

;;;BCC 200519

>> I'M GOING TO CALL THE MEETING TO ORDER.

THIS IS THE AND BOSTON CITY COUNCIL COMMITTEE ON WAYS AND MEANS MY NAME IS ANNISSA ESSAIBI GEORGE.

I'M AN AT-LARGE CITY COUNCIL. COUNCILOR BOK, CHAIR OF THIS COMMITTEE, WILL JOIN US SHORTLY. I AM JOINED THIS MORNING BY COLLEAGUES COUNCILORS CAMPBELL, FLYNN, BREADON, JANEY, O'MALLEY AND EDWARDS.

AND AS OTHERS JOIN US, I'LL NOTE THEM.

THIS IS A PUBLIC HEARING BEING RECORDED AND LIVE STREAM THE AT BOSTON.GOV/CITY-COUNCIL-TV.

IT WILL BE REBROADCAST ON COMCAST CHANNEL 8, RCN 82, AND VERIZON CHANNEL 1964.

THIS BUDGET REVIEW WILL ENCOMPASS AROUND 27 HEARINGS OVER ROUGHLY SIX WEEKS.

WE STRONGLY ENCOURAGE RESIDENTS, WHETHER HERE OR IN THE CHAMBER -- WHETHER HERE IN THE CHAMBER OR AT HOME -- OBVIOUSLY NOT IN THE CHAMBER.

WE'RE RECORDING LIVE HERE -- TO TAKE A MOMENT TO ENGAGE IN THIS PROCESS BY GIVING TESTIMONY FOR THE RECORD.

YOU CAN DO THIS IN SEVERAL WAYS. WE WILL TAKE TESTIMONY AT THE END OF EACH HEARING.

WHEN YOU ARE CALLED, PLEASE STATE YOUR NAME AND AFFILIATION AND RESIDENCE.

THE ZOOM LINK CAN BE FOUND IN THE PUBLIC NOTICE FOR EACH HEARING.

COME TO ONE OF OUR TWO REMAINING HEARINGS DEDICATED TO PUBLIC TESTIMONY ONLY.

THE NEXT ONE WILL BE MAY 26th AT 6:00 P.M. TO TESTIFY

ABOUT THE BOSTON PUBLIC SCHOOLS

BUDGET SPECIFICALLY OR MAY
28th AT 6:00 P.M. TO TESTIFY
ON ANY ASPECT OF THE CITY'S
BUDGET.

YOU CAN ALSO EMAIL THE COMMITTEE
AT
CCC.WM@BOSTON.GOV.
OR FILL OUT A FRM ON OUR
WEBSITE.

YOU CAN SUBMIT A TWO-MINUTE
VIDEO ON THE FORM ON OUR
WEBSITE.

YOU CAN ALSO INFORMALLY TWEET
YOUR QUESTIONS TO US USING THE
#BOSBUDGET, FOR MORE INFORMATION
ON THE CITY COUNCIL BUDGET
PROCESS AND HOW TO TESTIFY,
PLEASE VISIT THE CITY COUNCIL'S
BUDGET WEBSITE AT BOSTON.GOV.
TODAY'S HEARING ON ARELE -- ARE
ON

DOCKETS #0588-0590

ORDERS FOR THE FY21 OPERATING
BUDGET, INCLUDING ANNUAL
APPROPRIATIONS FOR DEPARTMENTAL
OPERATIONS, FOR THE SCHOOL
DEPARTMENT, AND FOR OTHER
POST-EMPLOYMENT BENEFITS.

DOCKETS #0591-0592

ORDERS FOR CAPITAL FUND TRANSFER
OR OPEB.
APPROPRIATIONS.

DOCKETS #0593-0596

ORDERS FOR THE CAPITAL BUDGET,
INCLUDING LOAN ORDERS AND
LEASE-PURCHASE AGREEMENTS.
TODAY OUR FOCUS AREA WILL BE ON
THE BOSTON PUBLIC SCHOOLS
COMMITMENT NO. 2 ACCELERATED
LEARNING, WHICH COVERS THE AREAS
OF THE EARLY EDUCATION
DEPARTMENT OFFICE OF ELEMENTARY
SCHOOLS, OFFICE OF SECONDARY
SCHOOLS, EXCELLENCE FOR ALL, AND
AWC, OR ADVANCED WORK
CLASSROOMS, SCIENCE EDUCATION,
VOCATIONAL EDUCATION, ART AND
MUSIC, LIBRARIES, SPECIAL
CURRICULAR PROGRAMS SUCH AS AP
COURSES OR THE INTERNATIONAL
BACK LORE YIT, MASS CORE
STANDARDS AND M CASS.
WE TODAY ARE JOINED BY THE
BOSTON PUBLIC SCHOOLS

SUPERINTENDENT DR. CASSELLIUS,
THE CHIEF NON-EXECUTIVE OFFICER FOR THE
BOSTON PUBLIC SCHOOLS, NATHAN
KUDER, AND DEPUTY CHIEF
FINANCIAL OFFICER DAVID BLOOM.
WE'RE ALSO JOINED BY THE INTERIM
CHIEF OF STAFF CHARLENE BRINER
AND EXECUTIVE DIRECTOR OF DATA
AND ACCOUNTABILITY MARY DILLMAN.
I APPRECIATE ALL MY COLLEAGUES
WHO HAVE JOINED US THIS MORNING.
TO WE'VE ALSO BEEN SINCE JOINED
BY COUNCILOR AT LARGE JULIA
MAJIA.

I AM HAPPY TO TURN IT OVER AT
THIS POINT TO THE SUPERINTENDENT
OF SCHOOLS, DR. BRENDA
CASSELLIUS.

>> THANK YOU, MADAM VICE CHAIR
AND THANK YOU COUNCILORS FOR
BEING ON THE CALL TODAY.

I'M VERY EXCITED TO BE
PRESENTING HERE WITH MR. KUDER
AND MR. BLOOM ON THE BUDGET FOR
THE 2021 SCHOOL YEAR AND ALSO
FOCUSING ON ACCELERATED LEARNING
TODAY AND LATER TODAY FAMILY
ADVANCEMENT AND SO I'M REALLY
EXCITED ABOUT THESE TWO ELEMENTS
ESPECIALLY AS THEY RELATE TO
IMPROVING OUR 33 UNDERPERFORMING
SCHOOLS AS WELL AS THE
PROFESSIONAL DEVELOPMENT WE HOPE
TO GIVE OUR TEACHERS IN THE
LITERACY ADOPTIONS AND ALSO OUR
HIGH SCHOOL REDESIGN AT A VERY
HIGH LEVEL.

WE WILL BE PRESENTING TO THE
SCHOOL COMMITTEE IN ANOTHER WEEK
ON HIGH SCHOOL REDESIGN AND SO
ANXIOUS TO REALLY LAY OUT OUR
VISION FOR INCREASING QUALITY
AND RIGOR AND ACCELERATING
LEARNING AT HIGH SCHOOLS.

SO WITH THAT, I'M GOING TO TURN
IT OVER TO MR. KUDER AND THEN
WE'LL GET INTO THE PRESENTATION,
AND I WILL TAKE YOUR QUESTIONS
AFTERWARDS.

SO THANK YOU VERY MUCH.

>> THANK YOU, SUPERINTENDENT.
I'M GOING TO PULL OPEN OUR
PRESENTATION, SHARE IT WITH ALL
OF YOU.

WELL, GOOD MORNING, CITY
COUNCILORS AND MEMBERS OF THE BPS
COMMUNITY.
MEMBERS OF THE BOSTON COMMUNITY
AT LARGE.
THANK YOU FOR JOINING US TODAY
AT THIS HEARING.
AS THE SUPERINTENDENT MENTIONED,
WE'RE FOCUSING THIS MORNING'S
DISCUSSION ON ACADEMICS AND THE
COMMITMENT TO ACCELERATE
LEARNING ACROSS THE DISTRICT.
THIS IS THE FIFTH OF OUR EIGHT
BUDGET HEARINGS COVERING OUR
\$1.26 BILLION FY21 BUDGET.
SO I WANT TO FOCUS AGAIN ON
THREE MAIN POINTS THAT YOU'VE
HEARD ME SAY BUT BEARS
REPEATING.
THE FIRST IS IT -- WE'RE EXCITED
ABOUT THE \$80 MILLION INVESTMENT
NOT ONLY THE PLAN FOR FY21 BUT
THE CONTINUED FOCUS ON EDUCATION
FOR YEARS AFTER.
AS THE CITY AND DISTRICT IS
RESPONDING TO IMMEDIATE
DISRUPTION OF COVID, WE ARE
EVALUATING OUR PLANS IN OUR FY21
CREATE MORE FLEXIBILITY TO
RESPOND TO EDUCATIONAL REALITIES
AND TO BEST MEET THE NEEDS OF
STUDENTS.
BUT HAVING SAID THAT, WE DO
BELIEVE THE FY21 BUDGET
PRIORITIES THAT WE ESTABLISHED
ARE JUST AS RELEVANT TODAY AS
THEY WERE TWO MONTHS AGO THAT WE
HAVE ALIGNED OUR BUDGET SO AS WE
ENTER INTO THE FALL AND START TO
THINK ABOUT WHAT FALL PLANNING
LOOKS LIKE, WE KNOW THAT THE
INVESTMENTS THAT WE'VE MADE ARE
GOING TO BE CRITICAL
PARTICULARLY AROUND HIGH-QUALITY
CURRICULUM MATERIALS,
HIGH-QUALITY STRUCTURAL SUPPORTS
THAT WE'RE GOING TO BE TALKING
ABOUT TODAY.
WE STARTED THE BUDGET PROCESS
ROOTED IN THIS STATEMENT FROM
THE OPPORTUNITY ACHIEVEMENT GAP
POLICY AND I'VE USED IT AT EVERY
SINGLE PRESENTATION BECAUSE WE
REALLY WANT TO EMPHASIZE OUR

NEED TO REDOUBLE OUR EFFORTS TO
CLOSE OPPORTUNITY AND
ACHIEVEMENT GAPS AND GUARANTEE
AN EXCELLENT EDUCATION TO ALL OF
OUR STUDENTS.

AND AGAIN WE KEEP SAYING THIS,
BUT IT'S FOCUSING ON THOSE
STUDENTS WHO NEED PUBLIC
EDUCATION THE MOST AND PROVIDING
INTENSIVE SUPPORT TO THOSE
SCHOOLS THAT AREN'T DOING AS WELL
TO IMPROVE.

WE'RE LOOKING TO ENSURE ALL
STUDENTS HAVE THE SAME ACCESS TO
OPPORTUNITY TO ACHIEVE
GREATNESS.

OUR INVESTMENTS FOR FY21 ARE
FOCUSED ON WHAT WE'VE REFERRED
TO AS INSTRUCTIONAL CORE.
AND SO OUR BUDGET IS DESIGNED
AROUND THE STRAIGHTFORWARD
PREMISE THAT THERE ARE THREE
WAYS TO INCREASE STUDENT
LEARNING.

WE'RE GOING TO BE TALKING ABOUT
MULTIPLE INITIATIVES, MULTIPLE
EFFORTS AROUND THIS
ACCELERATION, ACCELERATED
FRAMEWORK BUT REALLY WE'RE
FOCUSING ON THREE THINGS:
INCREASING THE KNOWLEDGE AND
SKILL OF TEACHERS, CHANGING THE
CONTENT AND ALTERING THE
RELATIONSHIP OF THE STUDENT TO
THE CONTENT AND THE TEACHER.

AND 100% OF FUNDING IN NEW
INVESTMENTS IS DIRECTED
TOWARD IMPACTING THE STUDENT EXPERIENCE
THROUGH THIS INSTRUCTIONAL CORE.
OVERALL, WE MENTIONED THIS IS AN
\$80 MILLION INCREASE FOR THE
BOSTON PUBLIC SCHOOLS.

36 MILLION IN NEW INVESTMENTS
THAT WERE HIGHLIGHTED ON THE
PREVIOUS SLIDE.

THE REMAINING 44 MILLION
REPRESENTS AN INCREASE IN THE
COST OF OPERATIONS AND THE COST
OF IMPLEMENTING THE NEW BTU, OUR
BOSTON TEACHERS UNION CONTRACT.
SUPERINTENDENT BEGAN HER
COMMUNITY ENGAGEMENT TOUR AND
REALLY BEGAN HER BUDGET PROCESS
IN JULY WHEN SHE ARRIVED, REALLY

BEFORE JULY BEFORE SHE OFFICIALLY ARRIVED, AND THIS BUDGET, THE STRATEGIC PLAN THAT HAS BEEN PRESENTED AND THAT WE HAVE ALIGNED OUR PRESENTATIONS TO IS REALLY THE REFLECTION OF COMMUNITY VALUES.

WE REALLY DO THINK THAT THIS IS NOT JUST OUR STRATEGY BUT THIS IS THE BROADER "OUR STRATEGY," WE THINK IS REFLECTIVE OF STUDENT VOICE.

WE THINK IT'S REFLECTIVE OF COMMUNITY VOICE AND IS REALLY REFLECTIVE OF OUR STRATEGIC PLAN THAT DRIVES OUR DISTRICT OPERATIONAL PLAN AND THE PLANS THE DEPARTMENTS ARE PUTTING TOGETHER TO REALLY DRIVE IMPROVEMENT NEXT YEAR AND ALL OF THIS IS REFLECTED IN THE FY21 BUDGET PRIORITIES.

THOSE THINGS THAT ARE PART OF OUR STRATEGIC PLAN THAT YOU DON'T SEE IN THE FY21 BUDGET, IT'S PART OF A MULTIYEAR ROLLOUT.

SO THINK ABOUT HOW WE ARE PHASING OUR APPROACH TO BUILD CAPACITY AND DRIVE IMPROVEMENT ACROSS ALL OF OUR SCHOOLS OVER THE NEXT FEW YEARS.

AS I MENTIONED, WE'VE ORGANIZED OUR PRESENTATION THIS MORNING AND REALLY OUR -- ALL OF OUR HEARINGS AROUND THE SIX COMMITMENTS OF THE STRATEGIC PLAN.

AND EACH OF THESE PLANS -- EACH OF THESE COMMITMENTS HAVE UP TO 11 PRIORITIES UNDERNEATH.

TODAY WE'RE GOING TO BE DISCUSSING COMMITMENT 2, ACCELERATE LEARNING.

YOU CAN SEE THE BOLDED TOPICS ARE THE ONES THAT ARE GOING TO BE PRESENTED THIS MORNING.

2.9 IS GOING TO BE COVERED IN OUR COVID RESPONSE HEARING, WHICH IS FORTHCOMING.

AND THEN THE -- THAT'S THE ONLY ONE OF THE SECOND COMMITMENT THAT WON'T BE COVERED TODAY. THERE HAVE BEEN A LOT OF TALK

RECENTLY ABOUT ACCOUNTABILITY.
AND AS WE RESPOND TO COVID-19
AND THINK ABOUT WHAT THE FALL
WILL LOOK LIKE, WE'RE AWARE OF
THE URGENCY OF SUPPORTING OUR
STUDENTS WHOSE LEARNING HAS BEEN
DISRUPTED BUT ALSO RECOGNIZE THE
IMPORTANCE OF MAKING LONG-TERM
INVESTMENTS IN IMPROVEMENT IN
OUR SCHOOLS, TEACHERS AND FIRST
STUDENTS.

YOU'RE APPROACH TO
ACCOUNTABILITY HAS FOUR MAIN
COMPONENTS.

THE FIRST IS THAT WE'RE ENSURING
PEOPLE ARE CLEAR ON WHAT THEY'RE
BEING ASKED TO DO AND HOW THEY
ARE BEING ASKED TO WORK
DIFFERENTLY.

SECOND, WE'RE GOING TO BE MAKING
SURE THAT THEY'RE DOING IT.

THIS IS MONITORING PROGRESS AND
KEEPING TRACK OF HOW WE'RE DOING
ON ENCHMENTING THE STRATEGY.

THE THIRD, WE'RE GOING TO BE
MONITORING STUDENT PROGRESS ON
SPECIFIC OUTCOMES TO MAKE SURE
THAT THE PLAN IS WORKING FOR ALL
STUDENTS.

AND THEN, AS A RESULT, WE'RE
GOING TO BE ADJUSTING THE
STRATEGY, REDEPLOYING RESOURCES
AND RETRAINING STAFF TO MAKE
SURE THAT WE ARE CONSTANTLY
MAKING IMPROVEMENTS IN THE
DIRECTION THAT WE'RE HEADED.

THROUGHOUT TODAY'S PRESENTATION,
THE FOCUS IS ON WHAT AND HOW
WE'RE GOING TO BE DOING THE WORK
DIFFERENTLY ON THE ACADEMIC SIDE
AND WHAT INVESTMENTS WE'RE
MAKING, BUT IT IS IN THIS -- WE
JUST WANT TO RECOGNIZE THAT THAT
IS REALLY THE FIRST STEP IN OUR
OVERALL PROCESS OF IMPROVEMENT.
I WANT TO START BY HIGHLIGHTING
A NUMBER OF INVESTMENTS IN THE
FY21 BUDGET BEFORE I GET TO OUR
COMMITMENTS OF STRATEGIC
PLANNING.

THE FIRST IS THAT I AM FILLED
WITH JOY TO BE ABLE TO PRESENT A
BUDGET THAT CHANGES THE STUDENT
EXPERIENCE, BY INCREASING ACCESS

TO ART, MUSIC AND PHYSICAL EDUCATION CLASSES. STUDENTS HAVE MORE OPPORTUNITIES TO EXPLORE THEIR PASSION, TO FEEL THEIR CREATIVITY AND CURIOSITY, AND TO FEEL SUCCESS. STUDENTS WILL BE MORE FOCUSED AND ENGAGED IN CORE INSTRUCTION. BUT THIS INVESTMENT IS NOT JUST A STAND-ALONE INVESTMENT. IT REALLY PROVIDES THE TIME NEEDED TO CHANGE INSTRUCTION, AND SO WHEN STUDENTS ARE IN THEIR ADDITIONAL SPECIALIST CLASSES, TEACHERS WILL HAVE MORE TIME TO COLLABORATE AND PREPARE. NEW FUNDING OF INSTRUCTIONAL FACILITATORS WILL PROVIDE INSTRUCTIONAL INCLUSION, COACHING SUPPORT DESIGNED TO THE DISTRICT CURRICULUM AND THAT IS BEING USED DURING THE ADDITIONAL PLANNING TIME TO MAKE SURE TEACHERS ARE IMPROVING THEIR CRAFT. AND THEN TEACHERS WILL ALSO BE ABLE TO USE HIGH-QUALITY CURRICULUM MATERIALS. THEY'LL HAVE THE CURRICULUM THEY NEED TO BE ABLE TO PROVIDE HIGH-QUALITY INSTRUCTION. WE'RE, OF COURSE, VERY FORTUNATE TO HAVE SO MANY EXCELLENT EDUCATORS IN BOSTON. AND OUR DEDICATED TEACHERS AND SCHOOL-BASED STAFF WORK TIRELESSLY FOR OUR KIDS. THAT HAS NEVER BEEN MORE EVIDENT THAN WHAT WE'VE SEEN IN THE CREATIVITY AND RAPIDLY ADAPTED TEACHING PRACTICES THAT WE'VE SEEN DURING SHUTDOWN. I MYSELF HAVE BEEN ABLE TO WITNESS AWESOME INSTRUCTION THAT I NEVER THOUGHT COULD HAPPEN THROUGH A ZOOM CLASSROOM, CERTAINLY MORE ENGAGING AND EFFECTIVE THAN MY PRESENTATION THIS MORNING. BUT IN THE NEXT YEAR, WE'RE GOING TO BE ASKING TEACHERS TO REFLECT EVEN MORE ON THEIR PRACTICES AND IMPLEMENT NEW CURRICULUM AND TEACH IN NEW AND

MORE INCLUSIVE WAYS.
AND WE'RE PREPARED TO SUPPORT
THIS CHANGE THROUGH TEAM-BASED
PROFESSIONAL DEVELOPMENT,
HIGH-QUALITY INSTRUCTIONAL
MATERIALS AND FREQUENT COACHING
AND CONSISTENCY BACKED.
OVERALL, WE'RE EMPHASIZING THE
RETURN ON INVESTMENT THAT
HAPPENS WITH PROFESSIONAL
DEVELOPMENT, AND RESEARCH SHOWS
THIS INVESTMENT CAN PAY OFF FOR
DECADES.
THAT THIS ISN'T JUST A ONE-TIME
AS LONG AS WE'RE MAKING THIS
INVESTMENT THAT'S WHEN THE
EFFECT WILL BE SEEN.
WE'RE REALLY -- WE'RE INVESTING
IN THE LONG-TERM HEALTH AND
IMPROVEMENT OF OUR SYSTEM.
IN TOTAL, 12.4 MILLION OF
INVESTMENTS ARE ALIGNED TO
EXPAND TEACHER SKILL SET AND THE
TOOLKITS AVAILABLE TO TEACHERS
NEXT YEAR.
I ALSO WANT TO HIGHLIGHT --
WE'RE GOING TO BE TALKING MORE
ABOUT BPS BUILDINGS LATER ON IN
THIS HEARING BUT WE WANT OUR
BUILDINGS TO BE A PLACE OF PRIDE
FOR ACCESS AND ALL OUR STUDENTS
HAVE ACCESS TO THE LATEST TEG
NOTH FOR LEARNING.
EARLIER THIS YEAR I HAD THE
OPPORTUNITY TO VISIT TECH BOSTON
ACADEMY, AND I SAT WITH STUDENTS
AND TALKED TO THEM ABOUT
BUDGETING, GOT THEIR OPINION ON
WHAT WE SHOULD BE INVESTING IN
IN TERMS OF THE THREE-YEAR
MULTIYEAR INVESTMENT.
OF COURSE, THEY TALKED EXCITEDLY
ABOUT NEW BUSINESS CLASSES AND
OPPORTUNITIES TO DO IS -- AND TO
DO EARLY COLLEGE CURRICULUM, TO
THINK ABOUT THEIR CAREER AND
ALIGN IT TO THE CLASSES THAT
THEY ARE TEACHING.
I WAS ACTUALLY AT AN ENGLISH
CLASS TALKING ABOUT BUDGET,
SHOWING HOW CURRICULUM CAN
REALLY WORK ACROSS DISCIPLINES.
BUT THEY ALSO MENTIONED THE NEED
FOR US TO IMPROVE THEIR

BATHROOMS, CLEAN THEIR BATHROOMS, IMPROVE THINGS LIKE RADIATOR COVERS, THE BASICS THAT SHOULD BE PRESENT IN ALL OF OUR SCHOOLS.

AND SO WE KNOW THAT SCHOOL ENVIRONMENTS IMPACT LEARNING, AND OUR JOB IS TO ENSURE OUR FACILITIES SUPPORT LEARNING BY INVESTING IN BUILDING CONDITION AND CLEANLINESS.

THIS IS BUILDINGS THAT ARE IN SUPPORT OF OUR ACADEMIC VISION. THE OTHER THING THAT THE SUPERINTENDENT HAS BEEN HIGHLIGHTING AND WE'RE EXCITED ABOUT IS NOT ONLY A ONE-TO-ONE EXPANSION THAT'S BUILDING ON THE RAPID EXPANSION OF TECHNOLOGY THAT WE DID THIS SPRING, AND ENSURING ALL STUDENTS HAVING ACCESS TO TECHNOLOGY DEVICES BUT ALSO FIGURING OUT WAYS TO MAKE SURE THAT WE ARE EXPANDING INTERNET ACCESS TO OUR STUDENTS AND ENSURING THAT THEY HAVE CONSISTENT AND HIGH-QUALITY INTERNET ACCESS GOING INTO NEXT YEAR.

WE UNDERSTAND THAT THIS IS GOING TO BE CRITICAL DURING COVID, BUT WE THINK THIS SHOULD BE A BASELINE SERVICE FOR OUR STUDENTS GOING FORWARD.

AND TODAY, OF COURSE, IN ACCELERATE LEARNING, WE'RE GOING TO HIGHLIGHT LITERACY AND INSTRUCTION AND OUR EFFORT TO IMPROVE LITERACY AND IT'S BEGINNING BY REORGANIZING -- OR EXCUSE ME, BY RECOGNIZING THAT STUDENTS BRING A RANGE OF KNOWLEDGE AND EXPERIENCES THAT INFLUENCE THEIR LEARNING AND ENGRAVEMENT.

AND WE'RE MAKING SURE STUDENTS CAN MEET THE DEMAND OF THE NEW -- OF HIGH LEVELS OF LITERACY THAT ARE REQUIRED TO BE SUCCESSFUL AFTER HIGH SCHOOL. AND WE BEGIN WITH RESEARCH-BASED STRATEGIES IN THE AREAS OF READING, WRITING, LISTENING AND SPEAKING.

OVERALL, 14 -- ALMOST \$15 MILLION ARE INVESTED IN NEW SPENDING AND TO RAISE THE BAR ON STUDENT LEARNING. HERE YOU CAN SEE A NUMBER OF INITIATIVES THAT ARE REALLY GOING TO BE IMPACTING THE WAY STUDENTS ENGAGE WITH THEIR TEACHERS AND WE ARE TALKING ABOUT ALTERING THAT RELATIONSHIP BETWEEN STUDENTS AND CONTENT. THROUGHOUT THIS MORNING'S PRESENTATION IF THIS AFTERNOON, WE'RE GOING TO BE TALKING ABOUT VARIABILITY AND QUALITY. AND OUR NEED AS A DISTRICT TO RECOGNIZE THAT WE HAVE POCKETS OF EXCELLENCE, BUT TO MAKE SURE THAT THAT IS A CONSISTENT EXPERIENCE ACROSS ALL OF OUR SCHOOLS AND NO MORE -- THAT'S NO MORE APPROPRIATE TO TALK ABOUT THAN IN HIGH SCHOOLS WHERE WE HAVE EXCELLENT HIGH SCHOOLS BUT WE HAVE A LOT OF VARIABLE QUALITY ACROSS OUR SCHOOLS. WHAT WE'RE TALKING ABOUT DOING IS IMPLEMENTING RECOGNIZED MODELS OF RIGOR AND EXCELLENCE IN OUR SCHOOLS AND WHAT THE SUPERINTENDENT HAS DEEMED THE BPS CORE 4, EXPANDING ADVANCED PLACEMENT, OPPORTUNITIES, GIVING STUDENTS EARLY ACCESS TO COLLEGE AND CAREER AND DUAL ENROLLMENT IN EARLY COLLEGE POMPG WE'RE TALKING ABOUT CTE EXPANSION GIVING KIDS ACCESS FROM THINGS LIKE ENGINEERING TO MEDICAL DEVICE, INCREASING STEEM AND ARTS REALLY MAKING SURE THAT ALL PARENTS AND STUDENTS KNOW THAT NO MATTER WHAT HIGH SCHOOL THEY GO TO, THEY'RE GOING TO HAVE A RIGOROUS AND ENRICHING HIGH SCHOOL EXPERIENCE. TALKED AT THE LAST HEARING ABOUT INCLUSION. IT IS SUCH A FUNDAMENTAL PART OF OUR STRATEGIGY GOING INTO NEXT YEAR THAT IT CUTS ACROSS MANY OF OUR COMMITMENTS AND IS, OF COURSE, FUNDAMENTAL TO ACCELERATED LEARNING FOR ALL

STUDENTS.

AND SO OUR STRATEGY FOR
INCREASING CAN INCLUSIVE
OPPORTUNITIES FOR STUDENTS
REALLY DOES START WITH MAKING
SURE THAT WE HAVE EDUCATORS WHO
HAVE THE RESOURCES THEY NEED AND
THE SUPPORT THAT THEY NEED TO
DELIVER HIGH-QUALITY
INCLUSIONARY LEARNING
OPPORTUNITIES.

THE COMMITMENT 2, PRIORITY 3 IS
A BIG ONE.

IT HAS A LOT UNDER IT.

SO I WANTED TO JUST PUT ON THERE
WHAT WE'RE TALKING ABOUT IS
RIGOROUS AND LINGUIST TICKLY
AFFIRMING CURRICULUM AND
INTRUCKS THAT INCLUDES MULTIPLE
DISCIPLINES.

OVER THE NEXT FEW SLIDES, I'LL
TALK A LITTLE BIT ABOUT THE
DISCIPLINES.

I'M SURE YOU'LL HAVE A LOT OF
QUESTIONS ABOUT DIFFERENT AREAS
OF THIS INVESTMENT, BUT REALLY
WHAT WE'RE TALKING ABOUT IS NOT
JUST FOCUSING ON MATH AND
ENGLISH, THE TESTED SUBJECTS.

WHAT WE'RE REALLY TALKING ABOUT
IS A BROAD-BASED LIBERAL ARTS
EDUCATION WHERE STUDENTS REALLY
ARE ENGAGED IN A BROAD RANGE OF
OPPORTUNITIES AND PREPARING FOR
POST-SECONDARY SUCCESS.

WE THINK IT'S IMPORTANT TO BOTH
RECOGNIZE THE LINGUISTIC ASSETS
OF OUR COMMUNITY AND ALSO
SUPPORT AND SUSTAIN THEIR
CULTURAL LINGUISTIC ABILITIES,
AND SO WE'RE LOOKING AT MULTIPLE
PATHS FOR BUILDING BILINGUAL
CAPACITY IN OUR STRICT.

THE LOOK ACT GIVES US MORE
FLEXIBILITY TO SERVE OUR
STUDENTS AND BASICALLY REPAIR
THE DAMAGE THAT HAS BEEN DONE
FROM ENGLISH-ONLY POLICIES IN
MASSACHUSETTS FOR THE LAST 15
YEARS.

AND SO THE OFFICE OF ENGLISH
LANGUAGE LEARNERS WILL BE
PRESENTING A PLAN TO SCHOOL
COMMITTEE LATER THIS SPRING THAT

IS A COMPREHENSIVE APPROACH TO REBUILDING OUR BILINGUAL CAPACITY AS A DISTRICT THAT IS FUNDAMENTAL TO ACCELERATING THE LEARNING FOR OUR ENGLISH LEARNERS.

COMMITMENT 2 ALSO INCLUDES PHYSICAL EDUCATION, HEALTH POLICY, MAKING SURE THEY WORK INN COULD JUNCTION TO PROVIDE HEALTHIER OUTCOMES FOR OUR STUDENTS.

WE'RE ALSO FOCUSING ON OUR TRANSFORMATION SCHOOLS TO REALLY DRIVE IMPROVEMENT.

IT COMES COUPLED WITH JOB-EMBEDDED PROFESSIONAL DEVELOPMENT, THE INSTRUCTIONAL FACILITATORS.

SO IT'S NOT JUST ABOUT BUYING BETTER BOOKS OR MATERIALS. IT'S REALLY ABOUT TAKING A HOLISTIC APPROACH TO MAKING SURE THE INSTRUCTION IN THE CLASSROOM IS CHANGING AND IS AT THE HIGHEST QUALITY ACROSS ALL OF OUR SCHOOLS.

SO THAT'S THE CONSISTENCY OF QUALITY WE'VE BEEN TALKING ABOUT.

WE WANT TO EXPAND ETHNIC STUDY, OPPORTUNITIES TO BE ABLE TO MAKE SURE AGAIN WE KEEP TALKING ABOUT CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICIANS.

THIS IS AN IMPORTANT PART OF A DISTRICT THAT HAS -- IS REPRESENTATIVE OF MULTIPLE CULTURES AND COMMUNITIES. WE'RE ALSO ADOPTING THE COMMON CORE, THE MASS COMMON CORE GRADUATION REQUIREMENTS ACROSS OUR HIGH SCHOOLS.

THIS IS ABOUT STANDARDIZING THE BASIC LEVEL OF QUALITY SO THAT A BPS DIPLOMA MEANS SOMETHING REGARDLESS OF THE SCHOOL NAME THAT'S ON IT, THAT WE CAN GUARANTEE THAT OUR STUDENTS ARE GRADUATING READY FOR THE NEXT STEP IN THEIR CAREER.

IN THIS BUDGET, WE'RE CONTINUING TO INVEST BOTH OPERATING BUDGET,

GENERAL FUND BUDGET TOWARDS EXPANSION OF K-1 AND THE TRUST THE CITY HAS ESTABLISHED TO HELP US EXPAND UNIVERSAL K-1. OUR -- WE ARE GROUNDED IN THE GOALS OF QUALITY COHERENCE AND EQUITY AND EXPANDING TO AN ESTIMATED 630 SEATS IN COMMUNITY PARTNERSHIPS WHILE ALSO INCREASING THE QUALITY OF EXISTING BPS AND COMMUNITY-BASED PROGRAM.

SO IT'S BOTH EXPANSION OF THE QUANTITY OF SEATS AND AN INVESTMENT IN THE QUALITY OF K-1 ACROSS.

COMMITMENT TO PRIORITY 5 IS IMPLEMENTING RIGOROUS AND CONSISTENT ELEMENTARY LEARNING EXPECTATIONS ACROSS.

AND SO WE'RE LOOKING AT EXPANDING IN SCIENCE AND A NEW APPROACH TO READING.

REALLY IT'S ABOUT IMPROVING INSTRUCTION ACROSS MULTIPLE DISCIPLINES FOR THE DISTRICT INCLUDING DIGITAL LITERACY AND COMPUTER SCIENCE.

I KNOW MANY STUDENTS ARE HAVING A RAPID LESSON IN ACCESS TO TECHNOLOGY AND WE WANT TO BUILD ON A LOT OF THE SKILLS THAT WE THINK ARE NECESSARY FOR 21st CENTURY SUCCESS.

PRIORITY 6 IS ADDRESSING CHRONIC ABSENTEEISM BY CREATING JOYFUL CLASSROOMS.

WHAT WE WANT TO SEE IS JOYFUL CLASSROOMS AND LEARNING ENVIRONMENTS THAT ARE ENGAGING, HEALTH-PROMOTED, INCLUSIVE, CHALLENGING AND SAFE.

AND WE THINK THAT BY CONTINUING TO IMPROVE AND IMPLEMENT THE EIGHT COMPONENTS OF A COMPREHENSIVE BPS WELLNESS POLICY IN ALL CLASSROOMS IN ALL SCHOOLS WILL CREATE THOSE JOYFUL LEARNING ENVIRONMENTS THAT MEET THE UNIQUE NEEDS OF STUDENTS AND KEEP THEM ENGAGED IN LEARNING. WE WANT SCHOOL TO BE A PLACE THAT STUDENTS ARE EXCITED ABOUT ATTENDING, FEEL SAFE IN

ATTENDING AND THAT WE ARE UNDERSTANDING THAT THERE ARE MULTIPLE BARRIERS TO ATTENDANCE. IT'S NOT JUST ABOUT SORT OF REQUIRING AND FOLLOWING UP AND BEING PUNITIVE.

WHAT WE WANT TO DO IS CREATE A HOLISTIC APPROACH TO BRINGING STUDENTS IN AND MAKING SURELY THAT THEY FEEL SAFE AND ENGAGED IN THEIR CLASSROOMS.

OF COURSE.

THERE ARE MULT COMPONENTS TO MAKING SURE WE HAVE A SAFE SPACE FOR EVERY BPS STUDENT AND OFFERING SUPPORT AND PROTECTION TO NEEDED TO LEARN, GROW AND THRIVE, THAT WE'RE CREATING CULTURALLY RESPONSIVE AND ENGAGING INCLUSIVE CLIMATES. WE'RE IMPLEMENTING STANDARDS AND PRACTICES FOR MULTI-TEARED SYSTEMS OF SUPPORT.

WE'RE LOOKING ACROSS CODE OF CONDUCT WHICH WE DISCUSSED AT THE LAST HEARING.

THIS IS NOT JUST ONE-OFF INITIATIVES.

THIS IS A COMPREHENSIVE LOOK ACROSS THE WAY THAT OUR INITIATIVES INTERACT AND WORKING TOGETHER TO MAKE SURE THAT WE ARE GETTING THE MOST RETURNS ON THE INVESTMENTS THAT WE'RE MAKING IN THESE AREAS.

AND THEN I MENTIONED AT THE BEGINNING AS PART OF OUR ACCOUNTABILITY STRATEGY WHAT WE REL WANT TO DO IS MAKE SURE THAT THERE'S HIGH-QUALITY SUPPORT FOR OUR TEACHERS.

AND IMPLEMENTING DISTRICT-WIDE PROFESSIONAL DEVELOPMENT PLANS FOR TEACHERS, PARAPROFESSIONALS, COUNSELORS, SCHOOL AND CENTRAL LEADERS, TEAMS OF PEOPLE COMING TOGETHER TO HAVE COMMON KNOWLEDGE AND COMMON PRACTICES THAT COMPLEMENT EACH OTHER AND WORK TOGETHER, THAT WE'RE SHIFTING FROM JUST HAVING PROFESSIONAL DEVELOPMENT EVENTS WHERE TEACHERS COME, THEY GO TO A P.D. FOR A DAY, THEY GO BACK

AND ARE EXPECTED TO IMPLEMENT IT ON THEIR OWN.

WHAT WE'RE TALKING ABOUT IS REALLY HAVING A CONTINUUM OF LEARNING AND COACHING ON THE GROUND LEVEL SO THAT PEOPLE ARE PUTTING INTO PRACTICE WHAT THEY'VE LEARNED AT THEIR PROFESSIONAL DEVELOPMENTS.

SO, I'VE MENTIONED THROUGHOUT THESE HEARINGS THAT YOU'VE HEARD A COUPLE OF RECURRING THEMES, THAT WE HAVE TOO MUCH VARIABILITY AND QUALITY ACROSS OUR SCHOOLS, ESPECIALLY IN HIGH SCHOOLS, AND SO OUR JOB IS TO ENSURE THAT WE ARE BOTH RAISING EXPECTATIONS AND INCREASING OUR SUPPORT.

SO I JUST WANT TO REVISIT OUR FOUR COMPONENTS OF THIS APPROACH ARE ENSURING PEOPLE ARE CLEAR ON WHAT THEY'RE BEING ASKED TO DO AND HOW THEY'RE BEING ASKED TO WORK DIFFERENTLY.

SECOND, MAKE SURE WE'RE ALL DOING IT.

MAKING SURE WE'RE ALL ENGAGING IN AND IMPLEMENTING THE STRATEGY AS DESIGNED.

THE THIRD IS TO MONITORING STUDENT PROGRESS TO MAKE SURE THE PLAN IS WORKING FOR ALL OF OUR STUDENTS, PARTICULARLY OUR MOST VULNERABLE STUDENTS. AND THEN, AS A RESULT OF THAT ASSESSMENT, WE'RE GOING TO ADJUST OUR STRATEGY AND REDEPLOY RESOURCES TO MAKE SURE THAT WE ARE RETRAINING OUR STAFF TO SERVE OUR STUDENTS.

THIS IS, OF COURSE, THE FIFTH OF EIGHT HEARINGS, AND WE LOOK FORWARD TO TAKING YOUR QUESTIONS AT THIS POINT I'LL TURN IT BACK OVER TO YOU, COUNCILOR ESSAIBI GEORGE.

>> THANK YOU VERY MUCH, NATE.

AND DURING THE PRESENTATION, WE WERE ALSO JOINED BY COUNCILOR ARROYO. THANK YOU FOR THE VERY THOROUGH PRESENTATION.

I'M GOING TO NOW TURN THE IMAGINARY GAVEL, AND SHE HAS IT, I'M SURE, THE GAVEL OVER TO

CHAIR BOK.

MADAM CHAIR.

>> GREAT, THANK YOU SO MUCH,

COUNCILOR ESSAIBI GEORGE.

THANK YOU FOR CHAIRING, AND MY
APOLOGIES TO THE TEAM FOR BEING
A LITTLE LATE.

WE HAD AN ISSUE IN MY DISTRICT
THAT REQUIRED MORE SUPERVISION
THAN ANTICIPATED.

BUT I'M REALLY GRATEFUL FOR YOU
BEING HERE, AND I REVIEWED THE
POWERPOINT IN ADVANCE TO CATCH
UP ON WHAT I MISSED.

SO I'M GOING TO, WITHOUT FURTHER
ADO, JUMP INTO QUESTION.

AND I'LL GO FIRST TO COUNCILOR
ESSAIBI GEORGE.

THEN COUNCILOR CAMPBELL, AND
I'LL PUT THE ORDER IN THE CHAT.

THANK YOU, COUNCIL LOOR ESSAIBI
GEORGE.

>> THANK YOU, MADAM CHAIR.

I'LL MAKE SURE THAT I'M OFF
MUTE.

I DO HAVE SOME QUESTIONS-- I
HAVE A PARTICULAR INTEREST FOR
THE B.P.S. TEAM.

FIRST, THANK YOU FOR YOUR
SERVICE.

THANK YOU FOR YOUR CONTINUED
EFFORT DURING THIS DIFFICULT
TIME.

AS A B.P.S. PARENT OF FOUR BOYS,
OVER THE PAST FEW WEEKS, THEY'VE
BECOME SIGNIFICANTLY MORE
ENGAGED IN THEIR ONLINE LEARNING
AND DOING TOOLS FROM HOME.

SO I JUST WANT TO APPRECIATE
YOU, FOR THEIR EFFORT OVER THE
LAST COUPLE OF MONTHS.

BUT IN PARTICULAR, THE LAST FEW
WEEKS.

AND KNOW THAT THERE'S A GREAT
DEAL OF CONCERN AND CONVERSATION
AROUND WHAT WILL HAPPEN OVER THE
NEXT FEW MONTHS AND MEETING IN
SEPTEMBER.

BUT FOR TODAY, AND SPECIFIC TO
TODAY'S TOPIC, I HAVE A
PARTICULAR INTEREST IN SCIENCE
EDUCATION, AND REALLY IMPROVING
WHAT WE'RE DOING IN THE
CLASSROOM AS IT COMES TO

LAB-BASED SCIENCES IN PARTICULAR.

BUT ALSO THINKING ABOUT CREATING SCIENCE FOR ALL OUR STUDENTS AROUND THE DISTRICT.

AND RELATED TO THAT, THE WORK AROUND-- TOWARD THE MATH CORE STANDARDS.

I'D LIKE TO, IF YOU COULD, WALK THROUGH SOME OF THAT ENGAGEMENT FOR TEACHERS AND STAFF DURING THAT TRANSITION TOWARDS THE NEW CURRICULUM, AND THE-- A BETTER UNDERSTANDING OF HOW TEACHER STAFF MIGHT BE IMPACTED BY THE IMPLEMENTATION OF THE MATH CORE STANDARD.

AND I'M WONDERING IF WE'RE GOING TO BE LOOKING TO ELIMINATE CERTAIN POSITIONS OR ROLES TO ACCOMMODATE THOSE STANDARDS AND THE NECESSARY STEPS.

AND THEN WILL WE SEE A SIGNIFICANT CHANGE IN THIS COMING SCHOOL YEAR AS IT RELATED TO ALIGNING WITH THAT CORE CURRICULUM.

THOSE ARE MY QUESTIONS.

THANK YOU, MADAM CHAIR, AND THANK YOU FOR TO THE TEAM FOR BEING HERE.

>> THANK YOU, VICE CHAIR FOR THE QUESTION.

AND SCIENCE IS A PASSION OF MINE AS WELL, ESPECIALLY AT THE ELEMENTARY LEVEL, TO GET THE STUDENTS READY FOR THE MORE RIGOROUS STANDARDS THEY'LL HAVE TO MEET IN TERMS OF THE MCAS REQUIREMENTS LATER IN HIGH SCHOOL.

SO WE HAVE A G.E. GRANT THAT WILL BE FOCUSING ON OUR ELEMENTARY SCIENCE, IF YOU'RE AWARE OF THAT GRANT, THOUGH IT IS NOT INCLUDED HERE IN THE BUDGET.

WE ARE DOING THAT WORK RIGHT NOW, AND IT'S A WORK IN PROGRESS WITH THE ELEMENTARY SCIENCES. THE SECOND PIECE IS WITH, AS WE ALIGN TO MASS CORE, WE DO ANTICIPATE THAT THERE MAY BE ADDITIONAL SCIENCE COURSES

AVAILABLE, AND WE ARE PHASING IN THE MASS. CORE REQUIREMENT. WE WILL BE PRESENTING THIS TO THE SCHOOL COMMITTEE NEXT WEEK, AND SHARING WITH THEM THE REQUIREMENTS AROUND THE MASS. CORE AND THE COURSE REQUIREMENTS.

SO THAT IS ON OUR AGENDA.

I DON'T ANTICIPATE THAT THAT THERE WILL BE ANY CHANGES IN SCIENCE.

THERE MAY BE ADDITIONAL CLARIFICATIONS REQUIRED FOR CERTAIN KINDS OF SCIENCES THAT WE GIVE.

LAB SCIENCES WILL BE PART OF THE HIGH SCHOOL REQUIREMENT UNDER MASS. CORE.

AND I DON'T THINK WE'LL BE ELIMINATING ANY ROLE THAT SCHOOLS-- FOR THAT, THAT I'M ANTICIPATING AT THIS TIME.

>> I'LL WAIT FOR ADDITIONAL QUESTIONS AND FURTHER ROUNDS.

>> OKAY, GREAT, THANK YOU, COUNCILOR ESSAIBI GEORGE.

COUNCILOR CAMPBELL, AND THEN IT WILL BE COUNCILOR BREADEN.

KOWBS LOR CAMPBELL.

>> THANK YOU, COUNCILOR BOK, AND THANK YOU, COUNCILOR GEORGE.

WHAT IS THE TIME TABLE FOR THE MASS. CORE IMPLEMENTATION? SECOND, ENGLISH LANGUAGE LEARNERS AND SPECIAL NEEDS STUDENTS ARE HIGHLY CONCENTRATED IN CERTAIN HIGH SCHOOLS, ENT OPEN ENROLLMENT HIGH SCHOOLS.

WHAT IS THE PLAN SO ALL HIGH SCHOOLS SHARE THE RESPONSIBILITY OF EDUCATING THOSE STUDENTS, AND THE TIMETABLE FOR THAT?

AND MY LAST QUESTION, WHEN IT COMES TO PRE-K., OBVIOUSLY, WE'VE BEEN USING THE TERM "UNIVERSAL" AND I THINK AT TIMES WE'RE STRIVING TOWARDS THAT, IT KAB LITTLE CONFUSING IN THAT RIGHT NOW, WE'RE NOT IN A PLACE WHERE ONE00% OF-- PRE-K.IS 100% PUBLICLY FUNDED IN TERMS OF ACCESS.

WHERE ARE WE, WHAT DO YOU THINK

WE NEED?

AND FOR THE K-1 SEATS AND THE
PRE--"K" SEATS, ARE WE COUNTING
COMMUNITY SEATS IN THAT?

THANK YOU, SUPERINTENDENT.

>> THANK YOU, COUNCILOR.

SO FOR THE TIMETABLE FOR MASS.

CORE, WE ARE PHASING IN THE
APPROACH FOR THE MASS. CORE.

THE FIRST CLASS WILL BE THE
CLASS OF 2025.

THAT'S OUR CURRENT SEG GRADERS.

THAT GIVES OUR TEACHERS ENOUGH
TIME TO REALLY BIG IN THE RIG

OAR AND THE COURSE TAKING AND

FOR US TO DO THE GAP ANALYSIS OF

WHAT SCHOOLS ARE ACTUALLY

OFFERING AND WHAT THEY NEED TO

OFFER.

MANY OF OUR SCHOOLS ARE GOING TO

NEED ADDITIONAL P.E. AND ART

PROGRAMMING AT SCHOOLS, SO WE

HAVE TO GET CREATIVE.

AND NOW THAT WE'RE REMOTELY

DOING THAT, P.E. IS ALREADY A

STATE REQUIREMENT FOR ALL

SCHOOLS, BUT IN BOSTON, THAT HAS

BEEN CHALLENGING DUE TO OUR

GYMNASIUM AND LACK OF GYMNASIUM.

I DO THINK YOU'LL SEE US

BRANCHING OUT NOW THAT WE WILL

BE ONE TO ONE WITH OUR STUDENTS

FOR ONLINE P.E., AND SOME OTHER

CREDITS FOR ATHLETICS AND OTHER

ACTIVITIES AND LEARNINGS THAT

CAN HAPPEN OUTSIDE OF THE CLOM,

AS WELL AS IN THE CLASSROOM.

ALSO, LOOKING AT THE E.O. SPED

TIMELINE, WE ARE RIGHT NOW-- I

HIRED STANLEY PUSE, ON MY STAFF

AS SENIOR ADVISER.

SHE IS OVERSEEING OUR SPECIAL ED

DEPARTMENT, AND WE ARE GOING TO

BE UNDERTAKING, ALSO

INCLUSIONARY PRACTICES, AND THAT

TIMELINE IS TO AUDIT OUR

PROGRAMS AND TO BEGIN TO WORK

WITH OUR TEACHERS TO BE ABLE TO

FIGURE OUT PROBLEM-SOLVING MODEL

USING MULTI-TIERED SYSTEMS OF

SUPPORT.

IT'S KNOWN AS M.T.S.S.

AND THAT TIMETABLE IS NOW TO

BEGIN TO START GATHERING THAT

INFORMATION WITH PROBABLE MORE OF AN IMPLEMENTATION OF OR E.O. AND SPED RECOMMENDATIONS IN THE 21-22 SCHOOL YEAR, AND USING NEXT YEAR AS A PLANNING YEAR AS WE BEGIN TO TRANSITION OUR PATHWAYS AND LOOK AT MORE EQUITABLE PATHWAYS FOR OUR SPECIAL ED STUDENTS AND E.O. PROGRAMS.

THEN WITH PRE-K, I DON'T HAVE THE EXACT NUMBER, BUT WE ARE DEPENDENT ON OUR C.B.O.s, OUR COMMUNITY-BASED ORGANIZATIONS, IN ORDER TO MEET THE DEMAND FOR OUR FAMILIES.

AND I DON'T KNOW IF DAVID MIGHT HAVE THAT NUMBER FOR US, OR MR. PRUDER.

IF NOT, I CAN GET THE NUMBER. 450 SEEMS TO BE SOMETHING THAT IS IN MY HEAD, BUT I WANT TO SEE EXACTLY WHAT THAT NUMBER IS.

>> WHILE THEY LOOK FOR THAT NUMBER, ONE QUICK FOLLOW-UP-->> 540.

540.

I HAD IT MIXED UP.

>> ONE QUICK FOLLOW-UP ON THE ENGLISH LANGUAGE LEARNERS, ESPECIALLY AT THE HIGH SCHOOL LEVEL.

I WENT TO LATIN SCHOOLS, SO I KNOW CERTAIN SCHOOLS DO NOT SHARE EQUITABLY IN THE RESPONSIBILITY OF EDUCATING THOSE STUDENTS, AND THE BURKE AND OTHER HIGH SCHOOLS IN MY DISTRICT THAT HAVE TO DO A LOT MORE.

I GET THE AUDIT, AND I SAW THE PRESENTATION.

I THINK THAT'S FANTASTIC, BUT, SUPERINTENDENT, FROM YOUR OPINION AND PERSPECTIVE, HOW LONG WOULD IT TAKE FOR US TO LOOK AT ALL OF OUR HIGH SCHOOLS, AND AT SOME POINT TO SEE ALL OF THEM SHARING EQUITABLY IN TERMS OF THE NUMBER OF SPECIAL NEEDS STUDENTS, ENGLISH LANGUAGE LEARNERS, NEW ARRIVALS, THAT THEY'RE EDUCATING IN THEIR RESPECTIVE SCHOOLS.

AND I CAN SAVE EVERYTHING ELSE
FOR THE NEXT ROUND.

>> THANK YOU.

>> THANK YOU, COUNCILOR.

I THINK IT'S GOING TO TAKE
SEVERAL YEARS, BUT I THINK WE'RE
GOING TO GET STARTED ON THE
FIRST SEVEN.

SO I WILL BE ANNOUNCING NEXT
WEEK SEVEN HIGH SCHOOLS THAT WE
WILL BE WORKING WITH TO PROVIDE
MORE EQUITABLE OPPORTUNITIES FOR
OUR STUDENTS.

BECAUSE, OF COURSE, IN OUR
STRATEGIC PLAN, THE GOAL IS TO
HAVE HIGH-QUALITY SCHOOLS IN
EVERY NEIGHBORHOOD, AND WE ARE
STARTING WITH THOSE STRUGGLING
THE MOST.

AND PART OF THAT IS THE
DISPROPORTIONALITY THAT'S
HAPPENING IN OUR SPXCIAL
EDUCATION PROGRAMS AND THE
CONCENTRATION OF SOME OF THOSE
PROGRAMS AT CERTAIN SCHOOLS.
SO WE WILL BE UNDERTAKING THAT
AUDIT AND TRYING TO FIGURE OUT
HOW TO BETTER MEET THE DEMANDS
OF-- MEET THE NEEDS OF OUR
STUDENTS, AND ALSO THE EQUITABLE
DISTRIBUTION ACROSS OUR HIGH
SCHOOLS.

THAT'S A BIG PART OF THE WORK
HEADING FORWARD, AS WELL AS OUR
E.L. PROGRAM.

>> 540 IS THE NUMBER-- IS THAT
NUMBER-- JUST TO BE CLEAR WHAT
THAT NUMBER IS?

>> YEAH, THAT'S THE PLAN
EXPANSION.

WHAT WE'RE WORKING TOWARDS IS
750 SEATS IN COMMUNITY-BASED
PROGRAMS OVER THE THREE YEARS.
WE'RE UP TO 540 FOR FY-21 NEXT
YEAR.

THAT'S THE PLANNED NUMBER OF
COMMUNITY-BASED SEATS.
OVERALL, OUR TARGET IS SOMEWHERE
AROUND 4500 SEATS WHERE WE
CONTINUE TO MONITOR THAT NUMBER
BY NEIGHBORHOOD AND BY SCHOOL TO
MAKE SURE IT'S THE RIGHT MATCH.
WITH 750 OF THOSE TOTAL SEATS
COMING IN COMMUNITY-BASED

ORGANIZATIONS.

ORGANIZATIONS.

WE'RE ALSO LOOKING IN B.P.S. TO
BE ABLE TO EXPAND K-1 IN OUR
B.P.S. SCHOOLS.

BUT RIGHT NOW, IN ELEMENTARY
SCHOOLS, SPACE IS A LIMITING
FACT OAR.

THE OTHER THING I JUST WANT TO
JUST SAY IS WE DON'T THINK ABOUT
EXPANDING SPECIAL EDUCATION
PROGRAMS AND ENGLISH LEARNER
PROGRAMS AT HIGH SCHOOLS IN
SHARING THE BURDEN.

WE THINK ABOUT IT IN TERMS OF
EXPANDING ACCESS AND OPPORTUNITY
FOR STUDENT.

WHAT WE HAVE DONE AS A DISTRICT
IS RELY ON PROGRAM PLACEMENT AS
A WAY TO SERVICE KIDS, AS
OPPOSED TO EXPANDING AND GIVING
THEM OPPORTUNITY IN MANY HIGH
SCHOOLS.

SO WHAT WE'RE GOING TO BE DOING
IN B.P.S. AND THROUGH THE
ACADEMIC TEAM IS REALLY LOOKING
TO BREAK DOWN THE BARRIERS AND
WORK WITH SCHOOLS TO MAKE SURE
THAT THEY HAVE WHAT THEY NEED.
BUT, REALLY, SET THE EXPECTATION
THAT ALL SCHOOLS ARE EXPECTED TO
SERVE OUR STUDENTS--

>> I WOULD NOT SAY "SHARE THE
BURDEN."

IT'S NOT A BURDEN.

IT'S MORE A RESPONSIBILITY.

I WANT TO BE CLEAR, I WOULD
NEVER SAY "BURDEN" IN TERMS OF
EDUCATING THESE STUDENTS.

I AGREE WITH YOU.

THANK YOU, THANK YOU, COUNCILOR
BOK.

>> THANK YOU, COUNCILOR
CAMPBELL.

NEXT UP IS COUNCILOR BRAID AN BREADEN AND
THEN COUNCILOR JANEY.

>> THE ISSUE OF THE HIGH
SCHOOLS, I ECHO MANY OF THE
COMMENTS OF THE PREVIOUS TWO
SPEAKERS.

THE CONCERNS AROUND BRIGHTON
HIGH, 65% OF THE STUDENT BODY
ARE E.L.L., OR SPECIAL ED
STUDENTS.

GENERAL ED IS ABOUT 35%.
AND IT'S REALLY-- IT'S REALLY
TOUGH IF YOU HAVE SUCH AN
IMBALANCE BETWEEN THE STUDENTS
THAT NEED SO MUCH EXTRA SUPPORT
THAN YOUR GENERAL ED STUDENTS.
ARE THERE PLANS TO ADDRESS THAT?
IT SEEMS LIKE A HUGE MOUNTAIN TO
CLIMB.

HOW ARE YOU GOING TO TACKLE
THAT?

>> WELL, I HAVE AN EXCELLENT
HEADMASTER THERE, SO THAT'S ONE
OF THE PIECES IS TO GET HIS
VISION IN THERE AND WORK WITH
THE STAFF.

WE'RE ALREADY DOING SOME
WONDERFUL WORK, BUT WE WANT TO
BRING IN PLACE THE RIGOR FOR OUR
E.L. LEARNERS, AS WELL AS OUR
STUDENTS WITH SPECIAL NEEDS THAT
ARE AT BRIGHTON HIGH SCHOOL.

PART OF THIS IS THE OVERALL
PLANNING FOR THE SEVEN
COMPREHENSIVE HIGH SCHOOLS THAT
WE'LL BE TALKING ABOUT IN THE
REDESIGN AS WELL, COUNCILOR.
SO MORE OF THAT PLANNING IS YET
TO COME.

BUT IT IS A CONCERN OF OURS, AND
IT IS SOMETHING THAT WE ARE
LOOKING AT IN TERMS OF NEXT
YEAR'S PLANNING.

>> THE OTHER COMMENT, YOU KNOW,
I KNOW FROM VISITED -- AND I
ONLY VISITED A FEW TIMES.

I'M GETTING TO LEARN MORE ABOUT
BRIGHTON HIGH AS I GO FORWARD.
SO MANY OF THOSE STUDENTS ARE
ACTUALLY TEENAGERS WHO ARE
WORKING 30-40 HOURS A WEEK TO
SUPPORT THEIR FAMILIES.

AND I'M REALLY WONDERING ABOUT
WHETHER OUR HIGH SCHOOL MODEL
FOR THOSE STUDENTS IS WORKING.
I DON'T KNOW IF THERE IS ANOTHER
WAY TO GET THEM THE HIGH SCHOOL
EDUCATION THAT MAY BE LESS
TRADITIONAL THAN THE REGULAR
MODEL THAT WE TALK ABOUT.

>> YEAH, I THINK THAT THIS
REMOTE LEARNING TIME IS GIVING
US THE OPPORTUNITY, ACTUALLY, TO
TRY TO BRANCH OUT, AND DURING

SUMMER WE ALSO ARE GOING TO BE LOOKING AT NEW MODELS OF REACHING STUDENTS WHO ARE CREDIT DEFICIENT, STUDENTS WHO ARE NOT ENGAGING, MAYBE HAD CHRONIC ABSENTEEISM, FOR MORE PERSONALIZED EXPERIENCE FOR THEM AND HAVING MORE FLEXIBLE SCHEDULE SO WE'RE LEARNING A LOT DURING THIS TIME AND CAPTURING THE STORIES FROM THE STUDENTS IN PLANNING FOR THE SUMMER AND NEXT SCHOOL YEAR.

>> I ALSO THINK IN TERMS OF CAREER PATHWAYS, PREPARING OUR STUDENTS FOR THE WORKFORCE, NOT EVERY STUDENT WILL GO TO COLLEGE.

AND I CERTAINLY WOULD THINK IMMEDIATELY OUT OF HIGH SCHOOL, BUT WE HAVE LOCAL EMPLOYERS WHO ARE REALLY NEEDING YOUNG PEOPLE TO BE ENGAGED WITH, LIKE, WORKING IN THE HEALTH CENTER, FRONT-DESK WORK, HAVING LANGUAGE SKILLS, SPEAKING MORE THAN ONE LANGUAGE.

THERE ARE LOTS OF ASSETS AND LOTS OF STRENGTH TO BRING. AND I REALLY THINK ENGAGING WITH THESE YOUNG PEOPLE AND WORKING ON CAREER PATHWAYS, LIKE PRENURSING OR WHATEVER-- WORKING WITH EMPLOYERS MORE TO THINK ABOUT JOB PREPARATION AND INSPIRING STUDENTS TO WORK HARDER.

>> I CAN TELL YOU, ALL OF YOU ARE GOING TO BE REALLY EXCITED ABOUT OUR HIGH SCHOOL REDESIGN PLANS.

PART OF THAT IS 7-12, AND EXPANDING THE CAREER PATHWAYS MUCH YOUNGER FOR CHILDREN AND CAREER EXPLORATION.

AS MR. PROSECUTOR HAD ON HIS SLIDE, ONE OF THE FOUR PARTS OF ACCELERATING LEARNING IS TO BE ABLE TO FOCUS ON CAREER PATHWAYS AND TO DO SO AT A MUCH EARLIER AGE.

I'VE ASKED KEVIN McCASKLE FROM MADISON PARK WHO HAS 14 YEARS OF EXPERIENCE AND THE TECHNICAL

KNOWLEDGE TO HELP US WORK WITH OUR TEAM TO CRAFT THESE CAREER PATHWAYS THROUGH OUR SCHOOL AT MADISON PARK.

SO THERE'S A STRONG ELEMENT AND A STRONG ALIGNMENT AROUND THE RIGOR.

SO I'M VERY EXCITED ABOUT THOSE PLANS, AND WE WILL UNVEIL THOSE NEXT WEEK, AND TO BEGIN REALLY IN EARLY WEST SOME OF THAT CORE PLANNING NEXT YEAR, AND THE IMPLEMENTATION OF THE '21-'22 SCHOOL YEAR.

>> I'M VERY EXCITED TO HEAR YOUR PLANS FOR THE HIGH SCHOOLS. AND A COMPREHENSIVE HIGH SCHOOL, AND I THINK IT'S AN INCREDIBLE OPPORTUNITY TO DO SO MUCH MORE. THANK YOU SO MUCH.

THAT IS ALL MY QUESTIONS.

>> ONE MORE THING IN BRIGHTON, WE ARE WORKING ON THE ALIGNMENT WITH THE COMMUNITY.

IT'S OVER TO THE SIDE THERE, AND I'VE ASKED ANDREW TO WORK WITH THE SCHOOL COMING INTO THE SCHOOL, SO THERE'S A STRONG ALIGNMENT WITHIN THE COMMUNITY AS WELL.

>> I THINK ONE OF THE WEAKNESSES OF THE BRIGHTON HIGH SCHOOL IS THE LOCAL COMMUNITIES-- SO MANY STUDENTS-- IF IT WERE A SUBURBAN HIGH SCHOOL STRUGGLING, ALL HANDS WOULD BE ON DECK, AND WE WOULD BE RAISING THE RAFTERS. BUT I LOOK FORWARD TO THAT CONVERSATION AS WELL, THANK YOU. YOU.

>> WE'RE HOPING TO GET THEM EXCITED ABOUT IT.

>> I HOPE SO, TOO.

I'M LOOKING FORWARD TO GOING TO A FOOTBALL GAME ONE OF THESE DAYS.

THANK YOU.

>> THANK YOU SO MUCH, COUNCILOR BREADEN.

AND I'LL NOTE WE'VE ALSO BEEN JOINED BY COUNCILOR FLYNN FROM DISTRICT 2.

NEXT UP IS COUNCILOR JANEY, COUNCIL PRESIDENT, AND THEN THEN

IT WILL BE COUNCILOR FLYNN.

>> THANK YOU FOR ALL THE WORK YOU'RE DOING.

I WANTED TO FOLLOW UP ON SOME OF THE QUESTIONS OF COUNCILOR CAMPBELL AROUND EARLY ED.

FOR ME -- I DON'T KNOW IF SOMEONE IS NOT ON MUTE.

I DON'T KNOW WHAT THAT NOISE IS.

THANKS.

ALL RIGHT.

FOR ME, I'M REALLY LOOKING TO SEE UNIVERSAL PRE-K EVOLVE ITSELF INTO A GUARANTEE FOR EVERY FAMILY WHO SEEKS A FOUR-YEAR-OLD SEAT IN A B.P.S. SCHOOL BUILDING.

AND I MAKE THAT DISTINCTION BECAUSE I KNOW NOT ALL PARENTS WANT A B.P.S. SEAT FOR FOUR-YEAR-OLDS.

BUT I THINK IT IS IMPORTANT THAT IT IS GUARANTEED, JUST TO LEVEL THE PLAYING FIELD AROUND OUR ASSIGNMENT PROCESS, AS WELL AS THE VARIATION OF QUALITY AND SOME OF OUR OTHER SEATS.

I KNOW THERE'S A LOT OF EFFORT TO KIND OF STREAMLINE THAT AND BRING EVERYONE UP TO THE SAME STANDARD.

I CAN APPRECIATE THE WORK THAT IS UNDER WAY.

I WOULD LIKE TO UNDERSTAND IS THE GOAL FROM YOUR PERSPECTIVE TO HAVE THIS HYBRID MODEL OR TO GET TO THE PLACE WHERE WE'RE GOING TO HAVE GUARANTEES FOR FOUR-YEAR-OLDS IN B.P.S. SCHOOL BUILDINGS?

>> COUNCILOR JANEY, I SHARE WITH YOU THE DESIRE TO HAVE IT IN ALL OF OUR B.P.S. SCHOOLS.

I THINK WE HAVE HIGH-QUALITY TEACHING AND LEARNING GOING ON, AND IT MAKES FOR THE ALIGNMENT TO OUR SCHOOLS REALLY CLEAR.

I THINK, ALSO, RESEARCH SHOWS THAT WHEN YOU HAVE PRE-K TO GRADE 3 ALIGNMENT IN SCHOOLS, THE TRANSFORMATION AND THE RELATIONSHIP WITH PARENTS

ACTUALLY IS A WHOLE TRANSFORMATIONAL REFORM MODEL

FOR THE WHOLE SCHOOL.
SO YOU SEE GRADES 1, 2, 3,
REALLY IMPROVING.
AND YOU ALSO SEE LESS FADE-OUT
HAPPENING.
>> SO ARE WE MOVING TOWARD A
PLACE WHERE WE'RE GOING TO
CONTINUE WITH THE HYBRID MODEL,
OR ARE WE MOVING TO A PLACE
WHERE THE ULTIMATE GOAL IS TO
GET A GUARANTEE FOR FAMILIES OF
FOUR-YEAR-OLD CHILDREN TO HAVE A
SEAT IN B.P.S.ING ABOUT, IF THEY
CHOOSE IT?
NOW, OBVIOUSLY, MAYBE FAMILIES
MAKE OTHER OPTIONS.
AND WE WANT TO HAVE A NUMBER OF
OPTIONS FOR FAMILIES TO MAKE
THAT CHOICE.
I WANT TO KNOW WHAT THE END GOAL
IS.
AND THEN I HAVE REALLY SPECIFIC
QUESTIONS AROUND WHERE WE ARE.
I HEARD A NUMBER BEING
MENTIONED.
IT WOULD BE HELPFUL FOR ME TO
UNDERSTAND WHAT PERCENTAGE WE
ARE IN HOW MANY OF THESE
FOUR-YEAR-OLD SEATS, OUR B.P.S.
OPEN SEATS, VERSUS COMMUNITY
SEATS, IF THERE WAS A BREAKDOWN
OF THAT?
>> I CAN GET YOU THE BREAKDOWN.
I DON'T HAVE THAT.
I DO-- I THINK THE WAY THAT
YOU'RE ARTICULATING THE STRATEGY
FOR K-1 IS EXACTLY RIGHT.
OUR END GOAL-- AT LEAST OUR
INTERMEDIATE GOAL OF THE NEXT
3-5 YEARS, OR IF NOT SOONER, IS
TO FIGURE OUT HOW TO GUARANTEE
THAT EVERYONE WHO WANTS A B.P.S.
SEAT CAN HAVE ONE, WHILE ALSO
MAINTAINING OPTIONS FOR FAMILIES
WITH COMMUNITY-BASED
ORGANIZATIONS THAT REPRESENT THE
COMPLEXITY OF CHOICES THAT
PARENTS OF YOUNG CHILDREN FACE.
AND SO WE DO-- AND WE CAN TALK
MORE ABOUT B.P.S.
BUT WE WANT TO BE IN A PLACE
WHERE WE ARE EXPANDING K-1
ACCESS.
WE ARE HEMMED IN WITH PHYSICAL

SPACE.

>> I UNDERSTAND.

I JUST WANT TO UNDERSTAND WHAT THE GOAL IS.

I THINK YOU'RE RIGHT, SUPERINTENDENT, IT'S ABOUT THE ALIGNMENT.

IT'S ABOUT HOW WE PROVIDE STUDENTS.

AND FOR ME IT'S CONNECTED TO OUR STRATEGY TO ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS.

I DON'T WANT TO SPEND TOO MUCH TIME ON THIS BECAUSE I HAVE OTHER QUESTIONS.

BUT I WOULD BE INTERESTED IN THE BREAKDOWN OF SEATS IF THAT COULD COME AT LATER TIMES.

I WOULD BE INTERESTED NOT JUST IN THE PERCENTAGE OF EARLY ED COMMUNITY-BASED SEATS VERSUS B.P.S. BUILDING SEATS, BUT WHERE THOSE SEATS ARE, LIKE, IN WHICH SCHOOL BUILDINGS, IN WHICH COMMUNITY.

THAT WOULD ALSO BE HELPFUL. AND WHAT SUPPORT THE COMMUNITY-BASED SEATS ARE GETTING IN TERMS OF BEING ALIGNED WITH THE CURRICULUM, AND EVERYTHING THAT WE'RE TRYING TO DO HERE IN B.P.S.

I'D LIKE TO MOVE ON, IF THAT'S OKAY, JUST BECAUSE I KNOW THERE ARE A LOT OF TOPICS THAT WE'RE TRYING TO COVER IN A VERY SHORT PERIOD OF TIME.

WHEN IT COMES TO EXCELLENCE FOR ALL AND ADVANCED WORK, AGAIN, I'M INTERESTED IN THAT PIE CHART.

I DIDN'T SEE IT IN THE PRESENTATION OF HOW MANY OF THE SEATS ARE EXCELLENCE FOR ALL?

HOW MANY OF THE SEATS ARE ADVANCED WORK CLASS?

WHERE THOSE SEATS ARE THROUGHOUT THE DISTRICT, THROUGHOUT THE CITY, AND THEN WHO ARE IN EACH OF THOSE TYPES OF SEATS?

SO FOR THE E.F.A., WHICH TYPES OF STUDENTS ARE IN THOSE STUDENTS.

AND FOR THE A.W.C., WHICH TYPES OF STUDENTS.

WHEN I SAY "TYPE" I MEAN THE DEMOGRAPHIC BREAKDOWN IN TERMS OF... AND LANGUAGE.

I WOULD BE REALLY INTERESTED IN THAT.

AND, AGAIN, UNDERSTANDING WHAT THE END GOAL IS.

WHEN E.S.A. WAS FIRST INTRODUCED, THE GOAL WAS TO SOMEHOW-- AT LEAST MY MEMORY OF IT.

OTHERS CAN CORRECT ME.

BUT MY MEMORY OF E.S.A.S IF WAS INTRODUCED AS A WAY TO PHASE IN THIS NEW RIGOR FOR ALL STUDENTS AS A WAY TO KIND OF QUIETLY I GUESS PUT TO BED A.W.C.

OBVIOUSLY, THERE ARE A LOT OF FOLKS WHO ARE GOING TO HAVE STRONG FEELINGS ABOUT THAT.

BUT FOR ME, I'D LIKE CLARITY ON THE END GOAL.

IS THAT STILL THE CASE?

ARE WE TRYING TO TRANSITION TO A PLACE WHERE EXCELLENCE FOR ALL IS THE END GOAL?

OR ARE WE STILL TRYING TO HAVE A HYBRID?

>> SO TO ANSWER SOME OF YOUR QUESTIONS ABOUT NUMBERS, ABOUT E.S.A., AND A.W.C., SO THERE ARE 636 STUDENTS IN A.W.C. PROGRAMS, AND ABOUT 1200 STUDENTS IN EXCELLENCE FOR ALL PROGRAMS.

THE DEMOGRAPHIC BREAKDOWN-- AND WE CAN SEND YOU FOLLOW-UP WITH A LOT OF THE DETAILS YOU'RE ASKING FOR-- BUT THE ROUGH DEMOGRAPHIC BREAKDOWN A.W.C. IS ABOUT 30% WHITE, 35% ASIAN, 12% BLACK, 18% HISPANIC, AND 5% OTHER.

EXCELLENCE FOR ALL IS ABOUT 12% WHITE, 7.5% ASIAN, 30% BLACK, AND 48% HISPANIC, AND ABOUT 3% OTHER.

AND THEN IN TERMS OF CHANGES FOR OUR BUDGET FOR NEXT YEAR, THE THING I WOULD JUST NOTE IS OUR EXCELLENCE FOR ALL PROGRAM IS MOVING FROM OUR OPPORTUNITY GAP DEPARTMENT BUDGET AND INTO OUR CORE ACADEMICS BUDGET AS PART OF

THE WORK TO REALLY INTEGRATE EXCELLENCE FOR ALL INTO OUR BROADER ACADEMIC STRATEGY. AND ONCEET LESSONS FROM WHAT EXCELLENCE FOR ALL DID WAS CREATED ACCESS TO STEM, AND ONE OF OUR INVESTMENTS IN THIS YEAR IN OUR TRANSFORMATIONAL SCHOOLS IS INCREASED IN.

>> THANK YOU, DAVID.

I THINK OUR TIME IS UP HERE. AUTOMOBILE, THE DISPROPORTIONATE DIFFERENCE IN THE NUMBERS.

I WILL COME BACK TO THAT.

>> COUNCILOR O'MALLEY AND THEN COUNCILOR EDWARDS.

>> THANK YOU, MADAM CHAIR.

I LOVE SEEING THAT BALLOON BEHIND OUR COUNCIL PRESIDENT. ONCE AGAIN, HAPPY BIRTHDAY, COUNCILOR JANEY, AND MANY, MANY HAPPY RETURNS.

>> THANK YOU SO MUCH.

>> YOU'RE WELCOME.

GOOD MORNING, SUPERINTENDENT. GREAT TO SEE YOU ALL REMOTELY. I'M JUST GOING TO CHECK THROUGH ALL OF MY QUESTIONS-- OR ONE AT A TIME MIGHT BE A BETTER WAY. LOVE SEEING THE BUDGET LINE ITEM FOR 25 NEW CUSTODIANS.

WILL THAT FIGURE BE ABLE TO PAY FOR 25 SALARIES? THAT SEEMS LOW WHEN YOU FACTOR IN THE BENEFITS.

>> IT WILL.

IT IS INTENDED TO PROVIDE A FULL-TIME NIGHT CUSTODIAN AT ALL OF OUR SCHOOLS THAT DON'T HAVE THE NIGHT CUSTODIAN NOW. WE HAVE STAFF TIME TO CLEAN THE SCHOOLS OVERNIGHT AND HAVE THEM READY TO GO FIRST THING IN THE MORNING.

OBVIOUSLY, THIS IS AN AREA OF INVESTMENT.

WE WILL BE CONSIDERING OUR DEPLOYMENT OF RESOURCES AMID THE-- BUT HAVE MORE CUSTODIAL STAFF AVAILABLE FOR SCHOOLS.

>> I THINK IT'S FABULOUS.

I THINK IT'S GREAT.

JUST TO BE CLEAR, THE 25 NEW POSITIONS, ARE SOME OF THOSE

SHIFTING OVERTIME TO EXISTING POSITIONS?

>> IT'S 25 F.T.E..

SO IT WILL BE MOVING A NUMBER OF POSITIONS FROM PART TIME TO FULL TIME.

SO IT WON'T BE A NET NUMBER OF NEW POSITIONS IN THAT WAY.

>> WILL THAT MEAN THAT EVERY SCHOOL WILL HAVE AT LEAST TWO CUSTODIANS?

ONE DAY TIME AND ONE NIGHT TIME?

>> I BELIEVE SO.

>> OBVIOUSLY, THE LARGER SCHOOLS WOULD HAVE MULTIPLE CUSTODIANS.

>> WE'LL CONTINUE TO MAKE SURE THERE'S AN ALLOCATION.

THERE ARE A NUMBER OF POSITIONS WE'RE ADDING, BUT WE'RE RAISING THE MANAGEMENT OF WHAT THE SCHOOLS HAVE, WHILE DIFFERENTIATING AND ADDING FOR THE BIGGER SCHOOLS WITH HIGHER NEED.

>> GREAT, THAT'S TERRIFIC, THANK YOU.

AND TO THAT END, AS WE TALK ABOUT SORT OF PREPARING THE SCHOOLS AND MAKING SURE THEY'RE CLEAN-- AND I APOLOGIZE, I STEPPED OUT FOR A MOMENT SO YOU MAY HAVE TALKED ABOUT THIS, BUT I THINK IT'S RELEVANT-- SORRY, MY PHONE IS RINGING.

HAS THERE BEEN TALK ABOUT DOING STAGGERED DAYS AS WE RETURN IN THE FALL TO LIMIT THE NUMBER OF STUDENTS?

>> THERE ARE A LOT OF OPTIONS IN THE FALL THAT WE'RE LOOKING AT IN TERMS OF HOW STUDENTS COME BACK FOR REOPENING.

BUT THERE HAVE BEEN NO DECISIONS MADE.

WE ARE WEIGHING ALL OPTIONS.

AND AS YOU KNOW, AS THE SITUATION EVOLVES, HOW THE SUMMER GOES WILL REALLY INFORM WHAT WE CAN DO.

BUT WE'RE WORKING ON MULTIPLE CONTINGENCY PLANS.

>> SURE, NO, UNDERSTOOD.

AND, OBVIOUSLY, THINGS ARE CHANGING DAILY, AND IT'S TOO

EARLY TO CERTAINLY-- I KNOW YOU'RE AWARE OF IT. THOSE WATCH REGULAR ALSO LIKELY AWARE OF IT, THEY'RE WATCHING THE CITY BUDGET HEARING. AND A NUMBER OF DISTRICTS, BOTH IN MASSACHUSETTS AND THE EAST COAST HAVE BEEN LOOKING AT-- OR HAVE DECIDED TO DO STAGGERED SCHOOL DAYS TO REDUCE THE NUMBER OF STUDENTS.

IT'S SOMETHING WE SHOULD BE COGNIZANT OF AND CERTAINLY HAVE THE POTENTIAL WAY TO ADDRESS THINGS AS WE GO BACK IN SEPTEMBER.

I KNOW WE'LL STAY CONNECTED ON THAT.

THE MADISON PARK HIGH SCHOOL-- YOU HAVE BEGUN THE NATIONWIDE SEARCH FOR THE NEW HEADMASTER FOR MADISON PARK, WHICH WE'RE VERY EXCITED ABOUT AND LOOKING TO SEE A STRONG EDUCATOR TO FILL THAT POSITION.

IT'S UNLIKELY THAT POSITION WILL BE FILLED BEFORE SEPTEMBER, I ASSUME?

>> WE'RE STRIVING FOR IT TO BE FILLED BY THE START OF SCHOOL, BUT WE ALSO HAVE STRONG TRANSITION PLANS WITH THE CURRENT STAFF THERE.

AS YOU KNOW, BRETT HIGGINS, THE CURRENT HEADMASTER, WILL BE WORKING AT BOTH COMPLEXES AS WE TRY TO HAVE MORE SEAMLESS OPPORTUNITIES AT MADISON PARK, AS WELL AS THE FORMER EXECUTIVE DIRECTOR, KEVIN McCASKILL WHO WILL ALSO BE AT THE SCHOOL AS WE TRANSITION.

>> SO THE DESIRE IS TO FILL THE POSITION BY THE SEPTEMBER. IF NOT, YOU'VE GOT A GOOD TEAM IN PLACE TO SERVE IN AN INTERMEDIATE CAPACITY--

>> THE SAME TEAM WILL BE THERE TO SUPPORT THE SCHOOL AS WE TRANSITION.

>> PERFECT.
PERFECT.

NOW, I THINK I ASKED THIS IN ONE OF OUR WORKING SESSIONS BEFORE

THIS HEARING, AND IT'S MORE OF A
CURIOSITY.

I DON'T THINK THE UNIVERSE OF
STUDENTS WHO MAY FALL INTO THIS
CATEGORY, BUT IT'S SOMETHING
I'VE BEEN THINKING ABOUT, GIVING
THE FACT THAT THE COST OF
COLLEGE IS SO EXORBITANT.

THE ADAMS SCHOLARSHIP IS AWARDED
FOR STUDENTS WHO SCORE HIGHLY ON
ALL THREE LEVELS-- THREE
CONGRATULATIONS OF MCAS.

AND SO WITH MCAS BEING CANCELED
FOR THIS SPRING, IS THERE AN
OPPORTUNITY FOR THOSE STUDENTS
WHO MAY HAVE BENEFITTED FROM
SCORING WELL ON THAT TEST TO
THEN GET A HEAVILY REDUCED
COLLEGE SCHOLARSHIP?

>> WE'RE CURRENTLY WAITING ON
GUIDANCE FROM THE STATE ON THE
THE... SCHOLARSHIP, SO WE DON'T
HAVE ANY GUIDANCE FROM THEM YET.

>> TO BE CLEAR, IT'S NOT A
B.P.S. PROGRAM.

IT'S A STATE PROGRAM, ONE I
THINK WE ALL SUPPORT
WHOLEHEARTEDLY, SO THAT'S GOOD
THAT YOU GUYS ARE AWARE OF THAT.
I WOULD BE CURIOUS.

PLEASE LET US KNOW IF YOU HEAR
ANYTHING.

LIBRARIES, I KNOW THIS IS
SOMETHING WE ALL FEEL VERY, VERY
PASSIONATELY ABOUT.

AT OUR B.P.L. HEARING LAST
WEEK-- OR TWO WEEKS AGO,
PERHAPS-- IT WAS NOTED FOR THE
FIRST TIME, OBVIOUSLY, IN
HISTORY, THERE WERE MORE DIGITAL
TITLES TAKEN OUT OF THE LIBRARY
THAN PHYSICAL BOOKS, OBVIOUSLY
BECAUSE THEY HAVE BEEN CLOSED
FOR A NUMBER OF MONTHS NOW.

I WONDER IF THERE HAVE BEEN ANY
TALKS THROUGH YOUR OFFICE OF
LIBRARY SERVICES ON INCREASING
EXPENDITURES TO BUYING TITLES
AND ACCESS TO DIGITAL TITLES.
PARTICULARLY AS YOU ALL, WORKING
IN CONCERT WITH THE CITY AND
THE-- HAVE BEEN ABLE TO PROVIDE
OUR STUDENTS WITH HOME BOOKS AND
WAYS FOR STUDENT TO READ

E-BOOKS.

HAS THERE BEEN A DISCUSSION OF GROWING THE BUDGET OR EXPENDITURES FOR DIGITAL TITLES FOR SCHOOL LIBRARIES?

>> I WAS JUST SPEAKING WITH MR. LEONARD JUST THE OTHER DAY, AND WE HAVE A MEETING COMING UP TO DISCUSS HOW WE CAN PARTNER AND LOOK AT OPPORTUNITIES COMING UP.

BUT WE DON'T HAVE THOSE PLANS IN PLACE AT THIS TIME.

>> AGAIN, OF EVERYTHING ON YOUR PLATE, THIS PROBABLY WOULDN'T BE IN THE TOP 500.

BUT I JUST THINK IT'S SOMETHING THAT WE SHOULD BE MINDFUL OF, THAT SORT OF THE LIBRARY AS WE KNOW IT SPACE MAY BE SOMEWHAT DIFFERENT IN THE YEARS AHEAD, BOTH AS A RESULT OF THE PANDEMIC, AND THE FACT THAT PEOPLE ARE GETTING BOOKS AND LEARNING REMOTELY DIFFERENTLY.

I THINK THIS COULD BE AN INTERESTING OPPORTUNITY, SO I'D LOVE TO STAY IN CONTACT WITH YOU ON THIS AND PERHAPS THERE COULD BE AN INTERESTING HEARING DOWN THE LINE.

THIS ISN'T THE MOST IMPORTANT THING WE'LL TALK ABOUT, BUT I THINK THERE ARE MERIT IN KEEPING A CLOSE CONTACT AS WE HAVE MORE STUDENTS LEARNING REMOTELY AND CONTINUING TO LEARN REMOTELY.

>> I WOULD ADD, COUNCILOR O'MALLEY, IF I COULD, THERE ARE TWO ELEMENTS OF OUR LIBRARIES THAT WE THINK OF WHEN WE KEEP TALKING ABOUT THE CULTURALLY LINGUISTICALLY SUSTAINING FACTORS.

I THINK ONE OF THE THINGS WE WANT TO MAKE SURE THAT STUDENTS HAVE ACCESS TO ARE TEXTS THAT ARE REPRESENTATIVE OF THEIR CULTURES.

THAT MEANS AN INVESTMENT IN MATERIALS IN OUR LIBRARIES.

WE'RE ALSO LOOKING AT PROFESSIONAL DEVELOPMENT FOR LIBRARY TEAM MEMBERS, FACULTIES,

AND SCHOOL LEADERS SO THAT THEY KNOW HOW TO ADDRESS CULTURAL BIASES IN TEXTS AND ENSURE ACCESS TO CULTURALLY RELEVANT TEXTS.

I DON'T THINK IT'S AS LOW AS YOU PLACED IT IN TERMS OF OUR ACCESS TO AUTHENTIC TESTS FOR ALL STUDENTS.

>> DON'T MISUNDERSTAND ME. I WAS TALKING ABOUT INCREASING THE BUDGET SPECIFICALLY FOR LICENSING OF ELECTRONIC TITLES AS OPPOSED TO THE HARD-COVER BOOKS.

SO YOUR POINT IS ONE THEY ABSOLUTELY AGREE WITH. THIS IS VERY, VERY IMPORTANT, AND I THINK THE WAY WE LOOK AT ALL RESOURCES FOR STUDENTS, FACULTY, AND STAFF IS A UNIQUE OPPORTUNITY FOR MOVING TO DIGITAL.

THANK YOU, MADAM CHAIR. I SEE YOU WAVING THE GAVEL. THAT'S ALL FOR NOW.

>> NEXT UP IS COUNCILOR EDWARDS AND THEN COUNCILOR MEJIA. MEJIA.

COUNCILOR EDWARDS.

>> THANK YOU VERY MUCH. I HAVE TO GET THE NAME RIGHT, IT'S "EQUITY ROUNDTABLE?"

I HAD THE PLEASURE OF PARTICIPATING IN ONE WITH MY STAFF AT THE HARVARD. I'M JUST CURIOUS THE QUESTIONS ABOUT ACCESS TO ONLINE DATA, HOW THEY'RE LOGGING ON.

AND I JUST WANTED THEM TO EXPOSE OTHER THINGS.

AND AS MANY PEOPLE MAY NOT KNOW, THE HARVARD KHAN IS THE MOST DIVERSE SCHOOL IN THE DISTRICT IN TERMS OF HAVING NUMBERS OF EQUAL AMOUNT OF RACIAL GROUPS.

MAYBE THAT'S ME BRAGGING.

IT'S A VERY DIVERSE SCHOOL.

IT WAS WONDERFUL TO SEE HOW THE BREAKDOWN BY RACE WHO WAS LOGGING IN.

AND BASED ON RACIAL GROUP, AGE GROUP.

I THOUGHT IT WAS IMPORTANT THAT

THE PARENTS THOUGHT THEIR CHILDREN'S NEEDS WERE BEING MET. IT CAME BACK, BASICALLY, THE MAJORITY OF THE PARENTS FELT COMFORTABLE WITH THEIR KIDS. AND THEY BROKE THAT DOWN BY RACE AS WELL.

THIS IS TO MY COLLEAGUES OUT THERE.

SLIP INTO AN EQUITY ROUNDTABLE.

I'M VERY EXCITED TO GO INTO MORE, AND I WILL TRY TO GO TO EACH ONE OF MY SCHOOLS AND SIT DOWN AND HEAR THE DATA.

WHAT I DON'T WANT-- I DON'T INTEND TO DO THAT JUST TO BE VOYEURISTIC TO SEE WHAT'S GOING WRONG.

BUT AS MUCH AS THE SCHOOL MAY NOT BE PART OF THE HARVARD/KENT, I WANT THE SCHOOLS TO TALK TO EACH OTHER AND I HEAR THE B.P.S. IS PROVIDING THAT OPPORTUNITY TO LEARN FROM EACH OTHER.

BUT SEEING HOW THE TEACHERS ARE CHECKING IN, SEEING HOW THEY'RE LOOKING AT BREAKDOWNS, I'M VERY HAPPY I WENT.

AND I HOPE PEOPLE WILL GO. IT BROKE DOWN BY LANGUAGE, SO IT WAS GREAT.

I LEARNED ABOUT THE E.L.L. THERE ARE KIDS, ALSO, WITH SPECIAL NEEDS, AND THEY'RE LOGGING IN AT HIGHER RATES. SO I'M VERY HAPPY.

AND SO I WILL CONTINUE TO CHECK IN ON THOSE.

AND IF I FIND THAT I'M NOT HAPPY, I WILL CERTAINLY CALL YOU UP, SUPERINTENDENT, AS WELL.

ON SOME THINGS I DO HAVE QUESTIONS ABOUT, AND THAT'S INFRASTRUCTURE.

NOT NOW, BUT BEFORE THE END OF THIS, COULD YOU GET US A NUMBER OF HOW YOUR BUDGET HAS CHANGED-- OR WILL NEED TO CHANGE-- BECAUSE OF COVID?

ONE INFRASTRUCTURE QUESTION I HAVE IS WE'RE ABLE TO GIVE OUT FOOD TO PEOPLE ON A REGULAR BASIS.

WHY WOULD WE STOP THAT?

I UNDERSTAND CURING THE DAY,
KIDS ARE BACK IN SCHOOL FULL
TIME.

BUT IT'S CLEAR THAT WE HAVE-- WE
HAVE A MASSIVE FOOD DISPARITY
ISSUE, AND I DON'T KNOW WHY WE
WOULD STOP THAT.

I'M SO HAPPY WE STARTED THE NEW
LUNCH ROOM AND HAVING FRESH FOOD
AVAILABLE.

ONE THING IS THE PROPORTIONS FOR
THIRD GRADERS ARE TOO BIG, AND
THEY THREW THE FOOD AWAY
AFTERWARDS.

SO HERE WE ARE IN A SITUATION
NOW.

I'M BEGGING B.P.L. TO FIGURE OUT
CONTINUING A WAY TO GIVE OUT
FOOD BEFORE AND AFTER SCHOOL TO
HELP OUT A LOT OF FOOD-INSECURE
FAMILIES.

I'M PUTTING IT OUT THERE.

WE'RE DOING IT.

I DON'T KNOW WHY WE WOULD STOP
IT.

THAT'S ONE.

GOING SPECIFICALLY INTO THE
DISTRICTS.

I SAW THAT, YOU KNOW, WITH THE
EDWARDS AND THE REDESIGN, AND
LOOKING AT THE WAY WE'RE GOING
TO BE MOVING FORWARD IN THE 7-12
IN EAST BOSTON, ALL THE WAY TO
SIXTH GRADE, I'M EXCITED ABOUT
HOW THE BUDGET LOOKS.

I THINK THE DISTRICTS TALKING TO
EACH OTHER, I DO SEE HOW WE ARE
ALSO SAVING B.P.S. MONEY BY
BEING MORE EFFICIENT WITH OUR
LEARNING.

AND I WANTED TO THANK YOU FOR
THAT.

I THINK THERE WAS A LOT OF
CONVERSATION ABOUT THAT, AND I
WANT TO THANK YOU FOR THAT UPON
BUT I AM CURIOUS IN TERMS OF THE
EDWARDS DESIGN, OR KALEIDOSCOPE,
OR ANY OTHER THING, HOW ARE YOU
ENGAGING IN HELPING BE A PART OF
THAT DESIGN?

I HAVE THOUGHTS ABOUT THE
EDWARDS.

THEY WANT TO BE A TRADE SCHOOL.

THEY WANTED TO BE AN UPPER

SCHOOL AND CHARLES TOWB COMING INTO IT.
PLEASE THE \$500,000 GOING INTO THE DESIGN, ENGAGE US EARLY ON. I UNDERSTAND THEY'RE LOT OF CALLS ABOUT THE PRINCIPAL IN CHARLESTOWN, AND WE'RE GETTING A NEW ONE.
AND THE PRINCIPAL HAS BEEN AMAZING IN CHARLESTOWN. WHAT HE HAS DONE WITH THAT SCHOOL.
AGAIN, I'M ASKING HOW WE ARE GOING TO ENGAGE?
I THINK IT HELPS.
I SEE YOU RAISED YOUR EYEBROWS CHAIRMAN BOK, SO I WILL TURN IT OVER TO BRENDA TO TALK ABOUT ENGAGEMENT IN THOSE ISSUES-- KALEIDOSCOPE, CHARLESTOWN, AND THE EDWARDS.
>> FIRST, LET ME SAY THANK YOU SO MUCH FOR ATTENDING THE EQUITY ROUNDTABLE.
IT'S A POINT OF PRIDE FOR ME AND OUR TEAM AND THE DISTRICT AT THE ROUNDTABLES, AS WELL AS THE SCHOOL-BASED EQUITY ROUNDTABLE. THIS IS WHERE WE TAKE A PROBLEM OF PRACTICE AND ASK OUR SCHOOL COMMUNITY AND OUR PARTNERS WITHIN THE COMMUNITY TO REALLY HELP US RESOLVE THAT, FOR INSTANCE, 46 KIDS DIDN'T HAVE A LAPTOP, STILL, AND THEY RALLIED THE WHOLE COMMUNITY TO GET THEM THE LAPTOP.
SO THAT'S THE QUALITY OF THOSE EQUITY ROUNDTABLES.
THANK YOU FOR THAT.
WE ARE WORKING ON OUR DATA DASH FORWARD EVERY DAY SO WE CAN HAVE PUBLICLY ACCOUNTABLE, TRANSPARENT DATA FOR THE PUBLIC. IT'S EASIER TO PROVIDE STUDENT-LEVEL DATA.
IT'S MUCH HARD TORE PROVIDE THAT IN A WAY MORE PUBLICLY, AND WE'RE WORKING ON THAT NOW AND HOPEFULLY WE'LL HAVE SOMETHING VERY SHORTLY HERE.
AS FOR FOOD AND SUMMER MEALS, WE ARE GOING TO CONTINUE.
WE JUST RECEIVED A WAIVER FROM

THE FEDERAL GOVERNMENT TO
CONTINUE UNTIL AUGUST 31.
SO THAT IS ALSO A HUGE PRIORITY
FOR US AND HAS BEEN A TOP
PRIORIT OF THE MAYOR'S AND
ACROSS THE ENTIRE CITY.

AS YOU KNOW, THE ENTIRE CITY HAS
SERVED OVER ONE MILLION MEALS,
AND B.P.S. HAS SERVED OVER
575,000, AS WELL AS 100,000 OF
THOSE DOOR-TO-DOOR FOR SPECIAL
NEEDS STUDENTS.

IN TERMS OF THE KALEIDOSCOPE
EFFORT, I'M MEETING WITH THE
MAYOR-- THE COMMISSIONER
TOMORROW.

AND AS YOU KNOW, WE WERE WORKING
ON THAT PLANNING PRIOR TO COVID.

WE PUT A LITTLE BIT OF A STOP ON
IT BECAUSE WE HAVE BEEN BUSY
MOVING FORWARD WITH IT.

AND SO WE'LL COMMENCE THAT NOW,
AND GET STARTED ON THAT, AND
I'LL HAVE MORE INFORMATION ON
THAT.

FINALLY,... TOO MANY AS IS
ABSOLUTELY FABULOUS, AND AM
HAPPY THAT HE WILL HELP US WITH
THE MERGER.

SO THANK YOU FOR THAT.

>> THANK YOU.

>> THANK YOU SO MUCH, COUNCILOR
EDWARDS.

NEXT UP, COUNCILOR MEJIA AND
THEN COUNCILOR AROYA.

COUNCILOR MEJIA.

>> GOOD MORNING.

GOOD TO SEE YOU ALL.

THANK YOU FOR YOUR THOROUGH
PRESENTATION.

WE'RE GOING TO GO WITH
QUESTIONS.

ROUND ONE.

CHAIRWOMAN BOK, I'M ASSUMING WE
HAVE A FEW ROUNDS, RIGHT?

>> YES.

>> ALL RIGHT.

SO ONE OF THE GOALS OF
ACCELERATED LEARNING IS TO MAKE
SURE EVERY SCHOOL HAS A SAFE
SPACE TO LEARN AND THRIVE.

HOWEVER, THERE IS A DECREASE IN
GUIDANCE AND EXTRACURRICULAR
ACTIVITY FUNDING.

HOW DO YOU SUPPORT LEARNING?

>> EXTRACURRICULAR ACTIVITY, THE DECLINE IN BUDGET THAT YOU'RE REFERENCING, IS SORT OF AN ART FASKT WAY WE DO BUDGETING, AND THE PROGRAM CODE FOR EXTRACURRICULARS.

IT'S RELATIVELY SMALL.

I THINK THE NUMBER WAS OUT OF 170K, THERE WAS A 70K DECREASE IN THAT PROGRAM CODE.

MOST OF OUR EXTRACURRICULAR ACTIVITIES ARE CODED IN A VARIETY OF DIFFERENT WAYS-- PARTNERSHIP DOLLARS, PARTNERSHIP FUNDS IS THE BIGGEST AREA.

AND EXTRACURRICULARS THROUGH SPORTS AND ATHLETICS, WE HAVE A SEPARATE PROGRAM CODE.

SO THERE'S NOT AS BIG OF A CHANGE IN OUR EXTRACURRICULAR STRATEGY AS THAT ONE SORT OF DATA POINT WOULD SUGGEST.

AND AS PART OF OUR MULTI-YEAR INVESTMENT, THE SUPERINTENDENT IN PARTICULAR IS THINKING ABOUT HOW DO WE EXPAND ACCESS TO ENRICHING EXTRACURRICULAR ACTIVITIES 7-12.

WE WANT TO BE ABLE TO EXPAND MIDDLE-SCHOOL PROGRAMS.

WE WANT TO BE ABLE TO EXPAND J.V. AND FRESHMAN PROGRAMS TO CREATE A MORE ENRICHING ATHLETIC EXPERIENCE.

IT'S PART OF THE OVERALL 7-12 STRATEGY.

THERE'S NOT A BIG INVESTMENT IN FY-21, BUT WE ANTICIPATE BEING ABLE TO REORGANIZE AND DEPLOY MORE RESOURCES IN FUTURE YEARS.

>> OKAY, THANK YOU.

SO I ONLY I WANT TO TRY TO MAKE SURE I GET THROUGH ALL MY QUESTIONS.

SO I APPRECIATE YOUR THOROUGHNESS, BUT IF WE CAN TIGHTEN THAT UP A LITTLE BIT, I CAN GET THROUGH ALL MY QUESTIONS.

THAT WILL BE GREAT.

IN THE PRESENTATION YOU MENTIONED THE ETHNICS STUDIES.

I APPRECIATE THE CONCEPT, BUT I

KNOW ETHICS STUDIES CAN BE VIEWED AS A SILO.

WHAT ARE YOU BEING--

>> THAT'S A MUCH LONGER ANSWER THAN THE TIME I THINK YOU WANT ME TO TAKE, BUT I DO WANT YOU TO KNOW THAT WE ARE WORK ON FRAMEWORKS WITH UMASS BOSTON, AND THAT WILL PROVIDE THE FRAMEWORK FOR ETHNIC STUDIES, AS WELL AS ALL OUR ACADEMIC WORK. SO THERE'S A DEEP LEVEL OF FOCUS ON ETHNIC, CULTURAL, AND LINGUISTIC HERITAGE WITHIN THE ACADEMIC PROGRAM, EVEN IN OUR NEW LITERACY ADOPTION.

THAT WAS A BIG PIECE OF IT AS WELL.

BUT ETHNIC STUDIES IS A DISWREATH COURSE WE'RE TALKING ABOUT WHICH WILL BE DESIGNED WITH B.T.U. AND THE UMASS BOSTON OFFICE.

>> SEE, THAT'S EXACTLY-- YOU'VE GOT THIS.

NOW, ONE OTHER QUESTION. SOMETHING NEAR AND DEAR TO ME AS I WAS ONE OF THOSE KIDS AND ENDED UP DROPPING OUT AND GOING BACK TO SCHOOL.

REALLY STRUGGLING RIGHT NOW DURING THIS REMOTE LEARNING. I'M CURIOUS WHAT IS PUT IN PLACE?

>> THIS IS A VERY DIFFICULT AND CHALLENGING AREA FOR US, AND WE HAVEN'T YET GOTTEN IT RIGHT. BUT EVEN IN THIS REMOTE LEARNING WE HAVE BEGUN TO FIND STUDENTS WHO ARE NOT ENGAGING AND WORK WITH THEM.

IN THIS PARTICULAR BUDGET, I THINK THE TWO ITEMS THAT ARE GOING TO MOST IMPACT THAT IS THE INCREASE IN SOCIAL WORKERS. YOU'LL HEAR MORE ABOUT THAT IN THE SECOND HALF, THE AFTERNOON PRESENTATION.

BUT I THINK THAT'S WHAT'S GOING TO HELP US WITH OUR PROGRAM. SO M.P.S.S., FAMILY SUPPORT AND PARTNERSHIPS, ARE SOCIAL WORKERS.

>> EXCELLENT.

AND I HAVE TWO MORE QUESTIONS. I'M GOING TO TALK TO YOU ABOUT

THE DUAL-LANGUAGE PROGRAMS.

I'M CURIOUS, DO YOU KNOW WHERE THOSE PROGRAMS ARE GOING TO BE LOCATED, IN WHAT SCHOOLS?

>> SO WE DON'T KNOW THE CAPE VERD 1 YET.

WE KNOW THE VAWMENT K1 WILL BE MOVING TO K2 NEXT YEAR.

WE'RE STILL TRYING TO DETERMINE WHERE IT WILL BE LOCATED NEXT.

THAT'S MOSTLY ABOUT A FACILITY PROBLEM.

AND THEN ASSIGNMENTS OF PROGRAMS AND SPACE.

SO WE DON'T HAVE THE ANSWERS TO THAT QUITE YET.

WE ARE WORKING ACTIVELY TO FIND A SOLUTION.

>> DO YOU KNOW WHEN WE WILL KNOW?

>> WE'RE WORKING ON IT ACTIVELY RIGHT NOW.

HOPEFULLY WE WILL KNOW-- WE HAVE A WHOLE YEAR, SO WE KNOW FOR SURE NEXT YEAR THE PROGRAM WILL BE-- FOR THE VIETNAMESE PROGRAM.

AND THE CAPE VERDEAN WE'RE PLANNING RIGHT NOW FOR A '21-'22 OPENING HOPEFULLY.

>> AND DO YOU HAVE ANY UPDATES ON WHAT'S GOG WITH BILINGUAL PROGRAMMING?

>> WE'RE CURRENTLY IN THE PROCESS RIGHT NOW OF AN AUDIT.

THEY ARE WORKING ON DOINGAB DOING AN AUDIT.

OBVIOUSLY, THAT HAS TO BE REMOTE, SO THERE ARE REMOTE INTERVIEWS AND OTHER THINGS GOING ON.

THAT'S WHERE WE'RE AT RIGHT NOW, TO BETTER UNDERSTAND OUR ASSIGNMENT SYSTEM, WHICH WE REALLY THINK IS THE CRUX OF THE PROBLEM.

>> OKAY.

I SEE THE GAVEL.

I WANT TO ASK ONE MORE QUESTION BEFORE I GET GAVELED OUT OF THIS SITUATION.

I'M CURIOUS ABOUT WORK COURSES. I WAS ONE OF THE KIDS ON THAT TRACK.

SO WHEN I THINK ABOUT EXCELLENCE

FOR ALL, I BELIEVE IT SHOULD BE
"ALL" AND "ALL" MEANING ALL.
I THINK ALL KIDS, REGARDLESS OF
THEIR ENTHUSIASM FOR LEARNING,
SHOULD BE ON A TRACK, AND IT
SHOULDN'T JUST BE INDIVIDUAL
SCHOOLS.

I FEEL LIKE WE NEED TO-- I'M
JUST CURIOUS ABOUT WHAT THAT
LOOKS LIKE UNDER THIS
ADMINISTRATION.

I'M STILL TRYING TO WRAP MY HEAD
AROUND THAT CONCEPT.

YOU CAN PROVIDE SOME INSIGHT?

>> YES, I PROBABLY HAVE A
SIMILAR VIEW AS YOU DO WITH
OPPORTUNITY AND ACCESS FOR ALL.

I THINK YOU SEE THAT WITH THE
ADDITION OF THE SPECIALS THAT
WE'LL BE ADDING TO OUR SCHOOLS.
THE ADDITION OF THE ELEMENTARY
SCIENCE AT THE ELEMENTARY
LEVELS, I THINK THOSE ARE SOME
OF CORE PIECES, AS WELL AS SOME
OF THE LANGUAGES AND
OPPORTUNITIES FOR THE ETHNIC
STUDIES IN LINGUISTICS,
BACKGROUND.

I THINK ALL OF THAT CURRICULUM
WORK IS GOING TO HAPPEN, AND WE
CAN SEE IT WITH THE LITERACY
OPTION AS THE FIRST STEP IN THE
WAY WE'RE MOVING FORWARD.

>> THANK YOU, THANK YOU SO MUCH.

>> THANK YOU, COUNCILOR MEJIA.
NEXT UP, COUNCILOR ARROYO, AND
THEN COUNCILOR FLYNN.

THANK YOU, COUNCILOR ARROYO.

>> I'M GOING TO TRY TO ASK THE
QUESTIONS IN A WAY TO GET
THROUGH THEM IN THE FIRST ROUND.

MY FIRST QUESTION IS HOW MUCH OF
THE BUDGET IS DIRECTED TOWARDS
NONSTATE-MANDATED TESTING?
DO YOU HAVE THAT INFORMATION?

>> I COULD GET IT FOR YOU.

I DON'T KNOW IF MR. CUTER HAS
THAT RIGHT NOW, HOW MUCH WE
SPEND ON--

>> IT WOULD BE THE AMOUNT WE
SPEND ON BOTH THE EXAM SCHOOL
COSTS, AND THEN YOU'RE TALKING
ABOUT HOW MUCH WE SPEND ON
INTERIM ASSESSMENTS.

>> BASICALLY, THERE WERE A NUMBER OF-- I'M A B.P.S. PRODUCT, BUT THERE ARE A NUMBER OF EXAMINATIONS THAT WE GIVE FOR ALL KINDS OF DIFFERENT REASONS, BUT THEY'RE NOT STATE MANDATED. SO I'M LOOKING FOR WHAT THE COSTS OF THOSE NONSTATE-MANDATED EXAMINATIONS ARE AT ALL LEVELS, AS WELL AS THE MATERIALS THAT GO ALONG WITH THAT.

THERE'S THE TEACHING EDITION, THE FOREIGN GUIDE-- ALL OF THE THINGS THAT ARE ATTACHED TO THOSE THINGS.

JUST WHAT THAT IS IN THE BUDGET, HOW MUCH OF OUR BUDGET IS NONSTATE-MANDATED TESTING AND WHAT THAT AMOUNT IN DOLLAR FIGURES IS.

IF YOU DON'T HAVE IT NOW, I'M HAPPY TO GET IT LATER.

THAT'S FINE.

>> WE'LL PRIDE YOU WITH THAT INFORMATION.

>> THANK YOU.

>> THERE IS ADDITION IN THE BUDGET FOR PAYING FOR THE S.A.T., FOR OUR STUDENTS TO HAVE-- AS AN EQUITY MEASURE FOR US TO REMOVE THAT BARRIER.

>> I THINK THAT'S FANTASTIC.

THE OTHER QUESTIONS I HAVE ARE ALL SORT OF-- LET ME ASK THIS.

WHAT IS THE DETERMINATION THAT GOES INTO WHETHER OR NOT A SCHOOL PARTICIPATES IN EXCELLENCE FOR ALL?

WHY WOULDN'T THAT BE SOMETHING THAT'S AVAILABLE AT ALL SCHOOLS RIGHT NOW, EAR IS IT? OR IS IT?

>> WE DID SELECT SCHOOLS FOR A PILOT SO WE COULD SCALE THE PROGRAM.

I THINK IN OTHER CASES, SCHOOLS THAT HAVE A.W.C. PROGRAM IN THE FIRST COHORT-- I'M THINKING OF THE CURLEY SCHOOL EXAMPLE-- WERE ABLE TO OPT INTO THE EXCELLENCE FOR ALL AND PHASE OUT-- LOOK TO PHASE OUT IN FAVOR OF E.F.A. IN THE LAST FEW YEARS.

AND THEN I THINK THERE IS AN

INVESTMENT IN PROFESSIONAL DEVELOPMENT THAT COMES ALONG WITH E.F.A.

SO WE'RE BALANCING SCHOOLS LAUNCHING E.F.A. WITH THE OTHER INITIATIVES.

OUR TRANSFORMATION STRATEGY IS FOCUSED THIS YEAR ON TWO MAJOR AREAS OF PROFESSIONAL DEVELOPMENT-- THIS IS OVERSIMPLIFYING THIS OF COURSE-- FIRST IS LITERACY INSTRUCTION. K-8 LITERACY INSTRUCTION, IMPROVING LITERACY THROUGHOUT ALL GRADES.

EXCELLENCE FOR ALL IS 4-6. AND WE'RE TALKING ABOUT, ALSO, EXPANDING OUR PROFESSIONAL DEVELOPMENT AND SUPPORT AROUND CREATING MULTI-TIERED SYSTEMS OF SUPPORT, AND DOING A HOLISTIC BEHAVIORAL MODEL.

THERE'S A CERTAIN EXTENT IN WHICH WE HAVE TO PRIORITIZE PEOPLE'S TIME AND FOCUS AND SORT OF SEQUENCE THE CHANGE OF EVENTS IN ANY GIVEN SCHOOL.

>> AND THE NEXT TWO ARE BUDGET-RELATED, QUICK ANSWERS. THERE'S A 28% DECREASE IN ELEMENTARY SCHOOLS FROM FISCAL YEAR '21 TO FISCAL YEAR '21.

AND ON THE ELEMENTARY EDUCATION GRADE 5 BUDGET BEING REDUCED BY 14%.

IF YOU COULD JUST GIVE ME SOME BACKGROUND ON WHAT THAT'S ABOUT?

>> THOSE ARE MOSTLY JUST MORE HOUSEKEEPING THAN ANYTHING ELSE. SO GRADES-- THE OFFICE OF ELEMENTARY SCHOOL JUST HAS TO DO WITH THE WAY SOME OF THE ORGANIZATIONAL OF WORK AROUND B.P.S. AND OTHER SCHOOL SUPPORT, WHERE THAT WORK IS SITTING IN DIFFERENT PLACES IN THE ORGANIZATION.

AND THEN, AS WE CONTINUE TO DO THINGS LIKE DUAL LANGUAGE, IT TAKES THE PLACE OF EXISTING HOMERUNS, ELEMENTARY EDUCATION GRADES 1-5 REPRESENT HOME RUNS. ROOMS. YOU CAN, OF IT AS A DECREASE IN A HOME ROOM BECAUSE ENROLLMENT

IS DECREASING.

BUT IN OTHER CASES, IT'S BECAUSE ENROLLMENT IN A GENERAL EDUCATION HOME ROOM IS BEING REPLACED BY INCLUSION OR SOMETHING ELSE.

>> THANK YOU.

AND THEN, FINAL-- AND THIS IS MORE JUST OF A VISION QUESTION-- I WENT TO B.P.S.

I WENT TO THE EXAM SCHOOLS.

I WAS IN ADVANCED CLASSES FROM ABOUT SECOND GRADE ON.

MY QUESTION HERE IS WE'VE HAD A LOT OF CONVERSATION ON THE GROUND, BUT, ALSO, I THINK IT'S WELL KNOWN THAT THERE'S A SENSE THAT B.P.S. IS SORT OF A TWO-TIERED SYSTEM, AND THE EXAM SCHOOL PROCESS SORT OF REINFORCES THAT.

YOU GET THESE THREE EXAM SCHOOLS THAT ARE PRETTY MUCH EXAM SCHOOLS FOR A LOT OF FOLKS.

AND IF YOU DON'T MAKE IT INTO THE EXAM SCHOOL, THERE'S NO CLEAR CHOICE AS TO WHERE TO GO AFTER THAT, IF THAT'S YOUR GOAL. AT LEAST THAT WAS TRUE DURING MY TIME COMING UP.

HAS THERE EVER BEEN ANY DISCUSSION OR IS THERE ANY DISCUSSION ABOUT WHETHER OR NOT WE MAKE A CHANGE TO THE EXAM SCHOOL STRUCTURE AND WE DON'T HAVE THEM?

I KNOW THEY HAVE A PRETTY STRONG ALUMNI BASE.

BUT IT STRIKES ME AS DEEPLY INEQUITABLE THAT WE HAVE THREE TOP SCHOOLS THAT ESSENTIALLY GET MORE RESOURCES, HAVE THE BEST OF THE BEST, LEAVE THE REST TORG SCHOOLS.

IS THERE ANY DISCUSSION ABOUT THAT, ABOUT WHAT WE DO LONG TERM IN THE FUTURE MOVING FORWARD ABOUT SORT OF THAT INHERENT INEQUITY THAT COMES FROM HAVING THREE EXAM SCHOOLS IN OUR SYSTEM?

>> THANK YOU FOR THAT QUESTION.

YOU KNOW, ACTUALLY, I'M SEWER EXCITED TO PRESENT THE HIGH

SCHOOL REDESIGN NEXT WEEK TO THE SCHOOL COMMITTEE.

AND I THINK THAT HAVING MORE HIGH-QUALITY SCHOOLS THROUGHOUT THE ENTIRE DISTRICT IS MY GOAL.

AND I THINK THAT'S THE GOAL OF ALL OF US.

AND SO I LOOK FORWARD TO PRESENTING THAT NEXT WEEK.

>> THANK YOU.

I LOOK FORWARD TO SEEING THAT.

WITH THAT, THAT'S ALL MY QUESTIONS.

I DON'T NEED A SECOND ROUND-- THIS ONE.

THANK YOU.

THANK YOU, MADAM CHAIR.

>> THANK YOU SO MUCH, COUNCILOR ARROYO.

NEXT UP IS COUNCILOR FLYNN, AND

THEN IT WILL BE COUNCILOR

MICHAEL FLAHERTY.

COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR BOK, AND

THANK YOU, SUPERINTENDENT, FOR

BEING HERE AND FOR YOUR TEAM AS

WELL.

SUPERINTENDENT, IN TERMS OF SUPPORT FOR E.L., FOR STUDENTS WITH SPECIAL NEEDS, HOW IS LANGUAGE-- HOW ARE WE SUPPORTING AND LIMB PLEMENTING THAT PROGRAM?

DO WE HAVE TEACHERS SPEAKING THE LANGUAGES, AND ALSO ABLE TO COMMUNICATE WITH THE FAMILIES AS WELL?

AND WHAT TYPE OF CHALLENGES DO WE HAVE MAKING SURE THAT OUR E.L.L. STUDENTS WITH SPECIAL NEEDS RECEIVE THE EDUCATION THAT THEY NEED AND DESERVE, BUT ALSO THAT WE'RE ABLE TO EFFECTIVELY COMMUNICATE WITH THE FAMILY AS WELL?

>> THIS IS ACTUALLY A STRUGGLE FOR US IN TERMS OF REALLY MEETING THE NEEDS OF STUDENTS WHO ARE BOTH E.L. AND SPECIAL ED.

THAT WOULD BE ONE OF THE PARTICULAR THINGS WE LOOK AT IN THE AUDIT, SO WE CAN HAVE PLANS FOR HOW WE CAN BETTER SERVE OUR

STUDENTS WHO ARE E.L. AND
SPECIAL ED.

THERE ARE SOME ONGOING EFFORTS
TO WORK WITH THEM, IN TERMS OF
TEACHER LICENSE AND BACKGROUND,
OR LINGUISTIC CAPACITY OF THE
TEACHER.

BUT THAT'S NOT ACROSS THE BOARD.
WE STILL HAVE A LOT MORE WORK TO
DO, QUITE HONESTLY, COUNCILOR
FLYNN.

>> THANK YOU, SUPERINTENDENT.
I'M JUST GOING THROUGH SOME OF
MY NOTES HERE.

THE CARES ACT, AND OTHER ITSELF FEDERAL
PROGRAMS, ARE WE MAKING SURE THE
CARES ACT AND OTHER FEDERAL
RESOURCES ARE GETTING DIRECTLY
TO THE SCHOOLS AND TO TEACHERS
AND THE CLASSROOMS?

ANY CHALLENGES THAT WE'RE
HAVING?

>> I APPRECIATE THAT QUESTION.
AND NATE MIGHT WANT TO JUMP IN A
LITTLE BIT WITH SOME OF THE
CARES ACT.

BUT JUST IN TERMS OF THE OVERALL
FLEXIBILITIES WE'VE BEEN ABLE TO
GET TO THE STATE.

ONE IS THE FOOD TO BE ABLE TO DO
THE SUMMER FEET OF FEEDING
PROGRAM, WHICH LENDS US A LOT
MORE FLEXIBILITY IN HOW WE SERVE
MEALS TO OUR STUDENTS AND HOW WE
COUNT THOSE MEALS.

AND WE'VE BEEN ABLE TO SERVE TO
NOT JUST ONLY BOSTON PUBLIC
SCHOOL STUDENTS BUT SERVE THE
ENTIRE CITY OF BOSTON'S
CHILDREN, WHICH IS WONDERFUL.

I'M SEWER EXCITED ABOUT THE
PROGRAM THAT GIVES FAMILIES
\$5.70 A DAY FOR EVERY CHILD THAT
THEY HAVE.

WE WANT TO MAKE SURE THAT
INFORMATION GETS OUT, THAT THEY
CAN CALL OUR HELP LINE, BOSTON
PUBLIC SCHOOLS.

PARENTS CAN MAKE SURE YOU HAVE
YOUR E.B.T. CARD, AND
FLEXIBILITY IN HOW WE WORK
WITHURE PARTNERS AND HOUSE 73 OF
OUR HOMELESS STUDENTS
PERMANENTLY WITH THE HOUSING

VOUCHERS, AS WELL AS 86 VOUCHERS THAT ARE CURRENTLY HAVING OUR HOMELESS STUDENT WHO WERE IN SHELTER PRIOR.

SO THOSE ARE SOME WAYS THAT WE'VE BEEN ABLE TO USE SOME OF THE FLEXIBILITY THEY'VE GIVEN US WITH SOME OF OUR CITY PARTNERSHIP.

WE'RE VERY PROUD OF THIS WORK THAT WE'RE DOING. AND NATE MIGHT BE ABLE TO SPEAK TO WHAT WE ANTICIPATE COMING FROM THE STATE AROUND THE STIMULUS.

>>> I WOULD JUST ALSO NOTE THAT A LOT OF THE SUPPORTS THAT WE'RE THINKING ABOUT IN TERMS OF FLEXIBILITY HAVE TO DO WITH THE REMOTE FLEXIBILITIES, HAVE TO DO WITH THE REMOTE LEARNING PLAN AND IN THE FALL IN PREPARATION FOR SUPPORTING THE STUDENTS AND DOING THE ACADEMIC RECOVERY WORK THAT IS NECESSARY.

ONE PIECE OF THE CARE'S ACT FUNDING THAT IS IMPORTANT TO HIGHLIGHT FOR THE COUNCIL, THE FEDERAL GOVERNMENT PUT ON THERE AN ABILITY TO WAIVE WHAT IS CALLED THE MAINTENANCE OF EFFORT PROVISION.

WHAT THAT MEANS, WHEN WE GET TITLE 1 FUNDING, WE HAVE TO FIND AN AGREEMENT THAT SAYS WE'RE NOT GOING TO CUT LOCAL TAXES FOR TITLE 1 FUNDING.

THE TITLE 1 FUNDING IS EXPECTED TO SUPPLEMENT LOCAL TAXES, NOT REPLACE IT.

THE CARES ACT DOES HAVE A PROVISION THAT ALLOWS STATES AND MUNICIPALITIES TO BASICALLY SUPPLANT THAT FUND.

WE'RE CONCERNED ABOUT THE STATE'S ABILITY TO MAINTAIN OUR CHAPTER 70 FUNDING.

IT'S SOMETHING THAT WE WANT EVERYBODY TO BE VIGILANT OF AND COMMUNICATE WITH STATE REPS ABOUT.

IF THE STATE OFFSETS THE CARES ACT FUNDING WITH CUTS TO CHAPTER

70, WE'RE NO LONGER PREPARED IN THE FALL.

WE'RE WAITING FOR GUIDANCE FROM THE STATE ON THAT.

WE WANT TO MAKE SURE OF THIS SPECIFIC NOTE FOR YOU THAT WE'RE WATCHING THAT.

THAT'S WHY WE'RE NOT ABLE TO MAKE BETTER PROJECTIONS AROUND SPENDING AND WHAT WE'RE GOING TO DO WITH THE CARES ACT.

WE'RE GOING TO WATCH THE STATE. THE STATE IS IN A MUCH MORE PRECARIOUS SITUATION THAN THE CITY IS.

THE CITY IS MUCH STRONGER.

THAT'S WHY THEY CAN MAINTAIN THEIR COMMITMENT TO THE FY-21 BUDGET AND THE APPROPRIATION THAT WE WERE GIVEN BEFORE COVID HIT.

>> THANK YOU, NATE.

JUST WANT TO FOLLOW UP.

YOU KNOW, MAKING SURE THAT, YOU KNOW, WE CERTAINLY -- DATA IS IMPORTANT, CAPTURING DATA.

MAKING IT MORE DIFFICULT FOR OUR TEACHERS TO CAPTURE THE DATA DURING A PERIOD OF TIME WHEN THEY SHOULD BE TEACHING IS A CONCERN.

I WANT TO MAKE SURE THAT THE TEACHERS TEACH AND WE'RE NOT SPENDING ALL OF THE TIME ON DATA OR OTHER ASSIGNMENTS THAT THEY NEED TO DO.

THEN MY LAST POINT, NOT RUNNING GOING TO AUSTERITY MODE.

NO STAFF REDUCTIONS, ET CETERA.

MAKING SURE THAT, YOU KNOW, OUR CHILDREN AND OUR TEACHERS HAVE THE RESOURCES TO DO AN EFFECTIVE JOB.

>> OUR FY-21 BUDGET IS A SIGNIFICANT INVESTMENT RESOURCES AND STOCKS FOR SCHOOLS.

WE'RE EXTENDING NEEDS ON SOCIAL WORKERS.

WE'RE CONTINUING TO MONITOR THAT.

WE'RE ALSO CONTINUING TO THINK ABOUT OUR FLEXIBILITIES GOING INTO THE FALL, TO RESPOND TO THE COVID PLAN THAT IS BEING

DEVELOPED.

I THINK THOSE ARE ALL CRITICALLY IMPORTANT.

ON THE TOPIC OF DATA TRACKING, I THINK THERE'S A REAL BALANCE BETWEEN GETTING A LOT OF DATA, REALLY RICH DATA THAT PAINTS A CLEAR PICTURE AND THE TIME IT TAKES TO ENTER AND VIEW THAT DATA.

AND SO WE ARE WORKING ON THAT. AS I MENTIONED IN THE OUTSET, ONE OF THE THINGS WE'RE LOOKING AT, THINK ABOUT ACCOUNTABILITY. DOING PROGRESS MONITORING. WE DEVELOPED REALLY SIMPLE TOOLS FOR OUR MONITORING THAT AT TIMES -- IT'S NOT AS ROBUST -- WE'RE TRYING TO BALANCE THE AMOUNT OF TIME THAT WE KNOW OUR EDUCATORS ARE WORKING ABOVE AND BEYOND TO TRY TO PROVIDE ONLINE HIGH QUALITY CONTENT IN WAYS THAT THEY HAVE NEVER DONE BEFORE AND MANAGING THEIR FAMILIES AT HOME AND OTHER RESPONSIBILITIES.

WE APPRECIATE THAT SORT OF ADVOCACY ON YOUR PART TO MAKE SURE THAT WE'RE BEING CONSCIOUS OF THAT.

>> THANK YOU, NATE.

ONE FINAL POINT.

NOT A QUESTION.

ONE OF THE BEST PROGRAMS OF BOSTON PUBLIC SCHOOLS RUNS IS THE JROTC PROGRAM.

I SEE IT IN SOUTH BOSTON.

IT'S ONE OF THE MOST DIVERSE PROGRAMS.

THE KIDS ARE LEARNING LEADERSHIP SKILLS, CITIZENSHIP, BECOMING GOOD CITIZENS, ENGAGING IN THE COMMUNITY.

IT'S GREAT TO SEE WHAT A WONDERFUL, GREAT GROUP OF STUDENTS WE HAVE ACROSS THE CITY.

MANY OF THEM ARE ENGAGED IN THE JROTC PROGRAM THAT IS A PROGRAM THAT IS VERY IMPORTANT TO SO MANY STUDENTS AND THEIR FAMILIES.

AGAIN, THANK YOU,

SUPERINTENDENT.

>> THANK YOU SO MUCH, COUNCILLOR FLYNN.

NEXT UP IS COUNCILLOR MICHAEL FLAHERTY AND THEN MY QUESTIONS. COUNCILLOR FLAHERTY.

>> THANK YOU, MADAM CHAIR. I DON'T WANT TO BE REPETITIVE. WE HAD SOME QUESTIONS IN THE WORKING SESSION.

I'M NOT QUITE SURE ALL WERE ANSWERED.

I WANT TO MAKE SURE THAT WE HAVE SUFFICIENT FUNDING FOR THE YOUNGER STUDENTS.

I KNOW THAT THEY PLAYED A PIVOTAL ROLE IN HELPING GET YOUNGER STUDENTS IN THE TEACHER'S -- ORIENTED TO USE THE TECHNOLOGY DURING COVID-19.

WANT TO SEE HOW WE CAN EXPAND THE EXCELLENCE FOR ALL.

WANT TO MAKE SURE THAT WE HAVE MORE ACCESS, EXPAND THE ACCESS TO ADVANCED CLASSES ACROSS THE CITY.

ALSO, GET AN ASSESSMENT WITH RESPECT TO REQUESTS THAT WERE MADE BY A SCHOOL PRINCIPAL THAT WENT UNFULFILLED IN THE LAST BUDGET CYCLE.

I'M A STRONG SUPPORTERS OF SITE AUTONOMY AND HOLD OUT FOR PRINCIPALS.

MAKE SURE THE TEACHERS HAVE THE TOOLS.

WANT TO MAKE SURE THAT WE'RE HONORING THOSE REQUESTS SO THAT THERE'S NO EXCUSES.

LIKE A LOT OF MY COLLEAGUES, I HAVE QUESTIONS AS TO WHETHER OR NOT THERE'S ANY PLANS TO UTILIZE THE CARES ACT FUNDING FOR REMOTE LEARNING TO HELP STUDENTS AT HOME.

A CRITICAL JUNCTURE AS WE'RE LOOKING TO COME UP WITH A COVID-19 RESPONSE, BUT AS OUR CONSTRUCTION STARTS BACK UP AND THE MEN AND WOMEN AND GET BACK UP AND RUNNING, MADISON PARK COULD PLAY A ROLE IN BEING A FEEDER SYSTEM TO ALL OF THOSE HIGH PAYING JOBS AND BENEFITS

AND ANNUITIES.

WE'LL MISS AN OPPORTUNITY IF WE
DON'T MAKE SURE THAT THOSE KIDS
ARE READY.

WANT TO SEE WHAT WILL HAPPEN TO
THE CARES ACT THERE.

KEEP THE TRAIN ON THE TRACT
THERE FOR THE KIDS.

THAT'S IT IN A NUTSHELL, MADAM
CHAIR.

SOME OF MY QUESTIONS WERE IN THE
WORKING SESSION.

THAT WAS ADDED.

>> THANK YOU, COUNCILLOR
FLAHERTY.

WE ARE WORKING CURRENTLY WITH
THE CITY ON THE JOBS PROGRAM FOR
STUDENTS.

BOTH FOR REMOTE LEARNING AND
REMOTE JOBS.

SO WE ARE IN PLANNING STAGES
WITH THAT.

WE WOULD PROBABLY ACCESS SOME OF
OUR CARES FUNDING FOR THAT.

WE THINK THERE'S AN OPPORTUNITY
HERE LIKE YOU SUGGEST.

WE'RE DOING PLANNING WITH THE
CITY PARTNERS ON THAT.

I THINK WE TALKED ABOUT
EXPANDING ACCESS EARLIER.

WE CAN PROVIDE MORE WRITTEN
COMMENTS AND HOW WE PLAN OUR
EXPANDING OUR ACCESS TO
ACCELERATED LEARNING.

ALSO, THE LIBRARY TECH CENTERS,
I THINK I'LL HAVE NATE RESPOND
TO THAT QUESTION.

>> I WANT TO ADD THAT ALL THE
VOCATIONAL PROGRAMS HAVE ONLINE
INSTRUCTIONAL PROGRAMMING.

WE'RE THINKING ABOUT HOW WE
PROVIDE THE HANDS-ON
OPPORTUNITIES FOR STUDENTS OVER
THE SUMMER.

WORKING WITH SOME OF OUR --
WE'RE CONTINUING TO THINK OF
INNOVATIVE WAYS.

IN TERMS OF THE LIBRARY
INVESTMENTS, COME OFF EARLIER.

YOU KNOW, WE DO NOT FUND
LIBRARIES AS A STAND ALONE
INVESTMENT.

IT'S EMBEDDED IN FUNDING.
AS PART OF THE MULTIYEAR

EXPANSION AND DISCUSSION AROUND
WHAT EVERY SCHOOL GETS.

THE TOPIC OF LIBRARIANS COMES UP
OFTEN.

THAT WILL BE PART OF OUR LOOK IN
FY-22 OR 23 TO THINK ABOUT WHAT
IS THE MINIMUM ACCESS TO SORT OF
LIBRARY STAFF, BUT THEN ALSO AS
WAS BROUGHT UP EARLIER,

LIBRARY -- COUNCILLOR O'MALLEY
TALKING ABOUT ACCESS TO DIGITAL
LIBRARIES AND DIGITAL CONTENT.

AS STUDENTS GET MORE ACCESS TO
CONTENT, THEY NEED MUCH MORE
HELP IN CURATING AND SHIFTING
THROUGH THE CONTENT.

THAT IS THE ROLE OF LIBRARIANS
AND NOT JUST PROVIDING YOU WITH
WHAT IS HELPING YOU TO NAVIGATE
WHAT CAN BE OVERWHELMING AMOUNTS
OF INFORMATION AND TEACHES YOU
TO BE GOOD CONSUMERS OF
INFORMATION.

THAT'S SOMETHING THAT WE THINK
ABOUT AS PART OF OUR ACADEMIC
PROGRAMMING AND WILL LOOK AT IN
FUTURE YEARS.

>> JUST CAN'T EMPHASIZE, I HEARD
FROM TEACHERS, KINDERGARTEN,
FIRST, SECOND GRADE, IT WAS --
THEY PLAYED A PIVOTAL ROLE IN
HELPING.

THERE WAS ADDITIONAL HURDLES AS
ONE WOULD IMAGINE WITH YOUNGER
STUDENTS THAT OLDER STUDENTS DID
NOT PRESENT.

IF I HEARD IT ONCE, I HEARD IT A
DOZEN TIMES.

THE TECHS GOT THE ROLLERS ON THE
TRACK.

WE'RE NOT SURE WHAT THE FALL
WILL LOOK LIKE.

AS THE SUPERINTENDENT HAS BEEN
REFERENCING IN THIS HEARING, WE
MAY NEED TO PAY ATTENTION TO THE
SPECIALIST. THANK YOU FOR THE
WORK YOU'RE DOING.

APPRECIATE YOUR ATTENTION TO
DETAIL IN THE COVID-19 RESPONSE
AND GIVING FEEDBACK FROM
COLLEAGUES AND FOLKS IN THE
CLASSROOM.

>> GREAT.

THANK YOU SO MUCH, COUNCILLOR

FLAHERTY.

I'LL DO MY QUESTIONS AND GO BACK TO THE TOP.

AGAIN, WANT TO THANK THE SUPERINTENDENT AND HER TEAM FOR BEING HERE.

MY FIRST QUESTION IS ABOUT EDUCATION AND KIND OF WHAT THE STATE OF IT AND ASPIRATIONS ARE FOR IT IN THE DISTRICT.

I KNOW THAT WE HAVE A BUNCH OF ONE-OFF PROGRAMS WITH PARTNERS IN VARIOUS SCHOOLS.

THERE'S 12th GRADE.

A BUNCH OUR EIGHTH GRADERS DO SOME OF IT.

I USED TO TEACH CIVICS THROUGH ONE OF THOSE PARTNER PROGRAMS IN DEARBORN.

WHAT I SAW AT THE TIME, A DECADE AGO, HOW PATCH WORK SUPPORT WAS. IT'S REALLY IMPORTANT FOR YOUNG PEOPLE.

I'D LOVE TO HEAR FROM THE SUPERINTENDENT THAT YOUR VISION ON THAT FRONT AND WHERE WE ARE.

>> YES.

SO I COULD HAVE TO GET BACK TO YOU ON THE ACADEMIC PIECES OF THE CIVICS.

IT'S ALSO INCLUDED IN OUR MATH CORE REQUIREMENTS.

AGAIN, PRESENTING ON THAT NEXT WEEK.

I ALSO WAS A SOCIAL STUDY TEACHER AND TAUGHT CIVICS.

ITS REALLY IMPORTANT TO ME THAT WE'RE TEACHING CIVICS AND HUMANITIES ALTOGETHER.

SO I'LL GET BACK TO YOU ON THAT ANSWER.

>> GREAT.

AND I ALSO WAS CURIOUS ABOUT -- I'M EXCITED TO SEE THE ETHNIC STUDIES ELECTIVE.

I WAS WONDERING IF WE'RE THINKING ABOUT DEVELOPING ADVANCED HISTORY AND SOCIAL STUDIES ELECTIVES BESIDES THE CIVIC STUDIES PROGRAM.

>> YES.

THERE'S COURSES AND ADVANCED PLACEMENTS FOR A.P. PUSH AND OTHER PROGRAMS THAT WILL BE

INCORPORATED.

>> SO PROBABLY WOULD END THOSE EXISTING CURRICULUMS RATHER THAN DOING NEW ONES OURSELVES?

>> THERE'S EXISTING CURRICULUM FOR INTERNATIONAL BACCALAUREATE.

>> CAN YOU SPEAK MORE -- I WANT TO GO BACK TO THE SCIENCE EDUCATION POINT.

I'VE BEEN HARDENED -- I HAVE SCIENCE IN MY DISTRICT AND I'VE SEEN HOW GREAT THEIR SUPPORT FOR SOME OF OUR SCHOOLS CAN BE.

I JUST WANT TO UNDERSTAND LIKE WHERE ARE WE IN TERMS OF ELEMENTARY SCHOOL STUDENTS BEING EXPOSED TO SCIENCE AND WHERE ARE WE GOING IN TERMS OF WHAT PROPORTION OF OUR STUDENTS ARE GETTING THAT SPECIAL?

>> I DON'T HAVE THE PROPORTION OF THAT.

MY TEAMS WILL TELL YOU HOW MANY SCIENCE AND ELEMENTARY TEACHERS THAT WE HAVE.

I DO KNOW IT'S NOT ENOUGH.

I WOULD LOVE TO SEE THE ELEMENTARY SIDE EVERY DAY.

SO I THINK THAT THERE ARE SOME LIMITATIONS IN TERMS OF THE ABILITY TO PREP FOR THOSE CLASSES AND TO HAVE TEACHERS WITH PROFESSIONAL DEVELOPMENTS.

SO WE'RE WRAPPING UP THE ELEMENTARY SCIENCE AT THIS TIME. BUT THEY'RE NOT GETTING AS MUCH AS I WOULD LIKE CURRENTLY.

AND WE HAVE TO INTRODUCE THEM TO THAT AND GIVE THEM OPPORTUNITIES FOR SPECIAL DEVELOPMENT, MANAGEMENT OF MATERIALS.

WHEN YOU DO THAT, WE HAVE CROSS KITS THAT GO OUT TO OUR SCHOOLS AND THEY DO EXPERIMENTS.

THERE'S MORE COMING AROUND THE ELEMENTARY SCIENCE FOCUS THE NEXT SEVERAL YEARS.

>> I WOULD ADD THAT THESE PROGRAMS ARE BUILDING EXCELLENT EDUCATORS OF SCIENCE.

200 TEACHERS WILL BE PARTICIPATING IN PROFESSIONAL DEVELOPMENT AND SUPPORTED SCIENCE AND INSTRUCTIONAL

PEDAGOGY.

>> I THINK ALSO, YOU KNOW,
THERE'S SOME WORK DONE AT THE
U.P. LEVEL, TOO.

SO WE'LL BE GLAD TO GIVE YOU
MORE INFORMATION ABOUT OUR FOCUS
CURRICULUM AND THE ALIGNMENT OF
SCIENCE AND WHAT WAS DELIVERED
TO OUR K-2 STUDENTS.

>> SORRY FOR THIS NAIVE
QUESTION.

ARE ALL STUDENTS EXPOSED TO SOME
SCIENCE?

I KNOW WE'RE NOT OFFERING IT AS
A DAILY THING BUT THEY'RE ALL
GETTING SOME.

>> YES.

I HAVE WALKED EVERY SCHOOL
BUILDING BUT NOT ALL THE SCIENCE
SCHEDULES.

I TYPICALLY -- JUST FROM MY
PREVIOUS EXPERIENCE, CHILDREN
DON'T GET SCIENCE EVERY DAY LIKE
MIDDLE AND HIGH SCHOOL BUT
THEY'RE GETTING USED TO THE
SCIENCE CONCEPTS THROUGHOUT THE
WEEK.

>> MANY OF OUR ELEMENTARY SCHOOL
SCIENCES ARE TAUGHT LIKE A
SEPARATE CLASS.

IT'S EMBEDDED IN THE CURRICULUM.
ONE EXAMPLE THAT I'VE SEEN,
SCIENCE TAUGHT ACROSS MULTIPLE
DISCIPLINES.

STUDENTS ARE DOING LESSON
PLANNING ON THE ECOSYSTEM OF THE
SALMON.

SO THEY DRAW SALMON AS PART OF
THEIR ART LESSON.

THEY LEARN ABOUT THE BODY AND
LEARN ABOUT THE DIFFERENT
MATERIALS, TEXTURES AND SCALES.

THEN READING ABOUT THE
INSTRUCTION AND WRITING ABOUT
THE SALMON.

DOING DRAMATIC PLACE TO ACT OUT
THE LIFE CYCLE.

THAT'S SCIENCE BEING TAUGHT
ACROSS.

THERE'S MULTIPLE WAYS TO THINK
ABOUT THE INTEGRATION OF SCIENCE
ACROSS, INTEGRATION OF WRITING
THAT APPLIES TO CIVICS AS WELL.

WHEN WA USE THESE DISCIPLINES TO

INTEREST STUDENTS AND LEARN ABOUT WRITING AND LITERACY, WE HAVE AN INTEGRATED CURRICULUM. THERE'S A LOT OF TEACHING. WE'RE TALKING ABOUT RECOGNIZING OUR POCKETS OF EXCELLENT IN THE DISTRICT AND RAISING THE LEVEL OF RIGOR AND CONSISTENCY ACROSS ALL OF OUR SCHOOLS.

>> THAT'S SO IMPORTANT.

I THINK IT'S TOTALLY TRUE THAT YOU CAN BE TAUGHT INTEGRATIVELY AND BY A HOMEROOM TEACHER.

YOU KNOW, THE REALITY IS, DECIDES MONEY, THAT'S THE OTHER CURRENCY FOR OUR STUDENTS.

IF YOU DON'T PRIORITIZE IT, YOU DON'T EDUCATING SCIENTIFICALLY WITH KIDS.

SO INTERESTED IN THAT.

I DO HAVE SOME CORRECTIONS.

ELLIOT IS IN COUNCILLOR EDWARDS DISTRICT.

SHE TEXTED ME.

I HAVE A LARGE NUMBER OF -- AS WE ALL KNOW, I HAVE VERY FEW PUBLIC SCHOOLS IN MY DISTRICT BELOW THE HIGH SCHOOL LEVEL. I HAVE MANY FAMILIES WHO ARE LISTENING IN.

THAT'S MY TIME UP.

THE TIME IS ABOUT TO GO OFF.

>> COUNCILLOR BOK, CAN I ADD ONE MORE THING ABOUT CIVICS?

>> SURE.

>> MANY OF OUR SCHOOLS HAVE PROGRAMS IN THEIR SCHOOLS AND CURRICULUM AS WELL AS POSITIVE BEHAVIOR INTERVENTION SUPPORT WHERE THEY TEACH CITIZENSHIP IN THE SCHOOL BUILDING AND BUILD THE SCHOOL CULTURE.

SO JUST LETTING YOU KNOW IT'S NOT EXACTLY CIVICS BUT IT'S A PRACTICE OF -- EMBEDDED THE SCHOOL CULTURE.

>> GREAT TO KNOW.

NO, I THINK A LOT OF TEACHING CIVICS IS ABOUT EMPOWERING STUDENTS AND THINKING THEMSELVES AS ACTIVE AGENTS IN THEIR COMMUNITY.

ALL RIGHT.

WE'RE GOING TO GO BACK TO THE

TOP.

I BELIEVE THAT WILL -- BACK TO
ESSAIBI-GEORGE AND THEN
COUNCILLOR CAMPBELL.

IF YOU DON'T HAVE ANY SECOND
ROUND QUESTIONS, JUST SEND ME A
KNOW SO I KNOW NOT TO CALL ON
YOU.

COUNCILLOR ESSAIBI-GEORGE.

>> THANK YOU, MADAM CHAIR.

THANK YOU FOR THAT EXTENDED
CONVERSATION AROUND SCIENCE.
I THINK THE SCIENCE CURRICULUM
IS IMPORTANT ESPECIALLY AS WE
THINK ABOUT ADDING AND MAKING
SURE THAT MORE OF OUR CHILDREN
HAVE ACCESS TO SCIENCE AT THE
HIGH SCHOOL LEVEL.

THE MORE THAT WE CAN DO IN THE
EARLY GRADES TO BUILD NOT JUST A
GOOD FOUNDATION OF SCIENCE
EDUCATION BUT A LOVE FOR SCIENCE
EDUCATION.

IN MY YEARS IN BOSTON HIGH AND
TALKING TO A NUMBER OF OTHER
TEACHER WHOSE ARE INVOLVED IN
A.P. SCIENCE OR EDUCATION, THAT
ENVIRONMENTAL SCIENCE IN
PARTICULAR.

OUR KIDS LOVE THEM.

THE FOUNDATIONAL KNOWLEDGE IS
VERY WEAK.

THAT IS BECAUSE SCIENCE TEACHERS
DON'T NECESSARILY HAVE THEIR OWN
CLASSROOM SPACE WHERE THEY CAN
CREATE SOME REAL LAB SPACE, GO
OFF IN SHARING CLASS ROOMS OR
PART OF A TRAVELING CLASSROOMS.
AND THAT DOESN'T BODE WELL FOR A
DEEPER SCIENCE CURRICULUM AND
OPPORTUNITY FOR INSTRUCTION.

SO THANK YOU FOR THAT.

THANK YOU FOR THE DEDICATION TO
IMPROVING SCIENCE EDUCATION
ACROSS THE BOARD.

MY QUESTIONS AND COUNCILLOR
FLAHERTY TOUCHED ON THEM IN HIS
ROUND, VOCATIONAL TECHNICAL ED
IN THE CITY AND IN PARTICULAR AT
MADISON PARK.

WE'LL HAVE A CHANGE IN SCHOOL
LEADERSHIP.

TALK ABOUT IT EARLIER.

IN HER DISCUSSIONS, TALK ABOUT

THE PLANS FOR MADISON.
HOW DO WE AVOID FEELING LIKE
WE'RE STARTING FROM SCRATCH.
YOU KNOW, HOW ARE WE WORKING TO
DOUBLE DOWN ON IMPROVING STAFF
AND STUDENT MORALE AND
ENCOURAGING THAT SCHOOL AND THE
STUDENT BODY IN PARTICULAR, THE
SCHOOL COMMUNITY, TO BE ALL IT
CAN BE.

BECAUSE THERE'S SUCH REAL
POCKETS OF INCREDIBLE
OPPORTUNITY HAPPENING AT
MADISON.

I'VE USED THE STUDENTS IN THE
GRAPHIC DESIGN FOR EXAMPLE TO DO
SOME OF THE WORK.

I'VE VISITED THE SCHOOL A NUMBER
OF TIMES AND MET WITH THE
STUDENTS AND TEACHERS AND
PARENTS IN THE COMMUNITY.
THERE'S SO MUCH LOVE AND PASSION
FOR SUCCESSFUL PROGRAMMING AT
MADISON.

I WONDER HOW WE CAN GET TO A
POINT THAT WE'RE SEEING
SIGNIFICANT GROWTH AND REACHING
THE POTENTIAL THAT MADISON HAS.
I THINK THROUGH OUR WORK ON THE
COUNCIL THE LAST FEW YEARS, WE
RECOGNIZE THERE NEEDS TO BE AN
ADMISSIONS POLICY.

WE RECOGNIZE THERE NEEDS TO BE A
FACILITIES PLAN AND INVESTMENT
THROUGH BUILD BPS THERE.

SO IF YOU CAN EXTEND COMMENTS
ABOUT MADISON AND WHAT WE CAN
SEE THROUGH HIGH SCHOOL REDESIGN
AND IN THE OTHER AREAS.

I KNOW'S GONE ON A LITTLE BIT
HERE.

JUST EXCITED ABOUT THE
OPPORTUNITY THAT THAT PRESENTS
TO THE DISTRICT AND FOR THE KIDS
THAT ATTEND OR WOULD ATTEND THAT
SCHOOL IN PARTICULAR.

THANK YOU, MADAM CHAIR.

>> I'M EXCITED ABOUT MADISON
PARK AND HELPING TO SHAPE AND
WORK WITH THE NEW HEAD MASTER
AND THE ENTIRE COMMUNITY THERE,
THE TEACHER AND STAFF AND
BROADER COMMUNITY STAKEHOLDERS
TO REALLY DEVELOP A VISION FOR

MADISON PARK OVER THE NEXT YEAR THAT WE CAN IMPLEMENT IN THE 20, 21 SCHOOL YEAR WHEN WE GO 7-12 THAT WILL INVOLVED LOOKING AT WHAT THE SUCCESSES ARE ALREADY. WE KNOW IT DOES HAVE INCREASING ENROLLMENT, WHICH IS A POSITIVE SIGN TO THE SCHOOL. WE ALSO HAVE IT AS PART OF OUR TRANSFORMATION SCHOOL. SO TEACHERS WILL BE GETTING PROFESSIONAL DEVELOPMENT AROUND A.P. STRATEGIES AND AROUND RIGOROUS OPPORTUNITIES. WE'RE GOING TO BE LOOKING AT THEIR CAREER PATHWAYS AND CAREER PROGRAMMING AND ALIGNMENT TO BUSINESS. THE BUSINESS PARTNERSHIP DID A STUDY THIS PAST MAY ON THE CURRENT TRENDS IN BOSTON AND MASSACHUSETTS. SO WE'LL BE DIGGING DEEPER INTO THAT. AND THEN I THINK QUIET HONESTLY, MADISON PARK NEEDS A P.R. FIRM. I THINK WE NEED TO START TELLING THE STORY OF THE GREAT WORK THAT IS ACTUALLY HAPPENING THERE. CERTAINLY IT'S HAPPENING IN POCKETS AND WE WANT IT TO HAPPEN MORE GENERALLY ACROSS THE ENTIRE SCHOOL AND THE CAMPUS AND THE EDUCATIONAL COMPLEX THERE. MALCOLM X BOULEVARD IN ROXBURY. WE NEED TO GET BETTER AT TELLING THE STORY. THAT'S PART OF THE PLAN AS WELL AS WE MOVE FORWARD. NOT ONLY WILL WE START DEVELOPING THE VISION BUT WE'RE GOING TO START CELEBRATING THE SUCCESSES OF MADISON AND START BUILDING A WINNING SPIRIT THERE. >> I WANT TO START SEEING SIGNS ON JOB SITES OR CONSTRUCTION AND OUR LAB BUILDINGS ACROSS THE CITY THATS IS MADISON PARK GRADS WORK HERE. WE NEED TO SEND A MESSAGE TO THE PUBLIC THAT WE TO GREAT THINGS FOR OUR KIDS, HELP THEM BE SUCCESSFUL AND POCKETS OF WEAKNESS THAT WE NEED TO IMPROVE

AND STRENGTHEN ACROSS THE BOARD.
I SEE THE GAVEL.
THANK YOU FOR THAT.
THANK YOU FOR YOUR INTEREST IN
WHAT IS HAPPENING AT MADISON.
>> THANK YOU, COUNCILLOR
ESSAIBI-GEORGE.
NEXT UP IS COUNCILLOR CAMPBELL
AND THEN COUNCILLOR BREADON.
COUNCILLOR CAMPBELL?
>> THANK YOU.
SO JUST FOLLOWING UP ON THE
QUESTIONS AND I GET THAT THE
BUDGET LINE ITEM IS SHIFTED TO
ANOTHER DEPARTMENT.
BUT DOES THIS BUDGET
SPECIFICALLY EXPAND AND
CONTINUES?
AND ESA HAS PROVEN TO BE

BENEFICIAL.
YOU KNOW, WE'VE DONE A LOT OF
LISTENING SESSIONS IN THE PAST.
SUPERINTENDENT CHANG TALKED
ABOUT THE INEQUITIES THAT
EXISTED.
AND ANOTHER QUESTION IS I
NOTICED PRE-K HAS INCREASED
ENROLLMENT.
KINDERGARTEN ENROLLMENT IS DOWN.
SO WONDERING WHAT IS HAPPENING
THERE.
AND THEN MY LAST QUESTION, WHICH
I THINK I'LL PROBABLY RUN OUT OF
TIME, WHEN IT COMES TO MORE BIG
PICTURE ACADEMICS AND
CURRICULUM, WHAT PIECES, WHAT
ROLES DOES CENTRAL OFFICE OWN
AND WHAT DOES INDIVIDUAL SCHOOLS
OWN?

SO WHO IS IN CHARGE OF WHAT?
THANK YOU.
>> SO ON THE TOPIC OF ESA, AND
I'VE WORKING ON MY BREVITY HERE,
THERE IS AN EXPANSION OF ESA IN
THIS NEXT BUDGET.
THERE'S NOT AN INCREASE OF
SCHOOLS THAT ARE DOING EFA.
THERE'S NOT AN EXIT STRATEGY TO
REPLACE THE PROGRAM IN FY-21
BUDGET.
BUT THERE'S A PROGRAM AT THE
BRADLEY SCHOOL DO MAKE THEIR K-6
PROGRAM WORK, WHICH WILL NOT

HAVE AN EFFECT ON THE HUMANA PROGRAM, THIS IS ABOUT BET AREA LINING THE SCHOOLS TO DEMAND. WE HAVE SEEN A DECREASE IN DEMAND FROM A TO C PROGRAMS AS FAMILIES ARE STARTING TO CHOOSE A STATE AND THEIR SCHOOL. I KNOW FOR MANY YEARS IN THE AWC PROGRAM, YOU HAD TO LEAVE YOUR ELEMENTARY SCHOOL PROGRAM AND CHANGE TO A NEW ELEMENTARY SCHOOL.

SO WE'RE SEEING FAMILIES PREFER TO MAINTAIN ENROLLMENT IN A SINGLE SCHOOL K-6.

THE SECOND QUESTION THAT YOU HAVE -- I SHOULD HAVE WRITTEN IT DOWN.

>> WE DID ADD THE SPECIALISTS AND THE WAY THAT WE'RE APPROACHING EFA IS DIFFERENT. WE'VE EMBEDDED IT WITH AN ACADEMIC DEPARTMENT BECAUSE WE ADDED THE ADDITIONAL POSITIONS. IT'S SIMILAR TO EXPANDING BUT NOT PICKING SCHOOLS.

>> THE SECOND THING YOU ASKED ABOUT WAS K-2 ENROLLMENT. WE HAVE SEEN A DECREASE IN K-2 ENROLLMENT.

WE THINK THIS IS MOSTLY RELATED TO DEMOGRAPHIC DECLINES IN THE CITY, IN THE STATE AND IN THE REGION.

FAMILIES ARE HAVING LESS CHILDREN LATER IN LIFE.

WE CONTINUE TO MONITOR K-2 AND FIRST GRADE ENROLLMENT.

AS YOU KNOW, USED TO BE THAT WE WOULD SEE ABOUT A 10% UPTICK BETWEEN K-2 AND FIRST GRADE. FIRST GRADE IS THE FIRST OF THE YEAR THAT YOU HAVE TO ENROLL YOUR STUDENT, YOUR CHILD IN SCHOOL.

IT'S COMPULSORY, REQUIRED FOR SIXTH GRADE.

WE ALSO SAW K-1 AND K-2 BECAUSE K-2 BECAME THE UNIVERSAL GUARANTEE.

WE GUARANTEED EVERYBODY ACCESS AND ALSO BECAUSE WE HAVEN'T HAD AS MUCH ACCESS IN K-1.

WE'RE STARTING TO SEE THAT THAT

GAP IS DECREASING AND THAT REALLY WHEN WE ENROLL STUDENTS, WE WANT TO ENROLL THEM IN K-1. FAMILIES ARE MAKING THEIR CHOICE IN K-1 ABOUT WHERE THEY WANT TO ENROLL LONGER TERM. SO WE'RE CONTINUING TO PARTNER WITH THE BOSTON PLANNING AND DEVELOPMENT AGENCY TO UNDERSTAND BROADER DEMOGRAPHIC TRENDS. WHAT EFFECT, IF ANY, LARGER TRENDS AND HOUSING COSTS AND NEIGHBORHOOD COMPOSITION REALLY ARE EFFECTING OUR ENROLLMENT. BUT AT THIS POINT, IT'S PURE LA SPECULATIVE. I WANT TO STOP THERE. I DON'T KNOW IF THERE'S ANYTHING YOU WANT TO ADD ON THAT. >> I THINK WE NEED A DEEPER CITY ON OUR CHOICE SYSTEM. I THINK FAMILIES THAT DON'T GET THEIR FIRST OR SECOND CHOICE TO MAKE OTHER CHOICES. YOU KNOW, JUST HONESTLY, THIS IS WHAT I HEARD IN MY STRATEGIC PLAN AS I WENT AROUND. THAT FAMILIES WANT TO BE CLOSE TO HOME. THEY WANT TO HAVE HIGH QUALITY SCHOOLS IN THEIR NEIGHBORHOODS AND PART OF THE WORK THAT WE'RE DOING WITH OUR 33 TRANSFORMATION SCHOOLS WILL HELP THOSE NUMBERS HOPEFULLY AS PEOPLE HAVE MORE CONFIDENCE IN THEIR NEIGHBORHOOD SCHOOLS AS WELL. >> AND IN TERMS OF THE ROLE OF CURRICULUM, I THINK THERE'S -- WHAT WE HAVE IN BOSTON IS A STRONG HISTORY OF AUTONOMY. SCHOOLS THAT HAVE OPTED OUT OF CENTRAL SERVICES. IN SOME WAYS, THAT WAS CREATED SO SCHOOLS WERE OPTING OUT OF CENTRAL SERVICES TO CREATE SOMETHING NEW. I'M THINKING OF BOSTON ARTS ACADEMY AND THE NEED TO CREATE RIGOROUS ARTS CURRICULUM OR SCHOOLS THAT HAVE GONE AND TRIED TO CREATE A DUEL LANGUAGE CURRICULUM LIKE THE MARGARITA. THEN WE HAVE SCHOOLS THAT WERE

OPTING OUT BECAUSE OF THEIR
PERCEIVED PERCEPTION OF QUALITY
SUPPORT THAT THEY WERE GETTING
FROM THE CURRICULUM OFFICE.
OUR K-1-2, THE FOCUSED
CURRICULUM, IS AN INTERESTING
EXAMPLE OF THAT WE PROVIDE HIGH
QUALITY RIGOROUS AND HIGH
QUALITY SUPPORT FOR CURRICULUM.
YOU SEE A LOT OF SCHOOLS
INCLUDING THE AUTONOMOUS SCHOOLS
OPTING IN TO DISTRICT SUPPORT.
SO OUR K-8 LITERACY INVESTMENT,
OUR INVESTMENT IN SCIENCE
CURRICULUM, IS STARTING AS A
DISTRICT REQUIREMENT FOR 33
TRANSFORMATION SCHOOLS BECAUSE
WE'RE COMPELLED TO INTERVENE
WHERE WE'RE NOT SEEING THE LEVEL
OF QUALITY THAT WE NEED.
WE'RE ALREADY STARTING TO GET
SIGNS THAT SCHOOLS ARE WANTING
TO OPEN INTO THIS.
THEY'RE RESPONDING TO THE
QUALITY OF SERVICES.
SO THAT'S WHY I SAY WHAT WE WANT
TO DO IS PROVIDE HIGH QUALITY
SERVICES.
EVERY SCHOOL BE SORT OF FOOLISH
NOT TO CHOOSE.
THEN IT'S NOT MANDATING.
IT'S EVERYONE IS ON BOARD
BECAUSE THEY RECOGNIZE THE
QUALITY.
OUR TEAM IS ORGANIZING AND
PREPARING TO DELIVER THAT HIGH
QUALITY.
>> THANK YOU.
I WANT TO GO ON THE RECORD, I
KNOW IT'S GOING TO BE DIFFERENCE
LOOKING FORWARD GIVEN COVID-19
AND THE BUDGET.
BUT I REALLY LOVE TO SEE THAT
CONTINUE TO BE EXPANDED.
MORE FOLKS HAVE ACCESS TO THAT
GIVEN THE RESULTS, PARTICULARLY
FOR STUDENTS OF COLOR AND FOR
AWC.
[INAUDIBLE]
THANK YOU, COUNCILLOR BOK.
>> GREAT.
THANK YOU SO MUCH, COUNCILLOR
CAMPBELL.
NEXT UP IS COUNCILLOR BREADON

AND THEN COUNCILLOR PRESIDENT
JANEY.

>> THANK YOU.

HERE I AM.

YES.

I'M CURIOUS, I KNOW HE THIS IS
PROBABLY NOT THE FORUM TO TALK
ABOUT THIS, BUT AS YOU CAN
IMAGINE, SUPERINTENDENT
CASSELLIUS, THE SITUATION IS
WEIGHING ON PEOPLE'S MIND
QUICKLY.

I WANT TO ECHO COUNCILLOR
EDWARDS' PLEA THAT WE HAVE A
VIGOROUS PUBLIC CONVERSATION
ABOUT THE PLANNING FOR WHAT IS
HAPPENING AND WITH JACKSON MANN.
THE UNCERTAINTY IS RAISING A LOT
OF QUESTIONS, A LOT OF STRESS ON
FAMILIES.

AND I HOPE WE CAN GET A CLEAR
PATH TO MOVING FORWARD IN A
TIMELY FASHION.

I REALLY WORRY THAT -- YOU SAID
THAT MADISON PARK NEEDED TO DO A
BETTER JOB OF PUBLIC RELATION
P.R.

I THINK BOSTON PUBLIC SCHOOLS IN
GENERAL NEEDS TO DO A BETTER JOB
WITH P.R.

WE HAVE SOME TREASURES AND SOME
CREDIBLE TEACHERS.

WE NEED TO DO A LOT TO BOLSTER
PUBLIC CONFIDENCE THAN WHAT
WE'RE DOING AND WHERE WE'RE
GOING AND WHAT CAN BE ACHIEVED
IN OUR SYSTEM.

MANY ARE LEAVING THE CITY
BECAUSE OF THE UNPREDICTABILITY
OF THE ASSIGNMENT PROCESS.

THAT IS SOMETHING THAT WE CAN DO
A LOT TO IMPROVE.

AND THE OTHER QUESTION I HAD
WAS, IS THERE ANY PLAN TO
HAVE --

[INAUDIBLE]

-- WHAT IS HAPPENING AT THE
JACKSON MANN AND THIS TIME NEXT
YEAR, MANY FAMILIES ARE ASKING
IF THEY CAN HAVE A SIXTH GRADE
AND CONTINUE THROUGH SIXTH
GRADE.

THAT'S ALL I HAVE FOR NOW.

>> THANK YOU, COUNCILLOR.

AS FOR JACKSON MANN, WE HAD A RIGOROUS PROCESS GOING WITH THE COMMUNITY AND WE WERE IN THE PROCESS OF THE SURVEY. WE ISSUED THE SURVEY IN APRIL DURING THE COVID EVEN TO ELICIT MORE RESPONSES AND WE'RE PLANNING ON RESTARTING THAT COMMUNITY ENGAGEMENT PROCESS AS SOON AS WE CAN.

WITHIN THE NEXT SEVERAL WEEKS WE SHOULD BE CONVENING SOME MORE CONVERSATIONS AROUND THE FIRST, SECOND WEEK OF JUNE.

WE'RE TRYING TO GET INTO THE REMOTE LEARNING.

AS FOR P.R., I AGREE.

THE WHOLE DISTRICT COULD USE P.R.

WE'LL WORK ON THAT WITH THE COMMUNICATIONS TEAM AND OUR PARTNERS OUTSIDE.

IN TERMS OF THE WINSHIP, I THINK WE'RE IN THE PLANS FOR SIXTH GRADE AT WINSHIP.

WE JUST NEED TO CONTINUE TO LOOK AT THE OVERALL PLANS FOR THE COMMUNITY BEFORE WE MAKE THAT COMMITMENT.

SO WE'LL BE WORKING WITH THE COMMUNITY ON BOTH OF THOSE SCHOOLS.

>> VERY GOOD.

THANK YOU.

>> THANK YOU, COUNCILLOR BREADON.

NEXT UP IS COUNCILLOR JANEY AND THEN COUNCILLOR O'MALLEY. COUNCILLOR JANEY?

>> THANK YOU SO MUCH.

JUST WANTED TO BUILD ON SOME OF THE -- SOME OF MY EARLIER COMMENTS AND COMMENTS FROM MY COLLEAGUES.

YOU KNOW, CERTAINLY SHARE THE CONCERNS AROUND MADISON.

WON'T GO INTO DETAIL THERE'S.

COUNCILLOR WU AND ESSAIBI-GEORGE HAVE INVESTED A LOT OF TIME.

WE WANTED TO AFFIRM THE NEED FOR ADMISSIONS POLICIES THERE, AFFIRM THE NEED FOR LOOKING AT HOW WE FUND MADISON AND THE NEED TO REVISE.

HAVE A NEW FUNDING STRATEGY FOR
MATSON.

THEN JUST CONFIRM ABOUT THE
CHANGES.

A NEW HEAD MASTER COMING, MAKING
SURE THAT PARENTS AND STUDENTS
AND EDUCATORS ARE PART OF THAT
CONVERSATION AND THAT THEY ARE
ON BOARD WITH THAT AND THE
CHANGES WITH KEVIN.

I'VE HAD CONVERSATIONS WITH YOU,
SUPERINTENDENT.

VERY IMPORTANT THAT WE DON'T SEE
DISRUPTIONS.

WE'VE HAD A LOT OF GAINS ADD
MADISON OVER THE YEARS.

AND I WANT TO CONTINUE TO SEE
THOSE GAINS.

SO I'M GOING TO MOVE ON FROM
THAT.

BUT I ALSO WANTED TO COME BACK
TO COUNCILLOR ARROYO'S COME
MONTHS AROUND MANN SCHOOL AND
POINT OUT ONCE AGAIN, THE 2016
ACHIEVEMENT GAP POLICY THAT WAS
ADOPTED BY THE SCHOOL COMMITTEE
BACK IN 2016 THE LITERALLY
CALLED FOR THE REVISION OF THE
ADMISSIONS POLICY OF THE EXAMS
SCHOOL SO THAT THERE IS
DIVERSITY.

I WANT TO POINT THAT OUT.

THAT CAN BE FOUND UNDER
OBJECTIVE 5.4.

I'M GOING TO PUT THE LINK AND
THE CHAT AND GOING TO ASK
CENTRAL STAFF TO MAKE SURE THAT
THIS POLICY GETS SHARED WITH THE
PUBLIC.

SO WE WANT TO REMIND US ALL OF
THAT.

LIKE TO UNDERSTAND WHERE WE ARE
AND MEETING THAT GOAL.

>> THIS IS REVISING THE
ADMISSIONS POLICY AS THE 2016
OPPORTUNITY ACHIEVEMENT GAP SETS
TO DO.

ARE WE MOVING TOWARD THAT GOAL?
IS THERE A PLAN IN PLACE?

>> SO THANK YOU FOR YOUR
COMMENTS ON MADISON PARK.

I WILL CONTINUE TO WORK WITH YOU
IN THE COMMUNITY ON THAT VISION
FOR THE SCHOOL AND ALSO ON THE

TRANSITION FOR KEVIN.

I MENTIONED A LITTLE BIT ABOUT THAT EARLIER.

I WON'T GO ON.

SECONDLY, WE DO HAVE THE NEW RFP IN PLACE FOR THE NEW TESTS.

WE BELIEVE THAT PART OF THE RECOMMENDATIONS WAS TO PROVIDE FOR A FAIRER AND BETTER ANTI-BIASSED EXAM THAT WAS VALIDATED.

SO WE ANTICIPATE HAVING SOME OF THOSE -- WE HAVE THREE BIDDERS ON THAT RFP.

SO THAT WILL THEN TAKE -- WE'LL BE ABLE TO MAKE THAT PUBLIC PROBABLY THE SECOND WEEK OF JUNE.

AND THEN NOW WE'RE IN REMOTE LEARNING.

AND BECAUSE WE'RE IN REMOTE LEARNING, WE DON'T HAVE THE SAME GRADING PROCEDURES THAT WE HAD FOR GPA.

WE'LL HAVE TO TAKE THAT UNDER ADVISEMENT AND BEGIN TO LOOK AT OUR ADMISSIONS POLICY AND COME UP WITH SOLUTIONS FOR HOW WE CAN FAIRLY ASSESS OUR STUDENTS' GPAs AND GRADING PRACTICES.

>> VERY IMPORTANT STEPS, SUPERINTENDENT.

THANK YOU.

I WOULD ALSO LIKE TO REFERENCE THIS POLICY ONCE AGAIN UNDER OBJECTIVE 4.2 THAT CALLS FOR DECOLONIZED CURRICULUM.

I SAW THE SLIDE DECK, THERE WAS A SLIDE DECK ABOUT NEW ELECTIVES COMING.

I WANT TO MAKE THE IMPORTANT POINT THAT WE'RE NOT REALLY TALKING ABOUT ELECTIVES.

WE'RE TALKING ABOUT CORE CURRICULUM.

SO IT'S IMPORTANT IF WE ARE SERIOUS ABOUT HAVING THE CLFP.

DID I GET ALL OF THE ACRONYMS RIGHT?

WHEN WE TALK ABOUT A DECOLONIZED CURRICULUM, IT'S UNDERSTANDING THAT WE CAN'T CONTINUE TO CENTER ONE EXPERIENCE AND THEN SCRAP OTHER EXPERIENCES AS ELECTIVES.

I WANT TO HIGHLIGHT -- I APPRECIATE NEW COURSES ARE COMING.

WE STILL NEED TO RETHINK THE STRATEGY OF HOW WE OFFER THEM.

I WANT TO GO ON WITH SOME QUESTIONS.

I WANTED TO MAKE THAT POINT.

>> AS A TEACHER MYSELF, I TAUGHT AFRICAN AMERICAN HISTORY.

YOU KNOW, I THINK THAT YOU CAN TEACH IN THE CORE ETHNIC STUDIES AND CULTURALLY RELEVANT MATERIALS OUTSIDE OF THE ELECTIVES --

>> ABSOLUTELY.

I'M AFFIRMING ALL OF THAT.

SO WHAT I HOPE TO SEE IS GETTING BEYOND JUST OFFERING ELECTIVES THAT ADDRESS THAT.

BUT YOU'RE ABSOLUTELY RIGHT.

ABSOLUTELY.

THAT'S WHAT I HOPE TO SEE OVERALL.

THERE'S OPPORTUNITIES BEYOND SOCIAL STUDIES, BEYOND HISTORY.

IT'S THAT CULTURAL PROFICIENCY THAT IS NEEDED THROUGHOUT.

BUT THANK YOU FOR SAYING THAT.

I HAD A FEW MORE QUESTIONS GIVEN THE TOPICS THAT WE'RE COVERING TODAY.

AGAIN, I APPRECIATE ALL OF THE WORK THAT FOLKS ARE DOING WITH ART.

I WANTED TO SEE -- I SAW THERE WERE 24 POSITIONS.

THOSE ARE FTEs, RIGHT?

THEY ARE?

>> IN SOME CASES, IT'S AN EXPANSION OF -- INCREASING THE AMOUNT OF OUR SCIENCE AND PE THAT TEACHERS OR STUDENTS WILL OVERSEE THROUGHOUT THE SCHOOL DAY.

>> SO THEN ON THE MASS CORE, I'M INTERESTED IN WHERE WE ARE ON THAT.

AND HOW MANY ARE -- HOW MANY SCHOOLS ARE IN COMPLIANCE OR HOW MANY STUDENTS ARE GETTING ACCESS TO THE CURRICULUM.

I NOTED THERE WAS A STUDY SOME YEARS AGO THAT POINTED OUT THAT

WHEN IT CAME TO BLACK AND LATINO BOYS SPECIFICALLY AND THIS WAS THE CCE STUDY FOR THAT, PEOPLE RECALL -- I DON'T KNOW.

2014.

ANYWAY, AT THAT TIME JUST LOOKING AT BOYS, IT WAS FOR WHITE, IT WAS 41% ASIAN WAS 45. FOR BLACK IT WAS 19.

TO LATINO, IT WAS 16.

THAT WAS COMPLETION RATE FOR THE MATH CORE CURRICULUM.

I'D BE INTERESTED WHERE WE ARE NOW.

NOT JUST LOOKING AT THE BOYS BY THE GIRLS AND HOW WE ARE JUST MOVING TOWARDS GETTING MORE ACCESS.

WE THINK THIS IS IMPORTANT.

>> YEAH, IT IS IMPORTANT.

WE'VE LOOKED AT THE GAP AND ALSO BY SCHOOL AND RACE.

SO WE SHOULD GET TO THAT INFORMATION ON WHO IS NOW CURRENTLY AND A LOT OF THAT IS THAT THEY HAVE -- THEY'RE MISSING THE ART OR THE CE.

THAT'S BEEN THE BIGGEST FINDING.

OUR STUDENTS ARE MISSING THAT. OTHERS DON'T OFFER THE ADVANCED COURSES OR THINGS LIKE THAT.

WE WANT TO MAKE SURE --

>> SO THE PROVISIONS IS DIRECTLY RELATED -- THE 24 FCE THAT I MARKED --

>> FOR THE ARTS?

>> YES.

>> THOSE ARE TRANSFORMATION SCHOOLS.

>> THANK YOU, MADAM CHAIR.

I KNOW I'M OVER TIME.

THAT'S IT FOR ME.

>> GREAT.

THANK YOU.

COUNCILLOR JANEY.

NEXT WILL BE COUNCILLOR MEJIA.

AND THEN IT -- I'M SO SORRY.

IT'S COUNCILLOR EDWARDS AND THEN COUNCILLOR MEJIA.

I JUMPED.

COUNCILLOR EDWARDS AND THEN COUNCILLOR MEJIA.

THANKS.

>> THANK YOU.

I JUST WANTED TO -- I HAD A QUESTION SPECIFICALLY AND I DIDN'T KNOW IF IT WAS MARKED ABOUT THE DIFFERENCE IN BUDGET DAY TO COVID THAT YOU'RE GOING TO BE ASKING FOR.

I DON'T KNOW IF YOU HAVE THAT NUMBER.

I'M CURIOUS ABOUT WHAT THE DIFFERENCE IS GOING TO BE.

I'M ALSO -- I UNDERSTAND RIGHT NOW THAT WE'RE ALLOWING CONSTRUCTION OF SCHOOLS TO HAPPEN.

WE'RE ALLOWING SCHOOLS -- I'M SEWER USE IF ANY OF THE CONSTRUCTION PLANS HAVE HAD TO ADJUST FOR OUR SCHOOLS IN TERMS OF -- I DON'T KNOW IF THERE'S MORE SCHOOLS GOING UP.

ARE YOU CHANGING HOW OR IF THERE'S GOING TO BE THE METAL DETECTORS, HOW PEOPLE WILL BE EXAMINED COMING IN AND OUT OF THE BUILDING.

ARE YOU PROVIDING PUMPS THROUGHOUT THE BUILDING, PLANNING FOR SCREENS.

SCHOOLS ARE TRULY CIVIC PLACES. WE HAVE PEOPLE MEET THERE ALL THE TIME.

AFTER SCHOOL, ARE YOU GOING TO ALLOW THE PUBLIC TO MEET?

I'M CURIOUS ABOUT YOUR COVID RESPONSE AND YOUR NUMBERS BEHIND IT.

>> YES.

WE'RE OPENING.

WE'RE JUST START TO LOOK AT ALL OF THOSE.

MENTIONED EARLIER, WORKING TO WORK COORDINATING WITH THE CITY ON WHETHER OR NOT OUR RESPONSE WILL BE AND WHAT OTHER PRECAUTIONS WE NEED TO TALK, HOW MUCH PPE WILL WE HAVE TO ORDER, HAND SANITIZING, SEPARATION, FACILITY USE.

ALL OF THAT IS BEING CONSIDERED AS WELL AS TRANSPORTATION OF OTHER OPERATIONS.

NUTRITION SERVICES AND HOW IS THAT GOING TO LOOK DIFFERENT.

HOW DO MASTER SCHEDULES NEED TO

LOOK DIFFERENT FOR OUR STUDENTS.
AS YOU CAN IMAGINE, IT'S HIGHLY
COMPLICATED.

IT WAS HARD TO CLOSE BUT EVEN
HARDER TO REOPEN.

A BIG PART OF THAT IS ALSO BEING
VERY TRANS WITH THOSE REOPENING
PLANS AND BUILDING THE
CONFIDENCE IN PARENTS THAT
THEY'LL SEND THEIR CHILDREN AND
TEACHERS WILL WANT TO COME TO
WORK.

>> RIGHT.

SO I GUESS -- WHEN YOU RESPOND
BACK WITH THE NUMBERS FOR HOW
MUCH YOU NEED, I'D LIKE TO KNOW
IF YOU INTEND TO TAKE A RESPONSE
FROM ANOTHER PART OF BPS' BUDGET
OR ARE THERE ADDITIONAL FUNDS
FROM THE CITY IN GENERAL?

YOU PRESENTED A BUDGET BASED ON
CURRENT NEEDS.

THEN COVID HAPPENED.

I CAN IMAGINE WE'LL NEED
ADDITIONAL THINGS AND ADDITIONAL
INFRASTRUCTURE.

MY CONCERN IS IT WOULD TAKE FROM
SOMETHING ELSE IN THE BPS
BUDGET.

ARE YOU GOING TO PARTNER WITH
PRIVATE ACTORS?

IS THE RESILIENCY FUND GOING TO
HELP?

SOMETHING ELSE THAT ISN'TS GOING
TO WARRANT US ROBBING PETER TO
PAY PAUL.

>> I BELIEVE GOING TO LET HIM
SPEAK TO THAT, TO THE STIMULUS
FUNDING THAT WE'RE ANTICIPATING.

>> YEAH, I WOULD SAY I THINK
IT'S NOT ANY ONE OF THOSE.
IT'S A COMBINATION OF ALL OF
THEM.

SO ONE OF THE THINGS WE DID WHEN
WE EVALUATED THE LAST FEW
MONTHS, WHAT THE SPENDING PLANS
WERE FOR FY-20 AND WHAT THAT
TOLD US ABOUT OUR NEEDS IN
FY-20, TO CREATE FLEXALITY FOR
NEXT YEAR.

WE KNEW SUMMER WOULD BE A TIME
TO EXPAND REMOTE LEARNING.

THAT'S A BIG COST FOR US, TO
EXPAND REMOTE LEARNING FOR

STUDENTS.

AND SO WE'RE LOOKING TO MAKE INVESTMENTS IN THAT WAY.

THE FINAL DETAILS ARE STILL BEING WORKED OUT.

ONE OF THE WAYS WE PAID FOR THAT IS BY SHUTTING DOWN SPENDING ON MATERIALS THAT WE KNEW WE WOULDN'T NEED THIS YEAR.

OF COURSE, THERE'S CERTAIN PROGRAMS --

>> IS THAT FROM THE BUDGET OR --

>> YEAH, THE TRANSPORTATION, THERE WERE SAVINGS WITHIN TRANSPORTATION.

HAVING TO DO SOME OF THE MAINTENANCE COSTS OF BUSES AND FUEL COSTS.

WE'VE MAINTAINED ALL OF OUR EMPLOYEES.

SO THAT'S A BIG COST.

FOOD SERVICE PROGRAM IS ANOTHER PLACE WHERE WE'RE SEEING HIGH COSTS BECAUSE WE'RE NOT SERVING MEALS BUT STILL MAINTAINS EMPLOYEES.

WHICH WE SHOULD DO.

WE'RE CONTINUING TO DO.

IT'S JUST A SIGNIFICANT COST FOR US.

AND I SAID THIS EARLIER BUT DOING TO SAY IT EVERY TIME THE CARES ACT COMES UP.

WE'RE CLOSELY MONITORING WHAT THE STATE IS DOING WITH CHAPTER 70 FUNDING.

THE STATE MAY OFFSET CARES ACT FUNDING WITH CHAPTER 70.

IF THAT HAPPENS, INSTEAD OF ADDING THINGS, WE'LL HAVE TO THINK OF WAYS TO CONTINUE TO MAYBE MAKE SOME TRADE-OFFS THAT WILL BE THE BIGGEST SORT OF TRADE-OFF THAT WE HAVE TO MAKE.

OUR PLANS FOR FY-21 ARE TO CONTINUE TO HOLD ALL SCHOOLS WHOLE.

WE RECOGNIZE EVEN IF THEY'RE WORKING REMOTELY FOR ALL OR PART OF THE FALL, THAT INSTRUCTIONAL FACILITATORS WILL BE MORE IMPORTANT THAN EVER AND SOCIAL WORKERS ARE MORE IMPORTANT THAN EVEN.

THESE ARE RESOURCES THAT WE HAVE TO HAVE AVAILABLE.

THERE'S NO HIRING FREEZES IN PLACE.

WHEN PEOPLE RAISE CONCERNED ABOUT ROBBING PETER TO PAY PAUL, WE DON'T HAVE CONCERNS TO CUT FOR OTHER SERVICES.

WE'LL LOOK AT REDEPLOYING CENTRAL SERVICES TO BEST ADAPT TO OUR STRATEGY GOING INTO THE FALL.

>> I SEE THE GAVEL.

I APPRECIATE THE ANSWER.

FOR FOLLOW UP, COULD YOU GIVE TO THE SHARE WOMAN OR MYSELF OR BOTH OF US WHAT YOU -- THE EXPECTED ESTIMATED DOLLAR AMOUNT IN INCREASE THAT WE'LL NEED?

I UNDERSTAND CHAPTER 70.

ASSUME EVERYTHING STILL COMES TOGETHER AND I ASSUME YOU STILL NEED THE MONEY TO RETRO-FIT THE SCHOOLS TO DO CERTAIN THINGS. YOU'LL NEED ADDITIONAL FUNDS.

WHAT IS THAT AMOUNT AND THEN THE SECOND PART IS IF WE AREN'T FUNDED THE WAY WE NEED TO BE FUNDED, WHAT WOULD YOU -- WHAT IS YOUR BREAK DOWN OF WHERE YOU'LL START TO REDUCE FUNDS IN BPS?

IT'S REALLY TO APPRECIATE -- I WANT TO SAY THANK YOU, NATE, FOR NEEDING THE SOCIAL WORKERS AND THE TEACHERS.

WHAT I HEAR FROM YOU THAT IS NOT EVEN ON THE THOUGHT OF THE CHOPPING BLOCK.

BUT THERE WILL BE A BLOCK IF WE DON'T GET THIS MONEY.

I HATE TO ASK YOU DO A PARADE OF DEPLORABLES, BUT WHAT IS THE WORST CASE SCENARIO?

I DO.

THANK YOU VERY MUCH, MADAM CHAIR.

I CAN FOLLOW UP WITH YOU, NATE AND SUPERINTENDENT CASSELLIUS.

IT'S VERY IMPORTANT FOR ME TO GET THAT INFORMATION.

>> THANK YOU, COUNCILLOR EDWARDS.

WE'LL FOLLOW UP ON THAT.

AGREE THAT WE NEED TO UNDERSTAND THE WHOLE PICTURE OF HOW BPS NEEDS TO BE SUPPORTIVE. I'LL ADD MY TWO CENTS FROM THE WAYS AND MEANS CHAIR SAYING THAT I THINK WE ALL NEED TO BE ADVOCATING WITH OUR STATE COLLEAGUES ABOUT THE IMPORTANCES OF RETAINING LOCAL AID. IT'S GENERAL LOCAL AID AND THE CHAPTER 70 LOCAL AID. IT'S EXTREMELY IMPORTANT. WE WOULD -- THERE'S A LOT OF THINGS THAT WE'RE EXCITED ABOUT HERE THAT WOULD BE AT RISK. JUST WANT TO PUT THOSE TWO CENTS. NEXT UP IS COUNCILLOR MEJIA AND THEN IT'S COUNCILLOR O'MALLEY. COUNCILLOR MEJIA. YOU'RE MUTED STILL.

>> THANK YOU.

YES.

REALLY QUICK.

THANK YOU AGAIN FOR ALL OF YOUR HARD WORK.

A FEW QUESTIONS WITH TRANSPARENCY.

I HAD A QUESTION BEFORE HANDS. CURIOUS HOW VO TECH PROGRAMS ARE BEING CREATED AND TRADE JOBS IN THE CITY.

WONDERING WHAT INVESTMENTS ARE MADE ON THAT FRONT.

>> WE'LL BE LOOKING AT THE MIDDLE SCHOOL AND HIGH SCHOOL CAREER PATHWAY WORK AND BASING THAT ON HIGH QUALITY INDUSTRY JOBS ACROSS THE REGION.

THERE WAS A STUDY THAT WAS JUST DONE LAST MAY THAT WAS PRESENTED.

GIVING THAT OVER TO BOTH KEVIN McCASKILL AND THE HIGH SCHOOL TEAM.

>> SO NOW I'M CURIOUS ABOUT THRIVE BY FIVE.

WHAT IS THE BUDGET ALLOCATED FOR THIS OUTREACH?

>> I DON'T HAVE AN ANSWER FOR THAT.

>> I'M NOT FAMILIAR WITH THAT ONE.

I HAVE TO GET BACK.

I APOLOGIZE.

>> THAT'S OKAY.

WHAT HAS BPS DONE TO PROTECT THE DATA ON PREREGISTRATION --

>> SAY AGAIN.

>> RIGHT NOW PARENTS UTILIZE DIGITAL FORMS FOR PREK REGISTRATION.

WHAT IS BEING DONE TO PROTECT THAT DATA?

>> ALL THE DATA THAT COLLECTED FROM THAT IS STORED ON BPS SERVERS, THE WAY WE STORE ALL OF OUR OTHER SENSITIVE DATA.

OIP IS WORKING VERY CLOSELY WITH THE TEAM TO MAKE SURE THAT THAT IS PROTECTED IN THE SAME WAY IT WOULD BE IF IT WAS ENTERED IN OUR SYSTEM AT THE REGISTRATION CENTERS.

[INAUDIBLE]

>> WHAT HAS THE RESPONSE BEEN FOR PRE-K AND ENGLISH?

IT'S ALLOWED US TO TRACK LANGUAGE AND OUTREACH.

I'M CURIOUS WHAT TRACKING MECHANISM, IF ANY EXISTS, FOR FOLKS WITH OTHER LANGUAGES?

>> WE CONTINUE TO MONITOR IS REGISTRATION AND DO COMPARISONS BETWEEN THIS YEAR AND LAST YEAR AND REALLY PRIOR YEARS TO SEE.

THE REGISTRATIONS ARE DOWN RELATIVE TO PRIOR YEARS.

AND YOU KNOW, THAT COULD BE A NUMBER OF DIFFERENT FACTORS.

ONE, OF COURSE, PEOPLE AREN'T MOVING AROUND.

SO PEOPLE MAY NOT BE COMING TO THE CITY AT THE SAME RATE THAT WE'VE SEEN IN PRIOR YEARS.

FAMILIES MAY BE WAITING TILL THINGS OPEN BACK UP.

THE WELCOME CENTERS HAVE BEEN CLOSED.

SO WE'RE CONTINUING TO LOOK AT WAYS TO DO BETTER OUTREACH.

YOU KNOW, LAST YEAR THE SUBJECT HAD THE REGISTRATION ON THE GO, THE MOBILE REGISTRATION.

OBVIOUSLY WE WON'T BE ABLE TO DO THAT IN THAT WAY THIS YEAR.

WE'LL BE THINKING OF CREATIVE WAYS TO DO OUTREACH TO THOSE

FAMILIES.

I WANT TO KNOW THAT WE HAVE
GOTTEN SOME NATIONAL RECOGNITION
FOR OUR ABILITY TO WORK WITH AND
IDENTIFY LANGUAGE NEEDS OF OUR
STUDENTS.

OUR ENGLISH LANGUAGE LEARNERS.
AND OTHER CITIES ARE STARTED TO
REACH OUT TO US TO ADOPT THAT
PROCESS.

WE'VE BEEN WORKING TO CREATE NEW
WAYS OF DOING LANGUAGE
ASSESSMENT VIRTUALLY AND TO DO
THAT.

OUR TEAM HAS HAD -- IT WAS A
PROCESS THAT WAS VERY MUCH AN
IN-PERSON PROCESS FOR ASSESSING
LANGUAGE.

SO TRY TO CREATE THAT ONLINE
PROTOCOLS TO BE ABLE TO GET
ASSESSMENTS ACCURATE FOR
FAMILIES TO MAKE SURE THAT THEY
ACCESS THE PROGRAMS IN THE FALL,
HAS BEEN SOMETHING INTERESTING
TO WATCH.

OUR TEAM HAS DONE INCREDIBLE
WORK ON THAT.

>> I WAS CURIOUS ON HOW WE USE
LIBRARIES TO REACH OUT TO
STUDENTS THAT SPEECH A LANGUAGE
OTHER THAN ENGLISH.

WHAT RESOURCES ARE AVAILABLE FOR
ENGLISH LANGUAGE AND WHAT IS THE
STATUS OF OUR LIBRARY TO CREATE
FAMILY WORKSHOPS, INCLUDING
EMERGENCY OUTREACH PROGRAMS.
HOW IS THIS PLAN IMPACTED BY THE
PANDEMIC?

>> WE'VE DONE A LOT OF WORK WITH
OUR COMMUNITY LIBRARIES AND
SCHOOLS.

TEACHERS HAVE BEEN USING THEM.
I SAID HOW THE MEETING WITH
DAVID LEONARD TO LOOK AT HOW WE
BROADEN OUR PARTNERSHIPS WITH
LIBRARIES TO LOOK AT HOW WE CAN
MEET ELs.

MUCH BETTER WITH NEW
COLLABORATIONS.

IF YOU HAVE NEW IDEAS, SEND THEM
TO ME, COUNCILLOR.

I CAN THEN BRING THOSE UP TO
DAVID AND DISCUSS THEM.

>> YEAH.

THANK YOU FOR THAT.
MY LAST QUESTION BECAUSE I KNOW
I HAVE A TWO-MINUTE WARNING FOR
THE GAVEL.
I'M GOING --
[INAUDIBLE]
I FEEL LIKE FOR ME, I DIDN'T
GO -- I APPRECIATE THE
ACADEMICS.
I'M MORE CURIOUS IN THE
PATHWAYS, CREATING PATHWAYS.
I'M JUST WONDERING WHAT EFFORTS
ARE BEING MADE TO STRENGTHEN THE
FEEDING PATTERN THAT NOT ALL
ROADS NEED TO FEED INTO AN -- I
GUESS WHAT I'M TRYING TO GET AT,
I FEEL LIKE WE PUT A LOT OF
ENERGY INTO EXAM SCHOOLS AND NOT
EVERYBODY WANTS TO GO TO ONE AND
NOT EVERY CHILD WILL GET INTO
ONE.
I'M CURIOUS ABOUT WHAT LANGUAGE
WE'LL BE USING MOVING FORWARD.
>> THAT'S PART OF THE HIGH
SCHOOL REDESIGN WORK THAT WE'RE
GOING TO BE DOING IN THE FUTURE.
JUST HOW WE'RE GOING TO BE
LOOKING AT ALL HIGH SCHOOLS
ACROSS THE DISTRICT.
SO LOOK FOR MORE INFORMATION
ABOUT THAT IN THE UPCOMING
HEARING.
>> IN TERMS OF MARKETING --
>> MARKETING.
>> ALSO CURIOUS ABOUT INCREASING
THE QUALITY OF OTHER SCHOOLS.
>> AND THAT'S WHAT IS IN THIS
ACCELERATION AGENDA THAT YOU
HAVE SEEN PRESENTED TODAY ABOUT
ADDING THOSE ADDITIONAL
COUNCILLOR, ADDING ADDITIONAL
CURRICULUMS FOR STUDENTS IN ALL
OF THESE COMPREHENSIVE HIGH
SCHOOLS.
AND THEN EXPANDING 7-12 TO THE
PATHWAYS SO THAT IT'S VERY CLOSE
TO PARENTS AND THEY KNOW WHEN
THEIR STUDENTS ARE GOING TO GET
AND YOU HAVE A HIGH LEVEL OF
QUALITY IN ALL THE
NEIGHBORHOODS.
>> THANK YOU.
>> I ALSO WANTED TO MENTION
REALLY QUICK, I GOT A REMINDER

THAT WE HAVE AN AWARD-WINNING
MULTILINGUAL LIBRARY ONLINE IF
YOU HAVEN'T SEEN IT.

GO TO OUR ONLINE LEARNING
RESOURCE PAGE AND SEE THE
MULTILINGUAL LIBRARY THERE.

>> THANK YOU VERY MUCH.

>> THANK YOU, COUNCILLOR MEJIA.
NEXT UP, COUNCILLOR O'MALLEY AND
THEN IT WILL BE MYSELF.

COUNCILLOR O'MALLEY.

>> THANK YOU, MADAM CHAIR.

HELLO AGAIN.

I APOLOGIZE AND APPRECIATE YOU
TAKING ME BACK.

I JUST WANTED TO NOTICE IN THIS
ROUND OF QUESTIONS, SEVERAL
MENTIONED THE EXAM SCHOOLS AND
THE -- WE'RE LOOKING AT OTHER
TEST VENDORS, WHICH I KNOW THE
SUPERINTENDENT HAS BEEN WORKING
ON.

I JUST WANTED TO UNDERSCORE THAT
OFTENTIMES WE'RE GIVEN THIS FALSE
CHOICE THAT BASED ON TEST AND GRADES OR
WE CAN HAVE A TYPE OF SCHOOL
THAT'S OPEN TO MORE PEOPLE AND
TRULY REFLECTIVE OF THE VIBRANCY
AND THE DIVERSITY OF THE CITY.

I REJECT THE NOTION THAT IT'S
EITHER/OR.

I THINK WE CAN BOTH AND, INDEED,
A TRUE MERITOCRACY IS BASED ON
ACCESS BY ALL.

SO I WANT TO ACKNOWLEDGE WE'VE
TAKEN STEPS AND WILL NEED TO
CONTINUE TO TAKE STEPS, BUT
SOMETHING AS SIMPLE AS OFFERING
THE TEST IN EVERY BOSTON POOL AS
WE DID THE FIRST TIME THIS FALL
WAS A TREMENDOUS STEP, LOOKING
AT HAVING THE RUBRIC RIND UP
WITH THE PRIVATE AND PUBLIC
SCHOOLS PUBLIC SCHOOLS,
INCREASING THE EXAM INITIATIVE
WHICH WE ALL ADVOCATED FOR,
THESE ARE JUST WAYS THAT WE CAN
BEGIN.

SO I GUESS I'M JUST SAYING THAT
I CERTAINLY AGREE THAT WE NEED
TO DO WHAT WE CAN, DO EVERYTHING
WE CAN TO MAKE SURE THAT WE HAVE
ALL THE SCHOOLS REFLECTIVE OF
THE UNIVERSITY, BUT I DON'T

THINK THAT MEANS THAT WE SHOULD
BE LIMITING THE NOTION OF MERIT MERIT MERIT MERIT
OCRACY.

BOTH THOSE SCHOOLS ARE
STRENGTHEN BY ONE ANOTHER.
THE MORE WE CAN DO, THE BETTER
WE CAN HAVE BETTER ACCESS TO
THESE SCHOOLS AND BETTER WE CAN
HAVE A TRUE MERITOCRACY.

WE HAVE
MANY EFFORTS TO TRY TOOL LOU FOR
SOME ONLINE PREPARATION AS WELL
AS IN THAT THE OPPORTUNITY GIVE
MORE KIDS THE OPPORTUNITY, THE
AVAILABILITY OF PARTICIPATING IN
THE B.S.I., THANK YOU.

>> YES, COUNCILLOR.

THANK YOU FOR YOUR QUESTION, AND
WE ARE ACTUALLY BEGINNING TO
LOOK AT REMOTE OPTIONS FOR
E.S.I., AND I THINK THAT WILL
ALLOW US TO EXPAND THE
OPPORTUNITY.

PART OF THAT IS KNOWING WHAT THE
TEST IS ACTUALLY GOING TO BE SO
THAT THEN WE CAN PREPARE THE
STUDENTS BETTER.

OBVIOUSLY, IT IS GOING TO BE
ALIGNED TO THE MASSACHUSETTS
STANDARDS BUT WE WANT TO MAKE
SURE THAT WE GET THAT
INFORMATION OUT TO PARENTS AND
ALSO OUT TO OUR COMMUNITY
MEMBERS SOT THAT WE CAN PARTNER
WITH TUTORING.

FOLKS WHO HAVE BEEN DOING THAT
WORK FOR MANY, MANY YEARS AS
WELL AS THE OPPORTUNITIES TO DO
THAT OURSELVES WITH OUR OWN
TEACHERS AND, ACTUALLY, WE HAVE
AN ASK OUT FOR STUDENTS TO HELP
US WITH STUDENT-BASED TUTORING.
I DO JUST WANT TO TALK A MOMENT
AT MERITOCRACY AND THE IMPACT ON
EQUITY BECAUSE IT ASSUMES AN
EQUAL PLAYING FIELD TO HAVE
EQUAL MERITOCRACY, SO I THINK
ONE OF MY JOBS AS SUPERINTENDENT
IS TO REMOVE IS BARRIERS SO
THERE'S AN EQUAL PLAYING FIELD
FOR OUR STUDENTS.

GETTING THIS TEST IS PART OF
THAT.

ALSO CREATING ACCESS FOR

STUDENTS, HIGH-QUALITY PRE-K
OPTIONS FOR CHILDREN SO THAT
THEY HAVE THE PATHWAY AND THE
SAME PRIVILEGE THAT OTHER MORE
WEALTHIER OF THEIR PEERS HAVE SO
THAT WE DO ACTUALLY HAVE AN
EQUAL OPPORTUNITY WHEN IT DOES
COME TO TAKING THE TEST.
SO WHEN WE TALK ABOUT
MERITOCRACY, WE ALSO HAVE TO
ACKNOWLEDGE THE FACT THAT THINGS
ARE NOT EQUAL FOR ALL CHILDREN
BECAUSE OF THEIR CIRCUMSTANCES.
>> COULD NOT AGREE WITH YOU MORE
STRONGLY, SUPERINTENDENT.
THOSE POINTS YOU SAID THEM MORE
ELOQUENTLY THAN I DID.
BUT, AGAIN, BUILDING AND
SITTING, PARTICULARLY OUR
ELEMENTARY EDS, OUR EARLY
EDUCATION PROGRAMS AND ELC,
STRENGTHENING THE PATTERNS, WE
CAN, IN FACT, WORK ON GREATER
ACCESS WHILE MAINTAINING A
STRONG, RIGOROUS, ACADEMIC
PERFORMANCE ALL THROUGHOUT.
SO I THINK THIS IS SOMETHING
THAT WE ABSOLUTELY YOU AND I
AGREE ON, THE NOTION THAT WE CAN
HAVE ONE OR THE OTHER, I FLATLY
REJECT THAT.
IT'S NOT ABOUT HAVING BETTER
ACCESS OR HAVING A TEST.
WE SHOULD BE SUPPORTING BOTH AND
STRENGTHENING BOTH.
THAT'S ALL I HAVE FOR THIS
ROUND, THANK YOU.
>> THANK YOU SO MUCH, COUNCILLOR
O'MALLEY.
I'LL JUST NOTE FOR COUNCILLORS,
I'M NOT PLANNING ON GOING TO THE
THIRD ROUND.
IF YOU HAVE A BURNING QUESTION,
YOU CAN RAISE YOUR BLUEHAND.
OTHERWISE, THERE'S PUBLIC
TESTIMONY IF THERE IS ANY AND
THEN CONCLUDE THE HEARING AS
WE'RE ALREADY TECHNICALLY PAST
THE START OF THE SECOND HEARING
FOR THE DAY, AND, SO, YEAH, SO I
WILL TRY TO BE QUICK.
SUPERINTENDENT, I WANT TO CIRCLE
BACK TO THE EARLY EDUCATION
PRE-K SEATS AND WONDERING,

SPECIFICALLY, YOU MENTIONED THE SIZE 40, WHICH I THINK ARE LINED UP FOR NEXT YEAR, COMMUNITY-BASED.

OUR GOALS, I KNOW THAT IT'S NOT JUST A QUESTION OF LOCATING (INDISCERNIBLE), SO ARE THESE 540 PERSPECTIVE SEATS WHERE WE'RE WORKING WITH PROVIDE TORSE BRING THEM UP TO STANDARDS OR 540 SEATS ALREADY AT THE LEVEL OF THE PROGRAM?

>> THE PROCESS FOR SELECTING COMMUNITY-BASED PARTNERS FOR THE UNIVERSAL PRE-K, WE PUT IT OUT FOR ORGANIZATIONS TO SUBMIT A BID TO BE A PART OF THE PROCESS. AS PART OF THAT, WE ASK THEM WHAT THEIR CURRENT PROGRAMMING IS.

THE TEAM RATES OR SORT OF REVIEWS EACH OF THE APPLICANTS ON THE STANDARD RUBRIC FOR PROGRAM QUALITY.

THERE'S, YOU KNOW, OBVIOUSLY THE EASY THINGS LIKE SPACE CONCERNS, BUT THEN WE START TO LOOK INTO WHAT ARE THEIR CAPACITIES.

WE ARE ALSO THEN PROVIDING SUPPORT, FUNDING SO THAT THEY CAN BEGIN -- ONE OF THE GAPS WE SEE IN A LOT OF COMMUNITY-BASED PROGRAMS IS THE WAY THEY PAY EMPLOYEES AND ABILITY TO RECRUIT HIGH-QUALITY STAFF, SO WE'RE PROVIDING ADDITIONAL SUPPORTS AND REQUIRING LEVELS OF COMPENSATION FOR THOSE -- IN THOSE PROGRAMS SO THAT'S A BIG PART OF IT.

IN THE FIRST ROUND OF EXPANSION A COUPLE OF YEARS AGO, THOSE ARE MOSTLY PROGRAMS WE THINK WERE QUALITY WITH SOME THAT WE WERE WORKING ON IMPROVING QUALITY, BUT MANY OF THEM NOW, THEY DO HAVE TO PASS THE STANDARD OF HIGH QUALITY AND/OR PROVIDING SUPPORT TO CONTINUE TO IMPROVE THE QUALITY.

IT IS NOT JUST ABOUT HAVING SEATS.

IT'S ABOUT HIGH-QUALITY ACCESS TO PRE-K PROGRAMS, THE SAME HIGH

QUALITY WE WOULD HAVE AT A
B.P.S. SCHOOL.

>> I'M TRYING TO UNDERSTAND THE
PROPORTIONALITY OF HOW MANY ARE
ATTEND STATE AND HOW MANY WE ARE
STILL COACHING ALONG IN THAT END
STAGE.

>> WE THINK THAT THERE'S -- THE
PROGRAMS ARE HIGH-QUALITY COMING
IN AND WE'RE CONTINUING TO
INCREASE, THE SAME WAY HIGH
QUALITY IS NEVER AN END STATE
FOR US, IT'S A CONTINUOUS
IMPROVEMENT.

WE ARE SELECTING PROGRAMS WE
THINK ARE HIGH-QUALITY FROM DAY
ONE.

THIS ISN'T ABOUT PUTTING KIDS IN
A PLACE WHERE WE ARE LEARNING
HOW TO GET QUALITY.

AND THE PK TEACHERS HAVE
MULTIPLE EXPERIENCE IN TERMS OF
WORKING WITH COMMUNITY PARTNERS
AND IMPROVING QUALITY INTERNALLY
SO THEY BRING A LOT OF TECHNICAL
ASSISTANCE AS WELL TO PROGRAMS,
IF THEY ARE IMPLEMENTING NEW
PROGRAMS OR NEW CURRICULUM, THIS
MAY BE THEIR FIRST YEAR, BUT
THERE'S A LOT OF SUPPORT FOR
THAT.

THERE'S ALSO QUALITY SUPPORT
GRANTS FOR A SEPARATE
DISTINCTION AND THROUGH OTHER
PROGRAMS WHERE WE ARE PROVIDING
ADDITIONAL GRANTS SO THAT THAT
PROGRAM CAN LAND UP THE QUALITY
AND WE'RE LOOKING AT FOR ALL OF
THESE PROGRAMS, YOU KNOW,
PLACES, THERE'S THE ONES WE'RE
PUTTING IN PLACE.

IT'S BOTH THE ENDS WE'RE YOYV
AND EXPECTING THEM TO COME IN AT
A CERTAIN LEVEL.

>> YES.

YEAH, NO, IT DOES SEEM LIKE IT'S
A MULTI-STEP PROCESS IS MY
UNDERSTANDING OF IT.

AND I GUESS ANOTHER QUESTION I
HAVE ON THAT AND I'M SAVING MY
MAIN B.P.S. QUESTIONS FOR THE
AFTERNOON, BUT I THINK, IN MY
DRIBBING, COMMUNITY-BASED -- IN
MY DISTRICT, COMMUNITY-BASED IS

AN OPPORTUNITY BECAUSE WE HAVE BUILD B.P.S. BUILDINGS IN MY DISTRICT AND WE LOSE FAMILIES AT THAT AGE JUNCTURE WHERE IF WE HAD A COMMUNITY-BASED SEAT FOR THEM, THEY COULD STAY, AND WE CAN ADD COMMUNITY-BASED SEATS MUCH MORE EASILY THAN WE CAN INSTANTLY ADD A SCHOOL BUILDING. BUT ONE OF THE THINGS I FOUND IS THAT THERE'S JUST A CHALLENGE WITH GOING FAR ENOUGH UPSTREAM WITH THE R.F.P. LIKE YOU NEED A PROVIDER WHO'S READY AND ABLE TO ADD THEIR SEATS OR CONVERSE THEIR SEATS TO B.P.S.

ONE OF THE THINGS I'M CURIOUS ABOUT AT THE DISTRICT IS THE LOOK WITH B.P.D.A. DEMOGRAPHICS AND WHERE WE NEED -- OTHER PLACES WE'RE TRYING TO BRING ABOUT PROVIDER MARRIAGE TO HELP BUILD COMMUNITY BASED SEATS AS OPPOSED TO THROWING IN TO SEE WHO TEES THE TAKER.

SO I WOULD LIKE TO PICK UP ON THAT.

>> YES, ABSOLUTELY.

WE ARE MAKING EFFORTS TO RAMP UP PROGRAMS AND PROVIDE ACCESS WHERE IT DOESN'T EXIST.

WE'RE GOING BROADER DEMOGRAPHIC ANALYSIS FOR THE DISTRICT TO MAKE SURE THERE'S A GOOD MATCH BETWEEN PROGRAM SCHOOLS AND SEATS THROUGHOUT THE CITY.

THE EARLY CHILDHOOD TEAM IN PARTICULAR ARE OUR TEAMS BUT ALSO WITH COMMUNITY-BASED PARTNERS.

I UNDERSTAND ONE OF THE DEMANDS IN THE COMMUNITY FOR THESE PROGRAMS SO THAT WE CAN BE PROACTIVE AND PLACE THE PROGRAM.

SO THEY'RE NOT JUST EXTENDING PROGRAMS BECAUSE THEY'RE READY AND AVAILABLE, THERE HAS TO BE A NEED IN THE NEIGHBORHOOD, AND WE'VE IDENTIFIED PLACES IN THE CITY THAT HAVE HIGHER NEEDS THAN OTHERS.

I THINK IT'S CHALLENGING, IN ANY GIVEN THEY SHOULD THERE ARE DIFFERENT NARRATIVES, YOU KNOW,

SO I LIVE IN ROSLINDALE AND I
HEAR FAMILIES TALKING ABOUT NOT
GETTING THEIR FIRST CHOICE, BUT
IN ROSLINDALE, OVER 75% OF
FAMILIES GET A K-1 SEAT.
SO IT'S INTERESTING HERE.
YOU DISPROPORTIONATELY HEAR FROM
THOSE WHO DON'T GET WHAT THEY
WANT OR DON'T GET OFFERED
ANYTHING AND YOU DON'T HEAR IT
FROM THE 5% OF FAMILIES AND
DOWNTOWN IS A DIFFERENT
CHALLENGE TO THINK ABOUT,
DIFFERENT DEMOGRAPHIC TO THINK
ABOUT.
BUT WE CAN TALK MORE ABOUT IT IN
BUILD B.P.S.

>> YEAH, WE CAN HAVE A
CONVERSATION.

MANY OF MY FAMILIES DON'T GET A
SCHOOL LESS THAN A MILE AND A
HALF FROM THEM WHEN THEY RANK
THEIR CHOICES.

A HUGE NUMBER AT FENWAY ARE
GOING THE FIRST TIME BUT DON'T
HAVE AN ELEMENTARY SCHOOL.
MANY NEIGHBORHOODS THE PEOPLE
ARE ASTONISHED.

I THINK THAT'S MY TIME.

I DON'T SEE BLUE HANDS FOR
COLLEAGUES.

I DON'T BELIEVE ANYONE SIGNED UP
TO TESTIFY.

B.P.S. TEAM, LIKE, A HALF-HOUR
BREAK BETWEEN THESE HEARINGS?
WHAT'S YOUR PREFERENCE?

YES.

OKAY.

GREAT.

WE'LL GAVEL BACK IN, WE'LL START
THE SECOND HEARING LATE SO WE'LL
START IT AT 1:45, GIVE EVERYBODY
A BREAK, AND, AGAIN, I JUST WANT
TO THANK MY COLLEAGUES.

THANKS MY VICE CHAIR COUNCILLOR
ESSAIBI-GEORGE FOR PINCH HITTING
AT THE START OF THIS AND ALL OF
YOU FOR YOUR INFORMATIVE
PRESENTATION ON ACADEMICS.

THIS MEETING OF THE BOSTON CITY
COUNCIL WAYS AND MEANS COMMITTEE
IS ADJOURNED.

THANK YOU.

(ADJOURNED)

