

;  
; 05/02/18 3:09 AM  
;  
;;;BCC 180503 11:00AM-2:00PM

>> GO MORNING, I'M MARK CIOMMO  
THE CHAIRMAN OF THE WAYS AND  
MEANS AND THE CITY COUNCILOR.  
THURSDAY, MAY 3, HERE WITH  
MEMBERS FROM THE SCHOOL  
DEPARTMENT REGARDING THE FY19  
BPS BUDGET, DOCKETS 0059-0563,  
ORDERS FOR THE FISCAL YEAR  
OPERATING BUDGET INCLUDING  
ANNUAL APPROPRIATIONS FOR  
DEPARTMENTAL OPERATIONS, ANNUAL  
APPROPRIATION FOR THE SCHOOL  
DEPARTMENT, AND APPROPRIATION  
FOR OTHER POST-EMPLOYMENT  
BENEFITS.  
APPROPRIATION FOR REALM  
IMPROVEMENT AND ALSO CERTAIN  
APARTMENT IMPROVEMENTS.  
0564-0565 CAPITAL BUDGET  
APPROPRIATIONS INCLUDING LOAN  
ORDERS AND LEASE AND PURCHASE  
AGREEMENTS.  
I WOULD LIKE TO REMIND FOLKS  
THIS IS A PUBLIC HEARING.  
IT IS BOTH BEING BROADCAST LIVE  
AND RECORDED ON RCN CHANNEL 82,  
COMCAST CHANNEL 8 AND VERIZON  
1964.  
AND STREAMED AT  
BOSTON.GOV/CITY-COUNCIL-TV.  
I WOULD LIKE TO ASK FOLKS IN THE  
CHAMBER TO SILENCE ALL  
ELECTRONIC DEVICES.  
AT THE CONCLUSION OF THE  
DEPARTMENTAL PRESENTATION AND  
QUESTIONS FROM MY COLLEAGUES,  
WE'LL TAKE PUBLIC TESTIMONY.  
THERE IS A SIGN-IN SHEET TO MY  
LEFT.  
WE ASK THAT YOU STATE YOUR NAME,  
ANY AFFILIATION AND RESIDENCE.  
AND CHECK THE BOX IF YOU DO  
WITCH TO TESTIFY PUBLICLY.  
I WOULD LIKE TO REMIND RESIDENTS  
THAT WE'D LIKE TO ENCOURAGE YOUR  
TESTIMONY AS WELL.  
THERE ARE OVER 36 HEARINGS OVER  
A SIX-WEEK PERIOD.  
YOU CAN PROVIDE TESTIMONY IN

SEVERAL WAYS.

YOU CAN COME TO A HEARING AND SIGN UP, AS I MENTIONED.

YOU CAN EMAIL THE COMMITTEE AT CCC.WM@BOSTON.GOV.

YOU CAN SEND BY MAIL TO THE COMMITTEE ON WAYS AND MEANS, BOSTON CITY HALL, 1 CITY HALL PLAZA, BOSTON.

AND WE DEDICATED A PUBLIC TESTIMONY HEARING WHERE WE WILL ONLY TAKE PUBLIC TESTIMONY ON JUNE 5 BETWEEN THE HOURS OF 2:00 AND 6:00 P.M.

I'D LIKE TO INTRODUCE TO MY LEFT THE CHAIRMAN OF EDUCATION, COUNCILOR ANNISSA ESSAIBI GEORGE HAS JOINED US.

WITH THAT I WOULD TURN IT OVER TO THE TEAM FOR YOUR PRESENTATION.

>> GOOD MORNING COUNCILORS, THANK YOU FOR THIS OPPORTUNITY TO COME AND SHARE OUR WORK WITH YOU AND TO LOOK FORWARD TO THE FY19 SCHOOL YEAR.

I JUST WANTED TO KICK US OFF BY SHARING A LITTLE CONTEXT ABOUT THE ACADEMIC AND STUDENT SUPPORT FOR EQUITY TEAM.

A ROUNDTABLE DESIGNED TO ESTABLISH COLLABORATION BETWEEN DEPARTMENTS PLAYING A PIVOTAL RECOVERING FOR STUDENTS.

AND A QUICK OVERVIEW OF PERFORMANCE DATA FOR THE PAST SCHOOL YEAR OR PAST TESTING SEASON.

AND TALK ABOUT INVESTMENTS THAT ARE BEING MADE BY ACADEMICS, AND ALSO EARLY CHILDHOOD.

WITH THAT, I WILL TURN IT OVER TO MY COLLEAGUE, NICOLE.

>> GREAT, THANK YOU VERY MUCH. THANK YOU VERY MUCH.

I AM HAPPY TO BE HERE TODAY TO SHARE WITH YOU SOME DETAILS REGARDING BOSTON PUBLIC SCHOOLS PERFORMANCE, IN TERMS OF ACADEMICS.

WHAT WE'RE GOING TO TALK ABOUT HERE TODAY IS THE FACT THAT WE HAVE RECEIVED SOME RECENT DATA THAT COMES OUT OF AN ASSESSMENT

CALLED THE NATIONAL ASSESSMENT FOR EDUCATION PROGRESS AND WE WILL USE THAT DATA TO GIVE YOU A HIGH-LEVEL OVERVIEW OF HOW BPS IS DOING.

SINCE 2002, BOSTON PUBLIC SCHOOLS PARTICIPATED IN THE TRIAL FOR URBAN SCHOOL DISTRICTS ASSESSMENT PROGRAM FOR THE NATIONAL ASSESSMENTS FOR EDUCATIONAL PROGRESS.

THIS PROGRAM IS A SET OF URBAN SCHOOL DISTRICTS THROUGHOUT THE COUNTRY WHO ARE ALL REALLY INTERESTED IN ACCELERATING THEIR PROGRESS IN TERMS OF THE TESTING BY THE ASSESSMENT AND ALSO IN TERMS OF CLOSING OPPORTUNITY AND ACHIEVEMENT GAPS.

SO THIS PROGRAM REALLY GIVES BOSTON PUBLIC SCHOOLS AN

APPLES-TO-APPLES HOW THEY ARE DOING TO OTHER SCHOOL DISTRICTS. AND BOSTON CONSISTENTLY SCORED EQUIVALENT OR HIGHER THAN MOST OTHER LARGE URBAN SCHOOL DISTRICTS ACROSS THE COUNTRY. ALSO COMMONLY KNOWN AS THE NATION'S REPORT CARD, THIS ASSESSMENT MEASURES STUDENT PROGRESS TOWARDS COLLEGE AND CAREER READINESS SKILLS, SPECIFICALLY 4TH AND 8TH GRADE READING AND MATHEMATICS EVERY TWO YEARS.

SIMILAR TO THE NAIP ASSESSMENT, THE COMMONWEALTH OF MASSACHUSETTS HAS ADOPTED A NEW ASSESSMENT FOR STUDENTS GRADES 3-8, THEY ARE TRAN ASSISTING THAT INTO GRADE 10 AND THIS ASSESSMENT IS THE NEXT GENERATION NCAPS, AND IT HOLDS IT SIMILAR TO THE NAIP.

ON THE NEXT SIDE WE COMPARED PERFORMANCE IN BOSTON PUBLIC SCHOOLS IN 4TH AND 8TH GRADE READING AND MATHEMATICS BETWEEN THE NAIP ASSESSMENT, WHICH AS I AIR ISSED -- I HAVE SHOWN BOSTON PUBLIC SCHOOLS IS ONE OF THE HIGHEST. COMPARED THE RESULTS TO THE NEXT

GENERATION NCAP.  
IN THE 2016-2017 SCHOOL YEAR IT  
IS THE FIRST TIME THIS NEXT  
GENERATION ASSESSMENT HAD BEEN  
GIVEN.  
YOU SEE IN 4TH AND 8TH GRADE

READING AND MATHEMATICS IT IS  
HIGHLY COMPARABLE, GIVING US  
CONFIDENCE IN THE RESULTS COMING  
OUT OF THE NEXT GENERATION  
ASSESSMENT GIVEN STATEWIDE EVERY  
YEAR TO ALL STUDENTS AND IS A  
NEW ASSESSMENT.

STUDENTS NEAR THE BLUE LINE  
TOWARDS THE TOP, SUFFICIENT,  
ADVANCED OR MEETING EXPECTATION  
OR EXCEEDING EX-PASSION

-- EXPECTATIONS IS COMPARABLE.  
AND MORE SPECIFICS HOW BOSTON  
PUBLIC SCHOOLS DOES ON THE NEXT  
GENERATION ASSESSMENTS AND HERE  
SPECIFICALLY HIGHLIGHTING NAEP  
ASSESSMENT RESULTS.

YOU CAN SEE HIGHLIGHTING ONE  
PARTICULAR SUBGROUP BUT I AM  
HAPPY TO ANSWER QUESTIONS ABOUT  
OVER GROUPS THAT ARE  
PERFORMANCE.

SPECIFICALLY 4TH GRADE READING  
WITH ENGLISH LEARNERS, BOSTON  
PUBLIC SCHOOLS IS ACTUALLY THE  
HIGHEST-PERFORMING SCHOOL  
DISTRICT IN TERMS OF THE OTHER  
URBAN SCHOOL DISTRICTS  
PARTICIPATING IN THE PROGRAM.  
AND 4TH GRADE READING WITH  
ENGLISH LEARNERS, COMPARED TO  
ALL OTHER TUTA DISTRICTS, BOSTON  
PUBLIC SCHOOLS IS THE HIGHEST  
PERFORMING.

WHEN WE REPORT OUT HOW BOSTON  
PUBLIC SCHOOLS IS DOING WITH  
SPECIFIC SUBGROUPS OF STUDENTS,  
YOU SEE THE BLACK, HISPANIC,  
ENGLISH LEARNERS, AND STUDENTS  
WITH DISABILITIES AND LOW-INCOME  
STUDENTS, AN ON ALL FOUR DOMAINS  
TESTED ON NAEP, BOSTON DOES  
EQUIVALENT OR BETTER THAN THE  
NATIONAL AVERAGE, AS WELL AS THE  
AVERAGE FOR ALL OTHER LARGE  
CITIES THROUGHOUT THE COUNTRY.  
THAT'S REALLY SOMETHING FOR US

TO CELEBRATE.

HOWEVER AS YOU SEE IN THE NEXT SLIDE, TRUE ACROSS THE NATION AND OTHER URBAN SCHOOL DISTRICTS THROUGHOUT THE COUNTRY, WE HERE IN BOSTON PUBLIC SCHOOLS DO HAVE A FAIRLY PROFOUND ACHIEVEMENT AND OPPORTUNITY GAP.

HERE I AM JUST HIGHLIGHTING 8TH GRADE MATHEMATICS.

YOU SEE HOW STUDENTS OF DIFFERENT RACIAL SUBGROUPS HAVE PERFORMED BETWEEN 2003, WHICH IS WHEN BOSTON PUBLIC SCHOOLS STARTED TO PARTICIPATE IN THIS PROGRAM.

AND THAT FOUND THE OPPORTUNITY AND ACHIEVEMENT GAP IS REALLY TELLING US, AND I WILL LET MY COLLEAGUES TALK MORE ABOUT IT, WE DEFINITELY HAVE THE RIGHT PROBLEM OF PRACTICE AS A SCHOOL DISTRICT AND OUR RESPONSES TO THE ACHIEVEMENT AND OPPORTUNITY GAPS NEED TO BE TARGETED AND SPECIFIC.

I WILL LET THE TEAM TAKE OVER. >> WE LOOKED CLOSELY AT THE DATA WHEN IT CAME OUT AND WERE ALARMED.

SYSTEMWIDE, EVEN WITH A NEW MATH CURRICULUM SEEING AGGREGATE GAINS WHERE THE MATH CURRICULUM WAS USED.

WE SAW THE ACHIEVEMENT GRAB BETWEEN BLACK AND LATINO STUDENTS WITH THEIR WHITE AND ASIAN PEERS.

THIS IS AN OPPORTUNITY FOR US, AS AN ASSET TEAM, THE SOCIAL AND LEARNING DEPARTMENT, ENGLISH ED, SPECIAL LEARNS, AND THE OFFICE TO WORK WITH COMMUNITY PARTNER INVESTORS TO BUILD ON IMPORTANT AND USEFUL WORK THEY HAD ALREADY DONE WITH A GROUP OF SCHOOLS TO INTERVENE AND DEVELOP INTERVENTION STRATEGIES THAT SUPPORT ACHIEVEMENT FOR ALL LEARNERS.

WE HAVE BEEN COLLABORATING WITH THEM TO DEVELOP THAT OVER THE COURSE OF THIS SPRING.

AND WE WILL BE BRINGING IN A

LARGE COHORT OF SCHOOLS INTO THAT PROGRAM AT THE END OF THE SUMMER GOING INTO THE FALL. AND THAT'S HOW WE ARE BEING RESPONSIBLE TO THAT PARTICULAR DATA.

AS ACADEMICS AND ASSET TEAM, WE ARE ALL FOCUSED ON THIS CITYWIDE DEFINITION OF COLLEGE, CAREER AND LIFE READINESS THAT WAS RELEASED THIS OCTOBER.

WE BELIEVE THAT IF WE ARE TO BE SUCCESSFUL MAKE SURE STUDENTS LEAVE TO SET A VISION, CHOOSE A COURSE, WORK WITH OTHERS, CHANGE COURSE WHEN NECESSARY.

WE BELIEVE THEY ARE FUNDAMENTAL TO BEING A SUCCESSFUL CITIZEN AND PERSON IN THE COMMUNITY IN THE 21ST CENTURY.

AND WHAT REPRESENTS OUR VISION FOR HIGH-QUALITY INSTRUCTION IT IS INSTRUMENTAL IN OBTAINING THE VISION OF COLLEGE, CAREER AND LIFE READINESS.

WANT EVERY CLASSROOM IN BPS TO DEMONSTRATE THESE FOUR COMPETENCIES.

WANT EVERY CLASSROOM AND TEACHER TO CREATE SAFE, HEALTHY AND SUSTAINED LEARNING ENVIRONMENTS, DESIGNED LEARNING ENVIRONMENTS FOR ACCESS AGENCIES, COULD GO

-- COGNITIVE TASKS AND LEARNING, AND YOU LEARN MORE AT OUR WEBSITE SHOWN THERE. SORT OF BUILDING ON BRIGHT SPOTS FROM THE PAST YEAR, THE FIRST ANNUAL TEACHER INSTUDENT AND 587 TEACHER ATTENDEES AND ARE AIMING FOR 700 ATTENDEES AT OUR SECOND ANNUAL TEACHER SUMMER INSTITUTE. AT THIS MOMENT, THIS NUMBER IS SLIGHTLY OUTDATED.

WE HAD 1700 TEACHERS ENGAGE IN ONLINE LEARNING MODERATE

-- MODULES.

AND 95% SAID THEY HAVE BEGUN WORK ON THE ESSENTIALS EITHER INDIVIDUALLY OR AT SCHOOL, AND 97% BELIEVE THEY ARE CRITICAL FOR CLOSING ACHIEVEMENT GAPS. WE FEEL LIKE WE HAVE SOMETHING

RIGHT.

AND ALL SCHOOLS AT THIS POINT  
HAVE CHOSEN AN ESSENTIAL TO  
FOCUS ON FOR SCHOOL YEAR 18-19.  
AGAIN, WE ARE FOCUSED ON THIS  
INTERVENTION PROJECT FOR K-8  
PARTNERS AND WITHIN INVESTORS  
MAKING IT A REALITY AND AN  
OPTION FOR PRINCIPALS AND  
TEACHERS TO ENGAGE IN THE NEXT  
YEAR.

AND PRIORITIES, WE WANT TO MAKE  
SURE TEACHERS AND SCHOOL LEADERS  
HAVE THE RIGHT SUPPORTS FOR  
PROFESSIONAL DEVELOPMENT,  
COACHING AND FEEDBACK ON  
ESSENTIALS AND ASSOCIATED  
PRACTICES.

WE WANT TO MAKE SURE WE ARE  
PROVIDING ACCESS TO ESSENTIALS  
ALIGNED IN INSTRUCTIONAL  
MATERIALS, TO HIGH-PRIORITY  
SUBJECTS AND GRADES AT  
HIGH-PRIORITY SCHOOLS AS WELL.  
PARTICULARLY LOOKING AT EARLY  
CHILDHOOD LITERACY, EARLY SCHOOL  
ELA, INTERVENTIONS, K-10 MATH  
AND K-8 SCIENCE AS THE FOCUS  
AREAS THIS UPCOMING YEAR.

A QUICK SUMMARY OF THE BUDGET.  
YOU SEE HERE THERE IS RELATIVELY  
STABLE IN TERMS OF THE NUMBERS  
OF FTES.

WHAT YOU SEE HERE AS A DECREASE  
BETWEEN FY18 AND 19 FROM THE  
EARLY CHILDHOOD BUDGET IS  
ACTUALLY FOLDED INTO THE  
INSTRUCTIONAL RESEARCH BUDGET  
WHERE WE ARE MAKING A HEAVY  
INVESTMENT IN THE EARLY  
CHILDHOOD WORK.

IT IS JUST COMING OUT OF THE  
INSTRUCTIONAL RESEARCH  
DEVELOPMENT RC, AS ARE A NUMBER  
OF DIFFERENT INVESTMENTS I WILL  
GO INTO IN A MOMENT.

SO THESE ARE THE PLACE WHERE IS  
WE'RE SPENDING OUR MONEY AND  
TIME.

I HIGHLIGHTED BIG BUCKETS OF  
SPENDING AND ALSO ALLOCATIONS OF  
FTES.

WE ARE SPENDING A LOT OF PEOPLE  
TIME IN PROFESSIONAL

DEVELOPMENT, COACHING, FEEDBACK FOR HIGH-PRIORITY SCHOOLS. AND IN TERMS OF LARGE TO BIG-TICKET INSTRUCTIONAL ITEMS, WE ARE LOOKING AT THESE INVESTMENTS HERE, PARTICULARLY HIGH SCHOOL MATH, EXPANDED SUCCESSFUL PILOT WE HAD WITH 9TH GRADE MATHEMATICS INTO 10TH GRADE, AND EXPANDING THE NUMBER OF SCHOOLS TO 13.

BUT SPENDING ABOUT \$400 K ON K-8 SCIENCE AND OFFERING NEW CURRICULUM TO SCHOOLS AND HELPING THEM. I MRRAMENT IT. AND ON FIRST AND SECOND GRADE MATERIALS AND WRAPPING UP THE K-8 INVESTMENT FROM YEARS AGO. AND MONEY TO SUPPORT ELA INTERVENTIONS, AND ADOLESCENT LITERACY, WE NEED TO DO MORE TO SUPPORT THAT WITH THE HIGH-PRIORITY CLUSTER OF SIX SCHOOLS AND WE WILL BE BUILDING ON SOME WORK WE WILL BE DOING ON THE WEBSITE TO MAKE SURE IT IS A TWO-WAY STREET, WHERE PRINCIPALS AND TEACHERS UPLOAD MATERIALS THEY THINK ARE ALIGNED TO THE ESSENTIALS, SO WE CAN PLAY A CURATION FUNCTION IN REGARDS TO THOSE.

NOW I WILL TURN IT OVER TO DR. SAX WHO CAN HELP US WALK THROUGH THE EARLY CHILDHOOD WORK CLOSING OPPORTUNITY AND ACHIEVEMENT GAPS.

>> GOOD MORNING EVERYBODY. ALL RIGHT, THE MAGIC QUESTION IS ACTUALLY THE NEXT SLIDE, HOW MUCH ARE WE -- WHICH IS THE K-1 EXPANSION.

IT SEEMS TO BE WHAT EVERYBODY WANTS TO KNOW ABOUT, WHICH IS HOW MUCH ARE WE EXPANDING K-1. THE ANSWER IS WE ARE NOT REALLY EXPANDING K-1 AS FAR AS EXPANSION, BUT MAKING MORE SEATS AVAILABLE BY SHIFTING AROUND RESOURCES AND TAKING SOME INCLUSION CLASSROOMS AND MAKING THEM JUST THEIR COMPOSITION. AND ALSO IN THE ENROLLMENT, THERE WERE CERTAIN SCHOOLS THAT



WE WEREN'T AT 100% ENROLLMENT,  
WE HAVE DONE A LOT OF WORK TO  
MAKE SURE WE ARE GETTING ALL OF  
OUR SPACES FILLED.

SO YOU CAN ACTUALLY SEE WE HAVE  
MORE SEATS AVAILABLE FOR  
STUDENTS, AND THAT'S OUR GROWTH.  
BUT THE BIG SORT OF NEW PUSH FOR  
K-1S WILL BE IN A MIXED-DELIVERY  
SYSTEM.

WE ARE WORK WHERING -- WORKING  
WITH THE MAYOR'S OFFICE, AND  
CUTTING SEATS IN THE K-1  
PROGRAMS AND DEVELOP A CONNECTOR  
SYSTEM WHERE THE COMMUNITY-BASED  
PROGRAMS WILL BE CONNECTED WITH  
A CERTAIN SCHOOL.

AND WE'RE PARTNERING THAT OUT  
AND THAT WILL HELP TRANSITIONS.  
THE IDEA IS WE HAVE K-1 PROGRAMS  
IN THE PUBLIC SCHOOLS AND  
COMMUNITY-BASED PROGRAMS TO  
OFFER AN 8-HOUR DAY.

WE WANT TO ASSURE IT IS THE SAME  
QUALITY, SO WE ARE DOING A LOT  
OF WORK WITH THE PRE-SCHOOL  
EXPANSION GRANT AND THE  
INFRASTRUCTURE WE ARE  
DEVELOPING.

THEN THE SECOND SLIDE REALLY IS  
SO EARLY CHILDHOOD IS SORT OF  
TRANSFORMED IN THE DISTRICT.  
NO LONGER FOCUS ONLY ON FREE  
SCHOOL, WE ARE VERY INTERESTED  
IN THE FADE-OUT EFFECT AND WE  
HAVE DONE A LOT OF WORK ON  
KINDERGARTEN, FIRST AND SECOND  
GRADE.

AND WHAT YOU CAN SEE IN THE  
SLIDE THAT'S IN FRONT OF YOU,  
BASICALLY SAYS K-1 MAKES A HUGE  
DIFFERENCE AND IT LASTS ALL THE  
WAY THROUGH THE MCAST AND THAT  
IS REALLY IMPORTANT AND WANT TO  
DO MORE OF IT.

AND MORE IN THE COMMUNITY-BASED  
PROGRAMS AND PUBLIC SCHOOLS WHAT  
WE ALSO FOUND THE QUALITY OF  
INSTRUCTION IN KINDER GUARDER,  
FIRST AND SECOND GRADE IS NOT AS  
STRONG AS PRE-K.

WE HAVE TAKEN THE SAME  
METHODOLOGY OF COACHING AND  
CURRICULUM AND PUSHED OUR WAY

INTO KINDERGARTEN, NOW FIRST AND SECOND.

MANY CLASSROOMS IN BPS WILL NOW BE USING AN ALIGNING CURRICULUM THAT STARTS AT PRE-K, AT K-1, AND MOVES TO SECOND GRADE.

WE ARE PILOTING THAT.

THIS IS THE SECOND YEAR OF SECOND GRADE.

WE HAVE INSTRUCTIONAL PRACTICES. IF HAVE YOU QUESTIONS ABOUT THAT WORK OR K-1 EXPANSION, I AM HERE TO ANSWER THOSE.

AND BASICALLY WE HAVE A STRATEGIC PLAN THAT LOOKS AT WHAT I SPOKE ABOUT.

WORKING A LOT WITH THE DEPARTMENT OF SPECIAL EDUCATION TO THINK MORE ABOUT INTERVENTIONS, PLACEMENT, THE CURRICULUM AND HOW IT TRANSLATES INTO CLASSROOMS THAT ARE SUBSTANTIALLY SEPARATE AND INCLUSION CLASSROOMS.

AND THE MOST INTERESTING THING, WE'RE ACTUALLY EVALUATING THIS. WE HAVE A \$16 MILLION STUDY WITH MVRC AND HARVARD AND THE UNIVERSITY OF MICHIGAN TO REALLY LOOK AT IF YOU HAVE AN ALIGNED CURRICULUM, WHAT IS THE IMPACT ON CHILDREN THIS IS A FIVE-YEAR LONGITUDINAL STUDY THE DISTRICT IS CO-PRINCIPLE RESEARCH INVESTIGATOR WITH PRIVATE INSTITUTIONS.

AND WE WILL HAVE A LOT OF DATA ON THE PRE-SCHOOL TO SECOND GRADE WORK.

>> AND PLAY A QUICK GAME OF MUSICAL CHAIRS AND INVITE THE HEAD OF THE SOCIAL LEARNING AND WELLNESS DEPARTMENT AND HE AND HIS TEAM ARE UP NEXT.

>> THANK YOU.

WHILE WE ARE DOING THAT TRANSITION, I'D LIKE TO ACKNOWLEDGE THAT WE JOINED SHORTLY BY COUNCILOR ZAKIM, ED FLYNN, KIM JANEY AND AYANNA PRESSLEY.

>> GOOD MORNING.

>> GOOD MORNING.

>> WE THANK YOU FOR THIS

OPPORTUNITY TO PRESENT BEFORE  
THE CITY COUNCIL THIS MORNING.  
I AM THE SUPERINTENDENT FOR  
SOCIAL AND EMOTIONAL LEARNING  
AND WELLNESS FOR BOSTON PUBLIC  
SCHOOLS.

PRESENTING WITH ME THIS MORNING  
I HAVE THE SENIOR DIRECTOR FOR  
ATHLETICS, AND MR. BRIAN MARKS,  
DIRECTOR FOR OPPORTUNITY YOUTH,  
WHICH INCLUDES HOMELESSNESS.

I ALSO HAVE WITH ME MY TWO  
EXECUTIVE DIRECTORS, JOE CARTER,  
EXECUTIVE DIRECTOR FOR SOCIAL  
AND EMOTIONAL LEARNING AND  
WELLES, AND THE EXECUTIVE  
DIRECTOR FOR INSTRUCTION AND  
SUPPORT.

AS OUTLINED IN THE  
SUPERINTENDENT'S STRATEGIC  
IMPLEMENTATION PLAN, FOCUS AREA  
I ADDRESSES THE IMPORTANCE  
SOCIAL AND EMOTIONAL LEARNING  
AND WELL BEING IN BOSTON PUBLIC  
SCHOOLS TO CLOSE THE OPPORTUNITY  
AND ACHIEVEMENT GAPS.

WE KNOW HEALTH INEQUITIES  
INTERFERE WITH LEARNING AND  
DISPROPORTIONATELY AFFECT  
LOW-INCOME YOUTH OF COLOR.  
TO CLOSE THE OPPORTUNITY AND  
ACHIEVEMENT GAPS WE MUST HAVE  
SAFE, WELCOMING SCHOOL  
ENVIRONMENTS FOSTERING THE  
CHILD'S COGNITIVE, SOCIAL,  
EMOTIONAL DEVELOPMENT.

ON THIS SLIDE WE HIGHLIGHT  
PRIORITIES FOR MY OFFICE, WHICH  
ARE ACCESS TO A CONTINUUM OF  
HIGH-QUALITY SERVICES.  
IMPROVING SOCIAL, EMOTIONAL  
LEARNING.

FOSTERING SAFE ENVIRONMENT.  
HEALTH AND PHYSICAL LITERACY AND  
ALIGNMENT AND COORDINATION  
ACROSS THE OFFICE.

THIS SLIDE OUTLINES THE NUMBER  
OF FULLTIME EQUIVALENT STAFF IN  
BOSTON PUBLIC SCHOOLS THAT  
SUPPORT SOCIAL, EMOTIONAL  
LEARNING AND WELLNESS.

THE NUMBERS ALSO REPRESENT THE  
ADDITIONAL INVESTMENT PROPOSED  
BY MAYOR WALSH IN I AREA OF

BEHAVIORAL HEALTH, HEALTH SERVICES, SUPPORT FOR SOCIAL WORKERS.

WE ARE GRATEFUL FOR ADDITIONAL INVESTMENTS AND KNOW MANY OF THE CITY COUNCIL MEMBERS HAVE BEEN STRONG ADVOCATE FORCE OUR WORK AND WE APPRECIATE THAT.

THE NUMBERS ADDITIONALLY HIGHLIGHT RECENT INVESTMENT IN RESTORATIVE JUSTICE PRACTICES AS A RESULT OF THE MOST RECENT COLLECTIVE BARGAINING AGREEMENT WITH THE BOSTON TEACHERS UNION. RESOURCES OBTAINED AS A RESULT OF GRANTS SECURED BY OUR SUCCEED BOSTON DEPARTMENT TO DO RESTORATIVE PRACTICES, AND THE CITY'S INVESTMENT IN BECOMING A MAN.

WE ALSO INCLUDED INVESTINGS IN SOCIAL-EMOTIONAL LEARNING CURRICULUM, PARTICULARLY TO SUPPORT THE COLLABORATION WITH OFFICE OF ACADEMICS AND SPECIAL EDUCATION TO PROVIDE EXPLICIT INSTRUCTION TO STUDENTS IN GRADES K-2.

AND MOVING FORWARD, THE OFFICE OF SOCIAL/EMOTIONAL LEARNING AND WELLNESS WILL BE COLLABORATING WITHIN -- WITH INTERNAL AND EXTERNAL STAKEHOLDERS FOR THE CAPACITY OF SOCIAL/EMOTIONAL LEARNING AND WELLNESS SUPPORT IN OUR SCHOOLS.

WE WILL BE EXAMINING THE CURRENT SUPPORT SERVICES DELIVERY MODELS AND MAKING ANY ENHANCEMENTS AS NEEDED.

THIS BUDGET REPRESENTS OUR INVESTMENTS BY DEPARTMENT. AND TODAY I HAVE MEMBERS OF MY TEAM HERE WITH ME FROM THE HEALTH AND WELLNESS.

WE HAVE CARTER, MS. GREEN, AND REPRESENTING HEALTH EDUCATION TODAY.

AND FROM INSTRUCTION AND SUPPORTS, WE HAVE ANDREA. AND MS. KATHERINE CHOO DIRECTOR OF GUIDANCE, AND THE SENIOR DIRECTOR OF SUCCEED BOSTON. AND KARLA, THE DIRECTOR OF

INSTRUCTION AND SAFE AND WELCOMING SCHOOLS.

THE DIRECTOR OF ATHLETIC, BRIAN MARKS, DIRECTOR OF OPPORTUNITY OF YOUTH INCLUDING ATTENDANCE, HOMELESS EDUCATION, HOME AND HOSPITAL.

AND NOT WITH US TODAY IS IT THE NEWEST MEMBER OF OUR TEAM, MARGARET, WHO IS THE SENIOR DIRECTOR OF HEALTH SERVICES. JUST WANTED TO SAY THAT IN TERMS OF OUR BUDGET FOR FISCAL YEAR 19, WE SEE SOME SMALL CHANGES, SHIFTING OF RESOURCES.

WE SHIFTED FUNDS BETWEEN DEPARTMENTS.

WE ALSO SEE SOME INCREASES IN TERMS OF MAINTENANCE COSTS AND SOME GRANTS ENDED FOR US.

AND NOT ALL GRANTED FUNDING WAS LOADED FOR 2018 YET.

SO AT THIS POINT YOU'VE HEARD A LITTLE BIT ABOUT OUR OFFICE, ITS MISSION, ITS PRIORITIES AND THE INDIVIDUALS THROUGHOUT BPS THAT SUPPORT OUR SCHOOLS, OUR STUDENTS AND THEIR FAMILIES.

I KNOW THAT CITY COUNCIL ALSO REQUESTED MY DEPARTMENTS PRESENT TO YOU THIS MORNING.

FIRST I WILL TURN IT OVER.

>> THANK YOU FOR THE INTRODUCTION AND THE TIME THIS NORTHERN.

I REPRESENT THE ATHLETICS AND A SLIDE SHOWING HIGHLIGHT THIS IS YEAR, ACHIEVEMENTS AND THE OPPORTUNITIES TO RECOGNIZE STUDENTS DOING EXTRAORDINARY THINGS.

PRIORITIES, MY PLAN GOING TO THE YEAR TO DEVELOP A STRATEGIC PLAN TO HIGHLIGHT BIG-BUCKET AREAS WE WOULD LIKE TO FOCUS ON THE NEXT 3-5 YEARS.

HIGHLIGHTS OF THE PLAN AND FOCUS AREAS INCLUDE ACCESS TO QUALITY ATHLETIC PROGRAMMING, IMPROVED INDIVIDUAL AND TEAM EFFORT OF PERFORMANCE AND EXPERIENCE, ATHLETIC DEPARTMENT SUPPORTS BPS'S ACADEMIC PROGRAM AND MISSION TO ATTRACT, RETRAIN,

DEVELOP HIGHLY-SKILLED SUPPORT STAFF AND COACHES.

FOCUS ON HIGH-QUALITY FACILITIES, AND THEN SUPPORT AN ENGAGEMENT WITH DISTRICT AND COMMUNITY PARTNERS.

THOSE AREAS ARE LAID OUT IN THE DOCUMENT.

WE ALSO WOULD LIKE TO FOCUS ON CONTINUING OUR WORK WITH SOCIAL AND EMOTIONAL LEARNING IN ATHLETICS.

WE ESTABLISHED A REMODELING ATHLETICS COMMITTEE AND OUR POINTS RIGHT NOW ARE WORKING ON A PILOT AT THE PARK WHERE THEY ARE DOING WORK ACROSS THE SCHOOL, BUT ALSO MAKING A FOCUS ATHLETICALLY TO PILOT SOME OF OUR THINKING AND THOUGHTS APPLYING TO A LOCAL GRANT, A SOCIAL/EMOTIONAL LEARNING INNOVATION FUND.

AND OUR END-GOAL IS TO DEVELOP A PROGRAM OR CURRICULUM WE CAN TAILOR TO SPECIFIC STUDENT ATHLETIC NEEDS AND THEIR PARTICIPATION AND LEARNING OF SKILLS.

THE THIRD PRIORITY GOING INTO THE YEAR WAS TO IMPROVE ENGAGEMENT AND COLLABORATION AND PARTNER MANAGEMENT.

AND THAT JUST INCLUDES IDENTIFYING WAYS TO CONTINUE GREAT WORK AND TO WORK AT A HIGHER LEVEL STRATEGICALLY AND COLLABORATIVELY TO MEET THE NEEDS OF BPS STUDENTS AND FULFILL MISSION OF THE PARTNERS. THE LAST GOAL GOING INTO THE CAN YEAR IS STRATEGICALLY IDENTIFY PARTNERS AND PROGRAMS TO DEVELOP GREATER ACCESS TO MOST SCHOOL ATHLETIC OPPORTUNITIES.

THIS IS AN INITIATIVE WE ARE WORKING ON WITH THE OFFICE OF EXTERNAL AFFAIRS, AND ARE COLLECTIVELY WORKING TO IDENTIFY PARTNERS TO EXPAND OFFERINGS TO MIDDLE SCHOOL ATHLETICS.

SOME OF THE HIGHLIGHTS I WANT TO POINT OUT AND RAISE, I THINK BECAUSE OF THE FACT THAT SOME OF

OUR TEAMS HAD GREAT SUCCESS AT THE STATE LEVEL AND HIGH LEVELS OF COMPETITION.

THESE HIGHLIGHTS ARE MEANINGFUL BECAUSE THEY PROVIDE A GREAT DEAL OF PRIDE AND HIGHLIGHT STUDENTS, COACH AND SCHOOL ACCOMPLISHMENT.

AND ALSO, I THINK, AFFECT THE OVERALL ENERGY THAT THE SCHOOL COMMUNITY AND BOSTON PUBLIC SCHOOLS IN GENERAL AND THE CITY OF BOSTON.

SO AS YOU CAN SEE FROM THE SLIDE THERE, LAST SPRING BOSTON ACADEMY SOFTBALL A SECTIONAL FINALIST IN THE DIVISION III NORTH.

AND BOSTON INTERNATIONAL A STATE FINALIST, MEANING ONE WIN AWAY FROM A STATE TITLE IN THE FALL. WE HAD TWO TEAMS THAT WON SECTIONAL TITLES IN BASKETBALL, FINLAY GIRLS AND BURKE BOYS, AND CLAIMED THE DIVISION II TITLE IN BASKETBALL WITH THE BOSTON ACADEMY BEARS.

GREAT SHOWING ACROSS THE BOARD FOR OUR ATHLETES, COACHES, OUR SCHOOLS.

AND THEN THE LAST PIECE, I THINK, WHICH WE CONTINUE TO DO IS TO FIND WAYS TO RECOGNIZE STUDENTS FOR THINGS THEY ARE DOING OFF THEIR AREAS OF ARENAS OF COMPETITION.

THE THIRD YEAR IN A ROW WE HAD A MEMBER ON THE MIA STUDENT-ATHLETE ADVISORY COMMITTEE, THE STATEWIDE ASSEMBLY OF KIDS FROM ACROSS THE STATE THAT PROVIDE A VOICE TO THE MIA AND THEIR SCHOOLS.

AND SO A YOUNG LADY FROM EAST BOSTON, SHAMYA SAMPSON A SENIOR AT EAST BOSTON SERVED THIS YEAR, AND THE SWIM TEAM WAS THE SPORTSMANSHIP AWARD WINNER FROM ALL THE SWIM TEAMS ACROSS THE STATE THIS WINTER.

ANOTHER GOOD SHOWING FOR OUR TEAMS.

WITH THAT, I WILL TURN IT OVER, THANK YOU VERY MUCH.

>> THANK YOU.

>> THANK YOU FOR THE OPPORTUNITY TO SHARE THE WORK WE ARE DOING AROUND HOMELESSNESS.

I AM BRIAN MARKS THE DIRECTOR OF THE BOSTON PUBLIC SCHOOLS PUBLIC SCHOOLS INCLUDING A HOMELESS EDUCATION PROGRAM.

AND I WOULD LIKE TO START OFF SHARING THE VISION FOR OUR HOMELESS PROGRAM.

WE, THROUGH AN ASSESSMENT OF SYSTEMIC INFRASTRUCTURE, NEEDS ACROSS THE DISTRICT WE DEVELOPED A STRATEGIC PLAN.

THE FOCUS IS A HUB-AND-SPOKE MODEL ALIGNING RESOURCES, BEST PRACTICES AND POLICY AT THE MACRO LEVEL WITH ENHANCED PARTNERSHIPS AT THE SCHOOL LEVEL TO DEVELOP LOCAL ECOSYSTEMS.

THE OBJECTIVES ARE TO DRIVE ENHANCED ACCESS, COMMUNICATION, COLLABORATION, AWARENESS AND AGILITY AND STUDENT OUTCOMES.

SOME HIGHLIGHTS WE REALIZED THIS CURRENT SCHOOL YEAR AND THROUGH THE PROCESS OF IMPLEMENTING OUR STRATEGIC PLAN HAVE BEEN THE ESTABLISHMENT OF A NETWORK OF SCHOOL-BASED HOMELESS LIAISONS IN EVERY SCHOOL ACROSS THE DISTRICT.

WE COUPLED THIS LIAISON NETWORK WITH TECHNOLOGIES, IN PARTICULARLY THE ASHSTON STUDENT INFORMATION SCHOOL AND TECHNOLOGY AVAILABLE VIA GOOGLE. PROVIDING EVERY STUDENT LIAISON OR PRINCIPAL OR HEADMASTER A LIST AVAILABLE ELECTRONICALLY. A LIVE, LIVING DOCUMENT OF THE STUDENTS IDENTIFIED AS EXPERIENCING HOMELESSNESS AND THIS HAS ENABLED US TO INCREASE THE NUMBER OF STUDENTS WE IDENTIFIED THAT ARE EXPERIENCING HOMELESSNESS FROM 2500 IN THE PRIOR SCHOOL YEAR WHEN THE FUNDING INITIATIVE WAS ANNOUNCED IN THE CITY FOR SCHOOLS AND FAMILIES LIST EXPERIENCING IT TO NEARLY 3600 TODAY.

THAT IS CRITICAL IN TERMS OF OUR



ABILITY TO PROVIDE SERVICES, TO KNOW WHO THE STUDENTS AND WHAT THEIR NEEDS ARE.

THIS IS ALSO TRANSLATED TO AN INCREASE IN FUNDING FROM \$1.2 MILLION FROM THE CITY TO SUPPORT HOMELESSNESS TO THE SCHOOLS IN THE CURRENT SCHOOL YEAR TO \$1.5 MILLION IN THE UPCOMING SCHOOL YEAR 18-19.

WE ALSO HAVE AN ONLINE REFRESHAL FORM VIA THE STUDENT INFORMATION SYSTEM ENABLING STUDENTS OR FAMILY MEMBERS TO REQUEST A REFRESHAL BE SUBMITTED THROUGH ANY TRUSTING BPS STAFF PERSON ACROSS THE DISTRICT.

AND WE RECEIVED 189 ONLINE REFERRALS THROUGH THAT MECHANISM YEAR-TO-DATE.

SO THAT ALLOWS US TO KNOW THAT IT IS BEING ADOPTED WELL AND IT'S CONTINUING TO PROLIFERATE ACROSS THE DISTRICT.

WE HAD A MAJOR FOCUS ON CONTINUOUS IMPROVEMENT AND TRANSPORTATION SERVICE.

IN PARTICULAR, OUR SPEED AND RESPONSIVENESS YEAR-TO-DATE IN CURRENT SCHOOL YEAR, AVERAGE TURN-AROUND TIME FROM WHEN A TRANSPORTATION REQUEST IS RECEIVED TO WHEN A RIDE IS ASSIGNED FOR STUDENTS EXPERIENCING HOMELESSNESS, IT IS LESS THAN 72 HOURS, WHICH INCLUDES WEEKENDS, HOLIDAYS AND EDUCATION DAYS AND THIS IS ESSENTIAL FOR STUDENTS AND THE ABILITY FOR THEM EXPERIENCING HOMELESSNESS TO CLOSE ACHIEVEMENT GAPS RELATED TO ACADEMIC PERFORMANCE AND SCHOOL ATTENDANCE.

ALSO A MAJOR FOCUS ON QUALITY ASSURANCE INCLUDING TRANSPORTATION VENDOR TRAINING WE ARE HOSTING IN JULY ON AN ANNUAL BASIS, ONLINE TRANSPORTATION COMPLAINT FORM THAT SCHOOL STAFF, PRINCIPALS, SCHOOL LEADERS AND SO FORTH CAN USE TO IMMEDIATELY REPORT ANY DIFFICULTIES WITH TRANSPORTATION

FOR STUDENTS EXPERIENCING HOMELESSNESS, WHICH WE RESPOND TO IMMEDIATELY, USUALLY THAT SAME DAY.

WE ALSO HAVE A CORRECTIVE ACTION -- PROGRESSIVE CORRECTIVE ACTION PLAN WE USE WITH TRANSPORTATION VENDORS TO ADDRESS ANY ISSUES.

IN TERMS OF ACHIEVING OUR VISION, WE ARE SUPPORTING SCHOOLS THROUGH INTENSIVE TRAINING, CONSULTIVE SUPPORT AND RESOURCES.

WE HAVE AN ONLINE HOMELESSNESS TOOL KIT THAT'S AVAILABLE TO EVERY SCHOOL ACROSS THE DISTRICT.

IT IS AGAIN, A LIVING DOCUMENT THAT HAS A MULTITUDE OF TOOLS, RESOURCES, GUIDE BOOKS THAT AS THOUGH STAFF IN OUR SCHOOLS HOW TO NAVIGATE THE AVAILABLE SERVICES AND RESOURCES WE HAVE IN THE CITY OF BOSTON AND WITHIN BOSTON PUBLIC SCHOOL.

WE CONTINUE TO UPDATE THAT NEW TOOLS AND RESOURCES BECOME AVAILABLE AND WE ARE ALSO CONNECTING A FORWARDABLE HOUSING RESOURCES, OPPORTUNITIES AND TRAINING AND WE'RE EXPANDING THE SCOPE OF OUR PARTNERSHIPS.

WE ARE CURRENTLY CONDUCTING AN EXPANSION AND REFINEMENT OF THE HOMELESSNESS COORDINATION COUNCIL.

AND EXPANDING PROGRAMMING, SPECIFICALLY MAKING IT AVAILABLE FOR HIGH SCHOOL STUDENTS.

AND ARE ENGAGED AND ACTIVELY PARTICIPATING IN A VARIETY OF CITYWIDE AND INTERAGENCY INITIATIVES AROUND HOMELESSNESS.

AN EXCITING INITIATIVE WE HAVE COMING FOR THE 18-19 SCHOOL YEAR IS A COLLABORATION WITH THE OFFICE OF ENGAGEMENT, SCHOOL COMMUNITY PARTNERSHIPS TEAM WEAVE -- WE ARE DEVELOPING AN OPPORTUNITY PORTFOLIO, WHERE WE CATEGORIZE AND HAVE PRE-VETTED WHERE THEY CAN HAVE FUNDING FOR STUDENTS IN THE SCHOOL.

PROVIDING ONGOING TECHNICAL ASSISTANCE FOR THE SCHOOLS, IN PARTICULAR PROCUREMENT TECHNICAL ASSISTANCE.

I WOULD LIKE TO AGAIN THANK YOU FOR OPPORTUNITY TO SPEAK HERE TODAY.

WE'RE VERY EXCITED ABOUT THE WORK WE HAVE DONE AROUND HOMELESSNESS AND WORKING FROM A CONTINUOUS IMPROVEMENT MODEL WHERE WE CONTINUE TO IDENTIFY AND IMPLEMENT THE PROGRAMS AND SERVICES THAT WE NEED TO SUPPORT STUDENTS WHO ARE EXPERIENCING HOMELESSNESS ACROSS THE DISTRICT.

I WOULD LIKE TO NOW TURN IT OVER.

>> THIS YEAR WE REFLECT ON DATA COLLECTIVELY, WHICH KEY INDICATORS CAN GIVE US AN INDICATION OF HOW WELL WE ARE DOING OUR WORK AND WHERE THERE ARE AREAS FOR IMPROVEMENT. WE PROVIDED YOU WITH SOME DATA FROM THE BEHAVIOR SURVEY THAT IS ADMINISTERED EVERY TWO YEARS IN ODD-NUMBER YEARS TO HIGH SCHOOL STUDENTS.

AS YOU SEE FROM THE CHART THE ATTEMPT TO IMPROVE THE WELLNESS OF OUR STUDENTS RESULTED IN SIGNIFICANT IMPROVEMENT IN STUDENT HEALTH OVER 10 YEARS. WE DO, HOWEVER, RECOGNIZE A NEED TO STRENGTHEN OUR TIER 1 INSTRUCTIONAL AND SUPPORT SERVICES, WHILE STRATEGICALLY TARGETING TIER 2 AND TIER 3 SUPPORT AND PROGRAMMING IN ORDER TO TACKLE SOME OF THE NEGATIVE TRENDS.

FOR EXAMPLE, OUR EFFORTS TO IMPROVE SEXUAL HEALTH EDUCATION HAVE HAD AN IMPACT ON PREGNANCY PREVENTION AND DELAYED SEXUAL INITIATION.

BUT SEEING A NEGATIVE TREND WITH STD BEHAVIORS, USING CONDOMS AND GETTING TESTED.

SEEING PHYSICAL VIOLENCE, SMOKING AND ALCOHOL USE DECREASING, MARIJUANA USE IS

INCREASING.

ADDITIONALLY, MORE HIGH SCHOOL STUDENTS REPORT FEELING DEPRESSED AND NOT GETTING ENOUGH SLEEP AND FINALLY MORE HIGH SCHOOL STUDENTS ARE AVOIDING SODA AND GETTING WEEKLY EDUCATION, LEAVING 60% OF HIGH SCHOOL STUDENTS WITHOUT WEEKLY PHYSICAL EDUCATION.

AND WE SEE AN INCREASE IN HIGH SCHOOLERS SPENDING TIME ON THEIR COMPUTERS FOR RECREATION.

WE ALSO LOOKED AT SOME SUSPENSION AND CHRONIC ABSENTEE DATA.

WHEN WE TALK ABOUT THIS DATA, ULTIMATELY OUR GOAL WITH LOOKING AT THIS DATA IS TO ENSURE OUR STUDENTS ARE AT SCHOOL AND THEY ARE ENGAGED AND READY TO LEARN.

AND THAT'S WHY IT IS SO IMPORTANT THE WORK OF THE TEAMS, THE DIFFERENT DEPARTMENTS WITHIN THE ASSAY, TO COME TOGETHER.

THIS IS NOT JUST ONE DEPARTMENT FOCUS, BUT EVERYBODY'S RESPONSIBILITY THROUGHOUT THE DISTRICT TO ADDRESS CHRONIC ABSENTEEISM.

SO WHEN YOU LOOK AT THESE TABLES HERE WE SEE OUR SUSPENSION RATES ARE TRENDING DOWNWARD ACROSS ALL STUDENTS AND ACROSS ALL SUBGROUPS.

SPECIFICALLY, WE'VE THE HIGH DECREASE SUBPOENA SUSPENSIONS FOR BLACK STUDENTS SINCE SCHOOL YEAR 13-14.

SOME AREAS FOR IMPROVEMENT INCLUDE ATTENDANCE FOR OUR STUDENTS.

WHAT WE NOTICED WITH OUR AVERAGE DAILY ATTENDANCE RATE, IT HAS BEEN HOVERING ABOUT 92% SINCE 2011.

YET WE SEE OUR CHRONIC ABSENTEEISM RATE CONTINUES TO INCREASE.

NOW, THESE TRENDS WE ARE SEEING IN TERMS OF AVERAGE DAILY ATTENDANCE AND CHRONIC ABSENTEEISM, THEY'RE NOT UNIQUE TO BOSTON ALONE.

IF YOU COMPARE THE TRENDS TO TRENDS ACROSS THE STATE, THEY ARE PARALLEL IN THAT THE TRENDS ARE OCCURRING STATEWIDE. HOWEVER THIS IS AN AREA OF CONCERN FOR US, AND WE AS A TEAM HAVE BEEN WORKING WITH OTHER DEPARTMENTS ACROSS THE DISTRICT AND EXTERNAL STAKEHOLDERS TO ADDRESS THE CONCERNS AROUND CHRONIC ABSENTEEISM. SO NEXT STEP FOR THE OFFICE OF SOCIAL/EMOTIONAL LEARNING AND WELLNESS FOR 18-19, WE WILL CONTINUE TO ENSURE WE LOOK AT OUR WELLNESS POLICY AND HOW IT'S EVALUATING AND MAKE SURE WE HAVE A ROBUST SYSTEM FOR DOING SO. WE WANT TO CONTINUE LOOKING AT OUR SYSTEM OF SUPPORT. AS I MENTIONED EARLIER, FOR ME, A HIGH PRIORITY GOING INTO NEXT YEAR IS LOOKING AT OUR SUPPORT SERVICE DELIVERY MODEL. AND DETERMINING WHETHER WE NEED TO MAKE SOME CHANGES TO THOSE SUPPORT SYSTEMS. LOOKING AT ALIGNING THE PROFESSIONAL DEVELOPMENT OFFERINGS WITH WHAT I HIGHLIGHTED EARLIER. INCREASING AWARENESS OF HEALTH AND PHYSICAL LITERACY. AND INTEGRATION OF SOCIAL/EMOTIONAL LEARNING. EXPANDING RESTORATIVE PRACTICES AND MOST IMPORTANTLY ALIGNING AND IMPROVING OUR SERVICE DELIVERY MODEL. I THANK YOU AGAIN FOR THE OPPORTUNITY TO PRESENT BEFORE YOU THIS MORNING. >> THANK YOU. WE HAVE BEEN JOINED BY CITY COUNCILOR AT-LARGE MICHAEL FLAHERTY. GOING BACK TO THE BEGINNING OF YOUR PRESENTATION, THE 8TH GRADE MATH SCORES AND ACHIEVEMENT GAP PERSISTENT FROM 2003 THROUGH PRESENT, ARE WE SEEING ANY GAINS IN 4TH GRADE SCORES? CAN YOU PROVIDE US WITH THAT DATA?

NOTHING WE MADE SIGNIFICANT INVESTMENTS IN GETTING KIDS INTO SCHOOL EARLIER.

ARE WE SEEING GAINS FROM THOSE INVESTMENTS?

>> YEAH.

I'LL KICK IT OFF EXAMINE THEN I'LL LET ANOTHER SPEAK.

WE HAVE SEEN LONG-TERM GAINS AND CAN PULL UP DATA IN BOTH 4TH AND 8TH GRADE READING AND MATHEMATICS, AND THOSE GAINS ARE STATISTICALLY SIGNIFICANT AND THEY ARE -- THE MAGNITUDE OF THEM IS PRETTY STRONG.

IF YOU WOULD LIKE ME TO PULL UP SOME OF THAT, I CAN NOW.

BUT I WOULD JUST SAY BETWEEN 2015 AND 2017, THE CHANGES WE SAW IN BOSTON PUBLIC SCHOOLS WERE 4TH GRADE READING AND MATHEMATICS WERE NOT REALLY MEANINGFUL.

NOT SEEING A STATISTICALLY SIGNIFICANT IMPROVEMENT AND ALSO DID NOT SEE THE DECLINE, AND THAT IS VERY MUCH KEEPING IN TERMS WITH THE NATIONAL TREND. WHEN YOU READ THE DATA RELEASED NATIONALLY, BOSTON HAD THE SAME EXPERIENCE AS THE REST OF THE COUNTRY DID IN 4TH GRADE READING AND MATHEMATICS.

AND THE PLACE WE SAW IMPROVEMENT IS 8TH GRADE READING.

IN 2015 WE SAW A STATISTICALLY SIGNIFICANT IMPROVEMENT IN 8TH GRADE MATHEMATICS.

NOT ALL OF THIS IS IN FRONT OF YOU BUT I WOULD BE HAPPY TO RECOUNT IT VERBALLY.

TO SUMMARIZE WE CAUGHT UP WITH THE NATIONAL AVERAGE IN 8TH GRADE MATHEMATICS IN 2015.

AND IN 2017 WE HELD LEVEL WITH THE NATIONAL AVERAGE.

THIS IS UNHEARD OF IN URBAN DISTRICTS ACROSS THE COUNTRY. SO SEE US GAINING IN THE READING IN THE PAST TWO YEARS IS EXCITING.

SPECIFICALLY 4TH GRADE READING AND MATHEMATICS WE HAVE NOT SEEN IN THE PAST TWO YEARS ANY

STATISTICALLY SIGNIFICANT IMPROVEMENTS, BUT THE LONG-TERM IMPROVEMENTS HAVE DEFINITELY BEEN THERE.

>> CAN YOU PROVIDE US WITH A GRAPH SIMILAR TO THE 8TH GRADE JUST TO HAVE THAT COMPARISON?

>> YES.

WE CAN FOLLOW-UP.

WE HAVE A REPORT ONLINE NOW WHICH IS PUBLICLY AVAILABLE FOR ANYBODY WHO WANTS TO SEE IT THAT GOES THROUGH EACH AND EVERY ONE EVER THE DOMAINS AND IT BREAKS DOWN THE DATA FOR ALL STUDENTS IN COMPARISON TO THE NATIONAL AND LARGE-CITY SAMPLE AND ALL THE SUBGROUPS.

ALL THAT IS AVAILABLE AND WE WOULD BE HAPPY TO PROVIDE THAT.

>> AND I THINK WE SHOULD BE PROUD AS AN URBAN SCHOOL DISTRICT, AND I EMPHASIZE "URBAN SCHOOL DISTRICT" THAT WE ARE PERFORMING AS WELL AS WE ARE. ARE THERE OTHER MODELS ACROSS THE COUNTRY WHERE WE ARE SEEING SIGNIFICANT GAINS IN ACHIEVEMENT GAP

>> I WILL SPEAK BROADLY.

IN THE NATIONAL LEVEL, THE RESULTS THAT CAME OUT NATIONALLY IT REALLY HAS NOT CHANGED MUCH.

IT'S ACTUALLY WIDENING A BIT OVER THE PAST, YOU KNOW, FIVE OR SEVEN YEARS WE HAVE SEEN

IMPROVEMENTS FOR SUBGROUPS, AFRICAN-AMERICAN AND BLACK STUDENTS, HISPANIC, LATINO, ENGLISH LEARNERS WITH

DISABILITIES, AND YOU LOOK ACROSS THE COUNTRY THERE ARE ACCELERATIONS THE PAST 15 YEARS

OR SO, IT IS JUST THE REAL CLOSING OF THE é@|GAP,ñi I DON'T THINKnmVlWU[b[N÷ñÑi[naÑio-vxD SEENñrÑi HAPPENING IN A PROFOUND WAY.

DEFINITELY NOT NECESSARILY IN THE URBAN DISTRICTS AND ALSO NOT AT THE NATIONAL LEVEL.

THIS IS SOMETHING WE ARE ALL GRAPPLING WITH TOGETHER.

>> RIGHT.

I WOULD SAY THERE ARE A FEW

BRIGHT SPOTS WE CAN LOOK AT  
NATIONALLY IN TERMS OF WHO HAS  
BEEN ABLE TO IMPLEMENT SOMETHING  
THAT SEEMS TO HAVE SOME INROADS  
IN THE DATA.

THINK OF PLACES, OUR DISTRICTS  
LIKE CHICAGO, D.C., AND I WOULD  
SAY THAT THE OVERALL STORY IS  
PROBABLY A COUPLE OF PIECES.

ONE, AN INCREASE OR -- AND WE  
CAN ALSO LOOK INTERNATIONALLY.  
THOSE ARE ALSO IMPORTANT LESSONS  
THAT TACKLED THIS PROBLEM.

IN OTHER COUNTRIES THEY DO  
THINGS LIKEN GAUGE MORE WITH THE  
SOCIAL/EMOTIONAL LEARNING SIDE,  
THE SOCIAL/EMOTIONAL LEARNING.

PREPAREDNESS FOR SCHOOLS AND  
WRAP AROUND THE SCHOOLS IN  
INCREASE IN FUNDING THERE.

AND THE MODELS FROM WITHIN, LIKE  
THE DOMESTIC MODELS LIKE CHICAGO  
AND D.C., D.C. HAS PUT A LOT OF  
EMPHASIS ON TEACHER

COLLABORATION AND BUILDING TIME  
FOR THAT TO INTERNALIZE  
HIGH-QUALITY LESSON PLANNING.

TO PRACTICE INTERSTRENGTHS  
TECHNIQUES THAT SUPPORT THE  
LEARNING OF ALL STUDENTS.

I THINK THERE IS IMPORTANT  
LEARNING FOR US THERE.

CHICAGO HAS DONE A COUPLE OF  
THINGS.

LIKE ONE, THINK ABOUT VERY  
TARGETED PROGRAMMING FOR  
SUBGROUPS AND SUPPORT  
ACHIEVEMENT AND LEARNING.

BUT ALSO, LEANING HEAVILY ON  
PRINCIPLE ACCOUNTABILITY.

HOW DO WE SET THE LEADERS TO SET  
AMBITIOUS GOALS FROM A DATA  
PERSPECTIVE AND HOLD THEM  
ACCOUNTABLE FOR CHANGE IN GROWTH  
OVER TIME.

AND WHEN YOU LOOK AT CHICAGO'S  
PERFORMANCE, YOU ACTUALLY SEE  
THEM, THEY DO A VERY GOOD JOB OF  
RAISING THE ISSUE WITH THE  
STUDENTS THEY HAVE.

AND IT'S STARTING TO MAKE  
SERIOUS PROGRESS, OR THEY ARE  
STARTING TO MAKE SERIOUS  
PROGRESS.



>> WHEN YOU SAY "SERIOUS  
PROGRESS" CAN YOU ELABORATE A  
LITTLE BIT?  
>> YOU THINK OF THE MAGNITUDE OF  
THE CHANGE.  
HOWEVER, WHEN YOU LOOK AT THINGS  
LIKE THE VALUE-ADD OF A TEACHER  
OR A GIVEN SCHOOL WITHIN  
CHICAGO, IT IS ACTUALLY PRETTY  
SIGNIFICANT.  
I WOULD NEED TO LOOK MORE  
CLOSELY AT THE NUMBERS, BUT EVEN  
THOUGH THE OVERALL AGGREGATE  
PERFORMANCE OF DISTRICT LAGS  
BEHIND THE ILLINOIS STATE  
AVERAGE, THE VALUE IN HOW MUCH  
THEY SUPPORT STUDENTS' GROWTH IS  
VERY SIGNIFICANT.  
IT'S LARGER THAN THE MAGNITUDE  
OF THE SURROUNDING SUBURBAN  
DISTRICTS.  
>> IN LOOKING AT THE ATTENDANCE,  
CHRONIC ABSENTEEISM, IT'S LIKE A  
QUARTER OF STUDENTS, RIGHT?  
AND IT'S BEEN PRETTY CONSISTENT  
FOR THE PAST 15 YEARS.  
WHAT CAN WE DO?  
I MEAN YOU CAN'T TEACH IF  
THEY'RE NOT THERE.  
YOU CAN'T LEARN IF YOU'RE NOT  
THERE.  
SO WHAT CAN WE DO TO MAKE SURE  
THAT WE HAVE THE KIDS IN THOSE  
SEATS, TOO?  
AND WHAT INTERVENTIONS ARE WE  
DOING, ESPECIALLY EARLY ON, WHEN  
I THINK WE NEED TO EVEN MORE  
DRAMATICALLY?  
HOW DO WE --  
>> WE'RE NEVER GOING TO SEE  
THESE NUMBERS CHANGE IF WE DON'T  
HAVE THE KIDS IN THE CLASSROOM,  
AND I WOULD VENTURE TO SAY THE  
KIDS THAT AREN'T SHOWING YOU  
HAVE ISSUES AT HOME OBVIOUSLY,  
AND HOW ARE WE -- WHAT ARE WE  
DOING IN THOSE EARLY GRADES WHEN  
WE START SEEING CHRONIC  
ABSENTEEISM MAYBE STARTING TO  
DEVELOP A PATTERN.  
>> THIS IS ONE OF THE MAJOR  
CONSIDERATIONS IN OUR DESIGN OF  
THE ESSENTIALS.  
SO THE VERY FIRST ONE IS THAT

THE TEACHERS IN SCHOOL NEED TO BE CAPABLE OF CREATING SAFE, HEALTHY AND LEARNING ENVIRONMENT.

MAKING SURE EVERY KID FEELS AT HOME, SAFE, ENGAGED EVERY DAY SO THEY ARE CLAMORING TO COME TO SCHOOL.

MY SON IS A K-2 STUDENT IN BPS AND HE LOVES GOING TO SCHOOL EVERY DAY BECAUSE HE FEELS IT IS A SAFE AND WELCOMING ENVIRONMENT FOR HIM.

SO BUILDING A LOT OF CAPACITY AMONG OUR TEACHING FORCE, AND AMONG THE SCHOOL SUPPORT STAFF AROUND CREATE THOSE SORTS OF ENVIRONMENTS WHERE EVERY STUDENT FEELS VALIDATED, IT IS A CRITICAL PART OF OUR LEARNING STRATEGY.

WE HAD OVER 200, OR ABOUT 200 TEACHERS ENGAGE WITH TRAINING ON THAT AT THE TEACHER SUMMER

INSTITUTE, AND WE WANT TO BUILD ON THAT INCOMING YEARS.

AND WANT TO SPEAK TO MORE TARGETING PROGRAMMING WITH REGARDS TO THAT, TOO.

>> AND ANOTHER PIECE WE ARE WORKING ON AS A UNIT IS FOCUSING ON THE STUDENTS IN K-2 AND TEAMING UP ON CURRICULUM, AND THE SOCIAL/EMOTIONAL LEARNING USING SECOND STEP AND THAT'S PART OF THE INVESTMENT WE ARE DOING WITH THE SOCIAL/EMOTIONAL LEARNING CURRICULUM TO ESTABLISH THE SAFE, HEALTHY LEARNING ENVIRONMENTS THAT THEY ARE TALKING ABOUT.

AND I KNOW, ALSO, THAT BRIAN AND HIS TEAM OF ATTENDANCE OFFICERS HAVE BEEN WORKING VERY CLOSELY WITH OUR SCHOOLS AND LOOKING AT THE ATTENDANCE DATA.

ACTUALLY, WE ARE BEING MORE EXPLICIT WITH THE SCHOOLS, SHARING THE ATTENDANCE INFORMATION WITH THEM.

WE

WE JUST CREATED A CHRONIC ABSENTEEISM DASHBOARD THAT

PROVIDES SCHOOLS, A LOOK, A  
SNAPSHOT OF THEIR SCHOOLS ON A  
DAILY BASIS IN TERMS OF THEIR  
ATTENDANCE.

THAT WAY THEY CAN TARGET  
INTERVENTIONS MUCH MORE QUICKLY  
THROUGH THEIR STUDENTS.

AND ANOTHER PIECE THAT WE'RE  
WORKING ON IS DEVELOPING  
AWARENESS OF -- AMONG PARENTS  
ABOUT THE IMPORTANCE OF  
ATTENDING SCHOOL.

AND SO WE'RE GOING TO DO A  
BLITZ, AT OUR COUNTDOWN TO  
KINDERGARTEN THIS SUMMER.  
RIGHT BEFORE SCHOOL STARTS.

>> RIGHT.

I THINK WE ARE BLESSED TO HAVE  
GREAT SPEECHERS, EVERY SCHOOL I  
VISIT, IN MY DISTRICT IN  
PARTICULAR, THERE'S GREAT THINGS  
GOING ON IN THOSE SCHOOLS.

IT JUST DISHEARTENS ME TO SEE  
THIS, YOU KNOW, AGAIN I'VE BEEN  
HERE ONE OF THE LONGEST, AND SEE  
IT'S JUST A PERSISTENT  
STAGNATION, IN BRIDGING THE  
ACHIEVEMENT GAP, GETTING KIDS  
INTO SCHOOL, AND, YOU KNOW, I  
WAS ONE OF THOSE KIDS WHEN I WAS  
IN THE FIRST GRADE.

DIVORCED.

AGE 5.

TRAUMATIZED FROM SEEING VIOLENCE  
AT HOME.

AND, AN INTERVENTION BY THE  
FIRST GRADE TEACHER, WITH MY  
MOTHER, MADE ALL THE DIFFERENCE  
IN THE WORLD.

AND I BECAME A MUCH BETTER  
STUDENT AND ENJOYED GOING TO  
SCHOOL.

WE NEED TO INTERVENE EARLY, AND  
SIGNIFICANTLY IF WE'RE GOING TO  
EVER SEE THESE TWO IN  
PARTICULAR.

I DON'T THINK YOU HELP WITH THE  
ACHIEVEMENT GAP UNLESS YOU GET  
THE KIDS IN THE SCHOOL.

SO ANYWAY, COUNCILOR  
ESSAIBI-GEORGE?

>> THANK YOU, CHAIR.

AND I THINK MAYBE FOLLOWING THE  
FIRST ROUND WE DO HAVE VIDEO

TESTIMONY FROM THE BOSTON  
STUDENT ADVISORY COUNCIL.

>> SURE.

>> WE'LL DO THAT AFTERWARDS.  
THANK YOU ALL FOR BEING HERE.  
THANK YOU FOR THE DETAIL, AND  
THE PRESENTATION.

JUST FOLLOWING UP ON COUNCILOR  
CIOMMO'S QUESTIONS REGARDING  
ABSENTEEISM AND ATTENDANCE.

DO WE HAVE ANALYZE OR LOOK AT  
TARDIES?

STUDENT TARDIES?

>> YES, WE DO LOOK AT STUDENT  
TARDIES.

AND I THINK THAT THAT, YOU KNOW,  
IS PART OF THE EQUATION WHEN IT  
COMES TO THIS WHOLE INITIATIVE  
AROUND ATTENDANCE, AND IN  
CHRONIC ABSENTEEISM, WHICH  
REALLY IS CROP DISCIPLDISCIPLINARY.  
AS WE KNOW CHRONIC ABSENTEEISM  
WILL BE ONE OF THE FACTORS OR  
IT'S PLANNED TO BE FOR THE  
DEPARTMENT OF ELEMENTARY AND  
SECONDARY EDUCATION STARTING  
NEXT YEAR.

SO WE'VE BEEN FOCUSED ON  
AWARENESS, PUTTING SOME OF THE  
TOOLS AND PIECES IN PLACE IN  
TERMS OF MAKING SURE SCHOOLS  
HAVE THAT INFORMATION READILY  
AVAILABLE AS AMALIO MENTIONED WE  
HAVE THE CHRONIC ABSENTEEISM TAB  
WITHIN THE ATTENDANCE DASHBOARD.  
EACH SCHOOL HAS THEIR OWN  
DASHBOARD WHICH IS LINKED VIA  
THE ABSENT STUDENT INFORMATION  
SYSTEM AND SCHOOLS CAN LITERALLY  
CLICK AND PULL UP THE LIST OF  
STUDENTS WHO ARE CHRONICALLY  
ABSENT INCLUDING THE NUMBER OF  
DAYS THAT THEY'VE BEEN IN  
SCHOOL, THAT THEY'VE BEEN OUT OF  
SCHOOL, TARDIES AND SO FORTH.  
WE'RE ALSO LOOKING AT SOMEBODY  
SENSES AND TARDIES IN TERMS OF  
TRANSPORTATION CHALLENGES.  
AND THAT'S INCLUDED WITH THAT  
DASHBOARD.

SO WE'RE TRYING TO MAKE SURE, AS  
WE'RE ENCOURAGING SCHOOLS TO  
CREATE THE SAFE, HEALTHY AND  
WELCOMING ENVIRONMENT TO DRIVE

ENGAGEMENT WITH STUDENTS SO THAT  
STUDENTS WANT TO BE IN SCHOOL  
EVERY DAY.

THAT THEY'RE EAGER TO BE IN  
SCHOOL EVERY DAY.

THAT THEY ENJOY SCHOOL.

THAT THE SCHOOLS ALSO HAVE THE  
DATA TOOLS AND THE RESOURCES AND  
THE BEST PRACTICES TO HELP  
IMPLEMENT THAT.

>> I THINK ONE OF THE CONCERNS,  
ESPECIALLY WHEN YOU MEN  
TRANSPORTATION CHALLENGES WITH  
STUDENTS WHO ARE TARDY, I THINK  
WE NEED TO BE LOOKING AT CHRONIC  
ABSENTEEISM, AND ABSENTEEISM IN  
GENERAL.

BUT TARDINESS AND THE AMOUNT OF  
TIME LATE A CHILD MIGHT BE TO  
SCHOOL EVERY DAY CAN REALLY HAVE  
VERY NEGATIVE IMPACTS ON THEIR  
ABILITY TO FULLY ENGAGE WITH  
THEIR ACADEMIC AND SCHOOL  
EXPERIENCE.

AND I AM -- WHEN TALK ABOUT  
SUBGROUPS, WE KNOW THAT WE OFTEN  
LOOK AT THE RACIAL DEMOGRAPHICS.  
BUT I THINK IT'S ALSO  
INTERESTING TO LOOK AT TARDINESS  
AND ABSENTEEISM WITH STUDENTS  
WHO ARE TAKING SCHOOL  
TRANSPORTATION, VERSUS PUBLIC  
TRANSPORTATION, VERSUS, YOU  
KNOW, WALK TO SCHOOL, OR BEING  
DROPPED OFF AT SCHOOL, AND THEN  
I ALSO WANT TO UNDERSTAND THE  
CORRELATION BETWEEN, OR THE  
POTENTIAL CORRELATION BETWEEN  
ATTENDANCE, AND ENGAGEMENT WITH  
ATHLETIC PROGRAMMING, AND OTHER  
ENRICHMENTS.

BECAUSE I KNOW MY YEARS  
TEACHING, IF THERE WAS A  
PARTICULAR SPORT SEASON, OR  
THERE WERE OTHER IMPORTANT  
ACTIVITIES GOING ON IN THE  
SCHOOL, THAT STUDENTS WERE MUCH  
MORE ENGAGED, IN THAT ACADEMIC  
EXPERIENCE, BECAUSE OF THE  
ENRICHMENT ACTIVITY.  
AGAIN WHETHER IT WAS SPORTS OR A  
CLUB OR SOMETHING ELSE.  
SO I THINK THAT THAT DATA IS  
EQUALLY IMPORTANT, AND I THINK

WILL SUPPORT A CONTINUED, IF NOT INCREASED INVESTMENT IN THOSE ENRICHMENT ACTIVITIES.

AND THEN HOW IT RELATES TO THE SOCIAL, EMOTIONAL WELL-BEING OF THAT CHILD.

>> ABSOLUTELY.

AND, YOU KNOW, JUST TO REITERATE, IT'S A VERY NEW TOOL THAT WAS ACTUALLY ROLLED OUT WITHIN THE PAST TWO MONTHS.

BUT THAT ATTENDANCE DASHBOARD, WHICH ALSO HAS CENTRAL DISTRICT LEVEL REPORTING MECHANISMS, INCLUDES WHAT IS THE FIRST ITERATION OF TRANSPORTATION REPORTING IN TERMS OF STUDENTS, TARDY AND ABSENCES, BASED ON WHETHER THEY'RE RECEIVING BPS TRANSPORTATION OR NOT.

YOU KNOW, RECEIVING BPS TRANSPORTATION.

SO THAT'S SOMETHING THAT WE WANT TO CONTINUE TO ANALYZE.

THE ANECDOTAL EVIDENCE THAT WE'RE HEARING FROM HIGH SCHOOL STUDENTS, PARTICULARLY THROUGH THE SUPERVISOR OF ATTENDANCE IS INDICATING THAT STUDENTS HAVE VERY MUCH A DESIRE TO HAVE MORE CLUBS, AND OPPORTUNITIES, AGAIN, WHETHER IT'S A CLUB OR ATHLETIC PROGRAMMING.

>> RIGHT.

AND THEN, I'M ALSO INTERESTED IN COUNCILOR O'MALLEY MAY ASK ADDITIONALLY ABOUT LATER HIGH SCHOOL START TIME.

WE'RE TALKING ABOUT HIGH SCHOOL STARTING BEFORE 7:30 IN THE MORNING.

WHAT IMPACT THAT EARLIEST TIME HAS ON OUR KIDS HE ATTENDANCE AND ABSENTEEISM BUT THEN ALSO THEIR TARDINESS.

SO I -- EVERY VISIT I HAVE TO A HIGH SCHOOL OR ANY OPPORTUNITY I HAVE TO TALK TO A HIGH SCHOOL STUDENT I ASK THEM WHAT TIME DOES SCHOOL START.

HOW DO YOU FEEL ABOUT IT STARTING LATER?

AND THEY SAY OH, I WISH IT WOULD START LATER.

I WISH IT WOULD START LATER.  
AND THEN THE CONVERSATION ONLY  
SHIFTS WHEN THEY SAY WAIT A  
MINUTE, WOULD I GET OUT OF  
SCHOOL LATER?  
AND THERE'S, YOU KNOW, THEY  
ENJOY GETTING OUT AT 1:40 IN THE  
AFTERNOON.  
WHICH CAN TIE INTO SOME OF THOSE  
OTHER RISK BEHAVIORS THAT ARE  
LATER ON IN THE PRESENTATION.  
YOU KNOW, SO UNDERSTANDING THE  
NEED FOR KIDS TO REALLY SLEEP A  
LITTLE BIT LATER IN THE MORNING,  
OR HAVE A LITTLE BIT MORE TIME  
TO GET TO SCHOOL IN THE MORNING,  
I THINK COULD BE HELPFUL WHEN WE  
THINK ABOUT RESULTS AS IT  
RELATES TO ABSENTEEISM AND  
TARDINESS AND ALL THAT.  
I DON'T KNOW WHERE I AM ON MY  
TIME.  
>> GO AHEAD.  
>> BUT WHEN YOU REFERENCED THE  
DASHBOARD, AND THEN THERE WAS  
ANOTHER REFERENCE TO ANOTHER  
SYSTEM ON THE ESSENTIALS, ONE OF  
MY CONCERNS, AND I HAVE RAISED  
THIS AT ONE OF OUR EARLIER  
HEARINGS, IS WE'RE ASKING  
TEACHERS AND STUDENTS AND  
FAMILIES, AND ADMINISTRATORS TO  
LOGON TO LOTS OF DIFFERENT  
SYSTEMS, WHICH I THINK ENDS UP  
IN STAFF, TEACHERS, STUDENTS,  
FAMILIES, LOGGING IN TO NOTHING.  
THERE'S LOTS OF DIFFERENT PLACES  
WHERE WE CAN ENGAGE  
ELECTRONICALLY, AND I THINK  
THERE'S TOO MANY PLACES.  
SO WHEN WE TALK ABOUT THE  
DASHBOARD, WITH ASPEN, AND THE  
FIS SYSTEM, AND WE TALK ABOUT  
THE ESSENTIALS AND WE TALK ABOUT  
THE, YOU KNOW, IS THERE AN  
EFFORT AT ALL, AND I'M NOT SURE  
WHICH OFFICE MAYBE DATA COULD  
LOOK AT.  
YOU KNOW, I'M NOT SURE WHERE --  
HOW WE CAN STREAMLINE THIS  
PROCESS AND MAKE IT EASIER.  
BECAUSE IN AN EFFORT, I THINK,  
TO BE VERY TRANSPARENT WE'VE  
CREATED TOO MANY OPPORTUNITIES

TO LOOK AT INFORMATION, BUT  
THERE'S NO EASY WAY TO GO ABOUT  
DOING IT.

>> WELL, ZWROUST FOLLOW UP ON  
THAT, AND I WON'T TAKE TOO LONG  
ON THIS.

I THINK YOU POINT IT OUT WELL.  
WE REALLY TRANSITIONED AN  
EDUCATION FROM SO MUCH OF THE  
DATA BEING HOUSED AT THE  
SCHOOLS, ON PAPER, TO EVERYTHING  
BEING AVAILABLE ELECTRONICALLY.  
AND WITH THAT TRANSITION THAT  
HAS HAPPENED SO QUICKLY, THROUGH  
OUR TECHNOLOGY SYSTEMS, WE  
HAVEN'T ALWAYS BEEN ABLE TO  
COMPLETELY KEEP UP IN TERMS OF  
MAKING SURE THAT WE HAVE A  
STREAMLINED SYSTEM WHERE PEOPLE  
CAN JUST GO FOR ONE -- TO ONE  
PLACE.

AND SO I WOULD SAY THAT'S REALLY  
THE FRONTIER IN EDUCATION  
TECHNOLOGY RIGHT NOW.

YOU KNOW, ONE THING THAT THE  
OFFICE OF DATA ACCOUNTABILITY IN  
OUR TECHNOLOGY DIVISION, SO IF  
YOU GET A CHANCE TO SPEAK TO  
MARK ABOUT THIS, HE'LL  
DEFINITELY SPEAK ABOUT IT MUCH  
MORE ARTICULATELY THAN I, BUT WE  
COLLABORATE DEEPLY ON IS TRYING  
TO ADOPT WHAT'S CALLED A  
NATIONAL DATA STANDARD, AND THAT  
WILL -- AND WE'VE RECENTLY, I  
DON'T KNOW IF WE'VE LIKE 100%  
CLOSED THE DEAL, BUT WE HAVE --  
WE'RE WORKING WITH SOME FUNDERS  
ON A GRANT TO HELP US TO ADOPT  
THIS STANDARD, AND HAVE ALL OF  
OUR DATA FLOWING INTO AN  
OPERATIONAL DATA STORAGE PLACE,  
AND FROM THERE, THAT WILL REALLY  
HELP US TO ACTUALLY STREAMLINE  
THE PLACES WHERE USERS GO TO GET  
DATA.

SO I KNOW THAT MIGHT BE SORT OF  
A TECHIE ANSWER TO YOUR  
QUESTION, BUT THERE'S SO MUCH  
UNDERLYING INFRASTRUCTURE, THAT  
INFLUENCES THE REASONS WHY  
PEOPLE ARE GOING TO SO MANY  
DIFFERENT PLACES.

AND ONCE WE'RE ABLE TO SORT OF



REALLY STREAMLINE THE UNDERLYING INFRASTRUCTURE, IT'S GOING TO TAKE US -- IT'S GOING TO CATAPULT US IN TERMS OF BEING ABLE TO HAVE SORT OF LIKE A ONE-STOP SHOP.

>> I'D ALSO LIKE IT TO SEE US -- HELP US REALIZE SOME SAVINGS, BECAUSE EACH ONE OF THESE PORTALS, EACH ONE OF THESE PROGRAMS, EACH ONE OF THESE SYSTEMS, COSTS A TREMENDOUS AMOUNT OF MONEY, AND I DO KNOW SOMETIMES THERE COULD BE A RELATIONSHIP BETWEEN THE GRANTS, THE FOUNDATION, SUPPLYING THE GRANTS WITH THIS NEW TOOL, AND THAT NEW TOOL, AND IN THE END, SOMETIMES, CERTAINLY BPS IS NOT IN THE INTEREST OF MAKING MONEY, BUT IT WOULD BE NICE TO BE -- TO BE ABLE TO SPEND OUR MONEY ON KIDS.

WE END UP SPENDING OUR MONEY ON --

>> SYSTEMS.

>> SYSTEMS.

AND THE ONLY ONE IN THE END THAT'S TRULY SUCCESSFUL IS THE COMPANY THAT WE'VE PURCHASED THE SYSTEM OR THE CLOUD OR THE PLATFORM FROM, AND THE INFORMATION THAT'S THERE IS NOT NECESSARILY USEFUL TO ANYONE IF IT CAN'T BE ACCESSED.

ADEQUATELY OR USEFULLY.

>> IT'S WORTH NOTING THAT OUR OIT, THE INSTRUCTIONAL TECHNOLOGY DEPARTMENT IS ALWAYS TRYING TO ADD ON NEW SERVICES TO A SINGLE SIGN-ON SYSTEM. SO THE SAME WAY WHEN YOU LOGON TO SPOTIFY YOU CAN USE YOUR GMAIL ACCOUNT, YOU USE A SINGLE ACCOUNT IN ORDER TO ACCESS MULTIPLE PORTALS.

MORE AND MORE COMPANIES AND MORE AND MORE OF OUR PARTNERS AND VENDORS ARE ADOPTING THE SINGLE SIGN-ON SYSTEM SO THAT WILL HELP STREAMLINE OUR ABILITY TO OFFER ONE LOGIN THAT GETS YOU IN TO MULTIPLE PLATFORMS.

>> THANK YOU.

>> THANK YOU, CHAIR.

>> THANK YOU.

AND WE HAVE BEEN JOINED BY  
COUNCILOR MATT O'MALLEY.  
OUR CHAIR RECOGNIZES COUNCILOR  
ED FLYNN.

>> THANK YOU, COUNCILOR CIOMMO.  
MY QUESTION HAS TO DO WITH  
SCHOOL PSYCHOLOGISTS.

IS THERE A RECOMMENDED RATIO BY  
THE CITY OR BY THE STATE OF A  
CERTAIN NUMBER OF SCHOOL  
PSYCHOLOGISTS PER STUDENTS?

>> YES.

THE NATIONAL ASSOCIATION FOR  
SCHOOL PSYCHOLOGISTS RECOMMENDED  
RATIO IS ANYWHERE FROM 500 TO  
750 FOR EVERY ONE -- I MEAN 500  
TO 750 STUDENTS FOR EVERY ONE  
PSYCHOLOGIST.

>> ARE WE MEETING THAT CRITERIA  
IN THE BOSTON PUBLIC SCHOOLS?  
AND IF YEAR NOT MEETING, IT WHAT  
IS THE REASONS WE'RE NOT MEETING  
THAT?

>> SURE.

I CAN SHARE SOME INFORMATION  
RIGHT NOW.

IN THE CURRENT YEAR, 1718 WE  
HAVE 66.9 TOTAL FULL-TIME  
EQUIVALENT PSYCHOLOGISTS, WHICH  
IS -- GIVES US A RATIO OF 836  
STUDENTS FOR EVERY ONE  
PSYCHOLOGIST.

THOSE ARE STUDENT BASING  
PSYCHOLOGISTS.

SO WE'RE ABOUT 19% OFF FROM THE  
NATIONALLY RECOMMENDED AVERAGE.  
FOR 18-19 WHAT WE ORIGINALLY  
PROPOSED WITH HAVING 62.2

COUNSELORS -- I MEAN  
PSYCHOLOGISTS, THE RATIO GOES  
BACK TOLL 899-TO-1.

BUT BECAUSE OF THE ADDITIONAL  
INVESTMENT THAT THE MAYOR HAS  
PROPOSED, THE RATIO WILL BE 808  
STUDENTS FOR EVERY ONE  
PSYCHOLOGIST.

SO THAT BRINGS US ABOUT 15% AWAY  
FROM THE NATIONALLY RECOMMENDED  
AVERAGE.

>> A SCHOOL PSYCHOLOGIST  
TESTIFIED AT THE SCHOOL BOARD

LAST WINTER, AND HE WAS SAYING THAT HE CURRENTLY SUPPORTS 1500 RESTAURANTS ACROSS THREE SCHOOLS, NOT INCLUDING EARLY CHILD PROGRAMS IN THE SOUTH END, AND PROVIDING SPECIAL ED ASSESSMENT IN IEP SERVICES, AS THE ONLY CANTONESE SPEAKING SCHOOL PSYCHOLOGIST IN THE DISTRICT.

DO YOU CARE TO COMMENT ON THAT?

>> SURE.

I'M GOING TO TURN IT OVER TO MISS PATTINGER?

>> AND HAVING SAID THAT, CAN YOU FACTOR IN THE RECOMMENDED RATIO AND HOW IT IMPACTS, YOU KNOW, WHETHER IT BE CANTONESE OR MANDARIN SPEAKING STUDENTS.

>> SURE.

GOOD AFTERNOON, EVERYONE.

AT THIS TIME.

I JUST WANTED TO SAY THAT THAT IS CORRECT IN CERTAIN LANGUAGE AREAS WE ARE AT A NEED TO INCREASE THE NUMBER OF BILINGUAL PSYCHOLOGISTS.

AND CANTONESE IS ONE OF THOSE AREAS THAT WE ARE LOOKING AT FOR THE COMING SCHOOL YEAR.

AS WE LOOK TO GET THESE ADDITIONAL INVESTMENTS FROM THE MAYOR, WE'RE LOOKING AT DEFINITELY BILINGUAL PSYCHOLOGISTS IN ALL OF THE AREAS THAT ARE CRITICAL. CANTONESE, HAITIAN-CREOLE, SPANISH SPEAKING, ARE SOME OF THE AREAS THAT WE'RE LOOKING AT. IN TERMS OF WHERE WE FALL COMPARED TO OTHER SCHOOL DISTRICTS, JUST SO YOU KNOW, WE WERE ABLE TO LOOK AT SOME OF THE OTHER SCHOOL DISTRICTS IN THE AREA.

SPRINGFIELD IS AT A RATIO OF 1100-TO-1 FOR SCHOOL PSYCHOLOGISTS.

SO THAT'S 66% OFF FROM THE NATIONAL.

AND YOU LOOK AT AREAS LIKE SAN FRANCISCO, WHICH ARE SIMILARLY POPULATED IN SIZE, 1600-TO-1 TO ABOUT 141% OFF.

SO WE'RE DOING WELL.  
HOWEVER, AS YOU HAVE POINTED  
OUT, IN CERTAIN LANGUAGE AREAS  
WE NEED TO INCREASE THE ACCESS  
TO DIVERSE SCHOOL PSYCHOLOGISTS  
THAT SERVE OUR STUDENTS.  
AND THAT'S WHAT WE'RE PLANNING  
TO DO AS ONE OF OUR NEXT STEPS  
WITH THESE ADDITIONAL  
INVESTMENTS.  
>> MY FOCUS WOULD BE ON  
CANTONESE, MANDARIN SPEAKING  
PSYCHOLOGISTS.  
I REPRESENT CHINATOWN.  
AND I WANT TO MAKE SURE THAT  
THEY HAVE THE SAME SERVICES THAT  
OTHER STUDENTS HAVE.  
I ALSO REPRESENT VILLA VICTORIA,  
HIGH CONCENTRATION OF SPANISH  
SPEAKING.  
THE KAT HE'DIAL, AND AREAS OF  
SOUTH BOSTON HIGH CONCENTRATION  
OF SPANISH SPEAKING.  
BUT THESE STUDENTS DESERVE THE  
SAME HEALTH CARE, MEDICAL HEALTH  
CARE, MENTAL HEALTH CARE, AS  
OTHER STUDENTS.  
SO THAT'S A POP PRIORITY FOR ME  
TO MAKE SURE THAT THERE IS  
EQUITY ON THIS ISSUE.  
AND THAT'S SOMETHING I WANT TO  
STAY ON TOP OF.  
BUT I HOPE THE SCHOOL DEPARTMENT  
CAN COME BACK WITH BETTER  
NUMBERS THAN THOSE IN THE  
FUTURE.  
>> DEFINITELY.  
THANK YOU.  
>> THANK YOU.  
>> IF I CAN ADD, THAT'S ONE OF  
THE PIECES, AS WE CONTINUE TO DO  
THIS WORK, IS REALLY LOOKING AT  
OUR SUPPORT SERVICE DELIVERY  
MODEL.  
AND SO YOU'VE IDENTIFIED AN AREA  
WHERE WE HAVE A GAP.  
AND THAT'S PART OF THE ANALYSIS  
THAT WE'RE GOING TO BE DOING.  
AND EVEN LOOKING AT THESE NEW  
INVESTMENTS THAT ARE BEING  
PROPOSED BY THE MAYOR, WE ARE  
GOING TO STRESS THE IMPORTANCE  
THAT ANY NEW HIRES WOULD BE  
BILINGUAL.

>> THANK YOU, SIR.  
>> THANK YOU, COUNCILOR FLYNN,  
COUNCILOR CAMPBELL.  
>> THANK YOU, COUNCILOR CIOMMO.  
AND THANK YOU GUYS FOR BEING  
HERE TODAY AND FOR THE  
PRESENTATIONS.  
I JUST HAVE A COUPLE OF  
QUESTIONS.  
ONE, I WILL START BY THANKING  
ALL OF YOU FOR THE HARD WORK  
THAT YOU DO EVERY DAY.  
PARTICULARLY ON THE HOMELESSNESS  
FUNDING.  
THE RESPONSES WERE REALLY GREAT  
FROM SCHOOL LEADERS AND TEACHERS  
ON THE GROUND, AND PARTICULARLY  
SOME LIAISONS FROM VARIOUS  
SCHOOLS WHO RECEIVED OUR  
FUNDING.  
A COUPLE OF QUESTIONS CAME UP  
WITH RESPECT TO HOW WE SUPPORT  
PARENTS.  
NOT JUST THE STUDENT, BUT THE  
FAMILY WHO WAS DEALING WITH  
HOMELESSNESS.  
AND THEN MAYBE SOME FLEXIBILITY  
AROUND THE FUNDS, OR THE FUNDS  
ONLY TO BE USED FOR CERTAIN  
THINGS.  
SO, FOR EXAMPLE, HOMELESS  
STUDENTS WHO ARE DEALING WITH  
NOT BEING ABLE TO DO THEIR  
LAUNDRY OR GET THEIR HAIR CUT,  
SOME SCHOOLS ARE BEING CREATIVE  
AND JUST GOING NOT TO THEIR  
HOMELESS FUND FOR THIS BUT TO  
OTHER RESOURCES.  
COUNCILOR ESSAIBI-GEORGE AND I  
MET WITH ONE TEACHER FROM ONE OF  
MY SCHOOLS IN DISTRICT 4 ABOUT  
THESE OTHER PRESSING NEEDS.  
SO I JUST HAD A FEW QUESTIONS  
ABOUT HOW DO WE SUPPORT THE  
PARENTS AND THE FAMILIES, AND  
ARE THE FUNDS TO BE USED FOR  
SPECIFIC PURPOSES?  
AND IF SO HOW DO WE BUILD IN  
SOME FLEXIBILITY AROUND SOME OF  
THE PRESSING NEEDS FOR SOME OF  
THOSE STUDENTS?  
>> SURE.  
SO, WE'RE ABSOLUTELY ADOPTING A  
TWO GENERATIONAL MODEL, AND WE

CONTINUE TO COMMUNICATE WITH SCHOOLS, BUT WE WANT TO MAKE IT CLEAR THAT THE FUNDING CAN BE USED FOR STUDENTS, AND FAMILIES THAT ARE EXPERIENCING HOMELESSNESS.

THE FAMILIES OF STUDENTS IN BOSTON PUBLIC SCHOOLS.

IN TERMS OF THE FLEXIBILITY OF THE FUNDING, THE INITIATIVE'S BEEN DESIGNED TO HAVE A TREMENDOUS AMOUNT OF FLEXIBILITY.

HOWEVER, WE STILL NEED TO FOLLOW THE CITY AND DISTRICT PROCUREMENT GUIDELINES.

AND THAT'S PART OF WHY WE'RE ROLLING OUT NEW MECHANISMS FOR NEXT SCHOOL YEAR, INCLUDING, THE SCHOOL COMMUNITY PARTNERSHIP INITIATIVE, WHERE SCHOOLS WILL HAVE MUCH MORE TANGIBLE RESOURCES, INCLUDING THE OPPORTUNITY GUIDEBOOK THAT WE'RE PUTTING TOGETHER TO BE ABLE TO LEVERAGE THOSE FUNDS AND CONNECT IT DIRECTLY WITH THE SERVICES OF THE STUDENTS AND FAMILIES IN THEIR SCHOOL.

AND WE REALLY WANT TO BUILD THIS NETWORK, SO THAT COMMUNITY PARTNERS THAT HAVE, YOU KNOW, SPECIFIC AREAS OF EXPERTISE, THAT SCHOOLS CAN UTILIZE THAT FUNDING TO GET MORE SERVICES IN THE SCHOOLS.

PARTICULARLY AROUND HOMELESSNESS, BUT ALL OF THE NEEDS -- THE UNIQUE NEEDS THAT GO IN TO STUDENTS AND FAMILIES EXPERIENCE HOMELESSNESS.

>> ALL RIGHT THANK YOU.

THAT'S EXTREMELY HELPFUL.

I JUST HAVE PROBABLY THREE MORE QUESTIONS.

ONE IS, THE NEW PSYCHOLOGISTS AND SOCIAL WORKERS, HOW WILL THEY BE DEPLOYED.

SO ON THE PREVIOUS BUDGET HEARING THEY ARE CENTRALLY LOCATED.

HOW ARE THEY ASSIGNED TO THE SCHOOLS, IF I'M A SCHOOL LEADER AND I NEED SUPPORT ON THE

GROUND, HOW DO I GO ABOUT  
GETTING ONE OF THESE FOLKS IN MY  
ROOM?

ARE THEY ASSIGNED TO DIFFERENT  
SCHOOLS?

HOW IS THAT GOING TO WORK?

>> I THINK I HAVE THE ANSWER BUT  
I'D LIKE PETER TO ELABORATE.

>> SO WE HAVE A COUPLE OF  
DIFFERENT TYPES OF ROLES  
AVAILABLE.

AND GOOD MORNING COUNCILOR  
CAMPBELL.

FOR THE DISTRICT CENTRALIZED  
STAFF, WE HAVE PUPIL ADJUSTMENT

COUNCILORS.

ESSENTIALLY DISTRICTWIDE SOCIAL  
WORKERS.

WE HAVE FIVE OF THEM FOR THE  
UPCOMING SCHOOL YEAR AND THOSE  
FOLKS ARE CENTRALLY DEPLOYED BY  
THE CURRENT NETWORK STRUCTURE.  
SO WE WILL BE ALIGNING THEM TO  
THE STRUCTURE THAT WILL BE IN  
PLACE NEXT SCHOOL YEAR IN TERMS  
OF THE SUPPORT STRUCTURE FOR  
SCHOOLS, AS OUTLINED BY THE  
SUPERINTENDENT.

SO EVERY SCHOOL WILL HAVE ACCESS  
TO ONE OF THOSE DISTRICT SOCIAL  
WORKERS.

ADDITIONALLY, EVERY SCHOOL WILL  
HAVE AN ASSIGNED SCHOOL  
PSYCHOLOGIST.

AS YOU'VE SEEN FROM THE PRESENT  
RAIGSATION, THAT WILL ALLOW US  
TO LOWER THE RATIOS A BIT, SO  
OUR HOPE IS IN LOOKING AT THE  
SERVICE TO REMODEL, LOOKING AT  
FORMULAS TO REALLY INCREASE  
ACCESS AT THE SCHOOLS TO  
SCHOOL-BASED PSYCHOLOGIST WHO  
WILL BE ON SITE, AND ABLE TO  
SUPPORT WITH CHAIR ONE, CHAIR  
TWO, AND CHAIR THREE  
INTERVENTIONS FOR STUDENTS.

SO THEY'D BE SITTING ON CHAIR  
ONE TEAMS, AND REALLY WORKING  
WITH SCHOOL-BASED STAFF TO LOOK  
AT PREVENTIVE MEASURES IN THEIR  
BUILDING BUT REALLY BE  
ACCESSIBLE FOR CHAIR TWO AND  
CHAIR THREE SUPPORT AND WHAT

THEIR EXPERTISE PROVIDES, AS WELL.

FOR THE SOCIAL WORKERS, WE'RE LOOKING AT HAVING, AND AGAIN IN THE PROPOSAL, RESOURCES BEING ADDED BY THE MAYOR, IS TO HAVE DIRECTIVE SOCIAL WORK.

IT WILL BE THE FIRST OF ITS KIND RESOURCE AVAILABLE TO HELP US COORDINATE WITH MULTIPLE SYSTEMS WITHIN OUR CITY.

NOT JUST WITHIN OUR DISTRICT, BUT WITHIN OUR CITY, SUCH AS DEPARTMENT OF SOCIAL SERVICES, AND OTHER AGENCIES THAT WE KNOW WE NEED TO WORK FOR CLOSELY WITH, TO ALIGN WRAPAROUND SUPPORTS FOR OUR STUDENTS, SO THAT PERSON WILL BE A RESOURCE AND LIAISONING AT THE DISTRICT LEVEL AND AT THE CITY LEVEL.

THEN WE WILL HAVE FOUR ADDITIONAL, WHAT WE'RE CALLING TRAUMA AND RESILIENCY SUPPORT SOCIAL WORK TEAM MEMBERS.

AND THEY WILL BE ACCESSIBLE TO DO CHAIR ONE, CHAIR TWO, AND CHAIR THREE SUPPORT, PARTICULARLY WITH THE FOCUS ON FIRST ADDRESSING THE NEEDS OF OUR STUDENTS.

WE HAVE, YOU KNOW, INFORMATION AND DATA FROM REPORTS FROM PARTNERS SUCH AS CHILDREN'S HOSPITAL THAT INDICATES THAT UPWARDS OF 20% OF OUR YOUNG PEOPLE ACROSS OUR CITY MAY HAVE EXPERIENCED TRAUMATIC EVENTS, YOU KNOW, AT LEAST TWO OR MORE TIMES IN THEIR LIVES, AND HOW DO WE REALLY COMBAT THAT, AND WHAT TO MAKE SURE THAT "A," FOLKS AT THE SCHOOL LEVEL ARE EDUCATED AROUND THE IMPACT OF TRAUMA. AND HOW WE ACTUALLY ALIGN THE CLASSROOM SETTING TO SUPPORT TRAUMA SENSITIVITY IN EVERY CLASSROOM ACROSS THE DISTRICT. AND THEN FOR THOSE FAMILIES THAT NEED ACTIVE SUPPORT, THAT WE ARE, AGAIN, ALIGNING OUR SUPPORT SYSTEMS, PROVIDING THOSE DIRECT SERVICES, AND LIAISONING WITH OTHER COMMUNITY AGENCIES AND



STATE AGENCIES TO GET FAMILIES  
THE SERVICES THAT THEY NEED.  
AND AGAIN, IN PARTNERSHIP WITH  
OTHER DEPARTMENTS.  
WE SEE THAT AS A COLLABORATIVE  
EFFORT.  
SO THOSE ADDITIONAL SOCIAL WORK  
STAFF WILL BE AVAILABLE TO  
SUPPORT.  
AGAIN, WE ARE LOOKING FOR NEXT  
YEAR AT REALLY FORMING A DATA  
DASHBOARD AROUND SOME OF THE  
SOCIAL, EMOTIONAL ELEMENTS FOR  
YOUNG PEOPLE.  
WE KNOW THAT SOME OF OUR  
SCHOOLS, AND I KNOW COUNCILOR  
CAMPBELL YOU ARE WORKING WITH A  
NUMBER OF SCHOOLS IN THE GROVE  
HALL AREA, THAT HAVE EXPERIENCED  
HEIGHTENED INCIDENTS OF STUDENTS  
EXPERIENCING TRAUMA IN THE  
SCHOOLS.  
OR IN THE COMMUNITIES.  
HOW DO WE MAKE SURE WE'RE  
TARGETING SOME OF THOSE REPORTS  
TO COMMUNITIES THAT WE KNOW NEED  
ADDITIONAL ASSISTANCE?  
AS WELL AS BEING OF SERVICE TO  
EVERYONE.  
SO THAT'S HOW WE'RE SEEING SOME  
OF THOSE SOCIAL WORK ROLES BEING  
ADDED TO THE SITUATION FOR NEXT  
YEAR.  
>> THAT'S VERY HELPFUL ZBLCH AND  
GUIDANCE COUNSELORS AS WELL WILL  
BE UTILIZED IN THAT WORK.  
>> THAT'S VERY HELPFUL.  
IT'S GREAT TO SEE THE ADDITIONAL  
NUMBERS.  
OF COURSE, I THINK AS WE ALL  
KNOW THERE'S CERTAINLY A GAP  
THAT WE HAVE TO FILL AND WE HAVE  
TO THINK CREATIVELY ABOUT HOW WE  
DO THAT.  
MY LAST TWO ARE MORE OF  
INFORMATIONAL REQUESTS.  
ONE IS, ON THIS DEPARTMENT  
DETAIL BREAKDOWN THAT WE HAVE  
HERE.  
I DON'T KNOW IF YOU GUYS HAVE  
THIS.  
IT SAYS CENTRAL SERVICES ONLY,  
IT HAS THE BUDGET, AND THEN THE  
POSITIONS THAT CORRELATE TO THAT

BUDGET.

I'M ASSUMING THAT ALL OF THESE POSITIONS ARE CURRENTLY FILLED. AND THEN IF THAT'S THE CASE, I'M JUST QUESTIONING LIKE THE LEGAL ADVISER, THERE'S TWO, ARE THEY EACH MAKING OVER \$300,000?

>> JUST SORT OF A FURTHER BREAKDOWN OF THAT WOULD BE REALLY HELPFUL.

AND WHILE HE'S COMING RUNNING DOWN, MY LAST IS JUST A FOLLOW-UP ON A REQUEST THAT I HAD IN THE PREVIOUS BUDGET YEAR, RELATED TO THE OPPORTUNITY GAP, AND THAT HAS TO DO WITH, WE TALKED IN THE LAST BUDGET AROUND NOT JUST SORT OF WHAT OTHER PLACES ARE DOING, BUT YOU KNOW WE SORT OF, HOW LONG DO WE NEED TO CLOSE THE GAP THAT WE TALKED ABOUT FIVE YEARS AND YOU SAID THAT MIGHT BE OPTIMISTIC.

BUT THEN THE CONVERSATION LED TO EACH DEPARTMENT PLAYS A ROLE IN CLOSING THIS ACHIEVEMENT GAP. AND MY QUESTION WAS WELL WHAT IS THAT ROLE AND WHAT DOES IT LOOK LIKE?

AND ARE THERE BENCH MARKS AND GOALS ASSIGNED TO THAT?

I'M STILL WAITING ON THAT AND I WOULD STILL LOVE TO SEE SOMETHING ON PAPER THAT SAYS, WE'RE ATTEMPTING TO CLOSE THE ACHIEVEMENT GAP BY LOOKING AT BEST PRACTICES IN THE COUNTRY, INCLUDING IN CHICAGO.

I WAS JUST IN CHICAGO, AND D.C., LOOKING AT REPORTS THAT SAY, IT MIGHT BE US AS A DISTRICT OR SCHOOL COMMITTEE DELEGATING SOME MORE AUTHORITY AT THE SCHOOL LEVEL TO GIVE THEM MORE AUTHORITY ABOUT WHAT HAPPENS IN THEIR BUILDINGS AROUND CERTAIN THINGS.

HOW DO EACH DEPARTMENT -- HOW DOES EACH DEPARTMENT PLAY A ROLE IN CLOSING ACHIEVEMENT GAP, HOW DO WE DEFINE THAT NOT JUST FOR OURSELVES BUT FOR OUR STUDENTS AND OUR FAMILIES AND HOW DO WE MAKE SURE THAT WE'RE ON THE SAME

PAGE?

I STILL WOULD LOVE TO SEE SOMETHING LIKE THAT, THAT LAYS OUT THIS PLAN THAT PULLS IT APART IN LAYMAN TERMS.

IT DOESN'T HAVE TO BE SORT OF COMPLEX, BUT JUST TO BE ABLE TO COMMUNICATE TO THE PUBLIC ABOUT WHAT WE'RE DOING, AND HOW DIFFICULT IT IS.

I THINK OTHERWISE YOU KEEP LOOKING AT THESE NUMBERS, AND YOU CAN KEEP BEING DISHEARTENED AND DISCOURAGED.

WE'RE JUST RENEWING THAT REQUEST TO LOOK AT SOMETHING.

>> I ABSOLUTELY AGREE THAT HAVING SOMETHING THAT ARTICULATES A CLEAR SERIES OF GOALS AND STRATEGIES, THAT HAVE A LOGICAL CONNECTION TO CLOSING OPPORTUNITY ACHIEVEMENT GAPS IS CRITICAL.

FOR ANY SYSTEM.

AND I THINK ANY ORGANIZATION THAT'S TRYING TO DO VERY COMPLEX WORK NEEDS THAT, WHAT WE'LL CALL A DRIVER DIAGRAM.

>> MM-HMM.

>> SORT OF DO THIS, THEN THIS, AND THIS, AND THEN SOMETHING WILL HAPPEN.

THE THING THAT I FEEL VERY ACCOUNTABLE TO, WHICH I'M SURE DR. ROSE WILL BE TALKING ABOUT LATER ON THIS AFTERNOON, IS THE OPPORTUNITY OF ACHIEVEMENT GAP IN THE POLICY IMPLEMENTATION PLANS WHERE EACH DEPARTMENT, HE'S WORKED AND HIS DEPARTMENT HAS WORKED WITH EVERY SINGLE DEPARTMENT ACROSS BPS TO SET SMART GOALS, AND ALIGN STRATEGIES THAT HAVE BENCHMARKS THAT WHEN WE HIT THEM WE KNOW THAT WE'RE MAKING MEANINGFUL PROGRESS TOWARD THAT DEPARTMENT'S RESPONSIBILITY RELATIVE TO THE ACHIEVEMENT GAP. I CAN GIVE SOME EXAMPLES FROM MY DEPARTMENT.

BUT I THINK THAT THE OVERARCHING STORY LINE IS THAT WE ARE TRYING TO GET TO EXACTLY WHAT YOU'RE

TALKING ABOUT COUNCILOR  
CAMPBELL, AROUND WHAT DO WE KNOW  
FROM RESEARCH CLOSES OPPORTUNITY  
ACHIEVEMENT GAPS.

AND THEN IS THERE RESEARCH-BASED  
STRATEGY FROM EVERY SINGLE  
DEPARTMENT IN BPS THAT THEY CAN  
HAVE AND SORT OF HAVE AND OWN.  
SO FOR EXAMPLE, CAPITAL, WE KNOW  
THAT A MORE DIVERSE WORKFORCE  
AND PUTTING MORE TEACHERS OF  
COLOR IN FRONT OF OUR STUDENT  
POPULATION HAS RESEARCH-BASED  
EFFECTS THAT PERSIST ALL THE WAY  
THROUGH COLLEGE.

SO THAT SHOULD BE A MEANINGFUL  
TARGET THAT THAT DEPARTMENT  
OWNS.

AND I KNOW THAT THE DOCTOR OWNS  
THAT AND FEELS OWNERSHIP AROUND  
THAT.

AND FOR US, WE KNOW THAT  
CURRICULUM THAT IS CULTURALLY  
RESPONSIVE HAS A KNOWN EFFECT ON  
STUDENT ENGAGEMENT AND SUCCESS.  
SO THAT'S SOMETHING THAT IS PART  
OF MY OPPORTUNITY AND  
ACHIEVEMENT GAP IMPLEMENTATION  
PLAN GOALS.

SAME WITH THE SOCIAL/EMOTIONAL  
LEARNING SPACE.

THE CULTURAL RESPONSIVENESS OF  
OUR ASSESSMENT PLATFORM, AND OUR  
ASSESSMENT INFRASTRUCTURE.

ALL OF THESE PIECES, I THINK,  
ARE BOTH DIFFUSED THROUGHOUT  
MANY DEPARTMENTS, BUT ALSO  
HARNESSED WITHIN THE SERIES OF  
DOCUMENTS THAT DO ENCOMPASS THE  
AOG --

>> I WOULD LOVE TO SEE THOSE.  
AND I WOULD THINK OTHERS AS  
WELL.

SO I'M RENEWING THAT REQUEST  
JUST TO SEE THOSE.

>> WE'RE HAPPY TO SEND THAT TO  
YOU.

>> THANK YOU.

>> -- IN CHICAGO AND  
MS. POTTINGER AND I JUST GOT  
BACK LAST NIGHT FROM BEING IN  
CHICAGO AT THE COLLABORATIVE FOR  
ACADEMIC AND SOCIAL/EMOTIONAL  
LEARNING CONVENING AND REALLY

LOOKING AT CHICAGO, WITH THE WHOLE CITY, AND THEIR MULTITIER SYSTEM OF SUPPORT MODEL.

THEY DO A HEAVY EMPHASIS ON TIER ONE, REALLY STRENGTHENING THE EFFORTS FOR ALL STUDENTS, FIRST OF ALL.

AND THEN REALLY LOOKING AT THE STRENGTHENING EVEN THEIR TIER TWO AND TIER THREE, CLEARLY DEFINING THOSE PIECES.

AND THAT'S PART OF THE WORK THAT I'M TALKING ABOUT THAT WE'RE GOING TO BE DOING IN THE OFFICE OF SOCIAL/EMOTIONAL LEARNING AND WELLNESS.

HOW DO WE ALL WORK TOGETHER? HOW DOES THIS ALL ADDRESS IN TERMS OF CLOSING THE OPPORTUNITY AND ACHIEVEMENT GAPS FOR OUR STUDENTS?

SO I THINK IT'S A GREAT OPPORTUNITY NOW FOR ALL OF US.

>> THANK YOU.

>> THANKS.

DID YOU WANT TO ANSWER THE QUESTION ON THE ADMINISTRATION STUFF?

>> SURE.

THE FIRST PART OF THE QUESTION I HEARD WAS AROUND THE -- USING THE LEGAL ADVISER AS AN EXAMPLE. THAT TABLE THAT YOU HAVE IN FRONT OF YOU HAS THE NUMBER FTEs AND THEN THE TOTAL NUMBER FOR THE BUDGET WHICH INCLUDES SALARY AND NONSALARY LINES.

IN EXAMPLE OF THE LEGAL OFFICE, OUR LEGAL TEAM IS ACTUALLY ON THE CITY'S BUDGET.

THEY REPORT TO CORPORATION COUNSEL.

THE TWO FTEs THAT YOU SEE THERE ARE FOR THE SUPPORT STAFF AT THE BOWLING BUILDING.

AND THE LARGEST LINE A 23E78 IN THEIR BUDGET IS AN ACCOUNT THAT WE HAVE FOR SETTLEMENTS OR PAYOUTS IN CASE OF ISSUES THAT HAPPEN, INJURIES ON THE PLAY GROUND, THAT SORT OF THING.

>> SO EACH OF THESE LINES, OR EACH OF THESE LINES DO NOT INCLUDE -- THEY'RE JUST NOT

CAPTURING SALARY OF THE EMPLOYEES, THEY INCLUDE OTHER CATEGORIES?  
>> CORRECT.  
>> IS THERE A WAY TO BREAK THIS DOWN SO WE KNOW EXACTLY WHAT THEY COVER?  
BECAUSE RIGHT NOW THIS IS MISLEADING.  
IT LOOKS LIKE IT JUST COURSE THE SALARY OF THE EMPLOYEES.  
>> YEAH, WE CERTAINLY CAN BREAK IT DOWN BY CATEGORY.  
I THINK THE TWO THINGS I JUST WANT TO NOTE ABOUT THE WAY WE DO BUDGETING AT BPS FOR CENTRAL OFFICE.  
EVERYONE IS BUDGETED ON AVERAGE SALARY FOR THEIR ACCOUNT.  
SO IF YOU ARE A TEACHER, WE BUDGET ALL TEACHERS AT THE SAME SALARY.  
IT HELPS TO SORT OF MANAGE THE HIGHLY MOBILE WORKFORCE, AND ENSURE THAT WE DON'T HAVE TO DEAL WITH 10,000 EMPLOYEES AND GETTING THE EXACT BUDGET ITEM.  
SO WHEN YOU SEE A LINE ITEM AND YOU SEE A STAFF THAT'S THERE, EACH PERSON'S NOT WHAT THEY ACTUALLY WILL BE MAKING, BUT THE AVERAGE OF SIMILAR POSITIONS THROUGHOUT THE DISTRICT.  
SO WE CAN BREAK THIS DOWN, IN THESE CATEGORIES THAT YOU HAVE IN FRONT OF YOU ARE JUST CENTRAL OFFICE FOR FINANCE AND THE SUPERINTENDENT'S OFFICE ARE JUST THE REQUESTS WE GOT PRIOR TO THIS HEARING.  
AND WE CAN BREAK IT DOWN BY SALARY AND NONSALARY IF THAT'S HELPFUL.  
OR ANY -- YOU KNOW, THE SALARY PARTS WILL ALSO INCLUDE STIPENDS AND OTHER PAYROLL TYPE PAYOFFS, AS WELL.  
THAT WAS A LONG ANSWER TO A VERY SHORT QUESTION, WASN'T IT?  
>> NO, NO.  
SO JUST LIKE THE \$604,000 FOR THE LEGAL ADVISER COVERS TWO FULL-TIME EMPLOYEES AND SOMETHING ELSE.

>> RIGHT.  
>> BREAKING DOWN WHAT THE  
SOMETHING ELSE IS WOULD BE  
HELPFUL.  
>> GREAT.  
ALL RIGHT.  
>> AND I WOULD JUST SAY I'D  
ALSO --  
>> THANK YOU.  
>> -- BUSINESS SERVICES.  
13.5 FTE, \$10 MILLION.  
>> YEAH, BUSINESS SERVICES IS  
WHERE WE HOST A REBUDGET FOR ALL  
OF OUR CENTRAL BENEFITS.  
SO HEALTH INSURANCE, WORKER'S  
EXPERIENCEATION.  
ALL OF THOSE ITEMS FOR ALL  
EMPLOYEES IN THE DISTRICT ARE  
BUDGETED FOR IN OUR BUSINESS  
SERVICES OFFICE.  
THAT'S WHERE WE MANAGE THE  
PAYMENTS TO THE CITY FOR OUR  
BENEFIT.  
WE'VE BEEN FOR THIS TABLE  
CALCULATED WHAT PERCENTAGE OF  
OUR BENEFITS GO TO SCHOOLS, WHAT  
PERCENTAGE OF OUR BENEFITS GO TO  
SCHOOL SERVICES BUDGETED  
CENTRALLY.  
AND THEN WHAT PERCENTAGE OF OUR  
BENEFITS ARE COVERING CENTRAL  
OFFICE EMPLOYEES SO THAT AMOUNT  
THAT YOU SEE THERE INCLUDES A  
LARGE SUM OF MONEY, I CAN GET  
THE EXACT AMOUNT, FOR BENEFITS  
FOR CENTRAL OFFICE EMPLOYEES.  
I THINK IT'S SOMETHING IN THE  
ORDER MAGNITUDE OF \$3.5 MILLION  
JUST FOR BENEFITS.  
THAT'S WHY YOU SEE BUSINESS  
SERVICES AS THE HOLDING PLACE  
FOR A LOT OF LARGE CENTRAL PAY  
JOTS FOR THINGS LIKE BENEFITS.  
>> OKAY.  
BUT 13.5 EMPLOYEES ADMINISTERING  
THAT?  
>> YEAH, ADMINISTERING THAT,  
INCLUDES OUR ACCOUNTS PAYABLE,  
OUR ACCOUNTING TEAM, PURCHASING  
TEAM, THAT DOES ALL OF OUR  
CONTRACT WORK, AND PURCHASING  
WORK.  
>> OKAY.  
COUNCILOR JANEY?

>> THANK YOU, MR. CHAIR.  
THANK YOU ALL FOR BEING HERE.  
I JUST WANTED TO FOLLOW UP ON  
SOME OF THE EARLIER QUESTIONS  
AND COMMENTS REGARDING THE GAPS,  
AND I REALLY APPRECIATE  
COUNCILOR CAMPBELL'S COMMENTS  
AROUND WHAT ARE THE LESSONS IN  
LEARNING.  
BUT NOT JUST IN TERMS OF  
RESEARCH, I'D BE REALLY  
INTERESTED IN WHAT YOU'RE  
LEARNING FROM THE INITIATIVES  
THAT YOU'VE DONE AS A DISTRICT  
OVER THE LAST FIVE, TEN YEARS.  
AS SOMEONE WHO HAS FOLLOWED THIS  
FOR A LONG PERIOD OF TIME,  
THERE'S OFTEN DIFFERENT  
SHAKE-UPS, WHETHER IT'S  
STAFFING.  
WHETHER IT'S ORG CHARTS.  
WHETHER IT'S, YOU KNOW, WE'RE  
GOING TO RESTRUCTURE THE HIGH  
SCHOOLS AND WE'RE GOING TO DO  
THIS, WE'RE GOING TO DO THAT.  
WITHOUT A CLEAR UNDERSTANDING OF  
WHAT THE LESSONS ARE, AND WHY  
YOU KNOW, WE'RE CHANGING TO  
SOMETHING NEW.  
AGAIN, I APPRECIATE THE COMMENTS  
AND QUESTIONS AROUND THE GAPS.  
I WANTED TO, I THINK NICOLE, DID  
YOU MENTION THERE WERE LONG-TERM  
GAINS OVERALL?  
>> YES.  
>> AND IS THAT ALL STUDENTS?  
>> YES.  
IT'S TRUE, ACTUALLY, FOR ALL  
STUDENTS AND FOR STUDENT  
SUBGROUPS.  
SO WHAT WE HAVE IN THIS SLIDE  
DECK IS ACTUALLY JUST A COUPLE  
OF SLIDES AND AN APPENDIX.  
I WONDER IF WE COULD GO TO THAT  
JUST TO MAKE SURE YOU HAVE SOME  
OF THE DATA IN FRONT OF YOU,  
RIGHT THERE.  
THIS IS ACROSS ALL STUDENTS BUT  
I DO HAVE THIS BROKEN DOWN  
COUNCILOR JANEY AND FOR ALL OF  
YOU FOR A SCHOOL PRESENTATION  
THAT I DID JUST THIS PAST  
WEDNESDAY AND I HAVE IT BROKEN  
DOWN FOR EVERY SUBGROUP SO I'LL



BE HAPPY TO SEND THAT TO YOU  
BECAUSE YOU CAN SEE A TABLE  
THAT'S SIMILAR.

>> YEAH, I WOULD LIKE THAT.  
AND WAS THERE A DECLINE FOR  
BLACK AND LATINO STUDENTS  
OVERALL IN TERMS OF THEIR  
PERFORMANCE WHEN LOOKING AT THE  
NATIONAL ASSESSMENT?

>> THE PLACE WHERE WE SAW A  
SIGNIFICANT DECLINE WAS IN 8th  
GRADE MATHEMATICS FOR BLACK  
STUDENTS AND THAT IS WHY THAT'S  
IN THIS LINE GRAPH SLIDE THAT I  
DID WALK YOU ALL THROUGH.  
YOU ACTUALLY DO SEE THAT  
STATISTICALLY SIGNIFICANT

DECLINE.

I WILL SAY ACROSS ALL OF OUR  
OTHER DIFFERENT SUBGROUPS AND  
EVEN FOR THE CALL STUDENTS ROLE  
WE DIDN'T SEE ANY STATISTICALLY,  
ANY OTHER STATISTICALLY  
SIGNIFICANT DECLINES.

THIS WAS

>> IN TERMS OF GAPS FOR FOURTH  
AND EIGHTH GRADE IS IT READING  
AND MATH WE SEE THE GAP ACTUALLY  
WIDENING?

>> ACTUALLY FOR BOSTON PUBLIC  
SCHOOLS WHEN I SAID THE GAP IS  
WIDENING, THAT IS SORT OF A  
NATIONAL TREND.

AND THAT'S REALLY BEEN OVER THE  
PAST LIKE FIVE OR -- TO SEVEN  
YEARS THAT THERE'S A LITTLE BIT  
OF A WIDENING OF THE GAP.

SO I SAID THAT KIND OF BROADLY.  
WHERE WE --

>> ISN'T THAT ALSO TRUE FOR  
BOSTON, THOUGH?

>> SO, ING NOT AS MUCH SO.

LET ME JUST BRING UP THE DATA SO  
I MAKE SURE THAT I'M KIND OF  
WALKING YOU THROUGH IT IN THE  
RIGHT WAY.

SO FOR SCHOOL COMMITTEE, AND  
I'LL SEND ALL OF THIS TO YOU BUT  
I HAVE IT IN FRONT OF ME NOW I  
CALCULATED GAP BACK IN 2003, FOR  
BLACK STUDENTS VERSUS WHITE  
STUDENTS, AND THEN ALSO THIS  
PAST YEAR, 2017, THIS IS NOT ALL

HERE IN FRONT OF YOU, BUT I'LL TALK YOU THROUGH IT, AND WHAT WE FOUND IN FOURTH GRADE READING, AND MATH AND THEN EIGHTH GRADE READING AND MATH IS THE GAPS DID NOT REALLY SIGNIFICANTLY WIDEN BETWEEN 2003 AND 2017 EXCEPT FOR THIS ONE AREA AND THAT IS EIGHTH GRADE MATHEMATICS FOR BLACK STUDENTS.

>> AND THAT'S FOUND ON PAGE SIX?

>> YES.

THAT IS THE -- AND I ALSO HAVE THE SUMMARY THAT I WILL SEND YOU THAT I PRESENTED TO SCHOOL COMMITTEE.

>> AND I SEE THE SHARP DECLINE FOR BLACK STUDENTS.

>> THAT'S RIGHT.

YEAH.

SO WHILE THERE HAS BEEN SORT OF A NATIONAL TREND OF AN INCREMENTAL WIDENING OF THE GAP, WE -- AND WE HAVE SEEN SOME NUMERICAL, YOU KNOW, MARGINAL CHANGES TO OUR GAPS, THOSE ARE NOT FOUND TO BE STATISTICALLY SIGNIFICANT OR MEANINGFUL EXCEPT FOR IN THIS ONE AREA.

>> YEAH.

AND THEY SEEM TO BE IN THE RECENT YEARS LIKE IN 9 LAST COUPLE OF YEARS, ACCORDING TO THESE LEADS FROM 2013 IT WAS DOWN A LITTLE TO 2015 AND THEN A SHARP DECLINE FROM 2015 TO 2017. AND THEN I SEE SOMETHING SIMILAR ON PAGE, I BELIEVE 24.

>> YOU'RE LOOKING AT ME FOR THE TABLE SUMMARY --

>> WELL, ACTUALLY, 28.

IF YOU LOOK AT 28.

SO I GUESS IF THERE'S A BRIGHT SPOT ON 28 IF YOU LOOK AT GRADE TEN MATH, FOR LATINO STUDENTS I SEE AN INCREASE.

WHICH IS GREAT.

BUT ALL OF THE OTHER SLIDES SHOW DECLINES AND GAPS WIDENING.

SO I'M LOOKING AT AND AM VERY CONCERNED ABOUT WHAT I SEE IN THE BOTTOM LEFT.

THE QUADRANT.

>> YEAH.

>> CAN YOU EXPLAIN WHAT THAT IS?  
AND AGAIN, THAT'S ANOTHER FROM  
THE 2015-2016 SCHOOL YEAR.

>> YEAH, THIS IS -- YEAH YEAH.  
TO YOUR POINT, SO WE DID DO SOME  
DEEPER DIVES.

I WANT TO LET DONNY SPEAK A  
LITTLE BIT MORE TO WHAT WE'RE  
DOING ABOUT IT.

BUT WE DID SOME DEEPER DIVES  
INTO THE DATA SPECIFICALLY  
AROUND ENGLISH LEARNERS IN GRADE  
TEN.

THAT'S WHAT YOU'RE LOOKING HERE  
AND WE HAVE IT UP IN FRONT OF  
US.

IN GRADE TEN SPECIFICALLY WE SAW  
THAT THERE WAS A LITTLE BIT MORE  
OF A DRAMATIC DECLINE FOR  
ENGLISH LEARNERS OVER THE PAST  
COUPLE OF YEARS.

WE DID SOME DEEPER DIVES AND  
IT'S IN OUR SCHOOL COMMITTEE  
PRESENTATION THAT IS UP  
PUBLICLY.

WE CAN MAKE SURE TO SEND IT TO  
YOU.

WE DOVE DEEPER INTO THE DATA AND  
FOUND THAT OUR STUDENT  
POPULATION IN TENTH GRADE,  
SPECIFICALLY FOR ENGLISH  
LEARNERS HAS CHANGED A BIT OVER  
THE PAST, YOU KNOW, THREE TO  
FIVE YEARS.

WE'RE FINDING THAT WE HAVE MORE  
STUDENTS IN GRADE TEN WHO ARE IN  
SORT OF WHAT WE, I KNOW YOU KNOW  
THIS COUNCILOR JANEY, BUT WE  
CALL THEM LIKE THEIR ENGLISH  
LANGUAGE DEVELOPMENT LEVEL IS IN  
THE ONE AND TWO CATEGORY.

MEANING THAT THEY ARE JUST SORT  
OF VERY NEW TO LEARNING ENGLISH.  
AS WE DOVE DEEPER INTO THAT WE  
WERE ABLE TO SHOW THAT WE HAVE A  
LARGER PROPORTION OF OUR  
STUDENTS.

I MEAN WE'RE NOT TALKING, YOU  
KNOW, HUNDREDS OF STUDENTS, BUT  
BECAUSE, YOU KNOW, EVEN JUST 30  
MORE STUDENTS IN A YEAR CAN MAKE  
A DIFFERENCE AT THE MARGINS  
HERE.

WE ARE SEEING MORE STUDENTS WHO

ARE NEW TO THE COUNTRY IN TENTH GRADE.

AND SO, THAT WAS SOME SORT OF DATA ANALYSIS THAT WE WERE ABLE TO HELP TO UNDERSTAND THAT PROBLEM A LITTLE BIT MORE.

AND WE'D BE HAPPY TO SHARE THAT DATA WITH YOU.

>> OKAY.

AGAIN, SO ON THE RIGHT SIDE, AGAIN, THE GAP'S WIDENING FOR STUDENTS WITH SPECIAL NEEDS. HERE, WHAT WOULD ACCOUNT FOR THAT?

>> THE STUDENTS WITH DISABILITIES COMPONENT?

>> YES.

>> AND YOU'RE LOOKING AT --

>> I'M ON PAGE 28.

>> RIGHT.

BECAUSE I SEE IT A LITTLE BIT FOR IN THE BOTTOM TWO GRAPHS, ESPECIALLY ENGLISH LANGUAGE IS THAT WHAT YOU'RE LOOKING AT AS WELL?

>> I'M LOOKING AT GRADE TEN MATH ON PAGE 28, THE BOTTOM RIGHT CORNER.

STUDENTS WITH DISABILITIES, I SEE A DIP THERE WITH THE GAP WIDENING.

IF YOU'RE COMPARING IT TO ALL STUDENTS.

>> -- POTENTIAL INFERENCES THAT HAVE DRIVEN SOME OF OUR THINKING AND ALSO HIGHLIGHT AND SORT OF ANSWER THE QUESTION OF WHAT ARE THE LESSONS THAT WE'VE LEARNED FROM THE PAST THREE YEARS.

ONE THING THAT WE KNOW, JUST WHAT SPURRED AROUND ADDITIONAL, OR A FAIRLY LARGE INVESTMENT IN NEW MATH CURRICULUM WAS THAT WHAT WE HAD, K TO 8, UNTIL 2016, WAS NOT ALIGNED TO MANY OF THE NEW STANDARDS IN MATH.

SO THIS TENTH GRADE GROUP WOULD BE THE LAST -- SOME OF THE LAST STUDENTS TO GO THROUGH SOME OF THAT CURRICULUM THAT WASN'T ALWAYS THE MOST ALIGNED TO WHAT THEY WOULD BE EXPECTED TO DO, COME TENTH GRADE.

AND SO THAT COULD BE A DRIVER

FOR SOME OF THE RESULTS THAT WE'RE SEEING HERE, IS THAT THIS -- WHICH IS WHY WE CHOSE TO ADOPT NEW CURRICULUM, K TO 8 TO THE TUNE OF ABOUT \$2.3 MILLION OVER THE PAST THREE YEARS. AND SO WHAT WE'RE SEEING AS A RESULT OF THAT ARE SOME UPTICKS IN AGGREGATE PERFORMANCE AS A RESULT OF SOME OF THE NEW IMPLEMENTATION.

ESPECIALLY IN FIFTH GRADE THIS PAST YEAR.

BASED ON THE MCATS, OR THE STATE TEST THAT STUDENTS TOOK.

ANOTHER LESSON THAT WE LEARNED, WE SAW THE SPIKE IN EIGHTH GRADE ELA, SO INCREASING OF STUDENT ACHIEVEMENT, AND ONE OF THE FIRST THINGS THAT WE DID WHEN WE CAME HERE WAS ASSESS THE RIGOR OF TASKS THAT STUDENTS WERE ENGAGING WITH.

AND WHAT WE FOUND WAS THAT THE RIGOR OF TASKS WAS NOT AS STRONG AS IT NEEDED TO BE TO MATCH UP TO THE STANDARDS.

AND SO THAT'S WHY COGNITIVELY DEMANDING TASKS WAS A SIGNIFICANT FOCUS OF OUR FIRST YEAR OF WORK.

AND WHAT WE ARE HYPOTHESIZING, AND IF MANY OF THESE ARE, I JUST WANT TO FRAME IT AS A HYPOTHESIS IS WHAT WE ARE SEEING IN EIGHTH GRADE IS THE RESULT OF MULTIPLE YEARS OF FOCUS AROUND THE RIGOR OF TASKS, AND THE RIGOR OF TEXTS THAT STUDENT ARE ENGAGING WITH. SO FOR A FEW YEARS IN A ROW, WHAT WE'VE SEEN IS AN UPTICK IN THAT TASK RIGOR.

WHICH WE HAVE BEEN MEASURING VIA DIPSTICKS AND JUST COLLECTING TASKS FROM CLASSROOMS, AND SCORING THEM.

AND WHAT WE'RE SEEING IS THE TEXTS ARE GETTING MORE COMPLEX, THE TASKS ARE GETTING MORE COMPLEX.

WHICH WE THINK A FEW YEARS OF THAT FOR THE EIGHTH GRADE TESTERS IS THE REASON WHY WE'RE SEEING THE SPIKE.

THE GAP QUESTION IS THE CRITICAL ONE TO LOOK AT, AS WELL, WITH REGARDS TO THAT INFERENCE. BECAUSE WHAT WE LEARNED AFTER THAT FIRST YEAR IS THAT YOU CAN INCREASE THE RIG IROF A TASK, BUT IF YOU'RE NOT CHANGING AND ENGAGING WITH THE MIND-SET OF EDUCATORS BROADLY, BE THINK SCHOOL LEADERS, PRINCIPALS, HEAD MASTERS, TEACHERS, SUPPORT PROFESSIONALS, IF YOU'RE NOT ENGAGING IN THE MIND-SETS ABOUT WHAT THEY THINK ABOUT STUDENTS AND WHAT THEY BELIEVE ABOUT STUDENT ABILITY, AND THE EXPECTATIONS THAT THEY HOLD STUDENTS TO, THEN ANYBODY CAN TAKE A REALLY GREAT TASK, AND MAKE IT LESS RIGOROUS.

>> RIGHT.

AND SO I KNOW I'M RUNNING LOW ON TIME.

I DON'T MEAN TO CUT YOU OFF, DONNY.

I APPRECIATE THAT.

SO WHAT THAT EMPHASIZES FOR ME IS THE IMPORTANCE OF THE DIVERSE WORKFORCE.

>> ABSOLUTELY.

>> AS YOU'VE MENTIONED ALREADY, I HOPE THAT WE'RE GOING TO SEE SOME IMPROVEMENTS WHEN WE GET TO THAT SECTION IN THE BUDGET HEARING.

JUST TWO THINGS I'D LIKE TO HIGHLIGHT, BECAUSE I KNOW MY TIME IS COMING TO AN END.

AS I LOOK AT THESE CHARTS AGAIN ON PAGE 28, ONE, THE IMPORTANCE OF, AND I KNOW THIS QUESTION HAS BEEN ASKED OVER AND OVER AND OVER AGAIN, BUT I WOULD REALLY LIKE TO SEE WHERE GAPS ARE HIGHLIGHTED.

AND SO, WE SEE LINES ON A GRAPH BUT I WANT TO SEE THE NUMBERS, AND I WANT TO SEE, OVER TIME, WHAT THAT LOOKS LIKE FOR ALL SUBGROUPS, BLACK STUDENTS, LATINO STUDENTS, ASIANS, WHITES, AND BY PROGRAM AREAS, SO ELL AND STUDENTS WITH DISABILITIES.

I THINK IT'S REALLY, IF THERE'S

GOING TO BE REAL INTENTIONALITY  
AROUND ELIMINATING GAPS, IT'S  
IMPORTANT NOT JUST TO LOOK AT  
TRENDS OVER TIME, IN TERMS OF  
OVERALL SCORES, BUT REALLY WHAT  
THE GAPS ARE.

SO THAT'S ONE.

AND THEN TO END ON A BRIGHT  
NOTE, YOU KNOW, AGAIN, WE SEE  
FLEX STUDENTS OUTPERFORMING ALL  
STUDENTS OVER AND OVER AND OVER  
AGAIN.

AND SO FOR ME, I WANT TO MAKE MY  
PITCH, I'M A BROKEN RECORD ON  
THIS, THE IMPORTANCE OF DUAL  
LANGUAGE FOR EVERY STUDENT.

NOT JUST ELL SERVICES, BUT HOW  
WE ENSURE IT DOES SOMETHING FOR  
THE BRAIN WHEN YOU BECOME  
BILINGUAL, PIT HELPS BRING  
FUNCTION, AND YOU SEE IT WITH  
OUR STUDENTS WHO ARE FLEX  
STUDENTS AND HOW THEY OUTPERFORM  
AND YOU NEED TO OPEN THAT, ONE,  
MAKE SURE WE'RE DOING MORE FOR  
STUDENTS WHO ACTUALLY NEED ELL  
SERVICES.

BUT ACROSS THE BOARD.

SO THIS IS NOT AN ELECTIVE  
COURSE THAT YOU TAKE IN HIGH  
SCHOOL OR IF YOU GO TO AN EXAM  
SCHOOL.

BUT SOMETHING THAT WE'RE DOING  
FROM KINDERGARTEN ALL THE WAY  
UP.

SO I JUST WOULD END ON THAT.

THANK YOU, MR. CHAIR FOR  
INDULGING ME.

AND I HOPEFULLY I'LL HAVE SOME  
MORE, A CHANCE TO COME BACK FOR  
ROUND TWO.

>> THANK YOU.

COUNCILOR PRESSLEY?

>> THANK YOU.

THANKS TO ALL OF YOU FOR BEING  
HERE AND FOR WHAT YOU DO EACH  
AND EVERY DAY.

I'M GOING TO TRY TO MAXIMIZE MY  
TIME HERE AND JUST TICK THROUGH  
SOME THINGS.

HOPEFULLY THEY'RE JUST SUCCINCT  
ANSWERS YOU CAN PROVIDE AND IF  
NOT YOU CAN TABLE THE RESPONSE,  
OKAY?

SO, MY FIRST QUESTION IS, PARDON ME.

DON'T COUNT THAT TOWARDS MY TIME.

SO I WANTED TO PICK UP ON THE YOUTH BEHAVIOR SURVEY.

CAN WE ALL GET A COPY OF THAT.

>> ABSOLUTELY.

>> OKAY SO IT'S ON THE RECORD I WANTED TO MAKE THAT REQUEST.

YOU KNOW, IT'S BEEN MY, YOU KNOW, HONOR TO PARTNER WITH YOU ON SO MANY THINGS THROUGHOUT THE YEARS.

YOU KNOW, ONE OF THE FIRST THINGS WE TACKED TOGETHER WAS GETTING A COMPREHENSIVE SEX AND HEALTH EDUCATION, A CURRICULUM DEVELOPED IN PARTNERSHIP WITH ADVOCATES AND STUDENTS OF ALL OF YOU.

HE ONE THAT WOULD BE CULTURALLY COMPETENT, AGE APPROPRIATE AND INCLUDE ACCESS TO CONDOMS.

AND SO THE CURRICULUM HAS BEEN ADOPTED, BUT YOU KNOW MY QUESTION IS DO WE BELIEVE THAT IT IS EQUITABLY BEING IMPLEMENTED.

THAT WE HAVE ENOUGH HEALTH EDUCATORS TO DO IT.

IT'S NOT CLEAR TO ME, YOU KNOW, HOW THIS CURRICULUM IS BEING TAUGHT.

AND I'M ESPECIALLY GRATEFUL THAT WE MADE A POINT TO CODIFY OUR HEALTHY RELATIONSHIPS AND SEXUALITY.

AND I WANT TO COMMEND YOU ON YOUR RECENT LGBTQ STUDENT SUMMIT -- IS THAT THE FIRST TIME THAT HAPPENED?

>> SECOND.

>> OKAY.

THANK YOU FOR THAT.

SO MY QUESTION IS, HOW IS THIS CURRICULUM BEING IMPLEMENTED?

AND WHEN IT COMES TO ACCESS TO CONDOMS, YOU KNOW, HOW IS THAT HAPPENING?

HOW ARE STUDENTS GAINING ACCESS?

IS IT THROUGH SCHOOL NURSES?

IS IT THROUGH SCHOOL-BASED

HEALTH CENTERS?



IS IT THROUGH HEALTH RESOURCE CENTERS?

>> SO FIRST OF ALL I'D LIKE TO THANK YOU FOR YOUR PASSION, AND YOUR COMMITMENT, AND YOUR SUPPORT AROUND OUR EFFORTS TO ADDRESS THE SEXUAL HEALTH AND EL-BEING OF OUR STUDENTS. WITH THAT I'LL TURN IT OVER TO THE EXPERT.

>> THANK YOU.

YES.

THANK YOU.

HI, THANK YOU SO MUCH FOR YOUR QUESTION AND YOUR PERSISTENCE AND ASKING AND SUPPORTING US AROUND IMPLEMENTING COMPREHENSIVE HEALTH EDUCATION, INCLUSIVE OF COMPREHENSIVE SEXUAL HEALTH EDUCATION. SO I'LL JUST TRY TO TICK OFF SOME NUMBERS FOR YOU.

IN TERMS OF FIRST OF ALL, WE KNOW THAT ABOUT 30% OF OUR SCHOOLS ARE TEACHING COMPREHENSIVE HEALTH EDUCATION. WHEN YOU LOOK AT SEXUAL HEALTH EDUCATION, WE HAVE 60% OF ALL BPS SCHOOLS ARE CURRENTLY IMPLEMENTING SEXUAL HEALTH EDUCATION PROGRAMMING.

IN OUR HIGH SCHOOLS, 86% ARE IMPLEMENTING SEXUAL HEALTH EDUCATION.

IN TERMS OF HOW IT'S BEING TAUGHT, WE -- WE HAVE A NUMBER OF DIFFERENT STRATEGIES FOR REACHING THE NUMBERS THAT I JUST TALKED ABOUT.

SO I'LL TICK THROUGH THOSE. WE USE BPS STAFF, AND COMMUNITY PARTNERS.

THERE ARE AT LEAST 57 BPS STAFF. NOT NECESSARILY ALL OF THEM AS LICENSED HEALTH EDUCATION TEACHERS, BUT 56 BPS STAFF IN THE DISTRICT TEACHING SOME HEALTH EDUCATION.

OF THESE THERE ARE 19 LICENSED HEALTH EDUCATION TEACHERS THAT SPEND SOME OR ALL OF THEIR TIME TEACHING HEALTH EDUCATION.

THE OTHER BPS STAFF ENGAGED INCLUDE SCIENCE TEACHERS, P.E.

TEACHERS, GUIDANCE COUNSELORS,  
NURSES ELEMENTARY SCHOOL,  
GENERAL EDUCATION TEACHERS ARE  
DOING SOME PIECES.

THE COMMUNITY -- WE HAVE  
COMMUNITY PARTNERSHIPS WITH THE  
BOSTON PUBLIC HEALTH COMMISSION  
WHICH HAS NINE HEALTH RESOURCE  
CENTERS.

PEER HEALTH EXCHANGES IN A  
NUMBER OF OUR SCHOOLS, AND  
HARVARD HEALTH DIRECT SERVICES.  
IN TERMS OF, I THINK YOU ASKED,  
YOU KNOW, DO WE HAVE ENOUGH  
HEALTH EDUCATION TEACHERS?

>> YES.

>> AS YOU KNOW, OUR WELLNESS  
POLICY STATES THAT ELEMENTARY  
SCHOOL -- OR I'M SORRY, MIDDLE  
SCHOOL STUDENTS WILL RECEIVE TWO  
SEMESTERS OF HEALTH EDUCATION  
TAUGHT BY A LICENSED TEACHER.  
AND IN HIGH SCHOOL, WE'LL HAVE  
AT LEAST ONE SEMESTER OF HEALTH  
EDUCATION, ALSO TAUGHT BY  
LICENSED HEALTH EDUCATION  
TEACHERS.

>> OKAY.

>> AT THIS POINT WE DON'T HAVE  
THAT HAPPENING IN TERMS OF BY  
LICENSED HEALTH EDUCATION  
TEACHERS, DESPITE, I RAN THROUGH  
WHAT'S GOING ON.

WHAT I CAN TELL YOU IS THAT IN  
ORDER TO ACTUALLY TEACH IN THE  
WAYS THAT WE JUST TALKED ABOUT,  
THE WELLNESS POLICY, WE WOULD  
NEED APPROXIMATELY ANOTHER 35  
FTEs OF LICENSED HEALTH  
EDUCATION TEACHERS.

>> OKAY.çó

>> TO BE ABLE TO ACHIEVE THAT.

>> ALL RIGHT.

SO CURRENTLY WE'RE AT 19  
LICENSED.

>> THAT'S RIGHT.

>> OKAY.

THANK YOU.

AND THEN I WANTED TO PICK UP ON  
SOMETHING THAT WAS DECIDED AT AN  
EARLIER BUDGET HEARING THIS  
WEEK, I BELIEVE, WHERE WE WERE  
SEEING AN INCREASE IN PREGNANCY  
IN MIDDLE SCHOOL STUDENTS, AND

SO I JUST WAS WONDERING IF THAT'S, YOU KNOW, CORRECT, AND IF THAT'S SOMETHING THAT COULD BE SUBSTANTIATED.

BUT IT WAS CITED AT A HEARING. AND SORT OF THE ARGUMENT WAS MADE THAT WE HAVE THIS CURRICULUM BUT PERHAPS WE NEED TO START INTEGRATING IT MUCH EARLIER.

SO I JUST WANTED TO KNOW IF THAT'S -- DO YOU HAVE DATA TO SUPPORT THAT WE ARE SEEING THAT THERE ARE MIDDLE SCHOOL STUDENTS THAT ARE PREGNANT?

>> RIGHT.

I DON'T HAVE ANY DATA TO CORROBORATE WHAT YOU JUST SAID. THAT DOESN'T MEAN THAT IT MIGHT NOT BE TRUE.

>> OKAY.

>> I'LL JUST GIVE YOU SOME INFORMATION THAT WE HAVE SEEN A DECREASE IN THE PERCENTAGE OF STUDENTS WHO HAVE BEEN PREGNANT OR GOTTEN SOMEONE PREGNANT, THAT'S BASED ON HIGH SCHOOL YOUTH RISK BEHAVIOR SURVEY DATA BETWEEN 2007 AND 2017.

SO, WE'VE GONE FROM 8.5% OF STUDENTS REPORTING THAT THEY'VE EITHER BEEN PREGNANT OR GOT SOMEONE PREGNANT TO 4.1% OF STUDENTS REPORTING THAT.

>> OKAY.

THAT'S GREAT.

>> ACCORDING TO MASS DEPARTMENT OF BIRTH RECORDS WE SEE BIRTH RATES FOR 15 TO 19-YEAR-OLDS AT ABOUT 9.5 PER THOUSAND. AND THAT'S BASED ON 2015 DATA. THAT'S THE MOST RECENT THAT THEY HAVE UP.

YOU KNOW, OVERALL, IF YOU COMPARE BOSTON BIRTH RATE IN THAT CATEGORY TO OTHER URBAN AREAS, WE'RE SIGNIFICANTLY -- WE'RE REALLY AT THE LOW END OF THAT.

>> OKAY.

>> BUT I MEAN I'M VERY CURIOUS TO FOLLOW UP ON THAT AND DEFINITELY WILL LOOK INTO THAT.

>> THANK YOU VERY MUCH.

I APPRECIATE THAT.  
THEN I JUST WANTED TO SKIP  
AROUND HERE A LITTLE BIT AND TRY  
TO GET A COUPLE MORE QUESTIONS  
IN.

ON ALL OF OUR COLLECTIVE  
CONCERNS ABOUT, YOU KNOW,  
PREVENTING DROPOUT, BY PAYING  
ATTENTION TO ABSENTEEISM AND  
ALSO CHRONIC TARDINESS, WHICH IS  
OFTEN AN INDICATOR OF TRAUMA AND  
OTHER DESTABILIZING FACTORS,  
COULD YOU TELL ME CURRENTLY WHAT  
IS OUR BUDGET FOR TRUANCY  
OFFICERS, OR WHAT DO WE CALL  
THEM, SCHOOL ADJUSTMENT -- WHAT  
IS THE APPROPRIATE TITLE?  
HOW MANY DO WE HAVE?

>> WE HAVE FIVE.

>> FIVE SUPERVISORS OF  
ATTENDANCE.

I THINK IN TERMS OF IF YOU WANT  
THE ACTUAL BUDGET NUMBER.

>> AND IS THAT A LEVEL FUND?  
YOU KNOW, SORT OF LINE ITEM, AND  
IS THAT TOUGH FOR US TO GET AT  
THESE CONCERNS RELATIVE TO  
CHRONIC TARDINESS AND PREVENTING  
ABSENTEEISM?

>> I WILL ALSO SAY, WELL,  
DR. NIEVES IS COMING UP HERE,  
THAT WE ALSO PARTNER WITH BOSTON  
PUBLIC HEALTH COMMISSION AND  
THEY WORK WITH US ON CHRONIC  
ABSENTEEISM AND ALSO HAVE I  
BELIEVE ANOTHER FIVE POTENTIALLY  
FIVE FTEs, I THINK, I WOULD WANT  
TO VERIFY THE EXACT NUMBER.

>> OKAY.

>> BUT THEY HAVE A WHOLE UNIT  
THAT WORKS WITH US ON CHRONIC  
ABSENTEEISM, AT PARTICULAR  
SCHOOLS AS WELL.

>> EXCELLENT.

>> I THINK AT THE MOMENT, WE  
FEEL WE HAVE THE RIGHT NUMBER TO  
MEET THAT NEED.

AGAIN, I DON'T SEE THIS WORK  
BEING THE WORK OF JUST ONE  
DEPARTMENT.

>> OKAY.

>> IT WOULD BE THE WORK  
AROUND --

>> JUST ASKING BECAUSE THERE HAD

BEEN A TIME WHEN IT WAS POSSIBLE  
THAT THAT WORKFORCE WAS BEING,  
YOU KNOW, WE MIGHT LOSE SOME,  
AND SO WE ALL COLLECTIVELY  
ADVOCATED TO MAKE SURE WE KEPT  
IT.

I WANT TO MAKE SURE --

>> THEY'RE DOING GREAT WORK OUT  
THERE.

>> YES, THEY HAVE.

THEY HAVE INCREDIBLE  
RELATIONSHIPS WITH STUDENTS.  
AND JUST FOR THIS ROUND LET ME  
JUST WRAP UP, I JUST WANT TO  
SKIP TO ATHLETICS FOR A MOMENT  
AND JUST TA&K ABOUT TITLE IX AND  
GENDER EQUITY IN THAT REGARD.  
SO MY QUESTIONS ARE, IS ONE OF  
THE CHALLENGES IN THE PAST, IT'S  
BEEN OUR OBSERVATION, AND BPS  
HAS ACKNOWLEDGED THAT THE  
FACILITIES, THE ATLANTIC  
FACILITIES, THE LOCKER ROOMS FOR  
GIRL ATHLETES IS NOT COME US RAT  
TO WHAT THE BOYS ARE GETTING.  
AND WE DO HAVE A COACH HERE, YOU  
KNOW, WHO CAN SUPPORT THAT.  
AND SO I JUST WANTED TO KNOW IF  
THAT'S TRUE.

AND THEN SECONDLY, IF THERE IS  
EQUITABLE GENDER ACCESS TO ALL  
SPORTS?

AND THEN IS IT TRUE THAT THERE  
ARE SOME SCHOOLS THAT PROVIDE  
CERTAIN SPORTS THAT OTHER  
SCHOOLS DON'T?

AND SO IF THERE ARE STUDENTS  
THAT WANT TO PARTICIPATE IN THAT  
SPORT, CAN THEY PARTICIPATE IN  
ANOTHER SCHOOL?

AND THEN MY FINAL QUESTION, THIS  
SPACE I'M TRYING TO GET IT ALL  
IN, IS HOW MANY OF OUR SCHOOLS  
HAVE SPORTS, BUT DON'T HAVE  
FACILITIES WITH WHICH TO TRAIN?  
SO THEY'RE AWARD WINNING  
BASKETBALL TEAMS, THEY DON'T  
HAVE A GYM.

THAT'S WHAT I'M LOOKING TO FIND  
OUT.

THANK YOU.

>> I'M GOING TO TRY TO TAKE THIS  
ONE BACKWARDS.

>> OKAY, COOL.

>> FOR YOUR LAST QUESTION, I  
THINK THAT VARIES SPORT TO  
SPORT, SEASON TO SEASON, IN  
TERMS OF OUR OUTDOOR, MAJORITY  
OUTDOOR SEASONS, BOTH THE FALL,  
AND THE SPRING.  
MOST OF THE CITY IS IN THE SAME  
BOAT WHERE THEY'RE NOT USING  
QUOTE/UNQUOTE FACILITIES THAT  
ARE THEIRS.  
>> OKAY.  
>> THAT'S PARTNERSHIP WITH  
PARKS.  
TIME ALLOCATED TO BPS.  
AND US AS A DEPARTMENT WORKING  
TO IDENTIFY SPACES FOR THEM TO  
USE ADEQUATE SPACES FOR THEM TO  
USE.  
THE INDOOR SEASON, SO WE'RE  
TALKING, YOUR BASKETBALLS, YOUR  
HOCKEYS, YOUR INDOOR TRACKS, OUT  
OF OUR SCHOOLS RIGHT NOW, THERE  
ARE TWO THAT DON'T HAVE GYMS.  
>> OKAY.  
>> I TAKE THAT BACK, EXCUSE ME,  
THREE.  
>> THREE, OKAY.  
>> SO SNOWDEN, FENWAY, AND THEN  
A COLLABORATION WITH BOSTON  
GREEN ACADEMY, QUINCY UPPER --  
>> VERY GOOD.  
>> SO THAT ISN'T NEW.  
I THINK IT'S ONE WHERE WE WORK  
WITH EVERYBODY IN THE DISTRICT  
TO TRY TO IDENTIFY A GYM SPACE  
THAT WE CAN SCHEDULE AND USE FOR  
PRACTICE AND GAMES.  
YOU KNOW.  
>> OKAY.  
GREAT.  
>> OKAY, SO, THE ONE BEFORE  
THAT.  
>> JUST IF A STUDENT WANTS TO  
PARTICIPATE IN A SPORT BUT YOU  
DON'T HAVE IT AT THE SCHOOL THAT  
THEY'RE A STUDENT AT, CAN THEY  
PARTICIPATE IN ANOTHER SCHOOL?  
>> SO, ALL OUR ATHLETIC TEAMS  
ARE CENTRALLY FUNDED OUT OF THE  
ATHLETICS DEPARTMENT BUDGET,  
MEANING WE PAY THE STIPEND, WE  
PAID FOR THE EQUIPMENT, PROVIDE  
THE TRANSPORTATION SERVICES, AS  
PART OF TRANSPORTATION'S BUDGET.

BUT IN WORKING WITH US  
ATHLETICALLY.  
SO ALL OF OUR SCHOOLS ARE  
ACCOUNTED FOR.  
THE ONLY SCHOOL CURRENTLY THAT  
IS OFFERING SOME, I GUESS, SPORT  
OFFERINGS THAT AREN'T PART OF  
OUR CURRENT BPS PACKAGE WOULD BE  
LATIN SCHOOL.  
AND THEY HAVE, I DON'T WANT TO  
QUOTE THEM ON THAT BUT I THINK  
THE ONES THAT COME TO MIND, THE  
LACROSSE, AND CREW MAYBE.  
AND SO, LACROSSE IS M.I.A.  
SPORT, MEANING SPONSORED, AND  
RECOGNIZED BY THE GOVERNING BODY  
OF THE STATE.  
CREW WAS KIND OF NOT IN THAT  
BOAT NOW.  
>> I GOT YOU.  
>> BUT WE HAVE THIS YEAR WE DID  
WORK WITH THEM, THERE WERE SOME  
STUDENTS THAT HAD SOME INTEREST  
IN PLAYING LACROSSE.  
WE WERE ABLE TO WORK WITH THEM,  
AND WITH THE M.I.A. TO ALLOW  
THOSE KIDS TO PARTICIPATE.  
>> OKAY, EXCELLENT.  
THANK YOU.  
>> I THINK THAT'S A YEAR BY YEAR  
PIECE THAT WE'D HAVE TO WORK  
WITH.  
BUT WE WERE ABLE TO DO IT THIS  
YEAR.  
>> THANK YOU.  
I THINK THAT'S IT FOR ME FOR  
THIS ROUND AND I'M JOUR  
COUNCILOR ESSAIBI-GEORGE WILL  
PICK UP ON MY TRAINING  
FACILITIES, LOCKER ROOM QUESTION  
FOR GIRL ATHLETES.  
I'LL SEE YOU NEXT ROUND.  
YOU CAN GET READY I'M GOING TO  
ASK ABOUT SUSPENSION AND  
SUSPENSION RATES.  
I WANT TO KNOW IF THERE'S A  
GIRL'S PROGRAM COMMENSURATE TO  
BAM AND THEN I WANT TO TALK  
ABOUT HOMELESS STUDENTS.  
>> THANK YOU.  
COUNCILOR O'MALLEY?  
>> THANK YOU, MR. CHAIRMAN.  
GOVERN LADIES AND GENTLEMEN.  
I WANT TO FOLLOW UP ON THE

QUESTIONS ABOUT THE DEPARTMENT  
OF CENTRAL SERVICES ONLY.  
THIS MAY BE NATE TO JOIN US IF  
YOU GUYS CAN'T BUT I JUST WANT  
TO FOLLOW UP.

SO IT'S 57 TOTAL POSITIONS AND  
THIS IS JUST FOR THE FINANCE  
OFFICE AND THE SUPERINTENDENTS  
OFFICE?

I'LL WAIT FOR NATE.

THANK YOU.

>> YES, SO THESE ARE DETAILS  
FOR -- WE'VE -- THOSE ARE  
ACTUALLY ALL OF THE DEPARTMENTS,  
I THINK THERE ARE EIGHT  
DIFFERENT DEPARTMENTS LISTED.  
WHICH ARE SEPARATE  
RESPONSIBILITY CENTERS, SO THEY  
FALL UNDER THE DIFFERENT  
DIVISIONS.

SO UNDER FINANCE WE HAVE A  
BUDGET OFFICE BUSINESS SERVICES,  
AND THEN FINANCES FOR THE CFOs  
OFFICE.

UNDER THE SUPERINTENDENTTTHERE'S  
A NUMBER OF DIFFERENT  
DEPARTMENTS, INCLUDING OUR  
COMMUNICATIONS OFFICE, CHIEF OF  
STAFF, EXTERNAL AFFAIRS, SO CENTRAL SERVICES, THIS ISJUST A SUBSET OF  
CENTRAL

SERVICES BUT THIS DOESN'T  
INCLUDE OBVIOUSLY THE DEPUTY  
SUPERINTENDENT, THE ASSISTANT  
SUPERINTENDENT.

IF THEY'RE IN THAT DEPARTMENT IT  
DOES BUT IT DOES NOT INCLUDE  
LIKE THE ACADEMIC SUPERINTENDENT  
WHO SUPERVISE SCHOOLS I INCLUDED  
IN THESE BUDGETS AS A SEPARATE  
DIVISION.

>> THIS WOULD BE THE  
ADMINISTRATION ESSENTIALLY.

>> CORRECT.

AND WHAT'S THE DIFFERENCE  
BETWEEN THE BUDGET OFFICE AND  
FINANCE OFFICE.

>> OUR OFFICE OF BUDGET  
MANAGEMENT.

>> IS THAT YOU.

>> THAT'S ACTUALLY DAVID BLOOM.  
I'M THE FINANCE WITH ELEANOR.  
WE HAVE A LARGE BUDGET THAT IS  
NOT INCLUDED IN THE CENTRAL  
SERVICES THAT INCLUDES BUS



MONITORS ARE IN THE BUDGET OFFICE.  
THE SCHOOL RESERVES ARE IN THE BUDGET OFFICE.  
THOSE ARE EXCLUDED FROM THE TABLE YOU RECEIVED BECAUSE THOSE ARE CONSIDERED EITHER SCHOOL SERVICES BUDGETED CENTRALLY OR IN SOME CASES WE CATEGORIZE IT DIRECTLY AS SCHOOL SPENDING BECAUSE IT WILL BE SPENT AT SCHOOLS.

SO THAT'S THE REASON THAT EVEN THOUGH WE ARE RELATIVELY SMALL TEAM, WE HAVE TWO DIFFERENT RESPONSIBILITY CENTERS HELPING US TO MANAGE THE BUDGET A LITTLE CLEANER.

>> THEN UNDER THE SUPERINTENDENT WHAT IS THE DIFFERENCE BETWEEN ADVANCEMENT AND EXTERNAL AFFAIRS AND COMMUNICATION.

>> THE COMMUNICATIONS OFFICE IS RESPONSIBLE FOR PRESS RELATIONS AND PUTTING TOGETHER OUR COMMUNICATIONS TO FAMILIES THAT PUT TOGETHER THE PACKET AND REPORT TO THE CHIEF OF STAFF. ADVANCING EXTERNAL AFFAIRS HANDLE OUR RELATIONSHIP WITH FOUNDATIONS AND DOES SOME FUND RAISING FUNCTIONS AS WELL.

SO --

>> WHAT DO YOU MEAN FUND RAISING.

>> SO THEY'RE LOOKING FOR PARTNERSHIPS AND FUND RAISING SO THEY WORK WITH THE GE PARTNERSHIPS.

THEY GAVE MONEY TO US FOR DIFFERENT SCHOOL RELATED.

>> THE 57 TOTAL EMPLOYEES AMONG THOSE SORT OF EIGHT-ISH DEPARTMENTS UNDER FINANCE AND SUPERINTENDENT IS THAT AN INCREASE, DECREASE OR THE SAME AS LAST YEAR?

.DO YOU KNOW OFFHAND.

>> IT IS A TWO FTE INCREASE OVERALL IN THOSE TWO.

>> OKAY.

I ASSUME UNDER SUPERINTENDENT'S OFFICE 3.0, THAT INCLUDES HIS POSITION AND TO SUPPORT STAFF.

>> CORRECT.  
>> AND CHIEF OF STAFF 3.0 OUR  
ABLE CHIEF OF STAFF AND THEN TWO  
SUPPORTS FOR THE CHIEF OF STAFF.  
>> INCLUDING ALAN.  
>> OF COURSE.  
EXCELLENT.  
AND THEN FINALLY YOU MENTIONED  
THE 604,804 DOLLARS UNDER LEGAL  
ADVISOR.  
THAT'S 2.0 POSITIONS WHICH ARE  
SUPPORT STAFF AT THE BOWLING  
BUILDING, THE CORPORATION  
COUNCIL HANDLES IF A CHILD FALLS  
AND BREAKS HIS OR HER LEG IN THE  
PLAYGROUND AND PURSUES LEGAL  
STRATEGY THE CORPORATION COUNCIL  
WOULD REPRESENT THE SCHOOL.  
>> CORRECT.  
SO THAT AMOUNT INCLUDES PAYOUTS  
TO CURRENT LOSSES.  
>> YES.  
THAT'S BASICALLY OUR FUND THAT  
WE START WITH AROUND \$450,000 TO  
BE ABLE TO MAKE PAYMENTS FOR  
DIFFERENT SETTLEMENTS.  
>> HOW MANY SETTLEMENTS DO WE  
HAVE PER YEAR?  
HOW MANY DID WE HAVE THIS LAST  
YEAR.  
>> I CAN GET THAT INFORMATION.  
>> I'M MORE CURIOUS THAN  
ANYTHING ELSE IN A BILLION  
DOLLAR BUDGET WHICH IS A HUGE  
PERCENTAGE BUT I HAD NO IDEA BPS  
HAD ITS OWN MONEY TO PAY OUT.  
I ASSUME IT ALL CAME FROM THE  
CITY BECAUSE AS I UNDERSTAND ANY  
OTHER TIME THE CITY IS SUED IT  
COMES FROM THE CORPORATION CORPORATION  
CALM'S OFFICE.  
HOW MANY SETTLEMENTS CAME OUT OF  
THAT 6 ON 4 MINUS TWO SALARIES  
AND BENEFITS AND WHAT THE NATURE  
OF THEM WERE AND HOW WE CAN  
PREVENT THEM FROM EVER HAPPENING  
AGAIN.  
AND THEN FINALLY I DON'T WANT TO  
USE ALL MY TIME BUT BUSINESS  
SERVICES 13 AND-A-HALF  
EMPLOYEES, 10 POINT 7 MILLION  
DOLLARS CHAIRMAN YOU SAID THAT'S  
BENEFIT BECAUSE IT'S BUSINESS  
SERVICES IT INCLUDES 13

AND-A-HALF EMPLOYEES PLUS THE  
BENEFITS FOR IS THAT EVERYONE IN  
SORT OF AMONG THESE 57 EMPLOYEES  
OR MORE?

>> IT'S IN THE LARGER BUDGET  
THAT'S ALL EMPLOYEE BENEFITS IN  
BUSINESS SERVICES.

>> OKAY.

>> THIS \$10 MILLION INCLUDES THE  
CENTRAL BENEFITS FOR OFFICE  
EMPLOYEES.

OUR ESTIMATE AMOUNTS FOR  
BENEFITS FOR ALL CENTRAL OFFICE  
EMPLOYEES, HOLD ON A SECOND.

>> I THINK YOU SAID THREE  
AND-A-HALF MILLION OR SO.

>> I'M CHECKING MY ... TOTAL  
BENEFITS, YES I APOLOGIZE I  
MISSPOKE EARLIER.

TOTAL BENEFITS FOR CENTRAL  
OFFICE EMPLOYEES IS \$8.2  
MILLION.

SO THAT'S THE LARGEST  
NON-PERSONNEL AMOUNT IN  
NON-SALARY AMOUNT IN THEIR  
BUDGET.

>> IS THAT ON PAR WITH OTHER  
BENEFITS FOR OTHER BPS  
EMPLOYEES?

I KNOW TEACHERS COLLECTIVE  
BARGAIN.

THESE ARE UNUNIONIZED EMPLOYEES  
BUT IS THAT PAR FOR THE COURSE.

>> YES.

THE BENEFIT ESTIMATES THAT WE  
USE ACROSS OUR, WE USE IT ACROSS  
ALL OF OUR EMPLOYEES SO THERE'S  
NO DIFFERENCE.

AND THEN JUST BRIEFLY ON THAT,  
DO ANY OF THE OTHER POOLS OF  
MONEY INCLUDE SORT OF OUTSIDE  
FUNDS OR IS IT MOSTLY JUST  
SALARIES FOR EVERY OTHER?

I MEAN I DID THE MATH, IT WOULD  
APPEAR IT'S MOSTLY SALARIES.  
THE BREAK DOWN OF THE TOTAL I  
COULD LOOK.

I CAN FOLLOW UP.

>> WE CAN FOLLOW UP WITH THAT  
BECAUSE I WOULD LIKE TO GET A  
LITTLE MORE SORT OF CLEAN.

I KNOW HE WERE ASKED FOR A SORT  
OF BREAK DOWN.

THEN FINALLY AVERAGE DAILY

ATTENDANCE IS ESSENTIALLY THE SAME, IT'S DOWN SLIGHTLY FROM 94.9 TO THE 4.6.

THE CHRONIC ABSENTEEISM SEEMS TO BE UP TO 25.8%.

WHY IS THAT?

>> CHRONIC ABSENTEEISM IS UP FROM 23.6% TO 25.8% OVER THE LAST COUPLE YEARS.

THAT'S A SIGNIFICANT JUMP.

WHY IS THAT?

>> THAT'S PART OF THE WORK WE'RE DOING IN TERMS OF THE EFFORTS THAT BRIAN IS LEADING TO TRY TO GET A SENSE OF WHAT ARE SOME OF ROOT CAUSES.

I THINK THAT THE TREND TALKED ABOUT SOME OF THOSE PIECES.

FOR EXAMPLE OUR STUDENTS BEING ENGAGED IN INSTRUCTION.

ANOTHER PIECE WHAT ARE THERE EXPERIENCES AROUND TRAUMA AND ARE THEY NOT WANTING TO SHOW UP AT OUR DOOR STEPS BECAUSE THERE'S SOMETHING THAT'S TROUBLING THEM AT HOME OR AT SCHOOL.

SO PART OF THE WORK THAT WE ARE DOING AS AN ENTIRE TEAM IS TO LOOK MORE CLOSELY AT THE DATA, WORK WITH THOSE SCHOOLS WHERE WE SEE HUGE NUMBERS IN CHRONIC ABSENTEEISM TO TRY TO GET AT THE ROOT CAUSE OF WHAT MAY BE HAPPENING.

>> SOME OF THAT IS ALSO MEDICALLY RELATED, SO WORKING WITH OUR SCHOOL NURSES AND IDENTIFYING WHAT ARE SOME OF THE CAUSES THERE THAT ARE HAPPENING TO OUR STUDENTS THAT MAY BE THE REASON FOR THAT CHRONIC A ABSENTEEISM.

WE'RE TRYING TO DO A DIFFERENT ANALYSIS.

WE HAVE SEVERAL HYPOTHESES AROUND THAT.

WE KNOW AGAIN THAT THE REASON FOR THOSE ROOT CAUSES ARE MANY. WE HAVEN'T IDENTIFIED ONE SINGLE ONE YET.

>> WELL THEN CHAIRMAN THROUGH YOU TO THE CHAIR OF THE EDUCATION COMMITTEE, PERHAPS WE

COULD TALK ABOUT CONVENING A HEARING AFTER THE BUDGET OR EVEN IN THE BEGINNING OF THE NEW SCHOOL YEAR TO MAYBE FOLLOW UP ON THESE THINGS BECAUSE I APPRECIATE THE WORK.

BUT IT'S AN UNWELCOME FRIEND AND THERE ARE A LOT OF POSITIVE TRENDS WE SHOULD CELEBRATE. THANK YOU, MR. CHAIRMAN.

>> THANK YOU FOR ASKING ALL THOSE QUESTIONS. I APPRECIATE IT.

BEFORE WE DO GO TO THE SECOND ROUND, WE HAVE, IT'S PART OF THE BUDGET PROCESS, INVITED THE BOSTON STUDENT ADVISORY COUNCIL TO PROVIDE TESTIMONY.

THEY COULDN'T ATTEND TODAY BUT THEY GAVE IT TO US IN ADVANCE IN A VIDEO FORM.

SO I'M GOING TO PLAY TWO STUDENTS THAT PROVIDED THAT TESTIMONY.

SHANE, ARE YOU READY TO ROLL.

>> GOOD MORNING.

MY NAME'S [INDISCERNIBLE] PRESIDENT OF ALL STUDENTS [INDISCERNIBLE] THE FOLLOWING TESTIMONY ILLUSTRATES [INDISCERNIBLE] SCIENCE ACADEMY.

>> LADIES AND GENTLEMEN OF THE COUNCIL.

MY NAME IS CONCERN [INDISCERNIBLE] BOSTON SCHOOL COMMITTEE [INDISCERNIBLE] THE FOLLOWING TESTIMONY ILLUSTRATES [INDISCERNIBLE] FOR THE SCIENCE ACADEMY [INDISCERNIBLE] AS WELL AS THE HE WAS OF THE -- ON BEHALF OF THE BOSTON ADVISORY COUNCIL, WE'D LIKE TO RECOGNIZE BOSTON PUBLIC SCHOOL FOR DEDICATING RESOURCES FOR LEARNING AND WELLNESS. [INDISCERNIBLE] THEIR EFFORTS TO MAKE IMPROVEMENTS WITH REGARDS TO THIS ISSUE.

WE'RE WHO ARE TO SAY THAT ALTHOUGH MUCH WORK HAS BEEN DONE HERE IN THE DISTRICT IN THE CITY OF BOSTON THAT THERE'S MORE WORK TO BE DONE.

IN REGARDS TO PRIORITIZING

IMPROVING SOCIAL [INDISCERNIBLE]  
AS WELL AS SCHOOL-BASED SUPPORT.  
THE BOSTON ADVISORY COUNCIL  
[INDISCERNIBLE] BUILDING  
AWARENESS OF HAVING INSUFFICIENT  
FUNDING FOR PRACTICES, IN  
PARTICULAR AREA OF LEARNING AND  
WELLNESS FOR UNDERPRIVILEGED  
STUDENTS IN SCHOOLS.

[INDISCERNIBLE] UNFORTUNATELY  
DUE TO THE LACK OF ACCESS TO  
EMOTIONAL OUTREACH  
[INDISCERNIBLE] OF OUR STUDENTS  
THAT WOULD LEAD TO MEASURES  
TAKEN BY ADMINISTRATORS INSTEAD  
OF FOCUSING ON THE  
[INDISCERNIBLE] PRACTICES --  
PIPELINE.

THESE [INDISCERNIBLE] MENTAL,  
SOCIAL ANXIETIES WITH THE --  
1,500 [INDISCERNIBLE] MAKES IT  
IMPOSSIBLE FOR SCHOOL  
PSYCHOLOGIST OR COUNSELOR TO  
FOCUS ON PROVIDING STUDENTS WITH  
THE SUPPORT THAT THEY NEED.  
WHEN SCHOOL COUNSELORS ARE  
OVERWORKED AND UNDER PAID, IT  
LEADS TO THE DEFICIT IN OUR  
SCHOOL SYSTEM.

THIS BEING SAID AND THE LACK OF  
RESOURCES BEING INTO OUR SCHOOL  
[INDISCERNIBLE] TO FOCUS ON.  
PRIORITY NUMBER ONE  
[INDISCERNIBLE] PRIORITY TWO  
[INDISCERNIBLE] IN EACH SCHOOL  
TO MAXIMIZE THE SUCCESS OF THE  
PROGRAM.

THIS INCLUDES [INDISCERNIBLE] AS  
WELL AS MAKE SURE WE HAVE  
COUNSELORS AND NURSES.

NUMBER THREE, FOLLOWING ON  
IMPROVING COMMUNICATION WITH  
ASSISTANTS, SCHOOL TEACHERS  
[INDISCERNIBLE].

PRIORITY FOUR, TRAINING A  
GUIDANCE COUNSELOR HOW TO DEAL  
WITH STRESS AND SITUATIONS THAT  
STUDENTS DEAL WITH ON A  
DAY-TO-DAY BASIS.

NUMBER FIVE, PROVIDING A  
HEALTHIER STUDENT RATIO IN EACH  
SCHOOL SO THAT EACH STUDENT  
[INDISCERNIBLE] TO PREVENT  
EMERGENCY AS WELL AS

[INDISCERNIBLE] AND LASTLY  
MAKING [INDISCERNIBLE] BOSTON  
PUBLIC SCHOOLS.  
>> MANY OF THE THINGS MY FRIENDS  
AND I EXPERIENCE ON A DAILY  
BASIS [INDISCERNIBLE]  
IMPLEMENTING THESE  
RECOMMENDATIONS.  
IN PARTICULAR, I HOPE TO SHED  
SOME LIGHT IN WHAT IT'S LIKE TO  
BE A STUDENT.  
HOW WE AREN'T CURRENTLY GETTING  
PROPER OR EVEN ADEQUATE SUPPORT.  
THE TWO GUIDANCE COUNSELORS WE  
HAVE ARE PREOCCUPIED WITH  
SCHEDULES AND COLLEGE-RELATED  
SUPPORT.  
THEY CANNOT ADDRESS NEEDS OF  
EACH, CANNOT ADDRESS THE NEEDS  
OF EACH OF THE 400 STUDENTS TO  
MAKE SURE THAT THEY ARE ON THE  
RIGHT TRACK AND OBTAINING THE  
INTERESTS [INDISCERNIBLE].  
THIS IS ONLY ONE WORKER IN OUR  
SCHOOL AND THEY ARE NOT PROVIDED  
THE PROPER TRAINING AND  
RESOURCES TO SUPPORT MANY  
OBSTACLES FACING TEENS TODAY.  
THIS ACADEMIC ACHIEVEMENTS OVER  
SOCIAL EMOTIONAL WELLNESS  
DESPITE THE FACT THAT THE TWO GO  
HAND IN HAND.  
ADDITIONALLY [INDISCERNIBLE]  
WITH MANY STUDENTS ESSENTIALLY  
IN A ROOM WITH A PROCTOR WITH A  
LIMITED UNDERSTANDING OF  
ACADEMIC SUBJECTS THUS UNABLE TO  
GIVE PUBLIC SUPPORT.  
THE SCHOOL RESOURCE OFFICERS WE  
HAVE MAY FEEL UNCOMFORTABLE WITH  
TWO OF THEM DUE TO THEIR  
ATTITUDE.  
AND ONE OF THE TWO IS EVEN  
SECRETLY FEARED BY MANY WITH  
VIOLENT AND AGGRESSIVE  
INTERACTIONS ON THE STUDENTS AND  
ENDORSED BY OUR SCHOOL  
ADMINISTRATION.  
MYSELF AND MY BEST FRIEND  
INCLUDED KEEP OUR DISTANCE OUT  
OF CONCERN FOR OUR WELL BEING.  
MY FRIEND AND I HAVE  
[INDISCERNIBLE] OF THE ADULTS AT  
THE ACADEMY DUE TO THE LACK OF

SUPPORT WE SUFFERED THROUGH  
WHILE I MYSELF PREFER TO STAY  
OUT OF THEIR WAY DUE TO THE  
STRESS AND ANXIETY THAN SUPPORT.  
MY FRIEND -- BY ACTING OUT.  
A MEASURE THAT FURTHER IMPACT  
STUDENTS' MENTAL HEALTH AND  
ACADEMIC ACHIEVEMENTS.  
THE ONLY HEALTH IS THE NURSE AT  
THE BUILDING WHICH INCLUDES TWO  
SCHOOLS.

IT'S ONLY HERE FOR THE FIRST  
HALF OF THE DAY AND MANY  
STUDENTS I SPEAK TO NEVER KNEW  
THEY HAD, NEVER KNEW WE EVEN HAD  
A SCHOOL NURSE.

THIS AND MANY OTHER REASONS ARE  
WHY I PERSONALLY AFTER  
PRIESTIZING BUDGETING IS  
IMPORTANT SO THAT WE CAN HAVE  
BOTH QUALITY AND QUANTITY FOR  
SUPPORT FOR ANXIETY AND OVERCOME  
THE OBSTACLES FROM PREVENTING US  
FROM OBTAINING KNOWLEDGE THAT NO  
CHILD SHOULD EVER BEEN.

THIS EMOTIONAL SUPPORT  
[INDISCERNIBLE] SHOULD BE  
PRIORITIZED AND SHOULD BE  
ADMINISTERED ACROSS THE DISTRICT  
IF WE INTEND TO SEEK MEANINGFUL  
IN OUR SCHOOL ENVIRONMENT AND  
CLOSURE IN THE ACHIEVEMENT GAP.

>> GOOD MORNING LADIES AND  
GENTLEMEN OF THE COUNCIL.  
MY NAME IS KEVIN [INDISCERNIBLE]  
SCHOOL COMMITTEE --  
>> THANK YOU.

WE HAVE A TRANSCRIPT OF THAT  
TESTIMONY.  
COUNCILOR ESSAIBI GEORGE.  
>> THANK YOU AGAIN FOR ALLOWING  
THE STUDENTS TO PARTICIPATE IN A  
DIFFERENT WAY.

FIRST I MISSED THE OPPORTUNITY  
YESTERDAY AT OUR FULL COUNCIL  
MEETING.  
TODAY IS [INDISCERNIBLE] I WANT,  
THEY WERE EXPECTING ME TO DO IT  
YESTERDAY.

SO I HAVE A COUPLE QUESTIONS.  
I JUST WANT TO CONTINUE THERE  
COUNCILOR O'MALLEY WAS ON THE  
CENTRAL BUDGETS.  
IF YOU WANT TO COME BACK DOWN.



THANK YOU.

SO THIS SAYS HERE, I THINK WE UNDERSTAND THAT IT'S NOT COMPLETE AND PERHAPS YOU'LL GO OVER SOME OF THIS A LITTLE BIT MORE WITH THE HUMAN CAPITAL HEARING.

BUT WHERE ARE, WHERE WOULD THE REST OF THE EMPLOYEES THAT ARE SITUATED AT THE BOWLING BUILDING BE ALLOCATED WITHIN THE BUDGET? BECAUSE I THINK THAT THERE'S CERTAINLY MORE THAN 57 EMPLOYEES IN THE CENTRAL OFFICE.

>> CORRECT.

THE TOTAL BUDGET, WHAT WE DO AS PART OF OUR CALCULATIONS IS TRY AND JUST BRING A LITTLE BIT MORE TRANSPARENCY TO THE LARGE BUDGET IS CATEGORIZED, THERE ARE TWO -- LET ME TRY THIS AGAIN.

EACH OF THE DIFFERENT BUDGETS FTE'S AND POSITIONS ALL ARE ASSOCIATED WITH THE SPECIFIC RESPONSIBILITY CENTER, WHAT WE REFER TO AS A DEPARTMENT.

WE HAVE BOTH SCHOOL BUDGETS WHICH ARE DEPARTMENT BUDGETS AND THEN WE HAVE CENTRAL OFFICES, SOMETHING LIKE 60 CENTRAL OFFICES THAT ALL ARE IN OUR BUDGET HAVE DIFFERENT LINE ITEMS.

THAT DOESN'T NECESSARILY TELL US WHO IS IN THE BOWLING BUILDING VERSUS WHO IS DOING DIRECT WORK WITH STUDENTS AND SCHOOLS.

SO WHAT WE DO IS TRY AND FURTHER CATEGORIZE OUR INTO THESE SCHOOL SERVICES BUDGETED CENTRALLY.

WHICH ARE PHYSICIANS THAT ARE ON A CENTRAL OFFICE BUDGET BUT ALLOCATED TO SCHOOL.

PHYSICIANS LIKE CUSTODIANS AND TRUE CENTRAL OFFICE PEOPLE THAT WOULD BE IN THE FINANCE TEAM.

AND THEN THERE'S OTHER CATEGORIES OF PEOPLE WHO ARE IN A LITTLE BIT OF BLENDED ROLE THAT SOME PEOPLE WOULD LIKE TO SEE CATEGORIZED IN SCHOOL SERVICES BUDGETED CENTRALLY WE TEND TO TALK A MORE SORT OF, IF THEY REPORT TO THE BOWLING

BUILDING, THEY WOULD NOT BE A THREAT.

AN EXAMPLE IS OUR DATA ACQUIREY TEAM WHO REPORTS TO SCHOOL.

YOU FIND THEM OUT WORKING WITH TEACHERS BUT ACTUALLY BECAUSE THEY REPORT THIS TIME INTO THE CENTRAL OFFICE WE DO CONSIDER THAT CENTRAL SERVICE SO WE PROVIDE THE SCHOOLS.

WE CAN BREAK DOWN IN EACH OF THE CENTRAL OFFICE DEPARTMENTS, 60 CENTRAL OFFICE DEPARTMENTS IN OUR TABLE DO FIND DIFFICULT EMPLOYEES IN THAT TRUE CENTRAL CATEGORY.

>> HOW MANY, I WOULD SAY THAT IN AN EVIDENT TO BE TRANSPARENT, IT IS VERY NOT TRANSPARENT.

SO EVERYONE HERE THAT'S IN THE PANEL BEFORE US, ARE THEY CENTRALLY, ARE THEY ON THIS BUDGET HERE PART OF THE 57 EMPLOYEES BEEN, OR ARE THEY ON A DIFFERENT BUDGET.

>> THEY'RE ON A DIFFERENT BUDGET.

THEY WERE IN THEIR INDIVIDUAL DEPARTMENTS.

SO THRICE AN ATHLETICS DEPARTMENT LINE ITEM IN OUR BUDGET THAT YOU'D FIND AVERY --

>> AVERY TO ME IS A CENTRALLY BUDGETED POSITION AS OPPOSED TO COACH WHO IS FUNDED THROUGH THE ATHLETICS BUDGET WHO IS IN THE SCHOOL.

>> CORRECT.

IN OUR TABLES WE FLAG AVERY AT CENTRAL SERVICES AND THEN THE COACHING LINE GETS FLAGGED AS A SCHOOL SERVICE BUDGETTATED CENTRALLY.

SO NICOLE WOULD BE CATEGORIZED AS CENTRAL THE SAME WITH ME AND -- DONNY.

THE SUMMARY TABLE THAT WE PROVIDE IS --

>> IT'S A VERY SMALL PART OF THE PICTURE.

>> THE SOCIAL TAKE WE PROVIDED YESTERDAY.

THOSE ARE JUST THE SUPERINTENDENT'S OFFICE AND THE

FINANCE DEPARTMENT WHERE WE CAN CERTAINLY BREAK DOWN ALL OF THE CENTRAL OFFICE BUDGETS BY THESE CATEGORIES YOU CAN GET SOME NEW.

>> THIS AGAIN THIS MAY GO TO CAPITAL BUT HOW MANY ASSISTANT SUPERINTENDENT ARE THERE?

TO WE KNOW?

>> I DON'T KNOW THE EXACT NUMBER.

>> IS THAT DIFFERENT THAN A DEPUTY SUPERINTENDENT?

>> YES.

>> SO WHICH IS, HOW MANY OF THOSE ARE THERE?

AND WHICH IS A HIGHER RANKING POSITION.

>> IN TERMS OF THE DEPUTY SUPERINTENDENT WOULD BE CONSIDERED A HIGHER, THOSE ARE THE EXECUTIVE CABINET LEVEL POSITIONS.

I WOULD BE DOING IT OFF THE TOP OF MY HEAD WHICH SEEMS LIKE A BAD IDEA SO WHAT I CAN DO IS IN PREPARATION FOR THE HUMAN CAPITAL WE CAN HAVE A BROCK DOWN BY JOB TITLES.

>> I KNOW WE'VE GOT DEPUTY SUPERINTENDENT, ASSISTAL SUPERINTENDENT, WE'VE GOT EXECUTIVE DIRECTORS, WE'VE GOT DIRECTORS.

>> ACADEMIC SUPERINTENDENT. WE HAVE A LOT OF DIFFERENT JOB CODE ASK CATEGORIES.

SOME OF WHICH ARE DIFFERENCE SHADE -- DIFFERENTIATED BY WHETHER OR NOT THEY REQUIRE A SUPERINTENDENT'S LICENSE OR WHETHER OR NOT THEY DON'T.

THERE ARE SOME PENSION IMPLICATIONS AS WELL.

SO THERE'S OFTEN BEHIND THE SCENES A LOT OF REASONS FOR DIFFERENT JOB CODES AND TITLES THAT ARE WONDERFULLY BUREAUCRATIC.

>> GREAT.

IT WOULD BE WONDERFUL TO HAVE A BETTER PICTURE, A MORE TRANSPARENT AND UNDERSTANDABLE PICTURE AS WE SPEND SEVERAL HUNDRED MILLION DOLLARS IN THIS

SPACE, WHETHER IT'S FOR  
INDIVIDUALS OR IT'S FOR  
BENEFITS, IF IT'S FOR SUPPORT  
STAFF, ALL THAT.

THEN I HAVE ONE QUESTION, I  
WONDER WHERE WOULD, BECAUSE I  
DON'T KNOW WHETHER IT WOULD GO  
INTO THAT LEGAL ADVISER LINE,  
BUT WHEN WE BILL A FAMILY FOR  
RESIDENTS, RESIDENCY VIOLATION,  
WHERE DOES THAT CHECK GET  
DEPOSITED TO WHEN THE FAMILY  
DOES PAY FOR THAT VIOLATION.

WHERE DOES THAT MONEY GO?

>> I CAN ANSWER THE QUESTION OF  
WHO RECEIVES IT AND HOW IT GETS  
DEPOSITED INTO THE TREASURY INTO  
OUR ACCOUNT BUT I'LL FIND OUT  
THE EXACT ACCOUNT IT GOES INTO.

>> I WONDER IF THAT MAY BE  
WORTHWHILE LOOKING AT SOME SORT  
OF REVOLVING FUND OR SOMETHING  
WE CAN ACTUALLY SEE THAT WE ALL  
BENEFIT.

>> THE OTHER THING I JUST WANT  
TO KNOW ON THAT TABLE THAT  
YOU'RE REFERENCING, THE REASON  
THAT IT'S LIMITED IN SCOPE IS  
THAT WAS A SPECIFIC DATA REQUEST  
THAT WE RECEIVED FROM ANOTHER  
COUNCILOR IN ANTICIPATION OF  
THIS HEARING.

WE CAN EXPAND UPON THAT TABLE  
AND PROVIDE THE DATA FOR OTHER  
CENTRAL DEPARTMENTS AND THEN I  
CAN PROVIDE A TABLE OF JOB, BY  
JOB CODE OR SOME OTHER  
DESCRIPTION OF THE PHYSICIANS  
AND HUMAN CAPITAL.

>> THE DESCRIPTION WE HAVE FOR  
THIS HEARING INCLUDED THE  
ADMINISTRATIVE BUDGET.

TO ME THAT MEANS ANYTHING THAT  
COMES OUT OF CENTRAL OFFICE  
WHICH IS A BOWLING BUILDING, AND  
I UNDERSTAND THE PRODUCTS MAY BE  
IN A DIFFERENT SPOT WITH A FEW  
THINGS OVER AT THE ACADEMY  
BUILDING.

THE THINGS THAT ARE  
ADMINISTRATIVELY CENTRAL OFFICE,  
TO ME THAT'S WHAT WE SHOULD BE  
PRESENTED WITH.

SO I THINK JUST A VERY

INCOMPLETE PICTURE.

I'M GOING TO CONTINUE BECAUSE MY  
TIMER HAS LEFT THE ROOM.

WITHIN STILL WELL, CAN WE TALK,  
AND I KNOW COUNCILOR PRESSLEY  
BROUGHT UP THE SURVEY AND HOW WE  
GET SOME OF THOSE RESULTS.

CAN WE TALK A LITTLE BIT ABOUT  
PERCEIVED RISKS BECAUSE IT'S ONE  
OF THE MEASUREMENTS THAT WASN'T  
LISTED WITH THE HIGH SCHOOL  
STUDENTS AND PARTICULAR TO THE  
LEGALIZATION OF MARIJUANA  
BECAUSE WHEN I WENT A YEAR  
AND-A-HALF AGO TO DENVER I MET  
WITH THE DENVER PUBLIC SCHOOL  
SYSTEM ONE OF THE DATA POINTS  
THEY WISHED THEY COLLECTED WITH  
THE LEGALIZATION OF RECREATIONAL  
MARIJUANA WAS THE MORE BETTER  
BENCHMARK DATA.

AND ONE OF THOSE POINTS OF  
PERCEIVED RISK OF MONK USE.

CAN YOU SPEAK A LITTLE BIT TO  
THAT?

OR JILL, THANK YOU.

>> IN TERMS OF SPECIFICALLY TO  
THE BEHAVIOR SURVEY DATA WHICH  
IS WHERE WE COLLECT THE DATA  
THAT WE WERE REPORTING, WE DON'T  
HAVE A QUESTION THAT ASKS ABOUT  
PERCEIVED RISKS.

GENERALLY THAT SURVEY IS  
MEASURING THE ACTUAL RISK  
BEHAVIORS NOT ATTITUDES OR  
KNOWLEDGE OF WHICH YOU KNOW YOU  
WOULD GET IN DIFFERENT TYPES OF  
SURVEYS BUT THE CENTER FOR  
DISEASE CONTROL IS PRIMARILY  
FOCUSED ON THE RISK BEHAVIORS  
THEMSELVES.

THEY HOLD US TO 9 QUESTIONS.

AND -- 99 QUESTIONS.

WHEN WE PUT SOMETHING IN WE LOSE  
THINGS SO WE'RE GETTING IN  
ADVANCE FOR A UNDERSTANDING OF  
BEHAVIORS.

I CAN BETTER UNDERSTANDING WHAT  
STUDENTS PERCEIVE KNOWLEDGE  
RISKS AND ATTITUDES, WOULD HELP  
US BETTER TARGET CHANGE.

>> DOES THIS SURVEY OR SIMILAR  
SURVEY GO TO YOUNGER KIDS IN  
MIDDLE SCHOOL.

>> WE HAVE MIDDLE SCHOOL USER'S BEHAVIOR SURVEY WE'VE DONE. WE JUST ACTUALLY FINISHED THIS PAST FALL. WE DID IT FOUR YEARS AGO SO THAT'S SOMETHING WE'VE ADDED FAIRLY RECENTLY. WE DON'T HAVE THE DATA GOING ON BACK INTO THE 90'S BUT WE DO HAVE A FEW DATA POINTS, YES THAT GO ALL THE WAY BACK. IT'S GOOD TO COMPARE BUT YES.

>> JILL, WHILE YOU'RE AT THE TABLE, HOW MANY NURSES TO WE HAVE?

I THINK ONE OF OUR SITES, IF YOU JUST TELL ME HOW MANY NURSES WE HAVE IN THE DISTRICT ALTOGETHER.

>> SURE.

SO CURRENT FOR THIS YEAR, FOR FY18 TOTAL IS 129 FTEs. CURRENT STUDENTS FACING FOR THIS YEAR IS 126 TOTAL FTEs.

>> WHAT ARE THE THREE, THE ADMINISTRATIVE RULES.

>> YES.

THEY WOULD BE IN BPS HEALTH SERVICES DEPARTMENT.

>> THEN NURSES DO THEY SUPPORT FOR SOME OF THE ADMINISTRATIVE REQUIREMENTS THAT A SCHOOL NURSE IS ACCOUNTABLE FOR IN PUTTING IMMUNIZATION DATA.

>> SURE.

SO THERE ARE CARE PROFESSIONALS THAT SUPPORT WITH SOME OF THAT WORK.

BUT IN TERMS OF THE ACTUAL NUMBERS, MAYBE AMALIA WOULD WANT TO BE ABLE TO WEIGH IN ON THIS A LITTLE BIT.

>> I BELIEVE THE QUESTION WAS AROUND THE TYPE OF SUPPORT THAT OUR NURSES HAVE, IS THAT CORRECT.

>> OUR NURSES ARE STRETCHED AS IT IS BUT THEY'RE ALSO REQUIRED TO MAKE SURE STUDENTS IN THE BUILDING HAVE PROPER IMMUNIZATION.

THE PAPERWORK IS UPLOADED TO WHICHEVER SYSTEM THEY ARE SUPPOSED TO UPLOAD TO AND ALL THAT.

>> I APPRECIATE THE QUESTION,  
COUNCILOR.

ONE OF THE THINGS I'VE BEEN  
DOING WORKING WITH HEALTH  
SERVICES IN OUR JOINT UNION  
MANAGEMENT WORK GROUP IS TO  
REALLY LOOK AT EFFICIENCIES IN  
THE HEALTH SERVICES DEPARTMENT  
AND CREATING EFFICIENCIES FOR  
OUR NURSES.

KRIKS, IN THE AREA OF  
IMMUNIZATIONS, ONE OF THE THING  
THAT WE'VE DONE IS THAT WE ARE  
TEEMING UP WITH THE  
MASSACHUSETTS OFFICE OF  
IMMUNIZATIONS.

AND WORKING ON BRINGING SYSTEMS  
TOGETHER.

FOR EXAMPLE OUR SNAP SYSTEM THAT  
THE NURSES USE AND BRINGING THAT  
TOGETHER WITH THEIR SYSTEM SO  
THAT WE CAN GET IMMUNIZATIONS  
UPLOADED INTO SNAP AND THAT WAY  
WE KNOW IF STUDENTS HAVE MET  
IMMUNIZATION THOSE IN INNOVATION  
AND WE'RE IN THE EARLY PROCESS  
OF TURNING THAT INFORMATION INTO  
THE SNAP SYSTEM FOR OUR NURSES.

WE'RE ALSO LOOKING AT AGAIN  
SOMETHING THAT YOU TALKED ABOUT  
EARLIER, HOW DO WE ENTER DATA  
AND HAVE DATA IN ONE SYSTEM.  
HOW DO WITH A ENSURE THAT  
CERTAIN DATA ELEMENTS ARE  
ALREADY ENTERED FOR OUR NURSES  
SO THAT THEY DO NOT SPEND THEIR  
DAY ENTERING INFORMATION INTO  
SNAP BUT RATHER HAVING  
INFORMATION ACCESSIBLE SO THAT  
THEN THEY CAN BE DOING WHAT  
THEY'RE MEANT TO DO WHICH IS  
PROVIDING DIRECT SERVICES TO OUR  
STUDENTS.

WE'RE ALSO LOOKING AT  
PROFESSIONAL DEVELOPMENT FOR OUR  
NURSES TO GET A SENSE OF COMFORT  
AROUND TECHNOLOGY.

THIS YEAR WE GOT THEM ALL LAP  
TOPS.

WE'VE BEEN TRAINING THEM SO THAT  
THAT WAY, AS THEY'RE WORKING  
THROUGH THE BUILDING, THEY CAN  
TAKE THEIR LAPTOP WITH EMTHIS.  
THEY'RE NOT TIED TO A DESKTOP.

AS PART OF MY VISION FOR LOOKING AT THE SUPPORT SERVICE DELIVERY MODEL, ONE OF THE AREAS WE'RE GOING TO FOCUS ON IS CREATING EFFICIENCY FOR OUR NURSES.

>> OBVIOUSLY KEEPING THOSE LAPTOPS SECURE BECAUSE THEY HOLD PRIVATE DATA.

HOW MANY SCHOOLS, HOW MANY SCHOOLS HAVE A --

>> I WANT TO SAY 74.

NEXT YEAR WE'RE GOING TO HAVE 74 WITH AT LEAST ONE POINT FTES OR GREATER BUT NOW WITH THE CITY'S INVESTMENT WE'RE GOING TO HAVE 82 SCHOOLS WITH 1.0 FTE.

>> THERE'S 74 NOW.

>> PRIOR TO THE INVESTMENT, WE WOULD HAVE HAD 7 4 BUT THE ADDITIONAL INVESTMENT BRINGS UP TO 1.0 FTE.

>> SO WE HAVE 74 RIGHT NOW.

>> YES.

>> AND THEN THE REMAINING JUST OVER HALF OF OUR SCHOOLS WILL HAVE A FULL TIME NURSE.

AND THE OTHER SCHOOLS WILL NOT HAVE A FULL TIME NURSE.

>> THAT'S CORRECT.

1.0 FFE.

SO A FOUNDATIONAL LEVEL OF .5 AT EVERY SCHOOL.

>> ONE OF THE BIGGEST CHALLENGES AS A HALF TIME NURSE IS KIDS WILL OFTEN GET SICK OR HURT OR REQUIRE THE SERVICES OF A NURSE THE OTHER HALF OF THE TIME.

IT'S THE STORY OF LIFE.

AND UNFORTUNATELY WE HAVE IN MANY OF OUR SCHOOLS STUDENTS WHO ARE IT'S NOT JUST A BELLY BUG OR LOW TEMP OR BAD COLD, WE HAVE MANY STUDENTS AT OUR SCHOOLS THAT ARE FRAGILE, THAT ARE SICK, THAT HAVE CHRONIC ILLNESSES THAT REQUIRE IMMEDIATE ATTENTION, WHICH THEN WE END UP NEEDING TO CALL 911 IF IT'S AN EPI PEN ISSUE OR DIABETES ISSUE OR A SIGNIFICANT FALL OR INJURY.

THAT CAN BILL REAL EXPENSIVE AND CAN OFTEN BE AVOIDED THE WE HAD A FULL TIME NURSE IN OUR BUILDINGS.



I KNOW MY YEARS TEACHING HOW CRITICALLY IMPORTANT HAVING A NURSE IN OUR BUILDING WAS IN SOME REALLY BAD INCIDENCES AT THE BUILDING.

I WILL TAKE ADVANTAGE OF THE CHAIR BEING GONE.

>> I CAN JUST COMMENT.

I THINK THAT THAT IS OUR GOAL, A FULL TIME NURSE AT EVERY SCHOOL. IN THE MEANTIME, AGAIN, I WILL BE WORKING WITH THE JOINT UNION MANAGEMENT WORK GROUP AND OTHER STAKEHOLDERS TO DETERMINE HOW WITY FINE NEED AND CAPACITY IN OUR SCHOOLS.

HOW DO WE LEVERAGE SOME OF THE OTHER RESOURCES THAT WE HAVE. SAID AND CLEAR PROTOCOLS FOR EMERGENCIES.

I THINK THAT'S ALL IMPORTANT WORK AND I THINK THAT OUR SCHOOL COMMITTEE HAS ASKED ME TO BRING FORTH A PLAN.

AND SO THAT'S THE WORK THAT I WILL BE DOING WITH MY TEAM.

>> GREAT, THANK YOU.

COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR.

I JUST WANT TO FOLLOW UP ON COUNCILOR ESSAIBI GEORGE'S QUESTIONING ON SCHOOL NURSES. SO THERE'S .5 NURSE FOR EVERY SCHOOL.

HOW DOES THE TIME ALLOCATE BETWEEN SCHOOL TO SCHOOL?

IS IT SEVERAL HOURS EACH SCHOOL.

>> I THINK EACH SCHOOL DOES IT DIFFERENT LAY.

THEY MAKE ARRANGEMENTS.

IF THEY'RE SHARING THE NURSE, IT COULD BE THE NURSE IS AT A SCHOOL ON A GIVEN DAY OR SOMETIMES THEY ARE SHARING THE HALF A DAY AT ONE LOCATION AND THEN MOVING HALF A DAY TO THE OTHER LOCATION.

>> SO THERE ARE TIMES THAT THERE ARE NO NURSES FOR THE WHOLE DAY AT ONE PARTICULAR SCHOOL.

>> AT SCHOOLS WHERE WE HAVE MINIMUM OF .5.

>> SO ONE SCHOOL COULD HAVE NO NURSE AT ALL DURING THE DAY.

>> HALF TIME.  
HALF OF THE DAY.  
BUT YOU'RE ASKING IF THE  
PSYCHOLOGY HAD ANOTHER  
ARRANGEMENT WHERE THEY'RE AT A  
SCHOOL FOR ONE DAY.  
IT COULD BE.  
WHAT THE NURSES ARE DOING, IF AN  
EMERGENCY HAPPENS AT THE OTHER  
SCHOOL, THEN THEY GO OVER THERE  
TO ASSIST AS NEEDED.  
WE LOOK AT OUR COVERAGE NURSES.  
WE HAVE SIX COVERAGE NURSES AND  
WE CAN DEPLOY THOSE COVERAGE  
NURSES FROM CENTRAL OFFICE DO  
SUPPORT THOSE SCHOOLS.  
>> IS THAT A GOOD SYSTEM YOU  
HAVE IN TERMS OF ALLOCATING  
NURSES FROM SCHOOL TO SCHOOL.  
DOES THAT WORK.  
>> THAT'S A GREAT QUESTION,  
COUNCILOR, AND I THINK THAT'S  
PART OF THE WORK THAT I'M GOING  
TO BE ENGAGING WITH JOINT UNION  
MANAGEMENT WORK WITH ANOTHER  
STAKEHOLDER.  
I FIND THAT THE FORMULA THAT WE  
CURRENTLY USE FOR IDENTIFYING  
NEED AND CAPACITY FOR OUR SCHOOL  
NURSES IS PRETTY GOOD.  
IS IT EXCELLENT?  
I'M NOT SURE.  
AND THAT'S ONE OF THE QUESTIONS  
WE'LL BE ADDRESSING LOOKING TO  
DETERMINE WHETHER WE HAVE  
IDENTIFIED THE CORRECT ELEMENTS.  
DO WE NEED ADDITIONAL ELEMENTS  
TO IDENTIFY THE NEED, AND THEN  
DETERMINING HOW WE ALLOCATE THE  
RESOURCES THAT WE HAVE IN A WAY  
THAT IS EQUITABLE AND YET THAT  
GETS THE JOB DONE.  
>> WHEN YOU'RE SPLITTING UP THE  
TIME FOR THE NURSE, IS IT, DOES  
THE NURSE TRAVEL A DISTANCE FROM  
ONE SCHOOL TO THE OTHER OR IS  
THE SCHOOL NEARBY.  
>> WE HAVE EVERY EFFORT THAT THE  
NURSES ARE WORKING AND BOTH OF  
THEIR LOCATIONS ARE CLOSE BY.  
THAT WAY IN CASE AN EMERGENCY  
HAPPENS THEY CAN MOVE QUICKLY  
OVER TO THE OTHER LOCATION.  
>> OUT OF 74 NURSES, HOW MANY

SPEAK A LANGUAGE OTHER THAN ENGLISH?  
>> I BELIEVE I HAVE THAT.  
16.3% OR 27 OF THEM.  
>> 27 SPEAK A LANGUAGE OTHER THAN ENGLISH.  
>> YES.  
>> WHICH LANGUAGES ARE THOSE?  
>> I DON'T HAVE THOSE LANGUAGES. I COULD TRY TO FIND THAT.  
>> THE REASON I WANT TO FOLLOW UP ON THAT IS, AS IT RELATES TO THE QUINCY SCHOOL.  
HOW WOULD A NURSE COME INTO THE QUINCY SCHOOL THAT DOESN'T SPEAK CANTONESE OR MANDARIN, HOW WOULD THAT SITUATION WORK.  
>> THAT'S AGAIN AN AREA WHERE I'VE BEEN REFLECTING ON AND THINKING.  
IF WE LOOK AT OUR SUPPORT DELIVERY MODEL AND HOW WE ASSIGN NURSES, RIGHT NOW LANGUAGE IS NOT ONE OF THOSE CATEGORIES. DO WE HAVE TO TAKE THAT ELEMENT INTO ACCOUNT.  
I'M ASSUMING YES.  
AND THEN AGAIN HOW ARE WE SEEKING CANDIDATES WHO SPEAK ADDITIONAL LANGUAGES TO MEET THE NEEDS IN OUR SCHOOLS.  
AGAIN I THINK THAT'S PART OF THE WORK FINDING OUT THE CLEAR DATA ON THE LANGUAGES THAT OUR NURSES SPEAK, DETERMINING AGAIN IF THAT'S A FACTOR THAT NEEDS TO BE INCLUDED IN TERMS OF OUR ASSIGNMENT FORMALLY.  
AND CONTINUE TO FINE INNOVATIVE WAYS.  
FOR EXAMPLE DO WE USE OTHER COMMUNICATION EFFORTS TO ENSURE AGAIN THE LANGUAGE NEEDS OF OUR SCHOOL OF THE FAMILIES ARE BEING MET.  
>> THAT HAS BEEN A CHALLENGE FOR THE HUMAN CAPITAL SIDE OF OUR WORK IS THAT THE ACTUAL SOFTWARE MODULE THAT WE USE TO MANAGE APPLICANTS INTO NEW POSITIONS BUT ALSO VIA THE HIRING PROCESS AND OUR HUMAN TRACKING SYSTEM MAKES IT DIFFICULT FOR US TO ACTUALLY HARNESS SOME OF THE

DATA TO MAKE THOSE UNIQUE DECISIONS.  
THAT'S ACTUALLY A CITY FUNCTION SO WE, I KNOW THERE HAVE BEEN MULTIPLE CONVERSATIONS ABOUT TURNING THAT MODULE ON. THEY DON'T ACTUALLY HAVE IT CURRENTLY AT OUR DISPOSAL TO COLLECT INFORMATION FROM POTENTIAL APPLICANTS AND USE IT IN OUR HUMAN CAPITAL DATABASE. THE DOCTOR COULD SPEAK MORE TO THAT THAN I CAN BUT I'VE BEEN INVOLVED IN CONVERSATIONS COLLECTING TEACHER LANGUAGES SPOKEN AND FOUND SOME OF THAT BEING A CHALLENGER WITH EVEN JUST THE TECHNOLOGICAL INFRASTRUCTURE.  
>> THAT'S CORRECT.  
I HAVE A NOTE ARE HERE FROM THE DATA ANALYST THAT THE DATA IS NOT COMPLETE OR COMPREHENSIVE BECAUSE CURRENTLY THAT FIELD IS NOT REQUIRED FOR EMPLOYEES TO REPORT.  
>> THE FINAL POINT IS WE HAVE THE BEST HOSPITALS IN THE WORLD IN BOSTON.  
WE SHOULD HAVE AT LEAST ONE NURSE FOR EVERY SCHOOL. THAT SHOULD BE A LONG TERM PLAN. HOW SOON CAN WE HAVE THAT HAPPEN?  
CAN WE DO IT WITHIN THE NEXT YEAR?  
>> IF WE CAN ACHIEVE THE 1.0 NURSE IN EVERY YEAR THE NEXT YEAR I THINK THAT'S THE IDEAL GOAL THAT WE WOULD WANT TO REACH.  
AGAIN FOR ME THE FIRST PRIORITY IS DETERMINING WHAT IS THE NEED OUT THERE.  
AND THAT'S IMPORTANT.  
I WOULD LOVE TO GET TO THAT GOAL.  
I IT'S IMPORTANT TO REALLY DETERMINE WHAT IS THE TRUE NEED OUT THERE BECAUSE I'M NOT EVEN SURE IF 1.0 SUFFICIENT TO MEET 9  
9 -- MEET THE NEEDS ACROSS THE DISTRICT.  
>> HAVING 1.0 IN EVERY SCHOOL,

THAT SHOULD BE AT LEAST THE  
MINIMUM.

THE STUDENTS DESERVE THAT.  
MAYBE WE CAN CONTINUE TALKING  
ABOUT THAT SHORT TERM AND LONG  
TERM BUT I THINK IT SHOULD BE A  
HIGH PRIORITY FOR THESE SCHOOL  
DEPARTMENTS.

>> I APPRECIATE YOUR SUPPORT.

>> THANK YOU, SIR.

>> COUNCILOR JANEY.

>> THANK YOU VERY MUCH.

I'LL TRY TO BE BRIEF AND WE'RE  
RUNNING BEHIND AND WE HAVE  
ANOTHER HEARING SCHEDULED.  
JUST TO FOLLOW UP ON THE SCHOOL  
NURSES YOU SAID 16% OF THE  
NURSES SPEAK A LANGUAGE IN  
ADDITION ENGLISH, ANOTHER  
LANGUAGE.

AS WE EXPAND, YOU'RE HEARING AT  
ALL OF THESE HEARINGS CONCERNED  
AROUND WHETHER WE HAVE ENOUGH  
NURSES.

AND SHARED GOAL AROUND HAVING  
FULL TIME NURSE IN EACH SCHOOL.  
SO AS WE MOVE TOWARD THAT GOAL,  
I WOULD CERTAINLY ENCOURAGE THE  
RECRUITMENT AND HIRING OF NURSES  
WHO CAN SPEAK MULTIPLE  
LANGUAGES, BILINGUAL AND  
MULTILINGUAL NURSES.

I'M SURE YOU KNOW 45% OF THE  
STUDENTS IN BPS, ENGLISH IS NOT  
THEIR FIRST LANGUAGE.

I JUST WANT TO ECHO THE COMMENTS  
AND CONCERNS IN MAKING SURE THAT  
AS WE HAD BUILD TOWARD THAT GOAL  
WE'RE DOING SO WITH AN EYE  
TOWARDS DIVERSITY AND  
MULTILINGUALISM.

A COUPLE QUESTIONS, ONE ON K1.  
SO I DON'T KNOW IF JASON WOULD  
LIKE TO JOIN US HERE.

THANK YOU.

I ASKED NAP EARLIER HEARING,  
MAYBE LAST WEEK I'M NOT SURE,  
JUST ABOUT THE DEMAND FOR K1  
SEATS GIVEN REGISTRATION CHOICE  
DATA VERSUS CAPACITY.

I WAS HOPING YOU COULD SPEAK TO  
THAT.

>> SURE.

SO WE USUALLY HAVE MORE DEMAND

THAN CAPACITY BUT IT IS BASED ON THE POPULARITY OF THE SCHOOL AS WELL.

SO SOME SCHOOLS HAVE MUCH MORE DEMAND THAN OTHERS SO IF YOUR QUESTION IS TO BREAK DOWN THAT DATA, I DON'T HAVE IT ON ME BUT I'M SURE ...

>> WHILE HE'S LOOKING THAT UP. AS WE EXPAND K1C WHAT ARE WE DOING, WHERE ARE THOSE SEATS GOING?

IS IT BASED ON DEMAND OR IS IT BASED ON TRYING TO CLOSE OPPORTUNITY AND ACHIEVEMENT GAPS FOR STUDENTS WHO MAY NOT HAVE OTHER ALTERNATIVES AT HOME.

>> YES.

IT'S A YES AND YES.

YES IT'S GOING TO BE BASED ON DEMAND SO WE HAVE HIGHLIGHTED NEIGHBORHOODS WHERE CHILDREN ARE AND THEN THE DEMAND WHAT WE'RE GOING TO DO IS TO LOOK AT COMMUNITY BASED K1'S AND CAN THEY PLAY A CONNECTOR ROLE IN EXPANSION.

SO FOR EXAMPLE IF MORE CHILDREN IN THE NEIGHBORHOOD WE WANT TO TARGET WE CAN EXPAND K1 THERE IN COMMUNITY-BASED PROGRAMS.

>> LET ME JUST, SO AS I UNDERSTAND FROM PREVIOUS HEARINGS, ONE OF THE GOALS THAT YOU HAVE IS TO TRY TO BRING UP QUALITY.

THERE'S A SENSE BUT NOT TO CRITIQUE COMMUNITY-BASED CARE FOR PROVIDERS IN BPS BUT WE RESEARCH HOW IT'S PLAYED OUT IN DIFFERENT HEARINGS IS THAT THE K1C, THE QUALITY THAT WE HAVE WITH K1C'S THIS BPS AND THEN TRYING TO REALLY SUPPORT OTHER PROVIDERS TO REACHING THAT LEVEL OF QUALITY.

AND SO WHEN I HEAR COMMUNITY-BASED CARE OVER WHO ARE AS A STRATEGY FOR E LIMB NAIFGHT OPPORTUNITY AND ACHIEVEMENT GAPS AND NOT ACTUAL BPS K1 SEATS JUST RAISES A QUESTION FOR ME.

IF YOU CAN HELP ME UNDERSTAND

THAT STRATEGY.

>> SURE.

THERE'S TWO COMPETING FACTORS.  
ONE YOU HAVE SCHOOLS WHERE WE'RE  
JUST YOU DON'T HAVE ROOM, RIGHT.  
SO YOU'RE EITHER GOING TO HAVE  
TO ELIMINATE CERTAIN GRADES.  
THERE'S THE PRESS OF SPACE.  
SO I THINK THAT WE'RE WORKING ON  
THAT WITH BOSTON AND KIND OF  
LOOKING AT HOW DO WE EXPAND K1  
OR NOT REDUCE K1 IN ORDER TO  
MEET OTHER GRADES SO THAT'S A  
PROCESS THAT THERE'S A LOT OF  
PEOPLE INVOLVED SO THERE'S ONE  
PART OF IT.

AND THEN THERE'S FAMILIES WHO  
NEED TO WORK AN EIGHT HOUR DAY  
12 MONTHS OF THE YEAR SO THEY'RE  
NOT ACCESSING BOSTON PUBLIC  
SCHOOLS PROGRAM.

THAT'S A QUALITY THAT'S  
CONNECTED SO THE IDEA IS HOW TO  
IMPROVE THAT INFRASTRUCTURE.  
AND ALSO FRANKLY HAVE AN  
OPPORTUNITY TO WORK WITH  
FAMILIES WHO HAVE THREE YEAR  
OLDS, ONE YEAR OLDS AND TWO YEAR  
ODES.

HOW DO YOU BUILD AND STRENGTHEN  
THAT INTRA STRUCTURE BY  
INCREASING COMPENSATION QUALITY  
OF THOSE PROGRAM IN THE SAME  
SUPPORT THAT THE PUBLIC SCHOOLS  
ARE GETTING.

IT'S SORT OF A DONE EFFORT THERE  
BOTH AROUND BUILD BOSTON AND  
ALSO STRENGTH THING  
COMMUNITY-BASED PROGRAM.

I DON'T THINK IT'S WE'RE GOING  
TO PUT CERTAIN KIDS HERE OR  
THERE IT'S A MORE COMPREHENSIVE  
STRATEGY TO GIVE FAMILIES BOTH  
THE CHOICES AND IMPROVE THE  
WHOLE INFRASTRUCTURE.

>> IN TERMS OF IMPROVING THE  
WHOLE INFRASTRUCTURE AND QUALITY  
OF CARE, IS IT PROFESSIONAL  
DEVELOPMENT?

WHAT IS THE STRATEGY.

>> SURE.

IT'S THE SAME MODEL THAT WE USED  
IN BPS.

SO FIRST PART IS AT LEAST THE

PRESCHOOL EXPANSION GRANT  
THERE'S COMPENSATIONS BY THE  
TEACHER AND IT'S REQUIRING A  
MINIMUM OF BACHELOR'S DEGREE.  
THEY'RE USING THE BPS CURRICULUM  
AND GETTING THE SAME COACHING  
BUT IN ADDITION FOR THE MONUMENT  
THERE WILL BE COMPREHENSIVE  
SERVICES SO WE START THINKING  
ABOUT THE SUPPORT FOR BPS  
PROVIDES WHERE THE HETERO STARTS  
PROVIDE AND THINKING HOW WE MAKE  
A COMPREHENSIVE MODEL IN BOTH  
COMMUNITY-BASED PROGRAMS AND IN  
THE PUBLIC SCHOOLS AND JOIN THAT  
AND THINK ABOUT THOSE  
TRANSITIONS.

>> FOR A MEN MILL OF BACHELORS,  
WHERE ARE WE IN REACHING THAT  
GOAL WITH THE COMMUNITY.

>> SO THE REQUIREMENT TO  
PARTICIPATE IN THE NEW PK MODEL,  
BUT RIGHT NOW IT'S THE PRESCHOOL  
EXTENSION GRANT BUT I BELIEVE  
THE MAYOR IS ACTUALLY TRYING TO  
FIGURE OUT THERE'S A LEGISLATIVE  
STRATEGY AND AN ASK THAT'S \$16  
MILLION TO THE LEGISLATURE TO  
FUND IT AND ALSO SOME CITY FUNDS  
AND I THINK THAT'S IN PROCESS  
RIGHT NOW.

>> I MAY HAVE THAT.

>> WE LOOKED AT THE TOTAL NUMBER  
OF STUDENTS WHO WERE UNASSIGNED  
AT THE END OF THE FIRST ROUND IN  
MARCH.

TOTAL DISTRICT 184 STUDENTS WHO  
WERE UNASSIGNED.

THE TWO CATEGORIES.

ONE IS WE DON'T HAVE SEATS IN  
MANY OF OUR SCHOOLS TO BE ABLE  
TO ACCOMMODATE THESE STUDENTS.  
THE CATEGORY IS STUDENTS WHO MAY  
HAVE SELECTED ONLY SPECIFIC  
SCHOOLS, EITHER BECAUSE IT'S A  
HIGH QUALITY SCHOOL THAT'S THE  
ONE THEY WANT OR AS JASON  
MENTIONED WE HAVE A NUMBER OF  
SURROUND CARE PROGRAMS AND IF  
THEY WEREN'T GIVEN THE SURROUND  
CARE PROGRAM TEND OF THE DAY,  
THEY DIDN'T CHOOSE TO ENROLL.  
OUR BIGGEST CHALLENGE IS  
ASSIGNING STUDENTS BY



NEIGHBORHOOD IS REALLY IN THE SOUTHERN HALF OF THE CITY. SO IT INCLUDES, THERE WERE 14 STUDENTS WHO WERE UNASSIGNED IN ROXBURY BUT WE REALLY HAVE MUCH HIGHER NUMBERS IN THE SOUTHERN END OF DORCESTER NEAR THE MILL MINE IN WEST ROXBURY AND ROSLINDALE AND JAMAICA PLAIN. THOSE ARE THE PLACES WHERE WE HAVE MORE DEMAND THAN WE HAVE SPACE TO ACCOMMODATE AND THAT'S IT FOR BOTH K1, K2, FIRST GRADE THROUGHOUT SO WE HAVE REAL CHALLENGES ASSIGNING TO SOME OF THOSE NEIGHBORHOODS.

>> IS THERE A CHART YOU COULD SHARE WITH THAT DATA?

>> I CAN PRODUCE --

>> THANK YOU SO MUCH.

I WOULD JUST LIKE TO SHIFT A LITTLE BIT OVER TO TRAUMA. SO LET'S SAY, AND THIS IS A QUESTION THAT I'M STRUGGLING WITH BECAUSE I KNOW MANY OF OUR STUDENTS AND VARIOUS NEIGHBORHOODS EXPERIENCE TRAUMA THROUGH DIFFERENT TYPES OF COMMUNITY VIOLENCE. LET'S TAKE FOR EXAMPLE A SHOOTING THAT HAPPENED IN A PARTICULAR NEIGHBORHOOD ON A PARTICULAR STREET. AND IF THERE ARE 20 SCHOOL AGE CHILDREN WHO ATTEND BPS ON THAT GIVEN STREET WHO MAY NOT HAVE WITNESSED IT BUT CERTAINLY MAYBE HEARD IT IN YOUR HOMES. AND IF THEY'RE GOING TO FOUR FIVE DIFFERENT SCHOOLS THROUGHOUT THE CITY. SO IF IT IS A CHILD WHO EXPERIENCED TRAUMA BECAUSE IT'S DIRECTLY CONNECTED TO THEM BECAUSE IT'S A RELATIVE OR SOMEONE THEY KNOW OR THEY'RE OUTSIDE AND SAW IT FIRST HAND, I ASSUME THERE'S A RESPONSE NOT JUST THE TRAUMA RESPONSE TEAM BUT THROUGH BPS. AND MAKING SURE THAT THAT SCHOOL IS NOTIFIED AND UNDERSTANDS. BUT IF YOU HAVE CHILDREN WHO ARE EXPERIENCING IN THIS KIND OF WAY

WHERE THEY'RE STILL IN THIS HOMES CAN HEAR AND UNDERSTAND WHAT'S HAPPENING, ARE HEARING ABOUT IT AT THE SCHOOL BUS, ARE SHOWING UP FOUR OR FIVE DIFFERENT SCHOOLS, IS THERE ANYTHING IN PLACE CURRENTLY, AND I KNOW THAT'S A BIG RIPPLE EFFECT THAT WE HAVE WHERE AN INCIDENTS HAPPENS HERE.

BORROW IT FELT THROUGHOUT OUR SCHOOLS SO I'M WONDERING IF THE RESPONSES, IF THE PARENT CONTACTS THE SCHOOL AND SAYS X, Y AND Z HAS HAPPENED, JUST BE AWARE.

OR ABSENT THAT, IS THERE ANYTHING THAT THE SCHOOL DEPARTMENT IS DOING WITH THE TRAUMA RESPONSE TEAM THROUGH THE PUBLIC HEALTH OR WITH THE BOSTON POLICE THAT IS GETTING AT THIS KIND OF BROADER NETWORK OF CHILDREN WHO HAVE BEEN EXPOSED TO AND ARE EXPERIENCING TRAUMA BUT THAT SCHOOL COMMUNITIES MAY NOT BE ATTUNED TOO BECAUSE THE CHILD WASN'T DIRECTLY CONNECTED TO THE VICTIM, LET'S SAY.

>> GREAT QUESTION, COUNCILOR JANEY AND YOU'VE ALREADY NAMED SOME OF THE AVENUES WHICH WE ANYWAY GET THAT INFORMATION. IT MAY COME THROUGH THE BOSTON PUBLIC HEALTH COMMISSION. IT MAY COME THROUGH OUR SAFETY SERVICES OR THROUGH BOSTON POLICE DEPARTMENT.

IT MAY COME TO A PARENT CONTACTING THE SCHOOL DIRECTLY. IT MAY COME THROUGH A TRUSTING RELATIONSHIP BETWEEN A TEACHER AND A STUDENT IN WHICH THEY MAY DISCLOSE THAT TO THE TEACHER AND CONFIDENTIAL THEY THAT TEACHER MAY SHARE THAT INFORMATION WITH THE STUDENT SUPPORT TEAM AND THE BEHAVIORAL HEALTH STAFF IN THE BUILDING SO THAT A PLAN CAN BE PUT IN PLACE TO SUPPORT THAT STUDENT AND THE FAMILY MEMBERS AS WELL.

SO IT MAY COME THROUGH A COMBINATION OR ONE OF THOSE

VALID CONNECTIONS.

I KNOW WE'RE RUNNING BEHIND BUT  
I HAD A FEW OTHER QUESTIONS SO  
HOPE FLOIL WE CAN GET DONE  
ANOTHER WAY.

THANK YOU SO MUCH.

>> COUNCILOR PRESSLEY.

>> THANK YOU MR. CHAIRMAN.

AS YOU'RE ALL WELL AWARE OF I'VE  
BEEN BANGING THE DRUM LOUDLY FOR  
SCHOOL NURSES SINCE I JOINED THE  
COUNCIL EIGHT YEARS AGO AND IN  
FACT COMING UP THE SCHOOL NURSE  
APPRECIATION MONTH SO I'LL BEEN  
EXTENDING AN INVITATION TO YOU  
SIMILAR TO A STORY COUNCILOR  
CIOMMO SHARED A SCHOOL NURSE  
UNLIKE MANY CHILDREN WHO HAD A  
TRAUMA WHERE THEY ACT OUT I WAS  
ONE OF THOSE CHILDREN THAT SHUT  
DOWN.

I WAS A FREQUENT FLIER IN THE  
SCHOOL NURSE'S OFFICE.

THAT'S THE ONLY PLACE OF  
RECOMMEND REFUGE FOR ME BUT THEY  
WERE ABLE TO SEE THAT I WAS  
MANIFESTING SIGNS OF TRAUMA AND  
I MIGHT BE BEING ABUSED SO  
THANKS TO THEIR INTERVENTION THE  
TRAJECTORY OF MY LIFE CHANGED  
COMPLETELY.

IN ADDITION TO WANTING TO MAKE  
SURE THAT OUR STUDENTS HAVE AN  
EQUITABLE ACCESS TO SCHOOL NURSE  
BECAUSE THEY'RE DOING MUCH MORE  
THAN PUTTING BAND AIDS ON  
SKINNED SNEEZE THESE DAYS.

DAYS--

KNEES THESE DAYS.

WE HAVE STUDENTS WITH CHRONIC  
CHALLENGES BUT THEY PLAY A  
CRITICAL ROLE IN SCHOOL  
COMMUNITY CULTURE AND CLIMATE.  
WHENEVER I VISIT A SCHOOL AND  
HAD HE DO HAVE A SCHOOL NURSE  
THAT'S THE FIRST PLACE I GO.  
SO I WANTED TO ASK YOU,  
HAVE NURSES BEEN ENGAGED IN  
THESE BUDGETARY DECISIONS AND  
DISCUSSIONS.

WHEN I THINK OF THE YOUTH RISK  
BEHAVIOR SURVEY, I WONDER IF YOU  
SURVEY OUR NURSES FOR WHAT THEY  
ARE SAYING THE STUDENTS CROSS

THEIR THRESHOLD.

I'VE LEARNED EVERYTHING FROM STUDENTS WHO ARE EXPERIENCING INTENSE DENTAL PAIN BECAUSE OF ORAL HEALTH DISPARITIES WHICH IS INCREDIBLY DISTRACTING AND HARD TO LEARN.

THIS IS ESPECIALLY TRUE FOR MANY OF OUR NEWCOMER STUDENTS.

CERTAINLY WE'RE DEALING WITH ONGOING AS MA.

ONE OF THE THING THE NURSE HAS MENTIONED TO ME IS THAT THEY SEE A GROWING NUMBER OF STUDENTS BATTLING ANXIETY.

SO THAT ALSO IS INCREASING THE NUMBER OF MEDICATION IN LIVES THAT HAVE TO BE ADMINISTERED.

I WANT TO KNOW IF THEY'RE BEING HEARD AND INFORMING THESE INVESTMENTS AND DECISION-MAKING.

>> ABSOLUTELY, COUNCILOR, THANK YOU SO MUCH.

THEY ARE, WE ACTUALLY HAVE A JOINT UNION MANAGEMENT WORK GROUP THAT IS COMPRISED HOW FAR FOUR SCHOOL NURSES AND FOUR MANAGEMENT AND THE FOUR MANAGEMENTOR TWO ADMINISTRATORS ARE ACTUALLY IT IS OUR OPERATIONAL SUPERINTENDENT.

I REPRESENT MANAGEMENT.

AND THEN THE SENIOR DIRECTOR OF HEALTH SERVICES AS WELL AS OUR MEDICAL DIRECTOR SIT ON THE JOINT UNION MANAGEMENT.

ACTUALLY THE GROUP HAS BEEN A LITTLE BIT LARGER.

I THINK WE'VE ALLOWED SIX NURSES TO SIT.

THIS IS SOMETHING THAT IN THE BPU CONTRACT BUT WE MEET ONCE A MONTH.

WE TALK OVER ISSUES THAT ARE ARISING.

ONE OF THINGS THAT WE HAVE COMMITTED TO AS PART OF THE MAYOR'S NEW INVESTMENT SITTING DOWN AGAIN TO LOOK AT THE FACTORS THAT ARE BEING CONSIDERED IN TERMS OF SCHOOL NURSES AND AGAIN LOOKING 59 OUR SUPPORT SERVICE DELIVERY MODEL. SO YES WE INCLUDE THEM IN THE

DECISION-MAKING PROCESS.  
ONE OF THE THINGS IN TERMS OF  
FEEDBACK THAT I WANTED TO GIVE  
YOU AND I WANT TO GIVE CREDIT TO  
JODY OUR SENIOR DIRECTOR FOR THE  
SUBSTANCE ABUSE PREVENTION  
PROGRAM.

THE NURSES ARE HELPING OUT DOING  
THE SCREENING FOR BRIEF  
INTERVENTION AND REFERRAL FOR  
TREATMENT WHICH IS NOW REQUIRED  
UNDER MASSACHUSETTS LAW.

AND AS PART OF THAT, WE ARE  
SEEING AN INCREASE IN THE NUMBER  
OF REFERRALS TO THE SUBCITY OF  
SUB--SUBSTANCE ABUSE PROGRAM.  
SO TOO JOIRNL ESSAIBI GEORGE  
QUESTION FOR US WE'RE SEEING THE  
NUMBER OF REFERRALS INCREASE TO  
THE PROGRAM CAN BE AN INDICATOR  
THAT STUDENT ARE SEEING THAT  
RISK FOR EXAMPLE IN TERMS OF  
MARIJUANA USE.

SO WE ALSO ENGAGE THE NURSES IN  
LOOKING AT THE DATE OF THE SNAP  
PROGRAM AND REALLY LOOKING AT  
THAT AND WHERE ARE THERE NEEDS  
AND HOW DO WE ADDRESS THOSE.

>> WONDERFUL, THANK YOU.

IN ADDITION TO THE ROLE THAT THE  
NURSES PLAY, IT'S CERTAINLY BEEN  
MY EXPERIENCE THEY ALSO NEED  
ADMINISTRATIVE SUPPORT BECAUSE  
THERE IS A FAIR AMOUNT OF  
DOCUMENTING AND RECORDKEEPING  
AND THINGS THAT ARE NECESSARY.  
SO FOR THE, FOR OUR CURRENT  
RATIO OF NURSES, FOR EVERY  
NURSE, WHAT IS THEIR, WHAT IS  
THE RATIO OF ADMINISTRATIVE  
SUPPORT?

>> WE HAVE, CURRENTLY WE HAVE  
ONE SENIOR DIRECTOR FOR THE  
NURSES.

>> OKAY.

>> WE ARE CURRENTLY LOOKING AT  
PROVIDING SOME ADDITIONAL  
SUPPORT TO THE SENIOR DIRECTOR  
SO THAT SHE CAN WORK WITH THE  
NURSES, BUILD THEIR CAPACITY,  
LOOK AT SOME OF THE STRUCTURES  
THEY ALSO HAVE.

FOR EXAMPLE THERE ARE NURSE  
LIAISONS IDENTIFIED FOR EACH OF

THE NETWORKS IN BPS.  
SO THOSE SCHOOL NURSE LIAISONS  
PROVIDE A LEVEL OF SUPPORT  
ALTHOUGH THEY CAN EVALUATE THE  
INDIVIDUALS, THEY ARE THERE TO  
PROVIDE SUPPORT.  
SO AGAIN PART OF MY VISION OF  
LOOKING AT SUPPORT SERVICE  
DELIVERY MODEL IS LOOKING AT  
WHAT IS THE SUPPORT WE NEED TO  
PROVIDE TO OUR NURSES SO THAT  
THEY CAN DO A BETTER JOB SORE  
SOME GREE OF COMFORT DOING THEIR  
WORK.  
FEEL LIKE THEY'RE MAKING A  
DIFFERENCE.  
>> THANK YOU.  
I JUST WANTED TO PICK UP ON MY  
PREVIOUS QUESTION THAT I HINTED  
AT, THE PROGRAM BECOMING A MAN.  
I HEAR GREAT THINGS ABOUT THIS  
PROGRAM.  
I THOUGHT IT WAS MENTIONED THAT  
THERE IS A PROGRAM THAT WILL  
MEET THE NEEDS OF GIRLS IN THE  
SAME WAY THAT IS BEING  
DEVELOPED.  
I JUST WANT TO KNOW IF THERE WAS  
TRUE OR MAYBE IT WAS SOME SORT  
OF MIRAGE IN MY OWN MIND.  
>> I CAN SPEAK TO THAT.  
FIRST OF ALL BEP DOES HAVE A  
PROGRAM FOR GIRLS.  
IT'S CALLED WORKING ON WOMEN.  
BEM CURRENTLY AT THE HIGH SCHOOL  
IS ONE OF FOUR SCHOOLS I MET  
WITH HEAD MASTER MCINTYRE,  
DR. MCINTYRE THE OTHER DAY.  
ONE OF THESKED,  
WE'RE DOING GOOD FOR OUR YOUNG  
MEN NOW WE NEED SOMETHING FOR  
OUR YOUNG LADIES.  
I'M IN INITIAL DISCUSSIONS WITH  
THE YOUTH GUIDANCE FOLKS WHO  
OVERSEE THE BAND PROGRAM TO SEE  
HOW WE CAN EXPAND OUR EFFORTS.  
I KNOW WE HAVE TEN BOYS PROGRAM  
AND --  
>> I JUST WANTED TO KNOW, THE  
GIRL VERSION IS CALLED WOW.  
>> WORKING ON WOMEN.  
>> VERY GOOD.  
>> I'LL FOLLOW UP OFF LINE TO  
LEARN MORE ABOUT THAT.

BUT SPEAKING ABOUT OUR GIRLS I PARTNERED WITH BOSTON PUBLIC SCHOOLS AND YOU KNOW NATIONAL PARTNER NATIONAL BLACK WOMEN JUSTICE INSTITUTE TO ADDRESS GROWING PUSH OUT THAT WE'RE SEEING MORE GIRLS BECOMING JUST AS INVOLVED.

YOU WERE A TREMENDOUS PARTNER IN THAT.

WE HAD SEVERAL HEARING, EVIDENCE-BASED FOCUS GROUPS WITH 100 BLACK AND LATINA IN BOSTON AREA SCHOOLS.

ONE OF THE THINGS THAT WE -- RECOMMENDATIONS THAT WE MADE SORT OF LOW HANGING FRUIT WAS THAT WE REFORM DRESS CODE POLICY.

WHAT WE WERE SEEING IS BLACK AND LATINA GIRLS WERE DISPROPORTIONATELY LOSING CLASSROOM TIME FOR THINGS LIKE DRESS CODE.

I JUST WANTED TO PUBLICLY REITERATE THAT I HOPE THAT WHATEVER ARE THOSE THINGS IN THE REPORT THAT WE SUBMITTED TO YOU AND THOSE RECOMMENDATIONS THAT YOU CAN DO THAT DO NOT REQUIRE THE SCHOOL COMMITTEE THAT WE PLEASE TACKLE AND TAKE THOSE THINGS ON TOGETHER.

MY SECOND QUESTION IS, COULD YOU GIVE ME UPDATE WHERE WE ARE WITH THE DISTORTED JUSTICE PRACTICES WHICH ALSO WORKS HANDS IN GLOVE TO PREVENT, DISRUPT SCHOOL TO PRISON PIPELINE.

>> WE'RE REALLY EXCITED TO SHARE WITH YOU SOME OF OUR EFFORTS BECAUSE THAT'S BEEN THIS YEAR I'LL LET --

>> GREAT, THANK YOU.

>> HOOD KIN KUDOS TO JODIE WHO RUNS THAT, SHE WAS PART OF THE TEAM THAT 'REQUIRED NATIONAL GRANT FROM THE NATIONAL INSTITUTE FOR JUSTICE ALONG WITH SUFFOLK UNIVERSITY AND AMERICAN INSTITUTE FOR RESEARCH TO DO WORK IN 30 OF OUR SCHOOLS, MIDDLE AND HIGH SCHOOLS AROUND IMPLEMENTATION.

THE SCHOOLS WILL BE IN TWO COHORTS OF 15 FOR 18 MONTHS, ANOTHER 15 SCHOOLS FOR ANOTHER 18 MONTHS GETTING TARGETED PROFESSIONAL DEVELOPMENT FOR THEIR WHOLE SCHOOL COMMUNITY. INCLUDING ANY MEMBER OF THE STAFF, A LUNCH MONITORA SCHOOL RESOURCE OFFICER TO UNDERSTAND HOW RESTORATIVE PRACTICE IMPLEMENTATION COULD BE USED TO SUPPORT REALLY A TIER ONE BUILDING STRONG RELATIONSHIPS WITHIN SCHOOL COMMUNITIES AND RESTORE OR REPAIR RELATIONSHIPS WHEN HARM HAS OCCURRED. WE'RE EXCITED ABOUT THAT WORK. ONE OF THE THINGS THAT WAS REALLY NOVEL IN THE DEVELOPMENT OF THIS PLAN WAS THAT THERE WILL BE TWO TRAIN THE TRAINERS IN EACH SCHOOL SO AS MOBILITY OF STAFF OCCURS, RETIREMENT, ET CETERA, BRING IN NEW STAFF, WE'RE GOING TO MAKE SURE THAT THOSE STAFF ARE BROUGHT IN TO THE MODEL UNDERSTAND HOW TO IMPLEMENT WITNESS THEIR PEERS SO IMPLEMENTATION CONTINUES NO MATTER WHO IS AT THE HELM OF THE SCHOOL. THROUGH STRONG PARTNER WITH THE BOSTON TEACHERS UNION WE OBTAIN IN THE NEW CONTRACT A ROLE OF DISTRICT RIDE COACH, OUTSIDE OF THOSE 30 SCHOOLS THERE WILL BE SOMEONE TO WORK WITH THE OTHER SCHOOLS THAT ARE ALONG CONDITION UP WITH OF PRACTICES. THEY HAVE BEEN DOING THIS, PAIRING IT UP WITH SOCIAL, EMOTIONAL LEARNING CURRICULUM MAKE SURE THEY HAVE DEVELOPMENTALLY APPROPRIATE SUPPORTS AROUND THIS IN THEIR SCHOOLS. MAKE SURE THAT THEY HAVE A SUPPORT CONTINUING TO BUILD OUT THEIR EFFORTS. SCHOOLS THAT ARE MODEL, IS THAT WE CAN SHARE THAT WITH SCHOOLS THAT ARE EARLY ALONG IN THE IMPLEMENTATION. THAT PERSON'S ROLE WOULD BE TO



DO THAT WORK THEN WORK INTENSELY WITH THREE SCHOOLS FOR WHICH THE CONTRACT ALSO CALLS FOR A COORDINATOR IN THREE SCHOOLS WHO ARE ACTUALLY PILOT, RESTORATIVE PRACTICE IMPLEMENTATION OUTSIDE OF THE SCHOOLS.

WE'RE EXCITED --

>> RIGHT NOW IN THE DEVELOPMENT, THE TRAINING STAGE, EXACTLY. HOW SOON BEFORE IT GOES FROM TRAINING TO IMPLEMENTATION.

>> TRAINING WILL OCCUR INTO THE SUMMER AND PROBABLY INTO THE START OF THE NEXT SCHOOL YEARS. THE 30 SCHOOLS WITH THE GRANT, IMPLEMENTATION WILL BEGIN STARTING NEXT SCHOOL YEAR AROUND THAT SIMILAR FOR --

>> THANK YOU.

MY LAST QUESTION IS RELATIVE TO THOSE, I THANK COUNCILOR ESSAIBI GEORGE FOR HER LEADERSHIP.

FOR STUDENTS WHO ARE EXPERIENCING HOMELESSNESS, ALL STUDENTS I DO CARE ABOUT POTENTIAL LOSS OF LEARNING THAT CAN OCCUR DURING THE SUMMER BUT THERE IS A SPECIFICALLY WANTEDDED TO ASK ABOUT THOSE STUDENTS THE PROGRAM WHICH IN INCREDIBLE SUMMER PROGRAM, MAKES SURE THAT THOSE KIDS ARE STILL GETTING ACCESS TO MEALS AND GETTING TO BUILD COMMUNITY AMONGST THEIR PEER GROUP.

YOU CAN RELATE TO WHAT THEY'RE GOING THROUGH, JUST WANTED TO MAKE SURE THAT THAT PROGRAM IS NOT IN JEOPARDY IN ANY WAY AND WE'LL STILL HAPPEN.

THAT'S MY LAST QUESTION, THANK YOU, MR. CHAIRMAN.

>> THANK YOU SO MUCH FOR THE QUESTION.

WHAT WE'RE ACTUALLY DOING WITH THE SUMMER PROGRAM FOR EXPANDING IT MAKING IT MORE INCLUSIVE, WE'RE GOING TO RETAIN THE UNIQUE SERVICES FOR STUDENTS EXPERIENCING HOMELESSNESS INCLUDING THE SUMMER TRANSPORTATION BUS ROUTE FOR THE MORNING AND AFTERNOON PICK UP.

AS WELL AS SOCIAL WORK, CASE  
MANAGEMENT ON STAFF TO SUPPORT  
WHAT WE EXPECT TO BE --

>> WILL BE INTERRUPTED DURING  
THE SUMMER.

WHATEVER SUPPORT SERVICES THEY  
WILL STILL HAVE?

>> I WOULD ACTUALLY PUT FORTH  
THAT IT'S GOING TO BE AN  
ENHANCEMENT FOR THE STUDENT, IN  
PARTICULAR WE'RE GOING TO BE  
ABLE TO PROVIDE OPTIONS FOR HIGH  
SCHOOL STUDENTS AND THAT WILL  
ALSO ALLOW FOR ANY POTENTIAL  
LOSS IN ACADEMIC PROGRESS DURING  
THE SCHOOL YEAR FOR STUDENTS IN  
HIGH SCHOOL TO BE ABLE TO MAKE  
UP THAT.

ALSO BE ABLE TO HAVE MORE OF THE  
K-0 THROUGH K-2 STUDENTS HAVE  
OPPORTUNITIES AND UNIQUE  
OPPORTUNITIES AND MORE CHOICE IN  
TERMS OF THE PROGRAMMING.

WE ACTUALLY -- THAT'S ANOTHER  
INITIATIVE THAT WE'RE VERY  
EXCITED ABOUT AND WE FEEL LIKE  
IT IS GOING TO CREATE THE MODEL  
IN THE CLIMATE THAT'S INCLUSIVE  
OF ALL STUDENTS THAT WE'RE  
SEEKING.

>> THANK YOU.

COUNCILOR ESSAIBI GEORGE?

>> THANK YOU.

MY QUESTION ON HOMELESSNESS  
BECAUSE YOU'RE HERE, BRIAN, I  
WANT TO THANK YOU FOR THE WORK  
YOU'VE DONE OVER THIS YEAR USING  
AND ALLOCATING THE FUNDING THAT  
THE ADMINISTRATION ADDED TO  
SCHOOLS.

KIND OF FOLLOWING WAY OF STUDENT  
FORMULA THAT DOLLAR AMOUNT WENT.  
CAN YOU DEL ME HOW MANY SCHOOLS  
HAVE HOMELESS LIAISONS?

>> EVERY SINGLE SCHOOL ACROSS  
THE DISTRICT HAS A SCHOOL-BASED  
HOMELESS LIAISON.

>> BECAUSE EVERY SCHOOL HAS SOME  
STUDENTS THAT ARE EXPERIENCING  
HOMELESSNESS?

>> CORRECT.

>> I DON'T LIKE SAYING THAT OUT  
LOUD, I WISH I DIDN'T, BUT I  
THINK IT'S IMPORTANT FOR

RESIDENTS OF THE CITY OF BOSTON  
TO REALIZE THAT, AND APPRECIATE  
THAT.

HOW ARE THE SCHOOLS ACCESSING  
THOSE FUNDS, WHAT ARE THE TYPES  
OF EFFORTS THAT THEY'RE USING  
THAT MONEY TO DO?

>> WHAT WE'RE SEEING AT THIS  
POINT YEAR TO DATE IS THAT  
MAJORITY OF THE FUNDS THAT HAVE  
BEEN EXPENDED ARE IN THE AREAS  
OF INCREASE STAFFING, SUPPORT  
AND CAPACITY WHICH WE FEEL LIKE  
IS EXCELLENT USE OF THE DOLLARS  
BECAUSE IT HELPS TO BUILD OUT  
THAT MODEL WITH LOCALLY  
COSYSTEMS, HELPS TO INTEGRATE  
WITH WHERE WE'RE GOING WITH THIS  
CONNECTING MORE PARTNERS AT THE  
SCHOOL LEVEL, COORDINATE ALSO  
WITH THE CENTRAL OFFICE  
HOMELESSNESS EDUCATION PROGRAM.  
WE ALSO ARE SEEING THAT BASIC  
SUPPLY, TOILETRIES, CLOTHING.  
WE'RE CONTINUING TO REFINE  
MECHANISMS AROUND THE ABILITY TO  
GET FOOD AND WEEKEND BAGS AND SO  
FORTH.

BUT WE KNOW THAT SCHOOLS ACROSS  
THE BOARD ARE ACTIVELY ENGAGED  
INCLUSION DOLLARS AND MAKING  
IMPROVEMENT TO CREATE  
PARTNERSHIPS FOR NEXT YEAR.  
BUT IN THE SLIDE THAT I HAD  
PRESENTED YOU COULD SEE THAT  
TECHNOLOGY AND TECH IN THIS CASE  
DALLAS SUPPORT IS ALSO SOMETHING  
WHERE WE SEE DIG USE OF THE  
DOLLARS AND SCHOOLS ARE VERY  
MUCH BECOMING AWARE THAT PART OF  
THIS PROCESS ALSO BEING AWARE  
PART OF THE PROCESS IS WORKING  
WITHIN THE SYSTEM, PARTICULARLY  
AROUND PROCUREMENT TO MAKE SURE  
THAT THEY CAN ACHIEVE THEIR  
GOALS IN TERMS OF WHAT THEY FEEL  
LIKE ARE THE SERVICES IN NEEDS  
AT THE SCHOOL LEVEL, WHAT WE  
CALL PROJECT PLAN.

WE'VE BEEN ENCOURAGED BY WHAT  
WE'VE SEEN THIS YEAR, WE KNOW WE  
HAVE ADDITIONAL WORK TO DO  
THAT'S WHY WE'VE LAUNCHED A  
NUMBER OF SIGNIFICANT

INITIATIVES TO BETTER SUPPORT  
THE SCHOOLS IN DOING SO NEXT  
YEAR.

>> I THINK THAT YOU MENTIONED IT  
EARLIER IN YOUR PRESENTATION ONE  
OF THE GREATEST CHALLENGES HAVE  
BEEN BEING ABLE TO USE THE MONEY  
FOR WHAT THE SCHOOL WOULD LIKE  
TO SPEND THE MONEY ON.

CAN YOU TALK A LITTLE BIT HOW  
POLICY MAYBE WILL CHANGE FOR THE  
SCHOOL YEAR AHEAD TO IMPROVE  
ACCESS IN THOSE FUNDS?

>> I DON'T KNOW THAT I CAN SPEAK  
TO POLICY CAKE.

BUT I CAN SPEAK TO WHAT WE'RE  
DOING TO HELP CREATE SOME OF THE  
INFRASTRUCTURE SO THAT SCHOOLS  
CAN BETTER ACCESS IT.

ONE THAT I HAD MENTIONED WAS THE  
PARTNERSHIP OR COLLABORATION  
WITH SCHOOL COMMUNITY  
PARTNERSHIPS TEAM WHERE WE'LL  
ACTUALLY HAVE AN OPPORTUNITY  
PORTFOLIO OF PARTNERS THAT HAVE  
BEEN VETTED AND CATEGORIZED A  
NUMBER OF DIFFERENT SERVICE  
AREAS.

SCHOOLS WILL ACTUALLY BE ABLE TO  
GO IN TO THE PORTAL AND ALIGN  
THE DOLLARS WITH WHAT PARTNERS  
THEY WOULD LIKE TO BRING INTO  
THEIR SCHOOL AND WE'LL HELP WITH  
IMPLEMENTATION PROCESS,  
COLLABORATION, TECH NECK CALL  
SUPPORT AND THAT WILL TRIGGER  
FOR US THE NEED TO THEN GO AHEAD  
AND PROCURE A CONTRACT SO THAT  
THERE'S MUCH MORE STRUCTURE IN  
TERMS OF ORGANIZING THE SERVICES  
THAT SCHOOLS ARE LOOKING FOR.

>> HOW QUICKLY CAN THAT HAPPEN,  
THOUGH?

THAT PROCUREMENT PROCESS CAN  
TAKE AWHILE AND WHERE WANT TO BE  
ABLE TO SERVICE STUDENTS THE  
FIRST DAY OF SCHOOL IN  
SEPTEMBER.

EVEN OVER THE SUMMER.

>> WE ANTICIPATE THAT WE'LL BE  
MOVING ON THIS WITHIN FIRST TWO  
MONTHS OF SCHOOL THAT -- AUGUST  
LAUNCH IS THE TARGET IN TERMS OF  
SCHOOLS BEING ABLE TO GO IN AND

IDENTIFY WHAT PARTNERS THEY WANT TO CONNECT WITH.

WE'LL BE ANNOUNCING THE INITIATIVE LATER THIS MONTH WE'LL HAVE NUMBER OF FORUMS WHERE SCHOOLS CAN COME AND MEET SO THEY CAN LEARN MORE ABOUT IT OVER THE SUMMER WE'LL REFINE THE PROCESS.

WE HAVE SOME OF THE CONTRACTS IN PLACE PARTICULARLY WITH SOME PARTNER ORGANIZATIONS THAT ARE IN NUMBER OF SCHOOLS.

>> LIKE WHO?

>> MY UNDERSTANDING THAT I THINK -- I'D HAVE TO CONFIRM, MY UNDERSTANDING WE HAVE SOME OF THE CONTRACTS IN PLACE THAT WE CAN PIGGYBACK ON.

>> UNDER THIS NEW PARTNERSHIP PORTAL, WHERE IS THE MONEY NOW GOING TO LIE, IS IT STILL IN THE SCHOOL ACCOUNT?

>> ABSOLUTELY.

>> BECAUSE THE WAY THAT THE FUNDING HAPPENED LAST YEAR IT WAS ON SEPARATE LINE SO SCHOOLS KNEW HOW MUCH MONEY THEY WERE RECEIVING.

THIS YEAR IT SEEMS TO BE BUNDLED WITH SIMPLE -- THE GIANT -- ONE ALLOCATION THAT EACH SCHOOL GETS.

HOW DO SCHOOLS KNOW HOW MUCH MONEY THEY HAVE SPECIFICALLY TO SUPPORT THEIR STUDENTS' EXPERIENCE AND HOMELESSNESS. AND WHILE HE'S COMING DOWN CAN YOU TELL ME HOW MUCH EACH STUDENT GETS, HOW MUCH BASED ON THAT STUDENT FORMULA?

>> I BELIEVE FOR THE CURRENT SCHOOL YEAR IT WAS \$455 IN THAT RANGE, I'D HAVE TO CONFIRM FOR NEXT SCHOOL YEAR I CAN GET THAT INFORMATION.

I BELIEVE THE PER PUPIL ALLOCATION DOLLAR AMOUNT STAYS RELATIVELY STABLE BUT OBVIOUSLY THROUGH SOME OF OUR PROCESS WE'VE BEEN ABLE TO IDENTIFY MORE STUDENTS THAT ARE EXPERIENCING HOMELESSNESS WHICH DROVE -- PROMPTED THE CITY TO INCREASE THE ALLOCATION.

>> GREAT.

HAS ANY MONEY BEEN LEFT ON THE TABLE?

SCHOOLS THAT HAVE DIFFICULTY SPENDING MORE MONEY BECAUSE OF THE PROCUREMENT BARRIERS, WILL ANY BE LEFT UNSPENT?

>> WE'VE EXTENDED THE SPENDING DEADLINE.

WE KNOW THERE IS MONEY LEFT ON THE TABLE CURRENTLY WHEN WE HIT THE SPENDING DEADLINE LATER THIS MONTH WE'LL HAVE A BETTER ESTIMATE OF WHAT THAT TOTAL FIGURE IS.

[ INAUDIBLE ]

>> -- SPECIFIED IN THE STUDENT FUNDING TEMPLATE WHICH THEY RECEIVE AT THE START OF THE BUDGET PROCESS.

IN EARLY DECEMBER, WE RELEASE BUDGE TOTE SCHOOLS EACH RECEIVES DETAILED ONE PAGER ON HOW STUDENT FUNDING COMES IN AS PART OF THAT THERE IS A LINE ITEM FOR PROJECTED NUMBER OF STUDENTS EXPERIENCING HOMELESSNESS. DISTRICT WIDE WE ARE PROJECTING 3,161 STUDENTS EXPERIENCING HOMELESSNESS.

THERE'S ALSO ANOTHER WAY WHICH DOUBLES THE ALLOCATION BASED ON CONCENTRATIONS OF HOMELESSNESS. FOR SCHOOLS THAT HAVE I THINK IT'S 5%, THE IDEA BEING THAT YOU HAVE ONE STUDENT EXPERIENCING HOMELESSNESS IN EVERY SINGLE CLASSROOM IN YOUR SCHOOL, SORT OF UNDERLYING SORT OF THEME THAT WE WENT WITH.

AND ALLOCATION THIS YEAR WAS 4 \$429 PER PUPIL THAT WAS PROJECTED EXPERIENCING HOMELESSNESS.

SO DISTRICT WIDE THAT IS 1.3 MILLION ALLOCATED SPECIFICALLY FOR STUDENTS EXPERIENCING HOMELESSNESS AN ADDITIONAL \$440,000 THAT WAS ALLOCATED TO SCHOOLS BASED ON CONCENTRATION OF HOMELESSNESS.

THROUGHOUT THE PROCESS WE ARE ALSO WORKING WITH THE SCHOOLS TO UNDERSTAND SO THAT THEY

UNDERSTAND AND DEVELOP A PLAN FOR SPENDING THE HOMELESSNESS MONEY, THERE ARE NUMBER OF STEPS IN THE PROCESS THAT CALL OUT THIS MONEY AS SPECIFIC SET ASIDES FOR STUDENTS EXPERIENCING HOMELESSNESS AND BRIAN HAS BEEN GREAT WORKING WITH SCHOOLS AND THINK CREATIVELY HOW THEY CAN SUPPORT THEIR STUDENTS.

THAT IS A LOT OF NEW MONEY AND LOT OF NEW ASKS FOR SCHOOLS I THINK IT'S BEEN GREAT TO HAVE THAT COACHING SUPPORT.

BUT IT'S NOT SOMETHING THAT JUST GETS SORT OF LUMPED TOGETHER AND PEOPLE FORGET ABOUT.

THERE IS A PROCESS FOR REVIEWING IT WITH SCHOOLS AND MAKING SURE THEY UNDERSTAND HOW MUCH IS SET ASIDE.

LIKE I SAID, AT EARLIER HEARING THE MECHANISM THAT WE USE IS DIFFERENT PURELY BECAUSE OF TIMING NOT HAVING TO DO WITH ANY SORT OF BELIEF OR CHANGE IN THE WAY THAT WE THINK SCHOOLS SHOULD BE USING THIS MONEY.

>> THANK YOU.

>> I HAVE SOME QUESTIONS ON ATHLETICS.

>> CAN YOU TALK TO US A LITTLE BIT ABOUT HOW YOUR RESOURCES ARE SPENT AS A DEPARTMENT?

MAJOR BUCKETS, ONE AROUND STIPENDS THAT BTU NEGOTIATED FOR OUR COACHES.

NEXT BUCKET WOULD BE OUTSIDE SERVICES, THE OFFICIALS COMMISSIONERS THAT INCREASE CAPACITY AROUND SOME OF OUR SPORTS, EMTs THAT COVER SPORTS THAT WE'RE ABLE TO DO IT.

THEN I THINK THE LAST BUCKET WOULD BE AROUND FACILITIES, SPACES THAT WE PAY TO ACCESS, TRACK MEETS AT THE REGGIE LEWIS CENTER.

ICE TIME AT NORTHEASTERN AT HOCKEY GAMES.

THOSE ARE MAJOR BUCKETS THERE.

>> IT WOULD BE INTERESTING TO KNOW, YOU'RE THINKING ABOUT NORTHEASTERN, THINKING OF ANY

UNIVERSITIES THAT WE SPEND MONEY AT.

THEN TAKE -- FOR US AS COUNSEL STILL TO TAKE A LOOK AT THEIR CONTRIBUTIONS TO POWER BECAUSE IT'S RIDICULOUS THAT WE AS A SCHOOL DISTRICT PAY PRIVATE UNIVERSITIES TO USE THEIR FACILITIES WHEN THEY'RE NOT FULFILLING THEIR COMMITMENT TO THE CITY OF BOSTON WHEN WE THINK ABOUT PILOT.

THINK ABOUT ATHLETIC PROGRAMMING, ANY UNIVERSITY IN THE CITY OF BOSTON OFFERS STUDENTS, THEY'RE NOT ABLE TO SUPPORT OUR ATHLETIC PROGRAMMING IN THE DISTRICT.

THEY SHOULD BE EMBARRASSED. CAN YOU TALK A LITTLE BIT ABOUT YOUR ROLE, ATHLETIC DEPARTMENT'S ROLE IN BUILD B BPS?

>> I THINK AS PROCESS HAS GONE ON WE'VE HAD INTERACTIONS AND CHANCE TO IDENTIFY HOW WE SEE PROJECT WORKING OUT, HOW IT COULD AFFECT US I THINK THEN DIRECTLY PIECES THAT WE'D LIKE TO SEE PART OF IT FOR CONSIDERATION AND FACILITIES THAT WE KNOW WE NEED TO BE UPGRADED, MAINLY WHITE STADIUM WOULD BE ONE THAT YOU WOULD THINK ABOUT THERE.

I THINK AS BOTH BUILD BPS HAPPENS BETWEEN@LESS TECHS AND HEALTH AND WELLNESS IDENTIFYING HOW WE WOULD SEE SPACES. HOW WE WOULD LOOK AT SCHOOLS IN THE USE OF SPACE NOT ONLY FOR P BUT ATHLETICS.

HOW MANY SPORTS ARE OFFERED IN A SCHOOL YEAR, BOY AND GIRL?

>> IN TERMS OF THE ACTUAL -- HOW MANY TEAMS DO WE HAVE DISTRICT WIDE.

>> OVERALL I THINK IT'S -- I HAVE THIS NUMBER FOR YOU.

>> WE CAN GO BY SEASONS.

>> HERE WE GO.

IN THE FALL WE HAVE 32 GIRLS SPORTS TEAMS.

28 BOYS AND 14 COED.

COED WOULD BE CROSS COUNTRY AND



CHEERLEADING.

IN THE WINTER, 27 GIRLS, THIS IS OUR CURRENT SNAPSHOT.

34 BOYS AND 19 COED SO THE SPORTS WE'RE TALKING IS BASKETBALL AND HOCKEY ON THE BOYS AND GIRLS SIDE AND COED INDOOR TRACK, RES WRESTLING AND SWIMMING.

IN THE SPRING, BOYS OASES SPORTS WERE AT 29 SO THAT WOULD BE BASEBALL, VOLLEYBALL, TENNIS.

GIRLS ARE AT 26 THAT WOULD BE SOFTBALL AND TENNIS, COED WOULD BE OUTDOOR TRACK 13.

>> 13.

>> SORRY, MIDDLE SCHOOL STUDENTS.

>> THAT INCLUDES MIDDLE SCHOOLS?

>> NO.

BPS SPONSORED MIDDLE SCHOOL WE HAVE 22 BOYS' BASKETBALL TEAMS. 20 GIRLS' BASKETBALL TEAMS THEN 21 TRACK TEAMS, COED.

>> CAN YOU TELL ME WHAT THE GRADUATION RATE IS FOR OUR STUDENT ATHLETES IN THE DISTRICT?

>> THAT IS POINT THAT WE WANT TO BE ABLE TO IDENTIFY AND BRAG WHERE WE'RE CURRENTLY WORKING TO BE ABLE TO TAG AND IDENTIFY OUR STUDENT ATHLETES AND HAVE THAT BE A POINT.

THOSE JUST REACH CONVERSATIONS.

>> ALSO PROBABLY HIGHER AMONG SPRING ATHLETES WHEN YOU THINK ABOUT HAVE GPA GOING INTO THAT SPRING SPORT.

I THINK THAT IT'S REALLY IMPORTANT THAT AS YOU DEVELOP YOUR ATHLETIC STRATEGIC PLAN AS YOU CONNECTED TO ACADEMIC RESULTS THAT WE'RE LOOKING FOR, WE TALK MOSTLY ABOUT THE IMPORTANCE OF ATHLETICS WE CAN DO THIS WITH ANY ENRICHMENT ACTIVITY BUT ATHLETICS IN PARTICULAR ACROSS DISTRICT WHAT A GREAT IMPACT IT HAS ON STUDENT SUCCESS BOTH IN HIGH SCHOOL AND AFTER HIGH SCHOOL I THINK STRENGTH, THE CONFIDENCE, INVALUABLE EXPERIENCE IT GIVES

FEMALES WHEN THEY -- CAN YOU  
TELL ME WHAT -- DO YOU FEEL THAT  
YOU'RE PROPERLY STAFFED AS  
CENTRAL OFFICE IN YOUR WORK AND  
THEN WHAT IS THE GREATEST NEED  
WHEN WE TALK ABOUT OUR COACHES  
AND WHAT'S HAPPENING IN OUR  
SCHOOLS.

>> I THINK IT'S TWOFOLD.  
WHAT WE CONSTANTLY TALK ABOUT  
WHAT IS IMPORTANT FOR THE  
DISTRICT TO UNDERSTAND IS AS A  
DEPARTMENT THAT WE ARE ABLE TO  
EXPLICITLY EXPLAIN WHAT WE DO,  
WHAT WE DON'T DIRECTLY DO WHAT  
WE CAN HELP YOU WITH.  
FROM THAT STANDPOINT I THINK  
WOULD ARE STAFFED TO CURRENTLY  
PROVIDE THE FUNCTIONS OUT TO THE  
SCHOOLS.

I THINK AS A COACHING STAFF  
THERE IS A DESIRE FOR THE  
ASSISTANT COACH.

I THINK THAT IS SOMETHING  
THEY'RE WORKING ON WITH THE BTU  
SOMETHING THAT WOULD HAVE TO BE  
NEGOTIATED.

BUT THAT CONVERSATION IS THERE  
TO MAKE SURE AS ATHLETICS  
DEPARTMENT WE'RE WORKING WITH  
OUR COACHES TO MAKE SURE THAT  
THEY GET THE TRAINING THAT THEY  
NEED OR THAT WE'RE PROVIDING,  
PROFESSIONAL DEVELOPMENT  
OPPORTUNITY, MAY NOT BE AS  
STRUCTURED AND CONSISTENT WHAT  
YOU SEE IN THE CLASSROOM OR  
SCHOOL BUT THAT WOULD MAKE AN  
EFFORT TO ADDRESS ISSUES THAT  
ARE OUT THERE MAKE SURE THAT  
WE'RE EQUIPPING THEM WITH SKILLS  
TO BE DO THE BEST THEY CAN WITH  
THEIR TEAMS.

>> LIKE THE CLASSROOM, OUR  
ATHLETIC PROGRAM SHOULD BE  
STRUCTURED AND SERIOUS AND  
CRITICAL TO THE WORK THAT WE DO  
AS EDUCATORS.

SO MANY OF OUR KIDS, CERTAINLY  
AN ENJOYABLE EXPERIENCE BUT ALSO  
FOR MANY OF OUR KIDS MORE  
SERIOUS EXPERIENCE.  
HOWEVER WE CAN ENGAGE THEM.  
MY VERY LAST QUESTION.

OVER THE YEAR WE RECEIVE  
CONSTITUENT CONCERNS ABOUT  
TRANSPORTATION ISSUES FOR OUR  
SPORTS TEAM BOTH GOING TO GAMES  
THEN ALSO GETTING TO THEIR  
PRACTICE FACILITIES IF THEY'RE  
NOT CLOSE TO SCHOOL.  
CAN YOU TALK ABOUT THAT AND HOW  
WE CAN BE HELPFUL.

>> YES.

THAT'S AN ONGOING PROCESS.  
WE CONTINUE TO EVALUATE AND  
STUDY AT THE RATE PEOPLE AROUND  
TABLE TO FIGURE OUT HOW WE  
IDENTIFY OUR ISSUES HOW WE WORK  
TOGETHER TO RESOLVE THEM.  
WE DID A HUGE SHIFT THIS YEAR  
IMPLEMENTING A GOOGLE SHEET THAT  
WAS PREPOPULATED WHICH ENABLED  
THE COACHES TO SUBMIT ALL THEIR  
INFORMATION IN THE SAME FORMAT.  
WHEN IT GOT TO TRANSPORTATION IT  
WAS MATTER OF COMPILING IT AND  
SORTING IT NOT REFORMATTING  
PAGES OR FIGURE OUT THAT SOMEONE  
MAY BE A LITTLE BIT STRONGER IN  
USING EXCEL THAN THE OTHER  
PERSON.

I THINK FROM OUR STANDPOINT  
BEING ABLE TO CONSISTENTLY PUSH  
OUT INFORMATION THAT  
TRANSPORTATION CAN USE AND BE  
MORE EFFICIENT IN SCHEDULING IS  
IMPORTANT I THINK.

WE'VE ALSO LOOKED AT  
OPPORTUNITIES WHERE WE CAN USE  
THE T TO TRANSPORT TEAM TO  
PRACTICE IF THEY'RE NOT ON A T  
LINE HAVE ACCESSIBILITY FROM THE  
SCHOOL LOOKING FROM OUR  
STANDPOINT WHAT FIELD WE'RE  
ASSIGNING TEAMS TO.

TRYING TO WORK TO MAKE SURE IT'S  
IN A GEOGRAPHIC LOCATION THAT,  
BUS IS IMPORTANT BUT YOU ARE NOT  
OUT OF LUCK IF THE BUS IS LATE  
OR BUS CAN'T BE SECURED FOR THE  
EXACT TIME.

AS WE CONTINUE TO LOOK AT THAT  
TO BE SPECIFIC AROUND,  
OPPORTUNITIES TO LOOK AND SEE  
THE FIELDS DIFFERENTLY, CHANCE  
TO DOUBLE UP OR PRACTICE OR  
DOUBLE UP A GAME THAT ENABLES A

TEAM TO STAY IN A SPACE THAT MAY  
BE ABLE TO WALK TO OR AGAIN  
WISH THAT ZONE WHERE THE BUS  
ISN'T AS CRITICAL TO THEM  
GETTING THROUGH THE SPACE.  
TO CONTINUE TO WORK AND THINK IN  
THOSE THINGS.

>> THANK YOU.

>> THANK YOU.

WE'RE GOING TO MOVE TO PUBLIC  
TESTIMONY IN ORDER OF THEIR  
ARRIVAL.

RUBY REYES TO THE PODIUM.

RIGHT BEHIND YOU, OKAY.

>> THANK YOU.

>> MY NAME IS RUBY REYES I'M  
DIRECTOR OF THE BOSTON TO  
JUSTICE LINE.

I'M SPEAKING TODAY ON BEHALF OF  
ONE OF OUR MEMBERS, JOHN HAINES  
HE'S A NURSE AT THE MIDDLE  
SCHOOL AND MCKINLEY PREP HIGH  
SCHOOL.

HE IS ONE OF THE NURSES WHO IS  
PART TIME AND PART TIME AT TWO  
DIFFERENT SCHOOLS.

DISTRICT 4 RESIDENT, HE IS A  
BEVERLY RESIDENT.

TO THE MACHINES OF THE CITY  
COUNCIL REGARDING SCHOOL BUDGET  
ALLOCATION.

I WANT TO ACKNOWLEDGING THAT  
THOSE CITY COUNCIL MEMBERS WHO  
HAVE UNDERSTOOD THE NEED AND  
WORK TO EXPAND THE NUMBER OF  
SCHOOL NURSES AVAILABLE TO ALL  
OF OUR STUDENTS AND STAFF FOR  
TWO YEARS NOW NURSING SERVICES  
IN BOSTON PUBLIC SCHOOLS HAS  
BEEN UNDERFUNDED LEAVING TO MANY  
OF OUR STUDENTS WITHOUT A NURSE  
IN THEIR SCHOOL.

THE RECENT ANNOUNCEMENT BY THE  
MAYOR'S OFFICE THAT EXPAND MONEY  
EXPRESSLY ALLOCATED TO INCREASE  
THE NUMBER OF SCHOOL NURSES AND  
SCHOOL PSYCHOLOGISTS HAS BEEN  
ADDED TO THE ORIGINAL SCHOOL  
BUDGET PROPOSAL FOR THE NEXT  
YEAR IS A STEP IN THE RIGHT  
DIRECTION.

I URGE YOU TO WORK WITH THE  
SCHOOL COMMITTEE, THE  
SUPERINTENDENT'S OFFICE AND

BOSTON TEACHERS UNION TO ENSURE THAT THAT MONEY HAS BEEN ADDED IN FACT TO INCREASE THE NUMBER OF NURSES WORKING IN THE SCHOOLS NEXT YEAR.

SCHOOL NURSES PROVIDE FOR THE IMMEDIATE HEALTH CARE NEEDS OF STUDENTS, MEET THE HEALTH CARE NEEDS OF STUDENTS WITH CHRONIC CONDITIONS LIKE DIABETES, CIGARETTE ASTHMA, ALLOWS STUDENTS WITH MORE COMPLICATED MEDICAL NEEDS TO ATTEND AND BENEFIT FROM PUBLIC EDUCATION. SCHOOL NURSES ALSO PLAY AN IMPORTANT ROLE IN RECOGNIZING AND RESPONDING TO THE AFFECTS OF CHILDHOOD TRAUMA.

ACCORDING TO THE CENTERS FOR DISEASE CONTROL TWO OUT OF -- IN THE COUNTRY ARE EXPOSED TO TRAUMATIC STRESS AS CHILDREN. THE INITIAL ADD VERSION CHILDHOOD EXPERIENCES STUDY DOCUMENTED LONG-TERM HEALTH EFFECTS OF CHILDHOOD TRAUMA IN INCREASED RISK OF HIGH BLOOD PRESSURE, DIABETES, HEART DISEASE, OBESITY AND OTHER CHRONIC CONDITIONS THAT LEAD TO EARLY DISABILITY AND EARLY DEATH.

SCENT STUDIES HAVE DOCUMENTED HOW TRAUMA AFFECTS OUR CHILDREN'S ABILITY TO THRIVE, GROW AND LEARN DURING CHILDHOOD. CHILDHOOD TRAUMA INTERRUPTS NORMAL DEVELOPMENT, PLACES CHILDREN AT HIGHER RISK FOR INJURY AND INCARCERATION, SUBSTANCE ABUSE, SUICIDE AND VIOLENT DEATHS.

SCHOOL NURSES ARE ON THE FRONT LINES RESPONDING TO THE TRAUMA OUR STUDENTS BRING WITH THEM TO SCHOOL EVERY DAY.

THE STUDENT WHO COMES TO THE NURSE'S OFFICE WITH A STOMACH ACHE MIGHT HAVE THE FLU, MIGHT BE HUNGRY, MIGHT BE EX POKESSED TO DOMESTIC VIOLENCE, MIGHT BE VICTIM OF PHYSICAL OR SEXUAL ABUSE.

MIGHT BE GRIEVING LOSS OF A

FAMILY MEMBER OR FRIEND TO  
COMMUNITY VIOLENCE.  
MIGHT BE WORRIED ABOUT  
DEPORTATION.  
MIGHT BE THE VICTIM OF BULLYING.  
MIGHT BE SEPARATED FROM A LOVED  
ONE BY INCARCERATION.  
MIGHT BE TRIGGERED BY THE SMELL  
OR TONE OF VOICE IN CLASS THAT  
REMINDS THEM OF A DANGEROUS  
SITUATION THAT SURVIVED IN THEIR  
PAST.

EVERY DAY IN BOSTON AND ACROSS  
AMERICA SCHOOL NURSE HELP TO  
RESPOND TO THE NEEDS OF STUDENTS  
WHO WOMAN TO US INITIALLY  
COMPLAINING OF A STOMACH ACHE OR  
HEADACHE OR SOME STRESS-RELATED  
PHYSICAL COMPLAINT.

SCHOOL NURSES TEND TO THAT  
IMMEDIATE NEED FELT FOR CARE  
THEY PROVIDE COMFORT AND SAFETY  
AND WORK TO ASSESS THE BEST WAY  
TO RESPOND TO THE STUDENT'S  
NEEDS.

EVEN WITH THE PROPOSED INCREASE  
IN FUNDING BOSTON WILL HAVE MORE  
THAN 50 SCHOOL BUILDINGS THAT DO  
NOT HAVE A FULL-TIME NURSE NEXT  
YEAR.

THIS IS NOT GOOD ENOUGH BECAUSE  
THIS MEANS THAT THE STUDENT WITH  
THE STOMACH ACHE WILL ONLY HAVE  
A 50-50 CHANCE IN THESE SCHOOLS  
OF BEING SEEN BY A SCHOOL NURSE  
WITHIN THEIR STOMACH BEGINS TO  
ACHE.

WHEN NURSES ARE GIVEN SPLIT  
ASSIGNMENTS BETWEEN TWO SCHOOLS  
THEY DO NOT HAVE AS MUCH TIME TO  
DEVELOP TRUSTING RELATIONSHIPS  
WITH STUDENTS AND FAMILIES THEY  
DO NOT HAVE THE SAME ACCESS TO  
MAKE REFERRALS AS A NURSE WHO IS  
ONLY IN ONE SCHOOL.

THIS IS TRUE WITH REGARDS TO  
MEDICAL HEALTH, MENTAL HEALTH  
RESOURCES WHEN DUE TO CHRONIC  
UNDER FUNDING OF OTHER PROGRAMS  
THE NURSE AND PSYCHOLOGIST, FOR  
EXAMPLE, MAY NEVER BE IN THE  
SCHOOL AT THE SAME TIME.

NURSES ARE ADVOCATED AND I URGE  
THE COUNCIL TODAY TO CONSIDER

HOW TO MAKE A FULL-TIME NURSE  
PART OF THE FOUNDATION BUDGET OF  
EVERY SCHOOL.

BOSTON VOTERS JOINED VOTERS  
ACROSS MASSACHUSETTS RECENTLY IN  
AFFIRMING 2-1 VOTE THEIR SUPPORT  
FOR FUNDING OUR PUBLIC EDUCATION  
SYSTEM.

I URGE THE MEMBERS OF THE  
COUNSEL STILL TO VIGOROUSLY  
ADVOCATE FOR STATE FUNDING  
SYSTEM THAT MATCHES DEMAND OF  
VOTERS FOR HIGH QUALITY PUBLIC  
EDUCATION THAT MEETS REAL NEEDS  
OF EVERY STUDENT.

MEDICAID FUNDING THAT THE CITY  
RECEIVES FOR NURSING SERVICES  
SHOULD BE DIRECTLY ALLOCATED TO  
PROVIDING NURSE CARE IN SCHOOLS.  
PAYMENT PROGRAM IS ANOTHER  
FUNDING SOURCE THAT SHOULD BE  
CONSIDERED TO PROVIDE THESE  
ESSENTIAL NURSING SERVICES TO  
ALL STUDENTS IN ALL SCHOOLS.

I URGE THE CITY COUNCIL TO WORK  
WITH THE MAYOR'S OFFICE,  
SUPERINTENDENT'S OFFICE,  
COMMUNITY ADVOCACY GROUPS LIKE  
THE JUSTICE ALLIANCE AND BOSTON  
TEACHERS UNION TO FIND WAYS TO  
PROVIDE INCREASED SAFETY FOR ALL  
OF OUR STUDENTS AND BPS STAFF  
ARE FULLY FUNDING NURSING  
SERVICES PROVIDING A FULL TIME  
NURSE IN EVERY SCHOOL.

RESPECTFULLY SUBMITTED JONATHAN  
HAINS,, RN, SCHOOL NURSE.

>> THANK YOU.

>> THANK YOU.

JACK PALESTINIAN RODRIGUEZ.

>> HELLO.

I JUST WANT TO LET YOU KNOW THAT  
I'M READING SOMEONE ELSE'S  
TESTIMONY, GIVE ME A FEW MINUTES  
IN ADDITION TO MY OWN.

I ALSO WANT TO LET YOU KNOW THAT  
I AM TAKING A PERSONAL DAY TO BE  
HERE TODAY, JUST SO YOU KNOW,  
FOR THE RECORD.

FIRST AND FOREMOST THANK YOU FOR  
ALL THAT YOU DO FOR THE CITY OF  
BOSTON.

THIS IS GREAT, THANK YOU FOR ALL  
THAT YOU DO TO SUPPORT STUDENTS

IN THE BOSTON PUBLIC SCHOOLS.  
MY NAME IS VLAMIR I'M A SCHOOL  
PSYCHOLOGIST WORKING ACROSS TWO  
SCHOOLS.

THE EDWARD -- I AM A PROUD  
PRODUCT OF THE BOSTON PUBLIC  
SCHOOLS.

THE BEETHOVEN AND JOHN O'BRIEN,  
ALL PLAYED AN IMPORTANT ROLE IN  
HELPING ME BECOME THE PERSON I  
AM TODAY.

SO IT IS WITH DEEP -- I AM  
CONCERNED THAT I AM WRITING TO  
YOU ALL TO ADVOCATE FOR THE NEED  
NOR ONE SCHOOL PSYCHOLOGIST AND  
ONE SOCIAL WORKER IN EVERY  
BOSTON PUBLIC SCHOOLS.

I AM CURRENTLY IN MY SECOND YEAR  
AS A FULL TIME SCHOOL  
PSYCHOLOGIST AND I CAN HONESTLY  
SAY THAT THIS IS ONE OF THE MOST  
REWARDING JOBS I HAVE EVER HAD.  
HAVING THE WORK THAT EVERY CHILD  
RECEIVES THE SUPPORT NEEDED TO  
SUCCEED IN SCHOOL IS TRULY A  
PRIVILEGE THAT I WILL NEVER TAKE  
FOR GRANTED.

HOWEVER, I CANNOT OVERLOOK THE  
CHALLENGES OF WORKING IN  
MULTIPLE SCHOOL PROGRAMS WITHIN  
A WEEK.

CONTRAST TO OTHER SCHOOL  
DISTRICTS, THE SCHOOL  
PSYCHOLOGIST ABLE TO WORK IN ONE  
SCHOOL FULL TIME WITH CASELOAD  
THAT IS NOT REPRESENTATIVE OF  
THE ONE SCHOOL PSYCHOLOGIST TO  
EVERY 500 STUDENTS RATIO  
RECOMMENDED BY THE NATIONAL  
ASSOCIATION OF SCHOOL  
PSYCHOLOGISTS.

CURRENTLY SPORTS ONE SCHOOL  
PSYCHOLOGIST FOR EVERY 1,011  
STUDENTS AND ONE SOCIAL WORKER  
FOR EVERY 500 STUDENTS WHEN  
RECOMMENDED RATIO IS ONE FOR  
EVERY 250 STUDENTS.

WITH THESE NUMBERS LOSE TO  
EXTREMELY DIFFICULT FOR MYSELF  
AND FELLOW SCHOOL PSYCHOLOGISTS  
ACROSS THE DISTRICT TO PROVIDE  
STUDENTS OF BOSTON THE SERVICES  
THEY REQUIRE.

CURRENTLY WE ARE PROVIDING



DIRECT SERVICES AND INITIATING  
CRISES RESPONSES ACROSS THE  
DISTRICT.

HARD WORK, COMMITMENT AND  
PASSION HAS GOTTEN US THIS FAR.  
BUT WE NEED YOUR HELP IN MAKING  
THE VISION OF HAVING ONE  
SCHOOLCHOLOGIST AND ONE SOCIAL  
WORKER IN EVERY SCHOOL A  
REALITY.

BECAUSE OUR STUDENTS DESERVE SO  
MUCH MORE THAN THE BEAR MINIMUM.  
THANK YOU FOR LISTENING, ONCE  
AGAIN THANK YOU FOR EVERYTHING  
THE CITY COUNCIL HAS DONE AND  
WILL CONTINUE TO DO FOR THE CITY  
OF BOSTON.

THAT WAS CENTER VLADAMIR.

>> THANK YOU.

>> MY NAME IS CATHERINE ROSE  
REGIES, I HAVE BEEN WORKING AT A  
BILINGUAL SCHOOL PSYCHOLOGIST  
WITH BOSTON PUBLIC SCHOOLS FOR  
17 YEARS AND AM ALSO TEACHER  
WITH PROJECT -- I'M ALSO THE BTU  
REPRESENTATIVE FOR THE  
BEHAVIORAL HEALTH SERVICES.  
I'VE BEEN DOING THAT FOR EIGHT  
YEARS.

THANK YOU, MAYOR WALL MUCH, FOR  
FUNDING MORE SCHOOL  
PSYCHOLOGISTS IN BOSTON PUBLIC  
SCHOOLS.

I ALSO WANT TO THANK THE BPS  
SCHOOL COMMITTEE IN PARTICULAR  
MR. O'NEILL RECENTLY  
REPRESENTING BPS AT  
CONGRESSIONAL HEARING WHERE HE  
TALKED A LITTLE BIT ABOUT OUR  
COMPREHENSIVE BEHAVIORAL HEALTH  
MODEL WHICH IS A VERY GOOD MODEL  
AND GOING TO BE IN 70 SCHOOLS  
THIS YEAR.

HAS PROVEN TO HELP REDUCE  
ARRESTS AND SUSPENSIONS OF OUR  
STUDENTS.

THAT IS SOMETHING THAT WE  
HAVEN'T HEARD IN THE PAST  
PRESENTATION.

IT'S PROBABLY JUST OVERLOOKED.  
WE ALSO WANT YOU TO KNOW THAT IN  
2016 WE LOST 11 POSITIONS IN OUR  
DEPARTMENT.

AND ANOTHER TWO POSITIONS WERE

LOST WITH THIS CURRENT BUDGET.  
BEHAVIORAL HEALTH SERVICES,  
INCLUDING MYSELF, WERE CALLED  
UPON TO PROVIDE CRISIS SUPPORT  
TO STUDENTS IN SCHOOLS AND HELP  
WITH THE THREATS MADE IN THE  
WAKE OF THE PARKLAND, FLORIDA,  
MASS SCHOOL SHOOTING.

IN ADDITION WE WISH THAT WE WERE  
ADEQUATELY STAFFED SO WE COULD  
STILL BE PROVIDING PREVENTIVE  
SERVICES TO HELP STOP CRISES.  
ONE SCHOOL PSYCHOLOGIST, ONE  
SOCIAL WORKER IN EACH SCHOOL IS  
WHAT WE RECOMMEND.

WE'VE HEARD FROM PREVIOUS  
PRESENTATIONS THAT PROVIDING  
MENTAL HEALTH COUNSELING IN  
SCHOOL.

BUT I BEG TO YOU ASK THE  
QUESTION, HOW MANY ARE LICENSED  
BY THE DEPARTMENT OF EDUCATION  
TO PROVIDE SUCH SERVICES?  
THAT IS ONE THING THAT WE ARE,  
IN TERMS OF RESTORATIVE JUSTICE  
POSITIONS, MORE POSITIONS THAT  
ARE ADDED TO OUR SCHOOLS THAT WE  
REALLY WANT TO YOU THINK ABOUT  
THE FOLKS THAT ARE BEING HIRED  
WHETHER THEY ARE LICENSED TO  
PROVIDE MENTAL HEALTH SERVICES  
OR NOT AND ENCOURAGE YOU TO  
CONSIDER THAT.

ONE OF MY SCHOOLS, I'M IN TWO  
SCHOOLS, THE CHARLES SUMNER  
ELEMENTARY AND AVENUE X-8 SCHOOL  
IN MATTAPAN.

ONE OF THE SCHOOLISM ONLY MENTAL  
HEALTH PROVIDER LICENSED IN THE  
SCHOOL BUILDING, I'M IN THAT  
BUILDING TWICE A WEEK.

THEY HAVE -- ONLY ABLE TO SEE  
STUDENTS THEY BILL FOR.

I'M GOING TO SWITCH HATS FOR A  
SECOND MENTION THAT I WAS A  
TEACHER.

I DO KNOW THAT THE PROGRAM AND  
TALENTED AND GIFTED LATINA  
PROGRAM WAS SLATED FOR DEFUNDING  
IN THE BUDGET.

I JUST WANTED TO LET YOU KNOW  
THAT OUR DAUGHTERS ARE FORTUNATE  
TO ATTEND THIS PROGRAM WHICH HAS  
BEEN AROUND FOR OVER 25 YEARS,

IT'S BASED AT UMASS BOSTON,  
SERVES ABOUT 600 STUDENTS IN  
BPS.

TWO OF MY THREE DAUGHTERS  
ATTENDED THE PROGRAM AND TODAY,  
I'M GOING TO BORE YOU WITH A  
PICTURE, TODAY THEY ARE  
MIDSHIPMEN IN THE U.S. NAVAL  
ACADEMY.

IN PART IT'S BECAUSE THEY  
ATTENDED PROGRAM THERE, WE  
PAY TO HAVE THEM ATTEND.  
WE KNOW THAT THE PROGRAM HAS  
SORT OF SO MANY STUDENTS,  
ACTUALLY HELP PROMOTE LEADERSHIP  
SKILLS AND IT'S ONE OF ITS KIND  
IN A WAY BECAUSE OF THE NATURE  
OF WHAT THEY DO.

SO I REALLY URGE YOU TO CONSIDER  
IF IN FACT IT IS BEING DEFUNDED  
TO CONSIDER ADVOCATING FOR IT,  
BECAUSE IT'S SUCH AN IMPORTANT  
PROGRAM.

THANK YOU.

>> THANK YOU, JACQUELINE.

GWENDOLYN CLARK.

>> GOOD AFTERNOON.

THANK YOU ALL FOR WHAT YOU DO  
DAY IN AND DAY OUT FOR THE  
STUDENTS AND FAMILIES WITHIN  
BOSTON.

OVER TEN YEARS AGO THIS AUGUST  
AT THE 34 YEARS OF DEDICATED  
SERVICE, I RETIRED FROM THE  
BOSTON PUBLIC SCHOOLS.  
AS ASSISTANT DIRECTOR IN UNIFIED  
STUDENT SERVICES.

SINCE THAT TIME I HAVE SPENT THE  
BULK OF MY TIME VOLUNTEERING  
WITH THE HOMELESS EDUCATION  
RESOURCE NETWORK OFFICE PROGRAM  
WITHIN BOSTON PUBLIC SCHOOLS AND  
HAMILTON GARRETT, MUSIC AND ARTS  
ACADEMY AFTER SCHOOL PROGRAM AT  
MY CHURCH.

HISTORIC CHARLES STREET AME  
CHURCH IN ROXBURY.

OVER 3,000 PLUS IDENTIFIED  
STUDENTS EXPERIENCING  
HOMELESSNESS ATTENDING BOSTON  
PUBLIC SCHOOLS.

THESE STUDENTS AND THEIR  
FAMILIES LIVE IN SHELTERS, MO  
MOTELS, HOTELS, CARS WITH

FRIENDS AND RELATIVES, SOME OF OUR YOUNG PEOPLE ARE OUT ON THE STREET.

AT THE OFFICE I DID WHATEVER WAS NECESSARY TO GET RESOURCES TO THE NEEDIEST OF OUR FAMILIES. A LITTLE OVER TWO MONTHS AGO I STOOD HERE BEFORE YOU AND I SPOKE THEN.

TWO DAYS LATER ON A VERIABILITIER, ICY COLD MORNING I WAS AT THE OFFICE WHEN MR. BRIAN MARKS THE OPPORTUNITY YOUTH DIRECTOR OF THE BOSTON PUBLIC SCHOOLS ASKED TO SPEAK TO ME.

HE INFORMED ME THAT MY SERVICES WERE NO LONGER NEEDED FOR THE OFFICE.

I ASKED HIM WHO MADE THIS DECISION.

HE SAID, THE FOLKS.

UNTIL TODAY, NO ONE HAS TOLD ME WHO "THE FOLKS."

R ARE.

I STILL RECEIVE CALLS CONCERNING STUDENTS AND FAMILIES OF THE BOSTON PUBLIC SCHOOLS IN NEED OF FOOD AND OTHER SERVICES.

I ARRANGED FOR THEM TO GET FOOD FROM THE FOOD PANTRY AT MY CHURCH.

THE PROGRAM UNDER EXTRAORDINARY AND VERY CAPABLE LEADERSHIP OF MISS MARY WILLIAMS OVER THE LAST 25 YEARS HAS ENABLED STUDENTS WITHOUT HOMES TO ENROLL, STAY IN SCHOOL AND SUCCEED IN SCHOOL. EACH OF THE BPS SCHOOLS THERE IS A DEDICATED, IDENTIFIED STAFF PERSON THAT WORKS WITH THE NEEDIEST STUDENTS AND FAMILIES WHO ARE EXPERIENCING HOMELESSNESS.

THOSE INDIVIDUALS ARE TO BE COMMENDED.

MANY OF US IN THIS ROOM DON'T HAVE TO WORRY WHERE OUR NEXT MEAL IS GOING TO COME FROM OR WHERE WE WILL SLEEP TONIGHT OR MAYBE LAY OUR HEAD IN THE MANY MORE TOMORROWS AHEAD.

THE OFFICE SHOULD BE STAFFED WITH FULL TIME STAFF PERSONS

YEAR AROUND.

I WANT TO LEAVE YOU WITH A FEW THOUGHTS.

WE DEFINE OURSELVES BY OUR ACTIONS.

IF WE GET THE CHILDREN NOTHING, OUR LATTER YEARS THEY WILL GIVE US BACK NOTHING.

I AM GRATEFUL TODAY FOR EVERY OPPORTUNITY THAT I HAVE TO BE OF SERVICE TO OTHERS, I THANK YOU.

>> THANK YOU.

>> JONATHAN RODRIGUEZ.

>> MIME BRENDA CHANEY, HE HAD A MEETING TO GO TO, HE WAS GOING TO READ SOMEONE ELSE'S STATEMENT SO I'M GOING TO DO IT IN HIS STEAD.

>> SURE.

STATEMENT FROM ALEX FREEMAN. TO WHOM IT MAY CONCERN, I WRITE TO VOICE MY SUPPORT OF MAYOR WALSH'S RECENTLY ANNOUNCED PROPOSED INVESTMENT OF \$2.4 MILLION IN -- TO FUND EIGHT ADDITIONAL NURSES AND 12 ADDITIONAL SCHOOL PSYCHOLOGISTS AND NURSES FOR THE 2018-19 SCHOOL YEAR.

I ALSO WRITE TO CONTINUE THE CONVERSATION DURING THIS YEAR'S SCHOOL COMMITTEE BUDGET HEARINGS IN REGARDS TO -- THE MOVEMENT TO PRIORITIZE EACH BOSTON PUBLIC SCHOOLS HAVING ONE SCHOOL PSYCHOLOGIST AND ONE PUPIL ADJUSTMENT COUNCILOR.

INDEED I AM VERY ENTHUSIASTIC ABOUT NEXT YEAR'S PROPOSED ASSESSMENT, IT IS THE CONTEST OF CONTINUED ADVOCACY FOR EVEN GREATER INVESTMENT AND PRIORITIZATION OF QUALIFIED STUDENTS FACING MENTAL HEALTH PROFESSIONALS IN OUR SCHOOLS AND FUTURE SCHOOL YEARS.

I LOVE WORKING FOR THE BPDA BPS. MY WORK FIRST BEGAN AS A STUDENT PROGRESSING FROM THREE DAY A WEEK PRACTICUM TO FULL TIME INTERNSHIP.

I AM NOW IN MY THIRD YEAR OF EMPLOYMENT AT THE HALEY PILOT SCHOOL.

INCLUSION K-8 IN ROSLINDALE.  
AS SCHOOL POPULATION OF NEARLY  
500 STUDENTS I AM INCREDIBLY  
FORTUNATE TO WORK WITH FULL  
TIME.  
THIS STAFFING LEVEL IS  
CONSISTENT WITH THE  
RECOMMENDATIONS OF NATIONAL  
ASSOCIATION OF SCHOOL  
PSYCHOLOGISTS.  
WHICH CITES RATIO OF 500 TO 700  
STUDENTS PER SCHOOL PSYCHOLOGIST  
PROVIDING COMPREHENSIVE AND  
PREVENTIVE SERVICES,  
EVALUATIONS, CONSULTATIONS,  
INDIVIDUAL AND GROUP COUNSELING,  
ET CETERA.  
IT IS THESE TYPES OF TIERED  
SERVICES WHICH I WAS TRAINED AND  
ATTRACTED TO BOSTON PUBLIC  
SCHOOLS TO ENACT.  
HOW THESE COMPREHENSIVE SERVICES  
ARE ESSENTIAL FOR OUR STUDENTS'  
WELL BEING.  
IN MY CAPACITY TO APPROPRIATELY  
PERFORM THESE SERVICES AT HALEY  
WITHIN THIS RECOMMENDED RATIO IS  
NOT INSURED BY THE DISTRICT.  
BUT IT IS STILL A LITTLE  
INVESTMENT ON ACCOUNT OF MY  
STEADFAST PRINCIPLES, INDEED TWO  
OF THE DAYS I'M AT HALEY ARE  
PAID FOR OUT OF THE HALEY SCHOOL  
BUDGET.  
COST THAT CUTS FROM OTHER  
STAFFING OPPORTUNITIES.  
WE'RE NOT FOR MY PRINCIPLED  
INVESTMENT ACCORDING TO THE  
CURRENT DISTRICT STAFFING MODEL  
I WOULD BE ASSIGNED TO AS TWO  
OTHER SCHOOLS.  
DURING THE SCHOOL COMMITTEE  
MEETING BUDGET HEARING ANOTHER  
50 PRINCIPALS ENDORSE LETTER  
CALLING FOR -- IN ALL OUR  
SCHOOLS.  
SUCH ENDORSEMENT SPEAKS TO THE  
VALUE OF OUR WORKING AND  
BUILDING QUALIFIABLE OUTCOMES  
FOR OUR STUDENTS.  
EACH BUILDING SHOULD NOT BE A  
LUXURY.  
BUT VIEWED NECESSITY.  
AS A FULL TIME SCHOOL

PSYCHOLOGIST, I AM ABLE TO FULLY  
REALIZE SERVICES ACROSS TIERS IN  
'D TO SIGNIFICANT AND CASELOAD,  
AN INDIVIDUAL EDUCATION PLAN  
ASSESSMENT AS WELL AS INDIVIDUAL  
AND GROUP SPECIAL ED COUNSELING.  
TO ILLUSTRATE WHAT THESE TIERED  
SERVICES LOOK LIKE, HIGHLIGHTS  
AND RECENT WORK INCLUDES  
CONSULTATION WITH TEACHERS,  
ADMINISTRATIVE AND FAMILY FOR  
STUDENTS IN CRISIS.

DEVELOPMENT, IMPLEMENTATION AND  
MONITORING OF INDIVIDUAL  
EDUCATIONAL PLANS AND BEHAVIORAL  
PLANS.

OVERSIGHT OF OUR UNIVERSAL AND  
SOCIAL, EMOTIONAL CURRICULUM.  
THAT TEACHES BEHAVIORS JUST AS  
WE WOULD TEACH ACADEMICS.  
IMPLEMENTATION OF SOCIAL,  
EMOTIONAL INITIATIVE INCLUDING  
LEADERSHIP FOR MIDDLE SCHOOL  
STUDENTS.

IMPLEMENTATION OF PROGRESS  
MONITORING OF STUDENTS WITH  
INDIVIDUAL EDUCATION PLANS,  
SOCIAL SKILLS AND SELF  
REGULATIONS, PROFESSIONAL  
DEVELOPMENT AND ONGOING  
CONSULTATION, DEESCALATION  
STRATEGIES AND BEST PRACTICES.  
TO CONFRONT BULLYING.

IT IS IMPORTANT TO NOTE THAT  
THESE ARE DIRECT SERVICES,  
SERVICES THAT -- BEYOND THESE  
LONG TERM PROJECTS THE IMPACT OF  
MY FULL-TIME PRESENCE IS ALSO  
MEASURED IN SMALL MOMENTS,  
SPECIFIC TO STUDENTS.

INCLUDING SEVERAL YEARS OF  
SUPPORT FOR A STUDENT WHO LOST  
HER MOTHER THE SECOND DAY OF HER  
7th GRADE YEAR.

CRISIS SUPPORT FOR STUDENT WHO  
WITNESSES STEP FATHER STAB  
ENROUTE TO SCHOOL AS NEEDED  
SUPPORT FOR STUDENTS ON AUTISM  
SPECTRUM REQUIRING EXTRA  
GUIDANCE AROUND READJUSTMENT TO  
SCHOOL ROUTINES FOLLOWING  
VACATIONS.

ONGOING RELATIONSHIPS WITH  
STUDENTS EXPRESSING SUICIDAL

IDEATIONS.

CHECK IN WITH STUDENTS WHOSE FAMILIES ARE GOING THROUGH DIVORCE.

THIS WORK IS NOT ABOUT ME. BUT RATHER ABOUT THE AFFECT ON SCHOOL CLIMATE, STUDENT ACADEMIC PERFORMANCE, OUR COLLECTIVE WORK HAS FANTASTIC RESULTS.

INCLUDING CONSISTENT APPROVAL IN OUR DISTRICT'S UNIVERSAL, SOCIAL AND EMOTIONAL SCREEN.

DECREASE IN THE RATE OF STUDENTS SENT TO SUBSTANTIALLY SEPARATE PROGRAMS FOR BEHAVIORAL RELATED REASONS.

REJECTION OF IN AND OUT OF SCHOOL SUSPENSION.

THE SCHOOL WITH DIVERSE STUDENT POPULATION HIGH AMOUNT OF STUDENTS WITH DISABILITIES, OUR PROGRESS IS HIGHLY ALIGNED WITH THE CITY'S -- EDUCATIONAL EQUITY.

THESE ARE THE TYPES OF OUTCOMES I WISH THAT EVERY SCHOOL IN BOSTON.

THROUGH MY EXPERIENCE, IS ESSENTIAL COMPONENT OF SUCH SUCCESS.

I APPRECIATE YOUR TIME AND CONSIDERATION IN THIS MATTER. ALEX FREEMAN.

>> THANK YOU.

>> GOOD AFTERNOON, HONORABLE CITY COUNCILORS, THANK YOU FOR GIVING US AN OPPORTUNITY TO SPEAK TO YOU TODAY.

MY NAME IS JAKE, THIS IS MY COLLEAGUE, LISA.

WE WORK FOR EDUCATORS FOR EXCELLENCE, A NONPROFIT THAT IS FOCUSED ON ELEVATING EDUCATORS' VOICES AND POLICY CONVERSATIONS. TODAY IS FORMER EDUCATORS LISA AND I ARE ASKING THAT YOU VOTE TO APPROVE THE \$2.4 MILLION APPROPRIATION USED TO HIRE ADDITIONAL SCHOOL PSYCHOLOGISTS, SOCIAL WORKERS.

I WANT TO TAKE THIS OPPORTUNITY TO THANK THE CITY COUNCILORS WHO LED, VERY IMPORTANT ISSUES. JUST WANTED TO GIVE YOU YOUR



DUE.

I ALSO WANT TO CONGRATULATE WE  
WORK WITH REALLY INCREDIBLE  
TEACHERS WHO ARE PASSIONATE  
ABOUT SEEING CHANGE IN POLICY  
AND OVER THE PAST YEAR OUR  
ORGANIZATION HAS IDENTIFIED LACK  
OF SUPPORTS FOR STUDENTS WITH  
TRAUMA AS THE NUMBER ONE THAT  
THEY WANTED TO ADDRESS.

THIS GROUP OF BOSTON EDUCATORS  
MOUNTED CAMPAIGN TO ENCOURAGE  
BPS TO HIRE ADDITIONAL MENTAL  
HEALTH EXPERTS SO DISTRICT CAN  
REACH THE NATIONAL ASSOCIATION  
OF PSYCHOLOGISTS, ONE SCHOOL  
PSYCHOLOGIST FOR EVERY 700  
STUDENTS.

NOW THE 2.4 MILLION  
APPROPRIATION IS GREAT START BUT  
BY NO MEANS A PERFECT SOLUTION.  
EVEN WITH THIS STAFFING  
INCREASE, BPS WILL STILL NOT  
MEET THE RATIO.

IN ADDITION GUARANTEES MUST BE  
MADE THAT THESE ROLES WILL BE  
STUDENT BASING THAT THEY WILL  
NOT BE USED SOLELY FOR  
ADMINISTRATIVE AND TESTING  
PURPOSES.

IT IS ALSO IDEAL THAT THE STAFF  
NOT ONLY REFLECT BUT ALL COUNCIL  
RELATE TO THE STUDENT PO  
POPULATION.

STUDENTS MUST HAVE ACCESS TO  
THESE NEW EXPERTS SO THAT  
MEANINGFUL RELATIONSHIPS CAN BE  
FORGED.

THEY ARE NOT IN THE  
APPROPRIATION AND CITY COUNCIL  
COULD DEMONSTRATE THEIR  
COMMITMENT TO SUPPORTING  
STUDENTS WITH TRAUMA BY  
INCLUDING THAT.

>> TEACHERS ARE CURRENTLY HARD  
AT WORK FINISHING THE SCHOOL  
YEAR WITH THEIR STUDENTS.  
UNABLE TO SHARE THEIR EXPERIENCE  
IN PERSON TODAY.

I WILL INSTEAD SPEAK ON THE  
BEHALF HOPEFULLY PROVIDE  
INSIGHTS INTO HOW OUR TEACHERS  
WORK TO SUPPORT STUDENTS WITH  
TRAUMA EVERY DAY OFTEN WITH

LIMITED RESOURCES.

CHRISTINA IS A K-2 TEACHER AT MATTAPAN EARLY ELEMENTARY SCHOOL IS A LIFE LONG RESIDENT OF THE NEIGHBORHOOD.

SHE HAS A CLASSROOM OF 27 THAT SPEAK 16 DIFFERENT LANGUAGES. MANY ARE NEW TO THE COUNTRY BUT SAYS THAT NO MATTER WHERE THEY ARE FROM THEY ALL LOVE STORY TIME.

ONE DAY AS SHE FINISHED READING HER CLASS THE STORY OF THE THREE LITTLE PIGS, THE CLASSIC STORY WHERE THE WOLF BLOWS DOWN PIGD' HOUSE.

SHE NOTED THE DIFFERENCE IN HER CLASS.

ONE STUDENT FINALLY SPOKE UP AND SAID, I DON'T LIKE THAT STORY, WE HAD TO MOVE A NEW BRICK HOUSE BECAUSE WE COULDN'T STAY IN OUR OLD ONE.

WE GOT KICKED OUT BECAUSE IT WAS TOO EXPENSIVE.

THIS LED TO A SERIOUS CONVERSATION AMONG THE STUDENTS ABOUT HOMELESSNESS AND TRAUMA WHERE STUDENTS SAID THINGS LIKE, MY DAD DOESN'T HAVE A HOUSE BECAUSE HE GOT PUT IN JAIL. MY MOM DOESN'T HAVE A HOUSE, THAT IS WHY I LIVE WITH MY COUSINS.

SHE GETS BETTER I CAN GO LIVE WITH HER IN HER HOUSE.

I DON'T LIKE THE WOLF, HE SHOULDN'T HAVE BLOWN DOWN PEOPLE'S HOMES BECAUSE THEY'RE IMPORTANT AND LOT OF PEOPLE DON'T HAVE THEM.

MAYBE THE PIG WHO LAID THE BRICK HOUSE HAD MORE MONEY THAN THE OTHER PIGS.

THIS GROUP OF YOUNG STUDENTS HAVE ALREADY HAD DEEPLY TRAUMATIC EXPERIENCE, IS THAT ALREADY IMPACT THE WAY THEY SEE THE WORLD.

A STORY LIKE THE THREE LITTLE PIGS THAT HAS BEEN TOLD COUNTLESS TIMES WITHOUT A SECOND THOUGHT CAN BE DEEPLY TRIGGERING WHEN STUDENTS ARE NOT GIVEN THE

TOOLS TO COPE WITH THEIR TRAUMA.  
CHRISTINA WILL CONTINUE TO SERVE  
HER STUDENTS EVERY WAY SHE CAN  
BUT HER EFFORTS WILL BE MADE  
EASIER WITH STAFF TO SUPPORT  
HER.

>> CHRISTINA'S STORY IS VERY  
POWERFUL BUT NOT THE ONLY ONE  
LIKE IT.

BPS MANY TEACHERS ARE ASKED TO  
TAKE ON SOCIAL WORKER, COUNCILOR  
AND NURSE IN ADDITION TO  
TEACHING DUTIES.

STILL MORE WORK TO BE DONE WE  
URGE YOU TO APPROVE THE \$2.4  
APPROPRIATION SEND MESSAGE TO  
COUNTLESS STUDENTS ACROSS BOSTON  
THAT HELP IS ON THE WAY.

THANK YOU FOR YOUR TIME.

>> I'M ASSUMING YOU'RE JAKE?

>> YES.

>> WOULD YOU SAY YOUR NAME FOR  
THE RECORD.

>> I'M JAKE LESSETERAT.

>> THAT'S HOW I WOULD HAVE  
PRONOUNCED IT.

>> THANK YOU VERY.

LORNA RIVERA.

>> GOOD AFTERNOON, THANK YOU SO  
MUCH FOR YOUR TIME AND THANK YOU  
FOR YOUR SERVICE TO THE CITY OF  
BOSTON.

MY NAME IS PROFESSOR LORNA  
RIVERA I WORK AT THE UNIVERSITY  
OF MASSACHUSETTS IN BOSTON.  
I AM HERE TO SPEAK A LITTLE BIT  
ABOUT THE BUDGET THROUGH THE  
BOSTON PUBLIC SCHOOLS AND HOW  
THE OPPORTUNITY INDEX WHICH I  
KNOW IS GOING TO BE ADDRESSED  
SOON, BUT I WANTED TO GIVE MY  
TESTIMONY BECAUSE I'M GOING TO  
HAVE TO LEAVE EARLY.

I JUST WANTED TO BEGIN BY SAYING  
THAT MY CONCERN AS A RESEARCHER,  
AS A PARENT OF BOSTON PUBLIC  
SCHOOLS ABOUT HOW THIS  
OPPORTUNITY INDEX IS BEING USED  
TO ALLOCATE SCHOOL SUPPORT AND  
PARTNERSHIP FUNDING NEXT YEAR  
AND WHAT THE NEGATIVE IMPACT MAY  
BE ON SCHOOLS THAT SERVE LATINO  
STUDENTS.

I AM THE PROUD PARENT OF A

10-YEAR-OLD BOY, Ath GRADER  
WHO ATTENDS CHARLES SUMNER  
ELEMENTARY SCHOOL IN ROSLINDALE  
WHERE I LIVE.

I AM ALSO FORMER CHAIR OF THE  
PARENT COUNCIL AND I AM A  
SOCIOLOGY PROFESSOR AND DIRECTOR  
OF THE INSTITUTE FOR LATINO'S  
PUBLIC POLICY.

MY RESEARCH FOCUSES ALSO ON  
LATINO STUDENTS.

I AM HERE TODAY TO SHARE SOME  
PRELIMINARY RESEARCH THAT WE  
HAVE DONE AT THE INSTITUTE ABOUT  
THE IMPACT OF THE OPPORTUNITY  
INDEX, PARTNERSHIP FUNDING  
ALLOCATION FOR THE BOSTON PUBLIC  
SCHOOLS' BUDGET.

WHERE LATINO STUDENTS REPRESENT  
AT LEAST 50% OF THE STUDENT  
POPULATION.

FOR OUR RESEARCH WE USED  
2017-18 DATA THAT WAS AVAILABLE  
THROUGH -- WE LOOKED AT RACE AND  
ETHNIC STUDENTS THAT EACH BOSTON  
PUBLIC SCHOOLS.

WE LOOKED AT THE PARTNERSHIP  
FUNDS ALLOCATED THEN WE ALSO  
LOOKED AT THE OPPORTUNITY INDEX  
SCORE.

WE WANTED TO EXAMINE AGAIN WHAT  
THE OI, OPPORTUNITY INDEX FROM  
LATINA MAJORITY SCHOOLS.

WHAT DID THE FUNDING LOOK LIKE  
AND WHAT DID WE FOUND.

WE FOUND AN IMPORTANT FACT THAT  
WHY THE FOCUS ON LATINO  
STUDENTS, OF COURSE OUR SCHOOLS  
SERVE OTHER STUDENTS BUT FACT IS  
THAT BOSTON PUBLIC SCHOOLS  
STUDENTS ARE HISPANIC AND LA  
LATINO.

MAKE UP MAJORITY.

WE ALSO WANT TO CONSIDER THAT  
45% OF OUR BOSTON PUBLIC SCHOOLS  
STUDENTS ARE ENGLISH LEARNERS OF  
THESE ENGLISH LEARNERS, 60%  
SPEAK SPANISH AS FIRST  
LANGUAGE.

WHAT DID WE FIND WE CALCULATED  
WHAT WE FOUND WAS THAT 35 BOSTON  
PUBLIC SCHOOLS HAVE AT LEAST 50%  
LATINO STUDENTS UNCONTROLLED.  
OF THESE 35 SCHOOLS SERVE 45% OF

ALL THE LATINO STUDENTS IN THE DISTRICT.

ACROSS ALL THE BOSTON PUBLIC SCHOOLS THE AVERAGE PER STUDENT IS ALLOCATED IN THE BUDGET IS \$222.

THE 29 SCHOOLS THAT RECEIVE MORE THAN THE AVERAGE \$222 PER STUDENT BUT ONLY SIX OF THOSE SCHOOLS ARE LATINO MAJORITY SCHOOLS.

REMEMBER, SIX OUT OF THE 35. WORSE IS THAT FIVE SCHOOLS THAT HAVE 80% OR MORE LATINO STUDENTS ENROLLED ARE NOT RECEIVING ANNUAL, ZERO PARTNERSHIP FUNDING.

THESE SCHOOLS ALSO HAPPEN TO SERVE HOW ENGLISH LEARNERS. I KNOW THERE ARE OTHER EXPERTS HERE INCLUDING ASSISTANT SUPERINTENDENT WHO WILL TALK MORE ABOUT THE OPPORTUNITY INDEX SOON.

BUT I JUST WANTED TO PUT THE QUESTION OUT THERE IS WHAT IS THE OPPORTUNITY INDEX BEING USED TO DECREASE FUNDING.

WE HAVE HEARD FROM OUR COMMUNITY PARTNERS THAT AFTER SCHOOL PROGRAMS THAT SERVE LATINO STUDENTS SUCH AS A TAG AND A PROGRAM NO LONGER ELIGIBLE FOR PARTNERSHIP FUNDING BECAUSE THE SCHOOLS WHEN THEY ARE PARTNERED WITH FOR ALMOST 35 YEARS RECEIVED INDEX SCORES LESS THAN THE .57 ON THE OPPORTUNITY INDEX.

AGAIN THE GOALS AND IDEAS BEHIND THE OPPORTUNITY INDEX ARE TO BE RESPECTED AND VALUED.

BUT IT'S HOW THIS MEASURE IS BEING CALCULATED AND THESE INDICATORS IN THESE CATEGORIES THAT THEY ARE ROLLING THEM INTO ONE SINGLE MORE ACCESSIBLE METRIC ACCORDING TO BPS IN ORDER TO BETTER QUIP RESOURCES FOR THE SCHOOLS AND STUDENTS WHO NEED THEM MOST.

BUT AS A PARENT, I HAVE A SON IN LATINA MAJORITY SCHOOL, A QUESTION AGAIN HOW THIS

OPPORTUNITY INDEX IS GOING TO BE.

CAN BE THAT THE SUMNER ELEMENTARY SCHOOL WHERE MY SON IS 4th GRADER IN A CLASSROOM WITH 29 CHILDREN AND NO PAR PROFESSIONAL.

THERE ARE FIVE CHILDREN IN THAT CLASSROOM THAT DO NOT SPEAK ENGLISH AND THEY SHOULDN'T BE IN THAT CLASSROOM, BUT THAT SCHOOL DID NOT HAVE ENOUGH FUNDING FOR AN SEI CLASSROOM FOR FOURTH GRADERS THIS YEAR.

HOW IS IT THAT THIS SCHOOL, WHICH IS ALSO INCLUSION SCHOOL SCORED .37 ON THE OPPORTUNITY INDEX.

HAVE DEVELOPED THIS OPPORTUNITY MEASURE AND IT IS EXPERIMENTAL, IT IS A PILOT PROJECT THEN BUDGETARY DECISIONS FOR SCHOOL PARTNERSHIPS.

I BELIEVE THAT THIS AGAIN HAVE NEGATIVE IMPACT ON IMMIGRANT AND BILINGUAL STUDENTS.

KEEP IN MIND AS WELL THAT THE OPPORTUNITY INDEX WAS NOT SHARED WILLINGLY BY BOSTON PUBLIC SCHOOLS, ADVOCACY GROUPS HAD TO FILE A PUBLIC RECORDS REQUEST TO SEE THIS.

SHOULD WE BE CONCERNED THEN ABOUT THE FUTURE TRANSPARENCY AND VALIDITY OF THE OPPORTUNITY INDEX.

I'LL WRAP IN ONE SECOND.

AGAIN, GOING TO HAVE SOME OF THE FOLKS WHO DEVELOPED THE OPPORTUNITY INDEX HERE TODAY, IF YOU COULD PLEASE ASK AND THINK ABOUT HOW IT IS THAT WE'RE GOING TO PROCEED WITH WHAT ANOTHER PILOT, ANOTHER EXPERIMENT IN THEORETIC ALGORITHMS THAT WERE IMPLEMENTED.

I WOULD LIKE ALL CITY COUNCIL TO LOOK HOW YOUR LOCAL SCHOOLS WERE SCORED.

WHAT SCORES DID THEY RECEIVE FOR THEIR OPPORTUNITY INDEX.

OPPORTUNITY INDEX CONSIDERS MANY FACTORS I UNDERSTAND IT'S VERY COMPLICATED BUT INSTEAD OF

INDICATING, FOR EXAMPLE,  
SOCIOECONOMIC STATUS THAT USE  
PUBLIC ASSISTANCE AS A MEASURE,  
BECAUSE IMMIGRANTS ARE NOT  
ELIGIBLE FOR MOST PUBLIC  
ASSISTANCE.

THAT INDICATOR WILL HELP LOWER  
THE NUMBER WHICH MAY BE WHAT  
HAPPENED AT THE SUMNER SCHOOL,  
I'M NOT SURE AGAIN, HOW -- IS  
THIS INDICATOR APPROPRIATELY  
ASSESSING THESE STUDENT GAPS.  
CENSUS DATA DOESN'T CAPTURE  
ACCURATELY THE NUMBER OF  
IMMIGRANTS THAT WOULD BE  
AFFECTED.

SOME COMMUNITY MEMBERS HAVE  
ALREADY WRITTEN AND PROTESTED  
THE INDICATORS CUSTODIANSHIP  
INDICATOR.

WHERE THE NUMBER OF CALLS TO 311  
FROM THE NEIGHBORHOOD WHERE THE  
STUDENT RESIDES IS AN IMPORTANT  
FACTOR.

WE ALSO KNOW THAT IMMIGRANTS DO  
NOT CALL 311 FOR HELP, THEY  
DON'T CALL 911 FOR HELP.

IS THIS REALLY AN ACCURATE  
INDICATOR IN THIS SCORING  
MECHANISM, AGAIN IS IT EXCLUDING  
IMMIGRANT COMMUNITIES IN THAT.

TO WRAP UP, I DO URGE THE CITY  
COUNCIL TO CONSIDER HOW USING  
THE OPPORTUNITY INDEX SCORES TO  
ALLOCATE FUNDING WILL FURTHER  
COMPLICATE THE BOSTON PUBLIC  
SCHOOLS GOAL TO BETTER SERVE  
ENGLISH LEARNERS AT A TIME WHEN  
SCHOOL SYSTEM DID STILL UNDER  
OVERSIGHT FROM THE DEPARTMENT OF  
JUSTICE.

IT CONTINUES TO MONITOR ACADEMIC  
OUTCOME ESPECIALLY CIVIL RIGHTS  
OF STUDENTS WHO ARE ENGLISH  
LEARNERS.

LET'S NOT FORGET THE DROP OUT  
RATE IS 3 TIMES HIGHER THAN  
NON-ELL SCHOOLS.

ADEQUATELY EDUCATE ENGLISH  
LEARNERS THAT LED TO THE 2011  
BETWEEN BOSTON PUBLIC SCHOOLS  
AND U.S. OFFICE OF CIVIL RIGHTS  
AND DEPARTMENT OF JUSTICE.

THERE WAS A RECENT ARTICLE FOUND

THAT BPS WAS STILL FAILING TO ADEQUATELY TEACH THOUSANDS OF STUDENTS THAT SPOKE LITTLE ENGLISH.

AGAIN, IN THEORY, THE OPPORTUNITY INDEX SEEKS TO ADDRESS INEQUALITY.

IMPLEMENTATION IN THE NEW -- HOW COULD IT BE THAT A MEASURE SUPPOSED TO ADDRESS A OPPORTUNITY GAP P, IT IS REDUCING OPPORTUNITIES TO SERVE MAJORITY OF LATINO STUDENTS.

AGAIN OUR PRELIMINARY RESEARCH FINDS THAT LATINO MAJORITY SCHOOLS THAT 35 SCHOOLS I CAN PROVIDE MY EXCEL SPREAD SHEET DATA FOR YOU.

THAT THESE SCHOOLS ARE RECEIVING LESS FUNDING SO THE IMPLEMENTATION OF THE OPPORTUNITY INDEX IS NOT EQUITABLE DESPITE ALL THE RHETORIC.

AGAIN, I ASK THAT MAYBE IT'S NOT TOO LATE TO PUT THE BRAKES ON THIS OPPORTUNITY TRAIN.

THE OPPORTUNITY INDEX CAN BE STUDIED MORE CAREFULLY BEFORE BEING USED TO MAKE IMPORTANT FUNDING DECISIONS.

BOSTON PUBLIC SCHOOLS OFFICIALS WILL TELL US THAT THIS IS A PILOT OR -- THE PILOT IS AN HE CAN PAYMENT.

ARE WE GOING TO CONCLUDE WITH OUR MOST VULNERABLE CHILDREN. WHAT I BELIEVE IS WRONG WITH THE BPS SCHOOL BUDGET THAT IN THE NAME OF EQUITY, BPS IS ACTUALLY REDUCING SCHOOL FUNDING FOR THE MAJORITY OF CHILDREN WHO NEED IT THE MOST.

THANK YOU SO MUCH FOR MY TESTIMONY.

THANK YOU.

>> THANK YOU.

THAT CONCLUDES THE MORNING HEARING THAT IS NOW THE AFTERNOON HEARING.

WE WILL RECONVENE FOR THE AFTERNOON AND INVITE THE AFTERNOON PANEL IN IN ABOUT TEN MINUTES.



THIS HEARING IS ADJOURNED.