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; 05/02/17 12:59 AM  
;  
;;;Boston City Council 170502 morning

TESTING  
MAY 2, 2017  
>> TODAY IS TUESDAY MAY 2 AND WE  
HAVE BPS AND THEY'RE TEAM.  
TODAY'S OVERVIEW IS REGARDING  
ACADEMIC AND STUDENT SUPPORT  
SERVICES.  
I'D LIKE TO READ THE DOCKETS  
0536 THROUGH 0538.  
ORDER FOR THE FISCAL YEAR '18  
OPERATING BUDGET INCLUDING  
ANNUAL APPROPRIATIONS OF SCHOOL  
DEPARTMENT OPERATIONS,  
APPROPRIATIONS FOR THE SCHOOL  
DEPARTMENT AND APPROPRIATIONS  
FOR OTHER POST-EMPLOYMENT  
BENEFITS AND DOCKETS 0539  
THROUGH 0542.  
CAPITAL BUDGET APPROPRIATIONS  
INCLUDING LONG ORDERS AND LEASE  
AND PURCHASE AGREEMENTS.  
I'D LIKE TO REMIND EVERYONE THIS  
IS A PUBLIC HEARING BOTH BEING  
BROADCAST LIVE AND RECORDED ON  
COMCAST CHANNEL 8 AND RCN  
CHANNEL 82.  
I'D ASK FOLKS IN THE CHAMBER TO  
SILENCE ANY OF THEIR ELECTRONIC  
DEVICES AND AT THE CONCLUSION OF  
THE BPS PRESENTATION AND  
QUESTIONS AND ANSWERS FROM THE  
COUNCIL WE WILL TAKE PUBLIC  
TESTIMONY.  
WE HAVE SIGN-IN SHEETS TO MY  
LEFT AT THE DOOR AND ASK YOU  
SIGN IN, STATE YOUR NAME,  
AFFILIATION AND RESIDENCE.  
WE ALSO TAKE WRITTEN TESTIMONY  
AS WELL.  
YOU CAN E-MAIL US AT CCC.WM AT  
BOSTON.gov.  
I'D LIKE TO ANNOUNCE MY  
COLLEAGUES IN ORDER OF THEIR  
ARRIVAL.  
TO MY LEFT, COUNCILOR ANNISSA  
ESSAIBI GEORGE AND TO MY LEFT  
COUNCILOR TITO JACKSON AND TO MY

LEFT DISTRICT CITY COUNCILOR  
O'MALLEY AND DISTRICT CITY  
COUNCILOR ZAKIM.

I'D LIKE TO HAND IT OVER TO YOU.  
>> GOOD MORNING, MR. CHAIRMAN  
AND MEMBERS OF THE CITY COUNCIL.  
I WANT TO THANK YOU FOR ALLOWING  
US TO COME AND SHARE THE WORK  
BEING DONE IN ACADEMIC SOCIAL  
LEARNING AND WELLNESS.

I'M THE DEPUTY SUPERINTENDENT OF  
AFSA AND IT'S MY PLEASURE TO  
INTRODUCE DONNY TRAN THE HAVEN'T

-- SUPERINTENDENT AND NICOLE  
WAGNER LAM AND THE ASSISTANT  
SUPERINTENDENT OF SOCIAL  
EMOTIONAL LEARNING AND WELLNESS  
AND OF COURSE OUR CHIEF  
FINANCIAL OFFICER.

WE HAVE JILL CARTER IN THE BACK.  
SHE'S OUR DIRECTOR OF SOCIAL  
WELLNESS AND BRIAN MARK OUR  
DIRECTOR OF OPPORTUNITY YOUTH  
AND WE HAVE AVERY ESDALE OUR  
SENIOR DIRECTOR OF ATHLETICS AND  
OUR DEPUTY OF EXECUTIVE DIRECTOR  
OF ACCOUNTABILITY.

THANK YOU SO MUCH AND I'LL BE  
HANDING THIS OVER TO DR. TRAM.

>> THANK YOU.

GOOD MORNING AND THANK YOU  
MR. CHAIRMAN AND MEMBERS OF THE  
COMMITTEE.

WE'RE HONORED TO BE ABLE TO  
SPEAK TO YOU ABOUT ACADEMICS AND  
PROFESSIONAL LEARNING AND OUR  
RESULTS AS A SYSTEM AND HOW WE  
DID IN ACCOUNTABILITY AND  
ACADEMICS AND WORK TO ENSURE  
EVERY STUDENT HAS TASKS WORTH  
GOING AND HAVE TEACHERS TREAT  
EVERY STUDENT IS THE MOST  
IMPORTANT STUDENT IN THE CLASS.  
AND I WOULD LIKE TO THANK MY  
TEAM IN THE GALLERY WHO OVERSEE  
OUR ACADEMIC PROGRAMS AND  
QUICKLY TURN IT OVER TO NICOLE  
WAGNER LAM TO DISCUSS OUR  
CURRENT RESULT AND OUTCOMES AS A  
SYSTEM.

>> GOOD MORNING.

THANKS FOR HAVING US.  
SO THE FIRST SLIDE WE'RE GOING  
TO WALK YOU THROUGH TODAY IS

SOME DATA REGARDING BPS'S PERFORMANCE IN GRADES THREE TO EIGHT LANGUAGE ART AND MATHEMATICS AND IN THE UPPER LEFT HAND KEARN YOU SEE GRADE THROUGH THROUGH EIGHT ENGLISH LANGUAGE ART AND THIS IS A MEASURE OF THE PROFICIENCY OF STUDENTS IN GRADES THREE THROUGH EIGHT IN THE PAST FOUR YEARS. YOU'LL SEE A BLUE LINE IN THE MIDDLE THIS IS THE AVERAGE BPI OR ALL STUDENTS IN BPS IN THOSE GRADE LEVELS. WE'VE ALSO BROKEN THE DATA OUT FOR A FEW OF OUR RACIAL ETHNIC CATEGORIES. WE HAVE ASIAN STUDENTS HERE IN ORANGE. WE HAVE ANOTHER BLUE LINE AND A YELLOW LINE FOR HISPANICS AND@ GRAY LINE FOR BLACK STUDENTS. EACH GRAPH IS THE SAME IN THE FACT AS THE BROKEN INTO SUBCATEGORIES. IN ENGLISH LANGUAGE ART WE SEE A MODEST INCREASE IN BPI. THE AVERAGE BPI FOR ALL STUDENTS IS 74.1 IN THE PAST YEAR WHICH IS EQUIVALENT OF STUDENTS IN THE HIGH NEEDS CATEGORY. THEY'RE APPROACHING PROFICIENCY. WE HAD A CHANGE IN OUR ASSESSMENTS AND WE HAVE USED A DITCH WAY OF LOOKING AT -- DIFFERENT WAY OF LOOKING AT PROFICIENCY. THE STATE HAS A COMPOSITE PERFORMANCE INDEX AND WE COMPARE THE YEARS WITH MCAT AND WE'VE SEEN MODEST IMPROVEMENTS IN GRADES THREE THROUGH EIGHT AND MATHEMATICS IN GRADES THROUGH THROUGH EIGHT AS WELL AS GRADE TEN ELA AND MATH. YOU'LL SEE WE HAVE SUBSTANTIAL PERFORMANCE GAPS WHEN YOU BREAK THE DATA OUT. IN GRADES THREE THROUGH EIGHT YOU'LL SEE THE GAPS IS A LET UNDER 20 POINTS WHICH IS ESSENTIALLY A GAP OF ALMOST A WHOLE PERFORMANCE LEVEL. I'M AVERAGING THE PERFORM OF OUR

WHITE AND ASIAN STUDENTS AND  
LOOKING AT HISPANIC AND LATINO  
AND AFRICAN AMERICAN STUDENTS TO  
LOOK AT THE PERFORMANCE GAP.  
THAT'S WHAT WE'RE SEEING IN ELA  
IN MATH IN GRADES THROUGH  
THROUGH EIGHT AND I'LL TURN IT  
OVER TO TO TALK ABOUT HOW WE'RE  
LOOKING.

>> WHEN WE LOOK AT PERFORMANCE  
OVERTIME AT ELA WE BELIEVE THE  
UP TICKS ARE THE RESULTS OF AT  
LEAST TWO VERY IMPORTANT  
FACTORS.

FIRST, THEY'RE LIKELY TO BE  
RESULTING FROM HEAVY INVESTMENTS  
WE HAVE MADE IN EARLY CHILDHOOD  
AND WE'RE NOW SEEING STUDENTS  
COME INTO THESE TESTED GRADES  
WITH ADDITIONAL SKILLS AND COMET  
AND SIS.

COMPETENCIES AND WE HAVE  
INVESTED HEAVILY IN REALLY,  
REALLY, RICH CURRICULUM AND  
BELIEVE THE BETTER TASKS AND  
BETTER INSTRUCTION AND MORE  
PREPARATION HAVE YIELDED THE  
RESULTS WE SEE HERE.

OVER THE PAST YEAR WE ALSO  
INVESTED IN MATH CURRICULUM FROM  
K THROUGH EIGHT.

WE BELIEVE IT PUSHES STUDENTS TO  
DO MORE OF THE TYPES OF THINKING  
THEY'RE EXPECTED TO DO ON THE  
SAYMENTS AND MORE OF THE  
THINKING WE THINK IS PREPARATORY  
FOR COLLEGE AND CAREER.

SO WE'RE EXCITED ABOUT SEEING  
THE RESULT -- THE CONTINUED  
RESULTS OF THOSE INVESTMENTS  
AMONG OTHERS.

THOSE ARE ONLY THREE LARGE WORK  
STREAMS HOWEVER THEY DON'T  
CAPTURE THE TOTAL AMOUNT OF WORK  
WE DO EVERY DAY.

>> MOVING TO THE NEXT SLIDE WE  
HAVE GIVEN SIMILAR DATA GRADES  
THREE THROUGH ELA AND HERE THE  
DATA IS BROKEN OUT FOR ENGLISH  
LEARNERS AND FORMER ENGLISH  
LEARNERS IN THE GRAY LINE AND  
THEN STUDENTS WITH DISABILITIES  
IN THE INCREASE LINE.

YOU CAN SEE THE PERFORMANCE OF

THE TWO SUBGROUPS IN THE TWO DIFFERENT SUBJECTS WE'RE LOOKING AT AND THE DIFFERENT GRADE LEVELS THOSE TWO DIFFERENT SUBGROUPS HAVE PERFORMANCE THAT ARE LOWER OF OTHER STUDENTS AND WE SEE SIGNIFICANT GAINS FOR ENGLISH LANGUAGE LEARNERS AS WELL AS STUDENTS WITH DISABILITIES OVER TIME.

IT HELPS US THINK MORE WHAT IT HAS TO OFFER IN TERMS OF WHAT WE'RE REALLY DOING ON A PROGRAMMATIC LEVEL AND HOW WE CAN TARGET STUDENTS WITH CERTAIN LEARNING NEEDS AND ACCELERATE IT.

>> I WILL SPEAK TO THREE IMPORTANT INVESTMENTS WE ARE TEEING ON.

BOTH THIS YEAR AND INTO THE NEXT SCHOOL YEAR.

FIRST AND I'M PROUD TO SAY THESE ARE ALL REPRESENTATIVE OF COLLABORATION BETWEEN THE ACADEMIC DEPARTMENT AND SPECIAL EDUCATION, ENGLISH LANGUAGE LEARNERS AND OPPORTUNITY ACHIEVEMENT GAP, IT'S A WHOLE CREW OF PEOPLE COLLABORATING TO DO THE WORK WHICH IS HOW WE THINK IT SHOULD BE DONE.

WE'RE MAKING INVESTMENTS IN EARLY LITERACY TO ENSURE EVERY TITLE LEAVES SECOND GRADE WITH THE LITERACY SKILLS TO BE SUCCESSFUL IN THE REST OF THEIR ACADEMIC CAREER AND HAVE SUPPORT WHICH I'LL LET MARIO SPEAK TO LATER AND ALSO ENSURING EVERY CLASSROOM REGARDLESS OF PROGRAM TYPE HAS ACCESS TO THE SAME CURRICULUM.

THIS IS A CORE QUICK ISSUE WE ARE TAKING ON AS WELL.

WE ALSO NEED TO INVEST IN THE TRAINING AND SUPPORT THAT ALLOW TEACHERS TO MAKE THAT CURRICULUM AND THE TASKS AVAILABLE TO ALL USERS -- EXCUSE ME, TO ALL LEARNERS.

THERE'S THREE BIG BUCKETS OF INVESTMENTS ALL ALIGNED TO THE NEXT SLIDE WHERE WE TALK ABOUT

THE INSTRUCTIONAL COMPETENCIES  
WE WANT TO GUIDE OUR WORK MOVING  
FORWARD.

WE WANT TO NAME WHAT WE MEAN BY  
EQUITABLE HIGH QUALITY  
INSTRUCTION.

I BEGAN MY TEACHING CAREER IN  
BOSTON PUBLIC SCHOOLS WITH DR.  
PAZON AND WE HAD POSTERS IN  
EVERY CLASSROOM THAT ARTICULATED  
THE NONNEGOTIABLES FOR GOOD  
INSTRUCTION AND OUR CITY IS MORE  
DIVERSE THAN IT EVER HAS BEEN  
AND OUR STUDENTS HAVE SPECIAL  
NEEDS WE NEED TO TAKE INTO  
ACCOUNT AND THE COMPETENCIES  
FALL INTO FOUR LARGE BUCKETS WE  
WANT TO SEE IN EVERY CLASSROOM.  
FIRST WE WANT INSTRUCTORS TO  
CREATE SAFE, HEALTHY AND  
SUSTAINING LEARNING ENVIRONMENTS  
FOR ALL STUDENTS.

WE WANT TO DEVELOP LEARNING  
EXPERIENCE THAT DEMONSTRATE  
DESIGN FOR ACCESS FOR ALL  
STUDENTS.

WE WANT THEM TO BE ABLE TO  
ENGAGE ALL STUDENTS IN COGNITIVE  
TASKS AND INSTRUCTION THAT  
CHALLENGES THEM AND ADVANCES  
THEIR LEARNING AND EMPLOY  
STRATEGIES FOR ASSESSMENT FOR  
LEARNING OPPOSED TO OF LEARNING  
THAT ALLOWS STUDENTS TO DEVELOP  
AND DEMONSTRATE THEIR KNOWLEDGE  
AND SKILLS.

DURING THE COURSE OF THIS  
PRESENTATION I THINK YOU CAN SEE  
ALL OF THE DIFFERENT DEPARTMENTS  
THAT MAKE UP THE ASSETS  
DEPARTMENT MORE BROADLY WHICH  
I'D LISTED OUT EARLIER AND WON'T  
DO AGAIN.

THEY'RE ALL REPRESENTED HERE  
BECAUSE WE THINK THIS IS WHAT IT  
TAKES TO REALLY EDUCATE ALL  
STUDENTS IN THE CITY.

FOR THE PURPOSE OF THIS  
DISCUSSION WE ARE FOCUSING  
PRIMARILY AROUND THE QUESTION OF  
COGNITIVE TASK AND INSTRUCTION  
AND ASSESSMENT FOR LEARNING.  
THE RESOURCE STUDENTS ARE  
ENGAGED WITH WORTH THEIR TIME

AND ARE TEACHERS TAKING WHAT THEY'RE SEEING THEIR STUDENTS DO AND ADJUSTING THEIR PRACTICE ACCORDINGLY.

WITH THAT I'LL TURN IT OVER FOR MORE COMMENTS ON THE SUBJECT.

>> THANK YOU, DR. TRAN.

WHAT I WANTED TO ADD IS OUR TWO DEPARTMENTS WORK VERY CLOSELY ESPECIALLY WHEN IT COMES TO HOW THE INVESTMENTS AROUND CURRICULUM AS WELL AS ASSESSMENTS FOR LEARNING ARE BUILT INTO HOW SCHOOLS WORK. FOR EXAMPLE, WE HAVE A SET OF DATA COACHES WHO ACTUALLY GO OUT TO SCHOOLS.

WE HAVE SOME IN 30 SCHOOLS NOW AND COACHING SCHOOL ADMINISTRATORS, INSTRUCTIONAL LEADERSHIP TEAMS AND HOW TO BRING TOGETHER MANY DIFFERENT DATA POINTS.

MORE THAN WHAT I PRESENTED HERE TODAY.

AND TRIANGULATING THE DATA POINTS TO GET A MORE NUANCED PICTURE TO SEE WHAT IS THE LEARNER CENTRIC PROBLEM WE NEED TO ADDRESS INSTRUCTION AND WORK WITH THE SCHOOLS AND TAKE A CYCLE OF INQUIRY WHERE THEY IDENTIFY PROCESSES THEY TOGETHER WILL EXECUTE ON AND COLLECT DATA ON WHAT IS BEING IMPLEMENTED AND HOW STUDENTS ARE DOING IN AN EFFORT TO KNOW IF THE CHANGES AND PROCESSES THEY'RE MAKING ARE BEARING FRUIT.

WHEN WE THINK ABOUT THE EXTENT TO WHICH WE USE MORE NUANCED ASSESSMENTS OF TASKS AS WELL AS ASSESSMENTS TRULY ALIGNED FOR CURRICULUM WE'RE REALLY MAKING A MOVE AWAY FROM USING THESE AS INSTRUCTIONAL TOOLS.

>> JUST AS SHE TALKED ABOUT THE DATA INQUIRY TEAM AS IN EXAMPLE OF HOW TO THINK ABOUT THE INTEGRATION OF THE FOUR COMPETENCIES.

I WANT TO HIGHLIGHT ANOTHER BRIGHT SPOT IN THE FORM OF OUR PRE-K TO TWO WORK.

WE'RE TRYING TO CREATE AN INTEGRATED WHOLISTIC SYSTEM BY INVESTING IN TEACHER CAPACITY AND ALIGNING THE CURRICULUM ACROSS THE THREE GRADES TO MAKE SURE IT PROVIDES A CONSISTENT COHERENT EXPERIENCE FOR HIGHLY TRAINED PRACTITIONERS WHERE WE PROVIDE CONTINUAL DEVELOPMENT AND COACHING TO.

THE UMBRELLA CONTINUE TO BE THE FOUR COMPETENCIES.

WE ENACT THE FOUR COMPETENCIES THROUGH THINGS LIKE CLASSROOM STRUCTURES AND MATERIALS AND TRAINING AND INTEGRATION OF MULTIPLE CONTENT AREAS INTO UNITS.

AS THE FATHER OF A K-1 STUDENT I CAN TELL YOU HE COMES HOME TALKING ABOUT ALL THE THINGS THESE LEARNING AND INCREDIBLY EXCITED TO GO TO SCHOOL EVERY DAY AS A RESULT OF THIS INTEGRATED SCHEMATIC APPROACH DIFFERENTIATED FOR ALL STUDENTS.

I THINK WE'LL PIVOT NOW TO JUST SHARING SOME OF THE DETAIL OR THE HIGHLIGHTS OF OUR BUDGET. MY DEPARTMENT IS MADE UP OF THREE MAJOR BUCKETS.

MY LEADERSHIP TEAM SITS UNDER THE ACADEMIC WORK OF DR. SAXON AND EARLY CHILDHOOD TEAM AND THE INSTRUCTIONAL RESEARCH AND DEVELOPMENT DEPARTMENT WHICH ENCOMPASSES THE NEXT BUCKET. WE'RE EXCITED WE'RE MAKING IMPORTANT INVESTMENTS IN THE AREA.

WE RE-ALLOCATED FTEs TO MAKE THEM MORE ALIGNED AND SPREAD OUT ACROSS MULTIPLE DEPARTMENTS BRINGING THOSE MORE IN-HOUSE AND WE'RE EXCITED ABOUT SEVERAL GRANTS OUR TEAMS HAVE RECEIVED IN ORDER TO CONTINUING THE WORK OF EDUCATIONAL EQUITY AND IMPROVEMENT.

WE'LL TALK ABOUT THE DATA AND ACCOUNTABILITY BUDGET.

>> THROUGH WHAT WE SHARED BEFORE WE HAVE AN OFFICE OF DATA AND ACCOUNTABILITY THAT HAS BEEN



CALLED RESEARCH EVALUATION  
ASSESS MANY FOR THOSE WHO HEARD  
OF IT BEFORE.  
WE HAVE TWO BIG STREAMS OF WORK.  
ONE IS THE DATA INQUIRY WORK I  
ALREADY REFERENCED.  
NEXT YEAR WE'LL BE GROWING TO A  
TEAM OF NINE MANAGING  
ASSESSMENTS FOR THE DISTRICT AND  
BEING PRESENT AT MORE SCHOOLS.  
THEN THE SECOND PIECE OF OUR  
OFFICE'S WORK IS MANAGING  
RESEARCH, ACCOUNT AND  
PERFORMANCE MANAGEMENT WORK.  
SO THESE ARE THE PERFORMANCE  
MANAGEMENT WORK IS THE NEWEST  
PIECE OF WHAT WE DO.  
WE AS AN OFFICE ARE  
COLLABORATING WITH THE  
DEPARTMENTS OF BPS TO IDENTIFY  
GOALS AND TARGETS AND TO  
ACTUALLY CONVENE DATA INQUIRY AT  
THE EXECUTIVE LEVEL AT THE  
CENTRAL OFFICE LEVEL WHERE WE  
ARE AS A SYSTEM TAKING A LOOK AT  
OUR DATA AND TRYING TO IDENTIFY  
PLACES WHERE WE SEE THERE MAY BE  
SYSTEMIC BARRIERS TO CLOSING THE  
OPPORTUNITY AND GAP AND SO THOSE  
COMPLY OUR OFFICE.  
>> AND WITH THAT WE THANK YOU  
AND WELCOME QUESTIONS YOU MAY  
HAVE.  
>> THANK YOU.  
LET ME ACKNOWLEDGE WE'VE BEEN  
JOINED BY DISTRICT CITY  
COUNCILOR ANDREA CAMPBELL AND  
LET ME RECOGNIZE COUNCILOR  
ESSAIBI GEORGE.  
>> THANK YOU FOR BEING HERE  
TODAY.  
I HAVE A FEW QUESTIONS FROM YOUR  
PRESENTATION.  
ON THE PERFORMANCE OVER TIME,  
WILL WE EVER MEASURE THE  
EFFECTIVENESS OF EXCELLENCE FOR  
ALL OR THE ADVANCE WORK FOR  
STUDENTS OVERTIME.  
SO EVEN IF THEY'RE NO LONGER IN  
A QUOTE, UNQUOTE, EFA WILL WE  
MEASURE THAT OVER TIME?  
>> DR. TRAN MAY BE ABLE TO SPEAK  
TO IT AS WELL AS DR. ESTRADA BUT  
THERE IS A PLAN FOR THE

EXCELLENCE FOR ALL PROGRAM AND WE'LL LIKELY MAKE COMPARISONS TO THE WORK THAT'S BEEN DONE AROUND AWC.

AT THIS TIME WE DON'T HAVE DATA TO COMPLETE THAT EVALUATION BUT THAT IS IN THE WORKS.

>> DO WE HAVE ANECDOTAL DATA OR BEST PRACTICES FROM EFA BECAUSE THAT WHAT WE SEEM MOST EXCITED ABOUT AS A DISTRICT IN

>> I THINK WHAT WE'RE MOST EXCITED ABOUT IS THE INTRODUCTION OF A CAPSTONE ASSESSMENT.

WE'RE HOPING TO DO ONE OR THREE OF THE INTEGRATED CAPSTONE ASSESSMENTS THAT ARE PERFORMANCE TASK.

THEY'RE MORE AUTHENTIC AND RICHER AND MORE CONNECT TO WHAT WE WILL WANT TO SEE A COLLEGE CAREER READY BPS STUDENT DO.

AS WE DEPLOY THOSE IN THE BPS SETTING AND BROADEN THAT OUT WE WANT TO SEE THE ASSESSMENT FOR MANY GRADES AND ASSESSMENTS WE'LL SEE IMPORTANT DATA THERE WHEN WE LOOK AT THE RESULT OF THE PERFORMANCE ASSESSMENTS.

>> SO ARE WE LOOKING TO ADD ADDITIONAL TESTING TO THE CLASSROOM.

I THINK THE GENERAL AGREEMENT IS ACROSS BROAD SECTORS IN EDUCATION IS TO GET AWAY FROM TESTING AND THERE'S A DESIRE TO GET AWAY FROM WORKING TOWARDS THE TESTS AND NOW WE'RE LOOKING TO ADD AN ADDITION ASSESSMENT.

>> THE ASSESSMENT FOR LEARNING IN REAL TIME, INFORMATIVE ASSESSMENT IS A BOOST TO LEARNING AND ENGAGEMENT AS LONG AS IT FEELS AUTHENTIC.

I DON'T KNOW WE'RE MOVING AWAY FROM TESTING BUT WE FEEL LESS CONNECT TO LEARNING.

AND THE PERFORMANCE ASSESSMENTS WILL BE VERY ENGAGING, MORE PROJECT-BASED, MORE PROBLEM-BASED AND WILL FEEL LIKE A RICH AND EXCITING PROJECT TO STUDENTS.

>> AND TIED TO THE EXPEDITIONARY  
LEARNING TIED TO CLASSROOMS.

>> THAT'S CORRECT.

>> WHY DO WE USE THAT CURRICULUM  
IN THE CLASSROOMS?

>> LOOKING SIDE BY SIDE THE  
EXPEDITIONARY LEARNING  
CURRICULUM HAS RICHER TEXT BY  
AND LARGE, MORE DIVERSE TEST  
CULTURALLY REFLECTIVE OF MORE  
STUDENTS ACROSS THE DISTRICT.  
THE TASKS ASSOCIATED WITH THEM  
ARE ALSO INCREDIBLY RICH AND  
ENGAGING.

THE CHOICE OF EXPEDITIONARY  
LEARNING IS REFLECTIVE OF THE  
SIDE BY SIDE COMPARISON.

>> I HEARD FROM SEVERAL TEACHERS  
WHO EACH USING THE EL CURRICULUM  
THEY DON'T HAVE REAL ACCESS TO  
THE CURRICULUM OR SOME OF THE  
CURRICULUM IS TAKEN OFFLINE  
BEFORE THEY GET TO USE IT IN  
THEIR CLASSROOM.

IS THAT AN ISSUE WE'RE FACING  
DISTRICT WIDE?

>> NOT TO MY KNOWLEDGE.

ALL THE CURRICULAR UNITS ARE  
AVAILABLE ONLINE FROM MULTIPLE  
SOURCES FROM THE EXPEDITIONARY  
WEBSITE BUT I'LL LOOK INTO GAPS.

>> I CAN SHARE WITH YOU SOME OF  
THE SORT OF CRITICAL AND I THINK  
PRODUCTIVE CONCERNS OF THE  
TEACHERS AND PARENT THAT HAVE  
I'VE DISCUSSED EXCELLENCE FOR  
ALL WITH ESPECIALLY IN  
COMPARISON TO THEIR WORK OUT OF  
AWC.

I THINK IT WILL BE MOURN TO SEE  
AS WE MOVE DISTRICT WIDE TO  
EXCELLENCE FOR ALL AND MY HOPE  
IS MAINTAIN IF NOT GROW AWC  
ACCESS WE LOOK AT THOSE RESULTS  
FOR THOSE STUDENTS OVER TIME.  
I THINK THAT SOME OF YOU IN  
TALKING ABOUT THE ASSESSMENT  
CONCERNS THAT WE'RE ADDING  
ASSESSMENTS AND ADDING TESTS FOR  
OUR KIDS OVER TIME.

I WANT TO MAKE SURE WE'RE  
WORKING OUR WAY AWAY FROM  
STANDARDIZED TESTING.

I DO HAVE A LITTLE BIT OF A

CONCERN WHEN WE RELY ON THE RESULTS OF MCAST FOR RATING OUR SCHOOLS HOW DO WE TOTALLY WALK AWAY FROM IT.

THERE'S A CONFLICT WE FIND OURSELVES IN AS A DISTRICT.  
>> I WANTED TO CLARIFY BECAUSE I THINK IN YOUR OTHER QUESTION IT WAS BROUGHT UP AND I WANT TO MAKE SURE IT'S CLEAR ONE THING WE'RE EXPLORING WITH ESA IS LEARNING WAYS IN WHICH WE CAN BUILD STRONGER ASSESSMENT TOOLS THAT NOT TEST-BASED AND THINGS LIKE PROJECTS.

STUDENTS CAN DEMONSTRATE LEADERSHIP SKILLS AND THEIR COGNITIVE ABILITIES AND UNDERSTANDING HOW TO READ, HOW TO SPEAK, HOW TO WRITE, HOW TO LISTEN IN A VARIETY OF DISCIPLINES.

WHAT WE'RE TRYING TO DO IS MOF AWAY FROM JUST YOUING MCAST AS OUR ABOUT

IS JUST USING MCAST AS OUR ONLY MEASURING DIP STICK.

WE WANT TO LOOK IF IT'S RIGOROUS OR DOES IT JUST FALL BACK TO RECALL SKILLS WHICH IS IMPORTANT BUT OUR STUDENTS SHOULD BE ABLE TO THINK CRITICALLY AND COMMUNICATE AND BE CREATIVE. HOW DO THE TASKS DO THAT NOT JUST THE STANDARDIZED TESTS.

>> THAT'S WHAT WE WANT AS EDUCATORS BUT OUR STUDENTS ARE OFTEN GRADED ON HOW KIDS ARE PERFORMING ON THE STANDARDIZED TESTS.

>> COUNCILOR JACKSON.

>> THANK YOU SO MUCH.

I GUESS FIRST I WANTED TO UNDERSTAND ON YOUR BUDGET SO YOUR BUDGET IS ACTUALLY GOING DOWN FROM \$17,851,400.

I DO REALIZE, ONE, I WANT TO UNDERSTAND WHAT THE MOBILE DOLLARS WERE PAYING FOR AND HOW IS BPS CONTINUING WHAT HAS GONE ON WITH THOSE DOLLARS.

>> YOU MENTIONED SOCIAL EMOTIONAL LEARNING AND WELLNESS EMOLIA WILL GO INTO THE WORK

THEY'VE BEEN DOING TO TRANSITION THAT BUT THE ANSWER TO THE QUESTION IS A BIG KEY ASPECT OF THE MOBILE THERE'S WAS TO BE FOCUSED ESPECIALLY AMONG TRAUMA AND THERE'S BEEN TOOL KITS AND PROFESSIONAL LEARNING TO SCHOOLS IN BEING TRAUMA INFORMED SCHOOLS.

WE ALSO USE MOBILE DOLLARS TO HELP US BEGIN TO LOOK AT HOW WE ASSESS AS A DISTRICT NEED.

IN PARTICULAR WHERE MIGHT CERTAIN SCHOOLS BE MORE HIGHLY IMPACTED WITH STUDENTS WITH A HIGHER LEVEL OF NEED AND WHICH ONES HAVE NOT AND THE MOBILE GRANT CREATED AN OPPORTUNITY FOR US TO CREATE WHAT WE'RE CALLING THE OPPORTUNITY INDEX AND WE'VE BEEN ABLE TO START TESTING THAT AND FIGURING OUT IS IT A GOOD WAY FOR US TO -- WHETHER IT'S GUIDE OUR DISCUSSIONS AROUND FISCAL DECISIONS BUT ALSO POTENTIALLY DECIDING WHO SHOULD GET ADDITIONAL RESOURCES, THINGS LIKE THAT.

SO THE MOBILE GRANT HAS SERVED FOR US A VARIETY OF OUTPUTS THAT ARE IMPACTING US LONG TERM.

I THINK THE QUESTION AROUND SUPPORTS AND SERVICES FOR THE SCHOOLS IS SOMETHING THAT EMOLIA HAS BEEN WORKING WITH EACH INDIVIDUAL SCHOOL AND THE MOBILE GRANT LOOKS TO HOW WE WORK ESPECIALLY DURING THE SUMMER TO CONTINUE TO BUILD THE COMMUNITY OF PARTNERS.

WHAT WE FOUND FROM THE GRANT I WAS BRIEFED ON THIS YESTERDAY, THERE'S A LOT OF SUPPORT NETWORKS OUTSIDE OF THE SCHOOLS BUT WE'RE NOT ALWAYS CONNECTED WITH THEM AND THAT'S ONE OF THE THINGS IN THE GRANT WE'RE TRYING TO EXPLORE TO SUSTAIN THOSE KINDS OF STUDENT SUPPORT SERVICES.

>> CAN YOU GO OVER ANY E.I. CUTS THAT HAPPENS THIS YEAR VERSUS LAST YEAR IN TERMS OF SUPPORT? I KNOW THERE WERE SEVERAL

INDIVIDUAL WHO'S CONTACTED ME AT THE END OF THE LAST YEAR AROUND CHANGE WITH SOCIAL WORKERS AND SUPPORT.

CAN YOU HELP US UNDERSTAND ANY OF THE CHANGES THAT OCCURRED FROM LAST YEAR TO THIS YEAR?

>> JUST AROUND EMOTIONAL IMPAIRMENT IF THERE WERE CUTS TO THAT PROGRAM.

THIS YEAR THERE'S BEEN NO CUTS IN THE PROGRAM BUT WHAT WE HAVE SEEN IS BASED ON STUDENT'S NEEDS BASED ON DIFFERENT STUDENTS, THAT MAY HAVE INCREASED FOR CERTAIN KIDS BECAUSE OF INDIVIDUALS.

>> LAST YEAR THERE WERE CUTS TO THAT LINE ITEM.

>> I THOUGHT YOU MEANT FOR COMING THIS YEAR --

>> I WANT TO UNDERSTAND BECAUSE IF WE DON'T GO BACK TO WHERE WE ARE THIS YEAR VERSUS LAST YEAR I WANT TO UNDERSTAND HAS THERE BEEN A RESTORATION?

ONE OF THE THINGS WE HEARD FROM THE SANCTUARY SCHOOLS CONVERSATION AND HEARING WE HEARD THERE'S HUGE AMOUNTS OF TRAUMA GOING ON IN SCHOOLS BASED ON YOUNG PEOPLE DOCUMENTED AND UNDOCUMENTED WHO FEEL UNSAFE IN SCHOOLS.

WE NEED TO UNDERSTAND TRAUMA FROM AN EPIDEMIOLOGICAL PERSPECTIVE AND YOU CAN CATCH IT.

KNOWING WE HAD A CUT THERE AND UNDERSTANDING THAT THE NEED HAS ACTUALLY INCREASED RATHER THAN DECREASED BASED ON THINGS HAPPENING NATIONALLY I WANT TO GET THAT UNDERSTANDING.

WE HAD AN ACTUAL FINANCIAL CUT. WHAT DID THAT TRANSLATE INTO FROM THE YEAR BEFORE TO THIS YEAR FINANCIALLY AND SERVICE DELIVERY-WISE HOW DID YOU ACCOMMODATE FOR THE DOLLARS THAT DON'T EXIST IN THE BUDGET?

>> SO FOR EMOTIONAL IMPAIRMENT THE PROGRAMS THEMSELVES AS FAR AS E.T.E.s DID SHIFT BUT AS FAR

AS SUPPORTS AND SERVICES THEY  
STILL FOLLOW EACH INDIVIDUAL  
STUDENTS.  
THOSE SUPPORTS SERVICES DO NOT

SHIFT BASED ON NEED AND THE  
POPULATION OF STUDENTS WHO MAY  
BE EXPERIENCING THOSE TYPES OF  
NEEDS WE HAVE A NETWORK OF FOLKS  
THAT DEVELOPED RESOURCES AS  
BEGAN TO BUILD TRAINING THIS IS  
FROM THE OFFICE OF ENGLISH  
LANGUAGE LEARNING AND THE IMPACT  
OF LEARNING AND STRESS.  
BEGINNING TO BUILD PEOPLE'S  
UNDERSTANDS OF WHAT THOSE NEEDS  
MAY BE HAS BEEN OUR FIRST STEP.  
I THINK THE NEXT STEP IN  
PARTICULAR FOR IMMIGRANT USE AND  
I THINK THIS IS AN OPPORTUNITY  
WE WELCOME AS WELL IS TO START  
TO FIGURE OUT WHO ARE THE  
SUPPORT SERVICES OUT THERE THAT  
HAVE THE EXPERTISE IN WORKING  
WITH IMMIGRANT VIEWS THAT MAY BE  
DIFFERENT.  
THAT'S A PLACE WE CONTINUE TO BE  
REFLECTIVE OF HOW WE CAN GROW  
THAT PART.

>> SO CAN WE GET THE ACTUAL  
FINANCIAL -- ONE OF THE ISSUES I  
HAVE WITH BPS IS YOUR TELLING ME  
HAVE YOU LESS MONEY, LESS PEOPLE  
AND YOUNG PEOPLE WILL GET THE  
SAME SERVICE.

I CAN'T BUY THAT WHEN YOU HAVE  
AN INCREASE IN NEED, YOU WILL  
LESS PEOPLE AND LESS DOLLARS TO  
DO THAT.

YOU CAN BE AS EFFICIENT AS  
HUMANLY POSSIBLE.

ONE PERSON CAN ONLY BE AT ONE  
PLACE IN ONE TIME.

THAT WORRIES ME WHEN I HEAR YEAR  
OVER YEAR THERE'S LESS FUNDING  
AND LESS PEOPLE TO DO MORE WORK.

SO I JUST -- I AGAIN AND I  
REALIZE HOW THIS WORKS IS THE  
MAYOR GIVES YOU YOUR BUDGET AND  
YOU HAVE TO MAKE IT WORK.

I GET THAT.

THIS AGAIN SHOWS TO THE MOST  
VULNERABLE POPULATION OF YOUNG  
PEOPLE WE'RE TALKING ABOUT WE

DON'T HAVE ENOUGH RESOURCES  
THERE TO PROVIDE THEM AT LEAST  
WHAT WE DID LAST YEAR.

AND WE'RE GOING TO GO INTO A  
WHERE THIS IS ACTUALLY NOT BEING  
RESTORED.

SO I JUST WANT TO GO ON RECORD.  
CAN WE HAVE AN UNDERSTAND FROM  
'16 TO '17 WHAT OFFICIAL AND  
F.T.E. CHANGES HAPPENED IN THAT  
SPACE?

>> WE MADE ADJUSTMENTS TO OUR  
STUDENT FUNDING FORMULA LAST  
YEAR THAT SAVED \$5 MILLION IN  
THE AREAS WE'RE DISCUSSING BASED  
ON CHANGING STAFFING GUIDELINES  
AND SELECT AREAS OF OUR SPECIAL  
EDUCATION CLASSROOMS CLASS SIZE  
GUIDELINES CHANGED.

TYPICALLY IT WAS THE ADDITION OF  
ONE STUDENT IN THE CLASSROOM  
THAT WOULD TYPICALLY HAVE TWO TO  
FOUR ADULTS PRESENT.

>> SO I'LL GO ON RECORD --  
YOU'RE DEFINITION OF SAVINGS I  
CONSIDER A CUT.

IT'S A CUT IN RESOURCES.  
IT'S A CUT IN SERVICES AND IT'S  
A CUT IN SUPPORT FOR THE MOST  
VULNERABLE YOUNG PEOPLE.

BPS HAS BEEN LAUDED FOR BEING  
ONE OF THE ONLY LARGE SCHOOL  
DISTRICTS TO CLOSE THE  
ACHIEVEMENT GAP AND WORK TOWARDS  
THAT OVER THE COURSE OF A YEAR.  
WE SHOOT OURSELVES IN THE FOOT  
EVERY SINGLE TIME THAT WE EXCEL  
AT SOMETHING AND THEN PULL BACK  
AND TO CONTINUE THIS.

WHEN WE LOOK AT THE GRAPHS  
THAT'S THE ACHIEVEMENT GAP.  
WHEN WE LOOK AT ELA AND THE MAP  
YOU SEE THIS, THAT'S THE  
ACHIEVEMENT GAP.

IF YOU HAVE BEEN GROWING --  
YOU'VE BEEN DOING A GOOD JOB AND  
CLOSING AND I GIVE YOU PROPS FOR  
THAT BUT WHEN YOU TAKE AWAY  
RESOURCES I'M JUST GOING TO  
GUESS WHAT'S GOING TO END UP  
HAPPENING IS THEY'LL NOT CLOSE  
IT AS FAST OR IN ALL HONESTY  
YOU'LL MOVE IN THE OPPOSITE  
DIRECTION.



I AGAIN FOR THIS POPULATION OF YOUNG PEOPLE WHO WE KNOW YOUNG PEOPLE ARE LARGELY POOR AND OFTEN TIMES NOT ONLY SEE TRAUMA IN SCHOOLS BUT SEE TRAUMA IN AND AROUND THEIR NEIGHBORHOODS AND SADLY MANY OF YOU EXPERIENCED IT ON WHAT HAPPENED INSIDE THE ACTUAL BOWLING BUILDING EARLIER THIS YEAR.

THAT WAS TRAUMATIC FOR ALL OF US AS ADULTS.

WHAT HAPPENS TO YOUNG PEOPLE IN THEIR NEIGHBORHOODS WHEN AS THE -- WHEN THERE'S NO ONE TO PROCESS THAT FOR THEM AND WE HAVE TO DO BETTER HERE AND WE HAVE TO PUT FORWARD THE RESOURCES AND THE \$5 MILLION YEAR OVER YEAR AND I'M SEEING IT'S OBVIOUSLY NOT RESTORED. THEREFORE IT'S ACTUALLY A NET-NET CUT OVER THE COURSE OF TWO YEARS.

THANK YOU SO MUCH, MR. CHAIR.

>> I'D LIKE TO REMIND MY COLLEAGUES WE HAVEN'T HEARD THE SOCIAL EMOTIONAL LEARNING AND WELLNESS PRESENTATION YET. WE'RE ON THE ACADEMICS PORTION OF THIS IF WE CAN STICK TO THAT SUBJECT MATTER AT THIS POINT. I'D LIKE TO RECOGNIZE WE'VE BEEN JOINED BY COUNCILOR AT-LARGE MICHELLE WU AS WELL AS COUNCILOR AT-LARGE AYANNA PRESSLEY AND THE CHAIR RECOGNIZES COUNCILOR MATT O'MALLEY.

>> I'LL BE BRIEF ON THE FIRST ASPECT OF THE HEARING.

PAGE TWO AND THREE SHOWED THE CHART.

I HAVE THEM HERE AND YOU HAVE THEM THERE AND FOR FOLKS IN THE AUDIENCE IT SEEMS PRETTY STEADY WHICH IS GOOD SO CONGRATULATIONS TO THAT.

IT SEEMS THERE'S A SLIGHT DIP ON ELL ENGLISH LANGUAGE LEARNERS HAVE DIPPED DOWN IN GRADES THREE THROUGH EIGHT IN ENGLISH, LANGUAGE ART AND GRADE TEN MATH MCAST.

ANY TRENDS THAT MAY ACCOUNT FOR

THAT WHERE EVERYTHING ELSE SEEMS  
STEADY.

>> YOU'RE RIGHT.

FOR THE ENGLISH LANGUAGE ART IN  
GRADES THREE THROUGH EIGHT THERE  
HASN'T BEEN A DIP BUT STAGNANT  
AND FOR GRADES TEN MATH WE SAW  
A

LITTLE BIT OF A DIP I THINK IT'S  
IMPORTANT TO REMEMBER THERE'S  
BEEN PROGRESS OVER TIME.

FOR THE POPULATIONS SEEING  
ACCELERATED PROGRESS THERE'S  
ALWAYS A CHANCE WE MAY SEE  
SOMETHING DIP DOWN.

I DON'T PERSONALLY HAVE AN  
ANSWER TO EXACTLY WHY

[AUDIO DIGITIZING]

>> WE NEED TO CONTINUE TO  
MONITOR AND PROVIDE SUPPORT.  
WE HAVE BUILT CAPACITY TO KNOW  
WHO THE STUDENTS ARE BECAUSE  
THAT'S THE OTHER PIECE AND ALSO  
KNOWING WHAT ARE ONGOING  
STRATEGY WE NEED TO ALSO TARGET  
FOR THAT POPULATION TO STUDENTS  
AS THEY CONTINUE TO GROW IN  
THEIR PROFICIENCY LIKE LITERACY,  
READING AND WRITING YOU'RE  
ALWAYS CONTINUING TO GROW AND  
SAME FOR ENGLISH DEVELOPMENT.  
WE'VE BEEN AWARE THAT OUR  
STUDENTS ARE LONG-TERM ENGLISH  
LANGUAGE LEARNERS AND HAVE NOT  
RECLASSIFIED AND USUALLY IT  
TAKES FIVE TO SIX YEARS AND  
WE'RE NOT SEEING THAT AND  
ANOTHER GROUP IN THE DATA ARE  
TARGETING THOSE WHO HAVE BEEN  
LONG-TERM ENGLISH LANGUAGE  
LEARNERS AND FOCUSING ON THOSE  
KIDS AND A BIG FOCUS FOR US IS  
INTERVENTION AND ACCELERATION  
AND FOR THOSE WHO HAVE GAPS  
WE'RE FINDING IT'S NOT ENOUGH TO  
DO AN INTERVENTION BUT AS THE  
RIGOR KEEPS GROWING THE

ACHIEVEMENT GAP CONTINUES TO  
GROWS AND IF WE DON'T CLOSE THAT  
WE WILL SEE A DECLINE OVER TIME  
AS WELL.

>> I APPRECIATE THAT.

I'M FOCUSED ON E.L.L. AND THE

CHALLENGES.

HOW MANY OF OUR E.L.L. STUDENTS  
HAVE AN I.E.P.

>> I BELIEVE ABOUT 4,000 OF OUR  
E.L.L.'S ARE STUDENTS WITH  
DISABILITY.

>> WHAT'S THE PERCENTAGE?  
OUT OF HOW MANY?

>> OF 30% OF OUR E.L.L.s THAT'S  
PROBABLY 10% OR 11% OF OUR  
STUDENTS.

>> I THINK I'M ASKING THE  
QUESTION WRONG.

WHAT PERCENTAGE OF OUR E.L.L.  
STUDENTS HAVE SOME CHALLENGES OR  
AN I.E.P. OR -- IS IT LARGER  
THAN THE GENERAL POPULATION,  
SMALLER, THE SAME?

>> SMALLER SO OF THOSE ABOUT  
11,000 STUDENTS WHO ARE ENGLISH  
LEARNERS A SMALLER PROPORTION,  
10% OF OUR STUDENTS ARE E.L.s  
STUDENTS WITH DISABILITY.

>> AND 20% --

>> FOR SPECIAL EDUCATION.  
THE SUBGROUP OF THAT 20% AND THE  
SUBGROUP OF THAT.

>> INTERESTING.

>> YOU TALK ABOUT INTERVENTION.  
IS THERE A BACKLOG?

>> IT'S NOT A BACKLOG.

OUR SCHOOLS HAVE DONE A GREAT  
JOB HIGHLIGHTING THE STUDENTS  
AND THE DATA INQUIRY WORK AND  
ENSURING THEY'RE IMPLEMENTED  
WITH FIDELITY.

THAT'S ONE ASPECT WE'RE LOOKING  
AT SO THE QUALITY OF THE  
IMPLEMENTATION AND THE SECOND  
THING IS TO THE STUDENTS WHO  
NEED TWO THREE-YEAR GAP CLOSING  
WHETHER IT'S LIT -- LITERACY AND  
MATH SKILLS IS WHERE WE'RE  
SEEING A FOCUS FOR US NEXT YEAR  
FOR THOSE GETTING AN  
INTERVENTION BUT THE CLOSING IN  
THE PERFORMANCE GAP IS NOT  
ENOUGH AND WHAT CAN WE DO TO  
ACCELERATE THE CLOSING OF THAT  
GAP.

>> MANY SCHOOLS HAVE AVERAGED  
OUT INCREDIBLE SYSTEMS FOR  
SUPPORTING STUDENTS IN A  
DIFFERENTIATED PERSONALIZED WAY.

WHAT WE ARE HOPING TO DO AS WE MOVE FORWARD IS NETWORK THE SCHOOLS TOGETHER SO SCHOOLS THAT HAVE SIMILAR POPULATIONS AND SIMILAR STUDENTS ISSUES CAN LEARN FROM ONE ANOTHER AND ALSO TO BUILD COHERENCE WITH WHAT EXACT INTERVENTIONS THEY'RE DOING.

WE SEE SCHOOLS FIGURING IT OUT ON AN ISLAND AND WE CAN DO THAT CENTRALLY AS A SUPPORT.

>> AND I'M NOT SURE THIS COMES FROM YOUR SUBSEQUENT HEARINGS BUT IS THERE STILL A WAY FOR STUDENTS WAITING TO GET THEIR I.E.P.?

>> AT THIS POINT THERE ARE CERTAIN SITUATIONS SOMETIMES DELAYED BUT MORE THAN NOT I WOULD SAY MOST STUDENTS ARE IN THEIR TIME LINE REQUIRED FOR GETTING THEM COMPLETED --

>> THINGS CAN ARISE ON THE LAST DAY OF SCHOOL.

>> THINGS LIKE THAT OR GATHERING ASSESSMENT DATA AND THINGS LIKE THAT BUT WE WORKED HARD TO ENSURE WE DON'T HAVE OVERDUE I.E.P.s.

>> THAT'S TRAFFIC.  
THAT'S BEEN AN ISSUE IN THE PAST.

>> AND I'LL MAKE SURE TO FLAG THAT FOR THE SPECIAL ED TEAM.

>> I'D LIKE CONCRETE NUMBERS.

>> WE'LL GET THAT.

>> THANK YOU, CHAIRMAN.

>> THANK YOU.

>> I JUST WANTED TO -- I'M NOT SURE YOU WANT ME TO FOLLOW-UP WITH THE PROPORTION OF ENGLISH LANGUAGE LEARNERS WITH STUDENTS WITH DISABILITIES AND THAT IS LOWER THAN THE DISTRICT AVERAGE. WE KNOW THAT OTHER ANALYSIS WE'VE DONE WHAT ENGLISH LEARNERS HAVE BEEN MORE IDENTIFIED IN WORK WE'VE BEEN DOING WE HAVEN'T SEEN A GAP.

>> I'D LIKE TO NOW ACKNOWLEDGE WE'VE BEEN JOINED BY COUNCILOR FLAHERTY.

COUNCILOR McCARTHY.

>> THESE THINGS SEEM TO HAVE BEEN GOING A BIT LONG. I APPRECIATE THE THREE INVESTMENTS YOU TALKED ABOUT REGARDING EARLY LITERACY. YOU BUILT ON A FOUNDATION AND THE CURRICULUM IS VERY IMPORTANT AS WELL AS THE SUPPORT AND TRACKING.

THIS GOES HAND AND HAND WITH THE INVESTMENT IN TECHNOLOGY.

WHERE ARE WE WITH THAT?

BECAUSE IN DISTRICT 5 I'M HEARING WE HAVE TOO MUCH TESTING WE ALL AGREE ON THAT BUT IN THE MIDDLE OF TESTS COMPUTERS ARE LOSING WI-FI IN THE MIDDLE OF TESTS AND STUDENTS AND TEACHERS ARE GETTING FRUSTRATED WITH SMART BOARD BREAKDOWNS.

WHERE ARE WE ON THE TECHNOLOGY?

>> WE'RE IN THE MIDDLE OF MCAT TESTING AND THEY'RE MOVING TO ONLINE TESTING BY 2019 FOR THOSE STUDENTS AS WELL AS GRADE TEN. MY TEAM GOES OUT TO DO ONLINE TESTING.

WHILE I'M SURE THERE'S MOMENTS WHERE STUDENTS, TEACHERS, SCHOOLS FEEL FRUSTRATED I CAN FEEL WITH COMPLETE AUTHENTICITY THE SCHOOLS I HAVE GONE TO THIS YEAR THE RATE OF SUCCESS IS EXPONENTIAL COMPARED TO TWO YEARS AGO.

THE EXTEND TO WHICH OUR SCHOOLS ARE FULLY FITTED WITH ACCESSIBLE WI-FI IN EVERY CLASSROOM THE WI-FI IS SUFFICIENT TO SUSTAIN THE LOAD OF STUDENTS TESTING ON IT I'VE RUN INTO NO PROBLEMS. SO TEACHERS GETTING FAMILIAR WITH THE EXPERIENCE.

IT'S A LITTLE SCARY AT FIRST FOR STUDENTS AND I FIND LESS SO FOR STUDENTS, HONESTLY.

BUT THEY'RE LEARNING IF THERE'S A MOMENTARY BLIP THE ASSESSMENT PLATFORM IS PREPARED FOR THAT AND THERE'S THINGS YOU CAN DO TO GET STUDENTS BACK ON.

I'VE RAN INTO ALMOST NO SITUATIONS WHERE STUDENTS HAVE LOST ANY OF THE ANSWERS THEY

HAD -- I KNOW IT'S NOT FULLY  
WHAT YOU'RE ASKING ABOUT.  
YOU'RE ASKING ABOUT TECHNOLOGY  
AND INFRASTRUCTURE BUT I WANT TO  
SHARE IT'S BEEN A HUGE  
IMPROVEMENT.

>> I APPRECIATE THAT.

I JUST WANT TO MAKE SURE IN 2019  
WE'RE PREPARED.

I THINK THERE'S A LOT OF  
TEACHERS VERY NERVOUS ABOUT NOT  
BEING PREPARED AND THEY SHOULD  
BE.

I KNOW AS TECHNOLOGY CONTINUES  
TO ADVANCE MANY HIGH SCHOOLS  
HAVE GONE TO TABLETS.  
THEY DON'T HAVE BOOKS AT ALL AND  
THERE'S A PROBLEM IN BPS EITHER  
BECAUSE THERE'S NO BOOKS AND THE  
BOOKS THEY DO HAVENU  
IS THERE A MOVEMENT TO GO THAT  
WAY?

I'LL TELL YOU WHY SOME OF THE  
HIGH SCHOOLS THAT HAVE GONE TO  
TABLETS ARE QUICKLY GOING AWAY  
FROM TABLETS BECAUSE WHEN YOU  
HAVE THIS IN FRONT OF YOU, IT  
DOESN'T MATTER IF I'M LISTENING  
TO YOU I COULD BE CHECKING IN ON  
MY FANTASY FOOTBALL TEAM AND  
CHATTING WITH MY  
AND TEACHERS ARE FINDING KIDS  
CAN SWIPE OFF A SCREEN FASTER  
THAN YOU CAN GET FROM THEIR DESK  
TO STUDENTS DESK.

>> WE HAVE A GRANT FROM THE  
VERIZON FOUNDATION TO PROVIDE  
FOR A ROBUST NUMBER OF SCHOOLS.  
I CAN'T REMEMBER THE PRECISE  
NUMBER.

I THINK MANY OF WHAT YOU'RE  
ASKING ABOUT COMES DOWN TO THE  
SKILL OF THE TEACHER AND CREATES  
A CLASSROOM CULTURE THAT CREATES  
PRODUCTIVE AND RESPONSIBLE USE  
OF TECHNOLOGY AND MAKING SURE  
STUDENTS ARE EQUIPPED WITH GOOD  
JUDGMENT WHEN TO USE THAT AND  
WHILE AT THE SAME TIME USING IT  
APPROPRIATELY IN THE CLASSROOM  
WHEN IT DOES ADVANCE LEARNING.  
THAT SAY LARGE PART OF THE  
PROFESSIONAL LEARNING WE'RE  
DOING RELATIVE TO THAT GRANT AND

WE'LL LEARN A LOT FROM AS WE  
CONSIDER WHAT OUR TECHNOLOGY  
STRATEGY ACROSS THE DISTRICT  
WITH REGARDS TO ONE TO ONE MIGHT  
BE.

>> THERE'S A SIGNIFICANT  
EVALUATION PROJECT ASSOCIATED  
WITH THE VERIZON GRANT.  
I'LL HAVE TO PASS THE QUESTION  
ALONG FOR OUR CHIEF INFORMATION  
OFFICER HOW MANY SCHOOLS WERE  
ONE TO ONE BEFORE THE VERIZON  
GRANT BUT MANY HAD BEEN ONE FOR  
A WHILE AND THIS GRANT WILL BE  
FOCUSSED ON MIDDLE SCHOOLS TO  
DR. TRAN'S POINT MAKING SURE THE  
INSTRUCTION HAPPENING ON  
TECHNOLOGY IS ENGAGING ENOUGH  
WE'RE NOT STRUGGLE THE FACT THAT  
STUDENTS ARE SEEING IT AS A TOOL  
TO ESCAPE FROM SOMETHING THAT  
MAY NOT BE THAT ENGAGING.

>> OK.

CAN YOU WALK ME THROUGH THE  
PROCESS OF WHEN SCHOOLS ARE  
ASSESSED TO GO TO THEIR NEXT  
LEVEL, DOES BPS DO THAT OR  
COLLABORATIVELY WITH THE STATE.  
WHO'S ON THE TEAM?

YESTERDAY I WAS ASKING QUESTIONS  
ABOUT THE CHANNING SCHOOL WHICH  
I'M CONCERNED ABOUT.  
THEY'RE STARTING TO DO VERY WELL  
BUT LOSING THE NAME OF NOT BEING  
A GREAT THAT -- THAT,  
YOU KNOW PEOPLE JUST DON'T THINK  
IT'S A GREAT SCHOOL.

IT IS.

I HAVE BEEN THERE A BUNCH OF  
TIMES.

THEY HAVE A PRINCIPAL WHO IS  
ACTIVE, THE KIDS ARE ENGAGING.  
WE'RE CONCERNED.

IT'S LEVEL FOUR.

IT'S BEEN A TURN AROUND SCHOOL  
NOW FOR THREE YEARS.

I FEEL THEY'RE NOT FETTING THE  
IS A PORT THEY NEED.

HOW DOES THERE ASSESSMENT WORK  
THIS YEAR.

>> WE'RE TALKING ABOUT THE  
ACCOUNTABILITY LEVEL?

>> CORRECT.

>> ESSENTIALLY THERE IS AN

ACCOUNTABILITY SYSTEM WE HAVE BEEN UNDER A NUMBER OF YEARS AS WE HAVE BEEN CHANGING AND MOVING INTO SS.

THESE ARE ASSIGNED BY THE STATE. FOR SCHOOLS THAT ARE, AS I AM SURE YOU HAVE HEARD LEVEL ONE, TWO, THREE.

THOSE ACCOUNTABILITY LEVELS ARE BASED ON THE THREE OR FOUR YEARS OF PAST DATA.

IT'S A FORMULA THE STATE HAS COME UP WITH.

THERE ARE A FEW CAVEATS TO THAT. SCHOOLS WITHOUT ENOUGH PARTICIPATION RATES IN TESTING ARE NOT ELIGIBLE FOR LEVELS ONE AND TWO.

FOR SCHOOLS IN TURN AROUND STATUS -- I THINK WE HAVE A PRESENTATION THIS AFTERNOON.

>> YES, THAT'S CORRECT.

>> WE WILL SPEAK TO THAT MORE. THEY'RE COLLECTING AS MUCH DATA THEY CAN ON ANNUAL MEASURABLE GOALS TO PROGRESS, MONITOR TO MAKE SURE THEY'RE IMPROVING IN THE WAY YOU ARE SHARING.

THEN THOSE DATA ARE GOING TO BE PRESENTED TO THE STATE BY BPS.

I WILL LET LIZA SPEAK MORE TO THAT.

>> THANK YOU.

>> THANK YOU, COUNCILLOR CAMPBELL.

>> THANK YOU, COUNCILLOR CIOMO. THANK YOU FOR THE PRESENTATION THIS MORNING.

I WILL START OF SAYING, I'M OKAY WITH TESTING, NOT SORT OF OVER TESTING BUT TESTING TO GET THE DATA WE HAVE HERE.

I HAVE TO BREATHE.

I LOOK AT THE DATA, IT'S DEPRESSING.

IT'S EXTREMELY DEPRESSING, ESPECIALLY FOR STUDENTS OF COLOR.

I'M JUST CURIOUS -- SORT OF HOW LONG WE THINK IT WILL TAKE TO CHANGE THIS.

WHAT ARE THE BARRIERS IN SPECIFIC TERMS.

THEN WHAT ARE THE SORT OF



SOLUTIONS.

WHO DO WE REACH OUT TO FOR BEST PRACTICES.

IN TERMS OF, YOU KNOW WE TALK ABOUT NETWORK SCHOOLS EARLIER. SO, THE IDEA THAT THERE IS A SCHOOL OUT THERE IN LIMBO ON AN EYE LAND BY THEMSELVES CLOSING THE ACHIEVEMENT GAP IS RIDICULOUS.

WE HAVE PRIVATE SCHOOLS ASK CHARTER SCHOOLS, YOU NAME IT INCLUDING BPS SCHOOLS WITH GREAT RESULTS.

HOW DO WE WORK TOGETHER FOR BEST PRACTICES AND MAKING SURE EVERY SCHOOL HAS THAT.

I KNOW THAT'S A LOT OF QUESTIONS.

HOW LONG DO WE THINK IT WILL TAKE TO NOT CONTINUE TO SEE THIS.

WHAT ARE THE BARRIERS.

THEN WHAT ARE SOME BEST PRACTICES, SOLUTIONS, I DON'T THEY THINK IT'S ALL MONEY.

I AM ASKING SPECIFIC QUESTIONS. WHO EVER WANTS TO ANSWER, THAT WOULD BE GREAT.

>> COUNCILLOR CAMPBELL, THANK YOU FOR THE QUESTION.

IT'S -- IT'S EXACTLY THE RIGHT THING WE'RE ALL OBSESSED ABOUT ALL THE TIME.

WHEN WE CREATED THESE INSTRUCTIONAL COMPETENCIES ON SLIDE FOUR I BELIEVE WE STARTED WITH RESEARCH ABOUT WHAT GAP CLOSING SCHOOLS DO.

THEN WE ALSO CROSS-REFERENCED IT WITH OUR OWN LOCAL EXAM ALZ OF SCHOOLS THAT ARE TRULY DOING A WONDERFUL JOB OF MEETING THE NEEDS OF ALL STUDENTS, AND CLOSING GAPS ON A DAILY BASIS. THAT -- THEN PRESSURE TESTED WITH TEACHERS AND ADMINISTRATORS AND OTHER CENTRAL OFFICE DEPARTMENTS.

WE BELIEVE THESE FOUR COMPETENCIES REPRESENT OUR BEST BET FOR WHAT IT WILL TAKE, TO YOUR POINT, WHAT ARE THE SKILLS AND BEST PRACTICES.

WE ARE USING THESE TO ALIGN OUR,  
ALL OF OUR PROFESSIONAL  
LEARNING, ALL OF OUR RESOURCE  
PROCUREMENT.

WE CHOOSE CURRICULUM.

WE WANT TO MAKE SURE IT CREATES  
A BOY AS FREE SUSTAINING  
LEARNING ENVIRONMENT FOR ALL  
STUDENTS SO THEY SEE THEMSELVES  
IN WHAT THEY'RE LEARNING.

IT'S CRITICAL FOR STUDENT  
ACHIEVEMENT.

PARTICULARLY STUDENTS OF COLOR.  
SIMILARLY WE KNOW WE NEED TO BY  
LOOKING AT THE INSTRUCTIONAL  
COMPETENCIES, DESIGNING FOR  
ACCESS, THAT TELLS US WE NEED TO  
TEACH EVERY TEACH TORE LOOK AT A  
DIVERSE CLASSROOM OF STUDENTS  
AND MAKE SURE THEY  
THINK.BARRIERS EACH KID HAS IN  
DESIGNING THE LEARNING  
EXPERIENCE APPROPRIATELY.

SO WE ARE USING THESE FOUR  
INSTRUCTIONAL COMPETENCIES AS  
TOUCHSTONES FOR ALL OF OUR WORK.  
ONE EXAMPLE THIS PLAYS OUT, THE  
DEPARTMENTS THAT HAVE BEEN JUST  
HAMMERING TO WORK TOGETHER HAVE  
BEEN COLLABORATING AROUND FOUR  
COURSES THAT ARE GOING TO ALIGN  
TO EACH OF THESE INSTRUCTIONAL  
COMPETENCIES.

CODE DEVELOPED AND DELIVERED BY  
MEMBERS OF MY TEAM, ACADEMIC  
TEAM, THE SOCIAL AWARENESS  
LEARNING TEAM, THE ACHIEVEMENT  
GAP, SPECIAL EDUCATION OFFICE,  
ENGLISH LEARNERS OFFICE.

THESE TEAMS HAVE NOT WORKED  
TOGETHER BEFORE IN THE WAY THEY  
NEED TO TO BUILD TEACHER SKILL  
AND PROVIDE THE TRAINING THEY  
NEED TO MEET THESE COMPETENCIES.

>> THIS IS VERY HIGH LEVEL.

JUST LIKE IN MY OFFICE WE HAVE  
THREE BIG BUCKET ITEMS WE WORK  
FROM.

EVERYTHING FALLS WITHIN THOSE  
BUCKETS.

I SEE THIS AS THE BUCKETS.

IF I'M THE PARENT, FRANKLY I  
DON'T CARE ABOUT THIS, RIGHT.

I WANT TO KNOW WHAT IS MY

SCHOOL, WHAT IS MY DISTRICT  
DOING TO CLOSE THE ACHIEVEMENT  
GAP FOR MY SON OR DAUGHTER.  
SO, BECAUSE WE'RE SORT OF, YOU  
KNOW TIME IS OF THE ESSENCE, I  
DO WANT TO ANSWER THE  
QUESTION -- HOW LONG DO WE THINK  
THIS TAKES?  
FIVE YEARS, TEN YEARS,  
TWENTY-FIVE YEARS.  
IT'S NOT GOING TO TAKE A YEAR OR  
TWO YEARS.  
I THINK, FOLKS WANT TO KNOW  
REALISTICALLY HOW LONG MAY THIS  
TAKE.  
TWO, THEY WANT TO KNOW IN  
SPECIFIC TERMS WHAT ARE THE  
BARRIERS.  
IT MIGHT BE SOME SCHOOLS ARE  
OPERATING IN SK-RBGS ILOS.  
SOME TEACHERS ARE CREATIVE OR  
ENTREPRENEURAL IN WORKING WITH  
OTHERS WELL.  
MAYBE SCHOOLS NEED MORE TRAUMA  
SUPPORT.  
I DON'T KNOW.  
-- WHAT THE GAP CLOSING RESEARCH  
SAYS.  
WHAT DOES IT SAY ABOUT WHAT THE  
BARRIERS ARE?  
THEN WHAT DOES IT OFFER IN TERMS  
OF BEST PRACTICES.  
YOU KNOW AT THE END OF THE  
REPORT WHAT ARE THE THINGS WE  
SHOULD BE STRIVING TO DO.  
>> LET ME SPEAK, TO MAKE IT  
CONCRETE, AGREE WITH YOU.  
THESE ARE THINGS THAT WILL GUIDE  
OUR WORK.  
I WANT TO TALK ABOUT THREE  
PLACES THEY SHOW UP MOST  
CLEARLY.  
FIRST --  
>> CAN WE DO THE FIRST QUESTION  
FIRST.  
>> HOW LONG.  
LET ME LET MS. LAMB TALK ABOUT  
THAT IN THE CONTEXT OF THE  
PERFORMANCE METER AND  
ACHIEVEMENT GAP IMPLEMENTATION  
PLAN.  
>> SO I ELUDED TO THIS BEFORE  
WHEN I SHARED THE WORK OF DATA  
AND ACCOUNTABILITY.

WE HAVE TAKEN ON A NEW BODY OF WORK WE CALL PERFORMANCE MANAGEMENT.

THE FIRST PART OF THAT WAS CREATING BPS PERFORMANCE METER. IT'S ESSENTIALLY A TOOL THAT WE WOULD USE AS A DISTRICT TO HOLD OURSELVES ACCOUNTABLE, THE ENTIRE DISTRICT.

NOT LOOKING AT SCHOOLS RELATIVE TO OTHER SCHOOLS BUT LITERALLY HOLDING OURSELVES ACCOUNTABLE. WE HAVE CREATED THE MEASURES. THE FIRST TWO KEY PERFORMANCE METERS ARE THE ACHIEVEMENT AND OPPORTUNITY GAP IN ELA AND THE ACHIEVEMENT AND OPPORTUNITY GAP IN MATH.

THE KEY THINGS WE CAN DO AND NEED TO DO IS QUANTIFY THE GAP. SO, WE'RE NOT JUST LOOKING AT AVERAGES AND HOPING THAT GIVEN THE FACT WE SEE INCREMENTAL IMPROVEMENTS WE WILL CLOSE THAT. WE HAVE SET TARGETS FOR OURSELVES THAT ARE NOT SO AGGRESSIVE TO SAY WE WOULD CLOSE THE GAP IN THREE YEARS. THEY ARE AGGRESSIVE ENOUGH THAT THE HOPE IS THAT WE WOULD BE SUBSTANTIALLY CLOSING THE GAP IN THE NEXT FIVE TO SEVEN YEARS. SO, WE CAN SHARE THAT PERFORMANCE METER WITH YOU IN MORE DETAIL.

IT'S PUBLICLY AVAILABLE. THE BODY OF WORK THAT OUR OFFICE IS DOING TO REALLY HOLD THE SYSTEM ACCOUNTABLE FOR KEEPING A LASER LIKE FOCUS ON ALL STUDENT SUB GROUPS.

ON THESE OPPORTUNITY AND ACHIEVEMENT GAPS.

>> COUNCILLOR, I THINK IT'S IMPORTANT THAT OUR NEXT ACADEMIC PRESENTATION WE WILL GO INTO MORE DETAIL.

I WILL TRY TO ARTICULATE WHAT THE OPPORTUNITY ACHIEVEMENT GAP TASK FORCE AND OUR OED OFFICE HAS OUTLINED TO INSURE THE A KOEUPBT ABILITY TO MEETING CERTAIN BENCH MARKS ARE IMPORTANT.

WHAT IS MORE POWERFUL IN EXAMINING THIS YOU SEE IT'S NOT JUST ABOUT THE TEACHING AND LEARNING IN THE CLASSROOM. THERE IS ALSO A VARIETY OF OTHER ELEMENTS.

THE COMMUNITY, FAMILY SUPPORT. THERE ARE A VARIETY OF THINGS. SO WHAT DR. ROSE HAS DONE IS WORK WITH EVERY SINGLE DEPARTMENT IN BPS CREATING A OPPORTUNITY ACHIEVEMENT GAP OR EQUITY BASED GOAL, SMART GOAL. TO SAY THAT EVERY SINGLE ONE OF US HAS A RESPONSIBILITY ON HOW WE PERPETUATE BIASES OF EQUITIES IN THE SYSTEM AND WE HAVE A RESPONSIBILITY TO EMBRACE ALL OF THE PARTNERS OUTSIDE OF BPS. THAT'S THE ONLY WAY TO COME TO A SOLUTION AS WELL.

>> WILL SAY THIS.

I HAVE NO MORE QUESTIONS. I HAVE TWO QUESTIONS THAT HAVEN'T BEEN ANSWERED. ONE, HOW LONG -- THAT'S HELPFUL TO SAY TO A FAMILY FIVE TO SEVEN YEARS BASED ON EXISTING PLANS. THAT CAN CHANGE, RIGHT. THE SECOND IS, WHAT ARE THE BARRIERS?

THEN THE THIRD IS, WHAT ARE THE BEST BEST PRACTICES? YOU KNOW THE THROW PLACES SHOWING UP, THE ANSWER TO THOSE QUESTIONS WOULD BE HELPFUL. I CAN SAVE QUESTIONS FOR THE NEXT ROUND.

>> GO AHEAD.

>> COULD WE GO BACK TO THE SLIDE.

FOR CLARITY. THE SLIDE WE HAVE ON GRADE TEN. THERE IS A 110.

IS THAT AN ERRONEOUS 110 OR IS THERE A SKEWED SCORING MEASURE. >> SORRY.

>> SO IT HAS A HUNDRED HERE --

>> YES THE ACCESS IS THAT IN ERROR, I APOLOGIZE FOR. THAT.

>> IT'S ERRONEOUS.

YOU STKOEPT HAVE A DIFFERENT MEASURING.

>> NO.

>> I'M CURIOUS.

AGAIN I THINK THERE IS A GOOD STORY HERE, GRADES 3 TO 8 THERE IS A WIDE EAR CHIEFMENT GAP THEN GRADE 10.

AM I READING THAT GRAPH RIGHT? ONE THING I WOULD SAY TO THAT FOR THOSE KNOWN ABOUT MASSACHUSETTS TESTING.

IT'S TRUE IN OTHER STATES TOO KWEUFPB GIVEN THE FACT THE TENTH GRADE MCAST IS THE TKWRAD AOUATION REQUIREMENT FOR THE STATE OF MASSACHUSETTS THAT ASSESSMENT.

THE STANDARD ON THE ASSESSMENT ARE PROBABLY NOT TO THE LEVEL OF RIGGER THAT WE WOULD HOPE ALL STUDENTS PERFORM IF THEY ACCESS HIGHER LEVEL COURSE WORK IN GRADE TEN.

I WOULD SAY THIS HAS SOMETHING TO DO WITH THE FACT THE STANDARDS ARE NOT AS RIGOROUS AS GRADES 3-8.

I WOULD LET OTHER COLLEAGUES TO SPEAK TO THAT AS WELL.

>> THINK THAT'S THE BEST HYPOTHESIS FOR THAT.

>> COULD WE SEE, IS THIS FACTORING IN PARK AS WELL OR JUST MCAST.

>> GRADE TEN IT'S JUST MCAST. FOR 3-8 IT FACTORS IN BOTH MCAST AND PARK.

>> WHAT WOULD THIS GRAPH LOOK LIKE FROM 2008 TO 2012?

>> I DON'T HAVE ALL THAT HAD DATA ON ME.

MY MEMORY IS IT'S INCREMENTAL GROWTH.

ONE THING THAT'S WORTH SAYING ON THE NATIONS REPORT CARD OUR ASSESSMENT, PARTICIPATING IN THAT FOR MANY YEARS.

WE HAVE MADE IN SKREPLTAL GROWTH.

HAVE CAUGHT UP TO THE NATIONAL AVERAGE.

SO, THERE IS NO STATISTICAL SIGNIFICANT DIFFERENCE FROM THE AVERAGE PERFORMANCE OF FOURTH GRADERS IN READING IN BOSTON

PUBLIC SCHOOLS FROM THE NATIONAL AVERAGE.

NOT JUST FROM THE AVERAGE OF OTHER URBAN DISTRICTS BUT THE NATIONAL AVERAGE.

DEFINITELY LONG TERM TRENDS.

>> OKAY.

I GUESS THE SAME HOLDS TRUE FOR MATH THEN.

WE NEED TO DO A BETTER JOB WITH MATH.

BECAUSE AGAIN THERE IS A WIDER GAP THERE.

IF YOU COULD PROVIDE ME WITH THAT, AND PARK WASN'T IMPLEMENTED -- HOW MANY YEARS AGO NOW?

>> 2014-2015 IS THE FIRST TIME BPS OPTED TO TAKE PARK ACROSS ALL GRADES 3-8.

STUDENTS IN HIGH SCHOOL.

SOME SCHOOLS OPTD IN TO TAKE IT IN THE HIGH SCHOOL GRADES.

LAST YEAR IN THE 15-16 YEAR, ALL STUDENTS TOOK IT 3-8 AGAIN BPS OPTED NO THAT THIS YEAR.

ALL DISTRICTS ACROSS MASSACHUSETTS ARE TAKING THE NEXT GENERATION MCAST.

>> THINK AT THE TIME WHEN IT WAS FIRST INITIATED THERE WAS ANXIETY OVER IT BEING MORE, MAYBE MORE RIGOROUS AND OUR SCORES GOING DOWN.

DO WE HAVE ANY DATA ON THAT?

>> WELL, SO THE PROFICIENCIES ARE NOT REALLY PRABL BETWEEN MCAST AND PARK.

IF YOU TRIED TO COMPARE THE PERCENT OF STUDENTS PROFICIENT IN 3-8 VERSUS THOSE MEETING EXPECTATIONS YOU WOULD SEE A DROP.

THAT'S TRUE, I BELIEVE EVERY DISTRICT THAT TOOK PARK IN MASSACHUSETTS.

THAT IS WHERE I HAVE COME UP WITH A MEASURE.

IT'S SOMETHING THEY CREATED A CONCORDANCE TABLE.

YOU CAN COMPARE MCAST AND PARK SKO WE'RE NOT STRUGGLING WITH THE CHANGES --

>> SO IS IT A BLENDED?

>> BASICALLY THEY FOUND THE COROLLARY SCORE FROM THE MCAST TEST IN EACH GRADE TO THE PARK TESTS.

WE KNOW THAT STUDENTS WHO GOT, YOU KNOW 700 ON THE PARK, THAT WOULD HAVE CORRELATED TO SOMETHING ELSE ON THE MCAST. THAT'S HOW WE HAVE CREATED THE CPI INDEX THAT CAN BE LOOKED AT OVERTIME.

>> GREAT.

CHAIR RECOGNIZES COUNCIL FLAHERTY.

>> SECOND GRADE, FIRST GRADE, FOURTH GRADE THE FIRST DAY OF SCHOOL A TEACHER MAY NOTICE SOMETHING AND TALK TO THE STUDENTS AND YOU START THE IEP PROCESS.

THAT PROCESS TAKES TOO LONG, REALISTICALLY.

IT'S LIKE A SLOW DANCE.

IN MANY INSTANCES IT'S NOT UNTIL WELL AFTER CHRISTMAS WE HAVE A PLAN IN PLACE.

THE CHILD GOES TO SCHOOL SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER.

THEN AFTER BREAK THERE IS A PLAN.

I THINK THERE IS LOST LEARNING TIME.

WE ARE NOT ADDRESSING THE CORE ISSUE.

WE DEAL WITH ONE NOW, I THINK THE IEP OR TEAM MEETING ISN'T UNTIL JUNE OR PLACEMENT OR TO ADDRESS THIS IN THE FALL.

THIS COULD BE TPHREUBGTS WITH EACH OTHER, COORDINATING A TIME.

MY POINT IS HOW DO WE STREAMLINE THE IEP PROCESS SO WHEN TEACHERS IDENTIFY SOMETHING OR A PARENT IDENTIFYING SOMETHING IN A SHORT PERIOD OF TIME, THERE IS A MEDICAL PIECE, EVALUATION PIECE OF IT.

IT HAS TO BE EXPEDITED.

WE CAN'T LET A CHILD LANGUISH FOR MONTHS UNTIL WE COME UP WITH A PLAN.

THAT HAS TO BE A MUCH FASTER PROCESS.



>> YES, I MEAN, I THINK FOR ANY STUDENT WE WANT TO MAKE SURE THE SUPPORT OF SERVICES ARE, THE STUDENTS ARE PROVIDED AS SOON AS WE POSSIBLY CAN.

THE VALUABLE THING ABOUT ASSESSMENT DATA AND INFORMATION WE KNOW WHAT WE NEED TO ADDRESS IN TARGET.

WE WANT TO MAKE SURE WE'RE CLEARLY INFORMED WHAT THOSE THINGS ARE.

IT CAN BE SIMPLE OR COMPLEX. HOWEVER I WILL SAY THAT BPS TURN AROUND FOR IEPs BEING COMPLETE S-D QUICKER THAN FEDERAL GUIDELINES REQUIRE US.

HOWEVER WE HAVE MECHANISMS IN PLACE IF WE HAVE A STUDENT WITH HIGH LEVEL NEEDS, WE WORK THROUGH WHETHER IT'S OUR SITE OFFICE OR WORK THROUGH OUR RELATED SERVICES OFFICE TO GET THESE ASSESSMENTS DONE MORE QUICKLY AND EXPEDITED AS YOU SAID.

IF YOU'RE FINDING A PARTICULAR PERSON IS NOT ABLE TO SCHEDULE AN IEP SOONER I WOULD LOVE TO KNOW ABOUT THAT.

LIKE -- CINDY NIELSEN WOULD ALSO WANT TO BE INFORMED ABOUT THAT. WE WILL TALK ABOUT THAT AS A INDIVIDUAL CASE.

ONE THING WE ARE FINDING, AS FAR AS NOT SCHEDULING PER SE SOMETIMES BUT IT'S ALSO THE ISSUE THIS YEAR WE HAD A COUPLE OF COORDINATORS THAT MANAGED -- THE ADMINISTRATORS OVER THE IEPs THAT HAD PARTICULAR NEEDS, PERSONAL NEEDS TO TAKE CARE OF.

THAT MAY OF CAUSED BUMPS IN CERTAIN SCHOOLS AND PEOPLE HAVING TO COVER.

WE HAVE EXPERIENCED THAT THIS YEAR.

IT'S NOT COMMON IN SCHOOL DISTRICTS.

NEVER THE LESS IT DOESN'T MAKE IT EASIER FOR FAMILIES AS WE MOVE THE PROCESS FASTER.

IF YOU HAVE A PARTICULAR CASE I

WOULD LOVE TO HEAR ABOUT IT AS WELL.

>> GREAT.

THEN DO WE REQUIRE EYE EXAMS FOR OUR STUDENTS?

>> WE CAN TALK MORE ABOUT THAT, WE DO HAVE EYE EXAMS FOR STUDENTS.

WOULD YOU LIKE TO TO SHARE MORE ABOUT THAT?

>> THE ISSUE HAS BEEN RAISED THROUGH PARENTS FOR ME.

THEIR CHILD NEEDED EYE GLASSES. THEY WERE IN THE BACK OF THE CLASSROOM.

PEOPLE THOUGHT THEY HAVE SPECIAL NEEDS AND THEY JUST NEEDED GLASSES.

THEIR GRADES DID A 180°.

YOU HAVE PARENTS REALIZING THEIR CHILD JUST NEEDS EYE GLASSES.

THEY STARTED TO GO DOWN THE IEP ROUTE THINKING THERE WERE ISSUES.

IT WAS JUST A PAIR OF GLASSES.

SO I GUESS --

>> -- WORKING CLOSELY.

>> - DID YOU HOW IS THAT MAGNIFIED.

WE SHOULD REQUIRE THIS.

>> YES IN HEALTH SERVICES WE'RE REQUIRED TO DO ALL KINDERGARTENS COMING INTO THE DISTRICT.

WE PARTNER WITH A NUMBER OF OUTSIDE AGENCIES TO COME AND HELP US GET ALL OF OUR 57,000 STUDENTS SCREENED.

WE WORK WITH COMPANIES, AND HAVE A NEW COMPANY COMING IN NEXT WEEK.

WE HAVE HEALTHCARE WORKERS TO HELP SCREEN THE STUDENTS.

WE DO GO AROUND ASK THE TEACHERS IF THEY THINK THERE IS SOMEONE TO TEST EARLIER.

WE DO, YOU KNOW, TRY OUR BEST TO SCREEN EVERYONE EARLY IN THE YEAR.

>> SO I UNDERSTAND THERE IS A SERIES OF PUBLIC/PRIVATE PARTNERSHIPS.

>> YES, WE'RE REQUIRED TO SCREEN ALL OF OUR STUDENTS.

WE START IN SEPTEMBER.

WE HAVE TO FOCUS ON THE DATE AND  
WORK WITH OUR PARTNERSHIPS TO  
GET INTO THE SCHOOLS AND HELP US  
PROVIDE THE GLASS IT'S THEY  
DON'T HAVE INSURANCE.

>> OTHER THAN KINDERGARTEN IS  
THERE ANY OTHER EYE TESTING?

>> WE MANDATE TO TEST ALL OF THE  
CHILDREN.

IT'S JUST THE KINDER GUARD NEERS  
DONE WITHIN THE FIRST 45 DAYS.

>> WE TEST EVERY YEAR OR EVERY  
COUPLE YEARS?

>> WE'RE ATTEMPTING TO DO EVERY  
YEAR.

AGAIN 57,000 STUDENTS BETWEEN  
THE PARTNERSHIPS.

YOU KNOW EVERYTHING ELSE THAT  
GOES ON, I WILL BE HONEST, WE  
DON'T GET TO EVERY STUDENT.

WE DO OUR BEST.

>> GREAT, I APPRECIATE.

THAT I KNOW OUR KIDS HAVE GOOD  
PLAYING FIELDS AND SURFACES  
THROUGH THE YEAR.

I NOTICE A INCREASE OF 58,000  
FOR SCHOOL PORTS.

THERE IS A HUGE CORRELATION OF  
KIDS STAYING IN SCHOOL OR  
DOESN'T.

IF THEY GET A SCHOLARSHIP OR  
DOESN'T.

GOING ONTO COLLEGE OR NOT.

BASED ON SCHOOL SPORTS.

YOU MAY HAVE A KID NOT  
PERFORMING WELL ACADEMICALLY BUT  
PERFORMS ATHLETICALLY WELL  
THERE.

IS A CONNECTION BETWEEN A COACH,  
MENTOR OR TEACHER KEEPING THIS  
KID FOCUSED, FINISHING CLASS,  
GETTING BETTER GRADES AND DOING  
THE HOMEWORK TO COMPETE ON THE  
COURT, ICE OR FIELD.

I'M DISAPPOINTED IN A MILLION  
DOLLAR BUDGET WE'RE TAKING IT UP  
\$58,000.

57,000 STUDENTS IN THE SCHOOL  
SYSTEM.

THROUGH THE CHAIR AND VICE CHAIR  
I WOULD LIKE TO ADDRESS THAT  
ISSUE BETWEEN NOW AND BUDGET GO  
TIME.

THEN SHIFTING TO HEALTH AND

WELLNESS.

YOU CAN ANSWER THEM AT THE SAME TIME.

A QUARTER MILLION DOLLAR DROPS. 1.7 TO 1.4.

I BELIEVE THERE WAS A GRANT AT A TIME IF YOU THINK ABOUT JUST SUBSTANCE ABUSE AND TREATMENT, THE OPIATE CRISIS ON STREET. THEN YOU SEE PAGE FOUR, SCREENING, INTERVENTION REFERRAL, PILOTED FOR GRADE 9 STUDENTS.

WHAT ABOUT THE 10, 11, 12 GRADERS?

WHAT ARE WE DOING ABOUT TREATMENT AND DRUG AWARENESS. THERE IS A DROP IN THE HEALTH WELLNESS AND HEALTH SERVICES. THAT THROWS A CAUTION FLAG UP THERE.

GIVEN THE QUANTITY AND POTENCY ON THE STREET, THEY'RE NOT ON THE BALL FIELD, COURT OR ICE. STAYING OUT OF TROUBLE AND THE GANG ACTIVITY.

WE GIVE THEM 58,000 EXTRA THEN WE CUT THIS BY A QUARTER OF A MILLION DOLLARS.

I FIND THIS AS A PERILLIS ROAD. THINK IT'S LOST IN THE SHUFFLE AS WE FOCUS ON OTHER STUFF THAT I THINK BOTH OF THOSE ISSUES HAVE A HUGE IMPACT ON ONE'S SUCCESS IN THE CLASSROOM AND ONE'S ABILITY TO GRADUATION AND GO ONTO COLLEGE.

>> I THINK WE FAIL THE KIDS IF WE DON'T PROVIDE ENOUGH SPORTS AND ENOUGH TREATMENT AND RECOVERY AWARENESS.

THANK YOU.

>> THANK YOU KP-RBD.

>> CAN WE GET AN ANSWER FOR THE QUESTION?

>> I'M SORRY I THOUGHT YOU WERE DONE.

I WANT TO TALK ABOUT WHY THE ATHLETIC BUDGET IS ONLY \$58,000 COMPARED TO LAST YEAR. THE INCREASE.

I WANT TO SEE WHY WE LOST A QUARTER OF MILLION DOLLARS ON TREATMENT, RECOVERY, SUBSTANCE

ABUSE --  
>> SORRY IT SOUNDED LIKE A  
RETIRE CAL QUESTION.  
THE PRESENTATION -- WE WILL ASK  
FOLKS TO MOVE UP TO GO INTO  
DETAILS.  
>> COUNCILLOR, THERE IS A SECOND  
PRESENTATION THEY HAVEN'T DONE  
YET.  
I BELIEVE THAT'S THE HAND OUT  
YOU HAVE.  
MAYBE WE CAN WRAP UP, WRAP UP  
OUTSTANDING QUESTIONS ON THE  
INITIAL PRESENTATION.  
WHICH I HAVE.  
I HAVE A FEW.  
IF THAT'S OKAY.  
>> I THINK THIS QUESTION IS FOR  
YOU.  
THERE ARE CONFLICTING LEVELS AND  
TIERS BETWEEN WHAT THE STATE  
DESIGNATES A SCHOOL AND WHAT THE  
DISTRICT DESIGNATES A SCHOOL.  
CAN YOU TALK ABOUT THOSE WHO HOW  
SCHOOLS ARE RANKED.  
ALSO I UNDERSTAND THAT -- SO A  
SCHOOL COULD BE RANKED LEVEL ONE  
ACCORDING TO THE STATE  
DEPARTMENT OF ED.  
BPS IS STILL BASING SOME OF  
THEIR TIERS ON OLD DATA.  
HOW DO WE RECONCILE THAT?  
>> SO, YOU'RE BRINGING UP THE  
LARGER ISSUE OF THE TIERS  
ASSIGNED FOR STUDENT ASSIGNMENT  
AND SCHOOL CHOICE.  
THE FACT THAT'S A BPS SPECIFIC  
MEASURE.  
IT'S DIFFERENT THEN THE STATE.  
ONE OF THE BIGGEST DIFFERENCES  
IS THE TIERS ASSIGNED BY THE  
STATE ARE RANKING SCHOOLS  
RELATIVE TO ALL OTHER SCHOOLS IN  
THE STATE.  
YOU KNOW, USING GRADE  
CONFIGURATION.  
THAT'S SORT OF A CONTROL THERE.  
WHEN WE DO OUR MCASTOR SCHOOL  
QUALITY FRAMEWORK TIER THAT'S WE  
WILL IMPLEMENT NEXT YEAR THAT'S  
COMPARING STUDENTS WITHIN BPS.  
KNOWING STUDENT ASSIGNMENT AND  
SCHOOL CHOICE PROCESS WE NEED TO  
HAVE A TIERING SYSTEM THAT IS

INTERNAL TO BPS.

THAT'S ONE OF THE BIGGEST DIFFERENCES.

THERE IS, IN TERMS OF THE -- THE LAGGING DATA, IF THAT'S WHAT YOU'RE ASKING ABOUT, SOME OF THIS IS BASED ON THE, THERE HAS BEEN A POSTPONEMENT OF THE SCHOOL QUALITY FRAMEWORK GIVEN SOME ENHANCEMENTS WE WOULD LIKE TO CONSIDER ON THE SCHOOL QUALITY WORKING GROUP RECONVENED TO RETHINK.

THAT WIN OF THE MAIN REASONS THERE WAS THIS IT'S BECAUSE THE SHIFT IN THE STATE ASSESSMENT. THAT'S WHY THE LAGGING DATA IS THERE.

>> IS IT POSSIBLE TO HAVE A SCHOOL AT A LEVEL ONE AND BPS TO HAVE A SCHOOL AT A LEVEL THREE. MY UNDERSTANDING IS THAT'S HAPPENING AT THE RUSSEL, FOR EXAMPLE.

THAT IS A PROBLEM.

IT TPAEBGTS THE ASSIGNMENT PROCESS AND ENROLLMENT OVERTIME.

>> SO, IT IS POSSIBLE.

THE OTHER DIFFERENCES BETWEEN THE -- THE BPS SPECIFIC MEASURE IS WE WAIT STUDENTS -- WEIGHT STUDENT'S GROWTH MORE HEAVILY THAN THE STATE DOES.

THE STATE WEIGHTS STUDENT PERFORMANCE.

>> IF A SCHOOL HAS STUDENTS AT THE SCHOOL ON AVERAGE HIGHER PERFORMING BUT NOT GROWING AT THE SAME RATE OF ANOTHER SCHOOL BASED ON STUDENT GROWTH MEASURE THAT MAYBE A REASON YOU SEE SOME DIFFERENCES.

SO, DOES THAT ANSWER YOUR QUESTION?

>> IT ANSWERS THE QUESTION, IT'S HIGHLIGHTING THE, THE PROBLEM OR THE CONFLICT WITH THOSE TWO TIERED SYSTEMS.

THERE IS A ROLL THAT THE BPS DESIGNATION PLAYS.

IF WE RANK OUR SCHOOL AT A THREE AND A STATE RAEUFPBGZ THEM AT LEVEL ONE, PARENTS GET A MORE CONFUSING PICTURE OF THE QUALITY

OF THE SCHOOL.  
THEN THE OTHER CONCERN I HAVE IS  
HOW IT AFFECTS THE ASSIGNMENT  
PROCESS.  
WHAT FAMILIES SEE AS CHOICES.  
BECAUSE IN, YOU KNOW SOME  
DISTRICTS THERE ARE SO MANY  
LEVELS.  
BPS LEVEL 3 SCHOOLS, THAT  
PARENTS ONLY SEE A SELECTED ONE.  
THAT'S AFFECTING THE ENROLLMENT  
AT THE OTHER SCHOOLS.  
WE KNOWN ROLLMENT AFFECTS  
BUDGETS.  
SO, IT'S A PROBLEM THAT EXISTS  
AND WE NEED TO FIGURE OUT A WAY  
TO FIX IT.  
>> ONE LAST PIECE ON, THIS I  
AGREE WITH YOU.  
IT'S COMPLEX.  
ESPECIALLY THROUGH THE  
PROSPECTIVE OF A PARENT OR  
FAMILY.  
THERE ARE DATA POINTS THAT A  
PARENT/FAMILY COULD USE TO MAKE  
DECISIONS --  
>> ONLY IF THEY'RE ALLOWED TO  
SEE IT IF IT'S AN OPTION.  
YOU CAN'T MAKE A CHOICE ON  
SOMETHING YOU CAN'T SEE OR HAVE  
AS AN OPTION.  
>> THAT'S RIGHT.  
THE DATA POINT USED TO GENERATE  
THEIR LIST IS AN INTERNAL BPS  
MEASURE.  
THERE IS AN EVALUATION THAT  
IS -- AN EVALUATION OF HOME  
BASED STUDENT ASSIGNMENT GOING  
OUT THIS SPRING.  
MY UNDERSTANDING IS IT WILL  
START IN THE FALL.  
IVE THINK YOUR QUESTION TRYING  
TO MEASURE POTENTIAL CONFLICTS  
IN THE TIERS MAY CONTRIBUTE TO  
IMPACTS ON THE EXTENT THAT  
FAMILIES GET ACCESS TO SEATS FOR  
STUDENTS, HIGH QUALITY SEATS.  
I WILL LET THE VEHICLES KNOW  
PUTTING OUT THIS -- IT'S A  
QUESTION I HAVEN'T ASKED BEFORE.  
>> ON THE ON-LINE TESTING FOR M  
CAST ARE WE GOING TO SEE AN UP  
TICK IN THE NUMBER OF IEPs  
AND 504s REQUESTED TO TAKE

PAPER AND PEN SIS OPPOSED TO ELECTRONIC.  
ARE WE GOING TO HANDLE THOSE REQUESTS.  
>> THAT'S A GOOD QUESTION.  
WILL THE TRANSITION OF ON-LINE TESTING INCREASE THE NUMBER OF STUDENTS HAVING IT IN THEIR IEPS --  
>> IT'S NOT CURRENTLY.  
WE DON'T DO IT ON-LINE.  
THAT ISN'T IN AN IEP OR 504.  
ONE OF MY KIDS IS A 504.  
IT'S BEEN HIGHLIGHTED MCAST ON-LINE IS COMING.  
WE HAVE TO UPDATE THE 504.  
IT WOULDN'T BE GREAT FOR HIM TO DO IT ON-LINE.  
I HAVE TO GO IN AS A PARENT AND REQUEST THE CHANGE.  
THE DEMAND IS MORE ON MORE ON-LINE TO GET THAT REQUEST.  
>> IF YOU WOULDN'T MIND I WOULD LIKE TO TAKE THIS QUESTION BACK AND COLLABORATE WITH CINDY KNEELSEN.  
>> I DON'T NEED A REPORT, I JUST NEED TO KNOW YOU'RE --  
>> IEPS SINCE LAST YEAR THEY'RE WORKING TO HAVE THOSE CONVERSATIONS AS PART OF THE PROCESS.  
I DON'T KNOW IF THERE HAS BEEN A INCREASE OR DECREASE.  
WE WILL LOOK INTO THAT.  
>> WE WILL LOOK INTO THAT.  
>> MY FINAL BUDGET SUMMARY, CAN YOU TALK ABOUT THE SHIFTS BETWEEN FY17 ADOPTED VERSUS FY17 CURRENT.  
I ASSUME THERE IS A DIFFERENT DEPARTMENT YESTERDAY WITH A MID YEAR CHANGE.  
HOW THIS RELATES TO REACTION FOR FISCAL YEAR 18.  
>> I'M HAPPY TO TAKE THIS ONE.  
THIS IS A STANDARD PRACTICE WE DO THROUGHOUT OUR REPORTING.  
SO A BUDGET ADOPTED BEFORE THE START OF THE FISCAL YEAR IS DIFFERENT THEN THE POINT AND TIME.  
NATURAL COURSE OF DOING BUSINESS WE CREATE RESERVES FOR INSTANCE AT THIS TIME OF THE YEAR FOR



THAT WE DON'T HAVE INFORMATION.  
WE HOLD STUDENTS IN RESERVE FOR  
INSTANCE WE DON'T KNOW EXACTLY  
THE SCHOOLS THEY WILL ATTEND.  
AGAIN STANDARD PRACTICE EVERY  
YEAR.

IF YOU LOOK AT THE ADOPTED  
BUDGET WOULD YOU SEE A RESERVE  
FOR STUDENTS.

THEY WOULD OF BEEN ASSOCIATED  
WITH THE SPECIFIC SCHOOL, THEY  
WOULD BE ADJUSTED.

FOR THE PURPOSE OF TRYING TO  
INFORM STAKE HOLDERS WE PROVIDE  
AS MANY DATA POINTS AS POSSIBLE.  
WE DO THE PWUPLT APPROVED A YEAR  
AGO AT THIS TIME.

WHERE WE ARE CURRENTLY AND THE  
PROPOSED BUDGET AS WELL.

>> SO THIS IS CURRENT PROJECTED  
OR WE WILL SEE A INCREASE FISCAL  
YEAR 17.

>> CURRENT.

>> YES.

>> IS THAT THIS POINT IN TIME.

>> YES.

>> ANOTHER REASON IT COULD  
CHANGE MID YEAR OUR EQUITY TEAM  
REFERENCE WE HAVE A SPIKE IN  
VOLUME IN OUR OFFICE OF EQUITY  
WORK.

ISSUES MANY OF YOU ARE AWARE OF.  
WE MADE A EMERGENCY MID YEAR  
DECISION TO BEEF UP THE  
RESOURCES FOR THAT TEAM.  
THAT CHANGE IS UNUSUAL AND VERY  
SMALL.

MOST OF THE CHANGE IS DUE TO  
LIQUIDATION OF RESERVICES.

>> I DON'T THINK THIS IS  
NECESSARILY SIGNIFICANT BUT  
THERE IS PROBABLY A DOLLAR  
AMOUNT IF THERE WAS A  
SIGNIFICANT SHIFT OVER THE  
COURSE OF THE YEAR.

US AS THE COUNCIL OR WAYS AND  
MEANS COMMITTEE SHOULD BE MADE  
AWARE OF.

PERHAPS THIS IS SOMETHING WE  
WILL DISCUSS AS A COMMITTEE.  
THIS JUST THE SECOND TIME WE  
HAVE SEEN THAT THIS FAR.

>> WE HAVE GIVEN MONTHLY UPDATES  
TO THE SCHOOL COMMITTEE.

WITH THE BILLION DOLLAR BUDGET  
WE DO OUR BEST TO HIT THE BUDGET  
ON EVERY LINE.

THE NORMAL COURSE OF BUSINESS WE  
HAVE THINGS SLIGHTLY ABOVE AND  
BELOW.

UTILITIES AND GAS PRICES, WE  
DON'T KNOW.

WE HIGHLIGHT ABOVE AND BELOW.

>> IS THERE A DOLLAR AMOUNT THE  
SCHOOL HAS IDENTIFIED AS  
SIGNIFICANT ENOUGH FOR A FORMAL  
CONVERSATION ON.

>> NOT IN THE TWO YEARS I HAVE  
BEEN HERE NO.

THEY DON'T HAVE A STANDARD LEVEL  
TRIGGERING THAT CONVERSATION.

WE HAVE HAD CONVERSATIONS ON  
ISSUES FOR THE SCHOOL COMMITTEE.

>> THAT IS IT FOR ME IN THIS  
ROUND.

>> THANK YOU.

>> COUNCILLOR PRESSLEY.

COUNCILLOR JACKSON.

>> THANK YOU.

>> THANK YOU, VERY MUCH.

MR. CHAIR, I ALSO WANTED TO DIG  
IN ON A COUPLE OF PIECES.

ONE I LOVE KNOWING EACH YEAR --  
GOING TO THE VALIDVICTORIAN.

IT'S THE HIGHLIGHT OF MY YEAR.

I WAS NOT A VALIDVICTORIAN.

WHAT I FIND AMAZING THIS.

IS A CREDIT TO BPS.

I THINK TWO-THIRDS OF THE YOUNG  
PEOPLE MAYBE I WAS WRONG WERE  
FELL STUDENTS.

A INTERESTING STAT, IT'S NOT  
ENUMERATED HERE.

I HAVE SEEN IT ON OTHER DECKS.

OUR STUDENTS DO TEN POINTS  
HIGHER ON AVERAGE FOR ENGLISH  
LANGUAGE ARTS.

SO I INGEST, ASK WHY NOT HAVE  
EVERYONE GO THROUGH ELL.

WE COULD RAISE OUR SCORES.

I THINK THERE IS SOMETHING,

THERE IS A THERE, THERE.

RIGHT.

SO, I THINK WHAT ARE SOME OF THE  
LEARNINGS WE.

HAVE WE KNOW LANGUAGE TAKES 5 TO  
-P YEARS TO ACQUIRE.

WHAT ARE SOME OF THE THINGS WE

CAN EXPLORE AND EXTRAPOLATE OUT.  
THAT I THINK THE MOVEMENT HAS  
BEEN AMAZING.

AMAZING NOT ONLY FOR -- BUT ALSO  
SOMETHING THAT HAS BEEN  
ACCOMMODATING WITH CULTURE AND  
FAMILIES.

I DON'T WE HAVE ACTUALLY DONE  
THAT, OTHER CULTURES ACROSS THE  
BOARD.

SO, I GUESS WHAT ARE SOME OF THE  
THINGS THAT YOU SEE THERE.

BECAUSE THAT IS A WIN.

THAT IS AN AMAZING FACTOR THAT  
IS VERY REAL.

WHAT CAN WE LEARN FROM THAT DATA  
POINT THAT WE CAN SCALE TO  
INSURE WE HAVE MOBILITY AND  
CLOSE THE ACHIEVEMENT GAP ACROSS  
THE BOARD.

[INAUDIBLE]

>> SO WHAT YOU SEE WHEN STUDENTS  
ARE BILINGUAL YOU SEE THEIR  
ABILITY TO THINK MORE  
CRITICALLY, BE ABLE TO  
COMMUNICATE -- THEY'RE SEARCHING  
FROM DIFFERENT LANGUAGES.

THERE IS GREAT RESEARCH  
INFORMATION COMING OUT ON HOW  
THE BRAIN CAN DEVELOP IN OTHER  
AREAS BEYOND JUST LANGUAGE.

THAT WOULD BE FIRST.

ONE OF THE THINGS FROM THE  
LEARNING IS WHY WE EXPANDED MORE  
DUAL LANGUAGE PROGRAMS ACROSS  
OUR SCHOOL SYSTEM.

MORE OPPORTUNITIES FOR THE  
21st CENTURY, WE NEED TO KNOW  
OUR STUDENTS HAVE THE ABILITY TO  
ENGAGE IN MULTIPLE LANGUAGES AND  
ENGAGE IN CULTURAL DIVERSITY OF  
PEOPLE.

WE ALSO NOTICE THE SOONER WE  
FOCUS ON INTERVENING FOR OUR  
ENGLISH LEARNERS ON THE LANGUAGE  
DEVELOPMENT AND ACCESS TO THE  
CORE INSTRUCTION, THOSE ARE TWO  
DIFFERENT STYLES OF INSTRUCTION  
WE HAVE TO BE AWARE OF.

WE SEE WE STILL HAVE A LOT OF  
WORK TO DO IN TARGETING OUR  
STUDENTS THAT ARE LONG-TERM  
ENGLISH LEARNERS.

THAT IS MORE EVIDENT IN THE HIGH

SCHOOL DATA. WE HAVE STUDENTS IN THE SYSTEM AND NOT RECLASSIFIED. WE ARE AWARE WE NEED TO TARGET ON.

THAT WHEN THE DOCTOR DOES HER PRESENTATION SHE WILL GO NO WHAT WE'RE DOING SPECIFICALLY.

WE'RE AWARE AND PROUD OF THAT WORK, WE KNOW THERE IS MORE TO DO THERE.

THE OTHER I WILL HAND OVER TO DONNY.

WHAT WE HAVE BEEN LEARNING ON PROVIDING INSTRUCTION FOR OUR ESP.

GREAT INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES, AND GENERAL POPULATION LEARNING DIFFERENTLY, THE WORK WITH THE ACADEMIC SHOP WE'RE DOING NOW.

>> SO THE -- I THINK WHAT GOES FOR THE BILINGUAL BRAIN THAT THE DOCTOR ESTRADA JUST TALKED ABOUT, THERE IS CROSS DISCIPLINARY WORK.

ART INTEGRATION, SCIENCE INTEGRATION, HISTORY INTEGRATION.

WHEN YOU ENGAGE MORE PARTS OF THE BRAIN YOU GET RITCHER LEARNING EXPERIENCES SHOWING UP IN DATA LIKE THIS.

WE HAVE BEEN BUILDING ON THAT INTER DISCIPLINARY WORK.

BUILDING UNITS OF STUDY THAT GET AT THAT.

ALSO THINK ABOUT THE SCORE TEACHING PRACTICES.

THIS GETS BACK TO COUNCILLOR CAMPBELL'S QUESTION.

WE HAVE ENCAPSULATED A SERIES OF PRACTICES.

WHEN YOU THINK WHERE THE RUBBER MEETS THE ROAD FOR INSTRUCTION IT'S A LESSON PLAN.

IT ASKS AND PROMPTS TEACHERS TO THINK ABOUT WHO IS IN FRONT OF THEM.

WHAT WILL HELP THIS CHILD OR SET OF CHILDREN LEARN AND ENUMERATE KEY PRACTICES THE TEACH LETTER USE AND OVERCOME A BARRIER TO HAVE.

WE HAVE BEGUN THE COLLABORATION

AND WILL CONTINUE THROUGH ESL,  
SPECIAL EDUCATION AND INTEGRATE  
THEM ALL TOGETHER.

>> DO YOU HAVE A -- SO FOR  
ACADEMICS RIGHT NOW.

YOU HAVE AN EFFICIENT 1FTE.

>> --

>> OKAY.

I GET IT SO ACADEMICS IS WHAT WE  
DO RIGHT, THE SCHOOL DEPARTMENT.  
I WANT TO UNDERSTAND.

YOU'RE AMAZING, YOU'RE GREAT.

>> THANK YOU, COUNCILLOR  
SOMEWHERE.

>> YES, BUT -- HOW DO WE ONLY  
HAVE ONE FTE IN ACADEMICS.

I SEE WE HAVE MORE THAT WE'RE  
ADDING.

HOW DID WE ONLY HAVE ONE.

WHAT DO THE ADDITIONAL FOLKS --  
WILL RETRIPLE THE SCORES?

>> LET ME CLARIFY ABOUT HOW  
THESE FTs ARE ALLOCATED.

ACADEMICS IS CURRENTLY -- WAS  
CURRENTLY HOUSED AND NOW HOUSING  
SEVERAL OF MY DIRECT LEADERSHIP  
TEAM.

THE JUMP OF ONE TO FOUR.

ACADEMICS ENCOMPASSES  
INSTRUCTIONAL RESEARCH AND  
DEVELOPMENT.

THIS IS THE LARGER NUMBER OF  
FTEs YOU SEE HERE AND EARLY  
LEARNING.

WHICH HAS A LOT OF CONTENT  
EXPERTISE AND COACHES.

ALL WHICH WORK TOGETHER TO IN  
SHOW THE EXPERIENCE.

>> MY QUESTION IS WITH THE  
INSTRUCTIONAL RESEARCH AND  
DEVELOPMENT THAT'S GOING DOWN  
FROM FOUR MILLION, FOUR MILLION  
TWO HUNDRED THIRTY FIVE THOUSAND -- AND THE DATA  
ACCOUNTABILITY IS GOING UP A  
LITTLE BIT.

THINK THIS, WE NEED TO BE  
MINDFUL.

THIS IS LITERALLY THE CORE OF  
WHAT YOU DO.

WHEN I SEE DROPS, COUNCIL  
FLAHERTY BROUGHT THIS UP, YOU DO  
ACADEMICS.

WHEN I SEE THE SHIFT DOWNWARD  
THERE IT'S ALARMING TO ME.

THE QUESTION IS THROUGH THE  
VANTAGE POINT OF THE  
REQUIREMENTS TO LOCK THROUGH THE  
OPPORTUNITY AND ACHIEVEMENT GAP  
WHAT DOES THAT MEAN ON THE  
GROUND FOR FOLKS.

I WANT YOU TO BE MINDFUL AND  
EXPLAIN.

THE LAST PIECE I WILL BRING UP,  
THERE HAS BEEN AN ON-LINE VERSUS  
PAPER DIFFERENTIAL RELATIVE TO  
SCORES.

YOU GIVE YOUNG PEOPLE THE  
PARKING, TEST ON PAPER THERE IS  
A GAP THERE.

THEY DO BETTER ON PAPER.  
THAT SPEAKS TO ME -- THAT IS  
SAYING WE NEED TO DO BETTER WITH  
BLENDED LEARNING.

WE NEED MORE.  
BETTER ACCESS TO TECHNOLOGY FOR  
EVERY SINGLE YOUNG PERSON.  
UNLIKE US MANY OF THEM -- IF YOU  
GIVE IT TO THEM ON THE PHONE  
THEY WOULD BE FINE.

MANY OF THEM HAVEN'T USED THE  
TRACK PAD.

WE HEARD YESTERDAY A LOT OF THE  
BLENDED LEARNING WE HAVE IS  
PUNITIVE.

IT'S CREDIT RECOVERY.  
SO ACCESS TO TECH IN MANY  
REGARDS IS EITHER TESTING OR A  
PUNITIVE MEASURE FOR THEM TO  
CATCH BACK UP.

THAT'S NOT -- 1.4 MILLION OPEN  
JOBS ARE IN THAT SPACE, RIGHT.

WE NEED TO ASSOCIATE.  
INADVERTENTLY WE'RE MAKING THAT  
CONNECTION.

THE TECHNOLOGY IS BURDEN SO MANY  
OR BAD IN SOME WAY.

WE NEED TO DO A BETTER JOB  
THERE.

I THINK THAT WOULD MEAN THAT  
SCORES WOULD GO UP BASED ON THE  
FACT THAT THEY HAVE THE  
CONNECTION.

I'M GETTING THE SIDE EYE NOW.  
I THINK THAT'S REALLY IMPORTANT  
COMPONENT RELATIVE TO THAT.  
WE SHOULD HAVE -- LANGUAGES IN  
BOSTON PUBLIC SCHOOLS SHOULD  
START IN MIDDLE SCHOOL.

>> THERE ARE MANY AREAS, WHERE I WENT TO SCHOOL WE STARTED IN MIDDLE SCHOOL.

YOU SAY THE BILINGUAL BRAIN THINGS CONNECT BETTER THERE. WE SHOULD MAKE THAT CONNECTION BETTER AND MAKE SURE ALL HIGH SCHOOLS KEEP THE LANGUAGES THEY HAVE AND NOT CUTTING BACK.

THANK YOU, CHAIR.

>> COUNCILLOR CAMPBELL.

>> THANK YOU, COUNCILLOR CIOMMO.

>> PICKING UP ON QUESTIONS FROM BEFORE, BARRIERS AND ACCESS, ENGAGING WITH CONSTITUENTS AND PARENTS WOULD BE HELPFUL.

>> I CAN SPEAK TO A LITTLE OF THIS.

I WILL REFERENCE BACK TO THE HOLISTIC NATURE OF THE POLICY. I WILL MAKE THIS CONCRETE.

IT MAKES SENSE TO ME.

SO, THE OFFICE OF HUMAN CAPITOL. THEIR GOAL IN THE OAG IMPLEMENTATION PLAN IS TO INCREASE THE DIVERSITY OF THE TEACHING POOL.

SO, THEY ARE COMPELLED BY THE POLICY TO ADJUST ALL SORTS OF PRACTICES AND LAYER ON TRAINING AND ACCOUNTABILITY TO SCHOOL LEADERS FOR WHOM THIS IS THE RESPONSE EUBLGT.

SO THE REST OF THE SYSTEM THEN HAS TO ORIENTATE AROUND, ENFORCING THE ACCOUNTABILITY AND PROVIDING THE LEVEL OF SUPPORT. A GREAT TEACHER IN THE CLASSROOM, EVEN IF THEY HAVE ALL OF THE RAW MATERIALS AND YOU KNOW THEY REFLECT THE DIVERSITY OF THE STUDENTS IN FRONT OF THEM.

THEY STILL NEED TRAINING AND SUPPORT AND RIGHT INSTRUCTIONAL MATERIALS.

YOU KNOW, I CAN SAY WITH HONESTY AND CLARITY AND TRAPS PARENT SEE NOT ALL OF OUR CURRICULUM IS CULTURALLY AND LINGUISTICALLY SUSTAINING.

THAT'S A BARRIER.

MY DEPARTMENT IS UNDERTAKING A PROCESS OF AUDITING AND

DECOLONIZING.  
IT'S A BARRIER.  
EVEN IF THEY HAVE THE RIGHT  
STUFF.  
YOU HAVE THE RIGHT PERSON AND  
THE RIGHT STUFF.  
THEY NEED THE TRAINING TO ENACT  
THAT STUFFY EFFECTIVELY IN THE  
CLASSROOM.  
AND TO ADJUST THE PRACTICES TO  
THE STUDENTS IN FRONT OF THEM.  
THAT SORT OF CHAIN, WHICH  
IMPLICATES SO MANY CENTRAL  
OFFICE DEPARTMENTS IS --  
ARTICULATING BOTH BARRIERS  
DENOTES WHO HAS THE  
RESPONSIBILITY OF THE BARRIERS.  
ACADEMICS, ALL OF ASSET, DATA  
AND ACCOUNTABILITY PIECE TO MAKE  
SURE WE'RE SETTING UP CYCLES OF  
IMPROVEMENT.  
NOBODY IS PERFECT OUT OF THE  
GATE.  
>> JUST TO SAVE TIME.  
I KNOW THERE IS MORE  
PRESENTATIONS TO DAY.  
WHAT IS HELPFUL IS EVERY  
DEPARTMENT, IF I PICKED UP WHAT  
YOU SAID, IT PLAYS A ROLL IN  
CLOSING THE ACHIEVEMENT GAP.  
WHAT IS HELPFUL AS A DOCUMENT  
SPELLING OUT WHAT EACH  
DEPARTMENTS ROLL IS DOING THAT.  
IN SPECIFIC TERMS TO HAVE  
CONVERSATIONS AROUND.  
WHAT THEIR TIME LINE IS IN THE  
LARGER PLAN.  
THAT DOCUMENT WOULD BE VERY  
USEFUL.  
NOT ONLY FOR ME, MY COLLEAGUES  
BUT FOR CONSTITUENTS, PARENTS,  
FRANKLY ANYONE WHO CARES ABOUT  
THE ISSUE.  
WOULD I LOVE TO SEE SOMETHING  
LIKE THAT.  
OBVIOUSLY WE COULD BE HERE ALL  
DAY TALKING ABOUT BARE KWRERSZ,  
BEST PRACTICES.  
THAT WOULD BE USEFUL TO HAVE.  
SO, I WILL THROUGH THE CHAIR  
RECOMMEND OR REQUEST THAT OF YOU  
GUYS.  
THEN, JUST SORT OF ASKING A FEW  
OTHER QUESTIONS.



THANK YOU FOR THAT SUMMARY.  
IT WAS HELPFUL IN THINKING  
ABOUT THE STUFF, WHOSE THE RIGHT  
PERSON, HOW EVERY DEPARTMENT  
PLAYS A ROLL.  
IT IS GREAT.  
QUICKLY THIS IS -- WHAT IS THE  
TOTAL NUMBER OF BPS STUDENTS  
RIGHT NOW?  
>> WE HAVE APPROXIMATELY 57,000.  
>> OKAY.  
11,000 ARE ELLS.  
THIS IS FROM EARLIER.  
>> YES.  
>> ABOUT 30 PERCENT OF OUR  
STUDENTS.  
A LITTLE HIGHER.  
>> ARE ELL?  
>> YES ABOUT 15,000, SOMETHING  
LIKE.  
THAT.  
>> ABOUT 15,000.  
>> YES WITH 30 PERCENT.  
>> ABOUT 4000 OF THOSE HAVE  
IEPs.  
>> YES.  
HOW MANY STUDENTS ON IEPs OUT  
OF THE 57,000?  
>> ABOUT 20%.  
ABOUT 11,000.  
>> 11,000.  
>> THEN WHAT IS THE BREAKDOWN OF  
THE STUDENTS BY RACE?  
>> I DON'T HAVE THAT BROKEN DOWN  
NOW.  
I CAN GET IT TO YOU BY THE END  
OF THE MORNING.  
>> AWESOME, THANK YOU.  
>> LASTLY, WHAT IS THE FASTEST  
GROWING POPULATION OF THE  
SUBSETS FOR BPS.  
STUDENTS WITH -- ENGLISH  
LANGUAGE LEARNERS?  
IS IT OUR --  
>> WE HAVE RELATIVELY CONSISTENT  
PERCENTAGE OF STUDENTS WITH  
IEPs THE LAST COUPLE OF YEARS.  
A SIGNIFICANT JUMP FOR ENGLISH  
LANGUAGE LEARNERS THE LAST SIX  
YEARS.  
THAT'S DUE IN PART BECAUSE OF  
YOU WE CLASSIFY NOT NECESSARILY  
THE STUDENTS WE ARE SERVING.  
WE HAVE WORKED TO PULL APART THE

DIFFERENCES IN CHANGING  
DEMOGRAPHICS --

>> YES.

EXACTLY RIGHT.

>> AND DO WE KEEP TRACK OF THOSE  
STUDENTS WHO ARE CURRENTLY ON  
IEPs WHOSE IEPs ARE NOT  
SATISFIED BY THE DISTRICT.  
WHO ARE NOT RECEIVING SERVICES  
IN THE IEP?

>> IF THERE IS A STUDENT WHO FOR  
WHATEVER REASON, LET'S SAY  
SOMEONE GOES ON MATERNITY LEAVE  
OR, YOU KNOW THEY'RE HAVING  
SURGERY OR SOMETHING LIKE THAT  
AND PROVIDING SERVICES WE TRACK  
THAT AND ARE ABLE TO PROVIDE  
SOMEONE WHO CAN PROVIDE THE  
SERVICES OR WE OFFER  
COMPENSATORY TIME FOR THOSE  
MISSING ANY SERVICES.

WE WORK DILIGENTLY TO FIND OUT  
IF THERE IS A STUDENT WHO IS NOT  
RECEIVING A SERVICE FOR US TO  
KNOW ABOUT IT.

WE SAY IF THERE IS A STUDENT --  
WE NEED TO KNOW ABOUT IT.

IF THERE IS SOMETHING THAT WE  
HAVE SYSTEMS THAT TRACK THE  
SERVICES AND WHO HAS BEEN  
COMPLETING THE SERVICES.

IT HAS TO BE LOGGING THE MINUTES  
AND THINGS LIKE.

THAT.

>> I WILL SAY --

>> AS A EDUCATION ATTORNEY I  
HAVE MY HAT ON REPRESENTING  
STUDENTS LARGELY AGAINST BPS.  
WE SOLVED A LOT OF PROBLEMS  
TOGETHER.

THERE WERE A LOT OF STUDENTS  
THAT WE HAD WHO WERE ON IEPs  
AND DIDN'T GET THE SERVICES  
ARTICULATED IN THEIR IEPs.  
SOMETIMES THAT WAS LACK OF  
RESOURCES.

SOMETIMES THAT WAS THE SCHOOL  
DIDN'T HAVE THE HOW MAN CAPITOL  
THERE.

IS A COMBINATION OF THINGS.  
SOMETIMES THE DISTRICT, IN THE  
SCHOOL AND THE PARENT MAY OF  
AGREED WE NEED THIS.

THEY WERE HESITANT TO ADD THE

SERVICE.

THEN DID BUT DIDN'T FULL FIG THE OBLIGATION I'M CURIOUS IF WE KNOW OF THE ELEVEN THOUSAND STUDENTS WITH IEPs WHAT P-RPBLG OF THOSE STUDENTS AREN'T GETTING THEIR SERVICES.

OBVIOUSLY THEY'RE A PARENT OF A DISTRICT WOULD COME RUNNING SAYING MY STUDENT -- IF WE DON'T TRACK IT, THAT'S FINE.

IT'S A QUESTION BECAUSE THEN WE CAN THINK CRITICALLY ABOUT WHAT WE DO IN TERMS OF RESOURCES AND WHATEVER ELSE TO MEET THE NEED. WHETHER THERE IS A GAP.

>> I WOULD ASK THAT, I WILL DEFINITELY TAKE THE QUESTION. WE HAVE THE SPECIAL EDUCATION TEAM AT THE NEXT PRESENTATION. I WILL FRONT THEM WITH THE QUESTION AND THE QUESTION ON OVERDUE IEPs.

I THINK THEY'RE THE BEST PERSON TO GET KNOT DETAILS OF NUMBERS AND HOW WE TRACK IT AND COMPENSATORY TIME.

>> VERY HELPFUL.

TWO LAST QUESTIONS.

ONE S OBVIOUSLY STANDARDS VARY ACROSS SCHOOLS.

THAT'S A BIG CONCERN FOR ME.

WHAT I MEAN FOR THAT IS I WENT TO FIVE BPS SCHOOLS.

HI FRIENDS AND COLLEAGUES GOING TO DIFFERENT HIGH SCHOOLS WITH DIFFERENT ACADEMIC INSTRUCTION. I HAVE HIRED SOME BPS STUDENTS LEAVING THE SYSTEM AT DIFFERENT LEVELS.

SOME STUDENTS GRADUATE FROM BPS AND GO OFF TO COLLEGE.

THEY HAVE TO TAKE REMEDIAL CLASSES.

THERE ARE TWO QUESTIONS BUILT NO THIS.

WHAT ARE WE DOING TO ADDRESS STANDARDS THAT DIFFER ACROSS OUR SCHOOLS?

TWO, WHAT ARE WE DOING FOR STUDENTS GRADUATING FROM OUR HIGH SCHOOLS BUT GOING TO COMMUNITY COLLEGES AND HAVE TO IMMEDIATELY START WITH THE

REMEDIAL CLASSES AND HAVE TO PAY FOR THOSE AND SOMETIMES DROP OUT BECAUSE OF THE FRUSTRATION? WHAT IS HAPPENING AROUND THAT? IF THIS IS NOT THE APPROPRIATE PANEL I CAN HOLD IT.

>> SO --

>> THOSE ARE MY LAST TWO QUESTIONS.

>> FOR CONSISTENCY I WILL RETURN TO THAT IDEA OF RIGHT PEOPLE, RIGHT STUFF, RIGHT TRAINING. AS A ORGANIZING FRAMEWORK REV RESPONSE.

WE NEED TO MAKE SURE THE HIGHEST QUALITY TEACHERS ARE DISTRIBUTE AD CROSS OUR SCHOOLS EQUITABLY. I KNOW OHC IS ACTIVELY LOOKING AT THAT.

SECONDLY WE ARE CURRENTLY AND ACTIVELY SOLVING FOR THE INCONSISTENCY OF INSTRUCTIONAL MATERIALS ACROSS BUILDINGS. FOR EXAMPLE, TO ADDRESS DIRECTLY THE HIGH SCHOOL POINT YOU'RE MAKING THE -- WE ARE ADOPTING NEW MATH CURRICULUM MORE AMBITIOUS, INTEGRATED AND CROSS CIRCULAR FOR NINTH GRADE AND MOVING IT UP THROUGH THE GRADES. GETTING THE RIGHT STUFF IN THERE WITH THE RIGHT PEOPLE WITH THE RIGHT TRAINING WILL HELP TO MAKE SURE ALL STUDENTS ARE GRAD OTHER ATING AND COLLEGE/CAREER READY. WE ARE TAKING A PROCESS TO REVIVE GRADUATION REQUIREMENTS. TO MAKE SURE, TO COUNCILLOR JACKSON'S POINT BEFORE, WE HONOR MANY DIFFERENT TYPES OF LEARNING AND LEARNING EXPERIENCE. WE TEACH THE CITY AS A CLASSROOM.

WE HONOR AND ENCOURAGE BLENDED LEARNING EXPERIENCES, PROJECT BASED LEARNING, THE LINKED LEARNING PATHWAYS.

LOTS OF LEARNING.

AS A WAY OF MAKING SURE THAT HIGH SCHOOL IS AS RELEVANT AND RIGOROUS AS IT NEEDS TO BE.

SO, THAT IS A POLICY PROCESS WE ARE ENGAGING IN ACTIVELY.

ON TOP OF THIS WHOLE, LET'S MAKE

SURE THE INSTRUCTIONAL MATERIALS ARE RIGHT AND THE TEACHERS ARE TRAINED TO USE THEM IN A WAY THAT DIFFERENTIATES ALL OF THE STUDENTS IN FRONT OF THEM.

>> THAT'S HELPFUL.

IN PROVIDING THE ACHIEVEMENT GAP AND THE ROLL EACH DEPARTMENT PLAYS IT WOULD BE HELPFUL TO THAT, THE SCHOOLS THAT YOU MENTIONED THAT ARE CLOSING THE ACHIEVEMENT GAP ON A DAILY BASIS, PARTICULARLY THOSE IN BOSTON, WOULD LOVE TO SEE THE SCHOOLS THOSE ARE.

I HAVE AN IDEA OF THE SCHOOLS. THAT'S USEFUL.

THANK YOU SO MUCH.

THANK YOU FOR YOUR PRESENTATION TODAY.

>> COUNCIL FLAHERTY.

>> THANK YOU FOR WAITING FOR MY QUESTIONS ON THE ATHLETIC PIECE AND HEALTH AND WELLNESS.

COULD YOU FAST FORWARD AND ANSWER THOSE QUESTIONS?

>> SURE.

WELL ONE OF THE THINGS IN TERMS OF OUR ATHLETIC PIECE IS THAT THERE ARE SOME BARRIERS TO ATHLETICS MORE THAN JUST THE FUNDING.

ONE IS THE FIELDS AND FACILITIES.

THEN THERE IS A PIECE ABOUT WHETHER THERE IS A TPHPBD FOR CERTAIN PIECES.

ONE OF THE THINGS THAT AVERY -- OUR SENIOR DIRECTOR OF ATHLETICS HAS BEEN WORKING ON IS DEVELOPING PUBLIC PRIVATE PARTNERSHIPS.

SO THAT WAY WE CAN CONTINUE TO GROW OUR ATHLETIC PROGRAMS.

I DON'T KNOW IF YOU WANT TO ADD ANYTHING ELSE.

>> I THINK THE OTHER PIECE NOTED ABOUT THE BUDGET.

WE ARE FORTUNATE TO BE LEVEL FUNDED THE LAST FEW YEARS.

WHEN LOOKING AT THE INCREASES AND PIECE THAT'S COME WITH IT THOSE ARE ATTACHED TO, MOST LIKELY ATTACHED TO WHAT IS PAID

TO THE COACHES.

THE OTHER PIECE TOUCHED ON, WE DO HAVE TO CONSIDER WHEN TALKING ABOUT ATHLETICS IS WE'RE NOT A -- WE DON'T OPERATE ON OUR OWN.

THERE ARE OTHER PIECES, CAPACITY PIECES IN THE DISTRICTS WE HAVE TO BE AWARE OF AND MOVE IN UNISON WITH.

TRANSPORTATION DEPARTMENT, SAFETY, FACILITIES THEY ALL TAKE ON DIFFERENT PIECES WHEN WE LOOK AT ADDING PROGRAMS OR CHANGING PIECES AROUND OR DEALING WITH OTHER PARTS OF ATHLETIC.

AS YOU HAVE HIGHLIGHTED IT, IT'S A IMPORTANT PIECE, A PIECE WE FEEL VERY PASSIONATE ABOUT AND WE KNOW THE VIRTUES OF ATHLETICS AND WHAT IT CREATES GIVING DIFFERENT CONNECTIONS TO SCHOOLS AND LEVERAGE POINTS IT CAN CREATE IN THE SCHOOL BUILDING AND AMONG DIFFERENT ADULTS AND PEOPLE.

THEY INTERACT WITH.

WE ALSO HAVE TO WORK THROUGH THAT STRATEGICALLY TO MAKE SURE WE GO THROUGH IT IN A PLACE WHERE WE CAN SUSTAIN IT AND ALSO THAT IT'S -- IT'S SOMETHING WE'RE IN A POSITION TO TAKE ADVANTAGE OF AND DO CORRECTLY.

>> AN ASSESSMENT OF EQUIPMENT, UNIFORMS, I KNOW THE COST OF ICE RENTAL, COURT RENTAL, FIELD RENTAL HAS GONE UP.

>> ALL OF THE COSTS CONTINUE TO RISE.

I LOOK AND THERE IS ONLY AN ADDITIONAL \$58,000 IN THE BUDGET FROM LAST YEAR.

I HAVE TO ASSUME THAT IS NOT SUFFICIENT TO FIX THE UNIFORMS AND TO UPDATE THE EQUIPMENT, PROVIDE SUFFICIENT COURT RENTAL, FIELD RENTAL, ICE RENTAL FOR OUR SPORTS TEAMS.

>> EQUIPMENT WISE WE HAVE THE TEAMS ON A ROTATION.

WE HAVE IDENTIFIED EACH OF THE SPORTS AND LAID OUT IN A FIVE TO SIX YEAR PERIOD WHEN WE WILL

PURCHASE NEW UNIFORMS FOR THE  
TEAMS.  
THEY'RE AWARE OF THAT.  
EQUIPMENT WISE EACH TEAM THAT.-WISE EACH TEAM  
CURRENTLY WORKS UNDER THE GUISE  
THEY MAKE THE DIVISIONS BASED ON  
VARIOUS BUDGETS AROUND EACH  
SPORT IN TERMS OF WHAT THEY NEED  
TO PAD THEIR SPORT.  
BUT YOU ARE CORRECT, PRICE OF  
RENTALS, PRICE OF OFFICIALS ALL  
GO UP AND THAT'S A PIECE I'M  
SURE WE'RE DEALING WITH DISTRICT  
WIDE.  
SO WE WORK AND TRY TO FIND WAYS  
TO ADEQUATELY REFLECT WHAT OUR  
SPENDING'S GOING TO BE BUT THOSE  
ARE PIECES COST OF GOODS AND  
SUPPLIES AND EVERYTHING ARE  
GOING UP.  
>> WE'VE GOT SOME GOOD TEAMS IN  
ADVANCE.  
THEY ADVANCE PRETTY FAR INTO THE  
PLAY-OFFS INTO THE MIA AND  
THINGS LIKE THAT SO MAKING SURE  
THEY HAVE THE SUPPORT FROM THE  
SCHOOL DISTRICT IS IMPORTANT  
PARTICULARLY WHEN THEY'RE  
PLAYING AGAINST OTHER SCHOOL  
COMMUNITIES AND OTHER SUBURBS  
AND WE CAN SHOW UP LOOKING LIKE  
THE BAD NEWS BEARS.  
THAT'S IMPORTANT FOR MORALE AND  
FOR SCHOOL SPIRIT.  
SO I THINK THAT'S IMPORTANT TO  
NOTE.  
TEAMS ARE ADVANCED AND THEY'RE  
DOING WELL, WE'RE SUPPORTING  
THEM, WHETHER THAT'S THROUGH  
EQUIPMENT AND UNIFORMS OR  
INCREASING RENTALS AS THEY'RE  
PREPARING FOR THE STATE  
TOURNAMENT AND GO THROUGH THE  
STATE TOURNAMENT.  
I WANT TO MAKE SURE WE'RE  
MINDFUL OF THAT.  
THE ROLE ATHLETICS PLAYS IN THE  
STUDENT'S ABILITY TO PERFORM IN  
THE CLASSROOM, STAY IN SCHOOL  
AND POTENTIALLY GRADUATE AND  
POTENTIALLY GET A SCHOLARSHIP TO  
GO AWAY TO SCHOOL.  
I THINK 48,000 IS SOMEWHAT  
PALTRY.

I KNOW YOU MENTIONED SOME PRIVATE PARTNERSHIPS BUT THOSE PARTNERSHIPS DON'T DELIVER, I WOULD LIKE TO SEE A BIGGER NUMBER FOR OUR ATHLETICS. IF WE CAN SHIFT THE QUESTION ON HEALTH AND WELLNESS WE SEE A QUARTER OF A MILLION DROP AROUND THAT SORT OF HEALTH AND WELLNESS.

I'M SEEING A BIG NEED IN OUR CITY AROUND TREATMENT AND RECOVERY PARTICULARLY AROUND DRUG AND ALCOHOL AWARENESS AND EDUCATION TREATMENT AND RECOVERY.

PARTICULARLY IF OUR ADOLESCENTS. NOT ONLY THE SUBSTANCE IS MORE POTENT AND VOLUMOUS ON THE STREET BUT KINDS ARE GETTING THEIR HANDS ON THIS AT A YOUNGER AGE.

WHEN WE'RE IN SCHOOL.

IT SHOULD NOT JUST BE LIMITED TO NINTH GRADERS.

WE SHOULD BE DIPPING THIS DOWN TO SIXTH, SEVENTH AND EIGHTH AND SHOULD NOT FORGET OUR SOPHMORES, JUNIORS AND SENIORS.

SOME HAVE BEEN TALKING ABOUT THAT QUARTER MILLION CUT WHEN WE'RE EDUCATING OUR KIDS ABOUT THE DANGERS, INHERENT DANGERS OF DRUG AND ALCOHOL ABUSE.

>> SURE.

MY NAME'S JILL CARTER.

I'M GOING TO SPEAK A LITTLE BIT TO THE DROP IN THE BUDGET FOR THE HEALTH AND WELLNESS DEPARTMENT.

JUST TO SAY THE HEALTH AND WELLNESS DEPARTMENT BUDGET COVERS, THE CENTRAL SUPPORT FOR HEALTH EDUCATION, PHYSICAL EDUCATION AND WELLNESS POLICY AND PROMOTION AND PHYSICAL ACTIVITY.

SO IN TERMS OF THAT SPECIFIC DECREASE, THE BUDGET FROM THE DISTRICT ACTUALLY HAS NOT DECREASED AT ALL.

OUR FUNDING IS A COMBINATION OF DISTRICT FUNDED AS WELL AS NON-PROFIT, A LOT OF DIFFERENT



GRANTS.

WHAT YOU'RE SEEING HERE IS THE FACT THAT ONE OF OUR GRANTS IS ENDING IN THE END OF SEPTEMBER. IT'S A GRANT THAT WE GET THROUGH THE HEALTH COMMISSION AND IT FUNDS SAFER TO SCHOOL.

WE DO ANTICIPATE HAVING SOME ADDITIONAL FUNDING FROM ANOTHER SOURCE THAT COULD HELP PARTLY MITIGATE THAT DECREASE.

SOME OF THE THINGS THAT CAN CONTRIBUTE WHERE THIS LOOKS LIKE A DECREASE SOME OF OUR GRANT FUNDS AREN'T FULLY LOADED YET. WE HAVEN'T SEEN A DECREASE IN DISTRICT FUNDING.

AND AGAIN, WITH THE GRANTS, THERE WILL BE SOME DECLINE BUT WE HOPE TO MAKE UP WITH THAT WITH OTHER GRANTS.

THAT'S THE QUESTION IN TERMS OF THE MONEY SIDE OF THINGS.

I THINK THE BROADER QUESTION ABOUT SUBSTANCE ABUSE PREVENTION AND ALL OF THAT.

THE HEALTH EDUCATION DIRECTION FOR THE DISTRICT IS WE WANT TO EXPAND HEALTH EDUCATION WHICH INCLUDES SUBSTANCE ABUSE PREVENTION.

THE PIECE THAT YOU MENTIONED, YOU BROUGHT ON IT THE POINT THAT HEALTH SERVICES DEPARTMENT IS DOING WORK AROUND THE SUBSTANCE ABUSE PREVENTION SORT OF INTERVENTION, SCREENING PREVENTION AND INTERVENTION.

AND THAT IS A PILOT PROGRAM THAT IF YOU WANT TO KNOW A LITTLE MORE ABOUT THAT, I WOULD ASK MAUREEN STARK, OUR SENIOR DIRECTOR OF HEALTH SERVICES TO COME DOWN AND TALK TO YOU A LITTLE BIT ABOUT THE ROLLOUT OF THAT PROGRAM.

>> CAN YOU JUST TELL ME A LITTLE BIT ABOUT THE SAFE ROUTE PROGRAM.

THE PROGRAM WE HAVE NOW IS NO LONGER GOING TO BE FUNDING BECAUSE IT CUT TO THE BICA.

>> YES.

WE ANTICIPATE HAVING SOME OTHER

FUNDS TO HELP BRIDGE THAT.  
WE HOPE TO KEEP THAT GOING AS WE  
CONTINUE TO SEEK FUNDING FOR  
THAT.

AT THIS POINT WE'RE FEELING  
PRETTY HONEFUL WE WILL HAVE SOME  
FUNDING BUT WON'T CONTINUE IN  
EXACTLY THE SAME MANNER WE'VE  
BEEN ABLE TO DO THIS YEAR  
BECAUSE THAT FEDERAL GRANT IS  
CLOSING AT THE END OF SCENE.

>> WHAT IS THE SAFE ROUTE TO  
SCHOOL PROGRAM.

>> SAFE ROUTE TO SCHOOL, WE  
SERVE A CITY-WIDE, DISTRICT-WIDE  
AND A SCHOOL-BASED STRATEGIES,  
AND WHAT WE'RE TRYING TO DO IS  
INCREASE AWARENESS OF THE  
BENEFITS OF WALKING, BIKING AND  
TAKING PUBLIC TRANSPORT TO  
SCHOOL.

WE'RE DOING PEDESTRIAN SAFETY  
TRAINING FOR STUDENTS IN  
ELEMENTARY AND MIDDLE SCHOOLS.  
WE'RE ALSO WORKING WITH SCHOOLS  
TO DEVELOP SAFE ROUTES MAPS WITH  
SOME OF THE SCHOOLS SO THAT  
THERE'S A LOT OF COMMUNITY INPUT  
ON TO WHAT ARE THE SAFER WAYS TO  
WALK.

WE ALSO WORK WITH A NUMBER OF  
CITY AGENCIES AROUND THE SAFETY  
BOTH FROM A PERSONAL SAFETY AS  
WELL AS FROM TRAFFIC SAFETY.  
SO WORKING THROUGH VISION ZERO  
AS WELL AS BOSTON PUBLIC HEALTH  
COMMISSION AND THE BOSTON POLICE  
DEPARTMENT.

WE'VE HAD 22 SCHOOLS DID A WALK  
TO SCHOOL DAY WHICH A LOT OF  
FOLKS PARTICIPATED IN ACROSS THE  
CITY.

IT'S A COMBINATION OF EDUCATION,  
PROMOTION, EVALUATION AND  
ENFORCEMENT.

AND IT'S A NATIONAL MODEL THAT  
WE'RE WORKING TO IMPLEMENT HERE  
IN BOSTON.

>> GREAT.

>> HI, I'M MAUREEN STARK.  
TO ANSWER YOUR QUESTION ON  
EXPERT WHICH IS SCREENING  
INTERVENTION AND REFERRALS  
TREATMENT FOR SUBSTANCE YOUTHS.

THAT WAS LUMPED INTO BY GOVERNOR BAKER.

NEXT YEAR IT WILL BE REQUIRED BY LAW THAT WE SCREEN IS SEVENTH AND NINTH GRADERS FOR OUR SUBSTANCE USE.

IT'S NOT A TESTING, IT'S A CONVERSATION.

THERE'S A TOOL WHERE YOU WANT TO HAVE PARTS OF CONVERSATIONS WITH YOUTHS AROUND DRUG USE OR POTENTIAL DRUG USE.

THIS WILL BE STARTED NEXT YEAR IN FULL FORCE.

THIS YEAR WE'RE PILOTING IT AND WE GET SOME MONEY LAST YEAR FROM THE STATE TO GET EVERYTHING.

THE HEAD MASTERS WILL BE ABLE TO EXPLAIN TO PARENTS WHAT THAT WAS.

WE ARE PLANNING ON GOING FORWARD NEXT YEAR BECAUSE IT WILL BE A LAW NEXT YEAR BUT AGAIN IT'S AN UNFUNDED MANDATE.

SO WE HOPE WE'LL GET SOME FUNDING PERHAPS FROM THE STATE TO HELP US COORDINATE IT BETTER.  
>> ANY IDEA WHAT THAT WOULD COST FOR SEVENTH GRADERS AND NINTH GRADERS.

>> I DON'T THINK THERE'S A COST PER SE.

IT WILL BE BUILT INTO THE SCREENINGS THAT WE DO FOR OUR VISION HEARING BMI.

IT WILL BECOME ROUTINE HOPEFULLY.

THE KIDS ARE WILLING TO TALK, BUT I THINK WHAT WE'RE LOOKING FOR IS TO HELP US WITH COORDINATION BECAUSE IT'S MOSTLY LOGISTICS, YOU KNOW, FINDING THE SPACE, FINDING THE TIME.

AND THEN OBVIOUSLY AFTERWARDS, THE EDUCATION PIECE I THINK WHAT WILL COME FROM A SMALL PILOT IS THAT WE NEED MORE EDUCATION ON MARIJUANA USE.

>> RIGHT, OKAY.

>> IF I CAN JUST ADD, WE CERTAINLY ARE ADDRESSING SUBSTANCE ABUSE PREVENTION THROUGH OUR HEALTH EDUCATION CURRICULUM, THERE ARE OUR SAFE

AND WELCOMING SCHOOL SENATORS  
WHERE STUDENTS WHO ARE  
COMMITTING VIOLATIONS OF THE  
COAT OF CONDUCT AND ARE CAUGHT  
WITH SUBSTANCES SO WE HAVE  
COUNCILORS ON SITE AT THE SAFE  
AND WELCOMING SCHOOL CENTERS.  
MAUREEN DID A GREAT JOB LAST  
YEAR, SHE RECEIVED SOME SPECIAL  
FUNDING TO ROLL OUT THE EXPERT  
INITIATIVE.  
I KNOW OUR BEHAVIORAL HEALTH  
DEPARTMENT HAS PLAYED A ROLL IN  
THE ROLLOUT.  
SO AGAIN ALL MY DEPARTMENTS HAVE  
BEEN COLLABORATED FOR THIS  
PIECE.  
>> YOU RAISED THE ISSUE ABOUT  
MARIJUANA, WHAT WILL THE SCHOOL  
POLICY BE MOVING FORWARD WITH  
RESPECT TO MARIJUANA NOW THAT  
IT'S ON THE RECREATIONAL SIDE OF  
THE HOUSE.  
ARE WE ALLOWING --  
>> THEY CAN'T COME TO SCHOOL  
UNDER THE INFLUENCE.  
>> COUNCILOR JACK STOP  
REFERENCED A HEARING SHOWING WE  
DO HAVE SOME STUDENTS IN OUR  
BOSTON PUBLIC SCHOOLS THAT ARE  
OLDER.  
>> THERE'S A POLICY OF A TOBACCO  
FREE ENVIRONMENT POLICY WHICH IS  
REALLY STRONG, AND ALL TYPES OF  
OTHER TOBACCO PRODUCTS AS WELL  
AS TOBACCO PRODUCTS AS WELL AS  
MONK.  
IT  
MARIJUANA.  
I THINK WE SHOULD REVIEW THOSE  
POLICIES WITH NEW LAW CHANGES  
AND I THINK THAT'S A  
CONVERSATION THAT'S ALREADY  
STARTED.  
>> DOES THAT INCLUDE VAPE  
WEDNESDAYS -- PENS AS WELL.  
>> I HAVE TO LOOK PAYS THERE ARE  
EMERGING PRODUCTS THAT HAVE TO  
KEEP UP WITH THAT.  
>> COUNCILOR PRESSLEY.  
>> [INDISCERNIBLE].  
RELATIVE TO DROPOUT I'VE HAD THE  
PLEASURE OF ATTENDING THE ALL  
CITY COMMENCEMENT EXERCISES

WHICH AN INCREDIBLE DISPLAY OF STUDENTS WE HAVE BEEN ABLE TO SUCCESSFULLY REINGAUGE WHO OFTEN DROPPED OUT DUE TO DISRUPTIVE CIRCUMSTANCES.

ESPECIALLY HEARTENING TO ME TO SEE SO MANY YOUNG MOMS GRADUATING THAT DAY.

COULD YOU SPEAK TO THE PERCENTAGE OF PARENTS AND TEAMS THAT YOU CURRENTLY HAD TO RE-ENGAGE SUCCESSFULLY AND DONE SO.

I KNOW THESE NUMBERS CAN BE HARDER TO QUANTIFY BUT BECAUSE THEY DO REPRESENT SO MANY OF OUR STUDENTS WE HAVE TO RE-ENGAGE, OUR TEEN PREGNANCY NUMBERS HAVE DROPPED.

BUT TEEN PREGNANCY STILL REMAINS THE NUMBER ONE REASON THAT GIRLS DO DROP OUT.

SO.

>> I'M SORRY, COUNCILOR PRESSLEY, CAN YOU JUST RESTATE THE BEGINNING.

>> I JUST WANT TO KNOW, I ATTENDED THE ALL-CITY GRADUATION MANY TIMES WHICH IS AN INCREDIBLE DEMONSTRATION OF OUR SUCCESS AND WE ENGAGE HAD IN STUDENTS WHO HAVE DROPPED OUT. TEEN PREGNANCY ALTHOUGH THE NUMBERS HAVE DECLINED CONSIDERABLY, IT STILL REMAIN THE NUMBER ONE REASON GIRLS DROP OUT.

I'VE DONE A LOT OF WORK WITH DPS AND ADVOCATES TO STRENGTHEN PATHWAYS TO GRADUATION FOR EXPECTANT AND PARENTING TEAMS.

IN FACT WE WORKED FOR THREE YEARS TOGETHER TO UPDATE THE PARENTS AND TEEN POLICY.

I WOULD LIKE TO KNOW IF IT IS WORKING.

IF BOTH THE EDGE INDICATORS ARE BEING TRAINED OR THE POLICY AND THE STUDENTS ARE AWARE OF IT AND IF YOU'VE SEEN THAT YIELD RELATIVE TO OUTCOMES.

>> SO I CAN SEEK TO THE IMPLEMENTATION OF THE POLICY. THE IMPACT OF THE NUMBERS, THE

GRADUATION NUMBERS YOU ASKED FOR, I WOULD HAVE TO ASK IF SOMEONE ELSE CAN HELP ME WITH THAT.

BUT SINCE WE PACKED THE POLICY OF COURSE WITH ALL OF YOUR SUPPORT AND MANY OTHER ADVOCATES IN THE COMMUNITY, WE HAVE IDENTIFIED LIAISONS.

AND IN SCHOOL YEAR 14/15, WE HAD 76 OUT OF 78 SCHOOLS NAMED A LIAISON.

AND 63 OUT OF 70 OF THE SCHOOLS WERE TRAINED, THE LIAISONS WERE TRAINED.

WE HELD ADDITIONAL TRAININGS LAST YEAR.

MOST OF THE SCHOOLS KEEP THEIR LIAISONS FROM THE SCHOOL YEAR 14/15.

THERE WERE SOME ADDITIONAL CHANGES AND WE WERE ABLE TO TRAIN THE REMAINING NUMBER OF LIAISONS THAT HADN'T BEEN TRAINED THE PREVIOUS SCHOOL YEAR.

WE CONTINUE TO COMMUNICATE THE POLICY, AND OUR GOAL IS TO OFFER ONGOING TRAININGS FOR THE SCHOOLS THAT ARE WHERE THERE ARE CHANGES IN TERMS OF THE LIAISONS THEMSELVES.

>> SO ARE THE TRAININGS AND PEOPLE BEING WELL COMMUNICATED TO ABOUT THE POLICY, IS THAT OPTIONAL?

IS THAT AN OPT IN/OPT OUT, IS THAT MANDATORY, IS THAT CONSIDERED A PART OF PROFESSIONAL DEVELOPMENT.

>> IT'S MANDATORY THAT ALL SCHOOLS HAVE A LIAISON FOR EXPECTANT AND PARENTING TEENS. AND THAT THEY RECEIVED A TRAINING, AND THAT WE PROVIDE THEM ACCESS WITH THE TRAINING TO RESOURCES, WHICH IS WHAT WE'VE BEEN DOING.

>> OKAY.

CAN YOU AT THIS TIME QUANTIFY THE NUMBER OF EXPECTANT AND PARENTING TEAMS CURRENTLY WITH THAT 57,000 POPULATION.

>> NO, I CAN'T.

AND I DON'T THINK THAT WE'RE CURRENTLY TRACKING.

I THINK WE TALKED ABOUT THAT AS A METRIC WITH THE POLICY, AND I DON'T THINK THAT'S CURRENTLY SOMETHING THAT WE ARE DOING. BUT I CAN OFFER, IF ANYBODY ELSE -- THE ONE THING WE DO HAVE, I WAS ASKING NICOLE AND THEY MAY BE ABLE TO EXPLAIN IT BETTER THAN I BUT I WILL ATTEMPT.

WHEN A STUDENT DRAMAS OUT AND THE REASON FOR THAT DROP OUT AND IF PREGNANCY IS A FACTOR, WE CAN TRACK THAT AND SHOW ALONG THE JOURNEY THEY'VE BEEN RE-ENGAGED SO WE CAN SEE WHO, WHERE, WHEN. >> YOU CAN SEE THE CONTRIBUTING FACTORS.

>> WE ARE ABLE TO SEE, YES, AND WHETHER STUDENTS WERE RE-ENGAGED OR NOT WE WERE ABLE TO TRACK THAT DATA AT LEAST IF IT WAS WITHIN THE BPS SYSTEM.

WE CAN TRACK THAT BUT I THINK YOUR QUESTION ABOUT CURRENTLY DO WE KNOW HOW MANY, AND I'M EVEN THINKING NURSING IF THERE'S ANY DATA WE CAN TRACK ON THAT END.

>> RIGHT.

>> OKAY.

I THINK THAT WAS THE ISSUE WHEN WE WERE TRIAL TO FIGURE OUT THE METRICS FOR THAT POLICY, THAT WAS A BIG CONVERSATION ABOUT TRACKING FOR THE PURPOSES -- >> BUT THE CHALLENGE THERE IS WE WANT TO MAKE SURE THEY KNOW THEIR RIGHTS TO COMPLETE THEIR EDUCATION AND THAT WE'RE DOING EVERYTHING TO SUPPORT THEM IN THAT.

>> THAT'S PART OF THOSE KINDS OF CONVERSATIONS.

I THINK THERE'S CONVERSATION ABOUT THE POLICY AND THE GREAT WORK OUR NURSES DO IN CONVERSATION WITH THEM.

THAT'S WHERE WE DO BUT I THINK IF YOU WANT TO SEE THE OTHER DATA.

>> I WOULD BE INTERESTED IN THE VALUE ADDED, WHO WE'VE BEEN ABLE

TO RE-ENGAGE.

>> OKAY.

>> I DON'T WANT US TO DO INCREDIBLE WORK TOGETHER AND PASS POLICIES AND THEN NOT HOLD EACH OTHER ACCOUNTABLE TO THEM BEING SUCCESSFULLY IMPLEMENTED. SO I WANT TO KNOW IF THEY'RE SUCCESSFUL OR IF THERE ARE AMENDMENTS THAT NEEDS TO BE OFFERED OR WAYS IN WHICH WE NEED TO TWEAK IT.

THAT'S WHY I WANTED TO ASK THOSE QUESTIONS, SO THANK YOU.

COUNCILOR FLAHERTY WAS ASKING A NUMBER OF QUESTIONS ON THE ATHLETICS FRONTS SO I'M GOING TO SKIP OVER THERE FOR A SECOND. SHOULD I?

OKAY.

I'M SORRY.

I THOUGHT I WAS OFF THE HOT SEAT.

HOPEFULLY I'M NOT ASKING YOU ANYTHING THAT REQUIRES TOO MANY CROSS TAGS AND ISN'T SOMETHING THAT'S ALREADY BEEN ASKED AND ANSWERED.

SO FIRST I WANT TO START WITH A THANK YOU FOR THE DISTRICT FOLLOWING UP ON QUESTIONS AND CONCERNS RAISED BY MYSELF AND COUNCILOR ANNISSA ESSAIBI GEORGE RELATIVE TO THE GIRL'S FACILITIES AT MADISON PARK HIGH SCHOOL.

AGAIN CONTINUE TO BE CONCERNED AND WANT TO MAKE SURE WHEN WE'RE TALKING ABOUT EQUITY THAT WE ARE IN COMPLIANCE WITH TITLE 9 RELATIVE TO BOYS AND GIRLS HAVING THE SAME ATHLETIC OFFERINGS.

AND ALSO HAVING COMMISERATE ACCESS TO FACILITIES.

AND SO AS FAR AS YOU ARE CONCERNED, ARE WE IN COMPLIANCE WITH TITLE NINE.

>> IN TALKING, YES.

WE'VE MET WITH EQUITY OFFICE.

WE STAY IN CONNECTION WITH EQUITY OFFICE.

WE DID A SURVEY OF ALL OF OUR HIGH SCHOOLS LAST SPRING



PRACTICES SURROUNDING THE  
ATHLETICS PROGRAM.

WE'RE PREPARING TO DO THE SAME  
SURVEY WITH OUR MIDDLE SCHOOLS  
AROUND THEIR ATHLETIC PROGRAMS.  
SO IN COLLABORATION WITH THE  
EQUITY OFFICE, WE ARE RIGHT NOW.

>> TO WE HAVE ANY SITUATION I  
RECALL IN THE PAST OFTEN TIMES  
TEENS WERE SHARING FACILITIES  
WITH OTHER SCHOOLS.

AND I MEAN DESPITE THOSE  
CHALLENGES, THEY STILL WENT ON  
TO EARN TITLES BUT NOT AUNT MULL  
CIRCUMSTANCES.

CAN YOU ANECDOTALLY OR  
APPROXIMATELY SPEAK TO IF THIS  
IS STILL OCCURRING.

>> YES.

I MEAN IN ALL HONESTY FOR THE  
ATHLETIC PROGRAM TO HAPPEN, IT'S  
GOING TO HAVE TO HAPPEN.

FROM OUR STANDPOINT, ARE THERE  
WAYS THAT WE CAN CREATIVELY  
SCHEDULE, PREPARE FOR THESE  
OPPORTUNITIES, FOR THESE  
SITUATIONS, PLAN THEM OUT, HAVE  
THE TWO GROUPS SIT AND MAKE SURE  
IT WORKS FOR BOTH PARTIES.

YES.

BUT IN ORDER FOR OUR ATHLETIC  
PROGRAM TO BE SUSTAINABLE AND  
FOR OPPORTUNITIES TO BE AFFORDED  
TO THE NUMBER OF SCHOOLS THAT  
ARE INTERESTED, THEY'RE GOING TO  
HAVE TO SHARE AT SOME POINT.

>> OKAY.

I ASSUME THAT THIS IS ALL BEING  
FACTORED HEAVILY AND THERE'S  
THEIR OWN TRACK WHEN WE THANK  
YOU ABOUT THE FACILITIES PLAN,  
MASTER PLAN.

YOU HAVE YOUR OWN TRACK WHERE  
THIS IS BEING FACTORED INTO  
TEACHER DESIGN.

>> AND IF ANYONE ELSE WANTS TO  
SPEAK BUT WE'VE HAD SOME  
PRELIMINARY DISCUSSIONS, I'VE  
SHARED MY IDEAS AND VIEWS AND  
PIECES AROUND WHERE THERE'S  
AREAS FOR IMPROVEMENT.

WHERE THERE'S AREAS TO GET AHEAD  
OF WHERE WE CURRENTLY ARE.

I THINK IT'S A CONVERSATION THAT

WE'LL NEED TO PICK UP AND  
PROBABLY SOLIDIFY A LITTLE BIT  
MORE BUT BOTH SIDES ARE AWARE.  
>> ALL RIGHT, VERY GOOD, THANK  
YOU.

I HAVE A NUMBER OF QUESTIONS IN  
THE HEALTH AND WELLNESS SPACE.  
SHOULD I BE GREEDY SINCE MARK IS  
IGNORING US RIGHT NOW?  
SO LET'S GET BACK TO THE ORDER  
HERE.

I WAS NEGLECTED FOR SO LONG.  
WHICH WOULD ANSWER A LOT OF OUR  
QUESTIONS.  
>> QUICKLY BECAUSE WE'VE ALREADY  
ANSWERED SOME OF THE QUESTIONS  
ANYWAY.

THANK YOU.  
>> CAN WE GET THE PRESENTATION  
SET UP.

>> REAL QUICKLY THE INTRODUCTION  
TO LEARNING AND WELLNESS.  
AS DR. TRAN POINTED OUT, ONE OF  
THE COMPETENCIES HE TALKED ABOUT  
WAS CREATING SAFE, HEALTHY AND  
SUSTAINING ENVIRONMENTS FOR ALL  
STUDENTS.

AND THIS IS ONE OF THE KEY FOCUS  
AREAS IN THE SUPERINTENDENT'S  
STRATEGIC IMPLEMENTATION PLAN  
THAT FOCUSES ON PROMOTING THE  
SOCIAL EMOTIONAL LEARNING AND  
PHYSICAL WELLNESS FOR ALL  
STUDENTS IN BPS IN ORDER TO  
CLOSE THE ACHIEVEMENT AND  
OPPORTUNITY GAP.

OUR DEPARTMENT BELIEVES THAT  
SOCIAL, EMOTIONAL AND PHYSICAL  
WELL BEING AND POSITIVE  
DEVELOPMENT ARE CRITICAL TO  
ACADEMIC SUCCESS.

AND WHEN THERE ARE HEALTH  
INEQUITIES, THESE HEALTH  
INEQUITIES INTERFERE WITH  
LEARNING AND PROPORTIONATELY  
IMPACT LOWER YOUTHS OF COLOR.  
INSTEAD OF CLOSING THE  
OPPORTUNITY GAP WE BELIEVE WE  
NEED TO CREATE ENVIRONMENTS THAT  
FOSTER EACH CHILD'S COGNITIVE,  
PHYSICAL, SOCIAL AND EMOTIONAL  
DEVELOPMENT.

THERE ARE SEVEN DEPARTMENTS IN  
THE OFFICE OF SOCIAL EMOTIONAL

LEARNING AND WELLNESS THAT'S  
ATHLETICS, BEHAVIORAL HEALTH,  
BPS.

I'M SORRY, GUIDANCE.

HEALTH AND WELLNESS, HEALTH  
SERVICES, SAFE AND WELCOMING  
SCHOOLS, AND OPPORTUNITY YOUTHS.

WITHIN THE OPPORTUNITY YOUTHS  
DEPARTMENT, WE HAVE THREE  
PROGRAMS.

WE HAVE ATTENDANTS, OFFICERS, WE  
HAVE THE HOMELESS EDUCATION  
RESOURCE NETWORK AND HOME AND  
HOSPITAL EDUCATION.

AND I JUST WANT TO ACKNOWLEDGE  
MEMBERS OF MY TEAM SITTING IN  
THE GALLERY AND YOU'VE MET MANY  
OF THEM TODAY.

BUT I WANT TO ACKNOWLEDGE THEM  
FOR ALL THE HARD WORK THAT THEY  
DO TO INSURE THAT THE SOCIAL,  
EMOTIONAL AND WELL BEING  
STUDENTS ARE MET ON A DAILY  
BASIS.

IF YOU LOOK AT THE SLIDE TWO,  
WHICH IS OUR PRIORITIES.

JUST AGAIN SOME KEY PIECES,  
SOCIAL EMOTIONAL LEARNING,  
ACCESS TO HIGH QUALITY SERVICES,  
BOSTON SAFE HEALTHY AND  
WELCOMING ENVIRONMENTS.

ENSURING HEALTH AND PHYSICAL  
LITERACY FOR ALL BPS STUDENTS.

BY THAT WE MEAN FOUNDATIONAL  
SCHOOLS THAT PERMIT STUDENTS TO  
USE THE ENVIRONMENT TO MAKE  
APPROPRIATE DECISIONS THERE ANY  
TYPE OF PHYSICAL HEALTH OR  
HEALTH-RELATED SITUATION.

AND FINALLY, WE CONTINUE WORKING  
ON IMPROVING ALIGNMENT AND  
COORDINATION OF OUR SUPPORTS AND  
PARTNERSHIPS, COMMUNICATIONS AND  
RESOURCES DISTRICT-WIDE.

THE THIRD SLIDE SHOWS A BUDGET,  
AND IF YOU CAN SEE, JOE  
MENTIONED THIS EARLIER, THAT  
REALLY ACROSS THE DEPARTMENTS,  
SELLWELL WAS LEVEL FUNDED.

AND SMALL CHANGES WERE DONE TO  
REORGANIZATION.

THAT'S JUST SHIPPING OF FUNDS  
BETWEEN DEPARTMENTS, AND WE SAW  
SOME MAINTENANCE COSTS START OF

OUR BUDGET.

AS YOU'VE ALREADY HURT BEFORE,  
SOME GRANTS ARE ENDING.

WITH THAT, I WILL TURN IT OVER  
TO --

>> I'LL TAKE IT FOR THE NEXT  
COUPLE OF SLIDES.

I JUST WANT TO EMPHASIZE JUST  
ONE THING THAT AMALIA MENTIONED  
AND THEN GO INTO SOME HIGHLIGHTS  
OF THE VARIOUS DEPARTMENTS.

THE OFFICE OF SOCIAL EMOTIONAL  
LEARNING AND WELLNESS, THIS IS  
OUR SECOND YEAR AS AN OFFICE AND  
WE ARE FOCUSED ON THE WHOLE  
CHILD.

WE ARE FOCUSED ON ENSURING THAT  
ALL CHILDREN ARE CHALLENGED,  
HEALTHY, SUPPORTED, SAFE AND  
ENGAGED.

AND THIS IS REALLY A KEY PIECE  
AND A KEY STRATEGY TO MAKING  
SURE THAT WE DO CLOSE THOSE  
OPPORTUNITY AND ACHIEVEMENT GAP.  
THIS SEES WELLNESS AS A KEY  
STRATEGY.

FOR THAT REASON, AS I HIGHLIGHT  
SOME OF THE KEY FINDING OR THE  
KEY PIECES OF WORK THAT HAVE  
HAPPENED A LOT ACROSS THE LAST  
YEAR KNOW THAT WE FEEL THAT  
WE'RE WORKING VERY CLOSELY WITH  
THE OTHER OFFICES WITHIN THE  
ASSET DIVISION TO CLOSE THAT  
ACHIEVEMENT GAP.

SO, NUMBER ONE, I WANT TO  
MENTION FOR ATHLETICS, THE  
ATHLETICS DEPARTMENT MOVED TO  
SOCIAL EMOTIONAL LEARNING AND  
WELLNESS THIS YEAR FEELING ITS  
MISSION AND VISION WERE WELL  
ALIGNED WITH THE SOCIAL  
EMOTIONAL LEARNING AND WELLNESS  
OFFICE, AND WE'RE REALLY EXCITED  
ABOUT THAT.

ATHLETICS SUPPORTED OVER 6,000  
MIDDLE SCHOOL AND HIGH SCHOOL  
STUDENT ATHLETES, AND YOU'RE  
GOING TO HEAR MORE FROM AVERY ON  
THAT IN A LITTLE BIT.

THE NEXT DEPARTMENT I WANT TO  
MENTION IS THE BPS TEARS PROGRAM  
WHICH IS A GRANT FUNDED PROGRAM  
THAT'S FOCUSED ON TRAUMA

SUPPORTS ESPECIALLY TO TEN PRIORITY SCHOOLS, WHICH RESULTED THIS YEAR TO THE 16 REFERRALS AND 342 SERVICES TO SOME OF THE SCHOOLS THAT THEY IDENTIFIED WERE THE MOST IN NEED.

BEHAVIORAL HEALTH SERVICES CONDUCTED 3,490 PSYCHOLOGICAL ASSESSMENTS, PROVIDED 154 PROFESSIONAL DEVELOPMENT OFFERINGS, AND MANAGED MORE THAN A THOUSAND PLACES EVENTS.

THE HEALTH SERVICES DEPARTMENT REPORTED THAT IN 2015 AND 16, STUDENTS, THE AVERAGE STUDENT VISITED THE SCHOOL NURSE SEVEN TIMES A YEAR.

AND THE AMAZING PIECE IS 96% OF OUR STUDENTS REMAINED IN SCHOOL AFTER PRESENTING TO A SCHOOL NURSE WITH AN ILLNESS OR AN INJURY.

WE'VE ALREADY HEARD ABOUT THE FACT THAT HEALTH SERVICES IS REALLY MAKING, DOING GROUND BREAKING WORK BY RULING OUT THE SCREENING BRIEF'S INTERVENTION AND REFERRAL TREATMENT IN HIGH SCHOOL FOR NINTH GRADE STUDENTS. JUST CLICK TO THE NEXT SLIDE IF WE CAN.

THANK YOU.

THE GUIDANCE DEPARTMENT HOSTED A CITY-WIDE COLLEGE FAIR IN OCTOBER WITH OVER 800 ATTENDEES. AND THE DEPARTMENT CONTRIBUTED TO A HISTORIC HIGH IN THE FOUR-YEAR GRADUATION RATE WHICH WAS 72.4% IN A CLASS OF 2016.

HEALTH AND WELLNESS DEPARTMENT, PHYSICAL EDUCATION, HEALTH EDUCATION, PHYSICAL ACTIVITY AND WELLNESS POLICY AND PROMOTIONS PROGRAMS COLLECTIVELY PROVIDED 69 PROFESSIONAL DEVELOPMENT OFFERINGS AND 16, 17, INDEPTH SUPPORT TO 83 SCHOOLS.

THAT DEN IS CURRENTLY ROLLING OUT THE 2017 HIGH SCHOOL RISK, YOUTH RISK BEHAVIOR SURVEY WHICH IS UNDER WAY AND CLINICAL TO SURVEILLANCE OF A LOT OF DIFFER RISK BEHAVIORS, WHICH WE'VE BEEN DOING IN THE DISTRICT FOR MORE

THAN 25 YEARS.

WE'VE ALREADY MENTIONED THAT WE HAVE EXPANDED THE SAFE ROUTES TO SCHOOL PROGRAM AS WELL.

IN THE OPPORTUNITY YOUTH DEPARTMENT, WHICH IS A NEW DEPARTMENT AMALIA HIGHLIGHT WHICH INCLUDES THE HOMELESSNESS INITIATIVE, HOME AND HOSPITAL TUTORING AND ATTENDANCE, OVER 12,000 STUDENTS WERE SERVED BY THE VARIOUS SERVICES.

AND THIS YEAR, STARTING NEXT YEAR WE'LL BE LAUNCHING AN ON-LINE ATTENDANCE INTERVENTION PLAN TO REDUCE CHRONIC ABSENTEEISM AND AGAIN YOU'LL HEAR A LITTLE BIT MORE ABOUT THAT.

FINALLY THE SAFE AND WELCOMING SCHOOLS DEPARTMENT WHICH IS ALSO A NEW DEPARTMENT WHICH INCLUDES THREE DIFFERENT PROGRAMS.

THE SUCCEED BOSTON PROGRAM SERVES 324 STUDENTS THAT HAVE CODE OF CONDUCT VIOLATIONS.

THE SAFE AND WELCOMING SCHOOL SPECIALISTS RESPONDED TO 667 SCHOOL REQUESTS FOR SUPPORT.

AND THE DEPARTMENT ALSO LED THE DEVELOPMENT OF NEW SOCIAL EMOTIONAL LEARNING STANDARDS AND COMPETENCIES FOR THIS YEAR.

SO AS YOU CAN SEE AS A GROUP, WE'RE REALLY WORKING HARD COLLECTIVELY AND I'M GOING TO TURN IT OVER TO AMALIA TO CLOSE TO SAY WHERE WE'RE HEADED WITH PRIORITIES FOR NEXT YEAR.

>> FOR THE PRIORITIES THAT MY TEEN HAS ESTABLISHED IN TERMS OF POLICY AND ENVIRONMENT, CONTINUING TO UPDATE OUR POLICIES AND ENSURING THAT WE CONTINUE TO DEVELOPMENT IMPLEMENTATION SUPPORTS AND PROMOTIONS THAT SUPPORT POSITIVE CHANGES.

ONE OF THE THINGS THAT OUR TEAM IS FOCUSED ON IS DEVELOPING AND SUPPORTING STUDENT SUPPORT TEAMS AND MAKING SURE THAT THOSE TEAMS ARE WORKING ON COHESIVELY WITHIN THEIR SCHOOLS.

SYSTEM WIDE WORKING AND  
DEVELOPING OUR MENU OF  
MULTITIERED SYSTEMS OF SUPPORTS  
FOR STUDENTS, REALIGNING AND  
SOME OF OUR PROFESSIONAL  
DEVELOPMENT OFFICE OFFERINGS.  
AND ALIGNING THEM IN PROVING  
COMMUNICATION.

IN TERMS OF HEALTH ED AND P.E.  
INSTRUCTION, IMPROVING  
INSTRUCTIONAL COACHING, WORKING  
TO INCREASE ACCESS TO CURRICULUM  
ASSESSMENT AND EQUIPMENT.

ANOTHER PRIORITY FOR US IS  
SOCIAL EMOTIONAL LEARNING  
INSTRUCTION, AND SO INCREASING  
AWARENESS ADOPTION AND  
INTEGRATION OF SOCIAL EMOTIONAL  
LEARNING, STARTING IN GRADES K-2  
AND THIS IS ONE OF THE PIECES  
THAT DR. TRAN POINTED OUT  
EARLIER IN SOCIAL EMOTIONAL  
LEARNING, INTEGRATING SOCIAL  
EMOTIONAL INTO ATHLETICS THAT  
AVERY WILL GO INTO LATER ON.  
AND LOOKING AT OUR STUDENTS  
SERVICES AND SHOWING AGAIN THAT  
WE CONTINUE TO PROVIDE HIGH  
QUALITY SERVICES TO OUR STUDENTS  
AND THEIR FAMILY AND ALIGNING  
CAPACITY BUILDING SUPPORTS IN  
OUR SCHOOLS.

WITH THAT, I'LL TURN IT OVER TO  
BRIAN MARKS WHO IS OUR DIRECTOR  
OF HOMELESS EDUCATION RESOURCE  
NETWORK.

>> GOOD AFTERNOON AND THANK YOU  
FOR THE OPPORTUNITY TO PRESENT  
TODAY.

WHAT I'D LIKE TO DO IS PROVIDE  
SOME OF THE HIGHLIGHTS AND SOME  
OF THE LATEST DEVELOPMENTS  
HAPPENING WITHIN THE HOMELESS  
EDUCATION RESOURCE NETWORK OR  
HERN.

THEY'VE BEEN IN THE DISTRICT FOR  
OVER 25 YEARS.

BPS HAS ASSESSED THE CURRENT  
CLIMATE AND COMMUNITY NEEDS TO  
DEVELOP THE STRATEGIC PLAN THAT  
CAN MAXIMIZE EXISTING RESOURCES  
WHILE BUILDING CAPACITY AT THE  
GROUND LEVEL OR SCHOOL LEVEL.  
SO THE HERN STRATEGIC PLAN IS

HUB AND SPOKE MODEL WHY EACH SCHOOL WILL SERVE AS LOCAL SYSTEM FOR ALL STUDENTS EXPERIENCING HOMELESSNESS ALL WHILE DRIVING STREAMLINE ACCESS, TWO-WAY COMMUNICATION, GREATER COLLABORATION BOTH INTERNALLY AND EXTERNALLY.

AWARENESS OF RESOURCES AND SERVICES AND THE AGILITY TO ACT QUICKLY.

IN ADDITION, WE HOPE THAT THIS PLAN OR WE BELIEVE THAT THIS PLAN WILL HELP TO IMPROVE EDUCATIONAL OUTCOMES ACROSS ATTENDANCE, DISCIPLINARY ISSUES AND ACADEMICS.

THE PATH TO THIS MODEL IS A CONVERGENCE OF INITIATIVES.

TODAY I'LL HIGHLIGHT THREE.

ONE IS THE HERN SUFFOLK UNIVERSITY PARTNERSHIP.

THIS IS A COLLABORATIVE PARTNERSHIP WITH COMMUNITY PSYCHOLOGY STUDENTS OF SUFFOLK UNIVERSITY THAT PROVIDES ACADEMIC, SOCIAL AND EMOTIONAL SUPPORT WITH MENTORING AND TUTORING.

CURRENTLY WE HAVE 13 SUFFOLK UNIVERSITY STUDENTS SERVING THE PROGRAM AND 115 BOSTON PUBLIC SCHOOL STUDENTS PARTICIPATING. THIS IS A MIXED GROUP OF STUDENTS.

IT'S TARGETED TOWARDS THE ACADEMIC NEEDS OF STUDENTS AND FAMILY HOMELESSNESS.

BUT TO AVOID SIGMA TIESATION, IT'S OPEN TO THE STUDENTS AT ALL THREE PILOTS SCHOOL, 9 STUDENT ACADEMY OF SCIENCE AND HEALTH, THE MILDRED AVENUE SCHOOL IN MATT HUNT, ELEMENTARY.

ANOTHER INITIATIVE THAT'S CURRENTLY IN THE DEVELOPMENT STAGE IS THE BPS FAMILY LED STABILITY PILOT.

THE GOAL WITH THIS PILOT IS A MULTILATERAL PARTNERSHIP.

IT INVOLVES MULTIPLE CITY AGENCIES INCLUDING DEPARTMENT OF NEIGHBORHOOD DEVELOPMENT, DEPARTMENT OF HOUSING AND



THE UNITY DEVELOP BOSTON CABINET,  
THE HOUSING AUTHORITY, PUBLIC  
SCHOOLS, NON-PROFIT PARTNERS,  
HOUSING DEVELOPERS AS WELL AS  
THE OFFICE OF COUNSELOR ESSAIBI  
GEORGE.

THE GOAL IS TO PRIORITIZE  
AFFORDABLE HOUSING FOR STUDENTS  
AND THEIR FAMILIES WHO ARE  
EXPERIENCING HOMELESSNESS AND  
CASE MANAGEMENT SUPPORT TO  
ADDRESS THE ADDITIONAL SERVICES  
NEEDED BY THAT INDIVIDUAL  
FAMILY.

THE OVER ARCHING INITIATIVE  
DRIVING THIS PLAN IS A \$1.2  
MILLION INVESTMENT IN  
HOMELESSNESS ALLOCATED DIRECTLY  
TO SCHOOL BUDGETS.

THE REASON FOR DOING THIS IS TO  
EMPOWER LEADERS AT THE SCHOOL  
LEVEL WHO ARE FIRST CONTACT  
POINT WITH STUDENTS TO BE ABLE  
TO USE THE DOLLARS TO ADDRESS  
THE GREATEST NEEDS OF THEIR  
STUDENTS EXPERIENCING  
HOMELESSNESS.

BPS'S ROLE IN THIS EFFORT WILL  
BE TO ENHANCE TRAINING AND  
ASSISTANCE, CONSULTATIVE SUPPORT  
IN ENSURING THERE IS ACCESS TO  
GREATER SERVICES TO STUDENTS BY  
PUTTING THE HERN REFERRAL FORM  
AND THE SCHOOL BASE HOMELESS  
LIAISONS WHICH HAVE BEEN  
IDENTIFIED FOR EVERY SCHOOL IN  
THE DISTRICT.

THEY WILL BE TRAINED AS THE  
SIGNAL CONTACT POINT FOR  
COMMUNICATION AND THE ROLLOUT OF  
THIS STRATEGIC PLAN.

THE GOAL HERE IS THAT WE WILL BE  
ABLE TO IMPROVE OUR DATA  
TRACKING AND REPORTING, AS WELL  
AS IMPROVING OUT COMES AND  
MEASUREMENT TO CLOSE THE  
OPPORTUNITY AND ACHIEVEMENT GAP.

>> IF WE CAN TURN TO THE NEXT  
SLIDE.

I WOULD LIKE TO TURN THIS OVER  
TO OUR NEW DIRECTOR OF  
ATHLETICS.

>> GOOD AFTERNOON, THANK YOU  
EVERYBODY FOR YOUR TIME.

I'M GOING TO FOLLOW BRIAN'S  
FORMAT THAT HE JUST WENT THROUGH  
AND A COUPLE OF PRIORITIES AND A  
COUPLE HIGHLIGHTS FROM MY  
PROGRAM.

OBVIOUSLY AS WE'VE SPOKEN  
BEFORE, CURRENTLY WHEN THERE'S  
OVER 300 OPPORTUNITIES FOR HIGH  
SCHOOL, MIDDLE SCHOOL AND  
SPECIAL OLYMPIC PARTICIPANTS IN  
BOTH OF THOSE AREAS, AS SCHOOLS  
ACROSS THE DISTRICT.

BUT WE'RE AWARE THAT THERE'S  
NEED FOR ADDITIONAL ACCESS.  
AS A DEPARTMENT, WE'RE WORKING  
TO IDENTIFY THOSE SCHOOLS,  
EXPLORE APPROPRIATE AND  
SUSTAINABLE ATHLETIC  
OPPORTUNITIES FOR THOSE SCHOOLS  
FOR THIS ACCESS.

AND WE ALSO HAVE TO KNOW AND BE  
AWARE OF, WE HAVE SCHOOLS THAT  
ARE GROWING AND ASSUMING  
DIFFERENT CONFIGURE RATIOS AND  
WE'RE WORKING TO ACCELERATE THE  
PROCESS TO MEET THE DEMANDS OF  
THE VARIOUS ENROLLMENTS WE  
CURRENTLY HAVE IN BPS.

ATHLETICS, OUR NEW  
ORGANIZATIONAL HOME AT BPS  
IDENTIFIES ATHLETICS AS STUDENT  
SUPPORT.

BUT ALSO STRATEGICALLY CONNECTS  
US WITH A NUMBER OF DEPARTMENTS  
THAT HISTORICALLY WE'VE DONE  
BUSINESS WITH TO ADMINISTER THE  
PROGRAM.

THE NEW CONNECTION ALSO OPENS  
THE DOOR FOR ATHLETICS TO  
INNOVATIVELY THINK ABOUT  
ADDITIONAL WAYS WE CAN SUPPORT  
OUR STUDENTS AT BPS.

THIS NEWLY CREATED OPPORTUNITY  
GAVE US THE OPPORTUNITY TO THINK  
ABOUT SELL AND HOW IT COULD BE  
INCORPORATED INTO AN ATHLETIC  
PROGRAM.

I'LL TOUCH ON THIS MORE IN THE  
NEXT SLIDE.

IN TERMS OF STUDENT DEVELOPMENT,  
AS A DEPARTMENT, IT'S IMPORTANT  
THAT WE SUPPORT OUR STUDENTS  
BOTH ON AND OFF THE ARENAS OF  
COMPETITION.

WE'VE MADE IT A PRIORITY TO FIND WAYS FOR OUR STUDENTS TO LEARN MORE ABOUT THEMSELVES NOT ONLY THROUGH ATHLETICS BUT THROUGH SOME OF THE UNIQUE OPPORTUNITIES THAT ACCOMPANIED PARTICIPATION. SO WE WANT TO BE IN A POSITION TO TAKE ADVANTAGE TO PROMOTE THESE ACCOMPLISHMENTS, AND ALSO MAKE IT A PRIORITY SO THAT OUR SCHOOLS AND STUDENTS UNDERSTAND THAT THERE ARE OTHER PIECES THAT COME WITH ATHLETIC PARTICIPATION.

AND HE'LL TOUCH ON THAT A LITTLE BIT LATER AS WELL.

THE HIGHLIGHTS, AS A DEPARTMENT, WE WANT TO ESTABLISH WELCOMING ATHLETIC PROGRAMS THAT ENABLE AS MANY PEOPLE AS POSSIBLE TO PARTICIPATE AND BE PART OF ATHLETICS FOR THE MANY REASONS THAT I PERSONALLY KNOW AND I THINK THAT MANY OF US IN THE ROOM KNOW ARE IMPORTANT FOR THE DEVELOPMENT OF OUR CHILDREN IN BPS.

THE NUMBERS IDENTIFIED THERE ARE THROUGH THE WINTER.

THEY DON'T INCLUDE THE SPRING, BUT IT SHOWS WE DO HAVE A STRONG FOLLOWING AND OBVIOUSLY WE'D LIKE TO GROW IN.

SO WE CONTINUE TO FIND WAYS TO GET MORE PEOPLE INVOLVED IN THE PROGRAM BULB ALSO TO MAKE SURE THAT -- BUT ALSO MAKE SURE THEIR PARTICIPATION IN THE PROGRAM IS VALUABLE AND A GREAT EXPERIENCE IN THE OVERALL EDUCATION PROCESS.

SO I DID MAKE BRIEF MENTION PREVIOUSLY TO OUR REMODELING ATHLETICS IN THE 21ST CENTURY COMMITTEE.

AS I MENTIONED, BEING PART OF THE WELLNESS TEAM.

IN 2016 WE FORMED A COMMITTEE WITH BPS MEMBERS AND COMMUNITY PARTNERS IN THE FIELD OF SOCIAL EMOTIONAL LEARNING AND WELLNESS TO DISCUSS WAYS WE COULD INTEGRATE SOCIAL AND EMOTIONAL LEARNING INTO ATHLETICS AND HAVE

IT AS A TANGIBLE AND VISIBLE PART OF OUR ATHLETICS PROGRAM. OUR COMMUNITY IS CHARGED WITH ADVISING BPS AND SPECIFICALLY OUR ATHLETICS DEPARTMENT. THE BEST WAYS TO ALIGN OUR ATHLETICS PROGRAM AND BPS FRAMEWORK TO OUR NEWLY DEVELOPED STANDARDS, AS WELL AS IDENTIFY HOW THE PROGRAM CAN BE IMPLEMENTED AND SUSTAINED IN BPS AND HOPEFULLY SOMETHING THAT WE COULD PASS ALONG TO OTHER DISTRICTS AS A RESOURCE AND PIECE THAT CAN BE USED.

AS YOU CAN SEE, THE COMMITTEE, AND I LISTED JUST A FEW OF THE NAMES OF THE PEOPLE THAT HAVE BEEN WORKING US, COME FROM VARIOUS PARTS OF THE COMMUNITY AND HAVE VARIOUS RELATIONSHIPS WITH BPS.

BUT IT'S REALLY MADE FOR A LIVELY PLANNING PROCESS AND CONVERSATION AROUND THE POSSIBILITIES OF SOCIAL EMOTIONAL LEARNING IN ATHLETICS.

>> I'M SORRY, I LEFT ONE PIECE OUT, I'M SORRY ABOUT THAT.

IN MY, ASSIGNMENT HERE.

JUST TO GO BACK TO THE SLIDE, THIS IS A PIECE THAT IS IMPORTANT TO ME.

I THINK AS WE TALK ABOUT ATHLETICS AND THE PIECE AND KIDS AMBITIONS AND DESIRES TO GO TO COLLEGE AND HAVE ATHLETIC EXPERIENCES AT THAT LEVEL, IT'S ALSO THE RESPONSIBILITY OF THE DEPARTMENT TO HELP TO DEVELOP SOME OF THE OTHER AREAS IN THE STUDENTS.

SO AS I PREVIOUSLY MENTIONED IN PART OF OUR PRIORITIES, WE HAVE HAD SOME GREAT HIGHLIGHTS IN THE STUDENT DEVELOPMENT AREA.

WE CURRENTLY HAVE TWO STUDENTS FROM BPS ON THE MIA STATE WIDE STUDENT ATHLETE ADVISORY COMMITTEE AND THEY'RE DOING GREAT WORK.

STEVEN FROM TECH BOSTON ACADEMY AND WILL SERGEANT FROM BOSTON LATIN SCHOOL, WE HAD TWO

STUDENTS ATTEND THE NATIONAL LIAISON LAST SUMMER IN INDIANAPOLIS THROUGH A COLLABORATION WITH THE MIS. THEN WE'D FOUR STUDENTS TAKE PART IN THE NEW ENGLAND STUDENT CONFERENCE AT ESTONIA COLLEGE WHERE THEY SPENT THREE DAYS WORKING ON THEIR LEADERSHIP SKILLS AND THOSE KIDS NOW IT'S BEEN AMAZING. THEY'VE GROWN IN LEAPS AND BOUNDS. FROM A DEPARTMENT STANDPOINT, WE'RE ABLE TO BRING 90 STUDENTS DOWN TO GILLETTE STADIUM IN NOVEMBER. AGAIN JUST CREATING AN OPPORTUNITY FOR THE KIDS TO EXPERIENCE GILLETTE, INTERACT WITH DIFFERENT STUDENTS ACROSS THE STATE. LEARN A LITTLE BIT ABOUT THEMSELVES, SO JUST TO FOLLOW UP ON THAT. I'M SORRY ABOUT THAT. >> NOT AT ALL. WE HAVE THE OPPORTUNITY HERE TO BRING IN THE STATE CHAMPION BRIGHTON HIGH SCHOOL BASKETBALL TEAM JUST LESS THAN A MONTH AGO. AND ALL OF THEM WERE MAINTAINING A 3.0 GRADE AVERAGE. ALL OF THEM HAD OFFERS TO GO TO COLLEGE AND ATHLETICS OBVIOUSLY PLAYS A BIG ROLE IN THEIR LIVES AND REALLY ENRICHED THEM TO THE POINT OF THIS GREAT ACHIEVEMENT. AND TO THEIR, TO RANDOLPH ABRAHAM AND HUGH COLEMAN AND ALL OF THOSE MANY MEN AND WOMEN FROM ATHLETICS, SUCH GREAT ROLE MODELS FOR THESE YOUNG MEN AND WOMEN IN THIS SCHOOL SYSTEM. SO LEFT ME NOW RECOGNIZE COUNCILOR ANNISSA ESSAIBI GEORGE. >> THANK YOU FOR BEING HERE AND GOING INTO SOME GREAT DETAILS IN SOME OF THE PIECES AMALIA YOUR DEPARTMENT FOCUSES ON. I DO, AS I SAID IN THE INITIAL BPS OVERVIEW CARING, I'M EXCITED IN PARTICULAR THAT \$1.2 MILLION

INVESTMENT FOR STUDENTS  
EXPERIENCING HOMELESSNESS IN THE  
INVESTMENT OF THE SCHOOLS AND  
WHAT'S HAPPENING.

AND THE SCHOOLS THAT THOSE  
CHILDREN ATTEND.

I'M WONDERING, BRIAN, IF YOU  
COULD JUST TALK A LITTLE BIT  
ABOUT SOME OF THE IDEAS AND  
PROPOSALS THAT THOSE SCHOOLS  
HAVE SHED SO FAR ON HOW THEY'LL  
USE THOSE ADDITIONAL FUNDING.

>> SURE.

SO SOME OF THE COMMON PROPOSALS  
ARE ACTUALLY FUNDING TOWARDS A  
PORTION OF A COMMUNITY FIELD  
COORDINATOR OR SOMEONE THAT  
WOULD SERVE ON THE STUDENT  
SUPPORT TEAM.

THAT PERSON GENERALLY ALSO  
SERVES IN THE SCHOOL BASED  
LIAISON OR HOMELESS RULE.

THAT BIDS THE CAPACITY FOR THE  
CENTRAL POINT TO BE IN PLACE AT  
THE SCHOOL LEVEL.

OTHER COMMON INITIATIVES ARE  
SETTING UP A CLOSING CLOSET OR  
SETTING UP A MINI FOOD PANTRY IF  
YOU WILL WITH HOUSEHOLD AND  
HYGIENE ITEMS AS WELL.

SOME SCHOOLS ARE LOOKING AT  
HOUSING.

PART OF THE PROCESS IS THE  
ADVISORY CONSULTATIVE SUPPORT  
BEING PROVIDED FROM THE CENTRAL  
OFFICE SO SCHOOLS ARE EMPOWERED  
TO MAKE DECISIONS ON HOW TO USE  
THE FUNDING.

BUT WE ARE ENCOURAGING THEM TO  
THINK ABOUT SUSTAINABILITY, SO  
WE'RE TRYING TO HELP SCHOOLS  
THAT ARE THINKING ABOUT HOUSING  
INITIATIVES TO PARTNER UP WITH  
EXISTING AGENCIES OR THINK ABOUT  
HOW THEY CAN PARTNER TO MAKE THE  
REFERRAL MECHANISMS MORE  
EFFECTIVE AS OPPOSED TO, FOR  
INSTANCE, MAYBE RUNNING OUT OF  
POTENTIAL DOLLARS EARLY IN THE  
SCHOOL YEAR.

>> THAT'S RIGHT.

AND THANK YOU FOR SHEERING THAT  
AND I LOOK FORWARD TO SORT OF  
SEEING THAT IN ACTION AS WE GET

READY FOR THE NEXT SCHOOL YEAR.  
AND ALSO EXCITED, YOU MENTION  
BPS FAMILY STABILITY PILOT,  
THAT'S THE RELATIONSHIP WITH  
BPS, DND AND THOSE OTHER FOLKS  
HOW THE WORK CONTINUES AND THE  
PROCESS HAS BEEN INCREDIBLE.  
THANK YOU FOR ALLOWING US TO  
PARTICIPATE IN THAT ACTIVELY.  
ALSO, YOUR STRATEGIC PLAN.  
CAN YOU TALK A LITTLE BIT ABOUT  
THE STRATEGIC PLAN, WHAT YOU  
SEE, THE CHEASSMENTS TO DATE AND  
SORT OF WHAT WE'RE MISSING AND  
WHAT WE'RE AIMING TOWARDS GOING  
FORWARD.

>> IT TURN A TOOK IN BEING IN  
THE IMPLEMENTATION PHASE.  
THE FIRST MAJOR COMPONENT OF  
THAT STRATEGIC PLAN WILL  
ACTUALLY BE TRAINING OF ALL THE  
SCHOOL BASED HOMELESS LIAISONS  
ACROSS THE DISTRICT.  
THE FIRST TRAINING SESSION WILL  
BE THIS THURSDAY IN THE SCHOOL  
COMMITTEE CHAMBER AT BPS WITH A  
SECOND TRAINING THAT BASICALLY  
MIRRORS THE CONTENT JUST TO  
ALLOW FOR FLEXIBILITY IN  
PEOPLE'S SCHEDULE ON MONDAY MAY  
8.

WE HAVE RECEIVED PROJECTS FROM  
ABOUT 0% OF THE SCHOOLS ACROSS  
THE DISK.  
CONSIDERING SOME OF THE SCHOOLS  
MAYBE HAVE ONE OR TWO HOME LET'S  
STUDENTS THAT RECEIVED A LESSER  
DOLLAR AMOUNT, WE FEEL PRETTY  
ENCOURAGED BY THAT FIGURE.  
SO AS OF RIGHT NOW, I WOULD SAY  
THE MAJOR SUCCESSES ARE THE  
PROJECT PLANS THAT ARE, HAVE  
BEEN COMMITTED OR DOCUMENTED.  
AND THEN THE FACT THAT WE HAVE,  
YOU KNOW, HIGH PARTICIPATION  
HAVE REGISTERED FOR THE  
TRAINING.

>> ARE THERE ANY PARTICULAR  
EFFORTS MADE BETWEEN SORT OF  
YOUNGER KIDS THAT ARE  
EXPERIENCED HOMELESSNESS AND  
OLDER STUDENT POPULATION.  
IN PARTICULAR I'M CONCERNED  
ABOUT THOSE THAT ARE

EXPERIENCING IT ALONE.  
SO KIDS THAT ARE UNACCOMPANIED  
EXPERIENCING HOMELESSNESS.  
IN PARTICULAR, SORT OF FOCUS IS  
HOW WE'RE TREATING THOSE TWO  
POPULATIONS.  
>> I CAN SAY HOW WE'RE TREATING  
THE DIFFERENT AGE LEVELS IS JUST  
THE FACT THAT THE WAY WE'RE  
REPOSITIONING THE ABILITY FOR  
STUDENTS TO REQUEST SERVICES.  
ONE OF THE THINGS THAT WE'VE  
DONE ON THE DEVELOPMENT SIDE IN  
TERMS OF THE ACTUAL ON-LINE  
PORTAL, IT HASN'T BEEN MADE LIVE  
YET.  
BUT IT HAS BEEN PRODUCED ON THE  
DEVELOPMENT SIDE.  
IT'S MOVING THE HERN REFERRAL  
FORM DIRECTLY INTO ASPEN.  
SO WHAT THAT DOES, IT WILL BREAK  
DOWN SOME BARRIERS IN TERMS OF  
POTENTIAL SHAME OR GUILT THAT  
MAYBE IS BEING FELT BY HIGH  
SCHOOL STUDENTS.  
SO ANY ADULT IN BPS PUBLIC  
SCHOOLS THAT'S AN EMPLOYEE OF  
BPS PUBLIC SCHOOLS THAT FEELS  
COMFORTABLE WITH AND HAS A  
TRUSTING RELATIONSHIP, THEY  
WOULD ASSIST THAT STUDENT  
SUBMITTING A REFERRAL WHICH  
WOULD GO DIRECTLY TO ASPEN TO  
THE CENTRAL OFFICE.  
FROM THERE WE COORDINATE WITH  
THE SCHOOL BASE LIAISON.  
I THINK RECOGNIZING THAT SOME OF  
THE SHAME AND GUILT, MAYBE IT'S  
EVEN, YOU KNOW, MORE EVIDENT FOR  
HIGH SCHOOL-AGE STUDENTS.  
PART OF THAT IS BEING ADDRESSED  
BY THE PROCESS OF MAKING IT  
EASIER FOR STUDENTS TO REACH OUT  
TO SOMEONE THEY'RE COMFORTABLE  
WITH AS OPPOSED TO THIS IS THE  
PERSON YOU HAVE TO REACH OUT TO  
AND THIS IS THE ONLY PERSON YOU  
CAN REACH OUT TO.  
>> MY LAST QUESTION FOR THIS  
ROUND.  
FOR A STUDENT OR PARENT DO THEY  
HAVE ACCESS TO ASPEN USED IN  
BPS, COULD A STUDENT OR PARENT  
ALSO ACCESS THAT APPLICATION.



>> YES.

THAT'S AN EXCELLENT QUESTION.  
THAT'S PHASE TWO, BUT THAT WILL  
FOLLOW UP, YOU KNOW, PRETTY  
EXPEDITIOUSLY AFTER PHASE ONE.  
SO THE GOAL IS TO GET ALL THE  
SCHOOL BASE LIAISONS TRAINED.  
WE FEEL LIKE FROM THERE ONCE  
THAT'S BEEN ADOPTED WE CAN THEN  
OPEN IT UP TO THE PARENTS AND  
STUDENTS.

BUT THAT WOULD BE, YOU KNOW,  
MOST LIKELY IN EARLY SCHOOL YEAR  
17/18.

>> BEFORE I GIVE UP THE  
MICROPHONE.

THE STRIDES WE MADE HAVE BEENEN  
CREDIBLE.

I THINK IF YOU REMEMBER IN OUR  
FIRST HEARING LAST YEAR HOW  
DISAPPOINTED I WAS THAT WE HAD  
ONE LINE THAT REFERENCED AND  
USED THE WORD HOMELESS TWICE.  
AND TO NOW COME TO A POINT WHERE  
WE HAVE AN INVESTMENT OF \$1.2  
MILLION USING THOSE TWO SAME  
NUMBERS IN A VERY DIFFERENT WAY  
REALLY IS AN INCREDIBLE SUCCESS  
I THINK FOR US AND I REALLY WANT  
TO APPLAUD YOUR EFFORTS.

I SORT OF COMPLAINED ABOUT IT ON  
THIS END BUT YOU'VE TAKEN THOSE  
COMPLAINTS BOTH IN PARTNERSHIP  
WITH THE ADMINISTRATION AND MY  
OFFICE.

AND IT REALLY MADE INCREDIBLE  
STRIDES.

OUR FOCUS ON THIS VULNERABLE  
POPULATION AND THE WORK HAS BEEN  
TREMENDOUS.

I JUST WANT TO THANK YOU FOR  
THAT.

>> WE THANK YOU FOR YOUR  
SUPPORT.

I DON'T CONSIDER THEM  
COMPLAINTS, I CONSIDER THEM  
CONSTRUCTIVE FEEDBACK.

AND I DO WANT TO ACKNOWLEDGE THE  
EFFORTS OF MARY WILLIAM WAS NOT  
HERE TODAY BUT SHE HAS BEEN  
WORKING VERY CLOSELY WITH BRIAN  
AND THESE PIECES AND THERE ARE  
SEVERAL VOLUNTEERS WHO COME IN  
ALL THE TIME TO WORK IN THE HERN

OFFICE.

AND INTERNS REALLY MAKE IT WORK.

>> THANK YOU.

>> COUNCILOR PRESSLEY.

>> THANK YOU MR. CHAIRMAN AND  
THANK ALL OF YOU FOR BEING HERE  
TODAY AND WHAT YOU DO EVERY DAY.  
THE PART SHINE ON EVERYTHING  
FROM IMPROVING THE QUALITY TOUGH  
SCHOOLS TO GETTING OUR  
SCHOOLS -- HAS SEEN SOME GREAT  
STRIDES AND PRESSURE THE LEVEL  
OF PRIORITIZATION THAT'S BEEN  
GIVEN BY MAKING THIS CABINET  
LEVEL POST AND DEPARTMENT.

I WANTED TO ASK ON THE SELWELL  
HIGHLIGHTS SLIDE, THE BEHAVIORAL  
HEALTH SERVICES NUMBERS THAT  
PROVIDED THIS DATA POINT, IT'S  
DIFFICULT TO TELL IF WE ARE, SO  
IF WE LOOK AT THE SUICIDE RISK  
ASSESSMENT NUMBERS SPECIFICALLY,  
I DON'T KNOW WHAT THAT NUMBER  
WAS LAST YEAR.

SO IS IT POSSIBLE TO SPEAK TO  
SEE IF THESE NUMBERS ARE LEVEL  
FOR ALL OF THESE DATA POINTS.  
IF THESE ARE INCREASES OR  
DECREASES, YOU DON'T HAVE TO  
TELL ME RIGHT NOW BUT I JUST  
WOULD BE CURIOUS TO KNOW.

>> ANDREA IS COMING DOWN, SENIOR  
DIRECTOR OF BEHAVIORAL HEALTH.  
SHE MAY HAVE IT BECAUSE I KNOW  
SHE COLLECTS GREAT DATA.

>> OKAY.

>> I'M JUST TRYING TO GET A  
SENSE GENERALLY ON THE  
BEHAVIORAL HEALTH SERVICES  
SLIDE.

THE DATA POINTS ON PAGE 4 SAY  
3,490 PSYCHOLOGICAL ASSESSMENT,  
5,043 SESSIONS, SUICIDE RISK  
ASSESSMENTS, ETCETERA, ETCETERA.  
SO CAN YOU GIVE ME A SENSE THAT  
THESE NUMBERS ARE CONSISTENT.

>> SURE.

WE LOVE DATA AND BEHAVIORAL  
HEALTH SO I CAN GET YOU THAT  
DATA AND COMPARE IT TO LAST  
YEAR.

SOME OF THE BULLETS HAVE  
DECREASED WHILE OTHERS HAVE  
INCREASED.

SO WHEN WE LOOK AT THE NUMBERS OF PSYCHOLOGICAL YOU ASSESSMENTS WE'VE BEEN WORKING VERY EXTENSIVELY WITH A NUMBER OF SCHOOLS TO ADOPT MULTITIERED SYSTEMS AND SUPPORT.

THAT'S ALLOWED US TO ADDRESS THE NEEDS OF STUDENTS BEFORE WE HAVE TO REFER THEM FOR PSYCHOLOGICAL EVALUATION.

SO WE'RE SEEING GREAT IMPROVEMENTS IN REDUCING UNNECESSARY PSYCHOLOGICAL EVALUATIONS.

AT THE SAME TIME, WE ARE SEEING A GREAT DEAL OF INCREASING AMOUNT OF MENTAL HEALTH SUPPORT STUDENTS NEEDS, SUICIDE ASSESSMENT, CRISES RESPONSES, THINGS THAT WE CARE A GREAT DEAL ABOUT.

>> VERY GOOD.

AND SO THAT'S WHAT I WANT TO KNOW, BECAUSE I FEEL THAT, I DIDN'T KNOW IF THAT WAS MY ANECDOTAL EXPERIENCE TO SUPPORT THAT WITH DATA BUT WE DO SEE A SURGE IN THESE SORTS OF NEEDS. SO WHEN I FIRST JOINED THE COUNCIL, THERE WAS SORT OF TWO TRACKS THAT WE WERE LOOKING TO ADDRESS OR TWO MODELS, SCHOOL BASE HEALTH CENTERS. AND THEN WE WERE PUSHING FOR AN ON BOARDING MORE HEALTH RESOURCE CENTERS.

IT HAD BEEN MY EXPERIENCE IN VISITING WITH SCHOOLS THAT THE TWO TOP REASONS STUDENTS ARE CROSSING THOSE THRESHOLDS WERE WITH MENTAL HEALTH CHALLENGES OR SEXUAL HEALTH QUESTIONS.

SO IF WE ARE SEEING AN INCREASE ON THE MENTAL HEALTH SIDE, WHAT ARE WE DOING TO SUPPORT THAT.

I JUST WANT TO MAKE SURE THE NUMBERS JIBE.

I ASKED THIS QUESTION BUT SOMETIMES WE GET CONFLICTING INFORMATION DURING THE HEARING. HOW MANY FULL TIME EMPLOYEES DO WE HAVE THAT ARE DEDICATED TO SOCIAL EMOTIONAL WELLNESS SUPPORT AS YOU DESIGNED IT.

>> SO I CAN SPEAK DIRECTLY TO MY DEPARTMENT.

THE BEHAVIORAL HEALTH SERVICES DEPARTMENT HAS 54 CITY-FUNDED SCHOOL PSYCHOLOGIST POSITIONS. ONE POSITION THAT'S FUNDED BY CHILDREN'S HOSPITAL.

WE HAVE SIX SOCIAL WORKERS WHO ARE CALLED PEOPLE ADJUSTMENT COUNSELORS.

THAT'S MY DEPARTMENT AT THE BEHAVIORAL HEALTH NERS.

THERE ARE OTHER POSITIONS THAT DO NOT REPORT TO ME CENTRALLY. THE FIGURES WE SHARED YESTERDAY WERE DISTRICT FIVE SO THEY WOULD HAVE FALLEN ACROSS OTHER AREAS OF OUR ORGANIZATION.

>> ALL RIGHT.

AND THEN, IT WAS MENTIONED THAT WE'VE SEEN A DECREASE IN THE BEHAVIORAL HEALTH BUDGET.

I'M JUST TRYING TO GET A SENSE OF WHAT PERCENTAGE OF THEIR FUNDING IS GRANT RELIABLE SINCE YOU WERE REFERENCING THE FEDERAL GRANT AND THAT BEING COMPROMISED.

WHAT PERCENTAGE OF YOUR OVERALL BUDGET IS GRANT RELIABLE.

>> SO A VERY SMALL PORTION.

ALL OF MY STAFF WITH THE EXCEPTION OF ONE ARE FUNDED BY THE DISTRICT WITH THE EXCEPTION OF THE ONE POSITION FROM CHILDREN -- THE GRANT FUNDS WE RECEIVED IN MY DEPARTMENT SUPPORT THE IMPLEMENTATION OF THE COMPREHENSIVE BEHAVIORAL HEALTH MODEL.

SO WE HAVE A BEHAVIORAL HEALTH INITIATIVE THAT'S CURRENTLY IN 50BPS SCHOOLS SUPPORTING A CONTINUUM OF BEHAVIORAL HEALTH SERVICES.

THOSE FUNDS ARE GRANT FUNDED BUT MY DEPARTMENT STAFF ARE BPS FUNDED.

>> ARE THESE MULTIGRANTS OR A MULTIYEAR GRANT.

>> COMBINATION OF MOST.

HISTORICALLY WE'VE HAD SMALL ONE YEAR GRANTS BUT OUR BIGGEST FUNDING SOURCE HAS BEEN GENEROUS

DONATIONS FROM CHILDREN'S HOSPITAL THAT SUPPORTED THE DEVELOPMENT AND IMPLEMENTATION OF THE COMPREHENSIVE BEHAVIORAL HEALTH.

>> OKAY, GREAT.

AND AGAIN, GETTING BACK TO THE SOCIAL EMOTIONAL WELLNESS SUPPORT, COULD YOU SPEAK TO WHAT IS THE OFFICIAL SORT OF STANDARD RECOMMENDATION OF A PSYCHOLOGIST OR SOCIAL WORKER FOR PEOPLE.

>> THE IDEAL RATIO THE INITIAL ASSOCIATION RECOMMENDS ONE SCHOOL PSYCHOLOGISTS FOR EVERY FIVE TO 700 STUDENTS.

>> AND SOCIAL WERS?

>> I CAN GET YOU THAT DATA.

>> OKAY.

AND THEN BACK TO MY SCHOOL NURSE QUESTION.

IT'S MY UNDERSTANDING WE ARE GOING TO BE INCREASING THE NUMBER OF SCHOOL NURSES BY AN ADDITIONAL TWO.

I STILL DON'T HAVE A SENSE, I ASKED THIS YESTERDAY SO YOU'LL GET THAT TO US.

>> THAT'S AVAILABLE NOW.

>> OKAY, GREAT.

YOU WILL TELL ME WHAT SCHOOLS DO NOT HAVE THE NURSE.

>> SORRY.

I HAVE THE NUMBERS BUT I CAN GET YOU THE LIST.

>> THAT'S WHAT I'M INTERESTED IN BECAUSE I WANT A NURSE IN EVERY SCHOOL AND I DON'T HAVE A SENSE RIGHT NOW SINCE WE HAVE NURSES THAT ARE BEING SHARED, HOW WE'RE DOING AND WHAT IS THE STATISTICS IN TERMS OF THE RECOMMENDED RATIO SCHOOL NURSES.

>> I WOULD DEFER TO MAUREEN FOR THAT.

>> MAUREEN.

OKAY.

>> I JUST WAS LOOKING FOR THE RECOMMENDED NURSE TO STUDENT RATIO.

>> WE HAVE 50 TO 1 RECOMMENDED. THE ISSUE IS WE ALLOCATE THESE NOT ONLY ON NUMBERS BUT ACUITY. SO RIGHT NOW WE HAVE ABOUT 52

SCHOOLS THAT SHARE A NURSE.  
SO THERE ARE 52 SMALL SCHOOLS  
THAT HAVE .5 OR LESS.  
SO EVERY OTHER SCHOOL HAS AT  
LEAST ONE.  
SO THE 77 OTHER SCHOOLS HAVE ONE  
TO TWO AND WITH THE ACUITY SOME  
EVEN HAVE 2.5.  
AT THIS POINT.

>> OKAY.

AND DO SCHOOL NURSES ALSO  
REQUIRE STAFF SUPPORT IN TERMS  
OF DATA COLLECTION AND ENTRY AND  
THE REPORTING THAT THEY ARE  
REQUIRED TO DO.

>> WE HAVE ONLY SIX THAT WE  
DEPLOY AROUND THE DISTRICT.  
SO YES, WE DO TRY TO GET SOME  
CLERICAL SUPPORT.

IS IT ADEQUATE?

I WOULD SAY NO.

BUT WE TRY BUT WE ONLY HAVE SIX.

>> OKAY.

COULD YOU TELL ME SPECIFICALLY  
WHAT'S HAPPENING WITH THE NURSE  
AT ENGLISH HIGH?

>> ONE POSITION WAS CUT BECAUSE  
THERE ARE NUMBERS DECREASED  
QUITE DRAMATICALLY.

SO WE HAD TO USE THAT POSITION  
TO FIX OTHER SCHOOLS THAT NEEDED  
MORE HELP.

SO IT WAS REDEPLOYED.

>> WHEN YOU SAY THE ALLOCATION  
OF NURSES IS CONTINGENT UPON  
ACUITY, IS POPULATION A PART OF  
THAT ACUITY.

>> YES.

>> OKAY.

I DID WANT TO DIG IN ON WHERE WE  
ARE IN TERMS OF OUR APPROACH.

I BELIEVE THE SCHOOL BASED ONES,  
WERE THOSE BEING FAILED OUT.

I THINK WE HAD EIGHT AND MAYBE  
SIX HEALTH RESOURCE CENTERS SO I  
WANT TO GET A SENSE OF HOW MANY  
SCHOOL BASE HEALTH CENTERS, HOW  
MANY HEALTH RESORT CENTERS.

THEY SHOULD ALSO BE PROVIDED  
ACCESS TO CONDOMS AND WHAT IS  
OUR VISION WHERE THESE MODELS  
ARE CONCERNED.

>> SO WE CURRENTLY HAVE A TOTAL  
OF 16 SCHOOL BASED HEALTH

CENTERS.  
EIGHT OF THOSE ARE RUN BY BOSTON  
PUBLIC HEALTH COMMISSION AND  
ANOTHER EIGHT ARE RUN BY A  
VARIETY OF OTHER COMMUNITY  
PARTNERS.

IN TERMS OF HEALTH RESOURCE  
CENTERS FOR OTHERS THAT MAY NOT  
KNOW HEALTH RESOURCE CENTERS  
DON'T HAVE A MEDICAL STAFF, THEY  
HAVE EDUCATORS WHO PROVIDE IN  
CLASS EDUCATION AROUND SEXUAL  
HEALTH AND THEY ALSO DO  
ONE-ON-ONE AND THEY FRO

--

PROVIDE ACCESS TO CONDOMS.  
THEY ARE PROVIDING THE  
ONE-ON-ONE.

>> WHAT ARE THE HOURS.

>> THEY ARE USUALLY HALF TIME AT  
THE VARIOUS SCHOOLS.

THEY DO TRY TO HAVE A MAIL AND A  
FEMALE EDUCATED ON SITE  
TOGETHER.

THEY FEEL THAT'S A MORE  
EFFECTIVE WAY TO REACH THE  
STUDENTS.

I DID WANT TO SAY THOUGH THAT  
BECAUSE OF THE WELLNESS POLICY  
THAT PASSED IN 2013, ALL OF OUR  
NURSES ARE ABLE, ALL OF OUR HIGH  
SCHOOL NURSES ARE ABLE TO ALSO  
PROVIDE ACCESS TO CONDOMS.

AND ONE-ON-ONE COUNSELING.  
IN ADDITION TO THE NURSES WE  
HAVE CONDOM ACCESSIBILITY TEENS.  
YOU MIGHT BE MORE COMFORTABLE  
TALKING TO SOMEONE AS WELL SO WE  
WANT A TEAM OF FOLKS THAT WILL  
BE ABLE TO BE AVAILABLE TO TALK  
TO AND GET ACCESS TO CONDOMS.  
THE NURSES DO LEAD ALL OF THOSE  
TEAMS.

>> THAT IS ENCOURAGING NEWS.  
AND AGAIN TESTAMENT TO OUR LONG  
STANDING COLLABORATION AND  
PARTNERSHIP OF THE SPACE.

IT CERTAINLY IS ONE OF MY  
PROUDEST CONTRIBUTIONS TO THIS  
BODY IS THE DEVELOPMENT OF THAT  
POLICY.

THANK YOU FOR ADOPTING IT AND  
I'M GLAD WE'RE TAKING THE STEPS  
TO SEE IT IMPLEMENTED.

ON THE HEALTH RESOURCE CENTER FRONT GIVEN THE UNIQUE ROLE THAT THEY PLAY, COULD YOU JUST SPEAK TO THE VISION FOR THE DISTRICT WITH THE IDEA TO STAY AT 16 SCHOOL BASE HEALTH CENTERS AND EIGHT TO NINE HEALTH RESOURCE CENTERS IS THE GOAL TO MORPH ALL OF THEM INTO HEALTH RESOURCE CENTERS AND TO HAVE THEM DISTRICT WIDE, WHAT IS THE GOAL AND WHAT IS THE TIME LINE.

>> SURE.

SO WE'RE WORKING VERY CLOSELY WITH THE BOSTON PUBLIC HEALTH COMMISSION ON THIS AND TO ESTABLISH WHAT THE DIVISION WOULD BE THERE.

I THINK ONE OF THE GOALS FOR US IS TO ENSURE THAT ALL STUDENTS GET SEXUAL HEALTH EDUCATION ACROSS THE DISTRICT REGARDLESS OF WHAT STRATEGY OR WHO IS PROVIDING IT.

SO AS YOU KNOW, WE'VE ALSO BEEN DOING A LOT OF TRAINING AROUND BOSTON PUBLIC SCHOOLS STAFF AND WELLNESS POLICY STATES THAT WE WOULD HAVE LICENSED HEALTH EDUCATION TEACHERS THAT ARE TRAINED IN THE MIDDLE AND HIGH SCHOOLS.