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; 05/02/18 5:03 AM  
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;;;BCC 2-5PM  
;;;5/3/2018

>> THE BOSTON CITY COUNCIL.  
TODAY IS -- IS IT STILL  
THURSDAY, MAY 2nd?  
3rd.  
I JUST LIKE TO REMIND FOLKS THAT  
THIS IS A PUBLIC HEARING, BOTH  
BEING BROADCAST LIVE AND  
RECORDED ON RCN CHANNEL 82,  
COMCAST CHANNEL 8 AS WELL AS  
VERIZON 1964 AND STREAMING AT  
BOSTON.GOV/CITY.COUNCIL.TV I'LL  
ASK FOLKS SILENCE ELECTRONIC  
DEVICES.  
AT THE KONG COLLUSION OF THE  
DEPARTMENT'S REMEMBER TAKES AND  
QUESTIONS FROM MY COLLEAGUES  
WE'LL TAKE PUBLIC TESTIMONY.  
THERE'S A SIGN-IN SHEET BY THE  
DOOR.  
I ASK THAT YOU STATE YOUR NAME,  
RESIDENCE, AFFILIATION AND  
PLEASE CHECK THE BOX IF YOU DO  
WISH TO TESTIFY.  
WE ENCOURAGE ANYONE AT HOME  
WATCHING US OR ANYONE HEARING US  
TO GET INVOLVED IN THESE BUDGET  
HEARINGS.  
THERE ARE NUMEROUS OPPORTUNITIES  
OVER THE NEXT SEVERAL WEEKS TO  
DO THAT, AS I SAID EARLIER,  
COMING HERE AND TESTIFYING BUT  
ALSO YOU CAN E-MAIL THE  
COMMITTEE WHICH  
IS@CCC.WM@BOSTON.GOV.  
NAIL MAIL AT BOSTON CITY HALL,  
COMMITTEE ON WAYS AND MEANS, ONE  
CITY HALL MRAZA BOSTON, 02201.  
AND THERE IS A HEARING SET ASIDE  
FOR PUBLIC TESTIMONY ALONE ON  
JUNE 5th BETWEEN 2:00 AND 6:00  
P.M.  
WE ARE HERE WITH OUR FRIENDS  
FROM THE BOSTON PUBLIC SCHOOLS  
SYSTEM REGARDING DOCKET 0559 TO  
0563.  
ORDERS FOR FISCAL YEAR '19  
OPERATE CAN BUDGET INCLUDING  
ANNUAL APPROPRIATIONS FOR

DEPARTMENTAL OPERATIONS, ANNUAL  
APPROPRIATION FOR SCHOOL  
DEPARTMENT, APPROPRIATION FOR  
OTHER POST EMPLOYMENT BENEFITS.  
APPROPRIATION FOR CERTAIN  
TRANSPORTATION AND PUBLIC REALM  
I AM MOVEMENTS AND  
APPROPRIATIONS FOR CERTAIN PARK  
IMPROVEMENTS AS WELL AS DOCKETS  
0564 THROUGH 0565.

CAPITAL BUDGET APPROPRIATIONS  
INCLUDING LEASE AND PURCHASE  
AGREEMENTS.

I AM JOINED BY SEVERAL OF MY  
COLLEAGUES, TO MY IMMEDIATE LEFT  
COUNCILOR, EDUCATION CHAIRMAN,  
ANNISSA ESSAIBI GEORGE.

TO MY F.A.R. LEFT, ERIC FLYNN.  
TO MY RIGHT DISTRICT CITY  
COUNCILOR AND ANDREA CAMPBELL.  
THANK YOU ALL.

I APOLOGIZE FOR THE DELAY WON'T  
DELAY THIS ANY LONGER, TAKE IT  
AWAY.

>> GOOD AFTERNOON, COUNCILORS.

I AM COLIN, ASSISTANT  
SUPERINTENDENT OF OPPORTUNITY  
ACHIEVEMENT GAP I'M ON THIS  
ROUND OF ASSET PRESENTATIONS,  
STICKING TO A TIGHT SCRIPT TO  
GET THROUGH IT AND THEN GET ON  
TO QUESTIONS.

FIRST, I'D LIKE TO TALK FIRST  
ABOUT MY OFFICE AND KIND OF OUR  
PHILOSOPHY.

ELIMINATING OPPORTUNITY  
ACHIEVEMENT GAPS ARE NOT ONLY  
VITAL FOR OUR SCHOOL SYSTEM BUT  
OF OUR SOCIETY.

WE'RE GETTING CLOSER AND CLOSER  
TO A MAJORITY-MINORITY SOCIETY  
AND NEED TO HAVE SENSE OF  
URGENCY.

WHAT WE DON'T DO OR DON'T INVEST  
IN TODAY TO CREATE EQUITY WILL  
PAY US BACK ONE WAY OR THE  
OTHER.

OUR ROLE IS TO LEAD THE SYSTEM  
IN ADDRESSING CULL CURL AND  
STRUCTURAL AREAS, HISTORICALLY  
MARGINALIZED SO THAT THEY ARE  
PROVIDED THE OPPORTUNITY  
NECESSARY FOR COLLEGE, CAREER  
AND LIFE READINESS.

WE FEEL THAT OPPORTUNITY GAPS  
MANIFEST THEMSELVES INTO  
ACHIEVEMENT GAPS THAT'S WHERE  
THE MAIN FOCUS IS FOR US.  
MUCH OF OUR ROLE AS OFFICE TO  
CREATE AND PUSH THE EQUITY  
INNOVATION THAT WILL CLOSE THE  
GAP OF ACCESS AND OPPORTUNITY  
WORKING WITH ALL OFFICES IN BPS.  
BUT AGAIN, WE STILL HAVE  
PERSISTING GAPS BETWEEN  
SUBGROUPS.

WE DO HAVE GOOD NEWS AROUND SOME  
OF OUR LEADING INDICATORS OF  
SUCCESS SUCH AS SUSPENSION.  
WE'RE NOT ONLY ARE THE RATES  
DOWN ACROSS ALL OF OUR SUBGROUPS  
BUT THE GAPS BETWEEN BLACK,  
LATINO AND STUDENTS WITH  
DISABILITIES ARE SLIM COMPARED  
TO THEIR COUNTERPARTS.

I THINK THIS IS A TESTAMENT TO  
LOT OF THE EFFORTS AROUND  
RESTORATIVE JUSTICE AND OUR  
INITIATIVES.

FOR ADULTS WE DO LOT OF CAPACITY  
BUILDING, FOR STUDENTS TARGETED  
PROGRAMMING THEN THERE'S A BIG  
PIECE OF SYSTEMIC OVERSIGHT AND  
STRATEGY.

IN OUR EFFORTS FOR CAPACITY  
BUILDING WE ARE PUSHING WHAT WE  
ARE CALLING CULTURALLY  
LINGUISTICALLY CHANGING  
PRACTICES OR CLSP.

THE ABILITY TO WORK EFFECTIVELY  
ACROSS CULTURAL BOUNDARIES.  
THIS IS AD WITH 'OF WORK  
ULTIMATELY ASKING US TO THINK  
ABOUT HOW WE LEVERAGE THE UNIQUE  
CULTURAL AND LINGUISTIC  
STRENGTHS OF OUR DIVERSE STUDENT  
BODY TO CREATE MORE EQUITABLE  
CONDITIONS IN OUR SCHOOLS AND  
DISTRICT.

WE HAVE BROUGHT THIS LEARNING  
OVER THE PAST TWO YEARS TO OUR  
PRINCIPALS, BPS DEPARTMENT HEADS  
AND CABINET MEMBERS, TEACHERS,  
PARENTS, COMMUNITY MEMBERS OUR  
SPEAKER SERIES AND PARENT  
UNIVERSITIES.

MANY OF OUR PARTNER  
ORGANIZATIONS HAVE BEGUN WORK

WITH SOME OF OUR UNIVERSITY PARTNERS AROUND THE COURSE THEY'RE PROVIDING UNDER GRAD AND GRAD STUDENTS.

WE HAVE ALSO WORKED VERY CLOSELY WITH OTHER ASSET MEMBERS MAKE SURE THAT CLSP IS THE FOUNDATION OF OUR INSTRUCTIONAL VISION. MAINLY ESSENTIALS FOR EQUITY THAT ACADEMICS WENT THROUGH DURING THE MORNING.

AS PROGRAMMING, TEND TO EMPOWER MARGINALIZED POPULATIONS FOR THEIR SUCCESS AND COUNTER ACTED SOME OF THE TOXINS IN OUR SOCIETY.

WHICH ENGAGES BOYS AND YOUNG MEN OF COLOR IN HIGH SCHOOL AND COURSE WORK FOCUSED ON ACADEMIC RIGOR, PEER MENTORING, PHYSICAL CHALLENGES.

BPS OVER 35 SCHOOLS.

THE PROGRAM WHICH STARTED LAST YEAR COUPLE OF OUR SCHOOLS HAS GROWN TO AROUND 120 YOUNG WOMEN ACROSS 13 BPS SCHOOLS.

WILL EXPAND TO 6th GRADE NEXT YEAR.

I WILL EXPAND ON ESA IN COUPLE OF MINUTES WE HAVE COUPLE OF DEDICATED SLIDES FOR THIS IMPORTANT WORK.

WORK TRY TO ADDRESS SYSTEMATIC BARRIERS, MAJOR PIECE IS THE OAD POLICY AND IMPLEMENTATION PLAN. THE GOALS OF THE IMPLEMENTATION PLAN WHICH WORKS WITH EVERY SINGLE OFFICE ACROSS BPS RANGE FOR MORE CULTURALLY RESPONSIVE FOOD CHOICES IN OUR CAFETERIAS TO DECOLONIZING THE CURRICULUM AND EVERYTHING IN BETWEEN.

ONE THAT IS OPPORTUNITY INDEX WHICH WE'LL EXPLORE A LITTLE BIT MORE DETAIL A LITTLE BIT LATER. BEYOND THAT CONTINUED TO GROW WITH SCHOLARS AND DISTRICTS ACROSS THE COUNTRY SUCH AS OAKLAND AND NEW YORK CITY.

ENSCHOOL DISTRICTS.

THIS IS OUR BUDGET FOR FISCAL YEAR '19.

AS YOU CAN SEE MAJOR BULK OF OUR FUNDING OTHER AREAS ARE STAFFING

WHICH WILL INCLUDE FTE.  
DOLLARS FOR OUR TARGETED  
PROGRAMS OR CAPACITY BUILDING  
ACROSS THE DISTRICT.  
HIGHLIGHT EFA SINCE IT IS THE  
LARGEST PIECE OF OUR BUDGET.  
HIGHLIGHT A FEW THINGS IN  
PARTICULAR.  
FIRST, THE PILLARS.  
THE PILLARS OF OUR MODEL  
RIGOROUS INSTRUCTION THAT  
CREATES ACCESS POINTS FOR UP A  
STUDENTS.  
QUALITY ENRICHMENT SUCH AS BOW  
ROBOTIC, CODING, FOREIGN  
LANGUAGE.  
WHICH WAS PREVIOUSLY NOT  
AVAILABLE.  
SOCIAL-EMOTIONAL SUPPORTS FOR  
STUDENT LEARNING, EXECUTIVE  
FUNCTIONING, HOW STUDENTS MAKE  
SENSE OF ORGANIZE THEIR THOUGHTS  
AND THEIR WORK.  
AND PERSONALIZED SPORTS FOR  
STUDENTS TON DIFFERENT  
TROJECTORIES.  
EFA IN THE DISTRICT IS  
REFLECTIVE OF THE DEMOGRAPHICS  
OF OUR SYSTEM WHICH IS WHY IT'S  
SO IMPORTANT TO CLOSE  
OPPORTUNITY GAPS.  
EFA IS ATTEMPTING TO BRING  
ACCESS TO ALL STUDENTS.  
ONE OF THE MAIN STRATEGIES OUT  
LINED BY SCHOLARS LOOKING AT THE  
OPPORTUNITY GAP WITHIN OUR  
DISTRICT IN 2014-15.  
EFA NOT A PROGRAM, PER SE.  
RATHER IT IS A MODEL TO INFORM  
THE DISTRICT ABOUT NECESSARY  
CONDITIONS FOR ALL STUDENTS TO  
ACHIEVE AND THRIVE WHILE  
ENGAGING WITH HIGH DEMANDING  
COURSE WORK.  
MOVING FORWARD OUR NEXT STEPS  
FOR EFA TO SUPPORT 6th GRADE,  
BOTH AT THE SCHOOLS THAT  
CURRENTLY HAVE A 6th GRADE BUT  
ALSO AT FEW OF OUR MIDDLE  
SCHOOLS THAT ARE PATHWAYS TO  
K-5.  
WE'RE GOING TO LOOK AT AND DOING  
SOME RESEARCH STUDIES WITH  
UNIVERSITIES AROUND IMPACT AND

HOW WE MIGHT BE ABLE TO SCALE.  
THEN AGAIN EXPLORE WHAT SCALING  
LOOKS LIKE BEYOND YEAR THREE OF  
THIS PILOT INCLUDING LOOKING AT  
ACCREDITATION PROCESS.  
SOME OF THE SUCCESSES TO DATE  
ARE STUDENTS COMPLETING CAPSTONE  
PROJECTS WHICH ARE  
INTERDISCIPLINARY HANDS-ON  
PROJECTS THAT SHOW THE BREADTH  
OF LEARNING IN A YEAR.  
EFA STUDENTS WERE AT THE TOP OF  
THE PLACEMENTS IN CODING  
COMPETITIONS AND ROBOTICS  
COMPETITION IN BPS THIS YEAR.  
SOME PATTERNS THAT ARE  
ENCOURAGING AROUND STUDENT  
GROWTH AND ELA IN WRITING, SOME  
CASES WITH OUR MOST MARGINALIZED  
SUBGROUPS.  
NEXT I'D LIKE TO TURN OUR  
ATTENTION TO THE OPPORTUNITY  
INDEX BRIEFLY.  
THIS IS A INDEX THAT IS  
PARTICULARLY ATTACHED TO THE  
PLAN, OUTLINED WITHIN ENGAGEMENT  
GOALS WITHIN THAT IMPLEMENTATION  
PLAN.  
IT IS IN LINE WITH DISTRICT  
THEORIES OF ACTION AROUND  
SCHOOLS BEING THE UNITS OF  
CHANGE.  
AND THE OI TRYING TO BRING  
MR. EQUITY TO THE FUNDING  
STREAMS THAT GO TO EACH SCHOOL.  
DOES A GOOD JOB AROUND EQUITY IN  
PUSHING MONEY TOWARDS THINGS WE  
CAN TRADITIONALLY MEASURE AND  
ACCOUNT FOR.  
THERE ARE MANY THINGS OUTSIDE  
THE SCHOOL CONTEXT THAT AFFECT  
STUDENT OUTCOMES.  
THE INDEX TRYING TO BRING MORE  
NUANCE TO THAT TYPE OF NEED THAT  
WAS CURRENTLY ONLY BEING  
MEASURED AND ACCOUNTED FOR BY  
ECONOMICALLY DISADVANTAGED  
MEASURE WHICH IS FAIRLY BLUNT  
THAT ONE SCHOOL TALKS ABOUT --  
THAT DOESN'T DO GREAT JOB OF  
DIFFERENTIATING ACROSS OUR  
SCHOOLS.  
MAKES OUR SCHOOLS LOOK VERY  
SIMILAR BY EXPERIENCES THEY ARE

NOT.

ON SLIDE 1 YOU'LL SEE THAT THESE ARE THE FINAL VARIABLES THAT ARE INCLUDED IN THE INDEX THAT GOES INTO THE APPLICATION THIS YEAR. THERE ARE THREE LEVELS OF VARIABLES ACROSS THREE DISTINCT GRADE SPANS.

FOR NEIGHBORHOOD LEVEL WE'RE NOT TALKING ABOUT TRADITIONAL NEIGHBORHOODS, WE'RE NOT TALKING ABOUT ROXBURY, DORCHESTER, WE'RE TALKING ABOUT 177 DISTINCT CENSUS TRACKS TO GET TO VERY MINUTE LEVEL.

WHERE YOU SEE CHECK MARKS ON THIS, WE'LL GET INTO IT LATER IS WHERE THE DIFFERENT SPOTS IN OUR TRAJECTORY, ELEMENTARY LEVEL, ONE WITH THE CHECKED MARKS ARE VARIABLES ATTACHED TO STUDENT PERFORMANCE.

THEN YOU SEE IN THE MIDDLE SCHOOLS AND AT THE END HIGH SCHOOL.

FINALLY SLIDE 18 SHOWS HOW INDEX WAS CREATED FOR EACH SCHOOL.

SO YOU BASICALLY EACH STUDENT IS GIVEN SCORE RELATIVE TO THEIR PEERS WHEN YOU AGGREGATE THE NEIGHBORHOOD EXPERIENCE, FAMILY EXPERIENCE AND SOME LEADING INDICATORS OF SUCCESS ATTACHED TO THE STUDENT PROFILE.

THAT AGGREGATE, EACH STUDENT GIVEN SCORE FROM 0-1.

FROM THAT THE STUDENT BODY WITHIN THE SCHOOL IS GIVEN -- AVERAGED TO GIVE SCHOOL A SCORE FROM 0-1 THEN COMPARE THE RELATIVE CONCENTRATION ACROSS ALL OF OUR SCHOOLS.

I'M SURE WE'LL HAVE A LITTLE BIT MORE DISCUSSION AROUND THAT WHEN QUESTIONS COME UP BUT FOR NOW LIKE TO PASS PRESENTATION ON TO CINDY NIELSEN WHO WILL TAKE US THROUGH SOCIAL EDUCATION.

>> THANK YOU.

BEFORE YOU BEGIN JUST WANT TO RECOGNIZE WE'VE BEEN JOINED BY DISTRICT CITY COUNCIL LYDIA EDWARDS.

THANK YOU.

>> GOOD AFTERNOON, CHAIRMAN AND COUNCILORS.  
I'M CINDY NIELSEN,  
SUPERINTENDENT FOR SPECIAL EDUCATION.  
THE OFFICE OF SPECIAL EDUCATION IS IN THIRD YEAR OF BUILDING PRACTICES THROUGH EDUCATIONAL PLACEMENT, QUALITY OF INSTRUCTIONAL SUPPORT. STUDENTS.  
HE CAN QUESTION AT THIS TIME AND TRANSITION SERVICES.  
ABOUT 21% OF OUR STUDENT POPULATION ARE STUDENTS WITH DISABILITIES.  
OF THAT 1% APPROXIMATELY ONE THIRD OF OUR STUDENTS ARE ALSO ENGLISH LEARNERS.  
THE TWO PERCENT DECREASE IN -- BRINGING US TO 5% DECREASE FROM SCHOOL YEAR 2014-15.  
REGARDING OUR OUT OF DISTRICT STUDENTS THEY ARE REPRESENTED IN TWO GROUPS.  
STATE INVOLVED AND NOT STATE INVOLVED.  
STATE INVOLVED IN CASE DEPARTMENT OF CHILDREN AND FAMILY, DEPARTMENT OF MENTAL HEALTH OR THE DEPARTMENT OF PUBLIC HEALTH IN THE DETERMINATION THAT THE STUDENT'S RESIDENT WOULD BE IN RESIDENTIAL SETTING.  
WE'RE RESPONSIBLE FOR THE SCHOOL DAY PORTION OF THAT PATIENT.  
WE DID NOT HAVE ANY -- STUDENTS WITH DEPARTMENT OF YOUTH SERVICES AND DEPARTMENT OF CORRECTIONS.  
NOT STATE INVOLVED STUDENTS INDICATE THAT STUDENT WERE PLACED IN THE PROCESS, MEDIATION, SETTLEMENT AGREEMENT, OR STUDENT MOVING FROM ANOTHER DISTRICT WITH THIS ALREADY WRITTEN.  
WE HAD DECREASE OF 13 STUDENTS IN OUT OF DISTRICT FROM SCHOOL YEAR '16-17.  
MAJORITY IS WITH STATE INVOLVED STUDENTS.  
THE TUITION AND TRANSPORTATION.



ORGANIZES THE DATA BY PRIMARY DISABILITY.  
THE HIGH INCIDENT, LOW INCIDENT, SPECIAL DECEMBER BILITIES.  
HIGH WERE THAT ARE SOCIALLY CONSTRUCTED DETERMINED AS PART OF THE EVALUATION THAT ARE ADMINISTERED BY EDUCATORS OR SERVICE PROVIDERS, PSYCHOLOGISTS, IT SET RATE.  
LOW INCIDENCE DISABILITY ARE DIAGNOSED BY MEDICAL COMMUNITY AND INFORMATION PROVIDED BY MEDICAL COMMUNITY INFORMS.  
SPECTRUM DISABILITIES, AUTISM AND DEVELOPMENTAL DELAY.  
WHEN YOU BREAK DOWN EACH DISABILITY WE SEE THERE IS MUCH MORE WORK THAT NEEDS TO BE DONE REGARDING OUR BLACK STUDENTS BEING DIAGNOSED WITH EMOTIONAL AND INTELLECTUAL AND COMMUNICATION, AT HIGHER RATE THAN THEIR PEERS.  
UPDATE ON OUR FY18.  
WE STARTED ROLL OUT LATE AUGUST 018 TO REPLACE THE EDPLAN.  
ALLOWS FOR MUCH I.T. COMPLETION AND BUILDING A STRONG AND INTERACTIVE ONLINE RECORD FOR OUR SCHOOLNESS, STAFF AND FAMILIES.  
WE ALSO MOVED TO ED PLAN FOR OUR 504 ASSESSMENT.  
A PARENT PORTAL WILL BE PILOTED IN MAY AND JUNE AND SMALL SET OF SCHOOLS OF THE PARENT PORTAL WILL BE AVAILABLE IN SEPTEMBER 2018.  
INCLUSIVE SUPPORT TEAMS ARE IN THE SCHOOLS, THIS YEAR WE HAD 12 TEAM MEMBERS, EIGHT TEACHERS AND 14 COORDINATORS POSITIONS.  
THE TEAM SERVED PROVIDE DIRECT SUPPORT TO SCHOOLS, CLASSROOMS AND STUDENTS.  
NEXT YEAR WE'LL ADD FOUR MORE COMMUNITY SCHOOL COORDINATORS TO EXPAND OUR TEAM.  
AND I WANT TO TRANSITION CONTINUES TO GET STRONGER OUR THIRD YEAR OF COMMITTING \$1 MILLION PER YEAR WE HAVE BUILT MAINTAINED STRONG PARTNERSHIPS

IN THE COMMUNITY, INCREASED OPPORTUNITIES FOR OUR STUDENTS. COLLEGE CAREER AND LIFE READY. IN FY19 SPECIAL EDUCATION SERVICES INCREASED BY 3%. WE MADE -- MOST IMPORTANTLY ABLE TO SEE THE WORK THAT WE HAVE BEEN DOING. WE'RE ALSO FOCUSED ON CONVERTING OUR CONTRACTS TO HIGHER MORE BPS STAFF INSTEAD OF CONTRACTORS. LAST SLIDE BREAKS DOWN CENTRAL OFFICE PERSONNEL, NUMBER OF FTE AND ASSOCIATED SALARY. THANK YOU.

>> THANK YOU.

>> GOOD AFTERNOON, MR. CHAIRMAN. I'M PREYA NEW ASSISTANT SUPERINTENDENT FOR OFFICE OF ENGLISH LEARNERS.

I HAVE HAD THE HONOR OF SERVE INK THIS IN POSITION THE PAST YEAR IT IS MY PLEASURE TO PRESENT TO YOU OUR ACCOMPLISHMENTS.

OUR WORK AT OELL SUPPORTS OVER 24,000 STUDENTS OR THE 44% OF BPS STUDENTS WHO ARE EITHER CURRENT ENGLISH LEARNERS OR FORMER ENGLISH LEARNERS. CURRENTLY REPRESENTS OVER 100 DIFFERENT COUNTRIES AND SPEAK OVER 70 DIFFERENT LANGUAGES. CONSTITUTING ONE OF THE GREATEST ASSETS THAT BPS HAS.

THE MAJORITY OF OUR ENGLISH LEARNERS ARE AT THE EARLY DEVELOPMENTAL STAGES OF ENGLISH LANGUAGE PROFICIENCY AND ARE FOUND IN ELEMENTARY GRADES. WE'RE COMMITTED TO MAKING SURE THAT WE ARE PROVIDING SUPPORT FOR STUDENTS AT ALL GRADE LEVELS ALL LEVELS OF PROFICIENCY. WE HAVE PRIORITIZED OUR WORK ACCORDINGLY.

OUR FIRST PRIORITY IS TO ENSURE INSTRUCTIONALLY SOUND PROGRAMS BOTH DURING ALSO PROVIDE PROFESSIONAL LEARNING TO SCHOOL LEADERS, EDUCATORS AND DISTRICT STAFF TO BUILD THE CAPACITY THAT THEY NEED IN ORDER TO SUPPORT THAT LANGUAGE DEVELOPMENT AND

INSTRUCTION.

WE SUPPORT SCHOOLS TO ENSURE THAT OUR ENGLISH LEARNERS ARE RECEIVING REQUISITE SERVICES AS MANDATED BY STATE, LOCAL AND FEDERAL GOVERNMENT.

WE CONTINUE TO PROMOTE ENGAGEMENT OF OUR ENGLISH LEARNER PARENTS WITH COMMUNITY PARTNERS AND SCHOOLS. FOR EXAMPLE, OUR DISTRICT ENGLISH LEARNER ADVISORY COUNCIL IS MADE UP OF PARENTS.

PROVIDE LANGUAGE PROFICIENCY TO IDENTIFY ENGLISH LEARNERS AND LEVEL OF ENGLISH ACQUISITION. ALSO COUNSEL PARENTS TO ENSURE THAT THE STUDENTS ARE RECEIVING THE BEST PROGRAM THAT IS OFFERED BY THE CITY.

LASTLY WE ENSURE COMMUNICATION FOR TRANSLATED AND INTERPRETED SO THAT PARENTS CAN GET MEANINGFUL ACCESS TO THEIR STUDENTS' EDUCATION AND TO DISTRICT POLICY.

THIS NEXT SLIDE REPRESENTS HOW WE HAVE ALIGNED OUR BUDGET TO FUND THESE PRIORITIES FOR THIS YEAR AND NEXT YEAR.

AS DEMONSTRATED IN THE RECOMMENDED INCREASE OVERALL, OUR SPENDING FOR VARIOUS PRIORITIES HAS REMAINED GENERALLY PROPORTIONAL.

SOME NOTABLE INVESTMENTS INCLUDE OUR COMMITMENT TO PROVIDING HIGH-QUALITY ESL CORE CURRICULUM AND TO INCLUDE NEW PROGRAMS AS OFFERED BY THE LOOK ACT.

OUR LARGEST INVESTMENT FOR BOTH THIS YEAR AND NEXT HAS BEEN AROUND PROVIDING TRANSLATIONS AND INTERPRETATIONS TO FAMILIES SO THAT THEY CAN GET MEANINGFUL ACCESS TO THEIR STUDENTS' EDUCATION.

WE ARE PROUD TO REPORT THAT WE HAVE PROVIDED OVER 22,000 TRANSLATIONS AND INTERPRETATIONS TO FAMILIES THIS YEAR.

THOSE ARE IN 29 DIFFERENT LANGUAGES, NOT ONLY NINE MAJOR LANGUAGES, BUT ALL LANGUAGES

THAT ARE REQUESTED, INCLUDING MANDIKA, AND PASHTU. AS WE APPROACH THE SECOND YEAR OF REALIZING A FULLY TRANSLATED INTERPRETATION UNIT, WE ARE BETTER ABLE TO FORECAST THE NEEDS MOVING FORWARD AND PROVIDE SERVICES IN THE MOST FISCALLY EFFICIENT MANNER, INCLUDING TRANSLATION, INTERPRETATION, AND MEMORY SOFTWARE.

IN AN EFFORT THAT ALL SCHOOLS AND PARENTS UNDERSTAND THEIR RIGHTS TO THESE SERVICES, WE ARE PROVIDING CONSTANT OUTREACH AND TRAINING TO SCHOOLS.

FINALLY, TO CREATE MORE SAFE AND WELCOMING ENVIRONMENTS IN OUR SCHOOL SYSTEMS, WE ARE GOING TO BE PROVIDING LANGUAGE TOOL KITS TO PARENTS AND STUDENTS.

THEY INCLUDE PARENTS' RIGHTS POSTERS, TRANSLATED SIGNAGE, PARENT BROCHURES, AND "I SPEAK" CARDS THAT CAN BE USED BY STUDENTS AND PARENTS TO SHOW SCHOOL STAFF WHEN THEY NEED LANGUAGE ASSISTANCE.

I'D LIKE TO CONCLUDE BY HIGHLIGHTING SOME OF OUR BRIGHT SPOTS FROM THIS YEAR.

FIRST, WE ARE PROUD TO BE EXPANDING OUR DUAL-LANGUAGE PROGRAM FOR ALL OF OUR STUDENTS, NOT ONLY OUR ENGLISH LEARNERS. WE WERE EXCITED TO ESTABLISH THE FIRST-EVER K-1 HAITIAN CREOLE DUAL LANGUAGE CLASSROOM IN THE COUNTRY THIS PAST YEAR.

AND NEXT YEAR WE WILL BE IMPLEMENTING A SPANISH HERITAGE PROGRAM, ALONG WITH THE STATE'S FIRST CHINESE HERITAGE LANGUAGE PROGRAM.

WE ALSO STARTED THE SCHOOL YEAR COLLABORATING WITH SEVERAL CITY COUNCIL AGENCIES, BMS DEPARTMENTS, AND COMMUNITY-BASED ORGANIZATIONS TO SUMMIT THE STUDENTS DISPLAYED BY HURRICANE MARIA.

WE PRIORITIZED THEIR ENROLLMENT. AND OUR LIAISONS FOLLOWED UP WITH EVERY SINGLE STUDENT AND

THEIR SCHOOL TO ENSURE THEY HAD BEEN APPROPRIATELY PLACED AND THEY WERE RECEIVING THE SERVICES THEY NEEDED.

IN TERMS OF BETTER SUPPORTING OUR FAMILIES, WE IMPLEMENTED SINGLE-VISIT ASSIGNMENT THIS YEAR.

OUR NEWCOMERS COUNSELING CENTER CAN IMMEDIATELY ASSIGN STUDENTS AFTER LANGUAGE TESTING, RATHER THAN HAVING THEM WAIT A SECOND STEP FOR A SCHOOL ASSIGNMENT. THIS YEAR, WE ALSO RECOGNIZED OUR TEACHERS AS THE INSTRUCTIONAL EXPERTS THAT THEY ARE AND PROMOTED PROFESSIONAL LEARNING EXPERIENCES WHERE THEY WERE-- THEY SHARED THEIR BEST PRACTICES ON THE SCHOOL SITE AND AT THE DISTRICT LEVEL.

FINALLY, EACH YEAR WE HAVE ENDED OUR PRESENTATION BY HIGHLIGHTING THE FACT THAT OUR FORMER FORMER ENGLISH LEARNERS OUTPERFORM THE OTHER B.P.S. STUDENTS.

THIS YEAR, AS YOU WILL SEE IN THE APPENDIX, WE ARE ALSO EXTREMELY PROUD TO HIGHLIGHT OUR B.P.S. FORMER ENGLISH LEARNERS OUT-PERFORMED THEIR FORMER ENGLISH LEARNER PEERS ALL THROUGHOUT MASSACHUSETTS.

AS WE CELEBRATE THESE BRIGHT SPOTS, WE REMAIN REFLECTIVE OF WAYS TO IMPROVE.

WE ARE EXCITED TO LEVERAGE THE NEW OPPORTUNITIES OF THE LOOK ACT, TO INTRODUCE MORE INNOVATIVE PROGRAMMING FOR ENGLISH LEARNERS.

WE DO BELIEVE THIS RENEWED ABILITY TO PROVIDE NATIVE LANGUAGE SUPPORTS AND TO PROMOTE BILINGUALISM AND BILITERACY WILL CLOSE THE ACHIEVEMENT GAP.

THANK YOU.

>> THANK YOU.

BEFORE I RECOGNIZE OUR CHAIR OF EDUCATION, I WANT TO READ A BRIEF STATEMENT FROM COUNCILOR KIM JANEY.

DUE TO A LONG-STANDING APPOINTMENT I WILL BE UNABLE TO

ATTEND THE BEGINNING OF THIS  
AFTER'S HEARING.

I HOPE TO BE ABLE TO JOIN YOU  
BEFORE THE END.

AND SIGNED, "SINCERELY, KIM  
JANEY, DISTRICT CITY COUNCILOR,  
DISTRICT 7."

THANK YOU.

COUNCILOR ESSAIBI GEORGE.

THANK YOU.

TH ALL FOR BEING HERE.

SO THERE'S BEEN A LOT OF  
CONVERSATION ABOUT THE  
OPPORTUNITY INDEX.

IT'S BEEN I THINK CELEBRATED  
PUBLICLY AT SCHOOL COMMITTEE,  
AND THERE'S BEEN SOME  
PRESENTATIONS HERE, AND PEOPLE  
ARE EXCITED ABOUT THIS NEW  
METHODOLOGY AND THIS NEW  
THINKING.

BUT THERE ARE ALSO SOME CONCERNS  
THAT WERE RAISED IN AN EARLIER  
HEARING TODAY, AND AN EARLIER  
BUDGET HEARING LAST WEEK AND THE  
WEEK BEFORE.

SPECIFICALLY, TODAY, THERE WAS  
PUBLIC TESTIMONY REGARDING AN  
ADVOCACY GROUP'S NEED TO FOIA  
THE FORMULA, TO UNDERSTAND HOW  
THE OPPORTUNITY INDEX FUNDS WERE  
DISTRIBUTED TO SCHOOLS, OR WILL  
BE.

>> YEAH, I CAN'T SPEAK TO THE  
FOIA, BUT AS SOON AS WE WERE  
DONE WITH THE METHODOLOGY, WE  
PRESENTED IN FRONT OF OUR SCHOOL  
COMMITTEE, WORKED HARD TO CREATE  
A WEBSITE THAT IS PUBLIC, THAT  
YOU CAN SEE NOT ONLY EVERY SCORE  
OF EVERY SCHOOL, BUT WHAT WE PUT  
IN THE FORMULA, AND THEN OUR TWO  
APPLICATIONS THROUGH THE  
PARTNERSHIP DOLLARS, AND THE  
HIGH-SUPPORT NEED FUND.  
AND SO THAT'S BOSTON PUBLIC  
SCHOOLS/O.I.

SO I CAN'T SPEAK TO THAT.

I DIDN'T KNOW NOTHING ABOUT THE  
FOIA.

BUT WE'VE BEEN TRYING TO BE  
TRANSPARENT AROUND THE O.I. AND  
OUR USES OF THE O.I.

>> ALL RIGHT.

THE PRESENTATION THAT WAS PRESENTED, I THINK IT'S IMPORTANT FOR US AS OFFICIALS TO REPRESENT OUR CONSTITUENTS.

>> ABSOLUTELY.

>> AND ASK THEIR QUESTIONS, IF THEY'RE UNABLE TO.

AND THEN THERE'S A FOLLOW-UP QUESTION TO THAT WAS THE ROLE OF THE DEPARTMENT OF JUSTICE FINDINGS AS IT RELATES TO MANY OF OUR E.L.L.s IN THE PROGRAMMING THAT SUPPORTS THOSE STUDENTS.

AND ITS RELATIONSHIP TO THE OPPORTUNITY INDEX.

AND MANY OF THOSE STUDENTS, THERE'S A THOROUGH PRESENTATION EARLIER TODAY ABOUT A NUMBER OF OUR SCHOOLS WITH HIGH NUMBERS OF SPANISH-SPEAKING STUDENTS THAT AREN'T RECEIVING FUNDS THROUGH THE OPPORTUNITY INDEX.

>> OKAY.

TWO THINGS.

I THINK ONE THING WE NEED TO DECOUPLE THE INDEX FROM THE APPLICATION, AND SO THE INDEX IN AND OF ITSELF IS NOT TELLING US HOW TO USE-- WHAT-- IN ORDER TO MAKE DECISIONS AROUND FUNDING. THAT MIGHT BE TRUE OF THE PARTNERSHIP DOLLARS.

I KNOW THE PARTNERSHIP DOLLARS OVERALL AGGREGATE ACROSS THE SYSTEM.

THAT 46% OF OUR LATINO STUDENTS, THE DEMOGRAPHICS OF THE SCHOOLS GETTING FUNDING IS 46% LATINO STUDENTS, WHICH IS ABOVE THE PROPORTION IN THE DISTRICT 41%. I HAVEN'T LOOKED AT IT SCHOOL TO SCHOOL, BUT WE ALSO HAVE TO ACKNOWLEDGE THAT WE HAVE ANOTHER APPLICATION OF THE INDEX THAT WAS MUCH MORE BROADER, THAT COVERED MANY MORE SCHOOLS. AND THAT WAS THE HIGH NEEDS, AND I WOULD SAY THAT THEY'RE HITTING MOST, IF NOT ALL OF THOSE SCHOOLS.

I WOULD ALSO LIKE TO REMARK THAT THE PRIOR WAY THAT WE WERE GIVING OUT PARTNERSHIP DOLLARS,

ALL SCHOOLS WERE NOT GETTING THAT MONEY.  
IN FACT IT WAS ABOUT 60 SCHOOLS BEFORE.  
AND THIS-- THIS WAY THAT WE APPLY IT THROUGH THE D.O.I., HAS INCREASED THE AMOUNT OF LATINO STUDENTS THAT ARE GETTING SUPPORTED BY PARTNERSHIP.  
SO WE CAN'T CREATE A STRAWMAN THAT THIS WAS A PERFECT SYSTEM AND EVERYBODY WAS GETTING MONEY IS AND NOW WE'RE PULLING IT AWAY.  
A LOT OF THE SCHOOLS IN WHICH THE PERSON WAS PROBABLY TALKING ABOUT WEREN'T GETTING FUNDED LAST YEAR, EITHER.  
>> OKAY.  
THERE IS I THINK A LITTLE BIT OF ANXIETY AROUND THE CHANGES IN THE WAY THAT SCHOOLS ARE RECEIVING FUNDS, AND PARTNERSHIPS ARE BEING SUPPORTED THROUGH, YOU KNOW, THIS NEW EFFORT.  
AND WHENEVER WE HAVE A NEW EFFORT, THERE ARE CHANGES THAT CAN BE UNCOMFORTABLE.  
AND I THINK IT'S WORTHWHILE TO UNDERSTAND WHY THOSE CHANGES HAPPEN.  
AND TO LEARN FROM THEM.  
BECAUSE NO ROLL-OUT OF A NEW PROGRAM IS EVER PERFECT, AND WE LEARN BY DOING, BUT I THINK THE EXPERIMENTAL FEELING IS VERY PERSONAL FOR PARENTS IN PARTICULAR.  
>> ABSOLUTELY.  
AND I'D LIKE TO OUTLINE THE PROCESS.  
MOVING FORWARD THERE WILL BE A RILTERATION OF THE INDEX EVERY SINGLE YEAR.  
I'M SHEPPARDING A PROCESS WHERE WE WILL HAVE AN INTERN AND EXTERNAL ADVISORY GRIPE AROUND THE VARIABLES.  
WE WILL ATTACK A LOOK AT SOME OF THE SUGGESTION FROM OUR SCHOOL LEADERS AND THERE WILL BE ANOTHER INDEX NEXT FALL.  
WE HAVE TO UPDATE THE DATA



ANYWAY, BECAUSE IT'S BASED ON  
THE STUDENT ACTUALLY IN THE  
SEATS AT THE SCHOOLS.  
THERE WILL BE A PROCESS THIS  
SPRING AND SUMMER WHERE WE WILL  
BRING DIFFERENT INTEREST GROUPS  
TOGETHER TO TALK ABOUT THE INDEX  
AND LOOK MORE INTO THE VARIABLES  
THEMSELVES.  
>> ARE SCHOOLS THROUGH THE  
OPPORTUNITY INDEX RSCHOOLS LOSE  
ANYTHING PARTNERS?  
>> THERE ARE SOME SCHOOLS THAT  
ARE-- THAT ARE LOSING  
PARTNERSHIP DOLLARS.  
TECHNICALLY, SCHOOLS NEVER GOT  
PARTNERSHIP DOLLARS.  
REALLY, CENTRALLY, THERE WAS A  
BUCKET OF AROUND \$6 MILLION THAT  
WAS ALLOCATED TO THE PARTNERS,  
AND THE PARTNERS MADE THE  
RELATIONSHIPS WITH THE SCHOOLS.  
SO THERE ARE SOME SCHOOLS THAT  
HAVE BEEN NEGATIVE AFFECTED.  
I THINK JOHN SPRAWL IN THE  
PARTNERSHIP OFFICE HAS DONE A  
BANG-UP JOB RALLYING AROUND  
THOSE SCHOOLS AND TALKING ABOUT  
HOW CAN YOU SAVE YOUR HIGH-LEVEL  
PARTNERS.  
BUT THERE WAS SOME  
REDISTRIBUTION.  
SO THERE WERE SCHOOLS THAT, YOU  
KNOW, SOME OF OUR HIGHEST NEEDS  
SCHOOLS THAT NEVER SAW A DOLLAR  
OF SERVICE FROM PARTNERSHIPS,  
SIMPLY BECAUSE, YOU KNOW, I  
COULD TALK ANECDOTALLY FROM WHAT  
SOME OF THE PRINCIPALS TOLD WE  
OF ME BUT THEY SAID PARTNERS  
DIDN'T WANT TO WORK WITH THEM.  
THAT'S AN EQUITY ISSUE.  
OUR THEORY OF ACTION OF SCHOOLS  
KNOWING THEIR POPULATION THE  
MOST, AND DOING WITH THEIR  
DOLLARS WHAT THEY CAN, WE PUSH  
THE DOLLARS DOWN IN FORMS OF  
EQUITY.  
WERE THERE SOME SCHOOLS THAT  
LOST?  
YES.  
BUT I THINK THE VAST MAJORITY OF  
EVEN THOSE SCHOOLS WERE ABLE TO  
FIGURE OUT WAYS TO SAVE

HIGH-LEVEL PARTNERSHIPS.

>> AND THE PARTNERSHIPS WE HAVE HEARD ABOUT IS PLAY WORKS, BOSTON DEBATE LEAD, AND THE TAG ALERT PROGRAM.

I THINK WE TALKED A LOT ABOUT THE FIRST THREE.

BUT THE TAG-ALERTER PROGRAM, WE HAD A PARENT AND SCHOOL-- A PARENT SPEAK ABOUT THE IMPORTANCE OF THE TAG-ALERTER. CAN YOU TALK A LITTLE BIT ABOUT OR TELL US WHY WE'RE USING THE TAG-ALERTER PROGRAM, WHY THAT PROGRAM IS BEING REDUCED?

>> I WOULD LIKE TO CALL UP ELEANOR.

>> YOU'LL HAVE TO FORGIVE ME. I'VE LOST MY VOICE A LITTLE BIT. DR. ROSE WAS JUST SPEAKING ABOUT THE FACT THAT WE BELIEVE IN SCHOOLS AS A UNIT OF CHANGE. I KNOW THAT MIGHT SOUND A LITTLE BIT JARGONY.

BUT YOU HAVE HEARD ME SAY WE WANT TO EMPOWER OUR SCHOOL LEADERS WHO ARE CLOSEST TO OUR KIDS TO MAKE PARTNER DECISION. AND ONE EXAMPLE OF WHY THIS IS SO IMPORTANT IS BECAUSE AS WE ARE GOING THROUGH THIS CHANGE, WE REALIZED THAT WE HAD FOUND INSTANCES, FOR INSTANCE, WITH TAG-ALERTER, WHERE THERE WAS A DISCREPANCY WITH WHAT WE HAD IN THEIR SCOPE OF SERVICES VERSUS WHAT WAS ACTUALLY BEING DELIVERED IN SCHOOLS.

AND, YOU KNOW, WE ARE ALL EMPLOYEES THAT REPORT TO THE BOLLING BUILDING EVERY DAY, AND WE BELIEVE WE NEED TO BE VERY CAREFUL THAT WE DON'T KEEP TOO MANY DECISIONS AT BOLLING THAT SHOULD BE AT THE SCHOOL LEVEL. AND WE BELIEVE THAT SCHOOL LEADERS AND SCHOOL COMMUNITIES THAT ARE THERE AT THE POINT OF THE SERVICE DELIVERY WHO ARE EVERY DAY SEEING THE IMPACT THE PARTNER CAN HAVE WITH THEIR KIDS, ARE THE ONES WHO SHOULD BE OVERSEEING THAT WORK SO THAT WE DON'T HAVE THOSE KINDS OF ISSUES

AGAIN WHERE THE FOLKS AT BOLING  
MAKE A DECISION ABOUT WHAT  
PARTNER SHOULD BE HIRED, AND  
THEY THINK A CERTAIN SERVICE IS  
HAPPENING THAT'S NOT HAPPENING.  
SO TAG-ALERTER WAS LIKE OUR  
OTHER PARTNERS: WE WORKED VERY  
CLOSELY WITH THEM, AND THESE 13  
PARTNERS THAT HAD SORT OF LEGACY  
REASONS AND PART OF THIS POT OF  
ESSENTIAL FUNDING, I WANT TO  
ALSO REMIND THE COUNCIL THAT WE  
HAVE DOZENS OF OTHER PARTNERS  
WHO JUST HAPPEN TO BE OUT-- THIS  
ONE POT JUST HAPPENED TO  
IDENTIFY 13 PARTNERS WHO WERE  
SINGLED OUT FOR CENTRAL FUNDING.  
BUT TAG-ALERTER AND ALL THE  
OTHER PARTNERS WERE MADE  
AVAILABLE TO ALL OF THE SCHOOLS,  
AND WE REALLY GOT TO HEAR THE  
VOICE OF THE SCHOOL COMMUNITY IN  
SAYING, WHICH ARE THE PARTNERS  
THAT WE VALUE NOW THAT WE HAVE  
CONTROL OVER THE DOLLARS?"

>> I THINK YOU SPECIFICALLY FOR  
TAG AS WELL, JUST LIKE THE  
BOSTON DEBATE LEAGUE, THEY HAVE  
A CENTRALIZED KIND OF SUMMER  
PROGRAM THAT WE ENCOURAGE THEM,  
AND THEY GOT FUNDING THROUGH OUR  
FOURTH QUARTER.

SO THAT PIECE WHERE THEY'RE  
BRINGING TOGETHER MULTIPLE  
STUDENTS FROM MULTITELESCHOOLS  
FOR SUMMER EXPERIENCES, WE ARE  
FUNDING.

IT'S THOSE PIECES THAT YOU KNOW  
YOU HAVE TO KIND OF MARCH  
YOURSELF TO THE INDIVIDUAL  
SCHOOLS AROUND THE IMPORTANCES  
IS, I THINK, A CHANGE FOR ALL OF  
OUR PARTNERS THAT WERE GETTING--  
I'M NOT SAEG A BLANK CHECK, BUT  
THEY WERE ABLE TO GET MONEY AND  
GO AND MAKE THE RELATIONSHIPS.  
IT'S MUCH DIFFERENT.

IT'S DIFFERENT FOR CITY YEAR.  
IT'S DIFFERENT FOR TENACITY.  
IT'S DIFFERENT FOR ALL OF OUR  
PARTNERS.

THEY'RE IN THE SAME BOAT AS  
EVERYBODY ELSE.  
THERE WAS A CENTRALIZED PIECE,

JUST LIKE THE BOSTON DEBATE LEAGUE, THAT WE DID FUND AS A DISTRICT, NOT THROUGH THIS FUND. >> THANK YOU, THANK YOU.

>> I JUST HAVE A QUICK QUESTION FOR DR. ROSE AS WELL ON THE INDICATORS.

DURING THE TESTIMONY, THEY SPOKE-- ONE OF THE TESTIFIERS SPOKE ABOUT SOCIOECONOMIC PUBLIC ASSISTANCE, AND THAT YOU MIGHT BE MISSING A LOT OF YOUNG PEOPLE BECAUSE THEIR PARENTS AREN'T ON PUBLIC ASSETTANCE.

THEREFORE, THEY'RE NOT GETTING COUNTED IN, YOU KNOW, LOW INCOME.

HOW DO YOU SPEAK TO THAT?

>> SO I THINK THAT WAS PART OF THE REASON WHY WE WANTED TO CREATE THIS INDEX.

YOU KNOW, LIKE I SAID, IN OUR PRESENTATION, OTHER THAN THAT ECONOMICALLY DISADVANTAGED VARIABLE, WE DIDN'T REALLY SAV ANY MEASURES OF OUTSIDE NEED, OTHER THAN WHAT WE CAN MEASURE AT A SCHOOL LEVEL.

AND SO IF WE WERE TO APPLY SOMETHING LIKE THE PARTNERSHIP DOLLARS TO THAT, IT WOULD BE LESS NUANCED.

SOME OF THE THINGS YOU SEE IN IMMIGRANT NEIGHBORHOODS GET PICKED UP BY SOCIAL CAPITAL. 311 CALLS WOULDND'T INCREASE YOUR SCORES.

IT WOULD LOWER YOUR SCORES. SO IMMIGRANT POPULATIONS OR DISENFRANCHISED POPULATIONS, THAT ACTUALLY INCREASES YOUR SCORE BECAUSE WHAT IT'S SAYING IS YOU HAVE-- YOU-- IT'S A SOCIAL CAPITAL MEASURE THAT TALKS ABOUT BASICALLY YOUR RELATIVE COMFORT IN NAVIGATING THE POWER SYSTEMS IN THE CITY. YOUR POPULATION NOT USING 311 WOULD INCREASE YOUR INDEX SCORE. IT'S NOT THAT YOU DON'T THAT IT'S LOWERING IT.

>> AND I JUST WANT TO ADD, ECHO WHAT DR. ROSE IS SAYING.

OUR TEAM IS DEEPLY COMMITTED TO

DOING EVERYTHING WE CAN TO HUNT  
OUT INFORMATION TO CAPTURE AND  
INCLUDE EVERY FAMILY IN BOSTON  
AS WE CAN.

IT IS HARD FOR UNDOCUMENTED  
FAMILIES, BECAUSE THEY ARE, BY  
DEFINITION UNDOCUMENTED.

SO WE HAVE BEEN ON THE HUNT FOR  
LAST 24 MONTHS FOR ANY SOURCE OF  
DATA WE CAN USE THAT WILL  
IMPROVE OUR VISIBILITY.

WE, FOR INSTANCE, ARE BROADER IN  
OUR USE OF DATA THAN THE STATE.

WHEN THE STATE USES DIRECT  
CERTIFICATION AS THEIR MEASURE  
OF POVERTY, THEY DON'T INCLUDE,  
FOR INSTANCE, CHIP, THE CHILD  
HEALTH INSURANCE PLAN.

WE DO.

WE HUNT FOR EVERY LITTLE GRAIN  
OF DATA WE CAN TO CAST AS WIDE A  
NET AS WE CAN.

>> AND THESE QUESTIONS AREN'T  
MEANT AS CRITICISM.

I'M JUST TRYING TO CLARIFY IN MY  
MIND.

WHEN YOU LOOK AT THE OPPORTUNITY  
INDICATORS UNDER-- CHRONIC  
ABSENTEEISM.

ELEMENTARY IS NOT COUNTED.

AND, YOU KNOW, I THINK WE SPOKE  
A LOT ABOUT HOW BAD OUR  
ABSENTEEISM IS IN BOSTON PUBLIC  
SCHOOLS.

WHY AREN'T WE IDENTIFYING THAT  
AS EARLY AS POSSIBLE SO THAT--  
AND THEY GET SOME CREDIT OR-- I  
DON'T KNOW WHAT THE PROPER TERM  
WOULD BE?

>> I THINK WHEN WE CREATE  
INDICES THAT PUSH RESOURCES TO  
SCHOOLS, WE HAVE TO BE VERY  
CAREFUL NOT TO CREATE PERVERSE  
INCENTIVES.

SO THE REASON WHY YOU DON'T SEE  
ANY LEADING INDICATORS OF THOSE  
EDUCATIONAL MEASURES IS BECAUSE  
THOSE MEASURES ARE TAKEN BEFORE  
THE CHILD HITS THE DOORSTEP OF  
THAT SCHOOL.

AND SO WE WOULDN'T WANT TO  
PUNISH THE SCHOOL THAT'S DOING A  
VERY GOOD JOB OF ENGAGING  
STUDENTS AND FAMILIES AND MAKING

SURE THAT THEY'RE COMING TO SCHOOL.  
OUT OF THE SOCIAL EMOTIONAL OFFICE, MY OFFICE, ISSUES AROUND CHRONIC ABSENTEEISM.  
BUT WHEN YOU'RE THINKING ABOUT INTENT VISING THINGS LIKE CHRONIC ABSENTEEISM AND FUNDING FOR TWE WERE VERY CAREFUL WITH THE MEASURES TO MAKE SURE IT WAS UPON ENTRY INTO THE SCHOOL WHICH FOR ELEMENTARY KIDS, YOU DESCROANT A STUDENT PROFILE YET. SO THAT'S WHY THOSE NEIGHBORHOOD MEASURES AND THE FAMILY MEASURES WERE THE THINGS THAT STUCK.  
>> I WOULD JUST HOPE THAT WE HAVE OTHER INTERVENTIONS.  
>> ABSOLUTELY.

>> OKAY.  
THANK YOU.

COUNCILOR FLYNN.  
>> THANK YOU, MR. CHAIRMAN.  
DR. ROSE, I JUST HAD ONE QUESTION.

I KNOW YOU HIGHLIGHTED THE FOOD PROGRAM.  
AS IT RELATES TO CLOSING THE ACHIEVEMENT GAP, WHAT CAN WE DO, ESPECIALLY DURING NONSCHOOL TIME OR IN THE SUMMERTIME, GIVING KIDS AND PARENTS ACCESS TO NUTRITIONAL PROGRAMS, TO FOOD, WHETHER IT'S ON THE WEEKENDS, OR IN THE SUMMERTIME?

IS THERE ANY TYPE OF WAY THE SCHOOL DEPARTMENT CAN PARTNER UP WITH ANY NONPROFITS TO PROVIDE MORE FOOD DURING THE SUMMERTIME TO SOME OF THESE FAMILIES?

>> YEAH.  
I THINK ALL OF OUR-- WE'RE ENCOURAGING THE MAJORITY OF OUR STUDENTS TO TAKE PART IN OUR SUMMER FOURTH QUARTER SUMMER PROGRAMMING, WHICH, YOU KNOW, GIVES FREE BREAKFAST, FREE LUNCH.

I THINK THE MORE WE CAN GET THE WORD OUT THAT WE ACTUALLY PROVIDE YEAR-ROUND FREE BREAKFAST AND FREE LUNCH AS A DISTRICT, AND COMMUNICATE WHERE THOSE ARE.

NOW, I'M NOT IN FOOD SERVICES,  
SO THEY MIGHT BETTER PEOPLE TO  
TALK TO ABOUT THAT, BUT I KNOW  
IT IS AVAILABLE IN MANY PROGRAMS  
WE RUN OVER THE SUMMER.

WE MAKE SURE WE HAVE BREAKFAST  
AND LUNCH FOR THE INDIVIDUALS  
RUNNING THROUGH THAT PROGRAM.  
BUT EVEN IF YOU'RE NOT IN A  
B.P.S. SUMMER PROGRAM, I BELIEVE  
YOU STILL HAVE ACCESS TO FREE  
LUNCH AND FREE BREAKFAST.

>> THANK YOU.

AND I JUST HAVE ONE MORE  
QUESTION.

I KNOW YOU HIGHLIGHTED OUR  
STUDENTS THAT CAME FROM PUERTO  
RICO.

WHAT ARE WE SPECIFICALLY DOING  
FOR THEM THIS SUMMER TO HELP  
THEM, WHETHER IT'S  
EDUCATION-WISE OR SOCIAL OR  
EMPLOYMENT OR TRAINING, ACCESS  
TO JOB TRAINING, MEDICAL CARE?  
WHAT ARE THE BOSTON SCHOOLS  
DOING TO HELP OUT PUERTO RICAN  
STUDENTS?

>> OVER THE SUMMER WE DO PROVIDE  
E.L. SUPPLEMENTAL SERVICES.  
WE HAVE BEEN DOING OUTREACH.  
WE DO UTOF OUTREACH EVERY YEAR  
TO OUR COMPENSATORY STUDENTS,  
AND WE ARE INCLUDING OUR FIEWNTS  
FROM PUERTO RICO IN THAT GROUP  
THIS YEAR.

WE HAVE FOUND THE MOST EFFECTIVE  
WAY TO REACH THE FAMILIES IS  
THROUGH PHONE CALLS AND WE WILL  
BE DOING THAT FOR THE FAMILIES  
THAT WERE DISPLACED.

ANOTHER THING THAT WE ARE DOING  
IS WE DID RECEIVE THE  
IMMIGRATION GRANT THIS YEAR, AND  
THAT HAS ALLOWED TO US HAVE MORE  
RESOURCES IN ORDER TO PARTNER  
WITH OUR C.B.O.s, TO PROVIDE  
MORE ACCESS TO THOSE SEATS.  
AND WE WILL HAVE TRANSPORTATION  
AGAIN THIS SUMMER.

WE KNOW THAT WAS A BARRIER IN  
THE PAST FOR STUDENTS RECEIVING  
THAT SUMMER PROGRAMMING.

SO WE WILL MAKE SURE WHEN WE  
MAKE THOSE CALLS THEY ARE AWARE

THEY WERE HAVE TRANSPORTATION TO PARTICIPATE IN THOSE PROGRAMS.

>> EXCELLENT.

THANK YOU.

AND IF THERE'S ANYTHING I CAN DO TO BE HELPFUL TO OUR PUERTO RICAN STUDENTS, WILL YOU PLEASE LET ME KNOW.

>> THANK YOU.

>> THANK YOU.

>> THANK YOU, COUNCILOR FLYNN.

COUNCILOR O'MALLEY.

>> THANK YOU, MR. CHAIRMAN.

GOOD AFTERNOON, LADIES AND GENTLEMEN.

COLIN, YOU MENTIONED IN THE OPPORTUNITY INDEX BECAUSE OF THE WHOLE MYRIAD FACTORS, SEVERAL SCHOOLS WOULD LOSE OUT ON FUNDING.

YOU CAN TELL ME WHICH SCHOOLS THOSE ARE?

>> DON'T HAVE THE-- LET ME THINK IF I HAVE THE LIST ON ME.

JOHN SPRAWL PARTNERSHIPS-- ARE YOU ASKING SPECIFICALLY FOR THE PARTNERSHIP APPLICATION?

>> NO, I'M ASKING-- WELL, YES, BOTH THE PARTNERSHIPS AND THE SCHOOLS FOR--

>> BECAUSE THE O.I. HAS A TOOL, BUT THEN THERE'S THE APPLICATION OF THE PARTNERSHIP.

SO DO WE HAVE A COMPLETE LIST OF SCHOOLS THAT WOULD BE LOSING FUNDS?

YEAH, YEAH, COME DOWN.

>> SPEAK INTO MASS. PIKE.

>> IN TERMS OF FUNDING.

SCHOOL NEVER REALLY TRULY RECEIVED FUNDS.

IT WENT DIRECTLY TO THE PARTNER. SO THIS WAS THE FIRST-- NEXT YEAR IS THE NEXT YEAR THEY'LL BE ACTUALLY RECEIVING FUNDS.

>> I'M SORRY.

I DON'T MEAN TO CUT YOU OFF.

I ONLY HAVE FIVE MINUTES.

ARE THERE ANY SCHOOLS THAT WILL NO LONGER BE ABLE TO OFFER THE PROGRAMS THAT THEY ARE CURRENTLY OFFERING?

>> YES.

>> WHICH SCHOOLS ARE THOSE?



>> SO, IT'S-- IT'S KIND OF A  
LONGER LIST.  
I MEAN, I CAN GIVE YOU-- IF IT'S  
HELPFUL, I CAN PROVIDE YOU WITH  
A LIST OF SCHOOLS THAT MIGHT BE  
LOSING SOME PARTNERS, SCHOOLS  
THAT ARE GAINING PARTNERS,  
SCHOOLS THAT ARE MAINTAINING  
PARTNERS.

>> THAT WOULD BE HELPFUL.

>> SPECIFIC SCHOOLS YOU HAVE  
QUESTIONS ABOUT?

BECAUSE I COULD LOOK UP A  
SPECIFIC SCHOOL.

>> NO.

MY POINT IS I THINK IN THEORY  
THE OPPORTUNITY INDEX MAKES A  
LOT OF SENSE, AS I SAID WHEN  
DR. ROSE FIRST PRESENTED TO THE  
COUNCIL SEVERAL WEEKS OR MONTHS  
AGO.

IM CONCERNED ABOUT CERTAIN  
SCHOOLS THAT ARE ACCUSTOMED TO  
OFFERING INCREDIBLE PROGRAMMING  
THAT WILL NO LONGER BE ABLE TO  
AND HOW WE ADJUST THAT.

I HAVE BEEN HERE LONG ENOUGH AS  
THE CHAIR TO REMEMBER WHEN WE  
WENT TO WEIGHTED STUDENT  
FUNDING, WHICH ALSO MAKES SENSE,  
BUT THERE ARE SOME BUGS THERE.  
WE ALLOWED FOR A SOFT LANDING IN  
CERTAIN CASES FOR A WHOLE HOST  
OF THINGS, AND I THINK THAT'S AN  
APPROACH WE MAY WANT TO ADOPT  
HERE AS WELL.

I'LL MOVE ON FROM THIS--

>> IT IS ABOUT SIX SCHOOLS THAT  
WE'RE MOST CONCERNED ABOUT.

>> IF YOU COULD PROVIDE THIS  
BODY THROUGH THE CHAIRMAN WITH  
THAT LIST IT WOULD BE HELPFUL.

>> SURE.

>> I'M GOING TO JUMP AROUND.

HOW MANY OUT-OF-DISTRICT  
PLAIMENTZ ARE SPECIAL ED  
STUDENTS, DO WE HAVE FOR SPED  
STUDENTS?

>> THE NUMBER OF STUDENTS?

>> YES.

>> THIS YEAR WE HAVE 459.

>> AND THAT'S A DECREASE FROM  
LAST YEAR?

>> YES, 472.

>> BUT IT'S STILL A  
SIGNIFICANTLY HIGHER INCREASE  
FROM 2013-2014.  
THAT WAS 297.  
THIS YEAR IT'S 472.  
WHAT IS THAT COSTING US?  
>> THE TOTAL NUMBER--  
>> WHAT'S THE TOTAL PAYMENT  
WE'RE PAYING TO OUT OF DISTRICT?  
>> WE HAVE \$17 MILLION THAT'S IN  
THE BUDGET FOR NOW, BECAUSE WE  
ALSO HAVE ITS CIRCUIT BREAK  
THEY'RE WE NEED TO MAKE SURE IS  
ALSO INCLUDED.  
THAT'S A STATE-FUNDED  
REIMBURSEMENT TO THE DISTRICT  
FOR STUDENTS THAT ARE OUT OF  
DISTRICT.  
>> OKAY.  
AND IS THAT REIMBURSEMENT  
REIMBURSEAT 100%?  
>> NO, IT'S NOT.  
THIS YEAR I BELIEVE THE LAST  
THING SAW IT WAS AT 67%.  
THERE WAS AN INCREASE AT THE  
STATE LEVEL, SO IT'S SUPPOSED TO  
BE GOING UP TO 72%.  
OVER A CERTAIN THRESHOLD DOLLAR.  
>> UNDERSTOOD.  
AND JUST TO REMIND, SINCE WE  
HAVE SO MANY OF YOUR COLLEAGUES  
HERE, THIS ISN'T FOR YOU GUYS,  
WE'RE STILL WAITING, THIS BODY,  
FOR MY REQUEST AT LAST WEEK'S  
BUDGET HEARING ON OUR  
OUT-OF-DISTRICT PLACEMENT FOR  
VOC TECH SCHOOLS.  
I BELIEVE IT WAS NORFORK AGGIE  
AND A SECOND SCHOOL THAT ESCAPES  
ME NOW.  
>> MINUTEMAN.  
>> THANK YOU.  
AND HOW HAS THAT NUMBER GONE  
UP-- I APPRECIATE THAT IT HAS  
GONE DOWN BY ABOUT 20 OR SO OR  
15 STUDENTS FROM LAST YEAR.  
BUT WE'RE STILL 170 STUDENTS  
MORE FROM TWO OR THREE YEARS  
AGO.  
WHAT ARE THE-- WHAT SERVICES  
AREN'T WE ABLE TO OFFER?  
WHAT STUDENTS AREN'T WE ABLE TO  
EDUCATE?  
>> WHEN WE LOOK AT THE NUMBERS

FROM 2013-2014 WE WERE TALKING ABOUT, TO CURRENT YEAR, THE BIGGEST INCREASE IS IN-- BY ABOUT 200 STUDENTS-- ABOUT 100-- 170 OR 80.

IN OUR STATE-INVOLVED STUDENTS. AND THAT'S ONE OF OUR BIGGEST CHALLENGES.

THE STATE-INVOLVED STUDENTS WE DON'T HAVE ANY PURVIEW OVER THE CHALLENGES THAT OCCUR THERE.

WHEN THEY DECIDE A STUDENT WILL BECOME A RESIDENTIAL PLACEMENT, WE ARE RESPONSIBLE FOR THE DAY PLACEMENT PORTION OF IT.

SO THE SCHOOL PROGRAM OF IT.

WE DON'T TAKE ON THE RESIDENTIAL PIECE COMPLETELY.

IF YOU HAVE A STUDENT WITH D.C.F., AND D.C.F. PLACES THEM AT BRANDON IN NATICK AS A RESIDENTIAL STUDENT, THEY WILL TAKE THEIR PORTION OF THE RESIDENT, BUT WE HAVE TO PAY FOR THE BASE SCHOOL.

>> THIS HAS NOTHING TO DO WITH US BEING ABLE TO OFFER SERVICEITIZE STUDENT?

THIS IS ANOTHER HOST OF SORT OF COMPLICATED ISSUES?

>> ABSOLUTELY.

AND SOME OF THE STUDENTS SENT OUT THERE ARE GENERAL ED STUDENTS.

>> DO WE HAVE ANY STUDENTS IN BOSTON THAT ARE STATE INVOLVED COMING FROM OTHER CITIES AND TOWNS THAT WE ARE THEN GETTING-- THE CITY IS GETTING PAID FOR?

>> NO.

WE DON'T HAVE-- SO IF THERE ARE STUDENTS FROM ANOTHER DISTRICT COMING TO BOSTON, WE'RE SWITCHING IN SOME KIDS TO HORACE MANN SCHOOL, YES, WE TRANSITION THEM THERE.

SOMETIMES WE MAKE ARRANGEMENTS WITH MCKINLEY.

IF THEY MOVE TO ANOTHER DISTRICT AND THEN THE DISTRICT WANTS TO SEND THEM BACK, AND WE'LL TUITION THEM IN.

>> MY POINT IS, I WANT TO SEE-- PERHAPS I'M NAIVE OR OPTIMISTIC

OR ANOTHER ADJECTIVE-- I WANT TO SEE THE NUMBER OF OUT-OF-DISTRICT STUDENTS AS LOW AS HUMANLY POSSIBLE.

I WANT TO STEE AS ZERO.

I RECOGNIZE WE ALL DO.

THE FACT THAT WE ARE NOW SEEING THAT INCREASE, WAS THIS A CHANGE FROM YEARS PRIOR THAT COURT-INVOLVED STUDENTS ARE-- NOT COURT-INVOLVED STUDENTS, STATE-INVOLVED STUDENTS, DID WE NOT HAVE TO PAY FOR THAT BEFORE?

>> NO, I THINK THE USE OF OUTSIDE AGENCY INCREASED, I THINK, A COUPLE OF REASONS I HYPOTHESIZE, THERE'S A REDUCTION IN THEIR FUNDING OR BUDGET, AND THERE'S ALSO A LACK OF PLACES TO PUT KIDS IF THEY'RE IN CUSTODY AND THEY NEED A RESIDENCE.

SO THE GROUP HOMES ARE FILLED.

THERE ARE DIFFERENT--

>> BUT NONE OF THIS IS NEW FROM FIVE, 10 YEARS AGO, YET THE NUMBER HAS INCREASED SO DRAMATICALLY.

>> YES.

>> SO IT'S JUST-- AGAIN, I'M MORE CURIOUS.

I THINK THERE'S AN ISSUE HERE AT THE STATE LEVEL THAT MAYBE WE SHOULD BE TALK PG.

>> I AGREE.

AND ADVOCACY THERE WOULD BE GREAT.

WHAT HAPPENS IS WE DON'T HAVE ANY SAY IN IT, AND THEN THE ONUS IS ON THE DISTRICT TO MAKE SURE WE'RE PAYING-- WE'RE FUNDING THE STUDENT THAT IS AT THE SCHOOL.

ONCE IT'S A RESIDENTIAL PLACEMENT, YOU DON'T-- YOU CAN'T GO PICK THEM UP-- IF THEY'RE LIVING THERE, YOU CAN'T PICK THEM UP AND BRING THEM BACK TO BOSTON.

>> NO.

AND THE ULTIMATE CONCERN IS MAKING SURE THESE KIDS WHO HAVE A WHOLE HOST OF ISSUERS THAT DEALING WITH, THEIR SCHOOLS ARE SANCTUARIES, SO I DON'T THINK THAT'S HAPPENING YET.

SO THAT'S INTERESTING.  
AND VERY BRIEFLY BEFORE WE GO,  
TWO QUICK QUESTIONS.  
YOU CAN TALK A LITTLE BIT ABOUT  
THE EXAM SCHOOL INITIATIVE?  
I KNOW THAT B.P.S. WORKS WITH  
THE BOSTON LATIN SCHOOL  
ASSOCIATION, AND GROWING THAT  
PROGRAM.  
ANYONE WANT TO JUMP IN ON THAT?  
>> YEAH, SURE.  
IT'S A PROGRAM WE REFORMED OUT  
OF MY OFFICE.  
WE HAVE WORKED CLOSELY WITH NOW  
WITH RACHEL SCERET AROUND  
PLANNING AND MAKING SURE IT'S AS  
DIVERSE AS WE CAN POSSIBLY GET  
IT.  
WHEN WE TOOK IT OVER, THERE WAS  
LESS THAN 25% REPRESENTATION  
FROM OUR BLACK AND LATINO  
STUDENTS.  
WE'RE UP OVER 50% IN BOTH OF  
THOSE, AND WE EXPANDED.  
I THINK LAST YEAR WE HAD UPWARDS  
OF 675 STUDENTS--  
>> 675, AND THIS SUMMER WILL BE  
THE THIRD YEAR OF IT OR SECOND  
YEAR?  
>> THIS PROGRAM HAS BEEN GOING  
ON A LONG TIME.  
>> I UNDERSTAND THAT, THERE'S  
BEEN A NEW SORT OF REDOUBLED  
EFFORT.  
>> YES, YES.  
>> THIS WILL BE THE SECOND OR  
THIRD YEAR.  
>> THAT IS ALMOST LIKE A  
HIGH-WATER MARK BECAUSE WE TRIED  
REALLY HARD LAST YEAR TO EVEN  
HAVE MORE, WHEN YOU START  
GETTING UP TO 700 STUDENTS THAT  
ARE FIFTH GRADER, YOU'RE TALK A  
GOOD PROPORTION OF OUR CHILDREN  
FROM THE DISTRICT.  
>> DID YOU SEE AN INCREASE IN  
THE NUMBER OF KIDS OF COLORS  
ACCEPTED INTO ONE OF THE THREE  
EXAM SCHOOLS?  
>> ABSOLUTE.  
I CAN GIVE YOU SPECIFIC NUMBERS  
IN A MINUTE.  
I THINK IT ALMOST DOUBLED THE  
CHANCES FOR THE STUDENTS THAT

WENT THROUGH THE PROGRAM VERSUS  
THOSE THAT APPLIED AND DIDN'T GO  
THROUGH THE PROGRAM, BLACK AND  
HISPANIC.

>> THANK YOU, MR. CHAIRMAN.

>> COUNCILOR CAMPBELL.

>> THANK YOU, KATE.

THANK YOU, COUNCILOR CIOMMO.

AND THANK YOU, KATE.

AND THANK YOU, GUYS, FOR BEING  
HERE, AND THANK YOU FOR THE WORK  
YOU'RE DOING.

DR. ROSE I WANT TO APPLAUD YOUR  
EFFORTS ON THE OPPORTUNITY  
INDEX.

WE'RE OFTEN THROWING AROUND THE  
TERM "EQUITY."

WHAT DOES THAT MEAN?

HOW DO WE APPLY IT TO THE WORK?  
AND I THINK B.P.S.' APPROACH IS  
A LITTLE MORE INNOVATIVE THAN  
OTHER TOOLS THAT ARE OUT THERE.  
SOME SCHOOLS I DO A LOT OF WORK  
MY SCHOOLS IN THE GROVE HALL  
AREA HAVE BEEN TALKING ABOUT  
THIS OPPORTUNITY INDEX REALLY IN  
A BETTER WAY TAWRMT OF CAPTURING  
THEIR NEED SO THAT THEY CAN THEN  
ADVOCATE FOR THEIR STUDENTS WHEN  
IT COMES TO THESE LIMITED  
DOLLARS THAT WE HAVE.

OFTEN I HEAR FROM FOLKS IN MY  
DISTRICT-- LARGELY MATTAPAN AND  
DORCHESTER-- THAT THESE FOLKS  
OVER HERE GET MORE THAN WE DO  
OVER HERE.

SO HOW DO WE PUSH BACK ON THAT  
NARRATIVE, ALSO UNDERSTANDING  
SOME OF THAT IS TRUE BASED ON  
HISTORY?

SO I APPLAUD YOUR EFFORT AND THE  
DISTRICT'S EFFORT IN USING THE  
INDEX.

MANY OF MY QUESTIONS RELATED TO  
PARTNERSHIP DOLLARS HAVE BEEN  
ANSWERED.

I, TOO, AM INTERESTED IN SEEING  
THE LIST OF NOT JUST THOSE FOLKS  
THAT ARE LOSING BUT ALSO FOLKS  
THAT ARE GAINING.

AND THE APPROACH OR RESPONSE TO  
THOSE SCHOOLS THAT MIGHT BE  
LOSING.

I DON'T THINK WE ACTUALLY DO A

GREAT JOB IN COMMUNICATING TO THE PUBLIC WHAT WE MEAN WHEN WE SAY, "EQUITY," WHEN WE MEAN WHEN WE'RE MAKING THESE SHIFTS AND WHY THEY'RE IMPORTANT.

I THINK WE NEED TO DO A BETTER JOB.

I THINK PEOPLE HAVE THIS "I'M LOSING," AND THAT'S IT.

HOW DO THEY LOOK AT IT WITHIN A LARGER SYSTEM?

YOU GUYS, OBVIOUSLY, HAVE TO LOOK AT IT WITHIN A LARGER SYSTEM.

AND THAT'S OFTEN WHAT I'M TELLING FOLKS ON THE GROUND IN MY DISTRICT.

BUT I WANTED TO AT LEAST GIVE YOU COULDSE FOR THE OPPORTUNITY OF OPPORTUNITY INDEX.

I HAVE A COUPLE OF QUESTIONS, MANY OF WHICH HAVE ALREADY BEEN ASKED AND ANSWERED.

THERE WAS A DECLINE IN FUNDING RELATED TO THE IDEA.

JUST CURIOUS, ALMOST A HALF A MILLION DOLLARS.

WHY THE DECLINE IN THE FEDERAL DOLLARS.

>> THE DECLINE IN THE FEDERAL DOLLARS WAS DUE TO THE ALLOCATION THAT THE GOVERNMENT GAVE TO ALL DISTRICTS ACROSS THE NATION.

IT WAS A DECREASE FROM THE FEDERAL GOVERNMENT.

>> DO THEY TELL US WHY?

ESPECIALLY WHEN YOU LOOK AT, OBVIOUSLY, OUR DISTRICT AND OUR POPULATION.

HERE COMES ELEANOR RUNNING.

YOU DON'T HAVE TO RUN.

>> I WAS SURPRISED IT WASN'T

MORE, THOUGH, VERY HONESTLY.

WHICH IS THE WAY OF THE TENOR OF WHAT'S HAPPENING WITH IDEA AND EDUCATION FEDERALLY, I WAS SURPRISED IT WAS THAT LOW, PERSONALLY.

>> WHEN IT COMES TO OUR FEDERAL FUNDS, EVERY YEAR WHEN WE'RE GOING THROUGH OUR BUDGET PLANNING PROCESS, WE DO OUR BEST TO PROJECT IT.

WE HAVE A LITTLE BIT MORE  
INFORMATION NOW THAN WE HAD AT  
THE TIME WE DID THE PROJECTION.  
WE DON'T HAVE THE DOLLARS YET.  
WE DON'T GET THEM UNTIL  
TYPICALLY EARLY JULY.  
ACTUALLY, THE BILL THAT WAS  
PASSED IN D.C., GIVES US SOME  
HOPE THAT SOME OF THE FEDERAL  
DOLLARS, TITLE I IDEA, TITLE IV  
MIGHT BE BETTER THAN OUR  
ORIGINAL PROJECTION.  
BUT WE NEED TO WAIT AND SEE HOW  
DECI SPLITS UP THE PIE.  
>> THAT NUMBER COULD BE  
DIFFERENT.  
>> YES.  
EVERY YEAR AT THIS POINT, WE DO  
OUR BEST.  
WE FOLLOW WHAT'S HAPPENING IN  
D.C.  
WE TALK TO DECI.  
IT'S A REALLY IMPERFECT SCIENCE.  
WE TAKE OUR BEST GUESS.  
IT'S UNFORTUNATE WE DON'T GET  
THE FIRM DOLLARS UNTIL SUMMER  
WHICH MAKES IT HARD TO PLAN  
WELL.  
LAST YEAR WE HIT THE NAIL ALMOST  
QUITE ON THE HEAD.  
WE GOT REALLY CLOSE IN OUR  
PROJECTIONS.  
THE YEAR BEFORE WE GOT A  
PLEASANT SURPRISE AND GOT A  
LITTLE MORE.  
IT'S MORE ART THAN SCIENCE.  
BUT DECI DOES HAVE A FAIR AMOUNT  
OF DISCRETION OF HOW THEY DIVVY  
UP THE PIE OF WHAT COMES FROM  
D.C.  
THAT'S REMAINING VARIABLE.  
>> OKAY, THAT'S HELPFUL.  
I JUST HAD ANOTHER QUICK  
QUESTION RELATED TO THE ENGLISH  
LANGUAGE LEARNERS, AND  
PARTICULARLY, WITH THE NEW STATE  
LAW THAT'S PASSED, HOW ARE WE  
RESPONDED TO THAT, WHICH I THINK  
A LOT OF FOLKS HAVE BEEN  
ADVOCATING FOR, FOR YEARS.  
I WANT TO APPLAUD THE DISTRICT  
ON THE THE MATAHUNT FRONT, AT  
LEAST WHEN IT COMES TO THE  
DUAL-LANGUAGE PROGRAM HAS BEEN



PRETTY GOOD.

I THINK HOW IT ALL HAPPENED AND THE CLOSING AND TRANSITION WAS NOT SO GREAT.

AND I THINK WE HOPEFULLY HAVE LEARNED FROM HOW YOU ENGAGE PARENTS WELL, AND WHAT'S EFFECTIVE AND WHAT ISN'T, AND THAT THEY NEED TO BE A PART OF THE PROCESS EARLIER ON, EVEN WHEN WE PERCEIVE THAT A SCHOOL IS IN CRISIS, HOW DO WE ENGAGE PARENTS THEN, AND NOT WITH WE'RE SAYING WE'RE GOG CLOSE OR SHIFT. I WOULD LOVE TO HEAR MORE ABOUT HOW DOES A DISTRICT RESPOND TO THE NEW STATE LAW?

>> SO, CURRENTLY, THE LOOK GUIDELINES FROM DECI, ARE UNDER PUBLIC COMMENTS.

THERE IS AVAILABILITY FOR ANYONE TO GO ON AND READ THE REGULATIONS AND GUIDANCE AS THEY STAND RIGHT NOW AND PUT IN THEIR THOUGHTS.

THAT IS SOMETHING WE ARE ACTUALLY DOING IN OUR DEPARTMENT.

WE ARE LEADING OUR ENGLISH LEARNER ADVISORY COMMITTEE ABOUT THE PASSAGE OF THE LOOK ACT AND BE PARTICIPATING IN THAT PUBLIC COMMENT PERIOD.

HOWEVER, WE'VE ALREADY GONE AHEAD AND STARTED MAKE PLANS ABOUT WHAT THIS IS GOING TO LOOK LIKE.

WE ARE EXCITED ABOUT THE POSSIBILITY OF OPENING MORE DUAL-LANGUAGE PROGRAMS THROUGHOUT THE CITY.

THE LOOK ACT OFFERS MORE FLEX IBTS, BUT IT ALSO OFFERS INCREASED ACCESS TO BILITERACY, AND IT-- IT SORT OF SANCTIONS NATIVE LANGUAGE SUPPORT AS A GOOD PRACTICE.

SO ONE OF THE THINGS THAT WE'VE DONE IS WE'VE INVESTED QUITE A FEW DOLLARS THIS YEAR FOR NEXT YEAR IN PROVIDING NATIVE LANGUAGE RESOURCES TO OUR TEACHERS.

MANY OF OUR TEACHERS KNOW A LOT

OF NATIVE LANGUAGE RESOURCES  
THAT ARE OUT THERE BECAUSE THEY  
ARE AND HAVE BEEN BEST PRACTICE,  
WHETHER THEY WERE TECHNICALLY  
ALLOWED OR NOT.

WE DID A SURVEY OF WHAT ARE THE  
RESOURCES THEY WOULD LIKE TO SEE  
FUNDED?

WHAT ARE THE MATERIALS?

AND WE HAVE MADE A PURCHASE  
ALREADY MOVING FORWARD.

WE HAVE-- TO ACCLIMATE OUR TEACH  
INTOARS USING NATIVE LANGUAGE  
RESOURCES IN CLASSES, MORE  
APPROPRIATELY.

AS FOR THE DUAL-LANGUAGE  
PROGRAMS, WE ARE CURRENTLY  
MEETING WITH ALL OF OUR  
COMMUNITY MEMBERS.

LAST NIGHT WE ACTUALLY WENT TO  
THE WINDSHIP SCHOOL AND WERE  
INVITED ABOUT THERE BY THE  
PRINCIPAL AND THE COMMUNITY TO  
TALK ABOUT THE POSSIBLE OF  
DUAL-LANGUAGE PROGRAMMING.

RIGHT NOW, WE ARE EDUCATING OUR  
COMMUNITY MEMBERS ON WHAT THIS  
COULD LOOK LIKE, THE DIFFERENT  
MODELS AVAILABLE TO THEM, AND  
GIVING THEM AN OPPORTUNITY TO  
ASK QUESTIONS, AND SORT OF  
SEEING WHAT THE OVERALL FEELING  
IS.

LAST NIGHT THERE WAS A VERY  
POSITIVE FEELING TOWARDS THE  
POSSIBILITY OF A DUAL-LANGUAGE  
PROGRAM IN THEIR FUTURE.

AND SO THEY ASKED US TO COME  
BACK AND HAVE ANOTHER MEETING TO  
GET FORMALIZED FEEDBACK FROM  
THEM.

SO WE WILL BE HAVING SEVERAL OF  
THESE MEETINGS THROUGHOUT THE  
CITY, AGAIN, JUST TO EDUCATE OUR  
FAMILIES AND TO LET THEM KNOW  
THIS IS AN OPPORTUNITY THAT  
THEIR SCHOOL CAN TAKE ADVANTAGE  
OF AT THIS POINT.

AND SO WE'RE REALLY EXCITED  
ABOUT THAT.

AND WE DO WANT TO SEE WHERE'S  
THE TRANSLATE MOST?

AND WE HAVE IDEAS FOR WHERE WE  
WOULD TO SEE THESE PROGRAMS IN

THE NEXT FIVE YEARS.  
HOWEVER, WE WOULD LIKE TO ENGAGE  
THE DMIEWNLT THAT CFN.  
WE ARE EXCITED-- BOSTON WAS  
ALREADY IMPLEMENTING THE SEAL OF  
BILITERACY FOR LAST TWO YEARS.  
WE HAD APPROXIMATELY 100  
STUDENTS, 50 STUDENTS EACH YEAR,  
FROM THE NUNEZ, WHO RECEIVED THE  
SEAL OF BILITERACY.  
THIS YEAR WE EXPANDED IT.  
WE HAVE 20 MORE STUDENTS WHO  
TOOK THE ASSESSMENT AT BOTH  
BRIGHTON HIGH AND EXCEL TO BE--  
TO SHOW WHETHER OR NOT THEY ARE  
ELIGIBLE FOR THE SEAL OF  
BILITERACY.  
AND WE'RE ALSO SENDING OUT A  
COMMUNICATION TO ALL PRINCIPALS  
SO THAT THEIR STUDENTS, THEY CAN  
IDENTIFY STUDENTS THAT MIGHT BE  
INTERESTED IN THIS POSSIBLE.  
AND NEXT YEAR WE WILL BE  
EXPANDING IT TO ALL HIGH SCHOOLS  
IN A MUCH MORE FORMALIZED  
FASHION.  
>> THAT'S VERY HELPFUL.  
THANK YOU.  
I JUST HAVE TWO MORE THINGS.  
ONE IS A SIMILAR REQUEST I MADE  
EARLIER IN THE PREVIOUS HEARING,  
AND SIMILAR TO REQUESTS I MADE  
IN THE LAST FISCAL YEAR, WHICH  
IS WHEN WE TALK ABOUT THE  
OPPORTUNITY GAP, THARY,  
CHIEVEMENT GAP, HOW LONG IT'S  
GOING TO TAKE TO CLOSE THESE  
GAPS.  
I THINK IN THE FISCAL YEAR  
BUDGET HEARING LAST YEAR, WE GOT  
TO, YOU KNOW-- SOMEONE SAID  
ABOUT FIVE YEARS.  
AND I SAID, WELL, THAT'S GREAT.  
I'D LOVE TO SEE THE PLAN RELATED  
TO THAT.  
AND THEN THE CONVERSATION WENT  
INTO THIS IS EVERY-- EVERY  
DEPARTMENT HAS A ROLE TO PLAY IN  
CLOSING THE OPPORTUNITY GAP AND  
ACHIEVEMENT GAP-- PARTICULARLY  
ACHIEVEMENT GAP.  
AND I SAID I'D LOVE TO SEE A  
PLAN THAT'S WRITTEN ON PAPER  
WHAT DEFINES WHAT THE GOALS ARE

FOR EACH OF THOSE DEPARTMENTS IN DOING THAT.

SO, FOR EXAMPLE, EARLIER TODAY, WE WERE TALKING ABOUT THE OFFICE OF HUMAN CAPITAL, RECOGNIZING THE IMPORTANCE OF HAVING TEACHERS THAT LOOK LIKE-- THAT ARE REPRESENTATIVES OF STUDENT POPULATION WITHIN B.P.S.

WE'RE NOT THERE YET.

BUT LAYING THAT OUT AS A ONE-WAY AND ONE SCHOOL THAT WE USE TO CLOSE THAT ACHIEVEMENT GAP.

AND THEN WHERE ARE WE WITH RESPECT TO THAT?

WHAT TIMELINE IS ATTACHED TO THAT?

SO JUST RENEWING THAT.

I TALKED ABOUT IT EARLIER.

I UNDERSTAND THIS WAS REALLY IN YOUR CAMP, IN A LOT OF WAYS, DR. ROSE, SO BRINGING THAT BACK, TO SEE SOMETHING THAT'S ON PAPER THAT CAN BE SHARED WITH OUR FAMILIES.

AND IT DOESN'T HAVE TO BE SOMETHING THAT'S COMPLICATED.

BUT PEOPLE NEED TON HOW DOES THIS ALL CONNECT TO THE BIGGER PICTURE?

BECAUSE THEN I THINK IT BECOMES MORE REALISTIC THAT WE WILL REACH THAT GOAL OF CLOSING THIS GAP.

OR MAYBE WE WON'T.

BUT I KNOW THAT I SHARE FRUSTRATIONS OF MANY FOLKS WHEN WE LOOK AT THE NUMBERS, AND I KNOW IT'S NOT ENTIRELY THE B.P.S. THAT'S GOING TO CLOSE OFF THESE.

THEY'RE CONNECTED TO SO MANY OTHER SERVICES OTHER INCLUDING POVERTY, TRAUMA, INCARCERATION, VIOLENCEUE NAME IT.

BUT AT LEAST IN THE B.P.S. SPACE, YOU'RE DOING A LOT.

SO HOW DOES IT CONNECT?

>> YEAH, AND I CAN CERTAINLY

SEND YOU OUR O.A.G. POLICY.

AND WE HAVE AN IMPLEMENTATION PLAN WITH OVER 120 SMART GOALS THAT ARE MEASURABLE, TIME BOUND ACROSS ALL OF OUR DISTRICT

OFFICES.

THERE WILL BE A TRACKER THAT  
WILL BE ONLINE FOR PUBLIC  
CONSUMPTION.

WE'RE HAVING IT BUILT NOW.  
CURRENTLY, WE DO MAKE UP-- THE  
PUBLIC THROUGH OUR WEBSITE.  
THEY'RE ON GOOGLE DOC.  
THEY'RE PRETTY MESSY.

BUT IN SHORT TIME THERE WILL BE  
A PUBLIC TRACKER WHERE YOU CAN  
SEE THE GOALS AND PEOPLE'S  
PROGRESS TOWARDS THOSE GOALS.

>> THANKS.

AND THE LAST THING, AND I'M  
DONE, GOING BACK TO THE EXAM  
INITIATIVE, RIGHT NOW, THE EXAM  
INITIATIVE IS REACHING HOW MANY  
STUDENTS?

>> ABOUT 650 A YEAR.

>> AND HOW IS THAT FUNDED?

SO WHAT PERCENTAGE IS B.P.S.  
GIVING EYE KNOW THE LATIN SCHOOL  
ASSOCIATION I BELIEVE STILL  
GIVES SOMETHING.

HOW DO WE COVER THIS, AND KEEP  
COVERING THIS?

>> IT'S A COMBINATION BETWEEN  
B.P.S. FUNDS.

MAYOR MARTY WALSH'S FUND.

HE GIVES ABOUT \$20s,000.

E.L.S.A. GIVES ABOUT \$30,000,

AND THE REST IS COVERED BY

B.P.S.

AND A LOT OF THE MONEY THAT IS  
GIVEN IS ACTUALLY FOR SOME OF  
THE REFORMS WE MADE BECAUSE WE  
CAN'T USE DISTRICT FUNDS TO,  
SAY, PROVIDE TRANSPORTATION OVER  
THE SUMMER FOR STUDENTS.

SO PROVIDING TRANSPORTATION, A  
LOT OF THE OUTREACH WORK THAT  
WE'VE BEEN ABLE TO DO, AND A LOT  
OF PARTNERSHIP WORK WE HAVE BEEN  
ABLE TO DO HAS BEEN BECAUSE OF  
THE EXTRA MONEY COMING IN  
OUTSIDE INTO OUR KIND OF  
NONPROFIT PIECE.

SO WE HOLD THE MONEY IN OUR  
B.E.D.F. ACCOUNT THAT COMES IN  
FROM B.O.S.A., AND THE MARTIN  
"J" WALSH FOUNDATION.

AND WE SPEND ABOUT \$100,000 OUT  
OF DISTRICT, FUND TO PUT ON THE

PROGRAM.

>> I GUESS I HAVE A QUESTION ABOUT AT WHAT BOYANT DO WE TRANSITION THIS OUT OF THE MARTY WALSH FUND AND THE LATIN SCHOOL ASSOCIATION FUND, TO SOMETHING THAT THE DISTRICT OWNS? ONE, TO MAKE SURE IT'S SUSTAINABLE.

I DON'T KNOW WHO THE NEXT MAYOR WILL BE.

BUT, ALSO, THIS IDEA THAT THE EXAM INITIATIVE OF COURSE BENEFITS LATIN SCHOOL AND MEETING THEIR DIVERSITY GOALS, AND THEY HAVE WORK TO DO AND THEY KNOW THAT AND THEY GET IT, BUT ALSO THE OTHER EXAM SCHOOLS AS WELL, WHICH MAY NOT BE BLESSED WITH OTHER RESOURCES AS LATIN SCHOOL-- AND BOTH OF US ARE LAT SCHOOL ALUM.

I UNDERSTAND THAT, BUT AT WHAT POINT DO WE BRING THAT INTO OUR SPACE?

I WOULD LOVE TO HAVE MORE OF A CONVERSATION ABOUT THAT.

I THINK THAT'S IMPORTANT.

I DON'T THINK THAT JUST-- IT SHOULD BE IN THESE FUND THAT ARE EXTERNAL, I THINK BECAUSE THIS IS IMPORTANT WORK AND IT'S ABOUT A CHANGE IN THE DEMOGRAPHICS OF THOSE WHO ARE ATTENDING OUR EXAM SCHOOLS AND GIVING THEM AN OPPORTUNITY TO ATTEND THAT WE THINK ABOUT FUNDING THIS IN A BETTER WAY.

>> OKAY.

>> THANK YOU SO MUCH, YOU GUYS, FOR BEING HERE.

THANKS SO MUCH FOR YOUR HARD WORK.

>> THANK YOU.

>> I JUST WANT TO DRILL DOWN A LITTLE BIT, CINDY, THE STATE INVOLVED-- 2017-2018, 219 STATE INVOLVED.

HOW MANY ARE RESIDENTIAL PLACEMENTS?

>> WHAT HAPPENS IS THEY'RE PLACED IN ANOTHER LOCATION. THEY DON'T HAVE GROUP HOMES TO PLACE STUDENTS AT FOR THEIR

RESIDENTS.  
THEY'LL USE RESIDENTIAL SCHOOLS.  
>> DO WE KNOW HOW MANY OF THE  
219 ARE IN THAT--  
>> I CAN DEFINITELY GIVE THE  
BREAKDOWN.  
YOU WANT TO TAKE THE STUDENTS  
ASSOCIATED WITH D.Y.S., AND THE  
DEPARTMENT OF CORRECTION.  
SO I'LL GET YOU THAT BREAKDOWN.  
>> COMPARE IT TO 2013-2014.  
THAT'S WHERE I'M SEEING THE  
LARGEST INCREASES IN STATE  
INVOLVED, AND WHY THE LARGE  
INCREASE JUST RECENTLY,  
BASICALLY, THE LAST COUPLE OF OF  
YEARS, ANYWAY?  
THANK YOU.  
COWBS LOR ESSAIBI GEORGE.  
>> THANK YOU.  
AND I WANT TO KNOW THE AVERAGE  
COST PER STUDENT, BOTH IN THE  
STATE-INVOLVED CATEGORY, BUT  
THEN THE NON-STATE INVOLVED.  
HOW MUCH ARE WE SPENDING PER  
STUDENT FOR OUT-OF-DISTRICT  
PLACEMENT?  
>> OKAY.  
>> TWO YEARS AGO, MY  
CALCULATION, INCLUDING  
TRANSPORTATION, WAS ABOUT  
\$108,000 PER STUDENT.  
AND, YOU KNOW, BASED ON ALL OF  
OUR OTHER SPENDING, THAT NUMBER  
WILL BE GREATER AT THIS POINT.  
SO I'M VERY CURIOUS TOO HOW  
MUCH WE'RE SPENDING.  
DO YOU KNOW THE AVERAGE FOR--  
--THE NONSTATE INVOLVED AND THE  
STATE INVOLVED.  
>> AN AVERAGE IN MASSACHUSETTS  
ABOUT \$75,000 FOR TUITION.  
>> SO \$75,000.  
SO THIS WAS ' BUDGET HEARING.  
DO YOU HAVE THAT DOLLAR AMOUNT  
PER STUDENT THAT WE'RE SPENDING?  
>> I DON'T.  
I CAN GET IT FOR YOU.  
>> HOW MUCH DO YOU SPEND AISE  
DEPARTMENT?  
>> AS A DEPARTMENT, WE HAVE A  
\$95.2 MILLION BUDGET.  
>> AND HOW MUCH OF THAT IS SPENT  
ON-- DO YOU KNOW HOW MUCH PER

STUDENTS WE'RE SPENDING ON  
EDUCATION, EDUCATING THOSE  
STUDENTS?  
>> OUT-OF-DISTRICT?  
>> FOR ANY OF THEM.  
HOW MUCH ARE WE SPENDING IN  
DISTRICT?  
>> IN DISTRICT IT'S BASED ON THE  
WEIGHT.  
THE WEIGHT WILL VARY.  
>> SO THE AVERAGE COST OF A  
STUDENT WITH SPECIAL ED SERVICES  
IN WANT DISTRICT IS HOW MUCH?  
>> I WOULD SAY AVERAGE IS  
PROBABLY \$15,000, THAT'S  
INCLUDING STUDENTS WITH A  
SPECIFIC LEARNING DISABILITY  
THAT IS WEIGHTED LESS, ABOUT  
12,000, AND OTHERS HOVER AROUND  
20,000.  
>> THE AVERAGE IS 15 FOR  
IN-DISTRICT PLACEMENT.  
YOU DON'T KNOW OUT-OF-DISTRICT.  
THAT'S A SIGNIFICANT AMOUNT OF  
STUDENTS, LIKE COUNCILOR CIOMMO  
SAID.  
I JUST IMAGINED AT A BUDGET  
HEARING WE'D HAVE THE  
INFORMATION OF HOW MUCH WE'RE  
SPENDING.  
>> OUT-OF-DISTRICT FOR STUDENT.  
I DON'T HAVE IT.  
I WILL GET IT TO YOU AS SOON AS  
POSSIBLE.  
OKAY.  
LAST YEAR, THERE WAS AN  
INVESTMENT MADE IN TECHNOLOGY TO  
SUPPORT THE SPECIAL ED  
DEPARTMENT.  
THAT'S NOT LISTED AS A PRIORITY  
FOR THIS YEAR.  
YOU CAN TALK A LITTLE BIT ABOUT  
THAT INVESTMENT?  
ARE WE CONTINUING WITH THAT  
TECHNOLOGY?  
>> IT'S COVERED UNDER THE ED  
PLAN ROLL-OUT.  
IT'S AN I.P. SYSTEM WE STARTED  
IN LATE AUGUST 2017.  
IT HAPPENED OVER THE COURSE OF  
THE SCHOOL YEAR.  
WE ARE ABSOLUTELY CONTINUING  
WITH IT.  
THE COST DROPS NOW, BECAUSE IT'S



NOT THE ROLL-OUT YEAR.  
THE MAINTENANCE IN THE BUDGET IS  
ABOUT \$200,000 TO CONTINUE TO  
HAVE THE SYSTEM.

WE HAVE DIFFERENT THINGS WE'RE  
ADDING, JUST TO ENHANCE IT FOR  
BOSTON PUBLIC SCHOOLS, NOT JUST  
USING THE STATE I.E.P., BUT  
WE'RE CONTINUING WITH IT,  
ABSOLUTELY.

>> WITHIN WE BEEN ABLE TO  
MAINTAIN THE DATA INPUT FROM THE  
TEACHER AND EVALUATOR POSITION?

>> YES.

THIS IS THE FIRST YEAR OF  
GATHERING THE-- ALL THE DATA, SO  
WE HAVE A ONE SOLID DATA SET.  
EVERY STUDENT HAD TO BE ENTERED  
THIS YEAR TO HAVE THEIR MEETING  
BASICALLY.

SO NOT EVERY STUDENT IS IN ED  
PLAN YET, BECAUSE WE HAVE  
MEETINGS THAT GO UNTIL JUNE.  
THE EASE OF ENTERING IS MUCH  
BETTER THAN IT WAS.

SO THERE'S A LOT MORE DATA  
AVAILABLE TO ANYONE WHO CAN  
ACCESS THE SYSTEM.

>> GREAT.

I WOULD IMAGINE OUR WORK THROUGH  
CHRONIC ABSENTEEISM, WE'LL USE  
SOME OF THAT DATA TO INFORM WHO  
IS ABSENT OR LATE AND WHY, TARDY  
AND EXPLAIN WHY.

SO YOU AND I HAVE SPOKEN,  
EXCHANGED EMAILS ONLINE ABOUT  
SOME MATH SPECIALISTS AND  
INTERVENTIONISTS THAT ARE  
LICENSED APPROPRIATELY FOR HIGH  
SCHOOL MATH.

IT WAS A VERY SPECIFIC CASE BUT  
YOU CAN TALK ABOUT SOME OF THE  
SUPPORT SERVICES FOR STUDENTS  
REQUIRING SPECIAL ED SERVICES AT  
OUR EXAM SCHOOLS?

>> THEY PURCHASE THEIR TEACHERS  
AND STAFF THE SAME WAY.  
THEY HAVE AN ALLOCATION MADE FOR  
STUDENTS WITH DISABILITIES.  
ALL THREE EXAM SCHOOLS HAVE  
STUDENTS THAT WOULD BE  
CONSIDERED EMOTIONAL IMPAIRMENT  
INTERNALIZING.

SO THEIR EMOTIONAL IMPAIRMENT

WEIGHT.

THEY'RE A LITTLE HIGHER.

THEY ALSO HAVE RESOURCE STUDENTS AS WELL.

THE RESOURCE STUDENTS CARRY-- TO MAKE SURE THE SERVICES ARE PUT IN THE PLACE.

WITH THE SPECIFIC CASE, BUT PULLING IT OUT TO MORE GENERALIZING, TO BE MORE GENERAL, WE'RE FIGURE OUT WHAT WE'RE DOING FOR THE REST OF THIS SCHOOL YEAR.

THAT'S MOVING ALONG.

AND THE NEXT SCHOOL YEAR, I KNOW THERE ARE TWO TEACHERS THAT ARE ADDED IN A SCHOOL.

>> IT'S ALSO ABOUT THAT ONE PARTICULAR CASE, AND MORE ABOUT THE SUPPORT SERVICES IN GENERAL. BECAUSE OFTEN, THE EXAM SCHOOLS ARE SEEN AS NOT NEEDING THESE SERVICES.

HOW MANY STUDENTS AT THE THREE EXAM SCHOOLS, THE BRYANT, LATIN ACADEMY, AND LAINT SCHOOLS HAVE, LEARNING DISABILITIES OR HAVE AN I.E.P., OR 504?

>> THAT NUMBER OF STUDENTS FROM EACH SCHOOL COMBINED, I WOULD NEED-- I CAN GET IT TO YOU BY TOMORROW.

BUT I HAVE NOT PULLED THE NUMBERS.

>> HOW MANY STUDENTS IN BOSTON PUBLIC SCHOOLS HAVE AN I.E.P.?

>> AS OF THE COUNT-- WE DID A PULL IN MID-APRIL, AND THAT NUMBER IS 11,991.

>> HOW MANY STUDENTS HAVE A 504?

>> A 504.

I NEED TO PULL THAT ONE SPECIFICALLY ON THE 504s.

>> I THINK THAT'S IMPORTANT INFORMATION TO KNOW SO WE'RE AWARE OF WHAT OUR STUDENT-- WHAT THE STUDENT PROFILE IS ACROSS THE DISTRICT.

THERE IS ALSO A QUESTION REGARDING THE WAY THAT STUDENTS WITH I.E.P.s AND 504s, AND IN PARTICULAR I.E.P.s, ARE ASSIGNED TO HIGH SCHOOLS COME, COMING OUT OF OUR MIDDLE SCHOOLS, AND

THAT THERE'S A DIFFERENCE  
BETWEEN THE WAY THAT THEY'RE  
ASSIGNED OR APPLIED TO ALL HIGH  
SCHOOLS, EXCEPT FOR MADISON  
PARK.

HIGH SCHOOLS TYPICALLY HAVE  
STRANDS, AND MADISON PARK DOES  
NOT HAVE A STRAND.

SO IT MAKES THEIR ABILITY TO  
PROPERLY STAFF AHEAD OF TIME  
MORE CHALLENGING.

YOU CAN TALK AWE LITTLE BIT  
ABOUT WHY ONE SCHOOL WOULD HAVE  
A DIFFERENT PROCESS OF STUDENTS  
BEING ENROLLED THAT HAVE AN  
I.E.P., THAN OTHERS.

>> SO MADISON PARK IS A  
VOCATIONAL TECHNICAL SCHOOL.  
THEY DON'T-- THEY CAN'T-- WE  
CAN'T PLACE STUDENTS ACTUALLY IN  
MADISON PARK.

WHAT HAPPENS IS THAT THEY HAVE  
THEIR LOTTERY AND THE WAY THEIR  
ADMISSION POLICY WORKS, THE  
STUDENTS THAT ARRIVE IN NINTH  
GRADE, ARRIVE THE WAY THEY DO.  
WE DO THE BEST WE CAN FOR THE  
PROJECTIONS BASED ON THE  
STUDENTS THAT EXIST.

AND SEE WE WHAT THE TREND HAS  
BEEN WITH ADMISSION POLICIES.  
AND WHEN SEPTEMBER HAPPENS IS  
WHEN WE CAN SUPPORT THE SCHOOL  
AND WHO ALIVES AT THE SCHOOL  
BECAUSE WE DON'T PLACE THERE.

>> SO STUDENTS GOING TO  
CHARLESTOWN HIGH, IF YOU HAD A  
PARTICULAR SPED CODE, YOU MAYBE  
WOULDN'T SEE CHARLESTOWN AS AN  
OPTION FOR YOU, IF YOU WERE  
CODED DIFFERENTLY?

>> YES.

IF YOU HAD A DIFFERENT  
DISABILITY, YES.

IT DEPENDS WHERE THE STRANDS ARE  
LOCATED.

>> TING WOULD PROBABLY, BECAUSE  
OF THE NUANCE WITH MADISON PARK  
AND THE CHAPTER 74 RULES, THAT  
IT WILL PROBABLY BE HELPFUL IF  
WE MAYBE HELP THEM WITH SOME OF  
THEIR STAFFING OPPORTUNITIES  
EARLY ON SO THEY WEREN'T-- I  
THINK THEY'RE FEELING CAUGHT OFF

GUARD WITH THAT NUANCE.

>> OKAY.

>> AND THEN, REGARDING STAFFING, PAGE 30 OF THE B.P.S. BUDGET BOOK, THERE'S A-- YOU STATE THAT THE DEPARTMENT WILL FOCUS ON HIRING HIGHLY QUALIFIED RELATED SERVICE STAFF TO PROVIDE SUPPORTS IN A WIDE RANGE OF AREAS, SPEECH THERAPY, TO APPLY BEHAVIORAL ANALYSIS, INVOLVES ENSURING THE APPROPRIATE SUPERVISION OF THESE STAFF. CAN YOU TALK TO ME A LITTLE BIT ABOUT THE RELATED STAFF, HOW MANY AND PERHAPS WHERE THEY MAY BE ASSIGNED.

>> THE RELATED SERVICES STAFF, THE TOTAL WE HAVE DISTRICT WIDE IS 252.3 F.T.E.

AND OUR A.D.A. SPECIALISTS AND B.A.s, IS 107 F.T.E.

>>ING WHAT IS THEIR ROLE?

AND WHY ARE WE-- WHY ARE WE MAKING THIS A FOCUS OF OURSELVES?

>> BECAUSE THE-- SO THE CENTRAL OFFICE, THAT'S WHERE THEY'RE LOCATED CENTRALLY.

THAT'S WHAT THIS OFFICE OF SPECIAL ED IS FOCUSING ON. OBVIOUSLY, HIGH-QUALITY TEACHERS IN THE SCHOOLS ARE IMPORTANT. THE SCHOOLS ARE PAYING ATTENTION THAT.

BUT WE WANT TO MAKE SURE EVERYONE WE'RE HIRING THROUGH CENTRAL OFFICE THAT WE'RE SENDING OUT INTO THE COMMUNITY ARE HIGH QUALITY.

IT'S A LICENSING SPEC PIECE AND THE SUPERVISION PIECE.

WE HAVE INCREASED OUR NUMBER OF A.B.B.A.s IN THE DISTRICT, TO MAKE SURE WE HAVE THE APPROPRIATE STAFFING.

>> I CAN ASK ONE MORE QUESTION?

>> SURE.

>> THE LOOK BILL WAS REFERENCED, AND I DON'T KNOW TOO MUCH ABOUT IT, SO I PROGRAM TO GO AND DO A LITTLE BIT OF HOMEWORK AROUND THAT.

BUT I DO WONDER WHEN WE TALK

ABOUT SUPPORTING OUR DIVERSE ENGLISH LANGUAGE LEARNERS ACROSS THE DISTRICT, ARE WE ALSO LOOKING AT SHIFTS IN THE DEMOGRAPHICS AND BEING ABLE TO SUPPORT ENGLISH-LANGUAGE LEARNERS OF ONE OF THE NEW OR UPCOMING LANGUAGES?

SO WE HAVE, I KNOW, A TREND TOWARDS MANY MORE ARABIC SPEAKING STUDENTS ACROSS THE DISTRICT, BUT WE DON'T HAVE THE ARABIC-SPEAKING TEACHING STAFF TO SUPPORT THEM.

SO HOW DO WE LOOK AT THOSE TRENDS, AND HOW DO WE SUMMIT THOSE STUDENTS AND THOSE SCHOOLS IN THAT WORK?

>> SO EVERY YEAR-- AND THIS IS EVEN FOR OUR CURRENT PROGRAMMING-- WE LOOK-- WE WORK WITH PLANNING AND ANALYSIS TO LOOK AT THE LANGUAGE GROUPS AND SEE WHAT THE TRENDS ARE TO SEE WHERE WE ARE SEEING AN INFLUX OF LINGUISTIC COMMUNITIES.

SO AS WE'RE GOING AND SPEAKING TO THE SCHOOLS AND COMMUNITIES AROUND WHAT THE OPPORTUNITIES ARE FOR THEIR SCHOOLS, WE ARE PROVIDING THEM WITH DATA ABOUT WHAT THE LINGUISTIC COMMUNITY IS OF THE POPULATION RIGHT AROUND THEM.

AND SO, WE'RE HOPING THAT THAT WILL INFORM THOSE DECISION. AND THOSE POPULATIONS AND THOSE LINGUISTIC COMMUNITIES, THE WAY THAT DATA IS FALLING IS DEFINITELY CAN BE SURPRISING TO, LIKE, YOU SAID, THERE'S MORE ARABIC SPEAKERS.

SO WE LOOK AT THAT YEARLY, AND WE'LL CONTINUE TO LOOK AT THAT YEARLY, IN ORDER TO DETERMINE WHERE OUR PROGRAMMING LIES. OUR EVENTUAL GOAL IS TO HAVE PROGRAMMING IN ALL OF OUR NINE MAJOR LANGUAGES -- ARABIC BEING ONE OF THEM-- BUT WE'RE PRIORITYTIZING THE OVERALL LANGUAGE NEEDSED IN THE STRICT. FOR EXAMPLE, WE HAVE SPANISH PROGRAMS AND HAITIAN CREOLE

PROGRAM, AND THAT IMMEDIATELY  
FOLLOWS WHAT THE LANGUAGE  
CAPACITY OF OUR-- OF WHAT THE  
LINGUISTIC COMMUNITIES ARE, OF  
B.P.S.

SPANISH IS THE HIGHEST.  
HAITIAN CREOLE IS THE NEXT.  
AND CAPE VERDEAN CREOLE IS ONE  
OF OUR FUTURE PRIORITIES.  
THAT IS HOW WE LOOK TAT, BASED  
ON THE OVERALL POPULATION.

>> AND I'M ASSUMING YOU WORK  
WITH HUMAN CAPITAL ON RECRUITING  
TEACHERS THAT DO HAVE A FLEWENCE  
NETHOSE LANGUAGES?

>> YES.

IN FACT, THIS YEAR, NEWLY THE  
E.L.L. TASK FORCE, WHICH IS A  
SUBCOMMIT OF THE SCHOOL  
COMMITTEE ACTUALLY HAS ANOTHER  
COMMITTEE WHICH IS SPECIFICALLY  
FOR THE E.L.OLYMPIC TASK FORCE  
AND FOR THE OFFICE OF HUMAN CAP  
TOOL WORK ON THAT COLLABORATION  
OF RECRUITING MORE BILINGUAL  
STAFF.

AND ALSO MAKING MORE ROBUST THE  
DATA COLLECTION SYSTEM THAT WE  
HAVE.

>> AND THEN MY LAST SERIES OF  
QUESTIONS, AND I PROMISE THAT  
WILL BE IT.

I'VE GOT BIRTHDAY CAKE AT HOME,  
EVENTUALLY.

EXCELLENCE FOR ALL.

YOU KNOW, I THINK THAT WE'RE  
STARTING TO SEE SOME GAINS IN  
THAT WORK, AND I THINK THAT'S  
EXCITING.

AND WE HAVE THE E.S.A. COHORT  
VERSUS THE B.P.S. I GUESS  
REGULAR COHORT.

CAN WE ALSO LOOK AT THE ADVANCED  
WORK CLASSROOM DATA?

YOU CAN TALK A LITTLE BIT ABOUT  
THAT?

BECAUSE THERE IS-- I AM A FAN OF  
ADVANCED WORK, AND I DON'T THINK  
ADVANCED WORK-- I DON'T BELIEVE  
ADVANCED WORK SHOULD BE REPLACED  
BEE E.F.A.

I THINK E.F.A. SHOULD BE WHAT  
WE'RE DOING ACROSS THE BOARD,  
AND GIVING OPPORTUNITIES TO

STUDENTS THAT CAN ACHIEVE AT A  
MUCH HIGHER LEVEL TO DO THAT.  
WOULD DO IT WITH OUR EXAM SCHOOLS.  
WE DO IT WITH SOME OF OUR  
APPLICATION SCHOOLS.  
BUT I THINK IT'S IMPORTANT TO  
INCLUDE THAT DATA.

>> OKAY.

>> AND SO I DON'T KNOW IF YOU  
CAN TALK A LITTLE BIT ABOUT THE  
GAINS F.T.E. HAS MADE.  
BUT THEN, ALSO, IN RELATION TO  
A.W.C.

>> THE SPECIFIC GAINS  
ACADEMICALLY, OR ARE YOU TALKING  
ABOUT THE DEMOGRAPHIC  
DIFFERENCES?

>> BOTH, BOTH.

I MEAN, WE'RE LOOKING FOR  
ACADEMY LIKE INCREASED ACADEMIC  
ACHIEVEMENT.

>> YES.

>> AND SUCCESS, BUT WE'RE  
LOOKING TO SHARE IT AMONG ALL OF  
OUR STUDENTS.

>> EXACTLY.

I THINK THE DIFFICULTY WITH-- WE  
HAVE A DATA EXPERT THAT IS  
WORKING WITH F.T.E. AROUND THAT.  
THE DIFFICULT IS THE COHORTS  
OF KIDS ARE SO DIFFERENT BECAUSE  
OF THE FILTERING MECHANISM OF  
A.W.C., THAT IT'S ALMOST APPLIES  
TO OWNERS WHEN WE'RE TALKING  
ABOUT BRINGING A PROGRAM TO ALL  
OF OUR STUDENTS, NO MATTER WHERE  
THEY COME FROM OR WHERE THEIR  
ACCESS POINTS ARE.

I THINK IT'S A MUCH BETTER  
COMPARISON TO COMPARE FOCUSED  
CLASSROOMS WITH GENERAL  
CLASSROOMS THAT DON'T HAVE  
F.T.E., AND HOW THEY FAIR.  
YOU KNOW, OF COURSE, WE WANT THE  
OUTCOMES THAT A.W.C. STUDENTS  
HAVE WITH ALL OF OUR STUDENTS.  
BUT I THINK RESEARCH-WISE, IT'S  
A DIFFICULT COMPARISON BECAUSE  
OF THE GROUP OF KIDS IN A.W.C.  
I HAVE REPHRASE HERE, IF YOU WANT  
TO COMMENT ON THAT.

COME ON DOWN.

>> WHILE SHE'S COMING DOWN YOU  
TALK ABOUT THE GOALS OF ROLLING

UP ON THE F.T.E.s TO ALL OF  
THE SCHOOLS?  
NOW WE'RE CREATING ANOTHER  
DISCREPANCY BETWEEN STUDENTS WHO  
DON'T HAVE A.W.C., OR F.T.E.  
>> SO WE NEVER WANTED F.T.E. TO  
BE A PROGRAM.  
I KNOW WE NEED--  
>> IT SHOULD BE WHAT WE DO.  
AGREE, IT SHOULDN'T ABE PROGRAM.  
BUT WHEN IT'S ONLY NAY FEW  
SCHOOLS ISSUE AITS PROGRAM.  
>> THE PROBLEM WITH IT IS TO  
PILOT A MODEL-- YOU CAN'T DO IT  
WITH THE WHOLE DISTRICT.  
SO WE HAD TO, I THINK, SAVE THAT  
SPACE THREE YEARS SPECIFICALLY  
FOR THOSE 13 SCHOOLS THAT WERE  
VERY MUCH MATCHED OUR  
DEMOGRAPHICS TO SEE WHAT WORKED  
WHAT, DIDN'T WORK, WHAT SUPPORTS  
WERE NECESSARY TO GET CERTAIN  
GAINS.  
AND I THINK THAT'S WORK OF  
MUDDLING THROUGH NOW.  
I THINK WE HAVE THE START OF A  
PROCESS OF LOOKING AT HOW WOULD  
YOU-- HOW WOULD YOU USE THE  
PILLARS OF F.T.E. TO THEN START  
SERTSIFYING SCHOOLS AS F.T.E.  
SCHOOLS OR NOT, AND THEN  
THINKING ABOUT HOW WE COULD  
SPREAD RESOURCES IN ORDER TO  
SUPPORT SCHOOLS.  
>> NOT SPREAD RESOURCES.  
ADD RESOURCES.  
>> YEAH--  
>> IT SHOULDN'T BE A GAME OF  
SPREADING, ADDING.  
>> BOTH ADD AND HOPEFULLY WE  
KEEP CONTINUING TO ADD.  
BUT I THINK, YOU KNOW, THINKING  
ABOUT WANT STRENGTHS AND  
WEAKNESSES OF ALL OF OUR  
SCHOOLS, AND WHERE WE NEED TO  
SUPPORT BETTER, AND WHERE  
THEY'RE ALREADY DOING A GOOD  
JOB, AND THEY'RE ALREADY HITTING  
SOME OF OUR PILLARS, AND THAT'S  
BHAI MEAN ABOUT SPREADING THE  
RESOURCES IN A WAY THAT TARGETS  
WHAT SCHOOLS ACTUALLY NEEPPED TO  
MAKE THE BAR OF WHAT F.T.E.  
SHOULD BE IN ALL OF OUR SCHOOLS.



THAT TYPE OF A PROCESS, MAYBE AN ACCREDITATION PROCESS.

WE ARE COMIEWCTSING NOT ONLY WITH EARLY CHILDHOOD, JACE WJASON SAX ABOUT HOW HE THINKS ABOUT ACCREDITATION, AND OUR HOOLS TO SEE IF WE CAN BRIDGE A PROCESS TO TALK ABOUT WHAT IS FIDELITY OF IMPLEMENTATION OF A HIGH-RIGOR EDUCATIONAL PROGRAM FOR ALL OF OUR SCHOOLS?

>> RIGHT.

I WILL SAY, THOUGH, JUST TO PUSH BACK A LITTLE BIT, WHEN WE TALK ABOUT EXCELLENCE FOR ALL, THAT AS A FEW SCHOOLS, GROWING TO A FEW MORE SCHOOLS, IF WE WANT A PROGRAM THAT'S EXCELLENCE FOR ALL, WE NEED THAT TO ROLL OUT SO ALL KIDS CAN ACCESS IT.

THIS WAS IN RESPONSE TO A.W.C., BUT BEHAVING IN MANY WAYS LIKE A.W.C.

WHEN FOLKS ARE CRITICAL ABOUT A.W.C., THEY'RE SAYING ONLY A FEW KIDS GET TO ACCESS IT. YOU'RE CREATING F.T.E., AND THE CREATION OF F.T.E.-- I GET THE PILOT.

I SUPPORT PILOTING PROGRAMS TO TEST THEM.

BUT AS WE SEE THOSE GAINS, WE NEED TO ROLL IT OUT SO THAT ALL STUDENTS CAN ACCESS IT.

>> 100% AGREE WITH YOU.

>> SO JUST A POINT ABOUT THE LAST COMMENT.

THAT'S WELL TAKEN, RIGHT.

AND SO PART OF MY COLLABORATION WITH JASON SAX AND THE HIGH SCHOOL OFFICE IS UNDERSTANDING HOW TO ROLL IT OUT IN A WAY THAT MAKES SENSE.

AND SO WE HAVE BEEN TALKING TALKING ABOUT ACCREDITATION BECAUSE IT MAKES SENSE.

PART OF THE MODEL THAT WE HAVE IN F.T.E. AND ALSO JASON SAX IS A LEVEL OF SUPPORT THAT DOESN'T NECESSARILY HAPPEN IN ALL PLACES, AND SO WE HAVE VERY TARGETED SUPPORTS.

SO THAT'S WHY WE'RE LOOKING AT ACCREDITATION.

BUT DR. CHANG IS VERY INTERESTED  
IN ROLLING IT OUT TO ALL  
SCHOOLS, TO ALL ELEMENTARY  
SCHOOLS.

AGAIN, TO DO THAT, WE'RE LOOKING  
AT ACCREDITATION, AND HOW MANY  
SCHOOLS WE CAN SUPPORT PER YEAR  
UNTIL ALL SCHOOLS GET F.T.E.  
SO THAT'S ONE.

THE SECOND POINT I WANTED TO  
COMMENT ON IS AROUND OUTCOMES,  
LOOKING AT WHETHER OR NOT WE'RE  
CLOSING THE ACHIEVEMENT GAP IN  
THOSE PLACES AND COMPARING  
A.W.C. REGULAR CLASSES, AND  
F.T.E. CLOOPS.

I WANTED TO SHARE A LITTLE BIT  
OF OUR LOGIC MODEL, AND WHY  
THERE'S KIND OF A SLOW GO AT  
LOOKING AT MAYBE JUST MCAS,  
RIGHT, THE QUANTITATIVE  
MEASURES.

TO DO THE WORK THAT WE'RE DOING,  
WE'RE FIRST LOOKING AT, LIKE,  
THE SHORT TERM, AND THEN  
INTERMEDIATE OUTCOMES, AND THEN  
THE LONG-TERM OUTCOMES AROUND  
QUANTITATIVE MEASURES.

SO PART OF WHAT WE'VE BEEN  
LOOKING AT FIRST IS HOW OUR  
TEACHER INSTRUCTION PRACTICE IS  
CHECKING.

WHAT ARE THE-- I GUESS MAYBE  
SOFT SKILLS THAT STUDENTS ARE  
GAINING FROM THAT.

AND THEN LOOKING AT MCAS AND  
THOSE KINDS OF THINGS.

WE ALSO CHANGED OR ADDED THE  
LOOK AT 21st CENTURY SKILL  
AS AN TIEWTS OF ABSOLUTE  
OUTCOME.

THAT'S WHY WE'VE INVITED YOU  
GUYS TO THE CAPSTOPE TO SEE THE  
WORK WE'RE DOING.

WHAT WE HAVE SEEN FOR SCHOOLS  
THAT ARE ENGAGING IN CERTAIN  
WORK, THAT STUDENTS ARE  
EXHIBITING GROWTH IN SOFT  
SKILLS.

SO IN WRITING, FOR EXAMPLE, ARE  
THEY ABLE TO WRITE MORE ROBUST  
PIECES IN CERTAIN GENRES OF  
WRITING, FOR EXAMPLE?

IN OUR MATH PROFESSIONAL

DEVELOPMENT, IN OUR MATH WORK,  
HOW ARE STUDENTS DEVELOPING IN  
CERTAIN MATH CONCEPTS.  
WE'RE PAYING ATTENTION TO THAT  
AS WELL AS PAYING ATTENTION TO  
THE MCAS.  
AND AS WE'RE GOING THROUGH, I AM  
HAVING CONSTANT DISCUSSIONS WITH  
OUR COACHES MAKING SURE WE'RE  
MOVING TOWARDS QUANTITATIVE  
OUTCOMES.  
>> THANK YOU.  
COUNCILOR O'MALLEY.  
>> MR. CHAIRMAN, SO WHAT'S THE  
TOTAL B.P.S. STUDENT POPULATION,  
57, 000, 58,000, THEREABOUTS?  
>> 56.  
>> SO IT'S DOWN.  
>> IT'S ABOUT THE SAME FOR A  
LONG TIME.  
>> IT'S LET SAME BUT--  
>> I THINK THE OTHER DAY SOMEONE  
SAID THERE ARE 60,000 KIDS COME  
THROUGH THE SCHOOLS EVERY YEAR--  
WHAT'S THE NUMBER OF SPECIAL ED,  
STUDENTS THAT NEED SPECIAL ED.  
>> 11,991 AS OF MID-APRIL.  
>> IS THAT NUMBER THE SAME?  
>> IT'S A LITTLE HIGHER.  
>> AND THAT'S ABOUT 20%,  
THEREABOUTS?  
>> IT'S WITHIN ABOUT 1.5%.  
>> AND OF THE-- THE TOTAL  
SPELLED-- SPECIAL EDUCATION  
BUDGET IS ABOUT \$236 MILLION?  
>> YES, TOTAL.  
>> TEACHERS, EVERYTHING, YOUR  
SAL REERK EVERYBODY, GREAT.  
OKAY.  
HAVE WE-- OTHER THAN THE  
STATE-INVOLVED STUDENTS THAT ARE  
RECEIVING OUT-OF-DISTRICT  
PLACEMENT, HAVE WE SEEN ANY  
OTHER TRENDS IN SPECIAL  
ACCOMMODATIONS THAT WE CANNOT  
MEET?  
>> SO WHAT'S HAPPENED A LOT WITH  
THE OUT-OF-DISTRICT PLACEMENTS  
THAT-- OUR PURVIEW THAT WE WORK  
ON, A LOT OF STUDENTS, STUDENTS  
WITH AUTISM DIDN'T HAVE THE  
PROGRAMMING ABOUT 10 YEARS AGO.  
>> I REMEMBER, YEAH.  
>> AS THE DISTRICT WAS BUILDING

THE CAPACITY FOR THAT PROGRAMMING, WE SAW WE STILL HAD STUDENTS.

AND THE STUDENTS WERE ABLE TO STAY WITH US FOR A WHILE, BUT ONCE THEY GOT TO MIDDLE SCHOOL AND HIGH SCHOOL, THERE WAS TRANSITION.

THEY NEEDED MORE SERVICES THAN WHAT WE WERE ABLE TO DO.

A LOT OF THE STUDENTS WE HAVE, THEY'RE IN THE POPULATION THAT WILL ALWAYS GO OUT.

WE DO HAVE A POPULATION OF STUDENTS, FOR EXAMPLE, THAT GO TO NEW ENGLAND PEDIATRIC IN BILLERICA.

THEY'RE VERY MEDICALLY INVOLVED AND THEIR LEVEL OF LEARNING IS VERY COMPLEX.

TO BUILD A PROGRAM HERE WOULD NOT BE COST EFFECTIVE.

BUT THE STUDENTS WITH AWE TEMP WHO HAVE GONE OUT, THAT'S THE BIGGEST UPTICK I HAVE SEEN IS STUDENTS WITH AUTISM, AND AT THE MOOL SCHOOL, HIGH SCHOOL LEVELS.

>> THESE STUDENTS WITH AWE TIM AT THE MIDDLE AND HIGH SCHOOL LEVELS ENTERED THE SYSTEM WHEN WE BEGAN TO INVEST MORE?

10, SEVEN, SIX YEARS AGO.

>> YES.

THE-- I'M SORRY, THE STUDENTS ALREADY EXISTED, WHEN THEY'RE GOING TO MIDDLE SCHOOL, HIGH SCHOOL STILL, I WOULD SAY THAT THE-- WE WERE AT THE BEGINNING OF BUILDING THE PROGRAM AND INVESTING MUCH MORE AND DOING BETTER.

BUT THOSE KIDS ARE THREE.

WHAT WE'RE SEEING NOW IS NINE OR SO, AND WE'RE KEEPING A LOT MORE STUDENTS--

>> I HEAR THAT.

AND, AGAIN, I'M NOT TRYING TO BE ARGUMENTATIVE HERE, IT'S JUST THIS IS SOMETHING THAT BOTHERS ME BECAUSE I DON'T KNOW THAT WE'RE INVEST AGO WE'RE WORK HARD.

I TONIGHT KNOW IF WE'RE NECESSARILY WORKING HARD TO

CAPTURE THESE THINGS.

I WILL GIVE DR. JOHNSON CREDIT--  
ALTHOUGH I DISAGREED WITH HER ON  
CERTAIN ISSUES -- SHE FELT VERY,  
VERY STRONGLY THAT B.P.S.EYED IT  
TO SERVE EVERY CHILD WE COULD.  
SHE PUT A LOT OF MONEY IN THESE  
THINGS.

I GUESS THEY WERE TALKING ABOUT  
A NUMBER OF STUDENT POPULATIONS  
HERE.

THE STATE INVOLVED, WE'LL  
SEPARATE THAT FOR NOW.

BUT TO SUGGEST THAT WE CANNOT  
SERVE STUDENTS AT THE MIDDLE AND  
HIGH SCHOOL LEVEL WHO HAVE  
ALLATISM BECAUSE THEY WEREN'T  
GIVEN THE SUPPORTS-- ENOUGH TIME  
HAS PASSED THAT WE SHOULD BE  
ABLE TO ADDRESS THAT.

SO I WOULD JUST URGE YOU FOR,  
YOU KNOW, A BUDGET THAT  
CONTINUES TO GROW, WHERE STUDENT  
POPULATION CONTINUES TO STAY  
STATIC OR SPECIAL NEEDS STUDENTS  
GOES UP A LITTLE BIT, I REALLY  
THINK WE NEED TO INVEST, AND  
ULTIMATELY, WE'LL SAVE MONEY.  
ON, THAT I APPRECIATE SLIDE 26  
ON YOUR POWERPOINT.

IT GOES THROUGH ALL THE  
F.T.E.s FOR OFFICE OF SPECIAL  
EDUCATION.

SELF-EXPLANATORY.

O.T., P.T., SPEECH, PATH OTLE,  
ABOUT 152.

I ASSUME A COVERAGE PARA, IS CAN  
SORT OF FLOAT AROUND.

>> WHEN WE HAVE PEOPLE OUT ON  
NEED, YES.

>> SCHOOL-BASED COORDINATOR.  
THAT'S ASSIGNED CENTRALLY BUT  
REPORTED ON SCHOOL BUDGET.

THERE ARE 104.2 F.T.E.s.

IS THAT ONE AT 104 SCHOOLS?

>> THERE'S NOT A FULL-TIME  
PERSON AT EVERY SCHOOL.

THAT'S A FORMULA WE USE.

THAT'S TOTAL.

>> SO EVERY SCHOOL HAS ONE JUST  
NOT FULL TIME.

>> YES.

>> AND THE CLERKS?

>> THE CLERKS ARE THE SUPPORT

STAFF FOR THE COORDINATES, TO  
HELP WITH THE PAPERWORK AND THE  
FACILITATION OF GETTING MEETINGS  
SCHEDULED.

>> SO ABOUT 70 AGAIN.

SO NOT NECESSARILY EVERY DAY.

>> YES.

>> AND A.B.A. SPECIALIST, AND  
B.C.B.A.--

>> THEY'RE THE DIRECT SERVICE  
PROVIDERS.

B.A.S ARE BOARD CERTIFIED  
SPECIALISTS.

WE'RE INCREASING THE NUMBER WE  
HAVE.

WE STARTED ABOUT THREE YEARS AGO  
WITH SEVEN AND WE'RE GOING TO BE  
UP TO NINE THIS YEAR.

INCLUSION SUMMIT TEAMS.

EXPLAIN THAT.

>> THIS WAS AN INVESTMENT FROM  
LAST YEAR.

THIS IS FOR NEXT YEAR.

WE HAD 12.

WE'RE INCREASING BY FOUR THAT  
WILL BE ADDED TO EXPAND TEAMS.

>> TWOONT BE SIX?

>> NO, IT'S FOUR MORE TO BRING  
US TO 16.

I HAVE ONE MORE INCLUSION  
SUPPORT PERSON TO OVERSEE ALL OF  
IT.

>> AND THEN CENTRAL OFFICE

ADMINISTRATION 28.

THAT'S YOUR TEAM?

>> YES, MY TEAM.

>> SO YOU SORT OF OVERSEE THE  
PROGRAM-- YOU AND YOUR TEAM  
OVERSEE THE PROGRAM AND AREN'T  
IN THE SCHOOLS.

>> YES.

>> YOU VISIT THE SCHOOLS.

YOU CHECK IN WITH THE SCHOOLS.

>> YES.

>> AND THAT 28 NUMBER IS NOT  
INCLUDED IN THE 57 NUMBER WE  
WENT OVER EARLIER.

I KNOW THE ANSWER TO THAT IS NO.  
THAT WAS FINANCED.

AS WE TALK ABOUT SPECIAL ED, I'M  
PROUD TO RECOMMEND THE MARG  
RECEIPTA NUNES HIGH SCHOOL, AND  
THE RAFAEL HERNANDEZ SCHOOL.

IS THERE ANY MOVEMENT TO DEVELOP

MORE DUAL-LANGUAGE SCHOOLS IN  
THE PROGRAM.  
>> AS PROGRAMS OR SCHOOLS?  
>> BOTH.  
>> YES, WE ARE LOOKING AT  
VARIOUS MODELS REET NOW.  
WE DO WANT TO MAKE SURE THERE IS  
A PATHWAY FOR ALL OF THE  
DUAL-LANGUAGE PROGRAMS AND THAT  
WE HAVE SEATS FOR ALL OF THOSE  
COMING OUT OF K-8 SPANISH  
PROGRAMS INTO A HIGH SCHOOL  
SEAT.  
>> THAT'S GREAT.  
>> SO-- OH, SORRY.  
SO, YES, AS WE ARE PLANNING DUAL  
LANGUAGE MOVING FORWARD, WE'RE  
BEING VERY INTENTIONAL ABOUT  
WHAT THE PIPELINE-- WHAT THE  
PATHWAY IS GOING TO BE FOR THOSE  
STUDENTS?  
>> HOW MANY OF OUR STUDENTS ARE  
E.OLYMPIC L.  
>> 17,000.  
>> 17,000.  
AND THE BUDGET IS ABOUT \$10  
MILLION?  
>> \$7.6 MILLION.  
>> OH, \$7.6 MILLION OKAY THERE  
WILL BE A 1.2 MILLION INCREASE  
FOR LANGUAGE AND TRANSLATION.  
>> YES.  
Y AND WOO HAVE A CORE CURRICULUM  
WE'RE VESTLESSING NINVOLVES--  
>> CHINESE HERITAGE, B.T.UMP.  
THANK YOU, KATE SULLIVAN, FOR  
YOUR THOROUGH NOTES.  
WHAT DO YOU MEAN BY "TRANSLATION  
SERVICES?"  
I KNOW WHAT IT MEANS.  
BUT DO WE SUBCONTRACT THAT OUT?  
>> SO WE HAVE A HYBRID MODEL.  
WE DO HAVE AN ONBOARD TEAM OF  
TRANSLATORS AND INTERPRETERS.  
THEY MOSTLY WORK ON OUR GENERAL  
EDUCATION TRANSLATIONS.  
SO, YOU KNOW, SUPERINTENDENT  
CIRCULARS, AND ANY GENERAL  
REQUESTS FROM SCHOOLS AROUND  
FLIERS, REPORT CARDS, THINGS  
LIKE THAT.  
HOWEVER, WE DO WORK WITH  
MULTIPLE AGENCIES AS WELL TO  
SEND OUT MANY OF OUR SPECIAL

EDUCATION REQUESTS.

WE ALSO VET OUT FOR OUR REQUESTS FOR LOWER INCIDENCE LANGUAGES AS WELL SO OUR IN-HOUSE STAFF DOESN'T COVER ALL 29 LANGUAGES THAT WE'VE BEEN REQUESTED THIS YEAR.

AND THEN, ALSO, WE HAVE ACTUALLY HAVE A FREELANCE MODEL, WHERE WE HAVE BEEN TRAINING OUR OWN B.P.S. STAFF BECAUSE WE ARE A VERY LINGUISTICALLY RICH STAFF AS WELL.

WE HAVE BEEN TRAINING THEM AND CERTIFYING THEM AS TRANSLATORS AND INTERPRETERS SO THEY CAN HELP SUPPORT THAT AND THEY GET COMPENSATED FOR THOSE HOURS.

>> DO WE WORK WITH OTHER CITY DEPARTMENTS?

IF SOMEONE CALLS 911 AND SPEAKS-- SWAHILI-- I'LL SAY THAT BECAUSE IT'S NOT AS WELL KNOWN. I DON'T KNOW IF WE HAVE THE CAPABILITY.

DO WE WORK TOGETHER?

>> I MEAN, WE'RE OPEN TO WORKING TOGETHER.

I DON'T KNOW THAT THERE HAVE BEEN ANY REQUESTS OUTSIDE OF B.P.S. FAMILIES.

YEAH.

>> TELL ME ABOUT SORT OF THE OVERLAP E.OLYMPIC L. STUDENTS WHO ALSO NEED SPECIAL ACCOMMODATION.

>> SO THERE ARE 3,000 STUDENTS AND WE HAVE ADDED A CENTRAL OFFICE STAFF PERSON WHO REPRESENTS ENGLISH