

>> GOOD EVENING, MY NAME IS MARK CIOMMO CHAIRMAN OF THE WAYS AND MEANS AND CITY COUNTER.

TODAY IS MONDAY, MAY 22ND.

I WOULD LIKE TO WELCOME OUR TEAM FROM BOSTON PUBLIC SCHOOLS.

WE ARE HERE TO REVIEW BOSTON PUBLIC SCHOOL PROJECT AS IT PERTAINS TO A SPECIAL EDUCATION ENGLISH LANGUAGE LEARNERS AND OPPORTUNITY IN THE ACHIEVEMENT GAP.

I WANT TO REMIND FOLKS THIS IS A PUBLIC HEARING.

IT IS BEING RECORDED AND BROADCAST BOTH ON RCN CHANNEL 8 AND COMCAST, I'M SORRY, COMCAST CHANNEL 8 AND RCN CHANNEL 82.

I WOULD ASK FOLKS IN THE CHAMBER TO SILENCE THEIR ELECTRONIC DEVICES.

AT THE CONCLUSION OF THE PRESENTATION FROM BPS AND QUESTIONS FROM MY COLLEAGUES, WE'LL TAKE PUBLIC TESTIMONY. THERE'S A SIGN-IN SHEET TO MY LEFT BY THE DOOR.

WE ASK THAT YOU STATE YOUR NAME, ADDRESS AND AFFILIATION.

WE ARE HERE AS I MENTIONED EARLIER WITH BPS AS THEY PERTAIN TO DO DOCKETS 0536 TO 0538.

ORDERS FOR THE FISCAL YEAR 18 OPERATING BUDGET INCLUDING ANNUAL APPROPRIATIONS FOR DON'TDEPARTMENT OPERATIONS, APPROPRIATIONS FOR THE SCHOOL DEPARTMENT AND APPROPRIATIONS FOR OTHER POST EMPLOYMENT BENEFITS.

DOCKET 0539 TO 0542.

CAPITAL BUDGET APPROPRIATIONS INCLUDING LEASE AND PURCHASE AGREEMENTS.

I WOULD LIKE TO INTRODUCE MY COLLEAGUES IN THE ORDER OF THEIR ARRIVAL.

TO MY LEFT COUNCILOR ESSAIBI GEORGE, COUNCILOR JACKSON AND AT LARGE CITY COUNCILOR MICHAEL FLAHERTY AND DISTRICT CITY COUNCILOR TIM MCCARTHY.

I HAVE A STATEMENT TO READ INTO

THE RECORD FROM OUR COLLEAGUE  
ANDREA AWE.

I'M SORRY I CAN'T ATTEND THE  
HEARING DUE TO A PREVIOUS  
CONFLICT.

I LOOK FORWARD TO THE HEARING  
AND NEXT STEPS SOON, SINCERELYLY  
ANDREA CAMPBELL.

THANK YOU FOR PROVIDING YOUR  
TESTIMONY TONIGHT.

JUST AS A AGENDA, WE'RE GOING TO  
TAKE ALL THREE PRESENTATIONS  
FROM BPS.

WHAT I'M GOING TO ASK MY  
COLLEAGUES TO DO, AND WE'VE JUST  
BEEN JOINED BY DISTRICT CITY  
COUNCILOR MATT O'MALLEY, IS THAT  
WE HAVE FOLKS HERE THAT WANT TO  
TALK ABOUT SPECIAL EDUCATION SO  
I'D ASK THAT THE FUSS ROUND OF  
QUESTIONING FOCUSES ON SPECIAL  
EDUCATION AND WE'LL CERTAINLY BE  
ABLE TO WARNED FROM THERE.

FOCUSING ON SPECIAL ED FOR THE  
FIRST ROUND.

WITH THAT, I'LL TURN IT OVER TO  
DR. ES STRAW DAY.

>> THANK YOU FOR THE AT ANY TIME  
TO DISCUSS ACADEMICS AND STUDENT  
SUPPORT WORK IN SPECIAL ENGLISH  
LANGUAGE LEARNERS AND THE  
ACHIEVEMENT GAP.

I'M CARLA ESTRADAA, STUDENT FOR  
EQUITY SUPPORT AND EQUITY ALSO  
KNOWN AS ASSET.

IT IS MY PLEASURE TO INTRODUCE  
CINDY NIELSON WHO IS OUR  
SUPERINTENDENT OF SPECIAL  
EDUCATION, DR. FRANCIS ESPARZA  
WHO IS THE OFFICE FOR ENGLISH  
LANGUAGE LEARNERS AND DR. ROSE  
WHO IS OUR ASSISTANT  
SUPERINTENDENT OF THE  
OPPORTUNITY ACHIEVEMENT GROUP.

I WOULD ALSO LIKE TO THANK  
SPEDPAC CHAIR CAROLYN KING FOR  
BEING HERE THIS EVENING.

BEHIND MERE IS NATE WHO WILL  
ALSO BE HERE TO SUPPORT THE  
BUDGET QUESTIONS.

WITH THAT, I HAND IT OVER TO  
CINDY NIELSON.

>> GOOD EVENING CHAIRMAN CIOMMO  
AND CITY COUNCILORS.

I'M THE SUPERINTENDENT OF  
SPECIAL EDUCATION AND BOSTON  
PUBLIC SCHOOLS.

THE OVER ARCHING FOCUS OF THE  
WORK WE DO IN SPECIAL EDUCATION  
IS TO BUILD IMPROVEMENT  
PRACTICES ACROSS THE DISTRICT  
FOR OUR STUDENTS AGES 3-22.

BUDGET ALLOCATIONS ARE  
PRIORITIZED IN ONE OR MORE OF  
THE FOLLOWING AREAS.

QUALITY OF INSTRUCTIONAL SUPPORT  
AND SERVICES, IDENTIFICATION AND  
PLACEMENT, STUDENTS FAMILY AND  
COMMUNITY ENGAGEMENT, EQUITY AND  
ACCOUNTABILITY, AND BUILDING  
TRANSITION SERVICES.

DISABILITIES COMPRISE ABOUT  
19.5% OF OUR ENTIRE STUDENT  
POPULATION.

ONE THIRD OF OUR STUDENTS WITH  
DISABILITIES ARE ALSO ENGLISH  
LEARNERS.

THERE'S BEEN A DECREASE IN  
ESTABLISH PLACEMENTS ESPECIALLY  
WITH ENGLISH LEARNERS WITH  
STUDENTS WITH DISABILITIES AND  
STUDENTS WITH DISABILITIES THAT  
ARE ENGLISH LEARNERS.

THERE HAS BEEN AN INCREASE IN  
OUT OF DISTRICT PLACEMENTS OVER  
THE PAST THREE YEARS.

CITIES THAT HAVE BEEN PLACED BY  
THE DISTRICT INCLUDE CITIES THAT  
REQUIRE A MOST RESTRICTIVE  
ENVIRONMENT IN ORDER TO MAKE  
EFFECTIVE PROGRESS.

THE CONTINUOUS STUDY IS PART OF  
THE INDIVIDUALIZED PROCESS.

IN ADDITION WE'VE SEEN AN  
INCREASE IN THE NUMBER OF STATE  
AGENCY INVOLVEMENT.

IN 2013/14, STATE INVOLVED  
STUDENTS INDICATED BY THE GRAY  
SECTIONS OF THIS CHART MADE UP  
APPROXIMATELY 30% OF THE OUT OF  
DISTRICT STUDENT POPULATION AND  
THAT PERCENTAGE INCREASED ALMOST  
50% IN 2016/17.

ANOTHER AREA WHERE WE HAVE SEEN  
A 5% INCREASE AND STUDENTS IN  
OUT OF DISTRICT PLACEMENTS ARE  
STUDENTS THAT ARE EXHIBITING  
BEHAVIORS IN OR OUT OF SCHOOL.

THESE STUDENTS ARE PLACED WITHOUT A PRIMARY DISABILITY OUT OF DISTRICT AND SOMETIMES RESIDENTIAL SETTINGS.

THESE HIGHLY ILLUSTRATE HOW TRAUMA AND EMOTIONAL ILL PAIRMENT ARE CONFLATED.

WORKING WITH THE ACID TEEN WITH THE SOCIAL LEARNING AND WELLNESS DEPARTMENT WE CREATED CROSS FUNCTIONAL TEAMS THAT WILL DISIG DEEPER INTO THE PHENOMENA OF TRAUMA AS IT RELATES TO DISABILITY AND ON TO ADDRESS WHERE TRAUMA AND DISABILITY DIFFER AND WHERE THEY INTERSECT. FINALLY AND IN INSPARESON THE POPULATION OF NON-INVOLVED STUDENTS HAS REMAINED RELATIVELY STABLE.

CURRENTLY DISABILITY IS BROKEN DOWN BY HIGH INCIDENCE, LOW INCIDENCE AND INSPECTION DISABILITIES.

USING FORMAL ASSESSMENTS IN LARGE PART FOCUSING ON ACHIEVEMENT AND APTITUDE DATA AS THE MAIN SOURCE OF IDENTIFICATION.

LOW INCIDENCE DISABILITY PRIMARILY TAKEN INTO ACCOUNT MEDICAL DIAGNOSIS AND NEEDS IN ADDITION TO EDUCATIONAL DATA POINTS.

DISORDZ MOST OFTEN DESCRIBED THAT CAN BE MOST MEDICALLY AND EDUCATIONALLY IDENTIFIED MOST EQUALLY.

LOOKING AT THE BREAK DOWN OF STUDENTS WITH DISABILITIES BY RACE AND PAYERSON TO THE OVERALL STUDENT POPULATION RATES, RACE IN THE DISTRICT IT'S HIGHER FOR BLACK STUDENTS, ON PAR FOR HISPANIC WHITE AND MULTIRACE STUDENTS AND LOWER FOR ASIAN STUDENTS.

THIS LED US TO THE FY18 BUDGET APPLICATIONS AND ITS HIGHLIGHTS. ALL FUND INCREASED BY 2% FOR ALL SPECIAL FUNDING.

TOTAL INCREASE OF 78.8 FULL TIME POSITIONS TO SUPPORT STUDENTS IN SCHOOLS.

INCREASED ABA SERVICES BY  
CONVERTING CONTRACT LINES TO  
CREATE BPS POSITIONS.

IN ORDER TO ADDRESS EQUITY  
CONCERNS RELATED TO INCLUSIVE  
SUPPORT FUNDING, THE 2.8 MILLION  
DOLLARS ALLOCATED TO INCLUDE THE  
SUPPORT WAS DIVIDED AMONG  
STUDENTS NOT WITH A PROGRAM  
HOUSING A SCHOOL.

THE DOLLAR FOLLOWS 9 STUDENT.  
THE 1.5% INCREASE OUT OF  
DISTRICT TUITION PER THE  
OPERATIONAL SERVICES DIVISION OR  
OSD, THE DEPARTMENT THAT SETS  
THE PRICE FOR SPECIAL EDUCATION  
PRIVATE SCHOOLS IN  
MASSACHUSETTS.

FINALLY IN THE UPCOMING YEAR,  
WE'RE ABLE TO CONTINUE THE \$1.7  
MILLION IN TRANSITION SERVICES.  
THE NEXT TWO SLIDES HAVE  
DIFFERENT REPRESENTATIONS OF THE  
\$92.8 MILLION ESSENTIALLY  
LOCATED IN THE CENTRAL OFFICE  
BUDGET.

AND HOW THE FUNDS ARE ALLOCATED.  
THE ALLOCATION OF DOLLARS REMAIN  
RELATIVELY THE SAME BETWEEN  
FISCAL YEAR 17 AND THE PROPOSED  
FISCAL YEAR 18 BUDGET.

SPECIAL EDUCATION INDIVIDUALIZED  
BY NATURE AND REQUIRES THE  
EXPERTISE OF MANY DIFFERENT  
DOMAINS.

THE IEP OR INDIVIDUALIZED PLAN  
WHAT A STUDENT REQUIRES FOR A  
GENERAL EDUCATION CURRICULUM.  
THE TYPES OF SERVICES AND LEVEL  
OF NEED VARIES THE STUDENTS AND  
ACROSS YEARS.

STUDENT WEIGHTED FORMULA AWE  
2KRE7SZ THE PROGRAMMATIC NEEDS  
OR FOR EXAMPLE STUDENT TO  
TEACHER RATIOS.

SERVICES OTHER THAN THOSE  
PROVIDED FROM THE TEACHER AND OR  
PARAPROFESSIONAL COME FROM  
CENTRAL OFFICE.

THE SLIDE SHOWS ARE THE  
ADDITIONAL 525.9 FTE DIRECT  
PROVIDERS AND 221.5 INDIRECT  
PROVIDERS TO OUR SERVICES OF  
DISABILITIES.

AS WE LOOK FORWARD WE 2EU7B TO  
INCREASE EQUAL OPPORTUNITIES FOR  
STUDENTS, TRANSITION SUPPORTS  
INCLUDING ACADEMIC OUT COMES AND  
ENGAGING FAMILIES AND  
COMMUNITIES.

THANK YOU.

NOW WE'LL GO OVER THE ENGLISH  
LEARNER DEPARTMENT.

>> THANK YOU.

I'M SORRY TO INTERRUPT.

I DON'T THINK YOUR MIC'S  
WORKING.

TRY HITTING THE BUTTON.

TRY THAT.

>> SORRY ABOUT THAT.

GOOD EVENING CITY COUNCILORS.

THANK YOU FOR THE OPPORTUNITY TO  
SPEAK TO YOU TONIGHT ABOUT THE  
WORK THAT IS HAPPENING IN THE  
OFFICE OF ENGLISH LANGUAGE  
LEARNERS KNOWN AS OELL IN BPS.  
OELL WE HAVE MAY HIGH QUALITY  
INSTRUCTION FOR ENGLISH LEARNERS  
A TOP PRIORITY.

AND AS WE PROVIDE VARIOUS  
INSTRUCTIONAL PROGRAMS AND  
SURIREUSZ TO HELP STUDENTS LEARN  
ACADEMIC ENGLISH AS THEY LEARN  
CONTENT IN ALL SUBJECT AREAS WE  
ALSO WANT TO MAKE SURE THAT WE  
LOOK BACK AT THEIR CULTURE AND  
LANGUAGE AS AN ASSET MUCH AS YOU  
CAN SEE FROM THIS SLIDE, OTHER  
PRIORITIES FOR OUR DEPARTMENT  
INCLUDE INSTRUCTIONALLY SOUND  
PROGRAMS, PROFESSIONAL LEARNING  
OPPORTUNITIES, SUPPLEMENTAL OUT  
OF SCHOOL SERVICES, PARENT  
COMMUNITY PARTNERSHIPS.

EQUITY AND ACCOUNTABILITY AS WE  
MEET STATE, LOCAL AND FEDERAL  
REGULATIONS.

NEW COMERS ASSESSMENT AND  
COUNSELLING CENTER AS WELL AS  
OUR TRANSLATION AND  
INTERPRETATION DEPARTMENT.

OUR WORK AT OELL SUPPORTS OVER  
24,000 STUDENTS WHICH CONSISTS  
OF 44% OF ALL STUDENTS WHO ARE  
EITHER CURRENT ENGLISH LANGUAGE  
LEARNERS OR FORMER ENGLISH  
LANGUAGE LEARNERS.

OUR ENGLISH LEARNERS REPRESENT A

DIVERSE GROUP OF STUDENTS WITH DIVERSE SETS OF EXPERIENCES AND NEEDS.

COLLECTIVELY OUR ENGLISH LEARNERS REPRESENT OVER 100 DIFFERENT COUNTRIES AND SPEAK MORE THAN 70 DIFFERENT LANGUAGES CONSTITUTING ONE OF THE GREATEST ASSETS WITHIN THE BOSTON PUBLIC SCHOOLS.

WE AT OELL ARE PROUD TO WORK UNDER DR. CHAN'S LEADER IMPLEMENTING RIGOROUS AND CULTURALLY LINGUISTICALLY SUSTAINABLE APPROACH THAT SEVEN THE DEVELOPMENT OF THE WHOLE CHILD AROUND LANGUAGE. WE TAKE A DEEPER LOOK AT OUR EL'S.

THE MAJORITIES ARE AT LEVEL THREE AND FOUR.

THIS MEANS THAT OUR STUDENTS NEED ADDITIONAL SUPPORT TO MAKE THE LEAP FROM SOCIAL LANGUAGE TO ACADEMIC LANGUAGE, AND THAT IS SOMETHING THAT WE ARE WORKING VERY HARD ON.

ELD LEVELS CAPTURE MULTIPLE POINTS OF INFORMATION FOR OUR ENGLISH LEARNER STUDENTS.

THE LEVELS CAPTURE INFORMATION ABOUT THE STUDENTS ACROSS THEIR AREAS IN TERMS OF LIST ANYTHING, SPEAKING, READING AND WRITING. AS A PART OF THE REGISTRATION PROCESS, WE ALSO LOOK AT BPS FAMILIES WHEN THEY FILL OUT THEIR HOME LANGUAGE SURVEY, THE SURVEY INDICATES THAT THE LANGUAGE OTHER THAN ENGLISH IS SPOKEN BY THE STUDENT IN THE HOME OR JUST SOCIALLY.

THE STUDENT FOR ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS IN THE NEWCOMER ASSESSMENTS WITHIN THE COUNSELLING CENTER.

THE RESULTS OF THESE TESTS ARE USED TO IDENTIFY WHETHER STUDENTS AS AN ENGLISH LEARNER AND THAT THE 1250U7B9'S ENGLISH LANGUAGE DEVELOPMENT LEVEL TO INFORM PLACEMENT RECOMMENDATION ARE NEEDED FOR THE STUDENT. AS WE'RE LOOKING AT THE OELL

BUDGET SLIDE, THIS YEAR THE CITY OF BOSTON HAS INVESTED IN BPS ESPECIALLY IN TERMS OF SUPPORTING OUR ENGLISH LEARNER STUDENTS AND FAMILIES.

IT HAS ALLOWED US TO PROPOSE TO INCREASE OUR BUDGET BY 6%.

WE'RE ADDING FOUR NEW TESTERS IN OUR NEWCOMER'S ASSESSMENT AND COUNSELLING CENTER AND TWO ADDITIONAL TRANSLATOR POSITION IN OUR TRANSLATION AND INTERPRETATION DEPARTMENT.

THIS IS MOSTLY DUE TO THE STATE TESTING REQUIREMENTS AND THE DISTRICT'S COMMITMENT TO PROVIDE MEANINGFUL ACCESS TO OUR EL FAMILIES, TO THEIR STUDENTS' EDUCATION AT THE SAME TIME PROVIDING TO REDUCTIONS WITHIN THE DEPARTMENT.

WE WANT TO MAKE SURE THAT WE EXPRESS THE ACCOMPLISHMENTS HAPPENING IN OELL THROUGHOUT BPS.

PROFESSIONAL LEARNING FOR OUR LANGUAGE ACQUISITION TEACH FACILITATORS WHO MONITOR THE EL PROGRAMS AT THE SCHOOL SITES WILL BE PROVIDING PROFESSIONAL DEVELOPMENT AROUND THREE SEASON AND I WHICH ARE THE ELD PRINCIPLES, CONNECTIONS, COMPREHENSIBILITY AND INTERACTION.

WE'VE SERVED OVER 2800 STUDENTS WITH SUPPLEMENTAL SERVICES WHICH IS 60% MORE THAN IN THE LAST TWO YEARS.

WE PROVIDED A NEIGHBORHOOD LANGUAGE PROGRAM FOR OUR STUDENTS WITH LIMITED AND INTERRUPTED FORMAL EDUCATION WHILE PROVIDING AT THE SAME TIME THE PARENTS WITH ESOL CLASSES. THESE HAVE TAKEN PLACE AT EAST BOSTON HIGH SCHOOL AND AT CHARLESTOWN.

WE'VE LESSED MORE THAN 3800 STUDENTS IN THE NEWCOMER'S COUNSELLING AND ASSESSMENT CENTER.

WE'VE PROVIDED OVER 21,000 SERVICES FOR TRANSLATION AND



INTERPRETATION.

THE MAJORITY OF THEM BEING FOR SPECIAL EDUCATION SERVICES AROUND TRANSLATING IEP'S IN ALL LANGUAGES AS WELL AS PROVIDING INTERPRETATION SERVICES FOR ALL IEP MEETINGS AND ANY OTHER MEETINGS NEEDED AT A SCHOOL.

WE'D LIKE TO GO INTO OUR STRATEGIC PRIORITIES, SO DURING TONIGHT'S PRESENTATION I TALKED A LITTLE BIT ABOUT OELL AND THE THINGS WE'VE DONE TO PROMOTE BPS VALUES OF COHERENCE AND EQUITY, AGAIN WORKING CLOSELY WITH OUR PARTNERS, WORKING CLOSELY WITH THE SPECIAL ED DEN, WORKING WITH THE OFFICE OFFICE ACHIEVEMENT GAP, THE OFFICE OF SOCIAL EMOTIONAL LEARNING AND WELLNESS AND LOOKING AT THE NEXT SCHOOL YEAR I WOULD LIKE TO HIGHLIGHT THE AREAS WE HOPE TO INNOVATE. FIRST AND FOREMOST WITH MATT PAWN ELEMENTARY SCHOOL WE'RE LAUNCHING THE FIRST DUAL LANGUAGE CREOLE IN THE K-1 CLASS.

WE SPENT THE YEAR WORKING CLOSELY WITH THE SCHOOL. THE BPS ONLY CHILDHOOD DEPARTMENT WITH DOCTOR AND PROFESSIONAL LINGUIST FROM M.I.T. DR. MICHELLE DEGRAPH AND THE HAITIANS COMMUNITY TO BRING THE POWER OF BILINGUALISM TO A WHOLE NEW SET OF BPS STUDENTS? MATTAPAN.

ALSO NEXT YEAR WE WILL BE PILOTING THE DIRECT'S FIRST SPECIALIZED CURRICULUM TO SUPPORT LONG TERM ENGLISH LEARNERS.

BOTH ARE STUDENTS WHO HAVE BEEN IN THE EL PROGRAM FOR OVER FIVE YEARS.

WE'LL BE FOCUSING ONISM MIDDLE SCHOOLS TO IMPLEMENT THIS PILOT. WE'RE ALSO CREATING AN ON-LINE MONITORING PROCESS PERFORMER ENGLISH LEARNERS TO ENSURE THAT SCHOOLS ARE ABLE TO EASILY MONITOR THESE STUDENTS ACADEMIC PROGRESS.

LASTLY WE CONTINUE TO DEEPEN OUR COLLABORATION WITH SPECIAL EDUCATION DEPARTMENTS TO BETTER SUPPORT OUR ENGLISH LANGUAGE LEARNERS WITH DISABILITIES AND THEIR TEACHERS IN PLANNING LANGUAGE INSTRUCTION, BEGINNING A NEW PARTNERSHIP WITH UC DAVIS TO PROVIDE NEW TRAINING OPPORTUNITIES AROUND DID DISCIPLINARY DISCUSSIONS AND DISCIPLINELY LITERACY WORKING WITH OUR ACADEMIC DEPARTMENT. WE WANT TO MAKE SURE THAT WE ARE CREATING CRITICAL THINKERS AND INNOVATORS OF TOMORROW.

AS THIS CONCLUDES OUR PRESENTATION FOR OELL TONIGHT, I AGAIN LIKE TO THANK YOU FOR THIS OPPORTUNITY TO SPEAK TO YOU, COUNCILORS.

>> THANK YOU.

>> GOOD EVENING, COUNCILORS. THANK YOU FOR GIVING ME THE OPPORTUNITY TO PRESENT -- OUR STRATEGY PLANNING.

I MANY THE SUPERINTENDENT OF OPPORTUNITY AND ACHIEVEMENT GAPS.

ELIMINATING OPPORTUNITY AND AWE CHEAT GRAMS -- CLOSER AND CLOSER OF BECOMING A MIKITY MINORITY SOCIETY AND HAVE A SENSE OF URGENCY.

WHAT WE DO OR DON'T INVEST IN TODAY TO CREATE EQUITY WILL PAY US BACK DOWN THE ROAD.

AL THOSE THAT PUSH THE SYSTEMS WITH CULTURAL INSTRUCTIONAL BARRIERS IN THIS SYSTEM

[INDISCERNIBLE] SO THAT THEY PROVIDE THE OPPORTUNITY NECESSARY FOR ACHIEVING BOTH IN SCHOOL AND IN LIFE.

TO HAVE OPPORTUNITY GAPS QUESTIONING ACHIEVEMENT GAPS. MUCH OF OUR WORLD CREATE AND/OR PUSH THE EQUITY INNOVATIONS THAT WILL CLOSE THESE GAPS IN ACCESS AND OPPORTUNITY.

I'M GOING TO GO THROUGH SOME OF OUR STRATEGIC PRIORITIES AND WE HAVE MAJOR AREAS WE WANT YOU TO CONSIDER OUR STRATEGIES.

CAPACITY BUILDING THROUGHOUT  
BPS.  
THE TARGETING PROGRAMMING FOR  
STUDENTS.  
SYSTEMATIC OVERSIGHTS FOR THE  
WHOLE DISTRICT.  
IN OUR EFFORTS TO CAPACITY  
BUILDING WE ARE PUSHING WHAT WE  
ARE CALLING CULTURALLY  
LINGUISTITY SUSTAINED PRAKS OR  
COSP.  
THIS IS OUR TAKE ON CULTURAL  
PROFESSION SEE WHERE THE ABILITY  
TO WORK EFFECTIVELY ACROSS  
CULTURALLY BOUNDARIES.  
THIS IS IMPORTANT TO OUR STUDENT  
BODY.  
THERE ARE THREE MAJOR  
COMPETENCIES.  
ONE AND AWARENESS OF THE BIAS WE  
BRING TO OUR WORK AND WHERE IT  
COMES FROM SO WE CAN ACCOUNT FOR  
AND CHECK OUR ASSUMPTIONS.  
TO AUTHENTIC LEARNING IN  
RELATIONS TO BUILDING RISK,  
STUDENTS, FAMILIES AND  
COMMUNITIES.  
AND THE ADJUSTMENT OF OUR  
PRACTICES TO RESPOND TO THOSE  
WHO SERVE AND FORM RELATIONSHIPS  
IN THE COMMUNITY TO RESPOND TO  
THE SCHOOL SYSTEM.  
WE ARE ALSO COMMITTED TO THE  
WORKING ASSETS TO MAKE SURE COSP  
IS IN OUR VISION IN THE SUPPORT  
WE OFFER OUR SCHOOLS.  
WE HAVE CREATED OPPORTUNITY  
ACHIEVEMENT MINI GRANTS FOR  
SCHOOL WHICH LEVERAGE THE  
INNOVATION FOR PRACTITIONERS ON  
THE GROUND TO EFFECT OPPORTUNITY  
GAPS AT THEIR PARTICULAR  
SCHOOLS.  
THE LEVERAGE POINTS ARE BEST  
PRACTICES FROM THE GROUND FLOOR.  
AS FOR OUR PROGRAMMING, WE ARE  
PROGRAMMED SPECIFICALLY TARGETED  
TO HISTORICALLY MARGINALIZED  
POPULATIONS AND MANY INNOVATIVE  
PROGRAMS.  
ONE SUCH PROGRAM IS THE PROGRAM  
THAT ENGAGES BOYS AND YOUNG MEN  
OF COLOR IN HIGH SCHOOL AND  
COURSE WORK THAT IS FOCUSED ON

ACADEMIC RIGOR.  
COMMUNITY SERVICES, PEER  
MENTORING, PHYSICAL CHALLENGES.  
[INDISCERNIBLE] TO MAKE SURE.  
WE'VE ALSO STARTED A FEW WITH  
GIRLS OF YOUNG WOMEN OF COLOR.  
WE HAVE SUCCESS MENTORS WHICH IS  
CONNECTED TO A LARGER  
INITIATIVE.  
THIS TARGET IS ASKING STUDENTS  
IN THE BOSTON PUBLIC SCHOOL.  
THE GOAL IS TO MATCH THE ABSENT  
STUDENTS ONE-ON-ONE WITH MENTORS  
WHO CAN SUPPORT THEIR  
APPROVEMENT NOT ONLY IN  
ATTENDANCE BUT ALSO BEHAVIOR IN  
THEIR COURSE WORK.  
ANOTHER MAJOR STRATEGY WE ARE  
PUSHING IS THE USE OF EARLY  
LEARNING INDICATOR SYSTEMS.  
THESE ARE SYSTEMS WITHIN SCHOOLS  
TO TRACK STUDENT PROGRESS IN  
REAL TIME IN ORDER TO CATCH  
ISSUES EARLY BEFORE THEY  
SNOWBALL FOR OUR STUDENTS FOR  
THE YEAR OR THE QUARTER.  
THIS STARTS BY MONITORING THE  
BASICS ATTENDANCE, BEHAVIOR,  
COURSE GRADES.  
BUT IT STANDS PAST THAT TO  
MEASURE THINGS SUCH AS PARTNERS  
AND STUDENT TOUCH POINTS WITH  
THEM OR WHAT INNOVATION STUDENTS  
ARE PART OF TO JUDGE THE  
EFFECTIVENESS OF INNOVATIONED  
PLACED -- INNOVATIONS POLICED AT POLICE --  
INNOVATIONS PLACED AT THE  
SCHOOL.  
WE ARE CREATING EDUCATIONAL  
EXPASSENGERS FOR ALL OUR  
STUDENTS.  
WE START OUT WITH A PILOT OF 13  
SCHOOLS IN FOURTH GRADE AND  
EXPAND TO FIFTH GRADE AND 13  
SCHOOLS.  
I'LL EXPAND MORE ON ESA AND A  
COUPLE SLIDES BECAUSE THEY ARE  
DEDICATED DIRECTLY TO THE EFA.  
WE HAVE THE SCHOOL INITIATIVE IN  
MY OFFICE.  
THIS IS FREE TEST PROGRAM  
PROVIDING TO FIFTH GRADERS TO  
BETTER PREPARE THEM FOR THE EXAM  
IN THE FALL OF THEIR SIXTH GRADE

YEAR.

WE WERE ABLE TO DOUBLE THE PERCENTAGE OF BLACK AND HISPANIC STUDENTS IN THAT PROGRAM AND TYPICAL THEIR NUMBERS BY EXPANDING THE AMOUNT OF SEATS. THE RESULTS FOR THE PROGRAM HAVE BEEN IMPRESSIVE BY 62% OF BLACK STUDENTS WHO ATTENDED THIS PROGRAM WERE INVITE TO EXAM SCHOOL VERSUS 35% WHO APPLIED AND DIDN'T FIT THE PROGRAM. THE NUMBERS FOR HISPANIC STUDENTS WERE EVEN MORE PROMISING.

9% OF THOSE WHO WENT TO THE PROGRAM RECEIVED INVITATIONS COMPARED TO 35% OF THE HISPANIC STUDENTS WHO DID NOT GO THROUGH THE PROGRAM BUT APPLIED. WE HAVE SYSTEMATIC WORK. THE MAJOR PIECE OF THE WORK OF THE OAG OFFICE, THE OAG POLICY THAT WAS PASSED LAST YEAR, AN OPPORTUNITY TO READ THAT POLICY THAT WAS PASSED AROUND LAST YEAR BY THE SCHOOL COMMITTEE. AND OUR IMPLEMENTATION PLAN THAT IS BEING CREATE BY THE SYSTEM AND REVIEWED BY A CROSS-SECTION OF STAKEHOLDERS INSIDE AND OUTSIDE OF THE DISTRICT. THIS IS WHERE WE ARE PUSHING EACH AND EVERY DEPARTMENT IN THE SYSTEM TO VIEW THEIR WORK FOR THE LENGTHS OF EQUITY. AND CREATE TANGIBLE GOALS IN CONNECTION TO THE POLICY. NEAR THE END OF THE CREATION OF THE IMPLEMENTATION PLAN WHICH WILL INCLUDE OR CONTINUE OVERSITE BY THE SUPERINTENDENT, THE TASK FORCE IN THE BOSTON SCHOOL COMMITTEE. THE GOALS OF THE IMPLEMENTATION PLAN RANGE FROM CULTURAL FOOD CHOICES IN OUR CAFETERIA ALL THE WAY TO COLONIZING OUR CURRICULUM AND EVERYTHING IN BETWEEN. WE HAVE PARTNERSHIP WITH SCHARTZ OUTSIDE OF THE -- SCHOLARS OUTSIDE OF THE DISTRICT SUCH AS OAKLAND AND NEW YORK CITY TO BECOME A PROFESSIONAL LEARNING

COMMUNITY AROUND OPPORTUNITY AND ACHIEVEMENT GAPS.

NEXT SLIDE.

THIS OUR BUDGET SLIDE FOR THE OFFICE OF OPPORTUNITY ACHIEVEMENT GAPS FOR FISCAL YEAR 18.

AS YOU CAN SEE THE MAJOR BULK LIES WHICH IS EXCELLENCE. EVERY MAJOR SPENDING OF COURSE ARE STAFFING WHICH INCLUDE FIVE STAFF MEMBERS.

BALANCE FOR OUR TARGETED PROGRAMMING AS WELL AS OUR CAPACITY BUILDING EFFORTS WHICH I OUTLINED.

IT WILL TAKE A MINUTES JUST TO ISOLATE EF.

WHICH IS PART OF THE BUDGET.

I WANT TO HIGHLIGHT A FEW THINGS, FIRST THE PILLARS OF EFA THAT INCLUDES INSTRUCTION THAT CREATES ACCESS FOR ALL STUDENTS. QUALITY ENRICHMENT SUCH AS ROBOTICS AND OTHER ENRICHMENTS AND FOREIGN LANGUAGE.

SOCIAL EMOTION AL SUPPORT AND LEARNING FOR STUDENTS, SKEW FUNCTIONING SKILLS AND PERSONALIZED SUPPORTS FOR STUDENTS.

EFA'S REGIONAL DISTRICT ARE THE DEMOGRAPHIC FROM OUR SYSTEM WHICH IS WHY IT IS SO IMPORTANT IN CLOSING THE OPPORTUNITY GAP ESPECIALLY IN OUR CLASSROOM. OVER THE PAST I'VE HEARD A LOT OF CONFLATING THE EFA -- IS NOT IN THAT PROGRAM.

WHILE SOME ASPECTS SUCH AS FOREIGN LANGUAGE HAVE FORMED SOME OF THE STRUCTURES WITHIN EFA, THE EFA MODEL, EFA IS BRINGING ACCESS TO ALL STUDENTS. THE MAIN STRATEGY OUTLINED IRAQ LOOKING AT THE OPPORTUNITY ACHIEVEMENT GAP FOR THE DISTRICT IN 2014 THROUGH 2015.

IT IS NOT IN THE PROGRAM.

IT IS A MODEL FOR THE DISTRICT ABOUT THE NECESSARY CONDITIONS FOR ALL STUDENTS WHO ACHIEVE AND THRIVE WITH HIGHLY DEMANDING COURSE WORK.

I THANK YOU AGAIN FOR LETTING ME PRESENT TO YOU AND I AWAIT YOUR QUESTIONS.

>> THANK YOU.

THANK YOU ALL FOR THAT PRESENTATION.

AS I REITERATE -- FIRST, LET ME ACKNOWLEDGE WE'VE BEEN JOINED BY COUNCILOR AT LARGE AYANNA PRESSLEY.

I ASK THAT THE FIRST ROUND OF QUESTIONING BE FOCUSED ON SPECIAL ED.

SO QUESTIONS FOR ME IS LAST YEAR WE KIND OF DID A REALLOCATION OF SPED FUNDS.

WE ADDED A STUDENT TO THE STUDENT TEACHER RATIO.

CAN SOMEONE GIVE ME AN ASSESSMENT OF WHAT THE OUT COMES WERE AFTER THAT, AFTER THIS YEAR, AT THIS POINT THIS YEAR.

>> GOOD EVENING, COUNCILOR

CIOMMO AND CITY COUNCILOR.

MY NAME IS CAROLYN KING AND I'M CHAIR OF BOSTON SPEDPAC WHICH IS THE VOLUNTEER ORGANIZATION REQUIRED BY STATUTE TO ADVISE THE SCHOOL COMMITTEE ON MATTERS IMPACTING SPECIAL EDUCATION PROBES INCLUDING THE DEVELOPMENT OF THOSE PROGRAMS.

WHAT I WOULD SAY THAT WHILE WE DID, WE DID HAVE THAT CHEUNGED TO THE WEIGHTED STUDENT FORMULA LAST YEAR THAT ADDED A STUDENT TO BOTH THE EMOTIONAL IMPAIRMENT STRANDS AS WELL AS THE AUTISM STRANDS, THAT THOSE WERE STILL WITHIN THE STUDENT/TEACHER RATIO AS PRESCRIBED BY MASSACHUSETTS REGULATION.

SO BMS IS STILL BELOW WHAT IT'S ALLOWED TO HAVE IN EACH ONE OF THOSE CLASS ROOMS.

WE ALSO GOT AN ADDITIONAL \$400,000 INVESTMENT BY THE DISTRICT TO DEAL WITH THOSE CHANGES IN THE EVENT THERE WERE ANY CHALLENGES OR NEEDS FOR ADDITIONAL SUPPORTS IN THOSE CLASSROOMS THAT WERE ANTICIPATED AS A RESULT OF THE CHANGE TO WEIGHTED STUDENT FORMULA.

I JUST ALSO WANT TO HIGHLIGHT THAT WITH REGARD TO SORT OF THE CHANGES IN THE BUDGET THAT TOOK PLACE LAST YEAR, THERE WAS AN INVESTMENT BY THE DISTRICT OF OVER A MILLION DOLLARS FOR TRANSITION SERVICES. AND TRANSITION SERVICES IN MASSACHUSETTS BEGIN AT AGE 14 WHILE AT THE FEDERAL LEVEL THEY BEGIN AT AGE 16. AND WHAT WE KNOW IS THAT THE GAO JUST CAME OUT WITH A REPORT IN MAY OF 2017 TALKING ABOUT THE IMPORTANCE OF TRANSITION SERVICES AND THE NEED TO BEGIN THOSE SERVICES AS EARLY AS POSSIBLE. SO WE'RE AHEAD OF THE CURVE IN TERMS OF STARTING OFF AT AGE 14 WHERE OTHER CITIES AND STATES START AT AGE 16. BUT ALSO THE IMPORTANCE OF THAT REPORT WAS THAT IT FOCUSED ON WITH AUTISM AND THE NEED TO BEGIN THOSE TRANSITION SERVICES AT AN EARLIER AGE BECAUSE WHAT WE KNOW FROM THE RESEARCH IS THAT GIVING INDIVIDUALS DISABILITIES, PARTICULARLY INDIVIDUALS WITH AUTISM AN EARLIER CHANCE TO BEGIN TO WORK ON PREEMPLOYMENT SKILLS AND INDEPENDENT SKILLS THAT THEY'RE GOING TO NEED FOR SECONDARY LIFE IN TERMS OF WHETHER OR NOT THEY GO ON TO FURTHER EDUCATION, FUTURE EMPLOYMENT OR JUST IN THE LIVING THAT WE KNOW THAT THOSE WHO GET THE SERVICES EARLIER ARE MORE LIKELY TO HAVE A FAVORABLE OUTCOME. SO WE DID HAVE A CHANGE WITH REGARD TO THE WEIGHTED STUDENT FORMULA. I CAN TELL YOU THAT SINCE I'M IN MY 7TH YEAR OF BEING A SPEDPAC CHAIRPERSON THAT AS A RESULT OF THOSE BUDGETARY CHANGES, WE HAVE NOT HEARD ANY COMPLAINTS DIRECTLY FROM ANY FAMILIES. WE DO KNOW THAT THERE WAS ADDITIONAL SUPPORT MONEY PUT IN PLACE BY BPS TO TELEWITH ANY



CONTINGENCIES THAT RUBILITYD  
FROM THOSE CHANGES -- RESULT  
FROM THOSE CHANGES.

AS FAR AS WE KNOW THINGS HAVE  
BEEN PROGRESSING WELL BUT  
THERE'S ALSO MORE OF A FOCUS TO  
INCREASE INCLUSION IN THE  
DISTRICT.

SO WHILE THOSE FUNDING CHANGES  
HAPPEN TO DO STRANDS AS THEY  
CALL THEM WHICH IS A COHORT OF  
CLASSES SO THAT CHILDREN CAN  
CONTINUE IN THE SAME SCHOOL AS  
CHILDREN IN INCLUSION, THE  
OVERALL GOAL IS TO REEXAMINE THE  
IEP OF EACH ONE OF THOSE  
STUDENTS ON AN ANNUAL BASIS TO  
INCREASE THEIR INCLUSIVE  
OPPORTUNITIES ACROSS THE YEAR.  
SO PART OF THAT REININVESTMENT  
MONEY WE'RE HOPING TO PROVIDE  
ADDITIONAL SUPPORTS FOR THOSE  
STRANDSAS STUDENTS ARE MORE IN  
INCLUSION.

WHETHER IT'S IN TERMS OF SOCIAL  
ASPECTS THAT THEY NEED TO HAVE  
OPPORTUNITIES TO DO AND  
HOPEFULLY ALSO INCLUDING SOME  
ACADEMICS.

THE ONLY OTHER THING I WANTED TO  
POINT OUT WHILE I HAVE THE  
MICROPHONE IS THAT WITH REGARD  
TO THE OUT OF DISTRICT  
PLACEMENTS THAT CINDY NIELSON  
EMPHASIZED, THERE HAS BEEN AN  
INCREASE.

WE CERTAINLY HAVE OVER 200  
INDIVIDUALS WHO ARE INVOLVED  
WITH STATE AGENCIES AND REQUIRED  
OUT OF DISTRICT PLACEMENTS.  
THOSE REQUIRE RESIDENTIAL  
PLACEMENTS, USUALLY THE STATE  
AGENCY IT SELF IS RESPONSIBLE  
FOR THE RESIDENTIAL ASPECT OF  
THAT STUDENT'S PROGRAMMING AND  
THE DISTRICT WOULD ONLY REMAIN  
RESPONSIBLE FOR THE ACADEMIC  
SPOANT.

SPOANT-- COMPONENT.

SO THAT'S IMPORTANT TO NOTE FOR  
OUR BUDGET BUT ALSO WITH REGARD  
TO THE CHANGE THAT WE, THAT  
OCCURRED TO THE BUDGET LAST  
YEAR, FORTUNATELY THANKFUL TO

THE ADMINISTRATION AND THE MAYOR  
THERE WAS NO CHANGE TO WEIGHTED  
STUDENT FORMULA THIS YEAR AND WE  
HAVE NOT SEEN ANY ADVERSE IMPACT  
AS A RESULT OF THE CHANGES LAST  
YEAR.

THANK YOU.

>> THANK YOU CAROLYN AND THANK  
YOU AND ALL THE VOLUNTEER  
PARENTS WHO ADVISE OUR BPS  
PROFESSIONALS IN THE WORK THAT  
YOU DO.

THANK YOU.

BY THE WAY, IN THAT RESEARCH  
THAT YOU CITE WE'RE AHEAD OF THE  
CURVE BECAUSE WE REACH OUT ON  
THE 14 VERSUS 16.

DID THE RESEARCH SAY WHAT THE  
OPTIMAL AGE IS.

IS IT EARLIER THAN 14.

>> THEY SAY TRANSITION SHOULD  
BE, WHAT YOU WANT TO DO IS BE  
PLANNING FOR LATER ON IN LIFE  
THROUGHOUT A CHILD'S SPECIAL  
EDGE CAREER.

IN TERMS OF 14 PARTICULARLY  
CHILDREN WITH AUTISM, FOCUSING  
ON GETTING THOSE PREEMPLOYMENT  
SKILLS AND POST-SECONDARY SKILLS  
STARTED AT AN EARLIER AGE GIVES  
THEM A GREATER OPPORTUNITY TO  
HAVE THEM MORE SOLIDIFIED BEFORE  
THEY EXIT PUBLIC SCHOOL.

PEOPLE REALIZE BY WAITING UNTIL  
AGE 16 WELL NOW YOU'RE INTO SORT  
OF PLANNING FOR GOING INTO  
COLLEGE AND THINGS OF THAT  
NATURE.

A LOT OF PEOPLE ARE IN THEIR  
JUNIOR YEAR OF HIGH SCHOOL AT  
THAT POINT AND WE REALLY WANT TO  
GET STARTED A FEW YEARS EARLIER  
TO MAKE SURE WE HAVE MORE OF AN  
OPPORTUNITY TO FOCUS ON THOSE  
OTHER SKILLS AS OPPOSED TO  
PREPARING JUST TO GO TO COLLEGE.

>> RIGHT.

AND THE ADDITION OF THE ONE  
STUDENT TO THE CLASSROOM,  
ANYBODY HAVE ANY INDICATION THAT  
IT WAS WORKABLE OR NOT WORKABLE?

>> YES.

I'LL SAY SOME GENERAL STATEMENTS  
AND CINDY CAN DIVE INTO SOME OF

THE INDIVIDUAL NEEDS WE'VE HAD TO RESPOND TO MEANING SCHOOL SPACE.

SO WE WANT TO MAKE SURE THAT WE HAD SOME SEPARATE DOLLARS AVAILABLE IN CASE INDIVIDUAL SCHOOLS SAW A DIFFERENT IMPACT AND SO WHAT WE WERE ABLE TO DO WITH A THE 400, APPROXIMATELY \$400,000 THAT WERE PUT ASIDE IS TO MAKE SURE WE WERE ABLE TO ADDRESS PARTICULAR NEEDS AT SCHOOLS, SCHOOL 4R5ERDZ AS WELL AS OUR SCHOOL TEAMS IDENTIFIED. WE ALSO STILL HAVE AS FAR AS EACH INDIVIDUAL STUDENT'S IEP, ANY PARTICULAR NEEDS THAT COMES THROUGH THAT PROCESS WE ALSO MAKE SURE THAT IT'S DOCUMENTED IN THE IEP AND THAT THOSE RELATED SERVICES THAT SIBLEDY WENT OVER IN HER PRESENTATION ARE SEPARATE TO THE WFF MODEL OR CLASSROOM SUPPORT NEEDS SO THAT WAY THINGS COULD BE VERY INDIVIDUALIZED TO THAT STUDENT'S NEEDS AND IDENTIFY SUPPORT BASED ON INDIVIDUAL NEEDS.

BUT CINDY CAN SHARE A LITTLE BIT ABOUT SOME OF THE THEAMEDZ AT -- THEMES THAT AROSE.

>> THAT WAS SET ASIDE FOR EMOTIONAL IMPAIRMENT, THAT FUNDING WAS USED FOR INCLUSIVE SUPPORT.

SO WHEN WE WENT TO LOOK AT WHAT SCHOOLS WERE NEEDING AT THE TIME THAT THEY RAISED CONCERNS, IT WAS MORE ABOUT HOW THEY WERE GOING TO BE ABLE TO PROVIDE MORE SUPPORT FOR STUDENTS IN THE GENERAL CLASS WOMB.

SO THE FUNDING WAS USED TO PURCHASE PARAPROFESSIONALS. IN ADDITION, THE IEP IS INDIVIDUALIZED SO ANY TIME A STUDENT HAS NEED A TEAM MEETING CAN BE CONVENE AND DISCUSS THE SERVICES.

AS STATED, ADA SERVICES SPECIFIC TO METHODOLOGY WE'RE USING WITH AUTISM IS DOCUMENTED WITHIN THE IEP AND PROVIDED ESSENTIALLY NOT THROUGH THE PROGRAM SUPPORT IN

THE CLASSROOM.

>> MY RECOLLECTION IS THERE WERE ALSO INVESTMENTS IN SOFTWARE TOOL TO HELP WITH IEPs. COULD YOU GIVE US A STATUS OF THAT.

>> TWO THINGS.

FROM THE SUPPORT ASPECT, WE ALSO IDENTIFIED AND WE WILL BE EXPANDING THIS MODEL INTO NEXT YEAR BECAUSE IT'S BEEN VERY HELPFUL TO HAVE PEOPLE THAT CAN BE AGILE TO THE NEEDS OF OUR STUDENTS AND BE ABLE TO BUILD CAPACITY AT THE SCHOOL LEVEL OF EXISTING TEAMS.

AND THESE ARE FOCUSES THAT ARE REALLY WILLING TO REALLY JUMP INTO THESE VERY COMPLEX SITUATIONS.

SO WE'VE HAD THOSE COMMUNITY AND FAMILY BASED RELATE POSITIONS AND WE'LL BE EXPANDING THOSE TO TEACHERS NEXT YEAR.

WE'RE RIGHT NOW IN THE PROCESS FOR THE NEW IEP DATA SYSTEM WE JUST WENT THROUGH AN RSP PROCESS AND WE'RE ABLE TO IDENTIFY OUR PARTNER FOR NEXT YEAR AND 1EU7BDY CAN DEFINITELY SHARE MORE.

>> DEFINITELY READY TO LAUNCH FOR SEPTEMBER 2017.

WE'LL BE WORKING WITH THE IEP'S AND HOW WE CAN BETTER MONITOR STUDENTS WITH IEPs.

>> I JUST WANTED TO ADD ABOUT THE WEIGHTED STUDENT FORMULA BECAUSE I DO HAVING LIVED THROUGH IT SINCE IT CAME INTO THE DISTRICT AND I WAS HERE BEFORE THEN IS THAT I THINK IT'S INCREDIBLY IMPORTANT WITH CHILDREN WITH SPECIAL NEEDS FOR THERE TO BE A REALIZATION OF HOW THAT CHILD'S BUDGET IS BUILT. SO I USUALLY DO THINGS THROUGH PERSONAL EXAMPLES SINCE I CAN SHARE MY OWN INFORMATION AND I WON'T DO THAT FOR OTHER FAMILIES.

MY CHILD HAS A DESIGNATION OF A SPECIFIC TYPE OF DISABILITY. SHE GETS A WEIGHTED STUDENT

FUNDING AS A RESULT OF THAT  
DISABILITY.  
IT ALSO GOES TOWARDS WHAT BRANCH  
SHE'S IN.

BUT IN ADDITION TO THAT, HER  
INDIVIDUAL NEEDS DICTATE THE  
TYPES OF SERVICES THAT SHE  
NEEDS.

SO SHE GETS, SHE GETS  
OCCUPATIONAL THERAPY, PHYSICAL  
THERAPY, SPECIAL THERAPY, MUSIC  
THERAPY AND ADA THERAPY.

ALL OF THOSE SERVICES ARE  
SEPARATE AND APART FROM HER  
WEIGHTED STUDENT FORMULA NUMBER.  
SO ALL OF THOSE SERVICES STAY  
WITH HER REGARDLESS OF ANY  
CHANGE TO THAT WEIGHTED STUDENT  
FORMULA.

SO I THINK THE CHILDREN WITH  
SPECIAL NEEDS CAN GET A BASE  
AMOUNT BUT THE CRITICAL THING  
ABOUT BPS IS THAT THEY THEN FUND  
THOSE INDIVIDUAL SUPPORT  
SERVICES SEPARATELY BECAUSE IT  
WOULD JUST BE FAR TOO COMPLEX TO  
TRY TO DO THAT INDIVIDUALLY AND  
THEN HAVE CHILDREN CHANGE  
PROGRAMS IN SCHOOLS.

SO I DO THINK PARTICULARLY WITH  
REGARD TO THE CHANGE IN THE  
WEIGHTED STUDENT FORMULA, THE  
INDIVIDUALS WITH EMOTIONAL  
IMPARENT IN AUTISM, THAT WE NEED  
TO RESPECT THE FACT THAT THE  
INDIVIDUAL SERVICES THAT THOSE  
CHILDREN WERE ENTITLED TO AND  
REMAIN ENTITLED TO DID NOT GET  
TOUCHED.

>> GREAT.

THOSE ARE BUDGETED CENTRALLY I'M  
ASSUMING, CORRECT.

>> YES.

>> GREAT.

LET ME PASS IT ON TO MY  
COLLEAGUES, COUNCILOR ESSAIBI  
GEORGE.

>> THANK YOU, CHAIRMAN.

I HAVE A NOTE HERE FROM  
COUNCILOR MCCARTHY, HE'S  
ACTUALLY HOSTING AN EVENT AT THE  
SUMMER SCHOOL THIS EVENING SO  
HE'S CEDED ME HIS TIME.

THANK YOU.

I THOUGHT IT WAS FUNNY.  
THANK YOU FOR BEING HERE.  
I HAVE A COUPLE QUESTIONS ABOUT  
SLIDE NUMBER FOUR REGARDING THE  
OUT OF DISTRICT STUDENTS.  
DO WE HAVE ANY SORT OF ANALYSIS  
ON WHY KIDS ARE REQUIRING OUT OF  
DISTRICT PLACEMENT?  
I UNDERSTAND THAT SOME ARE STATE  
INVOLVED, SOME AREN'T.  
BUT I GUESS I'M INTERESTED IN  
WHETHER THEY ARE IN STATE  
CUSTODY OR NOT OR STATE  
INVOLVED, WHY WE CAN'T PROVIDE  
SOME OF THOSE SERVICES HERE.  
ESPECIALLY IF THERE'S A HYPER  
VEILANCE OF KIDS WITH CERTAIN  
REQUIREMENTS OR CERTAIN NEEDS  
THAT WE COULD BE MEETING THEM IN  
THE DISTRICT.  
>> THE HIGHEST NEEDS THE  
EMOTIONAL IMPAIRMENT AUTISM OUT  
OF DIRECT AS WELL.  
CONTINUING SERVICES PROVIDED BY  
THE FEDERAL AND STATE LAWS  
REQUIRE WE HAVE GENERAL  
EDUCATION SETTING AS WELL AS THE  
MOST RESTRICTIVE ENVIRONMENTS  
WHICH IS THE DAY SCHOOLS WHICH  
MEANS THERE ARE NO SPECIAL  
GENERAL EDUCATION STUDENTS AT  
THE SCHOOLS.  
THE STUDENTS THAT ARE OUT OF  
DISTRICT REQUIRE THAT LEVEL OF  
NEED AND LEVEL OF SUPPORT SO  
THAT WE CANNOT PROVIDE THEM  
WITHIN THE GENERAL EDUCATION  
SETTING OF THE PUBLIC SCHOOL  
BUILDING.  
ANY TIME A CHILD GOES OUT OF  
DISTRICT IS TO ENSURE WE'RE  
TRYING TO BRING THEM BACK AS  
SOON AS POSSIBLE BECAUSE IT'S  
VERY IMPORTANT TO THE DISTRICT  
EVEN INDICATING THEIR COMMUNITY  
TO BE ABLE TO BE AROUND THEIR  
NEIGHBORS AND FRIENDS WITHIN THE  
BOSTON CITY LIMITS.  
BUT THERE ARE SITUATIONS AND  
THERE ARE CASES WHERE WE'RE  
GOING TO NEED TO EDUCATE OUTSIDE  
THE DISTRICT.  
>> I'M WONDERING IF THERE'S A  
HIGHER PREVALENCE OF INSTANCES

WHERE WE MAYBE SHOULD BE LOOKING TO PROVIDE THOSE SERVICES WITHIN THE DISTRICT, WITHIN A, YOU KNOW, PERHAPS A DIFFERENT ENVIRONMENT THAN THEIR INITIAL SCHOOL OR THEIR HOME SCHOOL. BUT I HAVE TO IMAGINE THAT IT'S MUCH CHEAPER TO EDUCATE A KID AND I WOULD SAY IN MANY CASES, IF NOT MOST CASES, IS TO EDUCATE THEM AND SUPPORT THEM IN THEIR CLOSE TO HOME AND WITHIN THE CITY LIMITS.

>> ABSOLUTELY.

SO JUST AS A POINT OF REFERENCE, ONE OF OUR DAY PROGRAMS OF THAT NATURE.

A LOT OF TIMES IF THE STUDENT ARE OUT OF DISTRICT [INDISCERNIBLE] FIRST IN THE SUPPORT WHERE THE STUDENT INDIVIDUALLY NEEDED.

SO WE LOOKED AT OTHER SCHOOLS FOR THAT REASON.

FOR THE SAME POINT WHAT YOU'RE SAYING FOR AUTISM IT'S SOMETHING TO LOOK AT LOOKING AT BASE PROGRAMS.

>> I WOULD BE INTERESTED SORT OF IN GENERAL WHY OUR KIDS ARE PLACED OUTSIDE OF THE DISTRICT AND TORT OF HAVE A BETTER UNDERSTANDING OF AS OPPOSED TO JUST THE SIMPLE NUMBERS HERE OF WHY THEY ARE PLACED.

THE REFERENCE HERE I THINK IT'S 47 BEEN 2 KIDS ARE PLACED OUTSIDE OF DISTRICT BUT ON THE ELL, I DON'T KNOW IF THAT'S THE SEPARATE GROUP OF KIDS THAT SAYS 494.

I KNOW IT'S ONLY 22 BUT WE'RE STILL TALKING ABOUT SMALL NUMBERS.

SO IS THAT JUST THE WRONG NUMBER OR TWO DIFFERENT GROUPS OF KIDS?

>> I'M SORRY, COULD YOU REFERENCE THAT.

>> SURE.

ON THE ELL PACKET WE JUST REFERENCED KIDS RECEIVING SERVICES OUTSIDE OF THE DISTRICT AS 494.

AND THIS ONE HERE ON YOURS IS

472.

ON PAGE OF THE ELL IT'S 494  
STUDENT OUTPLACEMENTS.

I DON'T KNOW IF THOSE ARE THE  
SAY KIDS OR IS THAT A DIFFERENT  
GROUP OF KIDS.

>> IT IS WITHIN THE SAME GROUP  
OF STUDENTS.

LET ME DOUBLE CHECK.

>> YES, YOU CAN DOUBLE CHECK  
ANOTHER TIME.

IT'S I THINK ON AVERAGE LAST  
YEAR WHEN I DID THE MATH IT'S  
\$108,000 PER KID SO THAT 20  
SOMETHING, 22 KIDS IS  
SIGNIFICANT NUMBER SO I JUST  
WANT TO HAVE A BETTER  
UNDERSTANDING OF THAT.

AND THEN THE \$400,000 THAT WE  
SORT OF SAVED TO SUPPORT SCHOOLS  
THAT WERE TRANSITIONING WITH  
STUDENT POPULATION NUMBERS, WE  
SPENT ALL THAT DOWN.

IS THERE ANY OF THAT LEFT.

WE SPEAK TO THAT.

I DON'T KNOW WHAT WE'VE GOT  
REMAINING.

>> THERE'S A BALANCE OF \$2,000  
REMAINING IN THAT ACCOUNT.

>> AND THEN OF THE INCLUSION  
PROGRAM, HOW MANY INCLUSIVE  
CLASSROOMS DO WE HAVE ACROSS THE  
DISTRICT.

>> SO KIDS IN K1 AND K2 CURRENT  
SCHOOL YEAR 16/17 WE HAVE 467  
CLASSES AND PROJECTED FOR NEXT  
SCHOOL YEAR WE HAVE 501.

>> AND ARE WE EVALUATING HAD YOU  
THAT'S GOING AS WE GROW THE  
PROGRAM OVER MULTIPLE GRADES.

>> YES, DEFINITELY.

>> ARE WE REACHING OUR GOALS,  
OUR INCLUSIONS.

WHAT WOULD BE THE GOALS OF AN  
INCLUSION CLASS.

>> IF YOU'RE SUCCESSFUL WITHIN  
THE SETTING AND THE SUPPORTS  
AVAILABLE IF THEY NED.

STUDENTS MOVING TO INCLUS THAT'S  
A PROCESS OF WHAT THEY MIGHT  
NEED IN THAT CLASSROOM.

AND WE'RE EVALUATING THAT AS  
WE'RE HAVING THE TEEN MEETINGS  
TO MAKE SURE THEY HAVE THE



SUPPORT NECESSARY.

>> ONE OF THE CHALLENGES THAT I KNOW TEACHERS FACE IS THAT WE HAVE, WE'RE ENCOURAGING TEACHERS AND I THINK RIGHTFULLY SO TO HAVE LICENSES IN MULTIPLE AREAS. BUT THEN WE'RE ASKING THAT ONE TEACHER TO ACT AS IF THEY WERE TWO OR THREE TEACHERS DEPENDING ON THE NUMBER OF LICENSES THEY HAVE.

SO OUT OF THOSE 467 CLASSROOMS, HOW MANY OF THEM HAVE MORE THAN ONE DULY LICENSED OR NOT TEACHER?

>> I WOULD HAVE TO DEFINITELY GET BACK ON THE NUMBER.

>> I CERTAINLY HOPE THAT THE NUMBER IS MORE THAN THAT WE HAVE AT LEAST TWO TEACHERS IN EVERY -- TEACHERS IN OVER CLASSROOM TORE AN APPROPRIATE NUMBER OF PARAS IN THAT CLASS ROOM.

AS AN ASSISTANT IF YOU TRY TO CUT CLASS THEY WERE OFTEN UNDER CUTTING, ONE TEACHER THAT HAS A NUMBER OF LICENSES BASICALLY HAS MULTIPLE TEACHERS SAYING THAT THEY ARE SPED CERTIFIED, THEY ARE ELL CERTIFIED AND THEY ARE, WHATEVER THEIR SPECIAL LICENSE IS AND COUNTING THEM AS MULTIPLE TEACHERS AS OPPOSED TO GETTING MULTIPLE TEACHERS INTO THE CLASSROOM TO REALLY SUPPORT THE NEEDS OF THE KIDS.

SO I WOULD BE INTERESTED IN THAT INFORMATION.

SORT OF CONVOLUTED QUESTION. OVER TIME I THINK IT WOULD BE INTERESTING AND IMPORTANT TO UNDERSTAND THAT WELCH REACHED SOME OF OUR SUCCESSES AND INCLUSIONS AND WHAT THOSE MEASUREABLES ARE.

>> THANK YOU.

COUNCILOR JACKSON.

>> THANK YOU VERY MUCH, MR. CHAIR.

I CONCUR WITH COUNCILOR ESSAIBI GEORGE.

I LIKE TO CALL IT AND USE A PLAIN AWE NAJ THAT YOU CAN'T BE -- ANALOGY THAT YOU CAN'T BE

THE PILOT COPILOT AND SERVE ME A  
FRESCA AND THAT'S WHAT WE HAVE  
WITH THE CERTIFICATION KNOWING  
THEY CAN'T DO ALL OF THOSE  
THINGS AT ONE TIME.

MY FIRST QUESTION IS THOSE EA  
CUTS LAST YEAR, WHAT ARE YOU  
DOING TO HELP STUDENTS DEAL WITH  
THE TRAUMA CREATED BY THE  
CURRENT MOVES BY THE TRUMP  
SEPARATION POLICIES AND ICE?  
KNOWING THAT THERE WERE CUTS  
LAST YEAR, WE HAD A HEARING AND  
YOU WERE THERE AND WE HEARD  
YOUNG PEOPLE SAY THAT THEY WERE  
TRAUMATIZED.

THERE WERE TEACHERS WHO CAME AND  
GAVE PROPS TO TEACHERS.

A LOT OF FOLKS WANT TO BEAT UP  
ON THEM.

I WANT TO THANK THE TEACHERS WHO  
CAME AND SAT THERE FOR THREE  
HOURS FOR A HEARING AND LET US  
KNOW YOUNG PEOPLE BRINGING TOYS  
TO SCHOOL BECAUSE THEY'RE SCARED  
THAT THEY WON'T GO HOME.

I WILL SIMPLY SAY AND I WANT TO  
THANK CAROLYN FOR HER WORK.  
YOU GUYS AS PARENTS, YOU MAKE  
IT, YOU WORK WITH US THROUGH THE  
THIN THIN.

I MEAN YOU TALK ABOUT WE HAVEN'T  
HAD A LOT OF THICK.

YOU DO IT EVERY SINGLE YEAR BUT  
I WOULD SIMPLY SAY IT'S  
REASONABLE AND I WOULD SAY  
DISGRACEFUL WE WOULD EVER CUT IN  
THIS AREA AND THIS SPACE.

THERE'S A SHORTCOMING HERE WHEN  
IT COMES TO WHAT THE WEIGHTED  
STUDENT FORMULA.

BECAUSE YOU CAN'T TELL ME THAT  
THE NEEDS OF AWE TICIC STUDENTS  
ARE LESS -- AUTISTIC STUDENTS  
ARE LESS YEAR-OVER-YEAR.

AND THEY CAN'T USE MORE HELP.

I HAD A CONVERSATION RECENTLY  
WITH ANDREW OVER THE BRICK LINE,  
THE SCHOOL I ATTENDED.

HEY, IN A CLASSROOM OF TEN  
AUTISTIC STUDENTS, WE DON'T HAVE  
CLASSROOMS OF TEN AUTISTIC  
STUDENTS.

WE HAVE ONE TO FIVE RATIO THERE.

SO I SAID HEY, CAN YOU JUST WORK WITH ME ON THIS AND SAY IF YOU HAD TEN, WHAT WOULD YOU HAVE. YOU'D HAVE TWO FULL TEACHERS, YOU'D HAVE FIVE PARAPROFESSIONALS, YOU'D HAVE OCCUPATIONAL THERAPISTS AND OT, THERAPIST 3EU7SZ. THERE'S A LOT LESS KIDS IN BROOKLINE THAN IN BOSTON. SO THAT FIRST QUESTION WHAT ARE WE DOING TO HELP STUDENTS WHO ARE BEING TRAUMATIZED BY THE THOUGHT OF ICE AND LUCKILY TPS WAS EXTENDED TODAY FOR THE HATION COMMUNITY BUT IT'S ONLY FOR SIX MONTHS. WHAT THEY SAID WAS GET YOUR PAPERS IN ORDER ESSENTIALLY. WHAT ARE WE DOING? >> BOSTON PUBLIC SCHOOLS, WE DEFINITELY HAVE TAKEN SOME CLEAR DIRECTION OF HOW DO WE SUPPORT OUR STUDENTS WHO MAY BE IMPACTED BY SOME OF THESE DECISIONS SO WE'VE DONE IT FROM DIFFERENT PLACES AND ALSO HAPPENED IT OVER TO THE DOCTOR WHO HAS BEEN DIGGING INTO THE DEEPER WORK WITH OUR SCHOOLS AND OUR STUDENTS AND FAMILIES. IN PARTICULAR WE'VE BEEN LOOKING AT WHAT ADDITIONAL SUPPORT AND SERVICES WE NEED TO IDENTIFY FROM OUR COMMUNITY BASE AS WELL. TIMES THEY ARE VERY MUCH THE FIRST PEOPLE TO BE AWARE OF THOSE KINDS OF NEEDS OR THOSE KINDS OF THINGS OCCURRING. THEY'RE THE FIRST RESPONSES WE'VE BEEN EXTENDING OUR COLLABORATIONS WITH THEM. WE'VE ALSO BEEN MEETING AS A NETWORK OF SUPPORT AND SERVICES WITHIN BPS TO IDENTIFY WHO ARE FOLKS THAT REALLY UNDERSTAND THE COMPLEXITY BECAUSE THIS IS THE OTHER THING. THERE'S A LOT OF COMPLEXITY AND SOMETIMES FAMILIES FEEL LIKE SHARING, SOMETIMES THEY DON'T. SOMETIMES OUR KIDS ARE NOT AWARE OF SOME OF THESE THINGS UNTIL IT ACTUALLY HAPPENS.

SO WE'VE DEFINITELY BEEN MAKING SURE WE HAVE SUPPORT NETWORKS READY TO RESPOND AS THESE KIND OF THINGS OCCUR.

THE SECOND THING HAS BEEN OUR ABILITY TO ADJUST OUR POLICIES AND OUR PROCEDURES.

WE HAVE UPDATED OUR POLICY TO REFLECT GUIDANCE THAT WE HAVE RECEIVED TO BE ABLE TO ENSURE THAT THE INFORMATION IS PRIVATE AND WE ARE NOT SHARING INFORMATION AS WELL AS GIVING GUIDANCE TO OUR SCHOOL LEADERS ON IF AN INCIDENT WERE TO OCCUR WHERE ICE WAS INVOLVED AND FAMILIES WERE, THE FAMILY LIFE IS DISRUPTIVE HOW CAN WE BE ABLE TO BE RESPONSIVE.

THERE ARE PROCEDURES IN PLACE THAT ARE ARTICULATED.

THIRDLY WE STARTED PROFESSIONAL DEVELOPMENT COLLABORATION BETWEEN THE OFFICE OF ENGLISH LANGUAGE LEARNERS AND OUR OFFICE OF SOCIAL EMOTIONAL LEARNING AND HELPING TEACHERS WHO UNDERSTAND THE IMPACT OF TRAUMA AND ON LEARNING AND THE BRAIN BECAUSE WE KNOW THESE ARE ANXIETIES AND CONCERNS HOW CONCERN WILL GET TO SCHOOL AND BE ENGAGED.

WE'VE BEEN ROLLING THAT TRAINING OUT FOR MONTHS NOW AND WILL CONTINUE TO DO THAT KIND OF WORK MOVING ON INTO THE NEW SCHOOL YEAR.

AND WE ALSO HAVE A WEBSITE THAT'S ALSO BEEN CREATED TO ENSURE FAMILIES ALSO GET ACCESS BUT WE'VE ALSO BEEN

COLLABORATING WITH THE CITY AND I HAND THAT OVER TO THE DOCTOR.

>> YES, WE'VE BEEN MEETING REQUEST THE CITY AS WELL AS SEVERAL ORGANIZATIONS TO PUT A GROUP OF RESOURCES TOGETHER ESPECIALLY WITH OUR WEBSITE AND WHAT THE WEBSITE OFFERS IS OPPORTUNITIES FOR SCHOOLS TO BE ABLE TO GET SERVICES FROM DIFFERENT ORGANIZATIONS SUCH AS PARAS WHERE SCHOOLS HAVE BEEN TAKING ADVANTAGE OF THAT,

OFFERING KNOW YOUR RIGHTS TRAININGS AT THE SCHOOL SITES. WE'RE ALSO WORKING ON A PROFESSIONAL DEVELOPMENT TO PROVIDE PRINCIPLES ON THE LIFE OF AN IMMIGRANT IN THE UNITED STATES DURING THIS POLITICAL CLIMATE.

THIS IS WORK THAT I'M DOING IN COLLABORATION WITH THE DEPARTMENT OF SOCIAL EMOTIONAL LEARNING AMONG MANY OTHERS IN THAT DEPARTMENT TO BE ABLE TO GIVE PRINCIPALS THE INSIGHT AS WELL AS TEACHERS WHAT IT FEELS LIKE TO BE AN IMMIGRANT IN BOSTON RIGHT NOW ESPECIALLY DURING THIS POLITICAL CLIMATE.

>> WHAT PERCENTAGE OF STUDENTS IN THE BOSTON PUBLIC SCHOOLS HAVE A PARENT WHO SPEAKS LANGUAGE OTHER THAN ENGLISH?

>> I WOULD SAY 66%.

>> I GUESS MY QUESTION IS --

>> 67 MAYBE NOW THIS MONTH.

>> WHERE DOES THIS EXIST IN THE BUDGET?

SO YOU CUT EI SUPPORTS LAST YEAR.

IF WE'RE SAYING OVER HALF OF THE STUDENTS HAVE A PARENT WHO COMES FROM, WELL WE CAN'T ASSUME THEY COME FROM ANOTHER COUNTRY BUT HAVE A PARENT WHO SPEAKS A LANGUAGE OTHER THAN ENGLISH AS THEIR FIRST LANGUAGE.

WE HAVE A HUMAN POPULATION HERE, AND FROM A HEARING WE HAD, THERE ARE PEOPLE WHO ARE FEELING THIS RIGHT NOW.

THAT'S IN ADDITION TO THE KIND OF BASE LEVEL OF TRAUMA THAT FAMILIES ARE FEELING.

WE HAVE 4,000 HOMELESS STUDENTS IN THE BOSTON PUBLIC SCHOOLS WHICH IS SOMETHING THAT'S TRAUMATIC ALSO.

HAVE YOU RESTORED THE EI MONEY FROM LAST YEAR AND WHERE DO ANY OF THESE DOLLARS EXIST IN THE BUDGET?

WE KNOW THAT THERE WAS GREATER NEED AND WE KNOW FOR AT LEAST THE FORESEEABLE FUTURE THAT NEED

IS GOING TO BE IMMINENT.  
WHERE DOES IT EXIST.  
>> JUST TO CLARIFY.  
SO THE EMOTIONAL IMPAIRMENT  
ISN'T A DISABILITY IDENTIFIED,  
DISABILITY-RELATED NEED THAT  
IMPACTS THAT EMOTION AND  
THEREFORE IMPACTS THE STUDENT'S  
ABILITY TO LEARN WHICH IS  
SEPARATE FROM OUR SENSE TO MAYBE  
EXPERIENCING TRAUMA SOMETIMES.  
SOMETIMES THERE'S AN OVERLAP BUT  
IT'S NOT NECESSARILY THAT IF YOU  
HAVE AN EMOTIONAL IMPAIRMENT.  
>> I'M RIGHT THERE WITH YOU.  
MY ONLY ISSUE IS YOU CUT THE  
BASELINE OF THAT.  
IF YOU'RE SAYING --  
>> DISABILITY, I JUST WANT TO BE  
CLEAR FROM A LEGAL PERSPECTIVE  
BECAUSE SOMEONE WITH AN  
EMOTIONAL IMPAIRMENT HAS TO MEET  
THE LEGAL DEFINITION OF HAVE AN  
EMOTIONAL IMPARENT AND BECAUSE  
OF THAT EMOTIONAL IMPAIMPLET  
--IMPAIRMENT REQUIRES DIFFERENT  
SERVICES.  
THIS IS A DIFFERENT NEED BUT I  
DON'T SEE IT'S A SPECIAL  
EDUCATION ISSUE, IT'S A SOCIETY  
ISSUE.  
>> WE'RE DOING A BUNCH OF THESE  
AT ONE TIME, RIGHT.  
WE'RE DOING ELL AS WELL AS  
SPECIAL EDUCATION.  
THE REASON WHY I PRE THEM UP AND  
I REALIZE, I'M AWARE THERE'S A  
LEGAL DEFINITION.  
ABOUT IF THERE IS PROCESS OVER  
IN THAT SUBSET OF INDIVIDUALS,  
ONE THAT'S LEGAL BUT ALSO THE  
OTHER COMPONENT AROUND TRAUMA.  
IF WE CUT THAT BASELINE, THEN WE  
ACTUALLY HAVE LESS TO GO AROUND  
FOR THE REST OF THE STUDENTS.  
SO CAN YOU HELP ME ON THIS.  
>> YES.  
I WOULD LOVE TO CLARIFY.  
SO THIS IS WHY AS THE DOCTOR  
SHARED, MULTIPLE OFFICES ARE  
COMING TOGETHER TO BE ABLE TO  
WORK TOGETHER ON IDENTIFYING  
WHAT EXACTLY THOSE NEEDS ARE  
COMING IS UP TO BE AND THAT'S

WHY THE OFFICE OF ENGLISH LANGUAGE LEARNERS AS WELL AS THE OFFICE OF SOCIAL EMOTIONAL LEARNING, THEY'RE THE ONES WHO HAVE BEEN WORKING TOGETHER TO SEE HOW DO WE IMPROVE OUR TRAUMA RESPONSE, IN PARTICULAR AROUND STUDENTS THAT ARE IMMIGRANTS AND WHO MAY BE EXPERIENCING SOME NEGATIVE EFFECT OF SOME OF THE POLITICAL CLIMATE RIGHT NOW. NOW.

SO THINK OF THINGS LIKE ACCESS MUCH TRANSLATION INTERPRETATION, MAKING SURE WE'VE SEEN AN INCREASE IN THAT BUDGET BECAUSE WE WANT TO MAKE SURE WE HAVE MATERIALS AND RESOURCES AVAILABLE SO FAMILIES CAN ACCESS THOUGH THINGS.

WE'VE ALSO BEEN ABLE TO IDENTIFY OUR SAFE AND WELCOMING SCHOOL SUPPORT MECHANISMS THAT WORK DIRECTLY WITH OUR SCHOOLS, AND ON THE SPECIAL EDUCATION SIDE WE'VE ALSO CONTINUED TO SEE THAT REALLOCATION, BUILDING CAPACITY ACROSS OUR STAFF TO UNDERSTAND WHAT THE NEEDS OF AN ENGLISH LEARNER OR A FAMILY THAT'S IMMIGRANT IN EXPERIENCING SOME OF THAT IMPACT.

SO YOU SEE INCREASES WHERE YOU'RE CREATING A SYSTEMATIC APPROACH TO THE RESPONSE NOT JUST UNDER SPECIAL EDUCATION. SPECIAL EDUCATION IS JUST ONE PIECE OF IT.

IT'S NOT THE FULL PICTURE OF SUPPORT THAT BPS HAS TO BE ABLE TO ENSURE THEY PROVIDE ACROSS THE SYSTEM.

>> HAS BPS LOOKED AT THE CONNECTION OF OUT OF DISTRICT PLACEMENTS AND BUDGET CUTS. HAS THERE BEEN, AND WE HEAR THERE'S AN INCREASE.

IS THERE AN EFFECT BETWEEN THE BUDGET CUTS THAT OCCURRED AND THE OUT OF DISTRICT PLACEMENTS?

>> I CAN'T GO INTO MORE TEETH BUT WHAT WE'VE BEEN ABLE TO LOOK AT WHEN WE EXPLORED THAT DATA TO BE ABLE TO SEE AGAIN

INDIVIDUALIZED EDUCATIONAL NEEDS  
DID NOT NECESSARILY MEAN AN  
ADDITIONAL STUDENT WOULD CREATE  
THAT DYNAMIC OR STUDENTS  
INDIVIDUALIZED NEEDS MAY REQUIRE  
AN OUT OF DISTRICT PLACEMENT.  
SO NOT SEEING THAT DIRECT  
CORRELATION BUT I'LL LET CINDY  
GO INTO THAT BECAUSE SHE WAS  
ASKED TO LOOK INTO THAT.  
>> -- WHAT ARE THE NUMBER OF  
FTE'S IN TOTAL THAT BPS IS GOING  
TO HAVE?  
>> I'LL ASK NATE TO GIVE US THAT  
DATA.  
>> TOTAL BUDGET FTE'S FOR THE  
DIRECT IS INCREASING BY 167.6.  
MOSTLY BY AN INCREASE IN PART  
TIME POSITIONS MOSTLY BY AN INCREASE IN  
PART-TIME POSITIONS INCLUDING  
BUS MONITORS.  
WE EXPECT A INCREASE OF 130.  
A LINE FOR OUR INCREASE AND  
BUDGETED POSITIONS AS WELL.  
>> CAN YOU GIVE US ACTUAL  
NUMBERS THIS YEAR VERSUS LAST  
YEAR.  
>> FOR TOTALS, BETWEEN THE TWO  
YEARS?  
>> TOTAL GENERAL FUNDED FTEs  
FOR FY17 ADOPTED BUDGET 1729.2.  
8792.2.  
OUR CURRENT IS AN INCREASE OF  
176.6.  
>> THANK YOU.  
>> THANK YOU.  
>> COUNCIL FLAHERTY.  
>> LOOKING AT THIS IT SEEMS LIKE  
YESTERDAY.  
I KNOW IT WAS MORE THAN TEN  
YEARS AGO.  
YOU WERE AT N. MY OFFICE  
FRUSTRATED, FIGHTING THE  
ADMINISTRATION AND SCHOOL  
DISTRICT TO GET EVERY  
OPPORTUNITY FOR YOUR CHILD.  
SO, IT'S -- IT'S THE STRUGGLE  
AND EXPERIENCE, PASSION.  
I REMEMBER THE TYPE YOUR LIFE  
WAS ON HOLD, LEGAL CAREER WAS O.  
ON HOLD.  
IT'S GOOD TO SEE YOU, SEEING YOU  
IN THIS CAPACITY.  
HAVING FRONT ROW SEAT AS A



CUSTOMER OF THE BOSTON PUBLIC  
SCHOOLS.  
MY FRUSTRATION IS THE SPEED OF  
THE IEPs.  
I FEEL WE NEED TO DO IT QUICKER  
AND FASTER.  
SOMETIMES IT'S A PARENT IN  
DENIAL OR A TEACHER MAYBE  
PICKING UP ON THE SIGNS AT THE  
EARLIEST STAGE.  
WHEN THE PROCESS STARTS ALMOST A  
WHOLE SCHOOL YEAR CAN GO BY  
BEFORE IDENTIFYING AT  
APPROPRIATE PLACEMENT.  
THINK IT'S A HUGE DISSERVICE.  
WOULD I LOVE TO FIND A WAY TO  
SPEED UP THE IEPs.  
MAYBE DO THEM OVER THE SUMMERS,  
SCHOOL VACATIONS.  
WHEN YOU HAVE A CHILD STARTING  
CLASSES IN SEPTEMBER AND IT'S  
SPRING TIME BY THE TIME WE TAKE  
THAT CHILD OUT THAT HAD SETTING  
AND PLACES HIM OR HER IN ANOTHER  
SETTING IT ALL OCCURS AT A  
QUICKER PACE.  
I LEAVE IT TO THE COLLECTIVE  
WISDOM OF THE PROFESSIONALS.  
I THINK THE CLOCK IS EXTREMELY  
SLOW AND FRUSTRATING.  
I WOULD SAY THAT'S THE CASE FOR  
PARENTS AS WELL.  
IF WE COULD SPEED UP THE IEP  
PROCESS SO WE PLACE KIDS IN THE  
MOST APPROPRIATE SETTING FOR THE  
NEEDS THAT WOULD BE A GREAT  
START TO SEE THAT HAPPENING.  
I WOULD LIKE TO SHIFT TO THE  
STATE INVOLVED CASES.  
IT'S MORE THAN DOUBLED.  
SO WE HAVE SEEN SORT OF THE  
SCHOOL POPULATION DECREASE TO  
SOME DEGREE.  
WE SEE A MODERATE INCREASE OF  
THE TOTAL NUMBER OF THE  
DISTRICT.  
IT SEEMS THE STATE INVOLVED ONES  
HAVE MORE THAN DOUBLED.  
WHAT'S THE REASON FOR THAT.  
>> WHEN A STATE AGENCY IS  
INVOLVED IN PLACING A STUDENT  
OUT OF DISTRICT THE RESIDENTIAL  
PORTION IS TAKING PART OF THIS,  
THE AGENCY WORKING WITH, THE AGE

OF THE STUDENT --  
>> TAKE THAT, THIS YEAR AS OF  
THE 230 HOW MANY ARE RESIDENTIAL  
PLACEMENT?  
WHAT PERCENTAGE INVOLVES  
RESIDENTIALS.  
>> I CAN GIVE YOU THAT  
INFORMATION.  
I HAVE IT HERE.  
IN ADDITION TO THE RESIDENTIAL  
THERE ARE GROUP HOMES.  
BOSTON TO THE CITY WOULD BE TOO  
LONG OF A RIDE TO GET THEM --  
THE EDUCATION BACK IN BOSTON.  
>> AND THE, IS THERE -- WHAT  
PERCENTAGE OF THOSE WOULD BE  
CHILDREN FROM HOMELESS FAMILIES.  
>> WE HAVE, WHAT IS CONSIDERED  
"ABANDONED CHILDREN" IS  
1 PERCENT.  
THE GROUP HOME STUDENTS MOVED  
OUT CITY IS 18% OR 86 OF OUR  
STUDENTS.  
-- RESIDENTIAL SCHOOLS WE HAVE  
6% OR 26 ARE IN RESIDENTIAL  
SCHOOLS.  
THERE IS ALSO STUDENTS FULLY  
FUNDED WHICH IS 1 PERCENT OF OUR  
STUDENTS OR 7 OF THEM.  
>> OKAY.  
MAXIMUM AGE FOR SPECIAL NEED  
STUDENTS IS WHAT NOW.  
>> 22.  
>> THE SAME FOR THE STATE.  
>> AND COUNTRY.  
>> OKAY.  
ANY THOUGHT OF INCREASING THE  
MAXIMUM AGE OF THAT.  
>> I KNOW THERE WAS TALK.  
>> AND THEN HOW ARE THOSE  
CHILDREN ABLE TO GET HIGH SCHOOL  
DID I LOAN AS.  
>> THAT'S THE INCREASE OF THE  
TRANSITION SERVICES, WE'RE  
FOCUSING ON OPPORTUNITIES FOR  
STUDENTS WITH DISABILITIES.  
WE HAVE OUR STUDENTS BROKEN DOWN  
BY THOSE ON CERTIFICATE OF  
ATTENDANCE TRACK.  
OBVIOUSLY THE DOLE IS HAVE  
STUDENTS GRADUATE WITH THEIR  
DIPLOMA. TRANSITION SERVICES  
LEAD TO.  
THAT.

>> IS THAT A FUNCTION OF THE  
M-CAST EXAM.  
THE BARRIER --  
>> YES PASSING THE M-CAST  
DEFINITELY.  
PASSING OF THE COURSES.  
>> SO SERVICING AN AUTISTIC  
CHILD COULD BE UNSURMOUNTABLE  
TEST.  
HOW, THE CHILD HAS DONE  
EVERYTHING ASKED OF HIM OR HER,  
HOW DO WE PROVIDE THAT CHILD  
WITH A HIGH SCHOOL DIPLOMA.  
>> THE STATE HAS A COMPETENCY  
REVIEW AVAILABLE.  
THERE IS THE ALTERNATE  
ASSESSMENT SO TEST SKILLS OVER  
THE YEAR, ALSO A COMPETENCY  
REVIEW DONE WHEN THE M-CAST HAS  
BEEN TAKEN MULTIPLE TIMES.  
AND THERE ARE WAYS TO LOOK AT --  
>> THE SCHOOL DISTRICT GIVEN  
WAIVERS.  
DO THEY HAVE A WAIVER WHEN THEY  
MEET ALL OTHER REQUIREMENTS.  
>> YES.  
THERE ARE A BUNCH OF AREAS THAT  
ARE MORE WHAT HAD THEY'RE DOING  
OVERTIME, THE COURSE OF THE  
SEMESTER FOR ELA.  
>> FINALLY IF YOU POLL PARENTS,  
NOT POLITICIANS AND NOT PAID  
CONSULTANTS AND NOT THE  
ADVOCATES, BUT THE PARENTS.  
THE CUSTOMERS AND THE CONSUMERS.  
IF YOU POLL THEM ASK THEM TO  
CHOOSE IN-DISTRICT OR  
OUT-OF-DISTRICT HOW DO YOU THINK  
THE POLL WOULD COME OUT?  
I THINK THAT'S PUTTING THE MICRO  
SCOPE ON US.  
I THINK WE NEED TO DO THAT.  
I THINK -- IS A PERFECT EXAMPLE.  
SOMEONE ON THE OTHER SIDE OF THE  
COUNTER.  
IT'S -- YOU LEARN THAT AS A  
PARENT THE EDUCATION OF YOUR  
CHILD IS PROBABLY THE MOST  
FUNDAMENTAL OBLIGATION AS A  
PARENT.  
I DON'T THINK WE'RE HOLDING  
PARENTS ACCOUNTABLE.  
THINK YOU HAVE SOME PARENTS OUT  
TO LUNCH.

KIDS THAT ARE RULING THE ROOST.  
THAT'S FOR INDIVIDUAL HOUSEHOLDS  
FOR THIS PARTICULAR INSTANCE,  
SURVEY THE PARENTS AND NOT THE  
POLITICIANS OR ADVOCATES.  
WHAT WOULD THEY CHOOSE?  
WOULD I LOVE TO HEAR YOUR  
ANSWER.

IF THEY CHOOSE DOOR NUMBER ONE  
VERSUS DOOR NUMBER TWO, WE HAVE  
A PROBLEM.

WE SENT OUR TWINS TO THE PERRY  
SCHOOL, WE SENT OUR MIKE  
TOLDT -- SCHOOL.

IT WAS A GOOD AND EXCITING TIME.  
WE KNEW WE WERE GETTING QUALITY  
EDUCATION.

THE SAME COULD BE SAID FOR OUR  
SCHOOL DISTRICT ON SPECIAL ED  
STUFF THERE.

ARE GREAT OUT OF DISTRICT  
PLACEMENTS.

PEOPLE IN THIS ROOM WOULD LOVE  
TO SEND CHILDREN THERE IF THEY  
HAVE THE NEED.

WE WANT TO BE THE DESTINATION.  
BOSTON PUBLIC SCHOOLS SHOULD BE  
THE DESTINATION.

IF WE'RE NOT THOSE ARE THE  
ANSWERS WE NEED.

>> THINK ALL PARENTS, EVERY  
PARENT, WANTS TO SEND THEIR  
CHILD AS CLOSE TO HOME AS  
POSSIBLE.

PROVIDED OF COURSE THEY GET THE  
SUPPORTS AND SERVICES TO MEET  
THEIR INDIVIDUAL NEEDS.

I THINK THE ISSUE BECOMES, IS  
SINCE I HAVE BEEN INVOLVED WITH  
SPECIAL EDUCATION, A LOT MORE  
FOCUS, ATTENTION, AND RESOURCES  
HAVE BEEN DEDICATED TO SPECIAL  
EDUCATION THE LAST SEVERAL YEARS  
THEN WHEN MY DAUGHTER TURNED 3,  
WHEN WE FIRST HAD THE  
DISCUSSION.

SHE WILL BE 18 IN TWO WEEKS.  
YOU WANT YOUR CHILD IN THE  
NEIGHBORHOOD.

YOU WANT THEM TO KNOW THEIR  
PEERS IN THE NEIGHBORHOOD  
WHEUFPLT TAKE MY DAUGHTER TO  
LAMBERTS AND WE RUN INTO PEOPLE  
THEY'RE LIKE, THAT IS MARY.

THE ISSUE BECOMES IF THE DISTRICT IS NOT -- DOES NOT HAVE AN APPROPRIATE PLACEMENT YOU HAVE TO LOOK FOR ONE THAT'S OUT THERE.

THE COMPETING FACTOR, ONCE YOU'RE OUT OF DISTRICT, FOR THE DISTRICT TO BRING YOU BACK, IF YOU DON'T AGREE THEY HAVE TO TAKE TO YOU HEARING AND PROVE THEY HAVE AN APPROPRIATE PROGRAM AT THIS POINT.

I WOULD SAY THAT EVERYONE WANTS TO GO TO A SCHOOL CLOSE TO HOME, EVERY CHILD SHOULD BE GOING TO THEIR NEIGHBORHOOD SCHOOL AND GET NEEDS MET.

WE'RE BUILDING TOWARDS. THAT ARE WE THERE YET?

NO.

WE HAVE MADE DEFINITE IMPROVEMENTS.

THINK FOR SOME CHILDREN THEY COULD BE MET IN DISTRICT. THE LONG TIME FINANCIAL PLANNING COMMITTEE AND A ISSUE LOOKING AT FOR SUSTAIN ABILITY IS HOW TO CREATE MORE IN DISTRICT PROGRAMS MORE HIGHLY SPECIALIZED TO BRING THE CHILDREN BACK.

THEN IT'S SOMETHING, YOU KNOW, THE DISTRICT CAN AND SHOULD BE ABLE TO TAKE ON JUST LIKE ANY OTHER INVESTMENT IN YOUR OWN HOUSE, YOU HAVE TO SPEND THE MONEY FIRST TO BUILD IT TO UTILIZE IT.

THAT'S ONE OF THE ISSUES WE'RE DEALING +\*L DEALING WITH. HOPEFULLY THE NEW MASTER FACILITIES PLAN WILL LEND SOME INSIGHT INTO HOW THAT CAN AND SHOULD BE DONE.

I DO THINK WE DO HAVE A HIGHLY SPECIALIZED AUTISM PROGRAM IN THE LEE SCHOOL.

WE NEED MORE, THE CHILDREN ARE CONTINUING TO HAVE THE NEEDS. WE HAVE THE ISSUE, QUITE FRANK HRAOERBGS IT HASN'T BEEN TOUCHED UPON, BUT IN DPS WE HAVE CHILDREN WITH SPECIAL NEEDS. 11,000 OF THEM.

CHILDREN, TYPICAL PEERS GO OFF

TO EXAM SCHOOLS, CHARTER  
SCHOOLS, PRIVATE SCHOOLS.  
SO BPS AS IT CONTINUES TO HAVE  
STUDENTS AGE UP HAVE CHILDREN  
WITH MORE SIGNIFICANT NEEDS.  
SO, THAT'S SOMETHING THAT IS OUR  
RESPONSIBILITY.  
MEETING THE NEEDS OF ALL  
CHILDREN.  
YOU KNOW, OBVIOUSLY YOU WANT  
YOUR CHILD TO GO AS CLOSE TO  
HOME AS POSSIBLE SO THEY'RE NOT  
TRAVELING ALL OF THE HOURS, SO  
YOU CAN GET TO THEM IF YOU NEED  
TO, MORE IMPORTANTLY SO THEY'RE  
INCLUDED IN THEIR COMMUNITY.  
>> VERY GOOD.  
I WILL LEAVE YOU WITH THIS.  
THERE ARE LOTS OF GREAT THINGS  
HAPPENING IN THE BOSTON PUBLIC  
SCHOOLS.  
WE PROBABLY DON'T DO A GOOD  
ENOUGH JOB ADVERTISING IT.  
IT'S ROUGH TO SHARE THOSE  
EXPERIENCES.  
INSTEAD OR ANY FACET OF THE  
SCHOOLS AS WELL AS OUR TEACHERS  
ADVOCATING AND LETTING TEACHERS  
KNOW THE GREAT THINGS THAT ARE  
HAPPENING.  
A SPECIFIC SCHOOL BUILDING OR  
THE DISTRICT IN GENERAL.  
I APPRECIATE YOUR COMMENTS AND  
LOOK FORWARD TO MOVING FORWARD.  
>> WE HAVE THE -- HORACE MAN  
OUST DISTRICT PLACEMENT FOR  
OTHER CITIES AND TOWNS.  
IS THAT THE ONLY SCHOOL THAT WE  
ATTRACT OUST DISTRICT.  
>> YES, AS OF NOW.  
THE ONLY SCHOOL WE RECEIVE  
TUITION.  
WE'RE LOOKING AT OTHER  
OPTIONS --  
>> WHAT ARE THE MOST CHOSEN OUT  
OF DISTRICT, BPS OR BOSTON  
STUDENTS.  
>> WHAT ARE THE MOST CHOSEN OUT  
OF DISTRICT PLACEMENTS?  
>> YES.  
MAN IS ONE?  
>> THAT IS --  
>> VOCATIONAL.  
>> SO THE BIGGEST CHOICES ARE

THE LEARNING -- ARROW SCHOOL WAS ONE AS WELL AS LANDMARK SCHOOL. WE HAVE A LOST STUDENTS AT THE SEAPORT SCHOOL CLOSER TO SEAPORT IN BOSTON.

ALSO A PARTNERSHIP WITH COMPASS WITHIN THE CITY NEAR BONE STREETS.

THOSE ARE THE HIGHEST I CAN THINK OF OFF THE TOP OF MY HEAD.

>> COUNCILLOR O'MALLEY, THANKS.

>> THANK YOU.

CAROLINE FOR YOUR LEADERSHIP AND DIANE AND ALL OF THE PARENTS HERE, I SEE MANY PARENTS.

MOST IMPORTANTLY THANK YOU TO THE STUDENTS HERE.

I WILL BE RELATIVELY BRIEF TO GET TO PUBLIC TESTIMONY.

I KNOW SOME FOLKS HAVE TO LEAVE.

I DON'T MEAN TO BE LABOR THE POINT BUT THE OUT OF DISTRICT STUDENTS TO GO FROM 297 TO 472 IN A THREE OR FOUR YEAR PERIOD IS TROUBLING.

WITH THAT IS A SIGNIFICANT PRICE AS WELL WHAT'S THE AVERAGE PRICE FOR OUT OF DISTRICT PLACEMENT.

IT'S SIX FIGURES, I BELIEVE.

>> 90,000.

>> 90,000.

OKAY.

THE ONLY, THE HORACE MAN IS THE ONLY SCHOOL WE ACCEPT, THAT HAS CAPACITY FOR OUT OF DISTRICT, OUT OF BOSTON DISTRICT PLACED IN BOSTON.

DO WE GET, DOES THE CITY GET REIMBURSED FOR THE STUDENTS.

>> YES.

THEY PAY TUITION AS WE DO TO OTHER SCHOOLS.

>> A FLAT RATE.

>> A FLAT RATE.

>> THAT'S HOW WE PAY.

>> EVEN THOUGH THERE ARE DIFFERENT NEEDS AND WHAT NOT.

IT'S ONE FLAT RATE.

WHAT IS THAT RATE?

>> THE HORACE MAN.

>> YES.

>> I BELIEVE ABOUT \$50,000.

SOEUFPRBGTS THE AVERAGE IS NEARLY DOUBLE THAT.

THIS IS MY ROUNDABOUT WAY OF SAYING, I GIVE JOHN SON CREDIT ON THIS.

WE DIDN'T AGREE ON EVERY ISSUE BUT THIS WAS PERSONALLY IMPORTANT TO GET THE NUMBER DOWN TO ZERO OR AS CLOSE AS POSSIBLE. BY INTERNALLY SERVING MORE CHILDREN, PARTICULARLY THOSE WITH SEVERE LEARNING CHALLENGES WE CAN THEN CREATE A BETTER ENVIRONMENT FOR KIDS OUT OF DISTRICT THIS.

IS SOMETHING THE INVESTMENT WILL MORE THAN PAY OFF.

IT'S TROUBLING TO SEE THE NUMBER GOING FROM 90 TO 230 IN 2013/14 TO THIS YEAR.

THAT'S SOMETHING WE NEED TO BE FOCUSED ON GOING FORWARD.

WE SEE NEW TRENDS.

A COUPLE OF YEARS AGO I REMEMBER THERE WERE DIFFERENT, SORT OF -- I CAN'T THINK OF THE NAME NOW, SORT OF AN INCREASE IN CERTAIN CHALLENGES THAT SOME STUDENTS WOULD HAVE.

THAT WERE UNABLE TO SERVE.

>> .

>> WHAT ARE SOME, WHAT ARE SOME OF THE KIDS WHO WERE GETTING OUT OF DISTRICT PLACEMENT.

WHAT CHALLENGES DO THEY HAVE THAT WE CONDITION SERVE.

>> FOR EXAMPLE, IF YOU WANT TO TAKE A CHILDREN WITH AUTISM OR -- THERE MAYBE VERY HIGH INCIDENTS OF BEHAVIOR THAT ARE OCCURRING.

IT COULD BE THERE ARE BEHAVIORS HAPPENING EVERY SECOND OR MULTIPLE THOUSANDS OF TIMES A SECOND.

THAT WOULD BE A REASON WHY A STUDENT NEED TO GO TO ANOTHER PLACEMENT WHERE THERE IS A HIGHER STAFFING RATIO IN ADDITION TO OTHER PIECES THEY HAVE PLACE FOR THE STUDENT AND MORE ONE-ON-ONE TEACHING IS HAPPENING FOR THEM.

AT THAT POINT TO MAINTAIN THE BEHAVIOR BEFORE GETTING TO THE ACADEMIC PORTION OF THE DAY.



>> OKAY.

UNDERSTOOD.

SECONDLY I HAD A, I GOT TO KNOW  
DR. BILL HENDERSON PRETTY WELL.

A GREAT FRIEND TO MANY OF YOU,  
HE HAS STAUT ME A LOT.

ONE THING I KNOW HE FEELS VERY  
STRONGLY, AND AGREE WITH HIM,  
THE EFFICACY OF INCLUSION  
CLASSROOMS AS A PROBLEM.

MY SISTER FELT STRONGLY ABOUT  
THIS, TEACHING IN THE SYSTEM.  
THE SEPARATE CLASSROOM AND THEN  
INCLUSION.

WANTING TO MAKE SURE HER SONS,  
BPS STUDENTS HAVE THE SIMILAR.  
CAN YOU TALK ABOUT THE GROWING  
OF THIS AND THE SUPPORT TO THE  
SCHOOLS.

>> YES.

ONE OF THE MAJOR THINGS WE'RE  
DOING IS BUILDING CAPACITY AT  
THE SCHOOL LEVEL.

DR. ESTRADA TALKED B THERE IS A  
SUPPORT TEAM WE'RE CALLING -- IN  
EXISTENCE NOW.

ONE ASSIGNED SUPPORTING SPECIFIC  
CASES AND SPECIFIC SCHOOLS IN  
MAINTAINING STUDENTS WITHIN THE  
INCLUSIVE SETTING TO ACCESS THE  
CURRICULUM WITHOUT GOING TO A  
DIFFERENT SETTING.

NEXT YEAR WE'RE INCLUDE IT WOULD  
GO TEACHERS IN THE TEAMS.

THERE ARE FOUR TEAMS, FOUR  
TLTs.

THE PREFACE OF THE TEAMS IS TO  
GO INTO SCHOOLS AND SUPPORT WHAT  
THE CHALLENGES MAYBE AND  
BUILDING PLANS TO IMPLEMENT AND  
BUILD A MODEL WITHIN THE SCHOOL  
SETTINGS, THE CAPACITY IS BEING  
BUILT AT THE SCHOOL LEVEL.

LOOKING AT WHAT WE CAN WORK WITH  
IN THE SCHOOL SETTING AND BEING  
SUCCESSFUL.

THAT'S ONE AREA.

>> EXCELLENT, THANK YOU.

>> DEMOGRAPHIC DATA INDICATES  
HIGHER NUMBERS OF STUDENTS WITH  
DISABILITIES BLACK AND HISPANIC.  
CAN YOU TALK ABOUT THE SPECIAL  
NEEDS GOING FORWARD.

>> ABSOLUTELY.

THE MOST SPECIFIC DATA IS BLACK AND LATINO BOYS IS THE FOCUS OF OUR STRATEGIES AND IMPLEMENTING ON DIFFERENT WAYS OF DOING THINGS.

FIRST IS ASSESSING THE QUALITY OF SUPPORT IN THE CLASSROOMS. WE HAVE STUDENTS EXISTING IN THE CLASSROOMS WELL.

NEED TO PROVIDE THEM HIGH QUALITY EDUCATION SO THEY'RE READY, THEY'RE ABLE TO BE SUCCESSFUL IN A GENERAL EDUCATION CLASSROOM.

WE ARE STARTING AT THE K-2 LEVEL.

CHAIR ONE SUPPORT FOR ALL STUDENTS WE'RE ROLLING OUT LITERACY SIDE OF PROGRAM FOR ALL K-2 STUDENTS IN THE SCHOOLS ADOPTING IT.

SO -- ALL OF OUR STUDENTS AND BEING PART OF THE TIER ONE ARE THE BLACK AND LATINO STUDENTS ARE GETTING QUALITY INSTRUCTION. TO MAKE SURE THE FOUNDATION SKILLS ARE BEING TAUGHT SYSTEMATICALLY.

>> I THINK YOU TOUCHED UPON, THIS HOW MANY STUDENTS ARE CURRENTLY WAITING FOR AN IEP.

>> RIGHT NOW WE HAVE -- WE HAVE RIGHT NOW 92% ON TIME RATE FOR MEETINGS.

WE ARE ON TARGET THROUGH THE HARD WORK AND DEDICATION FROM THE CENTRAL OFFICE TO REDUCE 8 PERCENT TO 5 PERCENT BY JUNE 30th.

WE'RE STARTING THE NEW IEP SYSTEM IN SEPTEMBER.

>> I DON'T NEED TO BE SARCASTIC. THE SCHOOL YEAR IS OVER BY JUNE 30th.

WHERE ARE THOSE 5 PERCENT OF STUDENTS?

>> WE WORK WITH THEM OVER THE SUMMER.

>> ANY STUDENT THAT DOESN'T HAVE A PLAN.

LET'S BE HONEST THE SCHOOL YEAR IS CLOSELY COMING TO AN END. ANY STUDENT WITHOUT AN IEP IS GUARANTEED TK +\*B --

>> YES WE WORK WITH THEM OVER THE ZIMMER. DIFFERENT CAPACITY OF THE SCHOOL YEAR.

>> WHAT IS, OBVIOUSLY IT'S NOT AS THOUGH A STUDENT WITH A HOST OF ISSUES CAN -- WHAT'S THE LAG TIME OR THE TURN AROUND TIME IF I HAVE CONCERNED ABOUT MY CHILD AND WANT THEM TO BE EVALUATED WHAT IS THE TURN AROUND TIME.

>> THE BEGINNING OF THE CONSENT PROCESS, INITIATION IS MADE BY A PARENT OR THE SCHOOL OR ANYONE WITH LEARNING HAPPENING FOR A STUDENT.

WE HAVE, THERE ARE FIVE SCHOOLS NEEDING TO RESPOND.

WITHIN THAT POINT THE CONSENT IS SENT OUT.

THEN WE HAVE 30 SCHOOL DAYS ONCE THAT'S SENT OUT.

IT'S NOT CALENDAR DAY BUZZ

SCHOOL DAYS TO ASSESS.

THEN 45 SCHOOL DAYS TO PRODUCE THE IEP.

>> AND KAREN, CAN YOU TALK ABOUT EFFORTS THAT HAS BEEN ENGAGED TO HELP PARENTS WHO DON'T SPEAK ENGLISH AS THEIR FIRST LANGUAGE. -- ORGANIZATIONS TO HELP WALK PARENTS THROUGH THE PROCESS FOR KIDS.

>> YES, WE HAVE A CULTURALLY DIVERSE GROUP.

WE'RE ALE PARENT VOLUNTEERS. OUR WEBSITE ALSO HAS WHAT THEY CALL THE BATTLE BASICALLY.

YOU CAN INTERPRET INFORMATION INTO ANY LANGUAGE.

IT PROVIDES A OPPORTUNITY FOR MULTIPLE LANGUAGES.

BPS PROVIDES SUPPORTS MONTHLY MEETINGS WITH INTERPRETATION SERVICES.

ANY PARENT REQUESTING.

WE INTERPRET OUR FLIER INTO SPANISH AND IT'S AVAILABLE TO INTERPRET INTO ANY OTHER LANGUAGE REQUESTED BY PARENTS.

WE TRY TO DO OUTREACH WITH FLIERS, PHONE CALLS, NOTIFYING SCHOOLS, AND GETTING THE INFORMATION TO THE SPECIAL ED

COORDINATORS.

IN REGARDS TO OUR WORK SHOP THE  
INFORMATION IS AVAILABLE 24  
HOURS ON-LINE.

OUR WORKSHOPS AND MATERIALS ARE  
AVAILABLE FOR PARENTS TO ACCESS  
AS WELL.

>> THANK YOU.

>> COUNCILLOR PRESSLEY.

>> I -- I WANT TO SAY THANK YOU  
TO EACH OF YOU FOR ALL DO YOU  
EVERY DAY.

THANK YOU FOR THE AD SRO +\*EU SROE  
INDICATES AND THE YOUTH THAT WE  
WANT TO HEAR FROM.

WE KNOW EVERY ADVOCATE SPEAKS  
FOR MANY PEOPLE.

BECAUSE OF WORK SCHEDULES AND  
LIFE CONFLICTS CAN'T BE HERE, WE  
WANT TO HEAR FROM THEM.

I, YOU KNOW IT'S BEEN MY  
EXPERIENCE WHEN I WANT TO  
UNDERSTAND A SCHOOL CLIMATE  
OTHER THAN GOING INTO THE  
CLASSROOM OR ENGAGING THE  
STUDENTS DIRECTLY OR THE  
TEACHERS I GO TO THE SCHOOL  
NURSE'S OFFICE.

ANECDOTEDLY RECENTLY SPENDING  
TIME WITH SCHOOL NURSES I HEAR  
FROM THEM YOU HAVE PARENTS  
COMING HERE FROM ALL OVER THE  
GLOBE FOR THE BEST MEDICAL CARE.  
THEY HAVE CHILDREN WITH VERY  
COMPLICATED MEDICAL CHALLENGES.  
THEY COME HERE TO ACCESS OUR  
HOSPITALS.

THESE CHILDREN ARE ENDING UP IN  
OUR SCHOOL SYSTEMS.

I DON'T SEE THAT ACCOUNTED FOR  
IN DATA HERE.

I JUST WANTED TO KNOW AS I  
CONTINUE TO ADVOCATE FOR A NURSE  
IN EVERY SCHOOL.

BECAUSE OF THE ROLL THEY DO  
PLAY, THEY DO PLAY A CRITICALLY  
IMPORTANT ROLL FOR STUDENTS WITH  
COMPLEX MEDICAL CHALLENGES.

I WONDER IF YOU CAN SPEAK TO  
THAT ANECDOTEDLY AND THE  
INVESTMENT WE NEED IN THAT  
REGARD.

>> OUR NURSES FALL IN THE SOCIAL  
LEARNING AND WELLNESS

DEPARTMENT.

OUR NURSES CURRENTLY IDENTIFIED,  
THERE IS A NURSE AT EVERY  
SCHOOL.

IT'S A QUESTION WHAT DEGREE THEY  
ARE THERE ALL TKAEUFRPBLGTS IT'S  
SHARED.

I'M MORE SAYING ANECDOTEDLY DO  
YOU SEE A INCREASE OF STUDENTS  
WITH COMPLEX MEDICAL CHALLENGES.  
>> WHAT I HAVE HEARD SPECIFIC IS  
CERTAIN SCHOOLS MAYBE MORE  
HIGHLY IMPACTED.

LAST YEAR WE SAW AN INCREASE IN  
CERTAIN SCHOOLS.

WE HAD A HIGHER NUMBER OF  
FAMILIES THAT CAME IN  
PARTICULARLY FROM ARABIC  
SPEAKING COUNTRIES.

>> YES.

>> WE SAW A INCREASE IN  
REALLOCATING, THE SCHOOL SYSTEM  
BEING ABLE TO MAKE ADJUSTMENTS.  
WE WORKED TO GET THE SUPPORTS AS  
QUICKLY AS WE COULD.

>> YOU ARE AWARE AND YOU ARE  
PAYING ATTENTION TO THE TRENDS  
AND INFLUX AND THAT.

>> YES, WE TRY TO RECEIVE  
RESPONSIVE.

THINK IT'S ONE OF THE THINGS  
WHEN THE NEEDS POP UP IT'S A  
TREND WE SEE IN THE SYSTEM.  
WE WORK HARD TO BE AGILE AND  
RESPOND TO.

THAT I THINK AS A SCHOOL SYSTEM  
YOU WANT TO INCREASE YOUR  
ABILITY TO BE AS I CANNILY AS  
RESPONSIVE AS YOU CAN BE.

>> THIS SHOULD BE FOUNDATION  
BUDGET.

IT SHOULDN'T BE LEFT, YOU KNOW,  
IT'S MANNED TORY . I SEE IT AS I  
AM PRER TIFF.

DO YOU KNOW OFFHAND, IT'S OKAY  
IF YOU DON'T, WHAT SCHOOLS HAVE  
YOU SEEN THE INCREASE.

>> I WILL HAVE TO GET BACK TO  
YOU.

LAST YEAR, THINK IT WAS TWO OR  
THREE SCHOOLS WE SAW A GREATER  
IMPACT.

>> OKAY.

>> TO BE CLEAR NURSES ARE

CENTRALLY FUNDED.  
IT'S HOW THEY GET DECIDED BY --  
>> DOES THAT NECESSARILY REFLECT  
THE LEVEL AND DEGREE THEY WOULD  
LIKE TO SEE.  
>> OKAY.  
PICKING UP ON A HEARING WE HAVE  
HAD AN ACTUALLY, BPS AND YOUR  
PARTNERSHIP FOR FOUR YEARS NOW,  
INITIATE A HEARING AROUND SAID  
TRANSITIONS.  
I JUST WANT TO PICK UP ON A  
COUPLE OF THINGS FOR THE PURPOSE  
OF THE RECORD.  
ONE ISSUE I BROUGHT UP WAS  
SCREENING FOR DISELECTION YA.  
CAN YOU TALK ABOUT THAT.  
DO VERY CATEGORIES THESE  
STUDENTS AS A SPECIFIC LEARNING  
DISABILITY AND WHAT ARE WE DOING  
WITH A SCREENING?  
>> YES.  
THEY ARE CLASSIFIED SPECIFICALLY  
FOR DISELECTION YA.  
IN TRAINING -- DYSLEXIA IS HARD  
TO DIAGNOSE WITH ONE TEST OR  
INSTRUMENT.  
THERE ARE MULTIPLE.  
WHEN LOOKING AT STUDENTS --  
>> AT ABOUT WHAT AGE DOES THAT  
ASSESSMENT START.  
>> THEY'RE PART OF THE REGULAR  
SCREENING WE DO, EVALUATION FOR  
IEPs ANYWAYS.  
BUT THE INDICATORS CAN COME UP  
AS EARLY AS FOUR OR FIVE YEARS  
OLD.  
>> OKAY.  
ALRIGHT.  
THEN I THINK WE HAVE THE  
INFORMATION ABOUT WHAT THE  
BUDGET ALLOCATION WAS FOR  
TRANSITION SERVICES.  
1 MILLION OR 1.7?  
>> THE INCREASE FROM LAST YEAR  
TO THIS YEAR WAS ONE MILLION  
DOLLARS.  
SEVEN HUNDRED THOUSAND DOLLARS  
EXISTING.  
HE SO 1.1 IS THE SAME AS LAST  
YEAR WITH THE ONE MILLION  
INCREASE.  
>> OKAY.  
CAN YOU QUANTIFY HOW MANY

CHILDREN HAVE BEEN SERVED.  
>> I WOULD SAY WE HAVE OVER 4000  
STUDENTS 14-22 IN BPS WITH  
DISABILITIES.  
I WOULD SAY THAT'S A WORK IN  
PROGRESS.  
FOR EACH LEVEL OF ACCESS.  
>> THE SPECIFIC NUMBER, SORRY.  
I DON'T IT IN FRONT OF ME.  
I CAN GET IT TO YOU.  
>> THAT WOULD BE GREAT.  
MAKING A GREATER INVESTMENT WE  
WANT TO QUANTIFY THE IMPACT.  
I'M CURIOUS HOW MANY CHILDREN  
HAVE BEEN SERVED WHO ARE THEY  
AND WHAT ARE THE SCHOOLS.  
AS WE SEE FROM A EQUITY STAND  
POINT THERE ARE SCHOOLS IN GREAT  
ERA LINEMENT THEN OTHERS TO  
ADDRESS THOSE SEF SITS.  
>> COUNCILLOR, BY LOOKING AT THE  
DIFFERENT PROGRAMMING WE WILL  
SEE THE INVESTMENT.  
WE WILL GET YOU THE NUMBERS BY  
THE PROGRAMMING.  
YOU WILL SEE GREATER ACCESS.  
>> SPEAKING OF PROGRAMMING, CAN  
YOU SPEAK OF THE STRIVE PROGRAM.  
I KNOW THERE WERE CHANGED TO THE  
PROGRAMMING.  
I WAS WONDERING IF SOMEONE COULD  
SPEAK TO THAT AND THE PACT.  
>> YES, WE HAVE THIS PROGRAM WE  
MADE AN ADJUSTMENT LAST YEAR  
INTO THIS YEAR.  
WE HAVE A FULL TIME PERSON  
ASSIGNED TO THE TECHNOLOGY.  
WE HAVE TWO THERE FOR A LONG  
TIME.  
BECAUSE OF INCREASE, THE  
ALLOCATION OF A FULL TIME  
TEACHER LEVEL PERSON.  
BECAUSE OF THE ALLOCATION WE  
WILL RECEIVE ANOTHER BUILDING.  
OPPORTUNITIES.  
>> IN THE NEXT SCHOOL YEAR WE'RE  
TRANSITIONING.  
THE PROJECT SEARCH PROGRAM.  
THEY HAVE CHEAP PARTNERSHIPS.  
HISTORICALLY CHARLES TOWN.  
THE DEDICATED PERSON WE WILL  
OPEN UP THIS PROJECT SEARCH  
OPPORTUNITY ACROSS THE PROJECT.  
>> GOOD NEWS.

>> AS FAR AS PROFESSIONAL DEVELOPMENT IS CONCERNED, IS THERE A SPECIFIC TRACK, SPECIAL DEVELOPMENT FOR TRANSITION FOR TEACHERS DURING TRANSITION?

>> YES.

WE HAVE A CONTRACT WITH EASTER SEALS.

THEY'RE WELL KNOWN FOR TRANSITION WORK FOR ASSESSMENTS AND PROVIDING PROGRAMMING FOR SERVICES TO CONTRACT WITH EASTER SEALS TO MAKE SURE IT'S AVAILABLE TO THE SCHOOLS TO IMBED THE KNOWLEDGE THROUGHOUT THE SCHOOL INSTEAD OF AN OUTSIDE PERSON COMING IN TO DO IT.

>> WOULD THE NUMBER BE DIFFERENT.

I KNOW THE QUESTION WAS ASKED ABOUT FTEs EARLIER.

DO YOU KNOW THE SPECIFIC TRANSITION NUMBER.

>> I HAVE TO GET THE NUMBER.

>> ALRIGHT.

GREAT.

I WOULD APPRECIATE THAT.

MY LAST QUESTION FOR THIS ROUND IS -- THERE HAS BEEN DEBATE ABOUT THIS.

SHOULD WE BRING THE INCLUSION TASK FORCE BACK.

>> I AM GLAD YOU BROUGHT THAT UP.

DR. CHANGE HAS ASKED FOR THE INCLUSION WORKING TO DEVELOP A INCLUSION WORKING GROUP TO LOOK AT THE NEXT THREE YEARS OF INCLUSION FOR BPS, WHAT IT SHOULD LOOK LIKE.

BROUGHT UP BY COUNCILLOR SABY GEORGE TO SEE WHAT IS WORKING FOR US AND WHAT IS NOT.

THEN LOOKING AT STANDARD SETS OF DATA POINTS.

THEY HAVE HAD FIRST MEETINGS ON.

THAT STERLING CANE WILL BE A CO-CHAIR AND CINDY NIELSEN.

ALSO DR. CHANG HAS ASKED FOR A EXTERNAL GROUP WITH HIM.

>> HOW OFTEN IS THE WORKING GROUP CONVENING?

ARE THEY CHARGED WITH PRODUCING A REPORT?



HOW BIG IS IT?  
HOW DO WE DECIDE WHO IS INVOLVED.  
>> I HAVE TO DISCUSS THAT.  
>> THANK YOU.  
>> WE LOOKED AT THE TASK FORCE FROM 2013, WE ASKED PEOPLE IF THEY WOULD LIKE TO RETURN TO SUPPORT THE WORKING GROUP. LOOKING AT OTHER SCHOOLS AND COMMUNITY MEMBERS, MAKING SURE THEY WERE INCLUDED IN THE GROUP AS WELL.  
VERY HAVE EXTEND IT DID TO MORE PEOPLE.  
IN A DISCUSSION WE HAVE THREE GOALS.  
ONE IS TO IDENTIFY A INCLUSION FOR OF THE DISTRICT.  
THE SECOND IS LOOKING AT PROJECT CONCERNS AND WHAT THE FORMULA LOOKS LIKE FOR MAKING RECOMMENDATIONS TO FUND INCLUSION SERVICES ACROSS THE DISTRICT.  
THE THIRD PART IS TO HELP TO BUILD A PROFESSIONAL DEVELOPMENT PLAN TO BUILD A CAPACITY ACROSS THE SCHOOL.  
>> THANK YOU, SO MUCH.  
>> COUNCILLOR ESABBI-GEORGE.  
>> I HAVE TWO QUESTIONS.  
COUNCILLOR O'MALLEY ASKED ABOUT TUITION OR EDUCATING A STUDENT FOR OUT OF DISTRICT PLACEMENT. YOU SAID 90,000 LAST YEAR. I CALCULATED ABOUT 108,000 PER STUDENT.  
WHEN YOU MENTIONED THE 50,000 I DON'T THINK THAT INCLUDES TRANSPORTATION, A SIGNIFICANT COST.  
>> YES, IF I REMEMBER CORRECTLY -- FROM MY NOTES LAST YEAR THAT'S, FOR OUR STUDENTS THE TRANSPORTATION COSTS ARE AVERAGE AT \$40,000.  
I DON'T KNOW IF YOU CAN -- IF YOU CAN CONFIRM THAT.  
>> GOING BACK, YES THE AMOUNT I'M USING DOESN'T KHREUD TRANSPORTATION COSTS.  
>> THE FUNDING DISTRICT COVERS THAT EXPENSE AND THE 50,000

TUITION OR WHATEVER.  
>> YES.  
>> I HAVE A QUESTION, YOU  
BREAKUP THE POPULATION BY --  
PRIMARY DISABILITY.  
I'M CURIOUS ABOUT KPWEPBDER.  
I KNOW FROM MY OWN EXPERIENCE  
AND VISITING SCHOOLS ACROSS THE  
DISTRICT.  
MANY ARE ALMOST ONLY BOYS.  
AS A PARENT OF FOUR BOYS I'M  
PARTICULARLY AWARE AND CURIOUS  
ABOUT THAT.  
THINK GENERALLY AS A SOCIETY  
WE'RE TOO QUICKLY SEPARATING  
BOYS FROM THE REST.  
BOYS DO LEARN DIFFERENTLY.  
I DON'T KNOW IF YOU CAN TALK TO  
THAT POINT.  
>> IT'S 66 PERCENT BOYS, MALE.  
32% ARE FEMALE IN THE CLASSES.  
>> WHAT IS THE -- HOW IS THAT IN  
RELATION TO THE GENERAL  
POPULATION?  
>> YES, THE GENERAL POPULATION  
IS ABOUT 50/50.  
>> I THINK THAT'S AN INTERESTING  
POINT.  
WE CAN -- IT LENDS ITSELF TO  
WHAT WE WILL TALK TO DR. ROSE  
ABOUT.  
MAKING SURE BOYS HAVE FULL  
ACCESS TO THE LEAST RESTRICTIVE  
ENVIRONMENT AS POSSIBLE.  
I THINK TOO EARLY ON WE SEPARATE  
THEM FOR LOTS OF DIFFERENT  
REASONS.  
I DO HAVE A QUESTION, IT COMES  
FROM AN SLT, ABOUT FEELING  
REALLY UNDER UTILIZED IN THE  
FULL SCOPE IN THEIR ABILITIES TO  
DO SOME OTHER WORK OUTSIDE OF  
THE DIRECT SERVICE.  
HOW ARE WE MAKING SURE WE ARE  
MAXIMIZING THEIR ABILITY TO DO  
MORE THAN JUST PROVIDE THE  
INITIAL EVALUATION AND THEN THE  
DIRECT SPEECH SERVICES.  
THEY CAN DO WORK AROUND  
COGNITION AND OTHER PIECES.  
THANK YOU, SORRY THE HOUR IS  
GETTING TO PHEFPL.  
>> YES, WE WANT TO MAKE SURE WE  
MAXIMIZE OUR EXPERTS SKILLS AND

THAT WE'RE ABLE TO EXPANDED  
ACROSS THE DISTRICT.  
>> A LOT WHAT HAD WE'RE DOING IS  
MAKING SURE IT'S DEVELOPED  
ACROSS DISCIPLINES.  
THE TEACHER WON'T -- IT'S A  
WONDERFUL PLACE.  
>> THE PROFESSIONAL DEVELOPMENT,  
THE DEPARTMENT NEXT YEAR.  
WE WILL PUT THAT CALL OUT.  
>> I WILL MAKE A NOTE OF THAT.  
THEIR SERVICES ARE MORE THAN  
JUST PROVIDING THE EVALUATION  
TOOL.  
I KNOW MANY FEEL BOXED INTO  
THIS, CONSTANT EVALUATION  
OPPOSED TO DIRECT SERVICES.  
ALSO SUPPORTING GENERAL ED  
TEACHERS IN THEIR WORK AND THE  
CLASSROOM.  
>> ABSOLUTELY.  
THAT IS, THAT IS --  
>> COUNCILLOR JACKSON.  
>> AT THIS, VERY MUCH.  
>> THE BOSTON CITY COUNCIL  
UNANIMOUSLY PASSED A RESOLUTION  
IN SUPPORT OF BOSTON PUBLIC  
SCHOOLS BEING DECLARED SANCTUARY  
SCHOOLS.  
WE HAVE HAD CONVERSATIONS WITH  
THE SUPER INTEND EPBTD.  
IT HAS YET TO BE TAKEN UP.  
I QUESTION WHY.  
HEARING THE DATA ABOUT THE  
DIVERSITY IN THE PUBLIC SCHOOLS.  
KNOWING THERE IS AN SITE --  
THAT'S A SUPER MAJORITY OF FOLKS  
IN THE BOSTON PUBLIC SCHOOLS.  
WHY DOES THE DISTRICT STILL NOT  
MOVE FORWARD WITH A DECLARATION  
OF -- OF SANCTUARY SCHOOL STAT  
STATUS.  
>> WE CONTINUE TO WORK WITH THE  
CITY AS A SANCTUARY CITY AND  
WORK WITH OUR PARTNERS TO  
SUPPORT OUR STUDENTS AND OUR  
FAMILIES.  
I WILL CONTINUE TO SHARE BACK  
COUNCILLOR JACKSON YOUR THOUGHTS  
ON THAT.  
I THINK IT'S SOMETHING WE  
CONTINUE TO -- OUR PRINCIPLE AND  
OUR LINES FOR ALL OF OUR  
STUDENTS.

>> ATTORNEY GENERAL HEALLY HAS  
COME FORWARD WITH DIRECTION  
THERE.  
THIS IS OF THE UP MOST POERPS  
AND YOU ARE AGAIN SEE.  
WILL YOU RECEIVE INFORMATION IF  
YOU HAVEN'T RECEIVED IT, I PUT  
FORWARD LEGISLATION ON THE  
COUNCIL SIDE.  
IT HASN'T BEEN TAKEN UP ON THE  
SCHOOL SIDE.  
MAKE A DESIGNATION ON THE PUBLIC  
SCHOOLS AS SANCTUARY SCHOOLS.  
I WANT TO THANK THE ADVOCATES  
WORKING ON THIS.  
I KNOW SOME PEOPLE MAY BELIEVE  
THIS IS RESTATING WHAT ALREADY  
IS IN LAW.  
YOU KNOW WHAT IF THAT'S THE CASE  
SO BE IT AND RESTATE IT.  
WHAT WE ALSO KNOW IS IN ANY  
SITUATION WHERE ONE INTER ACTION  
WITH ICE THAT COULD MEAN SEVERAL  
HUNDRED ORE THOUSAND OF OUR  
YOUNG PEOPLE NOT COMING TO THE  
SCHOOL THE NEXT DAY.  
IT'S UP TO US TO LOOK OUT FOR  
THE MOST VULNERABLE POPULATIONS.  
WE'RE THERE TO EDUCATE THEM AND  
PROTECT THEM IN THE BOSTON  
PUBLIC SCHOOLS.  
THAT'S A CRITICAL ISSUE.  
I WILL NOTE THE OPPORTUNITY GAP  
ACHIEVEMENT -- SENDING A LETTER  
THAT THEY DIDN'T SUPPORT THE  
BUDGET.  
I WANT TO PUT THAT OB RECORD  
RELATIVE TO WHAT THAT  
ORGANIZATION DID.  
THE EXAM SCHOOL INITIATIVE.  
FALLING SHORT OF THE OBJECTIVES  
AND GOALS.  
WHERE ARE WE AT RELATIVE TO  
STEPPING OUR GAME UP FOR THE  
EXAM SCHOOL INITIATIVE.  
WE KNOW IT WAS NOTED A HUGE GAP  
IN THE FRONT END OF THAT.  
SO, WHILE YOU'RE AT IT, THE --  
REALLY GOOD THINGS ACTUALLY CAME  
OUT OF A CRISIS SITUATION AT  
BOSTON -- SCHOOL.  
THERE WAS A RACIAL CLIMATE STUDY  
DONE AT THE SCHOOL.  
WHERE ARE WE AT RELATIVE TO

THOSE TYPES OF STUDIES AND I AM  
PHREPBLTATION ACROSS THE  
DISTRICT SO WE CAN ACTUALLY HAVE  
THIS CONVERSATION.

I GIVE YOU PROPS FOR, YOUR  
ORGANIZATION BROUGHT THE SPEAKER  
SERIES AND TIM WISE.

>> YES.

>> I THINK THOSE ARE THE TYPES  
OF THINGS WE WANT TO SEE.  
WE CAN HELP YOU WITH THE  
MARKETING A LITTLE MORE.

>> THANK YOU.

>> I WISH SO MANY PEOPLE KNEW OF  
THE PROLIFIC SPEAKER BPS  
BROUGHT.

DID YOU HELP US UNDERSTAND.  
THE PROBLEM WITH DRAGGING OUR  
FEET, YOUNG PEOPLE ONLY GET ONE  
CHANCE EACH YEAR.  
WHEN WE DON'T IMPLEMENT ONE YEAR  
THAT'S A WHOLE GROUP OF YOUNG  
PEOPLE NOT ABLE TO TAKE  
ADVANTAGE.

>>YES, I CAN SPEAK TO THE ESI  
LAST YEAR.

LAST YEAR MY OFFICE TOOK A LOOK  
AT THE PROGRAM AS A WHOLE.  
I CAME IN ALREADY DECEMBER.  
I SA +\*U IT WAS SERVING 85 PERCENT  
WHITE AND ASIAN STUDENTS IN THE  
DISTRICT.

ONLY 25 BLACK AND HISPANIC  
STPOUDENTS.

WE WENT ON A PATH TO REFOR THAT  
PROGRAM.

IT TOOK SEVERAL MONTHS TO PUSH  
REFORMS OUT THE COMPROMISE WAS  
ADDING 300 SEATS TO THE PROGRAM  
AND TARGET SCHOOLS  
MISREPRESENTED HISTORICALLY IN  
THE PROGRAM.

GETTING TO THE POCKETS OF THE  
STUDENTS WE WANT TO REACH.

-- SO WE HAD MAYBE TWO MONTHS TO  
RECRUIT 300 STUDENTS TO GET INTO  
THE SEATS.

WE HAD OVER 200 MORE STUDENTS  
THEN WE EVER DID IN THAT PROGRAM  
AS OF LAST YEAR.

THIS YEAR WE HAVE HAD MORE TIME  
AND EFFORT FROM THE EXAM SCHOOLS  
THEMSELVES DOING OUTREACH AT  
MIDDLE SCHOOLS AND MIDDLE

SCHOOLS.  
SEVERAL ROUNDS OF TOUCHING BASE  
WITH SCHOOLS IN THAT UPPED  
REPRESENTED COHORT.  
SO WE'RE CONFIDENT WE ARE  
GETTING TO 750 BY JUNE 1st.  
IF WE DON'T WE HAVE CONTINGENCY  
SPREADING THE SEATS FOR THOSE  
UNDER REPRESENTED LIST.  
THEY HAVE COMMAND.  
SO, WE ARE IN A BETTER PLACE  
THIS YEAR FROM LAST YEAR.  
I WOULD NOTE WE DIDN'T FILL HALF  
OF THE SEATS BUT MORE OF  
TWO-THIRDS AND WE WERE IN A  
CRUNCH.  
OPENING ANY MARKETS WHERE PEOPLE  
DIDN'T KNOW WHAT THE PROGRAM  
WAS, WAS A CHALLENGE.  
AFTER A YEAR OF BEING IN THE  
CITY AND GETTING OUT THE  
IMPORTANCE OF THE PROGRAM HAS  
HELPED.  
>> THANK YOU, VERY MUCH.  
>> CAN I MAKE A COMMENT ABOUT  
THE SANCTUARY SCHOOL STATEMENT  
YOU MADE.  
>> YES.  
>> IN REGARDS TO SAYING WE'RE A  
SANCTUARY DISTRICT OR HAVE OUR  
SCHOOLS DEEMING THEMSELVES  
SANCTUARY SCHOOLS, THIS IS A  
CONVERSATION HELD WITH A GROUP  
INCLUDING MYSELF.  
WE WILL BE MEETING AT THE END OF  
THE WEEK.  
THEY HAVE REQUESTED FOR MORE  
STRONGER STATEMENTS AND WILL  
CONTINUE TO -- WELCOMING  
SCHOOLS.  
THAT CONVERSATION S IT'S NOT  
THAT WE'RE IGNORING IT BUT ONE  
THAT WE'RE HAVING.  
>> I WOULD SAY IN READING THE  
DISTRICT STATEMENT I'M PRETTY  
DISAPPOINTED.  
THE DISTRICT STATEMENT TO SCHOOL  
LEADERS SEEMED MORE OF A HOW TO  
RATHER THAN THE STRONG LANGUAGE  
WE SHOULD HAVE INSURING ICE  
DOESN'T ENTER OUR BUILDINGS.  
I DIDN'T ACTUALLY INTERFACE WITH  
OUR SCHOOLS.  
WITH OUR STUDENTS I THINK THERE

NEEDS TO BE LANGUAGE THAT IS --  
AND TRAINING THAT IS AROUND  
PROTECTING OUR STUDENTS AND  
THOSE FAMILIES IN OUR DISTRICT.  
THINK, I HOPE THAT IS WHAT, WHAT  
IS BROUGHT UP.  
THE DOCUMENT I SAW IS FROM APRIL 11th SOMEWHERE HAPPENS  
TO BE MY BIRTHDAY.  
IT DIDN'T FEEL LIKE THAT  
DOCUMENT WAS A DOCUMENT THAT  
ACTUALLY WAS MORE THAN, IT FELL  
SHORT OF ADVOCACY.  
IT SOUNDED TO ME THAT LAWYERS  
GOT TOGETHER AND SAID THIS IS  
HOW YOU WILL DEAL WITH.  
VERSUS THE TONE AND TENOR OF  
MAYOR WALSH SAYING, THIS  
BUILDING HERE.  
THIS IS A SANK TIE AIRY.  
WE WON'T ALLOW FOLKS TO BE TAKEN  
OUT.  
I WANT OUR SCHOOLS TO HAVE THAT  
SAME TONE AND TENOR FOR YOUNG  
PEOPLE WHO ARE AT RISK AND  
FAMILIES AT RISK RELATIVE TO  
ICE.  
THINK WE NEED TO BE VERY CLEAR.  
BY NOT DOING IT, I THINK WE PUT  
OURSELVES IN JEOPARDY.  
IF ANYTHING DOES HAPPEN, YOU  
WOULD SEE THOUSANDS OF YOUNG  
PEOPLE NOT IN THE CLASSROOMS OUT  
OF FEAR THEY MAY INTERFACE WITH  
US.  
>> RIGHT.  
THANK YOU.  
>> THANK YOU.  
>> COUNCILLOR PRESSLEY.  
>> THANK YOU, MR. CHAIRMAN.  
JUST PICKING UP ON THE COMMENT  
THAT COUNCILLOR JACKSON MADE  
ABOUT THE OPPORTUNITY OF  
ACHIEVEMENT TASK FORCE.  
IS IT POSSIBLE TO GET A LIST OF  
WHO SERVICES ON THE TASK FORCE?  
CAN YOU PROVIDE THAT.  
OKAY.  
I WOULD LIKE THAT.  
SECONDLY, IN THE NAME OF THE  
EQUITY AND MAKE CAN SURE WE'RE  
BEING INTENTIONAL AND ADDRESSING  
THE UNIQUE NEEDS OF BOYS AND  
GIRLS, I'M ENCOURAGED TO HEAR  
THERE IS A INITIATIVE WHAT WOULD

LIKE TO HEAR MORE ABOUT THAT.  
>> SO THIS IS TEN GIRLS  
INITIATIVE IS MUCH LIKE THE TEN  
BOYS.  
IT'S REALLY, IT'S PIGGY BACKING  
OFF THE TEN BOYS INITIATIVE.  
IT'S A RIGHT FOR PASSAGE PROGRAM  
THAT DEAL WITH COUNTER  
NARRATIVES FOR BOYS AND SOFT  
SKILLS AND ACADEMIC RIGGER.  
>> IS IT ACTIVE NOW.  
>> IT IS.  
WE HAVE MULTIPLE TEN GIRLS  
GROUPS AT DIFFERENT SCHOOLS.  
>> I I CAN LOVE TO KNOW WHAT THE  
SCHOOLS ARE.  
>> OKAY.  
>> IS IT LITERALLY TEN?  
>> NO, THAT'S A TRADITIONAL  
NAME.  
IT STARTED OVER A DECADE AGO.  
THE THOUGHT WAS TO BRING, YOU  
KNOW SMALL COHORTS OF STUDENTS  
AND THE THIRD MODEL, A THIRD OF  
HIGH FLYING STUDENTS.  
ED CAN HE THIRD KIND OF IN THE  
MIDDLE.  
THIRD OF THE HEAVIER HITTERS  
THAT NEED SUPPORT.  
IN DIFFERENT WAY THAT'S GROUP  
COULD COLESS AND --  
>> THAT'S WONDERFUL.  
I LOOK FORWARD TO SEEING THE  
MODEL IN PRACTICE, MYSELF, UP  
CLOSE AND PERSONAL.  
>> SURE.  
>> THANK YOU FOR BEING  
INTENTIONAL ABOUT GENDER  
SPECIFIC IN THE PROGRAMMING.  
AS OFTEN SAID NOT TO STEREOTYPE,  
I DO FEEL THAT THE NARRATIVE IS  
DOMINANT ABOUT BOYS AND THAT  
THEIR OPPORTUNITY, FROM A  
BEHAVIOR STAND POINT THEY MAYBE  
MORE INCLINED TO MAN FESTIVAL  
KHEPBGZ IN A OVERT WAY.  
AND NOT TO STEREOTYPE, SHUT DOWN  
AND IT CAN BE OVERLOOKED.  
APPRECIATE THIS NUANCE APPROACH.  
WOULD LIKE TO KNOW THE CAPACITY  
PROGRAM AND I WOULD LIKE TO BE  
INVITED TO COME AND SEE THE  
MODEL UP CLOSE AND PERSONAL.  
>> YES.



>> AND AS WE TALK ABOUT OPPORTUNITIES AND ACHIEVEMENT GAPS WE KNOW THE EARLY INDICATORS AND TPOEUFPRBGS IS ON BEST, EARLY EDUCATION.

I WANT TO UNDERSTAND THE EXPANSION OF PREK SEATS.

DO WE HAVE DATA ON WHAT THE NEIGHBORHOODS ARE THAT ARE BENEFITING FROM THE SEATS.

THE DATA I HAVE SAYS 40% OF BOSTON 4-YEAR-OLDS ARE IN THREE NEIGHBORHOODS.

DORCHESTER, ROXBURY AND EAST BOSTON.

40 PERCENT ARE IN DORCHESTER, ROXBURY AND EAST BOSTON.

25% IN OTHER NEIGHBORS, ROXBURY, JAMAICA PLANES, ROSENDALE --

>> WHAT WE HAVE SPECIFIC LOOKED AT FOR EXPANDING OUR SEATS THIS SCHOOL YEAR FOR THE FOLLOWING SCHOOL YEAR AND MAKE SURE WE HAD, FOLLOWING A EQUITY LENS. WE CAN BREAKDOWN WHERE THE SCHOOLS WERE OPENED ON SPECIFIC DATES.

ONE OF THE THINGS WE FOUND IN SOME OF THE KPHOEUPBTS WHERE WE WANT TO EXPANDED SEATS IT'S THE ISSUE OF CAPACITY.

WE WANTED TO OFFER SEATS IN PARTICULAR SCHOOLS WE FOUND THIS WASN'T ANYMORE ROOM IN SOME OF THE SCHOOLS.

WE HAVE HAD TO MADE ADJUSTMENTS TO MAKE SURE ORE RECRUITMENT WAS AVAILABLE.

>> FOR EXAMPLE WE WERE ABLE TO IDENTIFY IN EAST BOSTON WITH THE LATINO COMMUNITY WE NEEDED TO EXPANDED MORE SEATS.

WE WERE ABLE TO DO THAT THERE. THERE WERE OTHER AREAS WE WANTED TO EXTEND.

AS WE EXPLORE ESPECIALLY WITH THE UNIVERSAL PREK INITIATIVE ACROSS THE CITY WE SEE A EQUITY IT OPPORTUNITY BEEN RAISED AND MORE SEATS ARE AVAILABLE TO THE COMMUNITIES WE WOULD LIKE TO SEE THE MOST.

WE STILL SEE A GAP IN OUR RECRUITMENT AND COMMUNICATION.

BRINGING MORE FAMILIES -- NOT NECESSARILY ALWAYS AT THE TAME.

>> It's clear the schools are not feeling the greatest need.

>> WE HAD TO MAKE AN ADJUSTMENT NOT JUST SAYING CAN WE OFFER MORE SEATS ACROSS BOSTON.

WE NEEDED TO MAKE SURE IN OUR BILL BPS PROCESS AND CHANGING RECENT FIGURATION BECAUSE OF COMMUNITY AND SCHOOL NEEDS.

SCHOOL COMMUNITY NEEDS.

WE KEEP IN MIND TO BROADEN MORE SEATS AND MAKE THEM MORE AVAILABLE.

>> YES, AS I SAID BEFORE I WAS PART OF THE IMPLEMENTATION PROCESS AND I HAVE WORKED WITH ALMOST EVERY OFFICE.

JASON SACS, THERE ARE SCHOOLS YOU KNOW -- THEY'RE UNDER ENROLLED WHEN YOU LOOK AT THE PREK.

WHEN YOU START LOOKING AT SOME OF THE CONDITIONS IN WHICH THEY WOULD BE FULLY ENROLLED AND THE STRATEGIES TO DO AS A DISTRICT TO ENCOURAGE PARENTS AND COMMUNITIES TO USE THE SEATS IT COULD BE NUANCE THINGS LIKE, OKAY.

THERE IS NO WRAP AROUND SERVICES AT THE SAID SCHOOL.

FOR THOSE UNDER ENROLLED, WE SAT DOWN AND MAPPED OUT A STRATEGY OF BEFORE AND AFTER CARE.

SO OUR PARENTS THEN CAN ACCESS THE SCHOOLS.

IF YOU'RE A WORKING PARENT AN 8:30 TO 2:30 SCHOOL DAY IS NOT ENOUGH OF CHILD CARE OR SOMEONE WATCHING YOUR CHILD FOR TO YOU ACTUALLY TAKE ADVANTAGE OF THE SEATS.

SOME IS JUST AROUND COORDINATION.

THEY'RE USING THE YMCA -- AS A FRO VIEDER.

>> THOSE ARE SOME OF THE STRATEGIES THAT EARLY CHILDHOOD IS USING TO THINK ABOUT PROMOTING AND ENCOURAGING AND CREATING TKPHABD WHERE THERE WASN'T BEFORE.

>> THANK YOU, VERY MUCH.

>> THANK YOU, COUNCILLOR  
ESAGBI-GEORGE.

>> THANK YOU.

I WANT TO FOLLOW-UP WITH THE  
PREK SEATS OR EARLY ED SEATS.  
BASED ON OUR DATA WE HAVE ABOUT  
27 CHILDREN WHO ARE  
EXPERIENCING HOMELESSNESS IN THE  
PREK SEATS.

WE HAVE ABOUT A THOUSAND KIDS IN  
BOSTON UNDER 5 EXPERIENCING  
HOMELESSNESS.

IT SEEMS TO BE A DISCONNECT.  
I DON'T KNOW HOW WE CAN  
PROACTIVELY TARGET THE FAMILIES  
FOR THE PRE-K SEATS.

IT'S SOMETHING I WOULD OF  
BROUGHT UP, BUT I'M ALL EARS  
HERE.

THERE IS AN OPPORTUNITY FOR THE  
STUDENTS AND FAMILIES TO GET THE  
SUPPORT AND SERVICES FOR THEM.

>> KWRERBGS, I THINK THE  
REKROUTMENT ASPECT IS SOMETHING  
THAT'S NEEDED FOR OUR END.

SO, I THINK THAT'S WHERE  
PROBLEMS WORK WITH JASON HAS  
BEEN CREATE CAL AND HE'S VERY  
RECEPTIVE TO THE ADJUSTMENTS.

>> GREAT.

IF I CAN BE HELPFUL WITH THE  
CHILD CARE PROVIDERS,  
PARTICULARLY, WORKING WITH  
FAMILIES WHO HAVE HOMELESSNESS.

>> , THIS IS WHERE THE UNIVERSAL  
PREK OPPORTUNITIES.

JASON HAS KEY INSTRUCTIONAL  
PROGRAMMING AND INSURING  
RESOURCES -- WE SHARE THE  
INFORMATION.

IT'S A POSITIVE ON THAT END.

>> YEAS, GREAT.

>> GO AHEAD.

>> OKAY.

I WANTED TO THANK THE PUBLIC FOR  
THEIR PATIENCE.

MY APOLOGIES.

I HAVE MY OWN FAMILY COMMITMENT,  
BUT I WILL BE WATCHING THE TAPE.  
I WILL FOLLOW-UP.

THE YOUTH LEADERS AND ADVOCATES  
IF I HAVE ADDITIONAL QUESTIONS.

THANK YOU FOR BEING HERE.

>> A COUPLE OF QUESTIONS ON THE ELL PROGRAMMING. WHEN WE DO THE NEW PAGES OF THE SLIDES I WILL FOLLOW THROUGH WITH SOME OF MY QUESTIONS. NEWCOMER ASSESSMENT HAVE WE LOCKED AT THE GEOGRAPHIC LOCATION OF OUR KIDS COMING INTO THE SYSTEM THAT ARE IN NEED OF ELL SERVICES.

>> THEY'RE COMING AND GOING EVERYWHERE, EVERYWHERE THROUGHOUT THE DIFFERENT REUFPLGT IT'S NOT JUST ONE PARTICULAR AREA.

WE RECEIVED A LOST STUDENTS THIS YEAR IN THE EAST BOSTON AREA.

>> AND ON THE SLICE, ON THE SLICE KIDS, I HAVE A LITTLE BIT FURTHER DOWN IN THE QUESTIONS. THIS IS, FROM MY EXPERIENCE AT EAST BOSTON HIGH, SIGNIFICANT NUMBER OF FIVE KIDS, THAT HAS GROWN SINCE I LEFT THE HIGH SCHOOL.

WHAT IS THE -- WHAT IS THE PERCENTAGE OF THE KIDS GETTING TO GRADUATION?

>> I DON'T HAVE THAT INFORMATION WITH ME.

I CAN GET THAT FOR YOU.

>> I KNOW IT'S MUCH LOWER THAN THE REGULAR GRAD AWATION RATE. ALL SCHOOLS FACE, THE SLICE POPULATION, THE LACK, THE KIDS -- THE MISSED OPPORTUNITY GETTING KIDS TO GRAD AWATION IS UNFORTUNATE FOR THAT KID AND SOMETHING WE HAVE TO WORK ON. NO DOUBT WE'RE WORKING 0 IT. BUT IT AFFECTS THE STATE LEVEL GRADING.

THAT AFFECTS THE ABILITY FOR A SCHOOL TO NOT BE IN TURN AROUND STATUS.

>> THAT'S SOMETHING WE'RE WORKING ON.

WE'RE WORKING TO CREATE POLICY AND PROVIDE IT TO THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, IN REGARDS TO THAT PARTICULAR TOPIC OUR SLICE STUDENTS ARE COMING IN AT 19, 20 YEARS OLD.

THEY THINK THEY WILL GET A HIGH SCHOOL DIPLOMA.  
WE WANT TO TRY AND IMPLEMENT A TYPE OF PROCESS SO THAT THEY DON'T HAVE TO TAKE THE FULL FOUR YEARS, THE COHORT YEARS OF SCHOOLING TO RECEIVE SOME TYPE OF DIPLOMA FOR COMPLETING THE YEAR, THE YEARS THEY HAVE BEEN WITH US LEARNING LANGUAGE TO USE.

THAT IT'S NOT AN ACTUAL HIGH SCHOOL DELOAM A BUT IT'S A COMPLETION DEGREE FROM BOSTON PUBLIC SCHOOLS.

THAT'S A ISSUE RIGHT NOW.  
BECAUSE OF THE ISSUE OF THEM BEING IN THE FOUR YEAR COHORT IT PUTS A STRAIN ON THE SCHOOLS.  
WE'RE WORKING WITH THE SCHOOLS TO BEST SUPPORT THEM.

>> YES.

IF I CAN BE A SUPPORT --

>> GREAT.

>> THE KIDS AND THE PRESSURE FOR THE SCHOOL COMMUNITY.

OUTSIDE -- YOU KNOW PIECE.

>> YOU MENTIONED ON SLIDE FOUR THAT THE STATE HAS CHANGED TESTING REQUIREMENTS FOR THE ASSESSMENT.

CAN YOU SPEAK ABOUT THAT.

>> THE STATE AND THE DOJ, IT WAS UNDER THE DOJ AGREEMENT.

THEY WANTED FOR K1 STUDENTS TO BE ASSESSED LATER IN THE YEAR.  
SO, AT ONE POINT OUR K1 STUDENTS WERE TESTED FOR ENGLISH LANGUAGE FLUENCY AT THE BEGINNING OF THE SCHOOL YEAR.

THEN IT MOVED TO IT WAS IN DECEMBER.

WE GAVE THEM AN ELD LEVEL IN DECEMBER FOR SEPTEMBER OF THE FOLLOWING YEAR.

WHAT WE DID WAS ABIDED BY THE DOJ AGREEMENT THIS YEAR.

THEY BASICALLY TOLD US WE NEEDED TO GET THIS DONE.

WE GOT IT DONE.

>> DO WE SEE A DIFFERENCE UNDER THE PREVIOUS METHOD OF DOING THIS.

KIDS, I WOULD ASSUME ARE GRADED

AT A LOWER LEVEL ARE ARE HOYER  
LEVEL.  
DO WE SEE A SIGNIFICANT CAN  
CHANGE?  
EUPLGT NOT YET.  
THIS IS THE TERSE SCHOOL YEAR  
WE'RE DOING IT.  
>> OKAY.  
IS THAT JUST KINDER TKPARD EN  
KIDS?  
>> K1.  
>> ALL OF THE GRADES STILL USING  
OR PRESENT THEMSELVES TO THE  
DISTRICT.  
>> SO THIS IS THE YEARLY ACCESS  
TEST TAKEN IN JANUARY FOR OTHER  
STUDENTS.  
SO MANY CAME IN AT K1.  
THEY'RE IN OUR SCHOOLS FOR K1 OR  
COMING IN TO REGISTER.  
WE HAVE TO PUSH THE DATE TO  
MARCH SIXTH.  
--  
>> A NEWCOMER TO THE UNIVERSITY  
STATES, OLDER CHILDREN.  
>> --  
>> FOR K0 IT'S PREITT FOR K1.  
IT'S THE APT.  
GRADES ONE THROUGH TWELVE.  
>> WHAT IS THE TYPICAL TURN  
AROUND FOR THAT.  
WITH THE EIP.  
WE HAVE THE 30 DAYS AND 45 DAYS.  
>> FOR A NEW STUDENT COMING IN  
TO REGISTER IT CAN BE BETWEEN  
TWO OR THREE DAYS UNTIL TO TEN  
DAYS.  
>> OKAY.  
>> WE TRY -- WE HAVE WAYNE DOUGH  
OF 120 DAYS.  
WE TRY TO GET THEM INTO SCHOOL  
AS FAST AS POSSIBLE.  
>> ALRIGHT.  
THEN A QUESTION AROUND, THIS  
COMES FROM -- ADDING THE OR THE  
NEW EARLY.  
>> -- UP THROUGH HIGH SCHOOL.  
THE ONLY WAY TO HAVE TRUE  
FLUENCY IS TO CONTINUE ONTO  
EDUCATION -- DO WE DO THAT, ARE  
WE LOOKING?  
WE DON'T DO IT, ARE WE LOOKING  
TO DO IT.  
>> WE'RE WORKING ON THAT IN

ORDER FOR US TO BE ABLE TO  
IMPLEMENT THIS CLASSROOM AT THE  
CENTER.

THEY HAD TO PRESENT THIS TO THE  
EXECUTIVE CABINET AND BUDGET TO  
SHOW THAT WE WILL BE ABLE TO  
SUPPORT THIS PROCESS THROUGHOUT.  
RIGHT NOW IT'S STARTING AT THE  
EARLY ED CENTER.

MOVE IT TO THE TAYLOR OR SECOND  
GRADE AND THROUGH ON.

MAKE SURE WE HAVE A PATHWAY FOR  
MIDDLE SCHOOL.

>> -- STARTING TO OPEN DIFFERENT  
PATHWAYS FOR THE DIFFERENT  
LANGUAGES AS WE WOULD LIKE TO  
OPEN MORE LANGUAGE PROGRAMS IN  
THE FUTURE MEETING THE NEEDS OF  
OTHER LANGUAGES.

VIETNAMESE AND SO FORTH.

>> AS PART OF THE GENERAL  
LANGUAGE CURRICULUM WE OFFER THE  
CLASSROOMS, WE OFFER THOSE FOR  
STUDENTS AS THEY MOVE UP THEIR  
ACADEMIC CAREERS.

THEY CONTINUE TO HAVE A  
OPPORTUNITY TO LEARN CHINESE OR  
FRENCH OR WHATEVER THE LANGUAGE  
MAYBE.

>> YES, WE ALSO PROVIDED  
LANGUAGE DICTIONARIES SO OUR  
STUDENTS CAN TAKE THE EXAMS.  
LAST YEAR WAS THE FIRST YEA WE  
HAD A LIE GROUP OF ESL STUDENTS  
TAKING THE EXAMS FOR THE EXAM  
SCHOOLS.

WE HOPE TO GET FOR THIS YEAR.

>> WHAT WAS THE PERCENTAGE.

>> I DON'T HAVE THAT.

>> I WOULD BE CURIOUS.

THE MORE OPPORTUNITIES FOR  
STUDENTS TO TAKE THE TESTS THE  
BETTER OUR NUMBERS WOULD BE.

>> BETTER FOR THE KIDS TO HAVE  
THE ADDITIONAL OPPORTUNITIES FOR  
THE SCHOOLS.

>> I WILL IF I HAVE THAT YOU BY  
LANGUAGE.

>> THANK YOU.

>> THAT'S ALL I HAVE FOR ELL.

>> THANK YOU.

>> I HAVE A FEW --

>> OKAY.

>> THANK YOU.

>> COUPLE OF QUESTIONS ON EXCELLENCE FOR ALL PARTICULARLY A SUPPORT WE'RE OFFERING TEACHERS.

>> VERY SPECIFIC CURRICULUM. AS WE GROW EXCELLENCE FOR ALL HOW ARE WE SUPPORTING THAT CURRICULUM.

>> OUR CURRICULUM MATCHES THE COMMON CORE.

SAME THING WITH THE AWC CLASSROOMS MAKING A SHIFT TO THE COMMON CORE CURRICULUM STANDARDS.

THE MAIN THING WE'RE SUPPORTING, TEACHERS AROUND THEIR PRACTICES IN SUPPORTING WRITING, READING, MATH HOW DO WE CREATE THE ACCESS POINTS FOR ALL OF THE STUDENTS THAT IS THE MAIN DIFFERENCE BETWEEN EFA AND THE OTHER INSTRUCTION THAT'S WE HAVE SEEN ACROSS THE DISTRICT BEFORE. WE WANT TO CREATE ACCESS POINTS FOR ALL STUDENTS TO GET TO RIG DER BEYOND GRADE LEVEL. THAT LENDS ITSELF INTO SOME OF THE PERSONALIZED PATHWAY THAT'S STUDENTS NEED ACCELERATIONS, INTERVENTIONS AND PAYING ATTENTION AS WELL.

>> I THINK A IMPORTANT THING TO HIGHLIGHT IS HELPING US LEARN WHAT WE HEAR FROM TEACHERS AND SCHOOL LEADERS, WHAT WE SEE IS THE NEED. THAT'S BEEN A GREAT PART OF THE PROCESS.

HAVING A SMALL GROUP OF SCHOOLS THAT WE'RE PILOTING TO SEE WHERE DO WE SEE THE BIGGEST -- SOME PEOPLE HAVE DIFFERENT ASSUMPTIONS OF THAT. WHAT WE FIND FROM SCHOOL LEADERS IS THEY'RE WORKING HARD ON STRONG CULTURE AND CLIMATE EFFORTS.

THEY FIND THAT INTERVENTIONS IS A KEY AREA AS THE MATERIALS ARE MORE RIGOROUS.

HOW TO INSURE THE SKILL GAPS AND PROCESSES.

AS WE GET TO THE NEXT SCHOOL YEAR THAT HAS BEEN HOW WE'RE



GATHERING MORE OF THE GOOD STUFF  
OUT THERE.

WHAT IS OUT THERE AROUND  
CURRICULUM AND ASSESSMENT TO  
WORK WITH OUR SCHOOLS TO SEE HOW  
THEY'RE MORE ABLE TO CLOSE NOT  
JUST BASIC SKILLS BUT ACCELERATE ONE FOR THEOTHER, IS IT INTERVENTION OR  
ENRICHMENT.

WE DON'T WANT TO HAVE TO CHOOSE.

>> I'M A PROPONENT OF AWC.

MY CHILDREN OVER THE YEARS HAVE  
TESTED INTO AWC BUT HAVE NEVER  
GOTTEN A SEAT.

THEY'VE BEEN WEIGHT LIFTED.

AND I THINK FOR MANY FAMILIES IN  
THE DISTRICT, THAT THAT SORT OF  
THE GOLD STANDARD, THAT  
ACHIEVEMENT, THE ABILITY NOT TO  
JUST GET INTO AWC BUT TO SURVIVE  
THAT PROCESS AND FEEL IT'S A  
GREAT EXAM SCHOOL PREP TYPE OF  
PROGRAM.

IT'S OFTEN VIEWED AS A PIPELINE  
ALTHOUGH I DON'T KNOW IF ALL THE  
NUMBERS --

>> THE DATA HASN'T SHOWN THAT.

IT'S STILL AN OPTION,  
DEFINITELY.

>> IT'S CERTAINLY AN OPTION.

HOW ARE WE COORDINATING BETWEEN  
SORT OF THE BEST PRACTICES OF  
AWC WITH SORT OF THE STANDARDS  
WE'RE SETTING WITH ESF.

>> TO BE CLEAR, TO JUST  
DIFFERENTIATE, ONE OF THE THINGS  
THAT IS IMPORTANT TO US IN BPS  
IS ENSURING ALL OF OUR STUDENTS  
OVERSEEK THE INSTRUCTION SO YOU  
WILL SEE AS WE CONTINUE TO ROLL  
OUT ONGOING INITIATIVES AND  
SECURATING BRIGHT SPOTS THAT  
EXIST IN THE SYSTEM, ONE OF  
THINGS HAS BEEN OUR CLEAR FOCUS  
ON THE TYPE OF TASK AND RIGOROUS  
LEARNING OPPORTUNITIES ALL OF  
OUR DIS HAVE.

THAT'S JUST SOMETHING IN GENERAL  
THAT WE'RE DOING THAT WE DON'T  
FEEL OUR STUDENTS NEED TO BE ON  
ONE PARTICULAR PATHWAY TO GET  
ACCESS TO.

>> I AGREE WITH THAT STATEMENT.

I'M SAYING THERE ARE PIECES OF  
AWC THAT ARE REGARDED ACROSS THE

BOARD, AND MANY FAMILIES FEEL THAT THEY WANT THEIR KIDS TO HAVE ACCESS AND THAT'S WHAT I BELIEVE ESA IS ABOUT, TO MAKE SURE THAT ALL OF OUR STUDENTS IN THE DISTRICT ARE HAVING ACCESS TO WHAT THE GOLD STANDARD HAS BEEN SET WITH AWC OR THE BRIGHT SPOTS OF AWC.

HOW ARE WE MAKING SURE THAT EFA IS REPLICATING THOSE EXPERIENCES THAT AWC STUDENTS HAVE IN ALL OF OUR OTHER CLASSROOMS.

>> IF I'M NOT MISTAKEN, THE GENESIS OF ESA WAS SOME OF THAT. SOME OF THE OPPORTUNITIES THE STUDENTS WERE GETTING AT AWC THE STUDENTS WERE NOT SUCH AS FOREIGN LANGUAGE AND HIGHER LEVEL ENRICHMENTS.

WHAT I WANT TO DO IS COUPLE THEM AS MUCH AS I CAN BECAUSE TO ME EFS IS TRYING TO SET A MODEL FOR WHAT SHOULD BE EXPECTED FOR ALL OF OUR CLASS RULES ACROSS THE DISTRICT.

IT'S A PLACE FOR US TO LEARN. THERE'S NOT ANOTHER PROGRAM SO I THINK INCORPORATING THE STRENGTH OF AWC BUT ALSO ADDING THINGS THAT NOT NECESSARILY AWC PROGRAMS WERE FOCUSED ON LIKE SOCIAL EMOTIONAL LEARNING, EXECUTIVE FUNDING, ALTHOUGH FUNDED SOME OF THE BETTER AWC PROGRAMS ONE TRA AND EXECUTIVE FUNCTIONING.

WE'RE THINKING ABOUT THE ACCESS PIECE BECAUSE WE WANT EVERY STUDENT TO ACCESS RIGOR.

WE DON'T WANT A SET OF STUDENTS ACCESSING RIGOROUS INSTRUCTION. WHAT ARE THE TOOLS WE NEED TO GIVE TEACHERS, WHAT ARE THE INTERVENTIONS WE NEED TO SUPPLY TO SCHOOLS.

I THINK AWC WAS PART OF THE GENESIS --

>> I UNDERSTAND THAT BUT ARE WE TAKING FROM AWC WHAT WAS WORKING AND MAKING SURE THAT'S HAPPENING IN THE CLASSROOMS.

>> I THINK THAT WAS PART OF THE PROCESS --

>> DON'T DECOUPLE SO MUCH THAT WE'RE NOT TAKING WHAT'S SO VALUED IN THE AWC CLASSES. AS HE WENT OVER THE PILLAR AS YOU SEE TALKING WITH WHAT TBAM LISA APPRECIATE ABOUT AWC, ONE OF THE KEY ARTICLES FOR EXAMPLE ARE THOSE -- PILLARS FOR EXAMPLE ARE THOSE ENRICHMENTS. IF YOU LOOK AT SOME OF THE RIGOROUS LEARNING EXPERIENCES THAT FAMILY WANT TO BE ABLE TO SEE THEIR KIDS ENGAGED IN, THAT'S ONE OF THE PILLARS THROUGH ESA.

SO YOU SEE THERE ARE VERY MUCH SOME SIMILAR PIECES BUT THERE'S ALSO THIS ADDITIONAL LIKE HOW DO YOU ENSURE YOU'RE ENGAGING STUDENTS IN THE RIGOR THAT ALSO RECOGNIZES THAT KIDS HAVE DIFFERENT LEARNING NEEDS AND THAT WE HAVE TO CREATE TASKS THAT ENGAGE STUDENTS WITH DIFFERENT BRAIN PATHS FOR LEARNING.

BUT WHATST THAT LOOK LIKE AND THAT'S WHAT ESA IS HELPING US AS WE UNDERSTAND THE LARGER SAYING THESE ARE IMPORTANT THINGS COMING OUT OF THIS HOW DO WE SHARE WITH THE LARGER SYSTEM. I THINK THE DISTRICT OVERALL BECAUSE IT'S A FOCUS FOR US WE SEE A LOT OF SCHOOLS DOING THOSE KINDS OF THINGS.

THAT'S HELPING INFORM US AS WE LOOK AT ESA AS WELL.

>> THE REVERSE SHOULD HOSPITAL --

>> I WANT TO TALK ABOUT THE EXAM SCHOOLS, THE STUDENTS THAT ARE EXPERIENCING THAT REQUIRE SPECIAL EDUCATION SERVICES OR REQUIRING LANGUAGE SERVICES. CAN YOU TALK ABOUT HOW THE POPULATIONS BREAK DOWN WITHIN THE EXAMINE SCHOOLS.

>> WE'LL GIVE YOU SPECIFIC NUMBERS FOR SPECIAL EDUCATION SPECIFICALLY.

THE STUDENT INVITED PART OF THE RULES PROVIDED AND THEY HAVE IEPS IMPLEMENTED.

>> IF WE COULD HAVE SOME OF THAT ON THE BREAK DOWN FOR ALL THREE EXAMINES.

WE'RE JUST TALKING ABOUT ALL THE SCHOOLS TALKING ABOUT LATIN ACADEMY AND THE OWE BRYANT.

>> I WILL SAY WHERE I HAVE SEEN WHERE STUDENTS WHO ARE MORE OF THE FRAGILE POPULATION OF STUDENTS WHO MIGHT INTERNALIZE SOME OF THEIR BEHAVIORS, I KNOW THAT WE HAVE SOME CONCERTED EFFORTS AROUND THE EXAM SCHOOL PROGRAMS TO MAKE SURE THAT THEY HAVE THOSE KINDS OF SUPPORTS. I KNOW THERE'S BEEN AN INCREASE IN MAKING SURE THAT THOSE STUDENTS WHO HAVE THOSE KINDS OF NEEDS THOSE KIND OF SUPPORTS ARE PROVIDED, AND YOU'LL PROBABLY SEE A GREATER INCREASE OF STUDENT SUPPORTS BUT WE'LL GIVE YOU A SPECIFIC DATA TO EACH SCHOOL.

>> I'M ALSO INTERESTED IN STUDENTS THAT ARE INVITED TO THE EXAM SCHOOLS THAT AREN'T GOING. IF WE COULD HAVE AN UNDERSTANDING OF WHAT THOSE DEMOGRAPHICS ARE AND WHERE THOSE POPULATIONS OF STUDENTS ARE CHOOSING TO GO INSTEAD. BUT THEN ALSO, REALLY UNDERSTAND, AND I'M SURE THAT, I'M CONFIDENT THAT YOU'VE DONE THIS WORK, DR. ROSE, BUT REALLY UNDERSTAND WHAT MOTIVATES A FAMILY OR CHILD WITH A FAMILY TO GET TO THAT ISEE NOT JUST THE PREP CLASS BUT TO GET TO TASK DAY AND HOW YOU CAN ENSURE THEM THAT THE KIDS TAKEN TO TASK BUT THEN ALSO ACCEPTING THAT INVITATION ON THE OTHER END.

>> I DON'T KNOW IF YOU HAVE ANYTHING TO SHARE ON THAT YET. I KNOW IT'S SORT OF A BIGGER QUESTION BUT I THINK IT WILL BE AN INTERESTING INFORMATION.

>> SO WE HAVE STARTED COPYING WHAT ARE SOME OF THE PAT -- EXAMINING SOME OF THE PATHWAYS OR BARRIERS TO EITHER BE AWARE THAT THIS PROCESS EXISTS AND

WHAT THE PROCESS ACTUALLY IS SO  
THERE'S DEFINITELY LIKE WHERE DO  
WE NEED TO IMPROVE OUR  
COMMUNICATION ON THAT.

BUT I THINK IT'S ALSO  
UNDERSTANDING SOME ADDITIONAL  
BARRIERS SO WE CONTINUE SO  
REFLECT, I THINK THERE'S SOME  
REAL CLEAR DATA THAT CAME OUT OF  
THE ANBERG REPORT AND OTHER  
RECENT REPORTS THAT ARE DIVING  
INTO WHAT ARE SOME OF THE  
REASONS TO THAT.

I THINK WE'RE ALSO WANT TO  
ENSURE THAT AS A SCHOOL  
DISTRICT, WE'RE OFFERING A  
CONTINUUM OF HIGH SCHOOL  
OPTIONS, AND SO WHAT YOU'LL SEE  
WE HAVE SOME REALLY STRONG  
ADMISSIONS THAT OUR FAMILIES ARE  
CHOOSING TO GO TO BECAUSE OFFER  
PARTICULAR PATHWAYS AS PART OF  
THE REDESIGN WORK.

WE WANT TO CONTINUE TO INCREASE  
THESE KIND OF CAREER AND  
TECHNICAL PATHWAYS THAT OUR  
FAMILIES, WHETHER THEY ARE  
COLLEGE BOUND OR VOCATIONAL  
BOUND THAT THEY SEE THESE  
DIFFERENT OPTIONS.

SO THAT MIGHT BE ALSO A WAY TO  
BEGIN THAT FAMILIES MAKE OTHER  
CHOICES OR STUDENTS WILL MEEK  
OTHER CHOICES.

BUT I THINK IT'S SOMETHING AS WE  
LOOK MORE INTO SOME OF THE  
REASONING WHICH IS PART OF  
PROBABLY WHAT'S INFORMED  
DR. ROSE IN THE SUMMER  
PROGRAMMING FOR PREP, TEST PREP  
IN THEIR DESIGN OF REACHING  
DIRECTLY FAMILIES,  
TRANSPORTATION, THE DAY WHEN  
THOSE ARE BEING OFFERED.

SO IT MIGHT BE HELPFUL TO  
HIGHLIGHT AND INFORM THE LARGER  
DECISION.

>> I WOULD PIGGYBACK ON THAT AND  
TALK ABOUT BARRIERS, MAKING SURE  
THAT I THINK THIS YEAR WE TALKED  
TO ENROLLMENT AROUND STOUMENTSZ -- STUDENTS  
WITHIN THE EI PROGRAM TO GETTING  
REREGISTERED SO IT'S NOT BACK  
AND FORTH BETWEEN THE FAMILY AND

SCHOOLS.

>> A HORRIFYING PROCESS.

>> YES.

>> I WENT THROUGH IT LAST YEAR  
AND I'LL GO THROUGH IT THIS YEAR  
WITH MY THREE COMING UP.

IT'S A HORRIFYING PROCESS.

>> YES.

THE AMOUNT OF HANDS, PIECE OF  
PAPER, THINGS LIKE THAT,  
EXAMINING AS A DISTRICT HOW WE  
TAKE DOWN THE BARRIERS TO  
ACTUALLY GETTING TO THE TEST I  
THINK IS SOMETHING WE CONTINUE  
TO LOOK AT.

>> MY LAST QUESTION IS BR, I'VE  
HEARD A NUMBER OF COMPLAINTS  
MOST RECENTLY BUT THE MATTAHUNT  
ON TRANSLATION SERVICES, JUST  
GENERALLY THEY'RE NOT GREAT.

>> FRANCIS CAN SPEAK TO THE  
INTERPRETATION ASPECT.

>> SO WHAT WE HAVE DONE BECAUSE  
WE WERE GETTING THAT INFORMATION  
THROUGH OUR QUALITY ASSURANCE  
PROCESS AND BPS, WE WERE PER THE  
DOJ AGREEMENT AND THE AGREEMENT  
WE MADE WITH THEM IN OPENING  
TRANSLATION INTERPRETATION THAT  
WE WERE GOING TO HAVE STATE  
VENDORS.

ONLY STATE VENDORS TO MAKE SURE  
THAT WE WERE GETTING THE QUALITY  
THAT WE WERE GETTING OTHER  
SERVICES THAT WE NEEDED.

WE FOUND THAT SEVERAL OF THE  
CONTRACTORS ON THE STATE VENDORS  
LIST WERE NOT ABLE TO PROVIDE  
THE TIN OF QUALITY THAT OUR  
PARENTS NEED.

SO WHAT WE DO IS WE WENT BACK  
AND PROPOSED TO THE DOJ THAT WE  
WANT TO USE OUR LOCAL VENDORS  
THAT WE HAD USED IN THE PAST.  
SO WE PUT A SYSTEM IN PLACE  
WHERE THEY WOULD TAKE A COURSE,  
ON-LINE COURSE TO DEEM  
THEMSELVES PROFICIENT AS WELL AS  
GIVE US THEIR RESUME WHEN THEY  
TRANSLATED OR INTERPRETED.  
AND THE STAFF HERE GAVE THEM,  
THE STAFF FROM BPS GAVE THEM  
TRAINING ON SPECIAL EDUCATION  
TERMS AS WELL AS AN EQUITY

TRAINING.

SO WHEN THEY MET THAT CRITERIA,  
THEY WERE ABLE TO SIGN UP TO BE  
A VRNLD OR IF THEY WERE ALREADY  
A VENDOR, THEY COULD REAPPLY.  
AND THEIR PROFITS WOULD GO  
THROUGH A LOT FASTER.

RIGHT NOW WE HAVE OVER 50 -- CUT  
AND PASTED INTO A DOCUMENT AND  
TRANSLATED FOR YOU.

>> WE HEARD A LOT OF THAT AND  
CONSIDERING THE SENSITIVE  
EXPERIENCE THAT THOSE FAMILIES  
WERE GOING THROUGH, TO THEN  
COMMUNICATE WITH THEM POORLY.

>> RIGHT.

PART OF THAT IS MAKING SURE THAT  
THE SCHOOL USES OUR SERVICES.  
THAT ALL SCHOOLS USE OUR  
SERVICES.

>> THAT'S IMPORTANT.

>> THERE'S A PROCESS SO WE'RE  
PUTTING IT OUT THERE HOW YOU GO  
ON-LINE TO DO THAT PROCESS.  
IT'S UNDER A PROGRAM CALLED BOT.  
AND SO I THINK PEOPLE ARE  
STARTING TO UNDERSTAND THAT THEY  
HAVE TO GO THROUGH THE PROCESS.  
THEY HAVE TO GO ON-LINE AND MAKE  
THE REQUEST.

SO THEY'RE NOT ASKING SOMEBODY,  
YOU KNOW, FROM THE SCHOOL SITE  
OR SOMEBODY THAT THEY KNOW TO  
ACTUALLY TRANSLATE THE DOCUMENT  
BUT THAT IT COMES STRAIGHT TO  
BPS SO THAT WE CAN PROVIDE THEM  
WITH THE BEST SERVICE.

>> THAT WOULD BE GREAT.

THANK YOU, I APPRECIATE THAT.  
I THINK THAT THOSE CONCERNS WILL  
CONTINUE.

AS OUR POPULATION CHANGES AND  
NEW LANGUAGES.

I'M SURE OUR ARABIC, WE HAVE  
NINE DIFFERENT LANGUAGES THAT  
ARE SPOKEN.

I MEAN I THINK --

>> YOU ONLY HAVE NINE.

>> THOSE ARE OUR MAJOR  
LANGUAGES.

WE HAVE OVER 70 FOR E'S AND  
75 --

>> WE HAVE TO BE ABLE --

>> AND THEY PUT A DEEP

INVESTMENT IN FUNDS TO BE ABLE  
TO ENSURE THE TRANSLATION UNIT  
HAS RECEIVED HOW MUCH  
ADDITIONAL.

>> OVER \$2 MILLION JUST IN  
TRANSLATION.

JUST LIKE IN SPANISH WE HAVE  
DIFFERENT DIALECTS IN SPANISH  
THAT WE NEED TO SERVICE BECAUSE  
MEXICANS SPEAK DIFFERENT FROM HANNAH  
DURA.

>> THANK YOU, I APPRECIATE THAT.  
I LOOK FORWARD TO IT.

I DON'T HAVE ANY MORE QUESTIONS  
FOR TONIGHT BUT I DO LOOK  
FORWARD TO SOME OF THE  
INFORMATION REQUESTS.

WE HAVE PEOPLE TAKING OVER.

>> I APPRECIATE THAT, THANK YOU.

>> THANK YOU.

THAT CONCLUDES THIS MORE THAN OF  
THE HEARING.

WILL GO TO PUBLIC TESTIMONY.

I'LL CALL THREE NAMES AT A TIME  
TO COME DOWN TO THE PODIUMS.

LINDA FREEMAN -- NOVALO AND  
JESSICA TANG.

>> SO GOOD EVENING, MY NAME IS  
JESSICA TANG I'M THE ORGANIZING  
DIRECTOR AT THE BOSTON TEACHING  
UNION.

THIS ISN'T PART OF MY PRESENTED  
STATEMENT BUT I WILL SAY I THINK  
IT'S UNFORTUNATE THAT THERE ARE  
TWO DOZEN STUDENTS WHO ARE  
WAITING TO TESTIFY AND WE'VE GOT  
TO RETHINK I THINK WHEN THESE  
HEARINGS ARE BECAUSE 10:00 A.M.  
DURING THE DAY.

>> WE'RE HERE ALL THE TIME.

WE'RE HERE EARLY AND LEAVE LATE.  
THERE ARE SO MANY HOURS.

>> I UNDERSTAND.

IF WE WANT TO HEAR FROM TEACHERS  
PARENTS AND STUDENTS THE MOST  
IMPACTED BY THE SCHOOL I THINK  
THAT WOULD BE A 2:00 OR 4:00  
START.

>> WE GET ALL KINDS OF  
SUGGESTIONS FOR TIMES.

>> I'LL GET RIGHT INTO THE  
TESTIMONY AND I'M HERE REALLY TO  
TALK ABOUT THE BUDGET.

AND THE BUDGET ISN'T TOUGH.



EVERY YEAR THERE'S A CUT  
STUDENTS ARE LOSING SERVICES  
OPPORTUNITIES THAT HAVE REAL  
LIFE CONSEQUENCES.

I ALWAYS THINK ABOUT THE  
STUDENTS WHO LAST YEAR WAS  
APPLYING TO COLLEGE AND WAS  
REALLY UPSET WHEN SHE REALIZED  
SHE NEEDED FOUR YEARS IN FLOORNT  
LANGUAGE TO APPLY TO COLLEGE AND  
THE LANG CLASSES AT HER SCHOOL  
WERE CUT AND SHE DID NOT HAVE  
FOUR YEARS OF FOREIGN LANGUAGE  
EVEN AS AN OPPORTUNITY TO TAKE  
IF SHE HAD WANTED TO.

THESE REAL LIFE EXAMPLES HOW  
THESE CUTS ARE HURTING STUDENTS  
IS WHAT BRING ME HERE TONIGHT AS  
WELL.

I DEFINE THE REVENUE.  
EVERY YEAR WE HAVE THESE CUTS,  
WE'RE CREATING A VICIOUS CYCLE  
WHERE SCHOOLS ARE LOSING  
STAFFING IN COURSES AND STUDENTS  
STOP ATTENDING SCHOOLS AND THEY  
HAVE LOWER ENROLLMENTS AND LESS  
MONEY, A VICIOUS CYCLE.

THE CUTS ARE ALSO HURTING THE  
MOST VULNERABLE POPULATIONS.  
THEY SHOULD BE GETTING MORE NOT  
LESS.

THE DISTRICT IS FEEDING INTO THE  
CYCLE.

WE NEED TO SEE MORE EFFORTS IN  
THE CITY AND DISTRICT TO GET  
AHEAD OF THE FUNDING DEFICITS TO  
FIND REVENUES SO THAT STUDENTS  
CAN SPEND THEIR TIME LEARNING  
INSTEAD OF BEING ADVOCATING FOR  
THE FUNDS THEIR PEERS DESERVE.  
FOR HIGHER EDUCATION EXPERIENCE.  
THESE BUDGET CUTS HAVE REAL  
COSTS AND THE BUDGET SHOULD NOT  
BE BALANCED ON THE BACKS OF  
STUDENTS AND TEACHERS.

RECENTLY THE DISTRICT SHARED  
THAT DISPLACED TEACHERS  
EXPERIENCE VETERAN TEACHERS WHO  
HAVE BEEN RATED PROFICIENT AND  
EXEMPLARY THEIR WHOLE CAREERS  
ARE TO BE BLAMED FOR THE \$34  
MILLION COST.

I'M HERE TO LEFT YOU ALL KNOW  
THAT THIS IS MISLEADING AT BEST

AND STRAIGHT UP A LIE AT WORST.  
SOMEONE MAY NEEDS SOME MATH  
LESSONS.

OUR BEST GUESS ON HOW THE  
DISTRICT CAME UP WITH THIS  
NUMBER WAS MAYBE BY MOTHER LIKE  
THE NUMBER OF DISPLACED TEACHERS  
AT ITS HIGHEST POINT EACH YEAR  
AND THEN MONTH LYING THAT BY THE  
HIGHEST SALARY OVER THE LAST  
FOUR YEARS.

BUT THIS IS JUST WRONG BECAUSE  
MOST OF THESE TEACHERS DO FIND  
PLACEMENTS OVER THE SUMMER AND  
IN THE FALL.

THIS SCHOOL YEAR FOR EXAMPLE  
THERE ARE 47 TEACHERS WHO HAVE  
BEEN DISPLACED MOSTLY DUE TO  
SCHOOL CLOSURES AND TURN AROUND  
PLANS THAT DISRUPT EDUCATIONAL  
STABILITY OF STUDENTS.

STUDENTS WHO NEED STABILITY.  
SUCH AS THE MATH TEACHER OF THE  
YEAR FINALIST WHO HAS ACCESS  
FROM BRIGHTON HIGH SCHOOL THIS  
YEAR DUE TO BEING TURNED INTO A  
LEVEL FOUR SCHOOL.

THE DISTRICT COULD HAVE SAVED  
FIVE MILLION THIS PAST YEAR BY  
PLACING THESE TEACHERS IN  
POSITIONS.

IT'S IMPOSSIBLE IT WOULD HAVE  
ADDED UP TO 34 OF 34 MILLION  
OVER FOUR YEARS ESPECIALLY WHEN  
IT WAS 25 MILLION THAT WAS  
RAISED BY FOUNDATIONS LIKE THE  
BOSTON FOUNDATION AND BANK OF  
AMERICA AND OTHER PHILANTHROPY  
EFFORTS.

IN THE LIST, SOMETHING RON WITH  
THE LIST.

I WAS SURPRISED TO SEE MY OWN  
NAME ON THIS YEAR'S LIST ALONG  
WITH OTHER BTU STAFF MEMBERS.  
THERE ARE ENACT SEES AND  
MISINFORMATION NEEDS TO BE  
CORRECTED.

IT'S NOT ABOUT BAD TEACHERS  
WASTING DIRECT FUNDS THIS IS  
ABOUT DISCRIMINATING AGAINST  
PROFICIENT AND EXEMPLARY  
EXPERIENCED TEACHERS BECAUSE IT  
IS CHEAPER TO HIRE A NEW  
TEACHER.

THIS AGAINST RESEARCH WHICH  
SHOWS THE STUDENTS NEED  
EXPERIENCED TEACHERS.  
THE DISTRICT TALKS ABOUT  
INCREASING TEACHER DIVERSITY YET  
WE'RE NOT PLACING EXPERIENCED  
TEACHERS OF COLOR IN SCHOOLS  
WHERE THEY ARE NEEDED.  
IMAGINE RECEIVING 30 YEARS WORTH  
OF PROFICIENT EXEMPLARY  
EVALUATIONS BUT THEN NOT GETTING  
PLACED IN A SCHOOL WHERE YOU  
HAVE EXPERTISE IN WORKING WITH  
STUDENTS WITH TRAUMA AND THEN  
BEING ASKED TO FILE PAIMEDZ ALL -- PAPERS  
ALL DAY.

THIS IS A REAL STORY REAL  
TEACHER.

THE DISTRICT CREATED THIS MESS  
AND IN ORDER TO SAVE FUNDS AND  
THE DISTRICT NEEDS TO PLACE  
25E67ERS IN POSITIONS WHERE  
EXPERTISE AND EXPERIENCE IS  
VALUED AND RESPECTED.

THE TEACH ISSUES PARENTS AND  
STUDENTS ARE PART OF THE  
SITUATION AND WE ARE WILLING TO  
AND WANTING TO BE PROACTIVE FOR  
FINDING REAL SOLUTIONS FOR OUR  
SCHOOLS.

WE DO NOT WANT TO BE BACK HERE  
AGAIN YEAR AFTER YEAR.

THROWING UNDER THE BUS ARE  
STUDENTS AND DEDICATED TEACHERS  
GIVEN THEIR WHOLE LIVES AT BPS  
AT THE END OF THEIR YEAR IS DE  
PLORE BEEN AND UNACCEPTABLE.

LET US PLEASE FIND SOLUTIONS AND  
NOT SHORT CUTS AND WE NEED THE  
CITY COUNCIL TO HELP DO SO.

>> THANK YOU.

PHOENIX.

BRIAN FOSTER, ERIC LAZO --  
SAMUEL, CHRISTOPHER T JANET  
MUNOZ AND MARY [INDISCERNIBLE]

>> GOOD EVENING.

FOR ALL THE NAMES YOU JUST  
CALLED AFTER MINE WERE YOUNG  
PEOPLE, YOUNG PEOPLE OF BOSTON  
AREA YOUTH ORGANIZING PROJECT  
WHO I'VE WATCHED EVIDENTLESSLY  
THROUGH BRINGING TOGETHER ALL  
THE KIDS WHO WALKED OUT LAST  
YEAR.

THEY CONTINUE TO WALK OUT.  
EVEN WHEN YOU PHYSICALLY DON'T  
SEE THEM, THEY WILL CONTINUE TO  
WALK OUT.

I DON'T KNOW IF THIS IS AN ISSUE  
THAT IS TOO MUCH FOR YOU ALL SO  
THAT'S WHY NOT ALL OF OUR CITY  
COUNCILS ARE PRESENT, I DON'T  
KNOW IF YOU ARE TOO MUCH ON YOUR  
PLATE SO MAYBE THAT'S THE REASON  
WHY IT GETS PUSHED TO LATER ON.  
I WATCH THESE YOUNG PEOPLE DEAL  
WITH WHAT THEY GOT IN THEIR  
PANEL LIVES TOO ALL DAY EVERY  
DAY.

I WATCH THEM COME HERE.  
I WAS DEALING WITH A FAMILY THAT  
HAD THEIR HOUSE BURNED DOWN BUT  
THEY WERE STILL ABLE TO DO THAT,  
GO TO SCHOOL AND COME HERE AND  
SIT THERE AND FEEL LIKE THEY  
DON'T MATTER T WHEN THEY'RE THE  
MAIN REASON WHY ALL OF US ARE  
HERE RIGHT NOW.

CONTINUOUSLY THERE'S A PART OF  
MONEY THAT WE KEEP ACTING LIKE  
IT'S NOT THERE.

I'VE SEEN SO MANY CITY COUNCILS  
OVER THE YEARS SHOW BUDGET WHERE  
WE CAN MOVE MONEY BUT IT GETS  
CHALLENGED AND OTHER THINGS GET  
FUNDED.

WE SEEM TO CLOSE SCHOOLS AND  
FORGET WHAT COMMUNITY THEY'RE  
IN.

YOU ALL HAVE ALL THESE NEW  
BUILDINGS COMING INTO THIS CITY  
AND YOU'RE TELLING ME NONE CAN  
ASSIST WITH CREATING THE  
FOUNDATION AND HELPING THE  
FOUNDATION OF THESE KIDS.  
WE CONTINUE TO TELL THEM THERE'S  
A FUTURE.

WE CONTINUE TO TELL THEM THERE  
ARE LEADERS OF TOMORROW, YET  
EVERY DAY WE'RE CUTTING THEM.  
SO THE YOUNG WOMAN HERE WHO WANT  
TO SPEAK ABOUT HOW THERE'S 30  
PLUS KIDS IN HER CLASS.  
HOW CAN THEY LEARN IF THERE'S  
NOT ENOUGH DEBT.

HOW CAN THEY LEARN IF IN THE  
MORNING THE SAME AREAS THEY'RE  
COMING FROM INSTEAD OF YOU ALL

CLOSING THESE SCHOOLS, YOU  
SHOULD CREATE MORE AROUND  
COMMUNITY.

ACTUAL PEOPLE, ACTUAL ORGANIZERS  
WHO ARE WORKING WITH THE YOUTH,  
WHO ARE DEALING WITH THESE VIE  
LUNGS, INSTEAD OF THINKING ABOUT  
HOW ARE WE GOING TO CUT THESE  
PROGRAMS, ACTUALLY REALIZE WHERE  
THESE STUDENTS ARE COMING FROM.  
THEY HAVE ANSWERS.

THEY HAVE BUDGET SHEETS.

THEY'VE LOOKED AT THIS YEAR'S  
BENT AND LAST YEAR'S BUDGET.  
IT'S NOT ENOUGH TO JUST SHAKE  
THEIR HAND WHEN YOU SEE THEM IN  
THE STREET.

IT'S ABOUT TIME YOU START  
LISTENING AND LOOKING AT THE  
FUTURE.

ABOUT.

PS IS NOT READY WHATSOEVER TO  
DEAL WITH THE NEW STRUCTURES  
THAT ARE COMING UP.

AND THESE YOUNG PEOPLE HAVE  
DEDICATED THEIR SUMMERS AND  
FALLS TRYING TO FIGURE OUT HOW  
TO BRING THESE PEOPLE TOGETHER.  
I'VE WATCH THESE KIDS DOOR  
KNOCK.

I'VE WATCHED THESE KIDS TAKE  
PRIDE AND I HERE PEOPLE SAY  
THANK YOU, SHOW UP HERE WITH A  
PICTURE FOREME SHOW UP HERE AND  
THERE AND NOT ASK QUESTIONS.  
I'VE SEEN THESE KIDS PARENTS GO  
THROUGH FORECLOSURE AND THEY  
STILL SHOW UP.

I DON'T WANT TO HEAR THIS  
NONSENSE ABOUT PEOPLE HAVING  
PERSONAL ISSUES AND FAMILIES AND  
THAT'S WHY YOUR NOT HERE.

BECAUSE WHEN CITY COUNCIL ASK TO  
GET A RAISE, CAN WE ASK?

IT'S NOT ENOUGH FOR YOU ALL TO  
TAKE A SCHOOL IN MATTAPAN AND  
JUST TURN IT INTO THE MOVE.

IT'S NOT ENOUGH FOR YOU TO TAKE  
A PERSON AS A HAITIAN AMERICAN,  
I'M GOING TO TELL YOU THANK YOU  
FOR HAVING THAT SCHOOL IN  
MATTAPAN BUT THERE WAS LAND FOR  
YOU TO BUILD ANOTHER ONE, YOU  
DIDN'T HAVE TO CLOSE THAT ONE

SCHOOL.  
DID YOU ALL TALK ABOUT THE  
PROCESS?  
BECAUSE I WALKED THROUGH THERE.  
I'M LUCKY AND NOT LUCKY.  
I DON'T HAVE A JOB RIGHT NOW BUT  
ONE OF THE BIGGEST THINGS WAS  
WORKING WITH PARENTS TO SHOW UP  
WHERE THEY COULDN'T SHOW.  
AND IT WAS A DISGRACE TO SEE THE  
PEOPLE WHO ARE HERE FOR THE  
INTERIM.  
THE PEOPLE WHO ARE SUPPOSED TO  
BRING THESE PARENTS IN TALK TO  
THEM.  
IT'S NERVE TO BE SAYING THIS  
STUFF CUTTING AND CUTTING.  
THANK YOU JESSICA IT'S TRUE WHAT  
YOU SAID.  
WE CAN'T JUST BE CUTTING AND  
MAKING SHORT CUTS.  
THE MONEY IS THERE.  
THERE'S WAYS TO GET IT AND IF  
THERE'S ABSOLUTELY NO MONEY IN  
PLACE THEN THE PLACE IS NOT TO  
BE CUTTED.  
IT'S APRIL TO US ORGANIZERS TO  
HAVE OUR COMMUNITY ORGANIZATIONS  
SHUT DOWN BUT WE'RE STILL HERE  
WORKING IT.  
IT'S ABOUT TIME YOU DON'T JUST  
SAY IT BUT WE HAVE TO WORK  
TOGETHER.  
TAX COME FROM SO MANY DIFFERENT  
LEVELS AND EVERYBODY PLAYS THE  
FOOL.  
THE PARENTS ARE LISTENING THE  
STUDENTS ARE LISTENING.  
AT THIS POINT IT'S NOT AN  
ASKING.  
I'M TELLING YOU THESE KIDS,  
THESE YOUTHS, THEY GOT VOICES.  
AND THEY'RE GOING TO CONTINUE TO  
MARCH.  
THEY'RE GOING TO CONTINUE TO  
CLANLT.  
AND THEY HAVE FRIENDS.  
THEIR BUFFS IS NOT THE ONLY ONE  
GOING THROUGH THIS.  
SO INSTEAD OF COMPARING JUST  
VIOLENT WHY DON'T YOU COMPARE --  
ASK THEM WHAT WE HELPED WITH  
THEM, CHICAGO, BALTIMORE,  
EVERYBODY STAND RIGHT NOW THIS

IS AN ISSUE THAT'S HAPPENING  
GLOBALLY.  
WHY AREN'T WE CONNECTING WITH  
PEOPLE THAT ARE CONNECTING WITH  
THOSE PEOPLE.  
WHY AREN'T WE INVESTING INSTEAD  
OF JUST CREATING OUR OWN BUDGETS  
TO SEND OUT TO PEOPLE AND SAY WE  
DON'T HAVE ENOUGH.  
OR STAKE WITH PEOPLE WHO ARE  
MAKING CHOICES FOR KIDS WHEN  
THEY DON'T EVEN HAVE KIDS IN  
BPS.  
THEY CONTINUE TO SHOW UP AND  
JUST ON THEIR FACES THEY'RE  
TIRED JUST LIKE YOU ALL BUT  
WOULD HAVE BEEN MORE TIRED  
BECAUSE THEY ALL HAVE TO BE IN  
THESE SCHOOLS THAT DON'T HAVE  
SUPPLIES OR ARE UNSAFE.  
YOU FEEL LIKE YOU GOT TO GO  
THROUGH A CHECK POINT EVERY TIME  
YOU GO TO A SCHOOL OR YOU DON'T  
HAVE A MEAL AT HOME OR YOU WAIT  
TO GO TO LUNCH AND YOU STAY IN  
THAT LUNCHTIME.  
LET'S REALLY THINK ABOUT THIS  
BECAUSE IT'S NOT JUST RIGHT NOW.  
IT'S FOR THE FUTURE AND EU69S  
THE STRUCK SURE.  
AND IF YOU CONTINUE TO ACT LIKE  
IT'S NOT AFFECTING THEM AND  
CONTINUE THAT OH IF WE JUST DO A  
LITTLE BIT AND JUST TO GET BY.  
THEN THAT'S ALL WE'RE GOING TO  
BE A JUST TO GET BY CITY AND  
I'VE SEEN WAY TOO MANY SCHOOLS  
IN WAY TOO MANY AREAS BE DEVELOP  
THE WAY THEY NEED TO BE.  
I SEE THE DEVELOPMENT AND  
INSTRUMENT IN ALL THESE BIG  
BUILDINGS.  
I SEE IT'S SOMETHING TO TAKE  
DOWN ALL THESE WE GREW UP WITH,  
ALL THESE FAMILIES.  
EVERYTHING IS CONNECTED WITH IT.  
SO NO, PLEASE STOP WITH THIS  
HOLD THE BUDGET THE MONEY  
BECAUSE PEOPLE SEE IT AND WE  
HAVE IT.  
SO NOW WE'RE JUST LOOKING AT  
EVERYBODY LIKE SO DO YOU CARE OR  
WHAT.  
THANK YOU.

>> THANK YOU.  
CHRISTIAN JOHNSON, MICHAEL JONES  
[INDISCERNIBLE]  
>> HI THERE.  
>> HI.  
>> INTERFACE WITH TECHNOLOGY.  
MEMBERS OF THE BOSTON TOY  
COUNCIL MY NAME IS CHRISTIAN  
JOHNSON I'M THE PARENT OF TWO  
CHILDREN AT THE MENDEL SCHOOL.  
I'M HERE TO TALK ABOUT CUTTING  
BUDGETS YEAR AFTER YEAR PUTTING  
DEFICITS ON THE SCHOOL ELF.  
NOW REDUCTIONS TO A BUDGET  
WHETHER THERE BE CHANGES TO  
STUDENT WASTE OR FLUCTUATIONS IN  
ENROLLMENT COSTS DO NOT GO AWAY.  
THE NEEDS OF THE STUDENTS AND  
THEIR TEACHERS DO NOT GO AWAY.  
THEY'RE EITHER SHIFTED ELSEWHERE  
OR RESULT IN DETRIMENTAL IMPACTS  
TO CLASSROOM EARNING.  
ONE WAY TO MEASURE THE FINANCIAL  
HEALTH OF OUR SCHOOL IS TO RELY  
ON TEACHERS AND CROWD FUNDING  
FOR SCHOOL SUPPLIES.  
IT WAS ESTABLISHED BY A HISTORY  
TEACHER IN NEW YORK 17 YEARS AGO  
TO CONNECT THE NEEDS OF THE  
STUDENTS DONORS.  
THEY HAVE ESTABLISHED A  
COMPANION SITE WITH ALL OF THEIR  
OPEN DATA.  
I -- I -- DOUGH NATIONS TO  
BOSTON SCHOOLS INCREASED SIX  
FOLD TO -- \$5,000 IN FISCAL YEAR  
16.  
A CASE STUDY OF FISCAL YEAR 16  
AS RELATES TO THIS DATA.  
AS YOU MAY RECALL THE BUDGET  
SEASON WAS DIFFICULT FOR BPS THE  
BASICALLY THE \$15 MILLION  
SHORTFALL THE BUDGET INCLUDED  
THE CLOSURE OF THE ROGERS MEADOW  
[INDISCERNIBLE] REDUCTION OF 30  
POSITIONS AS WELL AS STAFFING  
AND SUPPLY CUTS ON THE SCHOOL  
LEVEL.  
WE ANALYZE THE DONATIONS TO SEE  
HOWR BUILDS OF SCHOOL  
IMPACTS THE NEED FOR SUPPLIES.  
TEACHERS ASKED FOR OVER \$1  
MILLION IN SUPPLY DONATIONS ONLY  
49% OF THESE PRONGS WAS



ASKSFULLY TUNNELEDDED.  
450 PROJECTS TOTALING OVER  
\$520,000 EXPREFERRED WITHOUT  
BEING FUNDED AND 520 PROJECTS --  
WERE SUCCESSFULLY FUNNELED.  
WE ANALYZED THE BY -- CHOOSE  
DOUGH NATIONS WERE COLLECTED IN  
ZIP DOADZ IN BOSTON'S DOWNTOWN  
SOUTH END AND BACK BAY  
NEIGHBORHOODS WHERE STUDENTS  
BENEFITED IN SUPPLY SPENDING  
OF 7 TO -- WHICH TOTALED OVER  
\$97,000 -- FENWAY HIGH OR BRYANT  
MATT AND SCIENCE AN AVERAGE OF  
PEOPLE INCREASE OF ONLY \$3.81.  
SOME SCHOOLS AS -- AMONG OTHERS  
DID NOT COLLECT ANY DONATIONS BY  
THIS METHOD.

BUDGETS YEAR AFTER YEAR IN  
SCHOOLS TEACHING AFFLUENT  
CHILDREN WILL BE MORE ADEQUATELY  
SUPPORTED WHILE POOR, BLACK AND  
LATINO STUDENTS WILL NOT BE  
GIVEN THE TOLL TO SUCCEED.  
MY RESEARCH HAS SHOWN AMONG THE  
49 SCHOOLS FACING BUDGET  
REDUCTIONS THIS YEAR 56% HAVE  
HIGHER CONS ADMINISTRATIONS OF  
ECONOMICALLY DISADVANTAGED  
STUDENTS, 72% HAVE HIGHER  
NUMBERS OF -- STUDENTS, 60% OF  
HIGHER NUMBER OF STUDENTS WITH  
DISABILITY, 42% HAVE HIGHER  
NUMBERS OF ENGLISH LANGUAGE  
LEARNERS, 46% -- 54% HAVE HIGHER  
NUMBER THAN AVERAGE OF PLAQUE  
STUDENTS AND 26% HAVE MORE  
LATINO STUDENTS T THE STUDENTS  
ARE LEAVING THE GREATEST  
CHALLENGES BEHIND BY CUTTING THE  
SCHOOLS YEAR AFTER YEAR.  
FOR THE THIRD EXECUTIVE YEAR, BY  
BY -- ALL OF THEM ARE LEVEL  
THREE AND FOUR SCHOOLS.  
WE AREN'T ASKING OUR TEACHERS  
AND SCHOOL LEADERS WHAT  
RESOURCES THEY NEED TO PROVIDE A  
WORLD CLASS EDUCATION AS WE  
CONTINUE TO FALL SHORT FUNDING  
OUR PUBLIC SCHOOLS WE FORCE OUR  
STUDENTS WITH THE GREATEST  
CHALLENGES INTO A -- IF THE  
BUDGET DOES NOT ADDRESS THESE  
ISSUES AND WITHOUT A SEGGANT

INCREASE TO OUR BUDGET COUPLED WITH THE RESTRUCTURE OF OUR BUDGET PROCEDURES IT WILL GET WORSE.

THE BUDGET ALLIANCE -- TASK FORCE AND THE CITY WIDE PARENT COUNCIL HAVE ALL OPPOSED THIS BUDGET BECAUSE OF THE HARM IT WILL INFLICT.

I AM RESPECTFULLY ASKING YOU TO DO THE SAME.

THANK YOU.

>> THANK YOU.

[INDISCERNIBLE] AND DENISE.

>> MY NAME IS [INDISCERNIBLE] AND I GO TO THE [INDISCERNIBLE]

THANK YOU FOR THE OPPORTUNITY TO TALK ABOUT THE BOSTON PUBLIC SCHOOL BUDGET -- VERY CONCERNED ABOUT THE BUDGET CUTS FOR OUR CHILDREN'S EDUCATION -- WITH SPECIAL EDUCATION PROGRAMS.

>> [SPEAKING FOREIGN LANGUAGE.]

>> IN OUR COMMUNITY AT THE -- WHICH OFFERS AFTER SCHOOL AND COMUR ACADEMIC PROGRAMS, WE HAVE -- WE WANT TO SHARE WITH YOU THE CASE OF A MOTHER WHO HAS TWO PARENTS IN BPS SPECIAL EDUCATION PROGRAM ONE WITH DOWN SYNDROME AND THE OTHER WITH [INDISCERNIBLE] IN THESE CASES THE PROFESSIONAL STAFF TO GIVE ADEQUATE ATTENTION TO THE CHILDREN.

TEACHERS AND STAFF HAVE PROVIDED AN EXCELLENT INDIVIDUAL EDUCATION TO SUPPORT THEIR DEVELOPMENT WHICH HAS MADE A ENORMOUS DIFFERENCE IN THEIR LIVES.

>> [SPEAKING FOREIGN LANGUAGE.]

>> ANOTHER STORY THAT STRIKES US IS THE CASE OF A SINGLE MOTHER WHO WAS BENEFICIALLY OF THESE PROGRAMS -- ENGLISH LANGUAGE LEARNER WITH AUTISM IN BOSTON PUBLIC SCHOOLS -- FROM PROFESSIONALS IN THIS TYPE OF SITUATION.

TODAY THIS YOUNG MAN IS A PROFESSIONAL IN THE FIELD OF ENGINEERING.

>> [SPEAKING FOREIGN LANGUAGE]

>> AS PARENTS AND COMMUNITY MEMBERS, WE BELIEVE THAT THE BUDGET FOR BPS WOULD BE DEVASTATING FOR OUR SPECIAL PROGRAMS.

THIS WOULD NEGATIVELY IMPACT STUDENTS NOT ONLY ACADEMICALLY BUT PSYCHOLOGICALLY AND MENTALLY WITH FAMILIES WITH A DESENT TREATMENT AND EDUCATION FOR THEIR CHILDREN.

AS THESE WILL BE THE FUTURE LEADERS OF THIS COUNTRY, THEREFORE WE ASK YOU TO REJECT THE BUDGET AS IT CURRENTLY IS -- SUFFICIENT FUNDS TO GIVE ALL CHILDREN EQUAL OPPORTUNITY.

>> [SPEAKING FOREIGN LANGUAGE.]

>> MARIA ROMERO AND [INDISCERNIBLE].

>> MUCHAS GRACIAS.

>> AGAIN MY NAME'S MARY BATTENFIELD AND I FIRST WANT TO EXPRESS MY APPRECIATION FOR EVERYONE AND PARTICULARLY THE PARENTS WHO HAVE STAYED UNTIL LATE AND HAVE TESTIFIED. I'VE BEEN IN BOSTON PUBLIC SCHOOLS PARENT FOR 16 YEARS NOW. I HAVE TWO, ONE GRADUATE AND TWO CURRENT STUDENTS, I'M ALSO AT THE FACULTY AT THE COLLEGE. I WANT TO START WITH A PERSONAL STORY THIS IS MAKING ME THINK OF.

WHEN I WAS A CHILD ONE YEAR, WE DIDN'T HAVE VERY MANY CHRISTMAS PRESENTS AND THE REASON WE DID NOT WAS BECAUSE THE MONEY THAT USUALLY BOUGHT OUR CHRISTMAS PRESENTS WHICH WAS A CHECK FROM MY GRANDPARENTS, MY MOTHER GAVE TO A NEIGHBOR WHO LOST THEIR JOB.

THIS FAMILY HAD 12 CHILDREN, WE HAD SIX BUT THEY HAD TWICE AS 67 67 -- TWICE AS MUCH AS US.

WHEN WE ASKED THEM WHY.

SHE SAID WE CAN AFFORD IT AND THEY NEED IT.

THAT'S WHAT I SAY WE CAN AFFORD IT AND THEY NEED IT.

THERE IS A PARENT WHO HAD TO LEAVE WHO WANTED ME TO EXPRESS

FOR HER, HER SENSE THAT THE CUTS IN WEIGHING STUDENT FORMULAS TO SPECIAL NEEDS PROGRAM HAVE HAD A DETRIMENTAL IMPACT.

IF YOU HAD BEEN IN THE CLASSROOM AS SHE HAD AND SEEN LAST YEAR A CLASSROOM WITH PARA, AND THIS YEAR A CLASSROOM WITHOUT A PARA, YOU WOULD NOT SAY THAT THOSE CUTS DID NOT HAVE ANY IMPACT.

I WOULD ADD MORE GENERALLY WHATEVER THE FEDERAL GUIDELINES, IT IS CLEAR THAT THE CUTS ON SPECIAL EDUCATION STUDENTS ARE HAVING A DISPROPORTIONATE IMPACT.

THERE ARE AFFECTING ONE POPULATION MORE THAN OTHERS. WHEN THIS HAPPENED IN NEW ORLEANS, THE SOUTHERN POVERTY LAW CENTER TO THE DISTRICT RECENTLY IN NEWARK, PARENTS AND FOR THE OFFICES OF THE RICE

-- RIGHTS COMPLAINT FOR NEWARK FOR IMPACT OF SCHOOL CUTS AND SCHOOL CLOSURES ON AFRICAN AMERICAN STUDENTS AND THIS WILL COME TO BOSTON, IF THIS KIND OF BUDGET TENS.

CONTINUES.

I WANT TO TAKE YOU BACK A FEW YEARS AGO THE LAST YEAR OF TOMMY MENINO LAST YEAR MENINO PROPOSED AND THIS CITY COUNCIL A HIKE IN FUNDING FOR BOSTON PUBLIC SCHOOLS.

SAM TYLER, I'M QUOTING FROM THE BOSTON GLOBE ABOUT THAT BUDGET SAID THAT IS EXTRAORDINARY IN THIS YEAR WHICH IS NOT A GOOD BUDGET YEAR.

IT IS EXTRAORDINARY THAT IN THIS YEAR, WHICH IS A GOOD BUDGET YEAR, YOU ARE PROPOSING A 2.8% INCREASE AFTER THE KINDS OF CUTS THAT HAVE COME IN PREVIOUS YEARS.

WE'RE NOT HERE EVEN TO ASK. I'M NOT HERE EVEN TO ASK FOR THE 7% INCREASE ALTHOUGH I WOULD THINK IT WOULD BE GREAT IF I WERE ON THE CITY COUNCIL, I WOULD PROBABLY STAND UP HERE AND BE A LOBBYING FOR THE TOMMY

MENINO RULE THAT IN NO YEAR SHOULD BOSTON PUBLIC SCHOOLS GET ANY LESS THAN A FLOOR OF 7% INCREASE.

OUR NEEDS OF OUR STUDENTS ARE INCREASING.

WE'VE GONE FROM TEN YEARS AGO WE HAD A 10,000 ENGLISH LANGUAGE LEARNERS.

THIS YEAR WE HAVE ABOUT 17,000 ENGLISH LANGUAGE LEARNERS.

OUR NEEDS ARE INCREASING.

AND THE BUDGET ARE NOT KEEPING PACE WITH THEM.

BUT IT IS EXTRAORDINARY IN THIS YEAR WHICH IS A GOOD BUDGET YEAR AGAIN THAT IS WE'RE PROPOSING ONLY A 2.8%.

SO WHAT WE'RE ASKING FOR IS THAT YOU RESTORE THE 11 MILLION IN CUTS TO SCHOOLS.

THESE SCHOOLS AS CHRISTIAN JOHNSON POINTED OUT TO YOU HAVE A DISPROPORTIONATE IMPACT. INEQUITABLE DOESN'T BEGIN TO DESCRIBE.

EQUITY MEANS YOU GIVE MORE TO THOSE WHO HAVE LEAST.

THIS CUTS MORE FROM THOSE WHO ARE MOST NEEDLY.

THE TEN SCHOOLS ARE THE MOST CUTS LEAD BY BRIGHTON HIGH AND JACKSON MAN OF CUTS OVER ONE MILLION HAVE MORE STUDENTS OF COLOR THAN THE BPS AVERAGE.

THE TIMOTHY ALL HAVE POPULATIONS OF BLACK AND LATINO STUDENTS GREATER THAN 95%.

BOSTON ELL AVERAGE POPULATION 31% BUT THE DEVER HAS A STUDENT POPULATION THAT 11% ELL, AT THE -- AND AT THE -- WHICH IS 62, WHERE TWO OF MY CHILDREN ARE GRADUATES OF THE HENGAN IT'S A 62% LATINO SCHOOL.

AT 46.6% ELL STUDENTS AND THIS IS ONE OF THE SCHOOLS BEING CUT. THE SCHOOL LIKE THE ELLIOTT WHICH IS MORE OR LESS POPULATION OF BOSTON LATIN SCHOOL, IS GETTING 7%.

AND I'M NOT SAYING THAT ANYBODY SHOULD BE CUT.

INDEED IN THE BOSTON ARTS

ACADEMY WHERE MY SON ATTENDS, IT IS ACTUALLY GETTING AN INCREASE WHICH DOESN'T REALLY MEAN AN INCREASE.

YOU PUT US IN HOLE LAST YEAR AND WE HAVEN'T BEEN ABLE TO CLIMB OUT.

UNLESS WE GET A GRANT TO FUND IT, WE'RE GOING TO LOSE ONE OF OUR AP CLASSES, IT'S COMPUTER SCIENCE CLASS IN STATEMENT EDUCATION.

WE'RE GOING TO LOSE THAT EVEN WITH THE INCREASE WE'RE GETTING THIS YEAR.

SO BPS HAS NOT BEEN FUNDED ADEQUATELY.

IN PREVIOUS YEARS WE'RE IN HOLE SO CUTS HAVE FALLEN DISPROPORTION EVIDENTLY ON STUDENTS WITH SPECIAL NEEDS, ON ENGLISH LANGUAGE LEARNERS, ON SCHOOLS OF HIGH POPULATIONS ON STUDENTS OF COLOR, THAT'S INHE INEQUITABLE.

YOU CAN'T DO IT.

THAT'S IN FACT POTENTIALLY ILLEGAL.

YOU SHOULD AT A MINIMUM RESTORE THOSE \$11 MILLION OF CUTS.

THANK YOU.

>> THANK YOU.

I READ ALL THE NAMES.

ANYBODY ELSE WISHING TO TESTIFY, BEFORE I CLOSE OUT THE HEARING?

>> WE RECEIVED SOME ON-LINE TESTIMONY AND I WANT TO MAKE SURE IT'S MENTIONED JUST BECAUSE IT'S FROM A FORMER COLLEAGUE OF MINE WHO IS A TEACHER AT THE EAST BOSTON HIGH SCHOOL.

SHE SUBMITTED TESTIMONY WHICH WE HAVE FOR THE RECORD, I JUST WANTED TO SAY OUT LOUD THAT WE DO HAVE.

THANK YOU CHAIRMAN.

>> THANK YOU.

I WANT TO THANK YOU ALL, DOCTORS, FOR YOUR TESTIMONY TONIGHT.

AND WE'LL CONTINUE TO WORK TOGETHER.

THANK YOU VERY MUCH.

THIS HEARING'S ADJOURNED.jk!

