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; 05/05/20 5:00 PM  
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>> YOU GUYS READY?  
>> I THINK SO.  
ALL RIGHT, GREAT.  
GAVEL THIS MEETING OF THE BOSTON  
CITY COUNCIL TO ORDER I'M KENZIE  
BOK I'M CHAIR OF THIS COMMITTEE.  
ABOUT HEARINGS.  
AND WE DO ENCOURAGE RESIDENTS TO  
ENGAGE IN THIS PROCESS.  
I WANT TO NOTE A NUMBER OF  
PEOPLE ARE IN THE ZOOM WAITING  
ROOM RIGHT NOW TO TESTIFY ON  
THIS MEETING I WANT TO CONFIRM  
WHAT YOU SHOULD HAVE -- THIS  
HEARING STARTED LATE.  
IN THIS CASE WE WILL HEAR FROM  
THE BPS TEAM THEN PAUSE TO TAKE  
PUBLIC TESTIMONY BEFORE  
COUNCILOR QUESTIONS.  
ANYBODY WHO IS PLANNING TO  
TESTIFY OBVIOUSLY CAN FOLLOW US  
ON THE LIVE STROOM THEN BE  
ADMITTED TO THE ZOOM CHAT ROOM  
WHEN IT'S TIME TO TESTIFY.  
REMIND EVERYBODY TO KEEP YOUR  
REMARKS TO THREE MINUTES.  
IDENTIFY YOURSELF AND WHEN  
YOU'RE JOINING ZOOM MAKE SURE  
THAT YOU USE YOUR FULL NAME.  
OTHERWISE, YOU CAN ALSO TESTIFY  
BY E-MAILING BCC.WS.  
AND YOU CAN -- SORRY.  
YOU CAN ALSO GO TO OUR CITY  
COUNCIL BUDGET PROCESS WEBSITE.  
TO READ HOW TO TESTIFY.  
SEND A VIDEO I'LL KNOW THAT WE  
HAVE NUMBER OF VIDEO TESTIMONY,  
IS THAT HAVE BEEN SUBMITTED.  
THOSE WILL BE PLAYED AT THE  
CONCLUSION OF THE HEARING.  
WE LOOK FORWARD TO INCLUDING  
THOSE IN THE FULL BROADCAST OF  
THE HEARING.ñr  
INCLUDING ANNUAL APPROPRIATION  
AND SCHOOL DEPARTMENT FOR OTHER  
BENEFITS.  
AND ORDERS FOR CAPITAL BUDGET IN  
COLLUDING LOAN ORDERS AND

AGREEMENTS.

THOSE ARE DOCKETS FOR FULL CITY BUDGET.

THE FOCUS OF TODAY'S HEARING WILL BE CONTINUATION OF THIS MORNING'S DISCUSSION OF BPS COMMITMENT ONE.

AND STRATEGIC PLAN TO ELIMINATE OPPORTUNITIES AND ACHIEVEMENT GAPS.

TODAY'S HEARING WILL BE FOCUSED ON SPECIALIZED ACADEMIC THAT ARE IMPORTANT TO THE COUNCIL AND DISTRICT.

THOSE ARE INCLUSIONS, SPECIAL ED TRANSITIONS AND ELL AND BILINGUAL EDUCATION PLAN.

WE'RE LOOKING FORWARD TO HEARING FROM THE ADMINISTRATION ON THAT. ON THOSE TOPICS.

AND I WANT TO NOTE THAT MY VICE CHAIR AND WAYS AN MEANS COMMITTEE AND ALSO CHAIR OF THE EDUCATION COMMITTEE, CHAIR ESSAIBI-GEORGE HAS FILED HEARING ORDER ON HEARING ON INCLUSION AS COVID-19 THAT DIDN'T END UP HAPPENING AS HAS BEEN ANTICIPATED.

RECOGNIZING HER AS COCHAIR OF THIS PARTICULAR BUDGET HEARING. AND AS MY VICE CHAIR SHE'LL HE HEARING IT TODAY.

NOW I'D LIKE TO SAY I'VE BEEN JOINED BY MY COLLEAGUE, COUNCIL PRESIDENT KIM JANNEY, COUNCILOR LYDIA EDWARDS FROM DISTRICT ONE. ALREADY MENTIONED COUNCILOR ESSAIBI-GEORGE AT LARGE.

COUNCILOR ARROYO.

COUNCILOR FLYNN.

COUNCILOR MAT O'MALLEY.

AND COUNCILOR MICHELLE WU ALSO AT LARGE.

COUNCILOR AT LARGE.

THANK YOU TO MY COLLEAGUES FOR JOINING.

TODAY WE'RE EXPECTING TO HEAR FROM THE SUPERINTENDENT.

CHIEF FINANCIAL OFFICER.

DAVID BLOOM, DUTY CHIEF

FINANCIAL OFFICER AND MARY,

EXECUTIVE OF OFFICE OF

ACCOUNTABILITY.

AND OTHER SUCH COLLEAGUES AS NECESSARY.  
LOOKING FORWARD TO HEARING FROM ALL OF THEM.  
AGAIN AFTER WE HEAR FROM BPS WE'LL TAKE TESTIMONY FROM THE PUBLIC THEN WE WILL JUMP TO COUNCILOR QUESTIONS AND WE'LL PLAY THE RECORDED VIDEOS AT THE CONCLUSION.  
THANK YOU ALL.  
THANKS FOR JOINING US THIS AFTERNOON.

>> MADAM CHAIR, THANK YOU FOR HAVING US TO DISCUSS THE BUDGET ESPECIALLY THIS PARTICULAR TOPIC THAT IS ALIGNED TO OUR NUMBER ONE GOAL IN OUR STRATEGIC PLAN. CLOSING OPPORTUNITY AND ACHIEVEMENT GAP.  
AS WE DISCUSSED IN THE PREVIOUS SESSION WE WERE TALKING ABOUT HISTORIC NATURE OF THE ACHIEVEMENT GAP AND BOSTON PUBLIC SCHOOLS AND GENERALLY ACROSS THE NATION AND DISPARITIES THAT WE SEE NOT ONLY IN DEDICATION BUT DISPARITIES THAT IMPACT OUR CHILDREN SUCH AS HOUSING, FOOD ACCESS, HEALTH ACCESS AND ECONOMIC SECURITY. SO ALL OF THOSE THINGS IMPACT THE SUCCESS OF CHILDREN AND I'M GLAD THAT WE ARE DISCUSSING TH THEM.

TODAY'S SESSION IS PARTICULARLY GEARED TOWARD OUR ENGLISH LANGUAGE LEARNERS.  
AND THE SUPPORTS THAT WE HAVE IN PLACE FOR THEM AS WELL AS THE SUPPORTS WE HAVE FOR OUR STUDENTS WITH DISABILITIES.  
BOTH SPECIFIC SPECIAL GROUPS HAVE SIGNIFICANT CHALLENGES AND THAT HAS BEEN EXACERBATED BY THIS COVID-19 CRISIS.

AND WE KNOW THAT THERE IS A LOT OF WORK STILL YET TO DO.  
AS I AM IN MY FIRST YEAR OF MY TENURE AS THE SUPERINTENDENT OF BOSTON PUBLIC SCHOOLS I HAVE BEEN LEARNING ABOUT THE HIGHWAYS TORE RICK BARRIERS OF ESPECIALLY OUR EL LEARNERS, HERE

PARTICULARLY IN BOSTON GIVEN  
IT'S 40 YEAR HISTORY OF TRYING  
TO GET IT RIGHT IN SERVING THE E  
EL LEARNERS.

AND KNOWING THAT IN 200,  
MASSACHUSETTS CHOOSING TO BECOME  
ENGLISH ONLY STATES AND THE  
SIGNIFICANCE THAT THAT HAD IN  
OUR BOSTON PUBLIC SCHOOLS SCHOOL  
SYSTEM TO SERVICING AND  
PROVIDING THE RIGHT KIND OF  
SUPPORTS FOR OUR EL LEARNERS.

I HAVE HAD THE GREAT BENEFIT OF  
HAVING DR. EILEEN JOIN OUR TEAM  
IN THE INTERIM.

FOR OUR EL DIRECTORS.

SHE HAS BEEN A STEADFAST LEADER  
IN THE COMMUNITY AROUND EL AND I  
HAVE CHARGED HER TEAM FOR  
PUTTING IN OUR PLAN, OUR  
BILINGUAL PLAN, WHICH WAS PASSED  
IN 016.

SURPRISINGLY, BOSTON PUBLIC  
SCHOOLS HAD NOT YET COMPLETED  
THIS TASK OF DESIGNING AND CR  
CRAFTING A VISION FOR BILINGUAL  
EDUCATION AND ITS RESPONSE.

I'M STILL ANXIOUS TO HAVE DR  
DR. REYES' EXPERTISE ALONG WITH  
OUR CHIEF ECONOMIC OFFICER TO AS  
BEGIN TO CRAFT THIS PROPOSAL.

THEY HAVE SHARED WITH ME THAT  
THEY BELIEVE THAT WE NEED A FULL  
AUDIT DONE ON OUR EL PROGRAM  
BECAUSE THEY BELIEVE THAT THERE  
IS SIGNIFICANT CHALLENGES AND  
BARRIERS TO OUR EL SERVICES IN  
BOTH ASSIGNMENT AND ENROLLMENT  
SYSTEM AND WAY THAT WE ARE  
SERVING OUR CHILDREN IN EL.

SOME OF THIS IS EXACERBATED BY  
OUR DOJ AGREEMENT WITH THE  
DEPARTMENT OF JUSTICE.

AND ALSO OUR AGREEMENT WITH --  
WHO IMPLEMENT OR OVERSEES THE  
BUT BECAUSE OF SOME OF THOSE  
PREVIOUS LEGAL CHALLENGES WE DO  
HAVE A FAIRLY DIG AMOUNT OF  
RESOURCES THAT GO INTO EL.

THE THING THAT I AM CERTAIN  
ABOUT I THINK DR. REYES WOULD  
AGREE IS HOW THOSE DOLLARS ARE  
BEING SPENT.

THAT IS WHAT WE WANT TO GET TO

THE BOTTOM OF.  
AS FOR SPECIAL EDUCATION  
LEARNERS I'VE ALREADY SHARED MY  
SIGNIFICANT CONCERN WITH THE  
SUBSTANTIALLY SEPARATE STUDIES  
THAT WE HAVE FOR OUR STUDENTS.  
I AM CONCERNED THAT THERE IS NOT  
A REALLY STRAIGHT FORWARD WAY TO  
DO INTERVENGES FOR OUR STUDENTS,  
EVEN THIS IN COVID SITUATION  
WE'RE INSTITUTING, MULTI-TIERED  
SYSTEM OF SUPPORT ACROSS THE  
DISTRICT TO INTERVENE MORE  
REGULARLY WITH STUDENTS WHO ARE  
EXHIBITING LEARNING CHALLENGES  
OR PROBLEMS.  
THEN DOING INTERVENGES IN A MORE  
PROGRESSIVE WAY SO THAT WE CAN  
BETTER LEARN FROM THOSE  
INTERVENTIONS SO THAT STUDENTS  
ARE NOT OVER IDENTIFIED.  
CURRENTLY I THINK THAT STUDENTS  
ARE OVER IDENTIFIED IN SPECIAL  
EDUCATION.  
AND WE NEED TO MAKE SURE THAT WE  
UNDERSTAND WHY THAT IS HAPPENING  
AND THEN WE PUT IN PLACE A WAY  
TO ADDRESS THAT AND PROVIDE  
BETTER SUPPORT FOR OUR STUDENTS  
WITH DISABILITIES.  
SO I HAVE HIRED TAMMY PUST WHO  
IS A SPECIAL EDUCATION LAWYER.  
RIGHT NOW SHE'S HELPING US WITH  
OUR COVID RESPONSE COORDINATION.  
ALSO ADMINISTRATIVE LAW JUDGE IN  
THE STATE OF PIPPEN AND SHE'S  
BEEN A COLLEAGUE OF MINE FOR  
MANY YEARS.  
SHE WAS FAMILY ADVOCATE FOR  
SPECIAL EDUCATION AS WELL SO SHE  
HAS COME WITH REALLY STRONG  
KNOWLEDGE AROUND SPECIAL  
EDUCATION AND PROGRAMMING AND  
SUPPORT AND SYSTEMS, ESPECIALLY  
THE LEGAL EYE ON WAYS TO SERVE  
OUR CHILDREN WITH DISABILITIES.  
YOU'LL SEE IN THE FUTURE A MUCH  
LARGER FOCUS ON THESE TWO  
SPECIAL GROUPS OF STUDENTS.  
AND THAT HOPEFULLY WILL HELP US  
GET AT CLOSING THE GAP FOR OUR  
STUDENTS WITH DISABILITIES AS  
WELL AS ENGLISH LEARNERS.  
I WANT TO GIVE YOU A LITTLE BIT

OF THAT BACKGROUND BEFORE NATE GETS TO THE PRESENTATION AND ALSO THE NUMBERS OF WHERE THINGS ARE AT AND HOW WE'RE DOING CURRENTLY.

ONLY TO SAY THAT THE WORK IS STILL YET UNDONE.

WE WILL NOT HAVE ALL OF THE ANSWERS BECAUSE WE HAVE JUST NOW INITIATED ALL OF THIS THINKING AND WORK AS NEW SUPERINTENDENT AND AS I BETTER UNDERSTAND HISTORICAL LEARNS OF OUR EFFORTS SO FAR AND WHERE WE NEED TO GO IN THE FUTURE.

SO WITH THAT I'M GOING TO GO AHEAD TURN IT OVER TO MR. KUDER TO GIVE THE PRESENTATION THEN WE'LL TAKE QUESTIONS.

>> THANK YOU, SUPERINTENDENT. THANK YOU, COUNCILOR BOK AND MEMBERS OF THE CITY COUNCIL, MEMBERS OF THE COMMUNITY WHO ARE WITH US TODAY AND BPS COMMUNITY AT LARGE THANK YOU AGAIN FOR INVITING US BACK.

I WILL ATTEMPT TO STREAMLINE THE TALKING POINTS HERE JUST BECAUSE I KNOW YOU'LL HAVE MANY QUESTIONS AS THEY CAME OUT IN THE HEARING THIS MORNING. BUT I'D BE REMISS IF I DIDN'T TAKE THIS OPPORTUNITY TO MENTION ONCE AGAIN IT IS TEACHER APPRECIATION WEEK THIS WEEK. AND I JUST WANT TO TAKE A MOMENT TO SHOUT OUT SECOND GRADE TEACHER YOU CAN SEE AS A THEME HERE.

SECOND GRADE TEACHER, JOSLYN. ONE SIDE AFFECT OF BEING HOME WITH MY KIDS AND HEARING THEIR ONLINE LEARNING I GET TO SEE FIRST HAND REALLY THE INTERACTION THAT ARE HAPPENING BETWEEN THEM AND THEIR TEACHERS. I CAN SAY HAVING WATCHED OVER LAST COUPLE OF WEEKS SOME OF THE ZOOM CLASSES, WATCHING HER TEACH READING IS LIKE SEEING HAMILTON LIVE.

IT'S TECHNICALLY AMAZING. IT IS FUN TO WATCH AND KIDS ABSOLUTELY LOVE IT.

I JUST -- I THINK THERE ARE MANY TEACHERS WHO ARE DOING AMAZING THINGS ONLINE, GOING ABOVE AND BEYOND TO ENGAGE STUDENTS AND TEACH DURING THIS, I WANT TO TAKE MOMENT TO APPRECIATE ALL OF THEM THROUGHOUT THE DISTRICT. TODAY AS WE MENTIONED, THE TOPIC OF -- IS GOING TO BE ACHIEVEMENT GAPS OF THE SYSTEM SPECIFIC FOCUS ON SPECIAL EDUCATION AND ENGLISH LEARNERS.

WE DID WANT TO START OFF BY HIGHLIGHTING SUPPORT THE HEARINGS ON OUR 1.26 MILLION BUDGET.

IT BEARS REPEATING.

THE FIRST IS THAT WE RECEIVED UNPRECEDENTED INVESTMENT IN FY 1 COMMITMENT TO SUSTAIN THIS INVESTMENT GOING FORWARD.

AT A TIME WHEN WE HAVE A LOT OF UNCERTAINTY THIS COMMITMENT TO F FY21 IS HELPING US BUILD OUR PLAN GOING FORWARD.

SECOND THING I WANT TO NOTE IS THAT THE DISTRICT AND CITY IS RESPONDING TO IMMEDIATE DISRUPTION OF COVID-19.

AND WE'RE EVALUATING OUR FY21 BUDGET TO REALLY CREATE FLEXIBILITY TO RESPOND.

MANY.

QUESTIONS THIS MORNING ABOUT LEARNING, WHAT WE'RE DOING IS TRYING TO UNDERSTAND WHAT RESOURCES ARE AVAILABLE THAT WE CAN USE FOR THE SUMMER.

THEN HAVING SAID THAT, THE THIRD THING I JUST WANT TO START OFF BY SAYING WE BELIEVE THAT THE FY FY21 BUDGET PRIORITIES THAT WE ESTABLISHED OR JUST AS RELEVANT TODAY AS THEY WERE TWO MONTHS AGO.

WE HAD ALREADY ALIGNED OUR BUDGET TO INVEST IN THE TRANSNOR MAKES OF OUR LOWEST PERFORMING. THIS IS OUR PROMISE TO RAISE QUALITY THROUGHOUT CITY BUT ALSO BE IN POSITION TO SUPPORT STUDENTS WHEN WE RETURN TO SCHOOL IN PERSON AND TO BE ABLE TO CATCH THEM UP ON

UNFORTUNATELY A LOT OF THE LEARNING THAT HAS BEEN LOST. APPROPRIATELY FOR ACHIEVEMENT GAP THE GROUNDING STATEMENT FOR OUR BUDGET PROCESS THIS YEAR HAS BEEN IN THIS COLLECTIVE CALL TO ACTION AND URGENCY AROUND CLOSING ACHIEVEMENT GAPS. YOU'VE HEARD ME TALK ABOUT THE LEVEL OF INVESTMENT, THE 36 MILLION DOLLARS IS GOING TO NEW SERVICES IN TEACHER, STUDENT, DON'T REALLY TRYING TO AFFECT THE INSTRUCTIONAL CORE. INCREASING KNOWLEDGE AND SKILL OF TEACHERS. CHANGING THE CONTENT AND ALTERING THE RELATIONSHIP OF THE STUDENTS TO THE CONTENT OF THE TEACHERS. ONE OF THE THINGS ACADEMIC TEAM HAS BEEN REALLY FOCUSED ON AND HAS BEEN EMPHASIZING ACROSS THE BOARD IS THAT THE DON'T NEEDS TO BE THE CONTENT ACROSS ALL SUBJECT AREAS. IT NEEDS TO BE RIGOROUS DON'T EN ENOUR ENGLISH LEARNER CLASSES, NEEDS TO BE RIGOROUS CONTENT IN OUR ENGLISH LEARNING CLASSES. THE \$80 MILLION VMENT, YOU'VE SEEN THIS BEFORE, ANYONE TUNE INK, THIS IS YOU ARE BREAK DOWN OF THE \$80 MILLION INCREASE SPOKE 36 MILLION NEW INVESTMENT, \$44 MILLION IN COST INCREASES. THE STRATEGIC PLAN HAS BEEN ANCHORING POINT FOR THE HEARINGS GOING FORWARD I COVER UNDERSTAND THIS MORNING, I'LL BE BRIEF HE HERE. ON COMMITMENT ONE WHICH IS THE TOPIC FOR TODAY, YOU SEE 11 PRIORITIES UNDERNEATH THAT COMMITMENT. WE COVERED NINE OF THE 11 PRIORITIES THIS MORNING AND WHAT WE'RE FOCUSED ON HERE TODAY IS REMAINING TWO, THING GLIB LEARNER SUPPORT AND LOOK AT WHICH IS FOURTH PRIORITY, THEN THE 10th PRIORITY SPECIAL EDUCATION STUDENT NEEDS PARTICULARLY TAKING ABOUT



INCLUSION.

THE NEED FOR US TO ADDRESS  
DISPROPORTIONAL AS  
SUPERINTENDENT SAID IN HER  
OPENING REMARKS.

WE'LL DISCUSS FIRST WITH  
PRIORITY NUMBER FOUR WHICH IS  
THE ENGLISH LEARNERS BY  
EXPANDING THE PROGRAM ACROSS  
ENGLISH LEARNER DEPARTMENT THERE  
ARE NUMBER OF SERVICES IN WAY  
THAT THEY'RE ORGANIZED.

THE NEWCOMERS ASSESSMENT CENTER  
WHICH WE HAD QUESTIONS ABOUT.

REALLY UNDERSTANDING WHAT ARE  
LANGUAGE NEEDS OF STUDENTS WHO  
ARRIVE TO OUR DISTRICT.

DESIGNING WORKING WITH THE  
ACADEMIC TEAM TO BUILD RIGOROUS  
ACADEMIC PROGRAMMING.

COMMUNITY GAUGEMENT, TRANSLATION  
INTERPRETATION AND THEN OF  
COURSE EQUITY AND AC  
ACCOUNTABILITY.

THERE REALLY ARE INTERNAL WATCH  
DOGS FOR PROGRAMS WORKING WITH  
US TO UNDERSTAND AND ENSURE THAT  
BUDGETS ARE BUILT WITH SPECIAL  
NEEDS OF ENGLISH LEARNERS IN  
MIND.

THIS HIGHLIGHTS DIVERSITY OF OUR  
DISTRICT.

OVER 44% OF OUR STUDENTS ARE  
ENGLISH LEARNERS OR FORMERLY  
ENGLISH LEARNERS WHICH IS THE FD  
FDL.

THEY AT ONE POINT ADD ENGLISH  
LEARNER DEVELOPMENT LEVEL, THEIR  
PROGRESSION IN LEARNING ACADEMIC  
ENGLISH.

YOU CAN SEE THAT 44% OF OUR  
DISTRICT AT ONE TIME WAS AN  
ENGLISH LEARNER.

OF OUR CURRENT ENGLISH LEARNERS,  
57% ARE IN OUR LOWEST ELD LEVELS  
THAT IS ONE THROUGH THREE.

THOSE ARE STUDENTS WHO ARE NEW  
TO LEARNING ENGLISH 'IS CROSS  
THE DOMAIN.

THEN WE HAVE INCREDIBLY RICH AND  
DIVERSE CITY.

OVER 70 PLUS LANGUAGES ARE  
REPRESENTED IN OUR ENGLISH LE  
LEARNERS.

HERE YOU CAN SEE THE CHART SHOWING THE HIGHEST INCIDENTS OF LANGUAGES MOST NOTABLY SPANISH, SUPERINTENDENT PREVIEWED THIS MORNING, WE'LL TALK MORE ABOUT OUR PLANS TO ROLL OUT DUAL LANGUAGE IN CAPE VERDEAN CREOLE. OUR HIGH INCIDENTS LANGUAGES. REALLY THE FACE OF THE ENGLISH LEARNER DEPARTMENT WORK IS IN CURRICULUM AND LESSON PLANNING SUPPORT. YOU CAN SEE SOME OF THE INITIATIVES THEY'RE WORKING ON.

DUAL LANGUAGE PROGRAM EXPANSION AND SUPPORT, OFFERS US A LOT MORE FLEXIBILITY TO SEE HOW WE'RE SERVING ENGLISH LEARNERS ALSO MAINTAINING THEIR CULTURAL HERITAGE AND RESPECTING THEIR CULTURAL AND LINGUISTIC ASSETS. SO WE'RE LOOKING AT EXPANDING DUAL LANGUAGE BOTH TO IMPROVE ACROSS THE BOARD AND OFFER THAT ACROSS THE BOARD TO MORE LANGUAGES.

ALSO LOOKING AT EXPANSION AND CONTINUOUSLY OUR TRANSLATION AND INTERPRETATION SERVICES AS CORAL MEJIA WAS ASKING US ABOUT THIS MORNING.

THEN SUPPLEMENTAL SERVICES OR BEING ABLE TO PROVIDE PARTNERSHIP SUPPORT FOR ENGLISH LEARNERS AND THINKING AFTER SCHOOL AND SUMMER SCHOOL, REMOTE LEARNING OPPORTUNITIES FOR OUR ENGLISH LEARNERS.

WE HAVE HE CAN GLIB LEARNER PROGRAMS ACROSS MANY OF OUR 123 SCHOOLS THEY CAN BE THOUGHT OF IN SIX MAIN CATEGORIES.

SE I RI OR SHELTERED ENGLISH IMMERSION PROGRAM.

WE HAVE BOTH LANGUAGE SPECIFIC, OR MULTI-LINGUAL FOR LOW INCIDENTS LANGUAGES, DUAL LANGUAGE AND TWO-WAY IMMERSION. WE'RE LOOKING FOR MORE.

WE OFTEN TALK ABOUT OUR STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION, THOSE ARE STUDENTS WHO HAVE HAD DISRUPTION OBVIOUSLY IN THEIR LANGUAGE.

MANY STUDENTS COMING FROM COUNTRIES THAT MAY HAVE HAD NATURAL DISASTERS OR MAY NOT HAVE FORMERLY EDUCATION SET UP WILL COME HERE THERE'S SPECIALIZED PROGRAM.

ESL AND THEN ENGLISH, ELA EMBEDDED WITH ESL SUPPORT FOR STUDENTS IS HOW WE THINK OF SUPPORTING OUR STUDENTS WHO ARE IN THE GENERAL EDUCATION SE SETTING.

OR ENGLISH LEARNERS WHO HAVE NOT CHOSEN TO ENROLL IN SEI PROGRAM. OVERALL OUR BUDGET FOR ENGLISH LEARNERS INCLUDES \$111 MILLION. THIS COVERS ENGLISH LEARNERS, BUDGET, COVERS NUMBER OF DIFFERENT CATEGORIES.

DEPARTMENT OF ENGLISH LANGUAGE LEARNER.

WHICH IS A CENTRAL OFFICE 6 SUPPORT EFFORTS.

IT ALSO INCLUDES ALL OF THE TEACHER AND PARAPROFESSIONALS THAT ARE CODED AS BILINGUAL IN OUR BUDGET.

THEN FINALLY ALL PROGRAMS THAT GO TO SUPPORT EITHER BILINGUAL OR SEI PROGRAMS THAT INCLUDES TRANSLATION, THAT MAYBE CONTRACT LINE BUT REALLY DEDICATED TOWARDS THOSE SUPPORTS.

SO WHAT YOU SEE IS INCREASE 40 40.9 FTE OVERALL,

PARAPROFESSIONAL ARE INCREASING BY 12.7 AND ALSO A \$400K

INVESTMENT FOR DEVELOPMENT OF CURRICULUM AND PROFESSIONAL DEVELOPMENT TO SUPPORT NEW DUAL LANGUAGE PROGRAM FOR FY21.

WE WANTED TO HIGHLIGHT OUR INVESTMENT AROUND FAMILY LIAISON HERE IN THE ENGLISH LEARNING.

THIS IS TARGETED TOWARDS OUR SCHOOLS THAT ARE SERVING HIGH INCIDENTS, SCHOOLS WITH A LOT OF FAMILIES WHO SPEAK LANGUAGES OTHER THAN ENGLISH.

SO, OUR GOAL IS TO DEVELOP THESE POSITIONS SO THAT THEY'RE TRUSTED MEMBERS OF THE COMMUNITY AND CONNECT AND SUPPORT FAMILIES FOR RESOURCES INSIDE AND OUTSIDE

BPS.

BUT THEY ALSO HAVE ENSURING THAT WE HAVE FAMILIES HAVE ACCESS TO SOMEBODY IN THE SCHOOL WHO IS CULTURAL AND LINGUISTIC CAPABILITIES WHO REPRESENT THE COMMUNITIES THEY'RE SERVING. AS PART OF THIS FAMILY LIAISON, WE'RE LOOKING FOR LANGUAGE DIVERSITY.

JOB REQUIREMENT IN MANY OF THE SCHOOLS THAT ARE HIRING THEM AND THESE ALLOCATIONS WERE GIVEN NOT ONLY TO SCHOOLS THAT HAVE -- WERE IDENTIFIED AS TRANSFORMATION SCHOOLS AS I MENTIONED, BUT ALSO WENT TO SCHOOLS WHERE OVER 50% OF THEIR SCHOOL COMMUNITY SPEAKS A LANGUAGE OTHER THAN ENGLISH. A SINGLE LANGUAGE OTHER THAN ENGLISH.

YOU'LL SEE LIAISON TOOLS IN EAST BOSTON FOR SPANISH SPEAKING SCHOOLS WITH FAMILIES SPEAKING AND QUINCY THAT HAS A LOT OF CHINESE SPEAKING STUDENTS.

ONE OF THE HIGHLIGHTS HERE, WE DID EQUITY ANALYSIS THAT I PRESENTED AT THE FIRST HEARING AND DURING SCHOOL COMMITTEE WHERE WE LOOKED AT THE DOLLARS PER PUPIL IN WHICH STUDENTS THEY BENEFIT.

SOME SPECIFIC INVESTMENTS ARE TARGETED TOWARDS ENGLISH LEARNERS LIKE DUAL LANGUAGE PROGRAMS.

BUT THERE ARE ALSO THE WAY THAT WE ALLOCATE RESOURCES WITH SCHOOLS GET ADDITIONAL RESOURCES AND THEN HOW WE ALLOCATE OTHER THINGS THAT ARE NOT EXPLICITLY ENGLISH LEARNER RESOURCES OR CODED AS ENGLISH LANGUAGE RESOURCES.

BUT REALLY ARE TARGETING THOSE POPULATIONS LIKE FAMILY LIAISON. WHAT WE FIND IS THAT ENGLISH LEARNERS AND ENGLISH LEARNERS BENEFITED FROM THE FY21 INVESTMENT AT A HIGHER PER PUPIL RATE THAN ANY OTHER SUBGROUP IN THE DISTRICT.

THE AVERAGE INVESTMENT WAS THE \$700 PER PUPIL FOR FY21.  
THE AVERAGE FOR ENGLISH LEARNERS WAS \$853.  
THIS SHOWS THAT THROUGH EX OLYMPICS IT AND OTHER WAYS WE ARE INVESTING IN OUR LEARNERS TO CLOSE THE GAP AND SUPPORT THOSE STUDENTS.  
WE'VE DONE MULTIPLE QUESTIONS ON TRANSLATION, THIS IS INFORMATION I REFERENCED A LITTLE BIT THIS MORNING.  
BUT SHOWS THE AMOUNT VOLUME OF TRANSLATION INTERPRETATION SERVICES.  
17,500 REQUESTS SINCE JULY 1st OF 2019 THROUGH THIS YEAR.  
YOU CAN SEE A HIGH VOLUME, 48 PARENTS PREFERRED LANGUAGE, IS THAT PARENTS ARE ASKING TO COMMUNICATED IN.  
WE ARE GETTING THIS OUT SO THAT SCHOOLS KNOW THAT THEY CAN REQUEST BOTH INTERPRETATION AND TRANSLATION SERVICES.  
YOU CAN SEE THE DIFFERENT TYPES I'M SURE YOU'LL HAVE MORE QUESTIONS ABOUT THAT.  
WE'LL ALSO SAY THAT WE ARE COMMITTED TO TRANSLATING ALL OF THESE PRESENTATIONS AND POSTING THEM ONLINE BY NEXT WEEK SO THAT WE WILL AS FINANCE TEAM START TO MODEL THE NEED TO TRANSLATE OR I SHOULD SAY TRY TO CATCH UP WITH THE TEAM THAT THE ENGLISH LEARNER, MAKE SURE OUR RESOURCES ARE ACCESSIBLE TO ALL OF OUR FAMILIES.  
TOUCHING UPON PRIORITY TEN UNDER THIS FIRST COMMITMENT IS TO DEVELOP MONITOR PROGRESS FOR ACHIEVING EXPLICIT GOALS FOR STUDENTS WITH DISABILITIES.  
WE'RE TALKING A LOT AS A DISTRICT AROUND BUILDING INCLUSIVE PRACTICES, THIS HAS BEEN SOMETHING THAT THE SUPERINTENDENT HAS EMPHASIZED REALLY SINCE DAY ONE OF ARRIVING IN BOSTON.  
AND SOMETHING THAT WE HAVE WORKED ON AS A DISTRICT I THINK

WE NEED TO HAVE SENSE OF UR  
URGENCY.

HERE YOU CAN SEE AS I  
HIGHLIGHTED TO THE OFFICE OF  
ENGLISH LEARNERS THAT THE OFFICE  
OF SPECIAL EDUCATION HAS FIVE  
DIFFERENT TEAMS WITHIN IT.  
THINKING ABOUT IDENTIFYING AND  
PLACING STUDENTS.

UNDERSTANDING AND TESTING WHAT  
THE STUDENTS' NEEDS ARE DOING IN  
TRUCKS STRUCKAL AND SUPPORT  
PRACTICES HELPING PROVIDE  
TECHNICAL ASSISTANCE TO TEACHERS  
IN DIFFERENT IN CONCLUSIONS  
SETTINGS FROM GENERAL EDUCATION.  
STUDENTS, FAMILY AND COMMUNITY  
ENGAGEMENT, EQUITY AND  
ACCOUNTABILITY AND TRANSITION  
SERVICES.

HELPING STUDENTS AS THEY  
TRANSITION OUT OF BPS AND INTO  
THE WORKFORCE TO MAKE SURE THAT  
THEY HAVE THE SUPPORT THEY NEED  
AND SKILLS THAT THEY NEED TO BE  
ABLE TO BE SUCCESSFUL.

SIMILAR TO THIS SLIDE ON  
DEMOGRAPHICS FOR ENGLISH  
LEARNERS A BREAK DOWN OF OUR  
SPECIAL EDUCATION STUDENTS OR  
STUDENTS WITH DISABILITIES  
ACROSS DIFFERENT GROUPS, YOU CAN  
SEE WE'VE HIGHLIGHTED FIVE  
DIFFERENT SETTINGS, THOSE  
STUDENTS WHO ARE IN OUT OF  
DISTRICT SPECIAL EDUCATION  
PROGRAMS, SPECIALIZED PROGRAMS  
FOR HIGHEST NEED STUDENTS.ñr  
PUBLIC DAY INCLUDES OUR SCHOOL  
FOR THE DEAF, McKINLEY SCHOOLS  
FOR EMOTIONAL IMPAIRMENT.

ALSO HAVE SUBSTANTIALLY SEPARATE  
PROGRAMS AS SUPERINTENDENT  
REFERENCED.

PARTIAL INCLUSION THEN FULL  
INCLUSION MODEL.

THIS IS A BREAK DOWN BY GROUP SO  
YOU'LL SEE IT BY ETHNICITY, BY  
GENDER AND THEN OVERALL NUMBERS  
ARE ALL THE WAY ON THE LEFT.

OUR FY21 BUDGET REPRESENTS A 24  
24.34 MILLION CREASE IN SPECIAL  
EDUCATION SPENDING.

WE'RE LOOKING ACROSS BOTH

SPECIAL EDUCATION DEPARTMENT AND OUR SPECIAL EDUCATION CONTRACTED SERVICES.

THOSE ARE THE COST OF OUR OUT OF DISTRICT PLACEMENT AND CONTRACTED SERVICES FOR PROVIDERS WHO COME IN TO PROVIDE SOME OF OUR RELATED SERVICES.

ALSO INCLUDES ALL OF OUR SPECIAL EDUCATION ACCOUNTS, SPECIAL EDUCATION TEACHERS MOSTLY SPECIAL EDUCATION AIDES.

ALSO INCLUDES POSITIONS LIKE OUR AVA SUPPORT TEAM.

THERE'S ALSO INCLUDES ANYTHING THAT IS TAGGED WITH SPECIAL EDUCATION PROGRAM.

WE'RE USING CONTRACTED SUPPORT FOR SPECIAL EDUCATION.

IT'S ALL INCLUDED IN THIS \$324 MILLION.

OVER AND ABOVE AMOUNT OF MONEY THAT WE SPEND ON EVERY STUDENT FOR GENERAL EDUCATION PROGRAM.

THEN AS I SAID IN THE HIGHLIGHTED FOR ENGLISH LEARNERS I'M GOING TO HIGHLIGHT FOR SPECIAL EDUCATION THAT WHILE ENGLISH LEARNERS WERE THE GROUP, SUBGROUP THAT HAD HIGHEST PER PUPIL INVESTMENT, NEXT GROUP ARE STUDENTS WITH DISABILITIES.

THE INVESTMENT THAT WE'RE MAKING DO OF A ABOVE AVERAGE INVESTMENT OF STUDENTS WITH DISABILITIES.

AGAIN SHOWING THAT WE'RE CONTINUING TO INVEST IN OUR HIGHEST NEEDS STUDENTS, PRIORITY TO THE FY 1 BUDGET SHOWS DETAILED BREAK DOWN AS I MENTIONED IN THE EARLIER HE HEARING.

BOSTON PUBLIC SCHOOLS WEBSITE CAN REALLY SEE DETAIL HOW EACH MUCH OUR PROGRAMS ARE SUPPORTED AND BREAK DOWN FOR DIFFERENT DEMOGRAPHIC GROUPS.

I THINK IT WAS COUNCILOR OROYO WHO BROUGHT THIS UP I IMAGINE TOPIC OF CONVERSATION TODAY THE OVERLAP BETWEEN THE TWO GROUPS. OBVIOUSLY YOU CAN'T SEPARATE NEEDS OF STUDENTS WE HAVE POSSIBLY 20% OF OUR STUDENTS ARE

IDENTIFIED AS BOTH STUDENTS WITH  
DISABILITIES AND STUDENTS WHO  
ARE EL.

SO IT'S IMPORTANT FOR US TO  
BUILD COHESION ACROSS ALL  
ACADEMIC STRATEGIES TO ENSURE  
THAT WE'RE SERVING ALL OF OUR  
STUDENTS WELL.

64% OF OUR ENGLISH LEARNERS WITH  
DISABILITIES SPEAK SPANISH.

WE NEED TO BUILD OUR LANGUAGE  
CAPACITY IN OUR PROGRAMS AS WE  
WELL.

AND WE'RE LOOKING AT BEING ABLE  
TO -- WHEN WE ROLL OUT DUAL  
LANGUAGE BE ABLE TO PROVIDE  
THOSE OPPORTUNITIES FOR OUR  
ENGLISH LEARNERS WHO ARE IN THE  
SPECIAL ED PROGRAM AS WELL.  
THIS SHOWS FURTHER BREAK DOWN WE  
WANTED TO MAKE SURE THAT WE ARE  
REPORTING ALL OF OUR STUDENTS,  
OF COURSE THIS IS ALMOST  
NECESSARILY SIMPLIFIED VERSION.  
WE ARE REQUIRED TO BE REPORTING  
STUDENTS WITH ONE PRIMARY  
DISABILITY.

WE KNOW THAT THERE MAY BE  
MULTIPLE ISSUES THAT STUDENT IS  
DEALING WITH OUR DISABILITIES  
THAT WE MAY BE INCLUDING IN  
THEIR IEP.

THIS IS THEIR PRIMARY AND  
SECONDARY PRIMARY DISABILITY YOU  
SEE BREAK DOWN BOTH ACROSS  
DISABILITY GROUPS WHAT WE REFER  
TO AS HIGH INCIDENTS OR LOW  
INCIDENTS BASED ON THE NUMBER OF  
STUDENTS YOU CAN SEE IN OUR  
DISTRICT OVERALL.

THEN BROKEN DOWN BY RACE AND  
ETHNICITY SO THAT YOU CAN SEE  
ENGLISH LEARNERS THEN BY  
LANGUAGE GROUPS YOU CAN START TO  
UNDERSTAND WHO OUR ENGLISH  
LEARNERS ARE.

WHAT THE BREAK DOWN IS BY  
PROGRAM TYPE.

START TO THINK HOW WE'RE  
DESIGNING AND LAYING OUT OUR  
FOOTPRINT TO BE ABLE TO START.  
BETWEEN 2015 AND 2019 GRADUATION  
RATE FOR STUDENTS WITH  
DISABILITIES HAS INCREASED BY



2.5%.

GROWTH IS ON PACE WITH THE OVERALL DISTRICT INCREASE IN GRADUATION RATE IN 2015.

THE PERCENTAGE OF STUDENTS WITH DISABILITIES DROPPING OUT HAS DECREASED FOUR PERCENTAGE POINTS AND RATE OF STUDENTS ENROLLED ADDITIONALLY HAS INCREASED 2.5%.

WHAT WE'RE LOOKING AT IS WE ARE RETAINING MORE STUDENTS, KEEPING THEM ENROLLED IN THE DISTRICT, CONTINUING TO PROVIDE SERVICES WHILE ALSO RAISING THE EXPECTATION TO MAKE SURE THEY'RE GRADUATING ON TIME.

THAT IS PART OF OUR WORK AND OUR CHALLENGE MAKE SURE THAT WE'RE WORKING TO KEEP ALL STUDENTS ON TRACK TO GRADUATE AND BE PREPARED FOR POST-SECONDARY SUCCESS.

WITH THAT I'LL JUST HIGHLIGHT AGAIN OUR RESOURCES THAT ARE AVAILABLE ONLINE.

FOR YOU TO GO EXPLORE YOURSELF AND SCHEDULE OF EVENTS FOR YOU TO COME BACK AND TUNE IN FOR THE ENTIRE PERIOD HERE WITH CITY COUNCIL AND BOSTON PUBLIC SCHOOLS WITH THAT I'LL TURN BACK OVER TO CHAIRMAN BOK.

>> GREAT.

THANK YOU SO MUCH, NATE.

APPRECIATE THAT.

I'M GOING TO MAKE ONE EXCEPTION TO OUR RUN ORDER.

COUNCILOR LYDIA EDWARDS DEFERRED MOST OF HER QUESTIONS FROM THIS MORNING TO THIS AFTERNOON.

ALSO HAD TO LEAVE BY 3:00 SO I KNOW NUMBER OF PEOPLE WAITING TO TESTIFY IN THE PUBLIC.

I'M GOING TO LET HER ASK HER QUESTIONS AND HAVE ADMINISTRATION ANSWER THEM THEN WE'LL GO TO PUBLIC TESTIMONY.

I JUST WANT TO NOTE FOR COLLEAGUES THAT I KNOW IT'S OUT OF ORDER BUT I APPRECIATE COUNCILOR EDWARDS CLOSE ATTENTION TO THE TIME THIS MORNING, I DON'T WANT IT TO BE IN VEIN THAT SHE WAITED.

COUNCILOR EDWARDS, YOU HAVE THE FLOOR.

>> THANK YOU.

SOUNDS LIKE I GET A CHECK FROM COUNCILOR BOK.

I WANTED TO REITERATE WHAT I SAID BEFORE.

REPRESENTING ONE OF THE LARGER E  
ESL POPULATIONS -- ELL  
POPULATIONS AND ALSO  
REPRESENTING STUDENTS THAT HAVE  
SPECIAL NEEDS ESPECIALLY MOTHERS  
REACHED OUT TO ME I AM  
FRIGHTENED.

I AM DEEPLY CONCERNED ABOUT LOSS  
OF LEARNING OF THOSE CHILDREN  
NOW THAT SCHOOL HAS BEEN  
FORMALLY CANCELLED HOW WE'RE  
GOING TO GET BACK ON TRACK.  
FOR MANY PEOPLE THE TRACK WAS  
STILL SHAKY WHERE WE WERE GOING.  
I APPRECIATE ADDRESSING SOME OF  
THOSE GAPS.

BUT ONE, WHAT IS YOUR PLAN FOR  
THAT PARTICULAR POPULATION,  
SPECIAL NEEDS, EL STUDENTS.

NUMBER TWO, I WANTED TO MAKE  
SURE THAT WE WERE FOCUSING ON  
DOLLARS, WHERE HAVE INCREASES  
BEEN IN THE BUDGET SPECIFICALLY  
TO DEAL WITH PANDEMIC AND EL  
SERVICES AND SPECIAL NEEDS  
SERVICES.

I KNOW WE TOUCHED ON BRIEFLY  
FACT THAT INCLUSION STUDENTS  
HAVE DIFFERENT CHOICES OR  
LIMITED CHOICES IN TERMS OF  
THEIR SCHOOLS.

ONE THING I FORGOT TO MENTION  
EARLIER IS THE -- IF YOU ARE  
APPLYING FOR EXAM, I BELIEVE YOU  
GET E-MAIL OR SOME SORT OF  
CORRESPONDENCE THAT IS ONLY IN  
ENGLISH.

BACK AND FORTH OF THE  
APPLICATION OF THE NEXT STEP IS  
NOT FOR ALL LANGUAGES, AND THEN  
FINALLY, MENTIONED BEFORE THAT  
THERE IS SO MUCH CONCENTRATION,  
I APPRECIATE THIS, ON A LOT OF  
THE STUDENTS AND RESTRUCTURING  
OF SCHOOLS GOING FORWARD MAKING  
SURE THAT THEY ARE HIGHLIGHTED.  
BUT IN TERMS OF FUNDING FOR ELL

SCHOOLS, NOT ONLY IS THERE A PANDEMIC COULD YOU TOUCH ON INCREASES SPECIFICALLY AND ACCOUNTING FOR THEM AS WE'RE CHANGING THE STRUCTURES OF THE SCHOOL.

K-6, THE 7-12, WHERE THEY FIT IN.

>> ONE OF THE THINGS THAT WE'RE DOING TO CREATE FLEXIBILITY GOING INTO FY 21, WE HAVE PUT HOLD ON MUCH.

SPENDING WE HAD FOR THE SPRING. AND SO, THAT ORIGINALLY ROSE OUT OF THE NEED TO SORT OF STOP DELIVERIES SO WE COULDN'T GET PHYSICAL GOODS.

NOW THERE IS SORT OF PART OF OUR STRATEGY FOR HOW DO WE CARRY INFLEXIBILITY FOR NEXT YEAR.

WE'RE ALSO OF COURSE EVALUATING FEDERAL STIMULUS DOLLARS, THE CARES ACTED PROVIDED ADDITIONAL RESOURCES.

BUT AS SUPERINTENDENT NOTED, IT BEARS REPEATING, MULTIPLE TIMES, THE STATE HAS A WAIVER THAT ALLOWS THEM TO REDUCE STATE FUNDING IN THE AMOUNT OF RECEIVED FROM FEDERAL CARES ACT.

THERE IS STILL THE POTENTIAL WE MAY SEE A REDUCTION IN STATE AID EQUAL TO THE AMOUNT WE GOT. SO WE ARE STILL TRYING TO COST OUT WHAT SUMMER LEARNING COULD LOOK LIKE.

BUT WE'RE ALSO WORKING VERY CLOSELY WITH THE CITY BUDGET OFFICE TO UNDERSTAND WHAT ADDITIONAL RESOURCES WE HAVE FROM FEDERAL GOVERNMENT OR STATE GOVERNMENT.

OF COURSE, THE STATE IS DEALING WITH SIGNIFICANT LOSS OF REVENUE GOING INTO NEXT YEAR.

BUT CITY IS COMMITTED TO REALLY MAINTAINING OUR BUDGET.

SO THAT IS PART OF THE FLEXIBILITY.

YOU WON'T SEE IT NECESSARILY IN A LINE ITEM IN FY121.

BUT IT'S REALLY TRYING TO CARRY MONEY FORWARD IN WAYS THAT WE CAN AND TRY TO CREATE THAT

FLEXIBILITY THROUGH THE CARES  
ACTED.

I JUST WANTED TO START WITH TH  
THAT.

I THINK THE OTHER PIECE THAT YOU  
MENTIONED THAT I THINK IS REALLY  
IMPORTANT AROUND THE TRANSITION,  
ONE OF THE THINGS WE'VE DONE FOR  
SCHOOLS THAT ARE EXPANDING K-6  
WE KNOW ANY TIME WE CHANGE  
CONFIGURATION OF SCHOOL, IT'S  
DISRUPTIVE.

ONE FOR SCHOOL ADDING NEW GRADE  
OR NEW PROGRAM THEY ARE OFTEN  
ASKED TO START BEFORE ENROLLMENT  
SUPPORTS THE FULL PROGRAM OF IT.

SECOND THING IS, THOSE ALSO  
GRADES ARE BEING ADDED AT THE  
EXPENSE OF OTHER SCHOOLS.

WHEN WE EXPAND IN CHARLESTOWN,  
THERE'S GOING TO BE A DECLINE IN  
ENROLLMENT AT EDWARDS IN  
CHARLESTOWN.

WE HAVE COMMITTED IN FY21 TO  
SUPPORT BOTH SCHOOLS.

IN A LOT OF WAYS WE'RE SORT OF  
CREATING DOUBLE CAPACITY AS WE  
TRANSITION.

TO MAKE SURE THAT STUDENTS WHO  
ARE BOTH AT THE SCHOOLS THAT ARE  
ADDING AND STUDENTS THAT ARE  
LOSING ARE NOT HARMED BECAUSE WE  
HAVE ENROLLMENT DATE FUNDING  
SYSTEM.

SO THIS IS ONE OF THE WAYS THAT  
WE HAVE SORT OF MOVED AWAY FROM  
A PURE ENROLLMENT BASED SYSTEM  
TO MAKE SURE STUDENTS ARE  
APPROPRIATELY SUPPORTED.

IN BOSTON OF COURSE, HIGH  
PERCENTAGE OF ENGLISH LEARNERS,  
A LOT OF SPANISH SPEAKING  
FAMILIES, THAT IS INVESTMENT IN  
SUPPORTING THOSE FAMILIES AND IS  
SOME WAYS SUPPORTIVE ENGLISH  
LANGUAGE PROGRAMS THAT ARE  
THERE.

I'LL STOP THERE, I DON'T KNOW IF  
I GOT TO ALL OF THE QUESTIONS.

>> THE TESTING I THINK IS MOST  
IMPORTANT FOR ME IN ASSESSING  
WHERE THESE KIDS ARE.

IN ORDER TO -- WHERE THEY ARE  
AND FIGURING OUT HOW MUCH

LEARNING HAS BEEN LOST.  
AND HOW VULNERABLE THEY ARE  
BEFORE WE START NEXT YEAR.  
I DON'T KNOW HOW WE'RE GOING TO  
DO THAT.

>> OUR ANNUAL -- HAS BEEN -- IS  
COMPLICATED BECAUSE WE'RE UNDER  
CONSENT AGREEMENT, NUMBER OF  
PARTIES NEED TO NEGOTIATE WITH  
AND MAKING -- WE ARE WORKING  
WITH STATE.

[ INAUDIBLE ]

WITH NUMBER OF OTHER EXPERTS IN  
THE FIELD TO TRY TO PUT TOGETHER  
A PLAN TO --

[ INAUDIBLE ]

WE HAVE UPDATE ON THAT SOON.

>> I I CAN SPEAK TO THE  
INSTRUCTIONAL PIECES, DAVID, I  
THINK I'VE ASKED -- COUNCILOR  
WAS ASKING ABOUT ASSESSMENT.  
WE DO HAVE THE RESULTS FROM THE  
ACCESS TEST.  
SO ONCE WE'RE ABLE TO GIVE TESTS  
AGAIN IN PERSON WE'LL BE ABLE TO  
COMPARE THOSE AND SEE WHERE THE  
GAPS ARE THEN WE'LL BE ABLE TO  
PROGRAM FOR THE STUDENTS.  
SO THAT IS A REALLY IMPORTANT  
PIECE.

THE OTHER IS THAT THEY WILL  
STILL BE TAKING ANY OF THE  
INTERIM ASSESSMENTS THAT WE'RE  
GOING TO DO BASED ON THE  
STANDARDS NOR STUDENTS DURING  
THIS SUMMER LEARNING TIME.  
THEN HAVE THE OPPORTUNITY TO  
TAKE SUMMER LEARNING AS WELL.  
WE'LL BE IDENTIFYING STUDENTS  
WHO NEED HELP.

WE'LL BE CONTINUING OUR  
TRANSLATION SERVICES.  
RIGHT NOW WE HAVE TEACHERS WHO  
ARE ACCESSING ELL OFFICE AND  
TRANSLATION SERVICES TO  
TRANSLATE THE REMOTE LEARNING  
MATERIALS.

WE HAVE WEB SERVICES WITH  
ACADEMIC LINKS 20 DO  
MULTI-LINGUAL SUPPORT FOR OUR  
TEACHERS.

SO OUR ACADEMIC OFFICE IS  
SUPPORTING ALL OF THAT AS WELL  
AS OEL OFFICE SO THAT WORK IS

ONGOING WE'RE GETTING BETTER AND STRONGER AT THAT EVERY DAY. SO THAT IS THE PIECE. THEN IN THE FUTURE IN TERMS OF THINKING, HOW DO WE BETTER SUPPORT OUR EL STUDENTS L ALL ALONG. I MENTIONED IN MY ORIGINAL COMMENTED THAT DR. REYES HAD SAID REALLY IMPORTANT FOR US TO DO AN AUDIT 6 OUR PROGRAMMING AND THE ASSIGNMENT PIECE OF TH THAT. AND HOW WE'RE ASSIGNING STUDENTS TO LEVELS ONE TWO, AND THREE WHAT TYPES OF SUPPORT, WHETHER IT'S INSTRUCTION OR DUAL LANGUAGE OR WHETHER SOME OTHER TYPE OF STRATEGIES WE WANT TO USE TO BETTER SERVE OUR ST STUDENTS. SO FOR THAT TO HAPPEN. JUST FINALLY I'LL SAY WE DID PUT IN FAMILY LIAISON TO DO THE THIRD PIECE THAT DR. REYES SAID WAS SO IMPORTANT IS THAT THE WRAP-AROUND SERVICES FOR FAMILIES. AND SUPPORTING THE FAMILIES AS WELL AS SUPPORTING THE CHILD AND THEIR ACADEMIC DEVELOPMENT AND SOCIAL AND EMOTIONAL WELL BEING. WE HAVE THEM BASED ON SCHOOLS. A LOT OF THESE SCHOOLS DID END UP GETTING A FAMILY LIAISON FOR THAT REASON. DO YOU KNOW HOW MANY THERE WERE? MAKE YOU CAN COME BACK TO US. >> UNMUTED, SORRY. I'LL GET BACK TO YOU IN A SE SECOND. >> I JUMPED THE LINE. IF THERE'S ANY FOLLOW UP OR ANY OTHER QUESTIONS I WILL SUBMIT THEM IN WRITING. >> THAT WOULD BE GREAT, THANK YOU SO MUCH, COUNCILOR EDWARDS. I APPRECIATE THAT. DAVID, IF WE CAN GET THAT NUMBER TO HER THEN FOLLOW UP WITH QUESTIONS. WE'RE NOW GOING TO MOVE TO PUBLIC TESTIMONY. SO WHAT WILL HAPPEN FAR THOSE OF

YOU WHO ARE WATCHING AND ARE ALSO IN THE WAITING ROOM I'LL BE ADMITTING PEOPLE FOR A PERIOD OF TIME INTO THE MAIN ZOOM. IT'S IMPORTANT THAT WHEN YOU'RE ADMITTED YOU TURN OFF THE LIVE STREAM OTHERWISE YOU GET A BAD ECHO WHEN YOU'RE SPEAKING. AGAIN I JUST ASK PEOPLE TO INTRODUCE THEMSELVES, KEEP THE COMMENTS BRIEF TO THREE MINUTES. I HAVE A NUMBER OF PEOPLE WAITING THEN WE'VE ALSO GOT NUMBER OF COUNCILORS TO WHO ARE EAGER TO ASK QUESTIONS. WITH THAT, I AM ADMITTING FIRST WILL BE JESSICA CHANG. AND THEN EMMA. THEN MARY THEN EILEEN. I'M GOING TO ADMIT ALL FOUR OF YOU BUT I WILL CALL ON YOU IN THAT ORDER. IF YOU COULD SILENCE THE LIVE STREAM THAT WOULD BE GREAT. NOW RECOGNIZING JESSICA CHANG. >> I DIDN'T REALIZE I WAS IN ALREADY. GOOD AFTERNOON, COUNCILORS. MY NAME IS JESSICA, I AM VERY PROUD TO SERVE AS BTU PRESIDENT REPRESENTING 10,000 RETIRED EDUCATORS, GIVE A SPECIAL THANK YOU TO ALL OF THEM DURING TEACHER APPRECIATION WEEK FOR THEIR INCREDIBLE DEDICATION AND HARD WORK DURING THIS TIME. IN BOSTON WE BELIEF IN INCLUSION DONE RIGHT. THIS HAS BEEN A PRIORITY ISSUE FOR SEVERAL YEARS NOW. INCLUSION WAS DONE RIGHT MEANING HAVING DISTRICT AND SCHOOL THAT EMBRACES IN CONCLUSIONS WITH THE RESOURCES THAT ARE NEEDED TO MAKE IT WORK. IT MEANS RECOGNIZING THAT A TEACHER WITH MULTIPLE CERTIFICATIONS IS NOT ABLE TO PROVIDE EXCELLENT INSTRUCTION FOR EVERY STUDENT AND AT THE SAME TIME MEET IEP REQUIREMENTS FOR SPECIAL NEEDS AS WELL AS OUR ENGLISH LANGUAGE LEARNERS WHO ALSO REQUIRE SPECIAL

ACCOMMODATIONS AS WELL.  
IT INCLUDES ALSO ENSURING  
MEANINGFUL PROFESSIONAL  
DEVELOPMENT FOR EDUCATORS TAILOR  
TO THE NEEDS.

SEVERAL BOSTON PUBLIC SCHOOLS  
HAVE IMPLEMENTED SUCCESSFUL  
INCLUSION PROGRAMS AND WE  
APPLAUD THEM.

WE ALSO KNOW FROM THEIR SUCCESS  
WHAT IT TAKES.

WE NEED TO LEARN FROM WHAT IS  
WORKING AND PROVIDE EQUITABLE  
OPPORTUNITIES FOR ALL INCLUDING  
ACCESS TO HIGH QUALITY PROGRAMS  
FOR STUDENTS.

INCLUSION DONE RIGHT CAN'T JUST  
BE FOR SMALL NUMBER OF STUDENTS  
AT HANDFUL OF OUR SCHOOLS.

WE NEED TO MAKE IT WORK CITY  
WIDE TO ENSURE THAT ALL STUDENTS  
HAVE THE ASSISTANCE.

THE HENDERSON INCLUSION SCHOOL  
IN BOSTON IS EXCELLENT EXAMPLE  
OF INCLUSION DONE RIGHT.

AT THE HENDERSON EACH CLASSROOM  
HAVE TWO TEACHERS WHO WORK WITH  
ADDITIONAL STAFF INCLUDING  
PARAPROFESSIONAL AND SERVICE  
PROVIDERS WHO WORK TOGETHER TO  
MAKE SURE THEY HAVE  
INDIVIDUALIZED SUPPORT AND  
ATTENTION THEY NEED TO  
PARTICIPATE, LEARN AND SUCCEED.  
IN HENDERSON CLASSROOM YOU'LL  
FIND STUDENTS WITH DISABILITIES  
LEARNING ALONG NONDISABLED  
PIERCE.

MOST OF THE CLASS MIGHT BE  
WORKING INDEPENDENT, WHILE FACE  
ADDITION AND SPECIAL EDUCATION  
ACCOMMODATIONS FOR ANOTHER SMALL  
GROUP OF STUDENTS.

THIS IS WHAT IT MEANS TO CREATE  
A HEALTHY LEARNING ENVIRONMENT  
FOR ALL STUDENTS.

OUR BPS INCLUSION WORK WAS  
COLLABORATING ON RECOMMENDATIONS  
FOR INCLUSION DONE RIGHT WE WERE  
CLOSE TO GETTING AGREEMENT.

UNFORTUNATELY THE WORK OF ARE  
THAT GROUP WERE CUT SHORT  
BECAUSE OF THE PANDEMIC.

HOWEVER, FIGURING THIS OUT



CONTINUES TO BE URGENT MATTER  
ALONG WITH MAKING SURE THAT THE  
NECESSARY FUNDING CONTINUES TO  
BE AVAILABLE NOT JUST MAINTAIN  
WHAT WE KNEW WAS ALREADY  
INSUFFICIENT BUT MAKE REAL  
IMPROVEMENTS.

DURING THE PANDEMIC STUDENTS  
WITH SIGNIFICANT SPECIAL NEEDS  
ARE HAVING HARDER TIME THAN EVER  
GETTING THEIR EDUCATIONAL NEEDS  
MET.

WHEN WE RETURN TO SCHOOL, IT IS  
IMPERATIVE I SHOULD SAY TO THE  
SCHOOL BUILDINGS, THAT ALL  
INCLUSION STUDENTS BE ABLE TO  
LEARN IN CLASSROOMS WITH  
APPROPRIATE SUPPORT SYSTEMS TO  
REACH HIGHEST POTENTIAL  
ESPECIALLY AFTER THIS TIME OF  
ENORMOUS CHALLENGE.

THE RECENT REVIEW FOUND THAT  
SPECIAL ED SERVICES ARE IN  
SYSTEMIC DISARRAY.

DON'T ROY APPROPRIATE LEARNING  
OPPORTUNITIES FOR MANY STUDENTS.

RELATED FINDING INK CLUED  
DISTRICT HAS NOT DEFINED  
INCLUSION POLICY THAT DELINEATES  
STAFFING AND MODEL OF INCLUSION.  
DISPROPORTION MAT NUMBERS OF  
ASSIGNED TO -- OVER FOCUS BY BPS  
OFFICE OF SPECIAL COMPLIANCE AS  
DESCRIBED BY SEVERAL BPS LE  
LEADERS.

WE'RE ANXIOUS TO ADDRESS ISSUES  
THAT PROLONG SEGREGATION AND  
ASSIGN MANY STUDENTS INCLUSION  
PROGRAMS.

SUCCESS THAT CAN AND NEED  
SERVICE MODELS, WE'RE LOOKING  
FORWARD TO WORKING WITH BPS ON  
THESE CONTINUED EFFORTS.

TODAY YOU'LL HEAR FROM EDUCATORS -- OR DIMINISHED MAKE  
INCLUSION A REALITY IN OUR  
CLASSROOM.

WE ARE CONCERNED BY RECENT  
PUSHES TO DELAY AND ALSO  
DECREASE FUNDING FROM STUDENT  
OPPORTUNITIES ACTED HOW THE ACT  
MAY BE IMPACTED AS WELL.  
OUR COMMITMENT TO WORK WITH BPS  
TO LEAD DISTRICT TOWARD  
INCREASED INCLUSION

OPPORTUNITIES THAT HAVE APPROPRIATE RESOURCES FOR STUDENT SUCCESS WE HOPE YOU WILL JOIN US IN CALLING FOR ADD QUART FUNDING NOT AUSTERITY, NOT ONLY IN THE CITY BUT ALSO AT THE STATE HOUSE AND FEDERALLY MEET THE NEEDS OF OUR MOST VULNERABLE STUDENTS.

WE HAVE ALREADY SEEN WHAT INCLUSION DONE RIGHT CAN LOOK LIKE AND NOW IS NOT TIME TO REGRESS.

OUR STUDENTS NEED IT NOW MORE THAN EVER.

THANK YOU.

>> THANK YOU, JESSICA.

NEXT WE'LL MOVE TO EMMA.

FEEL FREE TO GO BACK TO WATCH ON SCREEN.

I'LL JUST NOTE I AM GOING TO SET, WE'VE GOT BUNCH OF PEOPLE I'M GOING TO SET AN ALARM THAT WILL GO OFF SO YOU'LL HEAR IF YOUR TIME HAS ELAPSED.

ASK PEOPLE TO KEEP IT TO TWO TO THREE MINUTES.

NOW RECOGNIZING EMMA.

>> HI.

I'M EMMA.

RES DEPARTMENT OF BOSTON.

AND PROUD BPS ELEMENTARY TEACHER EAGER TO GO BACK TO MY VIRTUAL CLASSROOM AT 4:00.

BOSTON HAS NOT ALWAYS BEEN MY HOME.

WHEN I WAS LOOKING FOR GRADUATE PROGRAMS TO STUDY ELEMENTARY EDUCATION I LEARNED ABOUT THE HENDERSON INCLUSION SCHOOL.

I MOVED TO BOSTON IN PART BECAUSE OF THE WORK OF A HANDFUL OF BPS SCHOOLS TO SUPPORT INCLUSION DONE RIGHT.

SHOWING THE NATIONAL RESEARCH SUPPORTS THAT WHEN STUDENTS WITH OR WITHOUT DISABILITIES LEARNED TOGETHER, ALL STUDENTS ACHIEVE AT HIGH LEVELS.

WE RAISED THE BAR FOR WHAT WE IMAGINE IS POSSIBLE.

IN THESE BPS SCHOOLS STUDENTS WITH SIGNIFICANT SUPPORT NEEDS LEARN ALONGSIDE THEIR GEN-ED

PIERCE WITH THE RIGHT SUPPORT.  
AT TIMES THIS MEANS TWO PULL  
TIME TEACHERS AND  
PARAPROFESSIONAL OR COMMUNITY  
MULTIPLE ADULTS THROUGHOUT THE  
DAY.

I OF A WORKED IN BPS FOR OVER  
SEVEN YEARS AND I STAY BECAUSE I  
BELIEVE AND CONTINUE TO FIGHT  
FOR INCLUSION DONE RIGHT.

IT'S NOT SIMPLY ABOUT HOW MUCH  
MONEY WE SPEND, IT'S ABOUT HOW  
WE SPEND THIS MONEY.

I HAVE WATCHED STUDENTS AND  
FAMILIES COUNSELED OUT OF  
INCLUSION PLACEMENT NOT BECAUSE  
THEIR CHILD DOESN'T BELONG IN  
INCLUSION BECAUSE WE DON'T HAVE  
SERVICES TO MEET THEIR NEEDS.  
THIS HAS BEEN PARTICULARLY TRUE  
FOR STUDENTS OF COLOR IN OUR  
DISTRICT.

I HAVE WORKED TIRELESSLY NOT  
ALWAYS SUCCESSFULLY TO MEET THE  
NEEDS OF ALL OUR STUDENTS WITH  
AND WITHOUT DISABILITIES BECAUSE  
I'M TRIPLE CERTIFIED IN  
ELEMENTARY EARL CANADA I CAN  
SPECIAL EDUCATION AND ENGLISH  
LANGUAGE LEARNERS, I AM SUPPOSED  
TO DO THE JOB OF THREE HUMANS AS  
ONE HUMAN.

I HAVE WATCHED FAMILIES LEAVE  
OUR DISTRICT BECAUSE THOSE  
INCLUSIVE OPTIONS EXIST IN  
NEIGHBORING SCHOOL DISTRICTS.  
I'LL CONTINUE TO STAY IN BPS  
BECAUSE I BELIEVE SCHOOL  
DISTRICT AND CITY WILL SUPPORT  
THIS INNOVATIVE WORK.

IT WASN'T TOO LONG AGO THAT  
STUDENTS WITH DISABILITIES WERE  
DENIED THE OPPORTUNITY TO ATTEND  
SCHOOLS LET ALONE A NEIGHBORING  
SCHOOL.

WHEN WE FAIL TO MAKE INCLUSION  
DONE RIGHT WE SEND OUR STUDENTS,  
FAMILIES AND SCHOOLS BACK TO THE  
DARK TIMES OF LOW EXPECTATIONS  
AND SEGREGATION.

I HOPE TOGETHER WITH MORE  
FUNDING, STRONG LEADERSHIP AND  
DEEP COMMITMENT TO INCLUSION  
DONE RIGHT BPS WILL DEMONSTRATE

THAT INCLUSION ISN'T JUST FOR  
SOME KIDS AND CERTAIN SCHOOLS,  
IT'S THE EXPECTATION FOR ALL  
KIDS ALL ACROSS THE CITY.  
THANK YOU.

>> THANK YOU, EMMA.

NEXT UP TO MARY.

I'M GOING TO ADMIT SOME OTHER  
MEMBERS OF THE PUBLIC.

>> HI.

MY NAME IS MARY I AM A 5th  
GRADE INCLUSION TEACHER.

I HAVE STUDENTS WITH  
DISABILITIES IN MY CLASS AND  
HAVE STUDENTS THAT HAVE  
INDIVIDUALIZED EDUCATION PLANS  
AS WELL AS STUDENTS THAT DO NOT  
HAVE ANY DISABILITIES.

THIS IS WHAT WE CALL INCLUSION,  
BUT IT'S NOT THE WAY IT'S  
SUPPOSED TO BE.

WE KNOW THAT GENERAL ED STUDENTS  
AND STUDENTS WITH DISABILITIES  
LEARN BEST WHEN THEY ARE  
TOGETHER, WE KNOW THIS.

HOWEVER IT IS NOT ENOUGH TO MAKE  
SURE THAT THESE STUDENTS ARE IN  
THE CLASSROOM THERE MUST BE  
RIGHT SUPPORT AND RESOURCES AND  
QUALITY ISSUES THAT ALLOWING  
EVERY STUDENTS EQUITABLE ACCESS  
TO LEARNING.

CURRENTLY I AM ONE TEACHER WHO  
WORKS WITH A PARAPROFESSIONAL I  
AM CONSIDERED SPECIAL EDUCATION  
TEACHER AND GENERAL EDUCATION  
TEACHER.

AS A YOUNGER TEACHER I WAS TOLD  
THAT TO WORK IN BOSTON I NEEDED  
TO BE -- I WANTED TOSS AS  
QUALIFIED AS POSSIBLE GET ALL  
CERTIFICATIONS AND LICENSES THAT  
YOU CAN TO MAKE SURE THAT I WAS  
PROVIDING THE MOST QUALITY  
EDUCATION TO OUR STUDENTS.

HOWEVER, I SOON LEARNED IT WAS  
TO DISADVANTAGE TO HAVE ALL OF  
THESE LICENSES, I'M TRIPLE  
CERTIFIED BUT I DIDN'T REPORT MY  
ESL LICENSE, MY STUDENTS WOULD  
HAVE LESS ACCESS TO THE SUPPORT  
THAT THEY NEEDED.

I WAS SUPPOSED TO BE THE ROLE OF  
THREE PEOPLE RATHER THAN BEING

SIMPLY THEIR CLASSROOM TEACHER.  
IT'S NOT FEASIBLE FOR ME TO BE  
THE SPECIAL EDUCATION TEACHER  
AND THE GENERAL EDUCATION  
TEACHER AT THE SAME TIME.

HOW CAN I PROVIDE THIS  
INSTRUCTIONS THAT ARE CALLED FOR  
IN THEIR IEP AND MAKE SURE THAT  
I'M SPENDING THE REST OF THE  
CLASS TIME.

YES, I HAVE THOSE LICENSES BUT  
IT DOESN'T MEAN THAT I SHOULD BE  
DOING ALL THOSE JOBS AT ONCE.  
HOWEVER, ALL ACROSS THE DISTRICT  
WE HAVE VARYING INCLUSION  
PROGRAMS THAT LOOK DRASTICALLY  
DIFFERENTLY.

SOME SCHOOLS THAT HAVE  
COTEACHERS ATTENDING TO THE  
NEEDS OF ALL THE CLASSROOMS,  
SOME HAVE PARAPROFESSIONAL, BUT  
THEY DON'T QUALIFY AS  
SPECIALISTS AND ATTENDING TO THE  
NEEDS OF THAT CLASS WITHOUT ANY  
ASSISTANCE.

WE NEED MORE TEACHERS AND  
SUPPORT STAFF NOT MORE LICENSES.  
A LICENSE CANNOT STAND IN FRONT  
OF THE CLASS AND LEAD A LESSON  
NOT THE SAME AS HAVING TWO  
TEACHERS THAT CAN SURVIVE  
INSTRUCTION AND SERVICES TO MEET  
THE NEEDS OF THE STUDENTS.

WE AS A DISTRICT NEED TO STOP  
PRETENDING THAT TWO LICENSES IN  
A ROOM CAN DO THE WORK OF TWO  
TEACHERS.

MOST CONCERNING IS THAT TEACHERS  
AND COMMUNITY MEMBERS HAVE BEEN  
TELLING THE DISTRICT THIS FOR  
YEARS.

NOW HAVE DONE ANALYSIS.  
MORAL OF THE STORY TO LISTEN TO  
TEACHERS AND COMMUNITY MEMBERS.  
WE ARE HAVING IMPORTANT  
CONVERSATIONS, WE'RE DOING THE  
WORK ON THE GROUND EVERY DAY AND  
CONNECTED TO ONE ANOTHER.

WE KNOW WHAT OUR DISTRICT NEEDS.  
CANNOT WAIT UNTIL AFTER COVID-19  
I KNOW IT'S HEARTED BUT WE HAVE  
TO CONTINUE ESPECIALLY SINCE WE  
KNOW THAT HAS ONLY EXACERBATED  
FAR OUR EL STUDENTS AND STUDENTS

WITH DISABILITIES.

RIGHT NOW WE ARE NOT MEETING  
THEIR NEEDS.

WE ARE NOT IN COMPLIANCE.  
AND WE KNOW THIS BECAUSE  
TEACHERS ARE THE FIRST  
RESPONDERS IN IDENTIFYING AND  
HELPING CONNECT FAMILIES TO FOOD,  
SHELTER, UNEMPLOYMENT,  
MENTAL HEALTH SUPPORTS, WI-FI  
AND ENSURING SAFETY OF OUR  
STUDENTS.

WE HAVE HAD MOST TROUBLE -- HAVE  
NOT BEEN ABLE TO COME TO CLASS  
AND HAVE DISABILITIES.

IT IS THERE FOR IMPERATIVE THAT  
WE WANT TO.

>> THANK YOU.

RECOGNIZING NOW EILEEN CARVER.  
TO BE FOLLOWED BY ZOE THEN --  
EILEEN, BEFORE YOU GO IF YOU CAN  
PLEASE TURN OFF YOUR LIVE STREAM  
IT'S CREATING AN ECHO.

[ INAUDIBLE ]

>> WE'LL MOVE TO THE NEXT PE  
PERSON, THANKS.

NEXT UP IS ZOE.

>> GOOD AFTERNOON.

MY NAME IS ZOE.

I AM A TEACHER IN EAST BOSTON.  
I AM REALLY FORTUNATE RIGHT NOW  
THAT I WORK AT A SCHOOL THAT  
THAT IS FULLY ADOPTED THE TWO  
TEACHER INCLUSION MODEL AND  
BECAUSE OF THIS MODEL, THE FIRST  
FEW YEARS OF MY CAREER HAVE BEEN  
FULL OF PRETTY MUCH CONSTANT  
REMIND THAT'S RIGHT STUDENTS ARE  
CAPABLE OF SO MUCH MORE THAN WE  
OFTEN THINK THEY ARE.

I HAVE A STUDENT WHO BEGAN THIRD  
GRADE WORKING ON PREREADING  
STRATEGIES.

AND THERE WERE MANY MOMENTS THIS  
YEAR WHERE I DOUBTED THAT FULL  
INCLUSION WAS THE CORRECT  
PLACEMENT FOR HIM.

BUT WITH SCHOOL WIDE SUPPORT ON  
COTEACHING MODELS, AND PUSHING  
SUPPORT ON HONESTLY WITH JUST  
TIME, STUDENT IS NOW READING AND  
BEGINNING FOR FIRST TIME TO  
WRITE.

HE'S GROWING, HE'S HAPPY AND HE

IS A VERY VALUED MEMBER OF OUR  
LEARNING COMMUNITY.

I AM NOT SAYING THAT FULL  
INCLUSION IS EASY OR SIMPLESTÑ  
WAY BUT IT IS WORTH IT.

I THINK IT'S WORTH IT FOR  
SPECIALTY TEACHERS TO GO OUT OF  
OUR COMFORT ZONE IF WE TAKE THE  
PROMISE OF EQUITY SERIOUSLY IN  
THIS DISTRICT.

I THINK WE ARE ALL CAPABLE OF  
DOING INCREDIBLE THINGS UNDER  
THE RIGHT CONDITIONS.

WE ALL DESERVE TO FEEL TRUE  
BELONGING IN OUR COMMUNITY,  
THESE ARE THE LESSONS THAT  
INCLUDE.

MOST IMPORTANTLY THAT INCLUDES  
THE LESSONS FOR STUDENTS WHO  
ARE ENGAGED IN THIS THE  
FRAGILE AND BEAUTIFUL WORK OF  
GROWING UP, AND BUILDING IDEAS  
OF WHO THEY ARE AND WHAT  
THEY'RE CAPABLE OF.

I REPRESENT A CONVERSATION  
BETWEEN FAMILIES AND SCHOOLS.  
THEY'RE MEANT TO BE A  
CO-CONSTRUCTIVE PROCESS WHERE  
WE FIGURE OUT THE ENVIRONMENT  
THAT WILL HELP THE CHILDREN  
THRIVE.

IF OUR CHILDREN ARE NOT  
OFFERED TRUE INCLUSION, WE'RE  
TAKING AN OPTIONS THAT  
FAMILIES WANT OFF THE TABLE.  
IT COULD BE RIGHT FOR THEIR  
CHILDREN.

AS WE WORK FOR A COHESIVE PLAN  
FOR SPECIAL EDUCATION, I URGE  
YOU TO THINK OF THE ABILITIES  
OF THE STUDENTS IN BOSTON AND  
SEND THE RIGHT MESSAGE TO  
THEM.

THANK YOU FOR YOUR TIME, AND  
MY WONDERFUL PARTNERS FOR  
TESTIFYING TODAY.

>> THANK YOU, ZOE.

>> NEXT UP.

AND THEN AFTER THAT, IT WILL  
BE JEANETTE.

>> THANK YOU.

GOOD AFTERNOON, MEMBERS OF THE  
CITY COUNCIL.

I'M A SIX YEAR BOSTON EARLY

EDUCATOR.

I'M HERE TO ADVOCATE FOR  
CONSISTENT SUPPORT AND FUNDING  
FOR THE STUDENTS WITH SPECIAL  
NEEDS.

IN A VERY PUBLICLY RELEASED  
REPORT, THE DEPARTMENT OF  
ELEMENTARY, AND SECONDARY  
EDUCATION NOTES THAT IN THE  
BOSTON PUBLIC SCHOOL DISTRICT,  
SPECIAL SERVICES ARE IN  
SYSTEMIC DISARRAY.

I THEY DO NOT PROVIDE  
APPROPRIATE LEARNING  
OPPORTUNITIES FOR ALL STUDENTS  
WITH DISABILITIES.

IT CONTRIBUTES TO A PATTERN OF  
INEQUITABLE ACCESS.

>> SPECIAL INCLUSIVE PRACTICE  
IN THE DISTRICT, THE DISTRICT  
THAT HASN'T DEFINED OR  
IMPLEMENTED CONSISTENT  
INCLUSION POLICY, AND  
RECOMMENDED MODELS OF  
INCLUSIVE INSTRUCTION.

SOME EXAMPLES THIS REPORT  
ELUDES TO ARE THE HANDFUL OF  
SCHOOLS FUNDED WITH MORE  
EQUITABLE MODELS, AND STAFFED  
WITH MORE THAN ONE TEACHER WHO  
PROVIDES INSTRUCTION AND  
PROVIDED SERVICES.

YET A HANDFUL OF SCHOOLS TOUT  
OF 120 SEEMS DISCLUSIVE.

I'M HERE TO ASK FOR MORE  
FUNDING FOR OUR SCHOOLS.

ONE EDUCATOR WITH MULTIPLE  
LICENSES AND MAYBE A LEARNING  
EDUCATOR WHO SUPPORTS MULTIPLE  
GRADE LEVELS IS NOT ENOUGH FOR  
SPECIAL NEEDS NOR THE GENERAL  
EDUCATION STUDENTS.

TRIPLE LICENSE DOES NOT MAKE  
UP A QUALITY SMALL GROUP  
INSTRUCTION.

WE NEED TO ENSURE ALL CHILDREN  
IN BOSTON PUBLIC SCHOOLS HAVE  
THE EXCELLENT EDUCATION THAT  
THEY DESERVE.

THANK YOU.

>> THANK YOU SO MUCH.

AND NOW NEXT UP.

JEANETTE.

>> THANK YOU, CHAIRMAN, AND



THE MEMBERS OF THE COUNCIL FOR  
THE CHANCE.

I'M A PROUD SCIENCE TEACHER,  
AND A BOSTON RESIDENT.

I TEACH 24, AND EIGHT OF THOSE  
ARE INCLUSION CLASSES.

MY CHILDREN COME FROM HOMES,  
AND THREE IN A CLASSROOM.

WE RULED INCLUSION, AND HAVE  
HAD MANY SUCCESSES.

ONE GAP IS THE LACK OF  
STAFFING SUPPORT IN  
CLASSROOMS.

OUR PRESENT TEAM INCLUDES OUR  
ART TEACHERS, PHYSICAL  
EDUCATION, DANCE, MUSIC, AND  
I'M HERE BECAUSE I WANT THE  
DISTRICT TO INCLUDE ANOTHER  
PERSON IN SPECIALTY CLASSROOMS  
LIKE MY SCIENCE CLASSROOM.

MY SCIENCE CLASSROOM IS  
MATERIAL HEAVY, HIGHLY ACTIVE.  
WE PLANT.

WE HAVE A VARIETY OF ANIMALS  
IN THE CLASSROOM, AND WE DO  
EXPERIMENTS AND JOURNAL.

AS I LOOK BACK ON YEARS OF  
TEACHING, IT'S CLEAR TO ME  
THAT I'M A BETTER TEACHER TO  
STUDENTS INCLUDING THOSE WHO  
NEED SPECIAL EDUCATION SUPPORT  
WHEN I AM WITH ANOTHER ADULT,  
WHEN I TEACH WITH WITH ANOTHER  
ADULT.

IN THE TIMES I'VE HAD ANOTHER  
ADULT IN THE CLASSROOM, THE  
STUDENTS HAVE SUPPORT, AND  
STRIVING, AND ACTIVITY, AND  
SPEND MORE TIME OUTSIDE.

IT'S A BETTER AND RICHER  
EXPERIENCE FOR ALL MY  
STUDENTS.

THE SAME IS ECHOED BY THE  
ENTIRE SPECIALTY TEAM.

I FOCUS ON SCIENCE BECAUSE SO  
MANY OF MY STUDENTS INCLUDE  
SCIENCE.

I BELIEVE MY STUDENTS BELIEVE  
TO BUILD IDENTITIES AS  
DANCERS, ARTISTS.

WE NEED TO PROVIDE nATu STUDENTS  
THE OPPORTUNITY TO BE ALL THEY  
CAN BE.

THANK YOU SO MUCH.

>> NEXTUM IS ALANA, AND THEN  
MAYUE, AND ANABELLE.  
IF ONE PERSON IS IN THE CHAT,  
IF YOU COULD CHANGE YOUR  
DISPLAY NAME, AND PUT A NAME  
IN.

THANK YOU.

GO AHEAD.

GOOD AFTERNOON TO ALL THAT ARE  
ON THIS CALL.

I'M CO-CHAIR OF THE FAMILY  
COUNCIL AT THE ELEMENTARY  
SCHOOL IN ROSLINDALE.

AS AN INCLUSION SCHOOL THEY  
SERVE GENERAL IN A GENERAL  
EDUCATION, AND STUDENTS IN  
EVERY CLASSROOM K 0 THROUGH 5.  
CURRENTLY, THAT ARE TWO  
CLASSROOMS ON EACH GRADE  
LEVEL, EACH WITH A HOMEROOM  
TEACHER.

AS EACH FWRAID LEVEL WE HAVE A  
SPECIAL EDUCATION STUDENT  
SERVING AS AN INCLUSION  
SPECIALIST THAT ENSURES  
TEACHERS ARE SUPPORTED BY  
SPECIAL EDUCATION TEACHERS FOR  
HALF OF THE SCHOOL DAY, AND  
HAVE THE SUPPORT OF  
SPECIALISTS FOR THE OTHER HALF  
OF THE DAY.

THE MODEL WORKS WELL.

THE MODEL WORKS WELL MUCH OF  
THE TIME, ALTHOUGH IT CAME  
ABOUT AFTER ORIGINAL MODELS  
ONE PARENT FOR EACH CLASSROOM  
FULL TIME, INCLUDING A  
SPECIALIST HAD TO BE ADJUSTED  
DUE TO BUDGET CUTS.

THE TEACHERS ARE WORKING HARD  
TO MAKE OUR TWO ADULT MODELS  
SUCCESSFUL.

AND TEACHERS CAN DO MORE SMALL  
GROUP INSTRUCTION.

EVEN WITH THE SUCCESS WITH THE  
MODEL THERE'S SIGNIFICANT  
CHALLENGES.

TESTING FREQUENTLY PULLS  
TEACHERS AWAY FROM CLASSROOMS,  
AND DUE TO SCHEDULE  
CONSTRAINTS SPECIALIST  
TEACHERS GENERALLY LEAVE THE  
CLASSES WITHOUT ADDITIONAL  
STAFFING SUPPORT.

THIS MAKES IT CHALLENGING TO PROVIDE MEANINGFUL INSTRUCTION, BUT CREATES SAFETY ISSUES.

WHAT HAPPENS TO A SINGLE TEACHER CONDUCTING A LESSON OUTSIDE ON THE SCHOOL YARD OR THE OUTDOOR CLASSROOM WHEN A CHILD HAS A CRISIS.

A SINGLE TEACHER CAN'T BE A THERAPEUTIC CRISIS WITH ONE CHILD.

>> WE'RE LUCKY TO HAVE A CRISIS TEACHER IN PLACE WITH A SOCIAL WRKER.

THESE STAFF ARE ABLE TO HELP WHEN THEY TRAVEL TO THE LOCATION OF THE CRISIS PROVIDED THEY'RE NOT ALREADY SUPPORTING ANOTHER STUDENT. WITH 250 STUDENTS THIS IS FREQUENTLY THE CASE.

IF THIS IS A CHALLENGE AT OUR SCHOOL WHERE WE HAVE MORE STAFF THAN MANY OTHERS, WE KNOW IT MUST BE ENORMOUSLY CHALLENGING FOR OTHER SCHOOLS WITH FEWER SUPPORT STAFF. OUR SCHOOLS NEED ADQUAT FACULTY TO SUPPORT STUDENTS, ACADEMIC, AND EMOTIONAL NEEDS. THIS CAN'T BE DONE WITH SINGLE TEACHERS EVEN WITH MULTIPLE LICENSES.

>> ALSO FINISHING OFF. THANK YOU.

>> GREAT.

THANK YOU SO MUCH.

NORA IS WITH US.

AND ACTUALLY, NORA, YOU GO AHEAD, AND THEN RENE AFTERWARD.

>> GO AHEAD.

>> (INAUDIBLE) ELEMENTARY COUNCIL.

I'LL TAKE A MOMENT WHERE SHE LEFT OFF.

SO BEYOND THE STAFFING NEEDS WE OUTLINED AND OTHERS TALKED ABOUT, WE BELIEVE ALL STUDENTS DESERVE PHYSICAL EDUCATION, ARTS EDUCATION, AND SCIENCE EDUCATION.

WE KNOW THESE ARE OFTEN

THOUGHT OF AS EXTRAS OR ENRICHMENT.  
WE KNOW IT'S COMMON FOR STUDENTS WITH SPECIAL NEEDS, TO BE OFFERED ENRICHMENT. IT'S IMPORTANT, AND INCREASINGLY SACRIFICED DUE TO THE COMMITMENT TO STAFF THE INCLUSION MODEL IN THE APPROPRIATE WAY.  
THE EDUCATION THAT OUR STUDENTS WITH SPECIAL NEEDS ARE ENTITLED TO IS APPROPRIATE FOR THEM TO BE SUPPORTED, AND ACCESSING CURRICULUM AND HAVE ACCESS TO ENRICHMENT.  
WE KNOW THAT IN BOSTON, THERE'S A LONG STANDING TRADITION OF VOTEING TO ARC PROVE BUDGET THAT IS ARE WOEFULLY INADEQUATE BECAUSE THERE'S NO OTHER ACTION.  
WE APPEAL TO ALL OF YOU ON THE CITY COUNCIL TO INTERRUPT THE CYCLE OF APPROVING BUDGETS THAT DON'T COME NEAR TO PROVIDING STUDENTS NEEDS. OTHERS DO EVERYTHING IN OUR POWERS TO HELP BOSTON'S MOST VULNERABLE CHILDREN.  
THANK YOU.  
NORA.  
NEXT UP, RENE, AND THEN JANICE, AND I'LL NOTE ONE MORE TIME, WE HAVE ONE REMAINING PERSON.  
IN THE WAITING ROOM.  
AND I NEED A NAME.  
>> RENE, PLEASE GO AHEAD.  
>> I APPRECIATE ALL THE TEACHERS AND PARENTS SPEAKING ABOUT INCLUSION.  
WITH THAT I'LL JUMP BACK TO COUNCILLOR QUESTIONS.  
AS I ELUDED TO FROM THE START, I'LL BE RECOGNIZING COUNCILLOR ASABY GEORGE, AND I'LL GO RIGHT TO COUNCILLOR GEORGE.  
AND WE HAVE EIGHT VIDEO TESTIMONIES OTHERS SUBMITTED AND WE'LL PLAY THOSE AT THE END.  
ALONG WITH TAKING ANYBODY ELSE WHO TESTIFIES IN THE MEANTIME.

SORRY.  
WE LOOK FORWARD TO HEARING  
THOSE.  
WITHOUT FURTHER ADO,  
COUNCILLOR GEORGE.  
I'M GOING TO NOTE ONE MORE  
THING.  
I HAVE A NEW METHOD AROUND  
QUESTION TIMING, BECAUSE I  
WANT TO GET THE MAXIMUM NUMBER  
IN.  
SO WHAT I'LL BE DOING NOW IS  
RAISING MY GAVEL AT 5 MINUTES  
AND THEN YOU'LL HEAR AN ALARM  
AT 7 MINUTES.  
IF YOU AREN'T DONE, I'LL  
GAVEL.  
IT'S IMPORTANT FOR COLLEAGUES  
AND EVERYBODY HERE TO GET  
THROUGH THE QUESTIONS AND GIVE  
PEOPLE OPPORTUNITIES TO ASK.  
THAT'S THE NEW PLAN.  
>> THANK YOU, MADAM CHAIR.  
I APPRECIATE THE PRESENTATION  
BY THE SCHOOL DEPARTMENT  
SUPERINTENDENT AND THE TEAM.  
I ALSO APPRECIATE THE  
ADVOCATES AND THE TEACHERS IN  
PARTICULAR AS TODAY IS  
NATIONAL TEACHER DAY.  
NATIONAL ASSOCIATION  
APPRECIATION DAY.  
THANK YOU FOR ALL THE WORK  
THAT YOU CONTINUE TO DO.  
I OFTEN JOKE AFTER SPENDING  
TIME IN THE CLASSROOM IS TOO  
MUCH FOR ME, SO I RAN FOR  
OFFICE.  
THE WORK YOU ALL DO IS  
TREMENDOUS.  
I APPRECIATE THE TEACHERS AT  
THE BTU SCHOOL.  
MY BOYS ARE AT BOSTON LATIN  
SCHOOL.  
I'D LIKE TO THANK FOR  
TEACHERS.  
AND A SPECIAL SHOUT OUT ON  
NATIONAL TEACHER APPRECIATION  
DAY TO ALL MY FORMER  
COLLEAGUES AT EAST BONON HIGH.  
THEY CONTINUE TO DO A  
TREMENDOUS AMOUNT OF WORK ON  
BEHALF OF OUR STUDENTS AND  
TEACHERS ACROSS THE DISTRICT.

I ALSO APPRECIATE CHAIR WOMAN  
BALK FOR RECOGNIZING THE WORK  
PLANNING.

AND HEARING ON INCLUSIONS  
OUTSIDE OF THE BUDGET PROCESS,  
AND HOW WE DO BUSINESS.

I'LL POSTPONE THAT, BUT USE  
THIS TIME TO ASK QUESTIONS  
REGARDING INCLUSION.

I REALLY APPRECIATE THE  
RENEWED FOCUS FROM LOTS OF  
DIFFERENT PARTIES IN ADDITION  
TO THE FAMILIES WHO HAVE BEEN  
ASKING FOR INCLUSION TO BE  
DONE RIGHT ACROSS THE  
DISTRICT, AND THE  
SUPERINTENDENT OF OUR TEAM TO  
MAKE SURE WE'RE DOING THAT FOR  
THE KIDS.

CAN AS A SUPERINTENDENT OR A  
MEMBER OF YOUR TEAM TALK ABOUT  
HOW WE'RE DEFINING INCLUSION  
IN OUR DISTRICT.

WHAT DOES THAT LOOK LIKE TO A  
FAMILY MAYBE EXPLORING  
INCLUSION FOR THEIR STUDENTS.

I'M ALSO INTERESTED IN -- AS A  
PART OF THAT DEFINITION WHAT  
DOES IT MEAN FOR THE ADULTS IN  
THAT CLASSROOM.

THE NUMBER OF STUDENTS IN IAT  
VERSUS THOSE WHO ARE SPECIAL  
ED STUDENTS.

HOW MANY WAIT LISTS -- HOW  
MANY STUDENTS ARE WAIT LISTED  
FOR INCLUSION ACROSS THE  
DISTRICT, AND WHERE DO WE HAVE  
OPENINGS?

IN A NEW SCHOOLS WE HAVE OPEN  
INCLUSION, AND THEN A WAIT  
LIST FOR GEN ED STUDENTS SO  
THERE'S A CONFLICT WITH THE  
SCHOOL BUDGET ACROSS THE  
DISTRICT.

I'LL HAVE A FOLLOW-UP QUESTION  
AFTER THAT.

THANK YOU.

>> I THINK I'M GOING TO HAVE  
TO DEFER TO DAVID FOR THE  
NUMBERS ON INCLUSION, STAFFING  
AND WAIT LIST.

I DON'T HAVE THAT NUMBER RIGHT  
HERE.

>> I WOULD SAY THINGS ABOUT

INCLUSION -- THERE ARE TWO DEFINITIONS OF THE WORD INCLUSION.

ONE IS CLASSIFICATIONSS AND -- INCLUSION AS A GENERAL TERM, ART AND SPECIAL EDUCATION MEANS SOMETHING DIFFERENT IN THE SORT OF CONTRACTUAL DEFINITION OF INCLUSION THAT WE HAVE IN BOSTON.

THE INCLUSION IS SOMETHING WE'RE DOING WITH ALL OF OUR STUDENTS AND POTENTIALLY SEPARATE PROGRAMS TO MAKE SURE IT'S PART OF (INAUDIBLE) IN THE SETTING.

THERE'S FORMAL INCLUSION PROGRAM IN THE CONTRACT AS A CLASSROOM WITH NO MORE THAN 20 STUDENTS, OF WHICH HAVE AN IAT WITH A CERTAIN NUMBER OF MINUTES.

BPS HAS PRACTICE THAT HAS SAID THOSE CLASSROOMS ARE WITH PARENT PROFESSIONALS.

I NEED TO CLARIFY THAT ALL THE STUDENT CLASSROOMS ARE STAFFED WITH TWO ADULTS.

A SECOND ADULT IS SOMETIMES A PROFESSIONAL.  
(INAUDIBLE)

AS FAR AS THE RATIOS, THE CLASS SIZE IS 26 AT THE MAX.

YOU MIGHT HAVE STUDENTS WITH LOWER NEED IATs IN THAT ROOM, AND PERHAPS THERAPY OR RESOURCE SERVICES BY OTHER TEACHERS BESIDES THE CLASSROOM STAFF.

THAT'S LIMITED TO NO MORE THAN HALF THE STUDENTS IN THE ROOM. GENERALLY, AS A BEST PRACTICE IN THE SYSTEM WE AIM FOR FIVE STUDENTS.

SO CLASS SIZE OF 20 WITH A BREAK DOWN OF 15 AND 5, AND MAYBE ONE OR TWO ADDITIONAL STUDENTS IN LOWER IAPs.

AND ESTABLISH THE PRACTICE AS PART OF THE ROLLOUT SIX OR SEVEN YEARS AGO WAS ONE TEACHER AND A PROFESSIONAL AS THE MODEL.

WE ALSO HAVE AN EXTENSIVE

GROUP OF OTHER MODELS TODAY  
WHERE SCHOOLS GENERATED THEIR  
OWN VERSION OF WHAT AN  
INCLUSION MODEL MIGHT LOOK  
LIKE.

THE TEACHERS AND THE CLASS  
>> DO WE SOMETIMES HAVE THAT  
IN CLASSROOMS THAT DON'T --  
AREN'T CODED FOR INCLUSION?  
WE WOULD HAVE -- THERE'S  
ALWAYS A POTENTIAL TO HAVE --  
I THINK OF MY OWN YEARS AS  
TEACHING THAT A CLASSROOM WITH  
SO MANY KIDS DIDN'T HAVE THE  
ADDITIONAL SUPPORT.

IS THERE A WAY WHEN WE QUOTE A  
CLASSROOM ROSTER, THAT AFTER  
SO MANY THERE'S PROFESSIONALS  
TOO SUPPORT THE WORK?

>> IF A CLASSROOM IS CODED A  
GENERAL EDUCATION CLASSROOM,  
AND THE STUDENTS ENTERING THE  
CLASSROOM AREET GOING SPECIAL  
EDUCATION SUPPORT, THAT'S  
PROVIDED FOR A SPECIAL  
EDUCATION TEACHER (INAUDIBLE)

>> I SEE THE GAVEL IS UP, I'LL  
HAVE ADDITIONAL QUESTIONS ON  
INCLUSION IN THE NEXT ROUND.  
THANK YOU, MADAM CHAIR.

>> THANK YOU, COUNCILLOR  
GEORGE.

COUNCILLOR JANNEY?

ALL RIGHT.

FOR A SECOND, OOx+\*ILT SKIP AND  
GO TO COUNCILLOR ARROYO.

TO COUNCILLOR ARROYO.

>> THANK YOU, AND THANK YOU  
FOR THE PRESENTATION.  
IN TERMS OF FUNDING FOR THE  
LOOK BILL.

I KNOW WE SPOKE ON THIS  
SOMETIME IN MARCH, I THINK, OR  
FEBRUARY.

THE SUPERINTENDENT CAME AND  
GAVE (INAUDIBLE)

>> HE'S MUTED.

>> SORRY.

I WAS TALKING.

THANK YOU FOR THAT.

VERY QUICKLY.

I KNOW IN FEBRUARY OR MARCH  
WHEN YOU CAME TO SPEAK WITH



THE COUNCIL SUPERINTENDENT  
THERE WAS TALK ABOUT THE LOOK  
BILL, AND HIRING SOMEBODY TO  
SORT OF PUT TOGETHER A PLAN  
FOR HOW TO HANDLE ELLs.

I THINK YOU HIRED THAT PERSON  
THAT DAY OR SOON AFTER, AND  
THEN WE WERE HIT BY COVID.

DO YOU HAVE UPDATES ON WHAT  
THAT PERSON HAS PUT TOGETHER?

TWO, WHEN WE TALK ABOUT  
FUNDING, AND TRYING TO PUT  
TOGETHER THE PROGRAMING THAT  
WE NEED, HOW THIS BUDGET DOES  
THAT, AND HOW THIS BUDGET  
COULD BE BETTER FOR THAT?  
SPECIFICALLY, I DID ASK  
EARLIER, BUT I'LL RE-ASK IT  
NOW.

AS IT APPLIES TO STUDENTS WITH  
SDAIBLGTS WHAT THE CAPACITY IS  
TO ADDRESS THAT, AND HOW TO  
BUILD THE CAPACITY, AND THE  
LANGUAGE PROFICIENCY OR A  
CULTURAL PROFICIENCY THING,  
AND WAYS TO DEAL WITH THAT,  
AND OTHER QUESTIONS FOR ROUND  
TWO JUST TO KEEP THIS  
EFFICIENT?

>> COUNCILLOR, THANK YOU FOR  
THAT.

THE DUAL LANGUAGE SUPPORTS  
SOME FUNDING IN THIS BUDGET  
FOR THAT, AND THEY CAN SPEAK  
TO THAT.

WE HAVE TO RAMP UP OUR BPS,  
AND OF COURSE, THAT'S ON HOLD.  
SO THAT'S TIED UP WITH THAT.  
FUNDING FOR THE DUAL LANGUAGE  
IN THE BUDGET.

THE UPDATE ON THE BILINGUAL  
PLAY IS DR. DELREYES WHO CAME  
IN TO DO THE WORK, AND WE HAVE  
A NATIONAL SEARCH FOR HER  
REPLACEMENT.

SHE CAME IN TEMPORARILY, AND  
HAS HISTORICAL KNOWLEDGE TO  
HELP US.

AND HAS WORKED ON THE TASK  
FORCE ON SOME OF THAT WORK.  
AND THEN WE ALSO HAVE, JUST SO  
YOU KNOW, BEGINING TO LOOK AT  
ETHNIC STUDIES AND FORMALIZING  
COURSES IN THE DISTRICT.

>> GREAT, THANK YOU.

>> I DIDN'T KNOW THAT WOULD BE THAT QUICK.

COULD I ASK ONE MORE QUESTION?

WHAT EFFORTS ARE WE MAKING WITH ELL IN THE COVID-19 PANDEMIC TO ENGAGE ONLINE.

ARE WE DOING SPECIAL PROGRAMMING?

WHAT CAN WE DO ESPECIALLY CONSIDERING THIS NOT JUST FOR NOW, BUT THE POSSIBILITY -- IN WHAT WAYS ARE WE ENGAGEING ON THAT?

>> MULTIPLE WAYS.

FIRST, THE ELL ARE REACHING OUT TO STUDENTS JUST LIKE OTHER TEACHERS MEET WITH STUDENTS AT THE SHELTERS, AND ENGLISH CLASS.

THOSE TEACHERS ARE REACHING OUT TO THE STUDENT BODY AND PROVIDING SERVICE.

THE SECOND IS TRANSLATION BEING ACCESSED QUITE A BIT FOR TRANSLATION SERVICES FOR OUR TEACHERS SO THAT THEY CAN HAVE TRANSLATION SERVICES IN THEIR LEARNING ENVIRONMENT.

THE THIRD PIECE IS WE'RE USING A STUDENT SUPPORT TEAM NOW AS WE IDENTIFY STUDENTS HAVE NOT YET ENGAGED OR HAVE TROUBLE WITH WI-FI, AND IT'S OFF OR THEY HAVE TO PUT IT BACK ON. WE'RE HELPING TO MAKE SURE THEY'RE GETTING THE SUPPORT WITH BEING CONNECTED, AND IF THEY'RE NOT GETTING SUPPORTED OR FALLING BEHIND, THEN THERE'S INTERVEPGZ FROM OTHER SUPPORT PROFESSIONALS WITHIN THE SCHOOL.

THERE'S A ROUND TABLE AT THE SCHOOL LEVEL THAT'S IMPORTANT, AND THEN ANDRE AND THE ACADEMIC TEAM HAVE SPECIFIC ELL RESOURCES ON THE REMOTE LEARNING WEBSITE FOR PARENT SDPS EDUCATORS.

>> THANK YOU SO MUCH.

>> NEXT UP, COUNCILLOR JANNEY, AND THEN I HAVE THE ORDER. I THOUGHT I HAD EVERYONE, BUT

COUNCIL PRESIDENT JANNEY, YOU HAVE THE FLOOR.

>> COUNCILLOR JANNEY, YOU'RE STILL MUTED.

COUNCILLOR MADEEAS GO AHEAD.

>> CAN YOU SEE ME.

>> SO LIKE, EMMA, AND BOTH HAD PUBLIC TESTIMONY.

IN ADDITION TO PROFESSIONALS WHAT HAPPENS IF THE

PROFESSIONALS ARE OUT SICK?

WHAT PERCENT INCREASE OR DECREASE OVER TIME?

WHILE TALKING ABOUT INCLUSION,

NOT ALL OF OUR STUDENTS ARE

IN -- BLACK AND BROWN

STUDENTS -- NOT ALL OF OUR

STUDENTS ARE IN SPECIAL

EDUCATION OR ELL.

THERE ARE A LOT IN GENERAL

EDUCATION, AND IT'S IMPORTANT

TO(3 MAKE SURE.

>> I'M REALLY CURIOUS AROUND

WHAT WE'RE GOING TO DO TO

ENSURE THAT -- WE CAN'T WAIT

FOR THE SCHOOLS AND SUPPORT

SERVICES.

IN TERMS OF SPECIAL EDUCATION,

(INAUDIBLE) AND SPECIAL

EDUCATION, I'M CURIOUS AS TO

WHY ELL AND LOWER EDUCATION --

BE VERY SPECIFIC ABOUT SOME

THINGS.

ONE OF THE THINGS WITH

COVID-19 -- ESPECIALLY AT

HOMES WHERE THEY DON'T SPEAK

ENGLISH.

A LOT OF EL LIFESTUDENTS

AREN'T LEARNING AT THE

CAPACITY AS THEY WOULD HAD

THEY BEEN IN SCHOOL.

AND THE BUDGET POTENTIALLY

PICK UP THE SLACK THAT

COVID-19 HAS CREATED.

HOW ARE WE REACHING OUT TO

PARENTS WHO DO NOT SPEAK

ENGLISH?

IN WHAT WAYS ARE WE MAKING

ROOM FOR THEM IN THE PROCESS?

I THINK FOR ME AS A PARENT WHO

WENT THROUGH BOSTON PUBLIC

SCHOOLS, THERE'S A CONNOTATION

AS WELL, AND THE CHARACTERS

KEEP CHANGING BUT THE

DISCREPANCIES CONTINUE TO EXIST IN THE BOSTON PUBLIC SCHOOLS.

I AM REALLY LOOKING TO THIS ADMINISTRATION AND REALLY GRATEFUL TO THE SUPERINTENDENT FOR ALL OF HER EFFORTS.

IT'S GET TOGETHER POINT WHERE A LOT OF PEOPLE ARE NOT (INAUDIBLE) IN THE SYSTEM.

SO I REALLY THINK THAT WE HAVE AN OPPORTUNITY TO RESTORE THE TRUST.

THAT IS GOING TO BE MORE ABOUT THE SCHOOL BUDGET, AND THE DOLLARS.

IT'S REALLY ABOUT HOW WE'RE ALLOCATING THE RESOURCES AND HUMAN CAPITAL.

SO I'D JUST LIKE TO GET SOME CLARIFICATION ON THAT.

>> SO I'M GOING TO GO AHEAD AND START, IF DAVID COULD GIVE SPECIFIC ANSWERS TO SOME OF THE NUMBER QUESTIONS SHE HAS, THAT WOULD BE FINE.

I WANT TO TALK ABOUT THE STRATEGIC PLAN, AND THE FACT THAT WE PULLED OUT AND CULTIVATE TRUST AS ONE OF THE BIGGEST ISSUES, AND AMPLIFY VOICE.

I KNOW I SAID THAT IN A PREVIOUS HEARING AS WELL. THAT'S WHY THOSE BULLETS ARE IN THE PLAN.

WE HEARD IT AND WE LISTENED. SO YOU CAN SEE THAT I MENTIONED THAT THE DAY AFTER WE CLOSED, WE INSTITUTED WITH THE DOCTOR'S LEADERSHIP, THE EQUITY ROUND TABLES.

A FEW WEEKS LATER, WE INSTITUTED THE SCHOOL BASED ROUND TABLE.

THE BOSTON PUBLIC SCHOOLS NEVER HAD THIS BEFORE. WE KNEW IT WAS CRITICAL FOR SCHOOL LEADERS TO BE IN CONTACT WITH COMMUNITIES TO REACH STUDENTS AND FAMILIES DURING THIS TIME.

SO THAT WAS CRITICAL TO BUILDING TRUST, AND TO

LISTENING TO THE COMMUNITY AND  
AMPLIFYING THE VOICE.

I THINK THAT STRUCTURE IS NOT  
JUST IN COVID.

WE'RE GOING TO KEEP THAT GOING  
AS WE LOOK AT COMMUNITY  
ORGANIZING AT THE LEVEL OF THE  
SCHOOL TO THE DISTRICT LEVEL  
AND PROVIDE FOR US A GREAT  
LEPS ON WHAT'S HAPPENING IN  
THE COMMUNITY, WHAT  
PARTNERSHIPS ARE AVAILABLE AT  
SCHOOL.

NOW DO WE BETTER SERVE THE  
CHILDREN AND FAMILIES AND THE  
OVERALL COMMUNITY.

I THINK THAT'S GOING TO BE A  
REALLY GREAT NEW DTIONZ THAT  
WE'VE GOT BECAUSE OF COVID.  
WE HAD THE EQUITY ROUND TABLES  
AND THE TASK FORCE, BUT THIS  
IS JUST MUCH BROADER.

A HUNDRED PEOPLE (INAUDIBLE)  
AND FOR SCHOOLS TO HAVE 25  
PEOPLE SHOW UP FOR THEIR  
COUNCIL, IT GIVES US A WHOLE  
NEW OPPORTUNITY.

I'M EXCITED ABOUT THAT.

AS FOR COVID, AND WHAT HAS TO  
DO WITH COVID FOR THE EL  
LEARNERS, THAT'S GOING TO BE  
SPECIFIC TO LEARNING WHERE  
THEY'RE AT IN TERMS OF THEIR  
ENGLISH ACQUISITION, AND THEIR  
SKILL SET IN THE CONTACT AREA.  
WE'LL ALSO DO THE STUDENT  
SUPPORT TEAM, AND KNOW WHAT  
OTHER SUPPORTS THEY NEED IN  
ORDER TO BETTER PROGRAM THEM  
FOR THE SUMMER.

I THINK PARENTS WILL WANT TO  
PARTNER WITH US IN THE SUMMER,  
BECAUSE I THINK WE'LL STILL  
HAVE REMOTE LEARNING IN THE  
SUMMERTIME, AND I THINK  
PARENTS WILL WANT CHILDREN  
ENGAGED.

I THINK THE BUDGET THAT WE'LL  
USE FOR THAT WILL BE THE  
STIMULUS BUDGET.

THAT'S INTENDED TO HELP  
MITIGATE FOR SOME OF THE COSTS  
ASSOCIATED TO COVID.

THE OTHER THING YOU ASKED

ABOUT GENERAL ED, THIS IS AN IMPORTANT QUESTION. I KNOW WE TALKED ABOUT IT WITH THE BUDGET AND HOW THE BUDGET WAS BASED AROUND EQUITY FOR ALL STUDENTS AND AS A CIVIL RIGHTS ISSUE, WE PRESENTED A LOT OF DATA ON STUDENT ACHIEVEMENT. WE PRESENTED DATA TO THE SCHOOL COMMITTEE WHERE BLACK AND BROWN STUDENTS WERE, WHERE THE SPECIAL ED STUDENTS WERE IN TERMS OF THE GAPS IN THEIR LEARNING AND LACK OF ACCESS OR OPPORTUNITY THAT THEY HAVE. SO WE PREDICTED ALL KINDS OF DATA AND ACCOUNTABILITY. THERE WAS A COMPELLING PRESENTATION TO THE SCHOOL COMMITTEE ABOUT WHERE WE ARE WITH THE BOSTON PUBLIC SCHOOLS. WE ALSO RECEIVED A REVIEW GIVING US A GOOD GLIMPSE INTO WHERE WE'RE AT WITH PROGRAMMING AND SUPPORT FOR THAT. WE'VE TAKEN ALL OF THAT INTO ACCOUNT IN THINK BEING THIS BUDGET, AND THE BUDGET TO CONSIDER AS WE BEGIN TO REALLY IMPLEMENT WITH STRONG FIDELITY, THE THING THAT IS WE ARE COMMITTING TO IN THE STRATEGIC PLAN. WE'RE STARTING WITH THE GENERAL POPULATION IN THE MOST UNDERPERFORMING SCHOOLS. THAT'S WHERE WE'RE GOING TO HIT THE BLACK AND BOUN TEACHING GAP, AND THE LITERACY ADOPTION IS ANOTHER BIG PIECE. SPECIAL DEVELOPMENT, WE'RE GOING TO BE DEALING WITH TEACHERS AROUND EFFICACY AND STANDARDS ALIGNMENT, AND THE WAY WE ASSESS STUDENTS FOR LEARNING AND THE WAY WE PROGRAM FOR THEM DIFFERENTLY. THAT'S THE DEEP WORK IN THIS BUDGET. >> THANK YOU. IT SEEMS LIKE WE'RE NOT GOING

TO BE ABLE TO KEEP SPEAKING.

>> I'LL TRY TO BE BRIEF.

>> I'VE GOT TO BE HONEST WITH THIS PROCESS.

I THINK THAT WE HAVE A LOT OF PEOPLE TUNING IN, AND I THINK THAT WE GET REALLY LENGTHY WITH -- (INAUDIBLE) NOT JUST YOU.

WE APPRECIATE YOUR FEEDBACK. BUT I THINK WE NEED TO DO THIS FOR PEOPLE WATCHING AND KEEP IT SIMPLE.

KEEP IT DIRECT AND USE THE SIMPLEST TERMS TO BREAK IT DOWN.

>> SEE IF WE HAVE COUNCILLOR JANNEY BACK.

IS IT WORKING?

>> I DON'T KNOW WHAT THAT WAS. IT WAS MY FACE COVERING ON THE AVATAR WAS TRYING TO MUFFLE ME, BUT I WON'T BE SILENT.

I'M SORRY ABOUT THE TECHNICAL DIFFICULTIES EARLIER.

I WANT TO SHOUT OUT ALL THE TEACHERS.

I SHARE YOUR CONCERNS AROUND INCLUSION.

IT LOOKS LIKE WE'RE MOVING FORWARD WITH NEW OPPORTUNITIES, AND I'M EXCITING ABOUT EXPANDING TO LANGUAGE YOU TALKED ABOUT EARLIER.

I HOPE THERE'S A PLAN IN PLACE FOR NEW PROGRAMS AND EXPANSION OF DUAL LANGUAGE.

I'D LOVE TO HEAR MORE ABOUT THAT.

I UNDERSTAND SOME ARE GOING TO SCHOOLS WHERE THE LANGUAGE WITH 50% LANGUAGE OTHER THAN ENGLISH.

I DON'T KNOW HOW MANY SCHOOLS THAT IS.

THIS IS CRITICALLY IMPORTANT HOW WE ENGAGE THE PARENTS OF THE ENGLISH LANGUAGE LEARNERS, AND STUDENTS THAT ARE NOT ENGLISH LANGUAGE LEARNERS WHO HAVE PARENTS AT HOME WHO DO NOT SPEAK ENGLISH.

HOW WE ENGAGE IS CRITICALLY

IMPORTANT AND I WONDER IF WE  
COULD HAVE NOT JUST THE RACIAL  
BREAKDOWNS WE ASKED FOR BUT  
THE LANGUAGE BREAKDOWN.  
NUMBER 3, CONCERNS ABOUT  
STUDENTS WITH DISABILITIES WHO  
ARE ALSO ENGLISH LANGUAGE  
LEARNERS.

THIS HAS BEEN A CONCERN OF  
MINE.

I HAVEN'T SEEN, THE  
DISTRICT'S CAPACITY TO REALLY  
DEAL WITH THIS GROUP OF  
STUDENTS WELL.

I WONDER WHERE WE ARE AROUND  
IDENTIFYING, ASSESSING AND  
TESTING TO PROVIDE THE  
APPROPRIATE TESTING FOR  
STUDENTS WHO HAVE  
DISABILITIES.

NUMBER 4, INCLUSION.

I SHARE THE CONCERNS THAT THE  
TEACHERS HAVE.

THIS IS AN ISSUE I'VE BEEN  
RAISING SINCE I'VE BEEN ON  
THIS COUNCIL.

I WOULD BE INTERESTED WHAT THE  
SUPERINTENDENT'S VISION IS FOR  
INCLUSION.

I'VE BEEN LOOKING TO A MODEL,  
A GENERAL ED, AND A SPECIAL ED  
TEACHER IN THE CLASSROOM.

WHAT WAS THE BREAKDOWN ON THE  
STUDENTS BY RACE, AND MY  
LANGUAGE AND NEIGHBORHOOD.  
WE KNOW INCLUSION, FOR IT TO  
BE DONE RIGHT, IF IT IS NOT  
DONE RIGHT, IT'S JUST DUMPING  
INTO GENERAL ED.

THE TWO TEACHER MODEL IS  
IMPORTANT.

WE KNOW THAT MOST OF THE KIDS  
THAT ARE SEPARATE ARE BLACK  
AND BROWN.

THERE WAS A REPORT THAT CAME  
OUT YEARS AGO.

I'M INTERESTED IN THE PROGRESS  
WE MADE.

AND THE OTHER SIDE WHERE  
THERE'S BLACK -- PARTICULARLY  
BOYS, THIS IS A BOY ISSUE.  
WE START ON ONE OF THE SLIDES.  
THOSE WHO MAKE IT OUT AND GO  
TO A PRIVATE PLACEMENT.



HOW MUCH IS THAT COSTING US.  
WHAT'S THE BREAKDOWN BY RACE,  
NEIGHBORHOOD AND LANGUAGE OF  
WHOSE GOING OUT OF DISTRICT,  
AND LOOKING WHO IS SEPARATE IN  
OUR DISTRICT, AND BREAKING IT  
DOWN BY NEIGHBORHOODS, AND  
RACE AND LANGUAGE.

THAT'S IT FOR ME, MODAM CHAIR.  
THANK YOU SO MUCH.

>> OKAY.

I'LL TAKE FEEDBACK FROM  
COUNCILLOR MEJIA AND BE  
BULLETED IN RESPONSES.

THE LOOK BILL IS WORKED ON BY  
THE DOCTOR, AND WE DON'T HAVE  
THAT YET DONE.

SHE CAME IN RIGHT AFTER COVID  
AND WORKING WITH THE ELL TASK  
FORCE ON THAT.

WE'RE EXPANDING DUAL LANGUAGE  
IN VIETNAMESE, AND WE HAVE A  
NUMBER OF OTHER DUAL LANGUAGE  
PROGRAM.

WE'RE TRYING TO FIND THE RIGHT  
SPACE FOR THE VIETNAMESE DUAL  
LANGUAGE PROGRAM.

FAMILY ENGAGEMENT.

THERE'S LIAISONS.

ONE THING WE DID WITH THE  
FAMILY SURVEY IS GET A LOT OF  
RESPONSES.

WE HAD RESPONSE.

AND WE KNOW THE DATA -- IT WAS  
AN ANONYMOUS SURVEY, WE'VE  
GIVEN TO LEADERS, AND THEY'RE  
FOLLOWING UP.

NOW THE PRINCIPAL HAS THE  
INFORMATION AND THEY'RE ABLE  
TO CALL THE FAMILY AND GET  
THEM TO CHROME BOOK.

THAT'S BEEN USED TO CALL ALL  
THE FAMILIES AND WE'VE HAD A  
TERRIFIC RESPONSE RATE.

ALMOST 50%.

THE SPECIAL ED ELs, WE'RE  
WORKING ON A SPECIAL PLAN WITH  
THE DEPARTMENT.

I THINK THEY HAVE A PLAN THAT  
THEY'VE BEEN WORKING ON.

I'VE BEEN TOLD ITS SUPPOSED TO  
BE READY FOR NEXT SCHOOL YEAR.

THAT WOULD BE FOR PROFESSIONAL  
DEVELOPMENT WITH THE TEACHERS.

WHO ARE TEACHING THE SPECIAL GROUP.

THE INCLUSION AND NEIGHBORHOOD, I'LL HAVE TO REFER TO TEAMMATES TO GET THAT INFORMATION FOR YOU.

>> BE CLEAR WHEN I SAY INCLUSION, THE TWO TEACHER MODEL INCLUSION.

THE ACTUALLY GEN ED, SPECIAL ED TEACHER INCLUSION.

I WONDER HOW MANY OF OUR CLASSROOMS LOOK LIKE THAT. AND WHICH KIDS ARE IN THOSE CLASSROOMS.

>> I WAS SURPRISEED TO SEE SO MANY STUDENTS, ESPECIALLY BLACK AND BROWN STUDENTS SEPARATE.

I HIRED A SPECIALIST IN SPECIAL ED AS A LEGAL ADVISER IN SPECIAL ED.

I ALSO HAVE JUST RESTRUCTURED A POSITION WITHIN OUR EQUITY OFFICE TO WORK ON PROPORTIONALITY TO TAKE ON THE ISSUES OF SEPARATE.

I WILL TALK YOU MORE ABOUT THAT OFF LINE.

>> THANK YOU.

>> THANK YOU SO MUCH COUNCILLOR.

NEXT UP COUNCILLOR FLYNN. YOU HAVE THE FLOOR.

>> THANK YOU.

THANK YOU, COUNCILLOR, AND THANK YOU, SUPERINTENDENT.

I WILL TRY TO BE VERY BRIEF. I KNOW SOME OF THE QUESTIONS WERE ALREADY ASKED.

I WAS MEETING INFORMALLY WITH PARENTS, ASIAN PARENTS.

THEY ASKED ME TO BRING UP THE FOLLOWING QUESTION.

I KNOW SOME OF THEM WANTED TO TESTIFY BUT THEY WEREN'T ABLE TO.

I TRIED TO SUMMARIZE THEIR QUESTIONS.

IN TERMS OF SUPPORT FOR EL WITH SPECIAL NEEDS HOW IS THE LANGUAGE SUPPORTAG5Q BEING IMPLEMENTED?

DO WE HAVE TEACHERS WHO SPEAK

THEIR LANGUAGE AND ENABLED TO  
COMMUNICATE WITH FAMILIES  
ALSO?

IF NOT, HOW MUCH INTEMPT WILL  
WE ADDRESS  
(INAUDIBLE).

>> I THINK HELPING THE PARENTS  
IS IMPORTANT.

GETTING PARENTS HELP WITH  
THEIR OWN LANGUAGE.

I HAVE THAT FRIEND OF MINE TO  
TALK TO.

MONICA ROBERTS IN PARENTS  
ADVANCEMENT.

I KNOW THAT THEY DO HOLD SOME  
LANGUAGE CLASSES FOR PARENTS  
THROUGH THE PARENT UNIVERSITY.

I'LL PUT THAT BACK HERE AND  
SPEAK WITH HER ABOUT IT.

AS FOR TEACHER LANGUAGES, AND  
HAVING LANGUAGE SUPPORT, WE  
REALLY DO STRIVE TO HAVE OUR  
TEACHERS TO BE MULTILINGUAL.

I DON'T HAVE THE EXACT  
PERCENTAGE OF THOSE WHO ARE  
MULTILINGUAL.

I'LL MAKE SURE WE GET YOU THAT  
INFORMATION SO YOU KNOW, AND  
THERE ARE SEVERAL TEACHERS WHO  
ARE MULTILINGUAL.

CERTAINLY THE MAJORITY OF OUR  
TEACHERS ARE ENGLISH SPEAKERS.

WE HAVE A NUMBER OF STAFF  
MEMBER WHO IS SPEAK MULTIPLE  
LANGUAGES.

I THINK WE COULD BE MORE  
DELIBERATE WHICH SCHOOLS ARE  
BEING ASSIGNED THE LANGUAGES  
MOST SPOKEN AT THOSE SCHOOLS.  
THAT'S WHY WE HAVE A LANGUAGE  
POSITION AT SCHOOLS THAT ARE  
OVER 50%.

WITH THAT, I THINK I ANSWERED  
YOUR QUESTION.

>> YES, THANK YOU,  
SUPERINTENDENT.

SUPERINTENDENT, I HAVE OTHER  
QUESTIONS.

I'M GOING TO E-MAIL THEM TO  
YOU IN THE INTEREST OF TIME.

AGAIN, THANK YOU FOR THE WORK.  
THANK YOU ALL TO ALL THE

TEACHERS FOR THEIR TREMENDOUS  
WORK.

WORKING SO HARD IN TEACH AND  
EDUCATING OUR YOUNG STUDENTS.  
THANK YOU TO ALL THE TEACHERS.  
>> THANK YOU, COUNCILLOR  
FLYNN.

>> BEFORE GOING ON, I WANT TO  
INJECT MYSELF FOR A MINUTE  
BECAUSE I'M ACTUALLY GOING TO  
SPEAKING WITH MY COUNCILLOR AT  
4:00.

THE QUICK QUESTION I WANTED TO  
ASK AS A FOLLOW-UP -- IT MIGHT  
HAVE BEEN NATE WHO CORRECTED  
AND SAID THERE'S ALSO TWO  
ADULTS IN THE INCLUSION  
CLASSES.

I HAD A CONVERSATION WITH  
SOMEONE ON EARLIER ABOUT THE  
FACT THAT THE MAJORITY OF THE  
CLASSROOMS THAT HER INCLUSION  
MOVE YOU 32 THE DAY AND HAD  
MULTIPLE TEACHERS, BUT WHEN IT  
CAME TO SCIENCE, THEY ONLY HAD  
HER BECAUSE SHE WAS  
SPECIALIZED, AND THERE WASN'T  
A PARENT OR A SECOND ANYBODY  
IN THE ROOM.

I THINK IT GETS TO THE BIGGER  
PICTURE QUESTION THAT A LOT OF  
US HAVE BEEN PUSHING ON, AND  
THE ADVOCATES PUSH ON.

HOW MUCH CONSISTENCY CAN YOU  
EXPECT ON THE INCLUSION FRONT?

>> IT'S A GREAT QUESTION.

IT SPEAKS TO A TECHNICAL  
PROBLEM THAT -- IT'S ONE WE  
NEED TO LOOK AT.

YOU KNOW, WHEN (INAUDIBLE) GET  
TO GO ON A BREAK.

WHEN DO TEACHERS DO OTHER  
PLANNING?

I THINK WE NEED TO IMPROVE  
SCHEDULING.

PARENTS MAY BE GOING ON BREAK  
AT A TIME WHEN A STUDENT  
NEEDS -- OTHER ACCOMMODATIONS  
ARE NEEDED.

IAPs, AND OTHER INCLUSIONS IN  
THE FORMAL PROGRAM HAVE  
FORHOURS OF SPECIAL EDUCATION  
SERVICES WRITTEN IN THROUGHOUT  
THE DAY.

THAT'S ONLY PART OF THE DAY.  
FOR THE REST OF THE DAY THE

STUDENT IS IN GENERAL ED.  
THEY DON'T NEED ACCOMMODATIONS  
FOR THEIR LEARNING.

A STUDENT WITH DISABILITY MAY  
NEED READING OR LEARNING --  
WE'RE TRYING TO WORK ON THE  
SCHEDULES SO WHEN TEACHERS OR  
PARENTS GO ON BREAK SO  
WHenever THERE'S A MOMENT IN  
DAY WHEN ONE OF THOSE TWO  
ADULTS IS ON BREAK, THAT  
STUDENTS ARE NOT IN A PLACE  
WHERE THEY REQUIRE SOMETHING.  
IT SOUNDS LIKE THAT SPECIFIC  
EXAMPLE (INAUDIBLE)

>> I ALSO WANT TO PULL BACK  
ONE LEVEL -- WHEN WE'RE  
TALKING ABOUT STUDENTS -- YOU  
KNOW, WE TALK ABOUT MAKING  
SURE THERE'S TWO ADULTS IN  
EVERY CLASSROOM IF THERE'S A  
PARTICULAR STUDENT MOVING AWAY  
FROM THE INDIVIDUALIZED NATURE  
WE'RE TALKING ABOUT.

I'M REMINDS OF A CONVERSATION  
I HAD AT THE BASTON ARTS  
ACADEMY.

SHE SAID WHEN YOU'RE AT THE  
ARTS ACADEMY, YOU QUESTION  
WHAT IS A DISABILITY.

SHE HAS STUDENTS IN THE SCHOOL  
WHO HAVE MATH, AND THEY NEED A  
LOT OF ACADEMIC SUPPORT TO BE  
ABLE TO MEET GRADE LEVEL  
EXPECTATIONS IN MATH.

AND THEN YOU HEAR THEM SING  
AND THEY'RE PITCH PERFECT.  
WHAT IS A DISABILITY?

WE DEFINE THAT AS STRUGGLES IN  
MATH OR CORE SUBJECTS AS A  
CAUSE OF NEEDING ADDITIONAL  
SUPPORT, AND WHEN YOU START  
TALKING ABOUT A KID STRUGGLING  
AT READING, HAVING TO HAVE TWO  
ADULTS IN A PHYSICAL EDUCATION  
CLASS, AND IN EVERY SINGLE  
CLASS, WE START TO MOVE AWAY  
FROM THE INCLUSIVE NATURE OF  
REALLY LOOKING AT STUDENTS,  
THEIR ABILITYS AND THEIR  
NEEDS.

WE GET TO A PLATES WHERE WE  
SERVE ADULTS, AND SAY WE JUST  
NEED TWO ADULTS ALL THE TIME

BECAUSE THIS KID HAS THAT LABEL.

I'M DRAWING BACK EVEN MORE BEYOND WHAT DAVID IS SAYING, AND SAYING WHAT OUR JOB TO DO, AND DO EVEN MORE IT APPLIES TO ENGLISH LEARNERS WITH SDAIBLGTS, AND WE NEED TO BE TAKING A WHOLE SCHOOL APPROACH WHEN WE TALK ABOUT THIS.

LOOKING AT AN INDIVIDUAL CHILD THAT MAKE SURE THE SUPPORTS ARE FLUID THROUGHOUT THE DAY AND GIVE IT TO THE STUDENT WHO IS NEED IT THE MOST.

>> THANK YOU, NATE.

MY IMPRESSION OF THIS CASE IS NOT THAT IT'S A STUDENT WHO NEEDS SUPPORT, IT'S RELYING ON THE SECONDARY SPECIAL ED LICENSE FOR A STUDENT IN THAT TIME.

I WANT TO STRESS IN MY MIND, CIENCE IS A SUBJECT WHERE A STUDENT NEEDS SUPPORT AROUND SCIENCE, OR WRITING OR SCIENCE, BECAUSE IT'S A TOPIC -- THE IDEA THAT WE MIGHT BE STRUCTURING A SCHEDULE WHERE WE'RE RESOLVING THE PROBLEM BY SORTING THE SPECIALISTOR THE ACADEMIC SUBJECT IS JUST AS IMPORTANT, AND MAY BE A MAJOR MISTAKE.

I DON'T WANT TO GO TOO FAR DOWN THE RABBIT WHOLE.

I JUST REALLY WANT TO HIGHLIGHT THAT.

I THINK THAT'S THE KIND OF THING PEOPLE ARE TALKING ABOUT.

MY SECOND QUESTION IS JUST ON ELL.

YOU MENTIONED SUPERINTENDENTS ROLL OUT ON THE VIETNAMESE AND CREOLE PROGRAM.

YOU'RE MUTED.

>>

>> CAN YOU SPEAK A LITTLE BIT TO -- CAN YOU SPEAK A LITTLE BIT TO WHAT EXACTLY THE CONCRETE INVESTMENT IN DEVELOPING THOSE PROGRAMS NOW? I KNOW THOSE COMMUNITIES ARE

NOT IN MY DISTRICT, BUT I KNOW  
THEY'VE BEEN LOOKING FOR THAT  
FOR A LONG TIME, AND PEOPLE  
LOOKING AT THE BUDGET IS WHERE  
TO FIND THE MONEY ON THAT  
FRONT.

I JUST WANT MORE DETAIL ON  
THAT.

THAT'S THE LAST QUESTION.

>> THERE'S 400 K IN THE BUDGET  
SET ASIDE FOR SPECIAL  
DEVELOPMENT TO SUPPORT THE  
ENGLISH LEARNERS AND SUPPORT  
THE DUAL DEVELOPMENT PROGRAM.  
THIS IS SEPARATE FROM THE DUAL  
LANGUAGE PROGRAM.

SO WE DO HAVE SIX EXISTING  
ENGLISH PROGRAMS.

FOUR SPANISH DUAL LANGUAGE  
PROGRAMS.

AND HAITIAN CREOLE DUAL  
ENGLISH PROGRAM.

AND ALSO PART OF THE  
CURRICULUM ROLLOUT FOR  
LITERACY LOOKING AT DUAL  
LANGUAGE CURRICULUM FOR THOSE  
SCHOOLS DOING DUAL LANGUAGE  
SPANISH.

STUDENTS WILL BE GOING TO DUAL  
LANGUAGE, AND THEN DEVELOPING  
WITH THE VIETNAMESE COMMUNITY  
TO ROLL OUT NEW PROGRAMS IN  
THE COMING YEARS.

SO ANY SET ASIDE MONEY THAT  
YOU SEE WILL BE ABOUT CENTRAL  
SUPPORTS FOR THAT DEVELOPMENT.  
AND THEN THE PROGRAM WILL BE  
FUNDED WHEN ENROLLMENT IS  
GIVEN AND THE PROGRAMS ARE  
STARTED.

>> BUT 400,000 FOR THE  
DEVELOPMENT OF THOSE TWO  
PROGRAMS THIS YEAR?

>> RIGHT.

>> AND I JUST LEFT OUT THAT I  
APPRECIATE, SUPERINTENDENT,  
THE NEED TO DO AN AUDIT AND  
FIGURE OUT A STRATEGY.

YOU'VE MADE THAT (INAUDIBLE)  
TO ECHO COUNCILLOR EDWARDS,  
THERE'S A TON OF ANXIETY THAT  
EVEN THOUGH THAT'S A GOOD LONG  
RANGE PLANNING DIRECTION, ONE  
OF THE GAPS AROUND THE COVID

THING IS AROUND THE EL  
COMMUNITY, AND A LOT OF ANGSET  
HOW TO ACCELERATE THE RAMP UP  
SPEED ON THAT.

I'VE USED MY TIME.

I WANT TO RECOGNIZE COUNCILLOR  
BREEDON.

YOU HAVE THE FLOOR.

>> HI.

THANK YOU SO MUCH FOR AIL OF  
YOUR RECITATIONS THIS  
AFTERNOON.

I HAD A QUICK QUESTION ABOUT  
WHEN SOMEONE IS A NEWCOMER  
STUDENT FROM ANOTHER -- COMING  
FROM ANOTHER COUNTRY, IS THERE  
EVALUATION OF THEIR FORMAL  
LEVEL OF EDUCATION EVEN IF  
THEY SPEAK NO ENGLISH.

IF THEY'VE HAD EDUCATION IN  
THEIR OWN LANGUAGE, IN THEIR  
OWN HOME COUNTRY.

THEY HAVE A LOT MORE TOOLS IN  
THE KIT THAN SOMEONE WHO HAS  
VERY LITTLE.

HOW DUE SORT THOSE STUDENTS?

>> SO OUR NEWCOMERS ASSESSMENT  
CENTER IS IN CHARGE OF WHAT A  
STUDENT COMES, AND TAKES A  
HOME LANGUAGE SURVEY TO  
UNDERSTAND THE LANGUAGES  
SPOKEN IN THE HOME.

BASED ON RESPONSES THEY GO TO  
THE ASSESSMENT CENTER WHO  
ASSESSES THEIR ENGLISH  
LANGUAGE DEVELOPMENT LEVEL,  
AND IDENTIFIES THE PROGRAMS  
THEY'RE ELIGIBLE FOR, AND A  
SCREENING FOR STUDENTS WE  
REFER TO AS STUDENTS WITH  
LIMITED OR SBRUEPTED FORMAL  
EDUCATION.

THAT'S GOING IN A DIFFERENT  
DIRECTION THAN YOU WERE  
TALKING ABOUT, BUT FOR  
STUDENTS WHO MAY NOT HAVE HAD  
ACCESS TO FORMAL EDUCATION OR  
INTERRUPTION FOR A VARIETY OF  
REASONS, THEY GET A  
SPECIALIZED PROGRAM.

THAT SPECIALIZED PROGRAM HAS  
AN ESL INSTRUCTOR, AND  
THEN NATIVE LANGUAGE LITERACY  
INSTRUCTOR AS WELL.



WHAT YOU'RE REFERRING TO  
THERE, IF WE KNOW STUDENTS  
HAVE INADEQUACY IN HOME  
LANGUAGE, TRANSITION IS EASIER  
IF THEY HAVE TO DEVELOP  
ENGLISH, AND BE BROUGHT UP TO  
GRADE LEVEL.

AND PART OF THE STUDENTS WHO  
RECEIVE INSTRUCTION IN HOME  
LANGUAGE KEEP PACE WITH THE  
CORE ACADEMICS AND NOT HAVE TO  
HAVE SEPARATE TIME JUST  
FOCUSED ONLY ON LANGUAGE  
ACQUISITION AND ENGLISH.

ACQUIRING ACADEMIC LANGUAGE IN  
ENGLISH, AND SOMETIMES THAT'S  
AT THE EXPENSE OF THE TIME  
THEY SPENT IN CONTACT AREA,  
THE CURRENT ENGLISH  
RECOMMENDATION IS TWO AND A  
HALF HOURS OF ESL STUDENTS FOR  
LEVEL ONE.

TWO AND A HALF HOURS OF A HIGH  
SCHOOL DPAI IS A -- MISSING  
OUT ON A LOT OF CORE  
INSTRUCTION.

THAT'S PART OF THE PUSH FOR  
MORE MODELS.

AND THEY'RE DEVELOPING.  
THEY'RE CONSTANTLY DEVELOPING  
TOOLS TO ASSESS THE STUDENTS  
WHO NEED TO DEVELOP LANGUAGE  
PROEFFICIENCY.

>> YOU DON'T KNOW THE  
BACKGROUND OF THEM.  
THEY MAY COME FROM A WAR TORN  
COUNTRY.

AND MANY STUDENTS HAVE A  
EDUCATION MAYBE IN THEIR HOMES  
IN NATIVE LANGUAGE.

SO BEING ABLE TO ACCOMMODATE  
THEM WOULD BE TAKING AWAY FROM  
OTHER ACADEMIC SUBJECTS AND  
LEARNING.

IT'S VERY IMPORTANT.

THERE'S ONE OTHER QUESTION.

OH, IN TERMS OF THE COMPLEX OF  
REMOTE LEARNING RIGHT NOW.

ARE WE ACCOMMODATING -- I  
DON'T KNOW HOW WE ACCOMMODATE  
FOR A DIFFERENT LEARNING  
STYLE.

SOME'VE SO MUCH OF IT IS  
VISUAL.

I DON'T KNOW.

I'VE SET IN ON SOME CLASSS TO  
SEE HOW IT'S GOING.

HOW ARE WE ACCOMMODATING  
DIFFERENT LEARNING DURING THE  
COVID CRISIS?

>> I THINK THAT YOU KNOW, WE  
HAVE TEACHERS WHO WILL BE  
GIVEN FIVE HOURS OF  
PROFESSIONAL DEVELOPMENT THAT  
WE WERE ABLE TO SECURE WITH  
THE BTU AGREEMENT.

THEY WILL GET, YOU KNOW,  
FORMALIZED TRAINING ON HOW TO  
DO REMOTE LEARNING SO THAT  
STUDENTS ARE ENGAGED IN TAKING  
IN ACCOUNT FOR WHAT THE  
ASPECTS ARE AND THE BEST  
PRACTICES AROUND REMOTE  
LEARNING.

AS WELL AS THEY ARE LEARNING  
FROM PEERS AND COLLEAGUES.

>> WELL, I UNDERSTAND --

THAT'S VERY NICE.

AND JUST ONE ARE  
(INAUD1B!E)

>> I DON'T HAVEE THAT NUMBER.  
IZ COME BACK ABOUT A PERCENT OF THE  
STUDENTS WITH DISABILITIES.

OKAY.

>> THAT MIGHT BE INVOLVED.

>> A PUSH IN MODEL?

>> THE TEACHER SUPPORTS THE  
CLASS IN THE GENERAL ED  
CLASSROOM RATHER THAN GOING TO  
A DISCREET CLASSROOM WITH JUST  
THE ONE TEACHER.

>> AND THEN SOME STUDENTS AN  
ACCOMMODATION WOULD BE THEY  
WANT TO FOCUS ON A PARTICULAR  
SUBJECT, AND NEED A MORE QUIET  
SPACE THEN THE OTHER STUDENTS  
YOU WORK WITH?

OKAY.

ALL RIGHT.

THAT'S ALL I HAVE FOR THE  
MOMENT.

THANK YOU VERY MUCH.

>> YES, SORRY.

I WAS MUTED.

THANK YOU COUNCILLOR.

I APPRECIATE THAT.

ALL RIGHT.

A COUPLE OF QUICK THINGS.

I AM NOW GOING TO PASS THE CHAIR BATON TO COUNCILLOR ASABY GEORGE WHO IS MY VICE CHAIR, AND CO-CHAIR OF THIS HEARING.

COMBINING WITH HER INCLUSION HEARING ORDER: I JUST WANT TO KNOW A COUPLE OF THINGS BEFORE I PASS AT BAN TO. RIGHT NOW, THE REMAINING ORDER FOR THE QUESTIONS OF COUNCILLORS, CAMPBELL, OMALY AND WU. RIGHT NOW I JUST SEE O'MALLEY AND WU ON THE LIST.

THERE'S THE ORDER RECOGNIZED IN.

I NOTE FOR THE WHOLE COUNCIL THERE'S A 5:00 CPA HEARING. WE ALSO HAVE 20 MINUTES OF PUBLIC TESTIMONY VIDEOS THAT WILL BE ~~IN~~ OF THIS HEARING THAT NEED TO BE PLAYED PRIOR TO THAT 5:00 START TIME, SINCE CARRIE CAN ONLY RUN ONE ZOOM AT ONCE.

SO COUNCILOR ESSAIBI GEORGE WILL BE ENDING THE COUNCILOR QUESTION PERIOD HERE AROUND 4:35 OR SO. I JUST NEED EVERYBODY TO KEEP THAT IN MIND, THAT THAT'S A REAL HARD STOP.

AND I WILL BE BACK AS SOON AS I DEAL WITH MY 4:00 THING, BUT I'M NOT SURE EXACTLY HOW LONG THAT WILL TAKE.

SO I-- SINCE I MAY NOT BE HERE AT THE ADJOURNMENT, I JUST REALLY WANT TO ON MY OWN BEHALF AGAIN THANK THE ADMINISTRATION FOR BEING HERE.

AND ALSO THANK THE MANY COUNCILORS.

THE FOCUS AREA HERE OF INCLUSION, SPECIAL ED, AND E.L.L., REALLY CAME TO BE BECAUSE OF THE NUMBER OF QUESTIONS PEOPLE WERE PHRASING ABOUT IT IN ADVANCE OF THE BUDGET PROCESS.

AND I JUST KNOW IT'S GOING TO BE A CONTINUED AREA THAT THE COUNCIL WANTS TO FOCUS ON WITH THE ADMINISTRATION, ALL THREE OF THOSE TOPICS.

SO I WILL PASS THE GAVEL, YOU

KNOW, FIGURATIVELY TO--  
>> I'M CATCHING IT.  
I'M GOING TO START MY TIMER AND  
CALL ON I THINK IT'S COUNCILOR  
O'MALLEY THAT'S NEXT.  
COUNCILOR O'MALLEY, YOU HAVE THE  
FLOOR.  
>> THANK YOU, MADAM CHAIR.  
I APPRECIATE IT.  
THANK YOU AND YOUR TEAM.  
CAN WE TALK A LITTLE BIT ABOUT  
OUT-OF-DISTRICT PLACEMENTS,  
SUPERINTENDENT.  
I KNOW WE'VE TOUCH.  
THAT IN SOME OF THE EARLIER  
THINGS, CAN YOU TAKE ABOUT OUR  
TOTAL EXPENSE IN OUT-OF-DISTRICT  
PLACEMENT?  
>> YUP.  
SO, LET ME JUST NAWL RIGHT UP.  
OUR TOTAL EXPENSE IN  
OUT-OF-DISTRICT PLACEMENT IS  
RISING FOR NEXT-- FOR FY21, BUT  
IT'S ONLY RISING WITH THE COSTS  
OF PRO-RAMS INCREASING.  
THE STATE SETS A REPRESENTATIVE  
AT WHICH PROGRAMS ARE ALLOWED TO  
INCREASE THEIR RAETSZ AND OUR  
EXPECTED COSTS ARE EXPECTED TO  
INCREASE BY THAT RATE.  
AND I HAVE THE TOTAL RIGHT HERE.  
IT'S INCREASING FROM JUST UNDER  
\$40 MILLION IN THE CURRENT YEAR  
TO JUST UNDER \$41.  
SO 39.6, 38.7 MILLION.  
THAT IS JUST A REFLECTION OF THE  
EXPECTED INCREASE IN STATE  
RATES.  
ALSO, I WOULD NOTE OF THAT,  
ABOUT 75% OVER THE FIRST, ABOUT  
\$50,000 OF COSTS, IS REIMBURSED  
BY THE STATE THROUGH THEIR  
CIRCUIT BREAKER PROVISION.  
THAT IS ONE OF THE PROVISIONS  
WE'RE KEEPING AN EYE ON AS THE  
WAIVER JUST CAME THROUGH ABOUT  
WHAT COULD CHANGE ABOUT STATE  
AID GOING FORWARD.  
THEY COULD RESET THAT  
REIMBURSEMENT RATE EVERY YEAR.  
THAT'S A PLACE WHERE WE COULD BE  
REALLY HURT IF THE STATE LOWERS  
THEIR REIMBURSEMENT RATE FOR THE  
CIRCUIT BREAKER.

>> VERY VALID POINT.

DOES THAT \$41 MILLION INCLUDE  
TRANSPORTATION COSTS ASSOCIATED  
WITH THE OUT-OF-DISTRICT  
PLACEMENTS?

>> IT DOES NOT.

>> DO YOU HAVE THAT HANDY.

>> I COULD GET IT VERY SHORTLY.

>> OKAY, GREAT.

SO, MAYBE IF YOU COULD GET THAT.

WELL, SUPERINTENDENT, I WANTED  
TO COMMEND YOU ON THE DECISION--  
I HOPE I'M NOT LETTING THE CAT  
OUT OF THE BAG-- ABOUT SOME  
CHANGES IN TERMS OF SOME NEW  
HIRES AS IT RELATES TO  
IMPLEMENTING AND SORT OF  
OVERSEEING AND SUMMITTING  
INCLUSIONARY PROGRAMS.

>> YES, WE'RE REALLY EXCITED  
ABOUT SOME LEADERSHIP CHANGES  
THAT ARE GOING TO BE NAEPG OUR HAPPENING  
IN OUR SPECIAL EDUCATION  
DEPARTMENTS, AS WELL AS IN OUR  
SCHOOLS, TO BE ABLE TO PROVIDE  
SOME ADDITIONAL SUPPORT TO SOME  
OF OUR SCHOOLS, ESPECIALLY OUR  
TRANSFORMATION SCHOOLS.

>> FAIR ENOUGH.

AND I THINK I-- I'LL LEAVE IT AT  
THAT, EXCITED TO HEAR SOME GREAT  
PLANS IN THE MIX.

YOU KNOW, OBVIOUSLY, WE'VE HEARD  
FROM A NUMBER OF TEACHERS AND I  
WANT TO ECHO OUR INCREDIBLE DEEP  
AND SINCERE APPRECIATION.

I KNOW YOU AND YOUR TEAM SHARES  
AS WELL.

INCLUSION IS A MODEL I KNOW WE  
ALL KNOW WORKS AND KNOW THAT WE  
NEED TO MAKE SURE WE CAN FUND IT  
AND MAKE SURE THAT THE SUPPORTS  
ARE THERE.

BUT JUST TO SORT OF REALLY  
UNDERSCORE-- AND, AGAIN, I KNOW  
WE'RE ALL SINGING FROM THE SAME  
HYMN BOOK, SO TO SPEAK.

IT IS VITAL TO MAKE SURE WE ARE  
ABLE TO, PARTICULARLY IN A TIME  
OF POST-PANDEMIC OR PANDEMIC TO  
HAVE THOSE SUMMITS AVAILABLE.

SO I JUST THINK OF THE SO MANY  
SCHOOLS IN MY DISTRICT,  
SPECIFICALLY, THE MANNING SCHOOL

IN JAMAICA PLAIN, PEARLY SCHOOL.  
SO MANY GREAT PROGRAMS HAPPENING  
THEIR AT THE KILMER AS WELL, TO  
SUPPORT THOSE STUDENTS AND THEIR  
FAMILIES.

IT'S JUST SO IMPORTANT.

AND IT'S PARTICULARLY IMPORTANT  
DURING REMOTE LEARNING TIME.

I APPRECIATE YOUR FOCUS ON THAT.

ONE OF THE THINGS THAT I'M  
INCREDIBLY PROUD OF MY TIME ON  
THE BODY IS WORKING TO SUMMIT  
CREATION OF THE FIRST TWO-WAY  
BILINGUAL HIGH SCHOOL IN THE  
CITY.

AND DR. DAY, WE CALL HER, DANYA  
VASQUEZ, DOES A WONDERFUL JOB  
WITH HER STAFF THERE.

YOU CAN TALK A LITTLE BIT ABOUT  
EXPANDING THAT MOD TOLL MORE  
HIGH SCHOOLS, OR AT LEAST  
PERHAPS SOME OF THE PROGRAMS  
THEY HAVE AT THE MUNEZ, A TRUE  
IPMERGZ EXPERIENCE.

>> I CAN GENERALLY SPEAK TO IT.

WE ARE GOING TO HAVE A HIGH  
SCHOOL REDESIGN PRESENTATION TO  
THE SCHOOL COMMITTEE SHORTLY,  
BECAUSE THAT WORK IS ONGOING.

BUT THERE'S BEEN A LOT OF  
DISCUSSION ABOUT EXPANSION OF  
DUAL LANGUAGE BECAUSE WE ARE  
TRYING TO, AS PART OF THE BILL  
P.P.S., CREATE PATHWAYS FOR  
STUDENTS THAT GROW IN THE  
U.K.K., ALL THE WAY THROUGH, AND  
CONNECT THEM TO ELEMENTARY  
SCHOOL, AND THE ELEMENTARY  
SCHOOL ALL THE WAY THROUGH THE  
HIGH SCHOOL.

SO WE ARE PLANNING TO REALLY  
BEGIN TO BUILD SEVEN LARGER  
COMPREHENSIVE HIGH SCHOOLS.

I THINK I'VE BEEN PRETTY PUBLIC  
ABOUT THAT.

PART OF THE REDESIGN, HAVING  
GRADES 7-12, IN THOSE HIGH  
SCHOOLS, AND A MYRIAD OF  
PROGRAMMING FROM DUAL LANGUAGE  
TO CAREER PATHWAY PROGRAMMING,  
PERFORMING ARTS, VISUAL ARTS  
PROGRAMMING, CLUBS, AND ATHLETIC  
ACTIVITIES, ALL OF THOSE THINGS  
THAT WOULD BE SOMETHING TO BE

VERY PROUD OF.

>> THAT'S GREAT.

AND CAN YOU TALK ABOUT SORT OF JUST THE DIFFERENCE BETWEEN SUBSTANTIALLY SEPARATE CLASSROOMS AND INCLUSIONS. MY LATE SISTER ACTUALLY WAS AN INCLUSION SPECIALIST AT THE CONDON SCHOOL IN SOUTH BOSTON GOING BACK, GOSH, 10, 15 YEARS NOW.

YOU CAN TALK ABOUT SHORT OF MOVEMENT, YOU KNOW, THE NUMBER OF SUBSTANTIALLY SEPARATE CLASSROOMS.

HAS THAT DECREASED OVER A FIVE-10-YEAR PERIOD AND BEEN THE MOVE AND THE TREND TO BE ABLE TO OFFER THOSE STUDENTS SUPPORT IN A MORE INCLUSIONARY CLASSROOM.

>> I CAN SPEAK TO YOU ON PHILOSOPHY, WHILE DAVID LOOKS FOR THE NUMBER WHETHER THEY'VE GONE DOWN OR UP.

I HAVE BEEN SURPRISED BY THE NUMBER OF CLASSROOMS WE DO HAVE. IT APPEARS ME THIS YEAR WE END UP GOING UP AND NEEDING MORE CLASSROOMS.

WHERE I'D RATHER BE GOING UP AND NEEDING MORE INCLUSIONARY CLASSROOMS.

>> SURE

>> I KNOW THERE ARE A COUPLE OF EXPANSIONS OF INCLUSIONS THIS YEAR, BUT IT WOULD BE NICE TO HAVE MORE INCLUSIONARY ENVIRONMENTS FOR CHILDREN. I UNBELIEVABLE HETEROGENEOUS GROUPING IN CHILDREN.

AS PEOPLE KNOW, I AM NOT BIG ON, YOU KNOW, SEPARATING OUT CHILDREN AND TRACKING CHILDREN.

>> YUP.

>> SO THAT'S KIND OF MY PHILOSOPHY.

I KNOW ONE OF THE COUNCILORS ASKED EARLIER ABOUT MY PHILOSOPHY, AND IT'S TO HAVE CHILDREN IN THE LEAST-RESTRICTIVE ENVIRONMENT IN ORDER TO HAVE THEM FULLY INCLUDED TO THE BEST OF THEIR COMPART, BASED ON THE I.E.P.

AGREED TO BY THEIR TEACHERS AND  
THE SPECIALISTS THAT SUPPORT  
THAT FAMILY AND THAT FAMILY.  
SO THAT'S MY PHILOSOPHY.  
I KNOW DAVID PROBABLY--  
>> THAT'S ALL GREAT.  
>> AND, ALSO, I HIRED SOMEBODY  
JUST RECENTLY, AND PART OF THESE  
CHANGES, TO WORK SPECIFICALLY ON  
THIS ISSUE OF DIZZ  
PROPORTIONALITY WITHIN THE  
DISTRICT, ESPECIALLY FOR OUR  
BLACK AND BROWN YOUTH, AND BLACK  
AND BROWN BOYS.  
AND THAT PERSON IS GOING TO BE  
MONITORING THE DATA IN THE  
HOUSING AND EQUITY OFFICE.  
IT WILL LIAISON WITH OUR SPECIAL  
ED OFFICE, AND IT WILL WORK WITH  
OUR DIRECTOR OF SPECIAL  
EDUCATION TO HELP US WITH----  
>> SINT SUPERINTENDENT, AND  
WE'RE GOING TO BE LOOKING TO  
SUCCESSFUL MODELS, SUCH AS THE  
MENDELL SCHOOL, THE MANNING  
SCHOOL, TO HELP US UNDERSTAND  
BETTER HOW TO DO INCLUSION  
RIGHT.  
>> ABSOLUTELY.  
>> I THINK DAVID'S GOING TO ADD  
A LITTLE SOMETHING TO THAT, AND  
THEN WE'LL GO TO COUNCILOR  
CAMPBELL.  
>> COUNCILOR O'MALLEY, TO YOUR  
EARLIER QUESTION ABOUT  
TRANSPORTATION COSTS TO STUDENTS  
SERVED OUTSIDE THE DISTRICT, I  
WAS FORGET WHERE TO FIND IT, AND  
IT'S ON OUR "EXPLORE BUDGET"  
WEBSITE.  
AND I PULLED UP THE EXPLORE  
BUDGET WEBSITE, AND  
TRANSPORTATION IS ABOUT \$6.3  
MILLION WE SPEND ON STUDENTS IN  
OUTPLACEMENT SETTINGS.  
THERE'S A SMALL PART OF THAT,  
THAT RELATES TO VOCATIONAL ED,  
BUT IT'S MOSTLY FOR STUDENTS  
WITH DISABILITIES.  
AND THEN TO YOUR QUESTION ABOUT  
THE NUMBERS OF SPECIAL ED  
SUBSEPARATE CLASSROOMS, WE'RE  
SEEING INCREASES IN THE NUMBER  
OF INCLUSION CLASSROOMS AND



NUMBER OF SUBSTANTIALLY SEPARATE CLASSROOMS AT THE MOMENT. MOSTLY THEY HAVE TO DO WITH THE EXPANSION WE'RE SEEING IN THE NUMBER OF STUDENTS DIAGNOSED WITH AUTISM.

AND THE INCREASED CLASSROOMS WE NEED TO CREATE AS MORE STUDENTS ARE IDENTIFIED, ESPECIALLY AT THE AGE OF THREE, FOR THAT PROGRAM.

THEY TEND TO BE IDENTIFIED AS NEEDING SUBSTANTIALLY SEPARATE PROGRAMMING AT THAT EARLY CHILDHOOD LEVEL.

THAT'S ONE OF THE MAIN THINGS THE SUPERINTENDENT HAS DIRECTED US TO LOOK AT.

>> ABSOLUTELY.

I APPRECIATE THAT.

THANK YOU FOR ALL YOUR WORK.

I KNOW THIS IS INCREDIBLY IMPORTANT, AMONG THE MOST IMPORTANT WE DO, SO THANK YOU.

I CAN JUST ASK DAVID, THAT TIN-TIN BEHIND YOU IN THAT PAINTING?

>> IT IS.

YOU HAVE A KEEN EYE.

>> EXCELLENT, WELL DONE.

THANK YOU, THANK YOU, MADAM CHAIR.

>> GREAT.

THANK YOU VERY MUCH, COUNCILOR O'MALLEY.

COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR ESSAIBI GEORGE.

A LOT OF MY QUESTIONS WERE ASKED AND ANSWERED, BUT I REALLY WANTED TO SUPPRESS THE PIECES AROUND THE DUAL-LANGUAGE PROGRAM AND THE DUAL-LANGUAGE PROGRAM FOR THE VIETNAMESE COMMUNITY AND CAPE VERDEAN COMMUNITY.

IT WOULD BE HELPFUL TO HAVE TIMELINE AND ACTION.

WHEN WE GO BACK TO COMMUNITIES TO SAY THERE WILL BE A DUAL-LANGUAGE PROGRAM, WHEN THAT MIGHT ACTUALLY HAPPEN.

AND THEN SOME OF MY QUESTIONS HAVE TO DO WITH SUBSTANTIAL SEPARATE CLASSROOMS, AND I KNOW

SOME OTHER FOLKS HAVE BROUGHT THIS UP.

BUT, SPECIFICALLY, IF THERE IS DATA TRACKING BOYS, PARTICULARLY BOYS OF COLOR, BEING PLACED IN SEPARATE CLASSROOMS OVER THE LAST FEW YEARS.

IF WE COULD SEE THAT, THAT WOULD BE HELPFUL.

AND IN THAT RESPONSE FWE COULD, ALSO, IF THE DISTRICT COULD ALSO PROVIDE WHAT IS A STRATEGY IN TERMS OF CHANGING THAT.

I KNOW I HEARD SOME OF-- SOME OF THE RESPONSE EARLIER.

BUT PULLING IT APART A LITTLE BIT MORE IN TERMS OF NOT JUST THE STRATEGY AND HOW WE'RE GOING TO COMBAT IT, BUT A TIMELINE ATTACHED TO THAT.

AND SOME OF THE OTHER QUESTIONS I HAD, I CAN PUT IT IN WRITING AND JUST SEND, JUST FOR THE SAKE OF TIME.

BUT TWO THINGS I DID WANT TO STRESS.

ONE IS THIS RESTRUCTURING CONVERSATION WE CONTINUE TO HAVE, HOW IT CONNECTS TO THOSE SCHOOLS THAT HAVE HIGH CONCENTRATIONS OF ENGLISH LANGUAGE LEARNERS AND SPECIAL NEEDS STUDENTS AND HOW THEY HAVE TO, OBVIOUSLY, BEAR THE RESPONSIBILITY OF INSTRUCTING THOSE STUDENTS AND HOW HARD THAT IS, AND HOW WE GET THE DISTRICT FOR ALL SCHOOLS TO SHARE THE BETTER THAN OF THAT.

WHAT DOES THAT LOOK LIKE IN TERMS OF OUR HIGH SCHOOL, THIS RESTRUCTURING, EVERYONE SHARING-- I SHND SAY "BURDEN." EXCUSE ME, SHARING IN THE RESPONSIBILITY OF OUR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS.

WHAT ASK DOES THAT STRUCTURE LOOK LIKE AT THE HIGH SCHOOL LEVEL SO OUR STUDENTS ARE DISPERSED ACROSS ALL OF OUR SCHOOLS.

AND THE SECOND QUESTION IS, EARLY ON-- AND I THINK THIS WAS

IN CONTEXT OF COUNCILOR EDWARDS'  
QUESTION OF ENGLISH LANGUAGE  
LEARNERS AND THE MIDDLE SCHOOL  
AND THE OTHER SCHOOLS IN THE  
DISTRICT, AND HOW THEY-- YOU  
KNOW, ARE PUTTING INVESTMENTS  
THERE TO MAKE SURE THOSE FOLKS  
ARE NOT HARMED.  
AND I'M PUTTING THAT IN QUOTES.  
I WANT TO SORT OF PUSH BACK ON  
THAT A LITTLE BIT.  
IN THE PREVIOUS BUDGET HEARING  
ON THIS VERY ISSUE OF SCHOOLS  
ARE GOING TO A K-6, K-8 MODEL.  
AND THOSE STANDALONE MIDDLE  
SCHOOLS, INCLUDING THE TIMILTY,  
FOR EXAMPLE, WHERE I WAS A  
STUDENT, WHEN I WAS A B.P.S.  
KID, OBVIOUSLY ARE NOT GOING TO  
EXPAND TO A K-6 OR K-8.  
SO WHAT IS THE PLAN FOR THOSE  
SCHOOLS?  
AND IN ONE OF THE HEARINGS  
PREVIOUS, IT WAS SAID THAT WE  
WOULD NEVER HAVE ENOUGH  
RESOURCES TO POUR INTO, FOR  
EXAMPLE, THE EDWARDS SCHOOL, TO  
MAKE IT EXCELLENT.  
WHAT I MEAN BY THAT IS TO GIVE  
IT THE ARTS, ALL OF THE  
PROGRAMMING IT WOULD NEED TO  
SERVE THOSE STUDENTS THERE,  
INCLUDING MANY STUDENTS WHO ARE  
SPECIAL ED STUDENTS.  
THERE WAS, OBVIOUSLY, A  
CONVERSATION AROUND INCLUSION  
CLASSROOMS.  
SO MA WHATSAPP DO WE DO WITH  
THESE SCHOOLS THAT ARE SORT OF  
STUCK IN LIMBO WHEN WE KNOW WE  
DON'T HAVE AN ADEQUATE AMOUNT OF  
RESOURCES TO PORINTO THAT SCHOOL  
TO MAKE IT EXCELLENT FOR THE  
STUDENTS AND FARMLIES GOING  
THERE.  
I WANT TO BE CAREFUL SAYING NOT  
HARMING BUPTS THEY ARE BEING  
HARMED IN THE CURRENT POSITION  
THEY FIND THEMSELVES.  
THOSE ARE MY TWO QUESTIONS, ONE  
AROUND THE RESTRUCTURING OF OUR  
HIGH SCHOOLS TO SHARE THE  
RESPONSIBILITY.  
AND THE SCHOOLS STUCK IN LIMBO

THAT HAVE A LOT OF STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS AND SPECIAL NEEDS STUDENTS, WHAT ARE WE DOING WITH THOSE SCHOOLS?

>> SO, THANK YOU, COUNCILOR, FOR YOUR QUESTIONS.

I'M GOING TO GET BACK TO THE TIMELINE QUESTION.

VIETNAMESE IS OPENING IN SEPTEMBER.

THE CAPE VERDEAN HAS A HIGH SCHOOL COURSE WE'RE PLANNING FOR.

THAT WOULD PROBABLY BE SPRING OF NEXT SCHOOL YEAR.

AND THEN HOPEFULLY OPENING UP THE FOLLOWING EARLY CHILDHOOD PROGRAM THE FOLLOWING YEAR.

SO THAT'S KIND OF TIMELINE.

>> WHAT YEAR IS THAT, SUPERINTENDENT?

>> 2020.

>> OKAY.

THE FOLLOWING YEAR.

THE HIGH SCHOOL REDESIGN QUESTIONS THAT YOU'RE ASKING ARE STILL IN THE PLANNING STAGES.

WE HAVE BEEN WORKING WITH THE HEADMASTERS.

THIS YEAR, WE HAVE SEVEN HIGH SCHOOLS THAT HAVE BEEN WORKING ON THAT PLANNING THAT WERE ALMOST READY TO PRESENT TO THE SCHOOL COMMITTEE SOON.

OBVIOUSLY, COVID PUT US BEHIND SCHEDULED JUST A LITTLE BIT ARCHS WE'VE BEEN FINALIZING THAT, AS YOU CAN TELL BY SOME OF MY PRINCIPAL MOVES.

WE STARTED TO MOVE ON SOME OF THE HIGH SCHOOL WORK, AND YOU CAN-- BECAUSE THEY'RE ALSO IN TRANSFORMATION.

SO HOW THEY'RE GOING TO SHARE THE RESPONSIBILITY AND HOW THEY'RE GOING TO WORK TOGETHER IS GOING TO BE VERY, VERY OBVIOUS.

SO THAT WILL BECOME VERY EVIDENT SOON.

AS FOR THE SUBSEPARATE AND THE TIMELINE FOR THAT, IT'S NOW.

I'VE HEARD TAMMY POUST TO DO THAT WORK.

SHE CAME IN JANUARY, AND SHE'S DOING SOME SEPARATE AND INCLUSION BECAUSE THOSE TWO THINGS ARE MARRIED AND WORK TOGETHER.

YOU HAVE TO HAVE INCLUSION DONE RIGHT.

AND WE'RE WORKING ON THE INCLUSION SOLUTIONS ALL YEAR WITH THE B.T.U., TO TRY TO GET TO THOSE RESOLUTIONS.

OBVIOUSLY, WITH COVID, THAT HAS STOPPED.

BUT WE ARE GOING TO BE RESTARTING THAT AS SOON AS WE POSSIBLY CAN TO BEGIN THOSE CONVERSATIONS.

I HAVE CREATED A NEW POSITION IN THE EQUITY OFFICE TO DEAL SPECIFICALLY WITH DISPROPORTIONALITY THAT WILL WORK ON THE SUBSEPARATE, THE LEADERSHIP THAT I HAVE FOR OUR SPECIAL ED DEPARTMENT IS A PERSON WHO IS SPECIFICALLY SKILLED IN THIS AREA OF SUBSEPARATE.

SO I PLAN ON CONVENING THESE INDIVIDUALS AND THIS NEW LEADERSHIP TEAM OVER THE NEXT SEVERAL WEEKS TO BEGIN IT LOOK AT WHAT WE HAVE TO DO TO DITION MANTEL THIS PROGRAM, WHAT IT'S GOING TO TAKE IS TAKE UNDERSTANDING HOW WE HAVE MADE THESE DECISIONS IN THE PAST, AND THEN DEVELOPING PROGRAMS ALL THE WAY AS EARLY AS K-0 OF SUPPORT THROUGH THE MULTITIERED SYSTEMS OF SUPPORT, MEANING WE HAVE TO DO INTERVENTIONS WITH STUDENTS AND DOCUMENT THOSE INTERVENTIONS, AND THEN CONTINUE TO DO INTERVENTIONS TO AVOID WHERE YOU GO DIRECTLY FROM, THERE'S A PROBLEM OR A KID HAVING A PROBLEM AND THEY GO DIRECTLY INTO SPECIAL EDUCATION. AND THEN DIRECTLY INTO SUBSEPARATE.

SO THAT'S THE HARD WORK THAT WE HAVE TO ENTER IN.

BUT THAT'S A TOP PRIORITY FOR ME.

>> THANK YOU.

THANK YOU, SUPERINTENDENT.

THANK YOU, COUNCILOR CAMPBELL.

>> I STILL HAD QUESTIONS AROUND  
JUST THE EDWARDS AND-- THE  
LATTER QUESTION.

NOT THE FIRST.

>> IF WE COULD GET THROUGH THAT  
QUICKLY.

>> THE MIDDLE SCHOOLS ARE PARENT  
OF THE OVERALL BUILD B.P.S.  
PLAN.

SO THEY ARE ALREADY PART OF  
GOING IN THE HIGH SCHOOL  
REDESIGN, GOING TO 7-12, SO THE  
MIDDLE SCHOOLS ARE GOING TO HAVE  
TO BE COMING OFFLINE TO BE ABLE  
TO DO THE 7-12.

>> THANK YOU, AGAIN, COUNCILOR  
CAMPBELL, THU, SUPERINTENDENT.  
WE'RE BACK UP TO THE TOP, WHICH  
I HAVE A NUMBER OF OUTSTANDING  
QUESTIONS, WHICH I WILL SEND  
ALONG AND LOOK FORWARD TO SOME  
OF THE INFORMATION FROM MY  
EARLIER QUESTION.

WE'VE TALKED A LOT, AND WE  
TALKED.

ABOUT INCLUSION AND A  
CERTIFIED TEACHER AND  
PARAPROFESSIONAL IN THE  
CLASSROOM.

ONE OF THE CONCERNS I'VE HEARD  
FOR A NUMBER OF YEARS, WEPSZ THE  
ONE TEACHER AND ONE PARA IN THE  
CLASSROOM, IS PARAS ARE OFTEN  
PULLED AND USED TO SUBSTITUTE  
AND SUPPORT ANOTHER CLASSROOM IN  
THE SCHOOL COMMUNITY.

AND, OF COURSE, EVERYBODY, ALL  
HANDS ON DECK.

WE ALL WANT TO BE HELPFUL.

BUT THAT REALLY DOES IMPACT TRUE  
NEED FOR THAT PARA IN THAT  
PARTICULAR CLASSROOM.

IF WE COULD ALSO TALK JUST FOR A  
MINUTE ABOUT THE SUPPORTS THAT  
WE'RE GIVING AND SHOULD BE  
GIVING OUR PARAS TO BECOME FULLY  
LICENSED AND CERTIFIED TEACHERS  
SO THEY CAN THEN HAVE THEIR OWN  
CLASSROOMS.

AND THEN ALSO ABOUT THE  
SELECTION PROCESS TO THOSE PARAS

IN CLASSROOMS, MAKING SURE WE HAVE HIGHLY QUALIFIED PROFESSIONALS IN OUR CLASSROOMS, AND REALLY TREATING THEM AS THE PROFESSIONALS THAT THEY ARE WHEN THEY'RE WORKING IN OUR CLASSROOMS.

THAT'S MY SORT OF WRAP-UP QUESTIONS, ALTHOUGH NOT THE END OF MY QUESTIONS, AROUND THE INCLUSION PIECE.

MY SECOND QUESTION THAT I THINK COUNCILOR FLYNN MAYBE TOUCHED UPON IS REALLY AS A DISTRICT SYSTEM-WIDE WE DON'T HAVE SUPPORTS IN PLACE FOR OUR STUDENTS DIAGNOSED WITH DYSLEXIA, AND THE SORT OF SPECTRUM OF DYSLEXIA THAT EXISTS.

THE INCLUSION QUESTIONS WRAPPED UP, PLEASE, AND THE QUESTION AROUND APPROPRIATE AND PROPER, AND HIGH-QUALITY SERVICES FOR STUDENTS WITH A DIAGNOSIS OF DYSLEXIA.

THANK YOU.

>> SO, TO SPEAK TO A COUPLE OF YOUR QUESTIONS.

PART OF THE INCLUSION WORKING GROUP, EVEN THOUGH WE WEREN'T QUITE ABLE TO FINISH, PART OF THE INCLUSION WORK WE HAVE BEEN ABLE TO DO IS ADDITIONAL PARA-PROFESSIONAL P.D., ESPECIALLY WORKING COLLABORATIVELY WITH THE UNION LEADERSHIP TO HELP US THINK ABOUT P.D. SORT OF BY PARAS FOR PARAS.

WHAT ARE THE THINGS THAT PARAS ARE SAYING THEY NEED, AND HOW CAN WE FIND PARAS WHO ARE EMPLIIFYING THOSE BEST PRACTICES AND HELP DELIVER THAT P.D., OR FIND OTHER EXPERTS TO DO THAT.

I KNOW OUR OFFICE OF HUMAN CAPITAL HAS BEEN WORKING ON EXPANDING THE PARA TEACHER PROGRAM, AND WE HAVE OFTEN FOUND MCAS CAN BE ONE OF THE BIG OBSTACLES IN THE PARA-TO-TEACHER PROGRAM.

WE HAVE A NUMBER OF PARA

PROFESSIONALS WHO HAVE PASSED ALL OF THEIR REQUIREMENTS TO BECOME A TEACHER EXCEPT FOR PASSING MCAS--

>> MCAL?

>> THAT WAS A BAD ONE.

AND FINALLY, I WOULD JUST SAY, BACK TO MY PREVIOUS POIRNGTHS A PERSONAL THING FOR ME IS AROUND SCHOOL SCHEDULING AND SUPPORTS AND REALLY TRYING TO MAKE SURE WE'RE PROVIDING ROBUST SUPPORT TO SCHOOL LEADS, OR HOW TO BUILD SCHEDULES AND OPERATIONAL PLANS, SO ISSUES WITH SUBSTITUTES AND LEAVES AND COVERAGE DON'T BECOME AS DISRUPTIVE OF A PLACE.

I AGREE WITH YOU, SCHOOL STAFF WILL LARGELY SAY, "OH, YEAH, OF COURSE, WE'LL JUMP IN AND FIGURE THINGS OUT," BUT THAT CAN BE VERY DISRUPTIVE.

>> AND THEN DYSLEXIA.

>> I THINK-- SO, THE FOCUS THIS YEAR HAS BEEN ON RULES-BASED READING, AND THE WORK THAT WE CAN DO THROUGH WILSON OR GILLING GILLINGHAM CREATING PROGRAMS. EVERY SCHOOL WAS ASKED BY THE SPECIAL EDUCATION DEPARTMENT, "DO YOU HAVE TEACHERS WHO YOU WOULD LIKE TO BE YOUR POINT PEOPLE TO UNDERSTAND RULES-BASED READING AND THEY'VE BEEN OFFERED P.E. TO THOSE TEACHES AROUND THAT STRATEGY AND I THINK THAT WILL BE A KEEP PART OF OUR WORK.

>> THANK YOU.

CERTAINLY MORE TO COME ON THAT. I THINK IT'S A MISSING LINK FOR A LOT OF OUR FAMILIES AND STUDENTS IN THE BOSTON PUBLIC SCHOOLS.

NEXT WE HAVE COUNCILOR JANEY.

CAN YOU HEAR ME?

YOU CAN HEAR ME OKAY?

THANK YOU SO MUCH.

I, AGAIN, I'M REALLY EXCITED ABOUT THE DUAL-LANGUAGE EXPANSION.

YOU KNOW, I THINK IT IS THE MOST PROMISING OF ALL OF THE E.L. PROGRAMS, DUAL-LANGUAGE IMMERSION IS THE MOST PROMISING.



I'D LIKE TO UNDERSTAND MORE OF THE PLANS FOR THE CAPE VERDEAN PROGRAM, AS SOMEONE WITH A LARGE POPULATION OF CAPE VERDEAN RESIDENTS IN MY DISTRICT AS WELL.

ONE, IS IT A CLASS?

I THINK I HEARD YOU REFER TO IT AS A CLASS, SUPERINTENDENT.

OR IS IT GOING TO GROW FROM K-12.

AND THEN, ARE THERE OTHER PLANS FOR OTHER LANGUAGES?

I ALSO HAVE SOMALI IN MY DISTRICT, WOULD BE INTERESTED ON THAT.

AND THEN I WANTED TO OFFER A CLARIFICATION, JUST AROUND INCLUSION PIECE.

SO FOR ME, THE TWO-TEACHER INCLUSION MODEL IS THE MODEL WE SHOULD BE MOVING TOWARD, THAT HENDERSON-O'HEARN MODEL.

AND THAT MODEL, IN MY MIND, IS NOT IN CONFLICT WITH HONORING I.E.P.s OR INDIVIDUALIZED LEARNING.

I UNDERSTAND THAT THERE ARE COST IMPLICATIONS FOR THIS MODEL.

AND SO I WOULD BE INTERESTED IN UNDERSTANDING WHAT THEY ARE.

I KNOW IT'S NOT AN INCREASE IN THE FY21 BUDGET, BUT IF WE ARE THINKING THAT THIS IS THE DIRECTION WE WANT TO GO, AT SOME POINT, WE WOULD HAVE TO PLAN FOR THAT AND PHASE THAT IN.

SO I'D BE INTERESTED IN WHAT THE COST WOULD BE IF WE PHASED IN OVER TIME.

AND I REALLY WANT US TO GET AWAY FROM DUMPING INTO GENERAL ED AND CALLING IT "INCLUSION" WHEN WE HAVE OVERWORKED TEACHERS WHO MAY HAVE A TRIPLE CERTIFICATION, AND THEN WE JUST DUMP THE KIDS IN THERE AND WE HOPE FOR THE BEST. AND THIS TEACHER MAY OR MAY NOT HAVE THE PARA, AS COUNCILOR ESSAIBI GEORGE HAS ALREADY POINTED OUT.

I DON'T KNOW HOW WE CAN CLOSE THE OPPORTUNITY IN ACHIEVEMENT GAP.

I DON'T KNOW HOW WE CAN CLOSE AN ACHIEVEMENT GAP IF WE ARE NOT GIVING STUDENTS WITH DISABILITIES THE OPPORTUNITY TO LEARN WAY GENERAL ED AND SPECIAL EDUCATION TEACHER AND JUST MOVING AWAY FROM THE TRIPLE AS A STRATEGY.

I THINK WE HAVE TO MOVE AWAY-- I UNDERSTAND THAT YOU MAY NOT DO AWAY WITH IT ALL TOGETHER.

FOR INCLUSION TO BE TRUE INCLUSION-- WHICH I THINK WE ALL BELIEVE IN LEAST-RESTRICTIVE SETTING FOR OUR YOUNG PEOPLE AND THAT'S THE MODEL WE WANT TO GO TO 2.

I WOULD BE INTERESTED IF WE ARE GOING TO GO TO A TWO-TEACHER, MODEL, ONE, WHAT DO PEOPLE THINK OF IT?

AND WHAT ARE THE COST IMPLICATIONS?

AND SOME OF THE OTHER SPECIAL EDUCATION PROGRAMS LIKE THE SUBSEPARATE AND THE OUT-OF-PLACEMENT DISTRICT, I THINK IT IS REALLY IMPORTANT TO PEEL BACK AND LOOK AT SOME OF THOSE CHARTS THAT WERE SHARED EARLIER AND LOOK AT THE BREAKDOWN OF RACE AND GENDER AND HAVE MAYBE EVEN A FOLLOW-UP TO THE CONVERSATION.

I DON'T KNOW, MAYBE ANOTHER WORKING SESSION.

MAYBE IT'S NOT RELATED TO THE BUDGET, BUT CERTAINLY MORE NEEDS TO BE DONE IN THAT AREA.

THANK YOU, CHAIR, AND THANK YOU, AGAIN, SUPERINTENDENT, AND TO ALL THE MEMBERS OF YOUR TEAM.

>> THANK YOU.

>> YOU'RE WELCOME.

>> I DO WANT TO JUST FOR THE RECORD, WE DO HAVE A STANDING HEARING ORDER THAT WE COULD USE FOR A FUTURE HEARING.

SORRY, SUPERINTENDENT.

>> THAT'S OKAY, GREAT.

THANK YOU.

I'LL JUST BE BRIEF IN MY COMMENTS.

ONE IS ON THE DUAL-LANGUAGE, WE

ARE BASING OUR WORK ON THE GOOD WORK WE DID WITH OUR HECEIAN CREOLE PROGRAM, ENGAGEMENT WITH THE COMMUNITY TO DEVELOP THOSE PROGRAMS.

I KNOW THE TEAM HAS BEEN WORKING WITH THE CAPE VERDEAN COMMUNITY AS WELL.

SO THEY'RE WORKING ON THAT DUAL-LANGUAGE PROGRAM AND YET THAT WOULD BE A PROGRESSIVE PROGRAM.

IN THE MEANTIME, THEY'RE ALSO DEVELOPING ETHNIC STUDY COURSES AT THE HIGH SCHOOL LEVEL.

AND THEIR PLAN IS TO HAVE THOSE IN MULTIPLE CULTURAL BACKGROUNDS AND LANGUAGES.

SO THOSE ARE IN OUR.

ACADEMIC OFFICE.

WITH THE INCLUSION, WE SEE THE VALUE IN ALL STUDENTS IN INCLUSION.

SO BOTH GENERAL ED STUDENTS AND SPECIAL ED STUDENTS ALL BRING VALUE TO THAT CLASSROOM TO MAKE IT A BEAUTIFUL MIX OF DIVERSITY WITHIN THE SCHOOL COMMUNITY.

AND SO, AS WE THINK ABOUT THOSE PROGRAMS, WE THINK ABOUT THE STAFFING THAT'S NECESSARY.

AND I DO THINK THAT SOMETIMES IT IS NECESSARY TO HAVE A HENDERSON-LEVEL OF STAFFING, WHERE THERE ARE TWO STAFF THERE, ESPECIALLY WHEN YOU HAVE COMPLEX STUDENT NEEDS.

BUT WHEN YOU HAVE STUDENTS WHO ARE IN THE-- IN THE ROOM AND THEY'RE ABLE TO HAVE A ONE-TO-ONE,s FOR INSTANCE, IN THE PARA, THE SCHOOL FUNCTIONS WELL.

THE MANNING IS A GREAT EXAMPLE OF A SCHOOL WHERE THEY'RE ABLE TO DO IT WITHIN THEIR CURRENT STAFFING, AND THEY HAVE A BEAUTIFUL, WONDERFUL PROGRAM.

AND THEY DON'T HAVE TWO TEACHERS, NECESSARILY, FOR EVERY SINGLE CLASSROOM.

SO I THINK THAT THE WAY THAT I WAS HOPING TO BE ABLE TO BUILD

IT AND WORK WITH THE B.T.U., WAS TO REALLY THINK MORE ABOUT WHAT THE STUDENTS' INDIVIDUAL NEEDS ARE, AND THEN BUILD THE CLASSROOM TO WHAT THE STUDENTS THAT ARE ASSIGNED TO THAT CLASSROOMS, WHAT THEIR NEEDS ARE, AND LET THE I.E.P. TEAM DECISIONS MAKE THAT.

SO THAT'S MY VISION OF WHAT INCLUSION LOOKS LIKE.

AND THEN, APPROPRIATELY STAFFING THOSE SCHOOL CLASSROOMS.

>> I DON'T THINK THERE'S ONE SIZE THAT FITS ALL.

>> I WOULD AGREE WITH THAT.

THANK YOU.

THANK YOU, CHAIR.

>> THANK YOU TO BOTH OF YOU. COUNCILOR ARROYO, AND THEN COUNSELOR FLYNN, AND THEN COUNCILOR BRADEN.

>> THANK YOU.

MINDFUL OF TIME, ONE OF MY THINGS THEY REALLY FOCUS ON IS TRAUMA, AND WITH COVID-19, A LOMENT OF OUR CHILDREN ARE FACING MORE TRAUMA THAN THEY USUALLY DO.

THEY'RE COOPED UP, THERE'S A LOT OF FEAR.

SO WITHIN OF THE QUESTIONS I HAVE AS IT APPLIES TO THIS IS WHAT ARE WE DOING RIGHT NOW THROUGHOUT THE PANDEMIC AND THE REMOTE ASPESKT EDUCATION TO ADDRESS TRAUMA THAT OUR KIDS ARE HAVING AND FINDING WAYS TO REALLY WORK WITH THEM, ESPECIALLY CONSIDERING IF THAT TRAUMA IS FAMILY BASED.

IT'S VERY DIFFICULT TO NECESSARILY BREECH THOSE SUBJECTS WHILE THEY'RE IN THEIR HOMES.

WHAT THINGS ARE WE OFFERING? WHAT THINGS CAN I OFFER FOLKS WHEN THEY CALL WITH THESE KINDS OF ISSUES?

AND MOVING FORWARD, I'M A BIG BELIEVER THAT THE EMOTIONAL STATE OF OUR CHILDREN IS A BIG PART OF THEIR LEARNING.

SO WHEN WE'RE TALKING ABOUT

FOLKS WHO HAVE, AS I SAID,  
SECOND LANGUAGE OR FOLKS WHO  
HAVE  
I.E.P.s WHAT SPECIFIC  
RESOURCES ARE AVAILABLE IN THIS  
BUDGET FOR DEALING WITH AND  
WORKING FOR TRAUMA, AND IF IT'S  
NOT THERE FTHERE'S MONEY MISSING  
THERE, IDEALLY, WHAT WOULD YOU  
LIKE TO SEE US TRY IT FIND A WAY  
TO ALLOCATE OR WORK TOWARDS TO  
DEAL WITH THAT SPECIFIC SUBJECT  
OF TRAUMA WITH OUR CHILDREN.

>> IF YOU COULD JUST BE QUICK,  
WE ARE HITTING UP AGAINST PUBLIC  
TESTIMONY IN THE FOLLOWING  
HEARING.

THANK YOU.

>> THERE ARE A COUPLE OF THINGS.  
ONE WE HAVE A HELP LINE FOR  
PARENTS, AND YOU CAN ALSO GO  
ONLINE AND FIND THE HELP LINE.  
WE ALSO DID THE SURVEY FOR  
PARENTS AND WE HAD ALMOST 50% OF  
OUR PARENTS PND TO THAT SURVEY,  
AND OUR LEADERS WITH WORKING  
ONE-ON-ONE WITH THE SCHOOL  
STAFF.

AND THEY HAVE THE ROUNDTABLE,  
AND IN ORDER TO SEE IF THEY NEED  
ANYTHING.

FINALLY, I WOULD SAY WE HAVE A  
REALLY STRONG TEAM WITH OFTEN  
DRAW DRE AND THE MENTAL HEALTH  
TEAM, AND THEY ARE WORK TO HELP  
PUSH THAT OUT AND SUPPORT AND  
STAFF THAT APPROPRIATELY.

>> THANK YOU TO BOTH OF YOU.  
COUNCILOR FLYNN, AND WE'LL BE  
WRAPPING UP WITH COUNCILOR  
BRADEN.

COUNCILOR FLYNN?

IF HE SHOWS UP, WE'LL COME BACK  
TO HIM.

COUNCILOR BRADEN?

COUNCILOR BRADEN, YOU'RE STILL  
MUTED.

>> CAN YOU HEAR ME?

A QUICK QUESTION ABOUT-- AT THE  
ADDISON WE HAVE A PROGRAM WHERE  
CHILDREN-- STUDENTS WITH  
EMOTIONAL DISABILITIES WHO NEED  
A LOT OF PHYSICAL INTERVENTION  
AND JUST TO KEEP THEM SAFE.

THIS IS INTENSIVE WORK THAT SEEMS TO BE PAYING DIVIDENDS, AND MANY OF THOSE STUDENTS HAVE BEEN ABLE TO RETURN TO MAINSTREAM CLASSROOMS.

IS THAT A PROGRAM THAT-- I THINK IT IS A PILOT PROGRAM.

IS THAT SOMETHING THAT HAS BEEN REPLICATED ACROSS THE DISTRICT IF NEEDED?

AND WHAT SORT OF RESOURCES ARE BEING GIVEN TO IT.

>> SO, WE HAVE THE COUNSELING AND STRAND SUPPORT STUDENTS OFFERED TO STUDENTS IN A SUBSTANTIALLY SEPARATE PROGRAM. THOSE RESOURCES CONTINUE AS STUDENTS MOVE INTO INCLUSION. SO THE TYPES OF COUNSELING WRAPAROUND SUPPORTS OF STUDENTS WITH EMOTIONAL DISABILITIES MIGHT NEED WHEN THEY'RE IN A SUBSTANTIALLY SEPARATE PROGRAM, THEY MAY STILL NEED THOSE COUNSELING SUPPORTS WHEN THEY MOVE INTO DIFFERENT SETTINGS.

AND THEY ARE PART OF THE RESOURCES WE PROVIDE BEYOND THE SCHOOL BUDGET AS THEY MOVE INTO AN INCLUSIVE SETTING.

>> ALSO, IN TERMS OF A.B.A. SUPPORT AND OTHER ACCOMMODATIONS, ARE THOSE ALSO IN PLACE TO HELP?

>> SO A.B.A. SUPPORT IS IN PLACE, DEPENDING ON THE STUDENT'S I.E.P., IF AND WE EVALUATE B.C.B.A., THE HIGHER LEVEL TRAINED STAFF WHO PROVIDE OVERSIGHT AND SUPPORT TO THE A.B.A.s, AND ALSO HELP TEACHERS UNDERSTAND HOW TO IMPLEMENT A.B.A. TYPE SERVICES INDIRECTLY IN THEIR CLASS.

>> DO YOU HAVE A FORMALIZED TRAINING FOR STAFF IN CONFLICT RESOLUTION AND WAYS TO DE-ESCALATE SITUATION WHERE'S STUDENTS ARE GOING BECOMING VIOLENT?

>> I KNOW SPECIAL ED HAS A PRETTY WIDE RANGE OF DEVELOPMENT AROUND STUDENTS WITH DISABILITIES.

IT'S A QUESTION OF OTHER SORTS  
OF PROFESSIONAL DEVELOPMENT.

>> CERTAINLY, COUNCILOR, MY TEAM  
AND CINDY NELSON WHO IS TERRIFIC  
IN OUR SPECIAL ED DEPARTMENT  
SPEAK WITH YOU OFFLINE ABOUT IT.

>> THAT WOULD BE GREAT.

>> SINCE WE HAVE NOT ENOUGH TIME  
TO REALLY GOING GINTO WHAT'S  
HAPPENING.

>> THANK YOU.

THANK YOU.

ALSO, ONE OF MY THINGS IS  
ADEQUATE FUNDING TO HELP SUPPORT  
OUR OUT-OF-ED, FOR OUR FAMILIES  
WHO ENGLISH IS NOT THEIR FIRST  
LANGUAGE.

E.S.L. CLASSES ARE REALLY  
HELPFUL-- I THINK THE EFFECT ON  
THE STUDENT OUTCOMES AS WELL AS  
AS HAVING THEM BE MORE  
ECONOMICALLY SUCCESSFUL.

THANK YOU.

>> THANK YOU, COUNCILOR BRADEN,  
FOR THAT.

COUNCILOR FLYNN, I DON'T SEE HAS  
JOINED US AGAIN.

SO I THINK THAT THIS IS PERFECT  
BECAUSE IT'S 4:35, AND WE'VE GOT  
TO GET TO THOSE VIDEOS FROM  
PUBLIC TESTIMONY.

SO I THINK THAT, CARRIE, ARE  
THRU?

YOU'LL BE TAKING OVER FOR  
PUBLISHING OR POSTING THOSE  
VIDEOS?

>> YUP, I QOT GOT IT.

SUPERINTENDENT, THANK YOU, INATE,  
THANK YOU, AND THE REST OF YOUR  
TEAM.

COUNCILOR, THANK YOU FOR BEARING  
WITH COUNCILOR BOK AND OURSELVES  
AS WE'RE CUTTING IT CLOSE TO THE  
5:00 HEARING THAT IS ABOUT TO  
START AFTER THESE VIDEOS.

>> THANK YOU.

>> GREETINGS.

HE NAME IS CECIL CARRIE A B.P.S.  
EDUCATOR AND J.P. RESIDENT.

I READ THE FINDINGS ON INCLUSION  
AND

( NO AUDIO )

>> GREETINGS.

MY NAME IS SEETIONIL CARRIE.

I READ THE FINDINGS ON INCLUSION IN B.P.S. AND WANTED TO HIGHLIGHT THE RECOMMENDATION TO IDENTIFY PREFERRED MODELS OF INCLUSIVE EDUCATION, AND INCLUDE SPECIFICS ABOUT STAFFING AND CREDENTIALING.

I STRONGLY BELIEVE, BASED ON MY EXPERIENCE IN THE CLASSROOM, THAT THE COTEACHING MODEL IS NECESSARY FOR TRULY INCLUSIVE EDUCATION.

IN MY PREVIOUS ROLE AT A.C.C., A HYDE PARK B.P.S. SCHOOL, I TAUGHT INCLUSION U.S. HISTORY 2 AND THERE WAS NO SUPPORT.

THAT MEANS ALL CLASSROOM TEACHERS HAD AN ADDITIONAL MODERATE DISABILITIES LICENSE. AT FIRST, I WAS EXCITED AT THE OPPORTUNITY TO TEACH INCLUSION BUT IT QUICKLY FADED INTO ANXIETY AND SHAME.

I FOUND IT IMPOSSIBLE TO SUPPORT THE NEEDS OF MY STUDENTS AS I.E.P.s AS THE ONLY ADULT. HOW CAN I SIT AND READ OUT LOUD THE TEXT TO JIMMY WHILE SUPPORTING THE OTHER 22 STUDENTS IN MY CLASS?

HOW COULD I TYPE OLLIE'S ESSAY AS SHE DICTATED TO ME WHILE OTHER STUDENTS WERE ASKING FOR HELP?

QUICKLY I BECAME ASHAMED AT MY INABILITY TO IMPLEMENT MY STUDENTS' I.E.P. MANDATED ACCOMMODATION.

I CRIED FOR MY INCLUSION STUDENTS WHO WERE PHYSICALLY IN THE CLASSROOM BUT NOT INCLUDED IN THE LEARNING EXPERIENCE.

THIS CONTRASTS STRONGLY WITH MY EXPERIENCE IN MY NEW ROLE AT CHARLESTOWN HIGH.

AT C.H.S., I HAVE A QUALIFIED INCLUSION SPECIALIST WHO SUPPORTS MYSELF IN MY INCLUSION U.S. HISTORY 1 CLASS.

I CANNOT OVERESTIMATE THE IMPACT SHE MAKES.

WHEN SHE TEACHES THE WHOLE CLASS, SHE CAN PUT STUDENTS FORWARD FOR A READ OUT LOUD.



OUTSIDE THE CLASS TIME, SHE HELPS ME MODIFY AND PROVIDE ADDITIONAL SCAFFOLDS. THE DIFFERENCE IS TRULY NIGHT AND DAY.

BUT THIS MOD CELL TOO RARE IN B.P.S.

COTEACHING IS THE MODEL WE NEED IF WE ARE GOING TO SERVE ALL STUDENTS AND IMPROVE STUDENTS. IT WOULD PROVIDE SUBSTANTIAL INVESTMENT.

I SUMMIT FUNDING FOR A COTEACHING MOLD ACROSS B.P.S.

>> HI, GOOD NIGHT, ONE AND ALL. MY NAME IS TAMICA, AND I'M A RESIDENT OF DORCHESTER, AND THE MOTHER OF TWO BEAUTIFUL DAUGHTERS.

ONE DAUGHTER, A GRADUATE OF B.P.S., AND MY CURRENT DAUGHTER IS A SEVENTH GRADER IN B.P.S. MY YOUNGEST DAUGHTER HAS DOWN SYNDROME.

I HAVE FOUGHT FOR HER TO BE IN AN INCLUSIVE CLASSROOM AND SCHOOL SINCE SHE HAS BEEN A PART OF B.P.S. IN INDGARTHEN.

I KNOW THAT INCLUSION IS THE BEST EDUCATIONAL EXPERIENCE FOR MY DAUGHTER.

I WANT HER TO GROW ACADEMICALLY AND SOCIALLY WITH HER PEERS. WITH OR WITHOUT DISABILITIES.

SHE HAS GROWN TREMENDOUSLY IN INCLUSION, AND THERE ARE MANY CONCERNS I HAVE, NOT BECAUSE OF INCLUSION BUT BECAUSE INCLUSION IS NOT DONE RIGHT AND CONSISTENTLY FOR MY DAUGHTER.

I HAVE TO FIGHT TO MAKE SURE SHE HAS ENOUGH SPECIALIZED SUPPORT TO PROVIDE HER ACCESS TO THE SEVENTH GRADE CURRICULUM.

I BELIEVE THAT HER TEACHERS ARE ALWAYS WORKING HARD TO SUPPORT HER.

THEY CAN'T DO BETTER WITHOUT MORE.

THERE HAVE BEEN TOO MANY TEACHERS WHO HAVE BEEN BOTH HER GENERAL EDUCATION AND HER SPECIAL EDUCATION TEACHER.

THIS IS IN NO WAY RIGHT.

ONE TEACHER CAN'T DO THE JOB OF TWO.

THEY CAN'T PROVIDE A MORE MEANINGFUL EDUCATION EXPERIENCE WITHOUT ADDITIONAL SUPPORT.

I HAVE HAD TO GET CONSULTANTS AND LAWYERS AND ADVOCATES TO HELP ME FIGHT FOR THE RIGHT SUPPORT FOR MY CHILD DESERVE-- SORRY, THAT MY CHILD DESERVES. PARENTS SHOULDN'T HAVE TO FIGHT TO HAVE THEIR CHILDREN RECEIVE THE EDUCATION THAT THEY TRULY DESERVE.

I HOPE BOSTON PUBLIC SCHOOLS, WITH THE SUPPORT OF THE CITY OF BOSTON, PROVIDES THE SUPPORT FOR THE SPECIAL EDUCATION ROLE LEADERSHIP NEEDED TO MAKE INCLUSION WORK FOR ALL KIDS IN THIS DISTRICT.

THANK YOU.

>> HELLO, I'M ANNA SHAPIRO AND I'M A NINTH GRADE ENGINEERING TEACHER.

ALL MY CLASSES HAVE STUDENTS WITH AND WITHOUT SPECIAL EDUCATION NEEDS, ONE OF MY CLASSES IS DESIGNATED A SPECIAL EDUCATION CLASS.

AN EXAMPLE OF THIS INCLUDES STUDENTS WITH SPECIFIC DISABILITIES, SOME OF WHOM ARE READING BEHIND GRADE LEVELS, TO THEN ENTER A 20-PERSON INCLUSION CLASS IN HIGH SCHOOL.

CHARLESTOWN SAY CLEAR VISION OF WHAT INCLUSION DOZEN D.N.A. RIGHT SHOULD LOOK LIKE.

WE HAVE TWO TEACHERS.

THE THEY INTERVENE IF STUDENTS AREN'T MAKING THE PROJECT THEY SHOULD BE.

THIS IS A GREAT STRUCTURE AND IS ESPECIALLY IMPORTANT FOR STUDENTS AS THEY TRANSITION TO HIGH SCHOOL.

UNFORTUNATELY, WHILE OUR SCHOOL REALLY BELIEVES IN THE STRUCTURE, WE DON'T HAVE THE STAFFING TO CONSISTENTLY MAKE IT HAPPEN.

WHEN THERE AREN'T TWO TEACHERS AVAILABLE, WANT PARA

PROFESSIONAL PLAYS THE ROLE OF A SECOND TEACHER.

THIS HAPPENED AFTER THE STUDENTS IN MY INCLUSION CLASS HAD TWO TEACHERS ALLOWING US TO HAVE SMALL GROUPS MORE EFFECTIVELY, AND STRUCTURAL SUPPORT.

THE SPECIAL EDUCATION STUDENTS IN MY INCLUSION CLASSROOM ARE MORE SUCCESSFUL WITH THE TWO-TEACHER MODEL.

I LOVE TEACHING INCLUSION CLASSES AND BELIEVE INCLUDING EVERYONE HELPS ALL STUDENTS LEARN.

PLEASE HELP OUR DISTRICT DO WHAT WE KNOW IS RIGHT BY SUPPORTING FUNDING FOR INCLUSION AT ALL B.P.S. SCHOOLS.

>> I HAVE WORKED IN BOTH INCLUSION AND GENERAL EDUCATION CLASSROOMS.

I STRONGLY BELIEVE THAT INCLUSION IS GOOD FOR ALL CHILDREN, PROVIDED THERE IS ENOUGH STAFF TO MEET THEIR NEEDS.

WHEN THERE ISN'T ENOUGH STAFF, INCLUSION DOES NOT WORK FOR ANYONE.

ONE TEACHER WITH THE SUPPORT OF ONE PARA-PROFESSIONAL IS NOT SUFFICIENT.

THEY NEED TO BE MORE THAN THE ONE TEACHER IN AN INCLUSION CLASSROOM, AND THEY NEED TO HAVE TRAINING IN ORDER TO BE EFFECTIVE.

A PARAPROFESSIONAL IN A CLASSROOM NEEDS TO HAVE PROFESSIONAL DEVELOPMENT IN THE BEST PRACTICES FOR MEETING THE NEEDS OF OUR INCLUSION STUDENTS. AND WE NEED TRAINING IN.

WE SHOULD HAVE PROFESSIONAL DEVELOPMENT BEFORE WE BEGIN IN AN INCLUSION CLASSROOM, AND WE DESERVE ONGOING OPPORTUNITIES TO FURTHER BUILD OUR SKILLS.

THERE ALSO NEEDS TO BE TIME DURING THE WEEK FOR ALL STUDENTS WITH THE TEACHER OR TEACHERS. THAT WAY, WE CAN CONTRIBUTE MUCH MORE TO THE CHILDREN WE ARE

SERVING.

WE SHOULD HAVE INCLUSION FOR EVERY CHILD IN BOSTON PUBLIC SCHOOLS, AND IT HAS TO BE HIGH-QUALITY INCLUSION SO THAT EVERY CHILD HAS THE CHANCE TO THRIVE.

THANK YOU.

>> HELLO, MY NAME IS ERR STEENA WELLS AND I'M AN EDUCATOR FOR BOSTON PUBLIC SCHOOLS.

I BELIEVE IN INCLUSION AND INCLUSION DONE RIGHT.

INCLUSION DONE RIGHT IS WHEN OUR STUDENTS WITH I.E.P.s OR

SPECIAL NEEDS ARE ABLE TO GET AN EDUCATION IN A SETTING THAT IS LEAST RESTRICTIVE, WITH THE APPROPRIATE STAFFING MODELS.

TODAY, I WANT TO SHARE A STORY.

A QUICK STORY ABOUT MY JOURNEY AS AN INCLUSION TEACHER.

I WORK AT A K-8 SCHOOL WHERE THE STAFFING MOD CELL TWO TEACHERS IN EACH CLASSROOM, GRADES 1-8.

BUT I AM A KINDERGARTEN TEACHER. SO OUR CLASSROOM STAFFING MODEL IS QUITE DIFFERENT.

WE HAVE A PARA AND A TEACHER.

SO I AM BOTH THE GENERAL ED TEACHER, AS WELL AS A SPECIAL ED TEACHER.

BUT AS YOU CAN SEE, THIS YEAR, MY STUDENTS WERE LUCKY ENOUGH TO HAVE AN EXTRA PART-TIME TEACHER ADDED TO OUR CLASSROOM FROM SEPTEMBER TO JANUARY.

THIS TEACHER AND I WERE ABLE TO WORK TOGETHER, AND THE GAINS THAT OUR SPECIAL ED STUDENTS MADE THIS YEAR SURPASSED THOSE OF MY EIGHT YEARS OF TEACHING AT THE SAME SCHOOL AND IN THE SAME CLASSROOM.

FOR EXAMPLE, IN PRAFT YEAR, MY STUDENTS WITH I.E.P.s WOULD NOHAVE MASTERED THEIR LETTERS UNTIL APRIL OR MAY.

PUT THIS YEAR, ALL OF MY STUDENTS ON I.E.P.s, ALL DEMONSTRATED MASTERY OF OF THEIR LETTERS, BOTH SOUND AND PRINTING AND IDENTIFICATION BY JANUARY. UNTIL THIS MOMENT, I DID NOT

UNDERSTAND THE IMPACT THAT  
HAVING TWO TEACHERS IN A  
CLASSROOM COULD MAKE.  
IT IS A SHAME THAT SAMSONOV OUR  
STUDENTS IN OUR DISTRICT HAS  
ACCESS TO THIS BUT OTHER  
INCLUSION SCHOOLS DO NOT MY ASK  
IS THAT WE HAVE A CONSISTENT  
STAFFING MODEL-- TWO TEACHERS IN  
EACH CLASSROOM-- IN ALL OF OUR  
INCLUSION SCHOOLS.

>> MY NAME IS RUTH FRANK, AND  
THIS IS MY SIXTH YEAR OF  
TEACHING A FULL INCLUSION  
CLASSROOM IN BOSTON.  
I CURRENTLY TEACH THIRD GRADE AT  
THE LEE ACADEMY, BUT I'VE TAUGHT  
THIRD, FOURTH, AND FIFTH GRADE,  
ALWAYS WITH A ONE TEACHER AND  
ONE PARAPROFESSIONAL INCLUSION  
MODEL.

THIS YEAR I'M RESPONSIBLE FOR  
ALL 19 OF MY STUDENTS AS WELL AS  
THE 4S, OF, AID OF 800 COMBINED  
MINUTES OF READING, MATH.

THIS IS IMPOSSIBLE FOR ME TO  
MEET.

THE NUMBER OF WEEKS IN A SCHOOL  
WEEK IS 35 HOURS.

IT JUST DOESN'T ADD UP.

I'LL I'M FORTUNATE TO HAVE A  
PARAPROFESSIONAL IT STILL FEELS  
LIKE AN IMPOSSIBLE TASK TO MEET  
STUDENTS' NEEDS.

THIS YEAR IN WRITING, I HAVE  
BEEN FORTUNATE ENOUGH TO HAVE  
THE LITERACY COACH PUSH IN TO  
COTEACH MY WRITING CLASS.

WITH HER HELP TO DO WRITING  
CONFERENCES, WITH MY OTHER  
STUDENTS, I'M ABLE TO MEET WITH  
A SMALL GROUP OF STUDENTS, AND  
IT CAN LOOK DIFFERENT ON  
DIFFERENT DAYS.

I HAVE BEEN HELPING THREE OF MY  
STUDENTS THIS YEAR USE A WORD  
PREDICTION TOOL TO HELP THEM  
WITH THEIR WRITING.

ANOTHER ONE OF MY STUDENTS HAS  
AN I.E.P. GOAL TO HEAR THE  
SOUNDS AND ANOTHER THE  
SPELLING.

AND IF MY STUDENT WITH AUTISM  
HAPPENS TO BE HAVING A DIFFICULT

MOMENT AND NEEDS BEHAVIORAL COACHING, MY PARAPROFESSIONAL IS THERE TO HELP HIM WITHOUT SACRIFICING THE LEARNING OF THE OTHER 18 STUDENTS IN THE ROOM. THIS HAS ALLOWED MY STUDENTS TO GROW TREMENDOUSLY IN WRITING THIS YEAR.

UNFORTUNATELY, THAT'S NOT THE WHOLE SCHOOL DAY AND NOT A GUARANTEE FOR NEXT YEAR. WE WANT INCLUSION DONE RIGHT, AND WE NEED FUR SUPPORT TO SUPPORT THE FUNDING FOR OUR MOST VULNERABLE STUDENTS.

>> HI, MY NAME IS MARK NAP, AND THIS IS MIRE 20th 20 YEARS AT THE J.T.S.

IT OFFERS AN INTERNATIONAL BACCALAUREATE EDUCATION TO ALL STUDENTS, REGARDLESS OF THEIR SOCIAL, EMOTIONAL, AND ACADEMIC LEVELS.

THIS YEAR ONE OF MY CLASSES IS AN INCLUSION NINTH GRADE MILT-YEAR-BY-BIOLOGY CLASS. OUR TEACHERS AND PRINCIPAL UNDERSTAND WHAT A FULLY FUNCTIONING INCLUSIONARY CLASSROOM LOOKS LIKE, WE STRUGGLE ABOUT THAT.

I BELIEVE THERE ARE A COUPLE OF IMPORTANT GAPS IN WHAT WE KNOW STUDENTS IN AN INCLUSION CLASSROOM NEED AND WHAT WE'RE ABLE TO PROVIDE.

FOR EXAMPLE, NOT ALL INCLUSION CLASSROOMS HAVE A STAFF RATIO. SIMPLY PUT, THESE CLASSROOMS REQUIRE FUNDING FOR A HIGHER STAFF-TO-STUDENT RATIO.

ANOTHER OBVIOUS DEFICIENCY IS OUR PURSUIT OF A SUCCESSFUL INCLUSION CLASSROOM MODEL. IT'S THE LACK OF COMMON PLANNING TILE TO SCAFFOLD LESSONS THAT PROVIDE INDIVIDUALIZED INSTRUCTION FOR ALL STUDENTS. THE STAFF IN THE CLASSROOM, MAY HAVE ALL THE EXPERIENCE THE WORLD, BUT WHEN THEY DON'T GET SUFFICIENT TIME, SHARED REFLEX ON LESSONS THEY WALK INTO THE CLASSROOM TO PUT OUT FIRES AND

ADDRESS ONLY THE MOSTED IN NEEDS OF STUDENTS.

STILL, THERE ARE MANY ARABS INCLUSION CLASSROOMS SHOULD BE THE MODEL WE FOLLOW IN B.P.S. MOST PRNGHT I FOAL, THEY PROVIDE STUDENTS FOR STUDENTS OF ALL LEVELS TO BUILD SOCIAL, EMOTIONAL, AND LEADERSHIP SKILLS.

I ASK I TO PLOAZ SUPPORT FUNDING FOR RESOURCES AND STAFF TO MAKE INCLUSION SUCCESSFUL IN B.P.S.

THANK YOU VERY MUCH.

AND PLEASE STAY SAFE AND HEALTHY DURING THESE DIFFICULT TIMES.

>> I'M DESIREE BOND.

I'M A FOURTH GRADE INCLUSION TEACHER AT THE BLACKSTONE SCHOOL.

I TAUGHT THREE YEARS AT THE MATHERS SCHOOL AND ONE YEAR IN VIRGINIA.

I AM A STRONG BELIEVER IN THE BENEFITS OF INCLUSION.

I KNOW THAT STUDENTS WITH AND WITHOUT DISABILITIES HAVE A LOT TO LEARN FROM EACH OTHER.

I HAVE SEEN STUDENTS WITH VARY THE ABILITIES LEARNING FROM EACH OTHER BY SHOWING SUPPORT, GIVING FEEDBACK, AND STRENGTHENING OUR CLASSROOM COMMUNITY AND DISCUSSION OPPORTUNITIES.

THIS IS FASCINATING TO EXPERNS AND EMPOWERS ALL THOSE INVOLVED, TEACHERS AND STUDENTS ALIKE.

HOWEVER, I ALSO KNOW THAT AS ONE TEACHER, I AM NOT ABLE TO PROVIDE MY STUDENTS WITH A CONSISTENT, HIGH-QUALITY INSTRUCTION THEY SERVE.

LIKE IN ALL INCLUSION CLASSROOMS MY STUDENTS HAVE INDIVIDUALIZED EDUCATION PROGRAMS, THAT REQUIRE A LOT OF SMALL-GROUP AND ONE-TO-ONE INSTRUCTION.

FORECAST, WHILE MOST OF MY STUDENTS ARE WORKING ON LARGER MULTIPLICATION, AND DIVISION PROBLEMS, I HAVE ONE STUDENT WITH AN I.E.P. GOAL OF MASTERING BASIC MULTIPLICATION FACTS, AND ANOTHER WHOSE IS TO FOCUS ON

MATH FROM ADDITION UP TO 20.  
BOTH NEED SUPPORT BEFORE  
SUCCESSFULLY ACCESSING  
GRADE-LEVEL CONTENT.  
HOWEVER, IN OUR INCLUSION MODEL,  
I AM THE ONLY TEACHER TO PROVIDE  
SOME SUPPORT.  
NO MATTER HOW HARD I WORK-- AND  
I GIVE MY HEART AND SOUL TO MY  
STUDENTS EVERYONE DAY-- I  
CONTINUALLY FEEL LIKE I'M  
SHORTCHANGING EITHER MY GENERAL  
EDUCATION STUDENTS OR STUDENTS  
WITH SPECIAL NEEDS.  
ALTHOUGH I AM CERTIFIED TO TEACH  
BOTH GROUPS OF STIEWRNGTHS I  
CANNOT DO TWO JOBS AT THE SAME  
TIME.  
NOW THAT SCHOOLS ARE CLOSED, IT  
IS EVEN HARDER TO MEET MY  
STUDENTS' NEEDS.  
THE ACCOMMODATION WE WORKED SO  
HARD TO DEVELOP IN THE CLASSROOM  
DON'T WORK DISTANTLY.  
INTERRUPTED-- CITY COUNCIL  
EDUCATION CHAIR ESSAIBI GEORGE,  
AND MEMBERS OF THE CITY COUNCIL,  
WE NEED YOU TO UNDERSTAND THE  
REALITIES OF INCLUSION IN THE  
BOSTON PUBLIC SCHOOLS.  
WE CALL ON YOU TO COMMIT TO  
INCLUSION DONE RIGHT.  
WE HAVE AN OPPORTUNITY AND A  
RESPONSIBILITY TO TURN THIS TIME  
OUT OF SCHOOL INTO A BETTER  
FUTURE FOR OUR MOST VULNERABLE  
STUDENTS.  
WE NEED YOU TO STAND WITH US TO  
FIGHT FOR THE FUNDS THAT ARE  
REQUIRED TO PROVIDE A  
FIRST-CLASS EDUCATION TO EVERY  
STUDENT IN B.P.S.  
WE ARE COUNTING ON YOU TO HELP  
US REALIZE THIS VISION.  
THANK YOU.  
>> I THINK THAT MIGHT BE THE END  
OF THE PUBLIC TESTIMONY.  
I AM GOING TO HANDLE-- I'M NOT  
HANDLING MUCH-- BUT I WILL  
HANDLE--  
>> I'VE BEEN A TEACHER AT THE  
MARRESIS TOBIN SCHOOL IN MISSION  
HILL FOR THE LAST 20 YEARS.  
I WOULD LIKE TO BEGIN THANK THE



SUPERINTENDENT FOR THE CONTINUED INVESTMENT IN OUR SCHOOLS WHICH WILL RESULT IN US HAVING 1.5 SOCIAL WORKERS FOR THE FIRST TIME I CAN RECALL IN A SCHOOL THAT SERVES A HIGH-TRAUMA AND HIGH-NEED POPULATION.

SUSTAINING AND EXPANDING THESE SOCIAL SUPPORTS WILL ENABLE US TO MEET THE DIVERSE NEEDS OF OUR STUDENTS TO ACCESS THEIR ABANDONNIC LEARNING.

AT THE TOBIN, WE HAVE LONG BEEN A SCHOOL TO CALL ON ONE TEACHER TO MEET VAST AND COMPLEX NEEDS. THERE HAVE BEEN OVERSIZED CLASS OF STUDENTS WITH I.E.P.s AND DOUBLE DIJ ITSZ, WHILE OUR SCHOOL HAD TO FIGHT TO HAVE MORE THAN ONE SPECIAL EDUCATOR FOR AN ENTIRE K-8.

WITH SPECIALIZED INSTRUCTION, TESTING, AND MEETINGS, THAT PRESENTED EXTREME CHALLENGES STRAINING OUR WOMAN POWER AND UNDERSERVING OUR LEARNERS.

WHAT DOES THAT SAY ABOUT HOW WE PRIORITIZE OUR MOST NEEDY CHILDREN IN THE IS THE SSZ.

I KNOW THERE ARE OTHER SCHOOLS IN OTHER ZIP CODES IN BOSTON THAT DID NOT HAVE THOSE SAME SKELETAL RESOURCES AND LEAFS OUR MOST VULNERABLE FAMILIES, LOOK WITH THEIR TEACHERS ASKING WHY. WE ARE GRATEFUL THE DISTRICT HAS BECOME MORE RESPONSIVE.

WE HAVE BENEFITED FROM OUR DEVOTED STAFF WHO ENSURE THE STUDENTS RECEIVE THE SERVICE THEY SAY NEED AND THE SPECIAL SERVICES DEPARTMENT STEPS UP TO SUPPORT.

AND AN I.E.P. CALLS FOR A SPECIAL PROGRAM OR CERTIFICATE, WE SHOULD OFFER IT.

WHEN STUDENTS BENEFIT FROM A DIFFERENT SETTING, THEIR FAMILIES SHOULDN'T HAVE TO WAIT MONTHS FOR IT.

WHEN CLASSROOMS NEED MORE THAN ONE EDTO MEET ALL THE IDENTIFIED NEEDS, WE SHOULDN'T HAVE TO BEG FOR IT.

I COME BEFORE YOU TODAY TO ASK THAT YOU SPEAK TO PARENTS, CHILDREN, AND FAMILIES TO UNDERSTAND WHAT THE ISSUES ARE. WE INVITE TO YOU SPEND THE KAY IN OUR SCHOOLS AS COUNCILOR WOK BOK DID SOME MONTHS BACK AT THE TOBIN.

I ASK YOU TO COMMIT FOR ADVOCATING FOR OUR MOST VULNERABLE STUDENTS TO FIX THE GAPING HOLES THAT WE HAVE ALL KNOWN EXISTED FOR YEARS.

LASTLY, I ASK YOU TO APPROVE ADDITIONAL FUNDING.

I AM HOPEFUL WITH CONTINUED COLLABORATION BETWEEN US, WE WILL BE ABLE TO PROVIDE A MORE WELL-ROUNDED, MORE STUDENT-CENTERLEARNING MODEL.

THANK YOU SO MUCH.

STAY WELL.

>> THANK YOU.

I HAVE COME BACK AND TAKEN UP THE BATON, AND THAT WAS-- CAITLIN IS A TEACH TER TOBIN, WHICH AS I MENTIONED, IS IN MY DISTRICT.

I THANK EVERYONE WHO TESTIFIED IN AND ON VIDEO AND I WANT TO THANK THE ADMINISTRATION FOR WHAT HAS BEEN A LONG DAY FOCUSED ON A BUNCH OF THE MOST CRITICAL ISSUES THAT ARE I THINK APPROPRIATELY INCLUDED IN THE VERY FIRST COMMITMENT OF THE STRATEGIC PLAN.

DR. GARSIELIS, THANK YOU SO MUCH.

>> I WANT TO THANK YOU, MADAM CHAIR, AND ALL OF THE COUNCILORS FOR ALL OF YOUR CONSIDERATIONS AND THOUGHTFUL QUESTIONS. AND I ESPECIALLY WANT TO THANK THE TEACHERS WHO WERE HERE TODAY TESTIFYING ABOUT THEIR STUDENTS AND THE NEEDS OF THEIR STUDENTS. IT JUST SHOWS THEIR INCREDIBLE COMMITMENT.

AND ON THIS TEACHER APPRECIATION CASE, I KNOW NATE OPENED, AND I'M GOING TO CLOSE JUST TO SAY THANK YOU TO ALL OUR WONDERFUL GREAT TEACHERS OUT THERE.

>> THANK YOU.

YES.

>> AND PARAPROFESSIONALS.

>> YES.

FORTUNATE INCLUDE.

AND I KNOW AND COUNCILOR FLYNN,  
ASK MYSELF, JOIN YOU IN THAT  
APPRECIATION OF ALL OUR TEACHERS  
TODAY AND EVERY DAY.

WITH THAT I AM ADJOURNING THIS  
MEETING OF THE BOSTON CITY  
COUNCIL'S COMMITTEE ON WAYS AND  
MEANS.

THANK YOU, ALL.