

00:00:00:00 00:09:28:00 MORNING, EVERYBODY RUNNING.
00:09:28:00 00:09:34:00 SO HOW ARE YOU UP?
00:09:34:00 00:09:35:00 HOW ARE YOU?
00:09:35:00 00:09:35:00 OK, THANKS.
00:09:35:00 00:09:38:00 WHAT A CASTLEBAR MORNING.
00:09:38:00 00:09:39:00 NO I'M SORRY THIS MORNING ALL
00:09:39:00 00:11:29:00 MORNING MEGAN RANIN SO MUCH
00:11:29:00 00:11:36:00 RUNNING ON MORNING
00:11:36:00 00:11:40:00 SUPERINTENDENT.
00:11:40:00 00:11:41:00 I'M HAVING DIFFICULTIES HERE.
00:11:41:00 00:11:42:00 I HAVE TO GO ON MY PHONE
00:11:42:00 00:11:45:00 BECAUSE MY COMPUTER WON'T LET
00:11:45:00 00:11:45:00 ME IN.
00:11:45:00 00:11:45:00 IT'S WEIRD.
00:11:45:00 00:11:47:00 AND THEN WHEN I WENT ON MY
00:11:47:00 00:11:48:00 COMPUTER WHEN I WENT ON MY
00:11:48:00 00:11:49:00 PHONE I HAD TO ENTER INTO ALL
00:11:49:00 00:11:52:00 OF THE MEETING CODE AND THE
00:11:52:00 00:11:53:00 PASS CODE IT WAS WOULDN'T LET
00:11:53:00 00:11:55:00 ME IN.
00:11:55:00 00:11:56:00 WEIRD.
00:11:56:00 00:11:56:00 YEAH.
00:11:56:00 00:11:57:00 I'M GETTING A COUPLE REPORTS
00:11:57:00 00:11:59:00 OF THAT FROM OUR FOLKS SO I
00:11:59:00 00:12:00:00 DON'T KNOW IF THERE'S SOME
00:12:00:00 00:12:03:00 TECHNICAL ISSUES.
00:12:03:00 00:12:07:00 I MEAN I DON'T THINK I CAN YOU
00:12:07:00 00:12:08:00 JUST DO PEOPLE HAVE THE RIGHT
00:12:08:00 00:12:11:00 LINK AND I TRY TO LOG ON ON MY
00:12:11:00 00:12:12:00 PHONE AT FIRST AND I COULDN'T
00:12:12:00 00:12:14:00 GET IN SO IT MIGHT BE SOMETHING
00:12:14:00 00:12:25:00 GOING ON.
00:12:25:00 00:12:30:00 I CONSIDER ESSAIBI GEORGE WEIN
00:12:30:00 00:12:30:00 SUPERINTENDENT.
00:12:30:00 00:12:31:00 GOOD MORNING EVERYBODY.
00:12:31:00 00:12:54:00 IT WORKED FINE.
00:12:54:00 00:12:59:00 MY PHONE AND SUPERINTENDENT AM
00:12:59:00 00:13:02:00 I RIGHT IN REMEMBERING THAT YOU
00:13:02:00 00:13:03:00 YOU'RE ONLY ABLE TO BE WITH US
00:13:03:00 00:13:06:00 AT THE BEGINNING TODAY, RIGHT?
00:13:06:00 00:13:10:00 JUST FOR A FEW MINUTES.
00:13:10:00 00:13:11:00 BUT THE TEAM IS HERE.
00:13:11:00 00:13:11:00 YES.
00:13:11:00 00:13:16:00 NOW THERE'S A FULSOM FOLSOM
00:13:16:00 00:13:16:00 TEAM HERE.
00:13:16:00 00:13:17:00 YES.
00:13:17:00 00:13:20:00 ALL RIGHT.
00:13:20:00 00:13:23:00 WELL, WE MIGHT HAVE EVERYBODY
00:13:23:00 00:13:24:00 SO WE CAN PROBABLY GUESS LET ME
00:13:24:00 00:13:27:00 JUST THAT'S WHAT I WAS ABOUT
00:13:27:00 00:13:28:00 THAT YOU THINK YOU GUYS HAVE
00:13:28:00 00:13:28:00 YOUR WHOLE TEAM.
00:13:28:00 00:13:29:00 I'M JUST VERIFYING ONE MORE

00:13:29:00 00:14:03:00 PERSON.
00:14:03:00 00:14:07:00 SO MAN IS THAT PERSON HERE WE
00:14:07:00 00:14:09:00 ALL KNOW I'M THERE.
00:14:09:00 00:14:14:00 THEY MAY BE AND HAS WHATEVER
00:14:14:00 00:14:15:00 JACK IS BEING PRESENTED TODAY
00:14:15:00 00:14:21:00 HAS I COME OVER TO YES IT HAS.
00:14:21:00 00:14:22:00 YOU JUST TEXT MY ONE COLLEAGUE
00:14:22:00 00:14:25:00 BUT I THINK WE CAN GET STARTED
00:14:25:00 00:14:26:00 AND I'LL LET YOU KNOW IF
00:14:26:00 00:14:26:00 THEY'RE HAVING ANY ISSUES AND
00:14:26:00 00:15:09:00 WE IF WE GET TO THEIR SIDE HI.
00:15:09:00 00:15:11:00 THIS IS THE THING I'M GOING TO
00:15:11:00 00:15:13:00 BE SHARING THE SLIDES.
00:15:13:00 00:15:14:00 COULD I START SHARING MY
00:15:14:00 00:15:14:00 SCREEN?
00:15:14:00 00:15:18:00 I CAN'T SHARE RIGHT NOW BECAUSE
00:15:18:00 00:15:21:00 IF YOU JUST WAIT ONE MINUTE
00:15:21:00 00:15:21:00 ONLY BECAUSE I DON'T KNOW WHAT
00:15:21:00 00:15:24:00 HAPPENS IS ALL GABBLE AND THEN
00:15:24:00 00:15:25:00 I HAVE TO READ SOME OPENING
00:15:25:00 00:15:28:00 STUFF AND THEN WE'LL HAVE
00:15:28:00 00:15:29:00 THROUGHOUT THE SLIDE.
00:15:29:00 00:15:30:00 THANK YOU COUNCILOR BOK.
00:15:30:00 00:15:30:00 APPRECIATE IT.
00:15:30:00 00:15:37:00 THANK YOU WE'RE GOING TO GO AND
00:15:37:00 00:15:38:00 THIS PERSON ALL RIGHT, JACK
00:15:38:00 00:15:43:00 PERSON IN THE WE'VE JUST BEEN
00:15:43:00 00:15:43:00 JOINED BY MONICA.
00:15:43:00 00:15:46:00 THAT'S YOUR WAITING FOR.
00:15:46:00 00:15:50:00 ALL RIGHT.
00:15:50:00 00:15:54:00 LET'S GET GOING.
00:15:54:00 00:15:58:00 CALLING THIS HEARING IN THE
00:15:58:00 00:16:01:00 BOSTON CITY COUNCIL WAYS AND
00:16:01:00 00:16:01:00 MEANS COMMITTEE TO ORDER KANSI
00:16:01:00 00:16:02:00 BACK THE DISTRICT EIGHT CITY
00:16:02:00 00:16:05:00 COUNCILOR AND ALSO THE CHAIR
00:16:05:00 00:16:06:00 OF WAYS AND MEANS.
00:16:06:00 00:16:06:00 THIS HEARING IS BEING RECORDED
00:16:06:00 00:16:09:00 AS BEING LIVE STREAMED TO
00:16:09:00 00:16:10:00 BOSTON BOSBACH CITY COUNCIL,
00:16:10:00 00:16:12:00 DASCH TV AND BROADCAST XFINITY
00:16:12:00 00:16:12:00 CHANNEL EIGHT RCN CHANNEL
00:16:12:00 00:16:15:00 EIGHTY TWO AND PHILES CHANNEL
00:16:15:00 00:16:16:00 SIXTY FOUR.
00:16:16:00 00:16:17:00 IT'S PART OF THE COUNCIL'S
00:16:17:00 00:16:19:00 BUDGET REVIEW PROCESS WHICH
00:16:19:00 00:16:20:00 ENCOMPASSES ABOUT THIRTY FIVE
00:16:20:00 00:16:23:00 WORKING SESSIONS AND HEARINGS
00:16:23:00 00:16:24:00 WHERE WE FOCUS ON EVERY ASPECT
00:16:24:00 00:16:25:00 OF THE BUDGET AND ABOUT EIGHT
00:16:25:00 00:16:28:00 OF THOSE HAVE TO DO WITH BOSTON
00:16:28:00 00:16:31:00 PUBLIC SCHOOLS WHICH COMPRISES
00:16:31:00 00:16:32:00 ABOUT A THIRD OF THE CITY'S
00:16:32:00 00:16:33:00 BUDGET.

00:16:33:00 00:16:34:00 SO THOSE WE'RE HAVING TWO
00:16:34:00 00:16:35:00 OF THOSE TODAY ONE THIS MORNING
00:16:35:00 00:16:36:00 AND WE STRONGLY ENCOURAGE
00:16:36:00 00:16:36:00 RESIDENTS TO GET INVOLVED
00:16:36:00 00:16:39:00 THROUGH PUBLIC TESTIMONY SO YOU
00:16:39:00 00:16:40:00 CAN FIND THE FULL SCHEDULE ON
00:16:40:00 00:16:43:00 BOSTON DUKKHA SLASH COUNCIL
00:16:43:00 00:16:43:00 DASCH BUDGET.
00:16:43:00 00:16:45:00 IF I HAD TO TESTIFY ABOUT THAT
00:16:45:00 00:16:47:00 SLASH BUDGET TESTIFIED YOU CAN
00:16:47:00 00:16:51:00 ALSO SHOOT AN EMAIL CCC W.M. AT
00:16:51:00 00:16:52:00 BOSBACH THAT'S THE END OF IT
00:16:52:00 00:16:58:00 WHICH MEANS THAT WHEN DUFKA OR
00:16:58:00 00:16:59:00 YOU CAN TWEET AT US AT THE
00:16:59:00 00:17:02:00 HASHTAG BUDGET THE US BUDGET
00:17:02:00 00:17:03:00 THERE IS AN OPPORTUNITY ONLINE
00:17:03:00 00:17:06:00 TO UPLOAD VIDEOS WHICH IF YOU
00:17:06:00 00:17:07:00 GET THEM IN FORTY EIGHT HOURS
00:17:07:00 00:17:08:00 IN ADVANCE WILL ACTUALLY APPEND
00:17:08:00 00:17:10:00 TO THE END HEARING RECORDING OR
00:17:10:00 00:17:13:00 AGAIN YOU CAN JOIN US LIVE IN
00:17:13:00 00:17:14:00 THE SAME ROOM AND TESTIFY AT
00:17:14:00 00:17:15:00 THE END OF ANY OF THESE
00:17:15:00 00:17:15:00 DEPARTMENT HEARINGS AND WE'LL
00:17:15:00 00:17:17:00 HAVE TO DEDICATED PUBLIC
00:17:17:00 00:17:18:00 TESTIMONY HEARINGS ONE ON MAY
00:17:18:00 00:17:22:00 TWENTY FIFTH AT SIX P.M. FOR
00:17:22:00 00:17:22:00 FOLKS WANTING TO TESTIFY ABOUT
00:17:22:00 00:17:25:00 THE BAPS BUDGET GISENYI ASPECT
00:17:25:00 00:17:26:00 AND THEN ONE ON JUNE 3RD AT SIX
00:17:26:00 00:17:29:00 P.M. ABOUT ANY ASPECT OF THE
00:17:29:00 00:17:30:00 WHOLE BUDGET.
00:17:30:00 00:17:31:00 SO IF EVENINGS ARE MORE
00:17:31:00 00:17:34:00 CONVENIENT, PLEASE JOIN US FOR
00:17:34:00 00:17:34:00 ONE OF THOSE AND WE'D BE HAPPY
00:17:34:00 00:17:36:00 TO TAKE YOUR TESTIMONY OR YOU
00:17:36:00 00:17:37:00 CAN SEND WRITTEN TESTIMONY TO
00:17:37:00 00:17:40:00 SCUTTLE THE U.N. AMBASSADOR.
00:17:40:00 00:17:44:00 SO TODAY'S HEARING IS IDOC IT'S
00:17:44:00 00:17:45:00 ZERO FIVE TO FOUR TO ZERO FIVE
00:17:45:00 00:17:46:00 TO SIX ORDERS FOR THE F TWENTY
00:17:46:00 00:17:48:00 TWO OPERATING BUDGET INCLUDING
00:17:48:00 00:17:49:00 ANNUAL APPROPRIATIONS FOR
00:17:49:00 00:17:49:00 DEPARTMENTAL OPERATIONS FOR THE
00:17:49:00 00:17:51:00 SCHOOL DEPARTMENT AND FOR OTHER
00:17:51:00 00:17:52:00 COAST EMPLOYMENT BENEFITS
00:17:52:00 00:17:53:00 DOCKET ZERO FIVE TO SEVEN TO
00:17:53:00 00:17:56:00 ZERO FIVE TO EIGHT ORDERS FOR
00:17:56:00 00:17:56:00 CAPITAL FUND TRANSFER
00:17:56:00 00:17:59:00 APPROPRIATIONS AND DOCKET ZERO
00:17:59:00 00:18:00:00 FIVE TWO NINE ZERO FIVE THREE
00:18:00:00 00:18:01:00 ONE ORDERS FOR THE CAPITAL
00:18:01:00 00:18:03:00 BUDGET INCLUDING ON ORDERS AND
00:18:03:00 00:18:04:00 LEASE PURCHASE AGREEMENTS.

00:18:04:00 00:18:04:00 THAT'S A MOUTHFUL.
00:18:04:00 00:18:07:00 IT'S ALL DOCKETS THAT HAVE TO
00:18:07:00 00:18:08:00 DO WITH THE BUDGET BUT OUR
00:18:08:00 00:18:11:00 FOCUS AREA TODAY WILL ACTUALLY
00:18:11:00 00:18:12:00 BE BY PUBLIC SCHOOLS AND
00:18:12:00 00:18:14:00 SPECIFICALLY COMMITMENT ONE
00:18:14:00 00:18:18:00 OF ITS STRATEGIC PLANS WE'VE
00:18:18:00 00:18:19:00 ORGANIZED THESE HEARINGS
00:18:19:00 00:18:19:00 ACCORDING TO BP'S STRATEGIC
00:18:19:00 00:18:19:00 PLAN.
00:18:19:00 00:18:23:00 IT CAME OUT LAST YEAR AND SO
00:18:23:00 00:18:24:00 BOTH THE AFTERNOON AND MORNING
00:18:24:00 00:18:24:00 HEARINGS TODAY ARE ON
00:18:24:00 00:18:27:00 COMMITMENT ONE WHICH IS
00:18:27:00 00:18:27:00 ELIMINATE OPPORTUNITY AND
00:18:27:00 00:18:30:00 ACHIEVEMENT GAPS THIS MORNING
00:18:30:00 00:18:31:00 BASED ON SORT OF OVERALL
00:18:31:00 00:18:32:00 ALIGNMENT WITH THAT GOAL AND
00:18:32:00 00:18:34:00 WRAP AROUND SUPPORTS INCLUDING
00:18:34:00 00:18:35:00 TOPICS LIKE WORKFORCE
00:18:35:00 00:18:35:00 DIVERSITY, CURRICULUM BIASED
00:18:35:00 00:18:37:00 REVIEW CODE OF CONDUCT
00:18:37:00 00:18:38:00 IMPLEMENTATION AND
00:18:38:00 00:18:39:00 DISPROPORTIONALITY, SOCIAL AND
00:18:39:00 00:18:42:00 EMOTIONAL LEARNING AND WELLNESS
00:18:42:00 00:18:42:00 FAMILY LIAISON SOCIAL WORKERS
00:18:42:00 00:18:45:00 SCHOOL PSYCHOLOGISTS AND
00:18:45:00 00:18:46:00 NURSES.
00:18:46:00 00:18:46:00 TRAUMA AND CRISIS RESPONSE.
00:18:46:00 00:18:50:00 BEHAVIORAL AND MENTAL HEALTH
00:18:50:00 00:18:50:00 SUPPORTS AND HERD WHICH
00:18:50:00 00:18:53:00 SUPPORTS OUR HOMELESS STUDENTS
00:18:53:00 00:18:53:00 .
00:18:53:00 00:18:54:00 AND I'LL JUST NOTE THAT THIS IS
00:18:54:00 00:18:55:00 A BUDGET THAT PROPOSES
00:18:55:00 00:18:57:00 SIGNIFICANT INVESTMENTS IN A
00:18:57:00 00:18:58:00 NUMBER OF THESE AREAS AROUND
00:18:58:00 00:18:59:00 SOCIAL AND EMOTIONAL LEARNING
00:18:59:00 00:19:01:00 AND MENTAL HEALTH SUPPORTS IN
00:19:01:00 00:19:02:00 LIGHT OF THE PANDEMIC SITUATION
00:19:02:00 00:19:06:00 WE FIND OURSELVES IN AND THE
00:19:06:00 00:19:07:00 SORT OF PERPETUAL NEEDS THAT
00:19:07:00 00:19:10:00 OUR STUDENTS TO BE WELL
00:19:10:00 00:19:10:00 SUPPORTED IN THEIR LEARNING AND
00:19:10:00 00:19:11:00 GROWING.
00:19:11:00 00:19:14:00 SO THAT'LL BE OUR FOCUS TODAY I
00:19:14:00 00:19:15:00 HAVE BEEN JOINED BY MY
00:19:15:00 00:19:17:00 COLLEAGUES COUNSELOR ESSAIBI
00:19:17:00 00:19:18:00 GEORGE WHO'S AT LARGE COUNSELOR
00:19:18:00 00:19:21:00 SHE IS MY VICE CHAIR ON WAYS
00:19:21:00 00:19:22:00 AND MEANS AND ALSO THE CHAIR
00:19:22:00 00:19:23:00 OF THE COUNCIL'S EDUCATION
00:19:23:00 00:19:25:00 COMMITTEE COUNSELOR ANDREA
00:19:25:00 00:19:25:00 CAMPBELL OF DISTRICT FOUR AND

00:19:25:00 00:19:29:00 COUNSELOR VALLEY OF DISTRICT
00:19:29:00 00:19:29:00 SIX AND ALSO OUR COUNCIL
00:19:29:00 00:19:33:00 PRESIDENT PRO TEMPORE ALSO JUST
00:19:33:00 00:19:34:00 BEEN JOINED BY COUNCILOR JULIAN
00:19:34:00 00:19:36:00 MACIA AT LARGE.
00:19:36:00 00:19:40:00 SO WE'RE JOINED HERE TODAY BY A
00:19:40:00 00:19:41:00 SUPERINTENDENT DR. BRENNAN
00:19:41:00 00:19:44:00 CÉCILIA AND HER TEAM I THE
00:19:44:00 00:19:44:00 SUPERINTENDENT WILL JUST BE
00:19:44:00 00:19:45:00 WITH US AT THE START OF TODAY'S
00:19:45:00 00:19:47:00 HEARING AND THEN WE'LL WE'LL
00:19:47:00 00:19:48:00 HAVE THE WHOLE TEAM FOR THE
00:19:48:00 00:19:49:00 REST.
00:19:49:00 00:19:51:00 SO I WANT TO GIVE HER AN
00:19:51:00 00:19:52:00 OPPORTUNITY TO KICK US OFF AND
00:19:52:00 00:19:53:00 THEN WE'LL JUMP INTO THE
00:19:53:00 00:19:56:00 PRESENTATION WHICH COUNCILORS
00:19:56:00 00:19:57:00 WILL FIND IN THEIR INBOX FROM
00:19:57:00 00:19:59:00 MICHELLE GOLDBERG AS A REPLY TO
00:19:59:00 00:20:00:00 YOU EARLIER TODAY, DR.
00:20:00:00 00:20:04:00 KINSLEY'S MADAM CHAIR MEMBERS
00:20:04:00 00:20:05:00 AND COUNCILORS, THANK YOU SO
00:20:05:00 00:20:07:00 MUCH FOR ALL THAT YOU DO FOR
00:20:07:00 00:20:08:00 BOSTON PUBLIC SCHOOLS EVERY
00:20:08:00 00:20:08:00 EVERY DAY.
00:20:08:00 00:20:11:00 I KNOW MANY OF YOU ARE
00:20:11:00 00:20:12:00 ADVOCATING FOR STUDENTS EACH
00:20:12:00 00:20:15:00 AND EVERY DAY AND JUST SO
00:20:15:00 00:20:16:00 GRATEFUL AND THANKFUL TO YOU
00:20:16:00 00:20:16:00 ESPECIALLY DURING THIS PAST
00:20:16:00 00:20:19:00 YEAR WHICH HAS BEEN IT REALLY
00:20:19:00 00:20:20:00 TREMENDOUSLY CHALLENGING YEAR
00:20:20:00 00:20:23:00 FOR ALL OF US.
00:20:23:00 00:20:26:00 I AM EXCITED ABOUT TODAY'S
00:20:26:00 00:20:27:00 PRESENTATION.
00:20:27:00 00:20:30:00 I WAS EXCITED TO LEARN THAT WE
00:20:30:00 00:20:31:00 WOULD BE WHERE WE WOULD BE
00:20:31:00 00:20:34:00 TALKING WITH TODAY AND FOCUSED
00:20:34:00 00:20:35:00 ON OPPORTUNITY GAPS.
00:20:35:00 00:20:38:00 OUR OPPORTUNITY ACHIEVEMENT GAP
00:20:38:00 00:20:39:00 POLICY AND THE ALIGNMENT TO OUR
00:20:39:00 00:20:42:00 STRATEGIC PLAN AND ALSO THE
00:20:42:00 00:20:43:00 WORK THAT WE ARE DOING FOR OUR
00:20:43:00 00:20:45:00 SOCIAL EMOTIONAL WELL-BEING
00:20:45:00 00:20:45:00 OF OUR CHILDREN.
00:20:45:00 00:21:06:00 THESE PIECES ARE A SPOTLIGHT
00:21:06:00 00:21:07:00 OF OUR WORK AND CORE TO OUR
00:21:07:00 00:21:07:00 PANDEMIC RECOVERY AND WE PUT A
00:21:07:00 00:21:08:00 HUGE INVESTMENT THIS NEXT YEAR
00:21:08:00 00:21:09:00 INTO THESE RESOURCES.
00:21:09:00 00:21:10:00 SO YOU'LL BE ABLE TO HEAR FROM
00:21:10:00 00:21:10:00 MY TEAM TODAY WHO HAVE JUST
00:21:10:00 00:21:11:00 BEEN TREMENDOUSLY WORKING WITH
00:21:11:00 00:21:11:00 OUR COMMUNITY PARTNERS TO

00:21:11:00 00:21:12:00 PROVIDE HOUSING SUPPORTS
00:21:12:00 00:21:12:00 SUPPORTS FOR MENTAL HEALTH,
00:21:12:00 00:21:13:00 SUPPORTS FOR OUR FAMILIES TO
00:21:13:00 00:21:14:00 GET THEM CONNECTED AND FOOD
00:21:14:00 00:21:17:00 ACCESS AND SO MANY SO MANY
00:21:17:00 00:21:18:00 OTHER WAYS THAT WE HAVE BEEN
00:21:18:00 00:21:21:00 ABLE TO WORK WITH THE CITY
00:21:21:00 00:21:22:00 ACROSS ALL OF BOSTON TO BRIDGE
00:21:22:00 00:21:25:00 THE GAPS FOR OUR CHILDREN.
00:21:25:00 00:21:26:00 SO WITH THAT I'M GOING TO TURN
00:21:26:00 00:21:28:00 IT OVER TO CHIEF KHUTOR WHO
00:21:28:00 00:21:29:00 WILL BEGIN TO GIVE AN OVERVIEW
00:21:29:00 00:21:29:00 AGAIN OF THE BUDGET.
00:21:29:00 00:21:33:00 THEN IT WILL BE TURNED TO DR.
00:21:33:00 00:21:34:00 CHARLES BRONSON WHO IS OUR
00:21:34:00 00:21:36:00 CHIEF EQUITY AND STRATEGY
00:21:36:00 00:21:37:00 OFFICER DOING A LOT OF THIS
00:21:37:00 00:21:40:00 WORK IN COORDINATION OF THIS
00:21:40:00 00:21:44:00 WORK AS WE REALLY TRY TO BUILD
00:21:44:00 00:21:48:00 BACK THE SUPPORT SYSTEMS,
00:21:48:00 00:21:49:00 RECOVER WELL FOR OUR STUDENTS.
00:21:49:00 00:21:50:00 SO WITH THAT I'LL GO AHEAD AND
00:21:50:00 00:21:51:00 TURN IT OVER TO CHIEF
00:21:51:00 00:21:55:00 SUPERINTENDENT AND GOOD MORNING
00:21:55:00 00:21:59:00 CITY COUNCIL AND MEMBERS OF THE
00:21:59:00 00:22:00:00 BOSTON COMMUNITY HERE AT HOME
00:22:00:00 00:22:03:00 WATCHING AS OUR TEAM PULLS UP A
00:22:03:00 00:22:03:00 PRESENTATION.
00:22:03:00 00:22:05:00 WE HAVE A LOT OF TOPICS THAT WE
00:22:05:00 00:22:07:00 ARE COVERING TODAY AND I'M
00:22:07:00 00:22:08:00 REMINDED THAT THE LONGEST
00:22:08:00 00:22:11:00 SPEECH IN UN HISTORY WAS
00:22:11:00 00:22:12:00 DELIVERED BY FIDEL CASTRO AND
00:22:12:00 00:22:13:00 HE OPENED IT BY SAYING I'LL BE
00:22:13:00 00:22:15:00 BRIEF.
00:22:15:00 00:22:16:00 AND SO WITH THAT I'M GOING TO
00:22:16:00 00:22:18:00 TRY AND BE BRIEF IN MY COMMENTS
00:22:18:00 00:22:18:00 .
00:22:18:00 00:22:19:00 BUT FOR THOSE OF YOU WHO ARE
00:22:19:00 00:22:20:00 LISTENING TO A COUNCIL HEARING
00:22:20:00 00:22:23:00 FOR THE FIRST TIME WE WANTED TO
00:22:23:00 00:22:23:00 PROVIDE SOME IMPORTANT CONTEXT
00:22:23:00 00:22:27:00 ABOUT THE BP'S BUDGET AND THE
00:22:27:00 00:22:27:00 FISCAL YEAR.
00:22:27:00 00:22:30:00 TWENTY TWO BUDGET ON THE NEXT
00:22:30:00 00:22:31:00 SLIDE WE OFTEN START WITH THE
00:22:31:00 00:22:34:00 STATEMENT FROM THE OPPORTUNITY
00:22:34:00 00:22:34:00 ACHIEVEMENT GAP OFFICE TO TALK
00:22:34:00 00:22:37:00 ABOUT WHAT IT TAKES FOR ALL
00:22:37:00 00:22:38:00 LEARNERS.
00:22:38:00 00:22:39:00 WE ARE TREMENDOUSLY LUCKY AS A
00:22:39:00 00:22:42:00 CITY TO HAVE THIRTY SIX MILLION
00:22:42:00 00:22:42:00 DOLLARS IN NEW INVESTMENTS
00:22:42:00 00:22:45:00 COMING TO US TO HELP US DELIVER

00:22:45:00 00:22:46:00 AND INCREASE OUR FOUNDATION FOR
00:22:46:00 00:22:49:00 QUALITY AND OUR FOUNDATION FOR
00:22:49:00 00:22:49:00 QUALITY AS OUR COMMITMENT TO
00:22:49:00 00:22:52:00 MAKE SURE THAT EVERY SCHOOL HAS
00:22:52:00 00:22:53:00 RESOURCES TO SERVE THEIR
00:22:53:00 00:22:53:00 STUDENTS.
00:22:53:00 00:22:57:00 ONE HUNDRED PERCENT OF THE NEW
00:22:57:00 00:22:57:00 INVESTMENTS ARE GOING TOWARDS
00:22:57:00 00:23:00:00 DIRECT SERVICES TO SCHOOLS.
00:23:00:00 00:23:01:00 THIS INCLUDES NINETY FIVE NEW
00:23:01:00 00:23:02:00 SOCIAL WORKER POSITIONS AND
00:23:02:00 00:23:05:00 EIGHTY POINT FIVE POSITIONS FOR
00:23:05:00 00:23:06:00 FAMILY LIAISONS SUPPORTING
00:23:06:00 00:23:09:00 STUDENTS IN THEIR COMMUNITY.
00:23:09:00 00:23:12:00 WE BELIEVE THAT AT A TIME WHEN
00:23:12:00 00:23:13:00 OTHER DISTRICTS ARE DEALING
00:23:13:00 00:23:14:00 WITH AND TRYING TO BACKFILL THE
00:23:14:00 00:23:17:00 LOSS OF LOCAL REVENUES, THIS
00:23:17:00 00:23:17:00 SHOWS A TREMENDOUS COMMITMENT
00:23:17:00 00:23:20:00 FROM THE CITY MOVING TO THE
00:23:20:00 00:23:24:00 NEXT SLIDE.
00:23:24:00 00:23:25:00 THIS IS OF COURSE THE THIRD
00:23:25:00 00:23:27:00 YEAR OF ONE HUNDRED MILLION
00:23:27:00 00:23:28:00 EXCUSE ME THE SECOND YEAR THE
00:23:28:00 00:23:31:00 SUPERINTENDENT ALMOST TEASED ME
00:23:31:00 00:23:32:00 I THINK THE SECOND YEAR OF A
00:23:32:00 00:23:33:00 THREE YEAR ONE HUNDRED MILLION
00:23:33:00 00:23:35:00 DOLLAR COMMITMENT FROM THE CITY
00:23:35:00 00:23:39:00 TO INVEST IN THE BOSTON PUBLIC
00:23:39:00 00:23:39:00 SCHOOLS.
00:23:39:00 00:23:40:00 WE ARE STRUCTURING OUR
00:23:40:00 00:23:43:00 INVESTMENTS THIS YEAR AROUND
00:23:43:00 00:23:44:00 THE RETURN RECOVERY REIMAGINED.
00:23:44:00 00:23:45:00 SO YOU'RE GOING TO HEAR FROM
00:23:45:00 00:23:47:00 DIFFERENT MEMBERS OF OUR TEAM
00:23:47:00 00:23:48:00 AROUND THIS FRAMEWORK.
00:23:48:00 00:23:51:00 BUT IT'S REALLY STARTING WITH
00:23:51:00 00:23:53:00 THIS COMMITMENT FROM THE CITY
00:23:53:00 00:23:57:00 EXLINE.
00:23:57:00 00:23:58:00 THIS IS OF COURSE ONE PART
00:23:58:00 00:24:00:00 OF AN OVERALL INVESTMENT
00:24:00:00 00:24:01:00 FRAMEWORK THAT WE'RE LEVERAGING
00:24:01:00 00:24:01:00 THIS YEAR.
00:24:01:00 00:24:04:00 THE FIRST IS OF COURSE THE CITY
00:24:04:00 00:24:05:00 FUNDING WHICH REPRESENTS OVER
00:24:05:00 00:24:06:00 40 PERCENT OF THE CITY'S
00:24:06:00 00:24:06:00 BUDGET.
00:24:06:00 00:24:10:00 WE ALSO HAVE A TREMENDOUS
00:24:10:00 00:24:10:00 AMOUNT OF FEDERAL FUNDING
00:24:10:00 00:24:11:00 THAT'S COMING IN NEARLY FOUR
00:24:11:00 00:24:12:00 HUNDRED MILLION RELIEF FUNDS
00:24:12:00 00:24:13:00 COMING IN IN DIFFERENT FORMS
00:24:13:00 00:24:16:00 AND TOMORROW NIGHT WE'RE GOING
00:24:16:00 00:24:17:00 TO BE PRESENTING TO THE SCHOOL

00:24:17:00 00:24:19:00 COMMITTEE ON OUR CAPITAL BUDGET
00:24:19:00 00:24:20:00 .
00:24:20:00 00:24:21:00 AND YOU'VE ALREADY HEARD FROM
00:24:21:00 00:24:22:00 THE CITY ON THE OVERALL CAPITAL
00:24:22:00 00:24:24:00 BUDGET WHICH ALLOWS US TO MAKE
00:24:24:00 00:24:25:00 STRATEGIC INVESTMENTS AND LONG
00:24:25:00 00:24:26:00 TERM INVESTMENTS IN OUR
00:24:26:00 00:24:32:00 FACILITIES OVERALL FEDERAL
00:24:32:00 00:24:33:00 FUNDING IS FOR FOR THE NEXT FEW
00:24:33:00 00:24:36:00 FISCAL YEARS ABOUT FOUR HUNDRED
00:24:36:00 00:24:37:00 MILLION.
00:24:37:00 00:24:37:00 WE STARTED THIS YEAR WITH
00:24:37:00 00:24:39:00 SUBPART ONE OR WHAT PEOPLE HAVE
00:24:39:00 00:24:40:00 REFERRED TO AS KERES FUNDING
00:24:40:00 00:24:43:00 WHICH INCLUDES FIVE MILLION
00:24:43:00 00:24:44:00 DOLLARS THAT WE ALLOCATED OUT
00:24:44:00 00:24:47:00 PER THE REQUIREMENTS TO PRIVATE
00:24:47:00 00:24:47:00 PAROCHIAL SCHOOLS.
00:24:47:00 00:24:51:00 THE CITY ALSO OFFERED US
00:24:51:00 00:24:51:00 ADDITIONAL FUNDING TWENTY THREE
00:24:51:00 00:24:52:00 POINT TWO MILLION WHICH HELPED
00:24:52:00 00:24:55:00 US GO ONE TO ONE WITH CROHN
00:24:55:00 00:24:56:00 CARDS AND WE HAVE ONE HUNDRED
00:24:56:00 00:24:58:00 AND TWENTY THREE MILLION EXTRA
00:24:58:00 00:24:59:00 PART TWO AND TWO HUNDRED AND
00:24:59:00 00:25:02:00 SEVENTY MILLION IS OUR ESTIMATE
00:25:02:00 00:25:03:00 FOR HOW MUCH WE'LL BE GETTING
00:25:03:00 00:25:04:00 IN THE FEDERAL RELIEF PACKAGE
00:25:04:00 00:25:06:00 SIGNED BY PRESIDENT.
00:25:06:00 00:25:07:00 BY THOSE ESTIMATES WE HAVEN'T
00:25:07:00 00:25:10:00 GOTTEN OUR FINAL ALLOCATION BUT
00:25:10:00 00:25:11:00 WE ARE BEGINNING THE PLANNING
00:25:11:00 00:25:15:00 PROCESS AND ON THURSDAY WE HAVE
00:25:15:00 00:25:15:00 OUR FIRST ASSAR COMMISSION AND
00:25:15:00 00:25:17:00 DAVID MITCHELL'S HERE TODAY TO
00:25:17:00 00:25:20:00 TALK ABOUT THAT.
00:25:20:00 00:25:25:00 WE'VE STARTED TALKED ABOUT THE
00:25:25:00 00:25:26:00 CONTEXT IN WHICH THE BUDGET IS
00:25:26:00 00:25:29:00 PRESENTED.
00:25:29:00 00:25:30:00 IT INCLUDES BOTH THE NEED FOR
00:25:30:00 00:25:33:00 US TO THINK ABOUT THE ACADEMIC
00:25:33:00 00:25:34:00 RECOVERY NEEDED FOR OUR
00:25:34:00 00:25:35:00 STUDENTS, THE SOCIAL EMOTIONAL
00:25:35:00 00:25:37:00 RECOVERY , THE FROM THIS
00:25:37:00 00:25:38:00 PANDEMIC AS WELL AS THE HEALTH
00:25:38:00 00:25:38:00 OUTCOMES THAT HAVE AFFECTED OUR
00:25:38:00 00:25:40:00 STUDENT STUDENTS.
00:25:40:00 00:25:41:00 BUT AS A DISTRICT WE'RE ALSO
00:25:41:00 00:25:44:00 DEALING WITH A NUMBER
00:25:44:00 00:25:45:00 OF SYSTEMWIDE ISSUES FROM THE
00:25:45:00 00:25:48:00 PANDEMIC MOST NOTABLY THE
00:25:48:00 00:25:49:00 DISTRICT IS FACING A MULTIYEAR
00:25:49:00 00:25:52:00 CHALLENGE ENROLLMENT DECLINES.
00:25:52:00 00:25:53:00 THIS IS THE THIRD YEAR IN A ROW

00:25:53:00 00:25:54:00 WHERE WE'VE SEEN SIGNIFICANT
00:25:54:00 00:25:56:00 DECLINES AND THE ONE YEAR
00:25:56:00 00:25:57:00 DECREASE IN ENROLLMENT IS THE
00:25:57:00 00:26:00:00 LARGEST WE'VE SEEN IN 15 YEARS.
00:26:00:00 00:26:01:00 WHILE THIS ALLOWS US TO DEAL
00:26:01:00 00:26:03:00 WITH A SMALLER DISTRICT AND
00:26:03:00 00:26:04:00 TARGET MORE SUPPORTS TO
00:26:04:00 00:26:07:00 INDIVIDUAL STUDENTS, IT IS A
00:26:07:00 00:26:08:00 CONTEXT THAT WE NEED TO BE
00:26:08:00 00:26:09:00 PLANNING FOR IS HOW DO WE
00:26:09:00 00:26:10:00 EMERGE STRONGER FROM FROM THIS
00:26:10:00 00:26:14:00 PANDEMIC AS A DISTRICT AS I
00:26:14:00 00:26:18:00 MENTIONED WHAT WE ARE LOOKING
00:26:18:00 00:26:19:00 TO DO IS RETURN WELL, RECOVER
00:26:19:00 00:26:23:00 STRONG AND REIMAGINE WHAT IS
00:26:23:00 00:26:23:00 POSSIBLE FOR OUR STUDENTS.
00:26:23:00 00:26:27:00 IT'S BOTH IN RECOGNIZING WHAT
00:26:27:00 00:26:28:00 WE NEED TO DO NOW TO SUPPORT
00:26:28:00 00:26:30:00 OUR STUDENTS AND AND OPEN THE
00:26:30:00 00:26:30:00 DISTRICT'S STRONG POST PANDEMIC
00:26:30:00 00:26:34:00 BUT NOT LOSING A YEAR.
00:26:34:00 00:26:35:00 WE CAN'T COME BACK AS A
00:26:35:00 00:26:35:00 DISTRICT WE WERE BECAUSE WE
00:26:35:00 00:26:38:00 KNOW THAT THAT DISTRICT FAILED
00:26:38:00 00:26:38:00 TOO MANY OF OUR STUDENTS.
00:26:38:00 00:26:39:00 WHAT WE ARE AGAIN CHALLENGED TO
00:26:39:00 00:26:42:00 DO IS BOTH REOPEN STRONG AND
00:26:42:00 00:26:45:00 REIMAGINE WHAT'S POSSIBLE AND
00:26:45:00 00:26:46:00 HOW DO WE COME BACK AS A
00:26:46:00 00:26:47:00 DISTRICT THAT OUR STUDENTS NEED
00:26:47:00 00:26:50:00 US TO BE A CRITICAL PART
00:26:50:00 00:26:53:00 OF THIS OF COURSE IS THE
00:26:53:00 00:26:53:00 FUNDING THAT WE'VE RECEIVED AND
00:26:53:00 00:26:56:00 WE ARE FORTUNATE TO BE ABLE TO
00:26:56:00 00:26:57:00 LEVERAGE THIS.
00:26:57:00 00:26:58:00 EVEN MITCHELL, OUR CHIEF
00:26:58:00 00:26:59:00 OF ACCOUNTABILITY IS LEADING
00:26:59:00 00:27:01:00 THIS WORK AND IS LAUNCHING THE
00:27:01:00 00:27:02:00 ASSAR COMMISSION TO MAKE SURE
00:27:02:00 00:27:05:00 THAT WE ARE COMMUNITY DRIVEN
00:27:05:00 00:27:08:00 AND COMMUNITY INFORMED IN OUR
00:27:08:00 00:27:09:00 RECOVERY EFFORTS AS WE START TO
00:27:09:00 00:27:10:00 PUT TOGETHER THE FIRST
00:27:10:00 00:27:12:00 APPLICATION FOR AS PART TWO IS
00:27:12:00 00:27:13:00 DUE IN JULY.
00:27:13:00 00:27:15:00 SO THAT IS PART OF THE OVERALL
00:27:15:00 00:27:16:00 PROCESS THAT WE'RE LOOKING TO
00:27:16:00 00:27:20:00 DO.
00:27:20:00 00:27:21:00 AND WITH THAT I'M GOING TO
00:27:21:00 00:27:21:00 WE'RE GOING TO START OUR
00:27:21:00 00:27:24:00 PRESENTATION FOCUS ON RETURNING
00:27:24:00 00:27:25:00 WELL AND THE INVESTMENTS THAT
00:27:25:00 00:27:28:00 WE HAVE TO REOPEN OUR SCHOOLS
00:27:28:00 00:27:29:00 AND TO PREPARE I'M GOING TO

00:27:29:00 00:27:32:00 TURN THE SLIDE DECK OVER
00:27:32:00 00:27:36:00 OF COURSE AT THIS POINT TO
00:27:36:00 00:27:39:00 CHECK MY NOTES TO THE OFFICE
00:27:39:00 00:27:40:00 OF ACHIEVEMENT GAP AND DR.
00:27:40:00 00:27:43:00 CHARLES, THANKS SO MUCH.
00:27:43:00 00:27:47:00 CHIEF KHUTOR AND GOOD MORNING
00:27:47:00 00:27:47:00 COUNSELORS.
00:27:47:00 00:27:51:00 GREAT TO BE A DAY TO BE ABLE TO
00:27:51:00 00:27:52:00 SHARE WITH YOU IN GREATER
00:27:52:00 00:27:54:00 DETAIL OUR WORK AROUND
00:27:54:00 00:27:55:00 ELIMINATING OPPORTUNITY AND
00:27:55:00 00:27:58:00 ACHIEVEMENT GAPS AS OUTLINED IN
00:27:58:00 00:28:02:00 ONE OF OUR STRATEGIC PLAN.
00:28:02:00 00:28:06:00 YOU SEE HERE A FAMILIAR I THINK
00:28:06:00 00:28:07:00 BY THIS POINT QUOTE NATE
00:28:07:00 00:28:10:00 REFERENCED IT AT THE BEGINNING
00:28:10:00 00:28:11:00 OF THE PRESENTATION WHICH
00:28:11:00 00:28:13:00 REALLY CENTERS OUR WORK AND
00:28:13:00 00:28:17:00 DURING THE COMMUNITY ENGAGEMENT
00:28:17:00 00:28:18:00 PROCESS THAT LED UP TO THE
00:28:18:00 00:28:21:00 CREATION OF THE STRATEGIC PLAN
00:28:21:00 00:28:22:00 , A LOT OF THE MESSAGES THAT
00:28:22:00 00:28:25:00 THE SUPERINTENDENT HEARD FROM
00:28:25:00 00:28:28:00 THE COMMUNITY AND EDUCATORS WAS
00:28:28:00 00:28:29:00 HOW DO WE ENSURE THAT WE REMAIN
00:28:29:00 00:28:32:00 COMMITTED AND FOCUSED TO THIS
00:28:32:00 00:28:33:00 MISSION THAT WAS ORIGINALLY
00:28:33:00 00:28:37:00 LAID OUT IN THE 2016 PREAMBLE
00:28:37:00 00:28:40:00 OF THE OPPORTUNITY ACHIEVEMENT
00:28:40:00 00:28:40:00 GAPS POLICY.
00:28:40:00 00:28:43:00 AND SO OUR STRATEGIC VISION
00:28:43:00 00:28:44:00 IMAGINE TWENTY TWENTY TWENTY
00:28:44:00 00:28:47:00 TWENTY FIVE REALLY CENTERS JUST
00:28:47:00 00:28:51:00 AS A PART OF OUR MISSION AND IT
00:28:51:00 00:28:52:00 IS EMBEDDED NOT ONLY A
00:28:52:00 00:28:53:00 COMMITMENT ONE BUT THAT
00:28:53:00 00:28:55:00 THROUGHOUT THE ENTIRE STRATEGIC
00:28:55:00 00:28:55:00 PLAN.
00:28:55:00 00:28:58:00 BUT I'LL SHARE THAT COMMITMENT
00:28:58:00 00:28:59:00 ONE POINT ONE STAGE THAT WE
00:28:59:00 00:29:02:00 WILL ENSURE THE BP'S POLICIES,
00:29:02:00 00:29:03:00 PLANS AND BUDGETS ADVANCE THE
00:29:03:00 00:29:04:00 OPPORTUNITY ACHIEVEMENT GAPS
00:29:04:00 00:29:07:00 POLICY SO THAT OUR SCHOOLS ARE
00:29:07:00 00:29:10:00 EQUITABLY FUNDED AND TO PROVIDE
00:29:10:00 00:29:11:00 TO PROVIDE ROBUST ACADEMIC
00:29:11:00 00:29:14:00 PROGRAMING SOCIAL SUPPORTS
00:29:14:00 00:29:15:00 GIVING EVERY CHILD WHAT THEY
00:29:15:00 00:29:21:00 NEED AND SO THIS STRATEGIC
00:29:21:00 00:29:22:00 COMMITMENT IS REALLY THE
00:29:22:00 00:29:22:00 THROUGH LINE AND CONNECTION
00:29:22:00 00:29:26:00 POINT FOR THE WORK OF NOT ONLY
00:29:26:00 00:29:28:00 THE OPPORTUNITY GAPS OFFICE OR
00:29:28:00 00:29:29:00 THE DIVISION OF EQUITY STRATEGY

00:29:29:00 00:29:30:00 AND OPPORTUNITY GAPS BUT OUR
00:29:30:00 00:29:36:00 ENTIRE DISTRICT LOOKS LIKE THIS
00:29:36:00 00:29:37:00 SERVICE GOING TO BRIEFLY GO
00:29:37:00 00:29:40:00 OVER THE OPPORTUNITY GAPS
00:29:40:00 00:29:44:00 POLICY AND TO GIVE YOU A SENSE
00:29:44:00 00:29:45:00 OF SORT OF HOW WE BUCKETED THE
00:29:45:00 00:29:48:00 WORK AND THEN FROM THERE TALK
00:29:48:00 00:29:49:00 ABOUT SOME OF THE PROGRESS AND
00:29:49:00 00:29:52:00 WHAT THIS BUDGET ALLOWS US TO
00:29:52:00 00:29:52:00 CONTINUE.
00:29:52:00 00:29:55:00 THERE ARE SIX MAIN OBJECTIVES
00:29:55:00 00:29:56:00 THE OPPORTUNITY TO RIGHTS
00:29:56:00 00:29:57:00 POLICY AND THEY CAN BE
00:29:57:00 00:30:00:00 CATEGORIZED INTO THREE MAIN
00:30:00:00 00:30:00:00 BUCKETS OF WORK FOCUSING ON
00:30:00:00 00:30:03:00 CREATING CHANGE FOR OUR MOST
00:30:03:00 00:30:06:00 MARGINALIZED POPULATIONS AND
00:30:06:00 00:30:07:00 THEY ARE ONE OF FOCUS ON
00:30:07:00 00:30:11:00 CULTURAL PROFICIENCY BOTH IN
00:30:11:00 00:30:12:00 TERMS OF THE PRACTICES AND IN
00:30:12:00 00:30:15:00 APPROACHES TO EDUCATING OUR
00:30:15:00 00:30:16:00 CHILDREN BUT ALSO AROUND THE
00:30:16:00 00:30:19:00 DIVERSITY NEEDED ACROSS ALL
00:30:19:00 00:30:20:00 LAYERS OF THE SYSTEM TO DO THAT
00:30:20:00 00:30:22:00 WORK EFFECTIVELY AND THAT'S
00:30:22:00 00:30:23:00 OBJECTIVES TO THE FOUR TO THREE
00:30:23:00 00:30:26:00 OR FOUR OF THE POLICY.
00:30:26:00 00:30:27:00 THE SECOND IS EXAMINING SOME
00:30:27:00 00:30:30:00 OF OUR STRUCTURES THAT CAN BE
00:30:30:00 00:30:31:00 BARRIERS TO OPPORTUNITIES FOR
00:30:31:00 00:30:33:00 OUR MARGINALIZED POPULATIONS
00:30:33:00 00:30:34:00 INCLUDING BUDGETS, OPERATIONS
00:30:34:00 00:30:35:00 AND LARGER POLICIES AND
00:30:35:00 00:30:38:00 PRACTICES AND THAT WORK AS
00:30:38:00 00:30:39:00 OUTLINED IN OBJECTIVE FIVE
00:30:39:00 00:30:42:00 OF THE POLICY AND THEN THE
00:30:42:00 00:30:42:00 ECOLOGICAL SUPPORTS FROM
00:30:42:00 00:30:45:00 STUDENTS AND FAMILIES AND
00:30:45:00 00:30:46:00 COMMUNITIES AS PARTNERS FOR
00:30:46:00 00:30:47:00 CREATING OPPORTUNITIES NEEDED
00:30:47:00 00:30:50:00 FOR SUCCESS OF OUR MARGINALIZED
00:30:50:00 00:30:50:00 STUDENTS AND POPULATIONS.
00:30:50:00 00:30:54:00 AND THAT'S AN OBJECTIVE SIX THE
00:30:54:00 00:30:55:00 POLICY AND ALSO STRONGLY
00:30:55:00 00:30:58:00 REINFORCED COMMITMENT SIX
00:30:58:00 00:30:59:00 OF OUR STRATEGIC PLAN.
00:30:59:00 00:31:05:00 NEXT SLIDE PLEASE AS THE OAG
00:31:05:00 00:31:09:00 POLICY STATES, THE
00:31:09:00 00:31:10:00 IMPLEMENTATION OF THE PLAN WAS
00:31:10:00 00:31:30:00 NOT JUST TO BE ABOUT A SINGLE
00:31:30:00 00:31:31:00 DIVISION OR OFFICE OR
00:31:31:00 00:31:32:00 INDIVIDUAL AND IN THAT I KNOW
00:31:32:00 00:31:32:00 INDIVIDUAL CAN DO IT ALONE BUT
00:31:32:00 00:31:33:00 THE WORK OF MANY OFFICES ALL

00:31:33:00 00:31:34:00 TOGETHER AND IT'S IMPORTANT AS
00:31:34:00 00:31:35:00 IT'S AN OPPORTUNITY TO PUSH THE
00:31:35:00 00:31:35:00 IDEOLOGY EVERYONE'S WORK IN THE
00:31:35:00 00:31:36:00 DISTRICT WAS CENTERED AROUND
00:31:36:00 00:31:36:00 EQUITY AND THIS IDEA
00:31:36:00 00:31:37:00 OF TARGETED UNIVERSALISM WHICH
00:31:37:00 00:31:37:00 IS REALLY THE SORT OF RESEARCH
00:31:37:00 00:31:39:00 BASED AND FOUNDATION THE
00:31:39:00 00:31:43:00 ORIENTATION OF MUCH OF THE WORK
00:31:43:00 00:31:43:00 AND THIS IDEA THAT OUR
00:31:43:00 00:31:44:00 COLLECTIVE EFFORTS WILL GO MUCH
00:31:44:00 00:31:47:00 FURTHER AND DEEPER THAN WHAT
00:31:47:00 00:31:51:00 ONE ANY PERSON COULD DO.
00:31:51:00 00:31:52:00 AND SO AS A PART OF THAT
00:31:52:00 00:31:54:00 PROCESS AND FROM TWENTY 17 TO
00:31:54:00 00:31:58:00 20 20 TO GIVE A LITTLE CONTEXT
00:31:58:00 00:31:59:00 THERE HAS BEEN WORK TO CREATE
00:31:59:00 00:32:00:00 GOALS OR THERE WAS WORK TO
00:32:00:00 00:32:03:00 CREATE GOALS AND ALTHOUGH THERE
00:32:03:00 00:32:05:00 WERE A LOT OF THEM OVER A
00:32:05:00 00:32:06:00 HUNDRED THIS WAS ACROSS 30
00:32:06:00 00:32:10:00 DISTINCT DEPARTMENTS AND UNITS
00:32:10:00 00:32:14:00 THIS PAST YEAR WE ACTUALLY ARE
00:32:14:00 00:32:15:00 IN THE PROCESS ALONG WITH OUR
00:32:15:00 00:32:18:00 STRATEGIC PLAN OF COMING WITH
00:32:18:00 00:32:19:00 NEW GOALS THAT ARE ALIGNED TO
00:32:19:00 00:32:21:00 OUR WORK AND OUR STRATEGIC PLAN
00:32:21:00 00:32:22:00 AND THAT'S WORK THAT
00:32:22:00 00:32:22:00 DEPARTMENTS HAVE UNDERGONE
00:32:22:00 00:32:26:00 ALONG WITH THEIR WORK IN
00:32:26:00 00:32:30:00 CREATING WORK PLANS THAT ALIGN
00:32:30:00 00:32:33:00 TO OUR STRATEGIC PLAN THIS IS
00:32:33:00 00:32:34:00 REALLY KEY BECAUSE IT'S A
00:32:34:00 00:32:35:00 PROCESS THAT ALLOWS LEADERS TO
00:32:35:00 00:32:37:00 REALLY ENGAGE IN REFLECTIVE
00:32:37:00 00:32:38:00 PRACTICE AND THERE'S NOT OFTEN
00:32:38:00 00:32:41:00 TIME TO STOP AND PAUSE AND
00:32:41:00 00:32:41:00 THINK.
00:32:41:00 00:32:42:00 BUT DEVELOPING THESE
00:32:42:00 00:32:45:00 IMPLEMENTATION GOALS ALIGNED TO
00:32:45:00 00:32:46:00 THE OAG POLICY AND THE
00:32:46:00 00:32:47:00 STRATEGIC PLAN AND HAVING THAT
00:32:47:00 00:32:50:00 OPPORTUNITY TO THINK ABOUT HOW
00:32:50:00 00:32:50:00 WE GET TO MORE EQUITABLE
00:32:50:00 00:32:53:00 OUTCOMES AND HOW OUR EFFORTS
00:32:53:00 00:32:56:00 AND OUR PRACTICE AS LEADERS ARE
00:32:56:00 00:32:57:00 GOING TO LEAD TO EQUITABLE
00:32:57:00 00:33:00:00 OUTCOMES IS WHAT THIS PROCESS
00:33:00:00 00:33:01:00 ALLOWS US TO TO REALLY THINK
00:33:01:00 00:33:05:00 DEEPLY ON AND THE WORK OF OUR
00:33:05:00 00:33:05:00 OPPORTUNITY GAPS OFFICE AND OUR
00:33:05:00 00:33:08:00 ENTIRE DIVISION AND MANY
00:33:08:00 00:33:12:00 LEADERS ALSO INVOLVED WITH OUR
00:33:12:00 00:33:13:00 EXCELLENCE FOR OUR PROGRAM HAS

00:33:13:00 00:33:14:00 BEEN TO REALLY PUSH THE
00:33:14:00 00:33:17:00 THINKING OF DISTRICT LEADERS
00:33:17:00 00:33:18:00 AND PUSH TO LINKING ALSO AND
00:33:18:00 00:33:21:00 WORKING SCHOOL LEADERS TO BE
00:33:21:00 00:33:25:00 ABLE TO START TO DEVELOP THEIR
00:33:25:00 00:33:25:00 OWN CRITICAL LENS TOWARD THIS
00:33:25:00 00:33:26:00 WORK SO THAT WE CAN FIGURE OUT
00:33:26:00 00:33:27:00 HOW TO DISMANTLE BARRIERS THAT
00:33:27:00 00:33:31:00 HAVE IMPACTED STUDENTS
00:33:31:00 00:33:31:00 HISTORICALLY.
00:33:31:00 00:33:35:00 NEXT SLIDE.
00:33:35:00 00:33:36:00 SO WE LIKE TO SHARE SIMILAR
00:33:36:00 00:33:40:00 CONCERNS AROUND PROFICIENCY AND
00:33:40:00 00:33:43:00 SOME OF OUR MOST RECENT WORK IS
00:33:43:00 00:33:43:00 FOCUSED ON THE IMPLEMENTATION
00:33:43:00 00:33:46:00 OF THE CULTURALLY RESPONSIVE
00:33:46:00 00:33:47:00 AND INSTRUCTIONAL OBSERVATION
00:33:47:00 00:33:50:00 PROTOCOL KNOWN AS CRACKUPS.
00:33:50:00 00:33:55:00 THIS IS THE PROTOCOL THAT WE
00:33:55:00 00:33:55:00 USE TO OPERATIONALIZE OUR WORK
00:33:55:00 00:33:56:00 AROUND CULTURALLY AND
00:33:56:00 00:33:59:00 LINGUISTICALLY SUSTAINING
00:33:59:00 00:33:59:00 PRACTICES SPECIFICALLY AROUND
00:33:59:00 00:34:03:00 THE SECOND AND THIRD
00:34:03:00 00:34:03:00 COMPETENCY.
00:34:03:00 00:34:06:00 ALSO OUR WORK OUR WORK AROUND
00:34:06:00 00:34:11:00 ALSO OUR WORK AROUND SCHOOL
00:34:11:00 00:34:11:00 DIVERSITY HIRING TARGETS, OUR
00:34:11:00 00:34:14:00 DELIVERY OF GILLISPIE AND
00:34:14:00 00:34:14:00 PROFESSIONAL DEVELOPMENT TO
00:34:14:00 00:34:15:00 THOUSANDS OF EMPLOYEES AND
00:34:15:00 00:34:19:00 PARTNERS AND THEN WE'VE EVEN
00:34:19:00 00:34:22:00 DONE WORK WITH OUR BEST
00:34:22:00 00:34:25:00 STUDENTS AROUND THE CLEC PILOT
00:34:25:00 00:34:27:00 AND SO I'LL JUST GIVE A LITTLE
00:34:27:00 00:34:30:00 BIT MORE DETAIL ABOUT THAT
00:34:30:00 00:34:30:00 WORK.
00:34:30:00 00:34:37:00 NEXT SLIDE SO I WON'T READ THE
00:34:37:00 00:34:38:00 WORDS TO YOU BUT I DO WANT
00:34:38:00 00:34:41:00 FOLKS TO TAKE AN OPPORTUNITY TO
00:34:41:00 00:34:45:00 JUST TO TAKE IN SORT OF THE
00:34:45:00 00:34:46:00 EXPLANATION AND DEFINITION WE
00:34:46:00 00:34:49:00 USE FOR OUR WORK AROUND
00:34:49:00 00:34:50:00 CULTURALLY AND LINGUISTICALLY
00:34:50:00 00:34:53:00 SUSTAINING PRACTICES THAT YOU
00:34:53:00 00:34:54:00 HEAR ME REFERRED TO AS
00:34:54:00 00:34:56:00 GILLISPIE.
00:34:56:00 00:34:57:00 IT IS ABOUT PROVIDING A CLEAR
00:34:57:00 00:34:59:00 DEFINITION FOR CULTURAL
00:34:59:00 00:35:00:00 EFFICIENCY ACROSS THE DISTRICT
00:35:00:00 00:35:01:00 AND THAT WAS ONE OF THE FIRST
00:35:01:00 00:35:04:00 TESTS OF THE OPPORTUNITY AND
00:35:04:00 00:35:08:00 ACHIEVEMENT GAPS TEST SCORES
00:35:08:00 00:35:09:00 AND OUR WORK TO ENSURE THAT

00:35:09:00 00:35:12:00 THROUGHOUT THE DIVISION AND
00:35:12:00 00:35:15:00 THROUGHOUT THE ENTIRE DISTRICT
00:35:15:00 00:35:16:00 AND AS CLEARLY OUTLINED IN OUR
00:35:16:00 00:35:19:00 STRATEGIC PLAN THAT WE WERE
00:35:19:00 00:35:20:00 REALLY GRAPPLING WITH THIS
00:35:20:00 00:35:23:00 QUESTION OF A PART OF GETTING
00:35:23:00 00:35:24:00 TO EQUITABLE OUTCOMES IS
00:35:24:00 00:35:27:00 ENSURING WE HAVE CULTURALLY
00:35:27:00 00:35:31:00 PROFICIENT LEADERSHIP THAT IS
00:35:31:00 00:35:32:00 REFLECTIVE OF THE STUDENTS AND
00:35:32:00 00:35:34:00 FAMILIES WE SERVE AND THOSE
00:35:34:00 00:35:38:00 ABLE TO MEET THEIR NEEDS AND
00:35:38:00 00:35:39:00 WANT TO BE REMISS IF I DIDN'T
00:35:39:00 00:35:42:00 JUST ACKNOWLEDGE THE PAST
00:35:42:00 00:35:43:00 LEADERS WE'VE HELPED BUILD THIS
00:35:43:00 00:35:45:00 FOUNDATION IN THE OFFICE.
00:35:45:00 00:35:46:00 DOCTOROW'S DR. FREDERICK CLARKE
00:35:46:00 00:35:49:00 AND OUR CURRENT LEADERS THERE
00:35:49:00 00:35:50:00 FOLKS DOING THIS WORK AND
00:35:50:00 00:35:54:00 SUPPORTING NOT ONLY IN THE
00:35:54:00 00:35:57:00 CENTRAL OFFICE AND SCHOOLS ARE
00:35:57:00 00:35:58:00 MY NEW DEPUTY DR. REGIME
00:35:58:00 00:36:01:00 FILIPPO HAROLD WHO'S OUR
00:36:01:00 00:36:02:00 ASSISTANT SUPERINTENDENT
00:36:02:00 00:36:05:00 OF OPPORTUNITY GAPS.
00:36:05:00 00:36:06:00 I ALSO LIKE TO MENTION THAT
00:36:06:00 00:36:07:00 NOTABLE THOUGHT LEADERS AND
00:36:07:00 00:36:09:00 RESEARCHERS WHOSE WORK WOULD
00:36:09:00 00:36:10:00 PAVED THE WAY GENEVA GAVE GLORY
00:36:10:00 00:36:12:00 LESS AND BILLIONS IN GENERAL
00:36:12:00 00:36:13:00 HARRIS IS THE RESEARCH BASIS
00:36:13:00 00:36:13:00 FOR THE DEFINITION.
00:36:13:00 00:36:16:00 NEXT SLIDE PLEASE.
00:36:16:00 00:36:21:00 AND SO AS I MENTIONED BRIEFLY,
00:36:21:00 00:36:21:00 IT'S NOT ENOUGH JUST TO DEFINE
00:36:21:00 00:36:24:00 SILSBEE BUT IT MUST BE
00:36:24:00 00:36:25:00 OPERATIONALIZED AND SO WE'VE
00:36:25:00 00:36:26:00 DONE THIS IN SEVERAL WAYS BUT
00:36:26:00 00:36:29:00 HERE WE LIKE TO GO A LITTLE
00:36:29:00 00:36:31:00 DEEPER WHEN UP.
00:36:31:00 00:36:32:00 THIS IS WORK THAT
00:36:32:00 00:36:33:00 OPERATIONALIZES KILSBY
00:36:33:00 00:36:35:00 SPECIFICALLY THE SECOND AND
00:36:35:00 00:36:36:00 THERE COMPETENCIES AND IT LOOKS
00:36:36:00 00:36:39:00 THAT INSTRUCTIONAL PRACTICES,
00:36:39:00 00:36:40:00 DISCOURSE AND CLASSROOM
00:36:40:00 00:36:43:00 RELATIONSHIPS, FAMILY
00:36:43:00 00:36:44:00 COLLABORATION, ASSESSMENT
00:36:44:00 00:36:47:00 PRACTICES CRITICAL
00:36:47:00 00:36:48:00 CONSCIOUSNESS AND WHAT'S THE
00:36:48:00 00:36:51:00 VERY SIGNIFICANT IN TERMS
00:36:51:00 00:36:53:00 OF THIS YEAR IN OUR WORK TULKU
00:36:53:00 00:36:55:00 TO REFERENCE INVESTMENTS THAT
00:36:55:00 00:36:59:00 WE RECEIVE THAT WE'RE IN A YEAR

00:36:59:00 00:37:00:00 OR TWO OF ALL BAPS
00:37:00:00 00:37:03:00 TRANSFORMATION SCHOOLS HAVE A
00:37:03:00 00:37:04:00 SEAL ASPEY GOAL AND THEY
00:37:04:00 00:37:07:00 UTILIZE A CRY FOR THEIR WALK
00:37:07:00 00:37:10:00 THROUGH OBSERVATIONS THAT THEY
00:37:10:00 00:37:11:00 DO WITH DISTRICT LEADERS AND
00:37:11:00 00:37:12:00 ALSO INTERNALLY IN THEIR
00:37:12:00 00:37:13:00 SCHOOLS.
00:37:13:00 00:37:15:00 THIS IS SIGNIFICANT AND THIS
00:37:15:00 00:37:15:00 CONTINUES TO BE THE KIND
00:37:15:00 00:37:18:00 OF WORK AND PRACTICES THAT
00:37:18:00 00:37:18:00 WE'VE IMPLEMENTED IN BALTIMORE
00:37:18:00 00:37:21:00 SCHOOLS THAT REALLY SETS APART
00:37:21:00 00:37:25:00 ACROSS THE NATION EXCELLENT AS
00:37:25:00 00:37:28:00 A PART OF OUR WORK FOR CULTURAL
00:37:28:00 00:37:29:00 EFFICIENCY TO OUR POLICY AND
00:37:29:00 00:37:29:00 OBJECTIVES.
00:37:29:00 00:37:30:00 THREE AND FOUR ALSO ARTICULATED
00:37:30:00 00:37:33:00 THE GOALS OF DIVERSIFYING OUR
00:37:33:00 00:37:34:00 STAFF AND SCHOOLS ESSENTIALLY
00:37:34:00 00:37:37:00 AS WELL AS ENSURING THAT THERE
00:37:37:00 00:37:38:00 ARE HIGHLY EFFECTIVE TEACHERS
00:37:38:00 00:37:41:00 IN EVERY CLASSROOM AND MOST
00:37:41:00 00:37:44:00 ALSO I WANT TO ACKNOWLEDGE THAT
00:37:44:00 00:37:45:00 OUR STRATEGIC PLAN IN ACTUALLY
00:37:45:00 00:37:49:00 IN TWO COMMITMENTS IDENTIFIES
00:37:49:00 00:37:53:00 OUR NEED TO HIRE FACULTY,
00:37:53:00 00:37:57:00 STAFF, EDUCATORS, LEADERS THAT
00:37:57:00 00:37:58:00 REFLECT THE STUDENTS AND
00:37:58:00 00:38:00:00 FAMILIES WE SERVE AND SO THIS
00:38:00:00 00:38:04:00 IS WORK THAT IS CRITICAL AND AS
00:38:04:00 00:38:04:00 A DISTRICT WE HOLD OURSELVES
00:38:04:00 00:38:07:00 ACCOUNTABLE FOR HIRING
00:38:07:00 00:38:08:00 CULTURALLY AND LINGUISTICALLY
00:38:08:00 00:38:11:00 DIVERSE STAFF SO THE STUDENTS
00:38:11:00 00:38:11:00 EXPERIENCE HIGH QUALITY
00:38:11:00 00:38:12:00 INSTRUCTION.
00:38:12:00 00:38:13:00 WE HOLD THE VIEW THAT HIGH
00:38:13:00 00:38:15:00 QUALITY INSTRUCTION CAN ONLY BE
00:38:15:00 00:38:16:00 ACHIEVED WHEN EXPERIENCED FOR
00:38:16:00 00:38:19:00 STUDENTS INCLUDES CULTURAL AND
00:38:19:00 00:38:19:00 AFFIRMATIONS AND RESPONSIVE
00:38:19:00 00:38:23:00 PRACTICES AND THAT INCLUDES WHO
00:38:23:00 00:38:24:00 THEY SEE IN FRONT OF THEM IN
00:38:24:00 00:38:26:00 THE CLASSROOM.
00:38:26:00 00:38:30:00 AND SO FOR THIS WORK TO REDUCE
00:38:30:00 00:38:31:00 THE RACIAL AND CULTURAL
00:38:31:00 00:38:34:00 LINGUISTIC GAP BETWEEN STUDENTS
00:38:34:00 00:38:35:00 AND STAFF AGAIN BAPS BELIEVES
00:38:35:00 00:38:37:00 THE STRATEGIC CHANGE IS NEEDED
00:38:37:00 00:38:38:00 BOTH IN THE CENTRAL OFFICE AND
00:38:38:00 00:38:41:00 IN INDIVIDUAL SCHOOLS.
00:38:41:00 00:38:42:00 AND IF YOU LOOK AT THE DATA
00:38:42:00 00:38:45:00 THAT WE GIVE TO SCHOOLS, WHICH

00:38:45:00 00:38:46:00 IS WHAT YOU SEE HERE, YOU'LL
00:38:46:00 00:38:47:00 NOTICE THAT THERE'S A PARITY
00:38:47:00 00:38:49:00 INDEX WHICH TELLS SCHOOLS HOW
00:38:49:00 00:38:50:00 MANY TEACHERS OF WHICH SUBGROUP
00:38:50:00 00:38:53:00 IT WOULD TAKE TO GET TWO THREE
00:38:53:00 00:38:54:00 FIFTHS OR TWO THIRDS
00:38:54:00 00:38:55:00 APPROXIMATELY THREE FOURTHS
00:38:55:00 00:38:57:00 OF THEIR STUDENT POPULATION.
00:38:57:00 00:38:58:00 YOU ALSO SEE THE AVERAGE AMOUNT
00:38:58:00 00:39:01:00 OF VACANCIES THAT A SCHOOL HAS
00:39:01:00 00:39:02:00 IN THE LAST SEVERAL YEARS AND
00:39:02:00 00:39:02:00 THE AMOUNT OF YEARS IT WOULD
00:39:02:00 00:39:05:00 TAKE TO GET TO THOSE PARITY
00:39:05:00 00:39:06:00 GOALS IN ORDER TO ATTAIN A
00:39:06:00 00:39:08:00 CERTAIN PERCENTAGE OF DIVERSE
00:39:08:00 00:39:09:00 HIRES IS NOT ENOUGH FOR US TO
00:39:09:00 00:39:13:00 AND GET THE GARRITY ORDER WHICH
00:39:13:00 00:39:16:00 WE WE HONOR BUT WHICH IS CALL
00:39:16:00 00:39:17:00 FOR TWENTY FIVE PERCENT BLACK
00:39:17:00 00:39:20:00 TEACHERS AND COUNSELORS AND 10
00:39:20:00 00:39:21:00 PERCENT OTHER MINORITY.
00:39:21:00 00:39:24:00 WE MUST ALSO GET TO PARITY
00:39:24:00 00:39:25:00 WHICH IS A STAFF REFLECTIVE
00:39:25:00 00:39:26:00 OF THE STUDENT POPULATIONS AND
00:39:26:00 00:39:26:00 STUDENT GROUPS THAT WE SERVE
00:39:26:00 00:39:31:00 NEXT ELECTIVES.
00:39:31:00 00:39:32:00 ANOTHER ACCOMPLISHMENT HAS TO
00:39:32:00 00:39:35:00 DO WITH REMOVING STRUCTURAL
00:39:35:00 00:39:36:00 BARRIERS AND THIS IS WORK THAT
00:39:36:00 00:39:39:00 IS CENTERED IN OUR STRATEGIC
00:39:39:00 00:39:39:00 PLAN AND COMMITMENT ONE AND
00:39:39:00 00:39:42:00 IDENTIFIED AND OBJECTIVE FIVE
00:39:42:00 00:39:47:00 OF OUR OAG POLICY A LOT MUCH
00:39:47:00 00:39:48:00 WORK REMAINS BUT SOME NOTABLE
00:39:48:00 00:39:49:00 EFFORTS.
00:39:49:00 00:39:50:00 I WANT TO RECOGNIZE SIGNIFICANT
00:39:50:00 00:39:53:00 WORK ESPECIALLY IN THE
00:39:53:00 00:39:54:00 SUPERINTENDENT'S LEADERSHIP
00:39:54:00 00:39:58:00 RIGHT BEFORE WE EXPERIENCED THE
00:39:58:00 00:39:58:00 PANDEMIC OF DOING TRAINING WITH
00:39:58:00 00:40:02:00 ALL DISTRICT LEADERS AROUND OUR
00:40:02:00 00:40:02:00 RESPECTIVE PLANNING TOOL WHICH
00:40:02:00 00:40:05:00 REALLY SETS THE STAGE FOR HOW
00:40:05:00 00:40:06:00 WE DO OUR WORK TO GET TO EQUAL
00:40:06:00 00:40:07:00 OUTCOMES AND THAT BEING
00:40:07:00 00:40:10:00 REQUIRED FOR ALL THE WORK THAT
00:40:10:00 00:40:11:00 WE DO AND THAT WORK BECOMES
00:40:11:00 00:40:14:00 ONGOING AS WE BUILD THAT MUSCLE
00:40:14:00 00:40:17:00 AND RACIAL EQUITY IMPACT
00:40:17:00 00:40:18:00 STATEMENTS HAVE BEEN A PART
00:40:18:00 00:40:19:00 OF SCHOOL COMMITTEE MEETINGS
00:40:19:00 00:40:21:00 BUT WE'VE ALSO STRENGTHENED OUR
00:40:21:00 00:40:24:00 WORK ON THAT INTERNALLY.
00:40:24:00 00:40:25:00 WE'VE ALSO PUSHED FOR NEW

00:40:25:00 00:40:28:00 ETHNICITY AND NATIONALITY CODES
00:40:28:00 00:40:29:00 TO BETTER UNDERSTAND THE
00:40:29:00 00:40:30:00 NUANCED CHARACTERISTICS AND
00:40:30:00 00:40:33:00 NEEDS OF OUR FAMILIES AND SO
00:40:33:00 00:40:34:00 THAT DATA HAS BEGUN TO BE
00:40:34:00 00:40:37:00 COLLECTED OVER THE LAST FEW
00:40:37:00 00:40:38:00 YEARS AND THROUGH THE
00:40:38:00 00:40:41:00 LEADERSHIP OF A TEAM WE
00:40:41:00 00:40:42:00 INCUBATED THE EXCELLENCE FOR
00:40:42:00 00:40:44:00 ALL INITIATIVE DEMOGRAPHICS
00:40:44:00 00:40:45:00 OF STUDENTS WHO EXPERIENCE TFA
00:40:45:00 00:40:48:00 MIRROR OUR STUDENT POPULATION
00:40:48:00 00:40:55:00 AND EXPAND IT UP K THROUGH THE
00:40:55:00 00:40:55:00 WORK OF OUR EARLY CHILDHOOD
00:40:55:00 00:40:59:00 TEAM, OUR WORK OFFICE
00:40:59:00 00:41:00:00 OF INSTRUCTIONAL INFORMATION
00:41:00:00 00:41:03:00 TECHNOLOGY DID AN AMAZING JOB
00:41:03:00 00:41:07:00 IN THE MIDDLE OF A PANDEMIC AND
00:41:07:00 00:41:11:00 LOWERING THE STUDENT TECHNOLOGY
00:41:11:00 00:41:15:00 DEVICE GAP AND SO WE ARE ONE TO
00:41:15:00 00:41:16:00 ONE DISTRICT AND THAT WAS AN
00:41:16:00 00:41:19:00 AMAZING EFFORT DURING THAT TIME
00:41:19:00 00:41:20:00 WE WERE ALREADY PLANNING TO GO
00:41:20:00 00:41:22:00 THERE AND A PANDEMIC DEFINITELY
00:41:22:00 00:41:23:00 SPED IT UP FOR US.
00:41:23:00 00:41:26:00 OUR EXAM SCHOOLS POLICY FOR
00:41:26:00 00:41:27:00 ADMISSIONS POLICY FOR TWENTY
00:41:27:00 00:41:30:00 TWENTY NETWORK IS STILL ONGOING
00:41:30:00 00:41:50:00 IN PROGRESS BY THE TASK FORCE
00:41:50:00 00:41:51:00 BUT SOME REALLY IMPORTANT SHIFT
00:41:51:00 00:41:52:00 THERE TO GAIN TO GET TO MORE
00:41:52:00 00:41:53:00 EQUITABLE ACCESS TO EXAM
00:41:53:00 00:41:53:00 SCHOOLS.
00:41:53:00 00:41:54:00 THE EXAM SCHOOL INITIATIVE IS
00:41:54:00 00:41:54:00 INCREASED THE NUMBER
00:41:54:00 00:41:55:00 OF STUDENTS OF COLOR WHO ARE
00:41:55:00 00:41:56:00 SERVED TO HAVE ACCESS TO
00:41:56:00 00:41:56:00 ADMISSION SCHOOLS AND THEN
00:41:56:00 00:41:57:00 WE'RE LAUNCHING A STRATEGY FOR
00:41:57:00 00:41:57:00 SUCCESS TO SUPPORT INCOMING
00:41:57:00 00:41:58:00 STUDENTS TO THE THREE EXAM
00:41:58:00 00:42:01:00 SCHOOLS THIS YEAR AND THERE
00:42:01:00 00:42:01:00 ADDITIONAL RACIAL EQUALITY AND
00:42:01:00 00:42:02:00 BETTER PRACTICES AND
00:42:02:00 00:42:02:00 INITIATIVES THAT INCLUDE BUT
00:42:02:00 00:42:04:00 ARE NOT LIMITED TO OUR WORK AND
00:42:04:00 00:42:05:00 CONTINUE TO WORK AROUND TEN
00:42:05:00 00:42:08:00 BOYS AND GIRLS PEER GROUP
00:42:08:00 00:42:09:00 CONNECTION EARLY WARNING
00:42:09:00 00:42:12:00 INDICATORS BUILDING ASSETS AND
00:42:12:00 00:42:13:00 REDUCING RISK AND SUCCESS
00:42:13:00 00:42:15:00 MENTORS MY BROTHER'S KEEPER
00:42:15:00 00:42:16:00 MANY MORE.
00:42:16:00 00:42:24:00 NEXT SLIDE PLEASE SO I WON'T GO

00:42:24:00 00:42:25:00 TOO MUCH IN DETAIL HERE BUT I
00:42:25:00 00:42:26:00 THINK THE TWENTY TWENTY EXAM
00:42:26:00 00:42:28:00 SCHOOLS ADMISSION POLICY WAS
00:42:28:00 00:42:29:00 REALLY A GOOD EXAMPLE OF WHEN
00:42:29:00 00:42:32:00 THE DISTRICT HAS BEEN ABLE TO
00:42:32:00 00:42:32:00 USE THE RACIAL EQUITY PLANNING
00:42:32:00 00:42:33:00 TOOL.
00:42:33:00 00:42:35:00 WE'VE HAD MANY POLICIES FOR
00:42:35:00 00:42:36:00 EXAMPLE STUDENT PRIVACY POLICY
00:42:36:00 00:42:36:00 AS WELL.
00:42:36:00 00:42:39:00 OUR ATTENDANCE POLICY THESE
00:42:39:00 00:42:40:00 WERE EXAMPLES OF WHEN WE WERE
00:42:40:00 00:42:43:00 AS TOOL WHICH REALLY MOVES US
00:42:43:00 00:42:44:00 TO BE CLEAR ABOUT WHAT OUR
00:42:44:00 00:42:47:00 DESIRED OUTCOMES AND RESULTS
00:42:47:00 00:42:48:00 ARE TO MAKE SURE THAT WE'RE
00:42:48:00 00:42:51:00 FOCUSED ON OUR WORK ON AND
00:42:51:00 00:42:52:00 GROUNDING IT IN DATA BOTH
00:42:52:00 00:42:53:00 QUALITATIVE, BOTH QUANTITATIVE
00:42:53:00 00:42:55:00 AND QUALITATIVE AND THEN THAT
00:42:55:00 00:42:58:00 WE ARE ENGAGING STAKEHOLDERS
00:42:58:00 00:42:59:00 AND THE PEOPLE MOST IMPACTED BY
00:42:59:00 00:43:00:00 THE WORK AND ENSURING THAT THE
00:43:00:00 00:43:03:00 PEOPLE WHO ARE AT THE TABLE TO
00:43:03:00 00:43:03:00 MAKE THE DECISION ACTUALLY
00:43:03:00 00:43:04:00 REFLECT THE STUDENTS AND
00:43:04:00 00:43:06:00 FAMILIES WE SERVE.
00:43:06:00 00:43:07:00 AND SO THIS HAS BEEN A KEY
00:43:07:00 00:43:08:00 HIGHLIGHT.
00:43:08:00 00:43:17:00 NEXT SLIDE AND THERE IS A LOT
00:43:17:00 00:43:17:00 OF WORK UNDERWAY.
00:43:17:00 00:43:20:00 WE HAVE AN ADVANCED CLASS
00:43:20:00 00:43:21:00 WORKING GROUP THAT IS ALSO
00:43:21:00 00:43:25:00 LOOKING AT THAT MODEL AND
00:43:25:00 00:43:26:00 LOOKING AT HOW WE GET MORE
00:43:26:00 00:43:29:00 EQUAL ACCESS AS WELL AS
00:43:29:00 00:43:32:00 LEARNING FROM OTHER PROGRAMS
00:43:32:00 00:43:33:00 LIKE OUR EXCELLENCE FOR ALL
00:43:33:00 00:43:36:00 PROGRAMS WHICH IS STARTED IN
00:43:36:00 00:43:37:00 TWENTY SIXTEEN AND EIGHT
00:43:37:00 00:43:40:00 EXPANDING BLACK AND BROWN
00:43:40:00 00:43:40:00 STUDENTS ACCESS TO QUALITY
00:43:40:00 00:43:43:00 INSTRUCTION AND ENRICHMENTS
00:43:43:00 00:43:44:00 STUDENTS TAKE STEM WORLD
00:43:44:00 00:43:44:00 LANGUAGE ARE GIVEN EXPLICIT
00:43:44:00 00:43:47:00 HIGH QUALITY WRITING
00:43:47:00 00:43:48:00 INSTRUCTION IN TWENTY NINETEEN
00:43:48:00 00:43:51:00 FOR EXAMPLE IF A STUDENT AT THE
00:43:51:00 00:43:52:00 HARVARD WORKED ON A ROBOTICS
00:43:52:00 00:43:53:00 PROJECT FOR THE CONSTRUCTION
00:43:53:00 00:43:55:00 FIELD AND PRESENT TO AT THE
00:43:55:00 00:43:56:00 SOFTWARE CONSTRUCTION AND TOP
00:43:56:00 00:43:58:00 CONSTRUCTION ENGINEERING
00:43:58:00 00:43:59:00 COMPANY WHICH IS A TOP

00:43:59:00 00:43:59:00 CONSTRUCTION ENGINEERING
00:43:59:00 00:44:03:00 COMPANY IN BOSTON AND SO THEY
00:44:03:00 00:44:06:00 THEY ARE DOING AMAZING WORK
00:44:06:00 00:44:10:00 WITH STUDENTS, EDUCATORS AND
00:44:10:00 00:44:11:00 SCHOOLS AND IT'S ABOUT
00:44:11:00 00:44:12:00 PROVIDING THE TRAINING AND
00:44:12:00 00:44:14:00 SUPPORT AND THE FRAMEWORKS.
00:44:14:00 00:44:15:00 WE KNOW THAT WHEN WE PROVIDE
00:44:15:00 00:44:18:00 STUDENTS WITH OPPORTUNITY TO DO
00:44:18:00 00:44:19:00 HIGH QUALITY WORK THEY RISE TO
00:44:19:00 00:44:22:00 THE OCCASION AND THAT'S WHAT
00:44:22:00 00:44:23:00 WE'VE LEARNED FROM THAT WORK
00:44:23:00 00:44:23:00 AND THE EXCELLENCE FOR ALL
00:44:23:00 00:44:30:00 PROGRAM LIKE COMMUNITY INDEX IS
00:44:30:00 00:44:31:00 SOMETHING THAT MANY OF YOU
00:44:31:00 00:44:33:00 MIGHT BE FAMILIAR WITH WAS AN
00:44:33:00 00:44:34:00 IMPORTANT INNOVATION AND PART
00:44:34:00 00:44:37:00 OF THE THIRD SET OF TO KEY
00:44:37:00 00:44:37:00 ACCOMPLISHMENTS.
00:44:37:00 00:44:40:00 AND SO THERE IS A TOOL TO
00:44:40:00 00:44:41:00 SERVES TO MORE ACCURATELY
00:44:41:00 00:44:45:00 DISTRIBUTE FUNDS AND RESOURCES
00:44:45:00 00:44:48:00 OF SCHOOLS AND IT IS THE SCORES
00:44:48:00 00:44:49:00 OF SCHOOL LEVEL SCORES BASED ON
00:44:49:00 00:44:52:00 A NEIGHBORHOOD FAMILY
00:44:52:00 00:44:52:00 INDIVIDUAL CHARACTERISTICS
00:44:52:00 00:44:56:00 OF THE SCHOOL STUDENTS.
00:44:56:00 00:44:57:00 THE SCORE INTENDED TO MEASURE
00:44:57:00 00:44:57:00 VARIABLES OUTSIDE OF SCHOOLS
00:44:57:00 00:45:00:00 CONTROL TO ACCOUNT FOR THE
00:45:00:00 00:45:01:00 NEEDS AND CHALLENGES OF THEIR
00:45:01:00 00:45:04:00 STUDENT GROUPS.
00:45:04:00 00:45:05:00 WE USE THIS INDEX TO MORE
00:45:05:00 00:45:05:00 EQUALLY DISTRIBUTED
00:45:05:00 00:45:08:00 PARTNERSHIPS DOLLARS AND OTHER
00:45:08:00 00:45:12:00 DISCRETIONARY FUNDS NEXT LINE
00:45:12:00 00:45:16:00 SO OTHER KEY COMPETENCIES IN A
00:45:16:00 00:45:17:00 THIRD AREA BUCKET OF WORK I
00:45:17:00 00:45:19:00 MENTIONED AT THE BEGINNING ARE
00:45:19:00 00:45:23:00 THE ECOLOGICAL SUPPORTS AND HOW
00:45:23:00 00:45:24:00 WE AUTHENTICALLY ENGAGE
00:45:24:00 00:45:24:00 STUDENTS, FAMILIES AND
00:45:24:00 00:45:27:00 COMMUNITIES AND THAT IS A PART
00:45:27:00 00:45:28:00 OF OUR STRATEGIC PLAN AROUND
00:45:28:00 00:45:31:00 AMPLIFYING VOICE AS WELL AS OUR
00:45:31:00 00:45:35:00 OAG POLICY OBJECTIVE SIX ON THE
00:45:35:00 00:45:36:00 OPPORTUNITY PORTFOLIO IS
00:45:36:00 00:45:39:00 GETTING AN ANALYSIS PROCESS
00:45:39:00 00:45:40:00 OF CURRENT BAPS PARTNERS AND
00:45:40:00 00:45:43:00 PARTNER BAPS PROFILES.
00:45:43:00 00:45:44:00 IT'S ALIGNED WITH THE
00:45:44:00 00:45:44:00 OPPORTUNITY INDEX AND ALSO
00:45:44:00 00:45:46:00 INCLUDES ELEMENTS SELASI
00:45:46:00 00:45:50:00 THERE'S BEEN A FOUNDATIONAL

00:45:50:00 00:45:50:00 SCHOLARSHIP AND ANTI-RACISM
00:45:50:00 00:45:54:00 TRAININGS WITH PARTNERS AND
00:45:54:00 00:45:55:00 INTENTIONAL AND AUTHENTIC
00:45:55:00 00:45:55:00 ENGAGEMENT WITH VARIOUS
00:45:55:00 00:45:58:00 STAKEHOLDERS IN THE RACE
00:45:58:00 00:45:59:00 PLANNING PROCESS AND WORKING
00:45:59:00 00:46:01:00 WITH PARTNERS ESPECIALLY IN
00:46:01:00 00:46:02:00 THIS PAST YEAR.
00:46:02:00 00:46:05:00 GIVEN THE KOWIT AND HANDELMAN
00:46:05:00 00:46:06:00 CONTEXT AND THEIR WORK TO
00:46:06:00 00:46:09:00 SUPPORT OUR STUDENTS IN OUR
00:46:09:00 00:46:10:00 SCHOOLS MAKING SURE THAT
00:46:10:00 00:46:11:00 THEY'RE WELL VERSED IN OUR
00:46:11:00 00:46:13:00 RESPECTIVE PLANNING TOOL AND
00:46:13:00 00:46:14:00 OUR COMMITMENT TO DOING RACIAL
00:46:14:00 00:46:15:00 EQUITY ANALYSIS AS WE KNOW
00:46:15:00 00:46:17:00 BEFORE WE IMPLEMENT ANY MAJOR
00:46:17:00 00:46:21:00 INITIATIVES OR SUPPORTS SYSTEMS
00:46:21:00 00:46:22:00 FOR SCHOOLS AND STUDENTS AND
00:46:22:00 00:46:22:00 THEIR FAMILIES.
00:46:22:00 00:46:29:00 NEXT SLIDE.
00:46:29:00 00:46:30:00 AND SO SOME OF OUR WORK AND
00:46:30:00 00:46:32:00 FUTURE TRACING WORK NEXT STEPS
00:46:32:00 00:46:33:00 WILL BE AROUND CONTINUED
00:46:33:00 00:46:37:00 ALIGNMENT OF THIS WORK WITH OUR
00:46:37:00 00:46:37:00 STRATEGIC PLAN.
00:46:37:00 00:46:40:00 IT IS VERY MUCH ALIGNED.
00:46:40:00 00:46:41:00 OBVIOUSLY YOU CAN HAVE A
00:46:41:00 00:46:44:00 SEPARATE AND HISTORICAL
00:46:44:00 00:46:45:00 PROCESSES AND WE'RE TRYING TO
00:46:45:00 00:46:46:00 GET FOLKS TO FOR EXAMPLE, AN
00:46:46:00 00:46:48:00 EXAMPLE OF THIS.
00:46:48:00 00:46:52:00 WE DID MEETINGS WITH OUR ACROSS
00:46:52:00 00:46:53:00 50 CENTRAL OFFICE DEPARTMENTS
00:46:53:00 00:46:54:00 AND INSTEAD OF DOING SEPARATE
00:46:54:00 00:46:56:00 MEETINGS WITH THEM AROUND OAG
00:46:56:00 00:46:57:00 POLICY IMPLEMENTATION PLAN IN
00:46:57:00 00:47:00:00 SEPARATE MEETINGS ON THE
00:47:00:00 00:47:01:00 STRATEGIC PLAN WORK PLANS THAT
00:47:01:00 00:47:04:00 WAS AN ALIGNED PROCESS AND THAT
00:47:04:00 00:47:05:00 INFORMATION IS IN ONE PLACE
00:47:05:00 00:47:07:00 RIGHT IN FRONT OF THEM.
00:47:07:00 00:47:11:00 WE WILL BEGIN MEASURING THE
00:47:11:00 00:47:12:00 IMPACT OF THE NEW STRUCTURES
00:47:12:00 00:47:16:00 AND INITIATIVES WHERE POSSIBLE
00:47:16:00 00:47:17:00 AND FURTHER FLESH OUT THE SORT
00:47:17:00 00:47:18:00 OF THROUGH LINE FROM SCHOOLS TO
00:47:18:00 00:47:20:00 CENTRAL AND FROM CENTRAL OFFICE
00:47:20:00 00:47:20:00 TO SCHOOLS.
00:47:20:00 00:47:21:00 AND SO WHEN WE LOOK AT A
00:47:21:00 00:47:23:00 DISTRICT STRATEGIC PLAN,
00:47:23:00 00:47:27:00 CENTRAL OFFICE WORK PLANS
00:47:27:00 00:47:28:00 SCHOOLS HAVE HAD HISTORICALLY
00:47:28:00 00:47:31:00 AND QUALITY SCHOOL IMPROVEMENT

00:47:31:00 00:47:32:00 PLANS JUST LAST YEAR ONE OF THE
00:47:32:00 00:47:35:00 THINGS THAT IS NEW FEATURES
00:47:35:00 00:47:36:00 THAT EVERY SCHOOL HAS AN OAG
00:47:36:00 00:47:40:00 POLICY ALIGN GOAL AS A PART
00:47:40:00 00:47:42:00 OF THEIR SCHOOL LEVEL PLANS AND
00:47:42:00 00:47:43:00 WE LOOK FORWARD TO DOING MORE
00:47:43:00 00:47:44:00 WORK IN THIS UPCOMING YEAR TO
00:47:44:00 00:47:48:00 REFINE THAT PROCESS SO THAT WE
00:47:48:00 00:47:48:00 CAN SEE THAT THROUGH LEARNING
00:47:48:00 00:47:49:00 CONNECTION BETWEEN OUR OUR
00:47:49:00 00:47:52:00 LARGE SCALE DISTRICT VISION
00:47:52:00 00:47:54:00 OUTLINED IN A STRATEGIC PLAN
00:47:54:00 00:47:55:00 AND TO BE ABLE TO SEE HOW THAT
00:47:55:00 00:47:56:00 SHOWS UP IN SCHOOLS AND
00:47:56:00 00:47:59:00 ULTIMATELY IMPACTS CLASSROOMS
00:47:59:00 00:48:03:00 AND STUDENTS AND SO ON.
00:48:03:00 00:48:06:00 NEXT SLIDE PLEASE.
00:48:06:00 00:48:10:00 AND AS I WRAP UP THE LAST SORT
00:48:10:00 00:48:14:00 OF IMPORTANT BUCKET OF WORK, A
00:48:14:00 00:48:15:00 MAJOR ACCOMPLISHMENT AND I WANT
00:48:15:00 00:48:18:00 TO SHARE HERE IS WORK AROUND
00:48:18:00 00:48:18:00 INCREASING OUR WORKFORCE
00:48:18:00 00:48:22:00 DIVERSITY HERE YOU SEE ON THE
00:48:22:00 00:48:25:00 SLIDE DIRECTLY PULL FROM OUR
00:48:25:00 00:48:25:00 STRATEGIC PLAN AND ELIMINATE
00:48:25:00 00:48:26:00 OPPORTUNITY AND ACHIEVEMENT
00:48:26:00 00:48:29:00 GAPS AND IN FIVE CULTIVATE AND
00:48:29:00 00:48:33:00 TRUST OUR WORK IN THIS AREA
00:48:33:00 00:48:34:00 THIS YEAR SAW THE SECOND
00:48:34:00 00:48:37:00 LARGEST SINGLE YEAR INCREASE IN
00:48:37:00 00:48:38:00 THE PERCENTAGE OF BLACK
00:48:38:00 00:48:38:00 TEACHERS AND GUIDANCE
00:48:38:00 00:48:41:00 COUNSELORS IN THE LAST SEVEN
00:48:41:00 00:48:41:00 YEARS.
00:48:41:00 00:48:43:00 THIS WAS AN INCREASE OF POINT
00:48:43:00 00:48:44:00 SIXTY FIVE PERCENT WHILE
00:48:44:00 00:48:48:00 SOUNDING MODEST PUTS US OVER
00:48:48:00 00:48:49:00 THE TWENTY TWO PERCENT FOR THE
00:48:49:00 00:48:52:00 FIRST TIME IN SEVEN YEARS AND
00:48:52:00 00:48:56:00 WE ARE ALSO AT THE HIGHEST
00:48:56:00 00:48:57:00 TOTAL PERCENTAGE OF TEACHERS
00:48:57:00 00:48:57:00 OF COLOR.
00:48:57:00 00:49:00:00 THIRTY NINE POINT FOUR OR FIVE
00:49:00:00 00:49:03:00 PERCENT.
00:49:03:00 00:49:04:00 THIS IS UNPRECEDENTED TO HAVE
00:49:04:00 00:49:06:00 GROWTH DURING A PANDEMIC WHEN
00:49:06:00 00:49:07:00 URBAN DISTRICTS NATIONALLY HAVE
00:49:07:00 00:49:11:00 EXPERIENCED DRAMATIC REDUCTIONS
00:49:11:00 00:49:12:00 IN WORKFORCE DIVERSITY AND SO
00:49:12:00 00:49:15:00 WE REALLY APPRECIATE THE TEAM
00:49:15:00 00:49:19:00 SEREN DAYLILIES ARE RECRUITMENT
00:49:19:00 00:49:19:00 CULTIVATION AND DIVERSITY TEAM
00:49:19:00 00:49:23:00 WITH THE WORK THAT THEY
00:49:23:00 00:49:24:00 CONTINUE TO DO AND ALSO OUR

00:49:24:00 00:49:26:00 COMMITMENT FROM SCHOOL LEADERS
00:49:26:00 00:49:27:00 AS THEY CONTINUE TO HIRE IN
00:49:27:00 00:49:30:00 THIS DIRECTION WE WILL
00:49:30:00 00:49:31:00 OPTIMISTIC WE ARE OPTIMISTIC
00:49:31:00 00:49:34:00 THAT THIS WILL BE A CONTINUING
00:49:34:00 00:49:35:00 TREND AND HAVE BOTH EXPANDED
00:49:35:00 00:49:35:00 AND CREATED INTENTIONAL
00:49:35:00 00:49:38:00 INTERVENTIONS AND WE'VE FULLY
00:49:38:00 00:49:42:00 LAUNCHED FOUR BPS AFFINITY
00:49:42:00 00:49:42:00 RECRUITMENT ADVISORY COUNCILS
00:49:42:00 00:49:46:00 TO INVITE THE COMMUNITY AND
00:49:46:00 00:49:47:00 STAFF TO ADVISE AND RECRUITING
00:49:47:00 00:49:50:00 LATIN ASIAN, DEAF AND HARD
00:49:50:00 00:49:53:00 OF HEARING AND ALSO THOSE FROM
00:49:53:00 00:49:54:00 HISTORICALLY BLACK COLLEGES AND
00:49:54:00 00:49:57:00 UNIVERSITIES, ALL SCHOOLS THAT
00:49:57:00 00:50:01:00 SCHOOL BASED DIVERSITY HIRING
00:50:01:00 00:50:02:00 GOALS SIGNIFYING THE DISTRICT
00:50:02:00 00:50:05:00 WIDE COMMITMENT AND COHERENCE
00:50:05:00 00:50:06:00 AROUND THIS WORK AND THEN TO
00:50:06:00 00:50:10:00 EXPAND THE WE'VE ALSO EXPANDED
00:50:10:00 00:50:13:00 AND THIS WAS ONE OF THE THINGS
00:50:13:00 00:50:14:00 THE SUPERINTENDENT CAME IN
00:50:14:00 00:50:18:00 CHARGED WITH RIGHT AWAY OUR
00:50:18:00 00:50:21:00 BAPS TEACHER CADET PROGRAM AND
00:50:21:00 00:50:22:00 SO IT'S NOW EXPANDED TO
00:50:22:00 00:50:24:00 STUDENTS IN GRADES SEVEN TO
00:50:24:00 00:50:25:00 TWELVE.
00:50:25:00 00:50:28:00 AND THEN LASTLY KNOWLEDGE THAT
00:50:28:00 00:50:29:00 WE LAUNCHED THE GEORGE B COX
00:50:29:00 00:50:32:00 EQUITY AND URBAN EDUCATION
00:50:32:00 00:50:33:00 FELLOWSHIP TO CULTIVATE BOTH
00:50:33:00 00:50:37:00 UNDERGRADUATE AND EARLY CAREER
00:50:37:00 00:50:42:00 BAPS ALUMS EXCELLENT RETENTION
00:50:42:00 00:50:46:00 IS AS IMPORTANT AS RECRUITMENT.
00:50:46:00 00:50:50:00 I'M HAPPY TO CONFIRM THAT IN
00:50:50:00 00:50:51:00 THE SCHOOL YEAR NINETEEN TWENTY
00:50:51:00 00:50:53:00 BPS POSITIVE COMPREHENSIVE EXIT
00:50:53:00 00:50:54:00 INTERVIEW PROCESS FOR EDUCATORS
00:50:54:00 00:50:57:00 OF COLOR THAT INCLUDES SCHOOL
00:50:57:00 00:50:58:00 OF COLOR, A CENTRAL OFFICE AND
00:50:58:00 00:51:01:00 SCHOOL BASED STAFF.
00:51:01:00 00:51:02:00 COMPREHENSIVE EXIT INTERVIEWS
00:51:02:00 00:51:03:00 ARE BEING PERFORMED AGAIN AND
00:51:03:00 00:51:06:00 FOR THIS SCHOOL YEAR AFFINITY
00:51:06:00 00:51:09:00 GROUPS IN THE WAKE OF THE DEATH
00:51:09:00 00:51:10:00 OF GEORGE FLORIDA IN RESPONSE
00:51:10:00 00:51:13:00 TO THE DIALOG ON RACE AND RACE
00:51:13:00 00:51:14:00 RELATIONS IN OUR COMMUNITY
00:51:14:00 00:51:16:00 BEGINNING LAST SUMMER WE
00:51:16:00 00:51:17:00 EXPANDED THE PRESENCE OF RACE
00:51:17:00 00:51:18:00 SPECIFIC AFFINITY GROUPS BOTH
00:51:18:00 00:51:21:00 SCHOOL BASED AND CENTRAL LEVEL.
00:51:21:00 00:51:22:00 IN ADDITION, SINCE AUGUST

00:51:22:00 00:51:25:00 TWENTY TWENTY THE
00:51:25:00 00:51:25:00 SUPERINTENDENT HAS HOSTED
00:51:25:00 00:51:28:00 EIGHTEEN MEETINGS WITH VARIOUS
00:51:28:00 00:51:29:00 AFFINITY GROUPS GIVING HER AN
00:51:29:00 00:51:30:00 OPPORTUNITY TO LISTEN TO THEIR
00:51:30:00 00:51:32:00 CONCERNS DIRECTLY.
00:51:32:00 00:51:33:00 THE OTHER EXCITING NEWS AS IT
00:51:33:00 00:51:36:00 PERTAINS TO RETENTION IS ALSO
00:51:36:00 00:51:37:00 GREAT NEWS FOR OUR PIPELINE
00:51:37:00 00:51:40:00 WORK BAPS MTEL PREP SUPPORT
00:51:40:00 00:51:41:00 PROGRAM IS AN EXEMPLAR IN A
00:51:41:00 00:51:44:00 STATE ACHIEVING PASSING RATES
00:51:44:00 00:51:45:00 THAT OUTPERFORM THE STATE ON
00:51:45:00 00:51:48:00 ALL MTEL TESTS.
00:51:48:00 00:51:49:00 THIS PAST YEAR WE EXPERIENCED A
00:51:49:00 00:51:52:00 SURGE IN REQUESTS FOR HIM INTEL
00:51:52:00 00:51:53:00 SUPPORTS AND HAVE CONTINUED TO
00:51:53:00 00:52:12:00 OFFER PROGRAMING REMOTELY
00:52:12:00 00:52:13:00 NOTEWORTHY.
00:52:13:00 00:52:14:00 THE BAPS INTEL PREP PROGRAM WAS
00:52:14:00 00:52:14:00 ABLE TO SUPPORT THIRTY EIGHT
00:52:14:00 00:52:15:00 EDUCATORS OF COLOR TO EARLY TO
00:52:15:00 00:52:16:00 ACHIEVE THEIR LICENSE IN A
00:52:16:00 00:52:17:00 SEVEN MONTH PERIOD SLIDE AND ME
00:52:17:00 00:52:20:00 HMM I THINK WE CAN GO BACK ONE
00:52:20:00 00:52:25:00 OK AND SO REALLY QUICKLY I'LL
00:52:25:00 00:52:29:00 JUST SAY YOU CAN SEE FROM THE
00:52:29:00 00:52:30:00 RIGHT SIDE OF THE SLIDE NOTE
00:52:30:00 00:52:33:00 THAT WE'VE BEEN ABLE TO HIRE
00:52:33:00 00:52:34:00 THIRTY SIX EDUCATORS OF COLOR
00:52:34:00 00:52:37:00 FROM OUR THREE TEACHER PREP
00:52:37:00 00:52:37:00 PARTNER PROGRAMS TEACH NEXT
00:52:37:00 00:52:41:00 YEAR ETR BOSTON COLLEGE DONOVAN
00:52:41:00 00:52:41:00 SCHOLARS PROGRAM ON THE LEFT
00:52:41:00 00:52:45:00 SIDE OF THE SLIDE YOU SEE WE
00:52:45:00 00:52:45:00 LIST OUR SIX UNIVERSITY
00:52:45:00 00:52:46:00 PARTNERS.
00:52:46:00 00:52:46:00 WE UTILIZE OUR UNIVERSITY
00:52:46:00 00:52:48:00 PARTNERS SUPPORT AND THE
00:52:48:00 00:52:49:00 PROFESSIONAL GROWTH AND
00:52:49:00 00:52:49:00 DEVELOPMENT OF OUR EDUCATORS
00:52:49:00 00:52:52:00 OF COLOR.
00:52:52:00 00:52:53:00 A TOTAL OF FIFTY SIX EDUCATORS
00:52:53:00 00:52:53:00 OF COLOR ARE CURRENTLY ENROLLED
00:52:53:00 00:52:56:00 IN DEGREE PROGRAM REACHES
00:52:56:00 00:52:57:00 COLLEGE SPU RELOCK OR SOUTHERN
00:52:57:00 00:53:00:00 NEW HAMPSHIRE UNIVERSITY BAPS
00:53:00:00 00:53:03:00 NORTH-EASTERN LAUNCHES THE
00:53:03:00 00:53:03:00 MCFARLAN FELLOWSHIP GRANTING UP
00:53:03:00 00:53:08:00 TO FIFTEEN TWENTY THOUSAND
00:53:08:00 00:53:08:00 DOLLARS SCHOLARSHIPS TO EARN A
00:53:08:00 00:53:09:00 MASTER'S OF ARTS AND TEACHING
00:53:09:00 00:53:11:00 AND THIS IS A THREE HUNDRED
00:53:11:00 00:53:12:00 THOUSAND DOLLAR COMMITMENT FOR

00:53:12:00 00:53:12:00 THE EDUCATORS WHO PARTICIPATE
00:53:12:00 00:53:15:00 IN OUR BAPS DIVERSITY
00:53:15:00 00:53:19:00 PROGRAMING AND SO JUST A TOUCH
00:53:19:00 00:53:23:00 OF SOME OF THE WAYS WE
00:53:23:00 00:53:24:00 PARTNERING AND CONTINUING TO
00:53:24:00 00:53:26:00 CONSISTENT WITH COMMITMENTS TO
00:53:26:00 00:53:26:00 SEND OUR STRATEGIC PLAN
00:53:26:00 00:53:31:00 ACTIVATE THE PARTNERSHIPS TO
00:53:31:00 00:53:32:00 ASSIST US WITH THIS WORK AND
00:53:32:00 00:53:35:00 WITH THAT I WILL TURN OVER TO
00:53:35:00 00:53:35:00 MY COLLEAGUE RENEE ARMALITE
00:53:35:00 00:53:37:00 PRESENTING ON BEHALF OF ALLEGED
00:53:37:00 00:53:42:00 TIBOR.
00:53:42:00 00:53:43:00 THANK YOU, CHARLES.
00:53:43:00 00:53:43:00 GOOD MORNING EVERYONE.
00:53:43:00 00:53:47:00 MY NAME IS RENAGEL MULADI.
00:53:47:00 00:53:47:00 I'M THE DISTRICT SCHOOL
00:53:47:00 00:53:49:00 COORDINATOR IN OUR DEPARTMENT
00:53:49:00 00:53:50:00 OF STUDENT AND COMMUNITY IMPACT
00:53:50:00 00:53:53:00 UNDER CHARLES MENTIONED
00:53:53:00 00:53:54:00 ASSISTANT SUPERINTENDENT ALIJAH
00:53:54:00 00:53:57:00 SOMEWHAT WHO REPRESENTED ON
00:53:57:00 00:54:01:00 BEHALF OF SONG IN ADDITION TO
00:54:01:00 00:54:02:00 THE IMPORTANT WORK WE ARE DOING
00:54:02:00 00:54:05:00 AROUND OAG POLICY AND ENSURING
00:54:05:00 00:54:06:00 THAT THEY ARE DIVERSE EDUCATORS
00:54:06:00 00:54:10:00 OF COLOR, WE ARE ALSO ENSURING
00:54:10:00 00:54:10:00 THAT OUR STUDENTS ARE RETURNING
00:54:10:00 00:54:12:00 TO AN ENVIRONMENT THAT IS
00:54:12:00 00:54:13:00 HEALTHY, SAFE AND SUPPORTIVE.
00:54:13:00 00:54:16:00 OUR CONTINUED INVESTMENTS IN
00:54:16:00 00:54:17:00 NURSING SERVICES SUPPORT THESE
00:54:17:00 00:54:17:00 EFFORTS.
00:54:17:00 00:54:21:00 THE FBI TWENTY TWO PROPOSED
00:54:21:00 00:54:21:00 INVESTMENTS BUILD OFF PAST
00:54:21:00 00:54:24:00 INVESTMENTS AND SCHOOL NURSES
00:54:24:00 00:54:25:00 THAT HAVE LED US TO OUR CURRENT
00:54:25:00 00:54:28:00 TEAM OF ONE HUNDRED FIFTY NINE
00:54:28:00 00:54:29:00 WONDERFUL NURSES AND SIX HEALTH
00:54:29:00 00:54:32:00 PARA'S ALL CONTINUE TO PLAY A
00:54:32:00 00:54:32:00 CRITICAL ROLE IN ENSURING
00:54:32:00 00:54:36:00 STUDENTS AND STAFF ARE SAFE
00:54:36:00 00:54:37:00 RETURN TO SCHOOL IN ORDER TO
00:54:37:00 00:54:41:00 SUPPORT OUR SCHOOL NURSES AND
00:54:41:00 00:54:41:00 CONTINUE THE ONGOING WORK
00:54:41:00 00:54:43:00 OF ENSURING EVIDENCE BASED
00:54:43:00 00:54:44:00 HEALTH SAFETY PROTOCOLS AND
00:54:44:00 00:54:48:00 THAT THEIR DATE UP TO DATE
00:54:48:00 00:54:48:00 DURING THIS PANDEMIC WE'VE
00:54:48:00 00:54:51:00 INVESTED IN A STRONG
00:54:51:00 00:54:52:00 ADMINISTRATIVE TEAM AND ALIGN
00:54:52:00 00:54:55:00 OUR COMMITMENT TO INCREASE
00:54:55:00 00:54:55:00 REPRESENTATION ACROSS
00:54:55:00 00:54:56:00 LEADERSHIP.

00:54:56:00 00:54:58:00 HEALTH SERVICES NOW HAS A NEW
00:54:58:00 00:54:59:00 TRILINGUAL PROJECT MANAGER AND
00:54:59:00 00:55:03:00 ASSISTANT DIRECTOR DR. LYNN
00:55:03:00 00:55:03:00 SWANN MAHONEY AND A
00:55:03:00 00:55:06:00 MULTILINGUAL SENIOR DIRECTOR
00:55:06:00 00:55:07:00 DR. JENNY LOPEZ LOPES, WHO IS
00:55:07:00 00:55:10:00 ALSO A MADISON PARK ALUMNA.
00:55:10:00 00:55:11:00 HEALTH SERVICES HAS BEEN
00:55:11:00 00:55:15:00 INSTRUMENTAL IN THE PLANNING
00:55:15:00 00:55:15:00 AND IMPLEMENTATION OF SCHOOL
00:55:15:00 00:55:16:00 BASED TESTING FOR STUDENTS AND
00:55:16:00 00:55:17:00 STAFF.
00:55:17:00 00:55:18:00 STUDENT POOLED TESTING BEGAN
00:55:18:00 00:55:22:00 MARCH 8TH FOR STUDENTS WITH
00:55:22:00 00:55:22:00 CONSENT AND THEY ARE TESTED
00:55:22:00 00:55:26:00 WEEKLY FOR ONGOING SURVEILLANCE
00:55:26:00 00:55:27:00 THROUGH THE STATE FUNDED
00:55:27:00 00:55:27:00 PROGRAM.
00:55:27:00 00:55:30:00 ADDITIONALLY, THE DISTRICT HAS
00:55:30:00 00:55:31:00 COMMITTED OVER TWO MILLION TO
00:55:31:00 00:55:34:00 SUPPORT STAFF TESTING IN THE
00:55:34:00 00:55:35:00 VACCINE ROLLOUT FOR STAFF AND
00:55:35:00 00:55:38:00 WITH THAT I WILL BE
00:55:38:00 00:55:39:00 TRANSITIONING US TO OUR
00:55:39:00 00:55:41:00 RECOVERY SECTION AND SO THIS
00:55:41:00 00:55:45:00 KIND OF BRINGS US BACK TO OUR
00:55:45:00 00:55:46:00 FOCUS FOR THIS YEAR'S BUDGET ON
00:55:46:00 00:55:49:00 RETURN RECOVERY AND REIMAGINE
00:55:49:00 00:55:50:00 OUR FOCUS FOR RECOVERY IS TO
00:55:50:00 00:55:53:00 ENSURE THAT SCHOOL COMMUNITIES
00:55:53:00 00:55:57:00 HAVE WHAT THEY NEED NOT ONLY TO
00:55:57:00 00:55:57:00 REPAIR THE DAMAGE DONE BY
00:55:57:00 00:56:01:00 COVID-19 BUT ALSO TO CREATE THE
00:56:01:00 00:56:02:00 CONDITIONS IN WHICH STUDENTS
00:56:02:00 00:56:04:00 AND FAMILIES CAN THRIVE.
00:56:04:00 00:56:06:00 IN ORDER TO DO THIS WE SEE IT
00:56:06:00 00:56:07:00 AS ESSENTIAL TO BOTH PROVIDE
00:56:07:00 00:56:09:00 STABILITY TO SCHOOL COMMUNITIES
00:56:09:00 00:56:09:00 DESPITE DECLINING ENROLLMENT
00:56:09:00 00:56:13:00 AND TO INVEST IN SOCIAL AND
00:56:13:00 00:56:16:00 EMOTIONAL FAMILY SUPPORTS.
00:56:16:00 00:56:19:00 COVID-19 HAS HIGHLIGHTED THE
00:56:19:00 00:56:20:00 IMPORTANCE OF PROVIDING
00:56:20:00 00:56:24:00 ADDITIONAL SOCIAL EMOTIONAL AND
00:56:24:00 00:56:25:00 FAMILY SUPPORT TO OUR SCHOOLS
00:56:25:00 00:56:28:00 AND SO KIND OF WHAT YOU SEE
00:56:28:00 00:56:29:00 HERE IS THE PRIORITIZATION
00:56:29:00 00:56:31:00 OF STRATEGIES WHICH
00:56:31:00 00:56:31:00 DEMONSTRATED ABILITY TO IMPROVE
00:56:31:00 00:56:35:00 OUTCOMES FOR OUR NEEDIEST
00:56:35:00 00:56:36:00 STUDENTS.
00:56:36:00 00:56:37:00 SO FOR THAT REASON AS A PART
00:56:37:00 00:56:39:00 OF RECOVERY WE HAVE PROPOSED AN
00:56:39:00 00:56:40:00 ACCELERATION OF OUR ROLL OUT

00:56:40:00 00:56:43:00 FOUR OF THESE SUPPORTS BY
00:56:43:00 00:56:44:00 INVESTING IN EIGHTY ONE NEW
00:56:44:00 00:56:47:00 FAMILY LIAISON'S AND NINETY
00:56:47:00 00:56:48:00 FIVE NEW SOCIAL WORKER
00:56:48:00 00:56:51:00 POSITIONS FOR NEXT YEAR.
00:56:51:00 00:56:52:00 THESE INVESTMENTS COMBINED WITH
00:56:52:00 00:56:54:00 OUR NURSING INVESTMENT FROM TWO
00:56:54:00 00:56:55:00 YEARS AGO WILL BE CRITICAL
00:56:55:00 00:56:55:00 COMPONENT COMPONENTS TO A
00:56:55:00 00:56:58:00 BROADER HUBB SCHOOLS MODEL THAT
00:56:58:00 00:56:59:00 SUPPORTS SCHOOL COMMUNITIES IN
00:56:59:00 00:57:02:00 RESPONDING RAPIDLY TO STUDENT
00:57:02:00 00:57:03:00 AND FAMILY NEEDS AND
00:57:03:00 00:57:03:00 COORDINATING SUPPORTS ACROSS
00:57:03:00 00:57:06:00 SCHOOLS.
00:57:06:00 00:57:07:00 NEXT SLIDE PLEASE.
00:57:07:00 00:57:10:00 THANK YOU.
00:57:10:00 00:57:11:00 AND ALL THE INVESTMENT IN THE
00:57:11:00 00:57:12:00 BOSTON COMMUNITY HUB SCHOOL
00:57:12:00 00:57:14:00 STRATEGY BRIDGES OUR
00:57:14:00 00:57:15:00 RECOVERY EFFORTS WITH OUR
00:57:15:00 00:57:18:00 COMMITMENT TO REIMAGINING
00:57:18:00 00:57:18:00 SCHOOLS IN BOSTON.
00:57:18:00 00:57:21:00 THESE DUAL PANDEMIC'S FORCED US
00:57:21:00 00:57:22:00 TO CONFRONT THE FACT THAT HOW
00:57:22:00 00:57:25:00 WE FUNCTION THUS FAR HAS WORKED
00:57:25:00 00:57:26:00 TO SUSTAIN A STATUS QUO THAT IS
00:57:26:00 00:57:29:00 FRAUGHT INEQUITIES AND
00:57:29:00 00:57:30:00 INJUSTICE AND WE ARE REMINDED
00:57:30:00 00:57:34:00 THAT ORDERED TO MOVE TOWARDS AN
00:57:34:00 00:57:34:00 EQUITABLE RECOVERY WE MUST
00:57:34:00 00:57:38:00 LISTEN TO THOSE CLOSEST TO THE
00:57:38:00 00:57:41:00 PAIN AND INJUSTICE.
00:57:41:00 00:57:44:00 SO AS A BAPS ALUMNI PARENT AND
00:57:44:00 00:57:45:00 EMPLOYEE IT'S MY HONOR TO BE A
00:57:45:00 00:57:46:00 PART OF THE SCHOOL'S DISTRICT
00:57:46:00 00:57:49:00 TEAM MADE UP OF TWO ADDITIONAL
00:57:49:00 00:57:52:00 WOMEN OF COLOR INCLUDING LEACH
00:57:52:00 00:57:53:00 WAS MENTIONED BEFORE AS WELL AS
00:57:53:00 00:57:57:00 JOMON ETIENNE WHO ARE ALSO BAPS
00:57:57:00 00:58:00:00 ALUMNI PARENTS AND WE WORK
00:58:00:00 00:58:01:00 ALONGSIDE OUR SCHOOL
00:58:01:00 00:58:01:00 COMMUNITIES AND PARTNERS LIKE
00:58:01:00 00:58:04:00 THE YMCA TO LAUNCH THIS BOSTON
00:58:04:00 00:58:07:00 COMMUNITY HUB SCHOOLS STRATEGY
00:58:07:00 00:58:08:00 BUILDING OFF OF YEARS
00:58:08:00 00:58:09:00 OF COMMUNITY SCHOOL RESEARCH
00:58:09:00 00:58:11:00 AND INTEGRATING OUR COMMITMENT
00:58:11:00 00:58:12:00 TO RACIAL EQUITY.
00:58:12:00 00:58:15:00 BOSTON COMMUNITY HUB SCHOOLS
00:58:15:00 00:58:16:00 MOVES US AWAY FROM DEFICIT AND
00:58:16:00 00:58:19:00 PATERNALISTIC APPROACHES
00:58:19:00 00:58:20:00 TOWARDS ASSET BASED STRATEGIES
00:58:20:00 00:58:24:00 TO PARTNERING WITH FAMILIES,

00:58:24:00 00:58:25:00 STUDENTS AND COMMUNITY TO
00:58:25:00 00:58:26:00 ADVANCE RECOVERY IN A WAY THAT
00:58:26:00 00:58:29:00 HONORS THEIR ASSETS, NEEDS AND
00:58:29:00 00:58:32:00 ASPIRATIONS AND ENABLES THEM TO
00:58:32:00 00:58:32:00 SHAPE THEIR HEALING.
00:58:32:00 00:58:36:00 AS CHARLES MENTIONED, HIS WORK
00:58:36:00 00:58:36:00 IS GROUNDED FIRMLY IN
00:58:36:00 00:58:39:00 CULTURALLY AND LINGUISTICALLY
00:58:39:00 00:58:40:00 SUSTAINING PRACTICES.
00:58:40:00 00:58:41:00 THIS INVESTMENT ENABLES US TO
00:58:41:00 00:58:44:00 ENGAGE DEEPLY WITH TWO COHORTS
00:58:44:00 00:58:47:00 OF SCHOOLS THAT YOU'LL SEE HERE
00:58:47:00 00:58:48:00 TO REIMAGINE OUR SCHOOLS AS
00:58:48:00 00:58:49:00 SPACES FOR HEALING, INNOVATION
00:58:49:00 00:58:52:00 AND LIBERATION WHERE STUDENTS
00:58:52:00 00:58:52:00 AND ADULTS ARE LEARNING FROM
00:58:52:00 00:58:55:00 AND WITH EACH OTHER AND
00:58:55:00 00:58:55:00 ACTIVATING AGENCY SUCH THAT
00:58:55:00 00:58:58:00 STUDENTS ARE EQUIPPED TO
00:58:58:00 00:58:59:00 CRITICALLY ENGAGE WITH THEIR
00:58:59:00 00:59:02:00 WORLD AND TRANSFORM IT SO THIS
00:59:02:00 00:59:03:00 INVESTMENT FOCUSES ON THESE TWO
00:59:03:00 00:59:06:00 SPECIFIC REGIONS.
00:59:06:00 00:59:07:00 OUR BROADER VISION IS THAT
00:59:07:00 00:59:08:00 EVERY SCHOOL WILL BECOME A
00:59:08:00 00:59:12:00 BOSTON COMMUNITY SCHOOL IN
00:59:12:00 00:59:13:00 SPECIFIC 13 NEW SCHOOL BASED
00:59:13:00 00:59:17:00 HUBS MANAGERS WILL BE WORKING
00:59:17:00 00:59:18:00 IN THESE TWO COHORTS FOCUSED ON
00:59:18:00 00:59:21:00 SOME OF THE STUDENT COMMUNITIES
00:59:21:00 00:59:22:00 HARDEST HIT BY THE PANDEMIC.
00:59:22:00 00:59:25:00 THE MANAGERS THAT WILL BE
00:59:25:00 00:59:26:00 PLACED AT THESE SCHOOLS WILL
00:59:26:00 00:59:27:00 WORK VERY CLOSELY WITH STUDENTS
00:59:27:00 00:59:28:00 , FAMILIES, SCHOOL LEADERS,
00:59:28:00 00:59:29:00 PARTNERS TO LEVERAGE LESSONS
00:59:29:00 00:59:32:00 LEARNED FROM THE LONGSTANDING
00:59:32:00 00:59:33:00 HOW SCHOOLS WORKS BY SOME
00:59:33:00 00:59:36:00 OF THE SCHOOLS THEY INVESTMENTS
00:59:36:00 00:59:37:00 IN OUR FAMILY REASONS AND
00:59:37:00 00:59:40:00 SOCIAL WORKERS THAT WILL HELP
00:59:40:00 00:59:41:00 FACILITATE OPPORTUNITIES FOR
00:59:41:00 00:59:41:00 OUR SCHOLARS.
00:59:41:00 00:59:44:00 THE WORK OF THESE THESE
00:59:44:00 00:59:45:00 MANAGERS IS REALLY GROUNDED IN
00:59:45:00 00:59:48:00 DRIVING ACTION AND BUILDING UP
00:59:48:00 00:59:49:00 SYSTEMS AND OPPORTUNITIES THAT
00:59:49:00 00:59:51:00 CONNECT STUDENTS, FAMILIES AND
00:59:51:00 00:59:52:00 COMMUNITY AND TO JUST PROMOTE
00:59:52:00 00:59:55:00 THE FACT OUR SCHOOLS ARE FILLED
00:59:55:00 00:59:59:00 WITH JOY, LOVE AND COMMUNITY.
00:59:59:00 01:00:00:00 SO WITH THAT I WILL PASS THAT
01:00:00:00 01:00:03:00 ON TO CARMEN.
01:00:03:00 01:00:06:00 THANK YOU, RENEE.

01:00:06:00 01:00:06:00 GOOD MORNING.
01:00:06:00 01:00:07:00 COUNSELORS AND MEMBERS OF THE
01:00:07:00 01:00:10:00 BOSTON COMMUNITY MY NAME IS
01:00:10:00 01:00:11:00 CARMEN COLORABLE HERE I AM THE
01:00:11:00 01:00:11:00 DIRECTOR OF SOCIAL WORK FOR THE
01:00:11:00 01:00:14:00 BOSTON PUBLIC SCHOOLS.
01:00:14:00 01:00:15:00 I'M ALSO A PARENT OF THE BOSTON
01:00:15:00 01:00:17:00 PUBLIC SCHOOLS AND SO I'M HERE
01:00:17:00 01:00:18:00 TO TALK ABOUT THE MENTAL HEALTH
01:00:18:00 01:00:21:00 SUPPORT THAT WE ARE PROVIDING
01:00:21:00 01:00:22:00 STUDENTS THIS YEAR AND IN THE
01:00:22:00 01:00:25:00 COMING YEAR OUR FBI TWENTY TWO
01:00:25:00 01:00:29:00 INVESTMENT BUILDS ON THE FBI
01:00:29:00 01:00:30:00 TWENTY ONE INVESTMENT BY MOVING
01:00:30:00 01:00:30:00 BEYOND THE INITIAL
01:00:30:00 01:00:33:00 TRANSFORMATION, SCHOOLS BRING A
01:00:33:00 01:00:34:00 COMMITMENT TO BRING AT LEAST A
01:00:34:00 01:00:37:00 HALF TIME SOCIAL EVERY BOSTON
01:00:37:00 01:00:38:00 PUBLIC SCHOOL WE HAVE WORKED
01:00:38:00 01:00:41:00 VERY HARD TO MAKE SURE THAT OUR
01:00:41:00 01:00:41:00 SOCIAL WORKERS REPRESENT THE
01:00:41:00 01:00:44:00 STUDENTS AND FAMILIES THAT WE
01:00:44:00 01:00:45:00 SERVE AND AS YOU CAN SEE
01:00:45:00 01:00:46:00 SEVENTY EIGHT PERCENT OF OUR
01:00:46:00 01:00:48:00 SOCIAL WORKERS IN THE HIRING
01:00:48:00 01:00:49:00 PROCESS LAST YEAR IDENTIFIED AS
01:00:49:00 01:00:52:00 PERSONS OF COLOR.
01:00:52:00 01:00:53:00 WE ARE CURRENTLY DEEP IN THE
01:00:53:00 01:00:56:00 HIRING PROCESS WE HAVE OVER
01:00:56:00 01:00:57:00 THREE HUNDRED APPLICANTS AT
01:00:57:00 01:00:57:00 THIS POINT AND HAVE CONDUCTED
01:00:57:00 01:01:00:00 OVER NINETY ONE INTERVIEWS AND
01:01:00:00 01:01:01:00 WE ARE JUST AS COMMITTED TO
01:01:01:00 01:01:02:00 MAKE SURE THAT IF WE DON'T
01:01:02:00 01:01:04:00 MATCH THAT NUMBER THAT WE
01:01:04:00 01:01:08:00 IMPROVE IT AND THAT'S OUR WHOLE
01:01:08:00 01:01:09:00 OUR SOCIAL WORKERS PROVIDE
01:01:09:00 01:01:11:00 SUPPORT TO SCHOOLS IN A TIERED
01:01:11:00 01:01:12:00 APPROACH.
01:01:12:00 01:01:13:00 START IN THE BOTTOM WITH THE
01:01:13:00 01:01:13:00 WHOLE SCHOOL.
01:01:13:00 01:01:16:00 ARE WE LIKE TO CALL TIER ONE
01:01:16:00 01:01:16:00 REALLY FOCUSING ON
01:01:16:00 01:01:19:00 STRENGTHENING OUR PRACTICES TO
01:01:19:00 01:01:20:00 MAKE SURE THAT THEY'RE
01:01:20:00 01:01:23:00 ANTIRACIST, THAT WE'RE LOOKING
01:01:23:00 01:01:24:00 POLICIES OR PRACTICES, THAT
01:01:24:00 01:01:25:00 WE'RE LOOKING AT DATA AND THAT
01:01:25:00 01:01:27:00 WE'RE MITIGATING CONDITIONS
01:01:27:00 01:01:28:00 THAT ARE EITHER CREATING TRA
01:01:28:00 01:01:30:00 EXPECTORATING TRAUMA AND FROM
01:01:30:00 01:01:31:00 THERE WE REALLY LOOK AT OUR
01:01:31:00 01:01:35:00 STUDENTS OUR NEEDS AND MAKING
01:01:35:00 01:01:36:00 SURE THAT WE PROVIDE TIER TWO

01:01:36:00 01:01:40:00 SUPPORTS IN SMALL GROUPS AND
01:01:40:00 01:01:41:00 TIER ONE TO OUR STUDENTS WITH
01:01:41:00 01:01:44:00 THE HIGHEST NEEDS IN INDIVIDUAL
01:01:44:00 01:01:44:00 COUNSELING AND THIS IS
01:01:44:00 01:01:46:00 SOMETHING THAT'S ALSO PROVIDED
01:01:46:00 01:01:47:00 BY OUR PARTNERS, THE SCHOOL
01:01:47:00 01:01:47:00 PSYCHOLOGIST.
01:01:47:00 01:01:54:00 NEXT SLIDE PLEASE.
01:01:54:00 01:01:55:00 SO THE INVESTMENT OF THE SOCIAL
01:01:55:00 01:01:59:00 WORKERS IS A UNIQUE ONE BECAUSE
01:01:59:00 01:01:59:00 TRADITIONAL SOCIAL WORKERS HAVE
01:01:59:00 01:02:02:00 BEEN DIRECT SERVICE PROVIDERS.
01:02:02:00 01:02:03:00 WHAT WE HAVE CREATED A ROLE
01:02:03:00 01:02:07:00 THAT IS 50 PERCENT DIRECT WORK
01:02:07:00 01:02:07:00 AS I MENTIONED IN THE PREVIOUS
01:02:07:00 01:02:09:00 SLIDE AND THEN 50 PERCENT
01:02:09:00 01:02:10:00 REALLY MACRO OR IN SYSTEMS WORK
01:02:10:00 01:02:11:00 THAT'S FOCUSING ON THE
01:02:11:00 01:02:14:00 ANTIRACIST WORK AND WE DID THAT
01:02:14:00 01:02:15:00 BECAUSE WE RECOGNIZED THE
01:02:15:00 01:02:34:00 COMPLEXITY OF TRAUMA AND THAT
01:02:34:00 01:02:35:00 THERE ARE VARIOUS WAYS
01:02:35:00 01:02:36:00 OF HEALING THAT INTEGRATE
01:02:36:00 01:02:36:00 DIFFERENT CULTURES AND
01:02:36:00 01:02:36:00 COLLECTIVE INDIGENOUS AFRICAN
01:02:36:00 01:02:37:00 EASTERN CULTURES OF OUR
01:02:37:00 01:02:37:00 STUDENTS.
01:02:37:00 01:02:38:00 SO WE CREATED A VERY ROBUST
01:02:38:00 01:02:38:00 RECRUITING AND HIRING PROCESS.
01:02:38:00 01:02:39:00 AS I TALKED ABOUT WE ARE
01:02:39:00 01:02:40:00 CENTRAL VETTING PROCESS THAT'S
01:02:40:00 01:02:40:00 ONGOING RIGHT NOW IS REALLY
01:02:40:00 01:02:41:00 FOCUSED ON MAKING SURE THAT OUR
01:02:41:00 01:02:42:00 SOCIAL WORKERS ARE BRINGING AN
01:02:42:00 01:02:43:00 EQUITY LENS TO THIS WORK.
01:02:43:00 01:02:43:00 THAT'S SOMETHING THAT WE CAN'T
01:02:43:00 01:02:44:00 TEACH PEOPLE WE CAN TEACH OTHER
01:02:44:00 01:02:48:00 MORE SPECIALTY SKILLS.
01:02:48:00 01:02:49:00 BUT THOSE THAT THAT LENS REALLY
01:02:49:00 01:02:52:00 EITHER YOU BRING OR YOU DON'T.
01:02:52:00 01:02:53:00 SO WE NEED TO MAKE SURE THAT
01:02:53:00 01:02:54:00 THE PEOPLE THAT WE'RE BRINGING
01:02:54:00 01:02:56:00 IN HAVE THAT CAPACITY WITH
01:02:56:00 01:02:56:00 THEM.
01:02:56:00 01:03:00:00 WE ARE BUILDING A PROFESSIONAL
01:03:00:00 01:03:01:00 ARC OF LEARNING THIS YEAR WE
01:03:01:00 01:03:04:00 PROVIDED SOME PRETTY ROBUST
01:03:04:00 01:03:06:00 MULTI PROFESSIONAL DEVELOPMENT
01:03:06:00 01:03:07:00 CALENDAR AND WE WILL CONTINUE
01:03:07:00 01:03:08:00 TO BUILD ON THAT WITH A FOCUS
01:03:08:00 01:03:12:00 ON CAPACITY FOR THE ANTI-RACIST
01:03:12:00 01:03:13:00 WORK AND ALSO COMMIT WE'RE
01:03:13:00 01:03:16:00 COMMITTED TO MAKING SURE THAT
01:03:16:00 01:03:17:00 ALL OF OUR SOCIAL WORKERS ARE

01:03:17:00 01:03:17:00 TRAINED IN RESTORATIVE JUSTICE
01:03:17:00 01:03:20:00 PRACTICES.
01:03:20:00 01:03:21:00 WE ARE WORKING ON BUILDING A
01:03:21:00 01:03:23:00 PEER COACHING MODEL SO THAT AS
01:03:23:00 01:03:27:00 WE BRING THIS LARGE NUMBER
01:03:27:00 01:03:27:00 OF SOCIAL WORKERS THEY HAVE
01:03:27:00 01:03:28:00 SOMEONE WHO CAN PROVIDE THEM
01:03:28:00 01:03:31:00 WITH SOME GUIDANCE AND SOME
01:03:31:00 01:03:32:00 COACHING AROUND THE DAY TO DAY
01:03:32:00 01:03:34:00 ACTIVITIES AT THE SCHOOL LEVEL
01:03:34:00 01:03:35:00 AND ALSO TO PROVIDE SOME
01:03:35:00 01:03:36:00 CONSULTATION BECAUSE AS YOU CAN
01:03:36:00 01:03:39:00 IMAGINE, THEY'RE DEALING WITH
01:03:39:00 01:03:40:00 SOME PRETTY COMPLEX SITUATIONS
01:03:40:00 01:03:42:00 ON A DAILY BASIS.
01:03:42:00 01:03:43:00 WE ALSO ARE WORKING ON A
01:03:43:00 01:03:46:00 CREATING PIPELINE PROGRAMS WITH
01:03:46:00 01:03:47:00 OUR LOCAL SCHOOLS OF SOCIAL
01:03:47:00 01:03:50:00 WORK AND WE HOPE TO BE ADDED TO
01:03:50:00 01:03:51:00 THE LIST OF DR. GRANTS AND
01:03:51:00 01:03:54:00 SHOWED EARLIER SO THAT WE CAN
01:03:54:00 01:03:55:00 BUILD OUR SOCIAL WORK WORKFORCE
01:03:55:00 01:03:58:00 AS WELL AND WE THIS YEAR WE
01:03:58:00 01:03:59:00 STRENGTHEN OUR INTERNSHIP
01:03:59:00 01:03:59:00 PROGRAM.
01:03:59:00 01:04:02:00 WE ACTUALLY CREATED A DATABASE
01:04:02:00 01:04:03:00 OF ALL THE INTERNS THAT ARE IN
01:04:03:00 01:04:06:00 THE IN THE DISTRICT RIGHT NOW
01:04:06:00 01:04:07:00 AND WHO ARE THE SUPERVISORS WHO
01:04:07:00 01:04:10:00 ARE WILLING AND ABLE TO HOST
01:04:10:00 01:04:11:00 INTERNS.
01:04:11:00 01:04:13:00 INTERNS PROVIDE QUITE A QUITE A
01:04:13:00 01:04:14:00 WIDE RANGE OF SERVICES TO OUR
01:04:14:00 01:04:14:00 STUDENTS AND FAMILIES.
01:04:14:00 01:04:17:00 SO THAT'S AN IMPORTANT
01:04:17:00 01:04:17:00 WORKFORCE DEVELOPMENT STRATEGY
01:04:17:00 01:04:18:00 AS WELL.
01:04:18:00 01:04:21:00 AND FINALLY AS PART OF THE
01:04:21:00 01:04:22:00 PROCESS, I WANT TO TALK ABOUT
01:04:22:00 01:04:23:00 THE PART OF THE INVESTMENT
01:04:23:00 01:04:25:00 WAIVER PROCESS IS CREATED TO
01:04:25:00 01:04:26:00 ENSURE THAT THE INVESTMENT WAS
01:04:26:00 01:04:27:00 RESPONSIVE TO EACH SCHOOL
01:04:27:00 01:04:29:00 COMMUNITY NEEDS THROUGH THIS
01:04:29:00 01:04:30:00 PROCESS.
01:04:30:00 01:04:33:00 FIFTEEN SCHOOLS WERE APPROVED
01:04:33:00 01:04:34:00 WAIVER THAT ALLOW THEM TO
01:04:34:00 01:04:34:00 REIMBURSE REINVEST PART OR ALL
01:04:34:00 01:04:36:00 OF THEIR ALLOCATION BY MAKING
01:04:36:00 01:04:37:00 SURE THAT THEY DEMONSTRATE A
01:04:37:00 01:04:40:00 CAPACITY TO PROVIDE CRITICAL
01:04:40:00 01:04:41:00 MENTAL HEALTH SUPPORTS AND USED
01:04:41:00 01:04:44:00 THE RACIAL EQUITY PLANNING TOOL
01:04:44:00 01:04:45:00 AT THEIR SCHOOL LEVEL THROUGH

01:04:45:00 01:04:46:00 THEIR EQUITY ROUNDTABLES ARE
01:04:46:00 01:04:49:00 THE SCHOOLS LIKE COUNCIL AND
01:04:49:00 01:04:49:00 SOME OF THE SCHOOLS RECEIVE
01:04:49:00 01:04:52:00 WAIVERS TO INCREASE THEIR
01:04:52:00 01:04:56:00 SCHOOL PSYCHOLOGIST ALLOCATIONS
01:04:56:00 01:04:57:00 OR TO HIRE SILSBEE
01:04:57:00 01:04:57:00 PRACTITIONER, A RESTORATIVE
01:04:57:00 01:04:59:00 JUSTICE PRACTITIONER OR SCHOOL
01:04:59:00 01:05:00:00 COORDINATOR.
01:05:00:00 01:05:03:00 NEXT SLIDE PLEASE.
01:05:03:00 01:05:04:00 SO THE SLIDES JUST KIND
01:05:04:00 01:05:07:00 OF HIGHLIGHTS THE STAFFING AND
01:05:07:00 01:05:08:00 WE'VE COME A LONG WAY FROM
01:05:08:00 01:05:11:00 SPRING OF TWENTY TWO WHEN I WAS
01:05:11:00 01:05:12:00 BROUGHT IN TO DIRECT THE SOCIAL
01:05:12:00 01:05:14:00 WORK DEPARTMENT AND THIS YEAR
01:05:14:00 01:05:15:00 WE HAD TWENTY FIVE SCHOOLS THAT
01:05:15:00 01:05:16:00 HAD A ONE FULL TIME SCHOOL
01:05:16:00 01:05:19:00 PSYCHOLOGIST WITH THIRTY
01:05:19:00 01:05:20:00 SCHOOLS THAT HAD AT LEAST ONE
01:05:20:00 01:05:21:00 FULL TIME TRANSFORMATION SOCIAL
01:05:21:00 01:05:24:00 WORKER AND AN ADDITIONAL TEN
01:05:24:00 01:05:25:00 SCHOOLS THAT HAVE TO HAVE TIME
01:05:25:00 01:05:27:00 TRANSFORMATION SOCIAL WORKERS
01:05:27:00 01:05:28:00 FOR OUR UPCOMING YEAR WE ARE
01:05:28:00 01:05:29:00 ANTICIPATING THAT THIRTY ONE
01:05:29:00 01:05:32:00 SCHOOLS WILL HAVE A FULL TIME
01:05:32:00 01:05:32:00 SCHOOL PSYCHOLOGIST AND EIGHTY
01:05:32:00 01:05:34:00 NINE SCHOOLS WILL HAVE AT LEAST
01:05:34:00 01:05:35:00 ONE FULL TIME SOCIAL WORKER
01:05:35:00 01:05:36:00 WITH MULTIPLE SCHOOLS HAVING
01:05:36:00 01:05:38:00 MORE THAN ONE.
01:05:38:00 01:05:39:00 NEXT SLIDE PLEASE.
01:05:39:00 01:05:43:00 FINALLY, JUST BRIEFLY JUST
01:05:43:00 01:05:44:00 WANTED TO HIGHLIGHT SOME OF THE
01:05:44:00 01:05:46:00 REPORT THE REMOTE SUPPORTS THAT
01:05:46:00 01:05:47:00 WE PROVIDED WHAT WE WERE IN
01:05:47:00 01:05:47:00 REMOTE LEARNING WE OBVIOUSLY
01:05:47:00 01:05:50:00 HAD TO VERY QUICKLY IN
01:05:50:00 01:05:50:00 PROVIDING THE SUPPORTS TO OUR
01:05:50:00 01:05:54:00 STUDENTS AND FAMILIES AND WILL
01:05:54:00 01:05:55:00 CONTINUE TO DO THIS AS WE
01:05:55:00 01:05:58:00 CONTINUE TO RETURN ALL OF OUR
01:05:58:00 01:05:58:00 STUDENTS.
01:05:58:00 01:06:02:00 SO THIS IS A PRETTY EXHAUSTIVE
01:06:02:00 01:06:03:00 LIST OF THE SUPPORTS THAT WE
01:06:03:00 01:06:03:00 HAVE PROVIDED.
01:06:03:00 01:06:04:00 I'M SURE THERE ARE SOME THINGS
01:06:04:00 01:06:06:00 THAT ARE MISSING HERE BUT AS
01:06:06:00 01:06:07:00 YOU CAN SEE WE WORK VERY
01:06:07:00 01:06:09:00 CLOSELY WITH OUR STUDENTS
01:06:09:00 01:06:10:00 FAMILIES AND TO DO THIS WE
01:06:10:00 01:06:11:00 REALLY HAD TO WORK WITH
01:06:11:00 01:06:14:00 PARTNERS AND PRETTY MUCH ALL

01:06:14:00 01:06:14:00 OF THE DEPARTMENTS IN CENTRAL
01:06:14:00 01:06:17:00 OFFICE THAT YOU CAN THINK OF SO
01:06:17:00 01:06:19:00 AND WITH THAT I WILL PASS IT ON
01:06:19:00 01:06:21:00 TO MY COLLEAGUE MONICA ROBERTS
01:06:21:00 01:06:22:00 , CHIEF OF STUDENT FAMILY
01:06:22:00 01:06:25:00 COMMITTEE ADVANCEMENT.
01:06:25:00 01:06:29:00 GOOD MORNING COUNCIL MEMBERS
01:06:29:00 01:06:29:00 AND STAFF THE COMMUNITY AND
01:06:29:00 01:06:32:00 THANK YOU CARMEN.
01:06:32:00 01:06:33:00 AS I'VE BEEN THE FAMILY LIAISON
01:06:33:00 01:06:37:00 I WANT TO SHARE THAT THE VALUE
01:06:37:00 01:06:38:00 OF THIS INVESTMENT THAT OF THE
01:06:38:00 01:06:40:00 INVESTMENTS THAT YOU'VE HEARD
01:06:40:00 01:06:41:00 ABOUT OUR WORK THAT THEY
01:06:41:00 01:06:42:00 COLLECTIVELY DO TO SUPPORT
01:06:42:00 01:06:44:00 FAMILIES, OUR FAMILIES AND
01:06:44:00 01:06:45:00 SERVE AS PART OF SCHOOL BASED
01:06:45:00 01:06:48:00 TEAMS ALONGSIDE THE SOCIAL
01:06:48:00 01:06:49:00 WORKERS AND THE NURSES AND
01:06:49:00 01:06:49:00 OTHER STAFF WHO ARE
01:06:49:00 01:06:52:00 COORDINATING EFFORTS AND
01:06:52:00 01:06:53:00 SUPPORT ON BEHALF OF OUR
01:06:53:00 01:06:53:00 FAMILIES.
01:06:53:00 01:06:55:00 SO OUR NEW INVESTMENT OF FAMILY
01:06:55:00 01:06:56:00 BONDS BUILDS UPON INVESTMENTS
01:06:56:00 01:06:59:00 WE MADE LAST YEAR IN ALL OF OUR
01:06:59:00 01:07:00:00 TRANSFORMATION SCHOOLS AND ANY
01:07:00:00 01:07:03:00 SCHOOL WHOSE STUDENT BODY WANTS
01:07:03:00 01:07:06:00 50 PERCENT OR GREATER ENGLISH
01:07:06:00 01:07:07:00 LEARNERS.
01:07:07:00 01:07:08:00 THIS INVESTMENT WILL ENSURE
01:07:08:00 01:07:11:00 THAT ALL SCHOOLS WILL HAVE FULL
01:07:11:00 01:07:11:00 TIME FAMILIES ON THEIR BUILDING
01:07:11:00 01:07:14:00 FOR NEXT SCHOOL YEAR AND ON OUR
01:07:14:00 01:07:18:00 LAST THE PAST SCHOOL YEAR I
01:07:18:00 01:07:19:00 TRULY REFLECTIVE OF THE RACIAL,
01:07:19:00 01:07:19:00 CULTURAL AND LINGUISTIC
01:07:19:00 01:07:22:00 DIVERSITY OF THE BUSINESS
01:07:22:00 01:07:22:00 COMMUNITY.
01:07:22:00 01:07:23:00 I'M IN FACT 90 PERCENT
01:07:23:00 01:07:26:00 OF PEOPLE OF COLOR.
01:07:26:00 01:07:27:00 THEY HAVE BEEN ABLE TO BUILD
01:07:27:00 01:07:27:00 DEEP AND AUTHENTIC
01:07:27:00 01:07:30:00 RELATIONSHIPS WITH OUR FAMILIES
01:07:30:00 01:07:31:00 ABOUT THE DIFFICULT YEAR AND
01:07:31:00 01:07:32:00 SERVED AS A SOURCE OF SUPPORT
01:07:32:00 01:07:34:00 AND A CONNECTOR FOR OUR
01:07:34:00 01:07:35:00 FAMILIES WITH THE RESOURCES
01:07:35:00 01:07:38:00 THAT THEY NEED FOR ALL OF OUR
01:07:38:00 01:07:39:00 STUDENTS.
01:07:39:00 01:07:39:00 OUR SCHOOL LEADERS HAVE
01:07:39:00 01:07:41:00 DESCRIBED AS CRITICAL ASSETS
01:07:41:00 01:07:42:00 PARTICULARLY BECAUSE THEY BRING
01:07:42:00 01:07:45:00 LANGUAGE CAPACITY TO THE TABLE

01:07:45:00 01:07:49:00 WHICH HAS BEEN VERY IMPORTANT.
01:07:49:00 01:07:50:00 THEY'VE HELPED FAMILIES
01:07:50:00 01:07:50:00 NAVIGATE CHALLENGES.
01:07:50:00 01:07:53:00 PART OF WE'LL TALK A LITTLE BIT
01:07:53:00 01:07:54:00 ABOUT THE WORK WE DO CERTAINLY
01:07:54:00 01:07:57:00 TO SUPPORT THEM EVERYTHING FROM
01:07:57:00 01:07:58:00 HOUSING TO FOOD, ACCESS TO
01:07:58:00 01:08:00:00 COUNSELING, REALLY BEING ABLE
01:08:00:00 01:08:01:00 TO HELP OUR FAMILIES NAVIGATE.
01:08:01:00 01:08:02:00 SO WE BELIEVE IT'S IMPORTANT
01:08:02:00 01:08:04:00 THAT EVERY SCHOOL HAS THIS
01:08:04:00 01:08:05:00 POSITION TO HELP SUPPORT OUR
01:08:05:00 01:08:09:00 FAMILIES AND TO PARTICIPATE IN
01:08:09:00 01:08:09:00 A BROADER TEAM OF SUPPORT FOR
01:08:09:00 01:08:11:00 OUR COMMUNITIES.
01:08:11:00 01:08:15:00 NEXT SLIDE PLEASE.
01:08:15:00 01:08:16:00 SO AS WE THINK ABOUT EXPANDING
01:08:16:00 01:08:19:00 THIS PARTICULAR INVESTMENT, WE
01:08:19:00 01:08:20:00 DID A LOT OF WORK LAST YEAR
01:08:20:00 01:08:23:00 FOCUSING ON THE HIRING PROCESS
01:08:23:00 01:08:23:00 .
01:08:23:00 01:08:24:00 OUR OFFICE DID A LOT
01:08:24:00 01:08:27:00 OF RECRUITMENT TO OUR EXTENSIVE
01:08:27:00 01:08:28:00 NETWORKS AND OUR OFFICE
01:08:28:00 01:08:31:00 OF HUMAN CAPITAL REALLY DID A
01:08:31:00 01:08:32:00 LOT OF SUPPORT IN TERMS
01:08:32:00 01:08:33:00 OF MAKING SURE WE CAN REACH A
01:08:33:00 01:08:35:00 DIVERSE SET OF FOLKS WHO HAD
01:08:35:00 01:08:36:00 ACCESS AND FAMILY ENGAGEMENT
01:08:36:00 01:08:40:00 EXPERIENCE, FAMILY ENGAGEMENT.
01:08:40:00 01:08:41:00 ONE OF THE THINGS THAT I LIKE
01:08:41:00 01:08:42:00 TO SAY EVERYONE THINKS THAT
01:08:42:00 01:08:44:00 EVERYONE CAN DO AN ENGAGEMENT
01:08:44:00 01:08:47:00 BUT IT IS A SKILL THAT FOLKS
01:08:47:00 01:08:48:00 ARE BUILDING.
01:08:48:00 01:08:49:00 SO IT'S SOMETHING THAT WE PAY
01:08:49:00 01:08:52:00 ATTENTION TO OUR HIRING PROCESS
01:08:52:00 01:08:52:00 AND WE DO A LOT OF VETTING
01:08:52:00 01:08:55:00 AROUND THAT AND THEN ALSO WE
01:08:55:00 01:08:56:00 VET FOR LINGUISTIC CAPACITY TO
01:08:56:00 01:08:58:00 MAKE SURE PEOPLE ARE PROFICIENT
01:08:58:00 01:08:59:00 IN THE LANGUAGE THAT THEY SPEAK
01:08:59:00 01:09:03:00 SO THAT WE ENSURE THAT OUR
01:09:03:00 01:09:03:00 FAMILIES ARE HAVING LANGUAGE
01:09:03:00 01:09:06:00 ACCESS ON THE GROUND.
01:09:06:00 01:09:07:00 IN ADDITION, WE PUT A LOT
01:09:07:00 01:09:08:00 OF TIME INTO PROFESSIONAL
01:09:08:00 01:09:11:00 DEVELOPMENT SUPPORT AS PART
01:09:11:00 01:09:11:00 OF THE DISTRICT TEAM BUT ALSO
01:09:11:00 01:09:14:00 SPECIFIC TO THIS POSITION THEY
01:09:14:00 01:09:15:00 GET PROFESSIONAL DEVELOPMENT
01:09:15:00 01:09:19:00 TWICE A MONTH, ALMOST ALL DAY
01:09:19:00 01:09:19:00 SUPPORTING THEM FROM EVERYTHING
01:09:19:00 01:09:22:00 FROM CITY PLANNING WORK AS PART

01:09:22:00 01:09:25:00 OF A SCHOOL TEAM DEVELOPING AND
01:09:25:00 01:09:26:00 IMPLEMENTING EFFECTIVE
01:09:26:00 01:09:27:00 ENGAGEMENT STRATEGIES, MEETING
01:09:27:00 01:09:30:00 FACILITATION, ALSO COACHING
01:09:30:00 01:09:30:00 EDUCATORS IN THE BUILDING
01:09:30:00 01:09:33:00 BECAUSE THE ROLE OF THE FAMILY
01:09:33:00 01:09:35:00 IS NOT TO BE THE PERSON IN THE
01:09:35:00 01:09:38:00 SCHOOL OR THEY MAY BE THE FIRST
01:09:38:00 01:09:39:00 PERSON THAT FAMILIES CONNECT
01:09:39:00 01:09:40:00 WITH THAT PART OF THEIR ROLE IS
01:09:40:00 01:09:41:00 TO MAKE SURE THAT THE ENTIRE
01:09:41:00 01:09:42:00 SCHOOL COMMUNITY FEELS SOME
01:09:42:00 01:09:45:00 LEVEL OF OWNERSHIP FOR FAMILY
01:09:45:00 01:09:46:00 FOR THE WORK OF ENGAGING OUR
01:09:46:00 01:09:49:00 FAMILIES.
01:09:49:00 01:09:49:00 THEY DO THAT ALONGSIDE THE
01:09:49:00 01:09:52:00 SCHOOL LEADER SO THAT IS SOME
01:09:52:00 01:09:53:00 WORK THAT WE'RE DOING AND WE
01:09:53:00 01:09:56:00 ARE LOOKING FORWARD TO
01:09:56:00 01:09:57:00 EXPANDING THAT PARTICULAR
01:09:57:00 01:09:59:00 RESOURCE FOR OUR FAMILIES WITH
01:09:59:00 01:10:01:00 THAT I'M GOING TO TURN IT TO MY
01:10:01:00 01:10:01:00 COLLEAGUE BRIAN MARKS WHO ALSO
01:10:01:00 01:10:04:00 TALKED ABOUT SOME OF THE WORK
01:10:04:00 01:10:05:00 WE DO TO SUPPORT OUR FAMILIES
01:10:05:00 01:10:06:00 WHO ARE EXPERIENCING HOUSING
01:10:06:00 01:10:08:00 TRANSITION.
01:10:08:00 01:10:09:00 THANK YOU SO MUCH, MONICA.
01:10:09:00 01:10:11:00 AGAIN, MY NAME IS BRIAN MARKS.
01:10:11:00 01:10:13:00 I SERVE AS THE SENIOR DIRECTOR
01:10:13:00 01:10:15:00 OF OPPORTUNITY YOUTH.
01:10:15:00 01:10:16:00 I'D LIKE TO THANK THE CITY
01:10:16:00 01:10:16:00 COUNCIL MEMBERS AND THE
01:10:16:00 01:10:19:00 COMMUNITY AS A WHOLE FOR THE
01:10:19:00 01:10:20:00 OPPORTUNITY TO SHARE SOME
01:10:20:00 01:10:23:00 OF THE HIGHLIGHTS AROUND OUR
01:10:23:00 01:10:23:00 COVID RESPONSE TO BETTER
01:10:23:00 01:10:26:00 SUPPORT STUDENTS AND FAMILIES
01:10:26:00 01:10:27:00 EXPERIENCING HOMELESSNESS.
01:10:27:00 01:10:28:00 WE HAVE A ONE POINT NINE
01:10:28:00 01:10:31:00 DOLLARS MILLION FUNDING
01:10:31:00 01:10:31:00 ALLOCATION THAT'S DISTRIBUTED
01:10:31:00 01:10:35:00 DIRECTLY TO SCHOOL BUDGETS TO
01:10:35:00 01:10:35:00 BETTER SUPPORT PRECARIOUSLY
01:10:35:00 01:10:38:00 HOUSED STUDENTS AND FAMILIES
01:10:38:00 01:10:39:00 YEAR TO DATE.
01:10:39:00 01:10:40:00 NINETY THREE PERCENT OF THESE
01:10:40:00 01:10:42:00 FUNDS HAVE BEEN EXPENDED SO
01:10:42:00 01:10:43:00 EACH YEAR THE PERCENTAGE
01:10:43:00 01:10:47:00 OF FUNDS EXPENDED HAS INCREASED
01:10:47:00 01:10:48:00 SINCE THIS WAS LAUNCHED IN
01:10:48:00 01:10:50:00 SCHOOL YEAR TWO TWENTY
01:10:50:00 01:10:51:00 SEVENTEEN EIGHTEEN AND AS WELL
01:10:51:00 01:10:54:00 AS THE QUALITY OF PROJECTS HAS

01:10:54:00 01:10:58:00 IMPROVED EACH YEAR AS PART
01:10:58:00 01:10:58:00 OF DIRECT PARTNERSHIP WITH
01:10:58:00 01:10:59:00 BOSTON HOUSING AUTHORITY.
01:10:59:00 01:11:02:00 WE'VE ISSUED FIVE HUNDRED AND
01:11:02:00 01:11:06:00 SEVENTY EIGHT HOUSING VOUCHERS
01:11:06:00 01:11:06:00 TO BOSTON PUBLIC SCHOOLS
01:11:06:00 01:11:09:00 FAMILIES OVER THE PAST 13
01:11:09:00 01:11:10:00 MONTHS YEAR TO DATE.
01:11:10:00 01:11:13:00 FIVE HUNDRED AND NINE OF THESE
01:11:13:00 01:11:14:00 FAMILIES HAVE BEEN HOUSED.
01:11:14:00 01:11:17:00 THIS INCLUDES OVER FOUR
01:11:17:00 01:11:17:00 THOUSAND SCHOOL AGE CHILDREN
01:11:17:00 01:11:22:00 AND THE PLAN RIGHT NOW IS TO
01:11:22:00 01:11:22:00 FOCUS ON ENSURING THAT EVERY
01:11:22:00 01:11:24:00 SINGLE ONE OF THOSE FAMILIES IS
01:11:24:00 01:11:28:00 HOUSED AND LEASED UP WITH THEIR
01:11:28:00 01:11:28:00 HOUSING VOUCHER.
01:11:28:00 01:11:29:00 WE'RE CONTINUING THE
01:11:29:00 01:11:32:00 PARTNERSHIP TO LOOK AT
01:11:32:00 01:11:33:00 EMERGENCY VOUCHERS AS WELL AS
01:11:33:00 01:11:36:00 CITY VOUCHERS AND WE'LL FOCUS
01:11:36:00 01:11:37:00 IN THE NEAR TERM ON ENSURING
01:11:37:00 01:11:39:00 THAT FAMILIES THAT WERE UNABLE
01:11:39:00 01:11:40:00 TO GET A VOUCHER, WHETHER IT
01:11:40:00 01:11:41:00 WAS RELATED TO THEIR
01:11:41:00 01:11:44:00 CITIZENSHIP STATUS OR WHERE
01:11:44:00 01:11:48:00 THEY WERE IN THE QUEUE WHEN THE
01:11:48:00 01:11:49:00 FUNDS SUNSET AT THE END
01:11:49:00 01:11:50:00 OF DECEMBER ENSURING THAT THOSE
01:11:50:00 01:11:52:00 FAMILIES ALSO HAVE THE
01:11:52:00 01:11:52:00 OPPORTUNITY TO BE STABLY HOUSED
01:11:52:00 01:11:55:00 THROUGH THIS INITIATIVE.
01:11:55:00 01:11:56:00 ANOTHER ENCOURAGING NOTE IS
01:11:56:00 01:11:59:00 THAT 80 PERCENT OF THE FAMILIES
01:11:59:00 01:12:00:00 THAT RECEIVED A VOUCHER HAVE
01:12:00:00 01:12:03:00 BEEN ABLE TO REMAIN IN BOSTON.
01:12:03:00 01:12:04:00 WE'VE ALSO DONE A LOT OF WORK
01:12:04:00 01:12:05:00 TO ENSURE THAT ALL OF OUR
01:12:05:00 01:12:08:00 STUDENTS HAVE ACCESS TO
01:12:08:00 01:12:08:00 CRITICAL TECHNOLOGIES
01:12:08:00 01:12:11:00 THROUGHOUT THE PANDEMIC.
01:12:11:00 01:12:12:00 EIGHTY FIVE PERCENT OF THE
01:12:12:00 01:12:13:00 STUDENTS EXPERIENCING
01:12:13:00 01:12:16:00 HOMELESSNESS OPTED IN TO
01:12:16:00 01:12:16:00 RECEIVE A CHROMEBOOK.
01:12:16:00 01:12:19:00 WE ALSO PARTNERED WITH OUR
01:12:19:00 01:12:20:00 OFFICE OF INSTRUCTIONAL AND
01:12:20:00 01:12:23:00 INFORMATION TECHNOLOGY TO
01:12:23:00 01:12:24:00 ENSURE THAT FAMILIES THAT WERE
01:12:24:00 01:12:24:00 UNABLE TO ACCESS BROADBAND
01:12:24:00 01:12:27:00 INTERNET THROUGH COMCAST WERE
01:12:27:00 01:12:28:00 ABLE TO GET A HOT SPOT.
01:12:28:00 01:12:31:00 WE ALSO INVESTED AN ADDITIONAL
01:12:31:00 01:12:31:00 TWO HUNDRED AND FIFTY THOUSAND

01:12:31:00 01:12:34:00 DOLLARS IN CASE MANAGEMENT TO
01:12:34:00 01:12:35:00 ENSURE ADEQUATE WRAPAROUND
01:12:35:00 01:12:56:00 SUPPORT TO BETTER SUPPORT
01:12:56:00 01:12:56:00 FAMILIES THAT HAD BEEN
01:12:56:00 01:12:57:00 DISPLACED OUTSIDE OF BOSTON MAY
01:12:57:00 01:12:58:00 HAVE HAD LIMITED ACCESS TO THE
01:12:58:00 01:12:58:00 FOOD PICK UP SUPER SITES.
01:12:58:00 01:12:59:00 WE'VE DELIVERED OVER TWENTY ONE
01:12:59:00 01:13:00:00 THOUSAND MEALS TO FAMILIES
01:13:00:00 01:13:00:00 DISPLACED OUTSIDE OF BOSTON DUE
01:13:00:00 01:13:01:00 TO A HOME WITH SOME OTHER AREAS
01:13:01:00 01:13:01:00 OF NO.
01:13:01:00 01:13:02:00 WE ALSO COORDINATED A
01:13:02:00 01:13:03:00 WORKAROUND TO ENSURE THAT
01:13:03:00 01:13:03:00 FAMILIES HAD BEEN RECENTLY
01:13:03:00 01:13:04:00 DISPLACED DUE TO HOMELESSNESS
01:13:04:00 01:13:05:00 WHO DID NOT HAVE AN UPDATED
01:13:05:00 01:13:06:00 ADDRESS IN OUR STUDENT
01:13:06:00 01:13:07:00 INFORMATION SYSTEM WE'RE STILL
01:13:07:00 01:13:10:00 ABLE TO RECEIVE THEIR PANDEMIC
01:13:10:00 01:13:10:00 EBT CARD TO ENSURE CRITICAL
01:13:10:00 01:13:15:00 FOOD ASSISTANCE THROUGHOUT THE
01:13:15:00 01:13:15:00 PANDEMIC WE ARE PRIORITIZING
01:13:15:00 01:13:19:00 ACCESS ACROSS VIRTUALLY ALL
01:13:19:00 01:13:21:00 BAPS PROGRAMS FOR STUDENTS
01:13:21:00 01:13:22:00 EXPERIENCING HOMELESSNESS.
01:13:22:00 01:13:23:00 THIS INCLUDED PRIORITY RETURN
01:13:23:00 01:13:26:00 TO IN-PERSON INSTRUCTION.
01:13:26:00 01:13:27:00 OUR ONGOING PARTNERSHIP WITH
01:13:27:00 01:13:30:00 EXTENDED LEARNING OPPORTUNITIES
01:13:30:00 01:13:31:00 TO ENSURE PRIORITY ACCESS TO
01:13:31:00 01:13:34:00 SUMMER LEARNING PROGRAM AS WELL
01:13:34:00 01:13:37:00 AS PRIORITY ENTRANCE EXAM
01:13:37:00 01:13:37:00 SCHOOLS.
01:13:37:00 01:13:38:00 WE CONTINUE TO COORDINATE
01:13:38:00 01:13:41:00 OUTREACH TO A VARIETY
01:13:41:00 01:13:41:00 OF HOUSING STABILIZATION
01:13:41:00 01:13:44:00 PROGRAMS AMONG VARIOUS PARTNERS
01:13:44:00 01:13:45:00 .
01:13:45:00 01:13:45:00 WE ALSO DISTRIBUTED OVER TWENTY
01:13:45:00 01:13:49:00 THREE HUNDRED WINTER COATS OVER
01:13:49:00 01:13:49:00 THIRTY FIVE HUNDRED BACKPACKS
01:13:49:00 01:13:52:00 AND WE'VE HAD DEDICATED
01:13:52:00 01:13:53:00 PARTNERSHIPS TO ENSURE ACADEMIC
01:13:53:00 01:13:56:00 SUPPORT THROUGHOUT THE PANDEMIC
01:13:56:00 01:13:57:00 IN PARTICULAR.
01:13:57:00 01:13:58:00 THIS INCLUDES A PARTNERSHIP
01:13:58:00 01:14:01:00 WITH BOSTON PARTNERS IN
01:14:01:00 01:14:02:00 EDUCATION TO PROVIDE VIRTUAL
01:14:02:00 01:14:05:00 ACADEMIC MENTORING AND TUTORING
01:14:05:00 01:14:05:00 SERVICES.
01:14:05:00 01:14:06:00 AND WITH THAT I WILL TURN IT
01:14:06:00 01:14:09:00 OVER TO MY COLLEAGUE SYLVIA
01:14:09:00 01:14:13:00 ROMERO JOHNSON.

01:14:13:00 01:14:13:00 GOOD MORNING COUNCIL MEMBERS.
01:14:13:00 01:14:17:00 THANK YOU FOR HAVING US TODAY.
01:14:17:00 01:14:18:00 MY NAME IS DR. SYLVIA RIMM
01:14:18:00 01:14:21:00 JOHNSON.
01:14:21:00 01:14:22:00 I'M CURRENTLY THE INTERIM CHIEF
01:14:22:00 01:14:25:00 ACADEMIC OFFICERS IN THE
01:14:25:00 01:14:28:00 ACADEMIC DIVISION.
01:14:28:00 01:14:29:00 WE HAVE A UNIQUE OPPORTUNITY TO
01:14:29:00 01:14:32:00 REIMAGINE WHAT'S POSSIBLE FOR
01:14:32:00 01:14:33:00 OUR STUDENTS AND WE HAVE BEEN
01:14:33:00 01:14:36:00 WORKING ON THAT ACROSS OUR
01:14:36:00 01:14:37:00 DEPARTMENTS.
01:14:37:00 01:14:40:00 LET'S TRANSITION TO THE NEXT
01:14:40:00 01:14:41:00 SLIDE.
01:14:41:00 01:14:41:00 I WILL START WITH CURRICULUM
01:14:41:00 01:14:45:00 BIAS REVIEW BIAS REVIEW STARTS
01:14:45:00 01:14:48:00 WITH ADOPTING INSTRUCTIONAL
01:14:48:00 01:14:49:00 MATERIALS BUT IT DOESN'T END
01:14:49:00 01:14:52:00 THERE.
01:14:52:00 01:14:53:00 CENTRAL OFFICE SCHOOL LEADERS
01:14:53:00 01:14:56:00 AND TEACHERS HAVE RECEIVED
01:14:56:00 01:14:57:00 TRAINING ON HOW TO IMPLEMENT
01:14:57:00 01:15:00:00 THE SEVEN FORMS OF BIAS REVIEW
01:15:00:00 01:15:01:00 AS AN ONGOING PROCESS AND
01:15:01:00 01:15:03:00 REFLECTION.
01:15:03:00 01:15:04:00 NEW MATERIALS ARE REVIEWED FOR
01:15:04:00 01:15:07:00 BIAS AND STANDARDS ALIGNMENT.
01:15:07:00 01:15:12:00 MOST RECENTLY WE ADOPTED AS A
01:15:12:00 01:15:15:00 SERIES FOR OUR L.A. OPTION AND
01:15:15:00 01:15:16:00 FOR OUR SPANISH LANGUAGE ARTS
01:15:16:00 01:15:19:00 CURRICULUM OF OPTION AFTER
01:15:19:00 01:15:23:00 CAREFUL BIASED REVIEW WE HAVE
01:15:23:00 01:15:24:00 CONDUCTED A REVIEW
01:15:24:00 01:15:27:00 OF CURRICULUM THAT RESULTED IN
01:15:27:00 01:15:27:00 MATERIALS NOT BEING ADOPTED DUE
01:15:27:00 01:15:31:00 TO CONCERNS WE DO HAVE TO
01:15:31:00 01:15:35:00 MAINTAIN A SHARP FOCUS ON
01:15:35:00 01:15:36:00 ADOPTING QUALITY MATERIALS THAT
01:15:36:00 01:15:39:00 TRULY REFLECT OUR STUDENTS
01:15:39:00 01:15:39:00 EXPERIENCES.
01:15:39:00 01:15:42:00 WE ARE CONTINUING TO USE
01:15:42:00 01:15:43:00 EXPEDITIONARY LEARNING IN A
01:15:43:00 01:15:46:00 GRADE LEVEL BANDZ UNTIL
01:15:46:00 01:15:47:00 NATIONAL MATERIALS HAVE BEEN
01:15:47:00 01:15:51:00 UPDATED AND MEET OUR NEEDS AS A
01:15:51:00 01:15:51:00 DISTRICT AS A FOUNDATIONAL
01:15:51:00 01:15:54:00 CURRICULUM NEXT SLIDE.
01:15:54:00 01:15:58:00 IN ADDITION TO CURRICULUM
01:15:58:00 01:16:00:00 REVIEWS, WE ARE AWARE THAT OUR
01:16:00:00 01:16:03:00 ASSESSMENTS ALSO NEED TO GO
01:16:03:00 01:16:05:00 THROUGH CONTINUAL VIAS REVIEWS
01:16:05:00 01:16:06:00 .
01:16:06:00 01:16:06:00 WE HAVE ADOPTED THE DESSY
01:16:06:00 01:16:09:00 ASSESSMENT FRAMEWORK WHICH

01:16:09:00 01:16:10:00 CONSISTS OR IS BUILT ON FOUR
01:16:10:00 01:16:14:00 PILLARS OF MEANINGFUL INPUTS
01:16:14:00 01:16:16:00 AND OUTPUTS FOR ASSESSMENTS.
01:16:16:00 01:16:21:00 WHILE NO TOOL IS PERFECT, THESE
01:16:21:00 01:16:22:00 TOOLS ARE INTENDED TO BE USED
01:16:22:00 01:16:25:00 TO ENSURE THAT ITEMS ARE NOT
01:16:25:00 01:16:28:00 DISADVANTAGING OR ADVANTAGING
01:16:28:00 01:16:29:00 CERTAIN STUDENT GROUPS AND THIS
01:16:29:00 01:16:32:00 IS DEFINITELY A MULTI
01:16:32:00 01:16:33:00 DEPARTMENTAL EFFORT ACROSS DATA
01:16:33:00 01:16:36:00 AND ACCOUNTABILITY OPPORTUNITY
01:16:36:00 01:16:37:00 GAPS AND ACADEMICS.
01:16:37:00 01:16:41:00 I WILL NOW INTRODUCE MY
01:16:41:00 01:16:45:00 COLLEAGUE JILL CARTER WHO IS
01:16:45:00 01:16:45:00 ASSISTANT SUPERINTENDENT FOR
01:16:45:00 01:16:46:00 THE OFFICE OF HEALTH AND
01:16:46:00 01:16:49:00 WELLNESS.
01:16:49:00 01:16:51:00 THANK YOU SYLVIA AND GOOD
01:16:51:00 01:16:52:00 MORNING CITY COUNCILORS.
01:16:52:00 01:16:56:00 I APPRECIATE THE OPPORTUNITY TO
01:16:56:00 01:16:58:00 BE HERE TODAY TO TALK ABOUT THE
01:16:58:00 01:16:58:00 WORK OF THE OFFICE OF HEALTH
01:16:58:00 01:17:00:00 AND WELLNESS AS WE REIMAGINE
01:17:00:00 01:17:04:00 EDUCATION FOR OUR STUDENTS, WE
01:17:04:00 01:17:05:00 MUST CONTINUE TO PUT THEIR
01:17:05:00 01:17:08:00 WELL-BEING AT THE CENTER OF OUR
01:17:08:00 01:17:08:00 EFFORTS TO PROVIDE AN EQUITABLE
01:17:08:00 01:17:11:00 LEARNING EXPERIENCE.
01:17:11:00 01:17:12:00 RESEARCH IS CLEAR THAT HEALTH
01:17:12:00 01:17:16:00 AND EQUITIES CONTRIBUTE TO
01:17:16:00 01:17:16:00 OPPORTUNITY GAPS THAT INTERFERE
01:17:16:00 01:17:19:00 WITH LEARNING.
01:17:19:00 01:17:19:00 WE KNOW THAT PROMOTING THE
01:17:19:00 01:17:22:00 SOCIAL, EMOTIONAL AND PHYSICAL
01:17:22:00 01:17:23:00 HEALTH AND WELLNESS OF OUR
01:17:23:00 01:17:24:00 STUDENTS IS FOUNDATIONAL TO
01:17:24:00 01:17:27:00 THEIR HEALTHY DEVELOPMENT AND
01:17:27:00 01:17:28:00 READINESS TO LEARN AND MUST BE
01:17:28:00 01:17:31:00 A KEY PART OF OUR ACADEMIC
01:17:31:00 01:17:31:00 STRATEGY.
01:17:31:00 01:17:35:00 THE HEALTH AND WELLNESS OFFICE
01:17:35:00 01:17:35:00 IN THE DIVISION OF ACADEMICS
01:17:35:00 01:17:39:00 LEADS THE DISTRICT'S EFFORT TO
01:17:39:00 01:17:39:00 IMPLEMENT A WHOLE CHILD
01:17:39:00 01:17:43:00 APPROACH BY COORDINATING AND
01:17:43:00 01:17:44:00 EVALUATING THE WELLNESS POLICY
01:17:44:00 01:17:46:00 IMPLEMENTATION WHICH ALSO LEADS
01:17:46:00 01:17:47:00 DISTRICT DIRECTION AND A WHOLE
01:17:47:00 01:17:51:00 CHILD INSTRUCTION IN TIER ONE
01:17:51:00 01:17:51:00 SOCIAL EMOTIONAL LEARNING,
01:17:51:00 01:17:55:00 PHYSICAL EDUCATION, HEALTH,
01:17:55:00 01:17:58:00 EDUCATION AND AS WELL PROVIDE
01:17:58:00 01:17:59:00 SCHOOL SUPPORTS THROUGH
01:17:59:00 01:18:03:00 PROFESSIONAL DEVELOPMENT,

01:18:03:00 01:18:04:00 INSTRUCTIONAL COACHING,
01:18:04:00 01:18:04:00 TECHNICAL ASSISTANCE AND
01:18:04:00 01:18:07:00 STUDENT FOCUSED RESOURCES ON
01:18:07:00 01:18:08:00 THE SLIDE YOU WILL SEE
01:18:08:00 01:18:11:00 SUMMARIZED HOW MANY SCHOOL
01:18:11:00 01:18:12:00 SUPPORTS THAT THE OFFICE
01:18:12:00 01:18:14:00 OF HEALTH AND WELLNESS PROVIDED
01:18:14:00 01:18:15:00 THIS YEAR.
01:18:15:00 01:18:18:00 NEXT SLIDE PLEASE AS WE
01:18:18:00 01:18:22:00 REIMAGINE LEARNING WE MUST
01:18:22:00 01:18:23:00 ENSURE THAT LEARNING
01:18:23:00 01:18:26:00 ENVIRONMENTS ARE ENGAGING
01:18:26:00 01:18:26:00 HEALTH PROMOTING SUPPORTIVE,
01:18:26:00 01:18:30:00 INCLUSIVE, CHALLENGING AND SAFE
01:18:30:00 01:18:34:00 THUS MEETING THE NEEDS OF THE
01:18:34:00 01:18:35:00 WHOLE CHILD BY FULLY
01:18:35:00 01:18:38:00 IMPLEMENTING THE EIGHT
01:18:38:00 01:18:39:00 COMPONENTS OF THE COMPREHENSIVE
01:18:39:00 01:18:42:00 BAPS WELLNESS POLICY IN ALL
01:18:42:00 01:18:43:00 CLASSROOMS AND IN ALL SCHOOLS
01:18:43:00 01:18:46:00 WE WILL CREATE JOYFUL LEARNING
01:18:46:00 01:18:47:00 ENVIRONMENTS THAT MEET THE
01:18:47:00 01:18:50:00 UNIQUE NEEDS OF STUDENTS AND
01:18:50:00 01:18:53:00 KEEP THEM ENGAGED IN LEARNING
01:18:53:00 01:18:54:00 TO DO THIS WORK.
01:18:54:00 01:18:57:00 H.W. COLLABORATES ACROSS THE
01:18:57:00 01:18:58:00 ACADEMIC STUDENTS, SUPPORTS
01:18:58:00 01:19:01:00 EQUITY AND OPERATION DIVISIONS.
01:19:01:00 01:19:02:00 MANY OF THE FOLKS ON THE
01:19:02:00 01:19:06:00 HEARING TODAY TO BUILD THE
01:19:06:00 01:19:09:00 CAPACITY OF TEACHERS, STUDENTS
01:19:09:00 01:19:10:00 , SUPPORT STAFF AND SCHOOL
01:19:10:00 01:19:11:00 LEADERS TO CREATE LEARNING
01:19:11:00 01:19:13:00 ENVIRONMENTS THAT PROMOTE
01:19:13:00 01:19:16:00 STUDENT WELL-BEING, BELONGING
01:19:16:00 01:19:17:00 AND EMPOWERMENT.
01:19:17:00 01:19:21:00 OUR EFFORTS TO BUILD EDUCATOR
01:19:21:00 01:19:22:00 CAPACITY IN THIS AREA ARE
01:19:22:00 01:19:24:00 ALIGNED WITH THE ESSENTIALS FOR
01:19:24:00 01:19:24:00 INSTRUCTIONAL EQUITY.
01:19:24:00 01:19:25:00 OUR BAPS INSTRUCTIONAL
01:19:25:00 01:19:28:00 FRAMEWORK.
01:19:28:00 01:19:29:00 WE KNOW THAT STUDENTS THAT ARE
01:19:29:00 01:19:33:00 HEALTHY CARED FOR AN EMPOWERED
01:19:33:00 01:19:34:00 FEEL A SENSE OF BELONGING.
01:19:34:00 01:19:36:00 MISS CELESTIS OF SCHOOLS AND
01:19:36:00 01:19:38:00 ARE MORE LIKELY TO GRADUATE AND
01:19:38:00 01:19:40:00 THRIVE THIS YEAR.
01:19:40:00 01:19:41:00 ONE HUNDRED AND TWELVE SCHOOLS
01:19:41:00 01:19:44:00 OR NINETY ONE PERCENT
01:19:44:00 01:19:45:00 CREATED WELLNESS ACTION PLANS
01:19:45:00 01:19:48:00 AS A PART OF THEIR QUALITY
01:19:48:00 01:19:48:00 SCHOOL PLANS.
01:19:48:00 01:19:49:00 THESE PLANS OUTLINE THE

01:19:49:00 01:19:52:00 SCHOOL'S GOALS AND ACTIVITIES
01:19:52:00 01:19:53:00 FOR IMPLEMENTING THE WELLNESS
01:19:53:00 01:19:56:00 POLICY AND THEREBY CREATING
01:19:56:00 01:19:57:00 LEARNING ENVIRONMENTS THAT
01:19:57:00 01:19:58:00 SUPPORT THE WELL-BEING OF OUR
01:19:58:00 01:20:00:00 STUDENTS.
01:20:00:00 01:20:01:00 WE WILL CELEBRATE THE STORIES
01:20:01:00 01:20:02:00 AND OUTSTANDING EFFORTS
01:20:02:00 01:20:04:00 OF SCHOOLS AT OUR 14TH ANNUAL
01:20:04:00 01:20:04:00 WELLNESS AWARDS CEREMONY AND
01:20:04:00 01:20:08:00 SUMMIT ON JUNE 2ND AND WE WOULD
01:20:08:00 01:20:09:00 LOVE TO HAVE SOME OF YOU JOIN
01:20:09:00 01:20:15:00 IN CELEBRATION NEXT SLIDE AS WE
01:20:15:00 01:20:19:00 EMERGE FROM THE GLOBAL PANDEMIC
01:20:19:00 01:20:20:00 , IT IS MORE OBVIOUS THAN EVER
01:20:20:00 01:20:23:00 THAT HEALTH MATTERS.
01:20:23:00 01:20:24:00 THAT MEANS HEALTH LITERACY
01:20:24:00 01:20:27:00 MATTERS, PHYSICAL LITERACY
01:20:27:00 01:20:27:00 MATTERS, EMOTIONAL LITERACY
01:20:27:00 01:20:31:00 MATTERS AND A COMMITMENT TO
01:20:31:00 01:20:34:00 COLLECTIVE CARE MATTERS.
01:20:34:00 01:20:35:00 WE ARE CALLED TO ENSURE ALL
01:20:35:00 01:20:38:00 OF OUR STUDENTS HAVE THE
01:20:38:00 01:20:39:00 KNOWLEDGE, THE SKILLS AND THE
01:20:39:00 01:20:40:00 SELF EFFICACY NEEDED FOR
01:20:40:00 01:20:43:00 LIFELONG WELL-BEING PROVIDING
01:20:43:00 01:20:46:00 SCHOOL HEALTH RELATED SERVICES
01:20:46:00 01:20:47:00 IS CRITICAL BUT IT'S NOT ENOUGH
01:20:47:00 01:20:51:00 AS WE IMAGINED LEARNING
01:20:51:00 01:20:52:00 REIMAGINE LEARNING WE NEED TO
01:20:52:00 01:20:55:00 IMPROVE ACCESS TO HIGH QUALITY
01:20:55:00 01:20:56:00 HEALTH, EDUCATION, PHYSICAL
01:20:56:00 01:20:58:00 EDUCATION AND PHYSICAL ACTIVITY
01:20:58:00 01:20:58:00 AND SOCIAL EMOTIONAL LEARNING
01:20:58:00 01:21:02:00 INCLUSIVE A CULTURALLY AND
01:21:02:00 01:21:03:00 LINGUISTICALLY SUSTAINING
01:21:03:00 01:21:04:00 PRACTICES SO THAT THESE
01:21:04:00 01:21:06:00 PROGRAMS ARE AVAILABLE FOR
01:21:06:00 01:21:07:00 EVERY CHILD AND EVERY SCHOOL WE
01:21:07:00 01:21:10:00 WANT STUDENTS TO HAVE THE
01:21:10:00 01:21:13:00 SKILLS THEY NEED TO BE WELL AT
01:21:13:00 01:21:15:00 THE END OF A K TO 12 BPS
01:21:15:00 01:21:18:00 EDUCATION STUDENTS NEED TO BE
01:21:18:00 01:21:19:00 ABLE TO UNDERSTAND BASIC HEALTH
01:21:19:00 01:21:22:00 INFORMATION AND MAKE HEALTH
01:21:22:00 01:21:22:00 ENHANCING DECISIONS LIKE
01:21:22:00 01:21:25:00 GETTING VACCINATED, BUILD
01:21:25:00 01:21:26:00 HEALTHY RELATIONSHIPS, HAVE THE
01:21:26:00 01:21:29:00 CONFIDENCE, THE CONFIDENCE AND
01:21:29:00 01:21:30:00 THE DESIRE TO BE PHYSICALLY
01:21:30:00 01:21:33:00 ACTIVE ACCESS HEALTH CARE FOR
01:21:33:00 01:21:34:00 THEMSELVES AND OTHERS, ADVOCATE
01:21:34:00 01:21:37:00 FOR EQUITABLE ACCESS TO HEALTH
01:21:37:00 01:21:38:00 RESOURCES FOR THEMSELVES AND

01:21:38:00 01:21:40:00 THEIR COMMUNITY.
01:21:40:00 01:21:41:00 THIS WHOLE CHILD INSTRUCTION
01:21:41:00 01:21:44:00 WILL CONTRIBUTE TO QUALITY AND
01:21:44:00 01:21:45:00 LENGTH OF LIFE FOR STUDENTS AND
01:21:45:00 01:21:48:00 THEIR FAMILIES.
01:21:48:00 01:21:49:00 IT WILL DECREASE RATES
01:21:49:00 01:21:52:00 OF DISEASE, DISABILITY AND
01:21:52:00 01:21:52:00 DEATH INCLUDING SEVERITY
01:21:52:00 01:21:53:00 OF DISEASE FOR STUDENTS AND
01:21:53:00 01:21:55:00 OTHERS.
01:21:55:00 01:21:56:00 WHOLE CHILD INSTRUCTION IS A
01:21:56:00 01:21:59:00 PART OF AN ASSET BASED
01:21:59:00 01:21:59:00 PARTICIPATORY APPROACH TO
01:21:59:00 01:22:03:00 SECURING OPPORTUNITIES AND
01:22:03:00 01:22:04:00 SERVICES THAT INCREASE ACCESS
01:22:04:00 01:22:07:00 AND AGENCY THE LIBERATORY
01:22:07:00 01:22:08:00 EDUCATION RENE REFERENCED IN
01:22:08:00 01:22:11:00 THE HUB SCHOOL MODEL EQUITABLE
01:22:11:00 01:22:14:00 ACCESS TO HEALTH EDUCATION,
01:22:14:00 01:22:15:00 PHYSICAL EDUCATION AND SOCIAL
01:22:15:00 01:22:15:00 EMOTIONAL LEARNING IS A
01:22:15:00 01:22:18:00 PRIORITY IN THE STRATEGIC PLAN
01:22:18:00 01:22:19:00 AND CALLED FOR IN THE WELLNESS
01:22:19:00 01:22:22:00 POLICY.
01:22:22:00 01:22:23:00 OUR THEORY OF ACTION IS THAT IF
01:22:23:00 01:22:24:00 WE CREATE HEALTHIER AND MORE
01:22:24:00 01:22:26:00 WELCOMING AFFIRMING SCHOOLS
01:22:26:00 01:22:27:00 THROUGH IMPROVED INSTRUCTION,
01:22:27:00 01:22:30:00 EQUITABLE ACCESS TO PROGRAMS,
01:22:30:00 01:22:31:00 ALIGNED SCHOOL SUPPORTS AND
01:22:31:00 01:22:34:00 POLICY SYSTEMS AND
01:22:34:00 01:22:35:00 ENVIRONMENTAL CHANGE THEN WE
01:22:35:00 01:22:38:00 WILL REDUCE HEALTH INEQUITIES
01:22:38:00 01:22:39:00 AND IMPROVE STUDENT LEARNING
01:22:39:00 01:22:41:00 AND WELL-BEING.
01:22:41:00 01:22:42:00 WITH THAT I THINK YOU AND I
01:22:42:00 01:22:43:00 WILL TURN IT OVER.
01:22:43:00 01:22:49:00 I BELIEVE TO THE BUDGET TEAM.
01:22:49:00 01:22:52:00 THANK YOU AND ENTER CLOSE US.
01:22:52:00 01:22:53:00 I JUST WANT TO HIGHLIGHT THAT
01:22:53:00 01:22:54:00 WE HAVE EXTENSIVE INFORMATION
01:22:54:00 01:22:56:00 AVAILABLE ONLINE INCLUDING ALL
01:22:56:00 01:22:57:00 THE DOCUMENTS WE RELEASED
01:22:57:00 01:23:17:00 DURING THE SCHOOL COMMITTEE
01:23:17:00 01:23:18:00 HEARINGS IN FEBRUARY AND MARCH
01:23:18:00 01:23:18:00 AS WELL AS ANY OF THE CITY
01:23:18:00 01:23:19:00 COUNCIL PRESENTATIONS THAT
01:23:19:00 01:23:20:00 WE'VE GIVEN PRIOR TO TODAY.
01:23:20:00 01:23:20:00 ALL DOCUMENTS ARE TRANSLATED
01:23:20:00 01:23:21:00 INTO OUR NINE PRIMARY LANGUAGES
01:23:21:00 01:23:21:00 FOR FOUR VPS.
01:23:21:00 01:23:22:00 I ALSO WANT TO HIGHLIGHT ON THE
01:23:22:00 01:23:23:00 NEXT SLIDE THIS IS THE THIRD OR
01:23:23:00 01:23:24:00 FOURTH THIRD OF OUR CITY

01:23:24:00 01:23:24:00 COUNCIL HEARINGS.
01:23:24:00 01:23:25:00 THERE ARE MANY MORE COMING UP
01:23:25:00 01:23:26:00 IN THE NEXT FEW WEEKS
01:23:26:00 01:23:26:00 OPPORTUNITIES FOR US TO DOVE
01:23:26:00 01:23:27:00 INTO DIFFERENT TOPICS ALIGNED
01:23:27:00 01:23:28:00 TO OUR STRATEGIC PLAN AND WITH
01:23:28:00 01:23:29:00 THAT I'LL TURN IT BACK OVER TO
01:23:29:00 01:23:31:00 THE CHAIRWOMAN FOR QUESTIONS
01:23:31:00 01:23:35:00 FROM THE COUNCIL.
01:23:35:00 01:23:36:00 GREAT.
01:23:36:00 01:23:38:00 THANK YOU SO MUCH NAGU AND I'LL
01:23:38:00 01:23:43:00 JUST STOP I'LL JUST KNOW THAT
01:23:43:00 01:23:44:00 ON THAT LAST SLIDE IF YOU MIGHT
01:23:44:00 01:23:47:00 FOR THE NEXT ONE.
01:23:47:00 01:23:48:00 ALSO AT THE MAY TWENTY FIFTH
01:23:48:00 01:23:50:00 OF SIX PM PBS PUBLIC TESTIMONY
01:23:50:00 01:23:53:00 HEARING JUST TO HAVE THAT I
01:23:53:00 01:23:57:00 WANT TO KNOW WE WERE JOINED
01:23:57:00 01:23:58:00 EARLY ON IN THE PRESENTATION BY
01:23:58:00 01:24:01:00 A NUMBER OF MY COLLEAGUES SO
01:24:01:00 01:24:02:00 WITH US FOR A WHILE NOW
01:24:02:00 01:24:03:00 ADDITIONALLY HAVE BEEN
01:24:03:00 01:24:05:00 COUNSELOR RICARDO ARROYO
01:24:05:00 01:24:06:00 DISTRICT FIVE, COUNCILOR FRANK
01:24:06:00 01:24:09:00 BAKER DISTRICT THREE, COUNCILOR
01:24:09:00 01:24:10:00 ED FLYNN DISTRICT TWO,
01:24:10:00 01:24:11:00 COUNCILOR MICHAEL FLAHERTY AT
01:24:11:00 01:24:13:00 LARGE AND COUNCILOR WAS BROUGHT
01:24:13:00 01:24:16:00 IN DISTRICT NINE.
01:24:16:00 01:24:17:00 WE'RE GOING TO JUMP RIGHT INTO
01:24:17:00 01:24:18:00 QUESTIONS OBVIOUSLY IS A LOT
01:24:18:00 01:24:21:00 OF MATERIAL AND I'LL HOLD MINE
01:24:21:00 01:24:22:00 TO THE END AND GO FIRST AND
01:24:22:00 01:24:25:00 FOREMOST TO MY VICE CHAIR AND
01:24:25:00 01:24:29:00 ALSO OUR EDUCATION CHAIR
01:24:29:00 01:24:29:00 COUNCILOR ESSAIBI GEORGE,
01:24:29:00 01:24:33:00 COUNCILOR THANK YOU VERY MUCH,
01:24:33:00 01:24:34:00 MADAM CHAIR AND THANK YOU TO
01:24:34:00 01:24:36:00 THE SUPERINTENDENT AND EVERYONE
01:24:36:00 01:24:37:00 HERE TODAY FOR THE VERY
01:24:37:00 01:24:40:00 THOROUGH CONVERSATION I EXPECT
01:24:40:00 01:24:41:00 THAT WE MAY DO A FEW ROUNDS
01:24:41:00 01:24:42:00 OF QUESTIONS SO I'LL GET RIGHT
01:24:42:00 01:24:44:00 TO IT.
01:24:44:00 01:24:45:00 I'M VERY CURIOUS ABOUT THE
01:24:45:00 01:24:49:00 OUTREACH THAT THE BOSTON PUBLIC
01:24:49:00 01:24:50:00 SCHOOLS DID TO STUDENTS
01:24:50:00 01:24:51:00 EXPERIENCING TRAUMA ESPECIALLY
01:24:51:00 01:24:52:00 DURING THIS LAST YEAR AND
01:24:52:00 01:24:56:00 THROUGH THE MAJORITY THIS LAST
01:24:56:00 01:24:56:00 YEAR WHICH OUR SCHOOLS WERE
01:24:56:00 01:24:57:00 CLOSED AND WE DIDN'T HAVE
01:24:57:00 01:25:00:00 PHYSICAL PROXIMITY TO OUR KIDS.
01:25:00:00 01:25:04:00 HOW DID BAPS DO DURING THIS

01:25:04:00 01:25:05:00 LAST YEAR AND HOW ARE WE
01:25:05:00 01:25:08:00 PLANNING ON CONTINUING TO
01:25:08:00 01:25:08:00 ADDRESS THE CHALLENGES
01:25:08:00 01:25:11:00 OF TRAUMA AND ENGAGING WITH
01:25:11:00 01:25:12:00 FAMILIES REGARDING TRAUMA
01:25:12:00 01:25:15:00 SUPPORTS AND DO WE HAVE SYSTEMS
01:25:15:00 01:25:16:00 IN PLACE THAT WILL PROVIDE
01:25:16:00 01:25:19:00 FAMILIES WITH ADDITIONAL
01:25:19:00 01:25:20:00 RESOURCES AND SUPPORTS?
01:25:20:00 01:25:22:00 I'M VERY, VERY CONCERNED ABOUT
01:25:22:00 01:25:23:00 THE RETURN TO SCHOOL AND AS
01:25:23:00 01:25:24:00 MORE AND MORE KIDS ARE IN OUR
01:25:24:00 01:25:25:00 BUILDINGS, ESPECIALLY AS WE
01:25:25:00 01:25:27:00 PREPARE TOWARDS SEPTEMBER AND
01:25:27:00 01:25:28:00 THINKING ABOUT THE NEXT FISCAL
01:25:28:00 01:25:31:00 YEAR, DO WE HAVE THE RESOURCES
01:25:31:00 01:25:34:00 AND ASSETS IN PLACE TO SUPPORT
01:25:34:00 01:25:35:00 OUR KIDS WITH WHAT I ANTICIPATE
01:25:35:00 01:25:38:00 WILL BE A VERY TRYING TO RETURN
01:25:38:00 01:25:39:00 TO SCHOOL AND HAVE SOME MENTAL
01:25:39:00 01:25:43:00 HEALTH IMPLICATIONS FOR SURE
01:25:43:00 01:25:44:00 BOTH ON OUR KIDS AND I THINK
01:25:44:00 01:25:45:00 THAT ALSO EXTENDS TO OUR SCHOOL
01:25:45:00 01:25:46:00 COMMUNITIES, OUR EDUCATORS AND
01:25:46:00 01:25:50:00 THOSE IN OUR BUILDINGS.
01:25:50:00 01:25:54:00 YEAH, YEAH.
01:25:54:00 01:25:55:00 THANK YOU FOR THAT QUESTION.
01:25:55:00 01:25:56:00 I THINK THAT'S A THAT'S A
01:25:56:00 01:25:57:00 CRITICAL QUESTION AND PART
01:25:57:00 01:25:58:00 OF THE REASON THAT WE HAD
01:25:58:00 01:26:02:00 LAUNCHED THE FBI TWENTY TWO
01:26:02:00 01:26:03:00 BUDGET PLANNING WITH THE
01:26:03:00 01:26:06:00 EXPANSION OF SOCIAL WORKERS AT
01:26:06:00 01:26:07:00 ALL SCHOOLS YOU MAY RECALL FROM
01:26:07:00 01:26:09:00 LAST YEAR WE HAD SORT
01:26:09:00 01:26:10:00 OF THOUGHT ABOUT THE THREE YEAR
01:26:10:00 01:26:11:00 ONE HUNDRED MILLION DOLLAR
01:26:11:00 01:26:13:00 INVESTMENT.
01:26:13:00 01:26:14:00 FIRST IS THE TRANSFORMATION
01:26:14:00 01:26:15:00 SCHOOLS WAS THE YEAR ONE YEAR
01:26:15:00 01:26:18:00 TWO IS GOING TO BE FOCUSED ON
01:26:18:00 01:26:18:00 HIGH SCHOOLS AND SUPPORTING
01:26:18:00 01:26:21:00 SOME HIGH SCHOOL REDESIGN AND
01:26:21:00 01:26:22:00 THEN YEAR THREE WAS GOING TO BE
01:26:22:00 01:26:24:00 THE FULL EXPANSION ACROSS FOUR
01:26:24:00 01:26:25:00 SOCIAL WORKERS GIVEN THE
01:26:25:00 01:26:29:00 PANDEMIC THE SUPERINTENDENT
01:26:29:00 01:26:29:00 PRIORITIZED IN TERMS OF THE
01:26:29:00 01:26:32:00 TIMELINE AND SHIFTED TO MAKE
01:26:32:00 01:26:33:00 SURE WE HAD FAMILY LIAISONS AND
01:26:33:00 01:26:34:00 SOCIAL WORKERS AVAILABLE FOR
01:26:34:00 01:26:36:00 THIS FALL.
01:26:36:00 01:26:37:00 AND I THINK AT THAT POINT I
01:26:37:00 01:26:40:00 DIDN'T KNOW IF ANYONE ON THE

01:26:40:00 01:26:41:00 TEAM WANTED TO SORT OF COMMENT
01:26:41:00 01:26:44:00 ON THE EFFORTS TO SORT
01:26:44:00 01:26:45:00 OF COORDINATE ACROSS THOSE
01:26:45:00 01:26:46:00 TEAMS AND MAKE SURE WE HAVE
01:26:46:00 01:26:49:00 CONSISTENT QUALITY AND SUPPORTS
01:26:49:00 01:26:49:00 FOR STUDENTS BECAUSE I THINK I
01:26:49:00 01:26:52:00 HAVE HAD SOME CRITICAL ISSUES.
01:26:52:00 01:26:53:00 YEAH.
01:26:53:00 01:26:53:00 THANK YOU, COUNCILOR.
01:26:53:00 01:26:56:00 SORRY GEORGE.
01:26:56:00 01:26:57:00 I THINK AS I MENTIONED IN ONE
01:26:57:00 01:26:58:00 OF MY SLIDES I TALKED ABOUT ALL
01:26:58:00 01:27:01:00 THE DIFFERENT SERVICES THAT WE
01:27:01:00 01:27:01:00 HAVE BEEN PROVIDING AND THOSE
01:27:01:00 01:27:04:00 WILL CONTINUE TO HAPPEN AS WE
01:27:04:00 01:27:05:00 RETURN.
01:27:05:00 01:27:08:00 I THINK OUR FAMILY LIAISONS ARE
01:27:08:00 01:27:09:00 FRONTLINE WITH FAMILIES SO
01:27:09:00 01:27:12:00 THERE ARE PARTNERS IN THIS WORK
01:27:12:00 01:27:13:00 IDENTIFYING AND TEACHERS
01:27:13:00 01:27:16:00 OBVIOUSLY AS WELL IDENTIFYING
01:27:16:00 01:27:17:00 STUDENTS WHO MIGHT NEED MORE
01:27:17:00 01:27:19:00 TARGETED SUPPORT.
01:27:19:00 01:27:20:00 I ALSO THINK THIS IS ABOUT
01:27:20:00 01:27:23:00 HAVING SOME SOLID TIER ONE
01:27:23:00 01:27:24:00 PRACTICES IN OUR BUILDINGS.
01:27:24:00 01:27:28:00 I DON'T THINK WE CAN GO BACK TO
01:27:28:00 01:27:28:00 BUSINESS AS USUAL.
01:27:28:00 01:27:29:00 WE HAVE TO HAVE SOME PRACTICES
01:27:29:00 01:27:31:00 WHERE WE'RE MAKING OUR STUDENTS
01:27:31:00 01:27:32:00 FEEL WELCOME AND WE'RE FOCUSING
01:27:32:00 01:27:35:00 ON THEIR WELLBEING AND FROM
01:27:35:00 01:27:39:00 THERE REALLY AGAIN USING OUR
01:27:39:00 01:27:40:00 TEACHERS ARE ALL THE STAFF
01:27:40:00 01:27:43:00 REALLY AND IDENTIFYING STUDENTS
01:27:43:00 01:27:44:00 THAT WE ARE DEFINITELY
01:27:44:00 01:27:45:00 PARTICULARLY CONCERNED ABOUT
01:27:45:00 01:27:48:00 THAT WE NEED SOME SPECIALIZED
01:27:48:00 01:27:54:00 SUPPORTS OR INTENSIVE SUPPORT.
01:27:54:00 01:27:57:00 AND I THINK THAT TO KEEP GOOD
01:27:57:00 01:27:58:00 POINT OF VIEW BEST PRACTICES, I
01:27:58:00 01:27:59:00 THINK IT'S ON US TO DO SOLID
01:27:59:00 01:28:02:00 PROFESSIONAL TO MAKE SURE THAT
01:28:02:00 01:28:03:00 WE ARE DOING THE SAME THING IN
01:28:03:00 01:28:06:00 EVERY SCHOOL BUILDING RIGHT.
01:28:06:00 01:28:07:00 AND NOT HAVE CERTAIN SCHOOLS
01:28:07:00 01:28:10:00 DOING CERTAIN PRACTICES SO OUR
01:28:10:00 01:28:10:00 SCHOOL PSYCHOLOGISTS ARE ALSO
01:28:10:00 01:28:13:00 OUR PARTNERS IN WORK.
01:28:13:00 01:28:15:00 SO I THINK ALL OF OUR MENTAL
01:28:15:00 01:28:17:00 HEALTH SUPPORT FOLKS ARE
01:28:17:00 01:28:18:00 WORKING HARD TO PROVIDE THESE
01:28:18:00 01:28:22:00 SERVICES.
01:28:22:00 01:28:23:00 I WILL CONTINUE TO DO THAT AS

01:28:23:00 01:28:25:00 WE BRING IN ANOTHER NINETY FIVE
01:28:25:00 01:28:25:00 SOCIAL WORKERS.
01:28:25:00 01:28:26:00 WE'LL HAVE TO ON BOARD THEM
01:28:26:00 01:28:30:00 QUICKLY WHICH IS DEFINITELY A
01:28:30:00 01:28:31:00 LARGE TASK, A HUGE TASK AND THE
01:28:31:00 01:28:33:00 SAME WITH THE REMAINING FAMILY
01:28:33:00 01:28:33:00 LIAISON.
01:28:33:00 01:28:34:00 SO THAT'S SOMETHING THAT WE'LL
01:28:34:00 01:28:37:00 HAVE TO BE WORKING ON.
01:28:37:00 01:28:38:00 WE ARE ALREADY PLANNING ON AND
01:28:38:00 01:28:39:00 WORKING ON OUR PLANS FOR THAT
01:28:39:00 01:28:41:00 TO IF I MAY ADD TO THAT.
01:28:41:00 01:28:45:00 SO HERE ONE OF THE THINGS THAT
01:28:45:00 01:28:46:00 OUR BEHAVIORAL HEALTH SERVICES
01:28:46:00 01:28:49:00 TEAM HAS NOT TAKING CREDIT FOR
01:28:49:00 01:28:50:00 IS THEY'VE DONE A LOT OF WORK
01:28:50:00 01:28:52:00 WITH OUR UNIVERSITY TEAM OVER
01:28:52:00 01:28:53:00 THE COURSE OF THIS YEAR.
01:28:53:00 01:28:54:00 PART OF WHAT WE ALSO ARE TRYING
01:28:54:00 01:28:56:00 FOR THE FAMILIES TO STIGMATIZE
01:28:56:00 01:28:57:00 SOCIAL, EMOTIONAL AND MENTAL
01:28:57:00 01:29:00:00 HEALTH SERVICES AND SO THEY'VE
01:29:00:00 01:29:01:00 DONE A LOT OF WORK WITH OUR
01:29:01:00 01:29:02:00 TEAM IN TERMS OF COMING TO OUR
01:29:02:00 01:29:04:00 VARIOUS COMMUNITIES HAVING SOME
01:29:04:00 01:29:05:00 DEEP CONVERSATIONS.
01:29:05:00 01:29:08:00 I THINK OUR FAMILY IS GIVING
01:29:08:00 01:29:08:00 EVERYTHING THAT HAS HAPPENED.
01:29:08:00 01:29:10:00 I'M MUCH, MUCH MORE OPEN IN OUR
01:29:10:00 01:29:12:00 FAMILIES.
01:29:12:00 01:29:13:00 THOSE CONVERSATIONS ARE BOTH
01:29:13:00 01:29:13:00 ABOUT THE NEEDS OF THE PARENTS
01:29:13:00 01:29:16:00 AND THE CHALLENGES THEY HAVE AS
01:29:16:00 01:29:17:00 WELL AS THE NEEDS OF THEIR
01:29:17:00 01:29:17:00 CHILDREN.
01:29:17:00 01:29:20:00 I THINK THE PANDEMIC HAS
01:29:20:00 01:29:20:00 CREATED AN INTERESTING SPACE
01:29:20:00 01:29:21:00 FOR DIFFERENT CONVERSATIONS AND
01:29:21:00 01:29:24:00 WE KNOW THAT'S IMPORTANT ALSO
01:29:24:00 01:29:25:00 BECAUSE OUR YOUNG PEOPLE IN
01:29:25:00 01:29:25:00 HIGH SCHOOL ARE TELLING US THAT
01:29:25:00 01:29:29:00 WHEN THEY WANT TO GET SUPPORT
01:29:29:00 01:29:30:00 THEMSELVES AND AND WE HAVE TO
01:29:30:00 01:29:33:00 SIGN OFF ON THEIR PARENTS HAVE
01:29:33:00 01:29:33:00 TO SIGN OFF ON THEM AS WELL.
01:29:33:00 01:29:34:00 SO HERE IT HAS BEEN HELPING US
01:29:34:00 01:29:36:00 WITH SOME SOME THINGS THAT ARE
01:29:36:00 01:29:36:00 PART OF THAT PEACE IS GETTING
01:29:36:00 01:29:37:00 THEIR PARENTS TO EVEN
01:29:37:00 01:29:40:00 UNDERSTAND THE NEED FOR THAT.
01:29:40:00 01:29:41:00 SO THEY'VE BEEN DOING SOME
01:29:41:00 01:29:44:00 GREAT WORK THERE.
01:29:44:00 01:29:45:00 I WANT TO MAKE SURE I GET
01:29:45:00 01:29:46:00 CREDIT FOR IT AS WELL.

01:29:46:00 01:29:46:00 RIGHT.
01:29:46:00 01:29:47:00 YOU KNOW, FOR ME IT'S VERY
01:29:47:00 01:29:48:00 IMPORTANT THAT WE'RE WORKING
01:29:48:00 01:29:49:00 TOWARDS A FULL TIME MENTAL
01:29:49:00 01:29:51:00 HEALTH PROVIDER EACH ONE OF OUR
01:29:51:00 01:29:52:00 SCHOOLS.
01:29:52:00 01:29:53:00 SO I'D LIKE TO KNOW HOW MANY
01:29:53:00 01:29:56:00 SCHOOLS WILL NOT HAVE THINKING
01:29:56:00 01:29:59:00 AHEAD TO SEPTEMBER AND FLY
01:29:59:00 01:30:00:00 TWENTY TWO HOW MANY SCHOOLS
01:30:00:00 01:30:01:00 WILL NOT HAVE A FULL TIME
01:30:01:00 01:30:04:00 PROVIDER AND CAN YOU ALSO TELL
01:30:04:00 01:30:04:00 ME DO ALL OF OUR SCHOOLS STILL
01:30:04:00 01:30:08:00 HAVE A FULL TIME NURSE ON ON
01:30:08:00 01:30:14:00 STAFF SO GOING CAN ASK MIRIAM
01:30:14:00 01:30:15:00 RUBAN, OUR BUDGET DIRECTOR TO
01:30:15:00 01:30:15:00 PULL UP.
01:30:15:00 01:30:17:00 I THINK SHE HAS A LIST OF THE
01:30:17:00 01:30:19:00 50 LOCATIONS THAT COULD TELL US
01:30:19:00 01:30:20:00 HOW MANY SCHOOLS DON'T HAVE A
01:30:20:00 01:30:22:00 FULL TIME SOCIAL WORKER
01:30:22:00 01:30:23:00 ALLOCATION FOR THE NURSES.
01:30:23:00 01:30:26:00 WE DO HAVE A ONE POINT NURSE IN
01:30:26:00 01:30:27:00 EVERY SCHOOL BUILDING AND SO IF
01:30:27:00 01:30:29:00 THERE ARE SCHOOLS I THINK
01:30:29:00 01:30:30:00 THERE'S A HANDFUL OF SCHOOLS
01:30:30:00 01:30:31:00 THAT SHARE BUILDINGS THERE MAY
01:30:31:00 01:30:34:00 NOT BE A FULL ONE POINT PER
01:30:34:00 01:30:34:00 SCHOOL COMMUNITY BUT THERE IS
01:30:34:00 01:30:37:00 ADEQUATE STAFFING AND OF COURSE
01:30:37:00 01:30:39:00 THE NURSING TEAM ALLOCATES IT
01:30:39:00 01:30:42:00 BOTH ON THE FTE PER BUILDING
01:30:42:00 01:30:43:00 AND THEN ALSO ON THE ACUITY THE
01:30:43:00 01:30:46:00 SORT OF NEEDS OF STUDENTS IN
01:30:46:00 01:30:46:00 THE BUILDING TO MAKE SURE SO
01:30:46:00 01:30:49:00 THAT NURSING SUPPORT IS STILL
01:30:49:00 01:30:50:00 PART OF THE LONG ANSWER IS YES.
01:30:50:00 01:30:52:00 THE NURSES ARE STILL PART
01:30:52:00 01:30:53:00 OF THE FBI.
01:30:53:00 01:30:54:00 TWENTY TWO BUDGET AND OUR
01:30:54:00 01:30:56:00 CRITICAL PART OF OUR TEAM GOING
01:30:56:00 01:31:01:00 FOR IT AND JUMP IN WITH THAT
01:31:01:00 01:31:01:00 NUMBER.
01:31:01:00 01:31:02:00 SO THERE'S TWENTY SIX SCHOOLS
01:31:02:00 01:31:04:00 THAT HAVE A POINT FIVE SOCIAL
01:31:04:00 01:31:05:00 ALLOCATION FOR NEXT YEAR AND
01:31:05:00 01:31:06:00 JUST A REMINDER ABOUT HOW WE
01:31:06:00 01:31:09:00 ALLOCATED WE USED ENROLLMENT
01:31:09:00 01:31:09:00 OF NUMBER OF STUDENTS
01:31:09:00 01:31:13:00 EXPERIENCING POVERTY AT SCHOOL
01:31:13:00 01:31:13:00 TO DETERMINE WHAT THEIR
01:31:13:00 01:31:15:00 ALLOCATION WOULD BE.
01:31:15:00 01:31:20:00 I KNOW I APPRECIATE THAT.
01:31:20:00 01:31:21:00 AND SO THAT THOSE TWENTY SIX

01:31:21:00 01:31:24:00 SCHOOLS THAT SO WE'RE SHORT
01:31:24:00 01:31:27:00 THIRTEEN I LOOK AT THIS
01:31:27:00 01:31:28:00 THIRTEEN PROVIDERS AND TO ME
01:31:28:00 01:31:31:00 WITH THIS LARGE INVESTMENT THAT
01:31:31:00 01:31:32:00 WE'RE MAKING WE REALLY NEED TO
01:31:32:00 01:31:36:00 FIND THE FUNDS TO RIGHTSIZE
01:31:36:00 01:31:38:00 THAT SO EVERY SCHOOL DOES HAVE
01:31:38:00 01:31:39:00 ACCESS TO A FULL TIME PROVIDER
01:31:39:00 01:31:43:00 BECAUSE A STUDENT CRISIS ISN'T
01:31:43:00 01:31:44:00 PICKING THE TIME OF DAY OR THE
01:31:44:00 01:31:47:00 DAY OF WEEK THAT THEY'RE IN
01:31:47:00 01:31:48:00 CRISIS AND THEY NEED ACCESS TO
01:31:48:00 01:31:48:00 RESOURCES.
01:31:48:00 01:31:50:00 SO MIRIAM, THANK YOU VERY MUCH
01:31:50:00 01:31:51:00 FOR JUST BEING VERY SPECIFIC
01:31:51:00 01:31:51:00 ABOUT THAT.
01:31:51:00 01:31:54:00 SO MY TASK IS AT HAND AND THEN
01:31:54:00 01:31:55:00 IF SOMEONE COULD JUST EXPLAIN
01:31:55:00 01:31:58:00 TO ME BRIEFLY THIS CAN BE VERY
01:31:58:00 01:31:59:00 BRIEF SO I SEE THE GAVEL WHAT
01:31:59:00 01:32:02:00 IS THE DETERMINATION OF A
01:32:02:00 01:32:03:00 SOCIAL WORKER VERSUS A
01:32:03:00 01:32:06:00 DIFFERENT TYPE OF PROVIDER?
01:32:06:00 01:32:07:00 I DON'T I DON'T PERSONALLY HAVE
01:32:07:00 01:32:07:00 A PREFERENCE.
01:32:07:00 01:32:10:00 I JUST WOULD LIKE TO UNDERSTAND
01:32:10:00 01:32:11:00 WHY THE FOCUS ON SOCIAL WORKERS
01:32:11:00 01:32:13:00 AS OPPOSED TO WHAT DIFFERENT
01:32:13:00 01:32:21:00 CREDENTIALING ANYBODY SORRY.
01:32:21:00 01:32:22:00 I WOULD DEFINITELY GOING TO
01:32:22:00 01:32:25:00 LOOK TO THE TEAM TO FOR THAT
01:32:25:00 01:32:26:00 WHILE I LIVE WITH A MENTAL
01:32:26:00 01:32:29:00 HEALTH COUNSELOR.
01:32:29:00 01:32:30:00 I WOULD NOT DARE TO TO GIVE MY
01:32:30:00 01:32:32:00 OPINION IN THIS AREA.
01:32:32:00 01:32:33:00 THANK YOU AND I APOLOGIZE FOR
01:32:33:00 01:32:36:00 MY VOICE IN ADVANCE.
01:32:36:00 01:32:37:00 SO VERY BRIEFLY, I THINK THE
01:32:37:00 01:32:40:00 THE THE RATIONALE BEHIND THAT
01:32:40:00 01:32:41:00 WAS AROUND THE TRAINING THAT
01:32:41:00 01:32:44:00 SOCIAL WORKERS RECEIVE IN TERMS
01:32:44:00 01:32:45:00 OF THINKING AROUND SYSTEMS AND
01:32:45:00 01:32:48:00 HOW ECOLOGICAL ISSUES IMPACT
01:32:48:00 01:32:52:00 STUDENTS AS WELL AS THE
01:32:52:00 01:32:52:00 CLINICAL EXPERTIZE THAT THEY
01:32:52:00 01:32:55:00 BRING TO THE TABLE AND RIGOROUS
01:32:55:00 01:32:56:00 TRAINING THAT THEY THAT THEY'RE
01:32:56:00 01:32:56:00 PROVIDED.
01:32:56:00 01:33:00:00 HOWEVER, IT IS THE THE THE JOB
01:33:00:00 01:33:03:00 DESCRIPTION IS OPEN TO OTHER
01:33:03:00 01:33:03:00 LICENSED MENTAL HEALTH
01:33:03:00 01:33:04:00 PROFESSIONALS TO ENSURE THAT
01:33:04:00 01:33:08:00 WE'RE NOT LIMITING FOLKS WHO
01:33:08:00 01:33:09:00 ARE REALLY QUALIFIED AND

01:33:09:00 01:33:11:00 UNDERSTAND OUR STUDENTS AND OUR
01:33:11:00 01:33:12:00 FAMILIES AND ARE EQUIPPED TO
01:33:12:00 01:33:13:00 SUPPORT THEM BASED ON
01:33:13:00 01:33:15:00 CREDENTIALS THAT WE KNOW HAVE
01:33:15:00 01:33:16:00 HISTORICALLY PRECLUDED
01:33:16:00 01:33:19:00 QUALIFIED CANDIDATES
01:33:19:00 01:33:20:00 PARTICULARLY OF COLOR AND FROM
01:33:20:00 01:33:40:00 FROM DISADVANTAGED MEANS AND
01:33:40:00 01:33:41:00 BACKGROUNDS TO OBTAIN POSITIONS
01:33:41:00 01:33:42:00 THAT COULD REALLY BE IMPACTFUL
01:33:42:00 01:33:42:00 FOR OUR STUDENTS FAMILIES AND
01:33:42:00 01:33:43:00 GOOD AFTERNOON CLASSES.
01:33:43:00 01:33:44:00 I WOULD ADD TO THAT AS ONE
01:33:44:00 01:33:45:00 OF THE THINGS THAT WE FELT WAS
01:33:45:00 01:33:45:00 THAT THE SOCIAL WORKER GIVEN
01:33:45:00 01:33:46:00 THE ROLE AND PREVIOUS ROLES
01:33:46:00 01:33:46:00 OF THEM, THEY'RE ALSO THE
01:33:46:00 01:33:47:00 CONNECTIVE SERVICES.
01:33:47:00 01:33:48:00 SO WE FELT THAT THERE WAS A
01:33:48:00 01:33:49:00 POINT FOR SOMEONE THAT HAS
01:33:49:00 01:33:49:00 EXPERIENCE IN THAT REALM TO BE
01:33:49:00 01:33:50:00 ABLE TO NAVIGATE THE DIFFERENT
01:33:50:00 01:33:51:00 RESOURCES TO BRING IT ALL
01:33:51:00 01:33:51:00 TOGETHER TO SUPPORT THE WHOLE
01:33:51:00 01:33:52:00 CHILD.
01:33:52:00 01:33:53:00 I THANK YOU VERY MUCH AND THANK
01:33:53:00 01:33:53:00 YOU, MADAM CHAIR.
01:33:53:00 01:33:54:00 THAT'S IT FOR THIS ROUND FOR
01:33:54:00 01:33:54:00 ME.
01:33:54:00 01:33:55:00 GREAT.
01:33:55:00 01:33:55:00 THANKS SO MUCH.
01:33:55:00 01:33:58:00 NEXT UP IS COUNCILOR CAMPBELL
01:33:58:00 01:33:58:00 AND THEN IT'LL BE COUNCILOR
01:33:58:00 01:34:00:00 O'MALLEY COUNCILOR CAMPBELL.
01:34:00:00 01:34:01:00 THANK YOU, COUNCILOR.
01:34:01:00 01:34:04:00 I'M ACTUALLY MULTITASKING.
01:34:04:00 01:34:05:00 I HAVE TO GO INTO A DOCTOR'S
01:34:05:00 01:34:06:00 APPOINTMENT SO I'LL SEE MY
01:34:06:00 01:34:07:00 QUESTIONS FOR THE THIS
01:34:07:00 01:34:08:00 AFTERNOON.
01:34:08:00 01:34:09:00 THANK YOU.
01:34:09:00 01:34:09:00 OK, ALL RIGHT.
01:34:09:00 01:34:10:00 THANK YOU SO MUCH COUNCILOR.
01:34:10:00 01:34:13:00 I GUESS I JUST AT THE BUZZER
01:34:13:00 01:34:13:00 YEAH.
01:34:13:00 01:34:16:00 NO I HADN'T SAID IT'S ALL RIGHT
01:34:16:00 01:34:17:00 COUNCILOR O'MALLEY AND THEN
01:34:17:00 01:34:21:00 COUNCILOR THE THANK YOU MADAM
01:34:21:00 01:34:21:00 CHAIR.
01:34:21:00 01:34:22:00 THANK YOU LADIES GENTLEMEN FOR
01:34:22:00 01:34:24:00 THAT VERY THOROUGH OVERVIEW.
01:34:24:00 01:34:27:00 NATE, YOU HAVE MORE THAN PROVEN
01:34:27:00 01:34:28:00 ROSSDALE BONA FIDES BY
01:34:28:00 01:34:31:00 BEGINNING A QUOTE FIDEL CASTRO

01:34:31:00 01:34:32:00 TO KICK THINGS OFF.
01:34:32:00 01:34:35:00 SO WELL DONE, MY FRIEND AND
01:34:35:00 01:34:36:00 THANK YOU TO THE I DON'T KNOW
01:34:36:00 01:34:37:00 IF SUPINATED STILL WITH US BUT
01:34:37:00 01:34:39:00 THANK YOU FOR ALWAYS BEING SO
01:34:39:00 01:34:40:00 ACCESSIBLE ON THIS.
01:34:40:00 01:34:41:00 I SEE A NUMBER OF PEOPLE WITH
01:34:41:00 01:34:44:00 WHOM I WORK FOR A NUMBER
01:34:44:00 01:34:44:00 OF YEARS BUT ALSO SOME NEW
01:34:44:00 01:34:47:00 FACES GIVEN THE NATURE OF THIS
01:34:47:00 01:34:48:00 YEAR WE HAVEN'T MET IN PERSON
01:34:48:00 01:34:50:00 BUT IT'S GOOD TO SEE YOU AND
01:34:50:00 01:34:51:00 ONE QUESTION I APOLOGIZE FOR
01:34:51:00 01:34:52:00 NOT ASKING YOU SAID EARLIER
01:34:52:00 01:34:55:00 SORT OF WORKING SESSION BUT
01:34:55:00 01:34:58:00 NATE, COULD YOU PROVIDE ALL
01:34:58:00 01:34:59:00 OF THE COUNCIL WITH JUST SORT
01:34:59:00 01:35:00:00 OF A LIST AND MAYBE SOMEONE
01:35:00:00 01:35:02:00 ELSE ALREADY REQUESTED JUST A
01:35:02:00 01:35:02:00 BREAKDOWN OF INDIVIDUALS SORT
01:35:02:00 01:35:06:00 OF IN THE IN THE TI AND CENTRAL
01:35:06:00 01:35:07:00 OFFICE OR IN THE BOWLING
01:35:07:00 01:35:09:00 BUILDING SORT OF NAME TITLE
01:35:09:00 01:35:10:00 SALARY JUST SO WE HAVE A BETTER
01:35:10:00 01:35:11:00 UNDERSTANDING AS WE GEAR UP FOR
01:35:11:00 01:35:14:00 THE FOR THE VOTE.
01:35:14:00 01:35:14:00 THANK YOU.
01:35:14:00 01:35:17:00 THERE'S BEEN A LOT TO COVER SO
01:35:17:00 01:35:18:00 I'LL TRY MY BEST TO GET THROUGH
01:35:18:00 01:35:19:00 IT.
01:35:19:00 01:35:20:00 I THINK ONE QUESTION THAT
01:35:20:00 01:35:21:00 PERHAPS COUNCILORS FLYNN AND
01:35:21:00 01:35:22:00 BRADEN MAY GET TO AS WELL IS AS
01:35:22:00 01:35:25:00 WE TALK ABOUT OUR HIGHEST NEEDS
01:35:25:00 01:35:26:00 STUDENTS AND MANY OF THOSE WHO
01:35:26:00 01:35:29:00 ARE OUT OF DISTRICT PLACEMENT,
01:35:29:00 01:35:30:00 I'M THINKING ABOUT SOME
01:35:30:00 01:35:31:00 SPECIFIC CONSTITUENTS AT THE
01:35:31:00 01:35:33:00 PERKINS SCHOOL OF THE BLIND.
01:35:33:00 01:35:34:00 OBVIOUSLY WE'RE UNABLE TO TAKE
01:35:34:00 01:35:37:00 ADVANTAGE OF ANY ANY REMOTE
01:35:37:00 01:35:37:00 SCHOOLING WHATSOEVER IS JUST
01:35:37:00 01:35:38:00 GIVEN THE NATURE OF THEIR
01:35:38:00 01:35:41:00 CHALLENGES.
01:35:41:00 01:35:42:00 AND I BELIEVE IF I HAVE THIS
01:35:42:00 01:35:44:00 RIGHT THAT THE STATE HAS
01:35:44:00 01:35:45:00 ALLOWED FOR THE TOWN RIGHT NOW
01:35:45:00 01:35:48:00 TO CUTOFF AGE IS TRY THE TWENTY
01:35:48:00 01:35:49:00 TWO IS THE AGE IN WHICH
01:35:49:00 01:35:52:00 STUDENTS CAN AGE OUT OF BAPS
01:35:52:00 01:35:53:00 AND THAT HAS BEEN EXTENDED FOR
01:35:53:00 01:35:56:00 CURRENT TWENTY TWO YEAR OLDS IS
01:35:56:00 01:35:57:00 THAT CORRECT?
01:35:57:00 01:36:00:00 YES, THAT'S CORRECT.

01:36:00:00 01:36:03:00 COUNCILOR HI MEGHAN.
01:36:03:00 01:36:04:00 AND WHAT ABOUT THOSE STUDENTS
01:36:04:00 01:36:07:00 WHO ARE MIGHT BE 19 OR 20 YEARS
01:36:07:00 01:36:08:00 OLD THEY WOULD NOT COME UNDER
01:36:08:00 01:36:09:00 THIS IS JUST A ONE YEAR THING
01:36:09:00 01:36:11:00 CURRENTLY CORRECT.
01:36:11:00 01:36:12:00 I'D HAVE TO GET BACK TO YOU ON
01:36:12:00 01:36:16:00 THAT BUT I KNOW THIS IS THAT
01:36:16:00 01:36:17:00 BILL BEFORE THAT THE STATE
01:36:17:00 01:36:19:00 LEGISLATURE RIGHT NOW AND IT'S
01:36:19:00 01:36:19:00 SOMETHING THAT THE
01:36:19:00 01:36:20:00 SUPERINTENDENT HAS ALREADY
01:36:20:00 01:36:23:00 EXTENDED TO OUR FAMILIES FOR
01:36:23:00 01:36:24:00 THE TWENTY TWO YEAR OLDS IF
01:36:24:00 01:36:25:00 THAT'S AN OPTION THEY WANT TO
01:36:25:00 01:36:27:00 TAKE ONE OF THE CHALLENGES
01:36:27:00 01:36:28:00 CERTAINLY IS MAKING SURE THAT
01:36:28:00 01:36:31:00 IF THEY ARE OVER THE AGE
01:36:31:00 01:36:32:00 OF TWENTY TWO AND MAKING SURE
01:36:32:00 01:36:33:00 THAT THEY DON'T LOSE THEIR
01:36:33:00 01:36:35:00 PLACEMENT WITH THE STATE SO
01:36:35:00 01:36:36:00 IT'S DEFINITELY A UNIQUE THING
01:36:36:00 01:36:39:00 FOR FAMILIES TO DECIDE ON THEIR
01:36:39:00 01:36:39:00 OWN.
01:36:39:00 01:36:40:00 YEAH AND LAST WEEK THE COUNCIL
01:36:40:00 01:36:41:00 TOOK ACTION THROUGH THE
01:36:41:00 01:36:42:00 LEADERSHIP OF MYSELF COUNCILORS
01:36:42:00 01:36:43:00 FLYNN AND BRAIN AND SUPPORTING
01:36:43:00 01:36:47:00 A RESOLUTION THAT SUPPORTED
01:36:47:00 01:36:48:00 REPRESENTATIVE COTTAGERS BILL
01:36:48:00 01:36:50:00 AT THE STATE LEVEL THAT YOU
01:36:50:00 01:36:51:00 REFERENCED MEGAN.
01:36:51:00 01:36:52:00 BUT I GUESS ONE REQUEST THAT I
01:36:52:00 01:36:54:00 WOULD MAKE HERE AND WE CAN
01:36:54:00 01:36:55:00 FOLLOW UP WITH MORE SPECIFICITY
01:36:55:00 01:36:58:00 OFFLINE IS THERE ARE CERTAIN
01:36:58:00 01:36:59:00 SITUATIONS WHERE WE WOULD HAVE
01:36:59:00 01:37:00:00 SOMEONE IN THEIR LATE TEENS OR
01:37:00:00 01:37:03:00 EARLY 20S WHO WOULDN'T QUITE BE
01:37:03:00 01:37:06:00 CAUGHT UP IN SORT OF THIS THIS
01:37:06:00 01:37:07:00 EXTENSION BUT STILL WOULD VERY
01:37:07:00 01:37:07:00 MUCH BENEFIT FROM IT.
01:37:07:00 01:37:10:00 SO I CERTAINLY THINK THAT, YOU
01:37:10:00 01:37:11:00 KNOW, ANY ANY STUDENTS
01:37:11:00 01:37:13:00 PARTICULARLY IN THE CUT COULD
01:37:13:00 01:37:14:00 BE IN THE MID TO LATE TEENS.
01:37:14:00 01:37:17:00 BUT ANY STUDENT THAT HAS SUCH
01:37:17:00 01:37:17:00 SIGNIFICANT CHALLENGES WHO'S
01:37:17:00 01:37:18:00 REALLY MISSED OUT ON A YEAR
01:37:18:00 01:37:21:00 THROUGH NO FAULT OF HIS OR HER
01:37:21:00 01:37:22:00 TO BE ABLE TO EXTEND THAT IT
01:37:22:00 01:37:25:00 MAY NEED SOME STATE ACTION BUT
01:37:25:00 01:37:26:00 I THINK THERE IS ALSO SOME
01:37:26:00 01:37:27:00 WIGGLE ROOM THAT WE COULD DO AS

01:37:27:00 01:37:28:00 A DISTRICT AND I LOOK FORWARD
01:37:28:00 01:37:29:00 TO SEEING THAT CODIFIED IN THE
01:37:29:00 01:37:33:00 MONTHS AHEAD JUST YEAH, I THINK
01:37:33:00 01:37:34:00 WE'RE COMMITTED TO WORKING WITH
01:37:34:00 01:37:34:00 FAMILIES RIGHT ON FIGURING OUT
01:37:34:00 01:37:37:00 SOLUTIONS FOR THEIR STUDENTS.
01:37:37:00 01:37:38:00 SO I'LL GET YOU MORE SPECIFICS
01:37:38:00 01:37:38:00 ON THAT.
01:37:38:00 01:37:40:00 BUT FABULOUS.
01:37:40:00 01:37:41:00 THANK YOU VERY MUCH.
01:37:41:00 01:37:44:00 AND DR. BRANSON, YOU TALKED A
01:37:44:00 01:37:45:00 LITTLE BIT ABOUT IN YOUR
01:37:45:00 01:37:48:00 PRESENTATION THE SORT OF THE
01:37:48:00 01:37:51:00 EXAM SCHOOLS AND THE WHAT THE
01:37:51:00 01:37:52:00 THE INVITATIONS LOOK LIKE AND I
01:37:52:00 01:37:55:00 THINK WE ALL CELEBRATE THE FACT
01:37:55:00 01:37:56:00 THAT WE'RE SEEING EXAM SCHOOLS
01:37:56:00 01:37:57:00 THAT BETTER REFLECT THE
01:37:57:00 01:38:00:00 VIBRANCY AND DIVERSITY OF THE
01:38:00:00 01:38:00:00 DISTRICT.
01:38:00:00 01:38:01:00 I'M CURIOUS WHEN THE DEBATE
01:38:01:00 01:38:04:00 LAST FALL CENTERED AROUND THE
01:38:04:00 01:38:08:00 ONE YEAR TEMPORARY OPTING OUT
01:38:08:00 01:38:09:00 OF THE TEST OR NOT DOING THE
01:38:09:00 01:38:11:00 TEST DUE TO THE CONDITIONS
01:38:11:00 01:38:12:00 THERE WAS TALK ABOUT PUTTING
01:38:12:00 01:38:15:00 SOME SUPPORT FOR STUDENTS SO
01:38:15:00 01:38:16:00 THAT THEY WERE ABLE TO TO DO
01:38:16:00 01:38:17:00 WELL.
01:38:17:00 01:38:19:00 CAN YOU JUST BRIEFLY TALK ABOUT
01:38:19:00 01:38:20:00 THAT THOSE WHO HAVE BEEN
01:38:20:00 01:38:21:00 INVITED WHO WILL BE ATTENDING
01:38:21:00 01:38:21:00 THE THREE EXAM SCHOOLS JUST
01:38:21:00 01:38:26:00 EXTRA SUPPORTS MAKE YOUR MUTED
01:38:26:00 01:38:27:00 DOCTOR.
01:38:27:00 01:38:27:00 THANKS.
01:38:27:00 01:38:28:00 SORRY ABOUT THAT CONCERN.
01:38:28:00 01:38:30:00 GOOD MORNING.
01:38:30:00 01:38:34:00 SO WE HAVE OUR TEAM WORKING
01:38:34:00 01:38:35:00 WITH ALL THE EXAMS SCHOOL
01:38:35:00 01:38:36:00 LEADERS TO PUT TOGETHER A
01:38:36:00 01:38:39:00 PROGRAM WE'RE CALLING RIGHT NOW
01:38:39:00 01:38:40:00 STRATEGIES FOR SUCCESS AND IT'S
01:38:40:00 01:38:43:00 GOING TO HAVE TO DO WITH
01:38:43:00 01:38:47:00 PREPARING THEM TO HAVE A
01:38:47:00 01:38:47:00 SUCCESSFUL TRANSITION AND ENTRY
01:38:47:00 01:38:51:00 INTO THE EXAM SCHOOLS.
01:38:51:00 01:38:54:00 WE'LL FOCUS ON HOW WE'VE LOOKED
01:38:54:00 01:38:55:00 AT FOR EXAMPLE, LANGUAGE AND
01:38:55:00 01:38:56:00 LATIN POTENTIALLY BECAUSE IT'S
01:38:56:00 01:38:59:00 SOMETHING THAT EXAM SCHOOL
01:38:59:00 01:39:00:00 LEADERS, YOU KNOW, NOTED THAT
01:39:00:00 01:39:02:00 IF STUDENTS CAN DO WELL IN THAT
01:39:02:00 01:39:03:00 AREA THEY'RE ABLE TO PERSIST

01:39:03:00 01:39:06:00 WITH SUCCESSFUL AND SO THAT MAY
01:39:06:00 01:39:07:00 BE ONE OF THE COMPONENTS OR IT
01:39:07:00 01:39:10:00 MAY BE PROVIDED AT A LATER DATE
01:39:10:00 01:39:14:00 MATH AND ELA IN AREAS
01:39:14:00 01:39:15:00 OF SUPPORT BUT REALLY WANT TO
01:39:15:00 01:39:15:00 TRY TO MAKE SURE IT'S TAILORED
01:39:15:00 01:39:17:00 TO STUDENTS AS MUCH AS
01:39:17:00 01:39:18:00 POSSIBLE.
01:39:18:00 01:39:19:00 AND SO YOU WE'LL BE WORKING
01:39:19:00 01:39:22:00 WITH STUDENTS TO SEE WHAT THE
01:39:22:00 01:39:23:00 STRENGTHS ARE IN THE EARLIER IN
01:39:23:00 01:39:25:00 THE EARLIER PART OF THE PROGRAM
01:39:25:00 01:39:26:00 AND WHAT THE GROWTH AREAS ARE
01:39:26:00 01:39:27:00 AND THEN TAILORING IT TO MEET
01:39:27:00 01:39:29:00 THEIR NEEDS.
01:39:29:00 01:39:30:00 AND I THINK THAT'S FAIR AND AND
01:39:30:00 01:39:31:00 I APPRECIATE THAT AND I THINK
01:39:31:00 01:39:33:00 IT'S A SMART APPROACH AND I
01:39:33:00 01:39:34:00 LOOK FORWARD TO THE
01:39:34:00 01:39:34:00 CONVERSATION AS WE GET INTO THE
01:39:34:00 01:39:37:00 FALL TO SEE I THINK I THINK WE
01:39:37:00 01:39:38:00 SHOULD BE NIMBLE AND IT SOUNDS
01:39:38:00 01:39:39:00 LIKE THAT THAT'S PRECISELY THE
01:39:39:00 01:39:41:00 TACT YOU'RE TAKING.
01:39:41:00 01:39:42:00 AND AS THE THE TEST BEEN
01:39:42:00 01:39:45:00 SCHEDULED FOR OCTOBER AND
01:39:45:00 01:39:47:00 NOVEMBER YET DO WE HAVE A DATE
01:39:47:00 01:39:48:00 ?
01:39:48:00 01:39:49:00 SO I WOULD HAVE TO DEFER TO MY
01:39:49:00 01:39:52:00 COLLEAGUE MONIKA ROBERTS FOR
01:39:52:00 01:39:53:00 OUR QUESTION AND THAT IS MY
01:39:53:00 01:39:53:00 QUESTION.
01:39:53:00 01:39:56:00 THANK YOU FOR MALI NOT WE HAVE
01:39:56:00 01:40:00:00 NOT SCHEDULED A TEST FOR THE
01:40:00:00 01:40:01:00 FALL YET WITH THE EXAMS THE
01:40:01:00 01:40:03:00 TASK FORCE IS STILL MEETING AND
01:40:03:00 01:40:04:00 AS YOU MAY KNOW, PART OF THEIR
01:40:04:00 01:40:05:00 CHARGE IS TO MAKE A
01:40:05:00 01:40:08:00 RECOMMENDATION ON A LONG TERM
01:40:08:00 01:40:09:00 POLICY TO THE SCHOOL COMMITTEE.
01:40:09:00 01:40:12:00 THE EXPECTATION IS THAT THAT
01:40:12:00 01:40:15:00 WILL OCCUR BEFORE THE END
01:40:15:00 01:40:16:00 OF THE SCHOOL YEAR AND I THINK
01:40:16:00 01:40:19:00 AT THAT POINT WE WILL KNOW HOW
01:40:19:00 01:40:20:00 WE ARE MOVING FORWARD AS A
01:40:20:00 01:40:23:00 DISTRICT.
01:40:23:00 01:40:24:00 THAT SAID, WE DO ALREADY HAVE A
01:40:24:00 01:40:26:00 CONTRACT WITH FOR THE MATH.
01:40:26:00 01:40:30:00 SO WHATEVER DIRECTION THAT THEY
01:40:30:00 01:40:31:00 SO CHOOSE INCLUDING IF THERE IS
01:40:31:00 01:40:34:00 A TEST I THINK WILL BE WELL
01:40:34:00 01:40:35:00 EQUIPPED TO DO THAT.
01:40:35:00 01:40:36:00 WE ARE IN CONSTANT
01:40:36:00 01:40:38:00 COMMUNICATION WITH WITHIN THE

01:40:38:00 01:40:39:00 AS WELL.
01:40:39:00 01:40:40:00 OK, BUT THE TO BE CLEAR THE
01:40:40:00 01:40:42:00 ACTION TAKEN BY THE SCHOOL
01:40:42:00 01:40:42:00 COMMITTEE LAST YEAR WAS TO
01:40:42:00 01:40:43:00 SUSPEND THE TEST FOR ONE YEAR
01:40:43:00 01:40:46:00 OR ONE BUT ONE WOULD ARGUE THAT
01:40:46:00 01:40:46:00 THE DEFAULT WOULD BE THAT THE
01:40:46:00 01:40:49:00 TEST WOULD BE I UNDERSTAND AND
01:40:49:00 01:40:50:00 THIS IS NOT THE FOCUS
01:40:50:00 01:40:53:00 NECESSARILY THIS HEARING.
01:40:53:00 01:40:54:00 I JUST WANT TO FLAG THIS AND
01:40:54:00 01:40:55:00 WILL CONTINUE TO TO GET A
01:40:55:00 01:40:56:00 LITTLE MORE FLAHERTY FROM FROM
01:40:56:00 01:40:57:00 YOU IN THE SUPERINTENDENT GOING
01:40:57:00 01:40:58:00 FORWARD.
01:40:58:00 01:41:02:00 BUT THE THE PAUSE IS SLATED FOR
01:41:02:00 01:41:02:00 ONE YEAR WHICH WAS OF COURSE
01:41:02:00 01:41:04:00 WAS THIS JUST FALL AND THE
01:41:04:00 01:41:05:00 GAVEL'S UP.
01:41:05:00 01:41:06:00 SO I WILL JUST BRIEFLY TRY TO
01:41:06:00 01:41:09:00 SEE CAN CAN ANYONE TALK AS WE
01:41:09:00 01:41:09:00 TALK ABOUT ADDITIONAL SERVICES
01:41:09:00 01:41:12:00 AND SORT OF TRANSITIONING BACK
01:41:12:00 01:41:13:00 TO SCHOOL?
01:41:13:00 01:41:15:00 I OBVIOUSLY WELCOME AND REALLY
01:41:15:00 01:41:16:00 WANT TO COMMEND COUNCILOR
01:41:16:00 01:41:17:00 ESSAIBI GEORGE AND OTHER
01:41:17:00 01:41:19:00 COUNSELORS FOR REALLY
01:41:19:00 01:41:20:00 HIGHLIGHTING AND SUPPORTING
01:41:20:00 01:41:20:00 GETTING MORE SOCIAL WORKERS AND
01:41:20:00 01:41:21:00 REALLY SOCIAL AND EMOTIONAL
01:41:21:00 01:41:23:00 SUPPORTS.
01:41:23:00 01:41:24:00 CAN SOMEONE TALK A LITTLE BIT
01:41:24:00 01:41:25:00 ABOUT IN THIS MAY GO TO MY NEXT
01:41:25:00 01:41:27:00 ROUND OF QUESTIONS JUST THE
01:41:27:00 01:41:28:00 INCREDIBLE TRAUMA THAT THIS
01:41:28:00 01:41:29:00 YEAR HAS GIVEN ALL OF US
01:41:29:00 01:41:31:00 PARTICULARLY YOUNG PEOPLE,
01:41:31:00 01:41:32:00 PARTICULARLY THOSE WHO HAVE
01:41:32:00 01:41:33:00 BEEN OUT OF SCHOOL FOR MANY
01:41:33:00 01:41:35:00 TIME AND JUST SORT OF ANY ANY
01:41:35:00 01:41:39:00 SORT OF ANTICIPATORY CHALLENGES
01:41:39:00 01:41:40:00 OR SUPPORTS THAT WE CAN PUT IN
01:41:40:00 01:41:41:00 AS STUDENTS EITHER ARE NOW
01:41:41:00 01:41:44:00 RETURNING TO SCHOOL OR THOSE
01:41:44:00 01:41:45:00 WHO HAVE OPTED OUT FOR THE REST
01:41:45:00 01:41:46:00 OF THE SCHOOL YEAR FOR LOOKING
01:41:46:00 01:41:47:00 BACK LOOKING INTO SEPTEMBER
01:41:47:00 01:41:48:00 WHAT THAT'S GOING TO BE LIKE
01:41:48:00 01:41:50:00 THE ADDED ANXIETY, THE ADDED
01:41:50:00 01:41:51:00 ANGST, THE ADDED CONCERN THAT
01:41:51:00 01:41:54:00 MANY STUDENTS WILL BE FEELING I
01:41:54:00 01:41:55:00 CAN JUMP IN HERE.
01:41:55:00 01:41:58:00 COUNCILOR.

01:41:58:00 01:42:01:00 AS YOU CAN IMAGINE, IT'S BEEN
01:42:01:00 01:42:05:00 HURRING YEAR FOR YOUNG PEOPLE.
01:42:05:00 01:42:06:00 I THINK WE ANTICIPATE THAT
01:42:06:00 01:42:10:00 STUDENTS WILL HAVE A HARD TIME
01:42:10:00 01:42:11:00 COMING BACK TO SCHOOL, JUST
01:42:11:00 01:42:14:00 READJUSTING TO HAVING TO GET UP
01:42:14:00 01:42:15:00 EARLY, HAVING TO BE IN A LARGE
01:42:15:00 01:42:17:00 BUILDING WITH WITH LOTS PEOPLE.
01:42:17:00 01:42:18:00 I MEAN IT'S IT'S BEEN A LONG
01:42:18:00 01:42:20:00 TIME FOR MANY.
01:42:20:00 01:42:24:00 IN ADDITION TO THAT WE HAVE
01:42:24:00 01:42:25:00 STUDENTS WHO WERE ALREADY
01:42:25:00 01:42:29:00 DEALING CHALLENGES AROUND
01:42:29:00 01:42:30:00 PERHAPS SCHOOL AND TIDY AND
01:42:30:00 01:42:30:00 THINGS LIKE THAT.
01:42:30:00 01:42:31:00 SO THIS IS ONLY GOING TO BRING
01:42:31:00 01:42:32:00 IT TO A WHOLE THE LEVEL AS YOU
01:42:32:00 01:42:36:00 CAN IMAGINE RIGHT.
01:42:36:00 01:42:37:00 AND I THINK FOR MANY OF THE
01:42:37:00 01:42:37:00 STUDENTS IN PARTICULAR IN
01:42:37:00 01:42:40:00 TRANSITIONING IT'S VERY
01:42:40:00 01:42:40:00 DIFFICULT BECAUSE THEY'RE
01:42:40:00 01:42:41:00 WALKING INTO A BUILDING WHERE
01:42:41:00 01:42:44:00 THEY DON'T REALLY KNOW A LOT
01:42:44:00 01:42:45:00 OF PEOPLE AND SO OTHER THAN
01:42:45:00 01:42:47:00 THROUGH A ZONE SO I THINK WE
01:42:47:00 01:42:48:00 WILL HAVE TO DO SOME WORK
01:42:48:00 01:42:49:00 AROUND AGAIN THE TIER TWO TIER
01:42:49:00 01:42:51:00 ONE INTERVENTIONS WHOLE SCHOOL
01:42:51:00 01:42:51:00 OF BUILDING, COMMUNITY
01:42:51:00 01:42:55:00 BUILDING, CLIMATE REALLY
01:42:55:00 01:42:56:00 GETTING TO KNOW THE ADULTS AND
01:42:56:00 01:42:56:00 THE OTHER STUDENTS IN THE
01:42:56:00 01:42:59:00 BUILDINGS AND PUSHING THAT
01:42:59:00 01:43:03:00 THOSE SUPPORTS I THINK WILL BE
01:43:03:00 01:43:04:00 REALLY IMPORTANT AND CRITICAL
01:43:04:00 01:43:07:00 FOR OUR SCHOOLS.
01:43:07:00 01:43:08:00 SO I CAN SPEAK FOR IN TERMS
01:43:08:00 01:43:09:00 OF THE SOCIAL WORKERS, I KNOW
01:43:09:00 01:43:10:00 THAT YOU ARE DOING SOME
01:43:10:00 01:43:14:00 PROFESSIONAL DEVELOPMENT AROUND
01:43:14:00 01:43:14:00 LOTS OF DIFFERENT THINGS.
01:43:14:00 01:43:15:00 BUT ONE OF THE THINGS THAT WE
01:43:15:00 01:43:18:00 TALK ABOUT IS BUILDING THE
01:43:18:00 01:43:19:00 COMMUNITY IN THE SCHOOL AT THE
01:43:19:00 01:43:19:00 SCHOOL LEVEL.
01:43:19:00 01:43:21:00 SO WHAT ARE THOSE TIER ONE
01:43:21:00 01:43:22:00 SUPPORTS?
01:43:22:00 01:43:23:00 WE'RE HOPING TO LIKE I SAY AS I
01:43:23:00 01:43:25:00 SAID TO YOU EARLIER THAT WE ARE
01:43:25:00 01:43:25:00 COMMITTED TO MAKING SURE
01:43:25:00 01:43:26:00 EVERYBODY'S TRAINED IN
01:43:26:00 01:43:29:00 RESTORATIVE JUSTICE PRACTICES,
01:43:29:00 01:43:30:00 WHICH IS A GREAT WAY

01:43:30:00 01:43:33:00 OF BUILDING THAT COMMUNITY,
01:43:33:00 01:43:34:00 ELEVATING THE STUDENT VOICES SO
01:43:34:00 01:43:36:00 THEY CAN EXPRESS THEIR NEEDS IN
01:43:36:00 01:43:37:00 A WAY THAT THEY FEEL HEARD AND
01:43:37:00 01:43:40:00 SO THAT WILL BE IN PART AN
01:43:40:00 01:43:41:00 IMPORTANT AND CRITICAL FOR US
01:43:41:00 01:44:01:00 TO ESTABLISH.
01:44:01:00 01:44:02:00 WE CAN WE COULD HAVE AN ENTIRE
01:44:02:00 01:44:03:00 HEARING ON THIS BUT I'D WANT TO
01:44:03:00 01:44:04:00 JUST CLOSE BY THANKING YOU,
01:44:04:00 01:44:04:00 CARMEN.
01:44:04:00 01:44:05:00 WE WERE HONORED TO HONOR YOU
01:44:05:00 01:44:05:00 AND MY FAVORITE SCHOOL SOCIAL
01:44:05:00 01:44:06:00 WORKER, MY SISTER CHRISTINE WHO
01:44:06:00 01:44:07:00 WAS AT THE MADISON PARK
01:44:07:00 01:44:07:00 VOCATIONAL TECHNICAL HIGH
01:44:07:00 01:44:07:00 SCHOOL.
01:44:07:00 01:44:08:00 THANK YOU FOR THE GREAT WORK
01:44:08:00 01:44:09:00 YOU DO EVERY YEAR ALL OF OUR
01:44:09:00 01:44:10:00 SCHOOL TEACHERS AND COMMUNITY
01:44:10:00 01:44:10:00 BUT PARTICULARLY OUR SOCIAL
01:44:10:00 01:44:11:00 WORKERS DURING THIS YEAR.
01:44:11:00 01:44:12:00 THANK YOU FOR YOUR GREAT WORK
01:44:12:00 01:44:12:00 AND THAT'S ALL.
01:44:12:00 01:44:13:00 THANK YOU, COUNCILOR.
01:44:13:00 01:44:13:00 THANK THANK YOU.
01:44:13:00 01:44:13:00 COUNCILOR MALIK.
01:44:13:00 01:44:14:00 I DO JUST WANT TO KNOW THAT
01:44:14:00 01:44:15:00 THERE IS A DIFFERENT BAPS
01:44:15:00 01:44:16:00 HEARING FOCUSED ON EXAM SCHOOL
01:44:16:00 01:44:16:00 ADMISSIONS AND ADMISSIONS
01:44:16:00 01:44:17:00 ASSIGNMENT IN GENERAL.
01:44:17:00 01:44:18:00 SO I JUST WANT TO SAY TO
01:44:18:00 01:44:18:00 COUNCILORS THAT I WOULD PREFER
01:44:18:00 01:44:19:00 THAT WE LEAVE FURTHER ASPECTS
01:44:19:00 01:44:20:00 OF THAT LINE OF INQUIRY FOR
01:44:20:00 01:44:22:00 THAT HEARING.
01:44:22:00 01:44:26:00 NEXT UP IS COUNCILOR MENHIR AND
01:44:26:00 01:44:27:00 COUNCILOR ARROYO AND THEN
01:44:27:00 01:44:30:00 COUNCILOR FLYNN COUNCILOR MARIA
01:44:30:00 01:44:30:00 .
01:44:30:00 01:44:33:00 THANK YOU, MADAM CHAIR.
01:44:33:00 01:44:34:00 ALL RIGHT.
01:44:34:00 01:44:35:00 SO THANK YOU FOR ALL OF YOUR
01:44:35:00 01:44:37:00 HARD WORK VPS.
01:44:37:00 01:44:38:00 WE REALLY DO APPRECIATE YOU ALL
01:44:38:00 01:44:41:00 LEANING IN.
01:44:41:00 01:44:42:00 SO I JUST HAVE A FEW QUESTIONS
01:44:42:00 01:44:43:00 FOR ROUND ONE.
01:44:43:00 01:44:46:00 WE'RE TRYING TO FIND WAYS TO
01:44:46:00 01:44:46:00 CONVEY THIS INFORMATION TO THE
01:44:46:00 01:44:47:00 PUBLIC IN A WAY THAT THEY
01:44:47:00 01:44:50:00 UNDERSTAND THERE REALLY ISN'T A
01:44:50:00 01:44:51:00 LINE ITEM IN THE BUDGET ON

01:44:51:00 01:44:53:00 QUOTE DIVERSITY BUT IT'S
01:44:53:00 01:44:54:00 SOMETHING THAT EVERYBODY
01:44:54:00 01:44:56:00 CLEARLY WANTS.
01:44:56:00 01:44:57:00 CAN YOU EXPLAIN HOW DIFFERENT
01:44:57:00 01:44:58:00 LINE ITEMS IN THE BUDGET COME
01:44:58:00 01:45:01:00 TOGETHER TO PUSH AN AGENDA
01:45:01:00 01:45:01:00 OF DIVERSITY IN OUR HIRING
01:45:01:00 01:45:04:00 PRACTICES AND CURRICULUM AND
01:45:04:00 01:45:05:00 ETC.?
01:45:05:00 01:45:06:00 IF YOU COULD JUST BREAK THAT
01:45:06:00 01:45:08:00 DOWN THAT WOULD BE GREAT.
01:45:08:00 01:45:09:00 CONTINUING OFF OF THAT IN YOUR
01:45:09:00 01:45:12:00 PRESENTATION YOU MENTIONED
01:45:12:00 01:45:13:00 USING ALL AG POLICY AS A LOGIC
01:45:13:00 01:45:16:00 MODEL.
01:45:16:00 01:45:17:00 FIRST, CAN YOU EXPLAIN WHAT A
01:45:17:00 01:45:19:00 LOGIC MODEL IS FOR THOSE PEOPLE
01:45:19:00 01:45:20:00 WHO ARE LISTENING AND JUST JUST
01:45:20:00 01:45:21:00 HIGH LEVEL?
01:45:21:00 01:45:23:00 AND SECOND, I THINK A LOT
01:45:23:00 01:45:24:00 OF EXCITED ABOUT THE GOALS
01:45:24:00 01:45:25:00 YOU'RE DESCRIBING BUT THEY
01:45:25:00 01:45:27:00 CAN'T SEE THE DOLLARS AND CENTS
01:45:27:00 01:45:28:00 ATTACHED TO IT.
01:45:28:00 01:45:29:00 CAN YOU JUST EXPLAIN, FOR
01:45:29:00 01:45:31:00 EXAMPLE, HOW DISMANTLING
01:45:31:00 01:45:32:00 STRUCTURAL BARRIERS AND
01:45:32:00 01:45:33:00 PROVIDING GREATER ACCESS TO
01:45:33:00 01:45:36:00 OPPORTUNITIES IS REFLECTED IN
01:45:36:00 01:45:40:00 THE BUDGET LAST YEAR WE SAW A
01:45:40:00 01:45:40:00 CUT IN SOCIAL EMOTIONAL
01:45:40:00 01:45:41:00 LEARNING AND AN INCREASE IN
01:45:41:00 01:45:43:00 SOCIAL EMOTIONAL INTERVENTION.
01:45:43:00 01:45:44:00 THIS YEAR WE'RE SEEING WE'RE
01:45:44:00 01:45:45:00 SEEING A PROPOSED CUT IN SOCIAL
01:45:45:00 01:45:48:00 EMOTIONAL INTERVENTION AND AN
01:45:48:00 01:45:48:00 INCREASE IN SOCIAL EMOTIONAL
01:45:48:00 01:45:49:00 LEARNING.
01:45:49:00 01:45:52:00 WHAT'S THE REASONING FOR THESE
01:45:52:00 01:45:52:00 NUMBERS GOING BACK AND FORTH?
01:45:52:00 01:45:56:00 AND THEN LASTLY, THE WEBSITE
01:45:56:00 01:46:00:00 LISTS MEMBERS OF THE OAG TASK
01:46:00:00 01:46:00:00 FORCE.
01:46:00:00 01:46:01:00 COULD YOU EXPLAIN HOW THE
01:46:01:00 01:46:03:00 MEMBERS, THE TASK FORCE WERE
01:46:03:00 01:46:04:00 CHOSEN AND HOW THE ROLE THE
01:46:04:00 01:46:07:00 STUDENT VOICES CAN BE INCLUDED?
01:46:07:00 01:46:08:00 IT DOESN'T LOOK LIKE THERE'S A
01:46:08:00 01:46:09:00 STUDENT SITTING ON THAT TASK
01:46:09:00 01:46:11:00 FORCE.
01:46:11:00 01:46:11:00 IS THAT THE CASE?
01:46:11:00 01:46:14:00 JUST SOME FLAHERTY AROUND THAT
01:46:14:00 01:46:15:00 .
01:46:15:00 01:46:20:00 THANK YOU, COUNCILOR MEJIA

01:46:20:00 01:46:25:00 THOROUGH AND GREAT QUESTIONS AS
01:46:25:00 01:46:25:00 ALWAYS.
01:46:25:00 01:46:26:00 I THINK THE FIRST THING I WOULD
01:46:26:00 01:46:27:00 JUST TALK ABOUT IS HOW THE
01:46:27:00 01:46:29:00 BUDGET'S STRUCTURED AND ONE
01:46:29:00 01:46:30:00 OF THE CHALLENGES WE HAVE IS
01:46:30:00 01:46:33:00 THE BUDGET AS A SORT
01:46:33:00 01:46:33:00 OF OPERATING TOOL VERSUS THE
01:46:33:00 01:46:37:00 BUDGET AS SOMETHING THAT WE
01:46:37:00 01:46:38:00 WANT TO COMMUNICATE AROUND OUR
01:46:38:00 01:46:38:00 VALUES.
01:46:38:00 01:46:41:00 AND SO YOU FLAGGED THE
01:46:41:00 01:46:42:00 DIVERSITY AND INCLUSION OR
01:46:42:00 01:46:45:00 DIVERSITY INITIATIVE AS PART
01:46:45:00 01:46:46:00 OF SOMETHING THAT YOU'D WANT TO
01:46:46:00 01:46:47:00 COMMUNICATE WHERE THE LINE
01:46:47:00 01:46:49:00 ITEMS ARE.
01:46:49:00 01:46:52:00 OUR BUDGET IS STRUCTURED IN
01:46:52:00 01:46:53:00 SORT OF THREE BIG ACCOUNTS.
01:46:53:00 01:46:57:00 THERE ARE THREE BIG DATA POINTS
01:46:57:00 01:46:57:00 .
01:46:57:00 01:46:58:00 THE FIRST IS THE DEPARTMENT AND
01:46:58:00 01:47:01:00 THAT THAT SIGNALS WHO'S
01:47:01:00 01:47:01:00 RESPONSIBLE FOR MANAGING THE
01:47:01:00 01:47:04:00 WORK IN THIS CASE SOME OF THE
01:47:04:00 01:47:05:00 DIVERSITY WORK CERTAINLY
01:47:05:00 01:47:08:00 CHARLES EXCUSE ME, DOCTOR
01:47:08:00 01:47:09:00 RANTZEN WILL BE ABLE TO TO
01:47:09:00 01:47:09:00 PROVIDE MORE FLAHERTY.
01:47:09:00 01:47:12:00 THERE ARE THOSE ELEMENTS OF IT
01:47:12:00 01:47:13:00 THAT ARE THAT ARE THE
01:47:13:00 01:47:13:00 RESPONSIBILITY AND PURVIEW
01:47:13:00 01:47:16:00 OF HIS DEPARTMENT WOULD SHOW UP
01:47:16:00 01:47:17:00 IN THE FUNDS AND THEN THERE IS
01:47:17:00 01:47:18:00 THE WORK THAT IS DONE
01:47:18:00 01:47:20:00 THROUGHOUT.
01:47:20:00 01:47:21:00 HE'S HE'S DONE A LOT OF WORK TO
01:47:21:00 01:47:24:00 EMBED THE CULTURE AND PRACTICES
01:47:24:00 01:47:25:00 OF EQUITY AND INCLUSION IN ALL
01:47:25:00 01:47:28:00 OF OUR WORK.
01:47:28:00 01:47:29:00 AND SO HIS DEPARTMENT MANAGED
01:47:29:00 01:47:32:00 FUNDING WOULD SORT OF SHOW UP
01:47:32:00 01:47:33:00 AND BE IN THE CATEGORY.
01:47:33:00 01:47:34:00 BUT A LOT OF THE WORK THAT
01:47:34:00 01:47:35:00 WE'RE ALL TRYING TO THAT
01:47:35:00 01:47:36:00 WOULDN'T SHOW UP.
01:47:36:00 01:47:37:00 AND THEN THE SECOND OF COURSE
01:47:37:00 01:47:39:00 IS AN ACCOUNT, AN ACCOUNT.
01:47:39:00 01:47:40:00 IT REALLY BECOMES THE SECOND
01:47:40:00 01:47:41:00 WAY WE STRUCTURE OUR BUDGET IS
01:47:41:00 01:47:43:00 AROUND THE ACCOUNT.
01:47:43:00 01:47:44:00 THOSE ARE JUST MEANT TO BE SORT
01:47:44:00 01:47:45:00 OF DESCRIPTIONS OF WHAT WE
01:47:45:00 01:47:47:00 PURCHASE.

01:47:47:00 01:47:48:00 AND SO IN THIS CASE IT WOULD BE
01:47:48:00 01:47:51:00 IF WE HAVE CONTRACTS TOWARDS
01:47:51:00 01:47:52:00 THIS WORK OR FEES TOWARDS THIS
01:47:52:00 01:47:55:00 WORK, IT WOULDN'T BE SORT
01:47:55:00 01:47:55:00 OF DIVERSITY FEE.
01:47:55:00 01:47:57:00 IT WOULD INSTEAD BE SORT
01:47:57:00 01:47:58:00 OF MODIFIED THROUGH A PROGRAM
01:47:58:00 01:47:59:00 CODE AND THE PROGRAM CODE IS
01:47:59:00 01:48:02:00 OUR WAY OF TRACKING SORT OF THE
01:48:02:00 01:48:03:00 INITIATIVES AND SORT
01:48:03:00 01:48:03:00 OF HISTORICAL SPENDING ACROSS A
01:48:03:00 01:48:07:00 NUMBER OF CATEGORIES THAT MAY
01:48:07:00 01:48:08:00 BE WHERE YOU SAW THE SHIFT FROM
01:48:08:00 01:48:11:00 ONE PROGRAM CODE TO ANOTHER AND
01:48:11:00 01:48:14:00 IT'S CATEGORIZED DIFFERENTLY
01:48:14:00 01:48:15:00 BPS WHILE WE ARE PRESENTING A
01:48:15:00 01:48:19:00 UNIFIED BUDGET IT'S ACTUALLY
01:48:19:00 01:48:19:00 MADE UP OF ONE HUNDRED AND
01:48:19:00 01:48:22:00 TWENTY THREE SCHOOLS AND FIFTY
01:48:22:00 01:48:23:00 OR SO CENTRAL OFFICE
01:48:23:00 01:48:23:00 DEPARTMENTS.
01:48:23:00 01:48:24:00 ARE INDIVIDUAL PEOPLE MAKING
01:48:24:00 01:48:27:00 DECISIONS ABOUT HOW THEY'RE
01:48:27:00 01:48:27:00 ALIGNING TO THE STRATEGIC PLAN
01:48:27:00 01:48:30:00 AND SOMETIMES THINGS CODED
01:48:30:00 01:48:31:00 DIFFERENTLY YEAR TO YEAR THAT
01:48:31:00 01:48:34:00 MAY THAT MAY BE SOMETHING ARE
01:48:34:00 01:48:35:00 PICKING UP ON BUT CERTAINLY WE
01:48:35:00 01:48:36:00 EVALUATE WHETHER OR NOT WE WANT
01:48:36:00 01:48:39:00 TO TRACK SOMETHING AS A
01:48:39:00 01:48:41:00 SPECIFIC PROGRAM EACH YEAR I
01:48:41:00 01:48:42:00 SORT OF THINK ABOUT HOW DOES
01:48:42:00 01:48:43:00 THIS HELP US MANAGE THE BUDGET
01:48:43:00 01:48:46:00 AND MANAGE TO OUR STRATEGIC
01:48:46:00 01:48:47:00 GOALS AND THEN ALSO HOW DOES IT
01:48:47:00 01:48:49:00 HELP US COMMUNICATE TO THE
01:48:49:00 01:48:50:00 COMMUNITY ABOUT WHAT'S
01:48:50:00 01:48:50:00 HAPPENING?
01:48:50:00 01:48:53:00 AND THAT'S PROBABLY A LONGER
01:48:53:00 01:48:54:00 ANSWER THAN YOU'RE HOPING FOR
01:48:54:00 01:48:55:00 BUT IT'S SORT OF JUST EXPLAINS
01:48:55:00 01:48:58:00 THE SORT OF MECHANICS OF IT IN
01:48:58:00 01:48:59:00 TERMS OF THE TASK FORCE IN ITS
01:48:59:00 01:49:02:00 COMPOSITION AND SOME OF THE
01:49:02:00 01:49:02:00 OTHER QUESTIONS YOU HAD.
01:49:02:00 01:49:04:00 I'LL TURN IT OVER TO DR GRANT
01:49:04:00 01:49:05:00 AND SEE IF YOU WANT TO TAKE
01:49:05:00 01:49:05:00 THOSE.
01:49:05:00 01:49:10:00 GOOD MORNING US FROM HERE.
01:49:10:00 01:49:12:00 THANKS FOR THE QUESTIONS AND
01:49:12:00 01:49:13:00 THANKS NATIVE SPEAKER FOR
01:49:13:00 01:49:14:00 SUSPENDING ME.
01:49:14:00 01:49:17:00 I'M TRYING TO EXPLAIN HOW THAT
01:49:17:00 01:49:17:00 WORKS.

01:49:17:00 01:49:21:00 WE BUT I GUESS I'LL JUST ADD TO
01:49:21:00 01:49:24:00 WHAT SHE COULD HAVE SAID TO BY
01:49:24:00 01:49:28:00 PROVIDING A FEW EXAMPLES WE FOR
01:49:28:00 01:49:29:00 THE FIRST TIME LAST YEAR WERE
01:49:29:00 01:49:30:00 ABLE TO HIRE A RETENTION
01:49:30:00 01:49:33:00 SPECIALIST AND OUR OFFICE
01:49:33:00 01:49:34:00 RECRUITMENT CULTIVATION AND
01:49:34:00 01:49:36:00 DIVERSITY THAT WAS A GAME
01:49:36:00 01:49:37:00 CHANGER AND I SORT OF EXPLAINED
01:49:37:00 01:49:40:00 A LITTLE OF THIS EARLIER
01:49:40:00 01:49:40:00 BECAUSE NOW WE'RE ABLE TO DO
01:49:40:00 01:49:43:00 EXTRA INTERVIEWS FOR EVERY
01:49:43:00 01:49:45:00 PERSON OF COLOR WHO LEAVES OUR
01:49:45:00 01:49:48:00 DISTRICT AND MAKE OURSELVES
01:49:48:00 01:49:51:00 AVAILABLE TO THEM ALL AND WE'RE
01:49:51:00 01:49:52:00 ABLE TO TALK TO HUNDREDS
01:49:52:00 01:49:53:00 OF PEOPLE WHO HAVE LEFT OVER
01:49:53:00 01:49:55:00 THE LAST TWO YEARS AND
01:49:55:00 01:49:59:00 ESSENTIALLY TO KNOW MORE ABOUT
01:49:59:00 01:50:00:00 WHAT WE NEED TO DO TO SORT
01:50:00:00 01:50:00:00 OF CHANGE THE OVERALL CULTURE
01:50:00:00 01:50:03:00 WHETHER IN SCHOOLS OR IN
01:50:03:00 01:50:07:00 CENTRAL OFFICE TO PREVENT STAFF
01:50:07:00 01:50:11:00 FROM FROM LEAVING.
01:50:11:00 01:50:12:00 I THINK ANOTHER EXAMPLE IS AND
01:50:12:00 01:50:14:00 YOU MENTIONED THE DISMANTLING
01:50:14:00 01:50:15:00 STRUCTURAL BARRIERS IS ENORMOUS
01:50:15:00 01:50:15:00 OPPORTUNITY GAPS.
01:50:15:00 01:50:18:00 THERE'S A SENIOR DIRECTOR
01:50:18:00 01:50:19:00 OF POLICY POSITION AND I WOULD
01:50:19:00 01:50:22:00 SAY AND USE THIS OPPORTUNITY TO
01:50:22:00 01:50:23:00 THANK HAROLD MILLER WHO THAT'S
01:50:23:00 01:50:23:00 HIS ROLE.
01:50:23:00 01:50:26:00 BUT HE ALSO SERVED AS THE
01:50:26:00 01:50:27:00 INTERIM ASSISTANT
01:50:27:00 01:50:30:00 SUPERINTENDENT WHILE WE SEARCH
01:50:30:00 01:50:30:00 FOR A REPLACEMENT AND OUR
01:50:30:00 01:50:34:00 OPPORTUNITY GAPS OFFICE AND ONE
01:50:34:00 01:50:35:00 OF THAT ROLE IS FUNDED AND HAS
01:50:35:00 01:50:37:00 THE EXPRESS PURPOSE OF WORKING
01:50:37:00 01:50:38:00 ACROSS CENTRAL OFFICE
01:50:38:00 01:50:41:00 DEPARTMENTS TO DO THAT WORK
01:50:41:00 01:50:45:00 AROUND PUSHING THE THINKING
01:50:45:00 01:50:46:00 LEADERS THAT I DESCRIBED IN THE
01:50:46:00 01:50:46:00 PRESENTATION AND CREATING THE
01:50:46:00 01:50:49:00 GOALS AND REALLY HAVING WORK
01:50:49:00 01:50:53:00 PLANS THAT CLEARLY DO THE WORK
01:50:53:00 01:50:54:00 THAT DISMANTLE THE BARRIERS AND
01:50:54:00 01:50:57:00 SO THAT'S ONE SUPPORT THERE.
01:50:57:00 01:50:58:00 AND THEN OF COURSE WE HAVE
01:50:58:00 01:50:59:00 OTHER STAFF IN THE OFFICE WHO
01:50:59:00 01:51:01:00 PROVIDE TRAINING AND SUPPORT
01:51:01:00 01:51:02:00 EITHER AROUND RACE PLANNING
01:51:02:00 01:51:05:00 TOOL USAGE OR AROUND CULTURAL

01:51:05:00 01:51:10:00 PROFICIENCY NICHOLAS PUGH WORK
01:51:10:00 01:51:11:00 IN THE DISTRICT AND THOSE
01:51:11:00 01:51:13:00 THINGS WORK HAND IN HAND OUR
01:51:13:00 01:51:14:00 OPPORTUNITY AND ACHIEVEMENT
01:51:14:00 01:51:16:00 GAPS TASK FORCES SELECTED LIKE
01:51:16:00 01:51:17:00 OUR LITTLE TASK FORCE ALL THE
01:51:17:00 01:51:20:00 TASK ARE TYPICALLY APPOINTED BY
01:51:20:00 01:51:24:00 THE SCHOOL COMMITTEE AND BUT I
01:51:24:00 01:51:27:00 KNOW THAT THERE'S EXTENSIVE
01:51:27:00 01:51:28:00 PROCESS IN TERMS OF ENGAGING
01:51:28:00 01:51:29:00 WITH COMMUNITY AND OTHERS IN
01:51:29:00 01:51:32:00 TERMS COMING UP WITH THE LIST
01:51:32:00 01:51:33:00 OF NAMES BEFORE THE SCHOOL
01:51:33:00 01:51:35:00 COMMITTEE MAKES THOSE
01:51:35:00 01:51:36:00 APPOINTMENTS AND WE DO HAVE A B
01:51:36:00 01:51:39:00 SEC REPRESENTATIVE.
01:51:39:00 01:51:40:00 THERE'S HISTORICALLY BEEN ONE
01:51:40:00 01:51:41:00 ON THE OPPORTUNITY ACHIEVEMENT
01:51:41:00 01:51:44:00 GAPS TASK FORCE AND SO THAT'S
01:51:44:00 01:51:47:00 THAT'S A VOICE THAT WE RECENTLY
01:51:47:00 01:51:48:00 I THINK THE LAST MEETING WAS
01:51:48:00 01:51:51:00 THE STUDENTS FIRST MEETING
01:51:51:00 01:51:52:00 OF THIS YEAR AS WE HAVE THEY'VE
01:51:52:00 01:51:55:00 HAD SOME TURNOVER AND CHANGE
01:51:55:00 01:51:56:00 AND WE VALUE THE STUDENT VOICE
01:51:56:00 01:51:56:00 AT THAT MEETING.
01:51:56:00 01:51:59:00 THANK YOU.
01:51:59:00 01:52:00:00 A GAMBLE ON ME.
01:52:00:00 01:52:03:00 I CAN'T TELL CONSTABLE, DO I
01:52:03:00 01:52:04:00 HAVE TIME FOR ONE MORE QUESTION
01:52:04:00 01:52:10:00 IF IT WAS BRIEF IT IS BUT YEAH
01:52:10:00 01:52:10:00 .
01:52:10:00 01:52:12:00 SO I DO APPRECIATE ALL OF THOSE
01:52:12:00 01:52:14:00 ANSWERS.
01:52:14:00 01:52:15:00 I AM I'M CONSTANTLY CONCERNED
01:52:15:00 01:52:19:00 ABOUT THE THE COMMUNITY
01:52:19:00 01:52:19:00 ENGAGEMENT PIECE.
01:52:19:00 01:52:23:00 IT SEEMS LIKE THAT IS AN AREA
01:52:23:00 01:52:24:00 WHERE WE HAVE AN OPPORTUNITY TO
01:52:24:00 01:52:26:00 REALLY STRENGTHEN HOW COMMUNITY
01:52:26:00 01:52:30:00 VOICE LOOKS LIKE BECAUSE WE GO
01:52:30:00 01:52:31:00 TO THESE MEETINGS WE SAY WE'RE
01:52:31:00 01:52:34:00 GOING TO DO X, Y AND I'VE BEEN
01:52:34:00 01:52:34:00 PARTICIPATING IN SOME OF THE
01:52:34:00 01:52:38:00 EQUITY ROUNDTABLES AND THERE'S
01:52:38:00 01:52:39:00 ALWAYS THERE SEEMS TO BE A
01:52:39:00 01:52:41:00 DISCONNECT WITH WHAT WE'RE
01:52:41:00 01:52:42:00 COMMUNICATING AND WHAT PEOPLE
01:52:42:00 01:52:43:00 ARE HEARING AND HOW THEY WALK
01:52:43:00 01:52:46:00 AWAY FROM THOSE CONVERSATIONS.
01:52:46:00 01:52:47:00 AND AT SOME POINT I JUST THINK
01:52:47:00 01:52:48:00 THAT IT WOULD BE GREAT TO EVEN
01:52:48:00 01:52:52:00 HAVE EXIT GOOGLE IS TALKING
01:52:52:00 01:52:55:00 THAT TO HAVE SOME EXIT INTO

01:52:55:00 01:52:56:00 EXIT SURVEYS.
01:52:56:00 01:52:59:00 DID YOU FEEL LIKE YOU'RE LIKE
01:52:59:00 01:53:00:00 DO YOU FULLY UNDERSTAND THE
01:53:00:00 01:53:03:00 DISCUSSION THAT WAS HAD HERE?
01:53:03:00 01:53:04:00 IT JUST FEELS LIKE THERE'S
01:53:04:00 01:53:07:00 ALWAYS THIS TENSION BETWEEN THE
01:53:07:00 01:53:08:00 COMMUNITY AND THE DISTRICT AND
01:53:08:00 01:53:11:00 THEN THE DISTRICT AND THE THE
01:53:11:00 01:53:15:00 SCHOOL PRINCIPALS AND THE
01:53:15:00 01:53:15:00 SCHOOL PRINCIPALS AND THE
01:53:15:00 01:53:18:00 TEACHERS AND I JUST FEEL LIKE
01:53:18:00 01:53:20:00 WE JUST NEED TO AS A DISTRICT
01:53:20:00 01:53:23:00 KIND OF LIKE EVERYONE TO GET ON
01:53:23:00 01:53:24:00 THE SAME PAGE AND EVERYBODY HAS
01:53:24:00 01:53:24:00 TO HAVE THE SAME CONVERSATION.
01:53:24:00 01:53:26:00 AND I THINK THAT IT SEEMS LIKE
01:53:26:00 01:53:27:00 WE'RE ALWAYS DRAWING FROM THE
01:53:27:00 01:53:31:00 SAME USUAL SUSPECTS IN TERMS
01:53:31:00 01:53:32:00 OF WHO'S AT THE TABLE AND I
01:53:32:00 01:53:34:00 THINK THAT WE HAVE AN
01:53:34:00 01:53:35:00 OPPORTUNITY TO REALLY EXPAND
01:53:35:00 01:53:38:00 THAT TENT AND BRING IN A FEW
01:53:38:00 01:53:39:00 FOLDING CHAIRS SO THAT WE'RE
01:53:39:00 01:53:43:00 ALLOWING THE NEXT GENERATION
01:53:43:00 01:53:43:00 OF PARENTS WHO AREN'T HIGHLY
01:53:43:00 01:53:46:00 ENGAGED TO ACTUALLY HELP INFORM
01:53:46:00 01:53:47:00 SOME OF THESE DECISIONS BECAUSE
01:53:47:00 01:53:48:00 THEY'RE THE ONES WHO ARE
01:53:48:00 01:53:50:00 EXPERIENCING A LOT OF THESE
01:53:50:00 01:53:51:00 ISSUES THAT WE'RE TALKING ABOUT
01:53:51:00 01:53:51:00 HERE TODAY.
01:53:51:00 01:53:55:00 SO I JUST THINK FOR MONICA, YOU
01:53:55:00 01:53:56:00 KNOW, IN TERMS OF LIKE A LOT
01:53:56:00 01:53:58:00 OF FAMILY ENGAGEMENT WORK THAT
01:53:58:00 01:53:59:00 YOU'RE DOING IS IS WORKING IN
01:53:59:00 01:54:02:00 PARTNERSHIP WITH IDENTIFYING
01:54:02:00 01:54:03:00 SOME OF THE PARENTS THAT ARE
01:54:03:00 01:54:24:00 NOT SO ENGAGED TO TO HELP BUILD
01:54:24:00 01:54:24:00 THAT PIPELINE.
01:54:24:00 01:54:25:00 AND THEN I THINK THAT AS FAR AS
01:54:25:00 01:54:26:00 I AS MUCH AS I APPRECIATE THE
01:54:26:00 01:54:27:00 THOROUGHNESS OF THE THE
01:54:27:00 01:54:27:00 POWERPOINT PRESENTATION, I DO
01:54:27:00 01:54:28:00 STILL BELIEVE YOU KNOW,
01:54:28:00 01:54:28:00 EVERYTHING SOUNDS SO BEAUTIFUL
01:54:28:00 01:54:29:00 AND I JUST SOMETIMES IT'S HARD
01:54:29:00 01:54:30:00 TO CRACK THE DA VINCI
01:54:30:00 01:54:31:00 CODE IN TERMS OF REALLY HOW
01:54:31:00 01:54:31:00 WHAT'S OUR RETURN ON INVESTMENT
01:54:31:00 01:54:32:00 GOING TO LOOK AND HOW IS BY
01:54:32:00 01:54:33:00 DOING X, Y AND Z GOING TO
01:54:33:00 01:54:34:00 IMPACT THE LIVES OF CHILDREN
01:54:34:00 01:54:37:00 LIKE I'D LIKE THINGS TO BE
01:54:37:00 01:54:38:00 BROKEN DOWN IN SMALLER LITTLE

01:54:38:00 01:54:41:00 CHUNKS BECAUSE THESE BIG
01:54:41:00 01:54:41:00 ASPIRATIONAL GOALS ARE
01:54:41:00 01:54:44:00 ASPIRATIONAL GOALS RIGHT.
01:54:44:00 01:54:45:00 AND I FEEL LIKE WE NEED TO COME
01:54:45:00 01:54:49:00 BACK TO THESE PUBLIC HEARINGS.
01:54:49:00 01:54:50:00 I'M GOING TO BE LOOKING FOR
01:54:50:00 01:54:51:00 MORE SPECIFICS AND DETAILS AND
01:54:51:00 01:54:53:00 THINGS THAT COULD BE BROKEN
01:54:53:00 01:54:54:00 DOWN IN LITTLE CHUNKS AND THAT
01:54:54:00 01:54:55:00 ARE A LITTLE BIT MORE
01:54:55:00 01:54:57:00 DIGESTIBLE FOR FOLKS.
01:54:57:00 01:54:58:00 SO THAT'S WHAT I'M GOING TO ASK
01:54:58:00 01:55:01:00 FOR IN THE NEXT GO ROUND JUST
01:55:01:00 01:55:02:00 BECAUSE I THINK WE HAVE A LOT
01:55:02:00 01:55:05:00 OF PARENTS WHO ARE OBVIOUSLY
01:55:05:00 01:55:06:00 DOING THIS AT A TIME THAT
01:55:06:00 01:55:06:00 EDUCATORS CAN'T PARTICIPATE.
01:55:06:00 01:55:07:00 STUDENTS ARE IN CLASS AND
01:55:07:00 01:55:09:00 PARENTS ARE NOT HERE.
01:55:09:00 01:55:09:00 RIGHT.
01:55:09:00 01:55:10:00 SO HERE WE ARE HOLDING A
01:55:10:00 01:55:12:00 HEARING ABOUT THE ISSUES THAT
01:55:12:00 01:55:13:00 ARE IMPACTING THESE FAMILIES
01:55:13:00 01:55:14:00 AND STUDENTS AND NONE OF THEM
01:55:14:00 01:55:16:00 ARE HERE TO PARTICIPATE.
01:55:16:00 01:55:17:00 SO I JUST THINK THAT THAT'S
01:55:17:00 01:55:18:00 SOMETHING THAT WE ALL NEED TO
01:55:18:00 01:55:21:00 DO A BETTER JOB AT IN TERMS
01:55:21:00 01:55:25:00 OF ENGAGEMENT AND THAT'S ALL I
01:55:25:00 01:55:25:00 HAVE TO SAY.
01:55:25:00 01:55:26:00 THANK YOU AND THANK YOU FOR THE
01:55:26:00 01:55:26:00 INDULGENCE COUNCILOR BLOCK.
01:55:26:00 01:55:28:00 I REALLY DO APPRECIATE YOU
01:55:28:00 01:55:28:00 ALLOWING ME TO RAMBLE AS LONG
01:55:28:00 01:55:29:00 AS I DID.
01:55:29:00 01:55:29:00 THANK YOU.
01:55:29:00 01:55:31:00 THANK YOU, COUNCILOR COUNCILOR
01:55:31:00 01:55:36:00 OROYA COUNCILOR I THANK YOU
01:55:36:00 01:55:36:00 EVERYBODY FOR BEING HERE.
01:55:36:00 01:55:40:00 I'M TO GO RIGHT INTO THE
01:55:40:00 01:55:40:00 QUESTIONS INSTEAD OF GOING
01:55:40:00 01:55:41:00 THROUGH THE LONG LIST OF THANK
01:55:41:00 01:55:43:00 YOU FOR BEING FROM HERE AND SO
01:55:43:00 01:55:44:00 ON AND SO FORTH.
01:55:44:00 01:55:47:00 WHAT A MEASURABLE PROGRESS IF
01:55:47:00 01:55:48:00 ANY HAS BEEN MADE IN REDUCING
01:55:48:00 01:55:50:00 CURRICULUM BIAS.
01:55:50:00 01:55:51:00 HOW DOES THIS FISCAL YEAR
01:55:51:00 01:55:52:00 TWENTY TWENTY TWO BUDGET
01:55:52:00 01:55:54:00 SPECIFICALLY ADDRESS THIS?
01:55:54:00 01:55:55:00 AND I ALSO NEED MORE DETAIL ON
01:55:55:00 01:55:58:00 WHO DOES CURRICULUM BIAS REVIEW
01:55:58:00 01:55:59:00 CAN GIVE ME A STEP BY STEP
01:55:59:00 01:56:00:00 PROCESS AND WHO IS INVOLVED AND

01:56:00:00 01:56:06:00 HOW OFTEN I CAN GET US STARTED
01:56:06:00 01:56:10:00 AND THEN IF SOME OF MY
01:56:10:00 01:56:11:00 COLLEAGUES WANT TO ADD IT IS
01:56:11:00 01:56:14:00 DEFINITELY A CROSS-FUNCTIONAL
01:56:14:00 01:56:18:00 CROSS-FUNCTIONAL WORK ACROSS
01:56:18:00 01:56:18:00 MANY TEAMS IN CENTRAL OFFICE
01:56:18:00 01:56:25:00 AND SCHOOLS AS I HAVE MENTIONED
01:56:25:00 01:56:26:00 , WE HAVE A FRAMEWORK THAT WE
01:56:26:00 01:56:30:00 UTILIZE IN ORDER TO YOU KNOW,
01:56:30:00 01:56:33:00 TO GUIDE US WITH THIS WORK AND
01:56:33:00 01:56:38:00 IT'S DEFINITELY BEEN A PRIORITY
01:56:38:00 01:56:41:00 IN THE PAST AND MOVING FORWARD
01:56:41:00 01:56:45:00 AS WE REENGAGE AND REHMAT IN
01:56:45:00 01:56:48:00 HOW WE WANT TO ENGAGE STUDENTS
01:56:48:00 01:56:49:00 WILL IT WILL CONTINUE TO HAVE
01:56:49:00 01:56:53:00 FRONT AND CENTER INTEREST FOR
01:56:53:00 01:56:57:00 US AND TO MAKE SURE THAT WE
01:56:57:00 01:56:58:00 PROVIDE FOR OUR TEACHERS THE
01:56:58:00 01:57:01:00 MATERIALS THEY NEED AND FOR
01:57:01:00 01:57:05:00 STUDENTS IS THERE ANYONE ELSE
01:57:05:00 01:57:06:00 WHO COULD COMMENT AROUND
01:57:06:00 01:57:11:00 DOLLARS?
01:57:11:00 01:57:14:00 I WOULD JUST ADD IN TERMS
01:57:14:00 01:57:15:00 OF THE FUNDING.
01:57:15:00 01:57:16:00 SO LAST YEAR AS YOU KNOW, WE'VE
01:57:16:00 01:57:17:00 ROLLED OUT A LITERACY
01:57:17:00 01:57:19:00 INITIATIVE AND HAD FUNDING SET
01:57:19:00 01:57:20:00 ASIDE TO BE ABLE TO PURCHASE
01:57:20:00 01:57:23:00 NEW CURRICULUM IN GRADES K
01:57:23:00 01:57:26:00 THROUGH EIGHT.
01:57:26:00 01:57:27:00 THOSE FUNDS WERE ROLLED FORWARD
01:57:27:00 01:57:30:00 AS PART OF THIS TO BE ABLE TO
01:57:30:00 01:57:31:00 CONTINUE TO DO AND INVESTMENT
01:57:31:00 01:57:34:00 IN CURRICULUM AND I WILL ALSO
01:57:34:00 01:57:35:00 SAY THAT IT IS A TOPIC THAT HAS
01:57:35:00 01:57:36:00 COME UP WHEN WE START TO THINK
01:57:36:00 01:57:38:00 ABOUT SOME OF THE FEDERAL
01:57:38:00 01:57:39:00 RELIEF FUNDS AS WE START TO
01:57:39:00 01:57:41:00 THINK ABOUT THOSE INVESTMENTS
01:57:41:00 01:57:42:00 THAT CAN OUTLAST A SINGLE YEAR
01:57:42:00 01:57:43:00 AND CAN HAVE TRANSFORMATIVE
01:57:43:00 01:57:48:00 CHANGE IN THE DISTRICT WHILE
01:57:48:00 01:57:49:00 NOT ALWAYS SORT OF THE MOST
01:57:49:00 01:57:52:00 EXCITING THING TO TALK ABOUT
01:57:52:00 01:57:53:00 SOME TIME THE SORT OF BASICS
01:57:53:00 01:57:56:00 OF OF CURRICULUM AND THE
01:57:56:00 01:57:57:00 NECESSARY SUPPORT PROFESSIONAL
01:57:57:00 01:57:59:00 DEVELOPMENT THESE COME TO THE
01:57:59:00 01:58:00:00 TEACHERS CAN BE REALLY
01:58:00:00 01:58:03:00 IMPORTANT AND HIGH LEVERAGE
01:58:03:00 01:58:04:00 CHANGE FOR FOR THE DISTRICT.
01:58:04:00 01:58:08:00 I THINK CURRICULUM IS GREAT TO
01:58:08:00 01:58:08:00 TALK TO.
01:58:08:00 01:58:11:00 I'M VERY EXCITED SO THAT RIGHT.

01:58:11:00 01:58:14:00 JUST HOW OFTEN IS THIS PROCESS
01:58:14:00 01:58:15:00 IN TERMS OF CURRICULUM BIASED
01:58:15:00 01:58:15:00 REVIEW IS THIS TRIGGERED BY
01:58:15:00 01:58:18:00 TEACHERS AT THE AT THE GROUND
01:58:18:00 01:58:19:00 LEVEL LIKE THAT?
01:58:19:00 01:58:19:00 THE STEPS AND PROCESSES FOR
01:58:19:00 01:58:22:00 THIS ARE STILL SORT OF MURKY
01:58:22:00 01:58:22:00 MYSTERIOUS TO ME.
01:58:22:00 01:58:23:00 I KNOW THAT SOME PEOPLE IN
01:58:23:00 01:58:24:00 CENTRAL OFFICE LOOK AT
01:58:24:00 01:58:26:00 CURRICULUM BUT HOW ARE WE
01:58:26:00 01:58:27:00 FLAGGING THIS?
01:58:27:00 01:58:27:00 HOW OFTEN IS THIS BEING
01:58:27:00 01:58:28:00 FLAGGED?
01:58:28:00 01:58:28:00 WHAT DOES THAT ACTUALLY MEAN
01:58:28:00 01:58:29:00 WHEN YOU SAY YOU LOOK AT
01:58:29:00 01:58:30:00 CURRICULUM WE JUST GET MORE
01:58:30:00 01:58:33:00 INTO THE MEAT OF THAT?
01:58:33:00 01:58:34:00 YEAH, WE WANT TO ESTABLISH
01:58:34:00 01:58:37:00 CYCLES OF REVIEW.
01:58:37:00 01:58:41:00 WE KNOW THAT MORE THAN LIKELY
01:58:41:00 01:58:42:00 MANY OF OUR MATERIALS HAVE SORT
01:58:42:00 01:58:45:00 OF A SHELF LIFE OF PROBABLY
01:58:45:00 01:58:46:00 MORE THAN FIVE YEARS.
01:58:46:00 01:58:49:00 SO WE NEED TO ENGAGE IN AN
01:58:49:00 01:58:50:00 ONGOING CYCLE OF REVIEWING
01:58:50:00 01:58:52:00 THOSE MATERIALS AND AS TEACHERS
01:58:52:00 01:58:56:00 UTILIZE THE MATERIALS THEY
01:58:56:00 01:58:57:00 CERTAINLY FLAG ANY CONCERNS
01:58:57:00 01:59:00:00 THAT THEY MAY HAVE SO THAT WE
01:59:00:00 01:59:03:00 CAN ADDRESS THEM IMMEDIATELY.
01:59:03:00 01:59:04:00 AND AS I MENTIONED, THERE WERE
01:59:04:00 01:59:08:00 REVIEWS CONDUCTED FOR ENGLISH
01:59:08:00 01:59:09:00 LANGUAGE ARTS AND SPANISH
01:59:09:00 01:59:12:00 LANGUAGE ARTS AND WE WILL
01:59:12:00 01:59:13:00 CONTINUE WITH ALL OF THE OTHER
01:59:13:00 01:59:16:00 CONTENT AREAS AND CERTAINLY
01:59:16:00 01:59:20:00 ENGAGE TEACHERS, PRINCIPALS AND
01:59:20:00 01:59:20:00 CENTRAL OFFICE STAFF.
01:59:20:00 01:59:24:00 THANK YOU FOR THAT.
01:59:24:00 01:59:25:00 IN YOUR SECOND QUESTION HERE IS
01:59:25:00 01:59:26:00 ABOUT THE CODE OF CONDUCT FOR
01:59:26:00 01:59:27:00 BAPS.
01:59:27:00 01:59:28:00 DOES BAPS HAVE A BREAKDOWN
01:59:28:00 01:59:29:00 OF CODE OF CONDUCT VIOLATIONS
01:59:29:00 01:59:30:00 AND DOES IT TRACK VIOLATIONS
01:59:30:00 01:59:35:00 THROUGHOUT THE YEAR?
01:59:35:00 01:59:38:00 GOOD MORNING COUNCILOR ROYALLE.
01:59:38:00 01:59:40:00 SO YEAH, WE ARE REQUIRED BY LAW
01:59:40:00 01:59:43:00 TO REVIEW CODE OF CONDUCT DATA
01:59:43:00 01:59:46:00 AND INCIDENCES THAT OCCUR.
01:59:46:00 01:59:48:00 WE DO THAT ON A MONTHLY BASIS
01:59:48:00 01:59:48:00 WITH SOME OF OUR TEAM MEMBERS
01:59:48:00 01:59:50:00 AND SCHOOL LEADERS SO I'M NOT

01:59:50:00 01:59:52:00 SURE WHAT EXACTLY YOU'D WANT TO
01:59:52:00 01:59:55:00 BUT WE COULD IF YOU'D ASKED
01:59:55:00 01:59:56:00 DOES BAPS HAVE DIDN'T HAVE THE
01:59:56:00 02:00:00:00 ABILITY TO PROVIDE A BREAKDOWN
02:00:00:00 02:00:01:00 BY GENDER, RACE, ETHNICITY FOR
02:00:01:00 02:00:03:00 CODES OF CONDUCT VIOLATIONS AS
02:00:03:00 02:00:04:00 WELL AS COULD THEY PROVIDE THAT
02:00:04:00 02:00:08:00 BREAKDOWN BY TYPE?
02:00:08:00 02:00:09:00 THERE'S SOME OF THAT WE CAN DO
02:00:09:00 02:00:10:00 IN SOME WE CAN'T DO BUT WE CAN
02:00:10:00 02:00:11:00 LET YOU SPECIFICALLY WHAT'S
02:00:11:00 02:00:12:00 POSSIBLE AND THEN WE CAN KIND
02:00:12:00 02:00:15:00 OF GO FROM THERE SO YOU CAN'T
02:00:15:00 02:00:15:00 DO SOME OF THEM.
02:00:15:00 02:00:16:00 IS IT JUST BECAUSE IT'S NOT
02:00:16:00 02:00:19:00 DATA TRACTORS IT PROTECTED BUT
02:00:19:00 02:00:23:00 IT WAS THE COMBINATION OF BOTH
02:00:23:00 02:00:23:00 .
02:00:23:00 02:00:24:00 BUT THERE ARE AREAS BUT WE DO
02:00:24:00 02:00:25:00 TRACK THAT WE'RE RELIABLE AND
02:00:25:00 02:00:26:00 WE DO CONNECT SCHOOLS ABOUT
02:00:26:00 02:00:27:00 SUCH AS LOCATION OF INCIDENCE
02:00:27:00 02:00:28:00 TYPE OF INCIDENTS.
02:00:28:00 02:00:29:00 WE DO HAVE THE PARTICIPANTS WHO
02:00:29:00 02:00:31:00 ARE INVOLVED AND WE DO THOSE
02:00:31:00 02:00:35:00 PIECES BUT SOME MAYBE WILL
02:00:35:00 02:00:36:00 COMPLICATE THE TRACK BECAUSE
02:00:36:00 02:00:38:00 OF PROTECTING FOLKS THAT ARE
02:00:38:00 02:00:39:00 INVOLVED AND INVOLVED
02:00:39:00 02:00:40:00 WITNESSES, VICTIMS, THAT KIND
02:00:40:00 02:00:42:00 OF THING.
02:00:42:00 02:00:46:00 OK, NOW ANOTHER QUESTION FOR
02:00:46:00 02:00:47:00 FOLKS AND I THINK THIS IS
02:00:47:00 02:00:47:00 PROBABLY THE LAST QUESTION THAT
02:00:47:00 02:00:50:00 I HAVE FOR THIS ROUND BECAUSE I
02:00:50:00 02:00:51:00 THINK IT'S A PROBLEM TO COME
02:00:51:00 02:00:51:00 ALL THE TIME.
02:00:51:00 02:00:54:00 BUT IN TERMS OF I KNOW WE'VE
02:00:54:00 02:00:55:00 TALKED ABOUT HOW MANY NURSES
02:00:55:00 02:00:57:00 WILL HAVE IN EVERY BUILDING AND
02:00:57:00 02:01:01:00 SOCIAL WORKERS BUT HOW MANY HOW
02:01:01:00 02:01:02:00 SCHOOLS WILL NOT HAVE A FAMILY
02:01:02:00 02:01:05:00 LIAISON NEXT YEAR?
02:01:05:00 02:01:06:00 OH, ALL SCHOOLS WILL HAVE A
02:01:06:00 02:01:09:00 FAMILY AS I'M POSITIONED FOR
02:01:09:00 02:01:10:00 NEXT YEAR.
02:01:10:00 02:01:12:00 SCHOOL PSYCHOLOGIST I DON'T
02:01:12:00 02:01:13:00 KNOW IF YOU HAVE THE NUMBER
02:01:13:00 02:01:16:00 OF SCHOOLS ECOLOGISTS PER
02:01:16:00 02:01:20:00 SCHOOL.
02:01:20:00 02:01:21:00 I DON'T HAVE THE EXACT NUMBER I
02:01:21:00 02:01:24:00 KNOW ANDREW'S ON THE CALL.
02:01:24:00 02:01:25:00 MAYBE SHE CAN ANSWER BROADLY
02:01:25:00 02:01:28:00 VIOLENT.

02:01:28:00 02:01:32:00 HELLO.
02:01:32:00 02:01:32:00 YEAH.
02:01:32:00 02:01:33:00 THIRTY ONE SCHOOLS WILL HAVE A
02:01:33:00 02:01:35:00 FULL TIME SCHOOL PSYCHOLOGIST
02:01:35:00 02:01:36:00 NEXT SCHOOL YEAR.
02:01:36:00 02:01:40:00 THE REMAINING SCHOOLS WILL
02:01:40:00 02:01:41:00 SHARE A SCHOOL PSYCHOLOGIST
02:01:41:00 02:01:44:00 ACROSS TWO OR OCCASIONALLY
02:01:44:00 02:01:45:00 THREE SCHOOLS.
02:01:45:00 02:01:46:00 SO LET ME TRY TO MAKE SENSE
02:01:46:00 02:01:47:00 OF THIS SO THERE'S THIRTY ONE
02:01:47:00 02:01:48:00 FULL TIME SCHOOL PSYCHOLOGISTS
02:01:48:00 02:01:49:00 AND I'M ASSUMING SPECIFIC
02:01:49:00 02:01:52:00 SCHOOLS THOSE SAME SCHOOL
02:01:52:00 02:01:53:00 PSYCHOLOGISTS AREN'T THE ONES
02:01:53:00 02:01:54:00 BEING SHARED IN THESE OTHER
02:01:54:00 02:01:55:00 SCHOOL DISTRICTS.
02:01:55:00 02:01:56:00 RIGHT, RIGHT.
02:01:56:00 02:01:57:00 SO THIRTY ONE SCHOOL
02:01:57:00 02:02:00:00 PSYCHOLOGISTS ARE FULL TIME IN
02:02:00:00 02:02:00:00 THEIR ONE SCHOOL COMMUNITY.
02:02:00:00 02:02:01:00 YEAH.
02:02:01:00 02:02:04:00 THEN ANOTHER SCHOOL
02:02:04:00 02:02:05:00 PSYCHOLOGIST MAY WORK IN TWO
02:02:05:00 02:02:08:00 SCHOOLS AND WHAT'S THE TOTAL
02:02:08:00 02:02:11:00 NUMBER OF SCHOOL PSYCHOLOGISTS
02:02:11:00 02:02:12:00 FOR THIS YEAR WE HAVE EIGHTY
02:02:12:00 02:02:16:00 FOUR NEXT YEAR WE WILL HAVE
02:02:16:00 02:02:19:00 NINETY ONE AS TEN SCHOOLS HAVE
02:02:19:00 02:02:23:00 CHOSEN TO USE THEIR SOCIAL WORK
02:02:23:00 02:02:24:00 FUNDS TO INCREASE THEIR SCHOOL
02:02:24:00 02:02:27:00 PSYCHOLOGY TIME.
02:02:27:00 02:02:28:00 OK THEN HOW MANY GUIDANCE
02:02:28:00 02:02:29:00 COUNSELORS DO WE HAVE FOR
02:02:29:00 02:02:30:00 SCHOOL?
02:02:30:00 02:02:31:00 I DEFER TO SOMEONE ELSE TO
02:02:31:00 02:02:38:00 ANSWER.
02:02:38:00 02:02:39:00 I THINK WE'LL NEED TO COME BACK
02:02:39:00 02:02:42:00 TO YOU WITH THE BREAKDOWN
02:02:42:00 02:02:43:00 OF GUIDANCE COUNSELORS AS PART
02:02:43:00 02:02:46:00 OF THAT SO ARE THERE OTHER
02:02:46:00 02:02:47:00 POSITIONS AS WELL THAT WE CAN
02:02:47:00 02:02:47:00 PULL THE INFORMATION FOR AND
02:02:47:00 02:02:50:00 HAVE THAT FOR YOU?
02:02:50:00 02:02:51:00 I THINK WE TALKED ABOUT SOCIAL
02:02:51:00 02:02:53:00 WORKERS, SCHOOL PSYCHOLOGISTS
02:02:53:00 02:02:54:00 GUIDANCE.
02:02:54:00 02:02:55:00 YOU DEFINITELY GOT THE SOCIAL
02:02:55:00 02:02:57:00 WORKERS NOT COVERED .
02:02:57:00 02:02:58:00 SOME PSYCHOLOGISTS COVERED IN
02:02:58:00 02:02:59:00 THE AVON COVERED .
02:02:59:00 02:03:01:00 YOU WON EVERY SCHOOL AND THEN
02:03:01:00 02:03:02:00 THE I THINK THE ONLY ONE IS
02:03:02:00 02:03:05:00 GUIDANCE COUNSELOR IS THAT

02:03:05:00 02:03:05:00 THAT'S OUTSTANDING.
02:03:05:00 02:03:06:00 RIGHT.
02:03:06:00 02:03:06:00 WE CAN HAVE THAT INFORMATION
02:03:06:00 02:03:08:00 FOR YOU.
02:03:08:00 02:03:09:00 SO I'M GOING TO END MY
02:03:09:00 02:03:10:00 QUESTIONS THERE.
02:03:10:00 02:03:13:00 KENZIE OR MADAM CHAIR IT'S IS
02:03:13:00 02:03:14:00 YOU HAVE SUCH A FUN NAME.
02:03:14:00 02:03:17:00 CAN I JUST SAY THAT'S ALL GOOD
02:03:17:00 02:03:20:00 THAT'S GOOD BECAUSE I HAD
02:03:20:00 02:03:21:00 NEGLECTED TO RAISE THE GAVEL
02:03:21:00 02:03:22:00 THAT YOU HAD NINETEEN SECONDS
02:03:22:00 02:03:24:00 LEFT SO YOU CAME IN UNDER I
02:03:24:00 02:03:27:00 CAME IN ON THAT ONE YES.
02:03:27:00 02:03:28:00 YES TECHNICALLY TRUE.
02:03:28:00 02:03:31:00 ALL RIGHT SORRY.
02:03:31:00 02:03:35:00 NEXT UP IS COUNCILOR FLYNN AND
02:03:35:00 02:03:36:00 THEN IT'LL BE COUNCILOR
02:03:36:00 02:03:37:00 FLAHERTY AND BRIGHTON COUNCILOR
02:03:37:00 02:03:39:00 FLYNN.
02:03:39:00 02:03:40:00 THANK YOU.
02:03:40:00 02:03:40:00 THANK YOU.
02:03:40:00 02:03:42:00 COUNCILOR BORKAN TO THE TEAM
02:03:42:00 02:03:47:00 THAT IS HERE WANTED TO FOCUS
02:03:47:00 02:03:50:00 SOME OF MY QUESTIONING COMMENTS
02:03:50:00 02:03:52:00 ON THE VERY DIFFICULT YEAR FOR
02:03:52:00 02:03:54:00 THE AAPI STUDENTS.
02:03:54:00 02:03:58:00 A LOT OF HATE CRIME, VIOLENCE,
02:03:58:00 02:04:02:00 INTIMIDATION BUT GOING AS OUR
02:04:02:00 02:04:03:00 STUDENTS GO BACK TO CLASS, WHAT
02:04:03:00 02:04:09:00 TYPE OF SERVICES OUTREACH WE
02:04:09:00 02:04:10:00 PROVIDING THE STUDENTS WE
02:04:10:00 02:04:13:00 PROVIDING THE TEACHERS AND THE
02:04:13:00 02:04:17:00 PARENTS AS WELL THE FAMILIES.
02:04:17:00 02:04:18:00 SO THAT'S AN IMPORTANT ISSUE TO
02:04:18:00 02:04:21:00 ME BECAUSE IT'S AN IMPORTANT
02:04:21:00 02:04:22:00 ISSUE TO MY CONSTITUENTS.
02:04:22:00 02:04:25:00 SO I WANT TO SEE WHAT OUR PLAN
02:04:25:00 02:04:26:00 IS AND MAKING SURE THAT WE'RE
02:04:26:00 02:04:46:00 DOING EVERYTHING WE CAN FOR OUR
02:04:46:00 02:04:47:00 AAPI STUDENTS AND FAMILIES.
02:04:47:00 02:04:49:00 I'M I'M HAPPY TO JUMP IN.
02:04:49:00 02:04:49:00 COUNCILOR, WE HAVE BEEN SHARING
02:04:49:00 02:04:50:00 RESOURCES ACROSS OUR TEAMS BOTH
02:04:50:00 02:04:51:00 SOCIAL WORKERS AND SCHOOL
02:04:51:00 02:04:51:00 PSYCHOLOGISTS TO USE AT THE
02:04:51:00 02:04:52:00 SCHOOL LEVEL.
02:04:52:00 02:04:52:00 WE HAVE COLLABORATED WITH FOLKS
02:04:52:00 02:04:53:00 FROM THE OFFICE OF THE OVAL
02:04:53:00 02:04:55:00 OFFICE TO DO SOME PARENT
02:04:55:00 02:04:58:00 CONVERSATIONS AND IN HOSTING
02:04:58:00 02:04:59:00 PARENTS TO TALK ABOUT THIS AND
02:04:59:00 02:05:00:00 CONNECTING THEM TO RESOURCES AS
02:05:00:00 02:05:03:00 WELL AND REALLY AS A DISTRICT

02:05:03:00 02:05:07:00 WE HAVE SHARED RESOURCES FOR
02:05:07:00 02:05:10:00 ALL INCLUDING TEACHERS AGAIN
02:05:10:00 02:05:11:00 DOING SOME OF THESE
02:05:11:00 02:05:12:00 INTERVENTIONS IN THE CLASSROOM
02:05:12:00 02:05:12:00 ALLOWING THE SPACE FOR STUDENTS
02:05:12:00 02:05:14:00 TO BE ABLE TO TALK ABOUT THEIR
02:05:14:00 02:05:15:00 EXPERIENCES AND ELEVATING THEIR
02:05:15:00 02:05:18:00 VOICES SO THAT WILL CONTINUE
02:05:18:00 02:05:22:00 ITS USE FOR API INCIDENT AND
02:05:22:00 02:05:26:00 ALSO API HATE INCIDENTS.
02:05:26:00 02:05:30:00 IT'S ALSO WE USE REALLY FOR A
02:05:30:00 02:05:31:00 LOT OF THE TRAUMAS THAT OUR
02:05:31:00 02:05:31:00 STUDENTS ARE EXPERIENCING IN
02:05:31:00 02:05:32:00 DIFFERENT WAYS.
02:05:32:00 02:05:34:00 SO THE SAME THE SAME SORT
02:05:34:00 02:05:38:00 OF DEPLOYMENT OF RESOURCES THAT
02:05:38:00 02:05:39:00 WE DO WITH THE MENTAL HEALTH
02:05:39:00 02:05:39:00 FOLKS.
02:05:39:00 02:05:40:00 BUT AGAIN FOR TEACHERS AND
02:05:40:00 02:05:44:00 AGAIN TO FAMILIES SO THANK YOU.
02:05:44:00 02:05:45:00 THANK YOU.
02:05:45:00 02:05:49:00 I JUST WANT TO FOLLOW UP WITH
02:05:49:00 02:05:49:00 THAT.
02:05:49:00 02:05:52:00 WHAT ARE WE DOING THIS SUMMER
02:05:52:00 02:05:53:00 FOR OUR ASIAN STUDENTS AND
02:05:53:00 02:05:56:00 ASIANS ASIAN FAMILIES IT'S A
02:05:56:00 02:05:59:00 CRITICAL TIME THIS SUMMER.
02:05:59:00 02:06:00:00 OBVIOUSLY THE PANDEMIC IS
02:06:00:00 02:06:03:00 ALMOST OVER BUT WE'RE STILL
02:06:03:00 02:06:04:00 SEEING A LOT OF TROUBLING
02:06:04:00 02:06:07:00 INCIDENTS OF A VIOLENCE AGAINST
02:06:07:00 02:06:08:00 THE ASIAN COMMUNITY.
02:06:08:00 02:06:10:00 I GUESS MY QUESTION IS OVER THE
02:06:10:00 02:06:11:00 NEXT TWO MONTHS I WANT TO MAKE
02:06:11:00 02:06:15:00 SURE THAT WE INCLUDE IN ENGAGE
02:06:15:00 02:06:16:00 THE ASIAN STUDENTS IN AS MUCH
02:06:16:00 02:06:19:00 SERVICES AND OUTREACH AS WE
02:06:19:00 02:06:20:00 CAN.
02:06:20:00 02:06:23:00 I DON'T WANT TO WAIT TWO MONTHS
02:06:23:00 02:06:24:00 AND THEN AND THEN START THE
02:06:24:00 02:06:26:00 PROCESS OF HELPING OUR ASIAN
02:06:26:00 02:06:27:00 STUDENTS WHEN THEY RETURN TO
02:06:27:00 02:06:30:00 SCHOOL.
02:06:30:00 02:06:34:00 THE MONARCHOS COMES TO FUND.
02:06:34:00 02:06:35:00 WHAT I WOULD SAY TO THAT IS
02:06:35:00 02:06:36:00 THERE SO THIS SUMMER WE'RE IN
02:06:36:00 02:06:39:00 THE PROCESS OF PLANNING A
02:06:39:00 02:06:39:00 ROBUST SUMMER OPPORTUNITY
02:06:39:00 02:06:40:00 PROGRAM FOR ALL OF OUR STUDENTS
02:06:40:00 02:06:43:00 INCLUDING THE ASIAN COMMUNITY
02:06:43:00 02:06:46:00 AND WHAT WE'VE DONE FOR THE
02:06:46:00 02:06:47:00 SUMMER FOR ANYONE THAT'S
02:06:47:00 02:06:48:00 ENGAGED WITH US THAT WAY IS
02:06:48:00 02:06:50:00 PROVIDE ADDITIONAL SOCIAL

02:06:50:00 02:06:51:00 WORKERS AND THEY'RE ALSO
02:06:51:00 02:06:51:00 ENGAGED IN SUPPORTING OUR
02:06:51:00 02:06:54:00 STUDENTS AND ALSO FINDING A
02:06:54:00 02:06:58:00 VARIOUS AMOUNT OF SOCIAL
02:06:58:00 02:06:59:00 EMOTIONAL OPPORTUNITIES AND
02:06:59:00 02:07:00:00 PHYSICAL ACTIVITIES AS WELL TO
02:07:00:00 02:07:02:00 KEEP FOLKS ENGAGED AND HEALTHY
02:07:02:00 02:07:03:00 AND MAKING SURE THAT THEY HAVE
02:07:03:00 02:07:06:00 A TRUSTED ADULT TO CONNECT WITH
02:07:06:00 02:07:06:00 WHILE THEY'RE IN OUR PROGRAM
02:07:06:00 02:07:09:00 WE'RE ALSO SUPPORTING THE CITY
02:07:09:00 02:07:10:00 WITH ADVERTISING A LOT OF THE
02:07:10:00 02:07:11:00 SUMMER JOB OPPORTUNITIES THAT
02:07:11:00 02:07:14:00 THEY COULD BE INVOLVED AND JUST
02:07:14:00 02:07:14:00 MAKING SURE THEY STAY CONNECTED
02:07:14:00 02:07:17:00 AND JUST THE WAY EVERYBODY
02:07:17:00 02:07:18:00 OPPORTUNITIES FOR THE SUMMER.
02:07:18:00 02:07:19:00 SO THIS INCLUDES OUR FEEDING
02:07:19:00 02:07:21:00 PROGRAMS INCLUDES NEW
02:07:21:00 02:07:22:00 OPPORTUNITIES AROUND PHYSICAL
02:07:22:00 02:07:25:00 ACTIVITY AND HEALTH RELATED
02:07:25:00 02:07:25:00 SERVICES.
02:07:25:00 02:07:26:00 SO THAT'S THAT'S OUR APPROACH
02:07:26:00 02:07:36:00 FROM OK, YOU KNOW, I WOULD LIKE
02:07:36:00 02:07:37:00 TO MAKE SURE THAT WE CONTINUE
02:07:37:00 02:07:38:00 THAT OUTREACH AND HIRING THE
02:07:38:00 02:07:41:00 RIGHT PEOPLE ALSO IN BAPS THAT
02:07:41:00 02:07:44:00 CAN SPEAK CANTONESE IN
02:07:44:00 02:07:45:00 MANDARIN.
02:07:45:00 02:07:46:00 I THINK WE CAN DO A BETTER JOB
02:07:46:00 02:07:48:00 ON THAT OUTREACH.
02:07:48:00 02:07:49:00 I KNOW IT'S DIFFICULT AT TIMES
02:07:49:00 02:07:52:00 TO RECRUIT PEOPLE THAT CAN
02:07:52:00 02:07:55:00 SPEAK CANTONESE AND MANDARIN
02:07:55:00 02:07:56:00 BUT I JUST WANT US TO CONTINUE
02:07:56:00 02:08:00:00 TRYING AND WORKING ON THAT.
02:08:00:00 02:08:04:00 BUT I OFTEN FELT LIKE SOME
02:08:04:00 02:08:04:00 OF THE CHINESE STUDENTS ARE
02:08:04:00 02:08:10:00 OFTEN OVERLOOKED IN IN OUR CITY
02:08:10:00 02:08:12:00 AND I WANT TO MAKE SURE THAT BP
02:08:12:00 02:08:13:00 DOESN'T DO THAT AND THEY
02:08:13:00 02:08:15:00 PROVIDE THEM WITH THE SAME
02:08:15:00 02:08:19:00 RESOURCES OPPORTUNITIES AS AS
02:08:19:00 02:08:19:00 OTHER STUDENTS AS WELL.
02:08:19:00 02:08:23:00 SO JUST WANT TO MAKE SURE I
02:08:23:00 02:08:24:00 HAVE A COMMITMENT THAT BP
02:08:24:00 02:08:27:00 UNDERSTANDS THE IMPORTANCE
02:08:27:00 02:08:27:00 OF THIS ISSUE BECAUSE MY
02:08:27:00 02:08:30:00 CONSTITUENTS DESERVE THE SAME
02:08:30:00 02:08:31:00 LEVEL OF SUPPORT AS ANY OTHER
02:08:31:00 02:08:37:00 STUDENTS AS WELL.
02:08:37:00 02:08:38:00 THANK YOU, COUNCILOR FLYNN.
02:08:38:00 02:08:39:00 WE DO SHARE THAT SENTIMENT AND
02:08:39:00 02:08:41:00 WE LOOK FORWARD TO WORKING WITH

02:08:41:00 02:08:42:00 YOU ON THOSE ENDEAVORS.
02:08:42:00 02:08:42:00 OK, ONE FINAL QUESTION.
02:08:42:00 02:08:45:00 IF HAS ANY ISSUES THAT WE'RE
02:08:45:00 02:08:46:00 NOT MAKING PROGRESS ON ANY
02:08:46:00 02:08:49:00 OF THESE ISSUES, CAN YOU LET ME
02:08:49:00 02:08:52:00 KNOW AND I CAN TRY TO HELP OR
02:08:52:00 02:08:56:00 TRY TO GET RESOURCES IF I CAN.
02:08:56:00 02:08:57:00 I'M NOT GOING TO BE UPSET IF
02:08:57:00 02:08:57:00 WE'RE NOT MAKING PROGRESS.
02:08:57:00 02:09:00:00 I'M GOING TO BE UPSET IF I
02:09:00:00 02:09:01:00 DON'T KNOW ABOUT IT.
02:09:01:00 02:09:04:00 SO YOU KNOW, IF THERE ARE
02:09:04:00 02:09:05:00 ISSUES AND WE HAVE CHALLENGES,
02:09:05:00 02:09:09:00 PLEASE LET ME KNOW AND I WANT
02:09:09:00 02:09:10:00 TO BE PART OF THAT SOLUTION IN
02:09:10:00 02:09:11:00 IN PROGRESS IN HELPING OUR
02:09:11:00 02:09:15:00 ASIAN STUDENTS COUNCIL BLOCK.
02:09:15:00 02:09:19:00 THAT'S ALL I HAVE.
02:09:19:00 02:09:20:00 THANK YOU.
02:09:20:00 02:09:20:00 GREAT.
02:09:20:00 02:09:22:00 THANKS SO MUCH, COUNCILOR NEXT
02:09:22:00 02:09:23:00 STEPS COUNCILOR FLAHERTY.
02:09:23:00 02:09:26:00 THANK YOU, MADAM CHAIR.
02:09:26:00 02:09:27:00 THANKS TO THE SUPERINTENDENT'S
02:09:27:00 02:09:30:00 TEAM CFO NATE KOUTOU, CHARLES
02:09:30:00 02:09:31:00 MANSON AND THE FOLKS THAT
02:09:31:00 02:09:34:00 PRESENTED THIS MORNING FOR ME
02:09:34:00 02:09:38:00 CLOSING THE OPPORTUNITY THE
02:09:38:00 02:09:39:00 ACHIEVEMENT GAP IS THE MOST
02:09:39:00 02:09:40:00 IMPORTANT THING THAT WE CAN DO
02:09:40:00 02:09:41:00 FOR OUR STUDENTS.
02:09:41:00 02:09:43:00 A CRITICAL PART OF DOING SO IS
02:09:43:00 02:09:46:00 TO GIVE OUR STUDENTS ACCESS TO
02:09:46:00 02:09:46:00 OPPORTUNITIES THAT CAN PUT THEM
02:09:46:00 02:09:49:00 ON PATHWAYS TO TO SUCCEED IN
02:09:49:00 02:09:50:00 ENSURING THAT WE'RE MEETING THE
02:09:50:00 02:09:53:00 STUDENT'S NEEDS WHERE THEY ARE
02:09:53:00 02:09:54:00 AT AND PROVIDING ADEQUATE
02:09:54:00 02:09:57:00 SUPPORT TO ALL OF OUR STUDENTS
02:09:57:00 02:09:58:00 ACADEMIC, EMOTIONAL, SOCIAL,
02:09:58:00 02:10:02:00 ETC. SO FOR ME KIND OF WHERE
02:10:02:00 02:10:02:00 COUNTERPLAN LEFT OFF IS IT'S
02:10:02:00 02:10:05:00 REALLY IT'S FOR ME IT'S ABOUT
02:10:05:00 02:10:05:00 DELIVERABLES.
02:10:05:00 02:10:08:00 SO CAN SOMEONE PROVIDE MORE
02:10:08:00 02:10:12:00 INFORMATION ON PLANS TO CLOSE
02:10:12:00 02:10:13:00 OPPORTUNITY AND ACHIEVEMENT GAP
02:10:13:00 02:10:17:00 AS WELL AS THE PROVISIONS
02:10:17:00 02:10:18:00 AROUND WRAPAROUND SERVICES SO
02:10:18:00 02:10:20:00 WE GET STUDENTS BACK ON TRACK
02:10:20:00 02:10:21:00 PARTICULARLY BECAUSE OF THE
02:10:21:00 02:10:25:00 PANDEMIC AND ARGUABLY A YEAR
02:10:25:00 02:10:26:00 OF LEARNING AS WELL AS THE
02:10:26:00 02:10:29:00 INCREASED NEED FOR TRAUMA

02:10:29:00 02:10:29:00 CRISIS AND MENTAL HEALTH
02:10:29:00 02:10:33:00 SUPPORT AND HOW IT FITS INTO
02:10:33:00 02:10:37:00 THE STRATEGIC PLAN AND
02:10:37:00 02:10:38:00 COMMITMENT ONE IN GENERAL
02:10:38:00 02:10:40:00 THAT'S SORT OF THE FIRST ISSUE
02:10:40:00 02:10:41:00 I HAVE AND HOW WE'RE HOLDING
02:10:41:00 02:10:43:00 OURSELVES TO THOSE DELIVERABLES
02:10:43:00 02:10:44:00 .
02:10:44:00 02:10:45:00 AND THEN THE NEXT DAY MY NEXT
02:10:45:00 02:10:47:00 QUESTION IS THE DECLINE
02:10:47:00 02:10:48:00 ENROLLMENT THIS YEAR HAS BEEN
02:10:48:00 02:10:51:00 VERY TROUBLING FOR THE YOU KNOW
02:10:51:00 02:10:52:00 SO I GUESS HOW ARE WE FUNDING
02:10:52:00 02:10:55:00 OUR SCHOOLS TO ENSURE THAT
02:10:55:00 02:10:56:00 SCHOOLS THAT ARE LOSING
02:10:56:00 02:10:59:00 STUDENTS DO NOT SEE CUTS MORE
02:10:59:00 02:10:59:00 CUTS TO FUNDING?
02:10:59:00 02:11:02:00 I'M HAPPY TO SEE THAT THERE'S
02:11:02:00 02:11:03:00 AN INVESTMENT IN FAMILY
02:11:03:00 02:11:04:00 LIAISONS THAT REFLECT THE
02:11:04:00 02:11:06:00 LANGUAGE OF CULTURAL CULTURES
02:11:06:00 02:11:07:00 OF THE COMMUNITIES.
02:11:07:00 02:11:08:00 BUT OFTENTIMES FAMILIES REACH
02:11:08:00 02:11:11:00 OUT BECAUSE THEY DON'T
02:11:11:00 02:11:11:00 UNDERSTAND HOW TO NAVIGATE THE
02:11:11:00 02:11:15:00 SYSTEM AND I GUESS WE'LL WE'LL
02:11:15:00 02:11:15:00 EACH SCHOOL HAVE A FAMILY
02:11:15:00 02:11:16:00 LIAISON.
02:11:16:00 02:11:18:00 AND WHAT IS THE PROGRESS ON ON
02:11:18:00 02:11:19:00 THAT HIRING PROCESS?
02:11:19:00 02:11:20:00 SO THAT SHOULD BE THE FIRST
02:11:20:00 02:11:23:00 COUPLE TWO OR THREE QUESTIONS,
02:11:23:00 02:11:24:00 MADAM CHAIR AND I'LL I'LL
02:11:24:00 02:11:26:00 LISTEN TO THE ANSWER.
02:11:26:00 02:11:31:00 THANKS FOR THE COUNCILOR AND
02:11:31:00 02:11:32:00 I'LL JUST REALLY QUICKLY SORT
02:11:32:00 02:11:34:00 OF ANSWER A FEW OF YOUR FIRST
02:11:34:00 02:11:34:00 QUESTIONS.
02:11:34:00 02:11:38:00 I THINK ONE OF THE THINGS WE DO
02:11:38:00 02:11:39:00 IN TERMS OF OUR STRATEGIC
02:11:39:00 02:11:42:00 PLANNING IMPLEMENTATION WHICH
02:11:42:00 02:11:43:00 IS ALIGNED AND FULLY INTEGRATED
02:11:43:00 02:11:46:00 WITH OPPORTUNITY AND
02:11:46:00 02:11:46:00 ACHIEVEMENT GAPS POLICY ON PAGE
02:11:46:00 02:11:50:00 FORTY NINE THERE'S A SORT
02:11:50:00 02:11:51:00 OF EXPLANATION OF HOW WE WILL
02:11:51:00 02:11:53:00 GO ABOUT MONITORING AND
02:11:53:00 02:11:53:00 IMPLEMENTATION AND HOLDING
02:11:53:00 02:11:54:00 OURSELVES ACCOUNTABLE AND
02:11:54:00 02:11:57:00 PUBLIC ACCOUNTABILITY WAS A
02:11:57:00 02:11:58:00 MAJOR THEME IN THE STRATEGIC
02:11:58:00 02:12:01:00 PLANNING PROCESS AND WITH THE
02:12:01:00 02:12:02:00 ADOPTION OF THE PLAN THE
02:12:02:00 02:12:05:00 SUPERINTENDENT COMMITTED TO

02:12:05:00 02:12:06:00 QUARTERLY REPORTS TO THE SCHOOL
02:12:06:00 02:12:09:00 COMMITTEE ON PROGRESS COVID DID
02:12:09:00 02:12:10:00 SORT OF SLOW IT DOWN AND
02:12:10:00 02:12:13:00 BROUGHT THAT EFFORT.
02:12:13:00 02:12:14:00 BUT WE'RE COMING BACK HOPEFULLY
02:12:14:00 02:12:16:00 BY THE SUMMER WITH AN ANNUAL
02:12:16:00 02:12:17:00 REPORT AND THEN FROM THERE ON
02:12:17:00 02:12:20:00 THE QUARTERLY REPORTS WILL
02:12:20:00 02:12:21:00 PROCEED AND THESE WILL BE THIS
02:12:21:00 02:12:21:00 WILL BE A SORT OF PUBLIC
02:12:21:00 02:12:24:00 DOCUMENT AND DASHBOARD SHOWS
02:12:24:00 02:12:25:00 HOW WE'VE MADE PROGRESS ON THE
02:12:25:00 02:12:26:00 PRIORITIES OUTLINED IN THE
02:12:26:00 02:12:28:00 STRATEGIC PLAN INTERNALLY WE
02:12:28:00 02:12:32:00 HAVE DEPARTMENTS ALL WORK PLANS
02:12:32:00 02:12:33:00 AND GOALS AND SO EACH
02:12:33:00 02:12:36:00 DEPARTMENT AND DIVISION THEY'VE
02:12:36:00 02:12:39:00 IDENTIFIED WHAT THEY'RE GOING
02:12:39:00 02:12:40:00 TO DO TO CLOSE OPPORTUNITY
02:12:40:00 02:12:43:00 ACHIEVEMENT GAPS FROM THEIR
02:12:43:00 02:12:44:00 WORK AND VANTAGE POINT.
02:12:44:00 02:12:47:00 SOME OF THE INITIATIVES THAT
02:12:47:00 02:12:48:00 YOU MIGHT HAVE HEARD OF AND BE
02:12:48:00 02:12:49:00 FAMILIAR WITH OUR WORK THAT
02:12:49:00 02:12:51:00 WE'RE DOING AROUND THE
02:12:51:00 02:12:52:00 IMPLEMENTATION OF THE LOOK ACT
02:12:52:00 02:12:53:00 I BELIEVE THAT'S COMING BEFORE
02:12:53:00 02:12:55:00 SCHOOL COMMITTEE SOON.
02:12:55:00 02:12:56:00 AND SO YOU'LL HEAR MORE ABOUT
02:12:56:00 02:12:57:00 THAT WORK AROUND MASS CORPS
02:12:57:00 02:13:00:00 ADOPTION WHICH WILL BE IN
02:13:00:00 02:13:00:00 SCHOOL COMMITTEE TOMORROW,
02:13:00:00 02:13:03:00 WHICH IS A KEY STRATEGY AROUND
02:13:03:00 02:13:04:00 CLOSING OPPORTUNITY ACHIEVEMENT
02:13:04:00 02:13:05:00 GAPS AND ENSURING EQUITABLE
02:13:05:00 02:13:07:00 ACCESS TO HIGH QUALITY
02:13:07:00 02:13:08:00 CURRICULUM AND INSTRUCTION
02:13:08:00 02:13:11:00 ACROSS EVERY SCHOOL.
02:13:11:00 02:13:12:00 OUR HIGH SCHOOL REDESIGN
02:13:12:00 02:13:15:00 EFFORTS IS ABOUT PROVIDING
02:13:15:00 02:13:16:00 OPPORTUNITIES TO STUDENTS IN A
02:13:16:00 02:13:19:00 NUMBER OF AREAS MASTER I'M
02:13:19:00 02:13:22:00 SORRY CAREER AND TECHNICAL
02:13:22:00 02:13:23:00 EDUCATION ADVANCED PLACEMENT
02:13:23:00 02:13:27:00 INTERNATIONAL BACCALAUREATE
02:13:27:00 02:13:27:00 DUAL ENROLLMENT.
02:13:27:00 02:13:28:00 SO THOSE ARE OPPORTUNITIES THAT
02:13:28:00 02:13:29:00 DON'T CURRENTLY EXIST AT EVERY
02:13:29:00 02:13:31:00 HIGH SCHOOL AND A
02:13:31:00 02:13:32:00 SUPERINTENDENT VISION A HIGH
02:13:32:00 02:13:34:00 SCHOOL SECONDARY OFFICE THEY
02:13:34:00 02:13:35:00 HAVE THAT WORK THAT I BELIEVE
02:13:35:00 02:13:38:00 THEY'LL BE SHARING IN THE NEXT
02:13:38:00 02:13:39:00 COUPLE OF WEEKS AS WELL.

02:13:39:00 02:13:40:00 AND SO THOSE ARE THE THINGS
02:13:40:00 02:13:41:00 WE'RE LOOKING AT AS
02:13:41:00 02:13:42:00 DELIVERABLES.
02:13:42:00 02:13:43:00 OF COURSE THERE'S THE POLICY OR
02:13:43:00 02:13:47:00 THE PLAN AND THEN IT'S ABOUT
02:13:47:00 02:13:47:00 OUR IMPLEMENTATION AND DELIVERY
02:13:47:00 02:13:51:00 OF IT WHICH WILL SHOW UP IN OUR
02:13:51:00 02:13:52:00 QUARTERLY REPORTING OF THE
02:13:52:00 02:13:57:00 STRATEGIC PLAN AND INTEREST IN
02:13:57:00 02:13:58:00 MIND BRIEFLY IN THAT OBVIOUSLY
02:13:58:00 02:14:01:00 WE'RE IN A GLOBAL ECONOMY AND
02:14:01:00 02:14:02:00 SO DELIVERABLES FOR ME ARE YOU
02:14:02:00 02:14:05:00 KNOW, OUR OUR OUR CHILDREN
02:14:05:00 02:14:06:00 GETTING INTO THE WE BOAST
02:14:06:00 02:14:09:00 OF HAVING THE BEST COLLEGES
02:14:09:00 02:14:10:00 UNIVERSITIES IN THE WORLD AND
02:14:10:00 02:14:11:00 NOT ENOUGH OF OUR KIDS ARE
02:14:11:00 02:14:13:00 GETTING INTO SCHOOL.
02:14:13:00 02:14:15:00 SO THAT'S A BAROMETER FOR ME AS
02:14:15:00 02:14:18:00 IS WHEN CEOS MOVING THEIR
02:14:18:00 02:14:21:00 COMPANIES HERE AND BRINGING
02:14:21:00 02:14:22:00 THOSE HIGH PAYING JOBS HERE AND
02:14:22:00 02:14:25:00 THOSE JOBS AREN'T TRICKLING OUT
02:14:25:00 02:14:26:00 TO THE NEIGHBORHOODS TO TO TO
02:14:26:00 02:14:29:00 OUR RESIDENTS, PARTICULARLY
02:14:29:00 02:14:29:00 GRADUATES OF BPS.
02:14:29:00 02:14:30:00 THAT'S ALSO ANOTHER BAROMETER
02:14:30:00 02:14:33:00 FOR ME.
02:14:33:00 02:14:34:00 I WANT TO MAKE SURE THAT WE'RE
02:14:34:00 02:14:34:00 HOLDING OURSELVES TO THE
02:14:34:00 02:14:37:00 HIGHEST ACADEMICS STANDARDS AS
02:14:37:00 02:14:37:00 POSSIBLE IN THAT WE'RE HELPING
02:14:37:00 02:14:41:00 FOLKS GAIN ACCESS TO THOSE
02:14:41:00 02:14:45:00 OPPORTUNITIES AND THAT'S ONE
02:14:45:00 02:14:45:00 OF OUR MOST IMPORTANT
02:14:45:00 02:14:46:00 FUNDAMENTAL FUNDAMENTAL
02:14:46:00 02:14:49:00 OBLIGATIONS IS THE EDUCATION
02:14:49:00 02:14:49:00 OF OUR CHILDREN.
02:14:49:00 02:14:50:00 AND YOU KNOW, WE NEED TO
02:14:50:00 02:15:10:00 CONTINUE TO TO PUT OUR BEST
02:15:10:00 02:15:10:00 FOOT FORWARD AND PROVIDE THE
02:15:10:00 02:15:11:00 BEST OPPORTUNITIES FOR OUR KIDS
02:15:11:00 02:15:12:00 AND IT'S NOT A ONE SIZE FITS
02:15:12:00 02:15:13:00 ALL UNFORTUNATELY IT'S NOT WHAT
02:15:13:00 02:15:13:00 WORKS.
02:15:13:00 02:15:14:00 AND SO WE NEED TO MAKE SURE
02:15:14:00 02:15:15:00 THAT WE'RE DOING THE BEST WE
02:15:15:00 02:15:16:00 CAN TO GET KIDS UP TO GRADE
02:15:16:00 02:15:16:00 LEVEL AND WE ALSO NEED TO ALSO
02:15:16:00 02:15:17:00 BE THERE FOR THOSE THAT THAT
02:15:17:00 02:15:18:00 NEED YOU KNOW, THOSE AP COURSES
02:15:18:00 02:15:19:00 IN ADVANCED WORK STUDIES TO
02:15:19:00 02:15:19:00 HELP THEM SORT OF ACHIEVE THEIR
02:15:19:00 02:15:20:00 THEIR HIGHEST HEIGHT AS WELL.

02:15:20:00 02:15:21:00 SO IT'S IT'S A COMBINATION
02:15:21:00 02:15:21:00 OF ALL OF THOSE FACTORS AND
02:15:21:00 02:15:23:00 KEEPING IN MIND AGAIN THAT SOME
02:15:23:00 02:15:23:00 OF THE SOME OF THE GOALS THAT
02:15:23:00 02:15:24:00 WE'VE SET FOR OURSELVES I THINK
02:15:24:00 02:15:27:00 WE TEND TO FALL SHORT.
02:15:27:00 02:15:28:00 WE NEED TO BE DOING BETTER AS
02:15:28:00 02:15:30:00 WE MOVE FORWARD AND I WANTED TO
02:15:30:00 02:15:37:00 RETURN TO ONE THE OPPORTUNITY
02:15:37:00 02:15:37:00 TO HIGHLIGHT SOMETHING THAT WE
02:15:37:00 02:15:38:00 INVESTED A SIGNIFICANT AMOUNT
02:15:38:00 02:15:40:00 OF MONEY IN.
02:15:40:00 02:15:40:00 YOU HAD MENTIONED ENROLLMENT
02:15:40:00 02:15:43:00 DECLINES AND THE CONCERNS
02:15:43:00 02:15:44:00 AROUND HOW THOSE ENROLLMENT
02:15:44:00 02:15:47:00 DECLINES CAN LEAD TO A CHANGE
02:15:47:00 02:15:48:00 THE STUDENT EXPERIENCE THIS
02:15:48:00 02:15:49:00 YEAR WE DID MORE TO SUPPORT
02:15:49:00 02:15:52:00 SCHOOLS OUTSIDE OF WEIGHTED
02:15:52:00 02:15:53:00 STUDENT FUNDING THAN WE HAVE IN
02:15:53:00 02:15:56:00 PRIOR YEARS.
02:15:56:00 02:15:56:00 EIGHTEEN POINT FIVE MILLION
02:15:56:00 02:15:59:00 WENT TO STABILIZE SCHOOL AND
02:15:59:00 02:15:59:00 BUDGETS THAT WOULD NORMALLY
02:15:59:00 02:16:03:00 HAVE FLUCTUATED BECAUSE
02:16:03:00 02:16:04:00 OF ENROLLMENT IN A WEIGHTED
02:16:04:00 02:16:04:00 STUDENT FUNDING DISTRICT.
02:16:04:00 02:16:07:00 AND SO WHAT WE REALLY AIM TO DO
02:16:07:00 02:16:08:00 WAS ENSURE THAT IT ALL SCHOOLS
02:16:08:00 02:16:11:00 THE STUDENT EXPERIENCE WAS
02:16:11:00 02:16:12:00 MAINTAINED AND THAT WAS A BIG
02:16:12:00 02:16:12:00 COMMITMENT.
02:16:12:00 02:16:18:00 IT IS A BIG RISK FOR US GOING
02:16:18:00 02:16:19:00 INTO NEXT YEAR QUITE HONESTLY
02:16:19:00 02:16:20:00 IF WE DON'T GET ENROLLMENT
02:16:20:00 02:16:20:00 BACK.
02:16:20:00 02:16:22:00 AND SO PART THAT IS HOW DO WE
02:16:22:00 02:16:23:00 CREATE PRO ENROLLMENT
02:16:23:00 02:16:26:00 STRATEGIES AND HOW DO WE MAKE
02:16:26:00 02:16:27:00 THIS A SYSTEM THAT PEOPLE WANT
02:16:27:00 02:16:28:00 TO GO INTO?
02:16:28:00 02:16:30:00 AND I THINK THAT WAS GETS YOUR
02:16:30:00 02:16:31:00 SECOND QUESTION WHICH IS
02:16:31:00 02:16:34:00 DIFFICULTY NAVIGATING THE
02:16:34:00 02:16:35:00 SYSTEM AND MAYBE BECAUSE IT'S
02:16:35:00 02:16:36:00 LUNCHTIME I WAS THINKING ABOUT
02:16:36:00 02:16:38:00 WHEN I FIRST MOVED TO BOSTON I
02:16:38:00 02:16:39:00 COULDN'T CONSISTENTLY FIND
02:16:39:00 02:16:42:00 PIZZERIA AGENA IN THE NORTH
02:16:42:00 02:16:43:00 END.
02:16:43:00 02:16:44:00 IT FELT LIKE EVERY TIME I TRIED
02:16:44:00 02:16:46:00 TO GO THERE I TOOK A WRONG TURN
02:16:46:00 02:16:47:00 AND THAT'S ANNOYING WHEN IT
02:16:47:00 02:16:50:00 COMES TO PIZZA PLACES.

02:16:50:00 02:16:51:00 BUT IT CAN HAVE A DEVASTATING
02:16:51:00 02:16:52:00 IMPACT ON THE CITY WHEN IT
02:16:52:00 02:16:54:00 COMES TO NAVIGATING BEEPS WE
02:16:54:00 02:16:55:00 HAVE SO MANY DIFFERENT GRADE
02:16:55:00 02:16:58:00 CONFIGURATIONS A SYSTEM THAT
02:16:58:00 02:16:59:00 HAS PEOPLE SWITCHING SCHOOLS
02:16:59:00 02:17:02:00 FOR DIFFERENT PROGRAMS OR WHAT
02:17:02:00 02:17:03:00 THEY THINK IS THE OPPORTUNITY
02:17:03:00 02:17:04:00 THAT THEY NEED FOR THEIR
02:17:04:00 02:17:06:00 STUDENTS.
02:17:06:00 02:17:07:00 AND WHAT WE NEED TO DO AS A
02:17:07:00 02:17:09:00 SYSTEM IS MAKE SURE WE HAVE
02:17:09:00 02:17:10:00 PREDICTABLE PATHWAYS AND
02:17:10:00 02:17:11:00 GUARANTEED FOUNDATIONS FOR
02:17:11:00 02:17:14:00 QUALITY AT ALL SCHOOLS SO THAT
02:17:14:00 02:17:17:00 PARENTS KNOW THAT BY ENROLLING
02:17:17:00 02:17:18:00 IN ANY SCHOOL IN THE DISTRICT
02:17:18:00 02:17:19:00 THAT THEY'RE GOING TO BE
02:17:19:00 02:17:21:00 ENROLLING IN A PLACE WHERE
02:17:21:00 02:17:22:00 THEIR CHILD CAN BE SUCCESSFUL,
02:17:22:00 02:17:23:00 THEIR STUDENT CAN BE SUCCESSFUL
02:17:23:00 02:17:26:00 AND SORT OF PREDICTABLE
02:17:26:00 02:17:26:00 PATHWAYS CONSISTENT EXPERIENCE
02:17:26:00 02:17:27:00 ACROSS IS SOMETHING THE
02:17:27:00 02:17:29:00 SUPERINTENDENT HAS BEEN FOCUSED
02:17:29:00 02:17:32:00 ON AND IS ONE THAT WE HAVE
02:17:32:00 02:17:36:00 PLANS TO CONTINUE TO INVEST IN
02:17:36:00 02:17:37:00 BOTH IN TERMS OF OUR OPERATING
02:17:37:00 02:17:38:00 BUDGET AND IN SOME OF THE
02:17:38:00 02:17:39:00 CHANGES YOU'LL HEAR IN OUR
02:17:39:00 02:17:43:00 CAPITAL PLANNING AS WELL.
02:17:43:00 02:17:47:00 I HAVE ONE FOLLOW QUICKLY.
02:17:47:00 02:17:51:00 SO NATE OBVIOUSLY SUPPORTING
02:17:51:00 02:17:52:00 LEGISLATION PENDING AT BEACON
02:17:52:00 02:17:53:00 HILL TO GIVE STUDENTS WITH
02:17:53:00 02:17:56:00 DISABILITIES AN OPTIONAL REPEAT
02:17:56:00 02:17:56:00 YEAR.
02:17:56:00 02:17:59:00 WHAT ARE WE SEEING WITH BAPS
02:17:59:00 02:18:00:00 WITH RESPECT TO OPTIONAL REPEAT
02:18:00:00 02:18:04:00 YEARS FOR STUDENTS QUITE
02:18:04:00 02:18:04:00 FRANKLY FOR THOSE THAT HAVE
02:18:04:00 02:18:08:00 DISABILITIES, FOR THOSE THAT DO
02:18:08:00 02:18:09:00 NOT OUR PARENTS ELECTING TO
02:18:09:00 02:18:14:00 HAVE THEIR CHILDREN GET IT I
02:18:14:00 02:18:15:00 GUESS AN ADDITIONAL YEAR
02:18:15:00 02:18:15:00 OF INSTRUCTION AND REPEAT THEIR
02:18:15:00 02:18:18:00 CURRENT GRADE FEELING THAT THEY
02:18:18:00 02:18:19:00 MAY HAVE LOST A YEAR AND IF SO,
02:18:19:00 02:18:22:00 WHAT IF ANY IMPACT WILL THAT
02:18:22:00 02:18:23:00 HAVE IN TERMS OF OUR SCHOOL
02:18:23:00 02:18:27:00 ASSIGNMENT PROCESS?
02:18:27:00 02:18:28:00 THAT'S A GREAT QUESTION HAVING
02:18:28:00 02:18:31:00 GONE THROUGH THAT WITH MY OWN
02:18:31:00 02:18:32:00 CHILD AT THE START OF THIS

02:18:32:00 02:18:33:00 YEAR, I KNOW THAT THAT CAN BE
02:18:33:00 02:18:36:00 BOTH A CHALLENGING QUESTION FOR
02:18:36:00 02:18:37:00 FAMILIES AND ALSO ONE THAT CAN
02:18:37:00 02:18:39:00 BE THAT NEEDS TO BE VERY
02:18:39:00 02:18:40:00 STUDENT DRIVEN.
02:18:40:00 02:18:41:00 THIS IS THE TIME OF YEAR WHEN
02:18:41:00 02:18:43:00 WE START TO SEE SCHOOLS AND
02:18:43:00 02:18:46:00 FAMILIES REALLY SOLIDIFY THEIR
02:18:46:00 02:18:47:00 PLANS AROUND REPEATING I THINK
02:18:47:00 02:18:51:00 WHAT WE HAVE TALKED ABOUT AND
02:18:51:00 02:18:52:00 YOU HEARD PEOPLE REFER TO A
02:18:52:00 02:18:54:00 STRONG TIER ONE INTERVENTION.
02:18:54:00 02:18:55:00 I THINK THAT'S THAT'S WHAT WE
02:18:55:00 02:18:56:00 DO FOR ALL STUDENTS.
02:18:56:00 02:18:58:00 WHAT WE NEED TO DO IS APPROACH
02:18:58:00 02:18:59:00 NEXT YEAR AROUND WHAT IS THE
02:18:59:00 02:19:02:00 UNFINISHED TEACHING, WHAT IS IT
02:19:02:00 02:19:03:00 THAT WE DIDN'T GET TO AS A
02:19:03:00 02:19:05:00 SYSTEM AND BECAUSE I THINK
02:19:05:00 02:19:07:00 THERE ARE A LOT OF STUDENTS WHO
02:19:07:00 02:19:09:00 HAVE MATERIAL AND INSTRUCTION
02:19:09:00 02:19:11:00 AND THEY NEED TO CATCH UP ON
02:19:11:00 02:19:11:00 THE IMPACT ON ASSIGNMENT.
02:19:11:00 02:19:14:00 IT IS INTERESTING THAT IN A
02:19:14:00 02:19:15:00 TYPICAL YEAR IF WE SAW AN
02:19:15:00 02:19:18:00 INCREASE IN RETENTION THAT
02:19:18:00 02:19:19:00 WOULD THEN CHANGE WHO COULD BE
02:19:19:00 02:19:22:00 ASSIGNED TO DIFFERENT SCHOOLS
02:19:22:00 02:19:26:00 BECAUSE THERE'S SORT OF A
02:19:26:00 02:19:27:00 FINITE CAPACITY I THINK IN THIS
02:19:27:00 02:19:30:00 YEAR WHERE WE HAVE YOU KNOW, AS
02:19:30:00 02:19:31:00 I MENTIONED THE EIGHTEEN POINT
02:19:31:00 02:19:32:00 FIVE MILLION WE'VE BUILT EXTRA
02:19:32:00 02:19:33:00 SORT OF CAPACITY IN THE SYSTEM
02:19:33:00 02:19:37:00 FOR STUDENTS THAT THERE IS MORE
02:19:37:00 02:19:38:00 FLEXIBILITY AND WE DON'T SEE AN
02:19:38:00 02:19:41:00 IMPACT RIGHT NOW ON ASSIGNMENT
02:19:41:00 02:19:41:00 .
02:19:41:00 02:19:42:00 I DON'T HAVE ANY OF THE EXACT
02:19:42:00 02:19:43:00 NUMBERS ON RETENTION SO I CAN
02:19:43:00 02:19:45:00 ASK THE TEAM TO FOLLOW THAT TO
02:19:45:00 02:19:46:00 SEE IF WE'VE SEEN AN INCREASE
02:19:46:00 02:19:46:00 IN IT.
02:19:46:00 02:19:47:00 BUT I KNOW THAT THE
02:19:47:00 02:19:49:00 SUPERINTENDENT HAS REALLY
02:19:49:00 02:19:50:00 EMPHASIZED NOT USING RETENTION
02:19:50:00 02:19:53:00 AS SORT OF THE QUICK FIX FOR
02:19:53:00 02:19:56:00 STUDENTS THAT WE REALLY NEED TO
02:19:56:00 02:19:57:00 THINK ABOUT APPROACHING OUR
02:19:57:00 02:19:57:00 INSTRUCTION DIFFERENTLY AND
02:19:57:00 02:20:01:00 BEING ABOUT SUPPORTING ALL THE
02:20:01:00 02:20:01:00 STUDENTS AND ASSESSING WHERE
02:20:01:00 02:20:03:00 THEY'RE AT AND PREPARING TO
02:20:03:00 02:20:11:00 MEET THEIR NEEDS IN THE FALL

02:20:11:00 02:20:12:00 ALREADY THE TIMES LAPSE.
 02:20:12:00 02:20:12:00 ALL RIGHT.
 02:20:12:00 02:20:15:00 YES, THANK YOU, MADAM CHAIRMAN.
 02:20:15:00 02:20:16:00 THANK YOU, DOCTOR.
 02:20:16:00 02:20:18:00 THANK COUNCIL.
 02:20:18:00 02:20:19:00 THANK YOU, MADAM CHAIR.
 02:20:19:00 02:20:23:00 THANK YOU TO EVERYONE.
 02:20:23:00 02:20:26:00 THE PRESENTATION THIS MORNING I
 02:20:26:00 02:20:29:00 HAD A FEW QUESTIONS IN TERMS
 02:20:29:00 02:20:34:00 OF THE SCHOOLS.
 02:20:34:00 02:20:38:00 HOW MANY SCHOOLS DO WE HAVE IN
 02:20:38:00 02:20:39:00 THE DISTRICT THAT DO MORE
 02:20:39:00 02:20:42:00 INTENSIVE WRAPAROUND SERVICES
 02:20:42:00 02:20:47:00 AND WHAT IS THE RELATIONSHIP
 02:20:47:00 02:20:50:00 OF THOSE SCHOOLS WITH LOCAL
 02:20:50:00 02:20:53:00 COMMUNITY HEALTH CENTERS WITH
 02:20:53:00 02:20:54:00 THE CLOSURE OF JACKSON MINE
 02:20:54:00 02:20:57:00 NEXT NEXT ANTICIPATED CLOSURE
 02:20:57:00 02:20:58:00 JACKSON NEXT JUNE AND TWENTY TO
 02:20:58:00 02:21:04:00 ONE ADDITIONAL MENTAL HEALTH
 02:21:04:00 02:21:08:00 COUNSELING SERVICES WILL BE
 02:21:08:00 02:21:09:00 ADDED TO SUPPORT THE FAMILIES
 02:21:09:00 02:21:11:00 DURING THAT TRANSITION.
 02:21:11:00 02:21:12:00 JACKSON MAN HAS A SIGNIFICANT
 02:21:12:00 02:21:16:00 POPULATION OF STUDENTS WITH
 02:21:16:00 02:21:16:00 AUTISM AND I'M JUST WONDERING
 02:21:16:00 02:21:20:00 ABOUT WHAT WHAT WHAT YOU
 02:21:20:00 02:21:20:00 ANTICIPATE IN TERMS
 02:21:20:00 02:21:24:00 OF ADDITIONAL SUPPORTS TO HELP
 02:21:24:00 02:21:24:00 WITH THAT TRANSITION?
 02:21:24:00 02:21:27:00 IT'S A VERY THESE THESE
 02:21:27:00 02:21:28:00 STUDENTS REQUIRE YOU KNOW, THEY
 02:21:28:00 02:21:30:00 RELY ON CONNECTABLE ROUTINES
 02:21:30:00 02:21:31:00 AND CONSISTENCY ARE REALLY
 02:21:31:00 02:21:36:00 HELPFUL IN THEIR EDUCATION.
 02:21:36:00 02:21:38:00 SO IT'S REALLY CRITICALLY
 02:21:38:00 02:21:39:00 IMPORTANT THAT WE GET THAT
 02:21:39:00 02:21:40:00 PIECE RIGHT ALSO IN TERMS
 02:21:40:00 02:21:43:00 OF RELATED SERVICE PROVIDERS,
 02:21:43:00 02:21:46:00 HOW MANY STUDENTS WHO ARE NOT
 02:21:46:00 02:21:47:00 ENROLLED IN BAPS REQUIRE
 02:21:47:00 02:21:48:00 SERVICES ARE REALLY THE SERVICE
 02:21:48:00 02:21:51:00 PROVIDERS IN IN PAROCHIAL
 02:21:51:00 02:21:54:00 SCHOOLS, CHARTER SCHOOLS AND
 02:21:54:00 02:21:55:00 OTHER INDEPENDENT SCHOOLS AND
 02:21:55:00 02:21:59:00 THOSE OF BAPS GET FEDERAL
 02:21:59:00 02:22:00:00 FUNDING TO PROVIDE QUALITY
 02:22:00:00 02:22:02:00 SERVICES FOR THOSE STUDENTS AND
 02:22:02:00 02:22:06:00 IN BOSTON AND IF SO HOW MUCH
 02:22:06:00 02:22:07:00 FEDERAL FUNDING IS ALLOCATED TO
 02:22:07:00 02:22:10:00 SUPPORT SERVICES FOR THOSE
 02:22:10:00 02:22:13:00 STUDENTS WHO MAY HAVE AN IEP
 02:22:13:00 02:22:14:00 BUT DO NOT ATTEND SCHOOL
 02:22:14:00 02:22:19:00 BECAUSE THEY HAVE THE MOMENT

02:22:19:00 02:22:24:00 I'M GOING TO ASK THAT WE ON THE
02:22:24:00 02:22:24:00 LAST QUESTION ABOUT RELATED
02:22:24:00 02:22:27:00 SERVICES AND SPECIAL EDUCATION
02:22:27:00 02:22:28:00 SERVICES IF WE CAN HOLD THAT
02:22:28:00 02:22:29:00 QUESTION TO THIS AFTERNOON'S
02:22:29:00 02:22:31:00 HEARING AT THIS AFTERNOON'S
02:22:31:00 02:22:32:00 HEARING IN TERMS OF CLOSING
02:22:32:00 02:22:35:00 ACHIEVEMENT GAPS WILL ALSO
02:22:35:00 02:22:36:00 INCLUDE ETHAN BURNS, OUR
02:22:36:00 02:22:37:00 ASSISTANT SUPERINTENDENT FOR
02:22:37:00 02:22:39:00 SPECIAL EDUCATION WHO IS TEAM
02:22:39:00 02:22:40:00 IS DEFINITELY TO BE BETTER
02:22:40:00 02:22:43:00 PREPARED TO ANSWER.
02:22:43:00 02:22:44:00 THE SHORT ANSWER IS YES WE DO.
02:22:44:00 02:22:47:00 WE ARE WE ARE REQUIRED TO
02:22:47:00 02:22:51:00 PROVIDE RELATED SERVICES TO
02:22:51:00 02:22:52:00 STUDENTS IN PRIVATE AND
02:22:52:00 02:22:52:00 PAROCHIAL SCHOOLS WHO ARE
02:22:52:00 02:22:55:00 BOSTON RESIDENTS.
02:22:55:00 02:22:59:00 THE AND I'M DEFINITELY GOING TO
02:22:59:00 02:23:00:00 TURN IT OVER TO ALIJAH AND HER
02:23:00:00 02:23:03:00 TEAM AROUND THE HUB SCHOOLS.
02:23:03:00 02:23:04:00 BEFORE I DO THAT I'M JUST GOING
02:23:04:00 02:23:07:00 TO QUICKLY AROUND JACKSON AND
02:23:07:00 02:23:08:00 AND SUPPORT FOR STUDENTS PART
02:23:08:00 02:23:11:00 OF OUR RATIONALE FOR ANNOUNCING
02:23:11:00 02:23:12:00 THIS EARLY IN THE PROCESS THIS
02:23:12:00 02:23:14:00 EARLY IN THE YEAR OF A CLOSURE
02:23:14:00 02:23:15:00 AROUND THE SCHOOL IS THAT IT
02:23:15:00 02:23:19:00 ALLOWS US TIME TO WORK WITH
02:23:19:00 02:23:19:00 FAMILIES AND UNDERSTAND WHAT
02:23:19:00 02:23:22:00 SUPPORT THEY NEED FOR THEIR
02:23:22:00 02:23:23:00 STUDENTS AND PREPARE THAT
02:23:23:00 02:23:26:00 INFORMATION BEFORE THE SCHOOL
02:23:26:00 02:23:26:00 COMMITTEE MAKES ANY DECISIONS
02:23:26:00 02:23:30:00 OR ULTIMATE VOTES ON SCHOOL
02:23:30:00 02:23:30:00 CLOSURE.
02:23:30:00 02:23:34:00 AND SO PART OF OUR PROCESS IS
02:23:34:00 02:23:35:00 TO IDENTIFY SUPPORT FOR
02:23:35:00 02:23:35:00 STUDENTS TRANSITIONING.
02:23:35:00 02:23:38:00 WE HAVE HEARD AND WE'VE LEARNED
02:23:38:00 02:23:41:00 FROM OTHER SCHOOL CLOSURES THAT
02:23:41:00 02:23:42:00 THE ACADEMIC SUPPORTS ALONG
02:23:42:00 02:23:42:00 WITH THE SOCIAL EMOTIONAL
02:23:42:00 02:23:45:00 SUPPORTS ARE IMPORTANT SO THAT
02:23:45:00 02:23:46:00 WE KNOW THAT WE ASSESS THE
02:23:46:00 02:23:49:00 STUDENT'S CURRENT TRANSCRIPT
02:23:49:00 02:23:50:00 WHAT THEIR NEEDS ARE AND THEN
02:23:50:00 02:23:51:00 WHEN THEY TRANSITION TO A NEW
02:23:51:00 02:23:54:00 SCHOOL THAT THAT NEW SCHOOL,
02:23:54:00 02:23:54:00 THE RECEIVING SCHOOL PICKS UP
02:23:54:00 02:23:57:00 THEIR SERVICES FOR THE STUDENTS
02:23:57:00 02:23:57:00 IN THE PROGRAM.
02:23:57:00 02:24:00:00 THE ABA PROGRAM WHICH ARE

02:24:00:00 02:24:01:00 PREDOMINANTLY STUDENTS WITH
02:24:01:00 02:24:04:00 AUTISM, YOU'RE ABSOLUTELY RIGHT
02:24:04:00 02:24:05:00 TO FLAG THAT THIS IS MORE AT
02:24:05:00 02:24:08:00 RISK POPULATION IN TERMS OF THE
02:24:08:00 02:24:09:00 IMPACT OF THOSE TRANSITIONS AND
02:24:09:00 02:24:12:00 OUR SPECIAL EDUCATION TEAMS CAN
02:24:12:00 02:24:13:00 BE WORKING ONE ON ONE THROUGH
02:24:13:00 02:24:14:00 THE IEP PROCESS AND THROUGH
02:24:14:00 02:24:16:00 WITH THOSE FAMILIES TO MAKE
02:24:16:00 02:24:17:00 SURE THAT THEY ARE SUPPORTED IN
02:24:17:00 02:24:21:00 THE TRANSITION BECAUSE THAT IS
02:24:21:00 02:24:22:00 THAT IS A GROUP THAT IS
02:24:22:00 02:24:26:00 PARTICULARLY VULNERABLE IN
02:24:26:00 02:24:27:00 THESE SORT OF SCHOOL
02:24:27:00 02:24:30:00 TRANSITIONS.
02:24:30:00 02:24:31:00 AND SO WITH THAT THAT THAT'S
02:24:31:00 02:24:34:00 SORT OF ONE SCHOOL SPECIFIC.
02:24:34:00 02:24:35:00 I THINK THAT YOUR OTHER
02:24:35:00 02:24:36:00 QUESTION IS SORT OF TO START
02:24:36:00 02:24:39:00 WAS AROUND HUB SCHOOL
02:24:39:00 02:24:39:00 STRATEGIES IN THE SCHOOLS THAT
02:24:39:00 02:24:42:00 ARE PART OF THAT AS WELL AND
02:24:42:00 02:24:43:00 OF COURSE, YOU KNOW IN YOUR
02:24:43:00 02:24:44:00 DISTRICT THE GARDNER PILOT
02:24:44:00 02:24:46:00 SCHOOL IS OF COURSE A GREAT
02:24:46:00 02:24:47:00 EXAMPLE OF A HUB SCHOOL MODEL
02:24:47:00 02:24:49:00 AND WITH THAT I'LL TURN IT OVER
02:24:49:00 02:24:50:00 TO THANK YOU.
02:24:50:00 02:24:54:00 I THINK COUNCIL YOUR QUESTION
02:24:54:00 02:24:55:00 WAS HOW MANY SCHOOLS IN TOTAL
02:24:55:00 02:24:57:00 IS THAT RIGHT?
02:24:57:00 02:24:58:00 YEAH.
02:24:58:00 02:24:59:00 HOW MANY SCHOOLS DO YOU HAVE
02:24:59:00 02:25:00:00 AND AND THEN WHAT'S THEIR
02:25:00:00 02:25:02:00 RELATIONSHIP WITH IN TERMS
02:25:02:00 02:25:02:00 OF WRAPAROUND SERVICES WITH
02:25:02:00 02:25:05:00 THAT WITH THE WIDER COMMUNITY
02:25:05:00 02:25:06:00 IN TERMS OF COMMUNITY HEALTH
02:25:06:00 02:25:07:00 CENTERS OR LIBRARIES AND
02:25:07:00 02:25:09:00 WHATEVER?
02:25:09:00 02:25:10:00 THANK YOU FOR THAT QUESTION.
02:25:10:00 02:25:30:00 SO IT'S A MODEL FOR US PILOT WE
02:25:30:00 02:25:31:00 WILL HAVE A TOTAL OF FOURTEEN
02:25:31:00 02:25:31:00 SCHOOLS INCLUDING THE GARDNER
02:25:31:00 02:25:32:00 AS I MENTIONED IN TERMS OF THE
02:25:32:00 02:25:33:00 WORK AROUND COMMUNITY HEALTH
02:25:33:00 02:25:33:00 CENTERS AND LIBRARIES, THE
02:25:33:00 02:25:34:00 CONVERSATION IS ALREADY STARTED
02:25:34:00 02:25:35:00 AROUND THE HEALTH CENTERS IN
02:25:35:00 02:25:35:00 PARTICULAR WE'RE WORKING REALLY
02:25:35:00 02:25:36:00 CLOSE PARTNERSHIP WITH OUR
02:25:36:00 02:25:36:00 PARTNERS AND SEE AROUND OUR
02:25:36:00 02:25:37:00 SCHOOL BASED COMMUNITY HEALTH
02:25:37:00 02:25:38:00 CENTERS AND THEN THINKING

02:25:38:00 02:25:38:00 THROUGH HOW TO BETTER LINK AND
02:25:38:00 02:25:39:00 LEARNING FROM THE WORK OF THE
02:25:39:00 02:25:40:00 GARDENER FOR EXAMPLE ON HOW TO
02:25:40:00 02:25:41:00 BETTER LINK OUR COMMUNITY
02:25:41:00 02:25:41:00 HEALTH CENTERS.
02:25:41:00 02:25:42:00 THAT'S WORK THAT WE'RE DOING
02:25:42:00 02:25:43:00 COLLABORATIVELY WITH OUR NURSE,
02:25:43:00 02:25:44:00 OUR HEALTH SERVICES TEAM.
02:25:44:00 02:25:48:00 SO CERTAINLY IT ALL KIND
02:25:48:00 02:25:48:00 OF ALIGNS WITH THE WORK THAT
02:25:48:00 02:25:49:00 WE'RE ALL TRYING TO DO IN TERMS
02:25:49:00 02:25:52:00 OF REALLY CREATING A REAL
02:25:52:00 02:25:55:00 COMMUNITY SUPPORT FOR OUR
02:25:55:00 02:25:55:00 STUDENTS.
02:25:55:00 02:25:56:00 THAT'S IN TERMS OF KIDNEY
02:25:56:00 02:25:56:00 HEALTH CENTER.
02:25:56:00 02:25:59:00 THE OTHER PART WAS OUR
02:25:59:00 02:26:00:00 LIBRARIES AND I'M REALLY GLAD
02:26:00:00 02:26:01:00 YOU ASKED THAT QUESTION BECAUSE
02:26:01:00 02:26:03:00 PART OF WHAT WE WANT TO MAKE
02:26:03:00 02:26:04:00 SURE WE DO AGAIN PUSHING BACK
02:26:04:00 02:26:07:00 AGAINST MORE ONESTOP SHOT
02:26:07:00 02:26:08:00 MODELS AND THINKING MORE AROUND
02:26:08:00 02:26:11:00 HOW DO WE INCREASE ACCESS TO
02:26:11:00 02:26:11:00 OUR FAMILIES AND STUDENTS
02:26:11:00 02:26:12:00 AROUND THE INCREDIBLE RESOURCES
02:26:12:00 02:26:15:00 THAT ARE OUR CITY ALREADY
02:26:15:00 02:26:16:00 PROVIDES IS THINKING ABOUT
02:26:16:00 02:26:18:00 SPACES WHERE MAYBE LIBRARIES
02:26:18:00 02:26:19:00 AREN'T PRESENT OR AREN'T AS
02:26:19:00 02:26:19:00 ROBUST.
02:26:19:00 02:26:20:00 HOW DO WE MAKE THOSE MORE
02:26:20:00 02:26:23:00 DELIBERATELY EXCUSE ME WITH OUR
02:26:23:00 02:26:24:00 LIBRARIES IN OUR IN OUR
02:26:24:00 02:26:26:00 COMMUNITIES?
02:26:26:00 02:26:27:00 SO THAT'S WORK THAT WE'RE
02:26:27:00 02:26:28:00 STARTING WORKING WITH OUR PART
02:26:28:00 02:26:30:00 WITH OUR DIRECTOR OF LIBRARY
02:26:30:00 02:26:31:00 SERVICES HERE IN BAPS.
02:26:31:00 02:26:34:00 SO THEN LINK TO THE LARGEST
02:26:34:00 02:26:35:00 CITY WORK.
02:26:35:00 02:26:36:00 SO IT'S IN PROGRESS AND I
02:26:36:00 02:26:37:00 APPRECIATE YOU INQUIRING ABOUT
02:26:37:00 02:26:37:00 IT.
02:26:37:00 02:26:41:00 THANK YOU.
02:26:41:00 02:26:42:00 MADAM CHAIR, DO I HAVE ANY MORE
02:26:42:00 02:26:44:00 TIME?
02:26:44:00 02:26:45:00 YES YOU HAVE WELL LIKE ANOTHER
02:26:45:00 02:26:48:00 MINUTE.
02:26:48:00 02:26:49:00 ANOTHER MINUTE.
02:26:49:00 02:26:52:00 YOU KNOW I REALLY FEEL THIS IS
02:26:52:00 02:26:53:00 MORE OF A COMMENT AND A
02:26:53:00 02:26:53:00 QUESTION.
02:26:53:00 02:26:56:00 YOU KNOW, I REALLY FEEL THAT

02:26:56:00 02:26:57:00 THE BAPS NEEDS TO DO A BETTER
02:26:57:00 02:26:59:00 JOB REALLY SHOWCASING ALL THE
02:26:59:00 02:27:00:00 WORK THAT THEY DO AND WE ARE IN
02:27:00:00 02:27:03:00 THE COMPETITIVE SORT OF MARKET
02:27:03:00 02:27:07:00 AND WE THE BAPS ARE COMPETING
02:27:07:00 02:27:08:00 FOR STUDENTS WITH INDEPENDENT
02:27:08:00 02:27:11:00 SCHOOLS AND CHARTER SCHOOLS.
02:27:11:00 02:27:12:00 I REALLY FEEL THAT WE NEED TO
02:27:12:00 02:27:15:00 DO MORE ABOUT JUST REALLY
02:27:15:00 02:27:16:00 HOLDING UP THE INCREDIBLE WORK
02:27:16:00 02:27:17:00 THAT OUR PUBLIC SCHOOLS ARE
02:27:17:00 02:27:20:00 DOING AND AND MAKING THIS YOU
02:27:20:00 02:27:23:00 KNOW, TO NATHAN'S POINT IT'S
02:27:23:00 02:27:24:00 MORE OF AN OBVIOUS CHOICE FOR A
02:27:24:00 02:27:28:00 PARENT TO SEND SEND THEIR
02:27:28:00 02:27:28:00 CHILDREN TO REALLY GOOD SCHOOLS
02:27:28:00 02:27:31:00 IN BOSTON.
02:27:31:00 02:27:32:00 THANK YOU SO MUCH, MADAM CHAIR.
02:27:32:00 02:27:34:00 I HAVE ANOTHER QUESTION BUT
02:27:34:00 02:27:35:00 SEEMS TO HAVE FALLEN OFF THE
02:27:35:00 02:27:36:00 EDGE OF MY SEAT AND FIND IT AND
02:27:36:00 02:27:39:00 COME BACK LATER IF POSSIBLE.
02:27:39:00 02:27:39:00 THANK YOU.
02:27:39:00 02:27:39:00 GREAT.
02:27:39:00 02:27:40:00 THANK YOU SO MUCH.
02:27:40:00 02:27:42:00 COUNCILOR CANTHARIDIN AND I
02:27:42:00 02:27:46:00 THINK WE WERE JOINED BY
02:27:46:00 02:27:47:00 COUNCILOR EDWARDS BUT I THINK
02:27:47:00 02:27:48:00 SHE MAYBE HAVING CONNECTIVITY
02:27:48:00 02:27:51:00 ISSUES SO I WILL I WILL JUMP IN
02:27:51:00 02:27:54:00 WITH MY QUESTIONS AND AND THEN
02:27:54:00 02:27:55:00 WE WILL DO A SECOND ROUND
02:27:55:00 02:27:56:00 OF QUESTIONS JUST I'D ASK
02:27:56:00 02:27:59:00 COLLEAGUES TO JUST BE READY SO
02:27:59:00 02:28:00:00 THAT WE CAN MOVE THEM QUICKLY
02:28:00:00 02:28:02:00 JUST BECAUSE WE GOT TO HEARINGS
02:28:02:00 02:28:02:00 TODAY.
02:28:02:00 02:28:02:00 YEAH.
02:28:02:00 02:28:06:00 SO I WANT TO THANK THE TEAM FOR
02:28:06:00 02:28:07:00 THERE WERE LOTS OF ANSWERS TO A
02:28:07:00 02:28:09:00 BUNCH OF MY QUESTIONS IN THAT
02:28:09:00 02:28:10:00 PRESENTATION IN THE FIRST HOUR
02:28:10:00 02:28:14:00 AND SO JUST A FEW FOLLOW UPS ON
02:28:14:00 02:28:17:00 THAT I GUESS MY MY BIGGEST
02:28:17:00 02:28:21:00 QUESTION IS IT'S SORT OF LIKE
02:28:21:00 02:28:22:00 THE MOMENT OF THE START OF THE
02:28:22:00 02:28:25:00 SCHOOL YEAR IN SEPTEMBER AND I
02:28:25:00 02:28:29:00 THINK OTHERS HAVE SORT OF ALSO
02:28:29:00 02:28:29:00 GESTURE TOWARDS THIS.
02:28:29:00 02:28:31:00 BUT IT FEELS TO ME LIKE WE KNOW
02:28:31:00 02:28:33:00 THAT OUR STUDENTS HAVE SO MANY
02:28:33:00 02:28:34:00 NEEDS THAT HAVE BEEN
02:28:34:00 02:28:35:00 EXACERBATED COMING OUT OF THIS
02:28:35:00 02:28:37:00 PANDEMIC AND PART OF THE

02:28:37:00 02:28:38:00 PROPOSAL TO ADD TO THE SOCIAL
02:28:38:00 02:28:41:00 WORKERS FAMILY REASONS IS ABOUT
02:28:41:00 02:28:44:00 HAVING LIKE JUST A WHOLE A
02:28:44:00 02:28:45:00 WHOLE SET OF SORT OF HANDS
02:28:45:00 02:28:46:00 AROUND OUR STUDENTS.
02:28:46:00 02:28:47:00 RIGHT FOR THAT KIND
02:28:47:00 02:28:49:00 OF WRAPAROUND EFFECT, I JUST
02:28:49:00 02:28:53:00 I'M SORT OF TRYING TO THINK
02:28:53:00 02:28:54:00 ABOUT WHAT THE SORT OF MOMENT
02:28:54:00 02:28:57:00 OF DIAGNOSTIC ASSESSMENT IN THE
02:28:57:00 02:28:58:00 FIRST TWO WEEKS OF SEPTEMBER IS
02:28:58:00 02:28:59:00 GOING TO LOOK LIKE BECAUSE I
02:28:59:00 02:29:00:00 CAN IMAGINE A WORLD IN WHICH
02:29:00:00 02:29:04:00 YOU KNOW, A TEACHER GETS THEIR
02:29:04:00 02:29:05:00 CLASS ROSTER AND THEN I MEAN
02:29:05:00 02:29:05:00 NORMALLY RIGHT.
02:29:05:00 02:29:08:00 THEY SPEND THE FIRST FEW WEEKS
02:29:08:00 02:29:08:00 TRYING TO SORT OF FIGURE OUT
02:29:08:00 02:29:09:00 WHERE ARE THESE STUDENTS ON MY
02:29:09:00 02:29:12:00 CLASS ROSTER LIKE SORT WHERE
02:29:12:00 02:29:12:00 ARE THEY IN THEIR LEARNING
02:29:12:00 02:29:13:00 JOURNEY, WHAT'S GOING ON AT
02:29:13:00 02:29:14:00 HOME, ET CETERA.
02:29:14:00 02:29:16:00 AND IT FEELS LIKE WE'RE GOING
02:29:16:00 02:29:17:00 TO FIND OUT IN SEPTEMBER.
02:29:17:00 02:29:19:00 OK, THIS THIS STUDENTS IN MY
02:29:19:00 02:29:22:00 CLASS COULD REALLY USE THE
02:29:22:00 02:29:23:00 MENTAL AND EMOTIONAL SUPPORT.
02:29:23:00 02:29:24:00 I'VE GOT SOME FOLKS WHO STOP
02:29:24:00 02:29:27:00 GOING TO SCHOOL LAST YEAR AND
02:29:27:00 02:29:28:00 THEY'RE NOT REALLY FEELING
02:29:28:00 02:29:28:00 CONNECTED TO THE SCHOOL
02:29:28:00 02:29:29:00 COMMUNITY AND THEY'RE NOT
02:29:29:00 02:29:31:00 SHOWING UP.
02:29:31:00 02:29:32:00 SO THERE WE HAVE LIKE AN
02:29:32:00 02:29:35:00 ATTENDANCE FROM JUMP PROBLEM
02:29:35:00 02:29:36:00 AND YOU KNOW AND OVER HERE, YOU
02:29:36:00 02:29:37:00 KNOW, THIS PERSON IS REALLY SAD
02:29:37:00 02:29:39:00 BUT REALLY LIKE DONE WELL
02:29:39:00 02:29:40:00 PREVIOUSLY WITH SOMEBODY
02:29:40:00 02:29:42:00 STANDING OVER THEIR SHOULDER
02:29:42:00 02:29:43:00 HELPING THEM WITH MATH.
02:29:43:00 02:29:44:00 AND LAST YEAR IT'S CLEAR THAT
02:29:44:00 02:29:47:00 LIKE LEARNING MATH REMOTELY
02:29:47:00 02:29:47:00 DIDN'T WORK FOR THEM.
02:29:47:00 02:29:48:00 SO I'M JUST KIND OF LIKE THINK
02:29:48:00 02:29:50:00 ABOUT WE HAVE ALL THESE KIND
02:29:50:00 02:29:51:00 OF ACROSS THE BOARD SUPPORTS.
02:29:51:00 02:29:55:00 BUT WHAT IS BP'S PLAN FOR KIND
02:29:55:00 02:29:59:00 OF SURGING IN THAT INDIVIDUAL
02:29:59:00 02:29:59:00 ISED SUPPORT?
02:29:59:00 02:30:00:00 JUST I JUST THINK THERE'S GOING
02:30:00:00 02:30:01:00 TO BE SO MUCH THAT WE DON'T YET
02:30:01:00 02:30:02:00 KNOW ABOUT WHERE OUR STUDENTS

02:30:02:00 02:30:03:00 ARE AT.
02:30:03:00 02:30:04:00 SO I REALIZE THAT'S KIND OF A
02:30:04:00 02:30:04:00 BIG PICTURE QUESTION.
02:30:04:00 02:30:07:00 BUT I'M SORT OF TRYING TO
02:30:07:00 02:30:07:00 IMAGINE HOW THESE TEAMS GET
02:30:07:00 02:30:08:00 OPERATIONALIZED AROUND OUR
02:30:08:00 02:30:08:00 STUDENTS.
02:30:08:00 02:30:16:00 THE FALL.
02:30:16:00 02:30:20:00 YEAH, I THINK THAT'S THAT'S A
02:30:20:00 02:30:21:00 GREAT QUESTION AND AN IMPORTANT
02:30:21:00 02:30:21:00 ONE.
02:30:21:00 02:30:24:00 I'M REALIZING NOW AS WE GO TO
02:30:24:00 02:30:28:00 ANSWER THIS I BELIEVE SYLVIA I
02:30:28:00 02:30:28:00 DON'T KNOW IF I THINK SHE MAY
02:30:28:00 02:30:31:00 HAVE STARTED TO STEP WAY BACK,
02:30:31:00 02:30:35:00 WANTED TO JUST TALK ABOUT PART
02:30:35:00 02:30:36:00 OF THIS IS ABOUT MAKING SURE
02:30:36:00 02:30:37:00 THAT WE CREATE SYSTEMS AND
02:30:37:00 02:30:39:00 STRUCTURES OR SUPPORTS FIRST
02:30:39:00 02:30:40:00 FOR TEACHERS BECAUSE THOSE
02:30:40:00 02:30:42:00 CLOSEST TO THE STUDENTS WILL BE
02:30:42:00 02:30:43:00 BEST ABLE TO ASSESS WHAT THEY
02:30:43:00 02:30:43:00 NEED.
02:30:43:00 02:30:46:00 AND I THINK THAT'S PART OF THE
02:30:46:00 02:30:47:00 CHALLENGES WE START TO THINK
02:30:47:00 02:30:48:00 ABOUT THE AVAILABILITY OF THE
02:30:48:00 02:30:51:00 ESSAR FUNDING AND HOW WE WANT
02:30:51:00 02:30:54:00 TO USE THAT IN THE NEXT YEAR WE
02:30:54:00 02:30:55:00 BOTH WANT TO BE READY WITH
02:30:55:00 02:30:56:00 SUPPORTS BUT WE ALSO WANT TO
02:30:56:00 02:30:57:00 BUILD THE RIGHT SUPPORTS AND
02:30:57:00 02:30:59:00 TAYLOR EXACTLY THE RIGHT
02:30:59:00 02:30:59:00 STUDENTS.
02:30:59:00 02:31:02:00 BUT IN TERMS OF THE DIAGNOSTIC
02:31:02:00 02:31:03:00 TOOLS BEING USED AND PLAN
02:31:03:00 02:31:07:00 SUPPORTS RETURN TURN IT OVER TO
02:31:07:00 02:31:09:00 TO SYLVIA TO SEE IF HAD YEAH.
02:31:09:00 02:31:10:00 YES THANK YOU.
02:31:10:00 02:31:14:00 I WOULD SAY THAT IT'S VERY
02:31:14:00 02:31:17:00 IMPORTANT THAT WE START FROM A
02:31:17:00 02:31:21:00 UNIVERSAL VIEW OF TIER ONE BOTH
02:31:21:00 02:31:22:00 IN ACADEMICS AS WELL AS SOCIAL
02:31:22:00 02:31:25:00 EMOTIONAL SUPPORT FOR STUDENTS.
02:31:25:00 02:31:27:00 SO WE'RE PLANNING ON SUMMER
02:31:27:00 02:31:29:00 LEARNING FOR TEACHERS, AN
02:31:29:00 02:31:32:00 OPPORTUNITY FOR TEACHERS TO
02:31:32:00 02:31:36:00 PREPARE AHEAD OF TIME ON HOW
02:31:36:00 02:31:37:00 THEY'RE GOING TO RECONNECT WITH
02:31:37:00 02:31:41:00 THEIR STUDENTS, RECONNECT WITH
02:31:41:00 02:31:41:00 THEIR FAMILIES.
02:31:41:00 02:31:45:00 WE KNOW THAT IT'S GOING TO BE A
02:31:45:00 02:31:46:00 RELATIONSHIP BUILDING IS GOING
02:31:46:00 02:31:49:00 TO BE CRUCIAL AND BEING ABLE TO
02:31:49:00 02:31:52:00 DIAGNOSE VERY QUICKLY WHERE

02:31:52:00 02:31:55:00 STUDENTS ARE AT ACADEMICALLY
 02:31:55:00 02:31:59:00 AND AS WELL AS IN TERMS
 02:31:59:00 02:32:00:00 OF ADDITIONAL NEEDS FOR
 02:32:00:00 02:32:00:00 SUPPORT.
 02:32:00:00 02:32:01:00 AND THAT'S WHY WE HAVE
 02:32:01:00 02:32:07:00 MENTIONED THAT WE DO HAVE
 02:32:07:00 02:32:11:00 ASSESSMENTS AVAILABLE AND THAT
 02:32:11:00 02:32:12:00 ARE CONTINUALLY MONITORING THE
 02:32:12:00 02:32:15:00 QUALITY OF THOSE FOR BYAS AND
 02:32:15:00 02:32:16:00 FOR OR FOR THE QUALITY
 02:32:16:00 02:32:20:00 OF INFORMATION THAT WE PROVIDE
 02:32:20:00 02:32:20:00 TO US.
 02:32:20:00 02:32:22:00 IS THERE ANYTHING ELSE THAT ANY
 02:32:22:00 02:32:27:00 TEAM MEMBER WOULD ADD TO THIS?
 02:32:27:00 02:32:28:00 I WOULD JUST I WOULD JUST ADD
 02:32:28:00 02:32:31:00 THAT BUILDING OFF OF PRIORITIES
 02:32:31:00 02:32:34:00 AND FOCUSES AROUND THE
 02:32:34:00 02:32:35:00 WELL-BEING OF STUDENTS FROM
 02:32:35:00 02:32:38:00 LAST YEAR THE GUIDANCE THAT WE
 02:32:38:00 02:32:39:00 WOULD WANT TO GIVEN AND
 02:32:39:00 02:32:42:00 CONTINUE TO SUPPORT SCHOOLS ARE
 02:32:42:00 02:32:43:00 ARE THE IDEA THAT WE DO NEED TO
 02:32:43:00 02:32:46:00 IMPLEMENT STRUCTURES FOCUSED ON
 02:32:46:00 02:32:46:00 STUDENT AND ADULT RELATIONSHIPS
 02:32:46:00 02:32:50:00 AND CONSIDER REALLY EXTENDING
 02:32:50:00 02:32:51:00 COMMUNITY BUILDING PHASES
 02:32:51:00 02:32:54:00 OF REOPENING SCHOOLS ALWAYS DO
 02:32:54:00 02:32:54:00 THAT.
 02:32:54:00 02:32:55:00 THEY KNOW THEY HAVE TO MEET
 02:32:55:00 02:32:58:00 THEIR STUDENTS AND GET TO KNOW
 02:32:58:00 02:32:58:00 THEM.
 02:32:58:00 02:32:59:00 BUT WE KNOW THAT BECAUSE AS
 02:32:59:00 02:33:00:00 CARMEN SAID, TIER ONE IS GOING
 02:33:00:00 02:33:01:00 TO BE SO IMPORTANT WE NEED TO
 02:33:01:00 02:33:05:00 ESTABLISH THAT IS AS WHAT WE
 02:33:05:00 02:33:06:00 WOULD EXPECT TO SEE IN SCHOOLS.
 02:33:06:00 02:33:09:00 WE WE HAVE SEEN SCHOOLS
 02:33:09:00 02:33:10:00 INSTITUTE WEEKLY OR DAILY
 02:33:10:00 02:33:14:00 RITUALS, A WHOLE GROUP, A WHOLE
 02:33:14:00 02:33:15:00 GROUP SCHOOL OR A WHOLE GRADE
 02:33:15:00 02:33:17:00 LEVEL OUR WHOLE CLASSROOMS
 02:33:17:00 02:33:18:00 WHERE THEY'RE BUILDING
 02:33:18:00 02:33:18:00 RELATIONSHIPS BETWEEN TEACHERS
 02:33:18:00 02:33:21:00 AND STUDENTS THROUGH VARIOUS
 02:33:21:00 02:33:21:00 ACTIVITIES.
 02:33:21:00 02:33:22:00 AND SO WE WOULD WANT TO SEE
 02:33:22:00 02:33:25:00 THAT AGAIN.
 02:33:25:00 02:33:26:00 I THINK DEEPENING SOCIAL
 02:33:26:00 02:33:29:00 EMOTIONAL LEARNING SKILLS AND
 02:33:29:00 02:33:29:00 COMPETENCIES BY INTEGRATING
 02:33:29:00 02:33:32:00 THEM INTO OTHER SUBJECT AREAS
 02:33:32:00 02:33:33:00 IS SOMETHING THAT WE'VE BEEN
 02:33:33:00 02:33:34:00 WORKING ON WITH SCHOOLS AND
 02:33:34:00 02:33:36:00 WE'D WANT TO SEE THAT DEEPEN

02:33:36:00 02:33:37:00 FROM MY PERSPECTIVE HEALTH,
02:33:37:00 02:33:40:00 EDUCATION AND PHYSICAL
02:33:40:00 02:33:44:00 EDUCATION ARE TWO CONTENT AREAS
02:33:44:00 02:33:45:00 WHERE STUDENTS GET TO HAVE SOME
02:33:45:00 02:33:48:00 YOU EXPERIENCE THINK ABOUT
02:33:48:00 02:33:49:00 THEMSELVES, REFLECT ON HOW
02:33:49:00 02:33:52:00 THEY'RE DOING AND HOW THEY'VE
02:33:52:00 02:33:53:00 BEEN DOING AND THEN MOVE AND
02:33:53:00 02:33:56:00 HAVE SOME ENJOYMENT AS A PART
02:33:56:00 02:33:57:00 OF THAT JOYFUL SCHOOL.
02:33:57:00 02:34:00:00 SO I THINK WITH A FULL REALLY
02:34:00:00 02:34:01:00 APPROACH THE WHOLE CHILD IS AN
02:34:01:00 02:34:02:00 IMPORTANT MORE THAN EVER AS WE
02:34:02:00 02:34:06:00 AS WE REOPEN.
02:34:06:00 02:34:10:00 YEAH, DEFINITELY NO I JUST YEAH
02:34:10:00 02:34:10:00 .
02:34:10:00 02:34:11:00 I JUST DON'T WANT I'M JUST
02:34:11:00 02:34:14:00 THINKING ABOUT IT AND OBVIOUSLY
02:34:14:00 02:34:15:00 THIS ALL COMES DOWN TO SCHOOL
02:34:15:00 02:34:15:00 LEADERSHIP AND STUFF.
02:34:15:00 02:34:18:00 IT'S JUST THAT WE'RE THROWING
02:34:18:00 02:34:19:00 IN ALL THESE SUPPORTS WHO ARE
02:34:19:00 02:34:22:00 ALSO GOING TO BE NEW TO THEIR
02:34:22:00 02:34:22:00 SCHOOL COMMUNITIES.
02:34:22:00 02:34:25:00 SO I JUST FEEL LIKE WE'RE GOING
02:34:25:00 02:34:26:00 TO HAVE THESE NEW SOCIAL
02:34:26:00 02:34:27:00 WORKERS, THESE NEW FAMILY
02:34:27:00 02:34:29:00 LIAISONS.
02:34:29:00 02:34:30:00 BOTH OF THOSE ARE SOMEWHAT
02:34:30:00 02:34:33:00 ENTREPRENEURIAL ROLES AND
02:34:33:00 02:34:34:00 YOU'RE LEARNING HOW TO NAVIGATE
02:34:34:00 02:34:35:00 THE WHOLE SYSTEM AND THEN A
02:34:35:00 02:34:37:00 BUNCH OF NEW STUDENTS OR
02:34:37:00 02:34:38:00 WHATEVER OUR NORMAL TRANSITION
02:34:38:00 02:34:41:00 YEARS ARE WE HAVE TO TRANSITION
02:34:41:00 02:34:42:00 YEARS WORTH OF NEW STUDENTS IN
02:34:42:00 02:34:46:00 MANY CASES IN THE SENSE THAT
02:34:46:00 02:34:47:00 THEY HAVEN'T HAD A YEAR IN THE
02:34:47:00 02:34:47:00 BUILDING.
02:34:47:00 02:34:50:00 SO JUST TRYING TO THINK ABOUT
02:34:50:00 02:34:52:00 HOW IT LIKE THE ACTUAL KIND
02:34:52:00 02:34:53:00 TRACKED RESPONSE LIKE OK, HAVE
02:34:53:00 02:34:56:00 WE FIGURED OUT HOW MANY KIDS
02:34:56:00 02:34:57:00 NEED THIS TYPE OF SUPPORT AND
02:34:57:00 02:34:58:00 ARE WE GETTING INTO THEM
02:34:58:00 02:35:00:00 DOESN'T KIND OF FALL BETWEEN
02:35:00:00 02:35:01:00 THE BARRELS OF LIKE ALL THIS
02:35:01:00 02:35:04:00 WELL INTENTIONED CAPACITY
02:35:04:00 02:35:05:00 THAT'S AND WITH ONE HUNDRED AND
02:35:05:00 02:35:08:00 TWENTY SORRY CREATING THE
02:35:08:00 02:35:09:00 NUMBER FOUR IS IT SCHOOL
02:35:09:00 02:35:11:00 COMMUNITIES?
02:35:11:00 02:35:12:00 OBVIOUSLY THERE'S GOING TO BE
02:35:12:00 02:35:13:00 INDIVIDUALIZED LEADERSHIP PLANS

02:35:13:00 02:35:15:00 ON THIS.
02:35:15:00 02:35:16:00 I'M JUST TRYING TO THINK ABOUT
02:35:16:00 02:35:17:00 HOW HOW THE DISTRICTS REPORTING
02:35:17:00 02:35:20:00 ON THE IF I MAY I MIGHT JUST
02:35:20:00 02:35:24:00 ADD THAT OUR SCHOOLS ALL HAVE
02:35:24:00 02:35:25:00 SCHOOL SUPPORT TEAMS AND PART
02:35:25:00 02:35:27:00 OF THAT IS REALLY THE SPACE FOR
02:35:27:00 02:35:27:00 BRINGING TOGETHER THESE
02:35:27:00 02:35:30:00 POSITIONS AND RESOURCES TO
02:35:30:00 02:35:31:00 THINK ABOUT WHAT ARE THE
02:35:31:00 02:35:32:00 SUPPORTS OUR STUDENTS NEED BUT
02:35:32:00 02:35:51:00 ALSO IN THEIR PUBLIC SCHOOL
02:35:51:00 02:35:52:00 PLANS THEY ARE OUTLINING NOT
02:35:52:00 02:36:11:00 JUST THE ACADEMIC SUPPORTS THAT
02:36:11:00 02:36:12:00 OUR SCHOOL COMMUNITY NEEDS BUT
02:36:12:00 02:36:13:00 ALSO THE SOCIAL EMOTIONAL
02:36:13:00 02:36:13:00 SUPPORT AND WHAT THAT THEN
02:36:13:00 02:36:14:00 MEANS AS AN EXTENSION OR THE
02:36:14:00 02:36:15:00 FAMILY ENGAGEMENT IN WAYS THAT
02:36:15:00 02:36:15:00 THEY'RE SUPPORTING ENGAGING
02:36:15:00 02:36:16:00 FAMILIES AND THOSE PARTIES ARE
02:36:16:00 02:36:17:00 AT THE TABLE AS WELL AS THE
02:36:17:00 02:36:17:00 SCHOOLS.
02:36:17:00 02:36:18:00 SO WE REALLY THINKING ABOUT
02:36:18:00 02:36:18:00 SCHOOL COMMITTEE REPRESENTED
02:36:18:00 02:36:19:00 STAKEHOLDERS AT THE TABLE IN
02:36:19:00 02:36:20:00 THAT PROCESS AND I THINK PART
02:36:20:00 02:36:20:00 OF PART OF WHAT YOU'RE
02:36:20:00 02:36:21:00 DESCRIBING IS KIND OF HOW DO
02:36:21:00 02:36:21:00 YOU MAKE SURE THE COORDINATION
02:36:21:00 02:36:22:00 IS HAPPENING ON THE GROUND AND
02:36:22:00 02:36:23:00 THAT HAPPENS AND I THINK THE
02:36:23:00 02:36:24:00 SCHOOL SUPPORT TEAM SPACES AND
02:36:24:00 02:36:24:00 I WAS AT THE CENTRAL OFFICE
02:36:24:00 02:36:25:00 OF OUR SCHOOL SUPERINTENDENTS
02:36:25:00 02:36:26:00 ARE DOING A REALLY GREAT JOB
02:36:26:00 02:36:26:00 SUPPORTING AND CONNECTING WITH
02:36:26:00 02:36:26:00 OUR SCHOOLS.
02:36:26:00 02:36:27:00 THEY ARE IN SCHOOLS EVERY DAY
02:36:27:00 02:36:28:00 AND I THINK HELPING WORKING
02:36:28:00 02:36:28:00 WITH SCHOOL DISTRICTS AROUND
02:36:28:00 02:36:29:00 MAKING SURE THAT WORK IS
02:36:29:00 02:36:30:00 HAPPENING BUT ALSO FLAGGING
02:36:30:00 02:36:30:00 THAT THERE ARE CHALLENGES AND
02:36:30:00 02:36:31:00 CERTAINLY WORKING WITH EACH
02:36:31:00 02:36:31:00 OF US I RESPECT THE PLACES
02:36:31:00 02:36:32:00 WHERE ADDITIONAL SUPPORT MAY BE
02:36:32:00 02:36:33:00 NEEDED FOR OUR POSITION AND IN
02:36:33:00 02:36:36:00 TERMS OF SPECIFICALLY DO WE
02:36:36:00 02:36:37:00 HAVE ANY PARTICULAR SURGE
02:36:37:00 02:36:40:00 OF SUPPORT OR STRATEGY PLANNED
02:36:40:00 02:36:40:00 AROUND OUR HIGH SCHOOL
02:36:40:00 02:36:41:00 STUDENTS?
02:36:41:00 02:36:43:00 I MEAN JUST BASED ON THE SORT

02:36:43:00 02:36:44:00 PUBLICLY REPORTED DATA ABOUT US
02:36:44:00 02:36:48:00 HAVING MORE DIFFICULTY GETTING
02:36:48:00 02:36:49:00 OUR HIGH SCHOOL STUDENTS IN FOR
02:36:49:00 02:36:52:00 PARTS OF THIS YEAR?
02:36:52:00 02:36:53:00 I JUST I'M IMAGINING A STUDENT
02:36:53:00 02:36:53:00 WHO'S SORT OF FALLEN OFF
02:36:53:00 02:36:56:00 ATTENDANCE THIS YEAR.
02:36:56:00 02:36:59:00 MAYBE THEY'RE A JUNIOR AND THEN
02:36:59:00 02:37:02:00 THEY THEY GET SOCIALLY PROMOTED
02:37:02:00 02:37:04:00 AND THEN THEY COME IN AND IT'S
02:37:04:00 02:37:07:00 AND AGAIN THEY'RE NOT FEELING
02:37:07:00 02:37:08:00 THAT SENSE OF CONNECTION.
02:37:08:00 02:37:09:00 IT JUST FEELS LIKE FOR THE
02:37:09:00 02:37:11:00 SENIOR CLASS WE COULD HAVE SOME
02:37:11:00 02:37:14:00 REAL CHALLENGES IF WE'RE NOT
02:37:14:00 02:37:14:00 VERY INTENTIONAL.
02:37:14:00 02:37:15:00 SO IS THERE ANYTHING IN
02:37:15:00 02:37:16:00 PARTICULAR WE'RE DOING JUST
02:37:16:00 02:37:24:00 AROUND THAT END?
02:37:24:00 02:37:28:00 I WILL LOOK INTO THAT BUT THANK
02:37:28:00 02:37:29:00 YOU FOR BRINGING THAT UP
02:37:29:00 02:37:34:00 BECAUSE IT IS VERY IMPORTANT,
02:37:34:00 02:37:34:00 RIGHT?
02:37:34:00 02:37:35:00 WELL, YEAH, IT WOULD BE GREAT
02:37:35:00 02:37:36:00 TO HEAR YOUR MORE AND FUTURE
02:37:36:00 02:37:37:00 HEARINGS ABOUT THAT.
02:37:37:00 02:37:38:00 I JUST WISH OUR HIGH SCHOOLERS
02:37:38:00 02:37:42:00 IT FEELS LIKE WE'RE WE'RE GOING
02:37:42:00 02:37:43:00 TO HAVE A LOT OF SUPPORT THAT
02:37:43:00 02:37:44:00 ALL OUR STUDENTS NEED BUT WE
02:37:44:00 02:37:46:00 HAVE A LONGER RUNWAY WITH THE
02:37:46:00 02:37:47:00 YOUNGER ONES AND WE DON'T HAVE
02:37:47:00 02:37:50:00 THAT WITH THE OLDER ONES.
02:37:50:00 02:37:53:00 SO YEAH, JUST TO ADD IN OUR
02:37:53:00 02:37:54:00 HEARING ON THE 18TH IS GOING TO
02:37:54:00 02:37:55:00 FOCUS MORE SPECIFICALLY ON HIGH
02:37:55:00 02:37:57:00 SCHOOL.
02:37:57:00 02:37:58:00 SO BE SURE TO INCORPORATE YOUR
02:37:58:00 02:38:01:00 QUESTIONS THERE AS WELL.
02:38:01:00 02:38:02:00 OK, THAT'LL BE GREAT.
02:38:02:00 02:38:04:00 I FORGOT TO SET A TIMER FOR
02:38:04:00 02:38:05:00 MYSELF SO I WANT TO BE CAUTIOUS
02:38:05:00 02:38:08:00 SO I WILL I WILL START MY
02:38:08:00 02:38:09:00 QUESTIONS THERE FOR NOW AND GO
02:38:09:00 02:38:12:00 BACK UP TO THE TOP.
02:38:12:00 02:38:13:00 SO I THINK I NOTED THIS ALREADY
02:38:13:00 02:38:16:00 THAT WE ARE WE HAVE BEEN
02:38:16:00 02:38:17:00 CHARGED BY COUNCILOR EDWARDS.
02:38:17:00 02:38:18:00 SHE'S IN FOR A QUESTION SINCE
02:38:18:00 02:38:20:00 SHE WAS LATE.
02:38:20:00 02:38:21:00 THE NEXT STEP IS COUNCILOR
02:38:21:00 02:38:23:00 ESSAIBI GEORGE ESSAIBI.
02:38:23:00 02:38:24:00 GEORGE, DO YOU HAVE SECOND
02:38:24:00 02:38:25:00 ROUND QUESTIONS TO ASK?

02:38:25:00 02:38:27:00 I DO.
02:38:27:00 02:38:28:00 THANK YOU, MADAM CHAIR AND I'LL
02:38:28:00 02:38:29:00 TRY TO BE BRIEF.
02:38:29:00 02:38:31:00 I WOULD LOVE TO HEAR A LITTLE
02:38:31:00 02:38:32:00 BIT MORE ABOUT THE WORK THAT
02:38:32:00 02:38:33:00 THE DISTRICT'S DOING TO PUT TO
02:38:33:00 02:38:36:00 SUPPORT STUDENTS WHO ARE
02:38:36:00 02:38:36:00 EXPERIENCING HOMELESSNESS AND
02:38:36:00 02:38:39:00 WE KNOW IN PARTICULAR THE THE
02:38:39:00 02:38:40:00 STRUGGLE THAT MANY OF OUR
02:38:40:00 02:38:41:00 FAMILIES HAVE FACED OVER THIS
02:38:41:00 02:38:44:00 LAST YEAR BECAUSE OF COVID-19,
02:38:44:00 02:38:47:00 BECAUSE OF SCHOOLS BEING CLOSED
02:38:47:00 02:38:48:00 AND HYBRID LEARNING NOW TAKING
02:38:48:00 02:38:52:00 PLACE IN THE SLOW RETURN
02:38:52:00 02:38:52:00 OF STUDENTS BACK TO THE
02:38:52:00 02:38:55:00 CLASSROOM OR WITH THE OPTION TO
02:38:55:00 02:38:56:00 TURN BACK TO THE CLASSROOM.
02:38:56:00 02:38:59:00 HOW ARE WE ADDING HOW ARE YOU
02:38:59:00 02:38:59:00 SUPPORTING FAMILIES?
02:38:59:00 02:39:00:00 I KNOW BRIAN, YOU DID A LITTLE
02:39:00:00 02:39:03:00 BIT OF A REVIEW IN THE
02:39:03:00 02:39:03:00 POWERPOINT BUT I'D LOVE TO HEAR
02:39:03:00 02:39:06:00 MORE ABOUT THE WORK
02:39:06:00 02:39:07:00 OF ESPECIALLY OVER THIS LAST
02:39:07:00 02:39:08:00 YEAR THE ROLE OF FAMILY LIAISON
02:39:08:00 02:39:10:00 AND SUPPORTING STUDENTS
02:39:10:00 02:39:11:00 EXPERIENCING HOMELESSNESS AND
02:39:11:00 02:39:14:00 WONDERING ABOUT SCHOOL AUTONOMY
02:39:14:00 02:39:14:00 AROUND SOME OF THE FUNDING THAT
02:39:14:00 02:39:18:00 THEY'RE RECEIVING TO SUPPORT
02:39:18:00 02:39:19:00 STUDENTS BOTH IN RELATION TO
02:39:19:00 02:39:22:00 COMMIT IN OUR RESPONSE BUT ALSO
02:39:22:00 02:39:22:00 JUST IN GENERAL.
02:39:22:00 02:39:23:00 SURE.
02:39:23:00 02:39:29:00 SO AS IT RELATES TO LOOKING
02:39:29:00 02:39:30:00 FORWARD TO NEXT YEAR SO WE DO
02:39:30:00 02:39:31:00 HAVE A PROPOSAL OUT THERE THAT
02:39:31:00 02:39:34:00 WILL GO IN FRONT OF THE
02:39:34:00 02:39:35:00 COMMISSION WE WE'RE LOOKING TO
02:39:35:00 02:39:38:00 HAVE DEDICATE TO ACADEMIC
02:39:38:00 02:39:38:00 MENTORING AND TUTORING SUPPORTS
02:39:38:00 02:39:41:00 WITH STUDENTS EXPERIENCING THIS
02:39:41:00 02:39:42:00 BEING ONE OF THE PRIORITY
02:39:42:00 02:39:45:00 GROUPS FOR THAT EFFORT.
02:39:45:00 02:39:46:00 WE'RE ALSO LOOKING TO CONTINUE
02:39:46:00 02:39:49:00 THE EXTERNAL PARTNERSHIPS WITH
02:39:49:00 02:39:52:00 CASE MANAGEMENT IN WRAPAROUNDS
02:39:52:00 02:39:54:00 REPORTS AS PART OF THAT FUNDING
02:39:54:00 02:39:57:00 PROPOSAL.
02:39:57:00 02:39:57:00 SCHOOLS ARE COMPLETELY
02:39:57:00 02:40:00:00 AUTONOMOUS IN TERMS OF THE USE
02:40:00:00 02:40:01:00 OF THE HOMELESSNESS INVESTMENT
02:40:01:00 02:40:02:00 DOLLARS THAT ARE ALLOCATED TO

02:40:02:00 02:40:05:00 THEIR SCHOOL BUDGET.
02:40:05:00 02:40:05:00 OF COURSE THEY HAVE TO FOLLOW
02:40:05:00 02:40:09:00 THE DISTRICT'S PURCHASING AND
02:40:09:00 02:40:10:00 PROCUREMENT GUIDELINES IN THE
02:40:10:00 02:40:10:00 USE OF THOSE DOLLARS.
02:40:10:00 02:40:12:00 BUT THERE'S CERTAINLY
02:40:12:00 02:40:14:00 AUTONOMOUS IN TERMS OF THE USE
02:40:14:00 02:40:16:00 OF THE FUNDING WE DO HAVE SOME
02:40:16:00 02:40:16:00 QUALITY ASSURANCE FRAMEWORKS
02:40:16:00 02:40:20:00 BOTH IN TERMS OF THE BUDGET
02:40:20:00 02:40:21:00 TRACKING TO THE EXPENDITURE AND
02:40:21:00 02:40:24:00 USE OF DOLLARS AS WELL AS
02:40:24:00 02:40:25:00 SCHOOLS BEING REQUIRED TO
02:40:25:00 02:40:31:00 SUBMIT PROJECT PLANS TO JUST
02:40:31:00 02:40:32:00 INDICATE HOW THEY PLAN TO USE
02:40:32:00 02:40:33:00 THE FUNDS WHETHER THEY NEED ANY
02:40:33:00 02:40:36:00 ADDITIONAL CONSULTATION OR
02:40:36:00 02:40:37:00 SUPPORT IN THE IMPLEMENTATION
02:40:37:00 02:40:39:00 PROCESS IN CONNECTION TO
02:40:39:00 02:40:43:00 RESOURCES WE WORK CLOSELY WITH
02:40:43:00 02:40:47:00 OF COURSE THE FAMILY LIAISONS
02:40:47:00 02:40:48:00 AND THE SOCIAL WORKERS PART
02:40:48:00 02:40:51:00 OF OUR FOCUS THIS YEAR AND
02:40:51:00 02:40:52:00 MOVING FORWARD HAS BEEN TO MAKE
02:40:52:00 02:40:55:00 SURE THAT WE'RE DISTRIBUTING
02:40:55:00 02:40:55:00 INFORMATION ABOUT RESOURCES AND
02:40:55:00 02:40:59:00 TRAINING OPPORTUNITIES
02:40:59:00 02:41:00:00 PARTICULARLY TO STUDENTS AND
02:41:00:00 02:41:00:00 FAMILIES EXPERIENCING
02:41:00:00 02:41:03:00 HOMELESSNESS TO KEY WORK GROUPS
02:41:03:00 02:41:04:00 WHICH INCLUDES THE SOCIAL
02:41:04:00 02:41:06:00 WORKERS, THE FAMILY LIAISON
02:41:06:00 02:41:07:00 SCHOOL NURSES, GUIDANCE
02:41:07:00 02:41:10:00 COUNSELORS.
02:41:10:00 02:41:14:00 WE DO HAVE A DESIGNATED SCHOOL
02:41:14:00 02:41:15:00 BASED HOMELESS LIAISON AT LEAST
02:41:15:00 02:41:18:00 ONE AT EVERY SCHOOL ACROSS THE
02:41:18:00 02:41:19:00 DISTRICT THAT IS A DESIGNATION
02:41:19:00 02:41:22:00 MADE BY THE SCHOOL LEADER.
02:41:22:00 02:41:23:00 MANY OF THOSE FOLKS ARE FAMILY
02:41:23:00 02:41:25:00 LIAISONS OR SOCIAL WORKERS.
02:41:25:00 02:41:26:00 WE HAVE A NUMBER WHO ARE
02:41:26:00 02:41:27:00 GUIDANCE COUNSELORS, SCHOOL
02:41:27:00 02:41:30:00 NURSES, COMMUNITY FIELD
02:41:30:00 02:41:31:00 COORDINATORS AND OTHER KEY
02:41:31:00 02:41:34:00 ROLES.
02:41:34:00 02:41:35:00 OFTENTIMES THE PERSON WHO IS
02:41:35:00 02:41:39:00 INTERESTED IN THAT ROLE AT THE
02:41:39:00 02:41:39:00 SCHOOL LEVEL IS SOMEONE WHO IS
02:41:39:00 02:41:42:00 VERY PASSIONATE ABOUT
02:41:42:00 02:41:43:00 SUPPORTING PRECARIOUSLY HOW
02:41:43:00 02:41:43:00 STUDENTS AND FAMILIES OR
02:41:43:00 02:41:46:00 SOMEONE WHO HAS SOME PRIOR
02:41:46:00 02:41:49:00 EXPERIENCE WITH THAT WORK.

02:41:49:00 02:41:51:00 I THANK YOU FOR THAT AND HAVE
02:41:51:00 02:41:54:00 WE LOOKED AT THE IMPACT
02:41:54:00 02:41:57:00 OF COVID NINETEEN IN PARTICULAR
02:41:57:00 02:41:58:00 THIS PAST YEAR WHAT IMPACT
02:41:58:00 02:42:01:00 THAT'S HAD MAY BE ON THE
02:42:01:00 02:42:02:00 INCREASE IN NUMBER.
02:42:02:00 02:42:03:00 HAS THERE HAS THAT IMPACTED THE
02:42:03:00 02:42:05:00 NUMBERS OF FAMILIES, CHILDREN,
02:42:05:00 02:42:06:00 STUDENTS EXPERIENCING
02:42:06:00 02:42:10:00 HOMELESSNESS AND IS THERE MAYBE
02:42:10:00 02:42:11:00 YOU COULD TALK FOR A MOMENT
02:42:11:00 02:42:14:00 ABOUT THE THE THE FAMILY LED
02:42:14:00 02:42:16:00 STABILITY PILOT PROJECT NOW AND
02:42:16:00 02:42:17:00 MAYBE THE IMPACTS OF INCREASING
02:42:17:00 02:42:20:00 THAT IN THE NEXT SCHOOL YEAR
02:42:20:00 02:42:21:00 WHAT THAT MIGHT HAVE ON AS A
02:42:21:00 02:42:22:00 HOPEFULLY A POSITIVE IMPACT ON
02:42:22:00 02:42:24:00 OUR KIDS.
02:42:24:00 02:42:25:00 YEAH.
02:42:25:00 02:42:29:00 SO WE HAVEN'T ACTUALLY SEEN SO
02:42:29:00 02:42:30:00 BOSTON'S BEEN AT A CRISIS LEVEL
02:42:30:00 02:42:32:00 IN TERMS OF HOUSING INSECURITY.
02:42:32:00 02:42:35:00 IT HAS ONE OF THE HIGHEST RATES
02:42:35:00 02:42:36:00 OF FAMILY HOMELESSNESS IN THE
02:42:36:00 02:42:39:00 NATURE EXCUSE ME IN THE NATION
02:42:39:00 02:42:39:00 .
02:42:39:00 02:42:41:00 BUT WE HAVE NOT SEEN A
02:42:41:00 02:42:44:00 CATASTROPHIC INCREASE IN
02:42:44:00 02:42:47:00 HOMELESSNESS BASED ON OUR DATA
02:42:47:00 02:42:51:00 THROUGHOUT THE PANDEMIC AND OUR
02:42:51:00 02:42:52:00 BELIEF IS THAT PART OF THAT IS
02:42:52:00 02:42:55:00 BECAUSE OF THE STATE'S
02:42:55:00 02:42:56:00 MORATORIUM ON EVICTIONS.
02:42:56:00 02:43:00:00 THE CITY'S CONSIDERABLE FUNDING
02:43:00:00 02:43:00:00 THAT'S GONE TOWARDS RENTAL
02:43:00:00 02:43:04:00 RELIEF THAT HAS BEEN REFUNDED
02:43:04:00 02:43:07:00 REFUNDED A NUMBER OF TIMES,
02:43:07:00 02:43:08:00 INCREASE IN FUNDING FOR RAPID
02:43:08:00 02:43:11:00 ASSISTANCE FOR FAMILIES IN
02:43:11:00 02:43:14:00 TRANSITION RAP AS WELL AS THE
02:43:14:00 02:43:15:00 HOUSING VOUCHER PARTNERSHIP
02:43:15:00 02:43:18:00 THAT WE'VE HAD WITH BOSTON
02:43:18:00 02:43:19:00 HOUSING AUTHORITY.
02:43:19:00 02:43:22:00 AND OF COURSE WE'RE REGULARLY
02:43:22:00 02:43:23:00 COMMUNICATING AND DISTRIBUTING
02:43:23:00 02:43:26:00 RESOURCES TO KEY SUPPORT STAFF
02:43:26:00 02:43:27:00 AT THE SCHOOL LEVEL SO THEY CAN
02:43:27:00 02:43:30:00 EASILY CONNECT FAMILIES WITH
02:43:30:00 02:43:33:00 HOUSING STABILIZATION SERVICES
02:43:33:00 02:43:37:00 FUNDING PROGRAMING ETC. THE
02:43:37:00 02:43:38:00 FAMILY LED STABILITY PILOT
02:43:38:00 02:43:41:00 CONTINUES TO BE A KEY
02:43:41:00 02:43:42:00 INITIATIVE AND REALLY AN
02:43:42:00 02:43:46:00 INCUBATOR FOR THE WAY WE CAN

02:43:46:00 02:43:49:00 INNOVATE AND HAVE REAL SYSTEMS
02:43:49:00 02:43:50:00 CHANGE IN TERMS OF WORKING
02:43:50:00 02:43:53:00 ACROSS AGENCIES WE WERE ABLE TO
02:43:53:00 02:43:54:00 FULLY INTEGRATE THE SUPPORT
02:43:54:00 02:43:57:00 OF THOSE PARTNERS WITH THE
02:43:57:00 02:43:58:00 DISTRICT WIDE HOUSING VOUCHER
02:43:58:00 02:44:01:00 INITIATIVE SO WE CONTINUE TO
02:44:01:00 02:44:02:00 LOOK AT BOTH DISTRICT WIDE
02:44:02:00 02:44:08:00 EFFORTS AS WELL AS REGIONAL AND
02:44:08:00 02:44:09:00 SCHOOL BASED PARTNERSHIPS
02:44:09:00 02:44:10:00 BECAUSE WE FEEL LIKE BOTH HAVE
02:44:10:00 02:44:13:00 TO BE DELIVERED IN A WAY THAT
02:44:13:00 02:44:16:00 ALL PARTNERS ARE ON THE SAME
02:44:16:00 02:44:17:00 PAGE.
02:44:17:00 02:44:17:00 WE'RE CONFIDENT COORDINATING
02:44:17:00 02:44:18:00 SUPPORTS AND WE'RE ABLE TO
02:44:18:00 02:44:20:00 REALLY FULLY UTILIZE ALL THE
02:44:20:00 02:44:21:00 RESOURCES ACROSS THE CITY TO
02:44:21:00 02:44:24:00 CONNECT THOSE WITH OUR STUDENTS
02:44:24:00 02:44:24:00 .
02:44:24:00 02:44:24:00 GREAT.
02:44:24:00 02:44:28:00 I APPRECIATE THAT AND I WOULD
02:44:28:00 02:44:29:00 SAY IT IS VERY UNFORTUNATE THAT
02:44:29:00 02:44:32:00 WE DO HAVE THE HIGHEST RATES
02:44:32:00 02:44:33:00 OF STUDENTS AND FAMILIES
02:44:33:00 02:44:36:00 EXPERIENCING HOMELESSNESS.
02:44:36:00 02:44:37:00 BUT I WILL ADD WE ARE THE ONLY
02:44:37:00 02:44:40:00 STATE WITH THE RIGHT TO SHELTER
02:44:40:00 02:44:44:00 SO WE DO A WE DO A GOOD JOB IF
02:44:44:00 02:44:45:00 THERE IS A SILVER LINING TO
02:44:45:00 02:44:48:00 THAT SUPPORTING OUR FAMILIES
02:44:48:00 02:44:49:00 BUT ALSO COUNTING OUR FAMILIES,
02:44:49:00 02:44:52:00 I THINK THAT MANY OTHER STATES
02:44:52:00 02:44:53:00 AND MUNICIPALITIES DON'T
02:44:53:00 02:44:56:00 PROVIDE ANY SERVICES TO
02:44:56:00 02:45:00:00 FAMILIES AND STUDENTS
02:45:00:00 02:45:00:00 EXPERIENCING HOMELESSNESS.
02:45:00:00 02:45:01:00 WE DO THAT HERE IN BOTH
02:45:01:00 02:45:02:00 MASSACHUSETTS AND CERTAINLY IN
02:45:02:00 02:45:05:00 THE CITY AND THAT THAT COULD BE
02:45:05:00 02:45:07:00 PARTLY PART OF WHY WE
02:45:07:00 02:45:08:00 UNFORTUNATELY HAVE THAT THAT
02:45:08:00 02:45:08:00 DISTINCTION.
02:45:08:00 02:45:11:00 THANK YOU, MADAM.
02:45:11:00 02:45:12:00 I THANK YOU, BRIAN.
02:45:12:00 02:45:13:00 THANK YOU EVERYONE.
02:45:13:00 02:45:13:00 AND LOOK FORWARD TO THIS
02:45:13:00 02:45:14:00 AFTERNOON'S HEARING.
02:45:14:00 02:45:15:00 THAT'S FOR TODAY.
02:45:15:00 02:45:16:00 THIS MORNING'S QUESTIONS FOR
02:45:16:00 02:45:16:00 ME.
02:45:16:00 02:45:17:00 GREAT.
02:45:17:00 02:45:19:00 THANK YOU SO MUCH LAST NIGHT
02:45:19:00 02:45:22:00 BECAUSE I THINK UP NEXT I'M

02:45:22:00 02:45:26:00 JUST SCANNING MY LIST HERE.
02:45:26:00 02:45:27:00 I THINK IT'LL BE GOING NEXT TO
02:45:27:00 02:45:30:00 COUNCILOR MEJIA AND YEAH,
02:45:30:00 02:45:38:00 COUNCILOR, THANK YOU.
02:45:38:00 02:45:41:00 SO FOR ROUND TWO I KIND OF WANT
02:45:41:00 02:45:43:00 TO MAKE A QUICK NOTE HERE THAT
02:45:43:00 02:45:46:00 YOU KNOW, IT OFTEN FEELS LIKE
02:45:46:00 02:45:49:00 SCHOOLS IN THE SUBURBS FRAYSER
02:45:49:00 02:45:50:00 SCHOOLS WITH SMALLER ATTENDANCE
02:45:50:00 02:45:54:00 AS A GOOD THING IN SAYING OH
02:45:54:00 02:45:55:00 LOOK HOW GOOD OUR STUDENTS TO
02:45:55:00 02:45:58:00 TEACHER RATIO IS OR LOOK AT HOW
02:45:58:00 02:45:59:00 MUCH SPACE WE HAVE FOR LABS AND
02:45:59:00 02:46:01:00 CREATIVE SPACE.
02:46:01:00 02:46:02:00 BUT IN BOSTON IT'S ALWAYS SEEMS
02:46:02:00 02:46:05:00 LIKE IT'S AN EXCUSE TO SHUT
02:46:05:00 02:46:06:00 SCHOOLS DOWN.
02:46:06:00 02:46:07:00 AND SO I JUST THINK THAT THERE
02:46:07:00 02:46:09:00 IS SOMETHING FOR US HERE TO
02:46:09:00 02:46:13:00 LEARN AND TO CONSIDER AS WE AS
02:46:13:00 02:46:13:00 WE CONTINUE TO HAVE THESE
02:46:13:00 02:46:14:00 CONVERSATIONS.
02:46:14:00 02:46:33:00 AND I ALSO THINK IT'S IMPORTANT
02:46:33:00 02:46:34:00 TO HIGHLIGHT THE TRAUMATIC
02:46:34:00 02:46:35:00 IMPACT THAT SCHOOL CLOSURES
02:46:35:00 02:46:35:00 HAVE ON FAMILIES, PARTICULARLY
02:46:35:00 02:46:36:00 THOSE WHO HAVE ALREADY
02:46:36:00 02:46:36:00 EXPERIENCED PLACEMENT AND
02:46:36:00 02:46:37:00 ALREADY HAVE A LOT
02:46:37:00 02:46:37:00 OF INSTABILITY.
02:46:37:00 02:46:38:00 SO I JUST REALLY THINK THAT AS
02:46:38:00 02:46:39:00 WE START THINKING ABOUT THE
02:46:39:00 02:46:39:00 SOCIAL AND EMOTIONAL WELLBEING
02:46:39:00 02:46:40:00 OF OUR STUDENTS THAT WE'RE
02:46:40:00 02:46:41:00 REALLY SUPER MINDFUL OF THE
02:46:41:00 02:46:41:00 IMPACT THAT THESE SCHOOL
02:46:41:00 02:46:42:00 CLOSURES HAVE ON THE ENTIRE
02:46:42:00 02:46:43:00 COMMUNITY IS JUST SOMETHING FOR
02:46:43:00 02:46:43:00 US TO THINK ABOUT.
02:46:43:00 02:46:44:00 AND IF WE'RE GOING TO CONTINUE
02:46:44:00 02:46:45:00 TO DO THAT THEN WE NEED TO
02:46:45:00 02:46:46:00 BUDGET ACCORDINGLY TO TO ENSURE
02:46:46:00 02:46:49:00 THAT WE'RE ABLE TO ADDRESS THE
02:46:49:00 02:46:49:00 TRAUMA.
02:46:49:00 02:46:52:00 BUT I HAVE TWO QUESTIONS IN
02:46:52:00 02:46:53:00 REGARDS TO THE CODE OF CONDUCT
02:46:53:00 02:46:54:00 IMPLEMENTATION.
02:46:54:00 02:46:57:00 COULD YOU PROVIDE US WITH SOME
02:46:57:00 02:46:57:00 DATA AROUND CODE OF CONDUCT
02:46:57:00 02:47:00:00 VIOLATIONS BY DEMOGRAPHICS?
02:47:00:00 02:47:01:00 WHAT PERCENTAGE OF CODE
02:47:01:00 02:47:01:00 OF CONDUCT VIOLATIONS WERE
02:47:01:00 02:47:02:00 ISSUED TO WHITE STUDENTS
02:47:02:00 02:47:04:00 COMPARED TO STUDENTS OF COLOR?

02:47:04:00 02:47:05:00 AND THEN I'M ALSO CURIOUS HOW
02:47:05:00 02:47:09:00 ARE WE USING THE NEW FEDERAL
02:47:09:00 02:47:09:00 FUNDING TO HELP CREATE TRAUMA
02:47:09:00 02:47:11:00 INFORMED SERVICES FOR STUDENTS
02:47:11:00 02:47:12:00 WHO NEED HELP READJUSTING TO
02:47:12:00 02:47:13:00 BACK IN PERSON CLASSES?
02:47:13:00 02:47:16:00 YOU KNOW, I CAN JUST SPEAK FOR
02:47:16:00 02:47:17:00 MYSELF.
02:47:17:00 02:47:20:00 MY DAUGHTER IS A STUDENT AND
02:47:20:00 02:47:23:00 THE TRANSITION FROM HOME REMOTE
02:47:23:00 02:47:23:00 LEARNING TO BEING BACK IN
02:47:23:00 02:47:28:00 SCHOOL HAS BEEN TRAUMATIC FOR
02:47:28:00 02:47:28:00 HER.
02:47:28:00 02:47:31:00 JUST A. JUST LIKE THE NEW NORMS
02:47:31:00 02:47:32:00 OF JUST HOW TO SHOW UP IN
02:47:32:00 02:47:32:00 SCHOOL.
02:47:32:00 02:47:35:00 I'M NOT SURE WHAT TRANSITION
02:47:35:00 02:47:36:00 PLANS HAVE BEEN PUT IN PLACE TO
02:47:36:00 02:47:39:00 HELP ACCLIMATE STUDENTS TO
02:47:39:00 02:47:42:00 BEING BACK IN PERSON JUST KIND
02:47:42:00 02:47:43:00 LIKE THOSE LEARNING HABITS
02:47:43:00 02:47:44:00 HAVEN'T BEEN LOST.
02:47:44:00 02:47:47:00 AND SO I'M JUST CURIOUS LIKE
02:47:47:00 02:47:48:00 HOW ARE WE DEALING WITH THAT
02:47:48:00 02:47:51:00 AND AND WE CAN DO THE SAME FOR
02:47:51:00 02:47:52:00 OUR TEACHERS.
02:47:52:00 02:47:55:00 HOW HAVE WHO HAD TO BEAR THE
02:47:55:00 02:47:58:00 BURDEN OF MAKING ALL
02:47:58:00 02:47:58:00 OF ADJUSTMENTS?
02:47:58:00 02:47:59:00 JUST CURIOUS ABOUT HOW WE ARE
02:47:59:00 02:48:02:00 ALLOCATING FUNDING TO SUPPORT
02:48:02:00 02:48:06:00 THESE TRANSITIONS NOW.
02:48:06:00 02:48:07:00 THANK YOU FOR THAT QUESTION.
02:48:07:00 02:48:08:00 AND COUNCILOR ARROYO HAD ASKED
02:48:08:00 02:48:09:00 EARLIER ABOUT THE DEMOGRAPHIC
02:48:09:00 02:48:10:00 BREAKDOWN FOR CODE OF CONDUCT
02:48:10:00 02:48:14:00 VIOLATIONS AND OUR DEPUTY
02:48:14:00 02:48:15:00 SUPERINTENDENT SAM DEPINTO
02:48:15:00 02:48:18:00 WE'LL FOLLOW UP TO BE ABLE TO
02:48:18:00 02:48:18:00 PROVIDE THAT INFORMATION TO YOU
02:48:18:00 02:48:21:00 SO YOU HAVE IT IN GENERAL.
02:48:21:00 02:48:25:00 I'M JUST WONDERING I KNOW YOU
02:48:25:00 02:48:29:00 MAY NOT HAVE THOSE EXACT
02:48:29:00 02:48:30:00 NUMBERS BUT WHAT HAVE BEEN SOME
02:48:30:00 02:48:31:00 OF THE TRENDS THAT YOU HAVE
02:48:31:00 02:48:32:00 SEEN?
02:48:32:00 02:48:33:00 CAN YOU AT LEAST GIVE US SOME
02:48:33:00 02:48:36:00 SENSE THE TRENDS BECAUSE HAVING
02:48:36:00 02:48:37:00 WORKED IN THE EDUCATION SPACE,
02:48:37:00 02:48:40:00 WHAT I ALWAYS SEE IS THAT
02:48:40:00 02:48:40:00 STUDENTS OF COLOR ARE USUALLY
02:48:40:00 02:48:44:00 DISPROPORTIONATELY THE ONES WHO
02:48:44:00 02:48:49:00 ARE USUALLY THE ONES GOING TO
02:48:49:00 02:48:49:00 THE PRINCIPAL'S OFFICE AND SO

02:48:49:00 02:48:52:00 I'M JUST CURIOUS IF YOU HAVE
02:48:52:00 02:48:54:00 ANY ANY INSIGHT AS TO WHY THAT
02:48:54:00 02:49:02:00 IS THE I APOLOGIZE, MR PAYNE
02:49:02:00 02:49:03:00 HAD TO LEAVE THE HEARING AT AT
02:49:03:00 02:49:03:00 NOON.
02:49:03:00 02:49:06:00 I DON'T KNOW IF THERE IS
02:49:06:00 02:49:07:00 SOMEBODY ELSE ON THE TEAM WOULD
02:49:07:00 02:49:08:00 FEEL COMFORTABLE SORT
02:49:08:00 02:49:12:00 OF SPEAKING ABOUT VIOLATIONS,
02:49:12:00 02:49:16:00 HEARING NONE I WOULD I WOULD
02:49:16:00 02:49:17:00 JUST SAY YOU ALSO ASKED
02:49:17:00 02:49:20:00 QUESTIONS ABOUT HOW THE FEDERAL
02:49:20:00 02:49:21:00 FUNDING WILL BE USED IN
02:49:21:00 02:49:25:00 PARTICULAR FOR TO DO TRAUMA
02:49:25:00 02:49:25:00 INFORMED.
02:49:25:00 02:49:26:00 I THINK YOU'RE RIGHT TO
02:49:26:00 02:49:29:00 HIGHLIGHT I IN ANY WAYS I THINK
02:49:29:00 02:49:31:00 THE SORT OF BEST CASE SCENARIO
02:49:31:00 02:49:32:00 FOR STUDENTS COMING BACK, THOSE
02:49:32:00 02:49:35:00 WHO HAVE ADJUSTED BEST ARE
02:49:35:00 02:49:36:00 STILL REALLY TRYING TO FIGURE
02:49:36:00 02:49:39:00 OUT HOW TO REENTER HAVING GONE
02:49:39:00 02:49:40:00 THROUGH THAT SAME ROUTINE WITH
02:49:40:00 02:49:44:00 WITH ME MY KIDS BEING BACK IN
02:49:44:00 02:49:44:00 PERSON.
02:49:44:00 02:49:47:00 IT IS IT COMES UP IN SUBTLE
02:49:47:00 02:49:47:00 WAYS AND AN OBVIOUS ONES WHEN
02:49:47:00 02:49:50:00 YOU'RE TRYING TO FIGURE OUT
02:49:50:00 02:49:54:00 THAT OUR PLAN FOR ASSAR FUNDING
02:49:54:00 02:49:55:00 THE SUPERINTENDENCE ESSAR
02:49:55:00 02:49:58:00 COMMISSION STARTS THEIR FIRST
02:49:58:00 02:50:02:00 MEETING ON THURSDAY AFTER AS WE
02:50:02:00 02:50:06:00 SAY AFTER SCHOOL AND THEY'RE
02:50:06:00 02:50:07:00 GOING TO BE DISCUSSING
02:50:07:00 02:50:10:00 DIFFERENT WAYS AND I KNOW
02:50:10:00 02:50:11:00 TRAUMA INFORMED SUPPORTS IS ONE
02:50:11:00 02:50:14:00 THAT WILL LIKELY COME AND THEN
02:50:14:00 02:50:14:00 WE WILL PUT TOGETHER OUR
02:50:14:00 02:50:18:00 APPLICATION FOR ASSAR FUNDING
02:50:18:00 02:50:21:00 THAT IS DUE IN JULY IN THE
02:50:21:00 02:50:22:00 MEANTIME, WHAT WE TRIED TO DO
02:50:22:00 02:50:25:00 WAS PRIORITIZE GENERAL FUND
02:50:25:00 02:50:26:00 SPENDING FOR OUR FY TWENTY TWO
02:50:26:00 02:50:29:00 ON THOSE RESOURCES.
02:50:29:00 02:50:30:00 WE WANTED TO MAKE SURE WE'RE
02:50:30:00 02:50:30:00 STAFFED UP AND READY WHEN THE
02:50:30:00 02:50:32:00 STUDENTS COME BACK IN THE FALL
02:50:32:00 02:50:33:00 AND THAT'S WHY THE FOCUS WAS ON
02:50:33:00 02:50:36:00 MAXIMIZING INVESTMENTS IN
02:50:36:00 02:50:37:00 SCHOOL BASED POSITIONS FOR
02:50:37:00 02:50:40:00 FAMILY LIAISONS AND SOCIAL
02:50:40:00 02:50:41:00 WORKERS AND IT'S IN THE
02:50:41:00 02:50:42:00 COMBINATION OF THE TWO
02:50:42:00 02:50:44:00 COORDINATED WITH THE TEAM

02:50:44:00 02:50:44:00 AROUND HUB SCHOOLS THAT THE
02:50:44:00 02:50:48:00 SOCIAL WORKERS WILL BE ABLE TO
02:50:48:00 02:50:48:00 PROVIDE SUPPORT TO STUDENTS AND
02:50:48:00 02:50:52:00 BE ABLE TO DO SORT OF THE WHOLE
02:50:52:00 02:50:56:00 SCHOOL SUPPORTS AND IN THE
02:50:56:00 02:50:56:00 FAMILY LIAISONS ARE THERE TO
02:50:56:00 02:50:57:00 HELP CONNECT WITH CITY
02:50:57:00 02:50:59:00 RESOURCES AND SUPPORTS AS WELL
02:50:59:00 02:51:00:00 BECAUSE WE DO WE ARE VERY
02:51:00:00 02:51:03:00 BLESSED IN THE CITY OF US AND
02:51:03:00 02:51:03:00 HAVE MANY GREAT PARTNERSHIPS
02:51:03:00 02:51:07:00 AND THE FAMILY LIAISONS BEING
02:51:07:00 02:51:07:00 ABLE TO COORDINATE THAT MEANS
02:51:07:00 02:51:08:00 THAT WE DON'T HAVE TO DO
02:51:08:00 02:51:11:00 EVERYTHING AS A DISTRICT WE CAN
02:51:11:00 02:51:12:00 LEVERAGE TO THE COMMUNITY BASED
02:51:12:00 02:51:12:00 SERVICES AND OFTENTIMES THOSE
02:51:12:00 02:51:15:00 COMMUNITIES SERVICES CAN
02:51:15:00 02:51:16:00 PROVIDE A LOT OF SUPPORT IN
02:51:16:00 02:51:19:00 HOME AS WELL AS AT SCHOOL WHICH
02:51:19:00 02:51:19:00 IS AN IMPORTANT CONTINUUM
02:51:19:00 02:51:20:00 OF CARE.
02:51:20:00 02:51:22:00 YEAH, WELL I GOT TO GET ONE
02:51:22:00 02:51:23:00 MORE QUESTION IN BECAUSE I KNOW
02:51:23:00 02:51:26:00 THAT GABAL IS COMING MY WAY.
02:51:26:00 02:51:27:00 I FEEL LIKE THE GONG SHOW HERE
02:51:27:00 02:51:30:00 SO I'M CURIOUS IF YOU COULD
02:51:30:00 02:51:34:00 JUST TALK A LITTLE BIT ABOUT OR
02:51:34:00 02:51:35:00 THE OPPORTUNITY GAP ANY ANY ANY
02:51:35:00 02:51:36:00 OF THE FOLKS THAT ARE HERE ON
02:51:36:00 02:51:37:00 THIS CALL RIGHT NOW.
02:51:37:00 02:51:38:00 IF YOU CAN JUST TALK A LITTLE
02:51:38:00 02:51:42:00 BIT ABOUT SOME OF THE TRAUMA
02:51:42:00 02:51:43:00 THAT IS NOT RELATED TO BUT
02:51:43:00 02:51:43:00 THINKING SPECIFICALLY AROUND
02:51:43:00 02:51:45:00 SOME OF THE VIOLENCE IN OUR
02:51:45:00 02:51:48:00 COMMUNITY, YOU KNOW, KIND
02:51:48:00 02:51:52:00 OF WHAT IS BP'S PLANNING TO DO
02:51:52:00 02:51:54:00 WITH SOME OF THOSE RESPONSES TO
02:51:54:00 02:51:56:00 TO THE STUDENTS WHO ARE
02:51:56:00 02:51:57:00 EXPERIENCING TRAUMA DUE TO
02:51:57:00 02:52:00:00 VIOLENCE DUE TO HOUSING
02:52:00:00 02:52:04:00 INSTABILITY AND A LOT OF THE
02:52:04:00 02:52:05:00 CORE ISSUES THAT CONTINUE TO
02:52:05:00 02:52:08:00 PLAGUE OUR COMMUNITY.
02:52:08:00 02:52:09:00 WHAT DOES THAT LOOK LIKE IN
02:52:09:00 02:52:12:00 TERMS OF SUPPORT SERVICES?
02:52:12:00 02:52:13:00 YEAH, I THINK WE'VE SORT
02:52:13:00 02:52:16:00 OF WE'VE SORT OF HIGHLIGHTED
02:52:16:00 02:52:17:00 ALREADY THAT COVID HAS REVEALED
02:52:17:00 02:52:19:00 A LOT OF THE ISSUES THAT WE
02:52:19:00 02:52:20:00 KNEW PERSISTED BEFORE AND WE
02:52:20:00 02:52:24:00 NEED TO BE PREPARED TO SUPPORT
02:52:24:00 02:52:24:00 GOING BACK.

02:52:24:00 02:52:25:00 AND I SAW BRIAN SORRY I DIDN'T
02:52:25:00 02:52:27:00 MEAN TO CUT YOU OFF IS READY TO
02:52:27:00 02:52:28:00 JUMP IN ON HOMELESS SUPPORT.
02:52:28:00 02:52:29:00 THERE'S DEFINITELY OTHERS IN
02:52:29:00 02:52:31:00 THE TEAM.
02:52:31:00 02:52:32:00 I'M SURE WE'LL WANT TO JUMP IN
02:52:32:00 02:52:33:00 ON SORT OF SOME OF THE VIOLENCE
02:52:33:00 02:52:35:00 AND OTHER ISSUES THAT ARE
02:52:35:00 02:52:37:00 BETTER ON THE I WANT TO FOCUS
02:52:37:00 02:52:39:00 ON VIOLENCE.
02:52:39:00 02:52:40:00 I MEAN HOMELESSNESS AND I KNOW
02:52:40:00 02:52:43:00 THAT COUNCILOR ASABI GEORGE IS
02:52:43:00 02:52:43:00 THE BIGGEST CHAMPION IN THAT
02:52:43:00 02:52:44:00 SPACE.
02:52:44:00 02:52:46:00 SO I'M WELL VERSED ON ALL
02:52:46:00 02:52:47:00 OF THE ADVOCACY THAT SHE'S DONE
02:52:47:00 02:52:50:00 TO ENSURE THAT OUR UN HOUSE
02:52:50:00 02:52:51:00 STUDENTS ARE WELL SUPPORTED.
02:52:51:00 02:52:55:00 I'M VERY I'D LIKE TO DOUBLE IN
02:52:55:00 02:52:58:00 MORE ON AROUND VIOLENCE ISSUE
02:52:58:00 02:52:59:00 HERE IN THE CITY OF BOSTON AND
02:52:59:00 02:53:05:00 WHAT BP IS DOING TO SUPPORT OUR
02:53:05:00 02:53:05:00 STUDENTS.
02:53:05:00 02:53:06:00 HAPPY TO JUMP IN COUNCILOR.
02:53:06:00 02:53:10:00 WE HAVE A DISTRICT WIDE CRISIS
02:53:10:00 02:53:11:00 TEAM THAT WORKS VERY CLOSELY
02:53:11:00 02:53:14:00 WITH PARTNERS INTERNALLY WITH
02:53:14:00 02:53:15:00 SEVERAL OF OUR CENTRAL OFFICE
02:53:15:00 02:53:15:00 DEPARTMENTS.
02:53:15:00 02:53:18:00 BUT ALSO WITH OUR PARTNERS
02:53:18:00 02:53:18:00 BETWEEN PUBLIC HEALTH
02:53:18:00 02:53:22:00 COMMISSION DRI, THE TRAUMA TEAM
02:53:22:00 02:53:23:00 PEACE INSTITUTE AND A NUMBER
02:53:23:00 02:53:25:00 OF OTHERS.
02:53:25:00 02:53:29:00 SO WE'RE ALWAYS COLLABORATE TO
02:53:29:00 02:53:30:00 DEPLOY TO RESPOND TO DIFFERENT
02:53:30:00 02:53:33:00 INCIDENTS THAT HAPPENED IN THE
02:53:33:00 02:53:34:00 CITY.
02:53:34:00 02:53:35:00 I KNOW THERE'S A PLAN FOR THE
02:53:35:00 02:53:37:00 SUMMER ALSO WHICH REALLY
02:53:37:00 02:53:38:00 STARTED LAST YEAR AS WELL TO
02:53:38:00 02:53:39:00 MAKE SURE THAT WE HAVE COVERAGE
02:53:39:00 02:53:40:00 OVER THE SUMMER BECAUSE
02:53:40:00 02:53:41:00 VIOLENCE OBVIOUSLY DOESN'T STOP
02:53:41:00 02:53:42:00 IN THE SUMMER EVEN THOUGH OUR
02:53:42:00 02:53:44:00 SCHOOLS ARE NECESSARILY OPEN.
02:53:44:00 02:53:48:00 SO AND WE HAVE A PROTOCOL TO
02:53:48:00 02:53:49:00 RESPONDING TO TO LARGE SCALE
02:53:49:00 02:53:52:00 CRISIS OR SMALLER CRISES.
02:53:52:00 02:53:53:00 AND SO THAT'S SOMETHING THAT WE
02:53:53:00 02:53:57:00 ARE CONSTANTLY WORKING ON
02:53:57:00 02:54:00:00 REVIEWING AND WE'LL HAVE TO
02:54:00:00 02:54:01:00 TRAIN OUR NEW SOCIAL WORKERS ON
02:54:01:00 02:54:01:00 ACTUALLY THESE PROTOCOLS AS

02:54:01:00 02:54:01:00 WELL.
02:54:01:00 02:54:08:00 SO AND WOULD THAT BE THE SAME
02:54:08:00 02:54:09:00 TRAUMA WITH WITH WHEN WE'RE
02:54:09:00 02:54:12:00 CLOSING OUR SCHOOLS DOWN?
02:54:12:00 02:54:13:00 DO DO DO WE HAVE SUPPORT
02:54:13:00 02:54:15:00 SERVICES FOR THOSE TRANSITIONS?
02:54:15:00 02:54:19:00 DO WE SPEND SOME TIME HELPING
02:54:19:00 02:54:20:00 STUDENTS UNDERSTAND THAT THIS
02:54:20:00 02:54:23:00 IS MIGHT BE THE END OF THEIR
02:54:23:00 02:54:24:00 TIME AT THAT SCHOOL BUT THAT IS
02:54:24:00 02:54:27:00 NOT THE END OF YOU KNOW LIKE
02:54:27:00 02:54:30:00 WHAT CAN YOU EXPLAIN TO US WHAT
02:54:30:00 02:54:31:00 THAT LOOKS LIKE WHEN LIKE THE
02:54:31:00 02:54:32:00 JACKSON MAN THERE'S BEEN
02:54:32:00 02:54:35:00 SEVERAL SCHOOLS NOW I HEARD
02:54:35:00 02:54:36:00 ABOUT THE TIMILTY AND THE
02:54:36:00 02:54:38:00 IRVING AND EVERY TIME WE TURN
02:54:38:00 02:54:38:00 AROUND THERE'S ANOTHER SCHOOL
02:54:38:00 02:54:42:00 CLOSURE AND IT'S USUALLY I'M
02:54:42:00 02:54:42:00 JUST CURIOUS ABOUT WHAT YOUR
02:54:42:00 02:54:45:00 WHAT WHAT YOUR BUDGET LOOKS
02:54:45:00 02:54:46:00 LIKE IN TERMS OF SUPPORTING
02:54:46:00 02:54:50:00 THESE FAMILIES.
02:54:50:00 02:54:54:00 YEAH, I WOULD JUST SAY IN TERMS
02:54:54:00 02:54:57:00 OF RED DID ASK THE QUESTION WE
02:54:57:00 02:54:58:00 DID MEET WITH FAMILIES LAST
02:54:58:00 02:55:01:00 WEEK AROUND THE JACKSON MAN.
02:55:01:00 02:55:02:00 I WOULD JUST KNOW IN TERMS
02:55:02:00 02:55:02:00 OF THE SORT OF ORDER
02:55:02:00 02:55:05:00 OF OPERATIONS WE HAVE FAMILY
02:55:05:00 02:55:05:00 MEETINGS LATER WITH OTHER
02:55:05:00 02:55:06:00 SCHOOL COMMUNITIES.
02:55:06:00 02:55:09:00 SO I DON'T WANT TO GET AHEAD
02:55:09:00 02:55:12:00 OF THAT IN TERMS OF THOSE
02:55:12:00 02:55:13:00 QUESTIONS AND THEN IN IN
02:55:13:00 02:55:17:00 FAIRNESS TO CARMEN AND HER
02:55:17:00 02:55:19:00 TEAM, THERE'S WHAT WE ARE
02:55:19:00 02:55:21:00 BUILDING IN TERMS OF THE BUDGET
02:55:21:00 02:55:24:00 AND WHAT HER STAFF IS WORKING
02:55:24:00 02:55:27:00 ON RIGHT NOW FOR F Y TWENTY TWO
02:55:27:00 02:55:31:00 IS FOCUSED ON SORT OF RETURNING
02:55:31:00 02:55:32:00 WELL AND RECOVERING STRONG FROM
02:55:32:00 02:55:35:00 THE PANDEMIC AND THE CORE WORK.
02:55:35:00 02:55:36:00 WE ALSO ARE LAUNCHING COMMUNITY
02:55:36:00 02:55:41:00 CONVERSATION AROUND BPS AND THE
02:55:41:00 02:55:43:00 SORT OF IMPLICATIONS OF ANY
02:55:43:00 02:55:44:00 ANNOUNCEMENTS THAT MAY BE
02:55:44:00 02:55:47:00 COMING SO THAT WE CAN SUPPORT
02:55:47:00 02:55:48:00 FAMILIES AND HEAR FROM FAMILIES
02:55:48:00 02:55:48:00 ABOUT WHAT THEY NEED.
02:55:48:00 02:55:49:00 SO IT'D BE PREMATURE AT THIS
02:55:49:00 02:55:51:00 POINT FOR US TO TALK ABOUT
02:55:51:00 02:55:52:00 THOSE SUPPORTS AND IT WOULD
02:55:52:00 02:55:52:00 SEEM INCOMPLETE.

02:55:52:00 02:55:55:00 I THINK IS PROBABLY THE BETTER
02:55:55:00 02:55:58:00 WAY TO PUT IT WITH ANY ANSWERS
02:55:58:00 02:56:00:00 THAT THE TEAM WOULD GIVE.
02:56:00:00 02:56:04:00 THANK YOU.
02:56:04:00 02:56:05:00 THANKS SO MUCH COUNCILOR.
02:56:05:00 02:56:08:00 HERE.
02:56:08:00 02:56:09:00 I THINK COUNCILOR BRIGHTON AND
02:56:09:00 02:56:10:00 COUNCILOR EDWARDS ARE BOTH WITH
02:56:10:00 02:56:12:00 THEIR QUESTIONS WITH ME.
02:56:12:00 02:56:16:00 SO I'LL JUST I'LL GO BACK TO MY
02:56:16:00 02:56:17:00 SECOND ROUND AND THEN WE WILL
02:56:17:00 02:56:17:00 BE WRAPPING THIS UP.
02:56:17:00 02:56:19:00 SO I JUST WANTED TO SAY I DO
02:56:19:00 02:56:20:00 HAVE ONE PERSON CHERRYHINTON IF
02:56:20:00 02:56:20:00 YOU'RE STILL LOOKING TO TESTIFY
02:56:20:00 02:56:24:00 NOW WOULD BE THE TIME TO GET ON
02:56:24:00 02:56:25:00 THOSE ERM THEN YOU COULD EMAIL
02:56:25:00 02:56:27:00 THEM BACK.
02:56:27:00 02:56:29:00 I DON'T KNOW HOW TO DO THAT BUT
02:56:29:00 02:56:34:00 AT YEAH I SET A TIME FOR MYSELF
02:56:34:00 02:56:35:00 I GUESS I JUST WOULD LOVE TO
02:56:35:00 02:56:36:00 HEAR WE DO HAVE QUITE A
02:56:36:00 02:56:56:00 COLLECTION OF BP'S TALENT ON
02:56:56:00 02:56:56:00 THE CALL AND SO I IMAGINE THAT
02:56:56:00 02:56:57:00 THESE DEPARTMENTS ARE SOME
02:56:57:00 02:56:58:00 OF THE PEOPLE WHO WILL ALSO BE
02:56:58:00 02:56:58:00 ADVISING BP'S COMMITTEE ON HOW
02:56:58:00 02:56:59:00 TO THINK ABOUT USING THE SA AND
02:56:59:00 02:57:00:00 FEDERAL FUNDS.
02:57:00:00 02:57:01:00 AND SO I WOULD LOVE TO HEAR
02:57:01:00 02:57:01:00 FROM THE DIFFERENT TEAMS
02:57:01:00 02:57:02:00 PERSPECTIVES WHEN WE THINK
02:57:02:00 02:57:03:00 ABOUT THINGS THAT ARE THAT THAT
02:57:03:00 02:57:03:00 COULD BE ONE TIME SUPPORTS WHAT
02:57:03:00 02:57:04:00 COMES WHAT WHAT COMES TO MIND
02:57:04:00 02:57:06:00 BECAUSE ONE OF OUR CHALLENGES
02:57:06:00 02:57:07:00 THE FEDERAL MONEY OBVIOUSLY
02:57:07:00 02:57:08:00 WHEN WE TALK ABOUT THESE FAMILY
02:57:08:00 02:57:10:00 LIAISONS AND SOCIAL WORKERS
02:57:10:00 02:57:11:00 THAT WE'RE ADDING THIS YEAR
02:57:11:00 02:57:12:00 THAT'S IN RESPONSE TO NEEDS
02:57:12:00 02:57:13:00 OF OUR DISTRICT.
02:57:13:00 02:57:14:00 BUT THE AMBITION THERE IS FOR
02:57:14:00 02:57:15:00 IT TO BE SORT OF LONG TERM
02:57:15:00 02:57:17:00 PERMANENT PERSONNEL ADJUSTMENTS
02:57:17:00 02:57:18:00 WHEN WE TALK ABOUT THE FEDERAL
02:57:18:00 02:57:21:00 MONEY AS SORT OF THINGS WHERE
02:57:21:00 02:57:22:00 THAT WE COULD SURGE SUPPORT ON
02:57:22:00 02:57:25:00 ONE TIME WHETHER IT'S EQUIPMENT
02:57:25:00 02:57:26:00 CAPITAL STUFF.
02:57:26:00 02:57:27:00 BUT WE'RE GOING TO BE TALKING
02:57:27:00 02:57:28:00 ABOUT A CAPITAL PLAN ALL THAT
02:57:28:00 02:57:30:00 I'M IS MORE INTERESTED IN LIKE
02:57:30:00 02:57:31:00 WHEN WHEN YOUR TEAMS THINK

02:57:31:00 02:57:34:00 ABOUT WHAT COULD HELP OUR
02:57:34:00 02:57:35:00 STUDENTS, WHAT ARE THE TYPES
02:57:35:00 02:57:37:00 OF KIND OF ONE SUPPORTS THAT
02:57:37:00 02:57:39:00 FEEL LIKE THEY WOULD MOVE THE
02:57:39:00 02:57:42:00 NEEDLE OR HAVE A LONG AFTERLIFE
02:57:42:00 02:57:43:00 IF ANYBODY'S GOT ANY THOUGHTS
02:57:43:00 02:57:48:00 OR IDEAS ON THAT FRONT?
02:57:48:00 02:57:52:00 HI.
02:57:52:00 02:57:54:00 I CAN GET US STARTED FROM THE
02:57:54:00 02:57:57:00 PERSPECTIVE OF THE ACADEMICS
02:57:57:00 02:57:59:00 DIVISION CERTAINLY INCREASING
02:57:59:00 02:58:00:00 THE AVAILABILITY OF QUALITY
02:58:00:00 02:58:03:00 MATERIALS FOR OUR STUDENTS,
02:58:03:00 02:58:07:00 MAKING SURE THAT OUR LIBRARIES
02:58:07:00 02:58:08:00 ARE WELL EQUIPPED, THAT
02:58:08:00 02:58:11:00 CLASSROOMS HAVE CLASSROOM
02:58:11:00 02:58:12:00 LIBRARIES AND ALL THE
02:58:12:00 02:58:16:00 CURRICULUM IN GENERAL THAT WE
02:58:16:00 02:58:20:00 ARE ABLE TO GET UP TO PAR IF
02:58:20:00 02:58:20:00 THERE ARE GAPS CURRENTLY.
02:58:20:00 02:58:24:00 SO THAT IS A PRIORITY ALSO
02:58:24:00 02:58:31:00 SUPPORTS FOR STUDENTS IN TERMS
02:58:31:00 02:58:32:00 OF IF THEY ARE TUTORING,
02:58:32:00 02:58:36:00 CONNECTING OUR STUDENTS WITH
02:58:36:00 02:58:37:00 TUTORING IN THE NEXT FEW YEARS
02:58:37:00 02:58:39:00 I THINK THAT IS ALSO A GOOD
02:58:39:00 02:58:43:00 SHORT TERM STRATEGY.
02:58:43:00 02:58:46:00 ARE THERE OTHER DEPARTMENTS
02:58:46:00 02:58:54:00 THAT WANT TO CHIME IN?
02:58:54:00 02:58:55:00 I WOULD JUST ADD THAT IN TERMS
02:58:55:00 02:58:58:00 OF INSTRUCTIONAL MATERIALS FOR
02:58:58:00 02:58:59:00 PHYSICAL EDUCATION AND HEALTH
02:58:59:00 02:58:59:00 EDUCATION THAT'S DEFINITELY A
02:58:59:00 02:59:03:00 PLACE BUILDING OFF OF WHAT
02:59:03:00 02:59:06:00 SYLVIA SAID THAT WE COULD
02:59:06:00 02:59:06:00 UTILIZE SOME ADDITIONAL
02:59:06:00 02:59:06:00 FUNDING.
02:59:06:00 02:59:10:00 I I DO AGREE IT'S DIFFICULT
02:59:10:00 02:59:11:00 BECAUSE THAT'S NOT GOING TO
02:59:11:00 02:59:14:00 HELP US WITH THE GAPS IN
02:59:14:00 02:59:15:00 PHYSICAL EDUCATION OR HEALTH
02:59:15:00 02:59:18:00 EDUCATION TEACHERS BECAUSE
02:59:18:00 02:59:19:00 THAT'S JUST A ONE TIME THIS IS
02:59:19:00 02:59:19:00 A ONE TIME INVESTMENT.
02:59:19:00 02:59:23:00 SO BUT I DO THINK THAT THE
02:59:23:00 02:59:23:00 EQUIPMENT AND THE INSTRUCTIONAL
02:59:23:00 02:59:25:00 MATERIALS WOULD BE REALLY
02:59:25:00 02:59:29:00 HELPFUL.
02:59:29:00 02:59:30:00 AND I'D LIKE TO ALSO CHIME IN
02:59:30:00 02:59:32:00 TERMS OF AS THE DISTRICT IS
02:59:32:00 02:59:33:00 LOOKING TO INCREASE ACCESS TO
02:59:33:00 02:59:36:00 MORE BILINGUAL MATERIALS FOR
02:59:36:00 02:59:37:00 OUR STUDENTS AND NATIVE
02:59:37:00 02:59:40:00 LANGUAGE ESPECIALLY FOR THE

02:59:40:00 02:59:41:00 LANGUAGES THAT WE ARE TARGETING
02:59:41:00 02:59:44:00 HAITIAN CREOLE COUPLE OF RED
02:59:44:00 02:59:45:00 AND BLUE THERE ARE NOT A LOT
02:59:45:00 02:59:48:00 OF MATERIALS THAT EXIST OUT ON
02:59:48:00 02:59:49:00 THE MARKET.
02:59:49:00 02:59:50:00 A LOT OF IT HAS TO BE BUILT
02:59:50:00 02:59:52:00 IN-HOUSE SO SUPPORTS TO BE ABLE
02:59:52:00 02:59:55:00 TO ENSURE THAT WE'RE BUILDING
02:59:55:00 02:59:56:00 ROBUST LITERACY MATERIALS FOR
02:59:56:00 02:59:59:00 OUR STUDENT POPULATION AND
02:59:59:00 03:00:00:00 HONORING BOTH THEIR LANGUAGE
03:00:00:00 03:00:03:00 AND THEIR CULTURE IS AN AREA AS
03:00:03:00 03:00:04:00 WELL.
03:00:04:00 03:00:10:00 THANK YOU GREAT THAN ANYONE
03:00:10:00 03:00:14:00 ELSE.
03:00:14:00 03:00:15:00 THANK YOU SO MUCH.
03:00:15:00 03:00:16:00 THOSE ARE HELPFUL, THOUGHTFUL
03:00:16:00 03:00:17:00 AND I THINK I TOTALLY AGREE
03:00:17:00 03:00:18:00 THAT NOT JUST PHYSICAL
03:00:18:00 03:00:18:00 CURRICULUM MATERIALS BUT THE
03:00:18:00 03:00:22:00 IDEA THAT DAPHNE IS KIND
03:00:22:00 03:00:25:00 OF LIKE THE START UP COSTS
03:00:25:00 03:00:26:00 OF DEVELOPING CULTURALLY
03:00:26:00 03:00:29:00 APPROPRIATE AND ACADEMICALLY
03:00:29:00 03:00:30:00 HIGH STANDARD MATERIALS FEELS
03:00:30:00 03:00:31:00 LIKE A THAT FEELS LIKE
03:00:31:00 03:00:34:00 SOMETHING IT CAN HAVE THAT KIND
03:00:34:00 03:00:35:00 OF LONG AFTERLIFE FOR OUR
03:00:35:00 03:00:37:00 STUDENTS AND ESPECIALLY WHEN WE
03:00:37:00 03:00:38:00 CONSIDER THE SORT OF YEAH AND
03:00:38:00 03:00:41:00 THE IMPACTS THIS HAS HAD ON THE
03:00:41:00 03:00:41:00 COMMUNITY.
03:00:41:00 03:00:42:00 I JUST THINK THAT'S REALLY
03:00:42:00 03:00:43:00 HELPFUL.
03:00:43:00 03:00:44:00 YEAH.
03:00:44:00 03:00:48:00 AND THEN SO I UNDERSTAND WE'RE
03:00:48:00 03:00:48:00 GOING TO TALK MORE ABOUT THE
03:00:48:00 03:00:52:00 ABOUT THE HIGH SCHOOLS ON THE
03:00:52:00 03:00:52:00 EIGHTEEN.
03:00:52:00 03:00:56:00 I'M I'M VERY, VERY ANTSY ABOUT
03:00:56:00 03:01:00:00 ABOUT THEM SO I GUESS I'LL I'LL
03:01:00:00 03:01:00:00 SEE MORE OF MY QUESTIONS ON
03:01:00:00 03:01:03:00 THAT I GUESS.
03:01:03:00 03:01:04:00 WHAT ABOUT ON THE KIND
03:01:04:00 03:01:07:00 OF DIGITAL DIGITAL READINESS WE
03:01:07:00 03:01:08:00 THINK ABOUT?
03:01:08:00 03:01:09:00 OBVIOUSLY WE'VE MADE A BUNCH
03:01:09:00 03:01:11:00 OF ONE TIME INVESTMENTS IN THAT
03:01:11:00 03:01:12:00 SORT THE COVID YEAR BUT I KNOW
03:01:12:00 03:01:15:00 THAT SOMETIMES CRIME BOOKS ARE
03:01:15:00 03:01:16:00 ARE NOT THAT GREAT AND THEY
03:01:16:00 03:01:18:00 BREAK.
03:01:18:00 03:01:22:00 SO HOW ARE WE THINKING ABOUT
03:01:22:00 03:01:23:00 HOW MUCH OF THE INFRASTRUCTURE

03:01:23:00 03:01:24:00 WE'VE CREATED FOR A YEAR
03:01:24:00 03:01:27:00 OF REMOTE LEARNING IS PERMANENT
03:01:27:00 03:01:27:00 INFRASTRUCTURE VERSUS GOING
03:01:27:00 03:01:30:00 AWAY AND AND ON THAT CATEGORY
03:01:30:00 03:01:31:00 OF LIKE ONE TIME THINGS THAT WE
03:01:31:00 03:01:34:00 COULD INVEST IN THAT WOULD
03:01:34:00 03:01:35:00 PERSIST, AREN'T THERE SOME
03:01:35:00 03:01:38:00 OF THOSE THE KIND OF DIGITAL
03:01:38:00 03:01:38:00 ACCESS SPACE?
03:01:38:00 03:01:42:00 YEAH, THEY'RE ABSOLUTELY AS AND
03:01:42:00 03:01:45:00 THANKS FOR THE QUESTION THE THE
03:01:45:00 03:01:45:00 THE CHROMEBOOK THAT WE
03:01:45:00 03:01:49:00 PURCHASED TO GO ONE TO ONE WAS
03:01:49:00 03:01:49:00 AN OPPORTUNITY FOR US TO
03:01:49:00 03:01:50:00 ACCELERATE WHAT THE
03:01:50:00 03:01:53:00 SUPERINTENDENT HAD ALREADY
03:01:53:00 03:01:54:00 INTENDED TO DO, WHICH WAS TO
03:01:54:00 03:01:56:00 MOVE TO ONE TO ONE COMPUTING
03:01:56:00 03:01:57:00 DISTRICT WIDE.
03:01:57:00 03:02:01:00 WE HAD ANNOUNCED PRIOR TO THE
03:02:01:00 03:02:02:00 PANDEMIC THAT WE WERE GOING TO
03:02:02:00 03:02:05:00 GO ONE TO ONE IN SCHOOLS AND
03:02:05:00 03:02:05:00 THEN INCREASE DEVICES AT THE
03:02:05:00 03:02:08:00 EARLY AGES.
03:02:08:00 03:02:09:00 SO AS PART OF OUR PLANNING FOR
03:02:09:00 03:02:12:00 NEXT YEAR WE DO HAVE BOTH SORT
03:02:12:00 03:02:12:00 OF DEVICE MAINTENANCE AND
03:02:12:00 03:02:16:00 REPLACEMENT COSTS PLANNED FOR
03:02:16:00 03:02:17:00 AND THEN THIS IS GOING TO BE
03:02:17:00 03:02:20:00 PART OF OUR SORT OF ONGOING NEW
03:02:20:00 03:02:20:00 EXPECTATIONS AND NEW WAY
03:02:20:00 03:02:23:00 OF DOING BUSINESS SORT AROUND
03:02:23:00 03:02:24:00 TECHNOLOGY.
03:02:24:00 03:02:28:00 AND SO THERE WILL BE A STANDARD
03:02:28:00 03:02:29:00 REFRESH SCHEDULE THAT GOES WITH
03:02:29:00 03:02:31:00 THE CHROMEBOOK.
03:02:31:00 03:02:32:00 I WOULD ALSO NOTE THAT IN OUR
03:02:32:00 03:02:34:00 BUDGET WE HAD IDENTIFIED
03:02:34:00 03:02:38:00 ALREADY FUNDING FOR COVID
03:02:38:00 03:02:39:00 RELATED COSTS BUT THOSE WERE
03:02:39:00 03:02:40:00 COSTS THAT WE THOUGHT WERE NOW
03:02:40:00 03:02:43:00 I THINK ALREADY SAID THIS IS
03:02:43:00 03:02:44:00 ABOUT THE NEW NORMAL.
03:02:44:00 03:02:47:00 SO WE THINK THAT THINGS LIKE
03:02:47:00 03:02:48:00 HAND SANITIZER IS NOT LIKELY TO
03:02:48:00 03:02:51:00 BE SOMETHING THAT WE MOVE AWAY
03:02:51:00 03:02:52:00 FROM HAVING GONE THROUGH THIS
03:02:52:00 03:02:52:00 RIGHT.
03:02:52:00 03:02:53:00 SO IT'S NOW PART OF OUR
03:02:53:00 03:02:55:00 BASELINE COST AND EXPECTATION.
03:02:55:00 03:02:56:00 BUT AS PART OF THAT A LOT
03:02:56:00 03:02:58:00 OF THE ONLINE TOOLS THAT THAT
03:02:58:00 03:02:59:00 STUDENTS AND STAFF HAVE GOTTEN
03:02:59:00 03:03:02:00 USED TO THAT HELPED WITH

03:03:02:00 03:03:03:00 ASYNCHRONOUS LEARNING AND
03:03:03:00 03:03:04:00 ONLINE LEARNING ARE PART OF OUR
03:03:04:00 03:03:06:00 PLANNED EXPENDITURES.
03:03:06:00 03:03:07:00 AND SO LEARNING FROM THE
03:03:07:00 03:03:10:00 PANDEMIC WE WANT TO MAKE SURE
03:03:10:00 03:03:10:00 THOSE RESOURCES ARE AVAILABLE
03:03:10:00 03:03:11:00 TO US GOING INTO NEXT YEAR AND
03:03:11:00 03:03:14:00 IS PART OF HOW WE REIMAGINE
03:03:14:00 03:03:18:00 SCHOOL AND SO WE'VE ALL ADAPTED
03:03:18:00 03:03:22:00 AND AND LEARNED FROM THIS.
03:03:22:00 03:03:25:00 I'VE AGAIN NOT TO TALK ABOUT
03:03:25:00 03:03:26:00 THE TWO STUDENTS I LIVE WITH
03:03:26:00 03:03:30:00 TOO MUCH BUT MY SON IS NOW
03:03:30:00 03:03:31:00 RUNNING FRIDAY NIGHT MINECRAFT
03:03:31:00 03:03:34:00 ZOOM PARTIES AND IF YOU HAD
03:03:34:00 03:03:35:00 ASKED HIM TO DO THAT PRE
03:03:35:00 03:03:36:00 PANDEMIC I'M NOT SURE HE WOULD
03:03:36:00 03:03:37:00 HAVE HAD THE TECHNICAL SKILLS.
03:03:37:00 03:03:38:00 I THINK THE OPPORTUNITIES FOR
03:03:38:00 03:03:41:00 LEARNING IN DIFFERENT WAYS IS
03:03:41:00 03:03:42:00 THERE AND WE'RE GOING TO
03:03:42:00 03:03:45:00 CONTINUE TO INVEST IN GREAT
03:03:45:00 03:03:45:00 THANKS.
03:03:45:00 03:03:49:00 UM AND THEN JUST IS IS THERE
03:03:49:00 03:03:50:00 ANY PLAN AGAIN THIS COULD MAYBE
03:03:50:00 03:03:51:00 BE DEFERRED TO THE ACADEMIC
03:03:51:00 03:03:54:00 HEARING BUT IS THERE A PLAN FOR
03:03:54:00 03:03:57:00 A TUTORING SERGE, WE ARE
03:03:57:00 03:04:02:00 WORKING ON THAT JUST DEFINITELY
03:04:02:00 03:04:03:00 YEAH.
03:04:03:00 03:04:06:00 IT FEELS TO ME LIKE OBVIOUSLY
03:04:06:00 03:04:07:00 WE'RE GOING TO NEED TO DO SO.
03:04:07:00 03:04:08:00 ALL RIGHT.
03:04:08:00 03:04:11:00 WELL I THINK WE COULD ASK YOU
03:04:11:00 03:04:12:00 ALL QUESTIONS INFINITELY BUT
03:04:12:00 03:04:15:00 IT'S FIVE BEFORE ONE AND WE'RE
03:04:15:00 03:04:17:00 TRYING TO STICK TO OUR ROBUST
03:04:17:00 03:04:18:00 HEARING SCHEDULE.
03:04:18:00 03:04:21:00 I DON'T SEE ANYONE HERE FOR
03:04:21:00 03:04:22:00 PUBLIC TESTIMONY AND I THINK
03:04:22:00 03:04:26:00 ALL COUNCILORS HAVE HAD AN
03:04:26:00 03:04:26:00 OPPORTUNITY TO ASK THEIR
03:04:26:00 03:04:30:00 QUESTIONS SO I'LL JUST GIVE YOU
03:04:30:00 03:04:31:00 AN OPPORTUNITY IF YOU WANT TO
03:04:31:00 03:04:32:00 SAY A FINAL WORD IN AN
03:04:32:00 03:04:34:00 OTHERWISE NO THANK YOU.
03:04:34:00 03:04:35:00 LOOK FORWARD TO JOINING YOU ALL
03:04:35:00 03:04:38:00 IN A FEW HOURS FOR AFTERNOON
03:04:38:00 03:04:38:00 HEARING AN HOUR.
03:04:38:00 03:04:38:00 YES.
03:04:38:00 03:04:41:00 WE WILL SEE EVERYBODY FOR THE
03:04:41:00 03:04:42:00 2:00 PM HEARING.
03:04:42:00 03:04:45:00 LOOKING FORWARD TO IT.
03:04:45:00 03:04:46:00 MAKE SURE TO EAT SOMETHING IN

03:04:46:00 03:04:46:00 THE MEANTIME WITH THAT THIS
03:04:46:00 03:04:49:00 HEARING ABOUT CITY COUNCIL'S
03:04:49:00 03:04:50:00 WAYS AND MEANS COMMITTEE IS
03:04:50:00 03:11:03:00 ADJOURNED.
03:11:03:00 03:14:37:00 HELLO AMY.