

Hearing Topic	Hearing Date & Time	Question	BPS Response	Councilor	Assigned To	Date Reply Submitted to City Council
Overall Alignment & Wraparound Supports	5/5/2020 AM					
Overall Alignment & Wraparound Supports	5/5/2020 AM	The provided materials mentioned a qualitative review on teachers and administrators of color leaving the BPS system. Can you provide more information about what we learned from this review and how we're changing our practices?	OHC, in conjunction with Office of Opportunity Gaps, conducted interviews of all departing school leaders last year. The results indicate that reasons for departure were varied including a need for more time with family, seeking a district with different levels of student and family need, moving into different opportunities, and seeking out different support structures and professional opportunities. This year OHC will send out an exit interview survey to all staff who separate from BPS (both central office and school-based). Building on last year's work, the OHC Leadership Development team will also conduct In-person exit interviews for all school leaders and administrators. Rashaun Martin, our Educators of Color Retention and Cultivation Specialist will conduct in-person exit interviews with all Teachers, /Counselors, and Central office Educators of Color staff.	Bok (Chair)		
Overall Alignment & Wraparound Supports	5/5/2020 AM	Has there been an increase in online bullying since the start of remote learning?	We are very proud of our high rate of reporting of bullying of any kind, including bias based bullying. Since the closure, we have far fewer concerns being reported because there is much less interaction between students. However, often parents are more aware of what is occurring because they are now at home with their children.	Janey (President)		
Overall Alignment & Wraparound Supports	5/5/2020 AM	How can BPS improve its partnerships with BCYF and BHA to better support BPS students?	BPS has designated a district point of contact to serve as the liaison to BHA, Brian Marques, who oversees services to families experiencing homelessness. We have also been working with BCYF as we think through BuildBPS and role that our community centers play for schools and the local communities. Additionally, we are collaborating on summer programming and our Hub Community Schools Strategy. Our COVID relief efforts have also relied on a strong partnership and link with both agencies. BHA has been supporting and triaging housing needs of BPS families and BCYF food sites have worked to help distribute much needed resources to families. These efforts have strengthened our communication and partnership, and we intend to continue collaborating as we move forward. More can be addressed in 5/26 Partnership Hearing	Flynn		
Overall Alignment & Wraparound Supports	5/5/2020 AM	Can you provide me more information on the possibility of a Teacher Cadet program?	Launch of Design of Teacher Cadet Concept: A Collaborative Model Superintendent Brenda Cassellius has directed BPS High School Superintendents, Drs. Elia Bruggeman and Lindsa McIntyre to develop the Teacher Cadet concept design, and the BPS Recruitment, Cultivation and Diversity (RCD) Team has taken up the design work in partnership with the Director of Post-Secondary Partnerships and Initiatives, Marsha Inniss-Mitchell, and Executive Director of Career Technical Education, Michelle Sylvania. BPS RCD Manager of Pipeline Programs, Dr. Abdi Ali, who brings 25 years of teaching and curriculum and school design experience, will lead our concept development to combine a central office and school-based model that will offer students opportunities for career exploration, academic and college readiness, and field-based experiences such as internships, summer jobs and assistantships in BPS's summer school, and field trips to and mentors from private and public industries. Our ultimate goal is to prepare our Teacher Cadet for the 21st century as adaptive and collaborative thinkers in service of their chosen professions and their local communities. Teacher Cadet Reimagines Boston Public Schools as a 21st Century Workforce Provider: The Teacher Cadet as a prototypical "Grow Your Own" pathway positions the Boston Public Schools as a 21-century workforce provider, intentionally responding to its own institutional needs to hire and retain linguistically and culturally diverse educators at all institutional levels. The Teacher Cadet Pathway will leverage the untapped immigrant and young adult talent who are right now enrolled in our city's schools. As an investment in organizational capacity, the Teacher Cadet Pathway will cultivate diverse candidates, especially Black & Latinx males, and math & science candidates teachers of color, and will also increase the availability of high-quality jobs in Boston.	Flynn		
Overall Alignment & Wraparound Supports	5/5/2020 AM	Can you provide me information on the process of testing for learning disabilities that can be shared with parents?	Parents should reach out to their child's teacher, Coordinator of Special Education, or their principal to share their concerns and request an evaluation.	Flynn		
Overall Alignment & Wraparound Supports	5/5/2020 AM	How many school leaders are leaving their posts? Where is this happening? How does this impact demographic numbers across the district?	List of announced new school leader appointments . The net result in the changes is that we have 1 more leader who identifies as white in a seat than we did previously. The current overall demographic, including individuals who are hired on for the coming school year is 46% white, 41% Black, 8% Latinx, 4% Asian, 1% Decline to Identify. In terms of linguistic diversity, we have maintained the same number of leaders who speak a language represented in our student population.	Wu		
Overall Alignment & Wraparound Supports	5/5/2020 AM	Has BPS implemented training for teachers to identify students who may be victims of child abuse? How is BPS providing training materials to all teachers across the district?	Yes, we developed a cross/departmental training for BPS staff - held on Friday, May 15th after initial concerns came out that there was a 20% reduction in reporting.	Essaibi-George		
Overall Alignment & Wraparound Supports	5/5/2020 AM	What is the updated contact rate of students since remote learning? What is the number of students that BPS hasn't been able to contact?	Between 4/12 and 5/15, Elementary/K-8/6-8 located 169 students and still searching for 52. Secondary located 241 students and still searching for 55. Total number of students unaccounted for since closure as of 5/15 = 107.	Essaibi-George		
Overall Alignment & Wraparound Supports	5/5/2020 AM	The budget proposal doesn't seem to have changed significantly since it was first presented to the School Committee in early Feb. That worries me, given how much our world has changed since then. Are you planning more changes for the resubmission and if so what kinds of changes are you considering?	Addressed in 5/26 hearing	Campbell		

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Overall Alignment & Wraparound Supports	5/5/2020 AM	Your proposal calls for a lot of hiring. Have jobs been posted already and if so, how are you managing the hiring process during our lockdown?	<p>Yes. All job postings are posted at www.teachboston.org and hiring managers have received guidance from OHC about best practices with virtual hiring. As of April 28, 2020, we have 166 teachers and guidance counselors who have been submitted for hire, which puts upon pace with where we were at that point last year. Of these 45% identify as People of Color</p> <p>Additionally, as of April 28, 2020, we had 174 submissions in queue, which is nearly double the number in a queue as at this point last year. Of these, 65% identify as People of Color.</p>	Campbell		
Overall Alignment & Wraparound Supports	5/5/2020 AM	What are the current figures for teacher diversity and is a detailed strategy, with metrics and goals around racial/ethnic diversity for next year's new hires? A continuation of Janey line of questions...	<p>In 2019 we had the highest total percentage of teachers of color hired in the last six years, at 47%. Out of those, more than 25% identified as Black and more than 15% identified as Latinx - both of which represent the hiring rate in the last five years. What we see in this hiring rate is that our hiring initiatives are making a difference in setting mindsets and hiring practices in our schools. In addition, over the last 5 years, we've seen an increase in the number of provisional educators of color being non-renewed (specifically Black and Latinx educators); this increase is driven entirely by non-renewals due to licensure.</p> <p>BPS is retaining provisional educators of color non-renewed due to licensure at higher rates than white provisional educators. BPS is working intensively to hire teachers of color, including teachers on waivers, because of the state-wide shortage of teachers of color. As a result, we are non-renewing a larger share of our provs of color. However, we are aggressively focused on rehiring/retaining as many of these educators as possible. In addition to providing MTEL prep support, Rashaun Martin, our newest staff member and our Educator of Color Retention and Cultivation Specialist has communicated with all non renewed provisionals of color. Through our focused effort, we were able to retain 89% of provisionals of color non renewed due to licensure.</p>	Campbell		
Overall Alignment & Wraparound Supports	5/5/2020 AM	Have you started any planning to consider how the district would weather revenue pressure? I appreciate that the Mayor has protected the BPS investment for this year, but we may have a multi-year recession ahead of us.	<p>BPS is fortunate to be able to have confidence in the support from the City around our FY21 budget as we continue to respond to the COVID crisis. We are continuing to work to plan for how our district processes will need to change to this new reality</p>	Campbell		
Overall Alignment & Wraparound Supports	5/5/2020 AM	As you know, I'm extremely interested in how we support the social emotional health of our students. Can you provide an inventory of all of the BPS staff and BPS partners who offer support to students? I'd like to see it broken out by (1) 1:1 counseling and services, (2) special education evaluations, (3) group supports, and (4) indirect supports to teachers and staff. What percent of students are reached today across each of those four categories? What do you think the full need is? How much of the gap will be filled by the staff you are proposing for next year?	<p>Behavioral Health Services: School Psychologists and District social workers provide 1:1 counseling, IEP counseling and counseling groups: Special Education Clinical Coordinators/ Strand Specialists provide 1:1 counseling and group counseling to students in Special Education Emotional Impairment strands. Community mental health partner clinicians provide individual and group counseling to regular education students in 96 schools.</p> <p>Here is a list of the partners: Harbour Counseling Services, Allston Harbour Counseling, Jamaica Plain Wediko Children's Services Achieve Doc Wayne Youth Services, Inc. Smile Massachusetts Trinity Boston Connects KeySteps, Inc. City Connects The Home for Little Wanderers The PEAR Institute: Partnerships in Education and Resilience Children's Service of Roxbury Boston Public Health Commission Boston Children's Hospital Neighborhood Partnerships (BCHNP) Italian Home for Children Alliance for Inclusion and Prevention William James College UMass Boston College of Education & Human Development (University of Massachusetts Boston) South End Community Health Center Boston Youth Sanctuary Franciscan's Childrens Hospital.</p> <p>BPS will be hiring additional transformation social workers who will provide counseling services to students in the 33 transformation schools. Research indicates that 20% of students will have a mental health need, which in BPS, would indicate that 10,400 students need some level of mental health support. BHS Services staff currently provide counseling for 1,000 students. Our community mental health partners provide counseling for approximately 2,000 students. We are currently working with partners to collect data on the students that they serve.</p>	Campbell		
Overall Alignment & Wraparound Supports	5/5/2020 AM	What is the role of our partner organizations in social emotional health? How do we engage them and take advantage of Boston's incredible institutions? How do you coordinate with other state and city agencies who provide services?	<p>Addressed in 5/26 hearing</p>	Campbell		
Overall Alignment & Wraparound Supports	5/5/2020 AM	How many of our students are uninsured? Are we able to coordinate with the health services they are entitled to?	<p>Medical insurance information is not collected at the Welcome Center and is inconsistently collected at the school level.</p>	Campbell		
Overall Alignment & Wraparound Supports	5/5/2020 AM	We have to assume that there will be significant, significant needs for students when they return to school next year. How are we planning for this? Will the FY21 budget support this?	<p>Addressed in 5/26 hearing</p>	Campbell		

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Specialized Academic Supports	5/5/2020 PM	How many classrooms are using two-teacher inclusion models and what is the breakdown within these classrooms by race, language, neighborhood	Answered in this spreadsheet 2 Teacher Schools' Data	Janey (President)		
Specialized Academic Supports	5/5/2020 PM	Sub separate breakdown by race, language, neighborhood	https://docs.google.com/spreadsheets/d/111JKEtMLnDthhRgqf36fyX1h1gVQBDYM8r	Janey (President)		
Specialized Academic Supports	5/5/2020 PM	Private placement breakdowns by race, language, neighborhood	https://docs.google.com/spreadsheets/d/111JKEtMLnDthhRgqf36fyX1h1gVQBDYM8r	Janey (President)		
Specialized Academic Supports	5/5/2020 PM	The percent of BPS teachers that are multilingual	We only have self-reported data on language fluency, however, based on the data we have, approximately 35.6% of BPS teachers report fluency in a language other than English.	Flynn		