONS THAT I THREW TO YOU, THEN WE CAN GET THEM ANSWERED.

>> SO A COUPLE OF THINGS, ABOUT THE -- TO SHOW WE DON'T HAVE DOCUMENTS THAT SO SOMETHING WE CAN PLAN FOR GOING FORWARD AND I APPRECIATE YOU RAISING THAT ISSUE.

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AND SO WE WILL LOOK AT THAT EASTER THE NEXT FEW MONTHS. THE QUESTION ABOUT ENGLISH LEARNERS WHERE YOU MENTIONED THERE'S ONLY 400K.

THIS IS A NEW DEVELOPMENT THAT WE'RE HIGHLIGHTING AROUND ENGLISH LEARNING PROGRAMS. AND THAT'S AN INCREASE OVER WHAT IS COSTING TO DO OPERATIONS AND SERVICES FOR ENGLISH LEARNERS. OVER ALL ON OUR GENERAL FUND THERE'S OVER \$100 MILLION GOING TO ENGLISH LEARNERS.

THAT'S AN INCREASE OF \$6.2 MILLION OVER THE FY20 BUDGET AND AN INCREASE OF 52FTE OVER ALL.

AND SO WE ARE MAKING SIGNIFICANT INVESTMENTS AND CONTINUING. AS WE HAVE SEEN DECREASED IN BPS WE HAVE SEEN AN INCREASE OF OUR ENGLISH LEARNERS AND WE CONTINUE TO WORK ON THOSE PROGRAMS SO THE 400K IS JUST A HIGHLIGHTED INVESTMENT IN ACADEMIC PROGRAMS AND AN EXPANSION OF DUAL

LANGUAGE AND ENGLISH LEARNERS FOR THE LOOK AT. IT'S NOT TOTAL INVESTMENT IN ENGLISH LEARNERS. YOU ALSO ASKED ABOUT SCHOOL BY SCHOOL SPENDING ON SPECIAL EDUCATION AND I'M GOING TO MAKE AN ATTEMPT HERE. ON YOUR TECHNOLOGY TO SHOW SOMETHING REFERENCED IN OUR PRESENTATION WHICH WAS THE BUDGET PAGE ON BPS SO IF YOU GO TO BOSTON PUBLIC SCHOOLS.ORG EXPLORE BUDGETS YOU WILL COME TO THIS SPLASH PAGE WHICH SHOWS THE OVERALL BUDGET. AT THE BOTTOM IN THE GRAY BOXES HERE, YOU CAN SEE "EXPLORE SCHOOL BUDGETS," AND IT WILL PULL UP HOW WE ALLOCATE AND HOW SCHOOLS ARE SPENDING MONEY. SO HERE YOU CAN SEE SPENDING BY SPECIAL EDUCATION, THE FUNDING IS ALLOCATED FOR STUDENT FUNDING AND DISTRICT SUPPORT AND YOU CAN SEE IT ON THE NUMBER OF STUDENTS YOU SERVED AND THE TOTAL COST PER PUPIL. THIS IS THE ADDED COST OF THE SPECIAL EDUCATION ALLOCATION AND THEN CLICK UP HERE, IT SAYS HOW MONEY IS SPEND VERSUS HOW MONEY IS ALLOCATED AND YOU CAN SEE IN THE SCHOOL BUDGET THE ALLOCATING OUT MONEY THROUGH WHOLE SCHOOL SUPPORT TEACHING TARGETED INSTRUCTION, SCHOOL SUPPORT SO YOU CAN THROW TOWN AND UNDERSTAND NOT ONLY OVER ALL HOW SCHOOL SPENDING IS DONE BUT ALSO THEN HOW -- SO HERE AT THE TOP WE CAN DROP DOWN AND SELECT ANY ONE OF THEM, ANY SCHOOL, A PILOT SCHOOL FOR EXAMPLE AND YOU CAN SEE HOW THAT BUDGET THAT THEY RECEIVED AND YOU CAN SEE HOW THEY RECEIVED MONEY THE NATURE OF SCHOOL IS DRIVEN THROUGH RELATED STUDENT FUNDING SO YOU CAN VIEW THOSE ALLOCATIONS ON OUR WEBSITE AS WELL. YOU ASKED ABOUT OUT OF DISTRICT TUITION AND WE'RE PROJECTING NEXT YEAR TO SPEND \$41 MILLION

IN OUT OF DISTRICT SPECIAL
EDUCATION, AND ABOUT HALF OF
THAT IS ANTICIPATED TO BE
REIMBURSED BY THE STATE THROUGH
WHAT WE REFER TO AS CIRCUIT
BREAKER AND THAT IS STATES
MECHANISM FOR PROVIDING
ADDITIONAL REIMBURSEMENT FOR
COST FOUR TIMES SPECIAL
EDUCATION SO I THINK THE
SUPERINTENDENT ALREADY ADDRESSED
THE QUESTION ABOUT CONTRACTING
AND WE NEED TO LOOK AT OUR CITY
CHARTERS TO SEE WHAT RESOURCES
WE HAVE TO GET INFORMATION
ABOUT.

AND WE'RE WORKING ON HOW TO GET
THE INFORMATION AND SO WHEN THEY
MAKE A LOT OF INDIVIDUAL
PURCHASING DECISIONS THEY HAVE
ACCESS TO THAT LIST AND CAN GET
THAT INFORMATION.

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I THINK ONE OF THE THINGS THAT
I'M ALSO JUST REFLECTING ON TO
GET A QUESTION IS I THINK IT'S
IMPORTANT TO NOTE THAT HE HAVE A
LOT OF PEOPLE WHO ARE ATTENDING.
WITH 123 SCHOOLS AND 60 OFFICE
DEPARTMENTS OUR PROCESS OF
PUTTING A BUDGET TOGETHER IS
REALLY A MASSIVE COORDINATION
ACROSS.

AND THAT'S TRUE WHEN IT COMES TO
SPENDING AS WELL SO WE NEED TO
WORK WITH THEM AND MONITOR
SPENDING AND PUSHING THINGS OUT
OF THE DEPARTMENTS AND WORKING
WITH THEM SO IT'S ABOUT TRAINING
AND SUPPORT AND MAKING TOOLS
THAT ARE MEANT TO ACT.

SO I'M THINKING ABOUT IT WITH A
LOT OF THE QUESTIONS AROUND
COVID AND THE COORDINATION OF
THE SPONSORS AND IT HAD AS TO
DO WITH SPENDING THEN WE THINK
ABOUT PROVIDING TO ALL OF OUR
SCHOOLS, THE DECISIONS THAT WE
MAKE IN OUR DISTRICT AND THE
CITY OVER ALL FOR THE NUMBER OF
SCHOOLS THAT WE OPERATE, THE
SIZE OF THE SCHOOLS THAT WE
OPERATE AND HOW THIS PROGRAM
LINES UP WITH THE SCHOOLS,
REALLY DRIVES A LOT OF OUR

CHALLENGING WHEN WE CREATE THE COMPLEXITY THAT WE'RE TRYING TO MANAGE IN THE DISTRICT SO I THINK WHEN WE START TO MAKE THOSE LONG-TERM THAT AREN'T JUST ABOUT AN ANNUAL BUDGET CYCLE WE NEED TO KEEP IN MIND THE CHALLENGES OF CONSISTENCY AND EQUITY ACROSS THE DISTRICT APPEARS WE START TO EVALUATE WHAT -- WHAT ARE THE FUNDING DECISIONS THAT WE'RE MAKING. SO THAT WAS A LITTLE BIT OF THE BASIC QUESTIONS THAT YOU WERE ASKING.

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PLEASE LET ME KNOW IF WE MISS ANYTHING ON THE QUESTIONS THAT YOU ASKED.

>> WELL, THANK YOU, I WILL USE MY TIME.

>> THERE'S NO TIME LEFT TO YIELD BUT THANK YOU SO MUCH.

>> MADAM CHAIR IF I COULD ASK IF THE DOCUMENT YOU SHARED, IS THAT -- THAT'S ON --

>> YES, I READ DIRECTLY FROM THE WEBSITE:

>> I'M WONDERING IS THAT ONLINE? IS THAT WORK FOR GOOGLE TRANSLATE OR NOT?

IS THAT THE KIND OF THING THAT WOULD WORK FOR GOOGLE TRANSLATE?

>> WE DON'T CURRENTLY HAVE A LINKS TO GOOGLE TRANSLATE BUT I WILL WORK WITH OUR TRANSLATIONS TEAM TO START THINKING ABOUT THE PROCESS OF TRANSLATING OUR DOCUMENTS AND HAVING A LOT OF OUR BUDGET INFORMATION TRANSLATED.

>> RIGHT.

BUT I SAW DAVID SHAKING HIS HEAD AND I HAD WONDER WHEN YOU GO ON GOOGLE TRANSLATE YOU CAN TRANSLATE ALL OF THIS AND I'M WONDERING IF THIS PARTICULAR FORM IS -- WILL WORK SO LET'S JUST DOUBLE CHECK AND SEE IF GOOGLE TRANSLATE SHOULD WORK WITH THIS ONE AND SO YOU DO HAVE ALL OF THE DOCUMENTS TRANSLATED. SO ON THE DOCUMENTS THAT WE HAVE, THEY COULD BE ELIGIBLE AND DOES IT WORK.

>> GREAT.

>> THANK YOU.

THANK YOU SUPERINTENDENT AND

THANK YOU NATE.

I DEFINITELY COMMEND THE BUDGET

EXPLORE FOR EVERYTHING.

I THINK ALL COUNSEL AND STAFF

HAS IT.

NOW, I'M GOING TO RECOGNIZE

COUNSEL BEAD DONE AND THEN

COUNSELOR GEORGE.

I'M GRATEFUL FOR THE ENTIRE

COUNSEL FOR VISITING.

COUNSELOR BREADON?

>> THANK YOU.

THANK YOU FOR PUTTING TOGETHER A

REALLY COMPREHENSIVE

PRESENTATION THIS MORNING.

I HAVE PARTICULAR QUESTIONS

ABOUT SPECIAL ED THAT STUDENTS

AT -- 65 PERCENT OF THE STUDENTS

FALL IN THESE CATEGORIES.

AND IN TERMS OF YOUR

INSTRUCTIONAL PHILOSOPHY AND

RESOURCES HOW CAN YOU ADDRESS --

I THINK IT'S REALLY RELEVANT

FACTORS ON POVERTY AND

ACHIEVEMENTS AT BRIGHTON HIGH

ARE THERE PARTICULAR STRATEGIES?

>> COUNSELOR BREADON I HAVE

BRIGHTON HIGH AS ONE OF OUR TOP

PRIORITY HIGH SCHOOLS TO REFORM,

AND SO NEXT YEAR WILL BE A

PLANNING YEAR FOR THE 20-21

SCHOOL YEAR FOR THE FULL

REDESIGN EFFORT AND 21-2 AND WE

WILL BE CONSIDERING ALL OF THAT

WHEN WE BEGIN TO DO THESE

REDESIGNS AND SO LOVE TO HAVE

YOUR PARTNERSHIP IN THAT AS WE

BEGIN TO THINK ABOUT THAT AND AS

WE MOVE FORWARD WITH BRIGHTON

HIGH, AND SOME OF THOSE

ANNOUNCEMENTS WILL PROBABLY BE

FORTH COMING IN THE NEXT COUPLE

OF MONTHS.

>> THANK YOU.

AND I TRY TO VISIT AS MANY AS I

COULD AND I REALLY APPLAUD THEIR

SUPPORT FOR THE MODEL.

WE THIS SCHOOL THAT IS REALLY A

GEM IN OUR COMMUNITY HERE.

THE OTHER QUESTION I HAVE IS

WITH REGARD TO THE PLANS FOR THE

JACKSON AND HORACE MANN -- COULD YOU DEFINE THE PROCESS, YOU KNOW, FOR NEXT JULY AND JUNE OF '21 IN TERMS OF THE PROCESS OF HOW WE CAN ENGAGE THEM IN THAT PROCESS AND FUNDING CAN BE SECURED TO THE COMPREHENSIVE COMMUNITY PROCESS AND WHAT IS HAPPENING?

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>> YEAH, COMMISSIONER -- COUNSELOR BREADON I'M GOING TO HAVE NICK TAKE THAT QUESTION BUT I DO KNOW THAT WE JUST DID A SURVEY OF THE STAFF OUT IN THE COMMUNITY, INDIVIDUALLY AND TOGETHER, AND PRIOR TO COVID, AND WE WERE LAUNCHING A SURVEY AND I KNOW THAT WE LAUNCH THAT SURVEY AND WE THEN EXTENDED THE SURVEY AND I THINK THERE WAS A RELAUNCH JUST LAST WEEK AS THE RECOMMENDATION OF A COMMITTEE MEMBER SO I WILL LET NATE TALK ABOUT WHERE WE'RE AT WITH PTS.
>> THANK YOU.

WE HAVE, IN OUR BUDGET PROPOSAL WE HAVE A COUPLE OF DIFFERENT ITEMS THAT WE TALKED ABOUT. ONE IS TRANSITION SUPPORT. ONE OF THOSE THINGS THAT WE HAVE STARTED TO DO MORE INTENTIONALLY IS AS WE HAVE STARTED TO TRANSITION SCHOOLS AND DEAL WITH SCHOOLS THAT ARE REALLY DEALING WITH OUR POLICY AS THE DISTRICT AND THE IMPACT ON THE MIDDLE SCHOOLS, WE STARTED TO PROVIDE SUPPLEMENT FUNDING SO THE JACKSON-MANN IN PARTICULAR WHAT WE HAVE BEEN DOING IS MONITORING THEM AND WORKING WITH THEM ON THE BUDGET AND AS WE START TO LOOK AT THE SHIFT THAT THEY HAVE GONE THROUGH, AS WE START TO DEAL WITH THE SCHOOL BUILDING. WE HAVE ALSO SET ASIDE MONEY IN OUR BUDGET AND PART IN OTHER WORDS WITH THE PUBLIC FACILITIES DEPARTMENT SO WE HAVE RESOURCES AVAILABLE TO US TO DO COMMUNITY ENGAGEMENT INCLUDING THE SURVEY OF THE SUPERINTENDENT MENTIONED THAT WE LAUNCHED TO GET INFORMATION FROM THE JACKSON MAN

COMMUNITY AND ONE OF THE THINGS THAT IS WE'RE APPROXIMATE GRAPPLING WITH IS HOW MUCH CAN WE DO AUTHENTICALLY THINK I. AT THIS TIME AND HOW MUCH DO WE NEED TO WAIT UNTIL SCHOOLS ARE OPEN AND FOR PEOPLE TO GET THROUGH THIS CURRENT -- ON THE ONE HAND, WE HAVE SEEN AT A SCHOOL COMMITTEE HEARINGS, A LOT MORE PEOPLE LOG-IN ONLINE AND HAVE ACCESS TO IT AND WE WANT TO BE AWARE THAT WE'RE NOT BEING BIASED BY INFORMATION COMING FROM PARTICULAR GROUPS THAT HAVE ACCESS AND GROUPS THAT DON'T. SO I THINK THAT THE RESOURCE THAT WE HAVE WE'RE SPENDING TIME TO THINK ABOUT HOW DO WE ENGAGE THOSE COMMUNITIES.

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I KNOW FOREST MANN AND JACKSON MANN HAS BEEN CONTINUED PARTNERSHIP AND ENGAGING WITH THEM AND WE CONTINUE TO WORK WITH THOSE SCHOOL LEADERS TO MAKE SURE THAT WE'RE CRAFTING A PLAN THAT WORKS FOR STUDENTS.

>> WORKING WELL IN TERMS OF THE STUDENTS WITH THE BEHAVIORAL ISSUES.

WITH THE BEHAVIORAL SUPPORTS THEY'RE ABLE MAINSTREAM BACK INTO REGULAR CLASSROOMS AGAIN. OTHER PARTICULAR BUDGET ITEMS IDENTIFIED THE SUPPORT INITIATIVE.

>> YEAH, I THINK THERE ARE A COUPLE OF THINGS THAT -- THE PROGRAM YOU'RE REFERRING TO FOR STUDENTS WITH DIFFERENT EMOTIONAL ISSUES WE REFER TO IT AS PROGRAMS FOR A STUDENTS WITH EMOTIONAL I REMEMBER AIM IMPAIRMENT AND THERE'S EXTERNALIZING BEHAVIOR, STUDENTS WHO MAY BE AGGRESSIVE OR ARE MORE EXPRESSIVE IN THEIR BEHAVIOR ISSUES AND THEN INTERNALIZING WHICH IS AN EXAMPLE OF THAT COULD BE A STUDENT WHO HAS JEFF SELF INJURIOUS BEHAVIOR AND WHO IS NOT -- WHO MAY HAVE ANXIETY DISORDER OR SOMETHING LIKE THAT.

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SO THERE ARE DIFFERENT PROGRAMS
BUT THE EDISON HAS A PROGRAM FOR
EI EXTERNALIZING AND INK AND I
THINK THEY'RE DOING GREAT WORK
AND WE'RE SPENDING TIME THINKING
ABOUT HOW DO WE CREATE MORE
INCLUSIVE OPPORTUNITIES FOR
STUDENTS, PARTICULARLY STUDENTS
IN EMOTIONAL AND IT'S A HIGH
....(ENDING)

TODAY IS APRIL 14, 2020.

THIS IS BOSTON CITY COUNCIL AT 12:00 P.M. ET.

MAY BE AGGRESSIVE OR WHO ARE MORE EXPRESSIVE IN THEIR BEHAVIOR ISSUES.

I MEANT INTERNALIZING, WHICH IS AN EXAMPLE OF THAT COULD BE A STUDENT WHOSE
BEHAVIOR IS NOT OR MAY HAVE ANXIETY DISORDER.

SO THERE ARE DIFFERENT PROGRAMS.

THE EDISON HAS A PROGRAM FOR EI EXTERNALIZING.

I THINK THEY ARE DOING GREAT WORK AND WE'RE SPENDING A LOT OF TIME TO THINK ABOUT
HOW DO WE CREATE MORE INCLUSIVETANCE, PARTICULARLY STUDENTS IN THE EMOTIONAL
IMPAIRMENT PROGRAM.

[INDISCERNIBLE] BECAUSE SHE SHOWED UP IN BOSTON BEFORE DAY ONE AND IMMEDIATELY
STARTED TALKING ABOUT HOW CAN WE DECONSTRUCT THE NUMBER OF THE PROGRAMS WE HAVE
PARTICULARLY FOR STUDENTS IN EMOTIONAL IMPAIRMENT PROGRAMS.

AND WE HAVE EXAMPLES OF THAT BEING DONE WELL CERTAINLY THE EDISON IS DOING GREAT
WORK INCLUDING THEIR STUDENTS.

THE MANNING AND JP ARE SCHOOLS WE SORT OF HIGHLIGHTED TAKING OUR PROGRAM
FULFILLING IT AND PROVIDING MORE INCLUSIVE OPPORTUNITIES.

I SHOULD HAVE [INDISCERNIBLE] THERE'S GREAT WORK BEING DONE ACROSS THE DISTRICT FOR
STUDENTS.

THAT FUNDING COMES IN A COUPLE DIFFERENT WAYS.

THE STUDENT FUNDING, THOSE PROGRAMS ARE ALSO THE HIGHEST FUNDING ALLOCATIONS.

WE ALSO HAVE AND DAVE WILL TALK ABOUT THIS MORE THIS AFTERNOON IN OUR HEARING BUT
WE PUBLISHED ON-LINE A LIST OF SUPPLEMENTAL SUPPORT THEY GET FOR EMOTIONAL
IMPAIRMENT PROGRAMS WE PROVIDE PROGRAM COORDINATORS SPECIAL EDUCATION
COORDINATORS AND CLINICIANS TO PROVIDE ENVIRONMENTAL SUPPORT FOR THOSE PEOPLE AND
SOCIAL WORKERS FOR OUR STUDENTS OVER AND ABOVE THE SOCIAL WORKERS WE'VE BEEN
TALKING ABOUT THE TRANSFORMATION FOR SCHOOLS NEXT YEAR.

AND THE SPECIAL EDUCATION DEPARTMENT'S BEEN THINKING VERY DELIBERATELY HOW TO
PROVIDE BETTER TRAINING AND TECHNICAL SUPPORT TO SCHOOLS ABOUT INCLUSIVE PRACTICES,
WHAT IT REALLY MEANS TO PROVIDE INCLUSIVE OPPORTUNITIES THROUGHOUT THE SCHOOL DAY
AND BUILD ON STUDENT STRENGTH FOR INCLUSION.

I THINK THAT'S A BIG PART OF OUR BUDGET AND SPECIAL EDUCATION DEPARTMENT.

OUR HEARING FOR SPECIAL EDUCATION, WE DO HAVE A SPECIFIC HEARING ABOUT THAT AND
WE'LL TALK ABOUT THAT IN TERMS OF ELIMINATING OPPORTUNITY ACHIEVEMENT GAPS AND
THEN ALSO IN TERMS OF ACCELERATING OUR LEARNING, THOSE COMMITMENTS FROM THE
STRATEGIC PLANS.

>> THE OTHER QUESTION I HAD WAS REGARD TO THE [INDISCERNIBLE] ARE THERE ANY PLANS TO
INCLUDE THAT, TO ADMIT THAT, EXPAND THAT.

OF THE PRESENT COHORT OF PARENT ARE VERY INTERESTED IN HAVING A CHANCE TO SUCCEED
WITH THAT SCHOOL ESPECIALLY WITH THE [INDISCERNIBLE].

>> YES.

WE ULTIMATELY WANT TO BE IN A PLACE WHERE ALL OF OUR SCHOOLS ARE EITHER K THROUGH
SIX OR K THROUGH EIGHT OR SEVEN THROUGH 12 OR NINE THROUGH 12 AS A SECONDARY LEVEL.
WE'RE WORKING VERY RAPIDLY.

NOBODY IS PUTTING PRESSURE ON US MORE THAN THE SUPERINTENDENT TO REALLY GET TO A PLACE WHERE WE HAVE SORT OF SIMPLIFIED OUR GRADE CONFIGURATIONS ACROSS.

THE WINDSHIP IS WHERE WE'RE EVALUATING FOR K THROUGH SIX, THE QUESTION IS WHAT EXISTENT STATES ARE IN THE BUILDING.

YOU MENTION THE JACKSON MANN AS A COMPLICATED FACTOR FOR FAMILIES AND IT IS FOR US AS A DISTRICT WHEN WE THINK ABOUT WHERE DO YOU HAVE AVAILABLE SPACE IN BRIGHTON IF WE OFFER FAMILIES OPPORTUNITIES IN BRIGHTON OTHER THAN THE JACKSON MANN OUT OF THE DIFFERENT THINGS WE'RE CONSIDERING.

SO WE DO ANTICIPATE THAT ONCE WE GET BACK TO SOMETHING NORMAL FOLLOWING COVID THAT FAMILIES WILL BEGIN TO ASK YOU AGAIN ABOUT 6 THROUGH SIX EXPANSION.

ANY TIME WE ADD GRADES OF K THROUGH FIVE IT WILL HAVE AN IMPACT ON OUR MIDDLE SCHOOLS AND K THROUGH EIGHT AS WELL.

WE'RE TRYING TO COORDINATE WHAT IS THE RIGHT SORT OF BALANCE OF THAT AND HEN HOW DO WE, YOU KNOW, IF YOU EXPAND OUR REMAINING SCHOOLS K THROUGH SIX YOU ARE EFFECTIVELY CLOSING MIDDLE SCHOOLS AND WE WANT TO DO THAT IN A WAY THAT'S SUPPORTIVE OF STUDENTS IN MIDDLE SCHOOL AND THE COMMUNITY SO IT'S NOT LEAVING THEM TO SORT OF WHITHER AS WELL.

>> I HAVE NO FURTHER QUESTIONS, THANK YOU.

>> THANK YOU SO MUCH.

COUNCILOR ARROYO, COUNCILOR ESSAIBI-GEORGE AND COUNCILOR O'MALLEY.

>> THANK YOU MADAM CHAIR.

A NUMBER OF MY QUESTIONS HAVE ALREADY BEEN ASKED BUT ONE OF MY CONCERNS ABOUT THE RESPONSE TO COVID 19 IS THAT A LOT OF REPORTS THAT WE'VE GOT SAY THAT WORSE CASE SCENARIO THIS MIGHT BE A SITUATION THAT GOES INTO THE FALL OR MIGHT REOCCUR AND MIGHT BE DOING A SERIES OF KIND OF STOPS AND STARTS.

AS WE PLAN FOR THAT BUDGET OBVIOUSLY I THINK EVERYBODY IN TERMS OF SCHOOL CLOSURES AND ALL THE THINGS WE HAVE TO KIND OF SCRAMBLE TO GET INTO PLACE, FIRST STAY AT HOME LEARNING WE HOPEFULLY LEARNED FROM AND HOPEFULLY IF WE DO GO INTO THAT KIND OF SITUATION THE RESOURCES IN TERMS OF BOOKS AND KIND OF THE EXPERIENCE OF THE SITUATION HELPS STABILIZE THAT SOMEWHAT.

BUT ARE WE CREATING, AND THIS IS KIND OF A TWO-PART QUESTION SO LET ME ASK IT THIS WAY. I THINK MOST PEOPLE BELIEVE THAT WE'RE PROBABLY STILL GOING TO BE IN THIS SITUATION COME THE SUMMER, RIGHT, JUNE, JULY, AUGUST WE'RE STILL GOING TO BE SOMEWHAT DEALING WITH THE REPERCUSSIONS AND THEN THERE'S SOME CONVERSATION AS TO WHETHER OR NOT IT GOES INTO THE NEXT SCHOOL YEAR.

BUT AS WE TALK ABOUT SUMMER LEARNING AND TRYING TO CATCH UP IN THE SUMMER THERE'S A VERY GOOD CHANCE THAT THAT SUMMER LEARNING IS DONE REMOTELY AND SO THE QUESTION IS WHAT PART OF THIS BUDGET HAS GONE TOWARDS CREATING SORT OF A REMOTE EDUCATION CURRICULUM OR A WAY TO DO THAT AND IMPLEMENTING THAT AS IT WOULD BE PUT INTO EFFECT BOTH FOR THE SUMMER AND IF NECESSARY FOR THE START OF THE NEXT SCHOOL YEAR.

AND TWO, IS THERE A WAY TO CREATE, I TOOK THE BAR IN 2014 BUT MOST OF THE WAY I STUDIED FOR THAT AND MOST ATTORNEYS STUDY FOR THAT IS THROUGH VISUAL.

SIMILAR WHAT THE CLASSES ARE DOING IN THE SENSE WE DO VIDEOS ON A TOPIC AND THEY TRAIN THE CURRICULUM AND INSTEAD OF HAVING A WHOLE BUNCH OF TEACHERS ADDRESS A WHOLE BUNCH OF FOLKS YOU HAVE THIS CURRICULUM LAID OUT BY MASSIVE TEACHERS OR TEACHERS GOOD AT REMOTE LEARNING THAT'S GOOD FOR THAT GRADE LEVEL.

TRYING TO CREATE SOMETHING SIMILAR FOR HIGHER GRADES FOR OUR SENIORS AND OUR JUNIORS AND OUR SOPHMORES, THE FOLKS WHO COULD DO SOME OF THAT INDEPENDENT LEARNING IN THAT WAY.

THOSE ARE TWO QUESTIONS.

SO IT STARTS WITH THE PLAN FOR REMOTE LEARNING FOR THE SUMMER TO GET UP TO SPEED AND IF NECESSARY IT'S BUSINESS AS USUAL FOR THE START OF NEXT YEAR KIND OF ON-BOARDING NEW CLASSES, FIGURING ALL THAT HOW DOES THIS BUDGET PREPARE FOR THOSE KIND OF TECHNICAL NEEDS.

>> WE ARE PLANNING ON THE SUMMER LEARNING PIECE NOW WHAT THAT'S GOING TO LOOK LIKE WHETHER IT'S REMOTE, BLENDED IN PERSON OR NOT IN PERSON MODEL OR WHETHER IT'S MORE TRADITIONAL IN NATURE.

SO WE'RE LOOKING AT ALL OF THAT AND PLANNING FOR THAT.

WE DO THINK THERE WILL BE SOME FEDERAL STIMULUS DOLLAR THAT WILL COME TO HELP US WITH SOME OF THAT REMOTE LEARNING AND E LEARNING COSTS AS WELL AS SOME OF THE OTHER COSTS ASSOCIATED WITH LEARNING LOSS.

THIS BUDGET IS THE BUDGET FOR 2021 AND I'LL HAVE NATE TALK TO THE ASPECTS WITHIN IT THAT ARE SPECIFIC TO SUMMER LEARNING.

AND AS FOR THE ACADEMIC SUGGESTIONS YOU GAVE, YES WE ARE LOOKING AT THOSE SIMILAR KINDS OF VIDEO DELIVERY.

WE HAVE DELIVERY ON DNN OF CONTENT, WE HAVE OPPORTUNITIES WITH SOME PARTNERS LIKE ADVANCED PLACEMENT, YOU KNOW, THE COLLEGE BOARD AND SOME OTHER TYPES OF SOFTWARE PROGRAMS THAT ARE AVAILABLE TO OUR STUDENTS THAT ARE NOT JUST TEACHER DIRECTED.

THERE'S A BLEND OF MANY DIFFERENT MODALITIES THAT ARE BEING DELIVERED TO DELIVER THE REMOTE LEARNING WE ARE LOOKING AT THOSE AS BEST PRACTICES AND HAVING TEACHERS SHARE THOSE THROUGH A NEW SYSTEM WE'RE GETTING READY TO ENGAGE WITH.

>> YES.

I WOULD JUST ADD I THINK WHAT WE'VE SEEN IS A NUMBER OF OUR, OF THE TECHNOLOGY PROVIDERS AND THE EDUCATION SPACE.

THEY HAVE THANKFULLY PROVIDED A NUMBER OF NEW RESOURCES THEY ARE USING WITH OUR TEACHERS.

I JUST THINK IT'S JUST CALLED PARTICULARLY THE HIGH SCHOOL LEVEL AND ONE OF THE THINGS WE'RE LOOKING AT AND YOU'LL SEE IT IN THE HIGH SCHOOL INVESTMENT AROUND THIS IDEA OF MASS CORE AND SOME STANDARD OFFERINGS FOR SCHOOLS AND FOR STUDENTS AT EACH SCHOOL.

PART OF THAT IS BRINGING SOME LEVEL OF EXPECTATIONS ON WHAT CONTENT IS BEING DELIVERED IN HIGH SCHOOLS AND I THINK THAT'S ONLY COMPOUNDED IN SITUATIONS LIKE THIS WHERE WHEN WE START TO THINK ABOUT HIGH SCHOOL CONTENT AND EVEN THE MOST BASIC OF SUBJECTS, I MEAN LIKE BIOLOGY, CHEMISTRY, THOSE THINGS THAT ARE OFFERED IN MANY OF OUR SCHOOLS, THE CONTENT AND WHERE STUDENTS ARE IN THEIR SCOPE AND SEQUENCE IN THIS TIME OF YEAR IS DIFFERENT.

WHEN WE START THINKING ABOUT EXPECTATIONS ACROSS SCHOOLS IT COMES IN CONTEXT WITH SOME OF OUR TRADITIONS AROUND THE ECONOMY AND FACTORS AROUND THE ECONOMY.

BUT I DO THINK IF YOU HAVEN'T SEEN OUR ON-LINE RESOURCES AND [INDISCERNIBLE] SIX WEEKS OF CONTENT ON-LINE FOR FAMILIES, IT'S HIGH QUALITY AND CULTURALLY LINGUISTICALLY SUSTAINING CONTENT THAT IS, I CAN'T HELP BUT NOTICE DUNCAN RESTREET HER LING LINK THROUGH THE SYSTEM.

THE EXTENT OF THESE QUESTIONS ARE THE RIGHT QUESTIONS WE ARE EXPLORING THEM.

WE ARE TRYING TO CREATE SUSTAINABILITY TO COME TO US AND SAY THIS IS WHAT WE WANT TO DO WITH SUMMER LEARNING.

WE'RE WORKING WITH THE CITY AND LOOKING AT THE PRACTICE TO UNDERSTAND WHAT RESOURCES WE HAVE AVAILABLE.

AND YOU KNOW, 80% OF OUR BUDGET GOES DIRECTLY TO PEOPLE AND STAFF AND A LOT OF THAT MONEY IS IN SCHOOL OR NEED TO BE AVAILABLE AS WE START TO THINK ABOUT WHAT ARE THE RESOURCES WE NEED TO REALLOCATE FOR SHIFTING OUR STRATEGY THAT WE HAVE IN PLACE.

SO I DON'T HAVE A REALLY TIGHT ANSWER IN TERMS OF DIGOXINTANCE LEARNING OR SUMMER LEARNING BUT THAT'S BECAUSE WE'RE RAPIDLY TRYING TO CREATE A FLEXIBLE PLAN TO SAY HOW DO WE DEAL WITH THIS, IS THIS THE STANDARD WAY WE NEED TO APPROACH EDUCATION WHERE WE NEED TO HAVE THE FLEXIBILITY TO BE REMOTE AND IN PERSON DOING FLEXIBILITY IN OUR SCHEDULE, YOU KNOW AS A DISTRICT AND OUR SCHOOL CALENDAR IN OUR DISTRICT.

THESE ARE BIG QUESTIONS WE ARE SORT OF TRYING TO GRAPPLE WITH AND ADDRESS IN OUR BUDGET.

>> I THINK ONE OTHER QUESTION ON COVID 19.

I'LL TAKE A QUICK LOOK I'VE GOT TO SWIPE OVER TO MAKE SURE I DON'T HAVE A GAVEL UP.
ALL RIGHT.

SO A QUICK QUESTION ON THE COVID ISSUE.

SORRY, I'M MUTED.

SO ONE LAST QUESTION ON THE COVID ISSUE.

IF WE REOPEN IN THE FALL WITH SOCIAL DISTANCING GUIDELINES AND THINGS OF THAT NATURE,
THAT WILL OBVIOUSLY AFFECT CLASP ROOM CLASS IF WE'RE TRYING TO ACTUALLY IMPLEMENT
SOCIAL DISTANCING WITHIN THE SCHOOLS, IF THE SCHOOLS ARE BACK IN PLACE AT THAT TIME.
IS THERE ANYTHING IN THE BUDGET TO ADDRESS THE FACT THAT THAT MAY REQUIRE MORE
TEACHERS OR DIFFERENT THAN OUR SCHEDULES OR IS THERE ANYTHING SO THAT IF WE REOPEN
BUT WE REOPEN WITH CERTAIN PHYSICAL DISTANCING OR GUIDELINES FOR LESS KIDS TO BE IN
CLASSROOMS.

>> I DON'T THINK WE CAN SAFELY OPEN SCHOOLS WITH SOCIAL DISTANCING FOR CHILDREN.

>> SO IN OTHER WORDS, IF WE REOPEN BUT --

>> CHILDREN CANNOT BE DEPENDED UPON TO SOCIALLY DISTANCE.

I JUST DON'T KNOW HOW THAT IS EVEN POSSIBLE QUITE HONESTLY.

SO UNLESS IT'S COMPLETELY SAFE FOR OUR CHILDREN CAN GO BACK WITHOUT SOCIAL

DISTANCING I DON'T KNOW HOW WE COULD DO THAT BECAUSE YOU GET LITTLE
KINDERGARTENERS, FIRST GRADERS AND THIRD GRADERS THEY WANT TO HUG EACH OTHER AND
BE CLOSE TO EACH OTHER AND THE PROXIMITY OF THE SCHOOL CLASSROOM, YOU KNOW, IS 30
FEET BY 50 FEET OR WHATEVER IT IS.

IT'S JUST, I DON'T SEE HOW A TEACHER COULD MANAGE THAT WITH TEN KIDS AND I'M NOT SURE IT
WOULD BE EMOTIONAL, SOCIAL EMOTIONALLY CORRECT FOR OUR CHILDREN TO BE IN THAT KIND
OF ENVIRONMENT.

>> SO BASICALLY IT SOUNDS, SO FROM THE SOUND OF IT WHAT I'M HEARING IF WE WERE IN A
SITUATION WHERE SOCIETY MORE OR LESS WAS REOPENING OR REOPENING WITH CONDITIONS
LIKE SOCIAL DISTANCING AND WEARING MASKS AND SORT OF A SOFT REOPEN IF YOU WILL.
SCHOOLS WOULDN'T BE ABLE TO OPEN UP UNDER THAT KIND OF SITUATION SO THEY WOULD
CONTINUE TO BE CLOSED.

>> MY BEST ADVICE WOULD BE FOR CHILD PSYCHIATRY PURPOSES AND FOR THE PURPOSES OF
NORMAL SCHOOLS THAT REMOTE LEARNING IS BETTER AT THAT POINT.

I'M JUST NOT CERTAIN THAT WOULD BE WHAT ALL DECISION MAKERS WOULD MAKE.

I JUST THINK THAT WOULD BE EXTREMELY CHALLENGING TO DO.

IT MIGHT BE ABLE TO DO AT THE HIGHER LEVELS, MIDDLE AND HIGH SCHOOL WHERE YOU COULD
MAYBE KEEP KIDS MORE SEPARATED BUT THE NUMBER OF CHILDREN, I THINK THAT WOULD BE
VERY CHALLENGING.

>> THANK YOU.

I SEE THE GAVEL.

>> THANK YOU.

>> I SEE THE GAVEL SO THANK YOU ALL.

>> THANK YOU, COUNCILOR ARROYO.

NEXT COUNCILOR IS OFFY GEORGE FOLLOWED BY -- ESSAIBI-GEORGE FOLLOWED BY COUNCILOR
MATT O'MALLEY.

>> THANK YOU CHAIRMAN BOK AND THANK YOU EVERYONE HERE AND EVERYONE ELSE WHO IS
HERE.

I'M SORRY [INDISCERNIBLE] THE PRESENTATION WITH NATE AND THE DOCTOR.

I DID GET ON THIS HEARING TO PARTICIPATE IN A CALL WITH THE MAYOR AND A NUMBER OF OUR
FAMILY SHELTER PROVIDERS AND WE SPENT A LOT OF THAT TIME TALKING ABOUT OUR FAMILIES
RIGHT NOW.

PART OF THAT CALL, THE PROVIDERS EXPRESSED THEIR GRATITUDE TO THE SCHOOL DISTRICT
STILL RECOGNIZING THERE ARE SOME CHALLENGES GETTING OUR MOST VULNERABLE FAMILIES,
OUR FAMILIES WITH [INDISCERNIBLE] SOME OF THE THINGS THEY NEED FOR THEIR FAMILIES AT
THIS TIME.

I WANT TO ESPECIALLY THANK [INDISCERNIBLE] ACTIVE PARTICIPANT IN MY ROUNDTABLE WORKING AROUND FAMILIES EXPERIENCING HOMELESSNESS AND THE EFFORT AND COLLABORATION THAT NEEDS TO HAPPEN BETWEEN THE CITY AND THE DISTRICT AND THE HOUSING AUTHORITY TO MAKE SURE OUR FAMILIES HAVE ALL THE THINGS THEY NEED DURING THAT TIME.

SO JUST, I'LL GET MY THANK YOUS OUT AND WE'LL TALK MORE ABOUT THAT IN THE FUTURE HEARINGS.

I DO WANT TO ASK MY QUESTIONS AND JESSICA RODRIGUEZ MY CHEF HALF STAFF GAVE ME SOME NOTES WHAT WAS COVERED AND WHAT I MISSED.

MY QUESTIONS ARE THEE DIFFERENT QUESTIONS.

ONE IS SOMETHING I WORKED ON LAST YEAR AND THE YEAR BEFORE AND HAPPY WE HAVE NOW FULL TIME NURSES IN ALL OF OUR SCHOOLS.

I WOULD LIKE TO HAVE AN UPDATE ON THAT, WHERE ARE WE BECAUSE I KNOW THERE WERE A FEW SCHOOLS OUTSTANDING FOR THAT FULL TIME NURSE.

AND MY SECOND QUESTION UNRELATED IS AROUND [INDISCERNIBLE] THE NEED FOR A BUILD BPS PART TWO.

THAT INITIAL BILLION DOLLAR INVESTMENT IS SO IMPORTANT TO OUR SCHOOL DISTRICT AND A LOT OF THAT MONEY HAS BEEN SPENT OR BEEN ACCOUNTED FOR.

I AM CURIOUS ABOUT ANY LONGER TERM PLANNING THAT NEEDS TO HAPPEN FOR A BILL BPS PART TWO.

SO THOSE ARE MY QUESTIONS FOR WHOEVER WANTS TO TAKE THAT AND I ALSO SEE THAT DR. GRAHAMSON IS ON HERE TOO AND I WANT TO THANK HIM ON BEHALF OF THE DISTRICT.

A WHOLE LOT OF THANK YOUS THAT WILL CONTINUE GENERALLY NOT JUST IN THIS TIME OF CRISES.

TALK CHAIRMAN BOK.

-- THANK YOU, CHAIRMAN BOK.

>> THANK YOU.

DO YOU HAVE THE UPDATE ON SCHOOL NURSES OR DO WE NEED TO GET THAT FROM [INDISCERNIBLE] QUICKLY.

>> I'M ACTUALLY GOING TO KICK THE NURSE QUESTION OVER TO DAVID.

I WOULD JUST BRIEFLY TAKE THE BILL BPS QUESTION, I THINK.

LAST YEAR WE PUBLISHED A PHASE TWO OF BILL BPS.

I THINK YOU'RE REFERRING NOT JUST THIS TEN YEARS BUT THE TEN YEARS AFTER BEYOND THAT.

I THINK ONE OF THINGS THAT WE'VE BEEN THINKING ABOUT IS REALLY AND YOU'VE HEARD ME SAY THIS BEFORE IN PUBLIC MEETINGS, BEEN GETTING ON TO A CYCLE WHERE IT'S NOT JUST THAT THE SCHOOL BUILDING PROJECTS ARE SORT OF AD HOC OR MOVING.

ALL OF THESE PROJECTS TAKE MULTIPLE YEARS.

THE QUINCY UPPER SCHOOL IS PROBABLY ONE OF THE TOUGHEST EXAMPLE ON HOW LONG IT CAN TAKE TO IDENTIFY SO I'LL GET THE STAKEHOLDERS INVOLVED AND GET A PROJECT GOING.

AND SO ONE OF THE THINGS THAT HAPPENS AND BPS DID NOT HAVE A STRATEGIC CAPITAL PLAN IN PLACE.

THESE ARE THE NEXT FIVE PROJECTS THAT ARE IN THE QUEUE SO THAT WHEN FUNDING BECOMES AVAILABLE, STAFF BECOMES AVAILABLE AND THAT'S PART OF THE CHARGE THE MAYOR'S GIVING US.

IT'S NOT JUST TO DO OUR REPAIRS AND NOT JUST DO THE BASIC NUTS AND BOLTS WHICH WE'VE BEEN DOING AT GREAT VOLUME BUT THAT WE ARE ON A PREDICTABLE CYCLE.

WE'RE TRYING TO THINK ABOUT HOW DO WE MAP OUT THE NEXT, I THINK WE STILL HAVE FIVE OR SIX YEARS OF BILL BPS THAT ORIGINALLY ONE BILLION COMMITMENTS.

WE'RE ALSO STARTING TO WORK WITH THE CITY ON WHAT DOES IT LOOK LIKE BEYOND THAT BECAUSE SOME OF THE PROJECTS WE'RE GOING TO BE PLANTING IN THE GROUND RIGHT NOW REALLY WON'T BE FUNDED AND BE PART OF THAT BILLION DOLLARS, IT WILL BE IN THE NEXT PHASE.

IT'S SOMETHING WE ARE WORKING ACTIVELY ON AND IT'S SOMETHING WE KNOW ALL OF OUR BUILDINGS ARE SO OUT OF DATE.

HALF OF THEN BEING BUILT BEFORE WORLD WAR TWO.
THOSE ARE BUILDINGS THAT NEED TO COME OFF LINE AND REPLACE HIGHER QUALITY BUILDINGS
AND TO A COMMENT ABOUT JACKSON MANN WE WANT TO BE AT A PLACE WE ARE TAKING
BUILDINGS OFF LINE BEFORE THEY ARE CREATING AN EMERGENCY AND SCHOOLS CAN KNOW THIS
IS WHEN THE MURPHY SCHOOL'S GOING TO BE UPGRADED.
THIS IS WHEN THE QUINCY SCHOOL IS GOING TO BE UPGRADED.
THIS IS WHEN THE WINTER IS GOING TO BE UPGRADED.
PEOPLE KNOW ABOUT SCHEDULES AND GETTING WAY AHEAD.
THAT'S PARTER OUR WORK.
AS TO THE NURSING QUESTION I'LL KICK IT OVER TO DAVID BECAUSE HE HAS THAT INFORMATION
FOR YOU.

>> YES.
SO IN REGARDS TO NURSING, WE ARE BEING CAREFUL NOT TO DISRUPT NURSING SUPPORT AT
EXISTING SCHOOL AS WE EXPAND.
SO EVERY TIME, SO RIGHT NOW COMING INTO THE YEAR BEFORE WE IMPLEMENTED A NUMBER OF
SCHOOLS WE'RE SHARING A FULL TIME NURSE, WHEN WE THEN INCREASE THOSE NURSE POSITIONS
TO FULL TIME, A NURSE CAN CHOOSE WHICH SCHOOL THEY HAVE A PREFERENCE TOWARDS.
WE WANT TO MAKE SURE THAT WE THEN HAVE A REPLACEMENT NURSE READY TO GO FOR THE
SCHOOL THAT ISN'T CHOSEN SO THAT NO SCHOOL EXPERIENCE DISRUPTION IN NURSING SERVICES
THROUGH THAT.
AT THE MOMENT THERE ARE 14 SCHOOLS THAT ARE STILL SHARING A NURSE.
ONE OF THE THINGS WE'VE DONE IN ADDITION IS HAVE ADDITIONAL COVERAGE OF NURSES
AVAILABLE TO SUPPORT THE TRANSITION THIS YEAR.
I WILL SAY OUTSIDE OF THOSE 14 SCHOOLS WE STILL HAVE SOME OF THE TRADITIONAL VACANCY
AND LEAVE ISSUES THAT WE HAVE SO THERE ARE SCHOOLS OUTSIDE THAT 14 THAT HAVE A FULL
TIME NURSE POSITION BUT MAY NOT HAVE A FULL TIME NURSE IN POSITION YET.
WE'RE STILL IN THE MIDDLE OF HIRING.
BUT ALL SCHOOLS ARE SET UP TO BE IN COMPLIANCE BY THE START OF SCHOOL IN THE FALL.
AND WE'RE CURRENTLY VERY ACTIVELY WORKING ON HIRING FOR THOSE POSITIONS THOUGH OUR
NURSING TEACH HAS A COUPLE THINGS GOING ON NOW AS WELL.

>> I APPRECIATE THAT.
BOTH OF THOSE THINGS AND JUST IN THE, I'M CONCERNED CERTAINLY ABOUT THE TIME AND I
KNOW WE HAVE A SECOND HEARING THIS AFTERNOON AND THEN OUR TOPIC HEARING BUT
THINGS I LOOK FORWARD TO HEARING ABOUT AND DISCUSSING GREATER DETAIL AND GETTING
INTO THE WEEDS AGAIN NOT JUST I CHAIRED THE MEETING ON EDUCATION I'M A FORMER ABOUT
THE PS TEACHER AND BPS PARENT SO I HAVE SOME REAL INTERESTS AND LOOK FORWARD TO OUR
DEEPER DIVE AROUND OUR EDUCATION AND AROUND OUR INCLUSION PROGRAM AND AROUND
SOCIAL EMOTIONAL LEARNING AS WE MOVE TO FULL TIME NURSES IN OUR BUILDINGS.
I LOOK TO MOVING TO FULL TIME EMOTIONAL AND BEHAVIORAL HEALTH SUPPORT IN OUR
SCHOOLS AND APPRECIATE THE INCREASED NUMBER OF SOCIAL WORKERS IN ALL OF OUR
SCHOOLS.
I ALSO LOOK FORWARD TO A DEEPER CONVERSATION THAT ARE FEATURED AROUND VOCATIONAL
EDUCATION AND INVESTMENT IN PARTICULAR AT MADISON PARK AS WELL AS I'M A BIG
PROONENT AND SUPPORTER AS I KNOW THE DOCTOR IS AROUND BPS ATHLETICS.
THAT'S SORT OF SPINNING THE TOP AROUND SOME OF THE THINGS I LOOK FORWARD TO IN THE
COMING WEEKS AND MONTHS AHEAD AND APPRECIATE AND APPLAUD THE DOCTOR DURING THIS
EMERGENCY [INDISCERNIBLE] STEWARDSHIP OF OUR DISTRICT.
THANK YOU CHAIRMAN BOK.

I SEE THE GAVEL IS UP.
[INDISCERNIBLE]
>> I JUST WANTED TO SAY COUNCILOR, IF I COULD QUICKLY, THAT THESE ARE TOP FOR US MENTAL
HEALTH AND NURSING SUPPORT AND STUFF AND WE'LL BE ABLE TO LEVERAGE SOME OF THAT
HOPEFULLY WITH THIS COVID RESPONSE FUNDING THAT WE GET AND I THINK ALSO SOME OF THE
[INDISCERNIBLE] ADDITIONAL COUNCILORS AND ADDITIONAL WORK WITH OUR HIGH SCHOOLS TO

GET AT PREVIOUS QUESTIONS THAT WILL BE COMING ARE MORE IN ALIGNMENT WITH YEAR TWO BUDGET SO I JUST WANT TO REMIND EVERYONE THAT THIS IS A THREE YEAR BUDGET AND THE FIRST YEAR WAS REALLY TO FOCUS ON THE LOCAL PERFORMING SCHOOLS AND WE ALSO FOCUS ON SOME OF THE COVID RESPONSES WITH THE FAMILIES AND LEARNING LABS BUT I THINK THAT THIS WITNESS REALLY BE A FOCUS ON OUR SECONDARY SCHOOLS AND THE SECONDARY PORTIONS OF THE HIGH SCHOOL REDESIGN.

>> THANK YOU.

THANK YOU SO MUCH, SUPERINTENDENT.

RECOGNIZING NOW COUNCILOR MATT O'MALLEY TO BE FOLLOWED BY COUNCILOR PRESIDENT KIM JANEY COUNCILOR LYDIA EDWARDS AND FINALLY COUNCILOR FRANK BAKER.

>> THANK YOU MADAM CHAIR.

SUPERINTENDENT, HOW ARE YOU.

>> I'M GOOD, THANKS.

HOW ARE YOU.

>> GOOD.

I'M --

>> I HAD TO GET UP AND STRETCH.

>> NO, I DON'T BLAME YOU.

GOOD.

BUT SERIOUSLY I REALLY VALUE THE LEADERSHIP YOU AND YOUR TEAM HAVE DEMONSTRATED. THIS IS OBVIOUSLY UNCHARTERED TERRITORY FOR ANY OF US AND THE MAGNITUDE OF WHAT WE ARE TRYING TO DO CANNOT BE UNDER ESTIMATED.

SO I'M VERY GRATEFUL FOR YOUR LEADERSHIP.

AS I SAID PRIVATELY AND NOW PUBLICLY JUST TAKE CARE OF YOURSELF, MAKE SURE YOU GET -- I KNOW YOU'RE AN ATHLETE AND PROBABLY DON'T HAVE TIME TO GET [INDISCERNIBLE]

HAPPENING NOW MAKE SURE YOU TAKE 15 MINUTES TO MEDITATE AND BREATHE AND JUST RELAX.

I'M VERY GRATEFUL FOR WHAT ALL OF YOU HAVE BEEN DOING.

THERE'S NO QUESTION.

I'VE HAD GREAT CRITICISM OF BPS IN THE PAST AND WILL HAVE IN THE FUTURE BUT THOSE ON THIS CALL AND CURRENTLY WORKING ARE DOING EVERYTHING YOU CAN TO NOT ONLY MAKE SURE THAT EVERYTHING WE DO PUTS STUDENT SAFETY AND HEALTH FIRST BUT THEY WERE METHODOICAL AND RECOGNIZE THE FACT THAT THESE ARE GEARS NEXT TO ONE ANOTHER.

WHEN WE EVENTUALLY REOPEN SCHOOLS THIS SCHOOL YEAR OR THE NEXT SCHOOL YEAR, THERE ARE OTHER RAMIFICATIONS THAT WILL DEPEND ON THAT LIKE TRANSPORTATION, HEALTH, WORK FORCE.

THEY ARE ALL COMPLEMENTARY SO NONE OF US HAVE LOST SEELT -- LOST SIGHT OF THAT BUT I WANT TO SAY THANK YOU, SUPERINTENDENT.

SO A NUMBER OF QUESTIONS, I'M GOING TO KEEP MINE TO FIVE MINUTES.

I'M TICKING MYSELF OUT OF RESPECT FOR EVERYONE ELSE'S TIME.

THE BRIEF ISSUES I WANT TO BRIEFLY TOUCH UPON AND I KNOW MORE SPECIFICITY WITH THE SUBSEQUENT HEARINGS TO COME BUT THIS IS ONE TO OF THAT MAKES SENSE TO START WITH.

OBVIOUSLY SUPPORT THE CALL TO CANDLE THE M CAST THIS YEAR COULDN'T BE DONE WELL AND IF ANY OF US HAVE ISSUES WITH M CAST AS HAS BEEN IMPLEMENTED.

A QUESTION I HAVE BECAUSE I'M COGNIZANT OF MY NEPHEW MATT OWE BRYANT THAT SCHOARD EVENTS IN NOT ALL BUT SOME OF SYNDICATE GREES.

OFF YUF LEASE THE [INDISCERNIBLE] SCHOLARSHIP ADVANCES PROFICIENT OR HIGHER ON CERTAIN TESTS.

I DON'T THINK IT WOULD BE A LARGE UNIVERSE BUT I'M SURE SOME STUDENT WPBT HAVE THE OPPORTUNITY TO TAKE THAT M CAST AND THEN RECEIVE THE SCHOLARSHIP TO A STATE UNIVERSITY.

SO HAS THERE BEEN ANY ACCOMMODATION MADE FOR THOSE STUDENTS.

>> I THINK WE'RE GOING TO HAVE TO FIGURE OUT WHAT MEASURES WILL BE USED FOR THAT SCHOLAR SHINE.

I'M STILL LEARNING ABOUT THAT SCHOLARSHIP IT WAS BROUGHT TO MY ATTENTION AS WELL SO LET ME GET BACK TO YOU.

>> AGAIN I DON'T THINK IT'S A PARTICULARLY LARGE UNIVERSE OF STUDENTS BUT I'M THINKING OF ISSUES LIKE THAT WHERE WE OBVIOUSLY MADE THE RIGHT CALL TO POSTPONE SOMETHING OR TO CANCEL SOMETHING BUT THE OTHER THING, THERE'S LIKELY NOT GOING TO BE A SENIOR PROM FOR BOSTON PUBLIC SCHOOL STUDENTS.

THAT'S TEMPORARIABLY -- TERRIBLY SAD BUT UNDERSTANDABLE.

GRADUATE MAY HAVE TO BE DONE REMOTELY FOR SCHOOLS FOR CERTAIN STUDENTS.

THAT'S DISAPPOINTING AND SAD BUT UNDERSTANDABLE.

BUT THERE ARE OTHER THINGS WE NEED TO PREPARE FOR WHICH CAN'T BE MOVED OR CANCELED OR WILL HAVE RAN FA CASES IF WITH A DON'T HOLD THEM SO I GUESS YOU JUST TALK BRIEFLY ABOUT HOW WE'RE ADDRESSING SOME OF THOSE STUDENTS METRIC MEASUREMENTS.

>> SO WE ARE WAITING ON SOME OF THE COMPETENCY DETERMINATION GUIDANCE FROM THE COMMISSIONERS STILL YET EVEN THOUGH THE M CAST HAS BEEN POSTPONED OR CANCELED. THERE STILL IS GRADUATION REQUIREMENT AND WE'RE STILL WAITING ON GUIDANCE FROM THE COMMISSIONER ON THAT TO BE ABLE TO DETERMINE ALL OF THE GRADUATION REQUIREMENTS THAT WE'RE GOING TO NEED TO HOLD TO BUT WE HAVE ALREADY STARTED TO PREPARE AND STARTED TO LOOK AT STUDENTS WHO WERE NOT ON TRACK FOR GRADUATION, LOOK AT STUDENTS WHO WERE CREDIT DEFICIENT.

WE LOOKED AT THEIR M CAST HISTORY AND WE HAVE A NUMBER OF STUDENTS AND WE'RE BEGINNING TO WORK WITH OUR HIGH SCHOOL TEAM AND COUNCILORS AROUND HOW WE'RE GOING TO ADDRESS THOSE DEFICIENCIES FOR EACH AND EVERY STUDENT SO THAT THEY CAN STILL EARN THEIR DIPLOMAS.

SO WE'RE ON TRACK FOR DOING THAT.

AS FOR THE PROMS AND GRADUATIONS WE DON'T HAVE A GOOD ANSWER FOR THAT YET.

I HAVE WEEKLY MEETINGS WITH THE BOSTON STUDENT ADVISORY COUNCIL AND THEY ARE MIXED IN THEIR WANTING TO HAVE AN ON-LINE GRADUATION OR WHETHER TO HAVE TO WAIT FOR ONE IN PERSON.

THEY'RE WORRIED THE IN-PERSON ONE WOULD BE DELAYED TOO MUCH BECAUSE KIDS WILL HAVE TO GO OUT TO THE AIR FORCE ACADEMY FOR INSTANCE OR OFF TO ENLISTED SERVICE OR OFF TO COLLEGE AND THEY WOULDN'T THEN BE THERE TO BE ABLE TO DO IT.

SO WE'RE LOOKING AT OPTIONS OF SOME SORT OF BLENDED POSSIBILITIES AND THAT'S STILL MORE INFORMATION TO COME ON THAT.

>> FAIR ENOUGH.

I KNOW IT UNDERSCORES THE PLEXITY OF EVERYTHING WE'RE DOING WITH.

I THINK YOU ANSWERED THE QUESTION ABOUT OUT OF DISTRICT PLACEMENT \$41 MILLION THIS YEAR.

DO YOU RECALL OFFHAND WHAT IT WAS LAST YEAR?

>> I DON'T HAVE THAT.

I'M LOOKING OVER TO SEE IF DAVID HAS THAT READILY AVAILABLE.

I THINK WE SHOULD GET THAT INFORMATION TO YOU FAIRLY EASILY.

>> WE ARE PREDICTING IT'S ABOUT A THREE PERCENT INCREASE.

WE'RE NOT PROJECTING INCREASE IN NUMBER OF STUDENTS IT'S JUST THE STATE PUBLISHES A RATE INCREASE EVERY YEAR AND IT'S AN ESTIMATE.

>> ONE OF THE THINGS I'M LOOKING AT IN OVERALL SPECIAL ED APPROACH THAT WE WILL BE TAKING IS ALSO LOOKING AT HOW DO WE SERVICE MORE OF OUR STUDENTS IN BOSTON PUBLIC SCHOOLS RATHER THAN HAVE THEM HAVE SERVICES PROVIDED OUTSIDE OF THE DISTRICT. SO THAT IS PART OF THE EQUATION AS WE BEGIN TO LOOK AT THE OPPORTUNITIES FOR OUR BOSTON STUDENTS FOR THEIR SERVICES.

>> YOU TOOK THE WORDS RIGHT OUT OF MY MOUTH SUPERINTENDENT SO I'M GRATIFIED TO HEAR THAT.

WE'VE SEEN THIS NUMBER GROW EXPONENTIALLY IN THE LAST TEN YEARS AND IT'S FOR A WHOLE HOST OF REASONS BUT OBVIOUSLY THE INVESTMENT IN SERVICES AND I'M PREACHING TO THE CHOIR BUT SERVICING ALL OUR STUDENTS, THE UP FRONT COSTS WHICH WILL BE SIGNIFICANT

BUT IN ORDER TO SERVICE ALL OUR STUDENTS WILL BE DWARFED IN COMPARISON TO THE \$41 MILLION.

THE TWO AND-A-HALF MILLION LIKELY TO BE REIMBURSED TO THE CIRCUIT BREAKER ACCOUNT TO WE KNOW WHAT THE NUMBERS WERE LAST YEAR FOR DISTRICT PLACEMENT?

>> I CAN LOOK UP THE NUMBERS AGAIN.

>> WE CAN SORT OF SAVE THAT MORE FOR A SPECIFIC HEARING BUT THAT'S SORT OF THE LINE ALONG MY QUESTIONS.

THE GAVEL IS UP, I WILL PAUSE FOR NOW.

THANK YOU ALL FOR YOUR GOOD WORK.

BE SAFE.

>> THANK YOU, COUNCILOR O'MALLEY.

COUNCIL PRESIDENT JANEY NOW HAS THE FLOOR TO BE FOLLOWED BY COUNCILOR LYDIA EDWARDS AND THEN COUNCILOR FRANK -- COUNCILOR FRANK BAKER.

>> THANK YOU, SUPERINTENDENT.

THANK YOU TO MEMBERS OF YOUR TEAM, DAVE.

I THINK I SAW CHARLES AND EVERYONE WHO HAS CONTRIBUTED TO PUTTING THIS BUDGET TOGETHER.

MANY OF THE THINGS HAVE BEEN TOUCHED MONDAY BY COLLEAGUES.

THOSE WHO KNOW ME ON THE COUNCIL AND THE SUPERINTENDENT SHARED DEEPLY ABOUT THE OPPORTUNITY IN ACHIEVEMENT GAPS AND BPS WHO ARE PERSISTENT AND SO WOULD WANT TO FRAME MY QUESTIONS ON HOW THIS BUDGET ELIMINATES THOSE GAPS.

I'LL GO THROUGH WHAT'S ON MY MIND AND THEN LET PEOPLE RESPOND SO THAT I DON'T RUN OUT OF TIME.

SO I NOTICED IN THE \$9 MILLION INVESTMENT AND ENGAGEMENT WHICH I SUPPORT WHOLEHEARTEDLY.

THAT'S IMPORTANT AS PARENTS AS TRUE PARTNERS IN EDUCATION OF THEIR CHILDREN.

SOMETHING I'VE ADVOCATED FOR BEFORE IN THE PAST LOOKS VERY SIMILAR TO THE COMMUNITY OUTREACH KOIRD NARRATORS WE HAVE.

I DON'T KNOW IF THAT WAS MAYBE TEN YEARS AGO.

FOLKS ON THE TEAM BACK THEN THEY REMEMBER.

OF US ADVOCATED FOR THOSE POSITIONS.

I DIDN'T SEE ANYTHING IN THAT \$9 MILLION INVESTMENT ON ENGAGEMENT AROUND LANGUAGE ACCESS SO I WONDER IF YOU COULD SPEAK TO IF THERE'S ADDITIONAL INVESTMENT AROUND CONNECTING WITH FAMILIES WHO MAY HAVE LANGUAGE NEEDS.

AND I KNOW THE PLAN TO HIRE I'M SURE WE'LL INCLUDE TO HIRE MULTIPLE LANGUAGERS THAT'S ONE.

THE INVESTMENT FOR TRANSFORMATION, AGAIN I'VE BEEN AROUND ADVOCATING AROUND EDUCATION FOR A NUMBER OF YEARS CLOSE TO 20 YEARS NOW.

WE'VE SEEN DIFFERENT ITERATIONS, SUPERINTENDENT SCHOOLS WE'VE SEEN TURN AROUND SCHOOLS, ETCETERA, ETCETERA.

SO I'M WONDERING HOW TRANSFORMATION, WE CAN PUT A TITLE ON IT BUT HOW IS THAT DIFFERENT.

ON THE SOCIAL EMOTIONAL LEARNING VERY IMPORTANT WE'VE BEEN TALKING ABOUT SELF CARE.

I WONDER WHAT ADVICE WE'RE GIVING TO EDUCATORS AND TO PARENTS ABOUT HOW WE TALK TO YOUNG PEOPLE ABOUT THIS.

HOW WE'RE TALKING ABOUT COVID AND NOT GETTING CAUGHT UP IN THE BLAME AND THE SHAME AROUND COVID.

HOW WE ARE NOT OVERWHENNING PARTICULARLY OUR YOUNGEST CHILDREN AROUND BEING JUST FEARFUL WITH PEOPLE TENS OF THOUSANDS OF PEOPLE DYING ALL OVER THE GLOBE.

I IMAGINE THIS IS REALLY SCARY.

I'M DEEPLY CONCERNED ABOUT IEP'S AND MAKING SURE THAT STUDENTS WITH DISABILITIES ARE GETTING THEIR SERVICES MET.

MATT JUST RAISED QUESTIONS AROUND GRADUATIONS AND PROMS.

I THINK THAT'S IMPORTANT.

I DON'T KNOW IF THAT'S A SCHOOL BY SCHOOL APPROACH.

I HEARD YOUR RESPONSE SUPERINTENDENT THAT [INDISCERNIBLE] IS AN ISSUE AND I WANT TO UNDERSTAND WHAT DATES KIDS WILL HAVE THEM.

I WANT TO UNDERSTAND WHERE WE ARE IN THE DELIVERY RIGHT NOW.

WHERE THEY'VE BEEN DISTRIBUTED IN TERMS OF BY ZIP CODE, HOW MANY FOLKS ARE LOBBYING IN, WHAT ARE THE CHALLENGES AROUND GETTING ATTENDANCE.

I WANT TO UNDERSTAND MORE AROUND SUMMER LEARNING OPPORTUNITIES AT THIS LATE DATE, APRIL 13, 14, WHEREVER WE ARE.

IN MY MIND IT'S PRETTY CLEAR THAT WE HAVE TO HAVE SUMMER LEARNING OPPORTUNITIES AND HAVE TO THINK ABOUT SUMMER LEARNING OPPORTUNITIES IN A DIFFERENT KIND OF WAY.

IT'S NOT JUST WHAT WE DID IN THE PAST BUT WE HAVE TO UNDERSTAND DESPITE THE BEST EFFORTS OF OUR EDUCATORS TO DO REMOTE LEARNING AND THE BEST EFFORTS OF OUR PARENTS TO SUPPORT THEIR CHILDREN WHILE THEY ARE HOME DURING THIS TIME, REMOTE LEARNING IS CERTAINLY NOT THE SAME AND WE CAN ANTICIPATE THAT THERE WILL BE EVEN MORE GAPS, THAT THE GAPS WILL BE WIDENED.

SO I WOULD LIKE TO HAVE A SERIOUS CONVERSATION ABOUT WHAT SUMMER LEARNING LOOKED LIKE FOR 2020.

THEN OF COURSE THE INVESTMENTS AROUND ART, DUAL LANGUAGE IS BIG FOR ME, EARLY COLLEGE, EIGHTH GRADE ALGEBRA, ALL OF THOSE PIECES WHERE WE'RE TALKING ABOUT THE OPPORTUNITY GAP.

I WOULD LIKE TO SEE WHERE THE INVESTMENT IS THERE, TEACHER DIVERSITY IS REALLY IMPORTANT TO ME AND I HEARD THAT MENTIONED EARLIER IN THE HEARING SO I WOULD JUST LIKE TO UNDERSTAND HOW THIS BUDGET SUPPORTS THAT.

AND THEN CERTAINLY ON THE CITY CONTRACT THERE IS A LOT MORE THAT NEEDS TO BE DONE AND I LOOK IN ORDER TO WORKING WITH THE ADMINISTRATION AROUND DOING A BETTER JOB IN TERMS OF CONTRACTING WITH BUSINESSES OWNED BY PEOPLE OF SCHOLAR AND WOMEN AND LOCALLY OWNED BUSINESSES.

SO WHY DON'T I JUST PAUSE THERE IN CASE I HAVE SOME FOLLOW UP.

THE CHAIRWOMAN JUST TURNED HER CAMERA BACK ON SO I'M WORRIED THAT THE GAVEL WILL RAISE ITS UGLY HEAD AND IF YOU WANT TO GO AND RESPOND HOPEFULLY I'LL GET IT IN THIS ROUND IF NOT I'LL GET IT IN FOR THE NEXT.

THANK YOU MADAM CHAIR.

>> THANK YOU COUNCILOR JANEY FOR ALL OF THOSE CONCERNS.

THE REASON WHY WE REALLY FOCUSED THESE HEARINGS AND WORKED WITH CHAIRWOMAN BOK TO AROUND THE PLAN BECAUSE SO MUCH WHAT YOU BROUGHT UP IS REALLY IN OUR STRATEGIC DIRECTION.

AND I'M LOOKING FORWARD TO A SERIES OF ALL OF THESE HEARINGS ANSWERING ALL OF YOUR QUESTIONS.

I KNOW FIVE MINUTES ISN'T ENOUGH FOR THE NUMBER OF QUESTIONS AND I KNOW YOU CAN EXPECT ME TO ANSWER THEM ALL YOU JUST WANT US TO BE ABLE TO THAT AS ON OUR RADAR SO WE CAN DISCUSSION THEM OVER THE SERIES OF THESE HEARINGS SO I VERY MUCH APPRECIATE CHAIRWOMAN BOK WORKING WITH US TO ARRANGE IT AROUND STRATEGIC AGENDA BECAUSE I THINK THAT'S REALLY GOING TO PROVIDE THE SUBSTANCE OF I THINK THE CITY COUNCIL'S LOOKING FOR.

AND THE ASSURANCE TO VOTE FOR THIS BUDGET.

I APPRECIATE THE FOCUS ON EQUITY AND AS WE'VE BEEN DEVELOPING OUR RELATIONSHIP PRESIDENT JANEY AS ROXBURY RESIDENTS TOGETHER, THIS IS A HUGE PRIORITY IN TERMS OF OUR COMMUNITIES IN THE ZIP CODE IN WHICH THEY LIVE.

SO WE SEE IT FRONT AND CENTER-RIGHT HERE IN OUR OWN COMMUNITY THE INEQUALITIES AND HOW THEY ARE AFFECTING OUR COMMUNITY AS WELL ACROSS THE WHOLE CITY OF BOSTON.

SO I THINK OTHERS REALLY IMPORTANT THAT WE CONTINUE TO ADDRESS THESE OVER THESE SERIES OF HEARINGS AND WE ANSWER THESE QUESTIONS VERY DIRECTLY.

ANOTHER PLACE I WOULD LIKE TO INVITE YOU ALL TO COME IS OUR EQUITY WEEKLY EQUITY

ROUND TABLE I KNOW I'VE SEEN YOU THERE IN ATTENDANCE THERE PRESIDENT JANEY AND OTHER COUNCILOR HAVE BEEN ATTENDING.

THIS IS OUR PROBLEM SOLVING AND OUR TASK FORCE HOLDING OURSELVES ACCOUNTABLE TO RETHINK THE WAY WE DO EDUCATION.

THERE ARE A NUMBER OF THING THAT HAVE BEEN BROUGHT TO OUR ATTENTION.

TODAY COUNCILOR MEJIA BRINGING TO US OUR ATTENTION AROUND TRANSLATING OUR BUDGET DOCUMENTS AND HOW WE CAN BETTER MEET THAT AS IMPORTANT FEEDBACK FOR US, AND SO WE LOOK FOR YOUR PARTNERSHIPS IN DOING THAT.

SO I HOPE THAT YOU WILL BE OKAY WITH US DEFERRING ON A NUMBER OF QUESTIONS AND ANSWERS THROUGHOUT THE SERIES.

ARE THERE ANY PARTICULAR ONES YOU ARE REALLY WANTING US TO ANSWER RIGHT NOW?

>> YES, THAT WOULD BE GREAT AND I'M HAPPY TO DEFER WHEN WE ARE GET INTO THE HEARINGS AND WE CAN GO DEEPER FOR SURE BUT I AM PARTICULARLY INTERESTED IN JUST WHERE WE ARE IN THE CHROME BOOK.

I KNOW SOME OF MY COLLEAGUES RAISED THIS EARLIER.

I MAY HAVE MISSED IT SO I APOLOGIZE.

IF YOU COULD JUST WALK US THROUGH WHERE WE ARE IN TERMS OF WHAT PERCENTAGE OF STUDENTS ACTUALLY HAVE THEM.

I THINK, AND THEN WHERE THEY ARE IN TERMS OF ZIP CODES AND WHAT THE PLAN IS TO GET A HUNDRED PERCENT.

AND THEN THERE'S NOT JUST THE CHROME BOOK, THE HOT SPOTS, IT'S ABOUT WHO IS LOBBYING IN SUCH AND SUCH.

IF YOU COULD FOCUS ON THOSE IN CASE I MISSED IT BEFORE.

THANK YOU.

>> TODAY WE HAVE OVER 28,237 CHROME BOOKS, 3300 HOT SPOTS WE HAVE A NUMBER OF HOT SPOTS THAT JUST CAME IN AND WILL BE DELIVERING AND GETTING OUT TO OUR COMMUNITIES. WE'VE HAD 3 1,149 LOG-INS THAT HAPPENED YET AND 3,000 TEACHERS LOGGED IN IT'S ABOUT 78 PERCENT PERCENT OF OUR TEACHERS.

WE HAVE A NUMBER OF EFFORTS THAT ARE HAPPENING THERE WITH LOG-INS AND WE GET STRONGER EVERY WEEK AS WE HOLD OURSELVES ACCOUNTABLE AND AS SCHOOL LEADERS ARE GETTING THEIR SCDGES -- SCHEDULES TOGETHER WE ARE WORKING WHERE WE WILL START 25EUBGING AWE TENDANCE TO MONITOR ENGAGEMENT.

I MENTIONED THAT EARLIER TODAY IN THE HEARING.

THOSE EFFORTS ARE MOVING ON.

>> THIS IS THE FIRST TIME I'M HEARING THAT A HUNDRED PERCENT OF TEACHERS ARE NOT LOGGING IN.

I ASSUME THAT THE LOG-IN CHALLENGE WAS ON THE STUDENT END.

ARE WE SAYING NOW THERE'S A LOG-IN CHALLENGE ON THE EDUCATOR END?

THE GAFL IS UP SO I WANT TO BE MINDFUL.

I KNOW THERE ARE A COUPLE MORE COLLEAGUES THAT WANT TO SPEAK.

I JUST HEARD YOU SAY 78% OF TEACHERS LOGGED IN YESTERDAY.

>> LOCKED IN THE PAST SEVEN DAYS AND THEY HAVE LOGGED INTO THEIR CHROME BOOK OR GOOGLE CLASSROOM.

THERE ARE SOME HIGH SCHOOL TEACHERS THAT ARE PROVIDING THEIR INSTRUCTION IN DIFFERENT WAYS FOR REMOTE LEARNING BUT THAT'S THE NUMBER OF TEACHERS WHO HAVE LOGGED IN IN TERMS OF THEIR GOOGLE CLASSROOM AND THEIR CLEVER.

>> I'M GOING TO WAIT FOR THE NEXT ROUND.

THANK YOU SO MUCH.

>> I JUST GOT A TEXT FROM ALL BUT 84 TEACHERS HAVE LOGGED IN.

SO OF OUR 8400 TEACHERS ALL BUT 84 HAVE LOGGED IN.

>> DO WE KNOW ABOUT THOSE 84?

I'M SORRY MADAM CHAIR.

>> I WILL DEFINITELY.

JUST NOTE I WOULD LIKE FOR YOU TO KNOW PRESIDENT JANEY WE ARE GETTING THESE DATA

DASHBOARDS UP.

WE ARE LOOKING AT THIS DATA AND WE ARE FOLLOWING THROUGH AND HOLDING OURSELVES ACCOUNTABLE SO THESE ARE ALL NEW DATA SYSTEMS WE ARE PUTTING TOGETHER TO HOLD OUR SCHOOL LEADERS AND OURSELVES ACCOUNTABLE FOR ASSURING EVERYBODY'S LOGGING IN AND WE ARE GETTING THE RIGHT INFORMATION BECAUSE A NUMBER OF OUR TEACHERS, SOCIAL WORKERS, PSYCHOLOGISTS ETCETERA, PARAPROFESSIONALS ARE COMMUNICATING IN MULTIPLE WAYS SORE WE'RE NOW JUST BEING ABLE TO GATHER THAT DATA [INDISCERNIBLE] BEFORE SO HOW DO WE GATHER THIS AND GET THE RIGHT DATA.

>> IF I COULD JUST ADD A COUPLE QUICK CLARIFICATION ON THE DISTRIBUTION.

THE NUMBER OF CHROME BOOKS DISTRIBUTED SO FAR IS ACTUALLY UP 36 SINCE THE START OF THIS HEARING SO WE CONTINUE TO INCREASE OUR EFFORTS TO GET CHROME BOOKS IN THE HANDS OF STUDENTS.

OUR PLAN IS NOT TO DISTRIBUTE CHROME BOOKS TO A HUNDRED PERCENT OF STUDENTS IN THE DISTRICT BUT TO MAKE SURE WE HAVE STUDENTS WHO HAVE ACCESS AND ON-LINE.

I POINT THAT OUT BECAUSE I HAVE TWO BPS STUDENTS IN MY HOUSE THAT WILL NOT BE RECEIVING CHROME BOOKS BUT THEY ARE ACCESSING THEIR CONTENT ON-LINE.

NOT EVERYONE NEEDS IT.

WHEN WE LOOK ACROSS A NUMBER OF DIFFERENT DEMOGRAPHIC GROUPS INCLUDING RACE THERE'S A HIGHER PERCENTAGE OF LATINX AND [INDISCERNIBLE] THAN WHITED STUDENTS HIGHER PERCENTAGE OF ENGLISH LEARNERS THAN NON-ENGLISH LEARNERS AND HIGHER PERCENTAGE OF DIGOXINABILITIES THAN NON-STUDENTS.

WE HAVE AN EFFORT TO STUDENTS WITH HIGHER NEEDS AND [INDISCERNIBLE] HAVE RECEIVED THE CHROME BOOK TODAY.

THAT'S THE EFFORT WE'RE MAKING ACROSS ALL SCHOOLS.

>> ANOTHER POINT WHO ARE THESE 84.

WE THINK SOME OF THEM ARE ALSO LONG TERM MATERNITY LEAVE, OTHER TYPES OF LEAVE SO THAT'S WHY THE DATA IS SO RAW AND WE'RE GETTING TO THE BOTTOM OF IT.

>> THANK YOU VERY MUCH.

THANK YOU.

THANK YOU COUNCILOR PRESIDENT, THANK YOU SUPERINTENDENT.

WE'LL BE HAVING LOTS OF HEARINGS SO WE'LL HAVE THESE CONVERSATIONS.

I WILL NOW RECOGNIZE COUNCILOR LYDIA EDWARDS FOLLOWED BY COUNCILOR FRANK BAKER.

>> HI, THANK YOU SO MUCH.

I JUST WANT TO, I DON'T KNOW HOW YOU GOT A GAVEL COUNCILOR BOK, I'VE BEEN USING MY WATER BOTTLE AS MY IN AND OUT [INDISCERNIBLE] EQUITY AND ALL THAT STUFF.

I DON'T KNOW HOW THE GASTLES ARE OUT.

I WANT TO GET IN MY FIVE MINUTES, I'VE BEEN WAITING FOR THEM.

I JUST WANT TO DISCUSS SPECIFICALLY AT THE DISTRICT ONE LEVEL AND THEN ALSO AT THE WHOLE ENTIRE DISTRICT BPS LEVEL.

WITH REGARDS TO THE ENTIRE BPS LEVEL, I'M CURIOUS ABOUT THE LESSONS WE'RE LEARNING NOW IN TERMS OF HOW THIS REMOTE LEARNING AND THESE CHROME BOOKS ARE GOING TO ACTUALLY ENHANCE THE INFRASTRUCTURE AND THE NEED OR MEETING THE NEEDS OF LEARNING GOING FORWARD.

I THINK THESE ARE TOOLS IN THE TOOLBOX AND I'M CURIOUS HOW ALL THESE LESSONS ARE BEING RECORDED IF THEY ARE, ARE YOU ARCHIVING THEM TO MAKE SURE THEY ARE AVAILABLE FOR LATER TIME.

ARE ALL THE TEACHERS MAKING SURE TO ARCHIVE THEIR LESSONS, DO THEY MISS OR ARE LATE FOR CLASS.

THE ABILITY TO CATCH UP AND WATCH A LESSON AFTER THE FACT I THINK IS SOMETHING WE CONSIDER HOLDING ON TO GOING FORWARD FOR THE REST OF BPS.

AND POOL EVEN HAVING SOME OF THOSE LESSONS TRANSLATOR AVAILABLE FOR THE PATIENCE TO BE ABLE TO OFFER TO HELP EDUCATE AND CONTINUE TO WORK WITH THEIR CHILDREN AT HOME.

IT'S AN INFRASTRUCTURE QUESTION AND LESSONS WE'RE LEARNING.

I'LL JUST KEEP GOING ON.

THE QUESTION I HAVE AND I'VE CONSISTENTLY HAD ABOUT EQUITY AND TRANSPORTATION. I KNOW WE'VE DONE THE ROUNDS ON THE INDIVIDUAL BUSES IN CHARLESTOWN TO TEST FOR SCHOOLS OR [INDISCERNIBLE] BUT AT SOME POINT MAYBE NOT TODAY WE SHOULD TALK ABOUT THE OWEN'S LOT OF AND THE CONTRACT THERE AND HOW WE'LL WORK THROUGH THAT TO MAKE SURE THE CONTRACT AND WE CAN SAVE VALUABLE RESOURCES.

AGAIN IT DOESN'T HAVE TO HAPPEN TODAY IT'S VERY SPECIFIC WITHIN THE DISTRICT.

I KNOW NATHAN AND EVERYONE'S BEEN WORKING ON THAT.

THE SUPERINTENDENT AND I SPOKE BRIEFLY ABOUT THE KALEIDOSCOPE PROGRAM YESTERDAY AT LENGTH BECAUSE MY ENTIRE DISTRICT IS NOW IN THE KALEIDOSCOPE PROGRAM SO MY CONCERN OF COURSE IS THAT ARE WE SETTING UP STEWARDS, IS IT THE TROJAN HORSE AND REALLY THE STATE BEING ABLE TO COME AND MONITOR CLOSER THAN THEY EVER DID BEFORE AND THE STATES PROMISES RESOURCES ALL THE TIME AND WE DON'T HAVE A CLEAR NUMBER ON WHAT THOSE RESOURCES ARE TO HELP DISTRICT ONE SCHOOLS.

WE'RE HOPEFUL THIS IS A PAUSE TOUGH THING BUT YOU KNOW, THIS IS NOT A CRITIQUE OF THE BPS'S SIDE AND HOPE FOR KALEIDOSCOPE THIS IS MORE OF MY CONCERNS ABOUT THE STATE NOT FULFILLING PROMISES AND BEING ABLE TO MONITOR AND CRITIQUE AT A DISTRICT LEVEL AND NOT PROVIDE KNITTING ELSE BESIDES MONITORING AND MORE EYES AND CRITICISMS.

SO I WANT TO MAKE SURE WE'RE CLEAR ON THE TIME LINE FOR DISTRICT ONE.

WE TALKED ABOUT THIS YESTERDAY SUPERINTENDENT BUT IF YOU CAN SAY AGAIN THIS YEAR OUR PLAN COVID-PROVIDED, RIGHT IS FOR ALL TO GET A SIX, THE FOLLOWING SCHOOL YEAR FOR THE HIGH SCHOOLS TO MEET SEVEN AND UP.

THE FOLLOWING SCHOOL YEAR OR IN BETWEEN THAT TIME THE K AND ANY OTHER SCHOOL THAT'S AT EIGHTH GRADE WILL EVENTUALLY GO TO SIX.

IT'S KIND OF A DISTRICT ONE.

THANK YOU SO MUCH.

>> THANK YOU FOR YOUR COMMENTS, COUNCILOR.

THE GOAL IS TO GET TO K SIX IN EAST BOSTON AND CHARLES TOWN COMMUNITY.

THE TWO HIGH SCHOOLS WILL BE GOING SEVEN THROUGH 12 AND 2122.

AS FOR THE K EIGHTS I DON'T KNOW IF THEY WILL DOWN GRADE OR NOT IT DEPENDS ON THE STATES AND HIGH SCHOOLS AND OPTIONS AND THAT'S A CONVERSATION YET TO HAVE WITH THE COMMUNITY.

I HAVE NOT TALKED ABOUT K EIGHT YET WE ARE PRIORITIZING THE K SIX AND [INDISCERNIBLE] EXPANSION AS WELL.

WE DID HAVE EXTENSIVE CONVERSATION YESTERDAY YOU AND I ABOUT THAT PROJECT.

IT APPEARS THAT YEAR ONE THEY WILL PROVIDE RESOURCES FOR THE PROJECT.

IT IS GOING TO BE A SMALLER IMPLEMENTATION THAN WHAT THEY HAD ORIGINALLY PLANNED WITH INSTALLING LEADERSHIP TEAMS AND PROVIDING ABOUT FIVE TO SIX HOURS OF PROFESSIONAL DEVELOPMENT TO TEACHERS OVER THE WHOLE ENTIRE YEAR.

BUT THEN THAT LEADERSHIP TEAM WILL GET UP TO 20 HOURS OF PROFESSIONAL DEVELOPMENT FOR ABOUT FIVE TO SIX INDIVIDUALS.

THEY WILL BEGIN THAT WORK AND SO I THINK THE HIGH SCHOOL WORK FOR EARLY COLLEGE AND ACCELERATION ACADEMY WOULD HAPPEN IN YEAR TWO AND YEAR THREE IN THE PROJECT.

>> JUST REAL QUICK ON THAT EXPANSION.

ARE WE GOING TO GET A STUDY FOR EAST BOSTON AND CHARLESTOWN AHEAD OF THEIR EXPANSION TO SHOW HOW IT COULD WORK.

THE CONCERN IS HAVING 12 YEAR OLDS AND 18 YEAR OLDS IN THE SAME BUILDING OR ON THE SAME CAMPUS HOW THE STUDY WOULD WORK AND HOW THE BUILDINGS WOULD BE SPLIT UP.

>> THAT WILL BE PART OF THE REDESIGN PROCESS THIS FALL IN 2021, EACH OF THE SCHOOLS HAS ADDITIONAL RESOURCES TO BE ABLE TO BEGIN THE RESEARCH AND THE PLANNING FOR THE MIDDLE SCHOOL WITHIN THEIR HIGH SCHOOL AND WHAT THAT'S GOING TO LOOK LIKE IN TERMS OF THE ARTICULATION OF ACADEMIC AND ALSO THE PHYSICAL SPACE AND HOW YOU WOULD SERVE MIDDLE SCHOOLERS IN THE BUILDING.

BOTH OF THOSE BUILDINGS ARE RATHER LARGE SO THERE IS OPPORTUNITY TO HAVE CAMPUSES

FOR 9 MIDDLE AND THE UPPER SCHOOLS -- FOR THE MIDDLE AND UPPER SCHOOLS.
I ASSUME BECAUSE WHAT WE'RE LEARNING ABOUT REMOTE LEARNING AND WHAT WE'RE
LEARNING ABOUT OTHER ASPECTS OF OPPORTUNITIES AND EXPANDING ACCESS TO ADVANCE
COURSES THAT WE WILL HAVE MIXED GRADE LEVELS IN SOME OF THOSE COURSES.
BUT I THINK FOR HOME ROOMS AND ADVISORY AND THE BASIC ACADEMIC KEY WORK THAT'S
HAPPENING FOR BUILDING FOUNDATION AT LEAST FOR A COUPLE YEARS UNTIL WE GET TO THE
HIGHER LEVEL OF RIGOR, WE WILL HAVE FORMALLY MIDDLE SCHOOLS THAT WILL JUST BE WITHIN
THE HIGH SCHOOLS.

>> WE'LL TALK ABOUT THAT LOT LATER AT ANOTHER HEARING I THINK IT'S A LITTLE BIT TOO
TRIANGULAR BUT THANK YOU.

>> WE WERE WORKING ON THE LOT AND SO I THINK THAT'S TIED UP INTO ZONING AND SO GIVEN
THEY'RE NOT MEETING REGULARLY NOW DUE TO COVID I THINK THAT'S [INDISCERNIBLE]

>> OKAY.

THANK YOU.

>> THANK YOU SO MUCH COUNCILOR EDWARDS.

NOW RECOGNIZING COUNCILOR BAKER.

COUNCILOR BAKER, UNMUTE YOURSELF.

>> THANK YOU EVERYBODY FOR COMING HERE TODAY, FOR BEING WITH US TODAY.

I WOULD LIKE TO ECHO, I THOUGHT MATT SAID IT QUITE ELOQUENTLY ABOUT KEEPING THIS
OPERATION GOING.

THIS IS TO YOU BRENDA, KEEPING THIS OPERATION GOING AND MAKING SURE THERE'S NOTHING
GOING ON FOR OUR CHILDREN DURING THIS CRISES.

SO I JUST THINK YOU GUYS ARE DOING A GREAT JOB.

I JUST HAVE A COUPLE QUESTIONS.

HE ALSO ASKED ABOUT THE OUT OF DISTRICT SPECIAL EDUCATION.

HOW MUCH OF THAT IS TRADE SCHOOLS?

IS ANY OF THAT TRADE SCHOOLS?

>> THE NUMBER WE MENTIONED EARLIER DID NOT INCLUDE ANY OF THE TRADE SCHOOL
BUDGETS.

WE DO HAVE A BUDGET SET ASIDE FOR STUDENTS WHO ARE ENROLLED IN SPECIAL ED PROGRAMS
WE DO NOT OFFER.

ALMOST ALL OF THAT MONEY AT THIS POINT GOES TO NORFOLK AGRICULTURAL TECH FOR THEIR
AGRICULTURE PROGRAMS THAT WE DON'T OFFER IN THE CITY.

THE NUMBER HAS DECREASED OVER THE LAST SEVERAL YEARS WHICH IS FOR NEXT YEAR WE'RE
PROJECTING AROUND \$800,000.

JUST FOR THE PROGRAM AND I'M NOT SURE IF THE [INDISCERNIBLE] ARE STILL HERE BUT I DID GET
THE CIRCUIT BREAKER NUMBERS.

WE GET ABOUT 75% REIMBURSEMENT FOR COSTS OVER ABOUT FIVE TIMES THE STATE AVERAGE.
SO THAT NUMBER FOR FY20 WAS 45,488 DOLLARS.

ESSENTIALLY FOR THOSE STUDENTS WHO ARE OUT THE STATE RECOMMEND BURSED ABOUT 75%
OF THE COSTS FOR EVERY DOLLAR SPENT OVER 45 THOIFOR -- 45,000.

>> SO YOU SAID 85,000 YOU SAID THAT'S WHAT WE WENT TO NORFOLK AGGIE AND THAT'S ALL WE
DO JUST NORFOLK AGGIE.

>> I THINK THERE'S STILL ONE OR TWO STUDENTS AT MINUTEMAN AND SOME OF THE OTHER
REGIONALS.

AS WE'VE DONE A GOOD JOB EXPANDING OUR PROGRAMMING HERE IN BOSTON, YOU'RE ONLY
ELIGIBLE TO GO OUT IF YOU'RE GOING OUT TO A PROGRAM THAT WE DON'T OFFER.

AND SO WE'VE HAD, THERE ARE LESS PROGRAMS OUT THERE THAT AREN'T OFFERED AT BPS
[INDISCERNIBLE] NUMBER OF OTHER SITES WE HAVE YOU NO.

>> CAN I GET A LIST OF WHAT THOSE PROGRAMS ARE.

NOT WHO BUT WHAT THE CLASSES ARE AT MINUTEMAN AND ANY PLACE ELSE IF POSSIBLE.

>> NO PROBLEM.

>> ON SLIDE 31 WHERE THE INVESTMENT IS ON FOR K TWO IT'S LESS LIKELY TO BE LOW INCOME
STUDENTS THAT ARE IN THAT K TWO.

SO WHAT IS THE PLAN FOR RECRUITING THE LOW INCOME STUDENTS TO FILL THOSE SEATS?
BECAUSE I THINK THAT THAT IS A VALUABLE TIME IN A CHILD'S LIFE.

>> I THINK IT'S NOT ABOUT RECRUITING K2 STUDENTS AS MUCH AS IT IS ABOUT RETENTION AND
UPPER ELEMENTARY GRADES.

AND THE SHIFT IN THE WAY THAT OUR TRIX WORKS IN ENROLLMENT PATTERNS.

WITH UNIVERSAL KINDERGARTEN AND UNIVERSAL ACCESS TO KINDERGARTEN WE REACH A
NUMBER OF STUDENTS.

THROUGHOUT THE ELEMENTARY YEARS WE LOSE STUDENTS AT DIFFERENT POINTS SO WHEN YOU
LOOK DEMOGRAPHICALLY AT OUR DISTRICTS, YOU SEE SHIFT PERCENTAGE OF LOW INCOME BY
GRADE.

PART OF OUR K THROUGH SIX STRATEGY, K THROUGH 12 TRAGEDY IT'S INCREASE RETENTION AND
TO DISRUPT SOME OF THOSE PATTERNS WE THINK WILL MAKE A MORE APPEALING DISTRICT FROM
JUST A PURELY ENROLLMENT PERSPECTIVE MAKE US LOOK COMPETITIVE AGAINST THE FIVE
THROUGH 12 CHARTER SCHOOLS AND SEVEN THROUGH 12 PRIVATE AND PAROCHIAL SCHOOLS IN
OUR DISTRICT.

IT'S NOT ABOUT HAVING LOW INCOME STUDENTS IT'S LOSING HIGHER INCOME STUDENTS LATER IN
ELEMENTARY SCHOOL.

>> OKAY, THANK YOU.

IS THERE ANY DISCUSSION AROUND OR HAVE ALL THE DISCUSSIONS AROUND LIKE I'M THINKING
ABOUT THE DEVER SCHOOL AND THE LOT NEXT DOOR ARE ANY OF THOSE DISCUSSIONS ARE
HAPPENING WITH YOU GUYS OR IS THAT SOMETHING THAT'S TOTALLY OFF AND GET BACK AT IT
NEXT YEAR?

>> SO THE DEVER SCHOOL IS IN RECEIVERSHIP WITH A DUFFY AND THE PARTNERSHIP WITH THE
FIELD HOUSE.

>> ISN'T THERE A PLAN, ISN'T THERE A BUILDING PLAN FOR THE DEVER ALSO?

IS THAT AFFECTED BY THE COVID.

>> THERE'S NOT A BUILDING PLAN FOR THE DEVER.

>> THE MICK CORMICK, I'M SORRY.

>> MIX CORMICK AND BCLA ARE STILL ON THE BUILD BPS BUT THERE HAS BEEN ANY DECISIONS.
WE KIND OF NOT SUSPENDED IT BUT BECAUSE WE'VE BEEN RESPONDING TO COVID WE WERE
GOING TO HAVE THE BILL BPS UPDATE BUT WE HAVEN'T BEEN ABLE TO HAVE THAT COMMUNITY
ENGAGEMENT.

WE JUST RECONVENED OUR TEAM LAST WEEK LOOKING AT BILL BPS AGAIN AND HOW WE
RESTART THOSE CONVERSATIONS IN A VIRTUAL WORLD SO THAT WE CAN HAVE COMMUNITY
ENGAGEMENT THAT'S MEANINGFUL.

I FIND THIS IS REALLY, THIS NEW ZOOM HAS ALLOWED US TO HAVE VERDICT VIRTUAL MEETINGS
IN A WAY THAT HASN'T BEFORE, THAT HAS BROADENED OUR COMMUNITY TO ENGAGE WITH OUR
COMMUNITY.

HOWEVER OUR COMMUNITY THAT DOESN'T HAVE ACCESS IS THEN SHUT OUT.

SO WE'VE GOT TO TRY TO FIGURE OUT HOW TO BALANCE THAT SO THAT WE CAN STILL MOVE
FORWARD WITH SOME OF THE BILL BPS DECISIONS THAT I THINK ARE STRATEGIC IN NATURE TO US
ACHIEVING OUR ULTIMATE GOALS OF STABILIZING ENROLLMENT AND STABILIZING OUR FUNDING.

>> OKAY.

SO THAT WAS THE MICK COURTROOMIC.

AND WHAT ABOUT THE FIELD HOUSE NEXT DOOR.

ARE THOSE DISCUSSIONS STALLED ALSO IN IS THAT STILL MOVING AT ALL?

>> WELL AT THIS MOMENT, WE HAVEN'T MOVED ON IT SIMPLY BECAUSE WE'RE STILL RESPONDING
TO CO-VOID AND I'M NOT CERTAIN WHAT OUR FEE IS AND WHETHER [INDISCERNIBLE] IS STILL ON
THE CALL NOW BUT WE CAN CERTAINLY ADDRESS THIS TO YOU AND GET BACK TO YOU ON THAT.

>> THANK YOU.

THANK YOU MADAM CHAIR.

>> THANK YOU SO MUCH COUNCILOR BAKER.

SUPERINTENDENT AND DAVID, IS IT ACCURATE TO SAY YOU ALL ARE GOING TO BE ON FOR THE

HEARING THAT WAS MEANT TO BE STARTING AT ONE?
CAN YOU ALL JOIN IN FOR THAT.

>> IT WOULD BE NICE TO BE ABLE TO HAVE JUST A SLIGHT BIO BREAK.

>> THAT'S EXACTLY WHAT I WAS ABOUT TO SAY.

I WANT TO CONFIRM WITH COUNCILORS WHO ARE STILL HERE IN THE CHAMBER VIRTUAL CHAMBER AND AWAITING A SECOND ROUND OF QUESTIONS BUT SINCE WE HAVE THE SAME SET OF PANELISTS APPEARING IN THE AFTERNOON HEARING MY PROPOSAL WOULD BE FOR US TO BREAK FOR 15 MINUTES AND THEN RECONVENE FOR THE AFTERNOON HEARING AT 1:15.