

00:00:00:00 00:07:45:00 EVERYBODY I GUESS WITH ONE EYE
00:07:45:00 00:07:49:00 CAN SEE HOW ARE YOU DOING WELL
00:07:49:00 00:07:53:00 CAN YOU CAN YOU SEE ME OR HEAR
00:07:53:00 00:07:53:00 ME?
00:07:53:00 00:07:54:00 WE CAN HEAR YOU BUT WE CAN'T
00:07:54:00 00:07:55:00 SEE YOU, OK?
00:07:55:00 00:07:56:00 IT'S JUST LIKE I'VE GOT A
00:07:56:00 00:08:00:00 SPINNING THING BUT I'M HERE.
00:08:00:00 00:08:00:00 ALL RIGHT.
00:08:00:00 00:08:03:00 YEAH, WE SEE YOUR ANY SOCIETY
00:08:03:00 00:09:04:00 GEORGE PINK FOX IMAGE OK IT'S
00:09:04:00 00:09:28:00 ALL RIGHT STEVE.
00:09:28:00 00:09:35:00 I SEE NATE PRONATE IN YOUR
00:09:35:00 00:09:35:00 HONOR.
00:09:35:00 00:09:43:00 THIS IS WHAT I GOT FOR ALL
00:09:43:00 00:09:46:00 RIGHT I'M JEALOUS ALL YOU BUT
00:09:46:00 00:09:50:00 QUINCY MARKET OUTPOST
00:09:50:00 00:09:50:00 CONVENIENTLY LOCATED BETWEEN
00:09:50:00 00:09:54:00 CITY HALL.
00:09:54:00 00:09:54:00 ALL RIGHT.
00:09:54:00 00:10:02:00 I SEE DAPHNE SYLVIA WHO ELSE ON
00:10:02:00 00:10:03:00 YOUR TEAM, NATE ARE WE WAITING
00:10:03:00 00:10:09:00 ON?
00:10:09:00 00:10:10:00 YEAH, ETHAN DOUBLE MY BURNS HAD
00:10:10:00 00:10:13:00 A SPECIAL EDUCATION BE JOINING
00:10:13:00 00:10:14:00 US AS WELL IF HE'S IN THE
00:10:14:00 00:10:17:00 WAITING ROOM.
00:10:17:00 00:10:17:00 NOT YET.
00:10:17:00 00:10:21:00 I'VE GOT A PORSCHE PAULDING IN
00:10:21:00 00:10:22:00 THE WAITING ROOM IS THAT
00:10:22:00 00:10:25:00 SOMEBODY BEEPS YES.
00:10:25:00 00:10:26:00 SHE'S ON THE TEAM.
00:10:26:00 00:11:02:00 OK, HEY NATE COUNCILOR FLYNN,
00:11:02:00 00:11:03:00 HOW ARE YOU.
00:11:03:00 00:11:03:00 GOOD.
00:11:03:00 00:11:04:00 HOW ARE YOU DOING?
00:11:04:00 00:11:07:00 GREAT.
00:11:07:00 00:11:07:00 MARIUM HELLO.
00:11:07:00 00:11:11:00 LONG TIME NO SEE.
00:11:11:00 00:11:29:00 IT'S GOOD TO BE WITH EVERYBODY
00:11:29:00 00:11:29:00 .
00:11:29:00 00:11:30:00 OK, SO WE'RE JUST WAITING ON
00:11:30:00 00:11:36:00 ETHAN AND EVA.
00:11:36:00 00:11:37:00 EVA MITCHELL WILL NOT BE
00:11:37:00 00:11:38:00 JOINING US THIS AFTERNOON SO
00:11:38:00 00:11:44:00 WE'RE JUST WAITING ON ETHAN.
00:11:44:00 00:11:45:00 I DO HAVE A MESSAGE INTO ETHAN
00:11:45:00 00:11:48:00 SO TRYING TO TRACK HIM DOWN FOR
00:11:48:00 00:11:51:00 YOU HERE IS HE'S JUST APPEARED
00:11:51:00 00:11:55:00 YOU CAN STOP YOUR TRACKING SEE
00:11:55:00 00:11:56:00 WHEN ONE MAN SAYS SOMETHING
00:11:56:00 00:11:59:00 WILL SAY ONCE ONCE MEGHAN
00:11:59:00 00:12:02:00 STARTS MOVING.

00:12:02:00 00:12:03:00 THAT'S RIGHT.
00:12:03:00 00:12:06:00 WE'RE LEARNING.
00:12:06:00 00:12:09:00 OK, ALL RIGHT THEN CHIEF.
00:12:09:00 00:12:12:00 ARE WE READY TO GO?
00:12:12:00 00:12:13:00 OK, GREAT.
00:12:13:00 00:12:14:00 SO WE GOT PLENTY OF GROUND TO
00:12:14:00 00:12:18:00 COVER SO CALLING US HERE IN THE
00:12:18:00 00:12:19:00 BOSTON CITY COUNCIL'S WAYS AND
00:12:19:00 00:12:22:00 MEANS COMMITTEE IN ORDER FOR
00:12:22:00 00:12:22:00 THE RECORD MY NAME IS COUNTY
00:12:22:00 00:12:23:00 BOARD OF THE DISTRICT COUNCILOR
00:12:23:00 00:12:24:00 AND ALSO THE WAYS MEANS CHAIR.
00:12:24:00 00:12:26:00 THIS HEARING TODAY IS BEING
00:12:26:00 00:12:29:00 RECORDED LIVE STREAMED AT
00:12:29:00 00:12:29:00 BOSTON DUKKHA SLASH CITY
00:12:29:00 00:12:32:00 COUNCIL DASH TV.
00:12:32:00 00:12:33:00 IT WILL ALSO BE BROADCAST ON
00:12:33:00 00:12:34:00 XFINITY CHANNEL EIGHT OUR CNN
00:12:34:00 00:12:36:00 CHANNEL TWO AND PIOS CHANNEL
00:12:36:00 00:12:36:00 NINE SIXTY FOUR.
00:12:36:00 00:12:39:00 IT'S PART OF THE BUDGET REVIEW
00:12:39:00 00:12:40:00 PROCESS WHICH IS ABOUT THIRTY
00:12:40:00 00:12:41:00 FIVE MORE CONCESSIONS THAN
00:12:41:00 00:12:44:00 HEARINGS WE'VE OF A BUNCH
00:12:44:00 00:12:45:00 OF THOSE WITH BEEPS AND
00:12:45:00 00:12:48:00 OF WHICH THIS IS ONE AND WE DO
00:12:48:00 00:12:49:00 LOOK FOR YOUR PARTICIPATION AS
00:12:49:00 00:12:52:00 A MEMBER OF THE PUBLIC SO YOU
00:12:52:00 00:12:53:00 CAN SEND US AN EMAIL WITH YOUR
00:12:53:00 00:12:56:00 TESTIMONY AT W.M. W M AT
00:12:56:00 00:13:00:00 OSSOBUCO.
00:13:00:00 00:13:00:00 YOU CAN ALSO GO ON DUCOS
00:13:00:00 00:13:04:00 COUNCIL THAT BUDGET TO SEE WHAT
00:13:04:00 00:13:04:00 ALL THE HEARINGS ARE.
00:13:04:00 00:13:06:00 IF YOU GO TO BOSTON BACK UP
00:13:06:00 00:13:08:00 SLASH BUDGET DESH HAS TO BUY
00:13:08:00 00:13:09:00 AND FIND OUT HOW TO COME JOIN
00:13:09:00 00:13:10:00 US HERE IN THE ZOOM ROOM
00:13:10:00 00:13:11:00 TESTIFIED AT THE HEARING YOU
00:13:11:00 00:13:15:00 CAN ALSO UPLOAD A VIDEO ON THAT
00:13:15:00 00:13:16:00 WEBSITE WHICH WE CAN THEN PLAY
00:13:16:00 00:13:16:00 AT THE CONCLUSION OF THE
00:13:16:00 00:13:19:00 HEARING AND WE'LL HAVE TWO
00:13:19:00 00:13:19:00 DEDICATED PUBLIC TESTIMONY
00:13:19:00 00:13:22:00 HEARINGS THAT ARE JUST ABOUT
00:13:22:00 00:13:23:00 YOU AND YOUR TESTIMONY NO
00:13:23:00 00:13:26:00 PRESENTATION AT SIX PM SO
00:13:26:00 00:13:27:00 THEY'RE MORE CONVENIENT FOR
00:13:27:00 00:13:28:00 FOLKS IN THE EVENING.
00:13:28:00 00:13:30:00 THOSE ARE ON MAY TWENTY FIFTH
00:13:30:00 00:13:31:00 THERE'S ONE FOCUSED ON PBS AND
00:13:31:00 00:13:34:00 ON JUNE THIRD ONE THAT'S A
00:13:34:00 00:13:35:00 CATCHALL FOR ANYTHING ABOUT THE
00:13:35:00 00:13:36:00 BUDGET THAT YOU WANT TO TALK

00:13:36:00 00:13:38:00 ABOUT SO WE DO HOPE YOU'LL GET
00:13:38:00 00:13:38:00 INVOLVED.
00:13:38:00 00:13:39:00 YOU CAN ALSO INFORMALLY TWEET
00:13:39:00 00:13:41:00 US YOUR QUESTIONS COMMENTS
00:13:41:00 00:13:42:00 USING THE HASHTAG VAST BUDGET
00:13:42:00 00:13:45:00 VLS BUDGET.
00:13:45:00 00:13:46:00 TODAY'S HEARING IS ON DOCKET
00:13:46:00 00:13:49:00 ZERO FIVE TO FOUR TO ZERO TO
00:13:49:00 00:13:50:00 FIVE TO SIX ORDERS FOR THE FBI.
00:13:50:00 00:13:51:00 TWENTY TWO OPERATING BUDGET
00:13:51:00 00:13:53:00 INCLUDING ANNUAL APPROPRIATIONS
00:13:53:00 00:13:54:00 FOR DEPARTMENTAL OPERATIONS FOR
00:13:54:00 00:13:54:00 THE SCHOOL DEPARTMENT, FOR
00:13:54:00 00:14:02:00 OTHER POST-CONFLICT AS FOR
00:14:02:00 00:14:03:00 APPROPRIATIONS DOCK AND DOCKETS
00:14:03:00 00:14:05:00 ZERO FIVE TO NINE TO ZERO FIVE
00:14:05:00 00:14:06:00 THREE ONE ORDERS FOR THE
00:14:06:00 00:14:09:00 CAPITAL BUDGET INCLUDING LOAN
00:14:09:00 00:14:09:00 ORDERS AND LEASE PURCHASE
00:14:09:00 00:14:10:00 AGREEMENTS, WE'RE FOCUSED TODAY
00:14:10:00 00:14:13:00 ON BP'S COMMITMENT ONE IN THEIR
00:14:13:00 00:14:14:00 STRATEGIC PLAN WHICH IS
00:14:14:00 00:14:16:00 ELIMINATE OPPORTUNITY AND
00:14:16:00 00:14:17:00 ACHIEVEMENT GAPS AND WE'RE IN
00:14:17:00 00:14:20:00 SORT OF THE SECOND PART THAT
00:14:20:00 00:14:20:00 FOCUS.
00:14:20:00 00:14:21:00 SO THIS MORNING WE TALKED ABOUT
00:14:21:00 00:14:24:00 WRAPAROUND SERVICES, SOCIAL
00:14:24:00 00:14:24:00 EMOTIONAL LEARNING, MENTAL
00:14:24:00 00:14:25:00 HEALTH SUPPORTS A WHOLE BUNCH
00:14:25:00 00:14:28:00 OF THINGS TO THIS AFTERNOON
00:14:28:00 00:14:29:00 WE'RE GOING TO BE FOCUSED
00:14:29:00 00:14:32:00 ESPECIALLY ON THE SPECIALIZED
00:14:32:00 00:14:32:00 ACADEMIC SUPPORTS.
00:14:32:00 00:14:36:00 SO INCLUSION, SPECIAL EDUCATION
00:14:36:00 00:14:36:00 AND SPECIAL EDUCATION
00:14:36:00 00:14:37:00 TRANSITIONS ALLOW OUR BILINGUAL
00:14:37:00 00:14:41:00 EDUCATION PLAN AND ALSO TALK A
00:14:41:00 00:14:41:00 BIT ABOUT TUTORING, VACATION
00:14:41:00 00:14:44:00 SUMMER PROGRAMING.
00:14:44:00 00:14:45:00 WE'RE JOINED BY BP'S CHIEF
00:14:45:00 00:14:48:00 FINANCIAL OFFICER NATE COOPER,
00:14:48:00 00:14:51:00 THE BUDGET DIRECTOR MARY RUBIN
00:14:51:00 00:14:52:00 , THE SUPERINTENDENT FOR
00:14:52:00 00:14:52:00 SPECIAL EDUCATION.
00:14:52:00 00:14:59:00 ETHAN BURNS, DAPHNE JAMAINE,
00:14:59:00 00:15:00:00 ASSISTANT SUPERINTENDENT OF THE
00:15:00:00 00:15:03:00 OFFICE OF ENGLISH LEARNERS
00:15:03:00 00:15:04:00 SYLVIA ROMERO JOHNSON, OUR
00:15:04:00 00:15:07:00 CHIEF OF ACADEMICS AND MEGAN
00:15:07:00 00:15:12:00 AND I'M JOINED BY MY COLLEAGUES
00:15:12:00 00:15:12:00 COUNSELOR ED FLYNN OF DISTRICT
00:15:12:00 00:15:15:00 TO COUNSELOR ESSAIBI GEORGE AT
00:15:15:00 00:15:16:00 LARGE COUNSELOR FLAHERTY AT

00:15:16:00 00:15:20:00 LARGE COUNSELOR LIZ BRADEN
00:15:20:00 00:15:20:00 OF DISTRICT NINE AND COUNSELOR
00:15:20:00 00:15:22:00 MICHELLE WU AT LARGE.
00:15:22:00 00:15:23:00 SO WITHOUT FURTHER ADO I WILL
00:15:23:00 00:15:27:00 PASS IT BACK OVER TO NATE TO
00:15:27:00 00:15:31:00 GIVE PRESENTATION AND THEN
00:15:31:00 00:15:31:00 WE'LL JUMP INTO QUESTIONS.
00:15:31:00 00:15:32:00 GREAT.
00:15:32:00 00:15:34:00 THANK YOU VERY MUCH CHAIRPERSON
00:15:34:00 00:15:35:00 BACK AND THANK YOU MEMBERS
00:15:35:00 00:15:37:00 OF THE COUNCIL AND FOR THOSE IN
00:15:37:00 00:15:38:00 THE BOSTON COMMUNITY WHO ARE
00:15:38:00 00:15:42:00 WATCHING AT HOME AS WELL AS
00:15:42:00 00:15:43:00 CHAIRWOMAN BOQ MENTIONED
00:15:43:00 00:15:46:00 TODAY'S PRESENTATION FOCUSED ON
00:15:46:00 00:15:47:00 SPECIALIZED ACADEMIC SUPPORTS
00:15:47:00 00:15:50:00 AS A STRATEGY FOR CLOSING
00:15:50:00 00:15:51:00 ACHIEVEMENT AND OPPORTUNITY
00:15:51:00 00:15:53:00 GAPS.
00:15:53:00 00:15:54:00 WE'LL BE FOCUSING SPECIFICALLY
00:15:54:00 00:15:55:00 ON ENGLISH LEARNERS SUPPORTS
00:15:55:00 00:15:58:00 AND SUPPORTS FOR STUDENTS IN
00:15:58:00 00:15:58:00 SPECIAL EDUCATION.
00:15:58:00 00:16:01:00 I WANT TO BRIEFLY PUT THIS IN
00:16:01:00 00:16:02:00 THE CONTEXT OF OUR OVERALL WORK
00:16:02:00 00:16:03:00 AND OF COURSE WE BEGIN EVERY
00:16:03:00 00:16:06:00 BUDGET PRESENTATION WITH THIS
00:16:06:00 00:16:06:00 STATEMENT FROM THE OPPORTUNITY
00:16:06:00 00:16:09:00 ACHIEVEMENT GAP POLICY AND NO
00:16:09:00 00:16:09:00 MORE APPROPRIATE THAN TODAY
00:16:09:00 00:16:10:00 WHERE WE TALK ABOUT SOME OF OUR
00:16:10:00 00:16:13:00 MORE VULNERABLE LEARNERS AND
00:16:13:00 00:16:13:00 THOSE WHO NEED SPECIALIZED
00:16:13:00 00:16:16:00 SUPPORTS.
00:16:16:00 00:16:17:00 OUR GOAL QUITE SIMPLY IS TO
00:16:17:00 00:16:18:00 MAKE SURE THEY HAVE THE SAME
00:16:18:00 00:16:20:00 OPPORTUNITY TO ACHIEVE
00:16:20:00 00:16:21:00 GREATNESS AS ANYONE ELSE
00:16:21:00 00:16:25:00 ENROLLING IN THIS YEAR'S BUDGET
00:16:25:00 00:16:25:00 IS THIRTY SIX MILLION DOLLAR
00:16:25:00 00:16:29:00 INCREASE OVER OUR FY TWENTY ONE
00:16:29:00 00:16:29:00 BUDGET.
00:16:29:00 00:16:33:00 WE ARE EXTREMELY FORTUNATE TO
00:16:33:00 00:16:33:00 BE ABLE TO BENEFIT FROM
00:16:33:00 00:16:34:00 CONTINUED INVESTMENT FROM THE
00:16:34:00 00:16:37:00 CITY OF BOSTON AT TIMES AND
00:16:37:00 00:16:40:00 OTHER MUNICIPALITIES ARE HAVING
00:16:40:00 00:16:41:00 TO USE FEDERAL FUNDING TO
00:16:41:00 00:16:42:00 BACKFILL LOST REVENUE.
00:16:42:00 00:16:44:00 ONE HUNDRED PERCENT OF OUR NEW
00:16:44:00 00:16:45:00 INVESTMENTS ARE GOING TO
00:16:45:00 00:16:48:00 SUPPORTING STUDENTS AND THIS IS
00:16:48:00 00:16:49:00 PART OF A THREE YEAR ONE
00:16:49:00 00:16:51:00 HUNDRED MILLION DOLLAR ROLLOUT

00:16:51:00 00:16:52:00 OF NEW INVESTMENTS IN BAPS SO
00:16:52:00 00:16:53:00 FAR.
00:16:53:00 00:16:56:00 TWENTY TWO IS THE SECOND YEAR
00:16:56:00 00:16:56:00 WHERE WE'RE RECEIVING THIS AND
00:16:56:00 00:16:57:00 AGAIN I CANNOT EXPRESS
00:16:57:00 00:17:00:00 APPRECIATION FOR OUR PARTNERS
00:17:00:00 00:17:00:00 IN THE CITY.
00:17:00:00 00:17:04:00 THIS IS ONE SLICE OF OUR
00:17:04:00 00:17:08:00 OVERALL INVESTMENTS WE ARE VERY
00:17:08:00 00:17:09:00 FORTUNATE TO BE ABLE TO HAVE
00:17:09:00 00:17:11:00 FUNDS SO THAT WE CAN TARGET
00:17:11:00 00:17:12:00 SUPPORTS AND SERVICES TO
00:17:12:00 00:17:12:00 STUDENTS.
00:17:12:00 00:17:16:00 WE KNOW THAT THE PANDEMIC HAS
00:17:16:00 00:17:17:00 HAD A DISPROPORTIONATE IMPACT
00:17:17:00 00:17:18:00 ON OUR ENGLISH LEARNERS, ON OUR
00:17:18:00 00:17:20:00 STUDENTS SPECIAL EDUCATION, ON
00:17:20:00 00:17:21:00 OUR HISTORICALLY MARGINALIZED
00:17:21:00 00:17:23:00 POPULATIONS.
00:17:23:00 00:17:24:00 RECOVERY WILL BE DIFFICULT BUT
00:17:24:00 00:17:25:00 WE HAVE THE RESOURCES THAT WE
00:17:25:00 00:17:27:00 NEED ACROSS GENERAL FUNDS
00:17:27:00 00:17:28:00 FEDERAL FUNDS IN ALIGNING OUR
00:17:28:00 00:17:31:00 CAPITAL BUDGET TO MAKE SURE WE
00:17:31:00 00:17:35:00 MEET THESE STUDENTS NEEDS.
00:17:35:00 00:17:36:00 THE NEXT SLIDE PROVIDES AN
00:17:36:00 00:17:36:00 OVERVIEW OF THE FEDERAL FUNDS
00:17:36:00 00:17:39:00 THAT ARE COMING IN ADDITION TO
00:17:39:00 00:17:40:00 THE GENERAL FUNDS WE HAVE
00:17:40:00 00:17:43:00 SUBPART PART ONE OR WHAT HAS
00:17:43:00 00:17:44:00 BEEN REFERRED TO AS KERES ACT
00:17:44:00 00:17:46:00 FUNDING WHICH WAS PART OF THIS
00:17:46:00 00:17:47:00 YEAR'S AT FIVE TWENTY ONE
00:17:47:00 00:17:48:00 BUDGET AS WELL AS THE CITY
00:17:48:00 00:17:50:00 ALLOCATED AN ADDITIONAL TWENTY
00:17:50:00 00:17:51:00 THREE POINT TWO MILLION AMONG
00:17:51:00 00:17:54:00 OTHER THINGS THIS HELPED FUND
00:17:54:00 00:17:55:00 THE ROLL OUT OF ONE TO ONE
00:17:55:00 00:17:58:00 COMPUTING AND WE ARE BEGINNING
00:17:58:00 00:17:59:00 THE PLANNING PROCESS.
00:17:59:00 00:17:59:00 THIS THURSDAY IS THE FIRST
00:17:59:00 00:18:02:00 OF THE COMMISSION MEETINGS.
00:18:02:00 00:18:03:00 WE WILL HAVE A PUBLIC
00:18:03:00 00:18:04:00 ENGAGEMENT AROUND HOW WE SHOULD
00:18:04:00 00:18:06:00 USE THE FUNDS TO CHANGE THE
00:18:06:00 00:18:07:00 TRAJECTORY FOR STUDENTS AND
00:18:07:00 00:18:13:00 HELP OUR DISTRICT.
00:18:13:00 00:18:14:00 THE PANDEMIC HAS ALSO HAD AN
00:18:14:00 00:18:15:00 IMPACT ON THE SYSTEM OVERALL
00:18:15:00 00:18:17:00 AND THE TOPIC OF THE HEARING
00:18:17:00 00:18:18:00 THIS MORNING WHERE WE TALKED
00:18:18:00 00:18:21:00 ABOUT ENROLLMENT DECLINES AND
00:18:21:00 00:18:22:00 THE NEED TO SUPPORT OUR
00:18:22:00 00:18:22:00 STUDENTS IT'S IMPORTANT THAT AS

00:18:22:00 00:18:25:00 WE THINK ABOUT HOW WE USE OUR
00:18:25:00 00:18:26:00 FUNDS AND WE ARE POSITIONING
00:18:26:00 00:18:29:00 OUR DISTRICT NOT ONLY TO MEET
00:18:29:00 00:18:30:00 THE NEEDS OF STUDENTS WHO ARE
00:18:30:00 00:18:31:00 COMING FROM THE PANDEMIC BUT TO
00:18:31:00 00:18:34:00 MAKE SURE WE HAVE A DISTRICT
00:18:34:00 00:18:34:00 THAT EMERGES FROM THE PANDEMIC
00:18:34:00 00:18:37:00 STRONGER AND THAT EMERGES READY
00:18:37:00 00:18:38:00 TO REIMAGINE WHAT IS POSSIBLE.
00:18:38:00 00:18:39:00 AND SO WITH THAT I WANT TO
00:18:39:00 00:18:41:00 INTRODUCE A FRAMEWORK WHICH
00:18:41:00 00:18:42:00 WE'VE BEEN TALKING A LOT ABOUT
00:18:42:00 00:18:44:00 WHICH IS OUR EFFORT 20 TO
00:18:44:00 00:18:45:00 BUDGET IS GEARED AROUND
00:18:45:00 00:18:48:00 RETURNING WELL, RECOVERING
00:18:48:00 00:18:52:00 STRONG AND REIMAGINING WHAT IS
00:18:52:00 00:18:53:00 POSSIBLE FOR OUR STUDENTS.
00:18:53:00 00:18:56:00 WE NEED TO MAKE SURE THAT WE
00:18:56:00 00:18:57:00 ARE PREPARED TO SUPPORT
00:18:57:00 00:19:00:00 STUDENTS IN IN THIS
00:19:00:00 00:19:01:00 RECOVERY AND TO NOT JUST COME
00:19:01:00 00:19:03:00 BACK AS A DISTRICT THAT WE WERE
00:19:03:00 00:19:04:00 BECAUSE FOR TOO MANY OF OUR
00:19:04:00 00:19:05:00 STUDENTS AND THIS IS
00:19:05:00 00:19:07:00 PARTICULARLY APPROPRIATE FOR
00:19:07:00 00:19:08:00 OUR CONVERSATION AROUND
00:19:08:00 00:19:08:00 ACHIEVEMENT AND OPPORTUNITY
00:19:08:00 00:19:11:00 GAPS BUT FOR TOO MANY OF OUR
00:19:11:00 00:19:12:00 STUDENTS THE DISTRICT WAS NOT
00:19:12:00 00:19:13:00 WORKING FOR THEM BEFORE THE
00:19:13:00 00:19:15:00 PANDEMIC.
00:19:15:00 00:19:17:00 SO WE MUST COME BACK AS A
00:19:17:00 00:19:17:00 DIFFERENT DISTRICT TO HELP MEET
00:19:17:00 00:19:18:00 THEIR NEEDS NOT ONLY TO RECOVER
00:19:18:00 00:19:19:00 FROM WHAT HAPPENED IN THIS AND
00:19:19:00 00:19:23:00 DURING THIS PANDEMIC BUT TO
00:19:23:00 00:19:24:00 MAKE SURE THAT THEY END UP IN A
00:19:24:00 00:19:24:00 BETTER PLACE.
00:19:24:00 00:19:27:00 I MENTIONED BRIEFLY THE
00:19:27:00 00:19:27:00 FEDERALLY FUNDING WE'RE USING
00:19:27:00 00:19:31:00 OUR STRATEGIC PLAN AS THE
00:19:31:00 00:19:35:00 ANCHOR POINT AND HAVING A
00:19:35:00 00:19:35:00 PUBLIC DIALOG ABOUT HOW WE
00:19:35:00 00:19:37:00 SHOULD USE THESE FUNDS AND
00:19:37:00 00:19:38:00 THROUGHOUT THE HEARING YOU MAY
00:19:38:00 00:19:39:00 HEAR ABOUT SOME OF THE THINGS
00:19:39:00 00:19:41:00 THAT WE'RE ALREADY THINKING AND
00:19:41:00 00:19:42:00 AS YOU START TO PROPOSE OTHER
00:19:42:00 00:19:46:00 IDEAS FOR US TO EXPLORE, THIS
00:19:46:00 00:19:46:00 WILL BE PART OF THE PUBLIC
00:19:46:00 00:19:47:00 ENGAGEMENT FOR WHEN WE SUBMIT
00:19:47:00 00:19:49:00 THE APPLICATION FOR ESSAIBI TO
00:19:49:00 00:19:53:00 WHICH IS DUE IN JULY AS WE
00:19:53:00 00:19:54:00 TRANSITION INTO THE FIRST

00:19:54:00 00:19:55:00 SEGMENT I'M GOING TO AT THIS
00:19:55:00 00:19:58:00 POINT TURN OVER TO OUR HEAD
00:19:58:00 00:19:59:00 OF SPECIAL EDUCATION ETHAN WMI
00:19:59:00 00:20:02:00 BURNS WHO WILL PRESENT THE NEXT
00:20:02:00 00:20:05:00 SECTION.
00:20:05:00 00:20:06:00 THANK YOU NATE AND REALLY
00:20:06:00 00:20:10:00 APPRECIATE THE OPPORTUNITY TO
00:20:10:00 00:20:11:00 BE HERE TO TALK ABOUT OUR
00:20:11:00 00:20:16:00 BUDGET WITH YOU CHAIRPERSON BOK
00:20:16:00 00:20:20:00 AND THE ENTIRE COUNCIL AND SO
00:20:20:00 00:20:20:00 THANK YOU TO EVERYONE WATCHING
00:20:20:00 00:20:23:00 AND BEING INVOLVED IN OUR
00:20:23:00 00:20:24:00 COMMUNITY IN TERMS OF SPECIAL
00:20:24:00 00:20:28:00 EDUCATION.
00:20:28:00 00:20:29:00 WE KNOW WE'RE IN A REALLY
00:20:29:00 00:20:32:00 CRITICAL SPACE FOR ALL OUR
00:20:32:00 00:20:36:00 STUDENTS IN MANY WAYS THE
00:20:36:00 00:20:36:00 PANDEMIC HAS HIT OUR STUDENTS
00:20:36:00 00:20:37:00 WITH DISABILITIES.
00:20:37:00 00:20:40:00 THE HARDEST AND WE WANT TO MAKE
00:20:40:00 00:20:41:00 SURE THAT WE ARE ABLE TO PUT
00:20:41:00 00:20:44:00 THE THINGS IN PLACE SO THAT AS
00:20:44:00 00:20:48:00 MR. KRUGER SAID, WE ARE ABLE TO
00:20:48:00 00:20:49:00 RETURN, RECOVER AND HOPEFULLY
00:20:49:00 00:21:09:00 REIMAGINE SO THAT WE CAN COME
00:21:09:00 00:21:10:00 BACK STRONGER THAN WE WERE.
00:21:10:00 00:21:11:00 SO HERE AND I JUST WANT TO SAY
00:21:11:00 00:21:12:00 BEFORE GETTING TO THE SLIDES
00:21:12:00 00:21:12:00 LIKE A LOT OF THAT WILL HAPPEN
00:21:12:00 00:21:13:00 THROUGH THE ESSAR FUNDING AS
00:21:13:00 00:21:14:00 WELL AND CONTINUED SPENDING
00:21:14:00 00:21:14:00 OF KAHRIZAK FUNNY AS WELL.
00:21:14:00 00:21:15:00 SO HERE SOME HIGHLIGHTS FROM
00:21:15:00 00:21:16:00 OUR CENTRAL OFFICE WORK IS THAT
00:21:16:00 00:21:17:00 FOR TWENTY ONE TWENTY TWO WE
00:21:17:00 00:21:19:00 ARE INCREASING OUR ABHA PROGRAM
00:21:19:00 00:21:20:00 AND THIS IS REALLY DUE TO A
00:21:20:00 00:21:23:00 NEED FROM ENROLLMENT.
00:21:23:00 00:21:24:00 SO WE'RE INCREASING
00:21:24:00 00:21:27:00 PERSONALISTIC NEW AIBA
00:21:27:00 00:21:28:00 SPECIALIST POSITIONS TO NEW
00:21:28:00 00:21:31:00 ABIA PROGRAM DIRECTORS AND MORE
00:21:31:00 00:21:35:00 IN VA CONTRACTS AS WELL AND
00:21:35:00 00:21:36:00 THAT IS REALLY BECAUSE THE
00:21:36:00 00:21:39:00 DEMAND WE WILL BE HIRING AN
00:21:39:00 00:21:39:00 EXECUTIVE DIRECTOR IN THE
00:21:39:00 00:21:43:00 OFFICE OF SPECIAL EDUCATION TO
00:21:43:00 00:21:44:00 REALLY FOCUS ON STRATEGY
00:21:44:00 00:21:47:00 ENHANCING SCHOOL SUPPORT AND
00:21:47:00 00:21:47:00 THINKING THROUGH STRATEGICALLY
00:21:47:00 00:21:51:00 WHAT NEEDS TO HAPPEN OVER THE
00:21:51:00 00:21:52:00 NEXT NUMBER OF YEARS SO THAT WE
00:21:52:00 00:21:54:00 CAN IMPROVE PERFORMANCE FOR
00:21:54:00 00:21:54:00 STUDENTS WITH DISABILITIES.

00:21:54:00 00:21:58:00 WE'RE GRATEFUL THAT ALL CENTRAL
00:21:58:00 00:21:59:00 CONTRACTS HAVE BEEN LEVEL
00:21:59:00 00:22:02:00 FUNDED FOR AND PLAN FOR KOLB
00:22:02:00 00:22:03:00 AND OTHER TEACHER DEVELOPMENT
00:22:03:00 00:22:06:00 TOOLS REALLY ARE EXTREMELY
00:22:06:00 00:22:07:00 IMPORTANT AND IMPORTANT.
00:22:07:00 00:22:10:00 WE'RE EXCITED THIS YEAR THAT WE
00:22:10:00 00:22:11:00 HAVE MADE AN INVESTMENT IN A
00:22:11:00 00:22:14:00 DIGITAL ASSESSMENT LIBRARY
00:22:14:00 00:22:15:00 WHICH REALLY HELPS OUR SCHOOL
00:22:15:00 00:22:18:00 PSYCHOLOGISTS AND ALL OUR
00:22:18:00 00:22:19:00 SPECIAL EDUCATION STAFF WITH
00:22:19:00 00:22:22:00 CONDUCTING ASSESSMENTS
00:22:22:00 00:22:23:00 EFFICIENTLY SO THAT WE CAN HAVE
00:22:23:00 00:22:26:00 BETTER IDENTIFICATION AND
00:22:26:00 00:22:30:00 ENSURE APPROPRIATE PLACEMENT.
00:22:30:00 00:22:31:00 WE'RE ALSO EXPANDING OUR
00:22:31:00 00:22:31:00 LITERACY INTERVENTIONS THROUGH
00:22:31:00 00:22:35:00 WILSON KILLING HIM THIS YEAR SO
00:22:35:00 00:22:38:00 THAT WE WILL BEGINNING THAT
00:22:38:00 00:22:39:00 ACTUALLY BEFORE WE GET OUT FOR
00:22:39:00 00:22:42:00 THE SUMMER SO THAT WE CAN
00:22:42:00 00:22:43:00 ENSURE STAFF CAN ATTEND.
00:22:43:00 00:22:46:00 AND THEN LASTLY OUR TRANSITION
00:22:46:00 00:22:47:00 CONTRACTS ARE LEVEL FUNDED AND
00:22:47:00 00:22:50:00 SO THAT WE CAN MAKE SURE THAT
00:22:50:00 00:22:53:00 OUR STUDENTS AGE 14 TO 20 TO
00:22:53:00 00:22:54:00 ARE ABLE TO BE ENGAGED IN THE
00:22:54:00 00:22:58:00 WAY THAT THEY NEED SO THEY CAN
00:22:58:00 00:22:59:00 GET TO THEIR ADULT SERVICES
00:22:59:00 00:23:01:00 APPROPRIATELY AND WITH THE BEST
00:23:01:00 00:23:05:00 POSSIBLE SERVICES AND TO GO TO
00:23:05:00 00:23:08:00 THE NEXT SLIDE REALLY JUST AS
00:23:08:00 00:23:09:00 AN OVERVIEW OF EDUCATIONAL
00:23:09:00 00:23:13:00 ENVIRONMENT BY RACE, ETHNICITY
00:23:13:00 00:23:17:00 AND GENDER AND SO YOU SEE BOTH
00:23:17:00 00:23:20:00 RACE AND GENDER EACH BAR AS A
00:23:20:00 00:23:21:00 RACE AND GENDER IS BROKEN UP
00:23:21:00 00:23:24:00 THAT WAY AND THEN BY SETTING
00:23:24:00 00:23:31:00 AND SO OVERALL EXCUSE ME NOT
00:23:31:00 00:23:32:00 OVERALL IT IS FORTY FOUR
00:23:32:00 00:23:33:00 PERCENT STUDENTS WITH
00:23:33:00 00:23:35:00 DISABILITIES FORTY FOUR PERCENT
00:23:35:00 00:23:37:00 LATIN X AND THIRTY SIX PERCENT
00:23:37:00 00:23:40:00 BLACK SPECIAL EDUCATION
00:23:40:00 00:23:42:00 STUDENTS ARE 12 PERCENT WHITE
00:23:42:00 00:23:43:00 AND THEN THREE PERCENT ASIAN.
00:23:43:00 00:23:46:00 WHAT'S INTERESTING TO POINT OUT
00:23:46:00 00:23:47:00 IS THAT ALTHOUGH DEATHY HAS NOT
00:23:47:00 00:23:48:00 FOUND BOSTON TO DEMONSTRATE
00:23:48:00 00:23:51:00 SIGNIFICANT DISPROPORTIONALITY
00:23:51:00 00:23:55:00 WITH REGARDS TO I IDENTIFY
00:23:55:00 00:23:56:00 STUDENTS WITH DISABILITIES, WE
00:23:56:00 00:23:59:00 KNOW THAT THE PATTERNS OVER

00:23:59:00 00:24:00:00 TIME THAT THERE IS
00:24:00:00 00:24:03:00 UNDERREPRESENTATION AND
00:24:03:00 00:24:04:00 OVERREPRESENTATION OF CERTAIN
00:24:04:00 00:24:08:00 GROUPS IN CERTAIN PROGRAMS.
00:24:08:00 00:24:11:00 AND SO IN THIS STUDY SORRY FOR
00:24:11:00 00:24:12:00 MY CONFUSION IT DOES HAVE THE
00:24:12:00 00:24:13:00 SETTING HERE.
00:24:13:00 00:24:15:00 THOSE ARE THE DIFFERENT COLORS
00:24:15:00 00:24:19:00 IN EACH BAR AND SO AN EXAMPLE
00:24:19:00 00:24:19:00 OF SOME OF THE
00:24:19:00 00:24:20:00 DISPROPORTIONALITY THAT WE LOOK
00:24:20:00 00:24:23:00 AT IS THAT WHILE NOT NEARLY
00:24:23:00 00:24:24:00 SIXTY TWO PERCENT OF ALL
00:24:24:00 00:24:27:00 STUDENTS WITH DISABILITIES ARE
00:24:27:00 00:24:27:00 ENROLLED IN INCLUSION SETTING
00:24:27:00 00:24:30:00 RATES VARY BY STUDENT GROUP.
00:24:30:00 00:24:31:00 FIFTY TWO PERCENT OF BLACK MALE
00:24:31:00 00:24:34:00 STUDENTS ARE ENROLLED IN AN
00:24:34:00 00:24:35:00 INCLUSION SETTING COMPARED TO
00:24:35:00 00:24:38:00 70 PERCENT OF WHITE MALE
00:24:38:00 00:24:42:00 STUDENTS WHEREAS SIXTY SEVEN
00:24:42:00 00:24:43:00 PERCENT OF FEMALE STUDENTS ARE
00:24:43:00 00:24:43:00 PLACED IN FULLER INCLUSION
00:24:43:00 00:24:46:00 SETTINGS, THE RATE FOR MALE
00:24:46:00 00:24:50:00 STUDENTS IS FIFTY NINE PERCENT
00:24:50:00 00:24:50:00 .
00:24:50:00 00:24:54:00 AND LASTLY, A CONCERN IS THAT
00:24:54:00 00:24:55:00 BLACK STUDENTS OVERALL HAVE THE
00:24:55:00 00:24:57:00 HIGHEST RATES OF PLACEMENT
00:24:57:00 00:24:58:00 WITHIN SUBSTANTIALLY SIMILAR
00:24:58:00 00:25:02:00 SETTINGS AT THIRTY SEVEN
00:25:02:00 00:25:02:00 PERCENT COMPARED TO TWENTY NINE
00:25:02:00 00:25:03:00 PERCENT FOR STUDENTS WITH
00:25:03:00 00:25:06:00 DISABILITIES OVERALL AND FOR
00:25:06:00 00:25:10:00 BLACK MALE STUDENTS THIS RATE
00:25:10:00 00:25:10:00 INCREASES TO THIRTY NINE
00:25:10:00 00:25:11:00 PERCENT.
00:25:11:00 00:25:14:00 SO AS WE DEVELOP OUR STRATEGIC
00:25:14:00 00:25:15:00 PLAN THIS IS DATA THAT WE'LL BE
00:25:15:00 00:25:17:00 LOOKING AT REALLY CAREFULLY SO
00:25:17:00 00:25:18:00 THAT WE CAN ADDRESS THIS
00:25:18:00 00:25:22:00 DISPROPORTIONALITY.
00:25:22:00 00:25:25:00 THANKFULLY THERE IS SOME GOOD
00:25:25:00 00:25:26:00 NEWS WITH REGARD TO OUR
00:25:26:00 00:25:29:00 STUDENTS DISABILITY
00:25:29:00 00:25:29:00 DISABILITIES AND THEIR
00:25:29:00 00:25:33:00 GRADUATION RATES FOR STUDENTS
00:25:33:00 00:25:34:00 WITH DISABILITIES BETWEEN
00:25:34:00 00:25:37:00 TWENTY FIFTEEN AND TWENTY
00:25:37:00 00:25:38:00 TWENTY THE GRADUATION RATE HAS
00:25:38:00 00:25:41:00 INCREASED TWO PERCENT MODEST
00:25:41:00 00:25:42:00 BUT HEADING IN THE RIGHT
00:25:42:00 00:25:45:00 DIRECTION.
00:25:45:00 00:25:46:00 ALSO THE PERCENTAGE OF STUDENTS

00:25:46:00 00:25:46:00 WITH DISABILITIES DROPPING OUT
00:25:46:00 00:25:48:00 HAS ACTUALLY DECREASED THREE
00:25:48:00 00:25:52:00 POINT SIX PERCENT WHICH IS
00:25:52:00 00:25:53:00 TERRIFIC AND ALSO THE RATES
00:25:53:00 00:25:56:00 OF STUDENTS WHO ARE STAYING IN
00:25:56:00 00:25:57:00 SCHOOL HAS INCREASED AS WELL.
00:25:57:00 00:26:04:00 SO WE ARE PLEASED ABOUT THAT
00:26:04:00 00:26:05:00 AND I THINK THAT WE ALSO WANT
00:26:05:00 00:26:08:00 TO HIGHLIGHT THAT THE IT'S THE
00:26:08:00 00:26:12:00 ALL STUDENTS HAS INCREASED BY
00:26:12:00 00:26:13:00 TWO POINT FIVE PERCENT IN THAT
00:26:13:00 00:26:13:00 TIME.
00:26:13:00 00:26:16:00 SO THOSE SOME HIGHLIGHTS ON
00:26:16:00 00:26:19:00 GRADUATION RATE.
00:26:19:00 00:26:20:00 I ALSO I KNOW THAT THERE'S A
00:26:20:00 00:26:24:00 LOT OF CONVERSATION WITHIN THE
00:26:24:00 00:26:27:00 COMMUNITY WITH REGARD TO
00:26:27:00 00:26:28:00 INCLUSION WHICH IS WONDERFUL.
00:26:28:00 00:26:32:00 WE KNOW THAT WE DO HAVE A TOO
00:26:32:00 00:26:35:00 MANY STUDENTS IN SUBSTANTIALLY
00:26:35:00 00:26:36:00 SEPARATE SETTINGS AND NOT THE
00:26:36:00 00:26:39:00 APPROPRIATE PLACEMENT.
00:26:39:00 00:26:40:00 SO WE WANT TO MAKE SURE THAT
00:26:40:00 00:26:41:00 WE'RE MOVING TOWARDS INCLUSION
00:26:41:00 00:26:44:00 AND ALSO MAKING SURE STUDENTS
00:26:44:00 00:26:47:00 ARE IN THE APPROPRIATE
00:26:47:00 00:26:47:00 PLACEMENT.
00:26:47:00 00:26:49:00 AND I REALLY WANT TO HIGHLIGHT
00:26:49:00 00:26:52:00 THIS PIECE THAT IN TWENTY
00:26:52:00 00:26:53:00 FIFTEEN AND TWENTY SIXTEEN THE
00:26:53:00 00:26:55:00 GRADUATION RATE FOR STUDENTS
00:26:55:00 00:26:55:00 AND FULL INCLUSION EXCEEDED THE
00:26:55:00 00:26:58:00 DISTRICT RATE.
00:26:58:00 00:26:59:00 THAT'S REALLY EXCITING AND IS A
00:26:59:00 00:27:03:00 TESTAMENT TO THE POWER
00:27:03:00 00:27:04:00 OF INCLUSION THAT THE
00:27:04:00 00:27:04:00 GRADUATION RATES FOR STUDENTS
00:27:04:00 00:27:07:00 AND FULL INCLUSION IS SO HIGH
00:27:07:00 00:27:11:00 AND ALSO THE PERCENTAGE
00:27:11:00 00:27:11:00 OF STUDENTS AGED SIX TO TWENTY
00:27:11:00 00:27:12:00 ONE IN FULL OR PARTIAL
00:27:12:00 00:27:14:00 INCLUSION SETTINGS HAS
00:27:14:00 00:27:15:00 INCREASED FROM FIFTY THREE
00:27:15:00 00:27:16:00 PERCENT TO SIXTY FOUR PERCENT
00:27:16:00 00:27:19:00 OVER THE PAST TEN YEARS.
00:27:19:00 00:27:20:00 SO WHILE WE HAVE A LOT OF WORK
00:27:20:00 00:27:23:00 TO DO IN TERMS OF REDUCING THE
00:27:23:00 00:27:23:00 AMOUNT OF STUDENTS AND
00:27:23:00 00:27:26:00 SUBSTANTIALLY SEPARATE SETTINGS
00:27:26:00 00:27:27:00 AND THE INCREASING AMOUNT
00:27:27:00 00:27:30:00 OF STUDENTS INCLUSION THE TREND
00:27:30:00 00:27:31:00 LINES CERTAINLY ARE MOVING IN
00:27:31:00 00:27:33:00 THE RIGHT DIRECTIONS IN THE
00:27:33:00 00:27:34:00 RIGHT DIRECTION.

00:27:34:00 00:27:35:00 AND LASTLY THE STUDENTS IN
00:27:35:00 00:27:35:00 SUBSTANTIALLY SEPARATE SETTINGS
00:27:35:00 00:27:38:00 HAS DECREASED FROM FORTY ONE
00:27:38:00 00:27:39:00 PERCENT TO TWENTY NINE PERCENT
00:27:39:00 00:27:42:00 IN THAT SAME TIME BETWEEN 2010
00:27:42:00 00:27:42:00 AND 2020.
00:27:42:00 00:27:46:00 SO WHAT ARE WE GOING TO DO IN
00:27:46:00 00:27:49:00 TERMS OF BUILDING INCLUSION IN
00:27:49:00 00:27:53:00 BOSTON THIS YEAR WE EXCUSE ME
00:27:53:00 00:27:54:00 IN TWENTY FOURTEEN WE THERE WAS
00:27:54:00 00:27:58:00 AN INITIAL ROLLOUT OF ROLLING
00:27:58:00 00:28:02:00 OUT INCLUSION STARTING IN
00:28:02:00 00:28:02:00 KINDERGARTEN SO STUDENTS HAVE
00:28:02:00 00:28:06:00 NOW REACHED GRADE SEVEN AND IS
00:28:06:00 00:28:06:00 FORCING SOME STRUCTURAL CHANGES
00:28:06:00 00:28:09:00 IN HOW WE ALLOCATE RESOURCES
00:28:09:00 00:28:10:00 AND REALLY IMPORTANT WAYS TO
00:28:10:00 00:28:13:00 MAKE SURE THAT RESOURCES ARE
00:28:13:00 00:28:14:00 HITTING STUDENTS WHERE THEY'RE
00:28:14:00 00:28:17:00 NEEDED.
00:28:17:00 00:28:18:00 WE ARE ALSO MAKING AN
00:28:18:00 00:28:18:00 INVESTMENT TO SUPPORT DISTRICT
00:28:18:00 00:28:21:00 WIDE IMPLEMENTATION OF THIS.
00:28:21:00 00:28:24:00 WE WORKED WITH SEVEN SCHOOLS
00:28:24:00 00:28:25:00 THIS YEAR TO INCREASE INCLUSIVE
00:28:25:00 00:28:29:00 OPPORTUNITIES AND NEXT SCHOOL
00:28:29:00 00:28:30:00 YEAR WE WILL BE INCREASING THAT
00:28:30:00 00:28:33:00 COHORT TO ABOUT FIFTEEN SCHOOLS
00:28:33:00 00:28:34:00 TO WORK WITH TO INCREASE
00:28:34:00 00:28:37:00 INCLUSION IN THOSE SCHOOLS.
00:28:37:00 00:28:41:00 SO AND WITH THAT THING I'M
00:28:41:00 00:28:44:00 TURNING IT OVER TO DR. ROMERO
00:28:44:00 00:28:44:00 JOHNSON.
00:28:44:00 00:28:49:00 DR. ROMERO JOHNSON, THANK YOU.
00:28:49:00 00:28:52:00 THIS AFTERNOON COUNCIL MEMBERS
00:28:52:00 00:28:52:00 .
00:28:52:00 00:28:53:00 THANK YOU FOR HAVING US.
00:28:53:00 00:28:56:00 I WILL GO INTO THE NEXT STAGE
00:28:56:00 00:28:59:00 OF RECOVERY AND TALKING ABOUT
00:28:59:00 00:29:00:00 ACADEMIC ACCELERATION AND
00:29:00:00 00:29:04:00 SUMMER LEARNING.
00:29:04:00 00:29:05:00 OUR ASPIRATION FOR THIS SUMMER
00:29:05:00 00:29:07:00 IS THAT EVERY STUDENT WILL HAVE
00:29:07:00 00:29:08:00 A PLAN, A PLAN THAT INCLUDES
00:29:08:00 00:29:12:00 ACADEMICS AND ENRICHMENT
00:29:12:00 00:29:13:00 OPPORTUNITIES AS WELL AS
00:29:13:00 00:29:16:00 EMPLOYMENT FOR OUR HIGH
00:29:16:00 00:29:17:00 SCHOOLERS THAT SEEK MEANINGFUL
00:29:17:00 00:29:19:00 INTERNSHIPS WITH OUR INDUSTRY
00:29:19:00 00:29:23:00 PARTNERS.
00:29:23:00 00:29:24:00 OVER THE YEARS OUR TEAM HAS
00:29:24:00 00:29:27:00 CREATED INNOVATIVE AND
00:29:27:00 00:29:27:00 RESPONSIVE PROGRAMING.
00:29:27:00 00:29:31:00 YET LAST YEAR WE PIVOTED TO THE

00:29:31:00 00:29:32:00 REMOTE FORMAT AND ADDED A
00:29:32:00 00:29:35:00 SIGNIFICANT FOCUS TO BOTH THE
00:29:35:00 00:29:36:00 CULTURAL AND LINGUISTIC
00:29:36:00 00:29:39:00 RELEVANCE IN OUR CURRICULAR
00:29:39:00 00:29:43:00 OFFERINGS AND A LASER FOCUS ON
00:29:43:00 00:29:43:00 PRIORITY ACADEMIC STANDARDS.
00:29:43:00 00:29:47:00 WE'VE ADDRESSED THE NEED TO
00:29:47:00 00:29:50:00 HAVE A FOCUS GRADE LEVEL
00:29:50:00 00:29:51:00 CURRICULUM AND ASSESSMENTS AND
00:29:51:00 00:29:54:00 ENSURING AN INTENTIONAL
00:29:54:00 00:29:55:00 INSTRUCTIONAL BRIDGE BETWEEN
00:29:55:00 00:29:58:00 THE SPRING AND FALL FOR SUMMER
00:29:58:00 00:29:59:00 LEARNING.
00:29:59:00 00:30:02:00 WE ARE EXCITED TO BE OFFERING
00:30:02:00 00:30:03:00 PROGRAMS FOR OVER SIXTEEN
00:30:03:00 00:30:07:00 THOUSAND STUDENTS IN JULY AND
00:30:07:00 00:30:07:00 AUGUST AND WE HAVE INCREASED
00:30:07:00 00:30:10:00 OUR CAPACITY OUR OVERALL
00:30:10:00 00:30:14:00 CAPACITY AS WELL AS THE SOCIAL
00:30:14:00 00:30:15:00 EMOTIONAL SUPPORT FOR OUR
00:30:15:00 00:30:18:00 STUDENTS INCLUDED EMBEDDED
00:30:18:00 00:30:21:00 TRAINING FOR TEACHERS TO
00:30:21:00 00:30:22:00 SUPPORT STUDENT NEEDS AS WELL
00:30:22:00 00:30:25:00 AS SOCIAL WORKERS SCHOOL
00:30:25:00 00:30:26:00 PSYCHOLOGISTS FOR TIERED TIERS
00:30:26:00 00:30:30:00 TWO AND THREE SUPPORT STUDENTS
00:30:30:00 00:30:33:00 WILL HAVE AN OPPORTUNITY TO
00:30:33:00 00:30:34:00 EXPERIENCE HANDS-ON LEARNING
00:30:34:00 00:30:37:00 AND ENRICHMENT IN PERSON OR CAN
00:30:37:00 00:30:41:00 OPT IN TO JOIN REMOTE PROGRAM
00:30:41:00 00:30:42:00 IF THEY CHOOSE DEPENDING ON THE
00:30:42:00 00:30:46:00 PROGRAM NEXT SLIDE THIS SLIDE
00:30:46:00 00:30:50:00 SHOW A BREAKDOWN OF THE
00:30:50:00 00:30:52:00 DIFFERENT OFFERINGS A NUMBER
00:30:52:00 00:30:57:00 OF SEATS AND THEN THE NEXT
00:30:57:00 00:30:57:00 SLIDE.
00:30:57:00 00:31:01:00 THIS IS FROM LAST YEAR STUDENT
00:31:01:00 00:31:01:00 DEMOGRAPHICS LAST SUMMER WAS
00:31:01:00 00:31:05:00 REPRESENTATIVE OF OUR DISTRICT
00:31:05:00 00:31:05:00 STUDENT POPULATION WITH OUR
00:31:05:00 00:31:09:00 STUDENT BLACK STUDENTS MAKING
00:31:09:00 00:31:10:00 UP THIRTY EIGHT PERCENT OF THE
00:31:10:00 00:31:29:00 OVERALL ENROLLMENT.
00:31:29:00 00:31:30:00 FORTY FOUR PERCENT WERE LATINO
00:31:30:00 00:31:31:00 X EIGHT PERCENT WERE WHITE AND
00:31:31:00 00:31:32:00 SIX PERCENT ASIAN AND FORTY
00:31:32:00 00:31:33:00 FOUR AND FORTY PERCENT WERE
00:31:33:00 00:31:33:00 EITHER STUDENTS WITH A PIECE OR
00:31:33:00 00:31:34:00 ENGLISH LEARNERS RESPECTIVELY.
00:31:34:00 00:31:35:00 I WILL NOW PASS IT ON TO MY
00:31:35:00 00:31:35:00 COLLEAGUE DAPHNE GERMAIN,
00:31:35:00 00:31:36:00 ASSISTANT SUPERINTENDENT FOR
00:31:36:00 00:31:36:00 THE OFFICE OF ENGLISH LEARNERS.
00:31:36:00 00:31:40:00 THANK YOU DR. MARY JOHNSON.

00:31:40:00 00:31:41:00 GREETINGS TO ALL ELECTED
00:31:41:00 00:31:43:00 OFFICIALS COMMITTEE
00:31:43:00 00:31:44:00 PARTICIPANTS WHO ARE WATCHING
00:31:44:00 00:31:45:00 FOR THIS PART.
00:31:45:00 00:31:48:00 I WANT TO FRAME HOW I WILL BE
00:31:48:00 00:31:49:00 SHARING THE UPDATES OVER THE
00:31:49:00 00:31:49:00 NEXT THREE SLIDES.
00:31:49:00 00:31:52:00 I WILL BE REPORTING ON HOW L
00:31:52:00 00:31:53:00 INVESTED THE FISCAL YEAR TWENTY
00:31:53:00 00:31:55:00 ONE FUND, HOW WE ARE
00:31:55:00 00:31:56:00 REIMAGINING THE DEPARTMENT AND
00:31:56:00 00:31:59:00 WHAT OUR PRIORITIES WILL BE FOR
00:31:59:00 00:32:00:00 FISCAL YEAR TWENTY TWO DURING
00:32:00:00 00:32:03:00 THE COVID PANDEMIC THE OFFICE
00:32:03:00 00:32:04:00 OF ENGLISH LEARNERS HAD TO
00:32:04:00 00:32:07:00 QUICKLY IMAGINE HOW TO SUPPORT
00:32:07:00 00:32:08:00 AN ALREADY MARGINALIZED STUDENT
00:32:08:00 00:32:11:00 POPULATION AND COMMUNITY WITH
00:32:11:00 00:32:12:00 THE FUNDS ALLOCATED TO US LAST
00:32:12:00 00:32:15:00 YEAR WE INVESTED IN THE
00:32:15:00 00:32:16:00 PURCHASE OF TALKING POINTS AND
00:32:16:00 00:32:19:00 ROLLED IT OUT TO ALL SCHOOLS
00:32:19:00 00:32:19:00 TALKING POINTS ALLOWED SCHOOLS
00:32:19:00 00:32:20:00 TO COMMUNICATE DIRECTLY WITH
00:32:20:00 00:32:23:00 STUDENTS OR PARENTS IN THEIR
00:32:23:00 00:32:24:00 NATIVE LANGUAGE AS TEACHERS
00:32:24:00 00:32:27:00 TEXT IN ENGLISH, THE PARENT IS
00:32:27:00 00:32:28:00 ABLE TO RECEIVE THE MESSAGE IN
00:32:28:00 00:32:31:00 THEIR PREFERRED LANGUAGE
00:32:31:00 00:32:32:00 SPANISH AND CREOLE WOLVERTON
00:32:32:00 00:32:35:00 CREOLE FROM SEPTEMBER TWENTY
00:32:35:00 00:32:36:00 TWENTY TO APRIL TWENTY TWENTY
00:32:36:00 00:32:39:00 ONE BP'S TEACHERS,
00:32:39:00 00:32:39:00 ADMINISTRATORS AND FAMILIES
00:32:39:00 00:32:43:00 HAVE SENT OVER TWO MILLION TEXT
00:32:43:00 00:32:43:00 MESSAGES.
00:32:43:00 00:32:46:00 SEVENTY SEVEN PERCENT OF OUR
00:32:46:00 00:32:47:00 FAMILIES HAVE ENGAGED WITH
00:32:47:00 00:32:50:00 TALKING POINTS SCHOOL
00:32:50:00 00:32:50:00 ADMINISTRATORS BETWEEN
00:32:50:00 00:32:54:00 SEPTEMBER AND APRIL HAVE SAID
00:32:54:00 00:32:55:00 TEN THOUSAND INDIVIDUAL
00:32:55:00 00:32:58:00 MESSAGES OVER TWO TWENTY EIGHT
00:32:58:00 00:32:59:00 HUNDRED ANNOUNCEMENTS REACHING
00:32:59:00 00:33:01:00 TO TWENTY SEVEN REACHING TWENTY
00:33:01:00 00:33:05:00 SEVEN THOUSAND FAMILIES ADDED
00:33:05:00 00:33:06:00 TO THE INVESTMENT OF THE ONLINE
00:33:06:00 00:33:09:00 PLATFORMS TO HELP STUDENTS STAY
00:33:09:00 00:33:10:00 ENGAGED OR PURCHASED NEAR PORT
00:33:10:00 00:33:13:00 AND NEW ZEALAND TO HELP CREATE
00:33:13:00 00:33:14:00 STUDENT CENTERED VIRTUAL
00:33:14:00 00:33:17:00 PLATFORMS FOR OUR LCG AND
00:33:17:00 00:33:18:00 LAUNCHED A VIRTUAL MULTILINGUAL
00:33:18:00 00:33:21:00 LIBRARY AS PART OF OUR

00:33:21:00 00:33:22:00 COMMITMENT TO BILINGUAL
00:33:22:00 00:33:22:00 RESOURCES AVAILABLE TO STUDENTS
00:33:22:00 00:33:25:00 TO CELEBRATE THEIR LANGUAGE AND
00:33:25:00 00:33:28:00 CULTURE IN THE MIDST OF A
00:33:28:00 00:33:29:00 PANDEMIC WE SUCCESSFULLY OPENED
00:33:29:00 00:33:32:00 UP IN PARTNERSHIP WITH THE BRK
00:33:32:00 00:33:33:00 AND THE COUPLE VERDIAN CENTER
00:33:33:00 00:33:36:00 FOR APPLIED RESEARCH A HERITAGE
00:33:36:00 00:33:37:00 COURSE AND EXPANDED THE HAITIAN
00:33:37:00 00:33:40:00 AND VIETNAMESE TO ONE LANGUAGE
00:33:40:00 00:33:41:00 PROGRAMS FOR THE HEALTH AND
00:33:41:00 00:33:43:00 WELLBEING OF OUR PARENTS AND
00:33:43:00 00:33:44:00 STUDENTS.
00:33:44:00 00:33:44:00 WE LAUNCHED A PILOT PROGRAM
00:33:44:00 00:33:48:00 CALLED PARENTS HELPING PARENTS
00:33:48:00 00:33:49:00 WHERE OUR PARENTS WHO QUALIFIED
00:33:49:00 00:33:52:00 WERE HIRED TO PROVIDE TARGETED
00:33:52:00 00:33:53:00 SUPPORT FOR THEIR PEERS WHO ARE
00:33:53:00 00:33:56:00 HAVING DIFFICULTY ACCESSING THE
00:33:56:00 00:33:57:00 DISTRICT'S ONLINE PLATFORMS
00:33:57:00 00:33:58:00 HELPING THEIR STUDENTS WITH
00:33:58:00 00:34:01:00 HOMEWORK OR EVEN KNOWING HOW TO
00:34:01:00 00:34:03:00 ACCESS THEIR EBT CARD SUPPORT
00:34:03:00 00:34:04:00 THROUGHOUT THE YEAR.
00:34:04:00 00:34:05:00 ALSO WE CELEBRATED WITH THEM BY
00:34:05:00 00:34:08:00 PROVIDING A MOMENTS OF JOY
00:34:08:00 00:34:08:00 THROUGH VIRTUAL CELEBRATIONS
00:34:08:00 00:34:13:00 OF THEIR LANGUAGE, CULTURE AND
00:34:13:00 00:34:13:00 HISTORY AND AT THIS MOMENT I DO
00:34:13:00 00:34:15:00 HAVE TO SAY HAPPY, HE HERITAGE
00:34:15:00 00:34:16:00 MONTH AND HAPPY ASIAN-AMERICAN
00:34:16:00 00:34:19:00 PACIFIC ISLANDER NEXT SLIDE.
00:34:19:00 00:34:23:00 THANK.
00:34:23:00 00:34:24:00 DURING THE PANDEMIC IT HAS
00:34:24:00 00:34:28:00 AFFORDED A RARE OPPORTUNITY
00:34:28:00 00:34:29:00 WHEN MANY THINGS THAT OUR
00:34:29:00 00:34:32:00 FAMILIES ARE TOLD WOULD BE AN
00:34:32:00 00:34:33:00 IMPOSSIBLE FEAT ALL OF A SUDDEN
00:34:33:00 00:34:36:00 BECAME ACTUALITIES IN THE SAME
00:34:36:00 00:34:36:00 VEIN OR CONTINUES TO BELIEVE
00:34:36:00 00:34:39:00 THAT WHAT APPEARS IMPOSSIBLE
00:34:39:00 00:34:44:00 FOR LS AT THIS POINT IN TIME IS
00:34:44:00 00:34:47:00 POSSIBLE FOR BAPS AS WE
00:34:47:00 00:34:50:00 REQUESTED WE ARE AS AS
00:34:50:00 00:34:51:00 REQUESTED.
00:34:51:00 00:34:52:00 WE ARE PROVIDING AN UPDATE ON
00:34:52:00 00:34:55:00 THE WORK OF THE LOOK ACT IN THE
00:34:55:00 00:34:55:00 GENERATING OF A NEW BILINGUAL
00:34:55:00 00:34:59:00 EDUCATION PLAN IN REGARDS TO
00:34:59:00 00:35:01:00 COMMITMENT ONE POINT FOUR IN
00:35:01:00 00:35:02:00 FEBRUARY UNDER THE LEADERSHIP
00:35:02:00 00:35:03:00 OF DR. SYLVIA JOHNSON, BP'S
00:35:03:00 00:35:06:00 CHARGE DEPARTMENT WITH MOVING
00:35:06:00 00:35:07:00 FORWARD ON THE FOLLOWING FOUR

00:35:07:00 00:35:13:00 ITEMS DEVELOPING A ROADMAP THAT
00:35:13:00 00:35:14:00 WOULD PROVIDE A CLEAR STRATEGIC
00:35:14:00 00:35:15:00 VISION FOR QUALITY EDUCATION
00:35:15:00 00:35:17:00 FOR ENGLISH LEARNERS THAT ALIGN
00:35:17:00 00:35:18:00 TO THE DISTRICT GOALS AND
00:35:18:00 00:35:21:00 INCORPORATES FEEDBACK FROM
00:35:21:00 00:35:21:00 IMPACTED STAKEHOLDERS.
00:35:21:00 00:35:24:00 IN APRIL WE LAUNCHED IMAGINABLE
00:35:24:00 00:35:28:00 CAMPAIGN TO ELICIT INPUT FROM
00:35:28:00 00:35:29:00 ALL OUR MAJOR LANGUAGE
00:35:29:00 00:35:32:00 COMMUNITIES WERE ABLE TO HOST
00:35:32:00 00:35:33:00 NINE COMMUNITY ENGAGEMENT
00:35:33:00 00:35:34:00 SESSIONS IN THE NATIVE LANGUAGE
00:35:34:00 00:35:37:00 OF OUR COMMUNITY MEMBERS SO
00:35:37:00 00:35:38:00 THAT THE FAMILIES COULD FREELY
00:35:38:00 00:35:41:00 SPEAK OF WHAT THEY THEMSELVES
00:35:41:00 00:35:41:00 DESIRED.
00:35:41:00 00:35:44:00 THE EDUCATIONAL EXPERIENCE
00:35:44:00 00:35:45:00 OF THEIR CHILDREN IN
00:35:45:00 00:35:46:00 PARTNERSHIP WITH CENTRAL OFFICE
00:35:46:00 00:35:48:00 TEAMS WILL BEGIN TO DISCUSS THE
00:35:48:00 00:35:49:00 IMPLICATIONS OF IMPLEMENTING
00:35:49:00 00:35:52:00 THESE CHANGES SUCH AS THE
00:35:52:00 00:35:52:00 IMPACT OUR CURRENT ASSIGNMENT
00:35:52:00 00:35:55:00 POLICIES, PRACTICES AND EVEN
00:35:55:00 00:35:59:00 LOOKING AT OUR WSF STRUCTURE
00:35:59:00 00:36:03:00 WITH AN EQUITY LENS THUS FAR
00:36:03:00 00:36:04:00 THROUGH WEEKLY MEETINGS AND
00:36:04:00 00:36:04:00 COUNTLESS CONVERSATIONS, THE
00:36:04:00 00:36:08:00 INTERNAL EFFORTS THAT AFFECT
00:36:08:00 00:36:09:00 FUNDING AN ASSIGNMENT ARE
00:36:09:00 00:36:11:00 COMING TO LIGHT WITH A GROUP
00:36:11:00 00:36:12:00 OF INDIVIDUALS WHO ARE WILLING
00:36:12:00 00:36:13:00 TO CHANGE THE STATUS QUO FOR
00:36:13:00 00:36:15:00 THE SAKE OF ENSURING FAMILIES
00:36:15:00 00:36:15:00 HAVE CHOICES.
00:36:15:00 00:36:19:00 LASTLY THOUGH IT LOOKS LIKE A
00:36:19:00 00:36:23:00 MATTER OF FACT GO IN REGARDS TO
00:36:23:00 00:36:24:00 THE LEVERAGING THE RACIAL
00:36:24:00 00:36:26:00 EQUITY PLANNING TOOL AS IT WAS
00:36:26:00 00:36:27:00 MANDATED BY DR. PURCELL.
00:36:27:00 00:36:30:00 YES, THIS PROCESS CONTINUES TO
00:36:30:00 00:36:31:00 BE A CRITICAL STEP FOR ANY
00:36:31:00 00:36:34:00 SHIFT THAT THE DISTRICT WANTS
00:36:34:00 00:36:35:00 TO DO.
00:36:35:00 00:36:36:00 IT HAS HELPED US TO STAY
00:36:36:00 00:36:38:00 FOCUSED ON ENSURING THAT AN
00:36:38:00 00:36:39:00 ALREADY MARGINALIZED GROUP DOES
00:36:39:00 00:36:42:00 NOT REMAIN MARGINALIZED ANY
00:36:42:00 00:36:42:00 LONGER.
00:36:42:00 00:36:50:00 NEXT SLIDE TO SHIFT AND REALIGN
00:36:50:00 00:36:51:00 TO A NEW REALITY FOR GLOBAL
00:36:51:00 00:36:51:00 EDUCATION.
00:36:51:00 00:36:54:00 WE NEED TO CONSISTENTLY LOOK AT

00:36:54:00 00:36:58:00 OUR FUNDS AND IDENTIFY HOW WE
00:36:58:00 00:36:59:00 CAN INVEST THEM FOR A NEW
00:36:59:00 00:37:02:00 EXPERIENCE FOR OUR STUDENTS.
00:37:02:00 00:37:03:00 MANY YEARS AGO IN THE CITY
00:37:03:00 00:37:06:00 INVESTED A MILLION DOLLARS TO
00:37:06:00 00:37:07:00 CREATE THE TRANSLATION AND
00:37:07:00 00:37:10:00 INTERPRETATION UNIT AS CAN BE
00:37:10:00 00:37:11:00 SEEN ON THE SLIDE THAT ONE
00:37:11:00 00:37:14:00 MILLION DOLLAR INVESTMENT OVER
00:37:14:00 00:37:15:00 TIME HAS GONE THROUGH GROWN TO
00:37:15:00 00:37:17:00 A THREE MILLION INVESTMENT.
00:37:17:00 00:37:21:00 WE ALL CAN ATTEST HOW MUCH OF A
00:37:21:00 00:37:22:00 NECESSITY IT IS FOR A CITY THAT
00:37:22:00 00:37:25:00 REPRESENTS A GLOBAL COMMUNITY
00:37:25:00 00:37:26:00 TO HAVE THE SUPPORT NECESSARY
00:37:26:00 00:37:29:00 TO COMMUNICATE ALL OF ITS
00:37:29:00 00:37:30:00 CITIZENS AS WELL IS ABOUT TO
00:37:30:00 00:37:33:00 STEP INTO A NEW REALITY
00:37:33:00 00:37:33:00 REALITY.
00:37:33:00 00:37:34:00 THE SAME LEVEL OF INVESTMENT IS
00:37:34:00 00:37:37:00 NEEDED NOT JUST NOW BUT OVER
00:37:37:00 00:37:38:00 TIME TO HELP US SUSTAIN THE
00:37:38:00 00:37:41:00 WORK THAT WILL IMPACT 40
00:37:41:00 00:37:41:00 PERCENT OF THE STUDENT
00:37:41:00 00:37:44:00 POPULATION.
00:37:44:00 00:37:45:00 IN THAT SAME VEIN, WE WANT TO
00:37:45:00 00:37:46:00 BE ABLE TO REORGANIZE THE
00:37:46:00 00:37:48:00 DEPARTMENT TO ALIGN WITH THE
00:37:48:00 00:37:49:00 VISION OF THE ROADMAP AND
00:37:49:00 00:37:52:00 PRIORITIZE HIRING FOR POSITIONS
00:37:52:00 00:37:53:00 THAT WILL SUPPORT WITH
00:37:53:00 00:37:55:00 IMPLEMENTATION OF THE WORK AT
00:37:55:00 00:37:56:00 THE CENTRAL LEVEL AND PROVIDE
00:37:56:00 00:37:59:00 DIRECT SCHOOL SUPPORT FOR
00:37:59:00 00:38:00:00 IMPLEMENTATION FOR THE SHIFTS
00:38:00:00 00:38:03:00 THAT THE THAT WILL BE PROPOSED
00:38:03:00 00:38:04:00 AS WELL AS SAID EARLIER ON, WE
00:38:04:00 00:38:08:00 WANT TO ENSURE THAT WE ARE ABLE
00:38:08:00 00:38:08:00 TO DEVELOP AND STRUCTURALLY
00:38:08:00 00:38:11:00 SOUND BILINGUAL MATERIALS AND
00:38:11:00 00:38:12:00 ASSESSMENTS FOR THE VARIOUS
00:38:12:00 00:38:13:00 LANGUAGES WHERE COMMUNITIES
00:38:13:00 00:38:15:00 HAVE REQUESTED ADDITIONAL
00:38:15:00 00:38:18:00 PROGRAMING AT THIS TIME I TURN
00:38:18:00 00:38:19:00 THIS I TURN IT OVER TO THANK
00:38:19:00 00:38:22:00 YOU.
00:38:22:00 00:38:23:00 THANK YOU.
00:38:23:00 00:38:27:00 WE JUST WANTED TO CLOSE BY
00:38:27:00 00:38:28:00 POINTING OUT THAT ALL OF THE
00:38:28:00 00:38:30:00 INFORMATION THAT IS BEING
00:38:30:00 00:38:31:00 PRESENTED TODAY WILL BE POSTED
00:38:31:00 00:38:32:00 ON OUR WEBSITE TRANSLATED INTO
00:38:32:00 00:38:34:00 THE NINE MAJOR LANGUAGES FOR
00:38:34:00 00:38:35:00 STUDENTS AND FAMILIES AS WELL

00:38:35:00 00:38:39:00 AS MORE INFORMATION ABOUT ARE
00:38:39:00 00:38:40:00 ANY DISTRIBUTED TO THE SCHOOL
00:38:40:00 00:38:43:00 COMMITTEE INFORMATION WE POST
00:38:43:00 00:38:43:00 ONLINE ABOUT OUR BUDGET.
00:38:43:00 00:38:47:00 THIS IS THE FOURTH HEARING OUT
00:38:47:00 00:38:48:00 OF MANY I DON'T THINK I'VE HAD
00:38:48:00 00:38:51:00 THE OPPORTUNITY TO EDIT THIS
00:38:51:00 00:38:51:00 CALENDAR SINCE CHAIRMAN BOK
00:38:51:00 00:38:53:00 POINTED OUT THAT THERE IS
00:38:53:00 00:38:54:00 ANOTHER HEARING FOR PUBLIC
00:38:54:00 00:38:57:00 TESTIMONY ON THE BPS BUDGET
00:38:57:00 00:38:59:00 WHICH WILL BE ADDING TO ALL
00:38:59:00 00:38:59:00 OF OUR CALENDARS GOING FORWARD.
00:38:59:00 00:39:02:00 BUT PLEASE BE SURE TO TUNE IN
00:39:02:00 00:39:03:00 TO LEARN MORE AS WE GO THROUGH
00:39:03:00 00:39:06:00 THE REST OF OUR STRATEGIC PLAN.
00:39:06:00 00:39:07:00 WITH THAT I WILL TURN IT BACK
00:39:07:00 00:39:09:00 OVER TO THE CHAIRWOMAN FOR
00:39:09:00 00:39:10:00 QUESTIONS.
00:39:10:00 00:39:10:00 GREAT.
00:39:10:00 00:39:14:00 THANKS SO MUCH, NATE AND SINCE
00:39:14:00 00:39:14:00 WE ONLY HAD AN HOUR BETWEEN THE
00:39:14:00 00:39:15:00 TWO HEARINGS, I THINK THAT'S
00:39:15:00 00:39:17:00 FAIR.
00:39:17:00 00:39:18:00 I WANTED TO NOTE THAT IN
00:39:18:00 00:39:19:00 ADDITION TO THE COLLEAGUES I
00:39:19:00 00:39:22:00 READ EARLIER, I WAS ALSO JOINED
00:39:22:00 00:39:23:00 EARLY ON IN THE PRESENTATION BY
00:39:23:00 00:39:25:00 COUNSEL ANDRE CAMPBELL DISTRICT
00:39:25:00 00:39:26:00 FOR CONSERVATIVE VALLEY
00:39:26:00 00:39:29:00 DISTRICT SIX AND OUR PRESIDENT
00:39:29:00 00:39:30:00 PRO TEMPORE AND COUNCILOR
00:39:30:00 00:39:33:00 JULIAN HERE AT LARGE.
00:39:33:00 00:39:34:00 SO I'M GOING TO JUMP STRAIGHT
00:39:34:00 00:39:37:00 TO QUESTIONS.
00:39:37:00 00:39:38:00 I'LL DEFER MINE AGAIN TO THE
00:39:38:00 00:39:38:00 END.
00:39:38:00 00:39:42:00 SO STARTING WITH COUNCILOR
00:39:42:00 00:39:43:00 FLYNN THERE IS HIS COUNCILOR
00:39:43:00 00:39:48:00 FUNNY ON THE FLOOR.
00:39:48:00 00:39:48:00 THANK YOU.
00:39:48:00 00:39:51:00 THANK YOU COUNCILOR BOOK THANK
00:39:51:00 00:39:52:00 YOU TO THE BAPS TEAM THAT IS
00:39:52:00 00:39:55:00 HERE.
00:39:55:00 00:39:59:00 I GUESS MY QUESTIONS OR
00:39:59:00 00:40:02:00 COMMENTS REGARDING THE SUPPORT
00:40:02:00 00:40:06:00 FOR STUDENTS WITH STUDENTS WITH
00:40:06:00 00:40:10:00 LEARNING LEARNING DISABILITY.
00:40:10:00 00:40:11:00 I KNOW THAT PARENTS HAVE BEEN
00:40:11:00 00:40:13:00 ADVOCATING FOR LEARNING METHODS
00:40:13:00 00:40:21:00 SUCH AS OR IN GILLINGHAM IN
00:40:21:00 00:40:25:00 BAPS FOR STUDENTS WITH DYSLEXIA
00:40:25:00 00:40:28:00 IT IS THAT WHAT IS WIDELY USED
00:40:28:00 00:40:29:00 IN BAPS IF I'M IF I HAVE THE

00:40:29:00 00:40:36:00 RIGHT NAME WARTON GILLINGHAM
00:40:36:00 00:40:37:00 AND BAPS DO WE HAVE ANY
00:40:37:00 00:40:40:00 BACKGROUND ON THAT YET?
00:40:40:00 00:40:41:00 THANK YOU COUNCILOR FLYNN.
00:40:41:00 00:40:43:00 I'LL TAKE A QUESTION.
00:40:43:00 00:40:44:00 I REALLY APPRECIATE THAT.
00:40:44:00 00:40:45:00 YES, THE STATE HAS COME OUT
00:40:45:00 00:40:47:00 WITH NEW GUIDANCE JUST THIS
00:40:47:00 00:40:51:00 SPRING WITH REGARD TO DYSLEXIA.
00:40:51:00 00:40:52:00 WE DISCUSSED THIS BRIEFLY IN
00:40:52:00 00:40:55:00 THE SLIDES WHICH WAS THAT WE
00:40:55:00 00:40:59:00 ARE INCREASING THE AMOUNT THAT
00:40:59:00 00:41:00:00 WE'RE SPENDING ON MAKING SURE
00:41:00:00 00:41:03:00 THAT OUR STAFF HAVE THE
00:41:03:00 00:41:04:00 TRAINING NEEDED IN GORDON
00:41:04:00 00:41:06:00 GILLINGHAM AND WILSON WHICH ARE
00:41:06:00 00:41:07:00 RULES BASED READING
00:41:07:00 00:41:07:00 INTERVENTIONS.
00:41:07:00 00:41:10:00 WE'RE ACTUALLY DOING SOMETHING
00:41:10:00 00:41:11:00 DIFFERENT THIS YEAR WHICH IS
00:41:11:00 00:41:11:00 WE'RE DOING THE TRAINING BEFORE
00:41:11:00 00:41:14:00 THE YEAR ENDS SO THAT HOPEFULLY
00:41:14:00 00:41:15:00 WE CAN MAKE SURE WE GET MORE
00:41:15:00 00:41:18:00 TEACHERS TRAINED IN THAT SO
00:41:18:00 00:41:19:00 THAT THEY DON'T WE DON'T HAVE
00:41:19:00 00:41:22:00 TO BE VOLUNTEERS OVER A SUMMER.
00:41:22:00 00:41:23:00 SO WE HOPE THAT THAT WILL
00:41:23:00 00:41:26:00 INCREASE OUR EXPERTIZE IN THE
00:41:26:00 00:41:27:00 DISTRICT AND DOING IMPLEMENTING
00:41:27:00 00:41:29:00 RULES BASED READING.
00:41:29:00 00:41:50:00 THANK YOU ETHAN.
00:41:50:00 00:41:51:00 EMAIL FROM A PARENT WAS ASKING
00:41:51:00 00:41:52:00 ME WHAT TYPE OF ASSISTANCE
00:41:52:00 00:41:52:00 WE'RE PROVIDING STUDENTS WITH
00:41:52:00 00:41:53:00 LEARNING LEARNING DISABILITIES,
00:41:53:00 00:41:53:00 LEARNING CHALLENGES AND
00:41:53:00 00:41:54:00 OUTREACH TO THE PARENTS THAT
00:41:54:00 00:41:54:00 DON'T SPEAK ENGLISH AND THE
00:41:54:00 00:41:57:00 CHILD THE STUDENT IS STRUGGLING
00:41:57:00 00:41:58:00 LEARNING ENGLISH AS WELL.
00:41:58:00 00:41:59:00 BUT WHAT IS THE OVERALL
00:41:59:00 00:42:01:00 STRATEGY OF WORKING CLOSELY
00:42:01:00 00:42:04:00 WITH THE PARENT WITH THE CHILD
00:42:04:00 00:42:05:00 TO MAKE SURE WE'RE PROVIDING
00:42:05:00 00:42:09:00 THE RIGHT RESOURCES AND SUPPORT
00:42:09:00 00:42:10:00 FOR THAT STUDENT AND FAMILY
00:42:10:00 00:42:10:00 MEMBER?
00:42:10:00 00:42:13:00 YEAH, THANK YOU COUNCILOR FLYNN
00:42:13:00 00:42:13:00 FOR THAT.
00:42:13:00 00:42:17:00 AND I MAY ASK DR AMIR JOHNSON
00:42:17:00 00:42:20:00 OR MISS GERMAINE TO CHIME IN AS
00:42:20:00 00:42:21:00 WELL.
00:42:21:00 00:42:22:00 BUT CERTAINLY OUR GIRLS WITH
00:42:22:00 00:42:24:00 DISABILITIES ARE ENGLISH

00:42:24:00 00:42:24:00 LEARNERS WITH DISABILITIES ARE
00:42:24:00 00:42:28:00 ONE OF UNFORTUNATELY ONE OF OUR
00:42:28:00 00:42:28:00 LOWEST PERFORMING STUDENTS WHEN
00:42:28:00 00:42:31:00 IT COMES TO ACADEMIC
00:42:31:00 00:42:32:00 ACHIEVEMENT AND SO IT IS
00:42:32:00 00:42:33:00 INCUMBENT ON US TO WORK
00:42:33:00 00:42:36:00 INCREDIBLY HARD TO MAKE SURE
00:42:36:00 00:42:39:00 THAT THEY HAVE THE LANGUAGE
00:42:39:00 00:42:40:00 ACCESS NEEDED TO GET THE
00:42:40:00 00:42:41:00 RESOURCES THAT WE CAN PROVIDE
00:42:41:00 00:42:44:00 TO THEM SO A LOT OF THIS RESTS
00:42:44:00 00:42:47:00 ON TRANSLATION INTERPRETING BUT
00:42:47:00 00:42:49:00 NOT ONLY THAT, IT ALSO RESTS ON
00:42:49:00 00:42:52:00 COMMUNITY ENGAGEMENT AND REALLY
00:42:52:00 00:42:53:00 BEING RELENTLESS IN REACHING
00:42:53:00 00:42:54:00 OUT TO THEM AND MAKING SURE
00:42:54:00 00:42:56:00 THAT FAMILIES HAVE WHAT THEY
00:42:56:00 00:43:00:00 NEED AS MR MEANS SAID, WE'VE
00:43:00:00 00:43:00:00 BEEN USING TALKING POINTS FOR
00:43:00:00 00:43:01:00 TRANSLATION.
00:43:01:00 00:43:04:00 I KNOW A LOT OF COORDINATORS SO
00:43:04:00 00:43:08:00 TEAM FACILITATORS USE THAT TO
00:43:08:00 00:43:09:00 MAKE SURE THAT WE'RE GETTING TO
00:43:09:00 00:43:11:00 THE FAMILIES AS MUCH AS
00:43:11:00 00:43:11:00 POSSIBLE.
00:43:11:00 00:43:14:00 WE ALSO MAKE SURE AS WE HAVE
00:43:14:00 00:43:15:00 TRANSLATORS AT THE TEAM
00:43:15:00 00:43:19:00 MEETINGS THEMSELVES AND I THINK
00:43:19:00 00:43:20:00 WE ALSO KNOW THAT WE HAVE SOME
00:43:20:00 00:43:23:00 WORK TO DO IN TERMS OF MAKING
00:43:23:00 00:43:24:00 SURE THAT WE HAVE THE EXPERTIZE
00:43:24:00 00:43:27:00 IN THE DISTRICT IN TERMS
00:43:27:00 00:43:27:00 OF IDENTIFICATION AND
00:43:27:00 00:43:30:00 UNDERSTANDING THE DIFFERENCE
00:43:30:00 00:43:31:00 BETWEEN WHAT IS ACTUALLY A
00:43:31:00 00:43:34:00 DISABILITY AND WHAT IS LEARNING
00:43:34:00 00:43:35:00 A LANGUAGE AND THAT WE HAVE
00:43:35:00 00:43:37:00 SOME WORK TO DO IN THAT AREA
00:43:37:00 00:43:38:00 AND WE'RE GOING TO ENGAGE IN
00:43:38:00 00:43:42:00 THAT AS WE MOVE AHEAD AND TO
00:43:42:00 00:43:49:00 SUPPORT WITH WITH ETHAN'S
00:43:49:00 00:43:52:00 RESPONSE AS HE IDENTIFIED FOR
00:43:52:00 00:43:53:00 MANY OF THE INTERPRETERS WHO
00:43:53:00 00:43:54:00 ARE WORKING FOR WITHIN THE
00:43:54:00 00:43:57:00 SPECIAL ED COMPONENT, MANY
00:43:57:00 00:43:58:00 OF THEM GO THROUGH TRAINING TO
00:43:58:00 00:43:58:00 MAKE SURE THAT THEY UNDERSTAND
00:43:58:00 00:44:01:00 THE VOCABULARY AND ARE
00:44:01:00 00:44:01:00 EFFECTIVELY INTERPRETING FOR
00:44:01:00 00:44:02:00 PARENTS.
00:44:02:00 00:44:05:00 WE DO RECEIVE A LOT
00:44:05:00 00:44:05:00 OF FEEDBACK.
00:44:05:00 00:44:06:00 PARENTS AND COMMUNITY ADVOCATES
00:44:06:00 00:44:08:00 PARTICIPATE IN THE IEP MEETINGS

00:44:08:00 00:44:09:00 ARE ABLE TO GIVE US FEEDBACK ON
00:44:09:00 00:44:12:00 THE EXPERIENCE WITH THE
00:44:12:00 00:44:13:00 INTERPRETERS SO THAT WE CAN
00:44:13:00 00:44:16:00 ADJUST AND AS ETHAN IDENTIFIED
00:44:16:00 00:44:20:00 ALSO PART OF THE WORK WE'RE
00:44:20:00 00:44:21:00 DOING WITHIN THE ROADMAP
00:44:21:00 00:44:23:00 DEVELOPMENT FOR THE DEAF AND
00:44:23:00 00:44:24:00 BILINGUAL PROGRAMING IS LOOKING
00:44:24:00 00:44:27:00 AT HOW TO PROVIDE ACCESS TO
00:44:27:00 00:44:28:00 BILINGUAL SPECIAL EDUCATION FOR
00:44:28:00 00:44:31:00 STUDENTS WHO WOULD QUALIFY FOR
00:44:31:00 00:44:31:00 THAT.
00:44:31:00 00:44:32:00 SO MAKING SURE WE HAVE THE
00:44:32:00 00:44:33:00 RIGHT TYPE OF STAFFING WHO CAN
00:44:33:00 00:44:35:00 SPEAK THE LANGUAGES OF THE
00:44:35:00 00:44:36:00 STUDENT OR THE APPROPRIATE
00:44:36:00 00:44:39:00 SUPPORTS NECESSARY FOR THE
00:44:39:00 00:44:40:00 STUDENTS DURING THROUGHOUT THE
00:44:40:00 00:44:40:00 DAY.
00:44:40:00 00:44:43:00 THANK YOU.
00:44:43:00 00:44:43:00 THANK YOU.
00:44:43:00 00:44:46:00 AND IN MY FINAL QUESTION IS CAN
00:44:46:00 00:44:50:00 YOU TALK ABOUT THE PROCESS IN
00:44:50:00 00:44:51:00 DECIDING HOW TO DISTRIBUTE THE
00:44:51:00 00:44:54:00 FEDERAL RELIEF FUNDS?
00:44:54:00 00:44:55:00 I KNOW THAT THERE WILL BE A
00:44:55:00 00:44:56:00 COMMISSION OR A WORKING GROUP
00:44:56:00 00:44:59:00 ESTABLISHED.
00:44:59:00 00:45:00:00 WHAT WILL THE MEMBERSHIP BE
00:45:00:00 00:45:00:00 LIKE?
00:45:00:00 00:45:06:00 I HAVE RECOMMENDED A A A PARENT
00:45:06:00 00:45:07:00 ON THE BOARD.
00:45:07:00 00:45:10:00 I RECEIVED A LETTER FROM THE
00:45:10:00 00:45:11:00 SUPERINTENDENT SAYING THAT
00:45:11:00 00:45:11:00 WOULD BE ON THE BOARD.
00:45:11:00 00:45:14:00 SO THANK YOU.
00:45:14:00 00:45:15:00 THANK YOU FOR THAT.
00:45:15:00 00:45:16:00 BUT HOW DOES THE HOW IS THE
00:45:16:00 00:45:18:00 MONEY GOING TO BE SPENT?
00:45:18:00 00:45:19:00 WHO DECIDES WHERE THE MONEY IS
00:45:19:00 00:45:22:00 GOING TO BE SPENT AND WHAT
00:45:22:00 00:45:25:00 IMPACT WILL THE PUBLIC HAVE?
00:45:25:00 00:45:27:00 WHAT WILL PARENTS HAVE OR WILL
00:45:27:00 00:45:29:00 ADVOCATE?
00:45:29:00 00:45:33:00 YEAH, GREAT QUESTION AND THANK
00:45:33:00 00:45:34:00 YOU FOR THE OPPORTUNITY TO KIND
00:45:34:00 00:45:35:00 OF CLARIFY AROUND THE ASSAR
00:45:35:00 00:45:37:00 COMMISSION.
00:45:37:00 00:45:38:00 THEIR FIRST MEETING IS GOING TO
00:45:38:00 00:45:41:00 BE ON THURSDAY IN THE EVENING.
00:45:41:00 00:45:42:00 THOSE ARE ALL PUBLIC MEETINGS
00:45:42:00 00:45:45:00 AND WE'LL ALSO HAVE PUBLIC
00:45:45:00 00:45:45:00 COMMENT.
00:45:45:00 00:45:48:00 THE GOAL IS TO MAKE SURE THAT

00:45:48:00 00:45:49:00 WE ARE LISTENING TO THE
00:45:49:00 00:45:50:00 COMMUNITY AND HEARING FEEDBACK
00:45:50:00 00:45:52:00 ON HOW TO USE THE FUNDS.
00:45:52:00 00:45:54:00 THE GOAL IS TO PUT TOGETHER THE
00:45:54:00 00:45:56:00 PROPOSAL FOR THE APPLICATION
00:45:56:00 00:45:59:00 WHICH IS DUE AT THE END OF JULY
00:45:59:00 00:46:00:00 IN TERMS OF HOW WE'RE THINKING
00:46:00:00 00:46:03:00 ABOUT STRUCTURING THE SPENDING
00:46:03:00 00:46:04:00 OF COURSE OF THE REQUIREMENTS
00:46:04:00 00:46:07:00 OF THE 20 PERCENT GOES DIRECTLY
00:46:07:00 00:46:11:00 TO STUDENTS AND ACADEMIC
00:46:11:00 00:46:11:00 RECOVERY .
00:46:11:00 00:46:12:00 BUT THERE'S A LOT
00:46:12:00 00:46:13:00 OF FLEXIBILITY IN HOW WE USE
00:46:13:00 00:46:14:00 THE FUNDS AND THAT'S WHY WE'VE
00:46:14:00 00:46:15:00 BEEN TALKING SO MUCH ABOUT WHAT
00:46:15:00 00:46:16:00 IT MEANS TO REIMAGINE THE
00:46:16:00 00:46:18:00 DISTRICT.
00:46:18:00 00:46:19:00 SO AS PART OF THE COMMISSION
00:46:19:00 00:46:22:00 WE'LL BE TALKING ABOUT BOTH
00:46:22:00 00:46:23:00 WHAT ARE THE BEST WHAT ARE THE
00:46:23:00 00:46:26:00 NEEDS TO THE COMMUNITY
00:46:26:00 00:46:26:00 ORGANIZERS?
00:46:26:00 00:46:28:00 WHAT ARE THE WHAT ARE THE NEEDS
00:46:28:00 00:46:29:00 OF OUR STUDENTS AND SCHOOLS?
00:46:29:00 00:46:30:00 HOW DO WE STRUCTURE THE
00:46:30:00 00:46:34:00 SPENDING OVER TIME WE HAVE
00:46:34:00 00:46:35:00 THREE YEARS TO SPEND THE FOUR
00:46:35:00 00:46:38:00 HUNDRED MILLION SO THAT ALLOWS
00:46:38:00 00:46:42:00 US TO SORT OF SMOOTH THE SMOOTH
00:46:42:00 00:46:42:00 SPENDING OVER MULTIPLE YEARS
00:46:42:00 00:46:45:00 AND NOT TO RAMP UP TOO MUCH
00:46:45:00 00:46:46:00 SPENDING.
00:46:46:00 00:46:47:00 AND THEN BECAUSE THIS IS A
00:46:47:00 00:46:47:00 BUDGET HEARING I'LL GO AHEAD
00:46:47:00 00:46:49:00 AND PUT IN A PLUG.
00:46:49:00 00:46:50:00 WE REALLY NEED TO BE THINKING
00:46:50:00 00:46:51:00 ABOUT THE LONG TERM
00:46:51:00 00:46:53:00 SUSTAINABILITY IF WE WERE TO
00:46:53:00 00:46:54:00 USE THIS TO RAMP UP STAFF AND
00:46:54:00 00:46:57:00 BUILD NEW PROGRAMS WITHOUT A
00:46:57:00 00:46:57:00 PLAN FOR SUSTAINABILITY, WE
00:46:57:00 00:47:00:00 COULD BE CREATING A FISCAL
00:47:00:00 00:47:01:00 CLIFF FOR US AS A DISTRICT.
00:47:01:00 00:47:03:00 AND SO THOSE WILL BE THE PART
00:47:03:00 00:47:05:00 OF THE THE PUBLIC PROCESS.
00:47:05:00 00:47:06:00 YOU SHOULD INVITE PEOPLE TO
00:47:06:00 00:47:09:00 ATTEND OUR COMMISSION.
00:47:09:00 00:47:10:00 THE COMMISSION WILL TRY THAT
00:47:10:00 00:47:13:00 AGAIN ATTEND THE ESSAR
00:47:13:00 00:47:14:00 COMMISSION MEETINGS AND PROVIDE
00:47:14:00 00:47:17:00 THEIR FEEDBACK TO US.
00:47:17:00 00:47:21:00 THANK YOU NATHAN.
00:47:21:00 00:47:21:00 THAT'S GOOD INFORMATION.

00:47:21:00 00:47:22:00 BUT WHO MAKES THE DECISION ON
00:47:22:00 00:47:24:00 WHERE THE MONEY IS SPENT?
00:47:24:00 00:47:25:00 DON'T WANT TO KNOW WHO THE WHO
00:47:25:00 00:47:28:00 THE THE HEAD HONCHO IS OF WHO
00:47:28:00 00:47:28:00 MAKES THE DECISION.
00:47:28:00 00:47:32:00 THAT'S THE PERSON WE WANT TO WE
00:47:32:00 00:47:33:00 WANT TO TALK WITH TO MAKE SURE
00:47:33:00 00:47:35:00 THAT THE MONEY IS SPENT EQUAL
00:47:35:00 00:47:35:00 EQUALLY.
00:47:35:00 00:47:39:00 SO WHO IS THAT PERSON?
00:47:39:00 00:47:42:00 YEAH, ULTIMATELY I BELIEVE THAT
00:47:42:00 00:47:44:00 THE SUPERINTENDENT WILL BE
00:47:44:00 00:47:47:00 FINALIZING THE APPLICATION IN
00:47:47:00 00:47:48:00 CONSULTATION WITH THE ASSESSOR
00:47:48:00 00:47:50:00 COMMISSION AND SO THE BUCK
00:47:50:00 00:47:54:00 LITERALLY STOPS THERE.
00:47:54:00 00:47:55:00 AS YOU KNOW THE ALL FEDERAL
00:47:55:00 00:47:58:00 FUNDINGS OFFENDER FUNDING DOES
00:47:58:00 00:47:59:00 NEED TO BE VOTED ON APPROVED AS
00:47:59:00 00:48:02:00 AN ACCEPTED SPEND FROM THE
00:48:02:00 00:48:03:00 SCHOOL COMMITTEE AS WELL.
00:48:03:00 00:48:04:00 SO FROM A MECHANIC'S
00:48:04:00 00:48:06:00 PERSPECTIVE, THE SCHOOL
00:48:06:00 00:48:07:00 COMMITTEE WILL HAVE OVERSIGHT
00:48:07:00 00:48:09:00 IN TERMS OF APPROVING AND THEN
00:48:09:00 00:48:10:00 THERE'S A LOT OF OVERSIGHT
00:48:10:00 00:48:14:00 AGAIN BECAUSE WE DO HAVE TO
00:48:14:00 00:48:14:00 APPLY THROUGH THE DEPARTMENT
00:48:14:00 00:48:15:00 OF ELEMENTARY AND SECONDARY
00:48:15:00 00:48:17:00 EDUCATION, THE STATE DEPARTMENT
00:48:17:00 00:48:18:00 OF EDUCATION AND THEY WILL BE
00:48:18:00 00:48:21:00 REVIEWING OUR APPLICATION AS
00:48:21:00 00:48:21:00 WELL.
00:48:21:00 00:48:25:00 BUT AS YOU KNOW IN BOSTON
00:48:25:00 00:48:25:00 THERE'S MULTIPLE LEVELS
00:48:25:00 00:48:29:00 OF AUTONOMY AND THE WAY THAT WE
00:48:29:00 00:48:30:00 ALLOCATE FUNDS OUT TO SCHOOLS
00:48:30:00 00:48:33:00 AND THE WAY THAT WE DESIGN
00:48:33:00 00:48:34:00 PROGRAMS AND WHILE WHAT WE TRY
00:48:34:00 00:48:37:00 AND DO AS A DISTRICT IS REALLY
00:48:37:00 00:48:38:00 MAINTAIN EQUITY AND BE ABLE TO
00:48:38:00 00:48:41:00 MONITOR, CROSS AND ENSURE THAT
00:48:41:00 00:48:41:00 WE PROVIDE RESOURCES TO
00:48:41:00 00:48:44:00 STUDENTS WHO NEED IT THE MOST
00:48:44:00 00:48:45:00 WHILE ALSO MAINTAINING SOME
00:48:45:00 00:48:48:00 FLEXIBILITY AND AUTONOMY FOR
00:48:48:00 00:48:49:00 THOSE WHO ARE CLOSEST TO THE
00:48:49:00 00:48:50:00 STUDENTS WHO KNOW THEIR
00:48:50:00 00:48:52:00 STUDENTS THE BEST TO BE ABLE TO
00:48:52:00 00:48:52:00 DO THAT.
00:48:52:00 00:48:53:00 I THINK AS WE THINK ABOUT
00:48:53:00 00:48:56:00 CONSISTENCY, EQUITY AND
00:48:56:00 00:48:57:00 ACHIEVEMENT WE NEED TO REALLY
00:48:57:00 00:49:00:00 BE LOOKING ACROSS THE BUCKETS

00:49:00:00 00:49:00:00 AND FIGURE OUT THE BEST
00:49:00:00 00:49:04:00 MECHANISMS BUT THIS IS A HUGE
00:49:04:00 00:49:04:00 OPPORTUNITY WITH FOUR HUNDRED
00:49:04:00 00:49:05:00 MILLION DOLLARS IN NEW FUNDING
00:49:05:00 00:49:08:00 BUT IT'S ALSO ONE THAT WE NEED
00:49:08:00 00:49:09:00 TO BE REALLY DELIBERATE ABOUT
00:49:09:00 00:49:10:00 BECAUSE OTHERWISE WE'LL FIND
00:49:10:00 00:49:11:00 OURSELVES NOT HAVING THE
00:49:11:00 00:49:14:00 OUTCOMES THAT WE NEED STARTING
00:49:14:00 00:49:15:00 THIS YEAR WE'RE CERTAINLY AT
00:49:15:00 00:49:18:00 THE END OF THE THREE YEARS.
00:49:18:00 00:49:19:00 THANK YOU NATHAN.
00:49:19:00 00:49:21:00 THANK YOU TO THE BAPS TEAM.
00:49:21:00 00:49:22:00 THANK YOU COUNCILOR BOOK.
00:49:22:00 00:49:26:00 THANK YOU STAFF AND YEAH I'VE
00:49:26:00 00:49:30:00 CERTAINLY ASKED ABOUT TEAM ALSO
00:49:30:00 00:49:30:00 TO MAKE SURE THAT THE COUNCIL
00:49:30:00 00:49:34:00 GETS MORE MORE INSIGHT AS THIS
00:49:34:00 00:49:37:00 COMMISSION CONTINUES ON
00:49:37:00 00:49:38:00 SPECIFICALLY THE MONEY TO BE
00:49:38:00 00:49:39:00 SPENT IN THE NEXT FISCAL YEAR
00:49:39:00 00:49:41:00 PRIOR TO US TAKING OUR OUR
00:49:41:00 00:49:41:00 BUDGET VOTE.
00:49:41:00 00:49:44:00 SO WE'RE LOOKING FORWARD TO
00:49:44:00 00:49:45:00 DIGGING IN A BIT MORE ON THAT
00:49:45:00 00:49:48:00 NEXT STEP.
00:49:48:00 00:49:50:00 I HAD JOHN ON MY LIST IN FRONT
00:49:50:00 00:49:51:00 OF ME.
00:49:51:00 00:49:52:00 NEXT UP IS COUNCILOR ESSAIBI
00:49:52:00 00:49:56:00 GEORGE AND THEN IT'LL COUNCILOR
00:49:56:00 00:49:56:00 FLAHERTY I'LL SEND THE
00:49:56:00 00:49:59:00 COUNCILORS THE ORDER COUNCILORS
00:49:59:00 00:49:59:00 .
00:49:59:00 00:50:00:00 THANK YOU VERY MUCH, MADAM
00:50:00:00 00:50:01:00 CHAIRMAN.
00:50:01:00 00:50:03:00 IF WE COULD JUST GO I HAVE A
00:50:03:00 00:50:04:00 LITTLE BIT MORE OF AN EXTENDED
00:50:04:00 00:50:04:00 CONVERSATION AROUND THE SUB
00:50:04:00 00:50:08:00 SEPARATE CLASSROOMS AND BAPS AS
00:50:08:00 00:50:11:00 KNOW THIS IS CERTAINLY A BUDGET
00:50:11:00 00:50:12:00 HEARING AND WE'RE TALKING ABOUT
00:50:12:00 00:50:15:00 PLANNED SPENDING FOR FLY TWENTY
00:50:15:00 00:50:15:00 TWO SO SCHOOL YEAR TWENTY ONE
00:50:15:00 00:50:19:00 TWENTY TWO AND I RECOGNIZE THAT
00:50:19:00 00:50:20:00 SOME SEPARATE CLASSROOMS ARE
00:50:20:00 00:50:23:00 VERY EXPENSIVE BUT THEY ARE
00:50:23:00 00:50:26:00 CERTAINLY A NEEDED RESOURCE FOR
00:50:26:00 00:50:27:00 MANY OF OUR STUDENTS.
00:50:27:00 00:50:28:00 BUT IT DOES APPEAR THAT
00:50:28:00 00:50:31:00 DISPROPORTIONATELY WE ADMIT OR
00:50:31:00 00:50:35:00 ENROLL OR ASSIGN THE HIGH
00:50:35:00 00:50:35:00 NUMBER OF BLACK AND BROWN BOYS
00:50:35:00 00:50:38:00 IN PARTICULAR TO SEPARATE
00:50:38:00 00:50:38:00 CLASSROOMS.

00:50:38:00 00:50:39:00 SO I KNOW WAS PART OF YOUR
00:50:39:00 00:50:40:00 PRESENTATION BUT IF WE COULD
00:50:40:00 00:50:42:00 JUST TALK A LITTLE BIT IN
00:50:42:00 00:50:43:00 GREATER DETAIL AROUND SOME
00:50:43:00 00:50:46:00 SEPARATE CLASSROOMS, HOW DO WE
00:50:46:00 00:50:47:00 WORK TO LIMIT THOSE ASSIGNMENTS
00:50:47:00 00:50:50:00 AND HOW DO WE MAKE SURE THAT WE
00:50:50:00 00:50:51:00 ARE ACTUALLY SUPPORTING KIDS IN
00:50:51:00 00:50:54:00 THE LEAST RESTRICTED
00:50:54:00 00:50:58:00 RESTRICTIVE ENVIRONMENT FOR
00:50:58:00 00:50:58:00 THEIR ACADEMIC WELLBEING AND
00:50:58:00 00:51:01:00 ACHIEVEMENT?
00:51:01:00 00:51:02:00 AND SO I GUESS WHAT'S THE
00:51:02:00 00:51:02:00 DOLLAR AMOUNT THAT WE'RE
00:51:02:00 00:51:03:00 SPENDING?
00:51:03:00 00:51:05:00 HOW MANY STUDENTS IN SUB
00:51:05:00 00:51:06:00 SEPARATE CLASSROOMS AND WHAT'S
00:51:06:00 00:51:09:00 THE WORK BEFORE US TO LIMIT
00:51:09:00 00:51:09:00 THAT THAT ASSIGNMENT TO BEST
00:51:09:00 00:51:13:00 SERVE OUR KIDS?
00:51:13:00 00:51:14:00 SIR, THANK YOU.
00:51:14:00 00:51:14:00 COUNCILOR ESSAIBI GEORGE.
00:51:14:00 00:51:17:00 I REALLY APPRECIATE THE
00:51:17:00 00:51:17:00 QUESTION.
00:51:17:00 00:51:21:00 AS YOU KNOW, THIS IS WHAT I'M
00:51:21:00 00:51:21:00 PASSIONATE ABOUT AND REALLY
00:51:21:00 00:51:22:00 CARE ABOUT AND YOU KNOW AND
00:51:22:00 00:51:24:00 HAVE ALREADY ALSO LEARNED A LOT
00:51:24:00 00:51:28:00 ABOUT THIS IN IN THE NEW ROLE
00:51:28:00 00:51:33:00 AND I WANT TO SAY TO BEGIN WITH
00:51:33:00 00:51:34:00 LIKE WHAT WE WANT TO MAKE SURE
00:51:34:00 00:51:37:00 IS THAT STUDENTS ARE IN THE
00:51:37:00 00:51:37:00 APPROPRIATE PLACEMENT AND THAT
00:51:37:00 00:51:40:00 IS THE LEAST RESTRICTIVE
00:51:40:00 00:51:40:00 ENVIRONMENT IS THE APPROPRIATE
00:51:40:00 00:51:41:00 PLACEMENT.
00:51:41:00 00:51:44:00 AND AS YOU NOTED, SOMETIMES
00:51:44:00 00:51:44:00 THAT IS A SUBSTANTIALLY
00:51:44:00 00:51:45:00 SEPARATE CLASSROOM AND THAT IS
00:51:45:00 00:51:48:00 WHERE STUDENTS CAN BE BEST
00:51:48:00 00:51:52:00 SERVED FOR THEM.
00:51:52:00 00:51:53:00 DATA WOULD CERTAINLY INDICATE
00:51:53:00 00:52:13:00 THAT WE THAT THAT IS NOT ALWAYS
00:52:13:00 00:52:14:00 HAPPENING IN BOSTON AS WE HAVE
00:52:14:00 00:52:15:00 TWO AND A HALF TIMES THE
00:52:15:00 00:52:15:00 NATIONAL AVERAGE OF STUDENTS IN
00:52:15:00 00:52:16:00 SUBSTANTIALLY SEPARATE
00:52:16:00 00:52:16:00 SETTINGS.
00:52:16:00 00:52:17:00 WE NOT THE HIGHEST IN
00:52:17:00 00:52:17:00 MASSACHUSETTS WHEN YOU COMPARE
00:52:17:00 00:52:18:00 US TO OTHER MAJOR CITIES BUT WE
00:52:18:00 00:52:19:00 ARE EXTREMELY HIGH.
00:52:19:00 00:52:19:00 I'LL HAVE TO GET YOU EXACT
00:52:19:00 00:52:20:00 NUMBERS IN TERMS OF THE EXACT

00:52:20:00 00:52:20:00 ENROLLMENT INSUBSTANTIAL
00:52:20:00 00:52:21:00 SEPARATE CLASSROOMS.
00:52:21:00 00:52:22:00 BUT I CAN TELL YOU THAT IT IS
00:52:22:00 00:52:23:00 TWO AND A HALF TIMES THE
00:52:23:00 00:52:24:00 NATIONAL AVERAGE AND TWO AND A
00:52:24:00 00:52:26:00 HALF TIMES JUST ABOUT THE STATE
00:52:26:00 00:52:27:00 AVERAGE AS WELL AND CAN GET YOU
00:52:27:00 00:52:30:00 COMPARATIVE NUMBERS TO OTHER
00:52:30:00 00:52:34:00 CITIES IN MASSACHUSETTS ALSO WE
00:52:34:00 00:52:35:00 IN PARTICULAR WE ARE CONCERNED
00:52:35:00 00:52:38:00 ABOUT THE ASSIGNMENT OF BLACK
00:52:38:00 00:52:42:00 AND BROWN BOYS TO SUBSTANTIALLY
00:52:42:00 00:52:43:00 SEPARATE CLASSROOMS FOR
00:52:43:00 00:52:43:00 STUDENTS WITH EMOTIONAL
00:52:43:00 00:52:46:00 IMPAIRMENTS.
00:52:46:00 00:52:47:00 AND SO THAT WILL BE ONE OF OUR
00:52:47:00 00:52:50:00 FIVE STRATEGIC GOALS FOR THE
00:52:50:00 00:52:51:00 OFFICE OF SPECIAL EDUCATION
00:52:51:00 00:52:53:00 WILL BE ADDRESSING BOTH THE
00:52:53:00 00:52:54:00 IDENTIFICATION AND PROGRAMING
00:52:54:00 00:52:57:00 FOR STUDENTS WITH EMOTIONAL
00:52:57:00 00:52:57:00 IMPAIRMENTS.
00:52:57:00 00:52:58:00 I THINK IT'S IMPORTANT TO POINT
00:52:58:00 00:53:05:00 OUT THAT THIS IS NOT THAT THEY
00:53:05:00 00:53:06:00 COME FROM GENERAL EDUCATION
00:53:06:00 00:53:06:00 CLASSROOMS SO STUDENTS COME
00:53:06:00 00:53:07:00 FROM GENERAL EDUCATION
00:53:07:00 00:53:09:00 CLASSROOMS.
00:53:09:00 00:53:10:00 PART OF THE SOLUTION HERE IS
00:53:10:00 00:53:13:00 ADDRESSING GENERAL EDUCATION
00:53:13:00 00:53:14:00 SUPPORTS AS WELL.
00:53:14:00 00:53:18:00 AND SO WE WILL BE LOOKING AT
00:53:18:00 00:53:20:00 THAT AS ONE OF OUR GOALS.
00:53:20:00 00:53:21:00 CAN I JUST IF I COULD ADD TO
00:53:21:00 00:53:25:00 THAT JUST ON THE BUDGET SIDE WE
00:53:25:00 00:53:26:00 WOULD HAVE TO PULL THE EXACT
00:53:26:00 00:53:29:00 SPENDING WE WERE JUST LOOKING
00:53:29:00 00:53:29:00 AT.
00:53:29:00 00:53:30:00 IT'S ACTUALLY NOT SOMETHING WE
00:53:30:00 00:53:32:00 REPORT SEPARATELY.
00:53:32:00 00:53:33:00 WE TEND TO REPORT OUR BUDGET
00:53:33:00 00:53:34:00 BASED ON SPENDING BY DISABILITY
00:53:34:00 00:53:36:00 GROUP NOT BY SETTING WE HAVE
00:53:36:00 00:53:40:00 ABOUT AS OF OCTOBER ONE ABOUT
00:53:40:00 00:53:43:00 THIRTY TWO HUNDRED STUDENTS
00:53:43:00 00:53:44:00 THAT WERE IN SUBSTANTIALLY
00:53:44:00 00:53:47:00 SEPARATE CLASSROOMS AND THERE
00:53:47:00 00:53:50:00 ARE SOME GROUPS FOR WHOM THAT
00:53:50:00 00:53:51:00 IS THE SORT OF PEAK ENROLLMENT
00:53:51:00 00:53:55:00 AND IN SOME GROUPS THAT IS SORT
00:53:55:00 00:53:56:00 OF AS THE YEAR GROWS WE SEE AN
00:53:56:00 00:53:58:00 INCREASE MOST NOTABLY EARLY
00:53:58:00 00:53:59:00 CHILDHOOD STUDENTS.
00:53:59:00 00:54:02:00 WE ARE PROJECTING LEVEL SPECIAL

00:54:02:00 00:54:03:00 EDUCATION PROGRAMING IN TERMS
00:54:03:00 00:54:03:00 OF FUNDING.
00:54:03:00 00:54:07:00 YOU MENTIONED IT IS MORE
00:54:07:00 00:54:07:00 EXPENSIVE.
00:54:07:00 00:54:08:00 WE SPEND A LOT OF MONEY ON
00:54:08:00 00:54:10:00 SUBSTANTIALLY SEPARATE.
00:54:10:00 00:54:11:00 I WOULD JUST POINT OUT THAT ONE
00:54:11:00 00:54:12:00 OF THE THINGS THAT WE DO IN
00:54:12:00 00:54:15:00 WEIGHTED STUDENT FUNDING IS WE
00:54:15:00 00:54:15:00 FUND THE STUDENTS BASED ON
00:54:15:00 00:54:16:00 THEIR DISABILITY, THEIR NEED
00:54:16:00 00:54:18:00 NOT BASED ON THEIR SETTING.
00:54:18:00 00:54:19:00 AND SO A STUDENT WHO IS IN A
00:54:19:00 00:54:22:00 SUBSTANTIALLY SEPARATE ON A PER
00:54:22:00 00:54:23:00 PUPIL BASIS IS GETTING THE SAME
00:54:23:00 00:54:26:00 FUNDING AS SOMEBODY IN IN AN
00:54:26:00 00:54:29:00 INCLUSIVE SETTING AND WE DO
00:54:29:00 00:54:29:00 THAT TO MAKE SURE STUDENTS WILL
00:54:29:00 00:54:30:00 MOVE INTO THE APPROPRIATE
00:54:30:00 00:54:33:00 SETTING AND THEN STARTING TWO
00:54:33:00 00:54:33:00 YEARS AGO WE ADDED AN
00:54:33:00 00:54:36:00 ADDITIONAL INCLUSION.
00:54:36:00 00:54:38:00 WHAT WE WANTED TO DO IS PROVIDE
00:54:38:00 00:54:38:00 ADDITIONAL SUPPORTS TO STUDENTS
00:54:38:00 00:54:41:00 IN INCLUSIVE SETTINGS AND THEN
00:54:41:00 00:54:45:00 ALSO MAKE SURE THAT THERE WAS
00:54:45:00 00:54:45:00 SOME SORT OF FINANCIAL
00:54:45:00 00:54:48:00 INCENTIVES WERE ALIGNED WITH
00:54:48:00 00:54:49:00 OUR ACADEMIC INCENTIVE WHAT
00:54:49:00 00:54:50:00 WE'RE TRYING TO ACHIEVE
00:54:50:00 00:54:53:00 ACADEMICALLY AND SO WE ACTUALLY
00:54:53:00 00:54:53:00 MAKE AN INVESTMENT.
00:54:53:00 00:54:57:00 WE SPEND SLIGHTLY MORE FOR THE
00:54:57:00 00:54:57:00 STUDENTS WHO ARE MOVING TO
00:54:57:00 00:54:58:00 INCLUSIVE SETTINGS AND THAT IS
00:54:58:00 00:55:00:00 PART OF YOU KNOW, I THINK
00:55:00:00 00:55:04:00 DAPHNE MENTIONED ALREADY
00:55:04:00 00:55:05:00 TALKING ABOUT LOOKING AT WHERE
00:55:05:00 00:55:05:00 THE SCHOOL FUNDING ACROSS
00:55:05:00 00:55:08:00 ENGLISH LEARNERS WE'RE GOING TO
00:55:08:00 00:55:08:00 LOOK AT WEIGHTED STUDENT
00:55:08:00 00:55:09:00 FUNDING ACROSS SPECIAL
00:55:09:00 00:55:12:00 EDUCATION TO SAY WHAT ARE WHAT
00:55:12:00 00:55:13:00 ARE INNOVATIVE WAYS THAT WE CAN
00:55:13:00 00:55:16:00 FUND TO MEET THE NEEDS
00:55:16:00 00:55:16:00 OF STUDENTS SO THAT WE DON'T
00:55:16:00 00:55:19:00 GET LOCKED INTO THIS SETTING
00:55:19:00 00:55:19:00 BASED DECISION MAKING AS
00:55:19:00 00:55:23:00 OPPOSED TO REALLY SERVICES
00:55:23:00 00:55:23:00 BASED.
00:55:23:00 00:55:24:00 AND TO THE EXTENT THAT I KNOW
00:55:24:00 00:55:25:00 WHAT I'M TALKING ABOUT, I HAVE
00:55:25:00 00:55:27:00 TO GIVE CREDIT TO ETHAN SYLVERE
00:55:27:00 00:55:28:00 AND DAPHNE FOR THEIR PATIENTS

00:55:28:00 00:55:34:00 EXPLAINING IT TO ME.
00:55:34:00 00:55:35:00 I APPRECIATE THAT AND I
00:55:35:00 00:55:37:00 APPRECIATE IT.
00:55:37:00 00:55:38:00 IT'S PART OF YOUR STRATEGIC
00:55:38:00 00:55:39:00 GOALS AND ALWAYS WANT TO MAKE
00:55:39:00 00:55:41:00 SURE ALWAYS THE PRIORITY IS TO
00:55:41:00 00:55:42:00 MAKE SURE STUDENTS ARE IN THE
00:55:42:00 00:55:45:00 PLACEMENT THAT IS BEST SUITED
00:55:45:00 00:55:45:00 FOR THEM.
00:55:45:00 00:55:49:00 BUT WHEN WE LEARN OF TWO AND A
00:55:49:00 00:55:50:00 HALF TIMES THE NATIONAL AVERAGE
00:55:50:00 00:55:51:00 TWO AND A HALF TIMES THE STATE
00:55:51:00 00:55:54:00 AVERAGE, WE MAY HAVE A HIGHER
00:55:54:00 00:55:54:00 PERCENTAGE OF STUDENTS WHO
00:55:54:00 00:55:57:00 REQUIRE SPECIAL EDUCATION
00:55:57:00 00:55:58:00 SERVICES THEN RELATIVE
00:55:58:00 00:55:58:00 DISTRICTS ACROSS THE
00:55:58:00 00:56:00:00 COMMONWEALTH FOR EXAMPLE.
00:56:00:00 00:56:01:00 BUT WHEN WE LOOK AT THE
00:56:01:00 00:56:04:00 NATIONAL AVERAGE IT COULD BE
00:56:04:00 00:56:05:00 THAT WE'RE DOING THINGS BETTER
00:56:05:00 00:56:08:00 HERE IN BOSTON AND THAT WHERE
00:56:08:00 00:56:08:00 RECOGNIZING AND IDENTIFYING
00:56:08:00 00:56:12:00 STUDENTS WHO REQUIRE ADDITIONAL
00:56:12:00 00:56:13:00 SERVICES OR SPECIAL EDUCATION
00:56:13:00 00:56:15:00 EDUCATION SERVICES AGAIN
00:56:15:00 00:56:16:00 RELATIVE TO OTHER PARTS OF THE
00:56:16:00 00:56:19:00 COUNTRY BUT STILL TWO AND
00:56:19:00 00:56:20:00 UPTIME SEEMS DISPROPORTIONATE.
00:56:20:00 00:56:23:00 SO I WANT TO MAKE SURE THAT WE
00:56:23:00 00:56:24:00 ARE CERTAINLY EDUCATING OUR
00:56:24:00 00:56:27:00 KIDS IN THE MOST APPROPRIATE
00:56:27:00 00:56:31:00 WAY TO SORT OF HELP THEM
00:56:31:00 00:56:32:00 SUCCEED AND ACHIEVE
00:56:32:00 00:56:35:00 ACADEMICALLY AS WELL AS
00:56:35:00 00:56:36:00 SOCIALLY AND EMOTIONALLY.
00:56:36:00 00:56:37:00 I SEE THE GAVEL.
00:56:37:00 00:56:39:00 I'LL SAVE THE REST OF MY
00:56:39:00 00:56:39:00 QUESTIONS FOR THE NEXT ROUND.
00:56:39:00 00:56:40:00 THANK YOU, MA'AM.
00:56:40:00 00:56:42:00 GREAT.
00:56:42:00 00:56:43:00 THANK YOU SO MUCH, COUNSELOR.
00:56:43:00 00:56:44:00 SORRY, GEORGE.
00:56:44:00 00:56:46:00 NEXT UP AS COUNCILOR FLAHERTY
00:56:46:00 00:56:47:00 THAT'LL BE COUNCILOR BRADEN
00:56:47:00 00:56:52:00 COUNCILOR FLAHERTY ACTUALLY I
00:56:52:00 00:56:53:00 HE'S THERE.
00:56:53:00 00:56:56:00 COUNCILOR.
00:56:56:00 00:56:57:00 YES, MADAM CHAIR.
00:56:57:00 00:56:58:00 JUST HAVING SOME TECHNICAL
00:56:58:00 00:57:01:00 DIFFICULTIES OF A STATE OFF
00:57:01:00 00:57:02:00 JUST SOMEHOW GIVING THE SIGNAL
00:57:02:00 00:57:05:00 AND THE MINUTE TO ACTUALLY
00:57:05:00 00:57:05:00 REBOOT.

00:57:05:00 00:57:06:00 BUT FIRST OF ALL, IT'S GREAT TO
00:57:06:00 00:57:07:00 SEE DAN.
00:57:07:00 00:57:09:00 WE GO BACK A LOT OF YEARS OVER
00:57:09:00 00:57:09:00 TWENTY YEARS THAT NO ONE HAS
00:57:09:00 00:57:12:00 BEEN COMMITTED TO THIS ISSUE
00:57:12:00 00:57:12:00 MORE SO THAN YOU HAVE.
00:57:12:00 00:57:13:00 SO I'M SO HAPPY TO SEE THE
00:57:13:00 00:57:15:00 IMPROVEMENTS FROM THE
00:57:15:00 00:57:16:00 GRADUATION RATES FOR STUDENTS
00:57:16:00 00:57:19:00 WITH DISABILITIES, THE
00:57:19:00 00:57:20:00 PERCENTAGE OF STUDENTS AGED SIX
00:57:20:00 00:57:21:00 TO TWENTY ONE IN FULL OR
00:57:21:00 00:57:24:00 PARTIAL INCLUSION SETTINGS HAS
00:57:24:00 00:57:24:00 INCREASED SIGNIFICANTLY OVER
00:57:24:00 00:57:28:00 THE LAST TEN YEARS AND I KNOW
00:57:28:00 00:57:29:00 THAT YOU HAVE BEEN A MOVING
00:57:29:00 00:57:31:00 FORCE AND SO ALWAYS GREAT TO
00:57:31:00 00:57:31:00 SEE YOU AND APPRECIATE YOUR
00:57:31:00 00:57:35:00 COMMITMENT AND PARTNERSHIP WITH
00:57:35:00 00:57:36:00 OUR CITY.
00:57:36:00 00:57:39:00 WANTED TO SEE IF YOU CAN JUST
00:57:39:00 00:57:40:00 TOUCH BASE AND EXPLAIN THE
00:57:40:00 00:57:42:00 TARGETED INVESTMENTS THAT WILL
00:57:42:00 00:57:43:00 HELP ACCELERATE OUR PROGRESS IN
00:57:43:00 00:57:47:00 THE SPACE AND WHAT IS THE
00:57:47:00 00:57:51:00 TARGET GOAL TO DECREASE THE
00:57:51:00 00:57:51:00 PERCENTAGE OF STUDENTS AND
00:57:51:00 00:57:52:00 SUBSTANTIALLY SEPARATED
00:57:52:00 00:57:55:00 SETTINGS IN THE SCHOOL YEAR?
00:57:55:00 00:57:58:00 YEAH, THANK YOU COUNCILOR FOR
00:57:58:00 00:57:58:00 FLAHERTY AND THANK YOU FOR YOUR
00:57:58:00 00:57:59:00 COMMITMENT AS WELL OVER THE
00:57:59:00 00:58:02:00 MANY YEARS AND I APPRECIATE
00:58:02:00 00:58:02:00 THAT KNOW THAT YOU'VE SAID
00:58:02:00 00:58:05:00 WE'RE ALL TRYING TO CREATE A
00:58:05:00 00:58:06:00 CREATE A BETTER CITY HERE IN
00:58:06:00 00:58:09:00 TERMS OF THE TARGETED
00:58:09:00 00:58:10:00 INVESTMENTS.
00:58:10:00 00:58:12:00 I THINK WE ARE LOOKING FORWARD
00:58:12:00 00:58:13:00 TO THAT EXTRA COMMISSION
00:58:13:00 00:58:14:00 GETTING TO WORK AND REALLY
00:58:14:00 00:58:17:00 BEING ABLE TO TARGET INTO DO
00:58:17:00 00:58:18:00 THE RIGHT THINGS.
00:58:18:00 00:58:19:00 CERTAINLY THERE ARE A LOT
00:58:19:00 00:58:22:00 OF OPTIONS ON THE TABLE.
00:58:22:00 00:58:23:00 THERE ARE A LOT OF DIFFERENT
00:58:23:00 00:58:26:00 IDEAS THAT ARE BEING PUT OUT BY
00:58:26:00 00:58:30:00 BOTH THE COMMUNITY AND ALSO WE
00:58:30:00 00:58:30:00 HAVE INTERNALLY AND ARE REALLY
00:58:30:00 00:58:33:00 EXCITED ABOUT OBVIOUSLY THOSE
00:58:33:00 00:58:34:00 THINGS IN TERMS OF THE FUNDING
00:58:34:00 00:58:38:00 CAN'T BE FINALIZED UNTIL THE
00:58:38:00 00:58:38:00 WORK OF THE COMMISSION HAPPENS.
00:58:38:00 00:58:40:00 BUT I'D BE SHOCKED IF IT DIDN'T

00:58:40:00 00:58:42:00 INCLUDE WORK MORE WORK TOWARDS
00:58:42:00 00:58:45:00 INCLUSION, MORE SUPPORT FOR
00:58:45:00 00:58:46:00 RULES-BASED READING AND SOME
00:58:46:00 00:58:46:00 VERSION OF TUTORING SOMEWHERE
00:58:46:00 00:58:49:00 ALONG THE LINE.
00:58:49:00 00:58:50:00 SO WE WILL BE LOOKING AT THOSE
00:58:50:00 00:58:53:00 THINGS BUT OBVIOUSLY UNABLE TO
00:58:53:00 00:58:56:00 FINALIZE THOSE THINGS UNTIL WE
00:58:56:00 00:58:57:00 HAVE ESSAR THE COMMISSION UP
00:58:57:00 00:59:00:00 AND RUNNING AND AND STARTING TO
00:59:00:00 00:59:04:00 MAKE CONCRETE RECOMMENDATIONS
00:59:04:00 00:59:07:00 FOR THOSE OPTIONS IN TERMS
00:59:07:00 00:59:10:00 OF SPECIFIC INCLUSION GOALS WE
00:59:10:00 00:59:11:00 WANTED TO MAKE SURE
00:59:11:00 00:59:12:00 STRATEGICALLY THAT WE WERE
00:59:12:00 00:59:15:00 DIRECTIONALLY CORRECT.
00:59:15:00 00:59:16:00 WE HAVE NOT SET THOSE SPECIFIC
00:59:16:00 00:59:17:00 TARGETS YET BUT WE CERTAINLY
00:59:17:00 00:59:20:00 WILL BE AS WE AS WE GET THERE
00:59:20:00 00:59:24:00 ONE OF THE THINGS I JUST WANT
00:59:24:00 00:59:24:00 TO MENTION AS WE WORKED WITH
00:59:24:00 00:59:25:00 SEVEN SCHOOLS THIS YEAR AND
00:59:25:00 00:59:27:00 THAT WORK IS NOT DONE WITH
00:59:27:00 00:59:28:00 THOSE SEVEN SCHOOLS WE WILL
00:59:28:00 00:59:29:00 CONTINUE TO WORK WITH THEM AND
00:59:29:00 00:59:32:00 THE NEXT COHORT OF SCHOOLS SOME
00:59:32:00 00:59:32:00 OF THEM WILL BE ONE YEAR
00:59:32:00 00:59:32:00 PROJECT.
00:59:32:00 00:59:34:00 SOME OF THEM WILL BE MULTI-YEAR
00:59:34:00 00:59:35:00 PROJECTS BUILDING INCLUSION IN
00:59:35:00 00:59:38:00 SCHOOLS TAKES BOTH MINDSET
00:59:38:00 00:59:39:00 CHANGE AND STRUCTURAL CHANGE
00:59:39:00 00:59:42:00 AND SO IT TAKES TIME AND WE
00:59:42:00 00:59:43:00 WANT TO MAKE SURE IT'S DONE
00:59:43:00 00:59:43:00 RIGHT.
00:59:43:00 00:59:46:00 WE WANT TO MAKE SURE WE GET WE
00:59:46:00 00:59:47:00 GET PEOPLE ON BOARD TO MAKE
00:59:47:00 00:59:51:00 SURE OUR KIDS ARE SERVED IN THE
00:59:51:00 00:59:52:00 BEST POSSIBLE WAY IN THE LEAST
00:59:52:00 00:59:54:00 RESTRICTIVE SETTING.
00:59:54:00 00:59:55:00 SO IN TERMS OF A SPECIFIC GOAL,
00:59:55:00 00:59:58:00 I WILL GET BACK TO YOU BUT WE
00:59:58:00 00:59:59:00 WILL BE WORKING WITH BETWEEN 15
00:59:59:00 01:00:00:00 AND 20 SCHOOLS NEXT YEAR ON
01:00:00:00 01:00:02:00 THIS PROJECT.
01:00:02:00 01:00:03:00 THANK YOU.
01:00:03:00 01:00:05:00 CAN I TRUST YOUR JUDGMENT THEN
01:00:05:00 01:00:06:00 WHAT WILL THE PUBLIC ENGAGEMENT
01:00:06:00 01:00:07:00 LISTENING SESSIONS LOOK LIKE
01:00:07:00 01:00:09:00 FOR ESPERANZA'S?
01:00:09:00 01:00:10:00 I'VE HEARD A VARIETY
01:00:10:00 01:00:11:00 OF STAKEHOLDERS WITH SOME
01:00:11:00 01:00:13:00 SHARED CONCERNS THAT PARENTS
01:00:13:00 01:00:14:00 VOICES MAY NOT BE HEARD DURING

01:00:14:00 01:00:17:00 THAT PROCESS AS CHAIR OF THE
01:00:17:00 01:00:18:00 COMMITTEE ON COVID-19 RELIEF
01:00:18:00 01:00:21:00 I'M I'M COMMITTED TO HOSTING
01:00:21:00 01:00:22:00 PUBLIC PROCESS FOR THIS FUNDING
01:00:22:00 01:00:25:00 IN ADDITION TO THE PUBLIC
01:00:25:00 01:00:26:00 ENGAGEMENT PROCESS THAT THE
01:00:26:00 01:00:29:00 BAPS SO I'LL BE WORKING CLOSELY
01:00:29:00 01:00:30:00 WITH THE CHAIR WAYS AND MEANS
01:00:30:00 01:00:31:00 HERE IS THE BUDGET PROCESS
01:00:31:00 01:00:33:00 CONCLUDES ALSO THE CHAIR
01:00:33:00 01:00:34:00 OF EDUCATION AS WE MOVE
01:00:34:00 01:00:34:00 FORWARD.
01:00:34:00 01:00:38:00 BUT I JUST WANT TO MAKE SURE
01:00:38:00 01:00:39:00 THAT I GET THAT IN THAT THERE
01:00:39:00 01:00:40:00 ARE SOME STAKEHOLDERS THAT THE
01:00:40:00 01:00:41:00 TWO HAVE CONCERNS THAT PARENTS
01:00:41:00 01:00:45:00 THEIR VOICES MAY NOT BE HEARD
01:00:45:00 01:00:46:00 IN THE PROCESS AND JUST TO MAKE
01:00:46:00 01:00:47:00 SURE WE CAN NIP THAT EARLY IN
01:00:47:00 01:00:49:00 THE PROCESS TO MAKE SURE THAT
01:00:49:00 01:00:50:00 THEY DO HAVE A VOICE THERE I
01:00:50:00 01:00:51:00 CAN ASSUME IS OBVIOUSLY THE
01:00:51:00 01:00:52:00 PARENTS OF THE STUDENTS AND SO
01:00:52:00 01:00:55:00 WE NEED TO HEAR FROM THEM THEN
01:00:55:00 01:00:57:00 I THINK I'M TO JUMP IN ON THIS
01:00:57:00 01:01:00:00 ONE AND I THANK YOU FOR THAT
01:01:00:00 01:01:00:00 THAT QUESTION.
01:01:00:00 01:01:01:00 I THINK THAT THIS IS CONTINUES
01:01:01:00 01:01:04:00 TO BE SOMETHING THAT'S ON THE
01:01:04:00 01:01:06:00 TOP OF EVERYBODY'S MIND.
01:01:06:00 01:01:07:00 THIS IS SIGNIFICANT FUNDING AS
01:01:07:00 01:01:08:00 NATE HAS SAID THAT WE'RE
01:01:08:00 01:01:11:00 RECEIVING AS A DISTRICT.
01:01:11:00 01:01:12:00 BUT I'M GOING TO DO IS EMAIL
01:01:12:00 01:01:14:00 OUT TO ALL THE COUNCILORS.
01:01:14:00 01:01:15:00 I WOULD ENCOURAGE YOU TO SHARE
01:01:15:00 01:01:16:00 IT WITH YOUR CONSTITUENTS AS
01:01:16:00 01:01:18:00 WELL.
01:01:18:00 01:01:19:00 CERTAINLY SOMETHING THAT WE'VE
01:01:19:00 01:01:20:00 BEEN PROMOTING ONLINE AND
01:01:20:00 01:01:23:00 TRYING TO ENCOURAGE FOLKS TO TO
01:01:23:00 01:01:23:00 COME TO.
01:01:23:00 01:01:24:00 SO WE DO HAVE THESE THESE FIVE
01:01:24:00 01:01:27:00 PUBLIC MEETINGS THAT WE'RE
01:01:27:00 01:01:27:00 HOSTING WITH THE COMMISSION
01:01:27:00 01:01:28:00 THAT'S GOING TO BE MAKING
01:01:28:00 01:01:31:00 RECOMMENDATIONS TO THE
01:01:31:00 01:01:31:00 SUPERINTENDENT AND WE REALLY
01:01:31:00 01:01:33:00 WOULD LIKE THE COMMUNITY TO
01:01:33:00 01:01:34:00 COME TO THOSE MEETINGS, HEAR
01:01:34:00 01:01:38:00 WHAT'S BEING DISCUSSED AND ALSO
01:01:38:00 01:01:38:00 PROVIDE INPUT DURING THE PUBLIC
01:01:38:00 01:01:39:00 COMMENT PERIOD THAT WILL FOLLOW
01:01:39:00 01:01:42:00 EACH MEETING.

01:01:42:00 01:01:43:00 THERE ARE ALSO GOING TO BE
01:01:43:00 01:01:43:00 MEETINGS THAT WE'RE HOSTING
01:01:43:00 01:01:46:00 WITH A NUMBER OF DIFFERENT
01:01:46:00 01:01:46:00 STAKEHOLDERS.
01:01:46:00 01:01:48:00 SO I THINK THERE WILL BE LOTS
01:01:48:00 01:01:49:00 OF INFORMATION COMING OUT THIS
01:01:49:00 01:01:50:00 THURSDAY AT THAT FIRST MEETING
01:01:50:00 01:01:53:00 REALLY AROUND MULTIPLE WAYS
01:01:53:00 01:01:56:00 THAT PEOPLE CAN ENGAGE AND THEN
01:01:56:00 01:01:57:00 WE ALSO HAVE THE 30 DAY REVIEW
01:01:57:00 01:02:01:00 AND PUBLIC COMMENT PERIOD.
01:02:01:00 01:02:02:00 SO I THINK IT'S SIMILAR TO WHAT
01:02:02:00 01:02:02:00 FOLKS HAVE SEEN WITH SCHOOL
01:02:02:00 01:02:03:00 COMMITTEE.
01:02:03:00 01:02:04:00 WHAT YOU SEE WITH WITH CITY
01:02:04:00 01:02:08:00 COUNCIL HEARINGS AND MEETINGS
01:02:08:00 01:02:09:00 WHERE THERE IS A PUBLIC PROCESS
01:02:09:00 01:02:12:00 WHERE PEOPLE CAN CAN WATCH AND
01:02:12:00 01:02:13:00 LEARN AND HEAR AND LISTEN TO
01:02:13:00 01:02:15:00 WHAT'S BEING DISCUSSED AND THEN
01:02:15:00 01:02:16:00 MAKE COMMENTS AND ENGAGE WITH
01:02:16:00 01:02:17:00 THAT.
01:02:17:00 01:02:37:00 SO NO DECISIONS HAVE BEEN MADE.
01:02:37:00 01:02:38:00 I WANT TO BE VERY CLEAR ABOUT
01:02:38:00 01:02:38:00 THAT.
01:02:38:00 01:02:39:00 I THINK THERE'S LOTS OF GREAT
01:02:39:00 01:02:40:00 IDEAS THAT ARE BEING DISCUSSED
01:02:40:00 01:02:40:00 BOTH HERE SCHOOL COMMUNITIES,
01:02:40:00 01:02:40:00 FAMILIES.
01:02:40:00 01:02:41:00 RIGHT.
01:02:41:00 01:02:42:00 THERE IS NO SHORTAGE OF GOOD
01:02:42:00 01:02:42:00 IDEAS WHICH IS AWESOME AND WE
01:02:42:00 01:02:43:00 WANT PEOPLE TO PROVIDE THAT
01:02:43:00 01:02:43:00 FEEDBACK.
01:02:43:00 01:02:44:00 OK, THANK YOU MEGAN.
01:02:44:00 01:02:45:00 WHAT INTERVENTIONS DO WE HAVE
01:02:45:00 01:02:45:00 PLANNED FOR SPECIAL EDUCATION
01:02:45:00 01:02:46:00 LEARNERS THIS UPCOMING SUMMER?
01:02:46:00 01:02:47:00 I'D JUST LIKE TO GET A GET A
01:02:47:00 01:02:48:00 CLEAR SNAPSHOT AS TO WHAT THE
01:02:48:00 01:02:50:00 SUMMER PLAN IS AND TO BE PART
01:02:50:00 01:02:51:00 OF OUR REIMAGINING PLAN.
01:02:51:00 01:02:53:00 IT'S TIED TO IN WITH THE
01:02:53:00 01:02:54:00 DISTRICT'S STRATEGIC PLAN AND
01:02:54:00 01:02:54:00 COMMITMENT.
01:02:54:00 01:02:58:00 NUMBER SIX.
01:02:58:00 01:02:59:00 SO I GUESS WHAT WHAT ARE OUR
01:02:59:00 01:03:00:00 PLANS FOR THE SUMMER AND HOW WE
01:03:00:00 01:03:01:00 UTILIZING OUR PARTNERS IN
01:03:01:00 01:03:02:00 HIGHER EDUCATION AND
01:03:02:00 01:03:05:00 PHILANTHROPY AND WORKFORCE
01:03:05:00 01:03:06:00 DEVELOPMENT TO HELP US MAKE
01:03:06:00 01:03:09:00 THIS THE MOST ENRICHING SUMMER
01:03:09:00 01:03:13:00 FOR OUR YOUTH AS POSSIBLE?

01:03:13:00 01:03:14:00 YES, CERTAINLY I CAN SPEAK FROM
01:03:14:00 01:03:17:00 THE SPECIAL EDUCATION
01:03:17:00 01:03:18:00 PERSPECTIVE BUT I KNOW WE'LL BE
01:03:18:00 01:03:20:00 HEARING MORE ABOUT SUMMER AND
01:03:20:00 01:03:21:00 IN A BIT FROM WHERE WE CAN FROM
01:03:21:00 01:03:24:00 DR. AMIR JOHNSON ABOUT THE
01:03:24:00 01:03:25:00 OVERALL SUMMER PLAN.
01:03:25:00 01:03:28:00 BUT WITH REGARD TO SPECIAL
01:03:28:00 01:03:32:00 EDUCATION, WE WILL BE RUNNING
01:03:32:00 01:03:33:00 HIGH AS WE ALWAYS DO BUT IT
01:03:33:00 01:03:35:00 WILL BE MORE ROBUST THIS YEAR.
01:03:35:00 01:03:36:00 WE'LL HAVE BOTH THE OPPORTUNITY
01:03:36:00 01:03:40:00 FOR VIRTUAL ESSWEIN AS WELL AS
01:03:40:00 01:03:43:00 IN PERSON.
01:03:43:00 01:03:44:00 WE'RE GLAD TO BE ABLE TO OFFER
01:03:44:00 01:03:47:00 THE IN-PERSON OPTION.
01:03:47:00 01:03:51:00 ALSO WE WILL BE LAYING OVER ON
01:03:51:00 01:03:55:00 TOP OF S Y COMPENSATORY
01:03:55:00 01:03:56:00 SERVICES FOR THOSE FAMILIES
01:03:56:00 01:03:59:00 THAT HAVE REACHED AGREEMENTS
01:03:59:00 01:04:00:00 AND SO THERE WILL BE A LOT
01:04:00:00 01:04:03:00 OF SERVICES DELIVERED THAT WAY
01:04:03:00 01:04:04:00 AS WELL THAT ARE VERY
01:04:04:00 01:04:06:00 INDIVIDUALIZED AND TARGETED TO
01:04:06:00 01:04:07:00 WHAT THE STUDENT NEEDS AND
01:04:07:00 01:04:10:00 THOSE TWO CAN BE OFFERED BOTH
01:04:10:00 01:04:11:00 IN PERSON AND VIRTUALLY SO
01:04:11:00 01:04:14:00 LOGISTICALLY AND OPERATIONALLY
01:04:14:00 01:04:15:00 WE HAVE QUITE A SUMMER BUT WE
01:04:15:00 01:04:18:00 DO THINK THAT WE WILL BE ABLE
01:04:18:00 01:04:19:00 TO OFFER SPECIALIZED SERVICES
01:04:19:00 01:04:21:00 TO THE STUDENTS IN THE WAYS
01:04:21:00 01:04:22:00 THAT THEY NEED.
01:04:22:00 01:04:23:00 SO WE'RE LOOKING FORWARD TO
01:04:23:00 01:04:25:00 THAT.
01:04:25:00 01:04:26:00 AND IF I COULD JUST SNEAK ONE
01:04:26:00 01:04:27:00 MORE QUESTION IN WHAT DATA DO
01:04:27:00 01:04:30:00 WE HAVE ON OUR ENGLISH LANGUAGE
01:04:30:00 01:04:30:00 LEARNING STUDENTS IN THE
01:04:30:00 01:04:31:00 CHALLENGES THAT THEY HAD TO
01:04:31:00 01:04:33:00 FACE THIS YEAR?
01:04:33:00 01:04:34:00 COVID WE HAVEN'T HAD CLEAR CUT
01:04:34:00 01:04:36:00 DATA.
01:04:36:00 01:04:40:00 YES, WE DO HAVE HARD DATA IN
01:04:40:00 01:04:41:00 TERMS OF OUR STUDENTS HAVE BEEN
01:04:41:00 01:04:45:00 IMPACTED THE DATA THAT WE ARE
01:04:45:00 01:04:45:00 TRACKING OUR STUDENTS
01:04:45:00 01:04:48:00 ATTENDANCE STUDENTS PARTICIPATE
01:04:48:00 01:04:49:00 ON THE VIRTUAL PLATFORMS THAT
01:04:49:00 01:04:49:00 HAVE BEEN PROVIDED.
01:04:49:00 01:04:53:00 WE'RE ACTUALLY ON THURSDAY
01:04:53:00 01:04:56:00 WE'LL BE LAUNCHING OUR A TASK
01:04:56:00 01:04:57:00 FORCE FOR SCHOOL REOPENING WITH
01:04:57:00 01:04:58:00 THE VERY FOCUS IN MIND OF HOW

01:04:58:00 01:05:01:00 DO WE BEGIN TO INTEGRATE AND
01:05:01:00 01:05:04:00 HOW DO WE BEGIN TO PREPARE
01:05:04:00 01:05:05:00 INTERVENTION SUPPORT TO BE
01:05:05:00 01:05:08:00 INTEGRATED INTO BOTH SUMMER AND
01:05:08:00 01:05:09:00 THE FIRST ACADEMIC YEAR FOR
01:05:09:00 01:05:12:00 NEXT YEAR FOR OUR STUDENTS
01:05:12:00 01:05:16:00 LOOKING AT PRIMARILY STUDENTS
01:05:16:00 01:05:17:00 WHO ARE AT THE HIGH SCHOOL
01:05:17:00 01:05:20:00 LEVEL WHO ARE AT RISK FOR
01:05:20:00 01:05:21:00 DROPOUT HAVE LOW ATTENDANCE
01:05:21:00 01:05:24:00 RATES, STUDENTS WHO MAY HAVE
01:05:24:00 01:05:25:00 NOT PARTICIPATED IN ANY OF THE
01:05:25:00 01:05:27:00 DISTRICT'S ASSESSMENT PLATFORMS
01:05:27:00 01:05:28:00 .
01:05:28:00 01:05:29:00 THOSE ARE THE DATA MEASURES THE
01:05:29:00 01:05:32:00 DATA METRIC WE'RE TRACKING OR
01:05:32:00 01:05:32:00 OUR POPULATION.
01:05:32:00 01:05:36:00 THANK YOU EVERYONE.
01:05:36:00 01:05:37:00 THANK YOU, MADAM CHAIR.
01:05:37:00 01:05:38:00 THAT'S IT FOR THIS ROUND FOR
01:05:38:00 01:05:38:00 ME.
01:05:38:00 01:05:39:00 ALL RIGHT.
01:05:39:00 01:05:40:00 THANK YOU, COUNCILOR FLAHERTY.
01:05:40:00 01:05:41:00 AND I DO WANT TO NOTE THAT
01:05:41:00 01:05:42:00 WE'RE JOINED A WHILE BACK BY
01:05:42:00 01:05:43:00 COUNCILOR EDWARDS COUNCILOR
01:05:43:00 01:05:44:00 LAURIE EDWARDS OF DISTRICT ONE
01:05:44:00 01:05:47:00 AS WELL.
01:05:47:00 01:05:47:00 NEXT GOING TO COUNCILOR
01:05:47:00 01:05:50:00 BRIGHTON AND I THINK IT WILL BE
01:05:50:00 01:05:51:00 COUNCILOR CAMPBELL COUNCIL.
01:05:51:00 01:05:52:00 RIGHT.
01:05:52:00 01:05:55:00 THANK YOU, MADAM CHAIR.
01:05:55:00 01:05:56:00 I HAD A FEW QUESTIONS.
01:05:56:00 01:05:59:00 FIRST OF ALL, I'M MINISTER GO
01:05:59:00 01:06:03:00 OUT OF DISTRICT TO AND AND WHAT
01:06:03:00 01:06:04:00 SORT OF BUDGET IS FOR DISTRICT
01:06:04:00 01:06:10:00 PLACEMENT AND THEN TO LOOK AT
01:06:10:00 01:06:11:00 THE ENROLLMENT AT THE HORACE
01:06:11:00 01:06:13:00 MANN YOU HAD A PRECIPITOUS DROP
01:06:13:00 01:06:17:00 IN ENROLLMENT OVER SEVERAL
01:06:17:00 01:06:18:00 YEARS AND I JUST WANTED TO KNOW
01:06:18:00 01:06:21:00 TO GET SOME INSIGHT INTO WHAT
01:06:21:00 01:06:23:00 WAS GOING ON AND WHY WHY OUR
01:06:23:00 01:06:25:00 DEAF SCHOOL POPULATION HAVE
01:06:25:00 01:06:29:00 ENROLLMENT HAD DECREASED AND SO
01:06:29:00 01:06:32:00 DRAMATICALLY AND SO QUICKLY AND
01:06:32:00 01:06:33:00 THE NUMBERS OF STUDENTS THAT
01:06:33:00 01:06:36:00 WERE OUT OF DISTRICT STUDENTS
01:06:36:00 01:06:37:00 MAYBE WENT ELSEWHERE OR JUST TO
01:06:37:00 01:06:40:00 GET SOME SENSE OF WHAT WAS
01:06:40:00 01:06:44:00 GOING ON THERE AND THEN THE
01:06:44:00 01:06:45:00 HORACE MANN IS A DUAL LANGUAGE
01:06:45:00 01:06:48:00 SCHOOL IF DEAF STUDENTS DON'T

01:06:48:00 01:06:49:00 GO TO HORACE MANN AND THEY GO
01:06:49:00 01:06:52:00 TO OTHER SCHOOLS, THEIR PEERS
01:06:52:00 01:06:52:00 CHAUTARD ASSAEL SO THAT THEY
01:06:52:00 01:06:55:00 CAN COMMUNICATE WITH DEAF
01:06:55:00 01:06:55:00 PEERS.
01:06:55:00 01:06:59:00 I KNOW IN SOME SCHOOLS IN IN
01:06:59:00 01:07:00:00 THE UK FOR EXAMPLE, THE PEERS
01:07:00:00 01:07:03:00 ARE TAUGHT ESL LET THE DEAF
01:07:03:00 01:07:04:00 STUDENTS ARE ABLE TO
01:07:04:00 01:07:07:00 COMMUNICATE WITH THEIR WITH
01:07:07:00 01:07:08:00 THEIR PEERS IN THEIR IN SIGN
01:07:08:00 01:07:12:00 LANGUAGE AND THEN ALSO AT THE
01:07:12:00 01:07:14:00 EDISON SCHOOL THEY HAD A REALLY
01:07:14:00 01:07:18:00 SUCCESSFUL BEHAVIOR SUPPORT
01:07:18:00 01:07:19:00 PROGRAM THAT WAS ENABLING
01:07:19:00 01:07:22:00 STUDENTS BEHAVIORAL CHALLENGES
01:07:22:00 01:07:26:00 TO HELP MANAGE THEIR STRESS
01:07:26:00 01:07:27:00 LEVELS AND ADAPT THEIR BEHAVIOR
01:07:27:00 01:07:28:00 SO THAT THEY COULD BE
01:07:28:00 01:07:30:00 REINTEGRATED INTO A REGULAR
01:07:30:00 01:07:30:00 CLASSROOM.
01:07:30:00 01:07:32:00 AGAIN, I JUST WANTED AN UPDATE
01:07:32:00 01:07:33:00 ON HOW THAT WAS GOING.
01:07:33:00 01:07:35:00 I KNOW WE HAD COVERED FOR A
01:07:35:00 01:07:37:00 YEAR OR SO.
01:07:37:00 01:07:38:00 I JUST LIKE AN UPDATE ON WHAT
01:07:38:00 01:07:42:00 THAT'S GOING ARE WE ARE WE ABLE
01:07:42:00 01:07:43:00 TO PICK IT UP WHERE WE LEFT OFF
01:07:43:00 01:07:49:00 AFTER COLLEGE AND THEN I HAD A
01:07:49:00 01:07:50:00 QUESTION IN THIS MORNING
01:07:50:00 01:07:50:00 SESSION ABOUT REALLY THE
01:07:50:00 01:07:53:00 SERVICE PROVIDERS WITH REGARD
01:07:53:00 01:07:54:00 TO STUDENTS WHO ARE NOT
01:07:54:00 01:07:57:00 ENROLLED IN BPEACE BUT WHO ARE
01:07:57:00 01:08:01:00 ELIGIBLE TO RECEIVE SERVICES
01:08:01:00 01:08:02:00 FROM OUR RELATED SERVICE
01:08:02:00 01:08:02:00 PROVIDERS.
01:08:02:00 01:08:06:00 I'M JUST CURIOUS TO KNOW HOW
01:08:06:00 01:08:08:00 MUCH MONEY THAT BUDGET IS AND
01:08:08:00 01:08:09:00 WHAT ARE THE CHALLENGES
01:08:09:00 01:08:12:00 OF DELIVERING SERVICES TO
01:08:12:00 01:08:13:00 STUDENTS WHO ARE NOT ENROLLED
01:08:13:00 01:08:17:00 AND BAPS AND WE HAVE A
01:08:17:00 01:08:21:00 SIGNIFICANT POPULATION HERE IN
01:08:21:00 01:08:24:00 ALLSTON BRIGHTON THAT IT GOES
01:08:24:00 01:08:24:00 TO JEWISH DAY SCHOOLS.
01:08:24:00 01:08:28:00 I I KNOW THAT CONSTITUENTS HAVE
01:08:28:00 01:08:32:00 ASKED ME ABOUT THESE THESE
01:08:32:00 01:08:33:00 ISSUES WITH REGARD TO REALLY
01:08:33:00 01:08:35:00 THE SERVICE PROVIDERS OUTSIDE
01:08:35:00 01:08:40:00 OUTSIDE OF THE BOX AND THAT'S A
01:08:40:00 01:08:40:00 GOOD THAT'S A HANDFUL
01:08:40:00 01:08:41:00 OF QUESTIONS.
01:08:41:00 01:08:41:00 I'LL STOP THERE.

01:08:41:00 01:08:43:00 THANK YOU.
01:08:43:00 01:08:44:00 THANK YOU.
01:08:44:00 01:08:44:00 COUNCILOR BREADON.
01:08:44:00 01:08:47:00 THAT'S THAT'S THAT'S A GOOD
01:08:47:00 01:08:47:00 RICH LIST.
01:08:47:00 01:08:48:00 I'LL TRY NOT TO I'LL TRY AND
01:08:48:00 01:08:55:00 KEEP CONCISE IN TERMS OF OUR
01:08:55:00 01:08:55:00 OUT OF DISTRICT STUDENTS.
01:08:55:00 01:08:58:00 WE HAVE ABOUT FOUR HUNDRED
01:08:58:00 01:08:59:00 FIFTY STUDENTS FOUR HUNDRED AND
01:08:59:00 01:09:00:00 FIFTY FOR THIS YEAR IS THE
01:09:00:00 01:09:03:00 NUMBER OF STUDENTS THAT WE
01:09:03:00 01:09:04:00 SERVE THAT HAVE WHAT WE CALL
01:09:04:00 01:09:07:00 OUT OF DISTRICT PLACEMENTS AND
01:09:07:00 01:09:11:00 IN TERMS OF THE BUDGET WE CAN
01:09:11:00 01:09:12:00 GET YOU A NUMBER ON THAT.
01:09:12:00 01:09:15:00 WE DON'T HAVE THAT RIGHT NOW
01:09:15:00 01:09:15:00 BECAUSE IT'S ACTUALLY FAIRLY
01:09:15:00 01:09:16:00 COMPLICATED BECAUSE WE'RE NOT
01:09:16:00 01:09:19:00 WE'RE FISCALLY RESPONSIBLE FOR
01:09:19:00 01:09:20:00 SOME BUT NOT EVERY SINGLE ONE.
01:09:20:00 01:09:22:00 SO IN TERMS OF WHAT THE ACTUAL
01:09:22:00 01:09:26:00 EXPENDITURE IS, WE WILL HAVE TO
01:09:26:00 01:09:27:00 GET BACK TO YOU ON THAT.
01:09:27:00 01:09:28:00 BUT IT IS ABOUT FOUR HUNDRED
01:09:28:00 01:09:30:00 AND FIFTY STUDENTS AND IT'S
01:09:30:00 01:09:30:00 COVERED ABOUT THAT.
01:09:30:00 01:09:31:00 WE HAVE SOME PEOPLE EXPECTED TO
01:09:31:00 01:09:34:00 SEE THAT NUMBER GO UP DURING
01:09:34:00 01:09:35:00 THE PANDEMIC.
01:09:35:00 01:09:38:00 WE HAVE NOT SEEN THAT HAPPEN
01:09:38:00 01:09:39:00 YET SO THAT'S ACTUALLY A GOOD
01:09:39:00 01:09:39:00 THING.
01:09:39:00 01:09:41:00 WE WANT TO BE SERVING STUDENTS
01:09:41:00 01:09:42:00 WITHIN THE DISTRICT, NO
01:09:42:00 01:09:45:00 QUESTION ABOUT THAT.
01:09:45:00 01:09:46:00 WITH REGARD TO HORACE MANN AND
01:09:46:00 01:09:49:00 ENROLLMENT AGAIN A VERY THAT'S
01:09:49:00 01:09:50:00 AN EXTREMELY COMPLICATED
01:09:50:00 01:09:52:00 QUESTION I THINGS AT PLAY THERE
01:09:52:00 01:09:56:00 BUT CERTAINLY ENROLLMENT HAS
01:09:56:00 01:10:00:00 GONE DOWN OVER THE YEARS OVER
01:10:00:00 01:10:01:00 THE PAST FIVE YEARS.
01:10:01:00 01:10:01:00 I THINK IT BEGAN ABOUT FIVE
01:10:01:00 01:10:02:00 YEARS AGO.
01:10:02:00 01:10:05:00 THAT'S IF MY MEMORY SERVES ME
01:10:05:00 01:10:09:00 CORRECTLY AND I THINK ONE
01:10:09:00 01:10:12:00 OF THE THINGS THAT IS AT PLAY
01:10:12:00 01:10:13:00 HERE IS THAT THE MOST IMPORTANT
01:10:13:00 01:10:15:00 THING IN THIS DYNAMIC IS THAT
01:10:15:00 01:10:16:00 FAMILIES HAVE CHOICES THAT ARE
01:10:16:00 01:10:20:00 FAMILY DECISION ABOUT WHAT THEY
01:10:20:00 01:10:21:00 WANT FOR THEIR CHILD.
01:10:21:00 01:10:24:00 SOME FAMILIES PREFER TO HAVE

01:10:24:00 01:10:27:00 THE DUAL LANGUAGE EXPERIENCE
01:10:27:00 01:10:31:00 THAT YOU DESCRIBED AND SOME
01:10:31:00 01:10:32:00 FAMILIES PREFER TO HAVE THE
01:10:32:00 01:10:35:00 INCLUSION EXPERIENCE THAT THEY
01:10:35:00 01:10:36:00 CAN HAVE SOMEPLACE ELSE WHERE
01:10:36:00 01:10:38:00 THEY MAY NOT HAVE THE DUAL
01:10:38:00 01:10:39:00 LANGUAGE EXPERIENCE.
01:10:39:00 01:10:40:00 WE AS A DISTRICT WANT TO MAKE
01:10:40:00 01:10:43:00 SURE THAT WE ARE TRANSPARENT AS
01:10:43:00 01:10:46:00 POSSIBLE ABOUT MAKING SURE WE
01:10:46:00 01:10:50:00 GIVE THE FAMILY THE OPPORTUNITY
01:10:50:00 01:10:51:00 TO MAKE THAT CHOICE FOR THEM SO
01:10:51:00 01:10:54:00 THAT THEY CAN MAKE THAT CHOICE
01:10:54:00 01:10:55:00 FOR THEIR CHILD.
01:10:55:00 01:10:58:00 THAT'S REALLY WHAT IS MOST
01:10:58:00 01:11:01:00 IMPORTANT IN TERMS OF THE ACEL
01:11:01:00 01:11:02:00 BEING TAUGHT IN THE NON HORACE
01:11:02:00 01:11:05:00 MANN SETTINGS.
01:11:05:00 01:11:07:00 NO, THEY ARE NOT TAUGHT THE ASL
01:11:07:00 01:11:10:00 BECAUSE THAT IS AS YOU
01:11:10:00 01:11:10:00 DESCRIBED THAT IS A DUAL
01:11:10:00 01:11:13:00 LANGUAGE PROGRAM AT THE WORST
01:11:13:00 01:11:14:00 SCHOOL AND SO THEIR STUDENTS
01:11:14:00 01:11:17:00 ARE LEARNING ASL IN OUR OTHER
01:11:17:00 01:11:22:00 SETTINGS AND A LOT OF THIS HAS
01:11:22:00 01:11:22:00 TO DO WITH HEARING TECHNOLOGY.
01:11:22:00 01:11:23:00 RIGHT AND COCHLEAR IMPLANTS AND
01:11:23:00 01:11:25:00 AS THAT TECHNOLOGY GETS BETTER,
01:11:25:00 01:11:26:00 MORE STUDENTS ARE HAVING
01:11:26:00 01:11:29:00 OPPORTUNITIES TO ACCESS
01:11:29:00 01:11:30:00 DIFFERENT EDUCATIONAL
01:11:30:00 01:11:34:00 ENVIRONMENTS AND SO THAT HAS
01:11:34:00 01:11:37:00 CHANGED THE DYNAMICS
01:11:37:00 01:11:38:00 SUBSTANTIALLY HERE.
01:11:38:00 01:11:42:00 YOU ALSO BROUGHT UP THE EDISON
01:11:42:00 01:11:42:00 SCHOOL.
01:11:42:00 01:11:43:00 I KNOW THAT THEY'VE BEEN
01:11:43:00 01:11:44:00 WORKING REALLY HARD IN THERE
01:11:44:00 01:11:48:00 AND MADE A LOT OF HEADWAY IN
01:11:48:00 01:11:49:00 THEIR WHAT WE CALL THEIR STRAND
01:11:49:00 01:11:50:00 THEIR PROGRAM FOR STUDENTS WITH
01:11:50:00 01:11:53:00 EMOTIONAL IMPAIRMENTS AND THAT
01:11:53:00 01:11:53:00 THEY DO GIVE THOSE STUDENTS
01:11:53:00 01:11:56:00 OPPORTUNITIES FOR INCLUSION,
01:11:56:00 01:11:57:00 WHICH IS FANTASTIC.
01:11:57:00 01:12:00:00 I DON'T KNOW THE LATEST ON THEM
01:12:00:00 01:12:01:00 BUT I DO KNOW THAT THEY'VE BEEN
01:12:01:00 01:12:02:00 WORKING HARD AT IT AND IT'S A
01:12:02:00 01:12:04:00 STABLE PROGRAM AND IS
01:12:04:00 01:12:05:00 SUCCESSFUL IN TERMS OF GIVING
01:12:05:00 01:12:08:00 THOSE STUDENTS OPPORTUNITIES
01:12:08:00 01:12:08:00 FOR INCLUSION WHICH IS REALLY
01:12:08:00 01:12:09:00 EXCITING.
01:12:09:00 01:12:12:00 SO THAT'S A REALLY IMPORTANT

01:12:12:00 01:12:13:00 INITIATIVE THAT YOU'RE DOING
01:12:13:00 01:12:15:00 THERE.
01:12:15:00 01:12:17:00 AND THEN LASTLY ON WHAT YOU
01:12:17:00 01:12:20:00 DESCRIBE AS STUDENTS IN PRIVATE
01:12:20:00 01:12:24:00 SCHOOLS WHO NEED IEP SERVICES,
01:12:24:00 01:12:25:00 THIS IS ACTUALLY YOU'VE ASKED A
01:12:25:00 01:12:25:00 COUPLE OF VERY COMPLICATED
01:12:25:00 01:12:28:00 QUESTIONS BUT THIS ONE IS AND
01:12:28:00 01:12:29:00 HAS BEEN AN AREA OF LEARNING
01:12:29:00 01:12:31:00 FOR ME WITH REGARD TO WHAT'S
01:12:31:00 01:12:32:00 CALLED PROPORTIONATE SHARE
01:12:32:00 01:12:35:00 SPENDING.
01:12:35:00 01:12:35:00 THOSE ARE FEDERAL FUNDS THAT
01:12:35:00 01:12:36:00 COME INTO THE DISTRICT.
01:12:36:00 01:12:39:00 THOSE ARE NOT STATE FUNDS.
01:12:39:00 01:13:00:00 WE HAVE A WHOLE PROCESS WE GO
01:13:00:00 01:13:00:00 THROUGH WHERE WE DO SOMETHING
01:13:00:00 01:13:20:00 CALLED CHILD FIND AND THEN WE
01:13:20:00 01:13:21:00 COUNT THE NUMBER OF STUDENTS IN
01:13:21:00 01:13:22:00 ALL THE SCHOOLS THAT MAY NEED
01:13:22:00 01:13:22:00 SERVICES AND THEN WE ALLOCATE
01:13:22:00 01:13:23:00 THOSE FUNDS ON THE BASIS OF HOW
01:13:23:00 01:13:24:00 MANY STUDENTS IN EACH SCHOOL
01:13:24:00 01:13:24:00 AND THEN BASED ON THOSE FUNDS
01:13:24:00 01:13:25:00 WE ACTUALLY GIVE SERVICE TIME
01:13:25:00 01:13:26:00 OF BP'S EMPLOYEES IN THOSE
01:13:26:00 01:13:26:00 SCHOOLS.
01:13:26:00 01:13:27:00 SO IT'S A RELATIVELY
01:13:27:00 01:13:27:00 COMPLICATED PROCESS THAT WE GO
01:13:27:00 01:13:28:00 THROUGH TO MAKE SURE THAT THOSE
01:13:28:00 01:13:29:00 STUDENTS GET THE SERVICES IN
01:13:29:00 01:13:29:00 THOSE SCHOOLS.
01:13:29:00 01:13:30:00 I DO WANT TO ADD THAT THERE IS
01:13:30:00 01:13:31:00 ALSO ALWAYS THE POSSIBILITY IF
01:13:31:00 01:13:32:00 A STUDENT WANTS TO RECEIVE IEP
01:13:32:00 01:13:32:00 SERVICES IN THE PUBLIC SCHOOL
01:13:32:00 01:13:33:00 SETTING BUT THEY GO TO A
01:13:33:00 01:13:34:00 PRIVATE SCHOOL, THEY MAY DO
01:13:34:00 01:13:35:00 THAT SO THEY MAY SAY I HAVE AN
01:13:35:00 01:13:35:00 IEP AND I'D LIKE TO HAVE MY
01:13:35:00 01:13:36:00 SERVICES THAT AT THE HORNBERGER
01:13:36:00 01:13:38:00 SCHOOL THEY MAY COME TO THE
01:13:38:00 01:13:39:00 HORNBERGER SCHOOL AND GET THOSE
01:13:39:00 01:13:42:00 SERVICES NOT JUST THE
01:13:42:00 01:13:43:00 HORNBERGER ANY PUBLIC SCHOOL
01:13:43:00 01:13:43:00 WE'RE REQUIRED TO OFFER THOSE
01:13:43:00 01:13:46:00 SERVICES.
01:13:46:00 01:13:47:00 THANK YOU.
01:13:47:00 01:13:47:00 THANK YOU VERY MUCH.
01:13:47:00 01:13:50:00 THAT'S VERY COMPREHENSIVE.
01:13:50:00 01:13:51:00 BUT MADAM CHAIR, DO YOU MIND IF
01:13:51:00 01:13:53:00 I HAVE ONE MORE QUESTION I KNOW
01:13:53:00 01:13:54:00 YOU'RE WAVING YOUR CHELLANEY
01:13:54:00 01:13:54:00 OVER THERE.

01:13:54:00 01:13:57:00 I MEAN IF IF IT'S QUICK
01:13:57:00 01:13:58:00 CASARETT JUST A QUICK ONE I
01:13:58:00 01:14:00:00 NOTICED IN DISPLACEMENT
01:14:00:00 01:14:01:00 OF DISPLACEMENT GRAFF'S THAT
01:14:01:00 01:14:04:00 YOU HAD THE WHITE MALE AND
01:14:04:00 01:14:08:00 FEMALE STUDENTS HAD A HIGHER
01:14:08:00 01:14:09:00 LEVEL OF A HIGHER PERCENTAGE
01:14:09:00 01:14:12:00 OF DISTRICT PLACEMENTS.
01:14:12:00 01:14:13:00 JUST WONDERING IS THERE ANY
01:14:13:00 01:14:16:00 REASON WHY THAT WOULD BE
01:14:16:00 01:14:17:00 EXCELLENT QUESTION AND
01:14:17:00 01:14:17:00 SOMETHING THAT WE LOOK AT
01:14:17:00 01:14:21:00 CLOSELY IS WHAT THE
01:14:21:00 01:14:21:00 DEMOGRAPHICS OF OUR STUDENTS IN
01:14:21:00 01:14:24:00 ALL SETTINGS ARE INCLUDING
01:14:24:00 01:14:24:00 DISTRICT PLACEMENTS.
01:14:24:00 01:14:28:00 AND SO THERE ARE AGAIN LOTS
01:14:28:00 01:14:29:00 OF FACTORS THAT COULD BE
01:14:29:00 01:14:30:00 LEADING TO THAT BUT CERTAINLY
01:14:30:00 01:14:32:00 SOMETHING THAT WE ARE AWARE
01:14:32:00 01:14:33:00 OF AND LOOKING AT AND TRYING TO
01:14:33:00 01:14:34:00 UNDERSTAND WHY THAT MIGHT BE
01:14:34:00 01:14:35:00 HAPPENING.
01:14:35:00 01:14:39:00 MADAM CHAIR, THANK YOU.
01:14:39:00 01:14:40:00 THANK THANKS SO MUCH COUNSELOR
01:14:40:00 01:14:43:00 WRITTEN.
01:14:43:00 01:14:47:00 NEXT UP IS THE COUNSELOR KAMBLE
01:14:47:00 01:14:48:00 AND THEN I THINK IT'LL BE
01:14:48:00 01:14:50:00 COUNSELOR OMALLEY COUNSELOR
01:14:50:00 01:14:51:00 CAMILLIA BEFORE.
01:14:51:00 01:14:54:00 THANK YOU AND I APOLOGIZE
01:14:54:00 01:14:55:00 EARLIER I WAS TRYING TO
01:14:55:00 01:14:56:00 MULTITASK A HEARING IN A
01:14:56:00 01:14:59:00 DOCTOR'S APPOINTMENT AND THEY
01:14:59:00 01:14:59:00 DIDN'T CARE ABOUT THE BPS
01:14:59:00 01:15:01:00 BUDGET HEARING SO I HAD TO BUT
01:15:01:00 01:15:03:00 MY CHIEF OF STAFF WAS ON SO I
01:15:03:00 01:15:05:00 TOOK A LOT OF NOTES AND I CAN
01:15:05:00 01:15:06:00 FOLLOW UP WITH QUESTIONS.
01:15:06:00 01:15:07:00 SO THANK YOU MADAM CHAIR AND
01:15:07:00 01:15:09:00 OF COURSE THANK YOU TO EVERYONE
01:15:09:00 01:15:10:00 FROM THE ADMINISTRATION FOR THE
01:15:10:00 01:15:12:00 PRESENTATION EARLIER AND FOR
01:15:12:00 01:15:13:00 THIS ONE AS WELL.
01:15:13:00 01:15:14:00 I'LL JUST QUICKLY JUMP IN.
01:15:14:00 01:15:17:00 I KNOW THERE'S THE GAVEL WILL
01:15:17:00 01:15:21:00 COME UP FEDERAL DOLLARS TOO
01:15:21:00 01:15:21:00 OF COURSE HAVE BEEN HEARING
01:15:21:00 01:15:22:00 FROM CONSTITUENTS WHO WANT TO
01:15:22:00 01:15:25:00 BE ACTIVELY INVOLVED IN THAT
01:15:25:00 01:15:25:00 PROCESS, GOING TO CONTINUE TO
01:15:25:00 01:15:28:00 PUT A PLUG IN FOR JUST THE
01:15:28:00 01:15:32:00 INFRASTRUCTURE PARENTS WHO
01:15:32:00 01:15:33:00 REALLY WANT TO SEE OF COURSE

01:15:33:00 01:15:35:00 LEARNING ENVIRONMENTS AND
01:15:35:00 01:15:36:00 SCHOOL BUILDINGS BE IMPROVED
01:15:36:00 01:15:37:00 AND OF COURSE THE FEDERAL
01:15:37:00 01:15:38:00 DOLLARS AND OPPORTUNITY TO DO
01:15:38:00 01:15:40:00 THAT WITH SORT OF ONE TIME
01:15:40:00 01:15:41:00 INVESTMENT BUT LONG TERM
01:15:41:00 01:15:41:00 EFFECT.
01:15:41:00 01:15:44:00 SO JUST WANTED TO PLUG THAT
01:15:44:00 01:15:45:00 WILL STAY IN CONTACT WITH FOLKS
01:15:45:00 01:15:47:00 WITH RESPECT TO THE FEDERAL I
01:15:47:00 01:15:48:00 HAVE SOME QUESTIONS WITH
01:15:48:00 01:15:52:00 RESPECT TO PARENTS AND TEACHERS
01:15:52:00 01:15:55:00 WHO HAVE CONCERNS ABOUT THE
01:15:55:00 01:15:56:00 LACK OF FLAHERTY AND THE LEVEL
01:15:56:00 01:15:58:00 OF INCONSISTENCY REGARDING
01:15:58:00 01:15:59:00 INCLUSION CLASSROOMS.
01:15:59:00 01:16:00:00 SO ETHAN, APPRECIATE SOME
01:16:00:00 01:16:01:00 OF THE COMMENTS YOU'VE ALREADY
01:16:01:00 01:16:02:00 MADE.
01:16:02:00 01:16:04:00 I KNOW YOU GET THIS JUST BASED
01:16:04:00 01:16:06:00 ON YOUR WORK IN THE DISTRICT,
01:16:06:00 01:16:07:00 BUT SOME OF THE QUESTIONS ARE
01:16:07:00 01:16:10:00 WHAT STANDARDS ARE IN PLACE FOR
01:16:10:00 01:16:11:00 THE DISTRICT'S APPROACH TO
01:16:11:00 01:16:14:00 INCLUSION CLASSROOMS?
01:16:14:00 01:16:14:00 HOW MANY DIFFERENT MODELS ARE
01:16:14:00 01:16:15:00 THERE AND HOW ARE THEY
01:16:15:00 01:16:18:00 DISTRIBUTED ACROSS A DISTRICT?
01:16:18:00 01:16:19:00 WHAT CAN WE DO TO BETTER
01:16:19:00 01:16:22:00 SUPPORT FAMILIES WHO ARE NEW TO
01:16:22:00 01:16:23:00 SPECIAL EDUCATION TO HELP THEM
01:16:23:00 01:16:26:00 NAVIGATE THE SPECTRUM
01:16:26:00 01:16:26:00 OF OPTIONS AND MODELS THAT ARE
01:16:26:00 01:16:27:00 AVAILABLE?
01:16:27:00 01:16:30:00 SO THAT'S ONE SET OF QUESTIONS
01:16:30:00 01:16:31:00 AND THEN THE SECOND SET
01:16:31:00 01:16:34:00 OF QUESTIONS HAVE TO DO WITH
01:16:34:00 01:16:34:00 THE WORK OF AN OFFICE
01:16:34:00 01:16:38:00 OF ENGLISH LEARNERS AND I KNOW
01:16:38:00 01:16:39:00 THERE WAS A LOT OF HOPE IN THE
01:16:39:00 01:16:42:00 PRESENTATION ON ENGAGEMENT
01:16:42:00 01:16:42:00 OF COURSE IMPORTANT PLANNING
01:16:42:00 01:16:46:00 PROCESSES BUT CAN WE ALSO HAVE
01:16:46:00 01:16:50:00 YOU SPEAK TO JUST WHERE WE ARE
01:16:50:00 01:16:51:00 IN IMPLEMENTING THE LOOK ACT
01:16:51:00 01:16:53:00 AND WE IMAGINING THE OFFICE
01:16:53:00 01:16:54:00 OF ENGLISH LEARNERS WHAT'S THE
01:16:54:00 01:16:57:00 CURRENT CAPACITY NUMBER
01:16:57:00 01:16:58:00 OF STAFF AT OSL AND TO WHAT
01:16:58:00 01:17:01:00 EXTENT IS THE TEAM IN CHARGE
01:17:01:00 01:17:05:00 OF TRANSLATION INTERPRETATION
01:17:05:00 01:17:06:00 VERSUS SORT OF THE BROADER
01:17:06:00 01:17:09:00 PLANNING FOR SUPPORT AND
01:17:09:00 01:17:10:00 OF COURSE SCHOOL LEVEL SUPPORT?

01:17:10:00 01:17:12:00 I WOULD LOVE SOME MORE DETAILS
01:17:12:00 01:17:13:00 THERE AS WELL AS THERE WAS A
01:17:13:00 01:17:14:00 POINT IN THE PRESENTATION
01:17:14:00 01:17:17:00 AROUND THE SHIFT FOR K TO SIX
01:17:17:00 01:17:17:00 ASSIGNMENTS FOR ENGLISH
01:17:17:00 01:17:20:00 LEARNERS TO INCREASE ACCESS TO
01:17:20:00 01:17:20:00 BILINGUAL PROGRAMING.
01:17:20:00 01:17:22:00 CAN YOU SPEAK TO JUST A LITTLE
01:17:22:00 01:17:22:00 BIT MORE OF WHAT THAT ACTUALLY
01:17:22:00 01:17:25:00 MEANS IN PRACTICE?
01:17:25:00 01:17:28:00 THANK YOU.
01:17:28:00 01:17:29:00 THANK YOU, COUNCILOR CAMPBELL.
01:17:29:00 01:17:32:00 NICE TO SEE YOU.
01:17:32:00 01:17:33:00 APPRECIATE THAT.
01:17:33:00 01:17:33:00 APPRECIATE THE QUESTION.
01:17:33:00 01:17:36:00 CERTAINLY ON INCLUSION SPEAK TO
01:17:36:00 01:17:40:00 A COUPLE OF THINGS ON THE
01:17:40:00 01:17:41:00 INCLUSION PIECE ON THE MODEL.
01:17:41:00 01:17:44:00 SO I THINK THAT HAVING
01:17:44:00 01:17:48:00 CREATED A MODEL OF INCLUSION
01:17:48:00 01:17:49:00 THAT A SCHOOL AND HAVING SEEN
01:17:49:00 01:17:52:00 OTHERS BE DEVELOPED OVER TIME,
01:17:52:00 01:17:53:00 THE MOST IMPORTANT THING IS THE
01:17:53:00 01:17:56:00 SCHOOL CREATES A MODEL THAT
01:17:56:00 01:17:57:00 WORKS IN THEIR LOCAL
01:17:57:00 01:17:59:00 ENVIRONMENT RIGHT.
01:17:59:00 01:18:00:00 AND THAT IT IS DRIVEN BY THE
01:18:00:00 01:18:03:00 IEP SERVICES THAT THE STUDENTS
01:18:03:00 01:18:04:00 NEED AND THAT THAT IS TAKEN
01:18:04:00 01:18:08:00 INTO ACCOUNT.
01:18:08:00 01:18:11:00 WE NEED TO CREATE MODELS THAT
01:18:11:00 01:18:15:00 WILL ALLOW US TO TO ALLOW US TO
01:18:15:00 01:18:16:00 PROVIDE THE CONTINUUM
01:18:16:00 01:18:17:00 OF SERVICES THAT ALL OUR
01:18:17:00 01:18:19:00 STUDENTS NEED.
01:18:19:00 01:18:20:00 ONE PIECE I WOULD HIGHLIGHT IS
01:18:20:00 01:18:24:00 THAT NOT ONLY ARE WE HIGH ON
01:18:24:00 01:18:24:00 PERCENTAGE OF STUDENTS AND
01:18:24:00 01:18:27:00 SUBSTANTIALLY SEPARATE SETTINGS
01:18:27:00 01:18:28:00 , WE'RE ALSO RELATIVELY
01:18:28:00 01:18:29:00 EXTREMELY LOW ACTUALLY ON THE
01:18:29:00 01:18:32:00 NUMBER OF STUDENTS IN PARTIAL
01:18:32:00 01:18:35:00 INCLUSION SETTINGS AND SO IN
01:18:35:00 01:18:36:00 THIS LEARNING THAT WE'VE DONE
01:18:36:00 01:18:37:00 WITH THE SEVEN SCHOOLS THIS
01:18:37:00 01:18:39:00 YEAR AND WILL DO WITH ABOUT 15
01:18:39:00 01:18:42:00 SCHOOLS NEXT YEAR, WE'RE HOPING
01:18:42:00 01:18:43:00 WE'LL BE LOOKING AT THESE
01:18:43:00 01:18:44:00 MODELS AND LEARNING WHAT IS
01:18:44:00 01:18:46:00 MOST EFFECTIVE.
01:18:46:00 01:18:47:00 WE ALSO IT'S WORTH SAYING WE'RE
01:18:47:00 01:18:48:00 NOT STARTING FROM ZERO.
01:18:48:00 01:18:51:00 WE HAVE A LOT OF INCLUSION
01:18:51:00 01:18:51:00 MODELS IN PLACE ALREADY THERE.

01:18:51:00 01:18:55:00 HENDERSON THE LINE AND THEY
01:18:55:00 01:18:56:00 LEAVE NOW MANNING THERE ARE A
01:18:56:00 01:18:59:00 LOT OF THEM AND WE NEED TO BE
01:18:59:00 01:19:00:00 LEARNING FROM THEM AND LOOKING
01:19:00:00 01:19:02:00 AT WHAT THOSE OUTCOMES ARE AS
01:19:02:00 01:19:03:00 WELL AND WHAT IS ACTUALLY
01:19:03:00 01:19:06:00 WORKING FOR OUR STUDENTS IN
01:19:06:00 01:19:06:00 FAMILIES.
01:19:06:00 01:19:08:00 AND SO WE WANT TO WE WANT TO
01:19:08:00 01:19:11:00 BUILD ON THAT LEARNING AND
01:19:11:00 01:19:13:00 CONTINUE TO BUILD THOSE MODELS
01:19:13:00 01:19:14:00 .
01:19:14:00 01:19:15:00 I THINK IT IS WORTH POINTING
01:19:15:00 01:19:18:00 OUT THAT THAT THE ISSUES
01:19:18:00 01:19:22:00 OF EQUITY AROUND INCLUSION AND
01:19:22:00 01:19:25:00 WHO HAS ACCESS TO INCLUSION AND
01:19:25:00 01:19:27:00 MAKING SURE THAT THERE IS NOT
01:19:27:00 01:19:29:00 DISPROPORTIONALITY THERE AS
01:19:29:00 01:19:31:00 WELL, WE WANT TO MAKE SURE THAT
01:19:31:00 01:19:31:00 OUR BLACK AND BROWN FAMILIES
01:19:31:00 01:19:34:00 HAVE ACCESS TO THOSE INCLUSION
01:19:34:00 01:19:37:00 SEATS TO THE SAME DEGREE THAT
01:19:37:00 01:19:38:00 OUR WHITE FAMILIES DO AND THAT
01:19:38:00 01:19:41:00 IS INCREDIBLY IMPORTANT AND
01:19:41:00 01:19:41:00 THAT'S A STRUCTURAL ISSUE THAT
01:19:41:00 01:19:42:00 WE'RE GOING TO HAVE TO LOOK AT
01:19:42:00 01:19:45:00 OVER TIME.
01:19:45:00 01:19:46:00 AND I THINK ACTUALLY I WOULD
01:19:46:00 01:19:49:00 ALSO ADD THAT YOU ASKED ABOUT
01:19:49:00 01:19:50:00 THIS AS WELL THAT THE COMMUNITY
01:19:50:00 01:19:50:00 ENGAGEMENT PIECE OF THAT IN
01:19:50:00 01:19:53:00 EDUCATING THE COMMUNITY ON THE
01:19:53:00 01:19:56:00 BENEFITS OF INCLUSION AND ALSO
01:19:56:00 01:19:57:00 UNDERSTANDING WHAT THE
01:19:57:00 01:19:58:00 APPROPRIATE SERVICES ARE FOR
01:19:58:00 01:20:01:00 EACH CHILD IN YOUR CHILD IN
01:20:01:00 01:20:02:00 PARTICULAR ARE AND WHERE THEY
01:20:02:00 01:20:05:00 CAN BE MOST WELL SERVED IS
01:20:05:00 01:20:05:00 GOING TO BE INCREDIBLY
01:20:05:00 01:20:05:00 IMPORTANT.
01:20:05:00 01:20:09:00 SO BUT HAPPY TO FOLLOW UP ON
01:20:09:00 01:20:10:00 ANY MORE SPECIFICS WITH REGARD
01:20:10:00 01:20:10:00 TO THAT.
01:20:10:00 01:20:13:00 BUT THAT'S AN INITIAL AN
01:20:13:00 01:20:14:00 INITIAL ANSWER.
01:20:14:00 01:20:16:00 I'LL PASS IT OVER TO MR..
01:20:16:00 01:20:20:00 THANK YOU SO MUCH, ADRIAN AND
01:20:20:00 01:20:21:00 THANK YOU, COUNSELOR KIMBER FOR
01:20:21:00 01:20:23:00 YOUR QUESTIONS TO REGARDS TO
01:20:23:00 01:20:24:00 THE NEEDS OF OUR ENGLISH
01:20:24:00 01:20:25:00 LEARNER POPULATION AND REGARDS
01:20:25:00 01:20:28:00 TO THE LOOK AT THE BOOK AND
01:20:28:00 01:20:32:00 OF ITSELF IS A BROADER POLICY
01:20:32:00 01:20:33:00 BY THE STATE THAT HAS ABOUT 12

01:20:33:00 01:20:36:00 COMPONENTS TO IT SINCE A BOOK
01:20:36:00 01:20:37:00 ACT WAS PASSED, THE DISTRICT
01:20:37:00 01:20:38:00 HAS MOVED FORWARD TO IMPLEMENT
01:20:38:00 01:20:40:00 MANY ASPECTS OF THE COMPONENTS
01:20:40:00 01:20:41:00 FOR INSTANCE THE SALE OF MY
01:20:41:00 01:20:41:00 LITERACY.
01:20:41:00 01:20:44:00 WE ARE IN OUR THIRD YEAR
01:20:44:00 01:20:44:00 IMPLEMENTATION AND THIS YEAR
01:20:44:00 01:20:47:00 DESPITE THE SPITE COVID WE HAVE
01:20:47:00 01:20:51:00 AT LEAST 11 OF OUR HIGH SCHOOLS
01:20:51:00 01:20:52:00 THAT ARE ACTUALLY TESTING
01:20:52:00 01:20:52:00 STUDENTS TO QUALIFY THEM FOR
01:20:52:00 01:20:55:00 THE SYLLABI LITERACY THIS YEAR
01:20:55:00 01:20:56:00 AND WE'RE LOOKING TO SEE AN
01:20:56:00 01:20:59:00 INCREASE IN THE NUMBER
01:20:59:00 01:21:00:00 OF STUDENTS WHO ARE GRADUATING
01:21:00:00 01:21:02:00 WITH THE SYLLABI LITERACY.
01:21:02:00 01:21:03:00 THE OTHER PART OF THE LOOK AT
01:21:03:00 01:21:06:00 ITS PROGRAMING AND RIGHT NOW
01:21:06:00 01:21:07:00 FOR THE LAST THREE MONTHS AS
01:21:07:00 01:21:10:00 WE'VE SHARED BEEN ENGAGING WITH
01:21:10:00 01:21:11:00 OUR COMMUNITIES TO BE ABLE TO
01:21:11:00 01:21:13:00 GET FEEDBACK TO LEARN WHAT IS
01:21:13:00 01:21:14:00 IT THAT PARENTS WANT AND WHAT
01:21:14:00 01:21:15:00 WE CONTINUE TO HEAR OVER AND
01:21:15:00 01:21:17:00 OVER AGAIN PARENTS WANT ACCESS
01:21:17:00 01:21:21:00 TO BILINGUAL PROGRAMING.
01:21:21:00 01:21:22:00 THEY WANT ACCESS TO SERVICES
01:21:22:00 01:21:26:00 THAT VALUE THEIR CULTURE IN THE
01:21:26:00 01:21:26:00 LANGUAGE SO THAT THEY CAN
01:21:26:00 01:21:29:00 CONTINUE TO SHARE FORTH FROM
01:21:29:00 01:21:33:00 ONE GENERATION TO ANOTHER.
01:21:33:00 01:21:34:00 GRANDMOTHER CAN SPEAK TO THEIR
01:21:34:00 01:21:35:00 CHILD AND THE CHILD CAN SPEAK
01:21:35:00 01:21:36:00 BACK TO THE GRANDMOTHER IN
01:21:36:00 01:21:37:00 REGARDS TO THAT PLAN WE ARE IN
01:21:37:00 01:21:41:00 THE FINAL STAGES TO BE ABLE TO
01:21:41:00 01:21:41:00 PRESENT THE PLAN TO SENIOR
01:21:41:00 01:21:45:00 LEADERSHIP IN BPS SO THAT BY I
01:21:45:00 01:21:47:00 THINK OUR INITIAL DUE DATE WAS
01:21:47:00 01:21:48:00 TO BE ABLE TO PRESENT BY THE
01:21:48:00 01:21:51:00 END OF MAY THE THIS VISION
01:21:51:00 01:21:55:00 OF BILINGUAL EDUCATION.
01:21:55:00 01:21:56:00 THE ADDITIONAL QUESTION THAT
01:21:56:00 01:21:59:00 YOU ASKED IN TERMS OF THE
01:21:59:00 01:22:00:00 PRACTICAL STEPS IN REGARDS TO
01:22:00:00 01:22:04:00 THIS SHIFT, ONE OF THE THINGS
01:22:04:00 01:22:04:00 IF YOU'RE FAMILIAR CURRENTLY
01:22:04:00 01:22:05:00 THE DISTRICT OFFERS SIX
01:22:05:00 01:22:07:00 DIFFERENT PROGRAMMING'S FOR
01:22:07:00 01:22:08:00 EACH OF WHICH ONE OF THEM WE
01:22:08:00 01:22:11:00 ALLOW FOR THE SIGNING
01:22:11:00 01:22:14:00 OF STUDENTS BY LANGUAGE IN THE
01:22:14:00 01:22:15:00 LEVEL.

01:22:15:00 01:22:18:00 SO IF YOU ARE A STUDENT IN NEED
01:22:18:00 01:22:19:00 OF MORE INTENSIVE SUPPORT FOR
01:22:19:00 01:22:20:00 LANGUAGE ACQUISITION, YOU ARE
01:22:20:00 01:22:23:00 ASSIGNED TO A SPANISH PROGRAM
01:22:23:00 01:22:24:00 WHERE HAITIAN CREOLE PROGRAM
01:22:24:00 01:22:27:00 OF VIRGIN PROGRAM AT THE SIXTH
01:22:27:00 01:22:27:00 LEVEL TO BE CLUSTERED.
01:22:27:00 01:22:31:00 BUT WHAT WE'VE HEARD BOTH FROM
01:22:31:00 01:22:32:00 OUR SCHOOLS AS WELL AS FROM OUR
01:22:32:00 01:22:34:00 PARENTS IN OUR COMMUNITY AT
01:22:34:00 01:22:35:00 TIMES THESE PROGRAM STRUCTURES
01:22:35:00 01:22:38:00 ARE NOT NECESSARILY SUSTAINABLE
01:22:38:00 01:22:39:00 OR THAT THEY ARE UNABLE TO FIND
01:22:39:00 01:22:43:00 SEATS A DESIRE TO BE PART
01:22:43:00 01:22:43:00 OF THESE PROGRAMS.
01:22:43:00 01:22:45:00 AND SO WHAT IS BEING PROPOSED
01:22:45:00 01:22:46:00 IS TO LOOK AT THE SYSTEM IN A
01:22:46:00 01:22:49:00 WAY WHERE LIKE GENERAL
01:22:49:00 01:22:50:00 EDUCATION THAT WE ARE ABLE TO
01:22:50:00 01:22:54:00 ASSIGN OUR STUDENTS TO PROGRAMS
01:22:54:00 01:22:57:00 WITHOUT HAVING TO LIMIT ACCESS
01:22:57:00 01:22:58:00 WHICH IS A RADICAL SHIFT THAT
01:22:58:00 01:23:02:00 WILL REQUIRE A A DIFFERENT
01:23:02:00 01:23:06:00 PERSPECTIVE OF HOW WE SERVICE
01:23:06:00 01:23:06:00 OUR BILINGUAL STUDENTS NOT
01:23:06:00 01:23:07:00 NECESSARILY WAITING FOR THEM TO
01:23:07:00 01:23:10:00 ACQUIRE LANGUAGE ENGLISH AS AS
01:23:10:00 01:23:11:00 A LANGUAGE IN ORDER FOR THEM TO
01:23:11:00 01:23:14:00 ACCESS THE GENERAL AND
01:23:14:00 01:23:14:00 CLASSROOM.
01:23:14:00 01:23:15:00 BUT LOOKING AT THE GENERAL
01:23:15:00 01:23:17:00 CLASSROOM STUFF AS A PLACE
01:23:17:00 01:23:18:00 WHERE ALL STUDENTS CAN LEARN
01:23:18:00 01:23:21:00 LANGUAGE.
01:23:21:00 01:23:22:00 I AM OF HAITIAN DESCENT AND I
01:23:22:00 01:23:42:00 SHARE THAT IF MY SON WHEN HE
01:23:42:00 01:23:43:00 GOES TO SCHOOL HE SHOULD BE
01:23:43:00 01:23:44:00 ABLE TO SIT IN A GENERAL
01:23:44:00 01:23:44:00 CLASSROOM AND BE ABLE TO LEARN
01:23:44:00 01:23:45:00 ENGLISH AND APPEAR TO LEARN
01:23:45:00 01:23:46:00 HAITIAN CREOLE AND SO THAT THAT
01:23:46:00 01:23:47:00 SHIFT IN MODEL IS ONE OF THE
01:23:47:00 01:23:47:00 THINGS THAT YOU WILL WE ARE
01:23:47:00 01:23:48:00 PROPOSING WITHIN THE NEXT
01:23:48:00 01:23:49:00 VISION FOR THIS WORK IN REGARDS
01:23:49:00 01:23:50:00 TO OUR STAFF AND CAPACITY WILL
01:23:50:00 01:23:50:00 ENSURE THAT INFORMATION WITH
01:23:50:00 01:23:51:00 YOU AT A LATER TIME.
01:23:51:00 01:23:52:00 WE ARE REVIEWING OUR STAFF.
01:23:52:00 01:23:53:00 WE'RE LOOKING AT THE BIG ASK
01:23:53:00 01:23:56:00 WITHIN A ROADMAP WHERE WE ARE
01:23:56:00 01:23:57:00 LOOKING TO INVEST SOME
01:23:57:00 01:24:01:00 ADDITIONAL DOLLARS IN
01:24:01:00 01:24:02:00 ADDITIONAL RESOURCES TO SUPPORT

01:24:02:00 01:24:04:00 OUR POPULATION THAT ARE MORE AT
01:24:04:00 01:24:08:00 RISK AND SO WE WOULD NEED TO
01:24:08:00 01:24:09:00 RECALIBRATE OUR TEAMS TO MAKE
01:24:09:00 01:24:12:00 SURE WE HAVE THE APPROPRIATE
01:24:12:00 01:24:13:00 STAFFING TO SUPPORT THOSE
01:24:13:00 01:24:13:00 NEEDS.
01:24:13:00 01:24:15:00 SO RIGHT NOW WE'RE GOING
01:24:15:00 01:24:16:00 THROUGH A PROCESS OF LOOKING AT
01:24:16:00 01:24:19:00 CURRENT SUPPORTS, CURRENT
01:24:19:00 01:24:20:00 FUNDING TO SEE WHAT WE CAN
01:24:20:00 01:24:23:00 LEVERAGE AND THEN TO PARTNER
01:24:23:00 01:24:24:00 WITH OUR OTHER COLLEAGUES ON
01:24:24:00 01:24:27:00 THE BUDGET SIDE TO ENSURE THAT
01:24:27:00 01:24:28:00 WE ARE ADEQUATELY STAFFED FOR
01:24:28:00 01:24:31:00 FUTURE NEED.
01:24:31:00 01:24:32:00 THANK YOU ALL.
01:24:32:00 01:24:34:00 IS THERE A NUMBER IN TERMS OF A
01:24:34:00 01:24:35:00 NUMBER OF FOLKS RIGHT NOW IN
01:24:35:00 01:24:38:00 THE OFFICE WE'RE STAFFED AT
01:24:38:00 01:24:39:00 ABOUT FORTY FORTY FORTY FIVE
01:24:39:00 01:24:39:00 STAFF.
01:24:39:00 01:24:40:00 OK, THANK YOU.
01:24:40:00 01:24:42:00 THANK YOU.
01:24:42:00 01:24:42:00 THANK YOU.
01:24:42:00 01:24:45:00 THANK YOU SO MUCH COUNCILOR AND
01:24:45:00 01:24:47:00 AND WE'D LOVE TO GET FOLLOW UP
01:24:47:00 01:24:48:00 ON THOSE NUMBERS WHEN YOU GUYS
01:24:48:00 01:24:49:00 HAVE UPDATED.
01:24:49:00 01:24:50:00 THANK YOU.
01:24:50:00 01:24:50:00 THANK YOU, COUNCILOR CAMPBELL.
01:24:50:00 01:24:57:00 NEXT UP IS SORRY COUNCILOR
01:24:57:00 01:25:01:00 O'MALLEY AND THEN IT'LL BE
01:25:01:00 01:25:02:00 COUNCILOR AND THEN COUNCILOR
01:25:02:00 01:25:02:00 EDWARDS COUNCILOR O'MALLEY.
01:25:02:00 01:25:04:00 THANK YOU, MADAM CHAIR AND ALSO
01:25:04:00 01:25:08:00 THANK YOU TO COUNCILOR BRADEN
01:25:08:00 01:25:09:00 WHO I DON'T WANT THIS TO BE
01:25:09:00 01:25:12:00 LOST BUT NOTED THAT THE BEACON
01:25:12:00 01:25:13:00 HILL CITY COUNCILOR HAS A
01:25:13:00 01:25:13:00 SHILLELAGH.
01:25:13:00 01:25:16:00 SO I AM WANTING TO ECHO HER HER
01:25:16:00 01:25:21:00 CORRECT TERMINOLOGY OF YOUR
01:25:21:00 01:25:21:00 OF YOUR GALAL MADAM CHAIR.
01:25:21:00 01:25:23:00 GREAT TO SEE YOU MR DEBE
01:25:23:00 01:25:24:00 PARTICULARLY IT'S GREAT TO SEE
01:25:24:00 01:25:27:00 YOU MY DEAR FRIEND AND PARTNER
01:25:27:00 01:25:28:00 AT THE MIGHTY MANNING SCHOOL
01:25:28:00 01:25:32:00 WHEN WHILE YOU ARE NO LONGER
01:25:32:00 01:25:33:00 PRINCIPAL AND NEXT YEAR I WILL
01:25:33:00 01:25:35:00 NO LONGER BE COUNCILOR I TRUST
01:25:35:00 01:25:36:00 WE HAVE BEEN GRANDFATHERED IN
01:25:36:00 01:25:38:00 AS JUDGES FOR THE BURGER SLAM
01:25:38:00 01:25:39:00 TO SUPPORT THAT WONDERFUL
01:25:39:00 01:25:42:00 LITTLE SCHOOL IN MARSEILLE

01:25:42:00 01:25:43:00 WANTED TO JUST BEGIN.
01:25:43:00 01:25:43:00 SEVERAL COLLEAGUES HAD
01:25:43:00 01:25:46:00 MENTIONED SOMETHING THAT I WILL
01:25:46:00 01:25:47:00 ALSO MENTION WHICH I KNOW
01:25:47:00 01:25:48:00 YOU'VE HEARD AT SCHOOL
01:25:48:00 01:25:50:00 COMMITTEE AND OTHERWISE IS THE
01:25:50:00 01:25:51:00 CRITICISM SOME WARRANTED MY
01:25:51:00 01:25:54:00 OPINION THAT THE WHOLE SORT
01:25:54:00 01:25:57:00 OF COVID FUNDING COMMITTEE DOES
01:25:57:00 01:25:58:00 NOT AS BEST REPRESENT THE BAPS
01:25:58:00 01:26:02:00 COMMUNITY AS MANY OF US WOULD
01:26:02:00 01:26:05:00 LIKE SO I CAN TAKE WHILE AT
01:26:05:00 01:26:06:00 YOUR WORD THAT THIS IS GOING TO
01:26:06:00 01:26:07:00 BE AN ORGANIZATION THAT REALLY
01:26:07:00 01:26:10:00 HELPS FACILITATE GOOD AND
01:26:10:00 01:26:13:00 HONEST GIVE AND TAKE AND WILL
01:26:13:00 01:26:14:00 CONTINUE TO DO THAT.
01:26:14:00 01:26:15:00 AND FROM FROM MY VANTAGE POINT
01:26:15:00 01:26:17:00 I CREATED THE COVID FUNDING
01:26:17:00 01:26:18:00 COMMITTEE WHICH WILL ALSO BE AN
01:26:18:00 01:26:21:00 EXTRA SET OF EYES AND DIRECT
01:26:21:00 01:26:22:00 OVERSIGHT OF THAT GOING
01:26:22:00 01:26:22:00 FORWARD.
01:26:22:00 01:26:25:00 SO I WANTED TO RAISE THAT ISSUE
01:26:25:00 01:26:26:00 NEXT.
01:26:26:00 01:26:29:00 I WANTED TO AGAIN ACKNOWLEDGE
01:26:29:00 01:26:31:00 THE THE GREAT WORK THAT I THINK
01:26:31:00 01:26:34:00 BAPS HAS HAD TO DO IN SUCH A
01:26:34:00 01:26:35:00 CHALLENGING TIME.
01:26:35:00 01:26:36:00 AND SO SO I'LL GET RIGHT INTO
01:26:36:00 01:26:38:00 IT WITH THE QUESTION AS ONE
01:26:38:00 01:26:39:00 QUESTION I OFTEN ASK AT THIS
01:26:39:00 01:26:42:00 PARTICULAR BUDGET HEARING IS
01:26:42:00 01:26:43:00 THE NUMBER OF SORT OF UNFILED
01:26:43:00 01:26:46:00 OR UNCLOSED I'M NOT WITH THE
01:26:46:00 01:26:46:00 EXACT TERMINOLOGY IS BUT IEPS
01:26:46:00 01:26:49:00 THAT YET HAVEN'T AND SORT OF AT
01:26:49:00 01:26:53:00 LEAST AT LEAST CLOSED IN TERMS
01:26:53:00 01:26:54:00 OF PUTTING THE PLAN IN PLACE.
01:26:54:00 01:26:57:00 THE TYPICALLY AND TO BBSES
01:26:57:00 01:26:58:00 CREDIT THERE'S BEEN A BETTER
01:26:58:00 01:27:00:00 JOB OF MAKING SURE THAT EVERY
01:27:00:00 01:27:01:00 STUDENT THAT NEEDS AN IEP AT
01:27:01:00 01:27:01:00 LEAST GETS THAT INITIAL
01:27:01:00 01:27:01:00 MEETING.
01:27:01:00 01:27:04:00 SOME SERVICES THAT MUST BE SO
01:27:04:00 01:27:05:00 CHALLENGING WHEN EVERYTHING IS
01:27:05:00 01:27:05:00 REMOTE.
01:27:05:00 01:27:08:00 SO I DON'T KNOW EVEN IF THIS IS
01:27:08:00 01:27:09:00 YOU OR DAPHNE, CAN YOU JUST
01:27:09:00 01:27:12:00 TALK ABOUT DID WE SEE AN
01:27:12:00 01:27:13:00 INCREASE IN IEPS THIS YEAR?
01:27:13:00 01:27:16:00 DO WE HAVE THERE'S SOME THAT WE
01:27:16:00 01:27:17:00 WERE UNABLE TO FACILITATE?

01:27:17:00 01:27:20:00 WELL, BECAUSE OF RESTRICTIONS
01:27:20:00 01:27:21:00 WITH COVID IF YOU WANT TO JUMP
01:27:21:00 01:27:26:00 IN THERE, PLEASE DO THE
01:27:26:00 01:27:26:00 COMMUNITY THEN.
01:27:26:00 01:27:27:00 THANK YOU.
01:27:27:00 01:27:28:00 COUNCILOR O'MALLEY, IF I CAN
01:27:28:00 01:27:31:00 GET BY NOW BUT ALSO LOOK FOR A
01:27:31:00 01:27:34:00 SLAM AND ALSO SPELLING BEE.
01:27:34:00 01:27:38:00 I HOPE TO SEE THAT ONE OF THE
01:27:38:00 01:27:39:00 CERTAINLY IT HAS BEEN A
01:27:39:00 01:27:42:00 CHALLENGE IN COMPLIANCE.
01:27:42:00 01:27:43:00 THERE IS THERE'S NO QUESTION
01:27:43:00 01:27:45:00 ABOUT THAT.
01:27:45:00 01:27:49:00 BUT I THINK IN IN ONE REGARD
01:27:49:00 01:27:49:00 WE'VE WORKED REALLY HARD TO
01:27:49:00 01:27:50:00 MAKE SURE THAT FAMILIES ARE
01:27:50:00 01:27:53:00 GETTING WHAT THEY NEED
01:27:53:00 01:27:54:00 PARTICULARLY WITH REGARD TO
01:27:54:00 01:27:54:00 EARLY CHILDHOOD.
01:27:54:00 01:27:57:00 SO WE OPENED UP THE AND THE
01:27:57:00 01:27:58:00 BUILDING TO BE IN EARLY
01:27:58:00 01:28:00:00 CHILDHOOD TESTING CENTER AND
01:28:00:00 01:28:01:00 THAT HAS ALLOWED US TO REALLY
01:28:01:00 01:28:04:00 MAKE SURE THAT THE VAST
01:28:04:00 01:28:08:00 MAJORITY OF OUR EARLY CHILDHOOD
01:28:08:00 01:28:09:00 STUDENTS ARE GETTING WHAT THEY
01:28:09:00 01:28:09:00 NEED.
01:28:09:00 01:28:12:00 ONE OF THE CHALLENGES IN THE
01:28:12:00 01:28:13:00 TESTING PIECE IS LOTS
01:28:13:00 01:28:13:00 OF FAMILIES HAVE SAID WE DON'T
01:28:13:00 01:28:14:00 WANT TO GET TESTED UNTIL WE'RE
01:28:14:00 01:28:15:00 BACK IN PERSON.
01:28:15:00 01:28:16:00 SO THERE WAS A DELAY THERE AND
01:28:16:00 01:28:19:00 WE FIGURED OUT SO SOME OF THIS
01:28:19:00 01:28:20:00 WAS NOT JUST LIKE HEY, YOU
01:28:20:00 01:28:21:00 DIDN'T DO IT.
01:28:21:00 01:28:22:00 IT WAS ALSO THIS WAS FAMILY
01:28:22:00 01:28:23:00 CHOICE AND SO WE ARE STILL
01:28:23:00 01:28:24:00 CATCHING UP WITH THE NUMBERS.
01:28:24:00 01:28:27:00 BUT NOT SURPRISINGLY OUR
01:28:27:00 01:28:28:00 COMPLIANCE NUMBERS PROBABLY ARE
01:28:28:00 01:28:29:00 NOT GOING TO BE AS GOOD THIS
01:28:29:00 01:28:31:00 YEAR AS WE WISH THEY WOULD BE.
01:28:31:00 01:28:34:00 BUT I JUST WANT TO BE CLEAR THE
01:28:34:00 01:28:35:00 QUESTION WASN'T A CRITICISM IN
01:28:35:00 01:28:38:00 ANY SENSE UNDERSCORING JUST A
01:28:38:00 01:28:39:00 CHALLENGE THAT PEOPLE MAY NOT
01:28:39:00 01:28:40:00 THINK OF AS IT RELATES TO
01:28:40:00 01:28:40:00 RETURNING TO SCHOOL?
01:28:40:00 01:28:42:00 NO, REALLY APPRECIATE THAT.
01:28:42:00 01:28:43:00 AND REALLY THE TESTING IS THE
01:28:43:00 01:28:46:00 PIECE THAT IS HARD.
01:28:46:00 01:28:46:00 RIGHT.
01:28:46:00 01:28:48:00 AND NOT TO GET TOO DETAILED BUT

01:28:48:00 01:28:50:00 IN PARTICULAR ACADEMIC TESTING
01:28:50:00 01:28:51:00 WHICH USUALLY THE SPECIAL
01:28:51:00 01:28:54:00 EDUCATION TEACHER DOES BECAUSE
01:28:54:00 01:28:55:00 THEY'RE REMOTE SO THEY CAN'T
01:28:55:00 01:28:56:00 JUST GO AND PICK THE KID UP AND
01:28:56:00 01:28:58:00 TAKE THEM DOWN TO THEIR
01:28:58:00 01:28:59:00 CLASSROOM AND TEST THEM DURING
01:28:59:00 01:28:59:00 LUNCH.
01:28:59:00 01:29:00:00 RIGHT.
01:29:00:00 01:29:03:00 SO CATCHING UP TO THE ACADEMIC
01:29:03:00 01:29:03:00 TESTING IN PARTICULAR HAS BEEN
01:29:03:00 01:29:06:00 HARD RELATED SERVICES AND
01:29:06:00 01:29:10:00 PSYCHOLOGISTS AND ABA TEAMS
01:29:10:00 01:29:11:00 HAVE BEEN REALLY EXCELLENT
01:29:11:00 01:29:12:00 ABOUT TRYING TO GET UP AS MUCH
01:29:12:00 01:29:15:00 AS POSSIBLE AND KEEP UP WITH
01:29:15:00 01:29:15:00 THE ACADEMIC TESTING HAS BEEN
01:29:15:00 01:29:16:00 HARD WHICH THEN MAKES IT HARD
01:29:16:00 01:29:19:00 TO GET THE IEP MEETING BECAUSE
01:29:19:00 01:29:20:00 YOU NEED ALL THE TESTING TO BE
01:29:20:00 01:29:21:00 ABLE TO GET TO IEP MEETINGS.
01:29:21:00 01:29:23:00 SO IT IS A COMPLICATED SET
01:29:23:00 01:29:26:00 OF ISSUES BUT I AS WELL AS YOU
01:29:26:00 01:29:29:00 WANT TO CREDIT OUR ENTIRE TEAM
01:29:29:00 01:29:30:00 THROUGHOUT BAPS FOR TRYING TO
01:29:30:00 01:29:33:00 DO THEIR BEST IN A REALLY TOUGH
01:29:33:00 01:29:34:00 SITUATION.
01:29:34:00 01:29:35:00 DO WE ANTICIPATE THIS COULD BE
01:29:35:00 01:29:38:00 I GUESS CONJECTURE BUT I ASSUME
01:29:38:00 01:29:38:00 THE ANSWER IS YES.
01:29:38:00 01:29:41:00 THAT'S WHY I'M ASKING IT
01:29:41:00 01:29:42:00 ANTICIPATE AN INCREASED NUMBER
01:29:42:00 01:29:46:00 OF STUDENTS WHO MAY NEED AN IEP
01:29:46:00 01:29:47:00 NEXT YEAR AS WE RETURN BACK
01:29:47:00 01:29:49:00 FROM HYBRID OR MOSTLY REMOTE OR
01:29:49:00 01:29:50:00 AND ALL REMOTE SCHOOL.
01:29:50:00 01:29:53:00 YOU KNOW, IT'S IT'S GOING TO BE
01:29:53:00 01:29:54:00 VERY HARD TO TELL BECAUSE YOU
01:29:54:00 01:29:57:00 DON'T WANT TO LABEL LEARNING
01:29:57:00 01:30:00:00 LOSS AS A DISABILITY.
01:30:00:00 01:30:01:00 RIGHT.
01:30:01:00 01:30:02:00 AND SO IF THERE ARE THINGS THAT
01:30:02:00 01:30:03:00 WE CAN DO TO SUPPORT STUDENTS
01:30:03:00 01:30:05:00 AND GET THEM GET THE RIGHT
01:30:05:00 01:30:08:00 RECOVERY THINGS IN PLACE, THEN
01:30:08:00 01:30:11:00 HOPEFULLY WE WON'T HAVE TO MOVE
01:30:11:00 01:30:12:00 TO AN IEP BECAUSE IT'S NOT A
01:30:12:00 01:30:16:00 DISABILITY RIGHT IF YOU CAN
01:30:16:00 01:30:19:00 CATCH THEM UP BUT THAT
01:30:19:00 01:30:20:00 OBVIOUSLY CAN ALSO BE A GRAY
01:30:20:00 01:30:21:00 AREA BECAUSE YOU'VE GOT
01:30:21:00 01:30:24:00 FAMILIES GETS TRICKY.
01:30:24:00 01:30:28:00 SO I THINK IT WOULD NOT BE
01:30:28:00 01:30:28:00 SURPRISING IF IT HAPPENED.

01:30:28:00 01:30:30:00 BUT I ALSO WANT TO MAKE SURE
01:30:30:00 01:30:32:00 THAT WE DON'T THIS GOES BACK TO
01:30:32:00 01:30:33:00 THE CONVERSATION WITH COUNCILOR
01:30:33:00 01:30:35:00 ESSAIBI GEORGE AROUND
01:30:35:00 01:30:36:00 APPROPRIATE PLACEMENT.
01:30:36:00 01:30:37:00 THE ULTIMATE GOAL IS TO MAKE
01:30:37:00 01:30:39:00 SURE THE STUDENT IS GETTING THE
01:30:39:00 01:30:39:00 RIGHT SERVICES IN THE RIGHT
01:30:39:00 01:30:40:00 SETTING AND THAT COULD BE THE
01:30:40:00 01:30:43:00 GENERAL EDUCATION ENVIRONMENT
01:30:43:00 01:30:44:00 COULD BE SUBSTANTIALLY SEPARATE
01:30:44:00 01:30:47:00 FROM AND SO AND WHAT THE
01:30:47:00 01:30:50:00 SERVICES IN PARTICULAR ARE SO
01:30:50:00 01:30:51:00 I'VE SEEN A COUPLE OF OUR
01:30:51:00 01:30:55:00 COORDINATORS HAVE DONE A NICE
01:30:55:00 01:30:56:00 JOB REMINDING PEOPLE THAT LOOK,
01:30:56:00 01:30:59:00 NOW THAT THEY'RE BACK IN PERSON
01:30:59:00 01:30:59:00 JUST BECAUSE THEY'RE A LITTLE
01:30:59:00 01:31:03:00 BIT BEHIND DOESN'T MEAN YOU
01:31:03:00 01:31:04:00 AUTOMATICALLY NEED TO GO
01:31:04:00 01:31:04:00 THROUGH WITH THE TESTING
01:31:04:00 01:31:04:00 PROCESS.
01:31:04:00 01:31:06:00 YOU KNOW, USE SOME RESPONSE TO
01:31:06:00 01:31:06:00 INTERVENTION.
01:31:06:00 01:31:07:00 LET'S PUT SOME THINGS IN PLACE
01:31:07:00 01:31:11:00 AND THEN LET'S SEE HOW THEY DO
01:31:11:00 01:31:11:00 GIVE IT A LITTLE BIT OF TIME.
01:31:11:00 01:31:14:00 WE NEED TO BE PATIENT.
01:31:14:00 01:31:15:00 I THINK PATIENCE IS KEY BUT
01:31:15:00 01:31:18:00 ALSO OBVIOUSLY BEING NIMBLE
01:31:18:00 01:31:19:00 NEEDS ARRIVE EARLY ON WHICH I
01:31:19:00 01:31:21:00 KNOW ABSOLUTELY AND I DON'T
01:31:21:00 01:31:22:00 THINK THE ANSWER IS THE SAME AS
01:31:22:00 01:31:25:00 IT RELATES TO YALE STUDENTS,
01:31:25:00 01:31:26:00 MANY OF WHOM SO MUCH OF THEIR
01:31:26:00 01:31:27:00 PROFICIENCY COMES WITH GOING TO
01:31:27:00 01:31:29:00 A SCHOOL, EATING LUNCH WITH
01:31:29:00 01:31:30:00 FRIENDS, RIDING A BUS TOGETHER
01:31:30:00 01:31:31:00 WHICH IS SOMETHING THAT THE
01:31:31:00 01:31:33:00 STUDENTS OBVIOUSLY LOST OUT ON.
01:31:33:00 01:31:34:00 SO SO I WOULD THINK THAT THAT'S
01:31:34:00 01:31:37:00 ANOTHER AREA AND I'LL BE
01:31:37:00 01:31:41:00 CANDID, YOU KNOW, I'VE BEEN
01:31:41:00 01:31:42:00 CRITICAL OF BAPS IN THE PAST
01:31:42:00 01:31:42:00 WILL BE CRITICAL OF IN THE
01:31:42:00 01:31:43:00 FUTURE.
01:31:43:00 01:31:44:00 ONE THING THAT I WANT ENSURE IS
01:31:44:00 01:31:45:00 THAT AS THAT OUR STUDENTS IN
01:31:45:00 01:31:48:00 OUR SPECIAL NEEDS STUDENTS HAVE
01:31:48:00 01:31:49:00 ALL THE FUNDING AND THE
01:31:49:00 01:31:49:00 SUPPORTS.
01:31:49:00 01:31:52:00 I KNOW THAT'S SOMETHING WE ALL
01:31:52:00 01:31:53:00 AGREE BUT PARTICULARLY
01:31:53:00 01:31:53:00 TRANSITIONING BACK INTO WE

01:31:53:00 01:31:56:00 HOPEFULLY PROMOTING A MUCH
01:31:56:00 01:31:57:00 SAFER ENVIRONMENT.
01:31:57:00 01:31:59:00 SO I KNOW YOU'RE COMMITTED TO
01:31:59:00 01:32:00:00 DOING EVERYTHING YOU CAN.
01:32:00:00 01:32:01:00 THE ENTIRE TEAM IS TO THANK YOU
01:32:01:00 01:32:04:00 FOR THAT AND YOU MAY HAVE GONE
01:32:04:00 01:32:05:00 OVER THIS IN THE PRESENTATION.
01:32:05:00 01:32:07:00 I APOLOGIZE IF YOU DID.
01:32:07:00 01:32:08:00 HOW MANY HAVE WE SEEN ANY
01:32:08:00 01:32:11:00 TRENDS WITHOUT OF DISTRICT
01:32:11:00 01:32:12:00 PLACEMENT IN TERMS OF THE
01:32:12:00 01:32:15:00 NUMBER OF STUDENTS WE DID WE
01:32:15:00 01:32:16:00 JUST REVIEWED THAT WITH
01:32:16:00 01:32:16:00 COUNCILOR BRADING JUST BRIEFLY
01:32:16:00 01:32:18:00 BUT THE NUMBER HAS NOT CHANGED
01:32:18:00 01:32:19:00 DRAMATICALLY AS YOU MIGHT HAVE
01:32:19:00 01:32:22:00 EXPECTED.
01:32:22:00 01:32:23:00 WE'RE STILL HAPPENING RIGHT
01:32:23:00 01:32:26:00 AROUND STILL HOVERING RIGHT
01:32:26:00 01:32:27:00 AROUND FOUR HUNDRED AND FIFTY
01:32:27:00 01:32:28:00 STUDENTS IN OUR DISTRICT
01:32:28:00 01:32:30:00 PLACEMENTS.
01:32:30:00 01:32:31:00 IT'S FOUR HUNDRED AND FIFTY
01:32:31:00 01:32:32:00 FOUR BUT WE'VE BEEN AS HIGH AS
01:32:32:00 01:32:34:00 FOUR HUNDRED AND SEVENTY FIVE
01:32:34:00 01:32:35:00 OVER THE PAST FEW YEARS SO WE
01:32:35:00 01:32:38:00 HAVE NOT SEEN AN EXPLOSION IN
01:32:38:00 01:32:39:00 THAT IN WHAT'S THE WHAT'S THE
01:32:39:00 01:32:41:00 DEAL AND JUST SO MY COLLEAGUES
01:32:41:00 01:32:42:00 THE NEWER ONES KNOW IT'S AN EYE
01:32:42:00 01:32:45:00 POPPING NUMBER BECAUSE MANY,
01:32:45:00 01:32:46:00 MANY STUDENTS THE PER PUPIL
01:32:46:00 01:32:47:00 ALLOCATION CAN BE IN THE SIX
01:32:47:00 01:32:49:00 FIGURES FOR SOMETHING LIKE THE
01:32:49:00 01:32:50:00 MONEY ALLOCATED FOR THOSE FOUR
01:32:50:00 01:32:53:00 HUNDRED AND SOME ODD STUDENTS.
01:32:53:00 01:32:54:00 SO IN THE WE WILL WE'LL NEED TO
01:32:54:00 01:32:57:00 GET BACK TO YOU ON THE EXACT
01:32:57:00 01:32:58:00 NUMBER BECAUSE FOR MANY
01:32:58:00 01:32:59:00 OF THOSE STUDENTS SOMETIMES WE
01:32:59:00 01:33:01:00 ARE THE FISCALLY RESPONSIBLE
01:33:01:00 01:33:02:00 AND SOMETIMES WE'RE NOT
01:33:02:00 01:33:03:00 DEPENDING ON WHO'S INVOLVED
01:33:03:00 01:33:05:00 WITH THE TOTAL PLACEMENTS.
01:33:05:00 01:33:07:00 SO WE ACTUALLY NEED TO GET INTO
01:33:07:00 01:33:10:00 THE DETAILS OF THAT BUDGET
01:33:10:00 01:33:11:00 PIECE THERE AND THEN BUT WE CAN
01:33:11:00 01:33:13:00 EXPECT YES, ABSOLUTELY.
01:33:13:00 01:33:17:00 AND I WOULD JUST SAY ON THE OUT
01:33:17:00 01:33:17:00 OF DISTRICT PLACEMENTS WE
01:33:17:00 01:33:18:00 ACTUALLY HAVE A SURPRISINGLY
01:33:18:00 01:33:21:00 LOW PERCENTAGE GIVEN THE SIZE
01:33:21:00 01:33:21:00 OF OUR DISTRICT.
01:33:21:00 01:33:25:00 SO WHEN YOU COMPARE US TO OTHER

01:33:25:00 01:33:25:00 MAJOR DISTRICTS, ARE PERCENTAGE
01:33:25:00 01:33:28:00 OF STUDENTS IN OR OUT
01:33:28:00 01:33:29:00 OF DISTRICT PLACEMENTS IS LOWER
01:33:29:00 01:33:33:00 ON A PERCENTAGE BASIS AND YOU
01:33:33:00 01:33:33:00 AND I HAVE TALKED ABOUT THIS
01:33:33:00 01:33:34:00 BEFORE.
01:33:34:00 01:33:36:00 I THINK DR PAUL JOHNSON
01:33:36:00 01:33:36:00 DESERVES A LOT OF CREDIT FOR
01:33:36:00 01:33:37:00 THAT.
01:33:37:00 01:33:38:00 SHE'S SOMEONE WHO FOCUSED MY
01:33:38:00 01:33:40:00 FIRST SUPERINTENDENT AT THAT
01:33:40:00 01:33:41:00 NUMBER AND THEN HOW MANY OUT
01:33:41:00 01:33:44:00 OF OUT OF DISTRICT STUDENTS ARE
01:33:44:00 01:34:05:00 WE SERVING IN BAPS THAT'S
01:34:05:00 01:34:05:00 THAT'S SOMETHING THAT THAT'S
01:34:05:00 01:34:06:00 MORE OF A ALLOW YOU TO BRING.
01:34:06:00 01:34:07:00 SO THERE ARE CERTAIN STUDENTS
01:34:07:00 01:34:08:00 THAT WE CAN THE SERVICE FROM
01:34:08:00 01:34:09:00 OUTSIDE DO YOU KNOW THAT NUMBER
01:34:09:00 01:34:09:00 OFTEN I DON'T THINK YOU MEAN AS
01:34:09:00 01:34:10:00 IN LIKE SORT OF THE WAY WITH
01:34:10:00 01:34:11:00 TUITION KIDS INTO HORSMAN THAT
01:34:11:00 01:34:11:00 KIND OF THING.
01:34:11:00 01:34:12:00 YES.
01:34:12:00 01:34:13:00 I DON'T KNOW THE NUMBER OF HAND
01:34:13:00 01:34:14:00 HORSEMEN I THINK ABOUT IT MUST
01:34:14:00 01:34:14:00 BE ABOUT FORTY FIVE OR
01:34:14:00 01:34:15:00 SOMETHING LIKE THAT.
01:34:15:00 01:34:16:00 I DON'T KNOW THE EXACT NUMBER
01:34:16:00 01:34:16:00 BUT YEAH IT'S A CREDIT TO THE
01:34:16:00 01:34:17:00 PROGRAMING AT HORACE MANN NO
01:34:17:00 01:34:18:00 QUESTION ABOUT IT.
01:34:18:00 01:34:18:00 ABSOLUTELY.
01:34:18:00 01:34:19:00 OK THAT IS OFTEN IS FROM MADAM
01:34:19:00 01:34:19:00 CHAIR.
01:34:19:00 01:34:20:00 THANK YOU LADIES AND GENTLEMEN
01:34:20:00 01:34:22:00 IF I COULD JUST QUICKLY AS A
01:34:22:00 01:34:25:00 MOMENT TO OPINE AS WELL.
01:34:25:00 01:34:26:00 THE OTHER THING THAT HAPPENED
01:34:26:00 01:34:29:00 WITH THE CHARTER SCHOOL FUNDING
01:34:29:00 01:34:29:00 AND THESE ARE COMMONWEALTH
01:34:29:00 01:34:30:00 CHARTERS THAT IS A DIFFERENT
01:34:30:00 01:34:31:00 CHANGE THAT'S HAPPENED OVER THE
01:34:31:00 01:34:33:00 LAST TWO YEARS IS THAT IF A
01:34:33:00 01:34:34:00 STUDENT WITH DISABILITIES
01:34:34:00 01:34:37:00 ENROLLS IN HORSMAN INTO A
01:34:37:00 01:34:38:00 COMMONWEALTH CHARTER AND THAT
01:34:38:00 01:34:41:00 CHARTER SCHOOL CANNOT SERVE
01:34:41:00 01:34:41:00 THEM APPROPRIATELY AND THEY
01:34:41:00 01:34:44:00 COME BACK TO BAPS, WE CAN NOW
01:34:44:00 01:34:45:00 BELIEVE THAT CHARTER SCHOOL FOR
01:34:45:00 01:34:48:00 THAT STUDENT AND THIS WAS A BIG
01:34:48:00 01:34:49:00 MOVE BOTH FOR ACCOUNTABILITY
01:34:49:00 01:34:52:00 FOR THE CHARTER SCHOOLS AND

01:34:52:00 01:34:53:00 ALSO A BIG FUNDING EQUITY
01:34:53:00 01:34:56:00 BECAUSE AS YOU KNOW, THE
01:34:56:00 01:34:57:00 FUNDING FORMULA FOR
01:34:57:00 01:35:00:00 COMMONWEALTH CHARTERS DOES NOT
01:35:00:00 01:35:01:00 APPROPRIATELY TAKE INTO ACCOUNT
01:35:01:00 01:35:03:00 LEVEL OF NEED FOR STUDENTS WITH
01:35:03:00 01:35:04:00 DISABILITIES AND THIS WAS A BIG
01:35:04:00 01:35:04:00 CHANGE.
01:35:04:00 01:35:07:00 SO WE'RE NOW IN THE EXPERIENCE
01:35:07:00 01:35:08:00 WHERE WE ARE IN SOME WAYS
01:35:08:00 01:35:11:00 TUITION IN STUDENTS FROM
01:35:11:00 01:35:12:00 COMMONWEALTH CHARTERS BECAUSE
01:35:12:00 01:35:15:00 THEY DO NOT HAVE THE EXPERTIZE
01:35:15:00 01:35:16:00 IN PROGRAMING TO MEET THE NEEDS
01:35:16:00 01:35:16:00 OF STUDENTS.
01:35:16:00 01:35:17:00 SO I JUST WANTED TO JUMP IN ON
01:35:17:00 01:35:19:00 THAT BECAUSE AS A MOMENT TO
01:35:19:00 01:35:21:00 BRAG A LITTLE BIT ABOUT OUR OUR
01:35:21:00 01:35:24:00 SERVICES NOW I'M GLAD YOU DID
01:35:24:00 01:35:24:00 AND I THINK NOT ONLY TO YOUR
01:35:24:00 01:35:28:00 POINT DOES IT FAIRLY RETURN THE
01:35:28:00 01:35:28:00 MONEY BECAUSE OF COURSE THE
01:35:28:00 01:35:31:00 MONEY SHOULD FOLLOW THE STUDENT
01:35:31:00 01:35:32:00 BUT I WOULD VENTURE GUESS YOU
01:35:32:00 01:35:32:00 WILL SEE FEWER NUMBER
01:35:32:00 01:35:35:00 OF STUDENTS LEAVE CHARTER
01:35:35:00 01:35:36:00 SCHOOLS TO RETURN TO
01:35:36:00 01:35:36:00 TRADITIONAL PUBLIC SCHOOLS.
01:35:36:00 01:35:37:00 SO THANK YOU FOR BRINGING UP
01:35:37:00 01:35:37:00 THAT POINT.
01:35:37:00 01:35:39:00 IT'S AN ON ONE.
01:35:39:00 01:35:40:00 THANK YOU, MADAM CHAIR.
01:35:40:00 01:35:42:00 THANK YOU, COUNCILOR O'MALLEY.
01:35:42:00 01:35:43:00 AND NOW GOING TO COUNCILOR
01:35:43:00 01:35:43:00 MACKEAN.
01:35:43:00 01:35:46:00 YES, THANK YOU.
01:35:46:00 01:35:47:00 HELLO EVERYONE AGAIN MATE.
01:35:47:00 01:35:51:00 GOOD TO SEE YOU ROUND TWO.
01:35:51:00 01:35:55:00 OK, SO JUST REALLY QUICK I DO
01:35:55:00 01:35:56:00 HAVE A COMMENT AND THEN I HAVE
01:35:56:00 01:35:58:00 SOME QUESTIONS YOU KNOW IN MY
01:35:58:00 01:36:02:00 ROLE WHEN I WORKED IN THE
01:36:02:00 01:36:03:00 EDUCATION SPACE WITH PARENTS
01:36:03:00 01:36:06:00 ONE OF THE THINGS THAT I OFTEN
01:36:06:00 01:36:09:00 HEAR IS THAT FAMILIES ARE
01:36:09:00 01:36:10:00 ALWAYS FIGHTING FOR SERVICES
01:36:10:00 01:36:13:00 FOR SPECIAL EDUCATION SERVICES
01:36:13:00 01:36:16:00 THAT THEIR STUDENTS WERE
01:36:16:00 01:36:17:00 WRITTEN UP FOR THEIR IEPS.
01:36:17:00 01:36:21:00 BUT JUST WHAT IS ON PAPER
01:36:21:00 01:36:21:00 USUALLY THOSE SERVICES ARE NOT
01:36:21:00 01:36:25:00 RENDERED AND OFTENTIMES END UP
01:36:25:00 01:36:26:00 HAVING TO SUE THE DISTRICT JUST
01:36:26:00 01:36:28:00 FOR THOSE SERVICES.

01:36:28:00 01:36:29:00 SO I'M JUST CURIOUS ABOUT HOW
01:36:29:00 01:36:33:00 THESE DOLLARS ARE MATCHING UP
01:36:33:00 01:36:37:00 FOR THE DELIVERABLES THAT SAID,
01:36:37:00 01:36:40:00 IEP HAS BEEN WRITTEN UP TO
01:36:40:00 01:36:41:00 DETAIL LIKE YOU'RE GOING TO
01:36:41:00 01:36:43:00 YOUR CHILD IS GOING TO GET X, Y
01:36:43:00 01:36:48:00 AND Z BUT WHEN IT'S TIME FOR
01:36:48:00 01:36:49:00 THE IMPLEMENTATION OF THOSE
01:36:49:00 01:36:51:00 IEPS OFTEN TIMES PARENTS I'VE
01:36:51:00 01:36:54:00 HAD TO FIGHT FOR THOSE SERVICES
01:36:54:00 01:36:55:00 .
01:36:55:00 01:36:56:00 SO CAN YOU HELP US UNDERSTAND
01:36:56:00 01:36:59:00 WHY PARENTS ARE FIGHTING THE
01:36:59:00 01:36:59:00 DISTRICT TO GET THE SERVICES
01:36:59:00 01:37:03:00 THAT THEY'RE THE BUDGET HAS
01:37:03:00 01:37:07:00 ALLOWED FOR AND WHY THESE
01:37:07:00 01:37:07:00 DISCREPANCIES?
01:37:07:00 01:37:11:00 THANK YOU COUNCILOR ME HERE FOR
01:37:11:00 01:37:11:00 YOUR QUESTION.
01:37:11:00 01:37:12:00 CERTAINLY WE DON'T WANT
01:37:12:00 01:37:15:00 FAMILIES FIGHTING FOR SERVICES.
01:37:15:00 01:37:16:00 WE WANT FAMILIES GETTING AND
01:37:16:00 01:37:18:00 STUDENTS GETTING THE RIGHT
01:37:18:00 01:37:18:00 SERVICES.
01:37:18:00 01:37:19:00 I'M NOT SAYING IT DOESN'T
01:37:19:00 01:37:19:00 HAPPEN.
01:37:19:00 01:37:22:00 OF COURSE IT DOES AND WE WANT
01:37:22:00 01:37:23:00 TO LIMIT THAT AND MAKE SURE
01:37:23:00 01:37:26:00 THAT STUDENTS ARE GETTING
01:37:26:00 01:37:26:00 STUDENTS AND FAMILIES TOGETHER,
01:37:26:00 01:37:30:00 GETTING THE SERVICES THEY NEED.
01:37:30:00 01:37:31:00 AND THERE'S A REASON IT'S
01:37:31:00 01:37:31:00 CALLED THE IEP TEAM.
01:37:31:00 01:37:33:00 WE HOPE THAT IT'S A TEAM THAT
01:37:33:00 01:37:33:00 CAN WORK THROUGH WHAT
01:37:33:00 01:37:37:00 INDIVIDUAL STUDENTS NEED SO
01:37:37:00 01:37:38:00 THEY GET WHAT THEY DO.
01:37:38:00 01:37:39:00 THERE'S NO QUESTION THAT IT
01:37:39:00 01:37:41:00 COMES THERE ARE TIMES WHEN
01:37:41:00 01:37:45:00 THERE ARE DISAGREEMENTS AND AND
01:37:45:00 01:37:45:00 ONE GOOD THING ABOUT SPECIAL
01:37:45:00 01:37:46:00 EDUCATION IS THERE ARE
01:37:46:00 01:37:49:00 PROCEDURES TO GO THROUGH WHEN
01:37:49:00 01:37:50:00 YOU GET TO THOSE DISAGREEMENTS.
01:37:50:00 01:37:53:00 THAT BEING SAID, IT'S NOT A
01:37:53:00 01:37:54:00 PLACE WE WANT TO END UP IN AND
01:37:54:00 01:37:57:00 SO WE'RE WORKING HARD TO WORK
01:37:57:00 01:37:58:00 COLLABORATIVELY WITH OUR
01:37:58:00 01:38:01:00 FAMILIES SO THAT THEY THEY DO
01:38:01:00 01:38:02:00 GET WHAT THEY NEED.
01:38:02:00 01:38:03:00 THAT'S GREAT AND I APPRECIATE
01:38:03:00 01:38:04:00 THAT.
01:38:04:00 01:38:05:00 BUT THAT DOESN'T ADDRESS THE
01:38:05:00 01:38:07:00 POINT THAT WE'VE HAD FAMILIES

01:38:07:00 01:38:08:00 HAVE LEFT THE DISTRICT BECAUSE
01:38:08:00 01:38:12:00 WE HAVE FAILED THEIR STUDENTS
01:38:12:00 01:38:15:00 AND THERE NEEDS TO BE SOME
01:38:15:00 01:38:16:00 LEVEL OF ACCOUNTABILITY WHEN
01:38:16:00 01:38:20:00 WE'RE GETTING PAID FOR SERVICES
01:38:20:00 01:38:21:00 THAT HAVE NOT BEEN RENDERED.
01:38:21:00 01:38:24:00 AND SO I WOULD LIKE AT SOME
01:38:24:00 01:38:25:00 POINT FOR US TO HAVE A FULL
01:38:25:00 01:38:28:00 AUDIT OF HOW FREQUENT THIS
01:38:28:00 01:38:32:00 HAPPENS AND I DO BELIEVE WHILE
01:38:32:00 01:38:33:00 A LOT OF THESE THINGS ARE
01:38:33:00 01:38:36:00 FALLING UNDER EDUCATION, I'M
01:38:36:00 01:38:37:00 BEGINNING TO SEE THIS MORE AS A
01:38:37:00 01:38:39:00 CIVIL RIGHTS ISSUE AND I THINK
01:38:39:00 01:38:40:00 THAT WE ARE ON THE VERGE
01:38:40:00 01:38:43:00 OF FINDING OURSELVES IN HOT
01:38:43:00 01:38:47:00 WATER, IF YOU WILL, IF WE
01:38:47:00 01:38:48:00 CONTINUE TO DISREGARD THESE
01:38:48:00 01:38:51:00 SERVICES AND I MEAN PEOPLE ARE
01:38:51:00 01:38:52:00 LEAVING OUR DISTRICT AND I
01:38:52:00 01:38:56:00 THINK WE NEED TO BE MORE
01:38:56:00 01:38:56:00 MINDFUL OF THAT.
01:38:56:00 01:38:57:00 SO LET ME JUST GO INTO MY
01:38:57:00 01:38:59:00 QUESTIONS.
01:38:59:00 01:39:00:00 SO ONE THING THAT A NUMBER
01:39:00:00 01:39:02:00 OF PARENTS HAVE MADE VERY CLEAR
01:39:02:00 01:39:03:00 WHICH IS WHAT I WAS TALKING
01:39:03:00 01:39:07:00 ABOUT IS THE CRITICAL NEED TO
01:39:07:00 01:39:08:00 SEE GREATER FUNDING FOR SPECIAL
01:39:08:00 01:39:10:00 EDUCATION.
01:39:10:00 01:39:11:00 HOWEVER, WE'RE SEEING CUTS TO
01:39:11:00 01:39:12:00 SPREAD EARLY CHILDHOOD
01:39:12:00 01:39:14:00 EDUCATION MEDLAB AND SPEND
01:39:14:00 01:39:15:00 PROGRAMS FOR THE PHYSICALLY
01:39:15:00 01:39:15:00 DISABLED.
01:39:15:00 01:39:19:00 WHAT ARE THE REASONS FOR THIS
01:39:19:00 01:39:19:00 CUT IF THERE'S A NEED WHY ARE
01:39:19:00 01:39:22:00 WE CUTTING IN THESE SPACES?
01:39:22:00 01:39:23:00 HOW ARE WE UTILIZING THE NEW
01:39:23:00 01:39:26:00 FEDERAL FUNDING SPECIFICALLY TO
01:39:26:00 01:39:27:00 OFFER SUPPORT TO STUDENTS AND
01:39:27:00 01:39:30:00 SPECIAL EDUCATION STUDENTS AND
01:39:30:00 01:39:31:00 VERY DETAILS LIKE AS AS
01:39:31:00 01:39:35:00 SPECIFIC AS YOU CAN BE WOULD BE
01:39:35:00 01:39:35:00 REALLY HELPFUL.
01:39:35:00 01:39:39:00 WE'RE SEEING A NINE PERCENT CUT
01:39:39:00 01:39:39:00 TO BILINGUAL EDUCATION
01:39:39:00 01:39:39:00 ADMINISTRATION.
01:39:39:00 01:39:42:00 CAN YOU TALK TO US ABOUT THE
01:39:42:00 01:39:42:00 REASON FOR THIS CUT?
01:39:42:00 01:39:43:00 WE'RE SEEING A TWENTY FIVE
01:39:43:00 01:39:46:00 PERCENT REDUCTION IN FULL TIME
01:39:46:00 01:39:49:00 STAFF FOR SOME SESSION
01:39:49:00 01:39:50:00 PROGRAMING.

01:39:50:00 01:39:51:00 HOW ARE WE ENSURING THAT EVERY
01:39:51:00 01:39:53:00 STUDENT WHO NEEDS WILL HAVE
01:39:53:00 01:39:54:00 ACCESS TO A QUALITY SUMMER
01:39:54:00 01:39:57:00 REVIEW PROGRAM AND WE GO TO THE
01:39:57:00 01:39:58:00 TALKING AT POINT WHICH IS A
01:39:58:00 01:40:01:00 GREAT IDEA HOW MANY PARENTS ARE
01:40:01:00 01:40:01:00 CURRENTLY ENROLLED IN THAT
01:40:01:00 01:40:02:00 PROGRAM AND WHAT ARE WE DOING
01:40:02:00 01:40:04:00 TO EXPAND THESE KIND
01:40:04:00 01:40:05:00 OF SERVICES AND HOW ARE WE
01:40:05:00 01:40:08:00 THINKING ABOUT USING TECHNOLOGY
01:40:08:00 01:40:09:00 TO REACH OUT TO OTHER PARENTS
01:40:09:00 01:40:12:00 WHO ARE HISTORICALLY HARD TO
01:40:12:00 01:40:13:00 REACH?
01:40:13:00 01:40:13:00 I'M THINKING SPECIFICALLY
01:40:13:00 01:40:16:00 OF OUR PARENTS WHO IN-HOUSE AND
01:40:16:00 01:40:17:00 THEN I JUST THINK IT'S
01:40:17:00 01:40:20:00 IMPORTANT FOR US TO REALLY BE
01:40:20:00 01:40:20:00 SUPER MINDFUL THAT WHEN WE'RE
01:40:20:00 01:40:23:00 TALKING ABOUT INCLUSION WE'RE
01:40:23:00 01:40:24:00 FAILING TO PROVIDE SPECIFIC
01:40:24:00 01:40:27:00 GUIDING PRINCIPLES AND
01:40:27:00 01:40:28:00 STANDARDS FOR INCLUSION MODELS.
01:40:28:00 01:40:31:00 SCHOOLS CANNOT DO IT ALONE AND
01:40:31:00 01:40:31:00 SO IF WE DON'T THINK ABOUT
01:40:31:00 01:40:35:00 THIS, WE'RE GOING TO CONTINUE
01:40:35:00 01:40:35:00 TO BE INEQUITABLE.
01:40:35:00 01:40:36:00 SO IF YOU COULD TALK TO ME
01:40:36:00 01:40:40:00 ABOUT THAT AS WELL.
01:40:40:00 01:40:41:00 YEAH, I'LL JUST START BY
01:40:41:00 01:40:42:00 ADDRESSING THE FIRST QUESTION
01:40:42:00 01:40:45:00 ABOUT SPECIFIC PLANS FOR
01:40:45:00 01:40:45:00 ENGLISH LEARNERS AND STUDENTS
01:40:45:00 01:40:50:00 WITH DISABILITIES AS IT RELATES
01:40:50:00 01:40:50:00 TO ASSERT FUNDING.
01:40:50:00 01:40:51:00 WE'RE NOT AT THE POINT YET
01:40:51:00 01:40:53:00 WHERE WE HAVE THE LEVEL
01:40:53:00 01:40:56:00 OF DETAIL TO BE ABLE TO PROVIDE
01:40:56:00 01:40:56:00 .
01:40:56:00 01:40:57:00 OBVIOUSLY A BIG FOCUS OF THIS
01:40:57:00 01:40:58:00 HAS BEEN A COMMITMENT TO DO
01:40:58:00 01:41:01:00 SPECIALIZED TO SUPPORT AND IN
01:41:01:00 01:41:04:00 PARTICULAR MAKING SURE THAT WE
01:41:04:00 01:41:05:00 HAVE SUMMER PROGRAMING
01:41:05:00 01:41:06:00 AVAILABLE TO ALL STUDENTS WHO
01:41:06:00 01:41:08:00 WANT IT.
01:41:08:00 01:41:09:00 AND SO THE TEAM HAS BEEN
01:41:09:00 01:41:09:00 WORKING VERY CLOSELY.
01:41:09:00 01:41:10:00 THEY CAN FILL YOU IN ON DETAILS
01:41:10:00 01:41:11:00 ABOUT THAT.
01:41:11:00 01:41:13:00 THAT WILL BE A MIX OF FEDERAL
01:41:13:00 01:41:16:00 FUNDING, FEDERAL RELIEF FUNDS
01:41:16:00 01:41:19:00 AND CITY FUNDS.
01:41:19:00 01:41:20:00 BUT AT THIS POINT WHERE WE'RE

01:41:20:00 01:41:23:00 STILL IN THE INITIAL PHASES
01:41:23:00 01:41:24:00 OF DOING THE PLANNING AS PART
01:41:24:00 01:41:26:00 OF THE ASSIR COMMISSION AND IS
01:41:26:00 01:41:27:00 AGAIN MENTIONED EARLIER RELATED
01:41:27:00 01:41:31:00 TO HOW THAT WILL WORK, THERE
01:41:31:00 01:41:32:00 WILL BE 30 DAY COMMENT PERIOD
01:41:32:00 01:41:35:00 ONCE WE HAVE SORT OF PUT FORTH
01:41:35:00 01:41:35:00 OUR PUBLIC PROPOSALS ON THAT
01:41:35:00 01:41:38:00 FOR THE OTHER PARTS.
01:41:38:00 01:41:39:00 THE QUESTION OF DAPHNE ETHAN,
01:41:39:00 01:41:42:00 YOU WANTED TO WEIGH IN ON ON
01:41:42:00 01:41:43:00 THE QUESTION THEN I CAN GIVE
01:41:43:00 01:41:43:00 YOU A REST.
01:41:43:00 01:41:49:00 I HAD YOU ARE ON A ROLL SO
01:41:49:00 01:41:49:00 THANK YOU.
01:41:49:00 01:41:50:00 I DO HAVE SOME ADDITIONAL
01:41:50:00 01:41:54:00 RESPONSES FOR COUNCIL FLOUTING
01:41:54:00 01:41:55:00 AND COUNCILOR CAMPBELL FOR THE
01:41:55:00 01:41:56:00 QUESTIONS THAT THEY ASKED BUT
01:41:56:00 01:41:57:00 I'LL START CUSTOMER HERE IN
01:41:57:00 01:42:01:00 REGARDS TO THE PLATFORMS
01:42:01:00 01:42:02:00 LOOKING AT THE DATA WHAT WE'RE
01:42:02:00 01:42:02:00 SEEING IS SEVENTY SEVEN PERCENT
01:42:02:00 01:42:05:00 SO RIGHT.
01:42:05:00 01:42:06:00 I CAN SEE WITHIN THE DATA IS A
01:42:06:00 01:42:09:00 MAJORITY OF OUR PARENTS ARE
01:42:09:00 01:42:09:00 USING THE PLATFORM.
01:42:09:00 01:42:10:00 OUR PARENTS THE MAJORITY
01:42:10:00 01:42:13:00 OF THEM ARE USING IT THROUGH
01:42:13:00 01:42:13:00 TEXT.
01:42:13:00 01:42:14:00 SEVENTY SEVEN PERCENT WHILE THE
01:42:14:00 01:42:16:00 OTHER TWENTY THREE PERCENT ARE
01:42:16:00 01:42:20:00 USING IT THROUGH THE PARENT APP
01:42:20:00 01:42:21:00 THAT IS DOWNLOADED RIGHT NOW WE
01:42:21:00 01:42:24:00 HAVE ABOUT TWENTY SEVEN
01:42:24:00 01:42:25:00 THOUSAND PARENTS WHO ARE
01:42:25:00 01:42:28:00 CURRENTLY REGISTERED ON THE
01:42:28:00 01:42:29:00 TALKING POINTS APP.
01:42:29:00 01:42:33:00 YOU ARE ABSOLUTELY CORRECT IN
01:42:33:00 01:42:33:00 TERMS OF LEVERAGING ADDITIONAL
01:42:33:00 01:42:36:00 PLATFORMS TO DO ENGAGEMENT FOR
01:42:36:00 01:42:37:00 OUR PARENTS THROUGH OUR PARENT
01:42:37:00 01:42:41:00 TEAM WE HAVE FOUR DIFFERENT
01:42:41:00 01:42:44:00 COMMUNITIES WE PHUMAPHI ARE
01:42:44:00 01:42:45:00 ALSO COORDINATING THEMSELVES
01:42:45:00 01:42:45:00 AROUND DIFFERENT APPS FOR
01:42:45:00 01:42:48:00 COMMUNICATION PURPOSES WITHIN
01:42:48:00 01:42:49:00 THE DISTRICT FOR THE CHINESE
01:42:49:00 01:42:52:00 COMMUNITY WE USE THE WE CHAT
01:42:52:00 01:42:56:00 FOR THE HISPANIC AS WELL AS THE
01:42:56:00 01:42:57:00 ASIAN COMMUNITY WE'VE USED
01:42:57:00 01:43:00:00 WHAT'S WHATSAPP TO BE ABLE TO
01:43:00:00 01:43:00:00 DO ADDITIONAL OUTREACH TO THEM
01:43:00:00 01:43:03:00 AS WELL AS A STANDARD DISTRICT

01:43:03:00 01:43:04:00 MESSAGING TEXT THAT THEY MAY
01:43:04:00 01:43:07:00 RECEIVE.
01:43:07:00 01:43:08:00 BUT WHAT WE FIND THAT AS
01:43:08:00 01:43:11:00 PARENTS COALESCE AROUND
01:43:11:00 01:43:12:00 DIFFERENT NEEDS THEY FORM THEIR
01:43:12:00 01:43:15:00 OWN COMMUNITY GROUPS AND PART
01:43:15:00 01:43:17:00 OF THE WORK FOR OUR PARENT
01:43:17:00 01:43:20:00 SPECIALIST IS THAT THEY ARE
01:43:20:00 01:43:20:00 SUPPORTING TO MAKE SURE THAT
01:43:20:00 01:43:23:00 THE MESSAGE FROM THE DISTRICT
01:43:23:00 01:43:24:00 GOES DIRECTLY TO WHERE THE
01:43:24:00 01:43:25:00 PARENTS THEMSELVES ARE
01:43:25:00 01:43:27:00 CONGREGATING.
01:43:27:00 01:43:28:00 IT IS EASY TO SET UP A MEETING
01:43:28:00 01:43:31:00 AND INVITE THEM TO A SESSION
01:43:31:00 01:43:32:00 BUT IT IS HARDER WORK TO BE
01:43:32:00 01:43:35:00 ABLE TO FIND THEM WITH YOUR
01:43:35:00 01:43:36:00 AUNT AND WE ARE COMMITTED TO
01:43:36:00 01:43:38:00 DOING THE HARDER WORK WITHIN
01:43:38:00 01:43:39:00 THE OFFICE OF ENGLISH LEARNERS
01:43:39:00 01:43:42:00 AT DAPHNE.
01:43:42:00 01:43:43:00 I'M SORRY BECAUSE I SEE THE
01:43:43:00 01:43:46:00 GABBLE AND I STILL HAVE THREE
01:43:46:00 01:43:47:00 QUESTIONS THAT HAVE NOT BEEN
01:43:47:00 01:43:50:00 ANSWERED AND I WOULD TO CUT YOU
01:43:50:00 01:43:53:00 OFF BUT I JUST THINK THAT SEVEN
01:43:53:00 01:43:57:00 IS IS I KNOW CULTURE BUT WE TRY
01:43:57:00 01:43:58:00 TO STAY WITHIN THAT TIME.
01:43:58:00 01:43:59:00 BUT THERE'S JUST SO MANY
01:43:59:00 01:44:01:00 QUESTIONS THAT WE HAVE IN
01:44:01:00 01:44:02:00 REGARDS TO THIS BUDGET AND I
01:44:02:00 01:44:05:00 JUST THINK THAT WE NEED TO COME
01:44:05:00 01:44:05:00 MORE PREPARED NOT JUST WITH THE
01:44:05:00 01:44:26:00 QUESTIONS THAT WE HAVE BUT YOU
01:44:26:00 01:44:26:00 KNOW, I'M GOING TO ENCOURAGE
01:44:26:00 01:44:27:00 THE TEAM TO REALLY THINK ABOUT
01:44:27:00 01:44:28:00 HOW WE CAN ANSWER THESE
01:44:28:00 01:44:29:00 QUESTIONS WITH A LITTLE BIT
01:44:29:00 01:44:29:00 MORE PRECISION I GUESS IF YOU
01:44:29:00 01:44:30:00 WILL, BECAUSE OTHERWISE I'M
01:44:30:00 01:44:31:00 GOING TO MISS OUT ON THE
01:44:31:00 01:44:31:00 OPPORTUNITY TO GET THROUGH ALL
01:44:31:00 01:44:32:00 OF MY QUESTIONS AND THEN I
01:44:32:00 01:44:33:00 DON'T WANT DAPHNE TO USE MY
01:44:33:00 01:44:34:00 TIME TO ANSWER FLINS AND
01:44:34:00 01:44:34:00 FLOWERS'S QUESTIONS.
01:44:34:00 01:44:35:00 I KNOW THAT BABYLON'S DO THAT
01:44:35:00 01:44:36:00 BUT I WOULD ALSO JUST SAY
01:44:36:00 01:44:37:00 COUNCILOR HERE THAT WE WILL
01:44:37:00 01:44:39:00 LIKE I CAN DO A THIRD SET
01:44:39:00 01:44:40:00 OF QUESTIONS FROM YOU.
01:44:40:00 01:44:41:00 IT'S JUST A QUESTION
01:44:41:00 01:44:43:00 OF COURTESY TO EVERYBODY.
01:44:43:00 01:44:47:00 SO IT'S IT'S YEAH, WE ALL HAVE

01:44:47:00 01:44:48:00 AN INFINITE NUMBER OF THINGS.
01:44:48:00 01:44:49:00 SO I THINK WHAT I'M GOING TO DO
01:44:49:00 01:44:51:00 THE NEXT TIME I'M GOING TO GO
01:44:51:00 01:44:52:00 TO THE QUESTIONS THAT I WANT TO
01:44:52:00 01:44:54:00 MAKE SURE THAT YOU GUYS RESPOND
01:44:54:00 01:44:56:00 TO AND THEN I'M JUST GOING TO
01:44:56:00 01:44:56:00 BE A LITTLE BIT MORE AGGRESSIVE
01:44:56:00 01:44:57:00 OF HOW I GO ABOUT GETTING THESE
01:44:57:00 01:44:59:00 ANSWERS.
01:44:59:00 01:45:00:00 BUT IN THE MEANTIME I'M HAPPY
01:45:00:00 01:45:01:00 TO GET A LITTLE BIT OF EXTRA
01:45:01:00 01:45:03:00 TIME FOR DAPHNE AND AND ETHAN
01:45:03:00 01:45:04:00 TO FINISH WITH THE QUESTIONS
01:45:04:00 01:45:07:00 THAT YOU DID ASK AND THEN I'M
01:45:07:00 01:45:08:00 GOING TO GO JUST A COUPLE
01:45:08:00 01:45:08:00 BECAUSE OF COUNCILOR EDWARDS I
01:45:08:00 01:45:10:00 A VIDEO ON SO GO THERE WAS ONE
01:45:10:00 01:45:11:00 QUESTION IN PARTICULAR AROUND
01:45:11:00 01:45:14:00 SPECIAL EDUCATION AROUND EARLY
01:45:14:00 01:45:14:00 CHILDHOOD AND PHYSICAL
01:45:14:00 01:45:15:00 DISABILITIES.
01:45:15:00 01:45:19:00 I THINK YOU REFERENCED WE DID
01:45:19:00 01:45:20:00 MORE THIS YEAR TO SUPPORT
01:45:20:00 01:45:22:00 SCHOOLS AND STABILIZE
01:45:22:00 01:45:26:00 PROGRAMING ACROSS AND SO I'M
01:45:26:00 01:45:26:00 NOT THERE.
01:45:26:00 01:45:27:00 THERE WERE NO CUTS TO SPECIFIC
01:45:27:00 01:45:30:00 PROGRAMS ON OCCASION THERE MAY
01:45:30:00 01:45:33:00 BE ADJUSTMENTS THAT ARE MADE
01:45:33:00 01:45:34:00 FOR OUR RESERVES FOR STUDENTS
01:45:34:00 01:45:35:00 WHO ARE ANTICIPATED TO BE
01:45:35:00 01:45:38:00 ENROLLED.
01:45:38:00 01:45:39:00 THIS IS OFTEN SOME A PLACE
01:45:39:00 01:45:42:00 WHERE WE HOLD A RESERVE AT THIS
01:45:42:00 01:45:43:00 POINT IN THE YEAR FOR EARLY
01:45:43:00 01:45:43:00 CHILDHOOD SPECIAL EDUCATION.
01:45:43:00 01:45:45:00 SO THAT WE CAN MONITOR THE
01:45:45:00 01:45:46:00 NUMBER OF NEW STUDENTS.
01:45:46:00 01:45:49:00 BUT THERE WERE NO CUTS TO
01:45:49:00 01:45:50:00 SCHOOL BASED PROGRAMS THAT I'M
01:45:50:00 01:45:53:00 AWARE OF .
01:45:53:00 01:45:56:00 SO IF YOU IF WE WERE TO
01:45:56:00 01:45:57:00 DOCUMENT WHERE YOU SAW THE
01:45:57:00 01:45:58:00 CUTS, I CAN GO BACK AND
01:45:58:00 01:45:58:00 INVESTIGATE MORE FULLY AND MAKE
01:45:58:00 01:46:00:00 SURE I'M NOT MISSING ANYTHING
01:46:00:00 01:46:04:00 BY THAT GOBLIN BACK.
01:46:04:00 01:46:05:00 I SEE YOU ALL RIGHT.
01:46:05:00 01:46:08:00 GREAT.
01:46:08:00 01:46:09:00 WE WILL COME BACK TO THE NEXT
01:46:09:00 01:46:09:00 ROUND.
01:46:09:00 01:46:12:00 COUNCILOR AND DAPHNE, I'LL GET
01:46:12:00 01:46:13:00 THOSE ANSWERS FROM YOU JUST
01:46:13:00 01:46:15:00 AFTER I LEFT COUNCILOR EDWARDS

01:46:15:00 01:46:16:00 GO IF THAT'S ALL RIGHT.
01:46:16:00 01:46:17:00 THANKS SO MUCH, COUNCILOR
01:46:17:00 01:46:17:00 EDWARDS.
01:46:17:00 01:46:19:00 YOU HIT THE FLOOR.
01:46:19:00 01:46:20:00 THANK YOU.
01:46:20:00 01:46:21:00 I JUST WANT TO HONE IN
01:46:21:00 01:46:23:00 SPECIFICALLY ON MY DISTRICT
01:46:23:00 01:46:24:00 THOUGH YOU MAY NOT HAVE ALL
01:46:24:00 01:46:25:00 THESE ANSWERS BUT BEFORE I GO
01:46:25:00 01:46:27:00 IN THERE, COULD YOU JUST
01:46:27:00 01:46:28:00 EDUCATE ME ON WHAT'S YOUR
01:46:28:00 01:46:31:00 TRIGGER FOR WHEN LANGUAGES ARE
01:46:31:00 01:46:35:00 ADDED OR NOT IN THE PROGRAM?
01:46:35:00 01:46:36:00 IS THERE A POPULATION
01:46:36:00 01:46:38:00 PERCENTAGE THAT'S REQUIRED AND
01:46:38:00 01:46:39:00 IS IT CITY BASED OR IS IT
01:46:39:00 01:46:42:00 NEIGHBORHOOD BASED?
01:46:42:00 01:46:46:00 THAT'S A VERY GOOD QUESTION PER
01:46:46:00 01:46:47:00 DUSTY IT STARTS REALLY AT THE
01:46:47:00 01:46:50:00 SCHOOL LEVEL IF TWENTY PARENTS
01:46:50:00 01:46:51:00 WITHIN A SCHOOL WHO SPEAK
01:46:51:00 01:46:53:00 ANOTHER LANGUAGE WANT TO
01:46:53:00 01:46:54:00 ORGANIZE TOGETHER, THEY CAN
01:46:54:00 01:46:55:00 MAKE THE REQUEST TO THE
01:46:55:00 01:46:58:00 DISTRICT TO ASK FOR A LANGUAGE
01:46:58:00 01:47:01:00 BASED PROGRAM AND ONCE THAT
01:47:01:00 01:47:02:00 REQUEST IS RECEIVED WHAT WE
01:47:02:00 01:47:05:00 WOULD THEN DO IS ASSESS WHAT
01:47:05:00 01:47:06:00 WOULD BE THE BEST WAY IN ORDER
01:47:06:00 01:47:09:00 TO IMPLEMENT A LANGUAGE PROGRAM
01:47:09:00 01:47:10:00 WITHIN THAT SCHOOL DEPENDING ON
01:47:10:00 01:47:10:00 THE GRADE CLUSTERING OF THE
01:47:10:00 01:47:14:00 STUDENTS, WHETHER IT IS
01:47:14:00 01:47:14:00 BRINGING IN BEFORE SCHOOL,
01:47:14:00 01:47:17:00 AFTER SCHOOL SUPPORT OR
01:47:17:00 01:47:17:00 ACTUALLY IMPLEMENTING A FULL
01:47:17:00 01:47:20:00 FORMAL PROGRAM WITHIN THE
01:47:20:00 01:47:20:00 SCHOOL.
01:47:20:00 01:47:21:00 BUT IT STARTS AT THE SCHOOL
01:47:21:00 01:47:24:00 LEVEL IF WE GET A REQUEST THAT
01:47:24:00 01:47:25:00 IS FOR DISTRICT WIDE SIMILAR WE
01:47:25:00 01:47:28:00 WOULD GO THROUGH A PROCESS
01:47:28:00 01:47:29:00 OF ASSESSING WHERE WE WOULD SEE
01:47:29:00 01:47:32:00 A CLUSTER OF STUDENTS TO BE
01:47:32:00 01:47:33:00 ABLE TO SUSTAIN A CLASSROOM IF
01:47:33:00 01:47:36:00 IT'S AT THE ELEMENTARY LEVEL OR
01:47:36:00 01:47:37:00 A HIGH SCHOOL OR MIDDLE SCHOOL
01:47:37:00 01:47:40:00 WHERE WE WOULD BE ABLE TO OFFER
01:47:40:00 01:47:41:00 A COURSE OR TWO TO INITIATE THE
01:47:41:00 01:47:45:00 PROGRAMING FOR THE FAMILY.
01:47:45:00 01:47:49:00 BUT PER THE LOOK AT THE LOOK AT
01:47:49:00 01:47:50:00 DOES GIVE THE PARENTS THE POWER
01:47:50:00 01:47:52:00 TO MAKE A REQUEST TO THE
01:47:52:00 01:47:53:00 DISTRICT AND FOR US TO REVIEW

01:47:53:00 01:47:56:00 WHETHER IT IS SCHOOL BASED
01:47:56:00 01:47:57:00 REGION WIDE OR CITY WIDE REALLY
01:47:57:00 01:48:00:00 DEPENDS ON THE NUMBER OR
01:48:00:00 01:48:01:00 PREPONDERANCE OF FAMILIES OR
01:48:01:00 01:48:04:00 COMMUNITY WITHIN THAT COMMUNITY
01:48:04:00 01:48:07:00 THAT WOULD BE ELIGIBLE FOR THE
01:48:07:00 01:48:08:00 PROGRAM.
01:48:08:00 01:48:12:00 SO IN MY DISTRICT THEN I'VE
01:48:12:00 01:48:12:00 SEEN SOME SIGNIFICANT DECREASES
01:48:12:00 01:48:15:00 DECREASES IN E.A. E L L
01:48:15:00 01:48:18:00 STUDENTS ENROLLMENT AND SO ONE
01:48:18:00 01:48:20:00 HOW ARE YOU TRACKING THESE
01:48:20:00 01:48:26:00 STUDENTS WHERE THEY ARE AND
01:48:26:00 01:48:30:00 THEY'LL BE COMING BACK TO IF I
01:48:30:00 01:48:34:00 SEE YOUR ASSESSMENT FOR HOW YOU
01:48:34:00 01:48:35:00 ADD LANGUAGES BUT DO YOU HAVE
01:48:35:00 01:48:38:00 THE SAME KIND OF ASSESSMENT OR
01:48:38:00 01:48:39:00 IF YOU'RE TAKING THE LANGUAGE
01:48:39:00 01:48:39:00 AWAY BECAUSE OF POPULATION
01:48:39:00 01:48:42:00 SHIFTS AND THOSE RESOURCES FOR
01:48:42:00 01:48:46:00 THAT PARTICULAR GROUP IF THEY
01:48:46:00 01:48:47:00 WERE TO LEAVE AND GO TO ANOTHER
01:48:47:00 01:48:47:00 SCHOOL ACROSS TOWN WHERE LET'S
01:48:47:00 01:48:53:00 SAY ARABIC IS NOT AS PROMINENT
01:48:53:00 01:48:54:00 , WHAT HAPPENS WITH THE CHILD
01:48:54:00 01:48:58:00 WHO NO LONGER LIVES OR IS GOING
01:48:58:00 01:49:01:00 SOMEPLACE ELSE IN TERMS OF THE
01:49:01:00 01:49:02:00 RESOURCES FOR LANGUAGE
01:49:02:00 01:49:02:00 INSTRUCTION?
01:49:02:00 01:49:05:00 SO I GUESS JUST AGAIN THERE'S
01:49:05:00 01:49:06:00 BEEN A DECREASE IN THE STUDENTS
01:49:06:00 01:49:09:00 IN MY IN MY DISTRICT.
01:49:09:00 01:49:10:00 WHAT HAPPENS WHEN THERE'S A
01:49:10:00 01:49:13:00 DECREASE DUE TO ANOTHER
01:49:13:00 01:49:13:00 REASSESSMENT OF THE LANGUAGE
01:49:13:00 01:49:16:00 SKILLS, SKILL SETS OR RESOURCES
01:49:16:00 01:49:17:00 ARE GOING TO PROVIDE AND THEN
01:49:17:00 01:49:20:00 WHEN THE THE CHILD MOVES TO
01:49:20:00 01:49:21:00 ANOTHER PART OF THE CITY, HOW
01:49:21:00 01:49:24:00 DO YOU THE INFRASTRUCTURE FOR
01:49:24:00 01:49:25:00 THERE THOSE GOING WITH THEM OR
01:49:25:00 01:49:27:00 DOES IT?
01:49:27:00 01:49:28:00 THOSE ARE REALLY GREAT
01:49:28:00 01:49:28:00 QUESTIONS.
01:49:28:00 01:49:31:00 COUNCILOR EDWARDS, I'M GOING TO
01:49:31:00 01:49:32:00 SUBMIT MY QUESTION TO TWO
01:49:32:00 01:49:35:00 DIFFERENT BUCKETS.
01:49:35:00 01:49:36:00 THE FIRST BUCKET IS THAT AS AN
01:49:36:00 01:49:39:00 ENGLISH LEARNER THAT NEEDS
01:49:39:00 01:49:39:00 ENGLISH LANGUAGE DEVELOPMENT
01:49:39:00 01:49:40:00 SERVICES, A STUDENT CAN ATTEND
01:49:40:00 01:49:43:00 ANY SCHOOL ACROSS THE DISTRICT
01:49:43:00 01:49:44:00 AND STILL GET ACCESS TO THE
01:49:44:00 01:49:47:00 SERVICES IT DOES NOT.

01:49:47:00 01:49:50:00 THE DISTRICT IS FULLY SET UP TO
01:49:50:00 01:49:54:00 BE ABLE TO ENSURE THAT ESL IS
01:49:54:00 01:49:55:00 PROVIDED FOR THE STUDENT
01:49:55:00 01:49:58:00 REGARDLESS OF WHICH SCHOOL THEY
01:49:58:00 01:49:59:00 CHOOSE TO ATTEND IN TERMS
01:49:59:00 01:50:03:00 OF DECREASED, I MIGHT ASK FOR
01:50:03:00 01:50:05:00 SOME ADDITIONAL FLAHERTY AS
01:50:05:00 01:50:06:00 ENGLISH LEARNERS GROW IN THEIR
01:50:06:00 01:50:09:00 PROFICIENCY AS THEY'RE
01:50:09:00 01:50:10:00 ACQUIRING ENGLISH THEY DO SHIFT
01:50:10:00 01:50:13:00 OUTSIDE IN TERMS OF THEIR
01:50:13:00 01:50:14:00 MARKER FROM BEING IN TO EFFECT
01:50:14:00 01:50:16:00 AND WE TRACK THEM FOR FOUR
01:50:16:00 01:50:17:00 YEARS WITHIN THE SYSTEM.
01:50:17:00 01:50:18:00 SO ARE THE DISTRICTS PLATFORM
01:50:18:00 01:50:22:00 IS FULLY SET UP TO BE ABLE TO
01:50:22:00 01:50:24:00 TRACK OUR STUDENTS AND SO IN
01:50:24:00 01:50:25:00 TERMS OF THE NUMBER THE
01:50:25:00 01:50:26:00 DECREASE, ARE YOU SEEING A
01:50:26:00 01:50:28:00 DECREASE IN TERMS ETHNIC
01:50:28:00 01:50:32:00 LANGUAGE COMMUNITIES OR A
01:50:32:00 01:50:33:00 DECREASE IN THE NUMBER
01:50:33:00 01:50:36:00 OF ELDERS THEMSELVES BECAUSE
01:50:36:00 01:50:37:00 WHICH IS THE SECOND BUCKET
01:50:37:00 01:50:41:00 OF OF MY ANSWER THAT YOU MIGHT
01:50:41:00 01:50:42:00 SEE A SHIFT IN THE LANGUAGE
01:50:42:00 01:50:44:00 POPULATION OF A COMMUNITY AS
01:50:44:00 01:50:48:00 YOU'VE IDENTIFIED WHERE DUE TO
01:50:48:00 01:50:49:00 THE IMPACTS OF COVID PARENTS
01:50:49:00 01:50:52:00 LOSING THEIR JOBS DEPENDING ON
01:50:52:00 01:50:53:00 WHAT SECTOR THEIR FAMILIES
01:50:53:00 01:50:53:00 WORK.
01:50:53:00 01:50:56:00 AND WE'VE SEEN A LARGE LARGE
01:50:56:00 01:50:57:00 MIGRATION OF CERTAIN
01:50:57:00 01:50:59:00 POPULATIONS WITHIN THE
01:50:59:00 01:51:00:00 COMMUNITY WHO HAVE LEFT BECAUSE
01:51:00:00 01:51:03:00 THEY ARE UNABLE TO AFFORD RENT
01:51:03:00 01:51:03:00 .
01:51:03:00 01:51:07:00 AND SO A SHIFT IN TERMS
01:51:07:00 01:51:08:00 OF ETHNIC LANGUAGE GROUP MAY
01:51:08:00 01:51:11:00 NOT NECESSARILY BE CORRELATED
01:51:11:00 01:51:15:00 ALSO IN NEED BECAUSE I MIGHT BE
01:51:15:00 01:51:15:00 A SPEAKER OF ANOTHER LANGUAGE
01:51:15:00 01:51:16:00 BUT I'M NOT ESSAIBI AN ENGLISH
01:51:16:00 01:51:18:00 LEARNER.
01:51:18:00 01:51:20:00 I'D LOVE TO HEAR A LITTLE BIT
01:51:20:00 01:51:20:00 MORE.
01:51:20:00 01:51:21:00 IT MIGHT NOT BE THE SAME OR
01:51:21:00 01:51:22:00 WHAT.
01:51:22:00 01:51:26:00 LET'S ACT AS THOUGH THIS WERE
01:51:26:00 01:51:27:00 THAT POPULATION IS GOING
01:51:27:00 01:51:28:00 BECAUSE IT'S BEING DISPLACED.
01:51:28:00 01:51:28:00 YOU'RE ALSO SEEING A DECREASE
01:51:28:00 01:51:30:00 IN YELLOW AS WELL.

01:51:30:00 01:51:31:00 SO IS THAT THE BUCKET YOU WERE
01:51:31:00 01:51:34:00 GOING TO GO ON?
01:51:34:00 01:51:35:00 SO IF WE ASSUME WITH THAT THAT
01:51:35:00 01:51:38:00 YOU HAVE BOTH A LANGUAGE
01:51:38:00 01:51:38:00 COMMUNITY AND IN YOUR COMMUNITY
01:51:38:00 01:51:42:00 THAT IS MOVING FROM ONE SCHOOL
01:51:42:00 01:51:43:00 TO ANOTHER, DOES A PROGRAM MOVE
01:51:43:00 01:51:46:00 WITH THEM SO IT TAKES TIME TO
01:51:46:00 01:51:47:00 BE ABLE TO IMPLEMENT A NEW
01:51:47:00 01:51:50:00 PROGRAM IN A NEW SCHOOL.
01:51:50:00 01:51:51:00 SO FOR INSTANCE, IF I HAVE AN
01:51:51:00 01:51:53:00 ARABIC COMMUNITY AT A
01:51:53:00 01:51:54:00 PARTICULAR SCHOOL AND THERE'S A
01:51:54:00 01:51:57:00 MIGRATION FROM THAT SCHOOL TO
01:51:57:00 01:51:58:00 OF THAT POPULATION TO ANOTHER
01:51:58:00 01:52:01:00 SCHOOL THROUGH THE BUDGET
01:52:01:00 01:52:02:00 PROCESS ESTABLISHED WITHIN THE
01:52:02:00 01:52:05:00 SYSTEM, WE WOULD BE ABLE TO SEE
01:52:05:00 01:52:06:00 THAT DATA AND SEE THAT STUDENTS
01:52:06:00 01:52:08:00 ARE MOVING AND WOULD SEE THAT
01:52:08:00 01:52:09:00 TREND AND THEN WOULD HAVE TO
01:52:09:00 01:52:13:00 PARTNER WITH THE SCHOOL AND THE
01:52:13:00 01:52:14:00 COMMUNITY TO BE ABLE TO OFFER
01:52:14:00 01:52:16:00 THOSE OPPORTUNITIES TO THE NEW
01:52:16:00 01:52:17:00 SCHOOL WHERE THE STUDENTS ARE
01:52:17:00 01:52:20:00 COMING.
01:52:20:00 01:52:21:00 PRINCIPALS HAVE BEEN VERY ON
01:52:21:00 01:52:24:00 TOP OF THE SHIFTS OF THEIR
01:52:24:00 01:52:25:00 STUDENT COMMUNITY AND IN TERMS
01:52:25:00 01:52:28:00 OF HIRING LOOKING TO MAKE SURE
01:52:28:00 01:52:29:00 THAT THEY'RE HIRING FOR
01:52:29:00 01:52:29:00 BILINGUAL STAFF.
01:52:29:00 01:52:32:00 I ALSO WANT TO GIVE A SHOUT OUT
01:52:32:00 01:52:33:00 TO THE RECRUITMENT AND
01:52:33:00 01:52:33:00 CULTIVATION DIVERSITY TEAM WHO
01:52:33:00 01:52:36:00 PARTNERED WITH THE OFFICE
01:52:36:00 01:52:37:00 OF ENGLISH LEARNERS TO CONTINUE
01:52:37:00 01:52:38:00 TO BUILD UP OUR PIPELINE TO
01:52:38:00 01:52:39:00 HIRE MORE BILINGUAL STAFF
01:52:39:00 01:52:40:00 ACROSS THE ACROSS THE DISTRICT.
01:52:40:00 01:52:43:00 BUT THERE ARE THERE ARE SYSTEMS
01:52:43:00 01:52:44:00 IN PLACE TO SUPPORT THE
01:52:44:00 01:52:47:00 DISTRICT TO TRACK BOTH THE
01:52:47:00 01:52:48:00 ENGLISH LEARNER AS WELL AS THE
01:52:48:00 01:52:51:00 LANGUAGE SHIFT BETWEEN SCHOOLS
01:52:51:00 01:52:52:00 SO THAT IN OUR YEARLY PLANNING
01:52:52:00 01:52:55:00 WE CAN WE CAN PROVIDE SUPPORTS.
01:52:55:00 01:52:56:00 SO THANK YOU FOR BRINGING UP
01:52:56:00 01:52:59:00 THE SUPPORT SPECIFICALLY FOR
01:52:59:00 01:53:03:00 THE FAMILIES AND PARENTS HOW
01:53:03:00 01:53:04:00 WHAT WAS SPENT YOU MAY NOT HAVE
01:53:04:00 01:53:05:00 THIS OFF THE TOP OF YOUR HEAD
01:53:05:00 01:53:08:00 BUT FOR MY DISTRICT WHAT WAS
01:53:08:00 01:53:10:00 SPENT DIRECTLY ON L AM

01:53:10:00 01:53:15:00 IMMIGRANT PARENTS SUPPORTS I
01:53:15:00 01:53:18:00 WOULD HAVE TO DEFER TO THE
01:53:18:00 01:53:18:00 BUDGET TEAM FOR THAT.
01:53:18:00 01:53:25:00 I AND I DON'T ACTUALLY HAVE
01:53:25:00 01:53:26:00 THAT INFORMATION BROKEN DOWN BY
01:53:26:00 01:53:27:00 NEIGHBORHOOD IN TERMS
01:53:27:00 01:53:29:00 OF ENGLISH OR SPENDING BY
01:53:29:00 01:53:33:00 SCHOOLS IN IN YOUR DISTRICT.
01:53:33:00 01:53:36:00 WE CERTAINLY COULD PROVIDE THAT
01:53:36:00 01:53:36:00 .
01:53:36:00 01:53:37:00 ARE YOU LOOKING FOR A
01:53:37:00 01:53:40:00 SPECIFICALLY AROUND PARENT
01:53:40:00 01:53:41:00 SUPPORT SERVICES?
01:53:41:00 01:53:41:00 ARE YOU LOOKING ACROSS ALL
01:53:41:00 01:53:42:00 ANGLES?
01:53:42:00 01:53:45:00 I SUSPECT SPENDING NO PARENT
01:53:45:00 01:53:46:00 IMMIGRANT PARENT SUPPORT
01:53:46:00 01:53:49:00 SERVICES YET I WANT TO GO BACK
01:53:49:00 01:53:50:00 AND WORK WITH DAPHNE'S TEAM TO
01:53:50:00 01:53:52:00 IDENTIFY EXACTLY THE
01:53:52:00 01:53:53:00 DISTURBANCES AND EXPENDITURE
01:53:53:00 01:53:56:00 AND HOW WE ALLOCATED ACROSS
01:53:56:00 01:53:56:00 DIFFERENT SCHOOLS.
01:53:56:00 01:54:00:00 THAT'S WHAT WE HAD WITH THE
01:54:00:00 01:54:00:00 WITH WANTING TO KNOW IS IS
01:54:00:00 01:54:04:00 THERE AN EXPECTED INCREASE IN
01:54:04:00 01:54:07:00 THAT AND IF YOU IN THOSE
01:54:07:00 01:54:08:00 SUPPORT SERVICES OR IMMIGRANT
01:54:08:00 01:54:11:00 PARENTS AND CONSIDERING THE
01:54:11:00 01:54:12:00 AMOUNT OF MONEY THAT'S COMING
01:54:12:00 01:54:15:00 DOWN, WHAT WOULD THAT INCREASE
01:54:15:00 01:54:16:00 LOOK LIKE OR WHAT PERCENTAGE
01:54:16:00 01:54:19:00 OF INCREASE DO YOU SEE?
01:54:19:00 01:54:20:00 I MEAN I WILL SAY JUST THE
01:54:20:00 01:54:21:00 BIGGEST AREA THE INVESTMENT
01:54:21:00 01:54:24:00 AROUND IMMIGRANT SUPPORT SORT
01:54:24:00 01:54:25:00 OF PARENT SUPPORT IS THE FAMILY
01:54:25:00 01:54:28:00 LIAISON INVESTMENTS AND WITH
01:54:28:00 01:54:48:00 THE EMPHASIS ON HIRING STAFF
01:54:48:00 01:54:49:00 THAT REFLECTS THE CULTURAL
01:54:49:00 01:54:49:00 LINGUISTIC DIVERSITY OF THE
01:54:49:00 01:54:50:00 SCHOOLS IN WHICH THEY SERVE.
01:54:50:00 01:54:51:00 AS YOU KNOW, WE WE PRIORITIZE
01:54:51:00 01:54:51:00 SCHOOLS LAST YEAR TWO CRITERIA
01:54:51:00 01:54:52:00 ONE WAS WHETHER OR NOT THEY
01:54:52:00 01:54:53:00 WERE TRANSFORMATION SCHOOL AND
01:54:53:00 01:54:54:00 THE SECOND WAS WHETHER OR NOT
01:54:54:00 01:54:54:00 THEY HAD OVER FIFTY PERCENT
01:54:54:00 01:54:55:00 OF THE HOME LANGUAGE IN A
01:54:55:00 01:54:56:00 SINGLE OTHER LANGUAGE WHICH
01:54:56:00 01:54:56:00 MEANT ADDITIONAL ALLOCATIONS TO
01:54:56:00 01:54:57:00 A LOT OF SCHOOLS IN EAST BOSTON
01:54:57:00 01:54:57:00 FOR THEIR CONCENTRATION
01:54:57:00 01:54:58:00 OF SPANISH SPEAKERS AND SO THAT

01:54:58:00 01:54:59:00 THAT'S A BIG INVESTMENT.
01:54:59:00 01:55:00:00 OTHER INVESTMENTS AROUND PARENT
01:55:00:00 01:55:02:00 SUPPORT THERE'S THERE'S TWO
01:55:02:00 01:55:06:00 WAYS IN WHICH WE HAVE TITLE ONE
01:55:06:00 01:55:07:00 ALLOCATIONS THAT ARE SET ASIDE
01:55:07:00 01:55:10:00 SO OUR FEDERAL FEDERAL FUNDING
01:55:10:00 01:55:11:00 THROUGH TITLE ONE PROGRAM WE
01:55:11:00 01:55:14:00 SET ASIDE ONE PERCENT FOR
01:55:14:00 01:55:15:00 PARENT SUPPORT SERVICES AND
01:55:15:00 01:55:18:00 THEN IN ADDITION TO THAT
01:55:18:00 01:55:22:00 THROUGH A CONSENT DECREE, WE
01:55:22:00 01:55:24:00 ALSO SET ASIDE TITLE ONE
01:55:24:00 01:55:28:00 FUNDING IN SCHOOLS AT THE SAME
01:55:28:00 01:55:29:00 PERCENTAGE THAT THEY HAVE
01:55:29:00 01:55:30:00 ENGLISH LEARNERS IN THAT SCHOOL
01:55:30:00 01:55:33:00 EXPLICIT FOR THE SUPPORT OF OF
01:55:33:00 01:55:36:00 THOSE STUDENTS WHICH COULD
01:55:36:00 01:55:40:00 INCLUDE MATERIALS, CURRICULUM
01:55:40:00 01:55:41:00 MATERIALS, TECHNOLOGY BUT IT
01:55:41:00 01:55:44:00 COULD ALSO INCLUDE PARENT
01:55:44:00 01:55:45:00 SUPPORT SERVICES FOR ENGLISH
01:55:45:00 01:55:47:00 LEARNERS.
01:55:47:00 01:55:49:00 AND SO THOSE ARE WAYS IN WHICH
01:55:49:00 01:55:50:00 WE WE DO MAKE SURE SCHOOLS ARE
01:55:50:00 01:55:52:00 TARGETING INTERVENTIONS AND
01:55:52:00 01:55:52:00 SUPPORTS FOR THOSE STUDENTS.
01:55:52:00 01:55:53:00 I SEE THE GAMUT.
01:55:53:00 01:55:56:00 I JUST WANT ONE QUICK OVERALL
01:55:56:00 01:55:58:00 QUESTION BECAUSE I MISSED AN
01:55:58:00 01:55:59:00 EARLIER PART OF OUR BUDGET
01:55:59:00 01:56:03:00 CONVERSATION.
01:56:03:00 01:56:04:00 I'M ASSUMING THE ANSWER IS NO,
01:56:04:00 01:56:07:00 BUT MIGHT AS WELL ASK THE
01:56:07:00 01:56:08:00 QUESTION DO YOU SEE ANY
01:56:08:00 01:56:09:00 DECREASE AT ALL IN THE
01:56:09:00 01:56:13:00 BUDGETING IN MY DISTRICT OR
01:56:13:00 01:56:14:00 EITHER EAST BOSTON HIGH SCHOOL
01:56:14:00 01:56:15:00 OR ANY OF ANY OF MY SCHOOLS?
01:56:15:00 01:56:18:00 DO YOU SEE A DECREASE IN
01:56:18:00 01:56:19:00 BUDGETING AND ALLOCATION
01:56:19:00 01:56:22:00 OF RESOURCES FROM YEAR OVER
01:56:22:00 01:56:22:00 YEAR?
01:56:22:00 01:56:23:00 I DON'T BELIEVE ANY OF THE
01:56:23:00 01:56:26:00 SCHOOLS IN EAST BOSTON HAVE A
01:56:26:00 01:56:27:00 DECREASE THERE ONLY A HANDFUL
01:56:27:00 01:56:30:00 OF SCHOOLS THAT HAD ANY
01:56:30:00 01:56:30:00 DECREASES MOSTLY RELATED TO
01:56:30:00 01:56:33:00 CHANGE IN PROGRAMING IN
01:56:33:00 01:56:37:00 CHARLESTON IN NORTH AND SOUTH.
01:56:37:00 01:56:38:00 SORRY I DID NOT MEAN TO CUT OFF
01:56:38:00 01:56:39:00 THE OTHER PARTS OF YOUR
01:56:39:00 01:56:41:00 DISTRICT TYPOLOGY.
01:56:41:00 01:56:45:00 I MIRRIAM I'M SURE IS LOOKING
01:56:45:00 01:56:46:00 AT THE TABLE BUT NO I DO NOT

01:56:46:00 01:56:47:00 BELIEVE THERE WAS ANY CHANGES.
01:56:47:00 01:56:50:00 EAST BOSTON, CHARLESTOWN OR THE
01:56:50:00 01:56:50:00 NORTH END IN TERMS OF THE
01:56:50:00 01:56:51:00 BUDGETS.
01:56:51:00 01:56:51:00 THANK YOU.
01:56:51:00 01:56:53:00 I SEE THE GAVEL.
01:56:53:00 01:56:54:00 THANK YOU COUNCILOR EDWARDS AND
01:56:54:00 01:56:57:00 THE THE BAPS TEAM IS PUTTING
01:56:57:00 01:57:00:00 WHAT IS IT EIGHTEEN AND A HALF
01:57:00:00 01:57:01:00 MILLION NATE AND DESTABILIZING
01:57:01:00 01:57:04:00 SCHOOL BUDGETS SO A SIGNIFICANT
01:57:04:00 01:57:05:00 AMOUNT OF THE MONEY THEY'RE
01:57:05:00 01:57:08:00 ASKING US TO AUTHORIZE IN NEW
01:57:08:00 01:57:09:00 SPENDING LIKE IS TO PROVIDE
01:57:09:00 01:57:12:00 SCHOOL BUDGET LEVEL CUTS
01:57:12:00 01:57:13:00 BECAUSE THE ENROLLMENT NUMBERS
01:57:13:00 01:57:14:00 WOULD COMPEL A LARGE NUMBER
01:57:14:00 01:57:17:00 OF US IF IF WE DON'T DO THAT
01:57:17:00 01:57:18:00 WELL THAT'S WHY I BROUGHT IT UP
01:57:18:00 01:57:20:00 BECAUSE IT WAS A MILLION DOLLAR
01:57:20:00 01:57:21:00 CUT IN YEARS PAST AND BEFORE
01:57:21:00 01:57:23:00 THIS.
01:57:23:00 01:57:24:00 RIGHT.
01:57:24:00 01:57:25:00 THAT CAUSED ME THAT YEAR TO NOT
01:57:25:00 01:57:25:00 SCHOOL BUDGET.
01:57:25:00 01:57:28:00 SO I WANT TO MAKE SURE WE WERE
01:57:28:00 01:57:28:00 YEAH.
01:57:28:00 01:57:31:00 WE'RE VERY EXCITED ABOUT THE
01:57:31:00 01:57:32:00 SEVEN THROUGH TWELVE EXPANSION
01:57:32:00 01:57:33:00 AT BOTH CHARLESTOWN AND EAST
01:57:33:00 01:57:35:00 BOSTON HIGH SCHOOL.
01:57:35:00 01:57:36:00 WE REALLY DO THINK THAT THAT'S
01:57:36:00 01:57:39:00 GOING TO BE A STRATEGY THAT
01:57:39:00 01:57:39:00 RESPONDS TO WHAT FAMILIES WANT
01:57:39:00 01:57:42:00 TO SEE IN THEIR HIGH SCHOOLS
01:57:42:00 01:57:43:00 AND THE SUPERINTENDENT REFERRED
01:57:43:00 01:57:44:00 TO THEM AS PRO ENROLLMENT
01:57:44:00 01:57:46:00 STRATEGIES.
01:57:46:00 01:57:48:00 THE IDEA THAT WE WILL START TO
01:57:48:00 01:57:48:00 STABILIZE THOSE PATHWAYS AND BE
01:57:48:00 01:57:50:00 MORE COMPETITIVE THERE'S SOME
01:57:50:00 01:57:54:00 EARLY EVIDENCE FROM THE SCHOOLS
01:57:54:00 01:57:55:00 IN YOUR DISTRICT THAT EXPANDED
01:57:55:00 01:57:58:00 TO SIX TO ADD THE SIXTH GRADE
01:57:58:00 01:57:59:00 THAT WE'RE ALREADY SEEING SOME
01:57:59:00 01:58:00:00 MORE RETENTION OF FAMILIES IN
01:58:00:00 01:58:03:00 FOURTH AND FIFTH GRADES BECAUSE
01:58:03:00 01:58:03:00 THEY NOW HAVE THAT SINGLE
01:58:03:00 01:58:07:00 TRANSITION PATHWAY K TO 12.
01:58:07:00 01:58:08:00 SO WE'RE EXCITED AND CONTINUE
01:58:08:00 01:58:10:00 TO MONITOR THAT VERY CLOSELY.
01:58:10:00 01:58:11:00 THANK YOU.
01:58:11:00 01:58:11:00 I'M EXCITED.
01:58:11:00 01:58:14:00 I'LL BRING THOSE QUESTIONS UP

01:58:14:00 01:58:14:00 AT ANOTHER HEARING ON THE
01:58:14:00 01:58:17:00 EDWARDS AND ITS EXPANSION.
01:58:17:00 01:58:18:00 THANK YOU BACK.
01:58:18:00 01:58:19:00 GREAT.
01:58:19:00 01:58:21:00 THANKS SO MUCH COUNCILOR
01:58:21:00 01:58:22:00 EDWARDS.
01:58:22:00 01:58:25:00 AND NOW I'LL ASK MY QUESTIONS.
01:58:25:00 01:58:29:00 SO I GUESS JUST STARTING WITH
01:58:29:00 01:58:32:00 AN ETHAN I DON'T I'M NOT SURE
01:58:32:00 01:58:33:00 HOW MUCH THIS IS YOUR BAILIWICK
01:58:33:00 01:58:37:00 BUT ARE YOU IN POSITION TO TALK
01:58:37:00 01:58:37:00 ABOUT THE MCKINLEY SCHOOLS
01:58:37:00 01:58:40:00 PROGRAMING?
01:58:40:00 01:58:44:00 YOU'RE MUTED CERTAINLY TO SOME
01:58:44:00 01:58:45:00 DEGREE I CAN AND IF WE NEED TO
01:58:45:00 01:58:46:00 GET SOME MORE INFORMATION WE
01:58:46:00 01:58:46:00 CERTAINLY WILL.
01:58:46:00 01:58:49:00 BUT HAPPY TO TAKE THE INITIAL
01:58:49:00 01:58:49:00 QUESTIONS.
01:58:49:00 01:58:49:00 YEAH.
01:58:49:00 01:58:53:00 SO JUST WELL, FIRST OF ALL, IF
01:58:53:00 01:58:54:00 YOU COULD JUST CLARIFY FOR ME
01:58:54:00 01:58:56:00 THIS IS VERY MUCH A NAIVE
01:58:56:00 01:58:57:00 QUESTION BUT IN TERMS OF THAT
01:58:57:00 01:59:00:00 CHART, WOULD THOSE BE THOSE
01:59:00:00 01:59:02:00 WOULD THOSE BE SUB SEPARATE OR
01:59:02:00 01:59:02:00 NO.
01:59:02:00 01:59:04:00 THEY'D ACTUALLY BE FULLY THE
01:59:04:00 01:59:05:00 TOP THAT TOP OF THE COLUMN.
01:59:05:00 01:59:06:00 CAN YOU JUST TELL ME THE
01:59:06:00 01:59:08:00 CATEGORY THOSE ARE ALSO THE
01:59:08:00 01:59:09:00 MCKINLEY SCHOOLS ARE THE
01:59:09:00 01:59:12:00 MCKINLEY SCHOOL AND THE HORACE
01:59:12:00 01:59:16:00 HORSMAN AND THE CHARTER SCHOOL
01:59:16:00 01:59:16:00 ARE PUBLIC SCHOOLS.
01:59:16:00 01:59:19:00 SO THAT IS A SUBSTANTIALLY
01:59:19:00 01:59:19:00 SEPARATE SCHOOL.
01:59:19:00 01:59:23:00 BUT THE SCHOOL'S HAD ITS OWN
01:59:23:00 01:59:24:00 THING IN THE CHARTER.
01:59:24:00 01:59:25:00 YES.
01:59:25:00 01:59:25:00 HAS ITS OWN CATEGORY.
01:59:25:00 01:59:26:00 THAT'S CORRECT.
01:59:26:00 01:59:28:00 AND IT'S THING THE MCKINLEY IS
01:59:28:00 01:59:29:00 BY FAR THE LARGEST OF THE THREE
01:59:29:00 01:59:30:00 OF THEM, CORRECT?
01:59:30:00 01:59:31:00 SO IMPORTANT.
01:59:31:00 01:59:34:00 AND HOW DOES AND I SHOULDN'T
01:59:34:00 01:59:36:00 SAY SO I HAVE TWO OF THE THREE
01:59:36:00 01:59:36:00 CAMPUSES ALTHOUGH I THINK THE
01:59:36:00 01:59:39:00 LESS WELL KNOWN ONES ARE THE
01:59:39:00 01:59:40:00 SORT OF MIDDLE AND HIGH SCHOOL
01:59:40:00 01:59:42:00 CAMPUSES ON PETERBORO STREET
01:59:42:00 01:59:43:00 AND IN ALL OF THEM CIRCLE IN MY
01:59:43:00 01:59:43:00 DISTRICT.

01:59:43:00 01:59:46:00 CAN YOU JUST TALK ABOUT HOW
01:59:46:00 01:59:47:00 LIKE WHAT'S THE PATHWAY BY
01:59:47:00 01:59:50:00 WHICH OUR STUDENTS END UP THERE
01:59:50:00 01:59:51:00 AND WHAT THE WHAT THE TOTAL
01:59:51:00 01:59:54:00 ENROLLMENT NUMBERS ARE IN THE
01:59:54:00 01:59:55:00 IN THE HIGH SCHOOL AND THE
01:59:55:00 01:59:55:00 MIDDLE SCHOOL?
01:59:55:00 01:59:55:00 SURE.
01:59:55:00 01:59:59:00 NOW WE'LL SEE IF WE CAN GET YOU
01:59:59:00 02:00:02:00 THE ENROLLMENT NUMBERS.
02:00:02:00 02:00:03:00 HAPPY TO HAVE THAT AS A FOLLOW
02:00:03:00 02:00:03:00 UP.
02:00:03:00 02:00:04:00 YEAH, YEAH THAT'S FINE.
02:00:04:00 02:00:05:00 BUT THE THE PROCEDURE FOR AND
02:00:05:00 02:00:10:00 GOING THERE THE PROCESS BY
02:00:10:00 02:00:11:00 WHICH STUDENTS END UP AT THE
02:00:11:00 02:00:13:00 MCKINLEY SCHOOLS IS THAT IF YOU
02:00:13:00 02:00:17:00 HAVE YOU THE TEAM DETERMINES
02:00:17:00 02:00:18:00 THAT YOU NEED A MORE
02:00:18:00 02:00:18:00 RESTRICTIVE PLACEMENT FOR YOUR
02:00:18:00 02:00:21:00 OWN SAFETY, OTHER SAFETY
02:00:21:00 02:00:22:00 BECAUSE OF THE DISABILITY,
02:00:22:00 02:00:25:00 BECAUSE THE SERVICES THERE CAN
02:00:25:00 02:00:26:00 BE A LOT OF REASONS THE TEAMS
02:00:26:00 02:00:29:00 CAN MAKE THE DECISION THAT YOU
02:00:29:00 02:00:30:00 NEED THAT MORE RESTRICTIVE
02:00:30:00 02:00:31:00 PLACEMENT BUT YOU MAKE THAT
02:00:31:00 02:00:33:00 MORE RESTRICTIVE PLACEMENT AND
02:00:33:00 02:00:36:00 THEN YOU GO TO A SCHOOL.
02:00:36:00 02:00:37:00 AND I ACTUALLY SHOULD ADD THAT
02:00:37:00 02:00:40:00 WE'RE LEARNING ABOUT HORACE
02:00:40:00 02:00:41:00 MANN ON THE DEFINITION OF THE
02:00:41:00 02:00:44:00 DAY SCHOOL BUT THERE ARE
02:00:44:00 02:00:48:00 DIFFERENT WE'RE LEARNING MORE
02:00:48:00 02:00:49:00 ABOUT SCHOOLS THAT YOU CAN HAVE
02:00:49:00 02:00:51:00 OTHER STUDENTS IN THEM BUT IT
02:00:51:00 02:00:52:00 IS GENERALLY CONSIDERED THE
02:00:52:00 02:00:55:00 MOST RESTRICTIVE ENVIRONMENT.
02:00:55:00 02:00:56:00 AND SO BUT IN TERMS OF LIKE
02:00:56:00 02:01:00:00 THAT DETERMINATION, IS IT
02:01:00:00 02:01:01:00 GENERALLY BEING MADE ABOUT
02:01:01:00 02:01:03:00 STUDENTS LIKE BETWEEN ACADEMIC
02:01:03:00 02:01:04:00 YEAR SO THEY'RE STARTING AT THE
02:01:04:00 02:01:08:00 MCKINLEY OR IN A GIVEN YEAR OR
02:01:08:00 02:01:08:00 ARE THEY TYPICALLY TRANSFERRING
02:01:08:00 02:01:11:00 INTO THE MCKINLEY OR HOW'S THAT
02:01:11:00 02:01:12:00 WORKING?
02:01:12:00 02:01:16:00 IT CAN BE MADE AT IT CAN BE
02:01:16:00 02:01:17:00 MADE AT ANY TIME DURING THE
02:01:17:00 02:01:19:00 YEAR AND SO SOMETIMES TOWARDS
02:01:19:00 02:01:22:00 THE END OF THE YEAR LIKE THIS
02:01:22:00 02:01:23:00 TIME OF YEAR WE MIGHT DO A
02:01:23:00 02:01:26:00 SEGMENT AT IEP WHERE A STUDENT
02:01:26:00 02:01:27:00 THEY STAY IN ONE SETTING FROM

02:01:27:00 02:01:31:00 NOW UNTIL THE END OF THE YEAR
02:01:31:00 02:01:31:00 AND THEN THEY WOULD START THE
02:01:31:00 02:01:32:00 SCHOOL FRESH IN SEPTEMBER.
02:01:32:00 02:01:35:00 BUT THERE ARE OTHER TIMES WHERE
02:01:35:00 02:01:37:00 YOU WOULD DO A TRANSFER RIGHT
02:01:37:00 02:01:38:00 NOW AND IN TERMS OF THINGS LIKE
02:01:38:00 02:01:42:00 BEFORE YOUR GRADUATION RATE
02:01:42:00 02:01:45:00 OUTCOMES FOR STUDENTS
02:01:45:00 02:01:46:00 DISABILITIES, I DO.
02:01:46:00 02:01:49:00 WE HAVE DO WE HAVE THOSE BY
02:01:49:00 02:01:49:00 SCHOOL?
02:01:49:00 02:01:50:00 I KNOW WE HAVE GRADUATION RATES
02:01:50:00 02:01:53:00 BY SCHOOL BUT I'M JUST CURIOUS
02:01:53:00 02:01:57:00 HOW THE HOW THE MCKINLEY'S
02:01:57:00 02:01:57:00 DOING.
02:01:57:00 02:02:01:00 I SEE THAT I KNOW THAT WE
02:02:01:00 02:02:02:00 RECENTLY HAD ATTENTION ON THE
02:02:02:00 02:02:04:00 FACT THAT IT IS
02:02:04:00 02:02:05:00 DISPROPORTIONATELY BLACK AND
02:02:05:00 02:02:09:00 BROWN AND THEN I SEE THAT THAT
02:02:09:00 02:02:10:00 THEY'RE MORE LIKELY TO BE IN
02:02:10:00 02:02:12:00 THE PUBLIC SCHOOLS AND I'M JUST
02:02:12:00 02:02:13:00 SORT OF WONDERING WHAT OUR
02:02:13:00 02:02:16:00 ASSESSMENT OF THAT PROGRAM AND
02:02:16:00 02:02:17:00 WHAT WHAT NEXT STEPS GOING INTO
02:02:17:00 02:02:20:00 THE COMING ACADEMIC YEAR FOR
02:02:20:00 02:02:20:00 THAT PROGRAM.
02:02:20:00 02:02:21:00 YEAH, CERTAINLY SO.
02:02:21:00 02:02:24:00 I MEAN I THINK THAT'S A IT'S
02:02:24:00 02:02:25:00 SORT OF LET'S LET'S ACTUALLY
02:02:25:00 02:02:28:00 TALK ABOUT PERFORMANCE, RIGHT?
02:02:28:00 02:02:29:00 LET'S ACTUALLY TALK ABOUT
02:02:29:00 02:02:29:00 ACADEMIC ACHIEVEMENT.
02:02:29:00 02:02:31:00 LET'S TALK ABOUT ACHIEVING
02:02:31:00 02:02:32:00 RATES.
02:02:32:00 02:02:32:00 LET'S TALK ABOUT GRADUATION
02:02:32:00 02:02:33:00 RATES AND ATTENDANCE AND
02:02:33:00 02:02:35:00 ENGAGEMENT.
02:02:35:00 02:02:36:00 I THINK THAT'S REALLY IMPORTANT
02:02:36:00 02:02:37:00 AND BE HAPPY TO SORT OF GET YOU
02:02:37:00 02:02:40:00 FURTHER DATA ON THAT IN TERMS
02:02:40:00 02:02:41:00 OF MCKINLEY, OBVIOUSLY THE
02:02:41:00 02:02:43:00 SUPERINTENDENT DECIDED TO MAKE
02:02:43:00 02:02:47:00 A CHANGE AND THINKS THAT WE
02:02:47:00 02:02:48:00 HOPE THAT WE'RE HEADED IN THE
02:02:48:00 02:02:51:00 RIGHT DIRECTION WITH REGARD TO
02:02:51:00 02:02:52:00 MCKINLEY AND CAN GET YOU MORE
02:02:52:00 02:02:55:00 DATA THAT WOULD REFLECT THAT IF
02:02:55:00 02:02:56:00 YOU LIKE.
02:02:56:00 02:02:59:00 YEAH, THAT'LL BE GREAT.
02:02:59:00 02:03:03:00 AND I WOULD LOVE I WOULD LOVE A
02:03:03:00 02:03:04:00 MORE DETAILED A REPORT ON SORT
02:03:04:00 02:03:06:00 OF HOW IT'S DOING ON THOSE
02:03:06:00 02:03:07:00 ACADEMIC INDICATORS OR NOT IN

02:03:07:00 02:03:07:00 TERMS OF THE CHANGE WE'RE
02:03:07:00 02:03:08:00 MAKING LIKE WHAT THAT'S GOING
02:03:08:00 02:03:10:00 TO CONSIST OF BECAUSE I FEEL
02:03:10:00 02:03:14:00 VERY KEENLY THAT COUNCILOR
02:03:14:00 02:03:17:00 EDWARDS IS TALKING ABOUT
02:03:17:00 02:03:18:00 SCHOOLS IN THE DISTRICT AND I
02:03:18:00 02:03:21:00 THINK THAT, YOU KNOW, ALTHOUGH
02:03:21:00 02:03:21:00 WE DON'T HAVE NEIGHBORHOOD
02:03:21:00 02:03:25:00 SCHOOLS IN BOSTON, OFTEN OUR
02:03:25:00 02:03:26:00 SCHOOLS THAT ARE NEARBY
02:03:26:00 02:03:29:00 ESPECIALLY AT THE ELEMENTARY
02:03:29:00 02:03:30:00 LEVEL, THEY ALSO HAVE PARENTS
02:03:30:00 02:03:31:00 AND FAMILIES WHO ARE NEARBY AND
02:03:31:00 02:03:33:00 SO THERE'S A NATURAL
02:03:33:00 02:03:34:00 CONSTITUENCY THAT TALKS TO US
02:03:34:00 02:03:36:00 AND I FEEL AS THOUGH HONESTLY I
02:03:36:00 02:03:37:00 DON'T THINK THAT THE PARENTS
02:03:37:00 02:03:40:00 OF THE CHILDREN OF MCKINLEY
02:03:40:00 02:03:41:00 SCHOOLS NECESSARILY KNOW THAT
02:03:41:00 02:03:44:00 LIKE I'M THE COUNCILOR FOR TWO
02:03:44:00 02:03:44:00 OF OUR THREE BUILDINGS.
02:03:44:00 02:03:45:00 RIGHT.
02:03:45:00 02:03:46:00 AND THEN THE OTHER COUNCILORS
02:03:46:00 02:03:48:00 AND I JUST I WORRY THAT SOME
02:03:48:00 02:03:49:00 OF THESE SPECIALIZED PROGRAMS
02:03:49:00 02:03:50:00 CAN FALL BETWEEN THE BOARDS IN
02:03:50:00 02:03:53:00 TERMS OF OUR COUNCIL ATTENTION.
02:03:53:00 02:03:56:00 SO I WOULD REALLY LIKE SOME
02:03:56:00 02:03:57:00 MORE 360 DATA ON MAKING SURE
02:03:57:00 02:03:59:00 THAT WOULD BE GREAT WITH THE
02:03:59:00 02:04:00:00 WE'D BE HAPPY TOGETHER.
02:04:00:00 02:04:01:00 I THINK A CRITICAL PIECE THAT
02:04:01:00 02:04:03:00 YOU'RE TALKING ON IS COMMUNITY
02:04:03:00 02:04:04:00 ENGAGEMENT WITH THOSE FAMILIES
02:04:04:00 02:04:05:00 AS WELL AND MAKING SURE THAT
02:04:05:00 02:04:08:00 THEY FEEL LIKE THEY'RE A FULL
02:04:08:00 02:04:08:00 PART OF THE COMMUNITY,
02:04:08:00 02:04:09:00 PARTICULARLY FOR OUR KIDS WITH
02:04:09:00 02:04:11:00 EMOTIONAL IMPAIRMENTS NOT
02:04:11:00 02:04:12:00 EXCLUSIVELY TO MACKINLEY BUT WE
02:04:12:00 02:04:15:00 ARE STARTING A PROGRAM WHERE
02:04:15:00 02:04:16:00 WE'RE IN NEXT WEEK WE'RE HAVING
02:04:16:00 02:04:17:00 A MEETING WITH FAMILIES
02:04:17:00 02:04:18:00 OF STUDENTS WITH EMOTIONAL
02:04:18:00 02:04:19:00 IMPAIRMENTS WHO ARE IN A
02:04:19:00 02:04:22:00 SUBSTANTIALLY DIFFERENT
02:04:22:00 02:04:23:00 SETTINGS BECAUSE I THINK
02:04:23:00 02:04:23:00 GETTING THEIR PERSPECTIVE AND
02:04:23:00 02:04:26:00 THEIR INPUT ON WHAT THEIR
02:04:26:00 02:04:27:00 EXPERIENCES LIKE IS GOING TO BE
02:04:27:00 02:04:30:00 REALLY IMPORTANT ARE GREAT.
02:04:30:00 02:04:31:00 LOOKING FORWARD TO FOLLOW UP ON
02:04:31:00 02:04:32:00 THAT.
02:04:32:00 02:04:33:00 AND THEN ONE QUESTION FOR ME

02:04:33:00 02:04:35:00 EXONERATIVE TIME IS JUST FOR
02:04:35:00 02:04:35:00 DAPHNE.
02:04:35:00 02:04:38:00 I KNOW WHAT WAS IT LAST THAT WE
02:04:38:00 02:04:39:00 WERE PILOTING A VIETNAMESE
02:04:39:00 02:04:42:00 PROGRAM?
02:04:42:00 02:04:43:00 CAN YOU CAN YOU TELL ME A
02:04:43:00 02:04:44:00 LITTLE BIT ABOUT THAT BECAUSE
02:04:44:00 02:04:46:00 OBVIOUSLY AT LAST YEAR TURNED
02:04:46:00 02:04:47:00 INTO A BIT OF A MESS OF THE
02:04:47:00 02:04:49:00 YEAR MAYBE A PILOT SOMETHING SO
02:04:49:00 02:04:50:00 LAST YEAR WAS VERY WAS A YEAR
02:04:50:00 02:05:11:00 WITH THE POWER WE ARE GRATEFUL
02:05:11:00 02:05:11:00 FOR TO TOWARDS THE VIETNAMESE
02:05:11:00 02:05:12:00 COMMUNITY WHO ENTRUSTED TO US
02:05:12:00 02:05:13:00 THEIR CHILDREN FOR KATOU WE
02:05:13:00 02:05:13:00 LAUNCHED THE KEY TO CLASSROOM
02:05:13:00 02:05:14:00 VIRTUALLY IN THE MIDST OF COVID
02:05:14:00 02:05:15:00 AND WE HAD FIFTEEN STUDENTS WHO
02:05:15:00 02:05:16:00 SHOWED UP AND THEY WENT THROUGH
02:05:16:00 02:05:16:00 THE TESTS OF BEING ALL VIRTUAL
02:05:16:00 02:05:17:00 HYBRID AND THEN THIS AT THIS
02:05:17:00 02:05:18:00 MOMENT ALL STUDENTS HAVE
02:05:18:00 02:05:18:00 RETURNED FOR FULL IN-PERSON
02:05:18:00 02:05:19:00 INSTRUCTION SO THAT'S VERY
02:05:19:00 02:05:20:00 EXCITING.
02:05:20:00 02:05:23:00 WE ARE WE WERE ABLE TO IN THE
02:05:23:00 02:05:24:00 MIDST OF COVID PARTNER WITH DR
02:05:24:00 02:05:28:00 NATALIE TRAN FROM NORTH KOREA
02:05:28:00 02:05:31:00 FROM CALIFORNIA NOR FAUJA
02:05:31:00 02:05:35:00 UNIVERSITY I BELIEVE WHO WAS
02:05:35:00 02:05:35:00 ABLE TO PROVIDE DEEP COACHING
02:05:35:00 02:05:39:00 FOR THE TEACHER VIRTUALLY TO
02:05:39:00 02:05:42:00 SUPPORT LANGUAGE INSTRUCTION
02:05:42:00 02:05:43:00 FOR THE VIETNAMESE STUDENT
02:05:43:00 02:05:44:00 POPULATION AND ALSO NON
02:05:44:00 02:05:47:00 VIETNAMESE STUDENTS WERE PART
02:05:47:00 02:05:47:00 OF THAT CLASSROOM.
02:05:47:00 02:05:50:00 NEXT YEAR WE'RE OPENING UP A
02:05:50:00 02:05:51:00 GRADE ONE SO THE THE PARENTS
02:05:51:00 02:05:53:00 HAVE CONTINUED TO SAY YES TO
02:05:53:00 02:05:55:00 AND WILL BE MOVING TO THE
02:05:55:00 02:05:59:00 MATHER OPENING UP A K THROUGH
02:05:59:00 02:06:02:00 AND GRADE ONE SIMULTANEOUSLY
02:06:02:00 02:06:02:00 AND THE MOTHER COMMUNITY WILL
02:06:02:00 02:06:03:00 BE HOSTING SOME INFORMATIONAL
02:06:03:00 02:06:06:00 SESSIONS TO WELCOME THE
02:06:06:00 02:06:07:00 FAMILIES THAT HAVE REGISTERED
02:06:07:00 02:06:10:00 FOR THE K THROUGH GRADE ONE
02:06:10:00 02:06:11:00 CLASSROOM FOR NEXT YEAR.
02:06:11:00 02:06:13:00 WE ACTUALLY HAVE A PROBABLY
02:06:13:00 02:06:17:00 ABOUT TEN NEW STUDENTS WHO'VE
02:06:17:00 02:06:18:00 REGISTERED FOR THE VIETNAMESE
02:06:18:00 02:06:22:00 PROGRAM DESPITE ALL OF THE
02:06:22:00 02:06:24:00 CHALLENGES THAT WE HAVE FACED

02:06:24:00 02:06:25:00 TO IMPLEMENT A BILINGUAL
02:06:25:00 02:06:28:00 VIETNAMESE PROGRAM VIRTUALLY
02:06:28:00 02:06:32:00 DURING COVID SO I GIVE CREDIT
02:06:32:00 02:06:36:00 TO BOTH TYPES LEADERSHIP FOR
02:06:36:00 02:06:37:00 TRUSTING THE PROCESS TO THE
02:06:37:00 02:06:42:00 SCHOOL LEADERS WHO EMBRACED AND
02:06:42:00 02:06:42:00 WELCOMED THE STUDENTS AND
02:06:42:00 02:06:45:00 SUPPORTED THEM AND ALSO TO THE
02:06:45:00 02:06:46:00 FAMILIES IN BOSTON WHO
02:06:46:00 02:06:46:00 ORGANIZED AND CONTINUE TO
02:06:46:00 02:06:49:00 ORGANIZE TO LET US KNOW WHAT
02:06:49:00 02:06:50:00 THEIR NEEDS ARE.
02:06:50:00 02:06:50:00 GREAT.
02:06:50:00 02:06:53:00 YEAH, KNOW AND I KNOW THAT HAVE
02:06:53:00 02:06:54:00 BEEN LONG DREAMT OF IN THE
02:06:54:00 02:06:55:00 VIETNAMESE COMMUNITY AND I KNOW
02:06:55:00 02:06:56:00 THAT AID AND OTHERS HAVE BEEN
02:06:56:00 02:06:57:00 INVOLVED IN I JUST WOULD LOVE
02:06:57:00 02:07:00:00 TO CONTINUE TO HEAR ABOUT THE
02:07:00:00 02:07:00:00 PROGRESS ON THAT.
02:07:00:00 02:07:01:00 IT'S SOMETHING SOMETHING THAT
02:07:01:00 02:07:05:00 LAST WE HEARD A LOT OF ADVOCACY
02:07:05:00 02:07:05:00 ON.
02:07:05:00 02:07:08:00 WE CAN DEFINITELY INVITE YOU TO
02:07:08:00 02:07:09:00 SOME THERE THERE WILL BE SOME
02:07:09:00 02:07:10:00 CELEBRATORY EVENTS WITH THE
02:07:10:00 02:07:11:00 VIETNAMESE COMMUNITY.
02:07:11:00 02:07:12:00 WE CAN DEFINITELY INFORM YOU
02:07:12:00 02:07:12:00 OF THOSE EVENTS.
02:07:12:00 02:07:15:00 GREAT, WONDERFUL.
02:07:15:00 02:07:16:00 AND THEN I THINK THOSE ARE MY
02:07:16:00 02:07:19:00 QUESTIONS MY QUESTIONS FOR NOW
02:07:19:00 02:07:20:00 AND THEN WE'RE ABOUT TO GO BACK
02:07:20:00 02:07:21:00 UP TO THE TOP AND IT'LL BE
02:07:21:00 02:07:23:00 COUNCILOR FLANAGAN SORRY
02:07:23:00 02:07:23:00 GEORGE.
02:07:23:00 02:07:24:00 BUT BEFORE WE DO THAT BECAUSE
02:07:24:00 02:07:25:00 WE'RE TWO HOURS IN AND WE DO
02:07:25:00 02:07:27:00 HAVE ONE PERSON WHO'S HERE FOR
02:07:27:00 02:07:28:00 PUBLIC TESTIMONY LIKE YESTERDAY
02:07:28:00 02:07:30:00 I AM JUST GOING TO TAKE ONE
02:07:30:00 02:07:34:00 OF TESTIFIER JUST SO THAT WE
02:07:34:00 02:07:38:00 GET SOMEBODY IN.
02:07:38:00 02:07:42:00 SO MR CHARLIE KIM IS HERE.
02:07:42:00 02:07:46:00 MR KIM, YOU YOU HAVE THE FLOOR
02:07:46:00 02:07:46:00 HELLO CHAIR.
02:07:46:00 02:07:50:00 CAN YOU HEAR ME OK?
02:07:50:00 02:07:50:00 YEAH.
02:07:50:00 02:07:53:00 THANK YOU VERY MUCH FOR
02:07:53:00 02:07:54:00 ACCEPTING MY REQUEST FOR PUBLIC
02:07:54:00 02:07:54:00 COMMENT.
02:07:54:00 02:07:58:00 I WAS ACTUALLY CALLED OUT OF A
02:07:58:00 02:07:58:00 VERY IMPORTANT WORK MEETING AS
02:07:58:00 02:08:02:00 A LOT AS MANY PEOPLE HAD CALLED

02:08:02:00 02:08:02:00 ME ON STATING THAT SPECIAL
02:08:02:00 02:08:03:00 EDUCATION WAS ACTUALLY
02:08:03:00 02:08:05:00 PRESENTING BUDGETARY
02:08:05:00 02:08:06:00 INFORMATION BEING PRESENTED.
02:08:06:00 02:08:10:00 I WANT TO INTRODUCE MYSELF AS
02:08:10:00 02:08:10:00 FIRST THE SPECIAL EDUCATION
02:08:10:00 02:08:13:00 PARENT ADVISORY COUNCIL.
02:08:13:00 02:08:14:00 I'M ONE OF THE BOARD MEMBERS SO
02:08:14:00 02:08:17:00 WE DO OFFICIALLY WEEKLY WITH
02:08:17:00 02:08:20:00 THE OFFICE SPECIAL EDUCATION
02:08:20:00 02:08:21:00 SPECIFICALLY THE ASSISTANT
02:08:21:00 02:08:25:00 SUPERINTENDENT ETHAN DEVILMENT
02:08:25:00 02:08:25:00 .
02:08:25:00 02:08:26:00 SO A LOT OF THE INFORMATION
02:08:26:00 02:08:27:00 THAT HAS BEEN PRESENTED TONIGHT
02:08:27:00 02:08:29:00 IS NEW TO US AND SOME OF THOSE
02:08:29:00 02:08:30:00 QUESTIONS THAT WE ASK
02:08:30:00 02:08:34:00 CONSTANTLY ON A WEEKLY BASIS
02:08:34:00 02:08:35:00 ABOUT DATA WE ASK QUESTIONS AND
02:08:35:00 02:08:38:00 MY DAUGHTER IS ALSO AT THE
02:08:38:00 02:08:38:00 HORACE MANN SCHOOL.
02:08:38:00 02:08:40:00 WE ASK A LOT OF THESE QUESTIONS
02:08:40:00 02:08:41:00 ABOUT HOW IS THE SERVICE, THE
02:08:41:00 02:08:45:00 QUALITY AND THEN WHAT IS THE
02:08:45:00 02:08:45:00 SPECIAL EDUCATION DOING TO TRY
02:08:45:00 02:08:46:00 TO CHANGE SOME OF THOSE
02:08:46:00 02:08:48:00 POLICIES.
02:08:48:00 02:08:49:00 SO SOME OF THE ITEMS THAT WERE
02:08:49:00 02:08:50:00 PRESENTED TONIGHT AND THEY'RE
02:08:50:00 02:08:52:00 BEING QUESTIONED AND I REALLY
02:08:52:00 02:08:55:00 WOULD ASK THE CITY COUNCILORS
02:08:55:00 02:08:56:00 TO REALLY LEAN IN AND DRIVE IN
02:08:56:00 02:08:57:00 ON THOSE QUESTIONS AND SOME
02:08:57:00 02:09:00:00 OF THE DATA AND JUST TAKE THE
02:09:00:00 02:09:01:00 ANSWERS AS FOR WHAT THE ANSWERS
02:09:01:00 02:09:04:00 ARE TO REALLY ASK FOR FOLLOW
02:09:04:00 02:09:06:00 UPS ON THE INFORMATION
02:09:06:00 02:09:07:00 QUESTIONS ON THE MACKINLEY
02:09:07:00 02:09:11:00 SCHOOLS, THE NUMBERS REALLY,
02:09:11:00 02:09:12:00 REALLY CHALLENGED THOSE
02:09:12:00 02:09:13:00 QUESTIONS ON THE HORSMAN
02:09:13:00 02:09:13:00 SCHOOL.
02:09:13:00 02:09:15:00 I BELIEVE THAT THERE IS A
02:09:15:00 02:09:16:00 QUESTION AS TO THE DECLINING
02:09:16:00 02:09:19:00 ENROLLMENT IN ANSWER WAS ABOUT
02:09:19:00 02:09:19:00 TECHNOLOGY AND COCHLEAR
02:09:19:00 02:09:23:00 IMPLANTS THAT ANSWER I THINK IS
02:09:23:00 02:09:24:00 SOMETHING THAT SHOULD BE LEANED
02:09:24:00 02:09:26:00 IN TO EVEN FURTHER AND ASKED SO
02:09:26:00 02:09:27:00 HOW IS THAT THE CASE AND WHERE
02:09:27:00 02:09:28:00 IS THAT INFORMATION COMING
02:09:28:00 02:09:28:00 FROM?
02:09:28:00 02:09:30:00 IS THERE SUPPORTIVE DATA
02:09:30:00 02:09:31:00 BECAUSE THESE ARE NOT ONLY

02:09:31:00 02:09:34:00 INFORMATION, SOME OF IT'S
02:09:34:00 02:09:35:00 ANECDOTAL BUT THERE'S ALSO
02:09:35:00 02:09:35:00 SCIENCE BACKING THAT.
02:09:35:00 02:09:38:00 SO IF THERE IS SOMETHING WHERE
02:09:38:00 02:09:39:00 DECLINING ENROLLMENT AND
02:09:39:00 02:09:42:00 SOMEBODY STATING THAT PARENT
02:09:42:00 02:09:43:00 CHOICE TO A SCHOOL BASED UPON
02:09:43:00 02:09:46:00 TECHNOLOGY ACCESS ALLOWING A
02:09:46:00 02:09:47:00 STUDENT TO BE ABLE TO BE
02:09:47:00 02:09:50:00 MAINSTREAMED IF THAT'S BACKED
02:09:50:00 02:09:50:00 BY SCIENCE AND ALSO BY
02:09:50:00 02:09:53:00 EDUCATION AND STANDARDS, I
02:09:53:00 02:09:54:00 BELIEVE THAT THAT SHOULD BE
02:09:54:00 02:09:54:00 CHALLENGED.
02:09:54:00 02:09:56:00 I'D LIKE TO ASK A QUESTION ON
02:09:56:00 02:09:58:00 THAT IN THE SENSE THAT WE HAD
02:09:58:00 02:10:01:00 BROUGHT UP TO SCHOOL COMMITTEE
02:10:01:00 02:10:02:00 THAT WE BROUGHT IT UP TO CITY
02:10:02:00 02:10:04:00 COUNCIL AND ALSO TO THE SPECIAL
02:10:04:00 02:10:05:00 EDUCATION, THAT THE SPECIAL
02:10:05:00 02:10:06:00 EDUCATION ACTUALLY HAS A
02:10:06:00 02:10:09:00 SEPARATE TEAM DOING ASSESSMENTS
02:10:09:00 02:10:10:00 FOR DEAF AND HARD OF HEARING
02:10:10:00 02:10:13:00 STUDENTS WITHIN A DISTRICT
02:10:13:00 02:10:14:00 KNOWN AS THE MAINSTREAM TEAM.
02:10:14:00 02:10:16:00 IT IS ACTUALLY ON THE WEBSITE
02:10:16:00 02:10:17:00 THAT TEAM DOES NOT COLLABORATE
02:10:17:00 02:10:17:00 WITH THE MEMBERS AND THE
02:10:17:00 02:10:20:00 SPECIALIST THE HORSEMAN'S
02:10:20:00 02:10:21:00 SCHOOL FOR THE DEAF AND HARD
02:10:21:00 02:10:21:00 OF HEARING.
02:10:21:00 02:10:24:00 SO IF SCREENINGS AND PLACEMENTS
02:10:24:00 02:10:25:00 ARE HAPPENING IN A VACUUM AND
02:10:25:00 02:10:28:00 ECHO CHAMBER WITHOUT SPECIALIST
02:10:28:00 02:10:29:00 FROM THE HORSMAN SCHOOL, HOW
02:10:29:00 02:10:32:00 CAN WE HAVE SPECIAL EDUCATION
02:10:32:00 02:10:35:00 ACTUALLY SUBSTANTIATE AND SAY
02:10:35:00 02:10:36:00 THAT PARENTS ARE GIVEN CHOICE,
02:10:36:00 02:10:37:00 THAT THEY'RE ACTUALLY GIVEN AN
02:10:37:00 02:10:40:00 EDUCATED OPTION IN CHOOSING HOW
02:10:40:00 02:10:44:00 THEIR CHILD CAN BE PLACED IN AN
02:10:44:00 02:10:45:00 ENVIRONMENT WHERE DUAL LANGUAGE
02:10:45:00 02:10:48:00 IS EMPHASIZED AND ALSO WHERE A
02:10:48:00 02:10:49:00 CULTURE KNOWN AS THE DEAF
02:10:49:00 02:10:51:00 CULTURE WOULD BE EMBRACED AND
02:10:51:00 02:10:52:00 TAUGHT TO A CHILD BECAUSE THE
02:10:52:00 02:10:55:00 SCIENCE AND THE ACTUAL
02:10:55:00 02:10:56:00 STATISTICS SHOW I BELIEVE THE
02:10:56:00 02:10:59:00 NUMBER THAT THAT I WAS TOLD IS
02:10:59:00 02:11:00:00 THAT EIGHTY PERCENT OF CHILDREN
02:11:00:00 02:11:03:00 ARE BORN WITHIN THAT ARE BORN
02:11:03:00 02:11:04:00 DEAF AND HARD OF HEARING ARE
02:11:04:00 02:11:04:00 BORN WITHIN HEARING FAMILIES.
02:11:04:00 02:11:07:00 SO THAT MEANS THAT THAT CHILD

02:11:07:00 02:11:12:00 SHOULD LEARN HOW TO EMBRACE NOT
02:11:12:00 02:11:12:00 ONLY DEAF CULTURE BUT ALSO
02:11:12:00 02:11:16:00 LANGUAGE AND FAMILY SHOULD ALSO
02:11:16:00 02:11:16:00 BE INTRODUCED TO THAT.
02:11:16:00 02:11:18:00 AND I PROUDLY I WAS INTRODUCED
02:11:18:00 02:11:19:00 TO THAT BY MY DAUGHTER THROUGH
02:11:19:00 02:11:22:00 THE HORACE MANN SCHOOL IN
02:11:22:00 02:11:23:00 EMBRACING AND TEACHING US NOT
02:11:23:00 02:11:24:00 ONLY DEAF CULTURE BUT ALSO
02:11:24:00 02:11:27:00 LANGUAGE.
02:11:27:00 02:11:28:00 ONE THING THAT I DO WANT TO
02:11:28:00 02:11:30:00 STATE IS THAT THERE ARE MANY
02:11:30:00 02:11:31:00 CHALLENGES GOING ON WITHIN
02:11:31:00 02:11:34:00 SPECIAL EDUCATION BUT THEN ALSO
02:11:34:00 02:11:35:00 AT THE HORACE MANN SCHOOL FOR
02:11:35:00 02:11:36:00 THE DEAF AND HARD OF HEARING AS
02:11:36:00 02:11:38:00 YOU KNOW THERE IS A
02:11:38:00 02:11:39:00 INFRASTRUCTURE QUESTION THAT IS
02:11:39:00 02:11:41:00 GOING ON RIGHT NOW WHERE WHERE
02:11:41:00 02:11:42:00 IS THE TEMPORARY SEWING SPACE
02:11:42:00 02:11:42:00 GOING TO BE?
02:11:42:00 02:11:43:00 WHERE IS THE PERMANENT SPACE
02:11:43:00 02:11:45:00 GOING TO BE?
02:11:45:00 02:11:46:00 I'M NOT SURE IF YOU'RE AWARE
02:11:46:00 02:11:49:00 BUT THERE IS A PRINCIPAL SEARCH
02:11:49:00 02:11:50:00 GOING ON.
02:11:50:00 02:11:51:00 SO A LONG TERM LEADER, A
02:11:51:00 02:11:54:00 NATIONWIDE SEARCH IS GOING ON
02:11:54:00 02:11:55:00 RIGHT NOW TO TO FIND A LEADER
02:11:55:00 02:11:56:00 FOR THE NEXT LEADER FOR THE
02:11:56:00 02:11:57:00 HORSEMEN'S.
02:11:57:00 02:11:58:00 AND ALSO DESSY HAS BEEN COMING
02:11:58:00 02:12:02:00 IN ON A REGULAR BASIS TO REALLY
02:12:02:00 02:12:03:00 TAKE A LOOK BECAUSE WE ASKED
02:12:03:00 02:12:06:00 THEM TO LEAN IN AND TAKE A LOOK
02:12:06:00 02:12:07:00 AT THE SCHOOL AS TO THE BOSTON
02:12:07:00 02:12:09:00 PUBLIC SCHOOLS POLICIES AND THE
02:12:09:00 02:12:10:00 ASSISTANT SUPERINTENDENT TALKED
02:12:10:00 02:12:14:00 ABOUT THE SCHOOL AND THE ACTUAL
02:12:14:00 02:12:14:00 TERM OF DAY SCHOOL AND DAY
02:12:14:00 02:12:16:00 SCHOOL BEING THE MOST
02:12:16:00 02:12:17:00 RESTRICTED.
02:12:17:00 02:12:18:00 WELL, ON MARCH 16TH THE
02:12:18:00 02:12:21:00 ASSISTANCE ATTENDED ATTENDED A
02:12:21:00 02:12:21:00 MEETING WITH DESSY AND
02:12:21:00 02:12:24:00 DIRECTORS OF DESSY AT THE
02:12:24:00 02:12:25:00 HORACE MANN SCHOOL THAT I
02:12:25:00 02:12:26:00 ATTENDED AND THEY SPECIFICALLY
02:12:26:00 02:12:29:00 STATED THAT BP'S POLICIES ON
02:12:29:00 02:12:33:00 DAY SCHOOL AND INCLUSION ARE
02:12:33:00 02:12:33:00 TWENTY YEARS OUT OF DATE.
02:12:33:00 02:12:36:00 THEY SPECIFICALLY STATED IN
02:12:36:00 02:12:37:00 2001 THE DEFINITION OF A DAY
02:12:37:00 02:12:41:00 SCHOOL WAS CLEARLY DEFINED AND

02:12:41:00 02:12:42:00 THAT BP IS NOT FOLLOWING THAT
02:12:42:00 02:12:44:00 DEFINITION.
02:12:44:00 02:12:45:00 A DAY SCHOOL DOES NOT HAVE TO
02:12:45:00 02:12:48:00 BE THE MOST RESTRICTIVE
02:12:48:00 02:12:49:00 ENVIRONMENT IF IF THERE ARE
02:12:49:00 02:12:53:00 INCLUSIVE IF IT IS AN INCLUSIVE
02:12:53:00 02:12:54:00 ENVIRONMENT THERE CAN BE
02:12:54:00 02:12:57:00 CHANGES, THERE CAN BE DIFFERENT
02:12:57:00 02:12:58:00 WAYS OF LOOKING AT IT DAY
02:12:58:00 02:13:00:00 SCHOOL FOR SERVICES THAT IS
02:13:00:00 02:13:01:00 WHAT A DAY SCHOOL IS FOR IS TO
02:13:01:00 02:13:04:00 SERVICE A STUDENT THAT NEEDS
02:13:04:00 02:13:08:00 THOSE SPECIFIC SERVICES NOT TO
02:13:08:00 02:13:09:00 BE DEFINED AS THE MOST
02:13:09:00 02:13:09:00 RESTRICTIVE ENVIRONMENT AND TO
02:13:09:00 02:13:11:00 CATEGORIZE STUDENTS.
02:13:11:00 02:13:13:00 THAT WAS THE ONE THING THAT DC
02:13:13:00 02:13:13:00 SPECIFICALLY STATED BOSTON
02:13:13:00 02:13:16:00 PUBLIC SCHOOLS STILL
02:13:16:00 02:13:16:00 CATEGORIZES STUDENTS.
02:13:16:00 02:13:20:00 THEY USE TERMS TO CATEGORIZE
02:13:20:00 02:13:21:00 STUDENTS WHERE THE REST OF THE
02:13:21:00 02:13:24:00 STATE THE REST THE NATION AND
02:13:24:00 02:13:25:00 MOVED AWAY FROM THESE
02:13:25:00 02:13:25:00 CATEGORIES FOR SPECIAL
02:13:25:00 02:13:27:00 EDUCATION AND THAT IS SOMETHING
02:13:27:00 02:13:28:00 THAT I'M LEARNING AT THE SAME
02:13:28:00 02:13:28:00 TIME.
02:13:28:00 02:13:31:00 BUT IT BOTHERED ME AS I LEARN
02:13:31:00 02:13:32:00 AS MY DAUGHTER GOES THROUGH
02:13:32:00 02:13:35:00 THIS THEY'RE SAYING IF THIS IS
02:13:35:00 02:13:36:00 20 YEARS OLD THAT THESE
02:13:36:00 02:13:39:00 POLICIES ARE OUTDATED BY TWENTY
02:13:39:00 02:13:39:00 YEARS.
02:13:39:00 02:13:40:00 LET'S THINK ABOUT NOT ONLY
02:13:40:00 02:13:42:00 CATEGORIES OF SPECIAL EDUCATION
02:13:42:00 02:13:43:00 STUDENTS BUT THE CONVERSATION
02:13:43:00 02:13:47:00 OF RACE, THE CONVERSATION
02:13:47:00 02:13:47:00 OF INEQUITIES.
02:13:47:00 02:13:48:00 THIS ALL COMES IN TOGETHER WHEN
02:13:48:00 02:13:51:00 IT COMES TO LANGUAGE.
02:13:51:00 02:13:52:00 IT'S ALL COMING UP NOW.
02:13:52:00 02:13:54:00 BUT IF DESSY THE STATE IN
02:13:54:00 02:13:55:00 BOSTON PUBLIC SCHOOLS HAVE
02:13:55:00 02:13:55:00 KNOWN THAT THESE POLICIES ARE
02:13:55:00 02:14:01:00 OUTDATED BY TWO DECADES I MEAN
02:14:01:00 02:14:02:00 ARE WE GOING TO CONTINUE TO
02:14:02:00 02:14:02:00 HAVE CONVERSATIONS OR ARE WE
02:14:02:00 02:14:04:00 ACTUALLY GOING TO LEAN IN AND
02:14:04:00 02:14:05:00 DO SOMETHING ABOUT IT AND
02:14:05:00 02:14:06:00 THAT'S WHAT I COME AND ASK AND
02:14:06:00 02:14:08:00 CHALLENGE THAT THE ASSISTANT
02:14:08:00 02:14:09:00 SUPERINTENDENT THE DATA THAT IS
02:14:09:00 02:14:12:00 RELEASED SHOULD BE ASKED SHOULD

02:14:12:00 02:14:13:00 BE DOUBLE CHECKED.
02:14:13:00 02:14:14:00 IT SHOULD BE SUBSTANTIATED
02:14:14:00 02:14:16:00 BECAUSE TO ANSWER WITH
02:14:16:00 02:14:17:00 INFORMATION THERE HAS TO BE
02:14:17:00 02:14:20:00 SUPPORTING INFORMATION ON AN
02:14:20:00 02:14:20:00 EDUCATIONAL PERSPECTIVE AND
02:14:20:00 02:14:24:00 ALSO ON A SCIENTIFIC BASIS AND
02:14:24:00 02:14:25:00 THEN ALSO THE ANSWERS THAT COME
02:14:25:00 02:14:25:00 FROM THE CHIEF FINANCIAL
02:14:25:00 02:14:28:00 OFFICER HOW THEY'RE SPENDING
02:14:28:00 02:14:29:00 AND THEY'RE PUTTING MONEY INTO
02:14:29:00 02:14:29:00 IT.
02:14:29:00 02:14:32:00 WHAT DOES THAT MEAN AND THEN
02:14:32:00 02:14:33:00 WHAT ARE THE RESULTS OF THAT
02:14:33:00 02:14:33:00 MONEY THAT'S GOING INTO IT?
02:14:33:00 02:14:36:00 WE HAVE FOUR HUNDRED MILLION
02:14:36:00 02:14:37:00 COMING IN FOR ESTER'S FOUR
02:14:37:00 02:14:39:00 HUNDRED MILLION DOLLARS ON TOP
02:14:39:00 02:14:40:00 THE ONE POINT THREE DOLLARS
02:14:40:00 02:14:43:00 BILLION ANNUAL BUDGET TO BOSTON
02:14:43:00 02:14:43:00 PUBLIC SCHOOLS.
02:14:43:00 02:14:44:00 THAT'S A LOT OF MONEY.
02:14:44:00 02:14:47:00 THAT IS A LOT OF MONEY THAT OUR
02:14:47:00 02:14:48:00 CHILDREN DESERVE THAT THE
02:14:48:00 02:14:51:00 TEACHERS AND EDUCATORS DESERVE
02:14:51:00 02:14:52:00 AND THE FAMILIES DESERVE AND TO
02:14:52:00 02:14:55:00 MAKE SURE THAT THAT MONEY IS
02:14:55:00 02:14:56:00 ACTUALLY BEING PLACED AND USED
02:14:56:00 02:14:57:00 APPROPRIATELY TO ACTUALLY MAKE
02:14:57:00 02:15:00:00 BOSTON PUBLIC SCHOOLS A GEM THE
02:15:00:00 02:15:02:00 JEWEL HOWEVER THINGS ARE BEING
02:15:02:00 02:15:03:00 DEFINED IS SO IMPORTANT AND WE
02:15:03:00 02:15:06:00 HAVE A VERY SHORT PERIOD
02:15:06:00 02:15:07:00 OF TIME TO FIGURE THAT OUT AND
02:15:07:00 02:15:10:00 I HOPE THAT THERE'S GOING TO BE
02:15:10:00 02:15:11:00 A LOT OF CHALLENGES AND
02:15:11:00 02:15:31:00 QUESTIONS ON THE ANSWERS THAT
02:15:31:00 02:15:32:00 COME OUT OF THE OFFICE
02:15:32:00 02:15:32:00 OF SPECIAL EDUCATION AND ALSO
02:15:32:00 02:15:33:00 OUT OF THE CHIEF FINANCIAL
02:15:33:00 02:15:33:00 OFFICERS OFFICE.
02:15:33:00 02:15:34:00 SO THANK YOU FOR ALLOWING ME TO
02:15:34:00 02:15:35:00 GO OFF A LITTLE BIT HERE BUT I
02:15:35:00 02:15:36:00 APPRECIATE THAT YOU ALLOW ME TO
02:15:36:00 02:15:36:00 SPEAK.
02:15:36:00 02:15:37:00 THANK YOU SO MUCH.
02:15:37:00 02:15:38:00 THANKS FOR YOUR ADVOCACY FOR
02:15:38:00 02:15:39:00 YOUR DAUGHTER AND FOR THIS
02:15:39:00 02:15:39:00 WHOLE SCHOOL COMMUNITY.
02:15:39:00 02:15:40:00 I APPRECIATE AND THANK YOU TO
02:15:40:00 02:15:41:00 MY COLLEAGUES FOR BEING ABLE TO
02:15:41:00 02:15:41:00 WAIT FOR A MINUTE.
02:15:41:00 02:15:42:00 I JUST WANT OUR HEARINGS GO SO
02:15:42:00 02:15:43:00 LONG AS I LIKE TO GO TO GET

02:15:43:00 02:15:44:00 SOME SOME OF THE PUBLIC AND ALL
02:15:44:00 02:15:44:00 RIGHT.
02:15:44:00 02:15:52:00 SO NEXT UP IS COUNCILOR FLYNN.
02:15:52:00 02:15:53:00 THANK YOU.
02:15:53:00 02:15:53:00 COUNCIL BOOK COUNCIL.
02:15:53:00 02:15:54:00 OK, I'M JUST GOING TO CONTINUE
02:15:54:00 02:15:56:00 LISTENING TO MY COLLEAGUES WITH
02:15:56:00 02:15:56:00 QUESTIONS AND ANSWERS THAT I
02:15:56:00 02:15:59:00 DON'T HAVE ANYTHING RIGHT.
02:15:59:00 02:16:06:00 GREAT COUNCILOR GEORGE, YOUR
02:16:06:00 02:16:09:00 MUTED COUNCILOR SALVAGER.
02:16:09:00 02:16:10:00 THANK YOU.
02:16:10:00 02:16:11:00 I'M SORRY ABOUT THAT.
02:16:11:00 02:16:12:00 BUT QUICK I JUST A QUICK
02:16:12:00 02:16:13:00 QUESTION.
02:16:13:00 02:16:14:00 I'M GRATEFUL MY COLLEAGUES GOT
02:16:14:00 02:16:15:00 TO SOME REALLY THOUGHTFUL
02:16:15:00 02:16:18:00 QUESTIONS AT TODAY'S HEARINGS
02:16:18:00 02:16:19:00 BUT I'D LIKE TO TALK JUST FOR A
02:16:19:00 02:16:21:00 MOMENT IF SOMEONE COULD ABOUT
02:16:21:00 02:16:22:00 THE STRIVE PROGRAM AND WE KNOW
02:16:22:00 02:16:25:00 HOW IMPORTANT TRANSITIONS ARE
02:16:25:00 02:16:26:00 AN APPROPRIATE TRANSITION
02:16:26:00 02:16:29:00 ESPECIALLY FOR OUR STUDENTS
02:16:29:00 02:16:32:00 WITH SOME NEEDS AND ALSO
02:16:32:00 02:16:33:00 CREATING OPPORTUNITIES FOR WORK
02:16:33:00 02:16:37:00 AND CAREER AFTER GRADUATION.
02:16:37:00 02:16:40:00 HOW MANY STUDENTS ARE CURRENTLY
02:16:40:00 02:16:41:00 IN THE STRIVE PROGRAM AND HOW
02:16:41:00 02:16:44:00 DO WE KNOW HOW CAN WE WORK
02:16:44:00 02:16:44:00 BETTER SUPPORT IT?
02:16:44:00 02:16:47:00 I'VE SEEN STRIVE IN ACTION WITH
02:16:47:00 02:16:48:00 OUR STUDENTS IN PARTNERSHIP
02:16:48:00 02:16:51:00 WITH SOME OF OUR INSTITUTE
02:16:51:00 02:16:52:00 PARTNERS TEACHING KIDS SOME
02:16:52:00 02:16:56:00 LIFE SKILLS AND WORK SKILLS AND
02:16:56:00 02:16:56:00 SOME REAL TRAININGS AND I WANT
02:16:56:00 02:17:00:00 TO MAKE SURE THAT WE'RE
02:17:00:00 02:17:00:00 SUPPORTING THIS EFFORT AND
02:17:00:00 02:17:04:00 CONTINUING TO GIVE THESE
02:17:04:00 02:17:05:00 OPPORTUNITIES TO OUR STUDENTS
02:17:05:00 02:17:08:00 ACROSS THE DISTRICT.
02:17:08:00 02:17:11:00 THANK YOU, COUNCILOR GEORGE FOR
02:17:11:00 02:17:12:00 FOR BRINGING THAT REALLY
02:17:12:00 02:17:15:00 IMPORTANT QUESTION AND THINKING
02:17:15:00 02:17:18:00 ABOUT OUR STUDENTS WHO GET THE
02:17:18:00 02:17:19:00 TRANSITION SERVICES.
02:17:19:00 02:17:20:00 I'M GOING TO HAVE TO GET YOU AN
02:17:20:00 02:17:22:00 EXACT NUMBER ON THE NUMBER
02:17:22:00 02:17:23:00 OF STUDENTS IN THE STRIKE
02:17:23:00 02:17:23:00 PROGRAM.
02:17:23:00 02:17:27:00 BUT WE DO HAVE ABOUT FOUR
02:17:27:00 02:17:27:00 THOUSAND TRANSITION AGE
02:17:27:00 02:17:30:00 STUDENTS AND SO THAT SHOULD BE

02:17:30:00 02:17:34:00 EXPERIENCING AND GOING THROUGH
02:17:34:00 02:17:34:00 THE TRANSITION SERVICES.
02:17:34:00 02:17:36:00 AND I JUST WANT TO CALL OUT
02:17:36:00 02:17:38:00 MARCIA FITZPATRICK, ASSISTANT
02:17:38:00 02:17:39:00 DIRECTOR FOR TRANSITION WHO HAS
02:17:39:00 02:17:43:00 DONE A GREAT JOB BRINGING SHAPE
02:17:43:00 02:17:43:00 TO IT AND BUILDING PARTNERSHIPS
02:17:43:00 02:17:46:00 TO SERVE OUR STUDENTS WHO ARE
02:17:46:00 02:17:50:00 TRANSITIONING TO THEIR ADULT
02:17:50:00 02:17:50:00 SERVICES.
02:17:50:00 02:17:51:00 IT'S INCREDIBLY IMPORTANT AND
02:17:51:00 02:17:54:00 IT'S BEEN EXCITING TO HEAR OVER
02:17:54:00 02:17:58:00 THE TO HEAR OVER THE COURSE
02:17:58:00 02:17:59:00 OF THE YEAR AS KIDS GET TO
02:17:59:00 02:18:01:00 START THEIR INTERNSHIPS AS
02:18:01:00 02:18:02:00 THEY'VE BEEN GOING BACK IN
02:18:02:00 02:18:02:00 PERSON AND EVEN SOME OF THE
02:18:02:00 02:18:05:00 VIRTUAL ONES THESE ARE PEOPLE
02:18:05:00 02:18:06:00 WHO HAVE JUST WORKED REALLY,
02:18:06:00 02:18:07:00 REALLY HARD TO MAKE SURE KIDS
02:18:07:00 02:18:09:00 ARE GETTING WHAT THEY NEED IN
02:18:09:00 02:18:10:00 TERMS OF THOSE TRANSITION
02:18:10:00 02:18:13:00 SERVICES.
02:18:13:00 02:18:14:00 SO JUST I THINK I KNOW THAT IT
02:18:14:00 02:18:17:00 WAS SOMETHING THAT WE DID HAVE
02:18:17:00 02:18:18:00 SOME STRUGGLES WITH PREVIOUSLY
02:18:18:00 02:18:21:00 AND BP'S.
02:18:21:00 02:18:22:00 BUT SINCE WE'VE BROUGHT IN AN
02:18:22:00 02:18:25:00 ASSISTANT DIRECTOR AND HAVE
02:18:25:00 02:18:26:00 THIS STRIVE TEAM AND AN
02:18:26:00 02:18:29:00 ASSISTANT DIRECTOR DEDICATED TO
02:18:29:00 02:18:30:00 TRANSITION, I THINK IT'S
02:18:30:00 02:18:33:00 BROUGHT A LOT OF SHAPE TO THE
02:18:33:00 02:18:34:00 PROGRAM AND IT'S BEEN EXCITING
02:18:34:00 02:18:36:00 TO HEAR WHAT OUR STUDENTS ARE
02:18:36:00 02:18:40:00 ABLE TO DO AND I LOOK FORWARD
02:18:40:00 02:18:42:00 TO THAT AND JUST WANT TO I
02:18:42:00 02:18:45:00 COMMITTED TO JUST GIVE A SHOUT
02:18:45:00 02:18:45:00 OUT AND SOME THANKS TO THE
02:18:45:00 02:18:48:00 TEACHERS WHO WERE INVOLVED IN
02:18:48:00 02:18:49:00 THAT PROGRAM, PARTICULARLY
02:18:49:00 02:18:52:00 BRENDA AND JAQUELINE.
02:18:52:00 02:18:53:00 I WORKED WITH FAMILIARITIES
02:18:53:00 02:18:53:00 BOSTON HIGH SCHOOL SO JUST
02:18:53:00 02:18:56:00 GRATEFUL FOR EVERYONE'S EFFORTS
02:18:56:00 02:18:57:00 ON BEHALF OF OUR STUDENTS.
02:18:57:00 02:18:57:00 THANK YOU.
02:18:57:00 02:18:58:00 THANK YOU.
02:18:58:00 02:18:59:00 THANK YOU.
02:18:59:00 02:19:00:00 THANK YOU, MADAM CHAIR.
02:19:00:00 02:19:01:00 THAT'S IT FOR ME THIS
02:19:01:00 02:19:01:00 AFTERNOON.
02:19:01:00 02:19:01:00 GREAT.
02:19:01:00 02:19:03:00 THANK CONCERTS ARBITRAGE AND

02:19:03:00 02:19:04:00 COUNCILOR FLYNN IS ASKED IF HE
02:19:04:00 02:19:07:00 CAN CLAW BACK A LITTLE BIT
02:19:07:00 02:19:08:00 OF HIS TIME FOR ONE QUESTION.
02:19:08:00 02:19:09:00 I'M GOING TO ALLOW IT.
02:19:09:00 02:19:11:00 SO COUNCILOR FLYNN.
02:19:11:00 02:19:12:00 THANK YOU.
02:19:12:00 02:19:12:00 COUNCIL BARTÓK AND I APOLOGIZE
02:19:12:00 02:19:16:00 TO MY COLLEAGUES FOR JUMPING IN
02:19:16:00 02:19:16:00 LINE.
02:19:16:00 02:19:19:00 I GUESS MY QUESTION IS TO NATE
02:19:19:00 02:19:20:00 AND CAN YOU TELL ME A LITTLE
02:19:20:00 02:19:23:00 ABOUT THE GENERAL ROTC PROGRAM?
02:19:23:00 02:19:25:00 I HAVE GREAT RESPECT FOR THIS
02:19:25:00 02:19:28:00 PROGRAM FOR THE STUDENTS THAT
02:19:28:00 02:19:28:00 PARTICIPATE IN IT.
02:19:28:00 02:19:31:00 THE INSTRUCTORS AS WELL.
02:19:31:00 02:19:32:00 IT'S AN EXCEPTIONAL PROGRAM.
02:19:32:00 02:19:36:00 I HOPE WE'RE NOT CUTTING THIS
02:19:36:00 02:19:36:00 PROGRAM.
02:19:36:00 02:19:39:00 WHAT CAN YOU TELL ME ABOUT THE
02:19:39:00 02:19:43:00 YEAH, AND I I AGREE THIS IS A
02:19:43:00 02:19:43:00 GREAT OPPORTUNITY FOR OUR
02:19:43:00 02:19:47:00 STUDENTS AND THE JAYATI C
02:19:47:00 02:19:48:00 PROGRAM IS A PROGRAM THAT IS
02:19:48:00 02:19:52:00 PARTIALLY REIMBURSED BY THE
02:19:52:00 02:19:54:00 FEDERAL GOVERNMENT AND SO WE
02:19:54:00 02:19:55:00 EACH OF THE POSITIONS THAT WE
02:19:55:00 02:20:00:00 HAVE ARE SORT OF HALF ON THE
02:20:00:00 02:20:02:00 BAPS BUDGET AND HALF REIMBURSED
02:20:02:00 02:20:03:00 THROUGH THAT PROGRAM.
02:20:03:00 02:20:04:00 THERE ARE NO PLANNED REDUCTIONS
02:20:04:00 02:20:07:00 IN JROTC THAT I'M AWARE OF .
02:20:07:00 02:20:08:00 OK, THANK YOU.
02:20:08:00 02:20:11:00 I DON'T THERE'S A MORE DIVERSE
02:20:11:00 02:20:14:00 PROGRAM AND VPS AND THE JUNIOR
02:20:14:00 02:20:15:00 ROTC PROGRAM I'M A STRONG
02:20:15:00 02:20:19:00 SUPPORTER OF THAT PROGRAM.
02:20:19:00 02:20:20:00 I ADMIRE THOSE STUDENTS THAT
02:20:20:00 02:20:23:00 WORK AND DO THEIR BEST AND
02:20:23:00 02:20:27:00 BECOME GREAT GREAT CITIZENS AS
02:20:27:00 02:20:27:00 WELL.
02:20:27:00 02:20:30:00 NATE, IF THERE'S ANY TALK ALL
02:20:30:00 02:20:35:00 ABOUT CUTS TO JROTC, WOULD YOU
02:20:35:00 02:20:36:00 CALL ME UP IMMEDIATELY AND LET
02:20:36:00 02:20:38:00 ME KNOW BECAUSE I NEED TO I
02:20:38:00 02:20:39:00 NEED TO BE AWARE OF THEM AND
02:20:39:00 02:20:42:00 I'M AN ADVOCATE FOR THEM
02:20:42:00 02:20:43:00 WHEREVER THEY'RE AT BECAUSE I
02:20:43:00 02:20:46:00 KNOW THE IMPORTANT ROLE THAT
02:20:46:00 02:20:49:00 PROGRAM PLAYS IN THE LIVES
02:20:49:00 02:20:50:00 OF AS MANY STUDENTS.
02:20:50:00 02:20:50:00 THANK YOU.
02:20:50:00 02:20:53:00 THANK COUNCIL BLOCK FOR GIVING
02:20:53:00 02:20:56:00 ME THE OPPORTUNITY TO TO GET

02:20:56:00 02:20:57:00 BACK INTO LINE.
02:20:57:00 02:20:58:00 THANK YOU.
02:20:58:00 02:21:01:00 THANK YOU, COUNSELOR.
02:21:01:00 02:21:05:00 AND OUR NEXT STEP IS COUNSELOR
02:21:05:00 02:21:09:00 FLAHERTY IS STILL I THINK
02:21:09:00 02:21:10:00 CATCHAFIRE HAS HAD TO GO SO GO
02:21:10:00 02:21:12:00 TO CELEBRATE.
02:21:12:00 02:21:16:00 IT WAS ME BACK AND I'M GOING TO
02:21:16:00 02:21:20:00 BE A RACIST IN MY QUESTIONING
02:21:20:00 02:21:21:00 WITH REGARD TO THE DEAF SCHOOLS
02:21:21:00 02:21:23:00 AND DEAF CULTURE.
02:21:23:00 02:21:25:00 YOU KNOW, I JUST FEEL LIKE A
02:21:25:00 02:21:27:00 COCHLEAR IMPLANT IS A PIECE
02:21:27:00 02:21:28:00 OF IT.
02:21:28:00 02:21:31:00 IT'S A IT'S A MECHANICAL AND
02:21:31:00 02:21:35:00 DEVICE THAT'S IMPLANTED IN IN
02:21:35:00 02:21:36:00 THE HEAD FOR A DEAF CHILD AND
02:21:36:00 02:21:39:00 THEY TEND TO HAVE A SHELF LIFE
02:21:39:00 02:21:43:00 OF ABOUT 15 YEARS.
02:21:43:00 02:21:44:00 INSURANCE DOESN'T PAY FOR A
02:21:44:00 02:21:44:00 SECOND ONE AT THIS POINT IN
02:21:44:00 02:21:47:00 TIME AS FAR AS I UNDERSTAND.
02:21:47:00 02:21:48:00 I REALLY FEEL THAT RELYING ON A
02:21:48:00 02:21:51:00 PIECE OF TECHNOLOGY TO TO TO
02:21:51:00 02:21:55:00 BRIDGE THAT GAP WITHOUT
02:21:55:00 02:21:58:00 TEACHING CHILDREN AMERICAN SIGN
02:21:58:00 02:21:59:00 LANGUAGE AND ALLOWING THEM TO
02:21:59:00 02:22:03:00 ACCESS THE DEAF CULTURE AND THE
02:22:03:00 02:22:07:00 HISTORY AND AND BE WITH DEAF
02:22:07:00 02:22:14:00 PEERS IS PROBLEMATIC TO ME AND
02:22:14:00 02:22:15:00 TO MANY OF THE PARENTS THAT
02:22:15:00 02:22:18:00 I'VE SPOKEN TO RECENTLY I
02:22:18:00 02:22:21:00 REALLY FEEL THAT WE HAVE TO
02:22:21:00 02:22:26:00 HAVE A VERY ROBUST CONVERSATION
02:22:26:00 02:22:27:00 ABOUT THE FUTURE OF THE HORACE
02:22:27:00 02:22:27:00 MANN SCHOOL FOR THE DEAF AND
02:22:27:00 02:22:30:00 THE FUTURE OF DEAF EDUCATION IN
02:22:30:00 02:22:33:00 THE CITY OF BOSTON.
02:22:33:00 02:22:34:00 AND YOU KNOW, I THINK I WANT TO
02:22:34:00 02:22:37:00 CONTINUE THIS CONVERSATION
02:22:37:00 02:22:37:00 GOING FORWARD.
02:22:37:00 02:22:42:00 YOU KNOW, IN TERMS OF OUR
02:22:42:00 02:22:44:00 STUDENTS WITH COCHLEAR IMPLANTS
02:22:44:00 02:22:45:00 TAUGHT SIGN LANGUAGE, ARE THEY
02:22:45:00 02:22:49:00 EXPECTED TO BE HEARING
02:22:49:00 02:22:50:00 STUDENTS?
02:22:50:00 02:22:53:00 YOU KNOW, DO THEY HAVE ACCESS
02:22:53:00 02:22:56:00 TO A TEACHER FOR THE DEAF IN
02:22:56:00 02:22:57:00 THEIR CLASSROOM IF THEY'RE NOT
02:22:57:00 02:23:01:00 AT THE HORACE MANN AND IS IT A
02:23:01:00 02:23:01:00 SORT OF JUST ON A NATIONAL
02:23:01:00 02:23:04:00 BASIS OR OR DO THEY HAVE
02:23:04:00 02:23:05:00 SOMEONE WHO IS PROFICIENT IN
02:23:05:00 02:23:08:00 TEACHING AMERICAN SIGN LANGUAGE

02:23:08:00 02:23:12:00 AND AND INSTRUCTING IN AMERICAN
02:23:12:00 02:23:13:00 AND TEACHING AND A SUBJECT IN
02:23:13:00 02:23:16:00 AMERICAN SIGN LANGUAGE AND THEN
02:23:16:00 02:23:19:00 DO THEY HAVE ACCENTS IN SCHOOL
02:23:19:00 02:23:20:00 TO THE MAPPING OF THE COCHLEAR
02:23:20:00 02:23:24:00 IMPLANT SO THAT THEY'RE THAT IS
02:23:24:00 02:23:25:00 FINE TUNED SO THAT THEY CAN
02:23:25:00 02:23:28:00 ACTUALLY GET THE BEST UTILITY
02:23:28:00 02:23:28:00 OUT OF THE COCHLEAR IMPLANT.
02:23:28:00 02:23:31:00 THE THE QUESTION I HAD WAS WITH
02:23:31:00 02:23:32:00 REGARD TO VISUALLY IMPAIRED
02:23:32:00 02:23:34:00 STUDENTS I DON'T KNOW HOW MANY
02:23:34:00 02:23:35:00 VISUALLY IMPAIRED OR BLIND
02:23:35:00 02:23:38:00 STUDENTS DO WE HAVE IN BOSTON
02:23:38:00 02:23:39:00 PUBLIC SCHOOLS?
02:23:39:00 02:23:39:00 HOW MANY TEACHERS OF THE
02:23:39:00 02:23:42:00 VISUALLY IMPAIRED DO WE HAVE
02:23:42:00 02:23:46:00 AND HOW MANY ORIENTATION
02:23:46:00 02:23:48:00 MOBILITY INSTRUCTORS DO WE HAVE
02:23:48:00 02:23:48:00 ?
02:23:48:00 02:23:56:00 THANK YOU.
02:23:56:00 02:23:57:00 SORRY CANCERIAN AS MUTED THANK
02:23:57:00 02:23:59:00 YOU FOR THOSE QUESTIONS.
02:23:59:00 02:24:00:00 CERTAINLY WITH REGARD TO
02:24:00:00 02:24:01:00 SPECIFIC NUMBERS AND NUMBERS
02:24:01:00 02:24:02:00 OF STUDENTS AND NUMBERS
02:24:02:00 02:24:04:00 OF TEACHERS WITH REGARD TO
02:24:04:00 02:24:07:00 THOSE VARIOUS RELATED SERVICE
02:24:07:00 02:24:08:00 PROVIDERS, I'D BE HAPPY TO GET
02:24:08:00 02:24:09:00 THOSE FOR YOU.
02:24:09:00 02:24:12:00 I KNOW RIGHT NOW IT IS REALLY
02:24:12:00 02:24:13:00 HARD TO FIND TEACHERS OF THE
02:24:13:00 02:24:15:00 VISUALLY IMPAIRED SO WE'RE
02:24:15:00 02:24:16:00 WORKING HARD TO FIND A
02:24:16:00 02:24:17:00 SUBSTITUTE RIGHT NOW LIKE IT IS
02:24:17:00 02:24:19:00 THOSE LOW INCIDENCE
02:24:19:00 02:24:19:00 DISABILITIES.
02:24:19:00 02:24:23:00 IT IS OFTEN HARD TO FIND THE
02:24:23:00 02:24:24:00 TEACHERS BUT WE ABSOLUTELY DO
02:24:24:00 02:24:27:00 HAVE TEACHERS HAVE COMPARED THE
02:24:27:00 02:24:31:00 ORIENTATION AND MOBILITY AND
02:24:31:00 02:24:32:00 TEACHERS OF THE DEAF AND HARD
02:24:32:00 02:24:34:00 OF HEARING AND I CAN CERTAINLY
02:24:34:00 02:24:39:00 GET YOU THOSE NUMBERS I IN NO
02:24:39:00 02:24:40:00 WAY WANT TO IMPLY THAT WE'RE
02:24:40:00 02:24:40:00 SORT OF RELYING ON COCHLEAR
02:24:40:00 02:24:43:00 IMPLANTS.
02:24:43:00 02:24:44:00 I'M SIMPLY SAYING THAT IT IS AN
02:24:44:00 02:24:46:00 ELEMENT IN PEOPLE'S DECISION.
02:24:46:00 02:24:48:00 I'LL JUST LEAVE IT AT THAT IN
02:24:48:00 02:24:51:00 TERMS OF WHERE STUDENTS AND
02:24:51:00 02:24:55:00 FAMILIES FOR FAMILIES WHERE
02:24:55:00 02:24:55:00 THEIR CHILD GOES TO SCHOOL.
02:24:55:00 02:24:59:00 I JUST WANT TO SAY THAT AND

02:24:59:00 02:25:00:00 THAT WE NEED TO GET TO A POINT
02:25:00:00 02:25:03:00 AND I BELIEVE WE'RE WHERE
02:25:03:00 02:25:04:00 FAMILY CHOICE IS THE DRIVING
02:25:04:00 02:25:07:00 PRINCIPLE OF WHERE OUR STUDENTS
02:25:07:00 02:25:11:00 GO TO SCHOOL AND WE CERTAINLY
02:25:11:00 02:25:11:00 ARE WORKING TOWARDS THAT.
02:25:11:00 02:25:14:00 THERE IS AND SO SO WE'RE
02:25:14:00 02:25:15:00 WORKING TOWARDS THAT.
02:25:15:00 02:25:18:00 I ALSO WANT TO ACKNOWLEDGE WHAT
02:25:18:00 02:25:19:00 MR. KIM SAID ABOUT THE DAY
02:25:19:00 02:25:22:00 SCHOOLS AND OUR UNDERSTANDING
02:25:22:00 02:25:26:00 OF DAY SCHOOLS AND WHAT HAD
02:25:26:00 02:25:27:00 BEEN A COMMON UNDERSTANDING
02:25:27:00 02:25:29:00 OF DAY SCHOOLS IN BAPS AS A
02:25:29:00 02:25:29:00 MOST RESTRICTIVE ENVIRONMENT
02:25:29:00 02:25:33:00 AND THAT YOU CAN DO INCLUSION
02:25:33:00 02:25:33:00 IN SCHOOLS.
02:25:33:00 02:25:34:00 SO WE ARE THINKING THROUGH WHAT
02:25:34:00 02:25:54:00 THE IMPLICATIONS OF THAT ARE
02:25:54:00 02:25:55:00 AND WHAT THAT MEANS IN
02:25:55:00 02:25:55:00 PARTICULAR FOR A DUAL LANGUAGE
02:25:55:00 02:25:56:00 SCHOOL LIKE THE HORACE MANN
02:25:56:00 02:25:57:00 SCHOOL AND WHAT THAT MEANS FOR
02:25:57:00 02:25:57:00 PROGRAMING THERE PARTICULARLY
02:25:57:00 02:25:58:00 AS WE LOOK TO A NEW FUTURE WITH
02:25:58:00 02:25:59:00 A NEW HEAD OF SCHOOL AND ALSO
02:25:59:00 02:26:00:00 HOPEFULLY A NEW FACILITY IN THE
02:26:00:00 02:26:00:00 NEXT FEW YEARS.
02:26:00:00 02:26:01:00 SO I JUST WANT TO ACKNOWLEDGE
02:26:01:00 02:26:02:00 WHAT MR. KIM MENTIONED THERE
02:26:02:00 02:26:03:00 AND THEN THERE IS THE ISSUE
02:26:03:00 02:26:04:00 OF DEAF CULTURE AND ASL.
02:26:04:00 02:26:05:00 ABSOLUTELY.
02:26:05:00 02:26:09:00 AND THAT THAT IS AN ELEMENT IN
02:26:09:00 02:26:10:00 DECISION MAKING AS WELL AND
02:26:10:00 02:26:10:00 SOMETHING WHEN IT COMES DOWN TO
02:26:10:00 02:26:12:00 THAT THAT THAT'S WHY FAMILY
02:26:12:00 02:26:13:00 CHOICE IS SO IMPORTANT.
02:26:13:00 02:26:17:00 SO I HAD ANOTHER QUESTION
02:26:17:00 02:26:17:00 ABOUT, YOU KNOW, EARLY
02:26:17:00 02:26:20:00 EDUCATION FOR DEAF CHILDREN
02:26:20:00 02:26:21:00 LIKE THOSE PRETTY WELL
02:26:21:00 02:26:24:00 DOCUMENTED EVIDENCE THAT EVEN
02:26:24:00 02:26:25:00 HEARING CHILDREN BENEFIT FROM
02:26:25:00 02:26:27:00 LEARNING SIGN LANGUAGE BECAUSE
02:26:27:00 02:26:28:00 AT THE STAGE WHEN THEY'RE SORT
02:26:28:00 02:26:29:00 OF PREVERBAL AND DON'T HAVE THE
02:26:29:00 02:26:32:00 ARTICULATION TO EXPRESS
02:26:32:00 02:26:33:00 THEMSELVES THAT THEY CAN
02:26:33:00 02:26:34:00 ACTUALLY COMMUNICATE WITH SIGN
02:26:34:00 02:26:36:00 LANGUAGE.
02:26:36:00 02:26:37:00 SO YOU KNOW, IT'S REALLY FEEL
02:26:37:00 02:26:38:00 THAT IT'S CRITICALLY IMPORTANT
02:26:38:00 02:26:40:00 FOR DEAF CHILDREN ESPECIALLY

02:26:40:00 02:26:41:00 THAT THAT THEY BE INTRODUCED TO
02:26:41:00 02:26:45:00 SIGN LANGUAGE KNOW THIS IS MORE
02:26:45:00 02:26:46:00 OF A PRE-K QUESTION RATHER THAN
02:26:46:00 02:26:48:00 A KINDERGARTEN FORWARD
02:26:48:00 02:26:48:00 QUESTION.
02:26:48:00 02:26:51:00 BUT I THINK REALLY THINKING
02:26:51:00 02:26:52:00 ABOUT THOSE RESOURCES AND
02:26:52:00 02:26:55:00 MAKING SURE THAT EVEN IF EVEN
02:26:55:00 02:26:58:00 IF PARENTS DECIDE TO MAKE IT A
02:26:58:00 02:26:59:00 LEGITIMATE CHOICE, IF THAT'S
02:26:59:00 02:27:00:00 THAT'S THEIR CHOICE TO SEND IT
02:27:00:00 02:27:03:00 TO DO AN INTEGRATED PATH
02:27:03:00 02:27:06:00 INCLUSION RATE PATH THAT THOSE
02:27:06:00 02:27:07:00 THOSE STUDENTS GET EARLY THOSE
02:27:07:00 02:27:11:00 LITTLE ONES AT EARLY ACCESS TO
02:27:11:00 02:27:11:00 AND THEIR PARENTS GET EARLY
02:27:11:00 02:27:14:00 ACCESS TO AMERICA SIGN LANGUAGE
02:27:14:00 02:27:15:00 SO THAT THEY CAN CAN GET
02:27:15:00 02:27:19:00 STARTED AND REALLY FEEL THAT IT
02:27:19:00 02:27:19:00 CERTAINLY HELPS A LOT.
02:27:19:00 02:27:22:00 I KNOW FROM MY EXPERIENCE
02:27:22:00 02:27:23:00 WORKING WITH SPECIAL NEEDS
02:27:23:00 02:27:24:00 CHILDREN, BEING ABLE TO
02:27:24:00 02:27:26:00 COMMUNICATE AND HAVE SOME SOME
02:27:26:00 02:27:27:00 WAY TO EXPRESS YOURSELF OTHER
02:27:27:00 02:27:31:00 THAN HAVING A TANTRUM AND
02:27:31:00 02:27:32:00 HAVING BEHAVIORS ONCE YOU GIVE
02:27:32:00 02:27:35:00 THEM SOME SOME SIGN LANGUAGE
02:27:35:00 02:27:35:00 ABILITY AND SOME WAY TO
02:27:35:00 02:27:39:00 COMMUNICATE AND THOSE BEHAVIORS
02:27:39:00 02:27:42:00 DECLINE RAPIDLY AND THEY FEEL
02:27:42:00 02:27:43:00 THAT THEY'RE BEING UNDERSTOOD
02:27:43:00 02:27:46:00 AND HEARD IN A WAY SO I LOOK
02:27:46:00 02:27:46:00 FORWARD TO CONTINUING THE
02:27:46:00 02:27:51:00 CONVERSATION WITH BOTH YOU AND
02:27:51:00 02:27:53:00 MR. KIM AND ALSO I WOULD JUST
02:27:53:00 02:27:55:00 SAY THAT I MEAN I THINK THAT'S
02:27:55:00 02:27:55:00 THE POWER OF THE HORSMAN ASPECT
02:27:55:00 02:27:58:00 TO A LANGUAGE THAT'S ALL ABOUT
02:27:58:00 02:27:58:00 LANGUAGE ACCESS AS WELL.
02:27:58:00 02:28:01:00 SO I MEAN AS IN SOME OF THE
02:28:01:00 02:28:02:00 CROSSWALK BETWEEN YOU KNOW, THE
02:28:02:00 02:28:06:00 OFFICE OF ENGLISH LEARNERS AND
02:28:06:00 02:28:07:00 OUR LANGUAGE ACCESS AND SPECIAL
02:28:07:00 02:28:10:00 EDUCATIONAL GETS WRAPPED UP
02:28:10:00 02:28:10:00 THERE.
02:28:10:00 02:28:11:00 SO AND ESPECIALLY FOR THOSE
02:28:11:00 02:28:14:00 FAMILIES ENGLISH IS NOT THEIR
02:28:14:00 02:28:18:00 ENGLISH, NOT THE FIRST LANGUAGE
02:28:18:00 02:28:21:00 THAT THE ASL CAN BE A BRIDGE TO
02:28:21:00 02:28:22:00 A WHOLE NEW WORLD.
02:28:22:00 02:28:23:00 YEAH, NO QUESTION.
02:28:23:00 02:28:24:00 VERY GOOD.
02:28:24:00 02:28:25:00 THANK YOU SO MUCH.

02:28:25:00 02:28:29:00 THANK YOU.
02:28:29:00 02:28:30:00 THANK YOU SO MUCH, COUNCILOR
02:28:30:00 02:28:30:00 BRITTON.
02:28:30:00 02:28:33:00 NEXT UP IS COUNCILOR CAMPBELL
02:28:33:00 02:28:37:00 COUNCILOR CAMPBELL, THANK YOU.
02:28:37:00 02:28:38:00 THANK YOU, COUNCILOR BOCK.
02:28:38:00 02:28:40:00 AND I JUST WANTED TO THANK MR
02:28:40:00 02:28:41:00 KIM FOR TAKING TIME TO TESTIFY
02:28:41:00 02:28:45:00 BECAUSE I DO THINK HE LIFTS UP
02:28:45:00 02:28:46:00 A LOT OF THE FRUSTRATION FROM
02:28:46:00 02:28:46:00 MANY PARENTS.
02:28:46:00 02:28:46:00 RIGHT.
02:28:46:00 02:28:48:00 JUST AS WE ARE PLANNING AND
02:28:48:00 02:28:49:00 DOING BETTER LOOKING TO DO
02:28:49:00 02:28:52:00 BETTER FOLKS WANT TO KNOW IN
02:28:52:00 02:28:53:00 THE IMMEDIATE WHAT IS THE
02:28:53:00 02:28:54:00 DISTRICT DOING TO SUPPORT THEIR
02:28:54:00 02:28:56:00 CURRENT STUDENT AND FAMILY?
02:28:56:00 02:28:59:00 THEY WANT TO FRANKLY BE OVER
02:28:59:00 02:28:59:00 COMMUNICATED WITH AND I THINK
02:28:59:00 02:29:00:00 THE DISTRICT HAS STRUGGLED WITH
02:29:00:00 02:29:03:00 THAT FOR YEARS AND I'M NOT JUST
02:29:03:00 02:29:04:00 SAYING THAT AS A COUNCILOR I
02:29:04:00 02:29:07:00 USED TO REPRESENT STUDENTS
02:29:07:00 02:29:07:00 LARGELY AGAINST CPS IN
02:29:07:00 02:29:11:00 EDUCATION CASES A LOT
02:29:11:00 02:29:11:00 OF SPECIAL NEEDS CASES AND
02:29:11:00 02:29:12:00 SCHOOL DISCIPLINE CASES AND SAW
02:29:12:00 02:29:15:00 THE STRUGGLES AND TRYING TO GET
02:29:15:00 02:29:16:00 THE RIGHT PLACEMENT GETTING IEP
02:29:16:00 02:29:19:00 SET UP JUST IT'S A VERY
02:29:19:00 02:29:20:00 DIFFICULT AND CHALLENGING
02:29:20:00 02:29:22:00 PROCESS WITH PARENTS REALLY
02:29:22:00 02:29:23:00 STRUGGLING TO GET THE
02:29:23:00 02:29:23:00 INFORMATION THEY NEED.
02:29:23:00 02:29:26:00 SO I JUST WANTED TO LIFT UP
02:29:26:00 02:29:26:00 THAT.
02:29:26:00 02:29:27:00 MANY OF HIS CONCERNS OF COURSE
02:29:27:00 02:29:28:00 ARE SHARED BY MANY PARENTS.
02:29:28:00 02:29:30:00 I DO THINK WE NEED TO THINK
02:29:30:00 02:29:31:00 ABOUT ALL THE TIME HOW WE COULD
02:29:31:00 02:29:33:00 OVERCOMMUNICATE BECAUSE WE
02:29:33:00 02:29:34:00 DON'T THERE'S JUST A CONTINUED
02:29:34:00 02:29:37:00 SORT OF DISTRUST I THINK WITH
02:29:37:00 02:29:38:00 WITH PARENTS AND FAMILIES AND
02:29:38:00 02:29:41:00 SO WE'LL KEEP PUSHING THE
02:29:41:00 02:29:42:00 ISSUES FOR SURE.
02:29:42:00 02:29:45:00 AND AND EVEN AS I WAS LISTENING
02:29:45:00 02:29:46:00 TO OTHER COUNCILORS, I WAS
02:29:46:00 02:29:46:00 CONNECTING WITH MY CHIEF
02:29:46:00 02:29:48:00 OF STAFF ON WHAT WE ARE DOING
02:29:48:00 02:29:49:00 WITH RESPECT TO ENGLISH
02:29:49:00 02:29:52:00 LEARNERS AND THIS IS NEAR AND
02:29:52:00 02:29:53:00 DEAR TO HER AS SHE WAS ONE

02:29:53:00 02:29:56:00 OF THOSE STUDENTS AT BP'S AND I
02:29:56:00 02:29:57:00 KNOW THAT WE ARE VISIONING AND
02:29:57:00 02:30:00:00 REIMAGINING WHICH IS IMPORTANT
02:30:00:00 02:30:00:00 TO DO.
02:30:00:00 02:30:01:00 I THINK WE MAYBE GOT STARTED A
02:30:01:00 02:30:04:00 LITTLE LATE BUT WE WANT TO BE
02:30:04:00 02:30:04:00 INTENTIONAL.
02:30:04:00 02:30:05:00 WE WANT TO INCLUDE FOLKS IN
02:30:05:00 02:30:06:00 THIS PROCESS.
02:30:06:00 02:30:07:00 BUT AGAIN, FAMILIES WANT TO
02:30:07:00 02:30:09:00 KNOW IF I HAVE A STUDENT RIGHT
02:30:09:00 02:30:10:00 NOW WHO IS AN ENGLISH LEARNER,
02:30:10:00 02:30:11:00 WILL THEY HAVE ACCESS TO DUAL
02:30:11:00 02:30:12:00 LANGUAGE PROGRAM?
02:30:12:00 02:30:12:00 WILL THEY HAVE ACCESS TO THE
02:30:12:00 02:30:15:00 SERVICES THAT THEY NEED?
02:30:15:00 02:30:16:00 AND SO JUST THAT IS A STRUGGLE
02:30:16:00 02:30:17:00 THAT WE'RE GRAPPLING WITH AS WE
02:30:17:00 02:30:20:00 DEAL CONSTITUENTS ON A DAY TO
02:30:20:00 02:30:20:00 DAY BASIS.
02:30:20:00 02:30:24:00 AND MY SON ALSO AGREES YOU WANT
02:30:24:00 02:30:26:00 TO COME TO THE HEARING.
02:30:26:00 02:30:31:00 SO I'M JUST FOLLOWING UP ON ON
02:30:31:00 02:30:31:00 SOMETHING THAT COMES OR
02:30:31:00 02:30:34:00 REQUESTED DEMOGRAPHICS
02:30:34:00 02:30:35:00 ENROLLMENT NUMBERS FROM THE
02:30:35:00 02:30:38:00 KIMBERLEY SCHOOLS ALSO WANTED
02:30:38:00 02:30:39:00 TO REQUEST THAT AS WELL AND
02:30:39:00 02:30:43:00 ALSO IF THERE IS DEMOGRAPHICS
02:30:43:00 02:30:43:00 WITHIN THE ENROLLMENT NUMBERS
02:30:43:00 02:30:47:00 IN TERMS OF RACE, GENDER ETC I
02:30:47:00 02:30:47:00 WOULD ALSO LIKE THAT SORT
02:30:47:00 02:30:49:00 THROUGH THE CHAIR WITH THAT
02:30:49:00 02:30:50:00 SORT OF REQUEST FOR INFORMATION
02:30:50:00 02:30:54:00 AND CAN FOLLOW UP ON THAT.
02:30:54:00 02:30:58:00 BUT THE BIGGER ISSUE IS IN THE
02:30:58:00 02:30:59:00 CONTEXT OF AND I'M NOT
02:30:59:00 02:30:59:00 DISCOUNTING GIRLS AND ISSUES
02:30:59:00 02:31:00:00 WITH GIRLS BUT IN THE CONTEXT
02:31:00:00 02:31:01:00 OF BOYS BEEN REALLY CONNECTING
02:31:01:00 02:31:05:00 WITH A LOT OF FOLKS INCLUDING A
02:31:05:00 02:31:05:00 RECENT CONVERSATION WITH THE
02:31:05:00 02:31:09:00 PRESIDENT OF THE BCU WHO'S BEEN
02:31:09:00 02:31:10:00 STUDYING THIS FOR A REALLY LONG
02:31:10:00 02:31:12:00 TIME FOR THE LAST 20 YEARS ON
02:31:12:00 02:31:16:00 JUST HOW BOYS ARE RESPONDED TO
02:31:16:00 02:31:17:00 IN THE CLASSROOM.
02:31:17:00 02:31:18:00 AND IT'S NOT JUST OVER
02:31:18:00 02:31:19:00 DISCIPLINE FOR WHAT WAS FRANKLY
02:31:19:00 02:31:20:00 JUST BOY OR GIRL OR CHILDREN
02:31:20:00 02:31:21:00 BEHAVIOR.
02:31:21:00 02:31:25:00 IT IS THE SEPARATE TO SEND TO
02:31:25:00 02:31:25:00 MCKINLEY SCHOOLS EVEN REFLECTED
02:31:25:00 02:31:28:00 IN HOW THEY GRADED.

02:31:28:00 02:31:28:00 SO JUST THIS CULTURAL SHIFT
02:31:28:00 02:31:32:00 THAT NEEDS TO HAPPEN IN SCHOOL
02:31:32:00 02:31:33:00 SYSTEMS AND HOW WE EDUCATE BOYS
02:31:33:00 02:31:36:00 FRANKLY ALL BOYS, EVERY
02:31:36:00 02:31:36:00 DEMOGRAPHIC AND IT IS
02:31:36:00 02:31:39:00 EXACERBATED FOR BOYS OF COLOR.
02:31:39:00 02:31:41:00 AND SO I'M JUST CURIOUS WHERE
02:31:41:00 02:31:44:00 IN THE DISTRICT IS WHO WHAT
02:31:44:00 02:31:45:00 TEAM AND WHO WAS RESPONDING TO
02:31:45:00 02:31:48:00 THE TO THESE LARGER ISSUES
02:31:48:00 02:31:51:00 OF HOW BOYS TEND TO BE TREATED
02:31:51:00 02:31:52:00 ?
02:31:52:00 02:31:53:00 I THINK ABOUT MY TWIN BROTHER
02:31:53:00 02:31:53:00 ALL THE TIME BECAUSE HE WAS AT
02:31:53:00 02:31:56:00 MCKINLEY FOR A PERIOD OF TIME
02:31:56:00 02:31:57:00 AND YOU SAW THE DISTINCTIONS
02:31:57:00 02:31:59:00 YOU'RE BOTH DEALING WITH TRAUMA
02:31:59:00 02:32:00:00 OF HOW HE WAS RESPONDING TO WAS
02:32:00:00 02:32:01:00 VERY DIFFERENT THAN HOW I WAS
02:32:01:00 02:32:03:00 RESPONDED TO SCHOOL IN THE
02:32:03:00 02:32:04:00 DISTRICT IS REALLY GRAPPLING
02:32:04:00 02:32:07:00 WITH THIS CULTURE LOOKING TO
02:32:07:00 02:32:08:00 SHIFT SHIFTED WHAT RESEARCH ARE
02:32:08:00 02:32:11:00 THEY LOOKING AT TO SHIFT
02:32:11:00 02:32:12:00 CULTURE AND PRACTICE AT EVERY
02:32:12:00 02:32:15:00 JUNCTURE INCLUDING THE EARLY
02:32:15:00 02:32:16:00 YEARS WHERE IT STARTS TO
02:32:16:00 02:32:19:00 ADDRESS THESE ISSUES OF JUST
02:32:19:00 02:32:19:00 OVER DISCIPLINE AND HOW WE
02:32:19:00 02:32:20:00 REACT TO BOYS GENERALLY
02:32:20:00 02:32:23:00 SOMETHING THAT I'M JUST SORT
02:32:23:00 02:32:24:00 OF IN THE WEEDS ON RIGHT NOW
02:32:24:00 02:32:25:00 WHICH I THINK CONNECTS THE
02:32:25:00 02:32:26:00 MCKINLEY PROGRAMING BUT IT'S
02:32:26:00 02:32:27:00 BIGGER THAN THAT.
02:32:27:00 02:32:27:00 IT'S A CULTURE.
02:32:27:00 02:32:30:00 IT'S A IT'S A CULTURAL SHIFT
02:32:30:00 02:32:31:00 THAT'S NEEDED WITHIN THIS
02:32:31:00 02:32:32:00 SCHOOL DISTRICT AND SO MANY
02:32:32:00 02:32:38:00 OTHERS I CAN TAKE THE FIRST
02:32:38:00 02:32:41:00 PATH THAT'S OK FOR THE REST.
02:32:41:00 02:32:45:00 NO PROBLEM OVER THE LAST COUPLE
02:32:45:00 02:32:46:00 OF YEARS AND IF THE DISTRICT
02:32:46:00 02:32:49:00 HAS DONE SEVERAL REPORTS AROUND
02:32:49:00 02:32:50:00 THE NEEDS OF BOYS BLACK AND
02:32:50:00 02:32:52:00 BROWN BOYS IN AND EPS AND I
02:32:52:00 02:32:56:00 BELIEVE UNDER CHARLES AND ALSO
02:32:56:00 02:33:00:00 THE OFFICE OF OPPORTUNITY GAP
02:33:00:00 02:33:01:00 THEY CONTINUE TO WORK WITH THE
02:33:01:00 02:33:04:00 TEN BOYS INITIATIVE WORK THAT
02:33:04:00 02:33:05:00 HAS BEEN LAUNCHED TO
02:33:05:00 02:33:08:00 INTENTIONALLY SUPPORT OUR BLACK
02:33:08:00 02:33:08:00 AND BROWN BOYS.
02:33:08:00 02:33:09:00 BUT WHAT YOU'RE ALSO

02:33:09:00 02:33:12:00 IDENTIFYING A CITY COUNCILOR
02:33:12:00 02:33:15:00 CAMPBELL, IS THIS SHIFT IT'S A
02:33:15:00 02:33:16:00 MINDSET SHIFT MINDSET SHIFT
02:33:16:00 02:33:20:00 THAT NEEDS TO HAPPEN WITHIN THE
02:33:20:00 02:33:20:00 INSTRUCTIONAL GROUND AND THE
02:33:20:00 02:33:23:00 WORK THAT WE'RE DOING IN THE
02:33:23:00 02:33:24:00 ACADEMICS OFFICE UNDER THE
02:33:24:00 02:33:27:00 LEADERSHIP OF DR JOHNSON IS TO
02:33:27:00 02:33:28:00 LOOK AT HOW DO WE DEAL WITH
02:33:28:00 02:33:31:00 BIASES THAT ARE INHERENT WITHIN
02:33:31:00 02:33:32:00 THE WORK YOU'VE IDENTIFIED THIS
02:33:32:00 02:33:35:00 CONCEPT OF GENDER.
02:33:35:00 02:33:39:00 IMAGINE WHEN A STUDENT IS
02:33:39:00 02:33:40:00 IMMIGRANT STUDENT WHO'S AN
02:33:40:00 02:33:40:00 ENGLISH LEADER WHO IS A BLACK
02:33:40:00 02:33:44:00 OR HISPANIC BOY WHO HAS NO
02:33:44:00 02:33:48:00 SUPPORT OR IT IS ALSO SPECIAL
02:33:48:00 02:33:51:00 ED WITHIN A CLASSROOM SETTING.
02:33:51:00 02:33:52:00 I MEAN THE ISSUES AND THE
02:33:52:00 02:33:55:00 CONCERNS FOR THAT STUDENT IS
02:33:55:00 02:33:56:00 NOT SENDING THEIR CHILD TO
02:33:56:00 02:33:57:00 ANOTHER TEACHER OR ANOTHER
02:33:57:00 02:33:59:00 SETTING IT IS HOW DO WE AS A
02:33:59:00 02:34:03:00 COMMUNITY SUPPORT EMBRACE LOVE
02:34:03:00 02:34:04:00 UPON THAT STUDENT TO ENSURE
02:34:04:00 02:34:08:00 THAT AS WAS STATED BY NEED AT
02:34:08:00 02:34:09:00 THE BEGINNING, THE MISSION IS
02:34:09:00 02:34:11:00 THE GREATEST THING ALL STUDENTS
02:34:11:00 02:34:15:00 IN THAT MINDSET SHIFT FOR US IS
02:34:15:00 02:34:16:00 SOMETHING THAT WE WANT TO BE
02:34:16:00 02:34:18:00 ABLE TO LAUNCH AND DO NOW AND
02:34:18:00 02:34:19:00 THAT IS WHY I THINK DR. MARY
02:34:19:00 02:34:20:00 JOHNSON TALKED A LITTLE BIT
02:34:20:00 02:34:23:00 ABOUT REVIEWING A LOT OF OUR
02:34:23:00 02:34:26:00 CURRICULUM WITH ADVICE WITH A
02:34:26:00 02:34:31:00 FRAME OF DEALING WITH BIASES AS
02:34:31:00 02:34:33:00 ONE OF THE MANY WORKS THE WORK
02:34:33:00 02:34:34:00 ETHAN IS DOING IN TERMS
02:34:34:00 02:34:38:00 OF REVIEWING HOW SPECIAL ED
02:34:38:00 02:34:38:00 SERVICES ARE PROVIDED TO THEIR
02:34:38:00 02:34:41:00 STUDENTS AND THE WORK THAT
02:34:41:00 02:34:42:00 WE'RE DOING IN THE OFFICE
02:34:42:00 02:34:43:00 OF ENGLISH LEARNERS LOOKING AT
02:34:43:00 02:34:46:00 LANGUAGE AS AN ASSET WE'RE
02:34:46:00 02:34:49:00 TRYING TO WITHIN THIS NEXT
02:34:49:00 02:34:50:00 COUPLE OF MONTHS INTEGRATED TO
02:34:50:00 02:34:51:00 THAT BY NEXT YEAR WE COULD
02:34:51:00 02:34:53:00 LAUNCH A FULL INTEGRATED VISION
02:34:53:00 02:34:56:00 OF SHIFT FOR THE DISTRICT.
02:34:56:00 02:34:58:00 I APPRECIATE THE RESPONSE AND I
02:34:58:00 02:35:01:00 KNOW SOME LONGER CONVERSATION
02:35:01:00 02:35:01:00 WHICH I'LL CONTINUE OFFLINE
02:35:01:00 02:35:05:00 WITH YOU GUYS BUT IT'S A
02:35:05:00 02:35:05:00 NECESSARY ONE BECAUSE IT SHOWS

02:35:05:00 02:35:09:00 UP AND I THINK VERY DETRIMENTAL
02:35:09:00 02:35:12:00 EFFECTS LATER ON IN MANY WAYS
02:35:12:00 02:35:13:00 WITH RESPECT TO BOYS AND
02:35:13:00 02:35:15:00 OF COURSE IN DIFFERENT WAYS
02:35:15:00 02:35:16:00 WITH RESPECT TO GIRLS TOO.
02:35:16:00 02:35:17:00 SO I APPRECIATE THAT.
02:35:17:00 02:35:18:00 AND JUST LASTLY, WE'LL SAY
02:35:18:00 02:35:20:00 BEFORE WE SEE A GAP WE'LL START
02:35:20:00 02:35:24:00 TO WAVE ON THE BACK TO SORT
02:35:24:00 02:35:27:00 OF THE INCLUSION FUNCTIONING
02:35:27:00 02:35:28:00 INCLUSION QUESTIONING YOU GUYS
02:35:28:00 02:35:31:00 ARE GOING TO LOVE WHO'S SITTING
02:35:31:00 02:35:35:00 NEXT TO ME SAY HELLO.
02:35:35:00 02:35:38:00 MATT WENT OUTSIDE.
02:35:38:00 02:35:39:00 SO THE INCLUSION QUESTIONS IS
02:35:39:00 02:35:43:00 IS REALLY THIS IDEA OF WHAT
02:35:43:00 02:35:44:00 DOES IT MEAN FOR THE DISTRICT
02:35:44:00 02:35:46:00 TO SET SOME STANDARDS BECAUSE
02:35:46:00 02:35:46:00 YOU ARE SEEING DIFFERENCES
02:35:46:00 02:35:47:00 AMONG SCHOOL LEVELS.
02:35:47:00 02:35:50:00 RIGHT, WHICH IS AT THE SCHOOL
02:35:50:00 02:35:50:00 LEVEL WHICH IS CREATING THESE
02:35:50:00 02:35:51:00 INEQUITIES.
02:35:51:00 02:35:51:00 SO WE'RE REALLY LOOKING FORWARD
02:35:51:00 02:35:54:00 TO CONTINUING THAT CONVERSATION
02:35:54:00 02:35:54:00 AS WELL.
02:35:54:00 02:36:15:00 APPLYING TO HAVE WHAT THAT
02:36:15:00 02:36:15:00 STANDARD LOOKS LIKE.
02:36:15:00 02:36:16:00 BUT I THINK IT'S ALSO THE
02:36:16:00 02:36:17:00 LARGER QUESTION OF WHAT THE
02:36:17:00 02:36:18:00 DISTRICT IS RESPONSIBLE FOR,
02:36:18:00 02:36:18:00 WHAT'S IN THE PURVIEW OF THE
02:36:18:00 02:36:19:00 DISTRICT AND WHAT'S IN THE
02:36:19:00 02:36:20:00 PURVIEW OF THE SCHOOL AND
02:36:20:00 02:36:20:00 MAKING THOSE DISTINCTIONS
02:36:20:00 02:36:21:00 REALLY CLEAR SO PARENTS AND
02:36:21:00 02:36:22:00 FAMILIES HAVE A SENSE OF WHAT
02:36:22:00 02:36:22:00 THEY THINK AND SEE YOU LATER.
02:36:22:00 02:36:23:00 I'LL COME BACK JUST FOR ETHAN.
02:36:23:00 02:36:24:00 JUST I WANT TO MAKE SURE I WAS
02:36:24:00 02:36:25:00 EVEN GOING TO TRY TO GET IN ON
02:36:25:00 02:36:26:00 THE THING IT LOOKS LIKE I DON'T
02:36:26:00 02:36:26:00 KNOW.
02:36:26:00 02:36:27:00 I MEAN I JUST LOOK FORWARD TO
02:36:27:00 02:36:28:00 HAVING THAT CONVERSATION WITH
02:36:28:00 02:36:28:00 COUNCILOR CAMPBELL AROUND
02:36:28:00 02:36:29:00 INCLUSION AND THE STANDARDS
02:36:29:00 02:36:30:00 BECAUSE THE STANDARD NEEDS TO
02:36:30:00 02:36:30:00 BE DRIVEN BY THE IEP AND WE
02:36:30:00 02:36:32:00 NEED TO BE IMPLEMENTING AND YOU
02:36:32:00 02:36:37:00 KNOW, THE STANDARD IS YET TO BE
02:36:37:00 02:36:40:00 DETERMINED BUT A FOLLOW UP AND
02:36:40:00 02:36:41:00 I'LL BE I'LL REMAIN ON THE
02:36:41:00 02:36:42:00 HEARING FOR THE REST OF THE

02:36:42:00 02:36:44:00 HEARING.
02:36:44:00 02:36:44:00 THANK YOU.
02:36:44:00 02:36:45:00 THANK YOU, CARL TOBIAS.
02:36:45:00 02:36:46:00 OH GREAT.
02:36:46:00 02:36:46:00 THANKS SO MUCH, COUNCILOR
02:36:46:00 02:36:47:00 CAMPBELL.
02:36:47:00 02:36:48:00 NEXT UP IS COUNCILOR MEJIA AND
02:36:48:00 02:36:49:00 THEN ONLY COUNCILOR EDWARDS
02:36:49:00 02:36:52:00 COUNCILOR.
02:36:52:00 02:36:52:00 YES.
02:36:52:00 02:36:56:00 SO I JUST HAVE A FEW QUESTIONS
02:36:56:00 02:36:59:00 I KNOW I ASKED EARLIER ABOUT
02:36:59:00 02:37:00:00 JUST THE NUMBER OF DOLLARS THAT
02:37:00:00 02:37:02:00 WE'RE SPENDING ON SPECIAL
02:37:02:00 02:37:03:00 EDUCATION AND JUST CURIOUS
02:37:03:00 02:37:04:00 ABOUT WHAT THE RETURN ON
02:37:04:00 02:37:04:00 INVESTMENT IS.
02:37:04:00 02:37:07:00 CAN YOU JUST GIVE ME A BALLPARK
02:37:07:00 02:37:10:00 FIGURE OF HOW MANY DOLLARS WE
02:37:10:00 02:37:13:00 SPENT ON SPECIAL EDUCATION?
02:37:13:00 02:37:14:00 YES, I CAN AS I PULL THAT UP
02:37:14:00 02:37:17:00 I'LL JUST ADD THAT SPECIAL
02:37:17:00 02:37:21:00 EDUCATION THERE ARE THREE
02:37:21:00 02:37:22:00 DIFFERENT CATEGORIES OF SPECIAL
02:37:22:00 02:37:24:00 EDUCATION SPENDING.
02:37:24:00 02:37:25:00 THERE'S THE DOLLARS THAT IS
02:37:25:00 02:37:26:00 BEING SPENT FOR THE SPECIAL
02:37:26:00 02:37:28:00 EDUCATION CENTRAL OFFICE
02:37:28:00 02:37:29:00 DEPARTMENT THAT'S EASON'S TEAM
02:37:29:00 02:37:33:00 AND THE MONEY IN IN THAT
02:37:33:00 02:37:36:00 DEPARTMENT.
02:37:36:00 02:37:40:00 THE SECOND IS SPENDING ON
02:37:40:00 02:37:41:00 SPECIAL EDUCATION TEACHERS AND
02:37:41:00 02:37:43:00 SPECIAL EDUCATION ACCOUNTS.
02:37:43:00 02:37:44:00 THOSE ARE FOR, YOU KNOW,
02:37:44:00 02:37:47:00 DOLLARS SPECIFICALLY SET ASIDE
02:37:47:00 02:37:48:00 FOR THOSE ITEMS IN THE FINAL
02:37:48:00 02:37:51:00 CATEGORY IS SPENDING ON
02:37:51:00 02:37:52:00 PROGRAMS THE PROGRAM CODE FOR
02:37:52:00 02:37:56:00 SPECIAL EDUCATION ACROSS ALL
02:37:56:00 02:37:59:00 OF THOSE ERM I WAS TRYING TO
02:37:59:00 02:38:00:00 TALK AND LOOK FOR A FILE AT THE
02:38:00:00 02:38:01:00 SAME TIME TURNS OUT CANNOT DO
02:38:01:00 02:38:04:00 TWO THINGS AT ONCE THAT'S OK
02:38:04:00 02:38:08:00 AND WHY ARE YOU WHY ARE YOU
02:38:08:00 02:38:08:00 LOOKING THAT UP.
02:38:08:00 02:38:12:00 I JUST I GUESS WHAT I IT WOULD
02:38:12:00 02:38:12:00 BE HELPFUL FOR THOSE ARE
02:38:12:00 02:38:15:00 TURNING ME TO UNDERSTAND IF I
02:38:15:00 02:38:18:00 THINK I THINK IT'S BASED ON
02:38:18:00 02:38:19:00 WEIGHT LIKE SO IF YOUR CHILD IS
02:38:19:00 02:38:22:00 CLASSIFIED AS SPECIAL EDUCATION
02:38:22:00 02:38:23:00 THERE'S AN ADDITIONAL X AMOUNT
02:38:23:00 02:38:26:00 OF DOLLARS THAT IS ASSOCIATED

02:38:26:00 02:38:27:00 WITH THAT CHILD, RIGHT?
02:38:27:00 02:38:28:00 YEAH, ABSOLUTELY.
02:38:28:00 02:38:31:00 AND SO I'M CURIOUS IF LET'S
02:38:31:00 02:38:34:00 JUST SAY FOURTEEN THOUSAND
02:38:34:00 02:38:35:00 DOLLARS.
02:38:35:00 02:38:35:00 RIGHT.
02:38:35:00 02:38:39:00 IS A LOT OF IT FOR STUDENTS.
02:38:39:00 02:38:41:00 I THINK WHATEVER IT IS OF ALL
02:38:41:00 02:38:43:00 THOSE DOLLARS DOES EVERY SINGLE
02:38:43:00 02:38:47:00 DOLLAR GET SPENT TO SUPPORT THE
02:38:47:00 02:38:50:00 EDUCATIONAL PLAN OF THAT CHILD
02:38:50:00 02:38:55:00 SO THE TOTAL TOTAL SPENDING
02:38:55:00 02:38:56:00 ACROSS THE DISTRICT FOR SPECIAL
02:38:56:00 02:38:58:00 EDUCATION ACROSS CATEGORIES
02:38:58:00 02:38:59:00 THAT I MENTIONED IS THREE
02:38:59:00 02:39:00:00 HUNDRED AND THIRTY SEVEN
02:39:00:00 02:39:01:00 MILLION.
02:39:01:00 02:39:02:00 WHAT YOU'RE REFERRING TO IS THE
02:39:02:00 02:39:03:00 ALLOCATIONS THAT ARE GIVEN TO
02:39:03:00 02:39:06:00 TO TO STUDENTS THROUGH OUR
02:39:06:00 02:39:09:00 WEIGHTED STUDENT FUNDING MODEL
02:39:09:00 02:39:10:00 .
02:39:10:00 02:39:11:00 SO I WAS JUST KIND OF GIVING
02:39:11:00 02:39:13:00 YOU A LITTLE BIT OF TIME
02:39:13:00 02:39:14:00 BECAUSE I KIND OF GET TO IS IS
02:39:14:00 02:39:17:00 THAT THAT'S A BIG CHUNK
02:39:17:00 02:39:18:00 OF CHANGE AND I'M CURIOUS
02:39:18:00 02:39:20:00 OF EVERY SINGLE DOLLAR IS
02:39:20:00 02:39:21:00 ACCOUNTED FOR FOR THE SERVICES
02:39:21:00 02:39:25:00 THAT ARE DELIVERED TO THOSE
02:39:25:00 02:39:29:00 CHILDREN WHO ARE IN NEED.
02:39:29:00 02:39:29:00 YEAH.
02:39:29:00 02:39:36:00 SO IN TERMS OF OF ACCOUNTING SO
02:39:36:00 02:39:37:00 WE GO THROUGH A NUMBER
02:39:37:00 02:39:41:00 OF DIFFERENT AUDITS, ANNUAL
02:39:41:00 02:39:44:00 AUDITS OF BOTH OUR FEDERAL AND
02:39:44:00 02:39:48:00 LOCAL DOLLARS AND SO WHEN WE
02:39:48:00 02:39:49:00 ALLOCATE MONEY OUT FOR
02:39:49:00 02:39:50:00 PARTICULAR POSITIONS THAT ARE
02:39:50:00 02:39:52:00 MEANT FOR SPECIAL EDUCATION
02:39:52:00 02:39:53:00 STAFFING, THERE'S A NUMBER
02:39:53:00 02:39:57:00 OF STEPS IN THE PROCESS TO MAKE
02:39:57:00 02:39:57:00 SURE THAT SCHOOLS ARE BUYING
02:39:57:00 02:39:58:00 THE STAFF THAT THEY'RE REQUIRED
02:39:58:00 02:40:00:00 THAT THE STAFF HAVE THE
02:40:00:00 02:40:01:00 APPROPRIATE LICENSE.
02:40:01:00 02:40:04:00 DAPHNE HAD ALREADY MENTIONED
02:40:04:00 02:40:05:00 EARLIER THERE'S A PROCESS WE
02:40:05:00 02:40:05:00 REFER TO AS BUDGET
02:40:05:00 02:40:08:00 COLLABORATIVES WHICH IS THAT'S
02:40:08:00 02:40:09:00 REALLY THE START OF THE SPECIAL
02:40:09:00 02:40:12:00 EDUCATION BUDGETING PROCESS
02:40:12:00 02:40:12:00 REALLY THE SCHOOL BUDGETING
02:40:12:00 02:40:12:00 PROCESS.

02:40:12:00 02:40:16:00 SO A TEAM COMES TOGETHER WITH
02:40:16:00 02:40:16:00 THE ENROLLMENT PROJECTIONS AND
02:40:16:00 02:40:19:00 THE BUDGETS THE SCHOOLS RECEIVE
02:40:19:00 02:40:20:00 AND PART OF IT IS IS
02:40:20:00 02:40:21:00 CROSS-FUNCTIONAL PROBLEM
02:40:21:00 02:40:23:00 SOLVING.
02:40:23:00 02:40:24:00 THAT'S THE COLLABORATIVE PART
02:40:24:00 02:40:24:00 AND PART OF IT IS COMPLIANCE
02:40:24:00 02:40:28:00 CHECKS TO MAKE SURE THAT IF
02:40:28:00 02:40:29:00 YOU'RE PROJECTED FOR SPECIFIC
02:40:29:00 02:40:31:00 STUDENTS THAT YOU WERE
02:40:31:00 02:40:32:00 BUDGETING TO MAKE SURE YOU HAVE
02:40:32:00 02:40:33:00 THE APPROPRIATE PROGRAMS THEN
02:40:33:00 02:40:35:00 OUR OFFICE OF HUMAN CAPITAL
02:40:35:00 02:40:38:00 GOES THROUGH AND MAKE SURE THAT
02:40:38:00 02:40:39:00 YOU HAVE THE APPROPRIATE
02:40:39:00 02:40:40:00 LICENSING FOR THE TEACHERS THAT
02:40:40:00 02:40:43:00 ARE IN AND THEN IT'S POSTED AND
02:40:43:00 02:40:47:00 HIRING IS MONITORED TO MAKE
02:40:47:00 02:40:48:00 SURE THAT WHEN THEY HIRE STAFF
02:40:48:00 02:40:48:00 THEY'RE MEETING THAT LICENSE.
02:40:48:00 02:40:51:00 SO THERE ARE MULTIPLE CHECKS IN
02:40:51:00 02:40:55:00 THE PROCESS BOTH BEFORE ANY
02:40:55:00 02:40:56:00 MONEY IS SPENT AS MONEY IS
02:40:56:00 02:40:57:00 BEING SPENT AND THEN AFTER
02:40:57:00 02:40:59:00 MONEY IS BEING SPENT TO GO BACK
02:40:59:00 02:41:00:00 AND VERIFY THAT IT WAS SPENT
02:41:00:00 02:41:02:00 FOR THE PURPOSE IN WHICH IT
02:41:02:00 02:41:02:00 BUDGETED FOR.
02:41:02:00 02:41:03:00 THANK YOU FOR THAT.
02:41:03:00 02:41:06:00 SO I'M GOING I'M GOING TO ASK A
02:41:06:00 02:41:09:00 QUESTION ABOUT CONST AND
02:41:09:00 02:41:10:00 ENGLISH LANGUAGE.
02:41:10:00 02:41:11:00 I DON'T KNOW HOW TO SAY THIS
02:41:11:00 02:41:17:00 WORD CUN SPENT SORRY COME TO
02:41:17:00 02:41:18:00 YOU SAY YEAH COMPENSATORY
02:41:18:00 02:41:21:00 SERVICES COMPENSATE FOR
02:41:21:00 02:41:25:00 STUDENTS WITH HIGH NEEDS ARE
02:41:25:00 02:41:26:00 ELIGIBLE FOR THAT WORD SERVICES
02:41:26:00 02:41:28:00 AS A RESULT OF SCHOOL CLOSURES
02:41:28:00 02:41:29:00 DURING COGAT SCHOOLS MUST
02:41:29:00 02:41:32:00 IDENTIFY STUDENTS WHO ARE
02:41:32:00 02:41:33:00 ENTITLED TO COME TO OUR
02:41:33:00 02:41:37:00 SERVICES ABOVE AND BEYOND
02:41:37:00 02:41:37:00 TYPICAL SERVICES.
02:41:37:00 02:41:40:00 HOW IS THE DISTRICT IDENTIFYING
02:41:40:00 02:41:41:00 STUDENTS WITH HIGH NEEDS AND
02:41:41:00 02:41:42:00 HOW MANY STUDENTS HAVE BEEN
02:41:42:00 02:41:43:00 IDENTIFIED?
02:41:43:00 02:41:44:00 DISTRICTS ARE REQUIRED TO HAVE
02:41:44:00 02:41:47:00 MEETINGS TO DETERMINE
02:41:47:00 02:41:47:00 TRANSITORY SERVICES.
02:41:47:00 02:41:51:00 HOW MANY MEETINGS HAVE OCCURRED
02:41:51:00 02:41:52:00 AND HOW AND WHEN OUR SERVICES

02:41:52:00 02:41:55:00 DELIVERED AFTER SCHOOL WEEKENDS
02:41:55:00 02:41:57:00 ETC. SO CAN YOU JUST GIVE ME
02:41:57:00 02:41:57:00 SOME INSIGHT?
02:41:57:00 02:41:59:00 THAT'S A QUESTION I CAME IN FOR
02:41:59:00 02:41:59:00 FOR SOMEONE WHO COULDN'T BE
02:41:59:00 02:42:00:00 HERE BECAUSE SHE DIDN'T KNOW
02:42:00:00 02:42:03:00 ABOUT HEARING AND THAT'S EDITH
02:42:03:00 02:42:03:00 BAZIL.
02:42:03:00 02:42:04:00 SO SHE SUBMITTED THAT QUESTION
02:42:04:00 02:42:07:00 AND OBVIOUSLY I WOULD NOT USE
02:42:07:00 02:42:08:00 WORDS THAT I DON'T KNOW HOW TO
02:42:08:00 02:42:10:00 PRONOUNCE BUT I NEED TO THROW
02:42:10:00 02:42:11:00 THAT IN THERE SO SOMEBODY COULD
02:42:11:00 02:42:12:00 ANSWER THAT THAT I'D APPRECIATE
02:42:12:00 02:42:15:00 THAT TO THANK YOU COUNCILOR ME
02:42:15:00 02:42:17:00 FOR THE QUESTION.
02:42:17:00 02:42:18:00 YES, MANY PEOPLE STRUGGLE ON
02:42:18:00 02:42:22:00 THAT WHERE WE'RE NOT WE'RE NOT
02:42:22:00 02:42:22:00 THE FIRST.
02:42:22:00 02:42:30:00 SO THE DESSY SET OUT DOES THE
02:42:30:00 02:42:30:00 DEPARTMENT OF ELEMENTARY
02:42:30:00 02:42:33:00 SECURITY EDUCATION SET OUT IN
02:42:33:00 02:42:34:00 MASSACHUSETTS IS THE ONLY STATE
02:42:34:00 02:42:37:00 WHERE THEY REQUIRED THE LEVEL
02:42:37:00 02:42:37:00 OF RIGOR AROUND COMPENSATORY
02:42:37:00 02:42:41:00 SERVICES THAT WE SAW HERE AND
02:42:41:00 02:42:45:00 HERE IN MASSACHUSETTS AND FOR
02:42:45:00 02:42:49:00 AND THEY DID PRIORITIZE OUR
02:42:49:00 02:42:50:00 HIGH NEED STUDENTS FOR NEEDING
02:42:50:00 02:42:53:00 COMPULSORY SERVICES.
02:42:53:00 02:42:54:00 SO THOSE STUDENTS WITH THE SAME
02:42:54:00 02:42:54:00 STUDENTS THAT WERE PRIORITIZED
02:42:54:00 02:42:57:00 FOR IN PERSON LEARNING IN THE
02:42:57:00 02:43:01:00 FALL SO FOR THE STUDENTS I
02:43:01:00 02:43:02:00 CAN'T I DON'T HAVE IT RIGHT IN
02:43:02:00 02:43:04:00 FRONT OF ME BUT IT IS THE SAME
02:43:04:00 02:43:05:00 GROUP OF STUDENTS THAT WERE
02:43:05:00 02:43:05:00 PRIORITIZED FOR IN-PERSON
02:43:05:00 02:43:09:00 LEARNING IN THE FALL WHEN WE
02:43:09:00 02:43:12:00 WERE ABLE TO BRING STUDENTS
02:43:12:00 02:43:14:00 BACK THE WE HAVE DONE A LOT
02:43:14:00 02:43:17:00 OF TRAINING WITH OUR
02:43:17:00 02:43:17:00 COORDINATORS AROUND HOLDING
02:43:17:00 02:43:17:00 THESE MEETINGS.
02:43:17:00 02:43:21:00 IT'S A WHOLE NEW SET OF SORT
02:43:21:00 02:43:21:00 OF PROCESSES TO GO THROUGH.
02:43:21:00 02:43:23:00 YOU WANT TO GATHER DATA BOTH
02:43:23:00 02:43:24:00 FROM THE FAMILY ON HOW THE
02:43:24:00 02:43:29:00 STUDENT DID DURING COVID AND
02:43:29:00 02:43:29:00 ORIGINALLY IT WAS ONLY FROM
02:43:29:00 02:43:32:00 MARCH TO JUNE THE PERIOD THAT
02:43:32:00 02:43:33:00 THEY WERE USING AND THEN THEY
02:43:33:00 02:43:34:00 STARTED TO INCLUDE THE REST
02:43:34:00 02:43:36:00 OF THIS YEAR AS WELL.

02:43:36:00 02:43:40:00 SO THEY SHIFTED THE GUIDELINES
02:43:40:00 02:43:41:00 AS WE MOVED AHEAD INTO IT.
02:43:41:00 02:43:44:00 I GUESS WHAT'S REALLY IMPORTANT
02:43:44:00 02:43:45:00 IS TO SAY IT'S THE PRINCIPLES
02:43:45:00 02:43:46:00 OF COMPENSATORY SERVICES THAT
02:43:46:00 02:43:48:00 ARE IMPORTANT.
02:43:48:00 02:43:49:00 THESE ARE THIS IS AN
02:43:49:00 02:43:52:00 OPPORTUNITY FOR TO BE A PIECE
02:43:52:00 02:43:53:00 OF THE RETURN RECOVER
02:43:53:00 02:43:56:00 REIMAGINES SO THAT STUDENTS ARE
02:43:56:00 02:43:57:00 ABLE TO GET THE SERVICE THEY
02:43:57:00 02:43:59:00 NEED TO GET BACK ON TRACK AND
02:43:59:00 02:44:04:00 WE HAVE WORKED REALLY HARD TO
02:44:04:00 02:44:04:00 MAKE SURE THAT OUR COORDINATORS
02:44:04:00 02:44:05:00 KNOW HOW TO HOLD THESE
02:44:05:00 02:44:07:00 MEETINGS, ARE ABLE TO HOLD
02:44:07:00 02:44:08:00 THESE MEETINGS AND INDEED THAT
02:44:08:00 02:44:12:00 THEY'RE HAPPENING.
02:44:12:00 02:44:13:00 SO WE HAVE REACHED ABOUT OVER
02:44:13:00 02:44:14:00 FOUR THOUSAND AGREEMENTS NOW
02:44:14:00 02:44:16:00 ACROSS THE DISTRICT IN TERMS
02:44:16:00 02:44:19:00 OF THE AGREEMENTS AND WE WILL
02:44:19:00 02:44:20:00 BE PROVIDING THOSE SERVICES
02:44:20:00 02:44:23:00 SOME OF THOSE SERVICES ARE
02:44:23:00 02:44:27:00 BEING DELIVERED NOW BOTH AFTER
02:44:27:00 02:44:28:00 THERE ARE SOME BEING DELIVERED
02:44:28:00 02:44:28:00 AFTER SCHOOL THERE SOME ARE
02:44:28:00 02:44:31:00 GOING TO BE DELIVERED DURING
02:44:31:00 02:44:32:00 THE SUMMER, SOME IN PERSON,
02:44:32:00 02:44:34:00 SOME REMOTE AND WE FULLY EXPECT
02:44:34:00 02:44:35:00 THAT SOME SERVICES WILL BE
02:44:35:00 02:44:38:00 DELIVERED IN THE FALL AND
02:44:38:00 02:44:39:00 THAT'S OK.
02:44:39:00 02:44:42:00 WE REALLY WE WANT TO MAKE SURE
02:44:42:00 02:44:43:00 KIDS GET WHAT THEY NEED.
02:44:43:00 02:44:44:00 THE LAST POINT ON THAT IS JUST
02:44:44:00 02:44:46:00 THAT WE'VE ENGAGED WITH THE
02:44:46:00 02:44:46:00 COMMUNITY.
02:44:46:00 02:44:50:00 WE HAD THREE COMMUNITY MEETINGS
02:44:50:00 02:44:51:00 TO BE ABLE TO MAKE SURE THAT
02:44:51:00 02:44:53:00 STUDENTS UNDERSTAND THAT
02:44:53:00 02:44:54:00 FAMILIES KNOW WHAT IS POSSIBLE
02:44:54:00 02:44:57:00 AND AVAILABLE WITH REGARD TO
02:44:57:00 02:44:58:00 STORIES.
02:44:58:00 02:45:02:00 WHAT'S THE DOLLAR AMOUNT DINA?
02:45:02:00 02:45:02:00 WE DON'T HAVE A DOLLAR TOTAL
02:45:02:00 02:45:03:00 DOLLAR AMOUNT YET.
02:45:03:00 02:45:06:00 WE ALLOCATED A NUMBER AT THE
02:45:06:00 02:45:06:00 BEGINNING.
02:45:06:00 02:45:08:00 WE WEREN'T SURE WHAT IT WOULD
02:45:08:00 02:45:09:00 BE BUT WE'RE USING CARRAS
02:45:09:00 02:45:13:00 FUNDING FOR THAT SO NEED I
02:45:13:00 02:45:14:00 DON'T KNOW IF YOU WANT TO
02:45:14:00 02:45:15:00 ADDRESS THE FINANCIAL IMPACT

02:45:15:00 02:45:17:00 OF THAT, BUT WE WE WANT TO MAKE
02:45:17:00 02:45:20:00 SURE THAT KIDS GET WHAT YEAH.
02:45:20:00 02:45:24:00 WE JUST ADD IS GOES TO THE
02:45:24:00 02:45:28:00 FINANCIAL PROJECTION ON THAT.
02:45:28:00 02:45:29:00 THIS IS NOT BECAUSE THIS IS NOT
02:45:29:00 02:45:31:00 A SINGLE YEAR EFFORT.
02:45:31:00 02:45:32:00 RIGHT.
02:45:32:00 02:45:33:00 THE THE EFFORT TO COME UP WITH
02:45:33:00 02:45:35:00 COMPENSATORY SERVICES TO MAKE
02:45:35:00 02:45:36:00 SURE THE STUDENTS ARE MADE
02:45:36:00 02:45:37:00 WHOLE WHICH WILL CROSS MULTIPLE
02:45:37:00 02:45:39:00 FISCAL YEARS.
02:45:39:00 02:45:40:00 SO WE'LL CONTINUE TO MONITOR IT
02:45:40:00 02:45:41:00 AND SET ASIDE THE DOLLARS WE
02:45:41:00 02:45:43:00 THINK WE SET ASIDE A FAIRLY
02:45:43:00 02:45:44:00 CONSERVATIVE AMOUNT FOR THIS
02:45:44:00 02:45:46:00 YEAR SO WE HAVE ENOUGH
02:45:46:00 02:45:47:00 RESOURCES THAT WE'RE THIS IS A
02:45:47:00 02:45:50:00 IS AN AREA OF ACADEMIC
02:45:50:00 02:45:51:00 RECOVERY .
02:45:51:00 02:45:52:00 WE TALKED ABOUT THE TWENTY
02:45:52:00 02:45:54:00 PERCENT THAT WE'LL NEED TO
02:45:54:00 02:45:55:00 CONTINUE TO MONITOR AND BECAUSE
02:45:55:00 02:45:57:00 IT'S SO INDIVIDUALLY DRIVEN
02:45:57:00 02:45:58:00 IT'S REALLY DIFFICULT FOR US TO
02:45:58:00 02:46:02:00 TO PROJECT FULLY UNTIL ALL
02:46:02:00 02:46:03:00 OF THE THE MEETINGS AND ALL
02:46:03:00 02:46:05:00 OF THE SORT OF ISSUES
02:46:05:00 02:46:06:00 OF SURFACED.
02:46:06:00 02:46:07:00 AND ONE LAST QUESTION BEFORE
02:46:07:00 02:46:09:00 STARBUCK DOES GABBLE I ASKED
02:46:09:00 02:46:12:00 THE QUESTION LAST WEEK I GUESS
02:46:12:00 02:46:13:00 WITH THE LAW DEPARTMENT FOLKS
02:46:13:00 02:46:17:00 IN REGARDS TO LAWSUITS THAT
02:46:17:00 02:46:37:00 HAVE BEEN FORMED AGAINST BAPS
02:46:37:00 02:46:39:00 FOR IP AND THINGS OF THAT
02:46:39:00 02:46:40:00 NATURE AND THEY DIDN'T HAVE A
02:46:40:00 02:46:40:00 NAME THEY SAID THAT THIS WAS
02:46:40:00 02:46:41:00 SOMETHING THAT BAPS COULD
02:46:41:00 02:46:41:00 ANSWER.
02:46:41:00 02:46:42:00 AND I'M JUST CURIOUS IF YOU
02:46:42:00 02:46:43:00 HAPPEN TO HAVE ANY INFORMATION
02:46:43:00 02:46:44:00 IN TERMS OF HOW MUCH MONEY WE
02:46:44:00 02:46:44:00 AS THE DISTRICT HAVE SPENT ON
02:46:44:00 02:46:46:00 DEFENDING IP LAWSUITS AGAINST
02:46:46:00 02:46:53:00 US FOR SERVICES NOT RENDERED UM
02:46:53:00 02:46:54:00 I'D HAVE TO GET I'D HAVE TO
02:46:54:00 02:46:58:00 LOOK INTO THAT AND GET BACK TO
02:46:58:00 02:46:58:00 YOU ON THAT.
02:46:58:00 02:46:59:00 I DON'T HAVE THAT INFORMATION
02:46:59:00 02:47:02:00 READILY AVAILABLE.
02:47:02:00 02:47:05:00 OK, AND THEN IN REGARDS TO THE
02:47:05:00 02:47:09:00 MCKINLEY SCHOOL, I ADDRESSED
02:47:09:00 02:47:10:00 THIS EARLIER IN SOME OTHER

02:47:10:00 02:47:13:00 HEARING I CAN'T REMEMBER WHICH
02:47:13:00 02:47:16:00 DAY WAS ANY MORE BUT IT WAS
02:47:16:00 02:47:17:00 REGARDS TO LITERACY AND HOW YOU
02:47:17:00 02:47:21:00 KNOW, I'M JUST CURIOUS ABOUT
02:47:21:00 02:47:22:00 WHEN WE THINK ABOUT HOW WE'RE
02:47:22:00 02:47:25:00 PASSING STUDENTS FROM GRADE TO
02:47:25:00 02:47:25:00 GRADE OFTEN STRUGGLING TO READ
02:47:25:00 02:47:28:00 AND WRITE WHAT ARE WE DOING AS
02:47:28:00 02:47:29:00 A DISTRICT TO IDENTIFY LIKE
02:47:29:00 02:47:32:00 EARLY INTERVENTION WARNING
02:47:32:00 02:47:36:00 SIGNALS AND SIGNS TO HELP
02:47:36:00 02:47:37:00 SUPPORT STUDENTS WHO MAY HAVE
02:47:37:00 02:47:37:00 DYSLEXIA?
02:47:37:00 02:47:40:00 I KNOW THAT STUDENTS WHO HAVE
02:47:40:00 02:47:41:00 DYSLEXIA, PARTICULARLY STUDENTS
02:47:41:00 02:47:44:00 OF COLOR.
02:47:44:00 02:47:45:00 THIS IS NOT SOMETHING THAT WE
02:47:45:00 02:47:46:00 SEE A LOT OF EARLY DETECTION
02:47:46:00 02:47:46:00 ON.
02:47:46:00 02:47:48:00 SO I'M JUST CURIOUS, ETHAN,
02:47:48:00 02:47:51:00 WHAT ARE WE DOING TO SUPPORT
02:47:51:00 02:47:51:00 THOSE STUDENTS?
02:47:51:00 02:47:52:00 YEAH, TERRIFIC.
02:47:52:00 02:47:55:00 THANK YOU, COUNCILOR ME HERE
02:47:55:00 02:48:00:00 THE I MEAN AS I'VE SAID EARLIER
02:48:00:00 02:48:01:00 , READING OUR STRATEGIC READING
02:48:01:00 02:48:04:00 APPROACH NEEDS TO START IN THE
02:48:04:00 02:48:04:00 GENERAL EDUCATION CLASSROOM AND
02:48:04:00 02:48:07:00 BE A STRONG TIER ONE.
02:48:07:00 02:48:08:00 IT'S NOT EVEN A SUPPORT.
02:48:08:00 02:48:11:00 IT'S WHAT WE DO.
02:48:11:00 02:48:15:00 AND IF YOU WANT I DON'T KNOW IF
02:48:15:00 02:48:16:00 DR AMIR JOHNSON WANTS TO
02:48:16:00 02:48:19:00 ADDRESS THIS BUT THE THAT IS A
02:48:19:00 02:48:23:00 IT SHOULD NOT BE ONLY A SPECIAL
02:48:23:00 02:48:23:00 EDUCATION ISSUE.
02:48:23:00 02:48:26:00 STUDENTS NEED SPECIAL EDUCATION
02:48:26:00 02:48:26:00 SUPPORTS.
02:48:26:00 02:48:27:00 OF COURSE WE WANT TO MAKE THAT
02:48:27:00 02:48:28:00 HAPPEN BUT WE WANT TO MAKE SURE
02:48:28:00 02:48:30:00 THAT KIDS GET THE READING
02:48:30:00 02:48:31:00 SKILLS THEY NEED EARLY ON SO
02:48:31:00 02:48:34:00 THEY DON'T BECOME SPECIAL
02:48:34:00 02:48:35:00 EDUCATION STUDENTS.
02:48:35:00 02:48:36:00 NOT THAT IT'S A BAD THING BUT
02:48:36:00 02:48:38:00 THAT IF THEY'RE THAT WE DON'T
02:48:38:00 02:48:39:00 WANT THAT TO HAPPEN BECAUSE WE
02:48:39:00 02:48:41:00 DIDN'T DO THE RIGHT THING.
02:48:41:00 02:48:43:00 WE WANT TO MAKE SURE KIDS GET
02:48:43:00 02:48:45:00 WHAT THEY NEED EARLY ON FROM
02:48:45:00 02:48:46:00 THE BEGINNING AND I WOULD REFER
02:48:46:00 02:48:49:00 YOU TO AND WE'LL SEE IF WE CAN
02:48:49:00 02:48:50:00 SEND IT TO YOU BEFORE SCHOOL
02:48:50:00 02:48:51:00 COMMITTEE WE DID AN EARLY

02:48:51:00 02:48:53:00 INTERVENTION READING
02:48:53:00 02:48:54:00 PRESENTATION AND WE CAN MAKE
02:48:54:00 02:48:55:00 SURE YOU GET THAT.
02:48:55:00 02:48:57:00 THANK YOU.
02:48:57:00 02:48:58:00 AND I SEE THE GUY WELL I DON'T
02:48:58:00 02:48:59:00 HAVE ANY MORE QUESTIONS FOR
02:48:59:00 02:49:00:00 TODAY.
02:49:00:00 02:49:01:00 THANK YOU.
02:49:01:00 02:49:01:00 GREAT.
02:49:01:00 02:49:04:00 THANK YOU SO MUCH, COUNCILOR
02:49:04:00 02:49:05:00 HERE AND NOW I'M GOING TO ASK
02:49:05:00 02:49:09:00 MY QUESTIONS AND THEN I'LL JUST
02:49:09:00 02:49:10:00 SAY TO COUNCILORS WHO ARE STILL
02:49:10:00 02:49:13:00 ON THE CALL I THINK EVERYONE'S
02:49:13:00 02:49:13:00 GOTTEN THEIR QUESTIONS AND IF
02:49:13:00 02:49:14:00 YOU'VE GOT A FOLLOW UP, RAISE
02:49:14:00 02:49:15:00 YOUR BLUE HAND BECAUSE
02:49:15:00 02:49:17:00 OTHERWISE WE WILL CLOSE IT OUT
02:49:17:00 02:49:19:00 AFTER I FINISH MINE.
02:49:19:00 02:49:21:00 SO I WANT TO JUST FOLLOW UP ON
02:49:21:00 02:49:24:00 THE COMPENSATORY SERVICES POINT
02:49:24:00 02:49:28:00 SO HOW MUCH DID WE RESERVE
02:49:28:00 02:49:28:00 THOUGH FOR THIS YEAR?
02:49:28:00 02:49:34:00 CARE MONEY FOR THAT THE AMOUNT
02:49:34:00 02:49:34:00 OF MONEY FOR THE SPRING
02:49:34:00 02:49:38:00 COMPENSATORY SERVICES WE HAD
02:49:38:00 02:49:38:00 SET ASIDE INITIALLY WAS I
02:49:38:00 02:49:41:00 BELIEVE FIVE MILLION DOLLARS
02:49:41:00 02:49:42:00 OF THE ORIGINAL.
02:49:42:00 02:49:43:00 THIS WAS PART OF THE ORIGINAL
02:49:43:00 02:49:45:00 CARERS ACT FUNDING RECOGNIZING
02:49:45:00 02:49:49:00 THAT MOST OF THE MEETINGS WERE
02:49:49:00 02:49:50:00 HAPPENING THIS SPRING AND IT
02:49:50:00 02:49:56:00 WOULD BE SORT OF WHEN MEANT
02:49:56:00 02:49:57:00 CONSERVATIVE MEANING THAT WE
02:49:57:00 02:49:58:00 FELT CONFIDENT THAT WE WOULD BE
02:49:58:00 02:50:00:00 ABLE TO THAT WOULD BE ENOUGH
02:50:00:00 02:50:01:00 FOR US TO BE ABLE TO COVER THE
02:50:01:00 02:50:03:00 SERVICES THAT WERE NEEDED.
02:50:03:00 02:50:08:00 BUT AND THIS IS A RARE
02:50:08:00 02:50:08:00 STATEMENT FOR ME.
02:50:08:00 02:50:12:00 BUT I WANTED WE WORKED VERY
02:50:12:00 02:50:12:00 CLOSELY WITH ETHAN AND HIS TEAM
02:50:12:00 02:50:13:00 TO MAKE SURE THAT THEY KNEW
02:50:13:00 02:50:15:00 THAT THIS WAS JUST A
02:50:15:00 02:50:16:00 PLACEHOLDER FOR US AS WE GOT
02:50:16:00 02:50:19:00 MORE INFORMATION WE WERE NOT WE
02:50:19:00 02:50:20:00 ARE NOT MANAGING THEM TO THAT
02:50:20:00 02:50:20:00 BUDGET.
02:50:20:00 02:50:23:00 THE IMPORTANT THING HERE WAS TO
02:50:23:00 02:50:24:00 MAKE SURE STUDENTS' NEEDS WERE
02:50:24:00 02:50:27:00 MET AND JUST TO KEEP IN
02:50:27:00 02:50:27:00 CONSTANT COMMUNICATION BECAUSE
02:50:27:00 02:50:28:00 IT'S REALLY IMPORTANT FOR US TO

02:50:28:00 02:50:30:00 MAKE SURE IT REALLY IS DRIVEN
02:50:30:00 02:50:31:00 BY THE INDIVIDUAL STUDENT
02:50:31:00 02:50:34:00 CONVERSATIONS AND SORRY WAS
02:50:34:00 02:50:35:00 THAT LIKE WAS THAT ORIGINAL
02:50:35:00 02:50:38:00 CARERS WAS THAT ESSAR ONE?
02:50:38:00 02:50:39:00 IS THAT OUT OF THOSE TWO THAT
02:50:39:00 02:50:42:00 WAS ORIGINAL CARERS SO OF THE
02:50:42:00 02:50:43:00 ORIGINAL THIRTY TWO MILLION WE
02:50:43:00 02:50:46:00 HAD SET ASIDE BECAUSE ITS
02:50:46:00 02:50:50:00 CURRENT YEAR COSTS WE HAVE NOT
02:50:50:00 02:50:50:00 YET OFFICIALLY APPLIED FOR AND
02:50:50:00 02:50:53:00 RECEIVED ESSAIBI PART TWO AND
02:50:53:00 02:50:54:00 SO ANYTHING THAT WE'VE TALKED
02:50:54:00 02:50:57:00 ABOUT SPENDING FOR THIS CURRENT
02:50:57:00 02:50:58:00 FISCAL YEAR IS PART OF THE
02:50:58:00 02:51:01:00 ORIGINAL CARERS ACT.
02:51:01:00 02:51:02:00 RIGHT OK AND THEN WAS THAT ALSO
02:51:02:00 02:51:05:00 WAS THERE ALSO IN A SIMILAR
02:51:05:00 02:51:06:00 VEIN I BECAUSE I THOUGHT THAT
02:51:06:00 02:51:07:00 FIVE MILLION AND THEN WAS THERE
02:51:07:00 02:51:09:00 TO POINT TO FOR ELR OR TWO
02:51:09:00 02:51:10:00 POINT TWO FIVE YEAH THERE ARE
02:51:10:00 02:51:11:00 TWO THERE ARE A COUPLE NUMBERS
02:51:11:00 02:51:16:00 THAT ARE SORT OF SIMILAR IN
02:51:16:00 02:51:17:00 SORT OF TOTAL DOLLAR AMOUNTS.
02:51:17:00 02:51:18:00 WE HAD PUT A PLACEHOLDER IN
02:51:18:00 02:51:20:00 ORIGINAL BUDGET PROPOSAL FOR FY
02:51:20:00 02:51:24:00 TWENTY TWO AROUND ADDITIONAL
02:51:24:00 02:51:25:00 SUPPORTS THAT WE WERE PLANNING
02:51:25:00 02:51:28:00 TO PROVIDE FOR NEXT YEAR FOR
02:51:28:00 02:51:29:00 STUDENTS AND AGAIN THIS WAS
02:51:29:00 02:51:30:00 MEANT TO BE JUST SORT OF AN
02:51:30:00 02:51:32:00 INITIAL SORT OF THINKING AND WE
02:51:32:00 02:51:33:00 REALLY PUT THAT NUMBER OUT
02:51:33:00 02:51:35:00 THERE BEFORE WE KNEW THE FULL
02:51:35:00 02:51:36:00 PICTURE OF FEDERAL FUNDING.
02:51:36:00 02:51:36:00 BUT THE IDEA BEING THAT IT
02:51:36:00 02:51:42:00 WOULD IT WOULD GO TOWARDS
02:51:42:00 02:51:43:00 COMPENSATORY SERVICES IN THE
02:51:43:00 02:51:46:00 CASE OF SPECIAL EDUCATION
02:51:46:00 02:51:47:00 STUDENTS BECAUSE THAT'S A
02:51:47:00 02:51:50:00 PARTICULAR LEGAL TERM.
02:51:50:00 02:51:51:00 BUT THEN IN ADDITION
02:51:51:00 02:51:54:00 RECOVERY SUPPORTS FOR ENGLISH
02:51:54:00 02:51:54:00 LEARNERS, SPECIAL EDUCATION
02:51:54:00 02:51:55:00 STUDENTS THAT COULD INCLUDE
02:51:55:00 02:51:58:00 TUTORING COULD INCLUDE
02:51:58:00 02:51:58:00 ADDITIONAL ACADEMIC SUPPORTS
02:51:58:00 02:52:01:00 DURING THE YEAR AND COULD
02:52:01:00 02:52:02:00 INCLUDE SUMMER PROGRAMING AND
02:52:02:00 02:52:06:00 SO THE IDEA BEING THAT WHAT WE
02:52:06:00 02:52:07:00 WANT TO DO IS BE ABLE TO OFFER
02:52:07:00 02:52:09:00 MULTIPLE WAYS OF SUPPORTING
02:52:09:00 02:52:10:00 STUDENTS.

02:52:10:00 02:52:11:00 AND SO THAT'S THAT'S THE TWO
02:52:11:00 02:52:13:00 POINT TWO THAT YOU'RE SEEING AS
02:52:13:00 02:52:14:00 PART OF THE ENGLISH LEARNERS
02:52:14:00 02:52:16:00 SORT OF PLACEHOLDER.
02:52:16:00 02:52:17:00 GOT IT.
02:52:17:00 02:52:18:00 AND WHAT I MEAN BECAUSE YEAH, I
02:52:18:00 02:52:20:00 MEAN AS YOU KNOW, I I THINK
02:52:20:00 02:52:21:00 THAT IT MAKES GOOD SENSE TO
02:52:21:00 02:52:24:00 GIVE OUR OUR DEPARTMENTS SOME
02:52:24:00 02:52:25:00 MONEY THAT THEY KNOW THAT THEY
02:52:25:00 02:52:26:00 CAN EXPECT TO HAVE ENOUGH MONEY
02:52:26:00 02:52:29:00 TO SINCE THAT POINT TWENTY TWO
02:52:29:00 02:52:30:00 STARTS ON JULY 1ST WHICH IS
02:52:30:00 02:52:32:00 ALSO THE FIFTH MEETING OF THE
02:52:32:00 02:52:32:00 GROUP.
02:52:32:00 02:52:36:00 SO SO IN TERMS OF THOSE
02:52:36:00 02:52:37:00 UNDERSTANDING OF THE TWO POINT
02:52:37:00 02:52:39:00 TWO, FIVE IS A NUMBER THAT YOU
02:52:39:00 02:52:40:00 , DAPHNE AND YOUR FOLKS CAN
02:52:40:00 02:52:43:00 WORK WITH BUT THEN CAN HOPE FOR
02:52:43:00 02:52:44:00 MORE.
02:52:44:00 02:52:44:00 RIGHT.
02:52:44:00 02:52:45:00 BUT IT GIVES YOU SOMETHING TO
02:52:45:00 02:52:45:00 THINK ABOUT.
02:52:45:00 02:52:48:00 WHAT ARE THE OTHER NUMBERS LIKE
02:52:48:00 02:52:49:00 THAT SOUNDS LIKE THE FIVE
02:52:49:00 02:52:52:00 MILLION IS FOUR FIVE TWENTY ONE
02:52:52:00 02:52:52:00 SUPPORT, RIGHT?
02:52:52:00 02:52:52:00 YEAH.
02:52:52:00 02:52:56:00 THERE WAS A LOT MORE WORK WILL
02:52:56:00 02:52:57:00 DO IN FY TWENTY TWO ON THE
02:52:57:00 02:53:00:00 COMPENSATORS SERVICES SIDE
02:53:00:00 02:53:00:00 WHICH WERE OBLIGATING OURSELVES
02:53:00:00 02:53:03:00 TO RIGHT NOW AND THEN WHAT
02:53:03:00 02:53:04:00 SHOULD BE ON MY MENTAL MAP ON
02:53:04:00 02:53:10:00 THIS WE HAVE A FULL LIST OF THE
02:53:10:00 02:53:11:00 INITIAL PROPOSALS AROUND ESSAR,
02:53:11:00 02:53:15:00 THE ONES THAT COME TO MIND IS
02:53:15:00 02:53:15:00 THERE'S ADDITIONAL KERES COSTS
02:53:15:00 02:53:19:00 THAT WE ARE CONTINUING IN TERMS
02:53:19:00 02:53:19:00 OF CLEANING PROTOCOLS AND
02:53:19:00 02:53:22:00 ONGOING COSTS THAT WE'VE
02:53:22:00 02:53:22:00 IDENTIFIED.
02:53:22:00 02:53:26:00 WE HAD SET ASIDE.
02:53:26:00 02:53:27:00 IT WAS MEANT TO BE SORT OF AS
02:53:27:00 02:53:30:00 YOU MENTIONED, A PLANNING AN
02:53:30:00 02:53:30:00 EARLY SIGNAL AROUND SPENDING ON
02:53:30:00 02:53:31:00 ENGLISH LEARNERS AND SPECIAL
02:53:31:00 02:53:34:00 EDUCATION A LOT OF THE SUMMER
02:53:34:00 02:53:35:00 SPENDING THAT WE'RE DOING FOR
02:53:35:00 02:53:37:00 THIS WILL BE A MIX OF FEDERAL
02:53:37:00 02:53:39:00 AND GENERAL FUNDS FOR THIS
02:53:39:00 02:53:42:00 SUMMER.
02:53:42:00 02:53:43:00 AND SO A LOT OF THE SUMMER

02:53:43:00 02:53:43:00 PLANNING THAT WILL BE DONE ON
02:53:43:00 02:53:44:00 ESA WILL ACTUALLY BE FOR THE
02:53:44:00 02:53:46:00 FOLLOWING SUMMER AND THEN THERE
02:53:46:00 02:53:49:00 WERE OTHER FUNDING THAT WAS
02:53:49:00 02:53:53:00 EARMARKED TOWARDS SOME OF OUR
02:53:53:00 02:53:54:00 AND APPROPRIATE FOR THE
02:53:54:00 02:53:54:00 CONVERSATION TODAY.
02:53:54:00 02:53:57:00 THE WORK AROUND THE OFFICE
02:53:57:00 02:54:01:00 OF EQUITY STRATEGY, ACHIEVEMENT
02:54:01:00 02:54:02:00 GAP OPPORTUNITY GAP EXCUSE ME
02:54:02:00 02:54:04:00 AROUND THERE ANTI-RACIST WORK
02:54:04:00 02:54:05:00 WITHIN THE DISTRICT AS WELL.
02:54:05:00 02:54:06:00 SO WE DESIGNATE SOME OF THAT
02:54:06:00 02:54:08:00 EARLY FUNDING.
02:54:08:00 02:54:09:00 MIRRIAM, I DON'T KNOW IF THERE
02:54:09:00 02:54:10:00 ARE OTHER ITEMS ON THAT LIST
02:54:10:00 02:54:14:00 THAT I'M MISSING.
02:54:14:00 02:54:15:00 THE OTHER BIG, BIG ONES ARE HUB
02:54:15:00 02:54:18:00 SCHOOLS AND ALSO ADDITIONAL
02:54:18:00 02:54:19:00 ACADEMIC INTERVENTIONS AND
02:54:19:00 02:54:22:00 TUTORING WHICH WE TALKED ABOUT
02:54:22:00 02:54:23:00 EARLIER TODAY.
02:54:23:00 02:54:23:00 RIGHT.
02:54:23:00 02:54:26:00 SO I THINK IT WOULD BE HELPFUL
02:54:26:00 02:54:27:00 FOR THE COUNCIL TO HAVE IF YOU
02:54:27:00 02:54:30:00 GUYS IT SOUNDS LIKE YOU HAVE
02:54:30:00 02:54:31:00 THE MAKINGS OF THIS DOCUMENT
02:54:31:00 02:54:33:00 ALREADY OR MAYBE AND MAYBE FOR
02:54:33:00 02:54:34:00 SCHOOL COMMITTEE OR A FEW
02:54:34:00 02:54:34:00 DIFFERENT SCHOOL COMMITTEE
02:54:34:00 02:54:37:00 PRESENTATIONS BUT IT WOULD BE
02:54:37:00 02:54:38:00 HELPFUL FOR THE COUNCIL
02:54:38:00 02:54:39:00 UNDERSTAND AT A SLIGHTLY MORE
02:54:39:00 02:54:41:00 GRANULAR LEVEL OF DETAIL BEYOND
02:54:41:00 02:54:42:00 WHAT'S IN THAT SLIDE THAT YOU
02:54:42:00 02:54:43:00 HAVE MADE AT THE BEGINNING
02:54:43:00 02:54:45:00 OF THE PRESENTATION AT KIND
02:54:45:00 02:54:46:00 OF HOW MUCH OF THE FEDERAL
02:54:46:00 02:54:46:00 MONEY HAS BEEN ALLOCATED WHERE
02:54:46:00 02:54:49:00 WE'VE PUT OUT SIGNALS RIGHT
02:54:49:00 02:54:50:00 FROM A PLANNING PERSPECTIVE AND
02:54:50:00 02:54:53:00 THEN WHAT?
02:54:53:00 02:54:54:00 BECAUSE IT'S IT SOUNDS LIKE
02:54:54:00 02:54:56:00 SOME OF THAT THE PLANNING
02:54:56:00 02:54:57:00 SIGNAL MONEY RIGHT.
02:54:57:00 02:55:00:00 IS CROSSING INTO THE ASR TO
02:55:00:00 02:55:00:00 SPACE.
02:55:00:00 02:55:01:00 YEAH, THAT'S THE INITIAL PLAN.
02:55:01:00 02:55:02:00 SO YEAH ABSOLUTELY.
02:55:02:00 02:55:04:00 AND YOU KNOW THE DISTINCTION
02:55:04:00 02:55:05:00 BEING THAT AS WE CONTINUE TO GO
02:55:05:00 02:55:08:00 THROUGH THE SPRING THE KERES
02:55:08:00 02:55:12:00 PART ONE IS WE ARE WE ARE
02:55:12:00 02:55:12:00 CONTINUING TO MONITOR COSTS

02:55:12:00 02:55:15:00 AROUND FOOD AND NUTRITION
02:55:15:00 02:55:19:00 SERVICES, INCREASED COSTS
02:55:19:00 02:55:20:00 AROUND TRANSPORTATION DUE TO
02:55:20:00 02:55:23:00 PROTOCOLS.
02:55:23:00 02:55:24:00 THERE'S A LOT OF COST AND WE'RE
02:55:24:00 02:55:25:00 MONITORING SO THAT'S A LOT
02:55:25:00 02:55:31:00 OF THE THE KERES PART ONE IS IN
02:55:31:00 02:55:32:00 RESPONSE TO WHAT WE'RE
02:55:32:00 02:55:34:00 EXPERIENCING AS WE REOPEN AND
02:55:34:00 02:55:35:00 THEN YEAH, TO YOUR POINT, IT'S
02:55:35:00 02:55:38:00 NOT OFFICIALLY OBLIGATED FOR US
02:55:38:00 02:55:39:00 OR PART TWO UNTIL WE SUBMIT THE
02:55:39:00 02:55:40:00 APPLICATION BUT WE CAN SHARE
02:55:40:00 02:55:42:00 WITH YOU WHAT WE HAD
02:55:42:00 02:55:43:00 COMMUNICATED TO SCHOOL
02:55:43:00 02:55:44:00 COMMITTEE AROUND SOME OF THE
02:55:44:00 02:55:46:00 PLANNING THAT HAD BEEN ON SORT
02:55:46:00 02:55:50:00 OF DESIGNATED FOR ESSAR PART TO
02:55:50:00 02:55:51:00 GOING FORWARD.
02:55:51:00 02:55:55:00 YEAH, BECAUSE I I DO THINK I DO
02:55:55:00 02:55:56:00 THINK THAT'S PART OF THE WHOLE
02:55:56:00 02:55:56:00 PICTURE FOR THE COUNCIL IN
02:55:56:00 02:55:57:00 UNDERSTANDING HOW WE'RE HOW
02:55:57:00 02:55:58:00 WE'RE GOING TO MEET THE YEAR
02:55:58:00 02:55:59:00 AHEAD AND I DO THINK IT WOULD
02:55:59:00 02:56:02:00 BE HELPFUL TO GET SOME SENSE I
02:56:02:00 02:56:03:00 UNDERSTAND THAT EVERY ONE
02:56:03:00 02:56:05:00 OF THESE AGREEMENTS WITH OUR
02:56:05:00 02:56:06:00 FAMILIES IS DIFFERENT BUT YOU
02:56:06:00 02:56:10:00 KNOW, PRESUMABLY YOU KNOW MORE
02:56:10:00 02:56:10:00 ABOUT WHAT THE SCALE OF THAT'S
02:56:10:00 02:56:11:00 GOING TO LOOK LIKE.
02:56:11:00 02:56:13:00 FOUR THOUSAND AGREEMENTS ERM
02:56:13:00 02:56:14:00 THAN YOU DID WHEN YOU WERE ZERO
02:56:14:00 02:56:18:00 AGREEMENTS IT SO YOU MUST HAVE
02:56:18:00 02:56:18:00 SOME PROJECTIONS OF WHERE WE'RE
02:56:18:00 02:56:21:00 GOING COST WISE COMPENSATORY
02:56:21:00 02:56:24:00 SERVICES.
02:56:24:00 02:56:26:00 YEAH I MEAN AND I MEAN THAT
02:56:26:00 02:56:29:00 PROJECTING FROM WHERE WE'RE
02:56:29:00 02:56:30:00 WHAT WE'RE FINDING NOW IN TERMS
02:56:30:00 02:56:32:00 OF TO YOUR POINT MANAGING OUR
02:56:32:00 02:56:33:00 BUDGET.
02:56:33:00 02:56:34:00 RIGHT BUT JUST YEAH TO A
02:56:34:00 02:56:40:00 CERTAIN EXTENT THERE'S SO MUCH
02:56:40:00 02:56:41:00 THIS IS SO HIGHLY
02:56:41:00 02:57:01:00 INDIVIDUALIZED FOR INSTANCE IT
02:57:01:00 02:57:02:00 COULD BE THE CASE THAT THE
02:57:02:00 02:57:03:00 EARLY COMPENSATORY SERVICES
02:57:03:00 02:57:03:00 THAT WE WORKED OUT THERE LIKE
02:57:03:00 02:57:04:00 IT'S BECAUSE THEY ARE SORT
02:57:04:00 02:57:05:00 OF THE MORE STRAIGHTFORWARD IAP
02:57:05:00 02:57:05:00 MEETINGS THAT THAT THE TEAM IS
02:57:05:00 02:57:06:00 HAVING AND SO THEY COULD

02:57:06:00 02:57:07:00 REPRESENTED UNDER ESTIMATE
02:57:07:00 02:57:07:00 OF COSTS AND THE TRUE COSTS ARE
02:57:07:00 02:57:08:00 SOME YOU KNOW, I THINK WE CAN
02:57:08:00 02:57:09:00 CERTAINLY PULL TOGETHER SOME
02:57:09:00 02:57:10:00 INFORMATION BUT I JUST I DON'T
02:57:10:00 02:57:11:00 WANT TO BE OVERLY OVERLY
02:57:11:00 02:57:15:00 CONFIDENT PROJECTING SOMETHING
02:57:15:00 02:57:16:00 BASED ON A METHODOLOGY THAT IS
02:57:16:00 02:57:19:00 REALLY YEAH.
02:57:19:00 02:57:20:00 I GOT I GET IT.
02:57:20:00 02:57:23:00 SO DO WE HAVE A TIMELINE FOR
02:57:23:00 02:57:27:00 WHEN WE EXPECT LIKE THE BULK
02:57:27:00 02:57:28:00 OF THE AGREEMENTS TO HAVE BEEN
02:57:28:00 02:57:30:00 REACHED YOUR MUTINEER?
02:57:30:00 02:57:34:00 YEAH, I CAN CHIME IN.
02:57:34:00 02:57:35:00 THAT TAKES JUST THAT.
02:57:35:00 02:57:38:00 I MEAN I THINK WHAT THE STATE
02:57:38:00 02:57:39:00 HAS DIRECTED IS IT'S ALSO HARD
02:57:39:00 02:57:41:00 TO SAY IS DIRECTED IS THAT YOU
02:57:41:00 02:57:42:00 NEED TO REACH OUT TO EVERY
02:57:42:00 02:57:43:00 FAMILY AND EVERY FAMILY IS
02:57:43:00 02:57:45:00 ENTITLED TO A MEETING.
02:57:45:00 02:57:46:00 WHAT WE'VE SAID IS THAT YOU
02:57:46:00 02:57:46:00 NEED TO REACH OUT REPEATEDLY
02:57:46:00 02:57:50:00 LIKE A NUMBER OF TIMES.
02:57:50:00 02:57:51:00 BUT WE'RE ALSO HEARING A LOT
02:57:51:00 02:57:52:00 OF FAMILIES PARTICULARLY AT THE
02:57:52:00 02:57:54:00 MIDDLE SCHOOL AND HIGH SCHOOL
02:57:54:00 02:57:54:00 LEVEL ARE SORT OF LIKE MY KIDS
02:57:54:00 02:57:55:00 NOT GOING TO SCHOOL ANYWAY LIKE
02:57:55:00 02:57:57:00 SCHOOLS.
02:57:57:00 02:57:58:00 AND SO HOW BRUTAL THIS YEAR
02:57:58:00 02:58:01:00 THAT IT'S JUST HARD TO GET THAT
02:58:01:00 02:58:02:00 NOW WE ARE TRACKING THEM DOWN
02:58:02:00 02:58:02:00 BECAUSE WE KNOW THAT THEIR
02:58:02:00 02:58:05:00 STUDENTS WHO MAY NEED SERVICES
02:58:05:00 02:58:06:00 SO IT'S HARD TO KNOW WHAT
02:58:06:00 02:58:09:00 TARGET WE'RE SHOOTING FOR AND
02:58:09:00 02:58:13:00 ALSO WE KNOW WHY WE HAVE DONE
02:58:13:00 02:58:14:00 THREE COMMUNITY MEETINGS TO TRY
02:58:14:00 02:58:14:00 AND EDUCATE PEOPLE ABOUT
02:58:14:00 02:58:16:00 STORIES SERVICES.
02:58:16:00 02:58:17:00 WE REACHED FOUR HUNDRED AND
02:58:17:00 02:58:20:00 FIVE HUNDRED PEOPLE BUT THAT'S
02:58:20:00 02:58:20:00 NOT TEN THOUSAND.
02:58:20:00 02:58:24:00 SO HOW DO WE EDUCATE THE PUBLIC
02:58:24:00 02:58:25:00 IN TERMS OF COMMUNITY SERVICE,
02:58:25:00 02:58:26:00 IN TERMS OF COMPENSATORY
02:58:26:00 02:58:28:00 SERVICES AND WHAT DO WE DO
02:58:28:00 02:58:33:00 ABOUT THAT IS A HARD ONE SO
02:58:33:00 02:58:34:00 WE'RE AT FOUR THOUSAND NOW
02:58:34:00 02:58:36:00 WE'RE WORKING WITH OUR UNION
02:58:36:00 02:58:37:00 PARTNERS TO COME TO AGREEMENT
02:58:37:00 02:58:38:00 ABOUT HOW WE'RE GOING TO GET

02:58:38:00 02:58:40:00 ALL THESE DONE AND HOPEFULLY
02:58:40:00 02:58:44:00 ONCE WE REACH AGREEMENT THERE
02:58:44:00 02:58:45:00 WE WILL SEE AN ACCELERATION
02:58:45:00 02:58:48:00 OF GETTING THEM DONE.
02:58:48:00 02:58:52:00 AND THEN I JUST ONE COMMENT I
02:58:52:00 02:58:55:00 COUNCILOR FLYNN BROUGHT UP
02:58:55:00 02:58:56:00 DYSLEXIA SERVICES AND I THINK
02:58:56:00 02:58:57:00 IT ALSO JUST CAME UP IN A
02:58:57:00 02:58:59:00 QUESTION FOR COUNCILOR HERE.
02:58:59:00 02:59:00:00 I JUST WANT TO STRONGLY STRESS
02:59:00:00 02:59:07:00 I I HAVE A COUSIN WHO HAS BEEN
02:59:07:00 02:59:11:00 INCREDIBLY SUCCESSFUL AND AND
02:59:11:00 02:59:12:00 HAS ENDED UP AS A AS A MEMBER
02:59:12:00 02:59:13:00 OF THE BAR AND A PRACTICING
02:59:13:00 02:59:18:00 LAWYER WHO REALLY GOT TREATED
02:59:18:00 02:59:22:00 EARLY ON LIKE HE WASN'T VERY
02:59:22:00 02:59:23:00 BRIGHT BECAUSE HE HAD DYSLEXIA
02:59:23:00 02:59:24:00 AND AS SOON AS IT WAS ACTUALLY
02:59:24:00 02:59:26:00 DIAGNOSED AND THERE WAS
02:59:26:00 02:59:27:00 ACTUALLY ASSISTANCE FOR HIM TO
02:59:27:00 02:59:30:00 LEARN TO READ EVERYTHING TURNED
02:59:30:00 02:59:31:00 AROUND.
02:59:31:00 02:59:32:00 AND I JUST THINK ALL THE TIME
02:59:32:00 02:59:33:00 ABOUT I MEAN ABOUT FIRST OF ALL
02:59:33:00 02:59:34:00 WHAT THE IMPACT OF THOSE FIRST
02:59:34:00 02:59:38:00 COUPLE OF YEARS WERE ON HIM
02:59:38:00 02:59:38:00 BEFORE THAT POINT OF KIND
02:59:38:00 02:59:41:00 OF THE THE SENSE OF LIKE
02:59:41:00 02:59:42:00 THERE'S JUST SOMETHING
02:59:42:00 02:59:43:00 SOMETHING WRONG WITH YOU.
02:59:43:00 02:59:43:00 RIGHT.
02:59:43:00 02:59:46:00 THAT'S THAT'S AS A KID YOU
02:59:46:00 02:59:46:00 INTERNALIZE THOSE KINDS
02:59:46:00 02:59:49:00 OF THINGS AND IT'S SO DAMAGING
02:59:49:00 02:59:50:00 AND AND THE THE CHANGE THAT
02:59:50:00 02:59:54:00 HAPPENED WHEN HE GOT THE
02:59:54:00 02:59:57:00 SERVICES THAT HE NEEDED AND THE
02:59:57:00 02:59:58:00 THE INCREDIBLE DEGREE TO WHICH
02:59:58:00 02:59:59:00 HE HAS NOW MADE A CAREER BASED
02:59:59:00 03:00:02:00 ON WORDS AND READING AND
03:00:02:00 03:00:02:00 WRITING, I JUST IT'S SOMETHING
03:00:02:00 03:00:05:00 THAT I THINK ABOUT ALL THE
03:00:05:00 03:00:05:00 TIME.
03:00:05:00 03:00:06:00 SO I JUST WANT TO ADD MY VOICE
03:00:06:00 03:00:08:00 TO THE CHORUS ON ON THAT AND
03:00:08:00 03:00:09:00 THE IMPORTANCE OF EARLY AND
03:00:09:00 03:00:13:00 AGGRESSIVE IDENTIFICATION AND
03:00:13:00 03:00:14:00 HELP ON THAT FRONT.
03:00:14:00 03:00:15:00 I MEAN I COULDN'T AGREE WITH
03:00:15:00 03:00:17:00 YOU MORE AND THINK THAT THE
03:00:17:00 03:00:17:00 PRESENTATION TO SCHOOL
03:00:17:00 03:00:20:00 COMMITTEE ON EARLY LITERACY
03:00:20:00 03:00:21:00 CERTAINLY LAYS OUT OUR PLANS IN
03:00:21:00 03:00:22:00 THAT AREA.

03:00:22:00 03:00:25:00 WE HAVE A TEAM THAT IS MEETING
03:00:25:00 03:00:27:00 WEEKLY WITH REGARD TO THE NEW
03:00:27:00 03:00:28:00 GUIDANCE ON DYSLEXIA THAT IS
03:00:28:00 03:00:32:00 COMING OUT OR HAS COME OUT.
03:00:32:00 03:00:33:00 SO WE'RE WE'RE TRYING TO FIGURE
03:00:33:00 03:00:36:00 OUT WHAT THAT LOOKS LIKE IN
03:00:36:00 03:00:37:00 TERMS OF THE IMPLEMENTATION FOR
03:00:37:00 03:00:38:00 NEXT FALL SO THAT WE HAVE THE
03:00:38:00 03:00:40:00 RIGHT SCREENERS AND SERVICES IN
03:00:40:00 03:00:43:00 PLACE.
03:00:43:00 03:00:46:00 AND AGAIN, JUST TO EMPHASIZE
03:00:46:00 03:00:47:00 THAT NEEDS TO HAPPEN IN THE
03:00:47:00 03:00:48:00 GENERAL EDUCATION CLASSROOM.
03:00:48:00 03:00:48:00 RIGHT?
03:00:48:00 03:00:51:00 I MEAN EVENTUALLY IT MAY END UP
03:00:51:00 03:00:55:00 IN SPECIAL EDUCATION BUT IT IS
03:00:55:00 03:00:56:00 REALLY THAT IT NEEDS TO THE
03:00:56:00 03:00:59:00 RIGHT INTERVENTION HAS TO START
03:00:59:00 03:01:00:00 IN THE GENERAL EDUCATION
03:01:00:00 03:01:00:00 CLASSROOM.
03:01:00:00 03:01:00:00 YES, ABSOLUTELY.
03:01:00:00 03:01:03:00 AND THEN AND THEN CAN I JUST
03:01:03:00 03:01:04:00 ASK QUICKLY AND I'M SORRY I
03:01:04:00 03:01:06:00 JUST WANT TO MAKE SURE THAT I
03:01:06:00 03:01:10:00 UNDERSTAND THE IT SEEMS AS
03:01:10:00 03:01:11:00 THOUGH THE PART OF THE
03:01:11:00 03:01:14:00 CONVERSATION AND I'M FAMILIAR
03:01:14:00 03:01:15:00 AS COUNCILOR BRIGHTON WITH THE
03:01:15:00 03:01:18:00 HORSMAN SCHOOL FOR THE BLIND
03:01:18:00 03:01:18:00 BUT READING BETWEEN THE LINES,
03:01:18:00 03:01:20:00 WHAT I TAKE TO BE THE ISSUE
03:01:20:00 03:01:22:00 THAT HARDLY AND I'M JUST
03:01:22:00 03:01:23:00 GOING TO ASK IF THIS IS WHAT IT
03:01:23:00 03:01:26:00 IS IS THAT IN GENERAL ONE
03:01:26:00 03:01:27:00 OF OUR SPECIAL EDUCATION
03:01:27:00 03:01:29:00 PRINCIPLES IS THAT WE TRY TO
03:01:29:00 03:01:30:00 SERVE PEOPLE IN THE LEAST
03:01:30:00 03:01:33:00 RESTRICTIVE CONTEXT POSSIBLE.
03:01:33:00 03:01:33:00 RIGHT.
03:01:33:00 03:01:34:00 THAT WILL THAT WILL SERVE THEM
03:01:34:00 03:01:37:00 BUT AND THEN YOU HAVE THE
03:01:37:00 03:01:41:00 CHALLENGE THAT THIS THE THAT
03:01:41:00 03:01:42:00 THE CONGRESSMAN HAS BEEN QUOTED
03:01:42:00 03:01:44:00 A DAY SCHOOL WHICH MAKES IT
03:01:44:00 03:01:45:00 RESTRICTIVE, WHICH MEANS THAT
03:01:45:00 03:01:48:00 THAT KIND OF BASIC INSTINCT IS
03:01:48:00 03:01:49:00 OH YOU WANT TO MAINSTREAM
03:01:49:00 03:01:49:00 BECAUSE THAT'S WHAT THAT
03:01:49:00 03:01:52:00 CONCLUSION IS THE DIRECTION
03:01:52:00 03:01:53:00 OF TRAVEL IN OUR SPECIAL
03:01:53:00 03:01:53:00 EDUCATION WORLD.
03:01:53:00 03:01:56:00 BUT THEN THERE'S THE PROBLEM
03:01:56:00 03:01:57:00 THAT LIKE THERE'S ACTUALLY LIKE
03:01:57:00 03:02:00:00 A DEAF CULTURE AND A DUAL

03:02:00:00 03:02:01:00 LANGUAGE AND SO AND SO
03:02:01:00 03:02:04:00 THEREFORE THIS KIND
03:02:04:00 03:02:05:00 OF DIRECTION OF TRAVEL ON ONE
03:02:05:00 03:02:07:00 REGULATORY REGIME KIND HAS
03:02:07:00 03:02:08:00 AGAINST THAT.
03:02:08:00 03:02:09:00 THAT'S WHAT I SEEM TO BE
03:02:09:00 03:02:11:00 UNDERSTANDING TO BE AT PLAY AND
03:02:11:00 03:02:12:00 I GUESS THE THING I WOULD SAY
03:02:12:00 03:02:13:00 AND THEN IT ALSO SOUNDED LIKE
03:02:13:00 03:02:15:00 THERE'S SOME BACK AND FORTH
03:02:15:00 03:02:20:00 ABOUT LIKE WHEN LIKE IN TERMS
03:02:20:00 03:02:20:00 OF FAMILY CHOICE TO WHAT EXTENT
03:02:20:00 03:02:24:00 PARENTS WHO MIGHT BE COMING
03:02:24:00 03:02:24:00 FROM HERE HEARING CULTURE
03:02:24:00 03:02:27:00 BACKGROUND RATE R ARE EXPOSED
03:02:27:00 03:02:28:00 TO THE FULL DEGREE OF WHAT IT
03:02:28:00 03:02:31:00 WOULD MEAN BECAUSE I DIDN'T
03:02:31:00 03:02:32:00 KNOW ANYTHING ABOUT THAT AND
03:02:32:00 03:02:33:00 SOMEONE JUST SAID OH WELL WE
03:02:33:00 03:02:34:00 CAN PRESCRIBE THIS DEVICE AND
03:02:34:00 03:02:35:00 YOU DON'T NEED TO THINK ABOUT
03:02:35:00 03:02:35:00 THIS.
03:02:35:00 03:02:38:00 YOU KNOW YOU MIGHT THAT MIGHT
03:02:38:00 03:02:39:00 BE A VERY NATURAL CHOICE TO
03:02:39:00 03:02:40:00 MAKE BUT LIKE ACTUALLY WRITE
03:02:40:00 03:02:43:00 LIKE CHOICES ALWAYS ABOUT LIKE
03:02:43:00 03:02:43:00 WHAT INFORMATION YOU'RE MAKING
03:02:43:00 03:02:46:00 THE CHOICE ON THE BASIS OF SO
03:02:46:00 03:02:46:00 THAT'S WHAT I'VE HEARD SOME
03:02:46:00 03:02:48:00 TENSION IS LIKE ARE WE IN THOSE
03:02:48:00 03:02:50:00 MEETINGS ACTUALLY GIVING OUR
03:02:50:00 03:02:51:00 GIVING OUR FAMILY FULL EXPOSURE
03:02:51:00 03:02:54:00 TO WHAT CHOOSING THE HORSEMEN
03:02:54:00 03:02:54:00 AND SUCH LOOKS LIKE?
03:02:54:00 03:02:56:00 IS THAT PART OF WHAT SEEMS TO
03:02:56:00 03:02:57:00 BE APPEALING?
03:02:57:00 03:02:59:00 I THINK YOU TOUCHED ON A LOT
03:02:59:00 03:03:01:00 OF THE TENSIONS THAT ARE AT
03:03:01:00 03:03:02:00 PLAY THERE.
03:03:02:00 03:03:03:00 BUT I THINK I THINK THE AN
03:03:03:00 03:03:06:00 IMPORTANT PIECE TO SAY HERE IS
03:03:06:00 03:03:06:00 LIKE THERE ARE INCREDIBLE,
03:03:06:00 03:03:09:00 INCREDIBLE STRENGTHS AT THE
03:03:09:00 03:03:09:00 HORACE MANN SCHOOL.
03:03:09:00 03:03:12:00 THE LEVEL OF EXPERTIZE IS
03:03:12:00 03:03:13:00 UNBELIEVABLE.
03:03:13:00 03:03:14:00 THERE ARE PEOPLE THERE WHO KNOW
03:03:14:00 03:03:17:00 THINGS ARE ABLE TO DO THINGS
03:03:17:00 03:03:18:00 WITH DEAF AND HARD OF HEARING
03:03:18:00 03:03:18:00 STUDENTS.
03:03:18:00 03:03:20:00 IT'S JUST IT'S AMAZING AND
03:03:20:00 03:03:21:00 THERE THE LEVEL OF PASSION AND
03:03:21:00 03:03:22:00 COMMITMENT IS INCREDIBLE AND
03:03:22:00 03:03:25:00 WHAT WE NEED TO DO IS BOTH FIND

03:03:25:00 03:03:26:00 THEM A PHYSICAL SPACE BUT ALSO
03:03:26:00 03:03:29:00 TO YOUR POINT SORT OF A POLICY
03:03:29:00 03:03:30:00 SPACE LIKE A REGULATORY SPACE
03:03:30:00 03:03:32:00 IN WHICH THEY'RE ABLE TO ACT
03:03:32:00 03:03:33:00 OUT AND SERVE AS MANY KIDS AS
03:03:33:00 03:03:37:00 POSSIBLE AND DO THAT AND FOLLOW
03:03:37:00 03:03:37:00 THROUGH ON THAT EXPERTIZE AND
03:03:37:00 03:03:40:00 PASSION AND WE WANT TO SUPPORT
03:03:40:00 03:03:41:00 THEM IN BEING ABLE TO DO THAT
03:03:41:00 03:03:44:00 AND SO BUT WE HAVE SOME WORK TO
03:03:44:00 03:03:45:00 GET THERE FOR ALL SORTS
03:03:45:00 03:03:48:00 OF REASONS, SOME OF WHICH YOU
03:03:48:00 03:03:48:00 JUST MENTIONED.
03:03:48:00 03:03:50:00 BUT THAT IS OUR GOAL IS TO BE
03:03:50:00 03:03:52:00 ABLE TO SUPPORT THEM IN DOING
03:03:52:00 03:03:52:00 THAT.
03:03:52:00 03:03:55:00 WELL, LET ME JUST CAST MY VOTE
03:03:55:00 03:03:56:00 IN FAVOR OF MAKING SURE THAT WE
03:03:56:00 03:03:59:00 CREATE ENOUGH THAT SPACE TO TO
03:03:59:00 03:04:02:00 LIKE HAVE A REALLY SUCCESSFUL
03:04:02:00 03:04:03:00 PROGRAM BE SUCCESSFUL AND NOT
03:04:03:00 03:04:06:00 END UP IN AN ABSOLUTE UP IN A
03:04:06:00 03:04:07:00 SPACE WHERE IT WOULD JUST BE
03:04:07:00 03:04:08:00 SIMPLER BECAUSE ESPECIALLY AS I
03:04:08:00 03:04:09:00 KNOW WE'RE GOING THROUGH SCHOOL
03:04:09:00 03:04:11:00 LEADERSHIP CHANGE.
03:04:11:00 03:04:11:00 OH YEAH.
03:04:11:00 03:04:14:00 WOULDN'T IT BE SIMPLER TO JUST
03:04:14:00 03:04:15:00 KIND OF TRY TO, YOU KNOW, GET
03:04:15:00 03:04:18:00 IT LIKE MAINSTREAM EVERYBODY
03:04:18:00 03:04:19:00 AND NOT HAVE AN OPPORTUNITY FOR
03:04:19:00 03:04:19:00 THIS?
03:04:19:00 03:04:22:00 YEAH, NO THAT'S I MEAN
03:04:22:00 03:04:23:00 ABSOLUTELY NOT LIKE WE THE THE
03:04:23:00 03:04:26:00 A THERE'S CERTAINLY A CHOICE
03:04:26:00 03:04:27:00 LIKE INTO THIS DEAF CULTURE
03:04:27:00 03:04:30:00 CENTER OF CULTURE AND EDUCATION
03:04:30:00 03:04:30:00 .
03:04:30:00 03:04:31:00 IT IS YOU KNOW WE NEED TO
03:04:31:00 03:04:32:00 FIGURE OUT HOW TO MAKE THAT
03:04:32:00 03:04:34:00 HAPPEN.
03:04:34:00 03:04:35:00 WE NEED TO COLLABORATE WITH THE
03:04:35:00 03:04:35:00 SCHOOL AS AS THE DISTRICT
03:04:35:00 03:04:36:00 ADMINISTRATION.
03:04:36:00 03:04:37:00 WE WANT TO COLLABORATE WITH THE
03:04:37:00 03:04:38:00 SCHOOL IN THE COMMUNITY TO MAKE
03:04:38:00 03:04:41:00 THAT HAPPEN.
03:04:41:00 03:04:42:00 OK, ALL RIGHT.
03:04:42:00 03:04:45:00 I THINK I COULD GO ON ASKING
03:04:45:00 03:04:46:00 QUESTIONS BUT AS THE CHAIR YOU
03:04:46:00 03:04:47:00 ALSO HAVE TO KNOW WHAT TO CALL
03:04:47:00 03:04:49:00 IT.
03:04:49:00 03:04:52:00 SO I THINK THAT I'VE GOT ONE
03:04:52:00 03:04:53:00 PERSON IN THE WAITING ROOM SO

03:04:53:00 03:04:56:00 I'M JUST GOING TO SEE WHETHER
03:04:56:00 03:04:57:00 THIS CHILD WOULD LIKE TO
03:04:57:00 03:05:04:00 TESTIFY AND THEN IF NOT WE WILL
03:05:04:00 03:05:09:00 HOW ARE YOU HERE TO TESTIFY
03:05:09:00 03:05:12:00 KEEPING THE STREAK ALIVE FROM
03:05:12:00 03:05:13:00 ONE OF OUR EARLIER HEARINGS.
03:05:13:00 03:05:16:00 I WANT TO HEAR PATTI PATTI IS
03:05:16:00 03:05:17:00 ONE OF OUR SECRET WEAPONS ON
03:05:17:00 03:05:20:00 THE FINANCE TEAM AND I DON'T
03:05:20:00 03:05:21:00 THINK SHE'S HERE TO TESTIFY.
03:05:21:00 03:05:25:00 BUT MANY SCHOOL LEADERS WILL
03:05:25:00 03:05:26:00 TELL YOU THAT PATTY IS ONE
03:05:26:00 03:05:26:00 OF THE MOST CREATIVE AND
03:05:26:00 03:05:28:00 SMARTEST PEOPLE ABOUT HELPING
03:05:28:00 03:05:29:00 SCHOOLS THINK ABOUT THEIR
03:05:29:00 03:05:32:00 RESOURCES AND THEIR TIME.
03:05:32:00 03:05:35:00 AND I ENJOY THIS OPPORTUNITY
03:05:35:00 03:05:36:00 JUST TO GIVE HER A LITTLE BIT
03:05:36:00 03:05:37:00 OF A SHOUT OUT BECAUSE SHE'S
03:05:37:00 03:05:38:00 SOMEBODY WHO LIKES TO OPERATE
03:05:38:00 03:05:39:00 UNDER THE RADAR CREATION.
03:05:39:00 03:05:43:00 SHE DOESN'T HAVE ANY TESTIMONY.
03:05:43:00 03:05:47:00 WELL, WE WE ARE ALWAYS HAPPY TO
03:05:47:00 03:05:48:00 SPOTLIGHT THE CITY'S EXCELLENT
03:05:48:00 03:05:51:00 PUBLIC SERVANTS WHO OPERATE
03:05:51:00 03:05:52:00 BEHIND THE SCENES.
03:05:52:00 03:05:55:00 THANK YOU ALL.
03:05:55:00 03:05:56:00 THIS IS A REALLY IMPORTANT SET
03:05:56:00 03:05:57:00 OF TOPICS WE DEFINITELY COULD
03:05:57:00 03:05:59:00 HAVE HAD AND WILL ON OTHER
03:05:59:00 03:06:02:00 OCCASIONS HAVE HEARINGS DEVOTED
03:06:02:00 03:06:03:00 UNIQUELY TO L AND TO OR TO
03:06:03:00 03:06:07:00 INCLUSION OF I MEAN IT JUST
03:06:07:00 03:06:10:00 YEAH, THERE'S A LOT THERE'S A
03:06:10:00 03:06:11:00 LOT IN ALL OF THIS AND WE
03:06:11:00 03:06:12:00 APPRECIATE THE WORK THAT YOU
03:06:12:00 03:06:13:00 ALL DO ON BEHALF OF OUR
03:06:13:00 03:06:15:00 STUDENTS AND AND SYLVIA, YOU
03:06:15:00 03:06:15:00 JUST WANT BACK ON SCREEN.
03:06:15:00 03:06:19:00 SO I JUST WANTED TO SAY THAT I
03:06:19:00 03:06:19:00 HAVEN'T DIRECTED THAT MANY
03:06:19:00 03:06:20:00 QUESTIONS YOUR WAY TODAY
03:06:20:00 03:06:21:00 BECAUSE I KNOW WE HAVE YOU FOR
03:06:21:00 03:06:23:00 THE DAY NEXT WEEK BUT LOTS
03:06:23:00 03:06:26:00 OF ACADEMIC QUESTIONS COMING
03:06:26:00 03:06:30:00 FROM THE HISTORIANS AND SO.
03:06:30:00 03:06:31:00 ALL RIGHT WITH THAT WE'RE A
03:06:31:00 03:06:33:00 COUPLE OF MINUTES SHY
03:06:33:00 03:06:34:00 OF INFORMAL DEADLINE AND THIS
03:06:34:00 03:06:35:00 HEARING OF THE BOSTON CITY
03:06:35:00 03:06:37:00 COUNCIL'S WAYS AND MEANS
03:06:37:00 03:06:38:00 COMMITTEE IS ADJOURNED.
03:06:38:00 03:06:38:00 THANK YOU ALL.
03:06:38:00 03:06:38:00 THANK YOU ALL.
03:06:38:00 03:06:41:00 THANK YOU, EVERYBODY.

03:06:41:00 03:07:31:00 THANK YOU EVERYONE.