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; 05/10/18 2:16 AM  
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;;;Boston City Council 180510

TEST  
MAY 10, 2018  
>>> GOOD MORNING.  
AND WELCOME TO THE BOSTON CITY  
COUNCIL WAYS AND MEANS  
COMMITTEE.  
MY NAME IS ANNISSA  
ESSAIBI-GEORGE, AND I AM THE  
TEMPORARY CHAIR OF THIS  
COMMITTEE.  
I AM JOINED THIS MORNING BY MY  
FELLOW COLLEAGUE COUNCILOR KIM  
JAMESO.  
I'D LIKE TO REMIND YOU THIS IS A  
PUBLIC HEARING BEING RECORDED  
AND BROADCAST ON COMCAST 8, RCN  
82 AND VERIZON 1964.  
IT IS ALSO STREAMED AT  
BOSTON.GOV/CITY-COUNCIL-TV.  
I'D LIKE ALL IN ATTENDANCE TO  
PLEASE SILENCE THEIR CELL PHONES  
AND DEVICES.  
IF YOU WOULD WHEN YOU ARE  
PRESENTING, JUST PLEASE YOUR  
NAME AND AFFILIATION.  
IF YOU ARE SIGNING UP FOR PUBLIC  
TESTIMONY, THERE IS A SIGN-IN AT  
THE FRONT DOOR.  
IF YOU COULD SIGN IN, THAT WOULD  
BE HELPFUL.  
THIS IS A BUDGET REVIEW THAT  
WILL -- THIS IS ONE OF OUR  
BUDGET HEARINGS.  
A REVIEW PROCESS THAT WILL  
ENCOMPASS OVER 36 HEARINGS OVER  
THE COURSE OF FIVE WEEKS.  
I THINK WE'RE ABOUT HALFWAY  
THROUGH.  
WE STRONGLY ENCOURAGE RESIDENTS  
THAT ARE HERE IN THE CHAMBER OR  
AT HOME TO MAKE A MOMENT TO BE  
ENGAGED IN THIS PROCESS BY  
GIVING TESTIMONY FOR THE RECORD,  
WHETHER IN PERSON OR  
ELECTRONICALLY.  
YOU CAN DO THAT A FEW WAYS.  
WE ALSO HAVE A MOMENT FOR PUBLIC  
TESTIMONY, A HEARING DEDICATED  
TO PUBLIC TESTIMONY ONLY, ON

TUESDAY, JUNE 5th, FROM 2:00 TO  
6:00 P.M.

WE WILL BE HERE FOR THAT ENTIRE  
TIME FRAME OR LONGER.

TESTIMONY CAN BE SUBMITTED TO  
CCC.WM @BOSTON.GOV AND ALSO  
MAILED TO THE BOSTON CITY HALL.  
TODAY'S HEARING IS ON THE BOSTON  
PUBLIC SCHOOL HUMAN CAPITAL AND  
EQUITY DEPARTMENT WHICH INCLUDES  
DIVERSITY, RECRUITMENT AND STAFF  
RETENTION.

DOCKETS, I DON'T GIVE MARK  
ENOUGH CREDIT FOR GOING THROUGH  
ALL THIS.

DOCKETS NUMBER 0559 THROUGH  
0563.

ORDERS FOR THE FY'19 OPERATING  
BUDGET INCLUDING THE ANNUAL  
APPROPRIATIONS FOR DEPARTMENTAL  
OPERATIONS, ANNUAL APPROPRIATION  
FOR THE SCHOOL DEPARTMENT,  
APPROPRIATION FOR OTHER POST  
EMPLOYMENT BENEFITS,  
APPROPRIATION FOR CERTAIN  
TRANSPORTATION AND PUBLIC REALM  
IMPROVEMENTS, AND APPROPRIATION  
FOR CERTAIN PARK IMPROVEMENTS.  
DOCK EMTS NUMBER 0564 AND 0565  
ARE THE CAPITAL BUDGET  
APPROPRIATIONS, INCLUDING LOAN  
ORDERS, AND LEASE AND PURCHASE  
AGREEMENTS.

TODAY WE ARE JOINED BY THREE  
MEMBERS OF THE BOSTON PUBLIC  
SCHOOLS DEPARTMENT.  
AND WE MAY ADD OTHERS AS NEEDED.  
WE'RE READY TO GO.

THANK YOU.

>> GREAT.

GOOD MORNING.

MY NAME IS BECKY SCHUSTER, I'M  
THE ASSISTANT SUPERINTENDENT OF  
EQUITY FOR THE BOSTON PUBLIC  
SCHOOLS AND I'LL BE OPENING  
TODAY WITH SHARING THE WORK OF  
THE OFFICE OF EQUITY OVER THE  
LAST YEAR OR SO.

THANK YOU, CHAIRWOMAN FOR THE  
INTRODUCTION, AND GOOD TO SEE  
YOU COUNCILOR JAMEY, APPRECIATE  
THE WORK THAT BOTH OF YOU HAVE  
BEEN DOING IN PARTNERSHIP WITH  
THE BOSTON PUBLIC SCHOOL.

I'M JOINED HERE TODAY BY THE STAFF OF THE OFFICE OF EQUITY WHO ARE SEATED IN THE FRONT ROW TO MY LEFT.

STEVEN CHEN, WHO IS SENIOR EQUITY MANAGER, AND GRACE JUNG OUR STAFF ASSISTANT, A FULL TIME CO-OP STUDENT LIZZIE BEAGLE. AND ANY MOMENT WE'LL BE JOINED BY OUR DIRECTOR OF COMPLIANCE GINA PIERRE.

I'M EXCITED TO SHARE WITH YOU THE WORK OUR TEAM HAS BEEN DOING THIS YEAR.

AND WE CONTINUE TO WORK IN FOUR AREAS.

FIRST TWO AREAS ARE RESPONSIVE WORK, WHERE WE RESPOND TO CONCERNS THAT ARE BROUGHT TO US, REGARDING BIOSPACE INCIDENTS AND SEXUAL MISCONDUCT.

THE SECOND RESPONSIVE BUCKET OF WORK IS AROUND RESPONDING TO REQUESTS FOR ACCOMMODATIONS, BOTH DISABILITY AND RELIGIOUS ACCOMMODATIONS.

AND THEN OUR TWO PRO-ACTIVE AREAS OF WORK ARE PROVIDING EDUCATION, AND TRAINING, AND LASTLY, BRINGING AN EQUITY LENS TO EVERY ASPECT OF DECISION MAKING IN THE BOSTON PUBLIC SCHOOL.

SO I'LL BE TELLING YOU ABOUT OUR PROGRESS IN ALL OF THOSE AREAS.

THIS IS THE BUDGET FOR THE CURRENT FISCAL YEAR AND THE PROPOSED BUDGET FOR THE NEXT FISCAL YEAR AND THESE NUMBERS REFLECT LEVEL SERVICE.

YOU'LL SEE SLIGHT DECREASE IN THOSE NUMBERS THAT ARE REFLECTING CENTRAL OFFICEWIDE REDUCTIONS THAT ARE ACHIEVED THROUGH NONPERSONNEL EFFICIENCIES.

WE EXPECT TO HAVE OUR SAME TEAM.

I'M EXCITED THAT WE'VE BEEN NAMED A LOCATION FOR A LEADING FOR EDUCATIONAL EQUITY FELLOW IN THE NEXT SCHOOL YEAR.

SO WE WILL INCREASE BY ONE FTE FOR THIS YEAR THROUGH THAT FELLOWSHIP PROGRAM.

IN TERMS OF OUR EQUITY POLICIES AND PROTOCOLS, WE ARE ALWAYS SEEKING TO IMPROVE EFFECTIVENESS OF OUR POLICIES AND PROTOCOLS. THIS YEAR, WE HAVE BEEN WORKING WITH PUBLISHED PROTOCOLS FOR THE FIRST TIME SO THAT WE CAN GIVE DETAILED GUIDELINES TO SCHOOL-BASED PERSONNEL, AS WELL AS CENTRAL OFFICE SUPERVISORS, WHEN WE NEED TO ASK THEM TO ASSIST US IN COLLECTING INFORMATION ABOUT A POSSIBLE OCCURRENCE OF BIOSPACE CONDUCT. WE ALSO CONTINUALLY IMPROVE OUR CIRCULARS, OUR INTERNAL POLICIES AS A DISTRICT.

THIS YEAR ONE OF THE MOST IMPORTANT IMPROVEMENTS WAS INCORPORATING THE NEW PREGNANT WORKERS FAIRNESS ACT INTO OUR CIRCULARS.

AND LASTLY, WE'RE LOOKING FORWARD TO LAUNCHING A NEW CIRCULAR IN THE OFFICE OF EQUITY THIS FALL BECAUSE OF MANY REQUESTS FROM FAMILIES REGARDING OUR STUDENTS WHO OBSERVE CULTURAL AND RELIGIOUS HOLIDAYS THAT ARE NOT DAYS OFF FROM SCHOOL.

WE WANT TO MAKE SURE OUR SCHOOLS ARE SUPPORTING THOSE STUDENTS BY EXCUSING THEIR ABSENCES AS APPROPRIATE AND PROVIDING MAKEUP WORK.

SO THAT WILL BE A NEW CIRCULAR ARRIVING THIS FALL.

LET'S TRY THAT AGAIN.

ALL RIGHT I'M GOING TO LET YOU WORK ON THAT.

THANK YOU, EMILY.

IN TERMS OF OUR RESPONSIVE WORK, WHICH HOPEFULLY THE SLIDE WILL COME UP IN A MOMENT, -- THERE WE GO.

THANK YOU SO MUCH.

AS I MENTIONED, THIS FALLS IN TWO AREAS, OUR INVESTIGATIONS AND ACCOMMODATIONS.

I WOULD LIKE TO CALL YOUR ATTENTION TO THE STAGGERING NUMBER IN THE FIRST BULLET THAT WE HAVE TO DATE, THIS FISCAL

YEAR, RESPONDED TO NEARLY 800  
EMPLOYEE, STUDENT, AND FAMILY  
REQUESTS FOR SUPPORT.

AND TO GIVE YOU A SENSE OF THAT  
NUMBER IN CONTEXT, THE YEAR  
BEFORE OUR NEW OFFICE OF EQUITY  
TEAM CAME INTO PLACE IN -- WITH  
THE CHANGE ADMINISTRATION THERE  
WERE A COUPLE DOZEN DOCUMENTED  
REQUESTS FOR ASSISTANCE AND  
RESPONSE.

SO WE'VE SEEN A DRAMATIC  
INCREASE OVER THE LAST FEW  
YEARS.

AND I THINK THERE ARE FOUR  
REASONS FOR THIS.

ONE IS WE HAVE ADDED A VERY  
SIGNIFICANT BUCKET OF WORK UNDER  
OUR INVESTIGATIONS OVERALL AREA,  
WHICH IS SEXUAL MISCONDUCT.  
THE OFFICE OF EQUITY IS NOW  
RESPONSIBLE FOR INTERNAL  
INVESTIGATIONS REGARDING SEXUAL  
MISCONDUCT.

SECOND, WE'VE SEEN A DRAMATIC  
INCREASE IN REPORTING.

WE'VE DONE A LOT OF WORK TO MAKE  
SURE THAT OUR STUDENTS, OUR  
FAMILIES, AND OUR EMPLOYEES ARE  
AWARE OF WHAT TYPES OF INCIDENTS  
NEED TO BE REPORTED TO THE  
OFFICE OF EQUITY SO WE CAN  
DETERMINE WHAT ASSISTANCE IS  
NEEDED.

SO A BIG INCREASE IN REPORTING.

THIRD, WE'VE IMPROVED OUR  
TRACKING, SO WE ARE CAREFULLY  
DOCUMENTING EVERY INCIDENT  
THAT'S BROUGHT TO OUR ATTENTION,  
EVERY REQUEST FOR HELP, AND  
LASTLY, THE CURRENT CONDITIONS  
OF SOCIETY THAT HAVE INCREASED  
CERTAIN KINDS OF INCIDENTS, AND  
WE FEEL THAT IN THE BOSTON  
PUBLIC SCHOOLS, AS WELL AS  
ACROSS THE CITY AND THE NATION.

SO, IN TERMS OF THOSE NEARLY 800  
REQUESTS FOR HELP THAT INCLUDES  
INVESTIGATIONS THAT THE OFFICE  
OF EQUITY CONDUCTS, THAT  
INCLUDES SITUATIONS THAT WE  
PROVIDE, THAT INCLUDES US  
COACHING SCHOOL LEADERS, AND  
CENTRAL OFFICE SUPERVISORS WHEN

IT'S A RELATIVELY MINOR INCIDENT, WE WILL SUPPORT THEM TO ADDRESS IT. AND THAT INCLUDES RESPONDING TO DISABILITY AND RELIGIOUS ACCOMMODATION REQUESTS FROM EMPLOYEES, AND RELIGIOUS ACCOMMODATION REQUESTS FROM STUDENTS. WHENEVER THERE IS A SERIOUS INCIDENT, WE TRY TO ASSESS WHETHER THERE'S A BIGGER NEED THERE. IS IT ENOUGH TO INVESTIGATE, AND, FOR EXAMPLE, TAKE DISCIPLINARY ACTION? SOMETIMES THERE'S MORE NEEDED THERE. SO SOMETIMES WE NEED TO INTERVENE IN A CLASSROOM. SOMETIMES SCHOOLWIDE. SOMETIMES DISTRICTWIDE. SO TO GIVE YOU A QUICK EXAMPLE OF THAT, RECENTLY, YOU MAY HAVE HEARD THAT THERE WAS A VERY DESTRUCTIVE SOCIAL MEDIA CAMPAIGN THAT ORIGINATED IN THE UNITED KINGDOM CALLED PUNISH A MUSLIM DAY. AND THIS WAS IN EARLY APRIL. AND WE HAD A NUMBER OF STUDENTS, MUSLIM STUDENTS, WHO WERE CONCERNED WHETHER IT WOULD BE SAFE TO COME TO SCHOOL THAT DAY. WE HEARD ABOUT IT FROM A FEW DIFFERENT SCHOOLS. WE ADDRESSED IT ON THE SCHOOL LEVEL. FOR EXAMPLE ONE OF OUR PRINCIPALS IN PARTNERSHIP WITH US MADE THE DECISION TO CALL EVERY SINGLE MUSLIM FAMILY AT THAT SCHOOL TO SAY, WE WILL KEEP YOUR CHILDREN SAFE TOMORROW. AND IN ADDITION, WE WORKED WITH THE SUPERINTENDENT TO SEND A LETTER DIRECTLY FROM HIM TO EVERY SCHOOL LEADER, LETTING THEM KNOW ABOUT THIS CAMPAIGN, LETTING THEM KNOW THAT THEIR MUSLIM STUDENTS MIGHT HAVE CONCERNS, AND OFFERING OPTIONS FOR HOUSE TO PRO-ACTIVELY ADDRESS THOSE CONCERNS.

SO THAT'S AN EXAMPLE OF THE WAY THAT WE -- WE DON'T JUST RESPOND TO A SPECIFIC CONCERN.

WE TRY TO HAVE A BROADER IMPACT THAN THAT.

IN TERMS OF OUR TRAINING AND EDUCATION EFFORTS, WE'VE CONDUCTED NEARLY 80 TRAINING SESSIONS THIS YEAR IN THE OFFICE OF EQUITY.

THIS INCLUDES OUR STANDARD EQUITY PROTOCOLS TRAINING THAT WE'VE BEEN ROLLING OUT OVER THE LAST FEW YEARS.

AND I THINK THE MOST IMPORTANT ACCOMPLISHMENT IN THAT CATEGORY THIS YEAR IS WE HAVE NOW TRAINED ALMOST 90% OF OUR SCHOOL ADMINISTRATORS.

SO PRIOR TO THIS WE WERE AT 100% PARTICIPATION BY PRINCIPALS.

WE'VE NOW ADDED EVERY SCHOOL ADMINISTRATOR BEING REQUIRED TO ATTEND AND WE LOOK FORWARD TO ACHIEVING 100% SOON.

WE'VE ALSO BEEN CONDUCTING WELCOMING SCHOOLS TRAINING, PRIMARILY FOCUS ON GENDER INCLUSION, AS WELL AS GENDER IDENTITY SESSIONS, THESE ARE OFTEN REQUESTED BY SCHOOLS WHERE A STUDENT IS TRANSITIONING, IDENTIFIES AS TRANSFENDER OR GENDER NONCONFORMING.

AND LASTLY WE'VE BEEN PARTNERING WITH THE OFFICE OF OPPORTUNITY AND ACHIEVEMENT GAP TO DELIVER RACIAL EQUITY TOOL SESSIONS SO THAT PEOPLE WHO ARE IN KEY DECISION MAKING ROLES IN PARTICULAR KNOW HOW TO USE THE BOSTON PUBLIC SCHOOLS RACIAL EQUITY TOOL AS THEY MAKE THOSE DECISIONS.

WE CONTINUE THIS YEAR TO PROVIDE REMEDIAL TRAINING TO STUDENTS WHO VIOLATE AN EQUITY CIRCULAR, AS WELL AS REMEDIAL TRAINING TO EMPLOYEES WHO ARE FOUND TO VIOLATE AN EQUITY CIRCULAR.

OTHER EDUCATION EFFORTS INCLUDE OUR WEBSITE, WHERE IT HAS BEEN UPDATED TO HAVE AN OPPORTUNITY TO BRING CONCERNS TO OUR OFFICE

THROUGH AN ONLINE REPORTING FORM.

AND WE ALSO HAVE AN ONLINE PROTOCOLS TRAINING AVAILABLE SO THAT ANYONE CAN ACCESS EQUITIES PROTOCOL TRAINING.

WE'RE VERY PROUD TO HAVE HOSTED OUR SECOND ANNUAL CONFERENCE JUST A FEW WEEKS AGO, PREVENTING AND ADDRESSING BIAS BASED INCIDENTS IN SCHOOLS.

YOU CAN SEE OUR LOGO FOR THE CONFERENCE THERE IN THE SLIDE.

OVER 200 EDUCATORS FROM MASSACHUSETTS, CONNECTICUT AND RHODE ISLAND JOINED US TO LEARN FROM THE WORK IN THE BOSTON PUBLIC SCHOOLS AS WELL AS SOME OF OUR PARTNER ORGANIZATIONS ABOUT HOW TO DO THIS WORK MOST EFFECTIVELY.

AND WE WERE ESPECIALLY PLEASED THAT WE GOT A GRANT THIS YEAR, WE HAD NUMEROUS GRANTS, BUT ONE THAT WAS PARTICULARLY MEANINGFUL TO US WAS A GRANT FROM TEACHING TOLERANCE, WHICH IS THE EDUCATION ARM OF THE SOUTHERN POVERTY LAW CENTER, WHICH SUPPORTED OUR CONFERENCE, AND THEIR DIRECTOR ALSO WAS ONE OF OUR KEYNOTE SPEAKERS.

WE'RE HOLDING OUR SECOND EQUITY POSTER CONTEST, YOU MIGHT REMEMBER SEEING OUR EQUITY POSTERS IN EVERY SCHOOL THAT LAUNCHED A YEAR AND A HALF AGO. WE ARE HOLDING OUR SECOND CONTEST THIS YEAR, AND LOOK FORWARD TO PUTTING NEW POSTERS BY BOSTON PUBLIC SCHOOL STUDENTS IN ALL OF OUR SCHOOLS THIS FALL THAT WILL BE FOCUSED IN AN AGE-APPROPRIATE WAY ON PREVENTING SEXUAL HARASSMENT. PARTICULARLY BETWEEN STUDENTS. I CAN CONTINUE TO LEAD AN ONGOING GROUP FOR WHITE MEMBERS OF THE DISTRICT LEADERSHIP TEAM TO DO OUR OWN WORK ON RACISM. AND WE HAVE BEEN CONTINUING TO PARTNER WITH BOSTON LATIN SCHOOL.

WE'RE NEAR COMPLETION OF THE



SECOND OF A THREE-YEAR AGREEMENT WITH THE DEPARTMENT OF JUSTICE, AND MAKING SURE TO NOT ONLY MEET THE REQUIREMENTS OF THAT AGREEMENT, BUT TO EXCEED THEM. AND LASTLY, IN TERMS OF THAT FOURTH BUCKET OF WORK OF BRINGING THE -- AN EQUITY LENS TO DECISION MAKING ACROSS THE DISTRICT, PARTICULARLY A RACIAL EQUITY LENS, WE CONTINUE TO PARTNER WITH THE OFFICE OF HUMAN CAPITAL ON EFFORTS TO HIRE AND RETAIN TEACHERS OF COLOR, AND IN A FEW MINUTES EMILY WILL SHARE MUCH MORE INFORMATION WITH YOU ABOUT THAT PARTNERSHIP. WE PARTICIPATE IN A WIDE VARIETY OF DEPARTMENT MEETINGS, WORKING GROUPS, TO MAKE SURE THAT THERE ARE FOLKS AT THE TABLE APPLYING THE RACIAL EQUITY TOOLS, THINKING ABOUT ISSUES OF EQUITY AT EVERY STAGE. ONE PARTICULAR PROJECT I'VE BEEN INVOLVED WITH THIS YEAR IS THE OPPORTUNITY INDEX GUIDING COALITION. WE HAVE BEEN BUILDING CAPACITY, AS I MENTIONED IN THE TRAINING SLIDE, AROUND MAKING SURE THAT FOLKS WHO ARE IN DECISION-MAKING ROLES ARE FAMILIAR WITH HOW TO CONDUCT AN EQUITY ANALYSIS, HOW TO APPLY AN EQUITY STRATEGY, AND ONE QUICK EXAMPLE OF THIS WAS IN THE IMPLEMENTATION THIS YEAR OF THE 21st CENTURY BUILDING FUND WHERE, AS YOU KNOW, THE MAYOR ALLOCATED A ONE-TIME \$13 MILLION FUND TO MAKE PURCHASES OF STATE-OF-THE-ART FURNITURE AND OTHER EQUIPMENT FOR OUR SCHOOLS. AND IN PARTNERSHIP WITH OFFICE OF OPPORTUNITY AND ACHIEVEMENT GAP WE REQUIRED EVERY SCHOOL LEADER TO COMPLETE AN EQUITY ANALYSIS OF THEIR PLAN FOR PURCHASES. SO WE WANTED TO MAKE SURE EVERY SCHOOL COMMUNITY WAS THINKING DELIBERATELY ABOUT HOW TO USE THOSE PURCHASES TO CLOSE OPPORTUNITY AND ACHIEVEMENT

GAPS.

AND THAT WAS AN EXCITING PROJECT  
TO BE PART OF.

AND LASTLY, I CONTINUE TO SERVE  
ON THE BOSTON ALLIANCE FOR  
RACIAL EQUITY STEERING COMMITTEE  
WITH THE GOAL OF BEING PART OF  
BROADER CITY EFFORTS,  
PUBLIC/PRIVATE SECTOR  
PARTNERSHIP TOWARDS RACIAL  
EQUITY IN BOSTON.

THAT CONCLUDES MY PRESENTATION.  
AND I'LL NOW TURN IT OVER TO  
EMILY, AND THEN WE WILL TAKE  
YOUR QUESTIONS AT THE CONCLUSION  
OF HER PRESENTATION.

>> THANK YOU, BECKY.

AND THANK YOU, COUNCILORS, AND I  
ECHO BECKY'S THANKS FOR YOUR  
PARTNERSHIP, BOTH THIS YEAR AND  
IN PREVIOUS YEARS.

MY NAME IS EMILY AND I'M THE  
ASSISTANT SUPERINTENDENT OF  
HUMAN CAPITAL.

I'M PRESENTING WITH THE RECRUIT  
PROGRAMS AND WE'RE JOINED BY A  
NUMBER OF OUR STAFF AND PARTNERS  
IN THE AUDIENCE.

SO THANK YOU ALL.

AS I'VE SPOKEN WITH YOU ALL OVER  
THE PAST FOUR CITY COUNCIL  
BUDGET HEARINGS WE'VE WORKED TO  
SET EQUITABLE DISTRICTWIDE  
CONDITIONS FOR SUCCESS IN BPS.  
MUTUAL CONSENT HIRING.

THE HIRING PROCESS BY WHICH  
TEACHERS APPLY TO SCHOOLS, AND  
SCHOOLS ELECT TEACHERS, IS NOW  
HOW WE DO BUSINESS, AND IT  
ENABLES OTHERS TO HELP ENSURE  
THAT EACH SCHOOL HAS A STRONG  
INSTRUCTIONAL TEAM.

STRONG INSTRUCTIONAL TEAMS WILL  
CLOSE OPPORTUNITY AND  
ACHIEVEMENT GAPS FOR OUR  
STUDENTS.

TO FOCUS, WE ORGANIZE OUR WORK  
INTO THREE PRIORITY AREAS THAT  
I'LL DISCUSS TODAY.

ENSURING THAT WE HAVE THE RIGHT  
PEOPLE IN THE DISTRICT TO CULT  
RATE AND RECRUIT.

ENSURING THAT THOSE RIGHT PEOPLE  
ARE IN THE RIGHT SCHOOL.

HIRE AND DEPLOY.  
AND ENSURING THAT WE KEEP  
ACCOUNT IN OUR DISTRICT AND HELP  
THEM TO DEVELOP TO THE TOP OF  
THEIR POTENTIAL OF DEVELOPING  
AND ATTAINING.

WHAT WE HAVE BEEN DOING NOW,  
OVER THE PAST YEAR, IS  
DIFFERENTIATING OUR STRATEGIES,  
AND REALLOCATING RESOURCES  
WITHIN OUR OFFICE, SO THAT  
SCHOOLS THAT HAVE SPECIFIC NEEDS  
RECEIVE RESOURCES TO ADDRESS  
THEM.

THIS STRATEGY ALIGNS TO A NEW  
ORGANIZATION AS A DISTRICT THAT  
I KNOW THAT YOU'VE HEARD ABOUT  
IN PREVIOUS HEARINGS.

TODAY I'LL TALK ABOUT HOW  
RESOURCES IN THE OFFICE OF HUMAN  
CAPITAL ARE DIFFERENTIATED IN  
TWO MAIN WAYS.

TO SCHOOLS THAT ARE LOWER  
PERFORMING, AND TO SCHOOLS THAT  
HAVE LOWER THAN AVERAGE  
DIVERSITY OF THEIR TEACHING  
WORKFORCE.

I WANT TO SHARE WITH YOU THE  
CONTEXT OF WHO OUR EDUCATORS ARE  
AND WHY WE KNOW THAT WE STILL  
HAVE CRITICALLY IMPORTANT WORK  
TO DO.

BOSTON PUBLIC SCHOOLS PRIMARILY  
RECRUITS LOCALLY.

THIS IS BECAUSE WE KNOW THE  
STATISTICS THAT BEAR OUT  
NATIONALLY AND HERE THAT 80% OF  
TEACHERS CHOOSE TO TEACH WITHIN  
40 MILES OF THEIR HOME.

WE DO THIS RECRUITMENT IN THE  
STATE WHERE ONLY ONE OF TEN  
GRADUATES FROM EDUCATION SCHOOLS  
ARE TEACH ERPS OF COLOR.

AND, IN A NATIONAL CONTEXT WHERE  
TEACHERS OF COLOR ARE RETIRING  
AT A FASTER RATE THAN THEY'RE  
ENTERING THE PROFESSION.

WE ARE PROUD OF THE FACT THAT  
BPS FAR EXCEEDS THE NATIONAL  
AVERAGE FOR THE TEACHING  
WORKFORCE THAT IS 38% PEOPLE OF  
COLOR.

IN A STATE WHERE ONLY 7% OF  
EDUCATORS ARE TEACHERS OF COLOR,

AND WHERE BOSTON PUBLIC SCHOOLS EMPLOY 6% OF THE TOTAL EDUCATORS IN THE STATE, BPS HIRES ALMOST HALF OF THE BLACK EDUCATORS, AND ONE QUARTER OF THE ASIAN AND LATINO TEACHERS IN THE STATE. I'VE ONLY A FEW MINUTES TODAY TO PRESENT, AND A LOT OF DATA THAT I WANT TO SHARE WITH YOU SO THAT YOU CAN DIG IN AND ASK QUESTIONS.

SO I HAVE THREE POINTS TO WALK THROUGH ON THE SLIDE.

HIGHLIGHTED IN THE CHART ON THE TOP LEFT ARE THE GAPS BETWEEN THE DIVERSITY OF OUR STUDENT BODY AND THAT OF OUR TEACHING WORKFORCE.

WE ARE NOT SATISFIED WITH THAT THESE GAPS ARE LARGE AND WE WORK RELENTLESSLY EVERY DAY TO CLOSE THEM.

THE LINES START AT THE BOTTOM, ZOOMS IN ON THE CHANGE IN OUR WORKFORCE DEMOGRAPHICS FROM YEAR-TO-YEAR.

WITH 4400 TEACHERS, AND FEWER THAN 10% NEW TEACHERS EVERY YEAR, CHANGES IN DEMOGRAPHICS MOVE SLOWLY.

TAKE A LOOK AT THE BLUE LINE, WHICH SHOWS THE PERCENT CHANGE OVERALL FOR BLACK EDUCATORS OVER THE LAST COUPLE YEARS.

WHILE WE HAVE FOR THE PAST FEW YEARS SEEN SLIGHT DECREASES, LAST YEAR WE SAW ABOUT THREE QUARTERS OF A POINT -- OF A PERCENTAGE POINT INCREASE.

SIMILARLY, THE ORANGE LINE DEPICTING MOVEMENT IN THE PERCENTAGE OF LATINO EDUCATORS IS MOVING IN THE RIGHT DIRECTION.

AS I WILL DIVE INTO THIS LAST YEAR WE SAW REAL IMPROVEMENTS IN OUR HIRING EFFORTS THAT RESULTED IN A 5% INCREASE IN THE OVERALL HIRING OF CANDIDATES OF COLOR.

THIS WAS DRIVEN BY AN 8% INCREASE IN THE HIRING OF EXTERNAL CANDIDATES OF COLOR. BIGGER THAN NEW EDUCATORS ENTERING OUR SYSTEM.

ON THE OTHER END OF THE SPECTRUM, WE SAW A SIGNIFICANT REDUCTION IN EXITS BY TEACHERS OF COLOR, INCLUDING A 50% DECREASE IN EXITS BY BLACK EDUCATORS, AND ABOUT 10% DECREASE IN EXITS BY LATINO EDUCATORS.

WE ARE PLEASED, BUT NOT SATISFIED, WITH THIS PROGRESS. AND I WANT TO TELL YOU THAT THIS WAS OUR BEST YEAR YET, IN RECENT HISTORY.

WE'RE ONE OF ONLY A FEW DISTRICTS THAT THE HAVE THE SEEN INCREASES IN THE NUMBERS OF TEACHERS OF COLOR IN RECENT YEARS.

PART OF THE REASON FOR THIS SHIFT IS THAT WE'VE DONE STRATEGIC WORK ACROSS CENTRAL OFFICE DEPARTMENTS, PRIMARILY WITH OUR OFFICE OF EQUITY, IN ORDER TO GIVE SCHOOLS DIFFERENTIATED SUPPORT.

TO SHOW YOU WHAT THIS DIFFERENTIATION OF RESOURCES LOOKS LIKE IN PRACTICE, THIS SLIDE HIGHLIGHTS THE MENU OF SUPPORTS THAT ABOUT 20 OF OUR SCHOOLS CALL DIVERSITY FOCUSED SCHOOLS, RECEIVED.

ON THE RIGHT-HAND SIDE OF THE SLIDE YOU'LL SEE THE RESULTING OVERALL CHANGES FROM LAST YEAR TO THIS YEAR.

THE BLUE LINE REPRESENTS THE 20 SCHOOLS IN THIS COHORT.

ON AVERAGE THE CANDIDATES WHO SELF-IDENTIFY AS PEOPLE OF COLOR HIRED AT THESE SCHOOLS INCREASED BY ABOUT 10% FROM 29% TO 39%, WHICH WAS A KEY PIECE OF THE DISTRICT'S OVERALL INCREASE IN HIRES WHO SELF-IDENTIFY AS PEOPLE OF COLOR.

THAT'S THE ORANGE THEN.

THAT MOVED FROM 40% TO 45%.

THE DIVERSITY FOCUSED SCHOOLS INITIATIVE IS ONE EXAMPLE OF HOW WE HAVE DIFFERENTIATED SUPPORT FOR BPS SCHOOLS.

THIS INITIATIVE LIVES WITHIN A LARGER SUITE OF STRATEGIES IN

OUR OFFICE.

THE TOP OF THIS PAGE, THE FUNNEL GRAPHIC, SHOWS WHAT WE DO TO BRING NEW EDUCATORS INTO OUR DISTRICT.

IN THE SAME WAY THAT WE DIFFERENTIATED OUR STRATEGIES FOR LOW DIVERSITY SCHOOLS, THIS YEAR WE'VE BEEN DIFFERENTIATING FOR LOWER PERFORMING SCHOOLS. BECAUSE WE KNOW THAT TALENT IS A CRITICAL LEVER FOR INCREASING STUDENT ACHIEVEMENT.

THIS NEW WORK -- THIS IS NEW WORK THIS YEAR.

WE LOOK FORWARD TO REPORTING OUTCOMES RELATED TO IT NEXT YEAR AT THIS TIME.

WE ALSO KNOW THAT IT IS EQUALLY IMPORTANT TO GROW AND RETAIN EDUCATORS ONCE WE HAVE THEM IN THE DISTRICT, SO THAT WE HAVE STRATEGIES ACROSS OUR OFFICE FOR PERFORMANCE MANAGEMENT, DEVELOPMENT, AND RETENTION OF OUR EDUCATORS.

PARTICULARLY OUR EDUCATORS OF COLOR.

THIS SLIDE SHOWS JUST ONE SNAPSHOT OF HOW WE USE DATA AS AN OFFICE AND SET GOALS FOR OUR WORK WITH DIVERSITY FOCUSED SCHOOLS AND LOW PERFORMING SCHOOLS.

ONE THE MOST IMPORTANT WAYS THAT WE ENSURE THAT WE'RE BOTH SETTING THE RIGHT GOALS AND MEETING THOSE GOALS AGAINST OUR STRATEGIC PRIORITIES IS THROUGH THE ROBUST USE OF DATA.

WE'VE WORKED HARD TO USE DATA TO ENSURE THAT WE ARE STRATEGIC AND ADAPTIVE IN HOW WE ALLOCATE OUR RESOURCES.

AS A LARGE OFFICE, A SIGNIFICANT AMOUNT OF OUR DAY-TO-DAY WORK IS THE CORE FUNCTION OF PAYROLL AND EMPLOYEE SERVICES.

THIS WORK ENSURES THAT OUR 10,000 EMPLOYEES CAN FOCUS ON PROVIDING THE BEST SERVICES FOR STUDENTS, BECAUSE THEY'RE PAID ON TIME, AND RECEIVE THEIR DUE BENEFITS.

WE CONTINUE TO CAREFULLY MANAGE THE BUDGET TO ENSURE THAT WE CAN CONTINUE MUTUAL CONSENT HIRING. NEXT YEAR WE PROJECT A REDUCTION IN THE OVERALL COST OF THE SUITABLE CAPACITY POOL BY ALMOST \$1 MILLION AND WE WILL BE SAVING \$500,000 PER YEAR IN OPEN POST STIPENDS THAT ARE NO LONGER REQUIRED AS PART OF OUR NEW CONTRACT WITH THE BOSTON TEACHERS UNION, SIGNED LAST AUGUST.

THIS YEAR, WE'RE INVESTING MORE IN OUR LEADERSHIP DEVELOPMENT PIPELINE, AS WE KNOW THAT THE LEADERS IN OUR BUILDINGS ARE CRITICAL TO STUDENT SUCCESS. THIS INCLUDES A SLIGHT EXPANSION IN OUR LYNCH LEADERSHIP FELLOWSHIP PROGRAM AND A NEW PARTNERSHIP PHILANTHROPICALLY FUNDED WITH THE UNIVERSITY OF VIRGINIA SCHOOL TURNAROUND PROGRAM.

THIS CONCLUDES OUR PRESENTATION, AND WE LOOK FORWARD TO DISCUSSION ABOUT BPS' FOCUS ON HUMAN RESOURCES.

>> THANK YOU.

THANK YOU ALL.

COUNSEL JANEY ACTUALLY BEAT ME HERE SO I'M GOING TO ALLOW HER TO GO FIRST.

>> WONDERFUL.

WELCOME.

THANK YOU SO MUCH FOR BEING HERE.

LOTS OF QUESTIONS.

I GUESS I'LL START WITH THE EQUITY SIDE.

I WAS WONDERING IF YOU COULD PROVIDE AN UPDATE ON WHERE THINGS ARE WITH BOSTON LATIN SCHOOLS?

>> ABSOLUTELY.

I'M GOING TO ASK SENIOR EQUITY MANAGER STEVEN CHEN TO COME JOIN ME HERE.

HE IS THE PERSON WHO LEADS OUR WORK AT BOSTON LATIN SCHOOL.

>> THANK YOU.

>> SURE.

>> I'LL SAY WHILE STEVEN IS

COMING TO THE MICROPHONE THAT WE'VE BEEN SO ENJOYING WORKING WITH A NEW HEADMASTER AT BOSTON LATIN SCHOOL RACHEL SKERRITT AND ARE SO PLEASED THAT ALL THREE OF OUR EXAM SCHOOLS ARE LED BY PEOPLE OF COLOR FOR THE FIRST TIME IN BOSTON HIS IT TRY AND HEADMASTER SKERRITT HAS BEEN DOING WONDERFUL WORK AROUND SHIFTING THE CULTURE OF BOSTON LATIN SCHOOL, AND STEVEN WILL TELL YOU MORE ABOUT OUR PARTNERSHIPS BETWEEN THE OFFICE OF EQUITY, AND BOSTON LATIN SCHOOL.

>> SO WITH REGARDS TO OUR EFFORTS AT BOSTON LATIN SCHOOL, WE ARE FINISHING UP YEAR TWO OF THE DOJ COMPLIANCE AGREEMENT, AND SO EACH ONE OF THOSE PIECES, I THINK THERE ARE A COUPLE OF KEY COMPONENTS.

SO THE FIRST ONE IS, WE HAVE CONTINUED WORKING WITH THE STUDENTS, THE STAFF, AND ALL THE ADMINISTRATORS ON MAKING SURE THAT STAFF NOT ONLY KNOW HOW TO REPORT INCIDENTS THAT HAPPEN AT THAT SCHOOL, THAT MAY BE BIASED BASED BUT ALSO HOW TO IDENTIFY THEM.

AND THEN ALSO WORKING ON DEVELOPING MORE OF A CULTURE WHERE STUDENTS ARE FAIRLY COMFORTABLE GOING TO SPECIFIC PEOPLE TO REPORT THOSE INCIDENTS.

SO LAST YEAR THE SCHOOL BROUGHT ON BECKY VARANO TO KIND OF BE THE POINT PERSON FOR ALL BUYOUS BASED INCIDENTS.

THAT HAS CONTINUED THIS YEAR AND WE'VE BEEN CONTINUING TO PARTNER WITH HER ON THAT WORK.

IN ADDITION, WE'VE CONTINUED WORKING ON BUILDING THE TRACKING SYSTEMS AT THE SCHOOL SO THAT WE HAVE A CLEAR SNAPSHOT AT ANY GIVEN TIME FOR THE INCIDENTS THAT ARE OCCURRING AT THE SCHOOL.

AND IT TRACKS ALL SORTS OF INCIDENTS.



SO THERE'S BIASED BASED  
INCIDENTS AS WELL AS TARDIES AND  
EVERYTHING LIKE THAT.

THAT'S ANOTHER KEY PIECE.

AND SO THE TRAINING AND THE  
CULTURE PIECE.

AND THEN IN ADDITION, WE ARE  
WORKING WITH SENGABI LAW FIRM TO  
DO AN AUDIT OF THE SCHOOL AND A  
SCHOOL CLIMATE AUDIT.

WE ARE NOT DONE WITH THAT YET  
AND WE ANTICIPATE GETTING THAT  
DONE SOMETIME AT THE END OF JUNE  
TO MID JULY WHERE WE WILL GET A  
SENSE OF THE PROGRESS THAT HAS  
BEEN MADE SINCE THE LAST AUDIT  
THAT WAS DONE.

>> WHEN WAS THE LAST ONE?

>> THAT WAS AT THE END OF LAST  
YEAR.

>> AND WHERE IS THE SCHOOL --  
AND IT'S WONDERFUL, THANK YOU  
FOR BRINGING UP THE NEW  
HEADMASTER, IT'S GREAT TO HAVE  
HER AS A FORMER STUDENT AT BLS,  
AND TEACHER, AND ADMINISTRATOR  
WITHIN THE DISTRICT BACK IN THE  
DISTRICT LEADING THAT WORK.  
TELL ME, THOUGH, WHERE WE ARE,  
IF YOU COULD, GIVE AN UPDATE ON  
WHERE THEY ARE IN TERMS OF  
INCREASING DIVERSITY IN THE  
STUDENT BODY, AS WELL, WITH THE  
TEACHERS AND STAFF.

EITHER OF YOU.

OR ANY OF YOU.

>> YES.

>> YES.

SO IN TERMS OF STUDENT  
DIVERSITY, THE PRIMARY FOCUS  
WE'VE HAD IN THE DISTRICT THIS  
YEAR HAS BEEN AROUND  
DIVERSIFYING EXAM SCHOOL  
INITIATIVES, AND COLIN RHODES  
WILL BE YOUR BEST SOURCE OF THE  
DETAILS ABOUT THAT.

BUT I'VE CERTAINLY BEEN IN  
PARTNERSHIP WITH HIS OFFICE IN  
THAT PROJECT.

SO WE'VE BEEN TRYING TO ENSURE  
THAT ALL BOSTON PUBLIC SCHOOLS  
STUDENTS HAVE ACCESS TO TUTORING  
FOR THE TEST, TO INFORMATION  
ABOUT EXAM SCHOOL ENTRANCE, AND

TO DIVERSIFY THE APPLICATIONS TO OUR EXAM SCHOOLS HAS BEEN OUR PRIMARY FOCUS.

>> SO I ASK THE QUESTION, BECAUSE, YOU KNOW, AS THESE INSY DAENT ROSE AT BOSTON LATIN SCHOOL AND AT OTHER SCHOOLS AND OTHER INDUSTRIES ACROSS OUR COUNTRY, RACIAL ISOLATION IS ONE THING THAT REALLY CONTRIBUTES TO THIS UNWELCOMING FEELING, AND SO BE DONE TO INCREASE DIVERSITY, DR. ROSE WAS HERE I THINK LAST WEEK.

WHILE I THINK MORE STUDENTS ARE GAINING ACCESS TO THE EXAM SCHOOL INITIATIVE, IT HASN'T YET RESULTED IN MORE STUDENTS AT BOSTON LATIN SCHOOL FROM WHAT I'VE SEEN.

AND IN TERMS OF HIRING, WHERE ARE WE AT THAT PARTICULAR SCHOOL?

>> WE'LL SEE IF SOMEONE WANTS TO ADD, BUT LAST YEAR BOSTON LATIN SCHOOL WAS ONE OF OUR DIVERSITY-FOCUSED SCHOOL.

THE CRITERIA FOR SELECTING THOSE IS ONE, THE GAP BETWEEN WHAT THE TEACHING STAFF LOOKS LIKE WITH RACIAL AND ETHNIC DEMOGRAPHICS COMPARED TO STUDENT BODY, AND SECOND, A CRITICAL MASS OF OPENINGS.

IN THE LAST HIRING SEASON, BOSTON LATIN SCHOOL FIT THOSE CRITERIA.

THIS YEAR THEY HAVE SO FEW OPENINGS THAT THEY'RE NOT AMONG THE DIVERSITY-FOCUSED SCHOOLS. YOU CAN ENSURE THEY ARE HIGHLY INCREASING THE NUMBER OF TEACHERS OF COLOR.

LAST YEAR THEY WERE ONE OF OUR MOST SUCCESSFUL SCHOOLS IN TERMS OF THEIR NUMBERS.

>> IN TERMS OF CURRICULUM OR COURSE WORK, WHAT IS HAPPENING THERE?

>> SOME VERY EXCITING WORK ON CURRICULUM.

LAST YEAR WE HAD FACULTY THAT WERE REQUIRED TO PARTICIPATE, AND THEY HAD SOME CHOICES, BUT THEY HAD TO PARTICIPATE IN SOME

KIND OF WORK AROUND SHIFTING THE RACIAL CLIMATE AT THE SCHOOL AND THE CURRICULUM.

AND MANY OF THE FACULTY OPTED TO BE PART OF A COHORT THAT EXAMINED THE READING LIST, THE OCCUR RICK -- CURRICULUM AND ARE SEEING EXCITING CHANGES ABOUT WHAT THEY ARE STUDYING AND READING.

>> IS IT OFFERED AS AN ELECTIVE OR REQUIRED COURSE?

>> I BELIEVE IT IS AN ELECTIVE.

>> OBVIOUSLY YOU KNOW ON MY WORK ON THE OPPORTUNITY AND ACHIEVEMENT GAP TASK FORCE WOULD LIKE TO SEE US MOVE FORWARD IN A DIFFERENT KIND OF WAY WHERE THESE ARE NOT OFFERED AS AN ELECTRICIVE, BUT SOMETHING THAT ALL STUDENTS BENEFIT FROM. I THINK THERE IS PLENTY OF RESEARCH THAT WOULD BARE THAT OUT.

AND YOU RESPONDED TO NEARLY 800 CASES ARE --

>> REQUESTS FOR ASSISTANCE.

>> WOULD YOU TALK ABOUT SOME OF THE TYPES, WHAT KIND OF ASSISTANCE PEOPLE WOULD LIKE? IS IT MOSTLY EMPLOYEES? MOSTLY STUDENTS?

IF YOU CAN KIND OF BREAK THAT DOWN, THAT WOULD BE HELPFUL.

>> ABSOLUTELY.

THE MAJORITY OF REQUESTS FOR ASSISTANCE ARE AROUND EMPLOYEE-TO-EMPLOYEE ISSUES. SO, FOR EXAMPLE, AN EMPLOYEE FEELING THAT THEY ARE WORKING IN AN OFFICE WHERE THERE MAY HAVE BEEN MICROAGGRESSIONS, FOR EXAMPLE RACIAL MICRO-AGGRESSIONS OR AN EMPLOYEE WHO FEELS THAT THEY HAVE BEEN SUBJECT TO OTHER KINDS EVER POTENTIAL BIAS-BASED CONDUCT INCLUDING REQUESTS FOR ACCOMMODATIONS.

EMPLOYEES WHO NEED, FOR EXAMPLE, AN ERGONOMIC CHAIR.

SCHOOL ADMINISTRATORS WHO MAY HAVE AN INCIDENT, IT MAY BE AGE-APPROPRIATE, MAY HAVE WALKED

UP TO AROUND HOW STUDENTS SHOULD BE RESPECTING EACH OTHER'S BODY AND NOW A LEADER OR SCHOOL IS CALLING TO US SAY HOW CAN I INTERVENE IN THE CLASSROOM WHERE THERE MIGHT HAVE BEEN SOME TOUCHING NOT ENTIRELY RESPECTFUL BETWEEN TWO KINDERGARTENERS. AND A BIG RANGE OF CONCERNS BROUGHT TO US EVERY DAY.

SOME OF THEM ARE RELATIVELY MINOR AND SOME MORE SERIOUS. >> AND HOW ARE YOU, YOU OR OTHERS IN THE DISTRICT REALLY TAKING ADVANTAGE OF THE ME TOO MOVEMENT, USING IT AS AN OPPORTUNITY NOT JUST FOR YOUNG PEOPLE BUT OTHERS IN THE DISTRICT, IS THERE NEW TRAINING AROUND THAT?

>> FIRST WE HAVE A POSTER CONTEST IN PROGRESS, WE ARE ANNOUNCING WINNERS A FEW WEEKS. SO WE WILL HAVE POSTERS CREATED BY BOSTON PUBLIC SCHOOLS STUDENTS IN EVERY SCHOOL THIS FALL, SPECIFICALLY INSTRUCTING STUDENTS IN AN AGE-APPROPRIATE WAY OF CONSENSUAL TOUCHING AND CONSENT, THAT'S EXCITING. SECOND, WE'VE DEFINITELY SEEN AN INCREASE IN STUDENTS, PARTICULARLY FEMALE STUDENTS, FINDING THEIR VOICES AROUND THESE ISSUES THIS YEAR. SO THERE HAVE BEEN SOME REMARKABLE DEVELOPMENTS IN TERMS OF FEMALE STUDENTS CONTACTING OUR OFFICE AND TAKING THAT INITIATIVE TO SAY THIS IS HOW I WANT IT TO BE IN MY SCHOOL AND HOW CAN YOU SUPPORT US TO ENSURE THAT WE DON'T HAVE ANY INCIDENTS OF DISRESPECT BETWEEN STUDENTS OR SEXUAL COMMENTS THAT ARE UNWELCOME.

THAT'S BEEN GOOD TO SEE. IN TERMS OF TRAINING, WE'VE ALWAYS INCORPORATED INFORMATION ABOUT AN APPROPRIATE SEXUAL CONDUCT IN OUR TRAINING SESSIONS, AND FOR EXAMPLE THE

PROTOCOLS TRAINING.

BUT IT LAST RHAS -- HAS  
INCREASED BECAUSE WE HAVE  
RESPONSIBILITY.  
AND PART OF THE LEADERSHIP  
CURRICULUM THIS YEAR, SHARING  
SCHOOL LEADERS THE  
RESPONSIBILITIES AROUND  
INVESTIGATING SEXUAL MISCONDUCT  
AND AGAIN IT WILL BE ON THE  
CALENDAR FOR THIS AUGUST TO  
DEEPEN THEIR TRAINING SO THE  
SCHOOL LEADERS HAVE THE SKILLS  
AND INFORMATION THEY NEED TO  
RESPOND WHEN THERE IS AN  
ALLEGATION OF SEXUAL MISCONDUCT.  
>> WHAT WOULD BE REALLY HELPFUL  
FOR ME IS TO HAVE LIKE A PIE  
CHART, OR SOME SORT OF GRAPH  
THAT HIGHLIGHTS THE TYPES OF  
REQUESTS.  
>> ABSOLUTELY.  
>> THAT'S HOW WE'RE FRAMING THEM  
AS REQUESTS.  
MICROAGGRESSION, SEXUAL  
MISCONDUCT.  
I WANT TO UNDERSTAND -- COULD  
YOU JUST TELL ME OFF THE TOP OF  
YOUR HEAD WHAT YOUR SENSE IS?  
DO YOU HAVE THIS DATA --  
>> I HAVE SOME NUMBERS WITH ME.  
THIS IS AN AWKWARD TIME OF THE  
YEAR TO REPORT OUT BECAUSE WE  
PREFER TO ISSUE OUR NUMBERS AT  
THE CLOSE OF THE SCHOOL YEAR  
WHEN WE'VE FINISHED CASES.  
SO AT THE MOMENT WE STILL HAVE A  
NUMBER OF CASES THAT ARE IN  
PROGRESS.  
AND SO WE CAN'T SORT OF OFFER A  
REFLECTION YET ON THAT  
CONCLUSION.  
BUT DO I HAVE SOME DATA WITH ME.  
JUST TO GIVE YOU A SENSE, IN  
TERMS OF PROTECTED CATEGORY, OUR  
LARGEST CATEGORY IS RACE.  
WE GET THE MOST CONCERNS BROUGHT  
TO US RELATED TO RACE.  
THE SECOND BIGGEST CATEGORY IS  
ALLEGATIONS OF SEXUAL  
MISCONDUCT.  
AS I SAID, THOSE CAN VARY  
TREMENDOUSLY IN TERMS OF VERY  
MINOR ALLEGATIONS, AS WELL AS  
MORE SERIOUS.

IN TERMS OF PROTECTED CATEGORY,  
RACE AND POTENTIAL SEXUAL  
MISCONDUCT ARE OUR TWO BIGGEST  
ISSUES.

IN TERMS OF WHO IS BRINGING  
CONCERNS TO US, AS I MENTIONED,  
THE OVERWHELMING MAJORITY OR  
EMPLOYEE-TO-EMPLOYEE CONCERNS.  
AND REMEMBER, THAT INCLUDES ALL  
EMPLOYEES.

SO THAT COULD BE A TEACHER, THAT  
COULD BE A BUS MONITOR, THAT  
COULD BE A FOOD SERVICES WORKER.  
CONCERNS COME OUR WAY FROM EVERY  
SEGMENT OF THE FOLKS WHO MAKE  
THE BOSTON PUBLIC SCHOOLS WORK.  
WE HAVE SOMETIMES CONCERNS  
REGARDING HOW AN EMPLOYEE HAS  
TREATED A STUDENT.

SOMETIME CONCERNS ABOUT HOW A  
STUDENT TREATED AN EMPLOYEE.  
AND ALSO CONCERNS OF  
STUDENT-TO-STUDENT AND  
OCCASIONALLY PARENTS BRING  
CONCERNS ABOUT HOW THEY FEEL  
THEY HAVE BEEN TREATED BY A  
TEACHER OR ADMINISTRATOR.

SO WE SEE ALL OF THOSE.  
THE TWO LARGEST AREAS THIS YEAR  
WERE EMPLOYEE-TO-EMPLOYEE, AND  
THEN THE SECOND LARGEST AREA WAS  
A PARENT BEING PERHAPS  
INAPPROPRIATE, FEELING AN  
EMPLOYEE WAS INAPPROPRIATE WITH  
THEM.

AND THAT'S NOT SURPRISING.  
WE HAVE SORT OF OPENED UP AS  
MANY AVENUES AS WE CAN FOR  
STUDENTS TO REPORT TO US, BUT IT  
IS ALWAYS A CHALLENGE FOR  
STUDENTS TO FIND THEIR VOICES.  
AND THAT WAS ONE OF THE REASONS  
WHY WE FEATURED A STUDENT  
LEADERSHIP PANEL AT OUR LAST  
CONFERENCE A FEW WEEKS AGO.  
AND WE HAD STUDENT LEADERS FROM  
THE BOSTON STUDENT ADVISORY  
COUNCIL, BPS BLACK --

>> I AM SORRY I HAVE A CONSUME  
OF MORE QUESTIONS.

I WANT TO GET HUMAN CAPITAL  
QUESTIONS TO WRAP UP.

>> YEAH.

>> I KNOW YOU HAVE DONE A LOT OF

WORK TO MAKE SURE FOLKS ARE  
AWARE OF YOUR OFFICE.  
YOU HAVE SEEN AN INCREASE  
POSSIBLY RELATED TO PEOPLE -- I  
STILL WORRY ABOUT  
UNDERREPORTING, PEOPLE NOT  
COMING FORWARD, BUT I WONDER  
WHAT EFFORTS YOU ARE DOING TO  
REALLY MAKE SURE THAT PEOPLE  
UNDERSTAND THAT THERE IS AN  
AVENUE FOR THEM.

>> YES.

>> TO BRING THEIR CONCERNS AND  
WHAT HAS HAPPENED.

SO UNDER-REPORTING IS  
ALWAYS -- SO IF YOU HAVE CASES  
BASED ON RACE OR SEXUAL  
MISCONDUCT, I AM STILL MINDFUL  
THERE ARE STILL PEOPLE NO, MA'AM  
COMING FORWARD WHO ARE SUFFERING  
IN SILENCE, AND I WANT TO MAKE  
SURE THAT EVERYTHING IS BEING  
DONE TO ENSURE THEIR VOICE IS  
BEING INCLUDED.

IN TERMS OF -- YOU MENTIONED  
ALMOST 100% OF ADMINISTRATORS  
WERE SELECTED FOR SOME OF THESE  
TRAINING SECTIONS.

>> TRAINED 100% OF PRINCIPALS  
AND HEAD MASTERS.

>> ARE YOU ALSO WORKING WITH THE  
BOSTON TEACHERS ASSOCIATION --

>> YES.

THIS YEAR WE PROVIDED TWO  
TRAINING SESSIONS FOR THE  
LEADERSHIP, FOR THEIR PERMANENT  
STAFF.

AND WE HAVE ALSO CONDUCTED  
TRAINING AT THE ANNUAL  
CONFERENCE AND WILL DO IT AGAIN  
THIS YEAR.

>> AND THE LAST QUESTION FOR  
YOU.

>> OK.

>> THIS IS A GOOD SEGUE FOR WHEN  
I COME BACK ON THE HUMAN CAPITAL  
SIDE.

I REMEMBERED THERE WERE SCHOOLS  
THAT WERE BEING TARGETED AROUND  
DIVERSITY.

10 OR 20, WHATEVER.

HOW MANY SCHOOLS?

>> WE CHOOSE APPROXIMATELY 20  
EACH YEAR.

>> ARE THEY STILL -- SO EACH YEAR IT IS A DIFFERENT 20?  
>> THERE IS SOME OVERLAP PERHAPS YEAR-TO-YEAR, BUT WE LOOK FRESHLY AT THIS.  
>> AND THESE ARE THE SCHOOLS WHO HAVE HISTORICALLY --  
>> IT IS THE COMBINATION OF TWO FACTORS.  
ONE IS THE GAP BETWEEN WHO IS ON STAFF AND WHO IS ATTENDING THE SCHOOL IN TERMS OF RACIAL AND ETHNIC DIVERSITY AND THE SECOND IS HOW MANY OPENINGS THEY HAVE. WE CALL IT THE DIVERSITY-FOCUSED GROUP.  
NOT ONLY SEEING THE GAP BUT CAN SHIFT THE NEEDLE IN A MEANINGFUL WAY.  
>>LY HAVE FOLLOW-UP.  
AND I AM MINDFUL MY COLLEAGUES HAVE QUESTIONS, AND I WILL HAVE LOTS OF FOLLOW-UP QUESTIONS ON THOSE SCHOOLS AND WHERE THEY ARE IN TERMS OF HIRING OVERALL.  
>> WE HAVE BEEN JOINED BY COUNCIL PRESIDENT CAMPBELL.  
AND FOLLOWING UP ON THE EQUITY PRESENTATION AND THEN GOING TO COUNCILOR CAMPBELL'S QUESTIONS. YOU MENTIONED ONE PRINCIPAL THAT REACHED OUT TO MUSLIM FAMILIES REGARDING THAT AWFUL DAY.  
CAN YOU TELL ME HOW FAMILIES IDENTIFY THEIR RELIGIOUS AFFILIATION?  
>> WE DON'T HAVE ANY FORMAL PROCESS WHERE FAMILIES IDENTIFY THEIR RELIGIOUS AFFILIATION, FOR EXAMPLE WHEN THEY REGISTER FOR SCHOOL.  
IN THE CASE OF MUSLIM FAMILIES, GENERALLY THEY, BECAUSE OF THE RELIGIOUS GARB, THEY TEND TO BE MORE IDENTIFIABLE THAN OTHER FOLKS WITH RELIGIOUS IDENTITIES. AND IT IS ALSO THE GOOD WORK THAT OUR STAFF KNOWS THE FAMILIES AND ARE FAMILIAR. AND PARTICULARLY WHEN FAMILIES ARE PART OF RELIGIOUS MINORITIES, I THINK THE SCHOOL LEADERS ARE THOUGHTFUL OF MAKING EXTRA EFFORTS.



>> IT IS WONDERFUL THE PRINCIPAL  
TOOK THAT TIME TO REACH OUT.  
I WOULD THOUGH CAUTION ABOUT  
RELIGIOUS IDENTIFICATION, THAT  
IT IS NOT ALWAYS CLEAR.

>> YES.

>> AND THAT THERE ARE GROUPS OF,  
ETHNIC GROUPS THAT ARE OFTEN  
ASSOCIATED WITH A RELIGIOUS  
MINORITY BUT DON'T NECESSARILY  
PRACTICE THAT FAITH SO THERE CAN  
BE A LOT OF CONFUSION.

SO I WOULD JUST CAUTION WITH  
PERCEPTION AND REALITY AND  
EXPERIENCE.

I HOPE THAT WE'RE DOING THAT AS  
WE'RE MAKING IDENTIFICATIONS ON  
BEHALF OF OUR FAMILIES AND  
WITHIN OUR SCHOOL COMMUNITIES.  
BUT THEN ALSO NON-MUSLIM AND  
NON- -- AND OTHER ETHNIC GROUPS  
THAT ARE EITHER RELATED OR NOT,  
OR LUMPED IN WITH A PARTICULAR  
RELIGIOUS GROUP, SHOULD ALSO  
HAVE THAT, I THINK, THAT REACH  
OUT BECAUSE THERE IS QUITE A BIT  
OF CROSSOVER AND OUR FAMILIES  
AND KIDS IN PARTICULAR,  
ESPECIALLY CONSIDERING THE SPAN  
IN AGES WE HAVE AND  
SENSE -- SENSITIVITIES IN  
SCHOOLS.

AND CAN YOU TELL US.

>> THE RACIAL EQUITY TOOL THE  
LAST TWO YEARS.  
STARTING WITH A PARTNERSHIP WITH  
THE CENTER FOR SOCIAL  
INNOVATION, THE CONSULTING ARM  
OF THE GOVERNMENT ALLIANCE FOR  
RACE AND EQUITY.

THE CITY OF BOSTON, UNDER THE  
LEADERSHIP OF THE MAYOR, BECAME  
A MEMBER AS A MUNICIPALITY WITH  
THIS NATIONAL ORGANIZATION OF  
MUNICIPALITIES DEDICATED TO  
RACIAL HE -- EQUITY.

AND THEY JOINED, WE GAINED  
ACCESS TO NUMBER OF RESOURCES  
AND ONE IS THE RACIAL EQUITY  
TOOL DESIGNED TO APPLIED AT ANY  
PUBLIC SECTOR DECISION-MAKING  
TABLE.

AND I WORKED TO MODIFY THE TOOLS  
IN BOSTON PUBLIC SCHOOLS,

STARTING WITH MANDATORY TRAINING.

AND SINCE THEN WE HAVE BEEN OFFERING VOLUNTARY TRAINING TO THE REST OF THE CENTRAL OFFICE STAFF, THOSE SESSIONS ARE ALSO OPEN TO SCHOOL-BASED PERSONNEL. SEEING MORE SCHOOL-BASED PERSONNEL COMING TO THE TRAINING SESSIONS AND ALSO RESPONDED TO REQUESTS FROM DEPARTMENTS, SPECIFIC DEPARTMENTS HAVE ASKED US TO COME AND TRAIN ALL OF THEIR LEADERSHIP, OR SOMETIMES EVERY MEMBER OF THE DEPARTMENT IN YOU TO USE THE RACIAL EQUITY TOOL.

ESSENTIALLY WHAT THE TOOL DOES, IT IS A GUIDE TO WHAT KINDS OF QUESTIONS WE NEED TO ASK OURSELVES AT EVERY STAGE OF DECISION-MAKING.

THE VERY FIRST QUESTION WE IMMEDIATE TO ASK OURSELVES IS ARE THE RIGHT PEOPLE AT THE TABLE?

ARE THE PEOPLE AT THE TABLE THAT WILL BE MOST IMPACTED BY THIS DECISION?

DO WE HAVE THE FOLKS AT THE TABLE WHO REFLECT THE RACIAL AND ETHNIC DIVERSITY OF OUR STUDENTS AND EMPLOYEES?

AND THEN TAKES US THROUGH WHAT GOALS ARE WE TRYING TO ACHIEVE WITH THIS CURRENT PROJECT OR DECISION?

WHAT ARE THE IMPLICATIONS IN PARTICULAR FOR PEOPLE OF COLOR IN THAT WORK?

HOW CAN WE ENSURE THAT THE RESULT OF THIS DECISION, THIS PROJECT, THIS PROGRAM, IS TO CLOSE OPPORTUNITY AND ACHIEVEMENT GAPS RATHER THAN MAINTAIN, OR WORSE YET, INCREASE THEM.

AND THE OPPORTUNITY TO RE-ASSESS OVER TIME TO SEE IF WE ARE ACHIEVING OUR INTENDED GOALS.

AND WE'VE BEEN GETTING A LOT OF VERY POSITIVE FEEDBACK.

I HAD GIVEN THE EXAMPLE EARLIER OF THE 21ST CENTURY BUILDING

FUND.

ONE OF THE HIGHLIGHTS THIS YEAR IS HEARING THE SCHOOL LEADERS SAY THIS IS THE MOST COMPREHENSIVE, DETAILED CONVERSATION WE'VE EVER HAD ABOUT EQUITY WITH PARENT OR STUDENT LEADERSHIP WHERE WE ARE REQUIRING THE PRINCIPLES TO BRING THE STAKEHOLDERS AT THE SCHOOLS TOGETHER TO LOOK AT ISSUES OF EQUITY, PARTICULARLY RACIAL EQUITY.

>> ON THE BUDGET PROPOSAL BEFORE US TODAY, THE ALLOCATIONS FROM LAST YEAR, WE ARE ON TRACK TO SPEND WHAT WAS ALLOCATED?

>> YES.

>> DO YOU HAVE THE FY17 NUMBERS?

>> YES FY17, \$601,424.

APPROXIMATELY \$601,000.

WE INCREASED BY ONE FTE THAT YEAR, THAT'S WHY WE SAW THE JUMP FROM 601 TO 671.

BECAUSE WE ADDED OR STAFF ASSISTANT, FOR WHOM WE ARE GRATEFUL ON A DAILY BASIS.

>> IF THERE WERE, THROUGH AN INVESTIGATION OR COMPLAINT, ANY FINDINGS THAT RESULTED IN SOME SORT OF MONETARY PAYMENT, WHERE DOES IT COME FROM?

>> VIOLATIONS OF INTERNAL THERE IS NO MONETARY FINE.

AND RESTORATIVE JUSTICE, MEDIATION, TRAINING, COACHING, THESE ARE THE TOOLS THAT WE USE. MONETARY FINDINGS WOULD BE ONLY -- MONETARY AWARDS WOULD ONLY OCCUR IN THE CONTEXT OF A LEGAL PROCEEDING, FOR EXAMPLE THE MASSACHUSETTS COMMISSION OF DISCRIMINATION, OR EQUAL EMPLOYMENT OPPORTUNITY COMMISSION, HANDLED BY OUR LEGAL OFFICE.

>> AND THEN LAST YEAR'S PRESENTATION THERE WAS SOME INFORMATION THAT WAS SHARED ABOUT A DISTRICTWIDE ASSESSMENT OF GENDER EQUITY IN THE ATHLETICS DEPARTMENT.

>> YES.

>> CAN YOU TALK A LITTLE BIT

ABOUT THE ACTION PLAN THAT CAME ABOUT FROM THAT.

WHETHER IT WAS PART OF IT AND WHETHER IT'S A PART OF THE BPS, INFORMED INVOLVED BPS AT ALL.

>> I THINK THE MOST SIGNIFICANT AND EXCITING DEVELOPMENT THAT CAME OUT OF THAT ASSESSMENT IS THE PROGRESS WE'RE MAKING AT THE MADISON AND OAK BRYANT LOCKER ROOMS.

AND WE HAVE SOMEONE FROM OPERATION HERE THAT CAN SPEAK TO THE PROGRESS ON THAT PROJECT. AND I WILL HAVE HIM JOIN US.

>> IS THERE AN ACTION PLAN THAT DEVELOPED?

>> WE ARE STILL DEVELOPING THE ACTION PLAN AND THE FELLOW THAT I MENTIONED WHO I MENTIONED IS JUST A MOMENTING -- THAT I MENTIONED THAT IS COMING ONBOARD AND THAT IS AROUND GENDER EQUITY AND ATHLETICS.

>> THANK YOU.

>> COUNCILORS GOOD TO SEE YOU AGAIN.

>> IF YOU WOULD INTRODUCE

YOURSELF.

>> CHARLES GRANTSON, THE OPERATING OFFICER OF BOSTON PUBLIC SCHOOLS.

AND SO WITH THE -- WITH REGARDS TO MADISON PARK OR BRYANT ATHLETICS, IT SORT OF GOT OFF TO A SLOW START THIS YEAR.

WE PUT OUT A BID AND NO ONE BID ON IT.

AND PUT OUT THE BID AGAIN AND FOUND A VENDOR.

THE WORK IS UNDERWAY AND WE'RE SCHEDULED TO HAVE SORT OF THE PRELIMINARY SOLUTION, INTERIM SOLUTION OF HAVING A REMODELED LOCKER ROOM FOR USE FOR BRYANT GIRLS TO BE READY AS EARLY AS JUNE.

SO WE'RE EXCITED THAT THAT HAS TRANSPIRED IN THE WAY IT HAS. AND THEN THE LONGER-TERM SOLUTION AROUND MAKING SURE THAT WE HAVE, YOU KNOW, SEPARATE FACILITIES FOR GIRLS IN MADISON

AND O'BRYANT WE ARE IN THE  
PRE-DRAFT STAGES IN TERMS OF THE  
DESIGN.

THE PRE-DESIGN STAGE AND THAT  
WORK IS REALLY BEING OWNED BY  
PFD IN TERMS OF OVERALL, ANY OF  
THESE PROJECTS WE'RE LOOKING AT  
AS PART OF THE BUILD BPS AND  
COMING OUT OF SOME OF THOSE SAME  
FUNDS.

AND I THINK THE NEXT STEP, PART  
OF WHAT WE ARE DOING AT BPS, IS  
COMING UP WITH SORT OF LIKE  
THESE WILL BE OVER THE NEXT 10  
YEARS, AND YOU WILL SEE WHEN IT  
IS PRESENTED AND SHARED, YOU  
WILL SEE IT AS PART OF THAT  
PLAN.

>> I THINK IT IS IMPORTANT TO  
INCLUDE THE GENDER EQUITY PIECE,  
ESPECIALLY IN ATHLETICS.

AND I HOPE THAT YOU INCLUDE THE  
CONTRACTOR, WHOEVER DOES SOME OF  
THE PLANNING, INCLUDE FEMALE  
ATHLETES.

AND PERHAPS THE COACHES WHO  
PROBABLY HEAR A LOT OF THE  
COMPLAINTS ABOUT THE FACILITIES  
PERSONALLY.

THAT WOULD BE GREAT.

I WOULD LIKE TO RECOGNIZE  
COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR ESSAIBI  
GEORGE AND THE WORK THAT YOU DO.  
AND I AM ASSUMING THAT YOU JUST  
COVER THE EQUITY PIECE?

>> IT IS BOTH PRESENTATIONS.

>> PERFECT.

>> I'LL JUST STICK WITH THE  
EQUITY PIECE FOR NOW.

THANK YOU FOR THE WORK YOU'RE  
DOING.

I JUST HAD SOME QUESTIONS  
SPECIFICALLY ABOUT THE RACIAL  
EQUITY TOOL, THES TRAINING THAT  
YOU DID.

MY GOAL IS TO BRING THE COUNCIL  
THROUGH TRAINING THAT IS  
HAPPENING IN OTHER DEPARTMENTS.  
AND GIVING COLLEAGUES CREDIT, A  
DISCUSSION AT LUNCH TO DISCUSS  
BRINGING THIS TO THE COUNCIL.  
BUT THE DIFFERENT WORK AND  
UNDERSTANDING, I THINK IT IS

IMPORTANT THAT EVERYONE BE INVOLVED.

I AM CURIOUS BEFORE YOU JUMP IN AND SAY APPLY A TOOL, USE IT IN WORK, HOW DO YOU GET TO THAT WORK?

WHAT ARE THES COVERINGS YOU DO BEFORE HAND?

WHO IS LEADING YOUR DEPARTMENT THROUGH THE TRAINING?

WHO IS SORT OF BEING BORROWED AND LOANED OUT TO OTHER DEPARTMES FOR SIMILAR TRAINING.

>> SO FAR THE TRAINING HAS BEEN CONDUCTED ENTIRELY BY MYSELF AND COLIN, THE OPPORTUNITY AND ACHIEVEMENT GAPS.

IN THE BEGINNING WE TRIED TO DO ALL SESSIONS TOGETHER, NOW DOING MORE DIVIDE AND CONQUERING.

SOMETIMES HE AND I ARE SOLO.

A GOOD QUESTION.

TO EXPECT PEOPLE TO IMPLEMENT THE TOOL IT REQUIRES AN INTELLECTUAL UNDERSTANDING AND PERSONAL COMMITMENT AS TO WHY THE TOOL IS IMPORTANT.

IN THE STANDARD FORMAT FOR THE TRAINING IT IS ACTUALLY TWO 2-HOUR SESSIONS.

THE FIRST TWO HOURS IS ON WHY. WHY DO WE NEED A RACIAL EQUITY TOOL?

WHY DOES IT REQUIRE AN ACTIVE, DELIBERATE EFFORT TO REDUCE THE EFFECTS OF RACISM, TO SHIFT SYSTEMIC RACISM.

SO THES FIRST SESSION IS ENSURING THAT EVERYONE IN THE ROOM IS ON THE SAME PAGE AS MUCH AS POSSIBLE.

FRANKLY, THERE ARE SOME EMPLOYEES THAT ALREADY KNOW IT. THEY'RE ALREADY COMMITTED, ALREADY THERE BUT WE NEED TO MAKE SURE WE COVER TWO HOUR'S WORTH OF WHY WE NEED THE RACIAL EQUITY IN THE BOSTON PUBLIC SCHOOLS.

THE SECOND SESSION IS LEARNING HOW TO APPLY THE TOOL, HOW IT CAN BE USED.

WE GIVE THEM PRACTICE.

WE CHOOSE A TOPIC THAT'S  
RELEVANT TO THAT GROUP, AND WE  
DO A PRACTICE SORT OF MOCK RUN  
OF THE EQUITY TOOL ON A  
PARTICULAR DILEMMA OR DECISION.  
>> NO, THAT'S VERY HELPFUL.  
I THINK THERE IS A LONGER PERIOD  
OF TIME WHERE YOU ARE MEANING TO  
HAVE THESE CONVERSATIONS, BUT I  
WILL SAY I AM EXCITED ABOUT IT.  
ONE OF THE THINGS THAT I THINK  
IS MOST IMPORTANT, AND COUNCILOR  
FLAHERTY, IS MAKING SURE THAT  
THE MEN ON THE COUNCILOR IN  
PARTICULAR ARE NOT EXCLUDED FROM  
THE PROCESS.  
WE HAVE TO TALK ABOUT WE HAVE  
SIX WOMEN OF COLOR ON THE  
COUNCIL, THAT IS FANTASTIC.  
BUT DON'T DO THIS WORK ALONE, WE  
DO IT IN PARTNERSHIP WITH ALL  
COLLEAGUES AND SOME OF US GOT  
HERE RECENTLY.  
AND I LOOK FORWARD OFFLINE TO  
HOW WE CAN CONTINUE THIS  
CONVERSATION.  
AND THE COUNCILOR WHO IS NOT  
JUST OVERSEEING BPS BUT  
INTERACTING WITH MANY  
DEPARTMENTS IN THE  
STAPLE -- SAME WAY.  
>> THIS IS BY NO MEANS THE FIRST  
EFFORT WE MADE AS A DISTRICT  
DURING THE SUPERINTENDENT'S  
CHANGE IN ADMINISTRATION.  
THE ENTIRE TEAM AND THE  
SUPERINTENDENT PARTICIPATED IN  
DIALOGUE ABOUT RACE AND ETH  
-- ETHNICITY.  
AND I PROVIDED THAT AND I LOOK  
IN THE ROOM AND NONE OF YOU WERE  
ON THE COUNCIL AT THIS TIME.  
AND THE REPORT OF 20 HOURS OF  
DEVELOPMENTAL WORK WITH SCHOOL  
LEADERS THIS YEAR AND ANOTHER 21  
HOURS THIS YEAR THERE IS DEEP  
TRAINING WORK IN THE BOSTON  
SCHOOLS FOR ELIMINATING RACISM.  
>> THANK YOU.  
>> COUNCILOR O'MALLEY.  
>> OH, THANK YOU.  
THANK YOU, MADAM CHAIR, AND GOOD  
AFTERNOON.  
I APOLOGIZE FOR BEING LATE, BUT

I APPRECIATE THE GREAT WORK THAT YOU DO.

I KNOW ALLUDED TO IN THE POWERPOINT, WHICH I MISSED, CAN YOU TALK A LITTLE BIT ABOUT THE WORK AT BOSTON LATIN SCHOOL IN RESPONSE TO WHAT IS HAPPENING THE LAST COUPLE OF YEARS?

>> YES, EARLIER MY COLLEAGUE SPOKE TO THAT WORK BECAUSE HE IS THE LIAISON, BUT FIRST WE ARE VERY EXCITED TO WORK WITH THE NEW HEAD MASTER, RACHEL WHO COULD NOT POSSIBLY BE MORE COMMITTED TO THE WORK OF RACIAL INCLUSION AND RACIAL AND ETHNIC DIVERSITY IN THE SCHOOL. SOME EFFORTS INCLUDE, OF COURSE, BEING IN COMPLIANCE WITH THE DEPARTMENT OF JUSTICE CONSENT AGREEMENT, WHICH WE ARE COMPLETING YEAR TWO OUT OF THREE YEARS.

AND WE'RE PROUD WE'VE NOT ONLY MET ALL THE REQUIREMENTS OF THAT AGREEMENT, BUT WE HAVE EXCEEDED THEM.

INCLUDING TRAINING FOR ALL STUDENTS, ALL STAFF.

TRAINING FOR PARENTS.

UPDATING THEIR POLICIES AND PROTOCOLS AROUND WHEN INCIDENTS OCCUR.

WORKING IN PARTNERSHIP WITH THEM ANYTIME THERE IS AN INCIDENT, MAKING SURE IT IS ADDRESSED IN A THOUGHTFUL AND COMPREHENSIVE MANNER.

PUTTING FACULTY AROUND VARIOUS THINGS, CONVERSATIONS AND HARNESSING THE BRILLIANCE OF THE FACULTY WITH THE GOAL OF INCREASING CULTURALLY AND LINGUISTICS.

AND WHAT THE BOSTON STUDENTS ARE READING AND STUDYING.

AND WE ARE NEAR COMPLETION WITH THE YEAR TO THE CLIMATE AUDIT, THE RACIAL AND ETHNIC CLIMATE AUDIT WE ARE CONDUCTING IN CONJUNCTION WITH THE LAW FIRM.

>> AGAIN I APOLOGIZE MISSING THIS, BUT POSITIVE STACKS FOR



EDUCATED IN STUDENTS OF COLOR,  
40% BPS.  
HIGHER THAN ALL MASSACHUSETTS  
STUDENTS AS A WHOLE.  
>> LAST YEAR WAS OUR STRONGEST  
YEAR YET IN TERMS OF DIVERSITY.  
IN LARGE PART, THAT IS DUE, WHEN  
YOU DO THE MATH, TO THE  
DIVERSITY FOCUS GOALS INITIATIVE  
ZOOMING IN ON LIKE 20 SCHOOLS  
WITH A LOT GOING ON.  
ONE IS LARGE NUMBER OF VACANCY  
AND LOWER THAN AVERAGE DIVERSITY  
OF STAFF.  
YOU CAN SEE BY MAKING A  
DIFFERENCE IN THE OTHER SCHOOLS,  
WE MADE A DIFFERENCE OVERALL.  
>> OK.  
AND DO THE FIGURES INCLUDE  
NON-TEACHER ADMINISTRATORS?  
OR FOLKS THAT WORK AT THE BOLING  
BUILDING?  
>> NO, THIS IS TEACHERS AND  
GUIDANCE COUNSELORS.  
>> AND CENTRAL STAFF  
ADMINISTRATION?  
>> CENTRAL STAFF IS ABOUT I AM  
GOING TO SAY 52% STAFF OF COLOR  
OVERALL.  
I CAN GO BACK TO YOU.  
>> BETTER THAN THE TEACHER --  
>> BETTER THAN TEACHER.  
IF YOU LOOK AT OUR 10,000  
EMPLOYEES, YES.  
>> AND THE EQUITY BUDGET HAS  
GONE DOWN SLIGHTLY?  
>> VERY SLIGHTLY.  
AND WE ADDED BECAUSE THEY ARE  
GIVING US A FULL-TIME FELLOW  
NEXT YEAR, AN HONOR TO HOST A  
FULL-TIME FELLOW SPONSORED.  
>> MADAM CHAIR, I WANT TO TOUCH  
BASE ON MUTUAL CONSENT HIRING.  
WHAT IS MUTUAL-CONSENT HIRING  
IMPLEMENTED IN MARCH.  
WHAT, IF ANY, IMPACT HAS IT HAD  
ON THE EFFECTIVENESS AND  
DIVERSITY.  
>> THE MUTUAL-CONSENT HIRING, IN  
OF THE PROCESS BY WHICH ALL  
POSITIONS ARE OPEN POSTED.  
ON MARCH 1 THEY GO UP ON THE  
WESTBOUND SIGHT AND ANYBODY CAN  
APPLY FOR THEM 689 -- FOR THEM.

AND THAT MEANS TEACHER  
PERMANENT, THAT ARE TENURED,  
ALSO APPLY.  
WHAT WE KNOW ABOUT THE TEACHERS  
HIRED THROUGH MUTUAL-CONSENT,  
THEY ARE LIKELY TO BE MORE  
EFFECTIVE AND I CAN TELL BUT IT  
IN A MINUTE, AND MORE LIKELY TO  
BE A PERSON OF ARE COLOR.  
WE ARE WORKING WITH RESEARCHERS  
FROM BROWN UNIVERSITY WHO LAST  
JUST MONTH REPORTED ON THE  
RESULTS PRELIMINARY LY THAT  
THESE THINGS HAVE HELD THROUGH  
THE LAST FOUR YEARS OF HIRING.  
WE TALKED IN THE PAST THAT THIS  
PROCESS RESULTS IN AN ACTUAL OF  
PERMANENT TEACHERS NOT BEING IN  
A TERM POSITION ON DAY ONE OF  
THE SCHOOL YEAR.  
THIS THE CAPACITY POOL THAT WE  
DISCUSSED BEFORE.  
AND THE EFFECTIVE NECESSARY OF  
THAT GROUP, NOT A MONOLITHIC  
GROUP, BUT WE KNOW THEY ARE IN  
THAT SITUATION BECAUSE A LOT OF  
TIMES THEY ONLY HAVE ONE LICENSE  
AND UP WITH THAT'S NOT IN A  
HIGH-NEEDS AREA.  
THEY MAY BE IN THAT GROUP  
BECAUSE THEY DO NOT APPLY TO  
JOBS, AND I TALKED TO YOU ALL  
ABOUT THAT BEFORE.  
OR MAYBE BECAUSE THEY HAVE AN  
UNDER-PERFORMING READING.  
AT THE BEGINNING OF THE SCHOOL  
YEAR A TEACHER LIKE THIS IS NINE  
TIMES MORE LIKELY TO HAVE AN  
UNDER-PERFORMANCE READING.  
AND THE CHECK ON EFFECTIVENESS  
IT MAKES IT A VERY STRONG  
ININVESTMENT -- INVESTMENT IN  
CAUGHT OF TEACHING.  
>> WHAT ARE THE BIGGEST NUMBER  
OF VACANCIES.  
>> FILLED 1,111 LAST YEAR.  
SO THE ENTIRE HIRING SEASON.  
>> WHAT PERCENTAGE IS RETIREMENT  
VERSUS MOVING TO A DIFFERENT  
DISTRICT, VERSUS JUST BURNED OUT  
AND NEW CAREER PATH?  
>> THOSE ARE THE NUMBER OF  
TEACHERS, THE POSITIONS HIRED.  
LAST YEAR WE HAD 396 EXITS.

BUT ME PULL UP THE EXIT DATA.  
WHEN I TELL YOU WE HIRED FOR  
1,000 POSITIONS ABOUT 378 WERE  
NEW PEOPLE COMING INTO THE  
SYSTEM, AND THE OTHER 600 OR SO  
ARE PEOPLE WHO ARE PERMANENT  
TEACHERS IN BOSTON BEING HIRED  
INTO A DIFFERENT POSITION.  
BUT I CAN TELL BUT EXITS.  
WE'RE BELOW THE NATIONAL AVERAGE  
FOR EXITS.  
WE HAD ABOUT -- I AM LOOKING FOR  
MY OVERALL EXIT NUMBERS.  
WE HAVE ABOUT 360 PEOPLE EXITING  
HER WE ARE.  
DO WE HAVE THE NUMBER?  
>> I THINK YOU SAID 396.  
>> I WANT TO GIVE YOU THE RIGHT  
NUMBER, I APOLOGIZE.  
LAST YEAR WE HAD -- I WILL GIVE  
US EXACT NUMBER.  
392 EXITS.  
JUST TO GIVE YOU A SENSE TO YOUR  
QUESTION, 89 OF THOSE WERE  
RETIREMENT.  
186 WERE RESIGNATION.  
THAT MEANS THEY DIDN'T HAVE TO  
RETIRE, BUT THEY RESIGNED.  
AND THEN WE HAVE A NUMBER OF  
CATEGORIES SUCH AS DISMISSAL,  
LAYOFFS, PROVISIONAL TEACHERS  
WHOSE CONTRACTS WERE NOT  
RENEWED.  
AND THAT ADDED UP TO THE REST OF  
THEM.  
>> SURE.  
AND THEN FROM THE SCHOOL SITE  
AUTONOMY, GIVING THE PRINCIPALS  
ABILITY TO HAVE SOME INPUT AND  
SAY WHAT TEACHERS WILL BE HIRED  
ON THEIR TEAM.  
AND OBVIOUSLY GOING TO BE  
HOLDING THE PRINCIPALS  
ACCOUNTABLE.  
HOW DOES THE MUTUAL-CONSENT COME  
INTO PLAY COMPARED TO AUTONOMY  
AT THEIR SCALES.  
>> BECAUSE THEY HAVE COMPLETE  
AUTONOMY THEY ARE HELD  
RESPONSIBLE FOR THE QUALITY OF  
THE HIRE.  
THIS IS BEING A HUMAN CAPITAL  
MANAGER AND THAT INCLUDES  
RECRUITMENT.

THEY DO THE HIRING, THEY DO THE EVALUATION THAT THEY DO OF THEIR AS TO HAVE AND THAT IS ROLLS INTO THEIR EVALUATIONS.

>> MUTUAL-CONSENT, ARE YOU LOOK AGENT PERCENTAGES?

>> TALKING ABOUT QUOTAS

>>

>> FOR THE EVALUATION?

THERE IS NOT SOMETHING ATEACHED TO IT, BUT JUST ONE OF THEM.

>> AND CERTIFICATIONS COME INTO PLAY.

>> YES, WE HANDLE THAT.

>> AND EVERYONE IS CERTIFIED, HAVE ABOUT INTERVIEWED.

AND PAGE 6, ANOTHER EQUITY EDUCATIONAL ETHICS, CAN YOU EXPLAIN IT SAYS LEADING ONGOING GROUP FOR WHITE MEMBERS OF THE GROUP LEADERSHIP.

WHAT DOES THAT MEAN?

I THINK IT IS IMPORTANT WE HAVE A SHARED RESPONSIBILITY, WE'RE ALL IN THE SAME BOAT.

WANT TO MAKE SURE THERE IS NO ONE GROUP, ONE GENDER, NO ONE SEXUAL ORIENTATION FEELING THEY ARE BEING ISOLATED WHEN THEY ARE IN FACT PART OF THE PROBLEM.

THE END OF THE DAY IT IS ABOUT QUALITY OF EDUCATION, ACADEMIC EXCELLENCE AND TRYING TO RISE ABOVE THIS TO GET THE BEST BANG FOR THE BUCK, CHILDREN IN THE

CLASSROOM, GETTING INSTRUCTION AND GETTING INTO GREAT OPPORTUNITIES THAT CALL BOSTON THEIR HOME.

IF YOU CAN SHED ON LIGHT ON WHAT IT MEANS TO BE IN A WHITE TEACHER IN TODAY'S DAY, AND THE MUTUAL-CONSENT HIRING AND OTHER EFFORTS GOING AROUND THIS ISSUE.

>> THAT GROUP THAT IS REFERENCED IN THAT PARTICULAR SLIDE IS OPEN ON A VOLUNTARY BASIS TO ANY WHITE MEMBER OF THE DISTRICT LEADERSHIP TEAM.

TO GIVE YOU A SENSE THAT TEAM IS APPROXIMATELY 50 PEOPLE.

ANYONE WHITE WHO IS A MEMBER OF THAT GROUP IS IT INVITED TO JOIN

US.

THIS IS AN OPPORTUNITY FOR US TO TAKE RESPONSIBILITY FOR OUR OWN WORK.

WE ALL, AS HUMAN BEINGS, ARE SUBJECT TO THE ENVIRONMENT AROUND US.

THAT UNFORTUNATELY, IS POLLUTED WITH RACISM.

AND WE BREATHE IT IN WHETHER WE WANT TO OR NOT.

AS A WHITE PERSON, I TAKE RESPONSIBILITY TO DO MY OWN LEARNING.

TO EXPLORE MY OWN PERSONAL AND FAMILY HISTORY AROUND THIS.

TO IDENTIFY AREAS WHERE I CAN BE A MORE EFFECTIVE ALLY.

SO THE FOLKS WHO ARE PARTICIPATING IN THE GROUP ARE JOINING ME ON THAT LEARNING JOURNEY.

AND I'M SEEING SOME EXCITING RESULTS COME FROM IT.

WHERE THE PEOPLE WHO ARE PARTICIPATING ARE VISIBLY BECOMING MORE AND MORE EFFECTIVE AT BACKING THE LEADERSHIP OF PEOPLE AT COLOR, AT TAKING INITIATIVES TO INVESTIGATE

-- ADDRESS ISSUES AS THEY ARISE WHERE RACISM IS IN EVIDENCE.

AND I AM PROUD TO BE PART OF AND LEAD THAT GROUP.

>> THANK YOU MADAM CHAIR.

>> THANK YOU COUNCILOR FLAHERTY, COUNCILOR FLYNN.

>> THANK YOU MADAM CHAIRWOMAN.

I HAVE A COUPLE OF QUESTIONS. THERE ARE SIGNIFICANT LANGUAGE BARRIERS, FAMILIES IN NEED OF SPECIAL SERVICES FACE EVERY DAY.

WHAT TYPE OF OUTREACH ARE YOU DOING TO RECRUIT EXCELLENT TEACHERS, BUT ALSO TEACHERS THAT SPEAK MORE THAN ONE LANGUAGE?

>> I WILL START AND THEN TURN IT OVER TO THE RECRUIT MANY TEAM.

THIS IS A SUCCESS STORY, THE LAST TWO YEARS WE INCREASED THE NUMBER OF CANDIDATES WHO SPEAK ONE OF THE MAJOR LANGUAGE FROM 35% TO 41% OF CANDIDATES.

WE HAVE A NUMBER OF STRATEGIES

THAT WE'LL DESCRIBE, BUT THIS IS ONE OF THE LARGEST PRIORITIES. LOOKING CLOSELY WITH TASK FORCES AND OUR PARTNERS TO KNOW ENSURE THE STUDENTS WHO SPEAK SIGNIFICANT LANGUAGES HAVE ACCESS TO TEACHERS WHO SPEAK THAT LANGUAGE.

IT DOESN'T DO US ANY ABOUT IF THE TEACHERS SPEAK THE LANGUAGE AND ARE IN THE CLASSROOM.

>> ABSOLUTELY.

ONE OF THE THINGS WE KNOW, AS A DISTRICT THAT IS SO INCREDIBLY DIVERSE AND HAS SO MANY STUDENTS BRING TO THE CLASSROOM SO MANY DIFFERENT LANGUAGES.

THERE IS ONE STRATEGY OF CONTINUALLY RECRUITING FROM THE GRADUATE SCHOOLS AND NATIONAL NETWORKS, BUT MAKING AN INVESTMENT IN THE TEACHER PIPELINE.

SO THE DISTRICT HAS TWO ROBUST PIPELINES, A PART-TIME PROGRAM THAT RECRUITS SPECIFICALLY PARAPROFESSIONALS, SUBSTITUTES FROM OUR COME COMMUNITY MEMBERS TO JOIN US IN THE JOY OF BECOMING EDUCATED.

DIVERSITY IS THERE.

6 CANDIDATES FOR COHEARTS THE LAST THREE YEARS, AND 76% OF CAN SITS OF COLOR

AND THE NOT SIGNIFICANT PIECE IS THE RACIAL-TO-RACIAL, WE HAVE BEEN ABLE TO FIRE -- HIRE 40% IN THE CLASSROOM, 29% IN TEACHING AND 11% IN THE PROFESSIONAL ROLE.

WE ALSO HAVE BEEN GRANTED, THIS IS THE FIRST TIME AS A DISTRICT WE'VE BEEN GIVEN PERMISSION TO OFFER AN INITIAL LICENSURE PROGRAM, ALTERNATIVE LICENSURE PROGRAM FOR ESL AND SPECIAL EDUCATION AND WE WILL BE SELECTING OUR SECOND COHORT IN THE SPRING.

BUT WE ALREADY PLACED -- WE ALREADY HIRED 27 OF OUR FELLOWS KOUT OF THE PROGRAM.

AND THE DIVERSITY IS THE CRITERIA, AND ON A VALUE AND

EITHER 100% LICENSE OR SPECIAL  
EDUCATION OR ESL.  
AND I GUESS THE MESSAGE IS IT IS  
A BOTH/AND.

AND LOOKING OUTWORD FOR  
INDIVIDUAL TO WORK IN BOSTON  
SCHOOLS AND SIMULTANEOUSLY  
DEVELOPING OUR OWN.

>> AS IT RELATES TO RECRUITMENT  
AND DIVERSITY I ALSO KNOW THE  
SCHOOL POLICE IS MADE OF ABOUT  
70 POLICE OFFICERS.

I THINK THERE IS NOT ONE ASIAN  
ON THE POLICE DEPARTMENT.

I KNOW YOU ARE RECRUITING NOW  
FOR POLICE OFFICERS, SCHOOL  
POLICE OFFICERS.

THAT SHOULD BE FACTORED IN, WE  
DON'T HAVE AT LEAST ONE ASIAN ON  
THE POLICE FORCE.

>> THANK YOU, THAT'S REALLY  
HELPFUL.

>> WE HAVE A LARGE ASIAN  
POPULATION IN THE CITY OF BOSTON  
OBVIOUSLY.

THEY SHOULD BE REPRESENTED.  
ALSO, I KNOW THERE'S SOME ISSUES  
AS IT RELATES TO COMBINATION OF  
ESL AND SPECIAL EDUCATION.  
WITH CERTIFIED TRANSLATORS.

I DON'T THINK WE HAVE ENOUGH  
CERTIFIED TRANSLATORS IN  
CANTONESE OR MANDARIN.

AND WE OFTEN USE SOMEONE IN THE  
SCHOOL WHO CAN COMMUNICATE WITH  
SOMEONE, BUT THEY NEED TO BE  
CERTIFIED I UNDERSTAND.

AND I THINK YOU CAN DO -- I  
THINK WE ALL CAN DO A BETTER JOB  
OF CERTIFICATING, GETTING  
CERTIFIED TRANSLATORS, ADDING  
MORE TRANSLATORS TO THE BPS  
STAFF.

I DON'T WANT TO BE USING SOMEONE  
HERE OR SOMEONE THERE, LET'S  
HIRE A BUNCH OF THESE PEOPLE SO  
THAT SPECIAL ED KIDS AND ESL  
ALSO HAVE ACCESS TO GREAT  
EDUCATION.

THAT SHOULD BE A PRIORITY AS

WELL.

>> THEY ARE WORKING IN  
PARTNERSHIP WITH THE ENGLISH

LEARNERS AND HAVE A LARGE POOL OF INTERPRETERS THROUGHOUT THE DISTRICT.

AND WE ALSO HAVE BEEN IN PARTNERSHIP WITH THOSE OFFICES, THE OFFICE OF OPPORTUNITY AND ACHIEVEMENT GAP, THE GUIDELINES FOR SCHOOLS TO USE.

AND WHEN IT IS ESSENTIAL A DOCUMENT OR MEETING BE TRANSLATED.

NOT ONLY HAVE WE GROWN THE NUMBER OF INTERPRETERS AVAILABLE, BUT WE ALSO SET STANDARDS FOR THE DISTRICT AROUND WHEN AN INTERPRET

-- INTERPRET HERE IS REQUIRED.

>> I UNDERSTAND, BUT WE NEED A LOT OF WORK ON THAT.

A LOT OF CRACKS IN THE SYSTEM. I DON'T WANT TO HEAR THE GOOD NEWS, I WANT TO HEAR WHAT THE ISSUES ARE AND HOW WE CAN RESOLVE THEM THERE IS A LOT OF PROGRESS WE CAN MAKE ON THAT ISSUE.

O HOW ARE WE DOING RECRUITING THOSE IN THE DISABILITY COMMUNITY?

>> I AM SORRY, WILL YOU REPEAT THE QUESTION?

>> DO YOU DO ACTIVE RECRUITMENT OF ANYONE WITH SPECIAL DISABILITY-RELATED ISSUES?

>> WE DO.

THE WAY WE TALK ABOUT MEETING TO HAVE A COURSE THAT REFLECTS THE RICH DIVERSITY, WE DO VERY MUCH VALUE.

INDIVIDUALS WHO HAVE SOME CHALLENGES, I DO NOT BELIEVE WE HAVE SPECIFIC -- UNLESS YOU WANT TO SEE STRATEGIES.

>> I WAS GOING TO SAY WHAT I CAN SPEAK TO IS THE OFFICE OF EQUITY, THIS SCHOOL YEAR TO DATE HAS PROVIDED 130 ACCOMMODATIONS TO EMPLOYEES WITH DISABILITIES, WHICH SUGGESTS WE HAVE A SIGNIFICANT NUMBER OF WITH DISABILITIES ONBOARD.

>> AND COMMENTING THE RECRUITMENT TEAM HAS DONE OVER 30 EVENTS.



AND BY WAY WE SET UP THE EVENTS  
WE MADE IT ACCOMMODATING AND  
ACCOMMODATED INDIVIDUALS TO  
SPEAK WITH CREW LEADERS AND GET  
SELECTED THROUGH THE HIRING  
PROCESS.

>> ONE IS THAT DISABILITY,  
PEOPLE CAN SELF-REPORT AND  
WORKING WITH THE OFFICE OF  
EQUITY WHERE NECESSARY FOR

ACCOMMODATIONS.

AND BPS HAS A \$1 MILLION  
INVESTMENT IN TRANSLATION THIS  
YEAR AND I WANTED TO ADDRESS  
THAT BEFORE WE MOVE ON.

>> ONE OF THE REASONS I ASKED  
THERE ARE RETURNING VETERANS  
THAT HAVE DISABILITY ISSUES.  
THEY ARE HIGHLY FUNCTIONAL,  
BRIGHT, EAGER TO WORK AND  
ABILITY TO WORK.

AND IF YOU ARE ABLE TO DO ANY  
TYPE OF RECRUITMENT THERE IS A  
LOT OF WOMEN VETERANS WITH

DISABILITIES THAT'S A SEGMENT OF  
THE POPULATION WE HAVEN'T  
FACTORED IN OR AGGRESSIVELY  
TRIED TO RECRUIT.

I THINK THAT IS IMPORTANT.  
AND I ALSO THANK, IF WE CAN  
THINK LONG-TERM ABOUT THE POLICE  
FORCE TO MAKE SURE IT REPRESENTS  
THE QUESTION AS WELL, DIVERSITY  
OF THE CITY.

THAT INCLUDES WE HAVE A HIGH  
CONCENTRATION OF VIETNAMESE AS  
WELL.

ARE THERE ANY VIETNAMESE ON THE  
POLICE FORCE?

I DON'T BELIEVE SO.

>> I AM HAPPY TO FOLLOW-UP.  
I DON'T HAVE THAT INFORMATION  
WITH ME BUT I AM HAPPEN TO  
FOLLOW-UP.

>> THANK YOU.

>>

>> I WOULD LIKE TO SHIFT -- NOT  
THAT I DON'T HAVE QUESTIONS  
ABOUT EQUITY, BUT CAN WE TAKE  
THE BIG RUE AROUND OVERALL  
HIRING.

WHO ARE ARE WE IN THE PROCESS?

THIS IS MAY 10.  
HOW MANY VACANCIES?  
HOW MANY POSITIONS MOSTED MAY 1.  
WHERE ARE WE WITH VACANCIES.  
>> MARCH 1 POSTED 455 POSITIONS  
AND 60% OF THOSE RIGHT NOW ARE  
FILLED.  
THE GOAL IS TO HAVE 80% FILLED  
BY JUNE 1 FOR THE REASONS WE  
TALKED ABOUT BEFORE.  
POSITIONS ARE POSTED  
CONTINUOUSLY AFTER MAY 1.  
AND WE DON'T HAVE TURN-AROUND  
SCHOOLS THIS YEAR, AND FEWER  
TEACHERS THAN IN THE PAST AND  
FEWER POSITIONS OVERALL.  
I DON'T THINK WE WILL HIT THAT  
1,000 WE HIT LAST YEAR TOTAL.  
>> THE GOAL IS 80% BY JUNE 1?  
>> YEAH.  
>> WHICH I THOUGHT WE WERE  
MOVING AWAY FROM WE WANT TO HIRE  
BY THE END OF THE SCHOOL YEAR?  
THAT WE REALLY WANT TO GET AS  
MANY HIRED DURING THE SPRING SO  
THAT OTHER DISTRICTS ARE NOT  
SNATCHING UP.  
>> JUNE 1, RIGHT.  
WE ARE.  
>> JUST WE WANT TO MOVE EARLIER.  
60% AS OF MAY.  
WHAT DO YOU HOPE TO BE BY THE  
END OF THIS -- 80%?  
>> 80% BY THE LAST DAY OF MAY.  
WE SHOULD BE FOR SURE AT 80%.  
THERE ARE A LOT MORE IN PROCESS.  
THE 60% I JUST SAID IS THE KIND  
EVER SIGNED, SEALED AND  
DELIVERED, FINISHED.  
PROBABLY ANOTHER 20% ARE ALREADY  
IN THE QUEUE AND GOING THROUGH  
THE PROCESS.  
>> I JUST REMEMBER THE DAYS WHEN  
AUGUST, THERE WERE STILL  
VACANCIES, THE BEGINNING OF THE  
SCHOOL YEAR AND STILL VACANCIES.  
AND THE GOAL REALLY WAS TO MOVE  
THE NEEDLE TO DO THE HIRING.  
ONE THING THAT MUTUAL-CONSENT  
AND OPENING POSTINGS ALLOWED TO  
YOU DO IS START REALLY TO HIRE  
EARLIER.  
>> YES.  
I LIKE YOUR HIGH EXPECTATIONS

FOR US, THAT'S GOOD.  
I DON'T THINK ANYBODY HAS PUSHED  
ME TO SAY THAT 80% BY JUNE 1  
ISN'T EARLY ENOUGH.  
WE HAVE TO HIT THE SWEET SPOT  
FOR TIME FOLKS ARE FINISHING  
GRAD SCHOOL GETTING LICENSES ARE  
ON THE MARKET, WHICH IS MARCH 1.  
AND WE WANT TO BE DONE BEFORE  
SUMMER.  
THAT IS OUR GOAL.  
>> OF THE 60% CURRENTLY FILLED,  
WHICH SCHOOLS ARE YOU STILL  
LOOKING FOR TEACHERS?  
WHAT IS THE DIVERSITY OF THAT  
60%?  
AND HOW MANY OF THOSE ARE  
EXTERNAL CANDIDATES VERSUS  
INTERNAL CANDIDATES?  
>> OK.  
THE CURRENT HIRING -- USUALLY WE  
WAIT AS TALKED ABOUT WITH THE  
REPORTING ON EQUITY CASES WE  
WAIT FOR THAT NON-AWKWARD TIME  
SO WE CAN GIVE YOU THE FULL  
PICTURE.  
BUT WE CAN DO -- OK, HERE WE  
HAVE IT.  
SO OF THE HIRES THAT HAVE BEEN  
COMPLETED SO FAR, WE HAVE 25.5%  
OF THEM ARE IDENTIFIED AS BLACK.  
18% IDENTIFY AS LATINO.  
5.2% IDENTIFY AS ASIAN.  
AND 45% IDENTIFY AS WHITE.  
>> OF THE 25% WHO IDENTIFY AS  
BLACK, HOW MANY ARE EXTERNAL  
CANDIDATES VERSUS PROVISIONALS  
OR PERMANENT TEACHERS THAT ARE  
APPLYING FOR NEW POSITIONS?  
>> I MAY NEED TO GET THAT TO  
YOU, KIM, BECAUSE I WANT -- YOUR  
SPECIFIC QUESTION OF THE 25.5.  
>> REALLY EACH OF THE  
CATEGORIES, I AM REALLY  
INTERESTED TO KNOW HOW MANY ARE  
EXISTING TEACHERS THAT ARE  
EITHER PROVISIONAL OR PERMANENT  
LOOKING FOR NEW POSITIONS,  
VERSUS REALLY ADDING TO THE  
POOL.  
>> YES, WE CAN GET -- WE CAN  
ALSO TALK ABOUT LAST YEAR'S  
HIRING.  
WE RETAINED 82% OF OUR

PROVISIONAL, WHICH IS HIGHER  
THAN ANY OTHER YEAR --  
>> 82%?  
>> YEP, INTO THE FUTURE YEAR.  
>> THIS YEAR 251 OF THE NEW  
HIRES ARE INTERNAL.  
AND 65 ARE EXTERNAL.  
>> CAN YOU REPEAT THAT?  
>> 251 INTERNAL, AND 65  
EXTERNAL.  
>> 65 EXTERNAL.  
>> YOU ARE REQUIRING US TO GIVE  
YOU A BREAK DOWN OF THE 65, AND  
THAT'S WHAT WE DON'T HAVE RIGHT  
NOW.  
>> THAT IS OVERALL.  
>> THAT'S AT THIS POINT.  
>> AND YOU USED THE WORD  
"DEPLOY" ON THIS SLIDE WHICH  
JUST HAS ME --  
>> RIGHT.  
>> IT IS MAKING ME -- ARE  
TEACHERS AND PRINCIPALS AND  
SCHOOL COUNSELORS STILL THE ONES  
MAKING THESE DECISIONS?  
>> 100%.  
>> YOU USED THE WORD DEPLOY.  
>> DEPLOY IS MORE ABOUT ENSURING  
WE PUT OUR RESOURCES IN THE  
RIGHT PLACE.  
I AM WITH YOU -- IT BOTHERS ME,  
TOO.  
BUT --  
>> I JUST WANTED TO CHECK.  
SO WHEN WE LOOK AT THE  
DEMOGRAPHICS OF TEACHERS, I AM  
ON PAGE 11 OF THE SLIDE SHOW, IN  
FACT YOU USE THE WORD  
"EDUCATORS" AND IT INCLUDES  
COUNSELLORS.  
AND FOR YEARS MANY PEOPLE,  
INCLUDING MYSELF, HAVE ASKED TO  
SEE TEACHERS.  
>> TEACHERS, RIGHT.  
>> I WANT TO KNOW FOR THOSE IN  
FRONT OF CHILDREN IN THE  
CLASSROOM THE DIVERSITY THERE.  
AND THIS NUMBER IS NOT  
BEING -- NOT THAT THE DIVERSITY  
OF THE GUIDANCE COUNSELORS IS  
NOT INCREDIBLY IMPORTANT,  
OBVIOUSLY IT IS, BUT I THINK IT  
IS HELPFUL TO HAVE THE BREAK  
DOWN.

>> I HAVE IT FOR YOU.  
WE DO OFTEN CUT THE DATA IN TWO  
DIFFERENT WAYS AND I HAVE JUST  
TEACHERS.  
>> KIM, BEFORE EMILY CONTINUES  
WITH THAT I WANT TO MAKE SURE I  
AM CLEAR, BECAUSE I JUST GOT  
CLARITY ON THE HIRING DATA.  
IT'S 251 TOTAL.  
AND OF THAT 251, 65 ARE  
EDUCATORS OF COLOR.  
I AM SORRY, 65 IS IT EXTERNAL.  
SO 251 IS THE TOTAL --  
>> YOU SAID THAT ALREADY.  
>> I THOUGHT THAT I DIDN'T SAY  
IT CORRECTLY.  
>> USING THE OCTOBER 1 DATA.  
THIS WOULD HAVE BEEN FOR LAST  
TIME.  
AND I'LL GIVE YOU THE NUMBERS  
AND PERCENTAGE OF TEACHERS BY  
ETHNIC GROUP.  
THE TOTAL TEACHERS AT THE END  
WAS 4,656.  
>> I'D LIKE THE PERCENTAGE.  
>> SURE.  
THAT'S THE TOTAL NUMBER.  
I WILL GIVE YOU THE PERCENTAGE.  
TEACHERS IDENTIFYING AS BLACK  
27.5%.  
LATINO, 10.42%.  
ASIAN, 6.01%.  
WHITE, 61.25%.  
AND OTHERS .39%.  
AND I AM HAPPY TO PROVIDE  
YOU -- THIS IS -- I AM SHORT A  
REVIEW DOCUMENT WITH THE DATA  
ONLY BY TEACHERS AND I CAN SEND  
THAT TO YOU WHEN WE FINISH.  
>> OK.  
THAT WOULD BE HELPFUL.  
I WOULD REALLY LIKE TO SEE THAT.  
ON THE SAME SLIDE, NUMBER 11,  
LOOKING AT WHAT APPEARS TO BE AN  
INCREASE FROM LAST YEAR TO THIS  
YEAR IN TERMS OF BLACK TEACHER  
HIRING.  
>> UH-HUH.  
>> AND IS THAT AGAIN INFLATED BY  
THE INTERNAL CANDIDATES?  
JUST HELP ME UNDERSTAND --  
>> RIGHT, RIGHT.  
WE KNOW WE ARE MOVING BY THE  
EXTERNAL CANDIDATES COMING IN,

NEW TO BOSTON EVERY YEAR.  
WHEN WE FOCUS THERE, WE HAD AN  
8% INCREASE JUST WITH THE  
EXTERNAL FOLKS COMING IN.  
>> YEP, I SEE THAT.  
>> AND THAT IS TO MAKE SURE WE  
ARE NOT INFLATING, THAT IS OUR  
EXTERNAL NUMBER.  
SO OVERALL HIRING COLOR WENT UP  
5% BECAUSE OF THE EXTERNAL  
CANDIDATES THAT WENT UP BY 8%.  
>> WHEN WE SEE A BUMP NEXT YEAR  
WHEN WE LOOK AT THESE NUMBERS.  
IF WE HAVE BEEN AT IT FOR FIVE  
YEARS, WHICH MEANS WE ARE MORE  
LIKELY TO GET MORE EFFECTIVE  
TEACHERS AND MORE DIVERSE  
TEACHERS, WHY HAVEN'T WE SEEN  
THE INCREASE IN THE LAST FIVE  
YEARS?  
>> I WOULD SAY ONE OF THE MAJOR  
AH-HAH MOMENTS WE HAD WITH THE  
TEAM WAS AROUND THE DIVERSITY  
FOCUSED GOAL INITIATIVE.  
WHEN DO WE NEED TO INTERVENE AND  
HOW DO INTRODUCE CONVENIENT?  
IN THE PAST WE WAITED UNTIL THE  
HIRING PROCESS POSITIONS GO UP  
MARCH 1.  
THE SCHOOL HIRING TEAMS WOULD  
CALL RESUMES, AND PUT FORTH THE  
CANDIDATE FOR HIRE.  
WE LOOK AT IT AND SAY NO,  
THIS -- YOU NEED TO INCREASE THE  
DIVERSITY AT YOUR SCHOOL THIS  
PERSON IS NOT A PERSON OF COLOR,  
GO BACK.  
AND GO THROUGH THE CLASSES AT  
THIS POINT WAS APRIL AND MAY AND  
THAT'S NOT EFFECTIVE.  
THAT LED TO US SAYING WE NEED TO  
BE MUCH MORE EFFECTIVE, CHANGING  
HEARTS AND MINDS, NEED TO DO  
TRAINING, COACHING, DEPLOY MORE  
RESOURCES TO THESE 20 SCHOOLS  
THAN WE GIVE TO THE SCHOOLS  
DOING RELATIVELY WELL.  
SO IT IS GIVEN THAT, WE HAVE  
SEEN THE BUMP LAST YEAR WHEN WE  
MOVED TO THIS APPROACH.  
AND I WOULD EXPECT NEXT YEAR  
WHEN WE COME BACK WE WILL SEE  
THE SAME THING OR EVEN BETTER.  
>> I WOULD ALSO ADD SOME

EFFORTS, PARTICULARLY THE PIPELINE PROGRAMS THAT ARE SO INNOVATIVE AND ARE NATIONAL MODELS FOR OTHER DISTRICTS, THOSE ARE PROGRAMS THAT TAKE TIME FOR US TO SEE THE YIELD FROM FOLKS COMPLETING IT. THE DIVERSITY SCHOOL INITIATIVE IS IMPORTANT AND PIPELINE PROGRAMS AND RETENTION EFFORTS. ALL OF THE THINGS WE ARE STARTING TO SEE THE RESULTS. IT IS EXCITING LAST YEAR WAS THE HIGHEST INCREASE IN THE NUMBER OF TEACHERS OF COLOR WE HAVE IN DOCUMENTED BPS HISTORY.

>> THANK YOU, I AM GOING TO SAVE MY ADDITIONAL QUESTIONS FOR A LITTLE LATER.

I KNOW MY COLLEAGUES HAVE QUESTIONS.

>> WE'RE ON A 10-MINUTE ROUND. WE HAVE BEEN JOINED BY COUNCILOR PRESSLEY.

>> GOOD MORNING.

>> GOOD MORNING.

>> THANK YOU FOR ALL FOR WHAT YOU DO.

OR AFTERNOON.

THANK YOU FOR WHAT YOU DO EVERY DAY, THANK YOU FOR BEING HERE. AND I'VE HAD A BRIEF RECAP, SO I MIGHT HAVE SOME QUESTIONS THAT YOU ALREADY ANSWERED. AND I WILL ALSO WATCH THE TAPE. THE FIRST QUESTION, THE DIVERSITY WORKING GROUP, HOW LONG HAS THAT BEEN IN EXISTENCE? AND HAVE THE RECOMMENDATIONS BEEN IMPLEMENTED?

THE DIVERSITY WORKING GROUP SPECIFIC TO GROWING THE NUMBER OF TEACHERS OF COLOR.

>> WE WORK CLOSELY WITH THE OFFICE OF ACHIEVEMENT --

>> THERE ARE TWO EXISTING SUBCOMMITTEES.

ONE IS THE ELL TASK FORCE AND OAG TASK FORCE AS A HUMAN CAPITAL SUBCOMMITTEE. THEY ARE WORKING AND MEETING WITH US REGULARLY THIS YEAR.

>> AND A TEAM OF EMPLOYEES FROM THE OFFICE OF HUMAN CAPITAL AND

MYSELF FROM THE OFFICE OF EQUITY  
THAT MEET, THIS TIME OF YEAR IT  
IS OFTEN A WEEKLY BASIS.  
WE HAVE THIS ABASING  
STATE-OF-THE-ART DATA TRACKING  
SYSTEM LOOKING AT LIVE DATA  
EVERY WEEK, HOW MANY INTERVIEWS C RACIAL AND ETHNIC  
DIVERSITY.

HOW MANY OFFICE HAVE BEEN MADE  
AND WHO HAVE THEY BEEN MADE TO.  
HOW MANY HAVE ACCEPTED THOSE  
OFFERS AND WERE INTERVENING IN  
LIVE TIME CONTACTING SCHOOLS?  
BOTH WHEN WE SEE THAT WE'RE NOT  
HAPPY WITH THE TREND, BUT ALSO,  
I HAD THE JOY OF SENDING OUT  
FOUR CONGRATULATION E-MAILS OUT  
LAST WEEK TO SCHOOL LEADERS WHO  
WERE HAVING GREAT SUCCESS, WHO  
ARE LEADING DIVERSITY FOCUS  
SCHOOLS, AND THE EARLY HIRING  
NUMBERS ARE EXCELLENT, AND I GOT  
TO SAY KEEP IT UP.

>> AND SO IN TERMS OF THAT  
TRACKING AS AN EVALUATIVE TOOL  
ARE YOU ABLE TO GAUGE WHEN YOU  
MAKE CERTAIN INVESTMENTS OR YOU  
HAVE DONE CERTAIN TARGETED  
OUTREACH OR TABLED A CERTAIN  
EVENT, WHAT IS PROVIDING THE  
GREATEST YIELDS?

ONE OF THE THINGS I FIND, YOU  
KNOW, FRUSTRATING ACROSS  
INDUSTRY AND AGENCY OR  
SPECIFICALLY IN GOVERNMENT, IS  
THAT OFTENTIMES WE WILL COUNT A  
TOUCH, YOU KNOW, AS A MEANINGFUL  
OUTREACH.

AND IT DOESN'T ALWAYS RESULT IN  
A YIELD.

SO TO TABLE AT AN EVENT, AND  
MAYBE 200 PEOPLE COME TO THE  
TABLE, BUT IF WE'RE NOT TRACKING  
IT, IS THERE FOLLOW-UP?

I'M JUST TRYING TO GET A SENSE  
OF THOSE NUMBERS, IF YOU CAN,  
BASED ON, YOU KNOW, OUTREACH AND  
MARKETING, WHAT DO YOU THINK  
HAS -- WHICH AVENUE HAS PRODUCED  
THE GREATEST YIELD?

>> YES, THAT'S THE HOLY GRAIL,  
RIGHT?  
TO FIGURE OUT EXACTLY WHAT WE'RE  
DOING.



THAT IS --

>> WE CAN SCALE UP IF IT'S  
PROVEN.

>> I CAN SPEAK TO ONE EXCITING  
OUTCOME FOR US THIS YEAR.  
WE BEGAN THE YEAR KNOWING THAT  
ONE OF THE MAJOR AREAS THAT WE  
LOSE NEW TEACHERS ARE THE  
TEACHERS ON WAIVERS OR TEACHERS  
COME NOTHING OUR SYSTEM AROUND  
THE MTELS AND PASSING  
CERTIFICATION.

WE FOCUSED THIS YEAR ON  
REDESIGNING OUR MTEL PREP WORK  
FOR THE DISTRICT AND WE'VE  
GOTTEN SOME REALLY EXCITING  
PRELIMINARY INFORMATION  
REGARDING SOME OF OUR HARDEST  
MTELS TO TAKE AND PASS.  
IN THE FALL WE HAD 20  
PARTICIPANTS TAKING OUR FALL  
MTEL PREP.

THESE NUMBERS ARE INTENTIONALLY  
SMALL BECAUSE WE'RE TRYING TO  
SOLVE A PROBLEM.

80% OF THOSE CANDIDATES, 16 TOOK  
THE ESL MTEL.

13 PASSED.

WITH A PASS RATE OF 81%.

VERSUS A STATE AVERAGE OF 52%.

THAT'S POWERFUL PRIMARILY  
BECAUSE MANY OF THESE  
INDIVIDUALS HAVE TAKEN AND TRIED  
TO PASS THE MTEL, TWO, THREE,  
FOUR, FIVE TIMES.

THE MOST SIGNIFICANT IMPACT IN  
THIS WORK IS THAT NINE OF THE  
EDUCATORS WHO TOOK THE ESL OUT  
OF THIS GROUP OF 16, WHO WERE  
EDUCATED OF COLOR, AND EIGHT OF  
THEM PASSED.

THAT PASS RATE IS 88%, WHERE THE  
STATE AVERAGE FOR BLACK  
EDUCATORS PASSING IS 19%.

SO WHEN YOU TALK ABOUT TOUCH,  
AND IMPACT, WE HAVE SOME REALLY  
EXPLICIT INFORMATION AROUND THE  
CURRICULUM, AND THE WAY THESE  
COURSES ARE GOING TO BE TAUGHT  
GOING FORWARD THAT WE'RE SEEING  
EVIDENCE OF IMPACT FOR OUR MOST  
VULNERABLE, AND THE EDUCATORS  
WHO HAD THE HARDEST TIME AFTER  
REPEATED TAKES ON THIS

PARTICULAR MTEL.

WE'RE SEEING EVIDENCE IN OUR FOUNDATION FOR READING, ALL THE MTELS THAT BOTH IMPACT EARLY CHILDHOOD ARE ESL, OUR SPECIAL ED CERTIFICATIONS.

AND THAT'S SOMETHING THAT WE'VE HAD, YOU KNOW, WE'VE HAD A MAJOR CHALLENGE OFTEN ASKING US AROUND HOW WE SUPPORTING OUR FIRST YEAR TEACHERS OR ANY TEACHERS COMING IN, WHEN WE SEE A BARRIER TO TRANSITIONING INTO THE CLASSROOM.

IT IS THE MTELS.

SO I'M FEELING REALLY EXCITED ABOUT THIS WORK BUT MORE IMPORTANTLY IT'S NOT ABOUT A TOUCH.

IT'S THAT WE HAVE A GOOD, CLEAR SYSTEM NOW.

AND NOW IT'S ABOUT GOING TO SCALE, WITH A MODEL THAT WE'VE SEEN WORK WITH OUR TEACHERS OR EDUCATORS WHO HAVE THE HARDEST TIME PASSING THE MOST COMPLICATED MTEL.

I WANT TO TALK A LITTLE, AND I WANT TO BRING AMANDA DOWN, IF SHE CAN.

AMANDA LEADS OUR RECRUITMENT AND CULTIVATION TEAM.

WE'VE DONE A LOT OF DIFFERENT THINGS, BOTH, AS YOU HEARD ME NOW EVEN USING THE TERM RECRUITMENT AND CULTIVATION. THE STANDARD RECRUITMENT EFFORT SHE'LL SHARE.

BUT WE'RE ALSO SPECIFICALLY LOOKING AT CULTIVATION AND COMING INTO DIFFERENT COMMUNITIES, AND BEING A PRESENCE TO MINE AND CULTIVATE COME WORK IN BOSTON AND THIS IS SOMETHING YOU DO NOW, OR WE WILL BE BACK NEXT YEAR AND YOU CAN ALSO CONTINUE TO CONSIDER US AS A PLACE OF EMPLOYMENT.

I WANT TO TALK A LITTLE ABOUT THE WORK THAT WE'RE DOING IN OUR RECRUITMENT AND ADULT VAGS.

>> I'M AMANDA PRESTON SACARI, I'M DIRECTOR OF RECRUITMENT FOR BPS.

ONE OF THE THINGS THAT WE HAVE DONE OVER THE PAST FEW YEARS IS ALONG THE LINES OF WHAT YOU WERE SAYING COUNCILORS, SHIFT FROM A GENERAL IDEA OF RECRUITMENT TO MORE TARGETED CULTIVATION. ONE OF THE WAYS THAT WE DO THIS IS WITH YOUR RECRUITMENT FELLOW PROGRAM.

WE STIPEND, CURRENTLY I HAVE A TEAM OF TWELVE CURRENT BPS EDUCATORS WHO COME FROM DIVERSE BACKGROUNDS AND A RANGE OF EXPERIENCE ANYWHERE FROM 3 TO 25 YEARS OF EXPERIENCE IN THE CLASSROOM.

THEY SUPPORT OUR TEAM AND OUR TEAM'S WORK IN CULTIVATION OF CANDIDATES, SO FAR THIS YEAR, MY RECRUITMENT FELLOWS HAVE MADE PERSONAL PHONE CALLS TO 800 TEACHER CANDIDATES.

AND THAT INCLUDES PRESCREENING INTERVIEWS WITH THEM.

OF THOSE 800, 415 HAVE BEEN FLAGGED AS VERY STRONG AND TOP PRIORITY CANDIDATES.

THOSE CANDIDATES THEN GET EVEN MORE COMMUNICATION, EXCLUSIVE INVITATIONS TO EVENTS.

THEY ARE ALSO SENT DIRECTLY TO SCHOOL LEADERS FOR POSITIONS THAT THEY MAY BE A GOOD FIT FOR. OF THOSE 415 ALMOST 90% OF THEM HAVE RESPONDED TO COMMUNICATIONS ASKING FOR MORE INFORMATION ON THEIR PREFERENCES, THEIR EXPERIENCES, AND WHERE THEY'D LIKE TO BE SO THAT WE CAN BEST MATCH POSITIONS FOR THEM SO WE ARE TRYING TO FOCUS AND SHIFT FOCUS FROM THIS KIND OF BIG, BROAD IDEA OF WHAT RECRUITMENT IS TO REALLY MAKING SURE THAT WE'RE CULTIVATING AND FINDING THE BEST MATCHES FOR THE VACANCIES WE HAVE.

>> EXCELLENT.

I LOVE THE MODEL OF RECRUITING FELLOWS.

THAT WAS GOING TO BE MY QUESTION.

ARE YOU ENGAGING, YOU KNOW, TEACHERS, WHO HAVE THAT

INSTITUTIONAL MEMORY AND THAT REALTIME EXPERIENCE, WHO KNOW WHAT IS GOING TO BE REQUIRED, BUT ALSO CAN, YOU KNOW, BUILD A SUPPORTIVE COMMUNITY.

IT'S NO DIFFERENT THAN HAVING ALUMNI.

>> EXACTLY.

>> OF ANY OTHER, YOU KNOW, ENDEAVOR RECRUITING WHO IS GOING TO BE THE NEXT GENERATION, IF YOU WILL.

>> ABSOLUTELY.

AND ONE OF THE THINGS THAT WE'VE DONE THIS YEAR FOR THE FIRST TIME THAT WE'RE GOING TO EXPAND AND BE EVEN MORE INTENTIONAL WITH NEXT YEAR ARE SMALLER CULTIVATION EVENTS.

THE EVENTS THAT SARAH HAD MENTIONED EARLIER ARE KIND OF OUR BIG RECRUITMENT EVENTS FOR THE DISTRICT.

BUT WHAT WE'VE DONE AROUND THE REGION ARE SMALLER, CULTIVATION-BASED EVENTS FOR ASPIRING EDUCATORS, BOTH INTERESTED IN BPS AND WANT TO LEARN MORE.

WE'VE GOTTEN REALLY POSITIVE FEEDBACK FROM THAT.

AND SO WOE ARE GOING TO BE UTILIZING OUR RECRUITMENT FELLOWS AND OUR CURRENT EDUCATORS EVEN MORE INTENTIONALLY NEXT YEAR TO HAVE A LOT MORE OF THESE KIND OF SMALLER CULTIVATION REGIONAL EVENTS THAT DON'T NECESSARILY FEEL LIKE YOUR KIND OF TRADITIONAL, LARGE RECRUITMENT EVENT, AND FEEL MORE LIKE GETTING TO KNOW BPS, THE DIFFERENT --

>> AND SO WHAT DOES THAT REQUIRE TO CONTINUE TO DO THAT AND TO INCREASE CAPACITY?

IS THIS REVENUE A NEUTRAL TO DO THIS?

IS THIS JUST A MATTER OF A FOOD BUDGET?

IS THIS ABOUT, YOU KNOW, TRANSPORTATION EXPENSES?

DO YOU HAVE TO EXPAND STAFF?

HOW IS THIS OUTREACH HAPPENING  
AND RECRUITMENT AND CULTIVATION  
IN A MORE MEANINGFUL AND  
IMPACTFUL WAY WITH THE RESOURCES  
YOU CURRENTLY ARE.

ARE THEY SUFFICIENT?

>> WHO IS GOING TO SAY THEY HAVE  
ENOUGH IN THEIR BUDGET?

>> YEAH.

>> BUT WHAT I WOULD SAY IS THAT  
WE ARE INTENTIONALLY LOOKING AT  
OUR RECRUITMENT FELLOWS, AND YOU  
WILL TALK ABOUT TEACHERS LIKE  
THE ALUM STATUS, RIGHT, BRINGING  
INDIVIDUALS WHO ARE CLOSE IN THE  
WORK, RECRUITING THOSE WHO NEED  
TO JOIN US IN THE WORK.

FOOD BUDGET IS ALWAYS GREAT.

BUT IT'S MORE AROUND BEING VERY  
STRATEGIC ABOUT WHERE WE DO OUR  
WORK AND WITH WHOM.

AND WHO IS JOINING US AT WHAT  
TIME OF YEAR.

AND SO, I'M REALLY LEANING BACK  
ON YOUR POINT AROUND IS IT A  
TOUCH?

IT'S A STRATEGY.

AND WITHIN THAT STRATEGY WE ARE  
LOOKING AT MAKING SURE THAT WE  
ARE CANVASSING THE RIGHT  
NEIGHBORHOODS, AND WE'RE  
BRINGING THE RIGHT PEOPLE TO  
THOSE NEIGHBORHOODS TO  
COMMUNICATE WITH OUR FUTURE  
EDUCATORS.

>> DO YOU WANT ME TO ANSWER DID  
>> YES, PLEASE, BECAUSE OUR TIME  
IS UP FOR THIS ROUND BUT I  
WANTED TO ALSO ASK IS A PART OF  
OUR MARKETING AND OUTREACH, YOU  
KNOW, ETHNIC AND SPECIAL TEAM  
MEDIA, YOU KNOW, RADIO AND  
PRINT, IS IT SOCIAL MEDIA  
PLATFORMS?

ARE YOU DOING FACEBOOK ADS?  
YOU KNOW, HOW INNOVATIVE ARE WE  
BEING?

>> ALL OF THE ABOVE.

>> OKAY.

>> SO ONE OF THE REALLY EXCITING  
THINGS WE DID THIS YEAR WAS  
COMPLETELY REDESIGN OF THE NEW  
MARKETING CAMPAIGN, THE I TEACH  
CAMPAIGN WITH BPS USING IMAGES

OF OUR ACTUAL TEACHERS ON IT.  
AND WE ALSO HAD THEM TRANSLATED  
INTO ALL OF OUR BPS LANGUAGES.  
WE'VE USED THOSE CAMPAIGNS IN  
PRINT AND ONLINE ADVERTISEMENTS  
THROUGHOUT THE YEAR, INCLUDING  
SPANISH LANGUAGE NEWSPAPERS, THE  
PORTUGUESE TIMES NEWSPAPERS AS  
WELL AS NEWSPAPERS AROUND THE  
REGION, AS WELL AS ONLINE  
SIMILAR --

>> AND USUALLY YOU CAN TRACK  
THAT DATA TO SEE, YOU KNOW, HOW  
MANY CLICKS OR WHAT WAS THE READ  
RATE.

SO YOU AT LEAST HAVE THAT.  
BECAUSE OTHERWISE I WAS GOING TO  
SAY, DO YOU ASK PEOPLE WHEN THEY  
COME TO YOU, HOW DID YOU LEARN  
OF THIS SO THAT YOU CAN WORK  
BACK YRDS?

OKAY WE HAVE A LOT OF PEOPLE  
THAT ARE COMING OFF OF THAT AD  
SO LET'S CONTINUE TO DO MORE OF  
THAT.

ARE YOU ABLE TO MAKE THOSE SORTS  
OF ASSESSMENTS?

>> WE'RE ABLE TO CLOCK TRICK  
RATES FOR THE ONLINE ADS.  
THE PRINT ADS ARE A LITTLE  
TRICKIER.

WE DO ASK FOLKS WHEN THEY APPLY  
TO THE DISTRICT WHERE THEY  
HEARD.

BUT, "A," THAT'S SELF-REPORTED,  
AND "B," THE MOST COMMON  
RESPONSE OF ANY IS OTHER.  
AND SO WE'RE NOT REALLY SURE  
WHAT THAT MIGHT MEAN.

>> OKAY.

>> WHAT'S DIFFERENT THIS YEAR IS  
THAT WE ARE STRATEGIC IN NOT  
HAVING THESE AS ONE.  
THEY'RE OVER A PERIOD OF THE  
ENTIRE HIRING CYCLE.

>> OKAY.

>> SO IT'S A REPEATED.

>> OKAY.

>> AND INTENTIONAL.

>> OKAY, GREAT.

AND THEN ON THE BUDGET SIDE?

>> SURE.

OUR BUDGET IS ON OUR LAST SLIDE.  
THE HUMAN CAPITAL BUDGET

INCREASED BY ABOUT \$580,000.  
THAT IS SPECIFICALLY FOR A NEW  
EVALUATION PLATFORM, WHICH IS  
ABOUT \$200,000 TOTAL.  
WE ALSO EXPANDED THE LYNCH  
FELLOWS PROGRAM, WHICH IS ONE OF  
THE STRONGEST WAYS THAT WE GET  
OUR PRINCIPALS IN BPS.  
IT'S BEEN HIGHLY SUBSIDIZED FOR  
A NUMBER OF YEARS.  
THE LYNCH LEADERSHIP ACADEMY  
THROUGH BOSTON COLLEGE.  
SO WE ARE BEARING MORE OF THE  
COST OF THAT.  
WE ALSO HAVE -- THERE ARE TWO  
TIER "B" POSITIONS FOR PAYROLL  
AND STAFF SOMETHING.  
ONE OF WHICH WAS BARGAINS  
BECAUSE OF MORE FREQUENT PAY  
CHECKS FOR STAFF THERE.  
WE'VE MAINTAINED, WE'RE A LITTLE  
BIT MORE.  
BUT I THINK WHAT WE'VE BEEN ABLE  
TO DO AND WE TALKED A LITTLE BIT  
ABOUT HOW WE DIFFERENTIATE OUR  
RESOURCES IS FIGURE OUT WHERE  
THEY ARE BEST SPENT.  
SO WE DON'T HAVE PEOPLE DOING  
THE SAME THING EVERY YEAR.  
WE SAY, OKAY, HERE'S OUR GROUP  
OF SCHOOLS, THEY NEED MORE  
SUPPORT, BECAUSE THE DIVERSITY  
OF THEIR STAFF IS LOWER THAN  
AVERAGE.  
SO THIS GROUP OF PEOPLE IS GOING  
TO FOCUS IN THIS WAY WITH THIS  
GROUP.  
>> SO IS THERE NOT A SPECIFIC  
LINE ITEM OR SET-ASIDE FOR  
RECRUITMENT?  
>> THERE IS.  
>> WHAT IS OUR SPEND ON THAT?  
THE MARKETING OUTREACH.  
>> AND SO MY TEAM ALLEGATION  
TOTAL BUDGET EXCLUDES -- SORRY,  
THIS IS JUST THE WORK THAT WAS  
DONE, IS \$129,750.  
AND OF THAT 72,500 IS OUR --  
SORRY, \$77,500 ARE STIPENDS FOR  
OUR RECRUITMENT FELLOWS.  
>> AND YOU SAID THOSE RANGE FROM  
3 TO 24 OR SOMETHING LIKE THAT,  
WHAT WAS THE NUMBER YOU OFFERED?  
>> OH, THAT'S FOR THEIR

EXPERIENCE?

>> HOW MANY ARE THERE?

>> THERE ARE 12.

>> BUT I MADE THAT NUMBER UP IN MY HEAD.

>> THERE ARE 12.

>> EACH RECRUITMENT FELLOW IS STIPENED AT \$5,000 FOR THE YEAR FOR THE WORK THAT THEY DO.

WE HIRE THEM AND TRAIN AT THE END OF SEPTEMBER.

AND THEY WORK THROUGH MID-JUNE.

>> OKAY.

THANK YOU VERY MUCH.

APPRECIATE THE INDULGENCE.

>> YOU'RE VERY WELCOME.

I'LL SET THE TIMER FOR MYSELF.

>> CHAI AND VICE CHAIR.

>> I'M JUST GOING TO SET MINE TO BE HONEST HERE.

WITH THE RESIGNATION, ARE WE

ASKING WHY TEACHERS ARE

RESIGNING AND LEAVING THE

DEPARTMENT?

>> WE -- I DO EXIT INTERVIEWS WITH CERTAIN GROUPS.

SO FOR EXAM, PRINCIPALS WE DO EXIT INTERVIEWS WITH EVERYONE.

IT'S A SMALL GROUP.

OFFICE OF EQUITY HAS DONE EXIT INTERVIEWS WITH --

>> THE LAST YEAR, THE OFFICE OF EQUITY ATTEMPTED TO CONTACT EVERY EDUCATOR OF COLOR WHO LEFT THE DISTRICT TO ASK THEM QUESTIONS ABOUT WHY, AND TO SEE IF WE COULD HAVE ANY LEARNINGS, AND WHAT WE FOUND WAS THEY WEREN'T VERY EAGER TO SPEAK WITH US.

WE MADE MULTIPLE CALLS TO EACH PERSON.

I THINK, YOU KNOW, THERE CAN BE A VARIETY OF REASONS FOR THAT. SOMEBODY RETIRED, AND THEY ARE OFF WITH THEIR GRANDCHILDREN. OR IN HAWAII OR WHATEVER.

>> WELL, RETIRING IS DIFFERENT THAN RESIGNATION.

>> WE WERE LOOKING AT EVERY EXIT.

BUT AGAIN IF SOMEBODY RESIGNS, THEY ARE IN A NEW DISTRICT, DO THEY NECESSARILY WANT TO CALL



BACK THE OFFICE OF EQUITY.  
SO WE MADE MULTIPLE KWAULS TO  
EVERY PERSON.  
WE HAD A VERY, VERY LOW RESPONSE  
RATE AND SO THE RESULTS AREN'T  
PARTICULARLY -- UNFORTUNATELY WE  
WERE HOPING TO GET SOME RICH  
DATA FROM THAT BUT IT WAS NOT  
EFFECTIVE.  
>> OKAY.  
THANK YOU.  
I WISH THAT WE COULD GET MORE OF  
THAT INFORMATION.  
BECAUSE IT COULD INFORM SOME OF  
THE WORK, ESPECIALLY AROUND  
CULTIVATION.  
>> RIGHT.  
>> AND YOU KNOW, SORT OF WHAT  
THE EDUCATOR IN PARTICULAR IS  
FEELING, AND WHY THEY'RE  
LEAVING.  
>> WHY THEY'RE LEAVING.  
>> THEN I THINK IT'S ALSO  
IMPORTANT INFORMATION TO TALK  
ABOUT STRESS LEVELS, AND SORT OF  
THE IMPACTS OF THIS CAREER ON  
INDIVIDUALS.  
>> RIGHT.  
>> BECAUSE THEY'RE LEAVING THE  
CAREER ALTOGETHER.  
THAT'S MUCH MORE CONCERNS ME  
THAN THEM JUST GOING TO A  
DIFFERENT SCHOOL DISTRICT.  
>> SURE.  
>> PERHAPS FOR A NEW  
OPPORTUNITY.  
AND SPEAKING I THINK OF  
CULTIVATION, PROFESSIONALISM,  
THE LYNCH LEADERSHIP FELLOWSHIP,  
YOU JUST MENTIONED THAT IT WAS  
WHERE SUBSIDIZING A PORTION OF  
THE TUITION FOR -- SO THE  
STUDENTS ARE -- THE TEACHERS,  
ADMINISTRATORS GOING INTO THIS  
PROGRAM?  
CAN WE TALK ABOUT THE BREAKDOWN  
PAYING FOR HOW MUCH OF IT?  
>> SURE.  
AND ACTUALLY, LYNCH -- THE LYNCH  
FOUNDATION HAS BEEN PAYING FOR  
ALL OF IT.  
UP UNTIL LAST YEAR, WHERE WE --  
WHERE THE MLU THAT WE HAD SIGNED  
ABOUT FOUR YEARS HAD GRADUALLY

INCREASED HOW MUCH BOSTON PUBLIC  
SCHOOLS PACE.

WE HAVE TYPICALLY AROUND FIVE OR  
SIX LYNCH LEADERSHIP FELLOWS.  
THEY'RE USUALLY CURRENT BPS  
TEACHERS WHO GO THROUGH A  
RIGOROUS SCREENING PROCESS AND  
THEN ONCE THEY'RE SELECTED THEIR  
SALARY IS PAID FOR A FULL YEAR,  
THEY'RE PLACED WITH A MENTOR  
SO THEY GET IN -- JOB EMBEDDED  
COACHING.

THEY ALSO GO THROUGH THE  
PROFESSIONAL DEVELOPMENT AT  
BOSTON COLLEGE.

SO IN THE PAST, THE LYNCH  
FOUNDATION, WE HAD BEEN PAID FOR  
BOTH THE PROFESSIONAL  
DEVELOPMENT AT BOSTON COLLEGE  
AND THE SALARY OF THE  
INDIVIDUALLY -- OF THE  
INDIVIDUAL.

THAT AMOUNT HAS INCREASED THE  
PART THAT WE BEAR THIS YEAR.  
SO, FOR EXAMPLE, AVERAGE  
SALARIES WE USE IN DISTRICT,  
\$90,000 IS THE AVERAGE SALARY  
FOR ONE OF THESE INDIVIDUALS.  
LAST YEAR WE PAID \$45,000.  
LYNCH PAID \$45,000.

NEXT YEAR WE'LL PAY THE FULL  
\$90,000 FOR THE SALARY.

>> AND UP TO \$96 --

>> FOR THE AVERAGE.

SO WE WILL PAY WHATEVER THE  
AVERAGE IS, YEAH.

>> AND THEN THE LYNCH FOUNDATION  
IS SEPARATE FROM BOSTON COLLEGE?

>> THEY ARE SEPARATE, YES.

>> AND IS BOSTON COLLEGE --

BECAUSE THIS IS THROUGH BOSTON  
COLLEGE, AFFILIATED WITH THEM.

ARE THEY COVERING ANY OF THE  
COST?

>> I DO NOT BELIEVE THAT BOSTON  
COLLEGE PAYS ANYTHING, NO.

>> OKAY.

SO, ARE WE ALSO GETTING --  
CREATING, CULTIVATING OUR  
LEADERSHIP FROM ANY OTHER  
PROGRAMS OTHER THAN THE LYNCH?

LET ME REPHRASE THE QUESTION,  
HOW DO OUR TEACHERS AND  
ADMINISTRATORS AND STAFF FEEL

ABOUT THEIR LEVEL OF  
PROFESSIONALISM, IF THEY'RE  
TRAINED IN A DIFFERENT PROGRAM?  
>> HOW DO THEY --  
>> ARE THEY PRIORITY APPLICANT  
IF THEY'RE TRAINED THROUGH A  
DIFFERENT PROGRAM?  
>> PRIORITY APPLICANT FOR BEING  
A SCHOOL LEADER IN BOSTON PUBLIC  
SCHOOLS?  
EVERYBODY GOES THROUGH THE SAME  
PROCESS IN BPS BUT ONCE THEY  
WANT TO BECOME A SCHOOL LEADER,  
SO THERE IS NOT SPECIFICALLY A  
PREFERENCE GIVEN.  
OUR MAJOR -- OUR MAJOR SOURCES  
OF CANDIDATES ARE OUR OWN  
ASPIRING PRINCIPALS, WHICH IS  
INTERNAL.  
LYNCH FELLOWS WHICH I JUST  
DESCRIBED.  
WE HAVE A NEW SCHOOL TURNAROUND  
PROGRAM PARTNERSHIP WITH UVA,  
BUT THAT'S NEW.  
SO THAT HASN'T ENTERED INTO THE  
EQUATION.  
WE HAVE A PARTNERSHIP WITH UMASS  
BOSTON, WHERE INDIVIDUALS GET  
THEIR ADMINISTRATOR LICENSE AND  
THAT IS A VERY STRONG PROGRAM.  
SO I WOULD SAY THAT THOSE ARE  
PROBABLY OUR FOUR TOP.  
>> THE PROGRAM THAT WE HAVE IN

PARTNERSHIP WITH THE UNIVERSITY  
OF MASS BOSTON OFFERS PRINCIPAL  
CERTIFICATION AND IT IS INTENDED  
FOR OUR -- IT'S ONLY FOR OUR BPS  
EMPLOYEES.  
IT'S HELD ON SATURDAYS, WITH  
THAT INTENTIONALITY, GIVEN THAT  
PEOPLE ARE IN DIFFERENT ROLES.  
WE'VE HAD 52 INDIVIDUALS IN THE  
FIRST THREE COHORTS WHO ARE IN  
OUR THIRD COHORT NOW.  
79% OF THE EDUCATORS WHO HAVE  
DONE THAT WERE EDUCATED OF  
COLOR, 52% BLACK, 22% LATINO.  
81% OF THE INDIVIDUALS ARE MALE  
AND OF THOSE MALES 56% WERE  
BLACK AND 19 LATINO.  
WE HAD OUR FIRST GRADUATING  
CLASS IN JUNE, 90% GRADUATED ON  
TIME WITH THEIR CERTIFICATIONS.

AND WE ALSO HAVE, AS YOU ALL KNOW, WE HAVE A MALE EDUCATORS OF COLOR EXECUTIVE COACHING PROGRAM TO DEVELOP OUR MALE EDUCATORS OF COLOR AND OUR WOMEN'S EDUCATORS OF COLOR EXECUTIVE COACHING PROGRAM.

>> ARE WE SUBSIDIZING ANY OF THOSE PROGRAMS?

>> YES, THE COST OF -- IT'S NOT US BUT UMASS HAS BEEN INCREDIBLY GENEROUS WITH4@ PROGRAM.

IT IS AN INCREDIBLY AFFORDABLE RATE IT'S UNDER \$14,000.

>> WHO IS PAYING FOR THAT?

>> THE EDUCATORS PAY THE \$14,000 WHICH IS A CONSIDERABLE DISCOUNT ON THE COST FOR A MASTERS PROGRAM AND WE HOST THE PROGRAM ON OUR CAMPUS.

AT THE BOLLING BUILDING.

>> MALE EDUCATORS OF COLOR AND WOMEN EDUCATORS OF COLOR EXECUTIVE PROGRAM THERE'S NO COST TO ANY OF THE INDIVIDUALS THAT ATTEND THOSE PROGRAMS.

>> AND WHO ARE THOSE COVERED BY, THE EXPENSE OF THOSE PROGRAMS?

>> OUR OFFICE MANAGES THAT.

>> BUT UMASS BOSTON IS PAYING --

>> THEY'VE DONE A REALLY AMAZING JOB OF PROVIDING AN AFFORDABLE RATE AND THE TUITION FOR THAT.

>> GREAT.

HOW MANY EMPLOYEES DOES BPS HAVE?

>> CURRENT NUMBER, 11,000.

BUT I CAN GIVE YOU -- APPROXIMATELY.

>> 11,592.

>> HOW MANY OF THEM ARE TEACHERS?

>> 4,400 ARE TEACHERS.

>> AND ARE TEACHERS -- ARE ALL OF THOSE TEACHERS IN CLASSROOMS?

>> IF YOU ARE -- YEAH, YES, THEY ARE ALL -- THEY'RE ALL IN CLASSROOMS.

THERE MIGHT BE SOME, ANNISSA, WHO ARE LIKE IN ENROLLMENT SPECIALISTS, WHO WOULD BE COVERED IN THAT 4,400.

BUT THE VAST MAJORITY ARE IN

CLASSROOMS.  
>> HOW -- HOW MANY OF OUR 11,600  
EMPLOYEES ARE REQUIRED TO  
FULFILL THE BOSTON RESIDENCY  
PROGRAM OR REQUIREMENT?  
>> THE -- MANY OF THE UNIONS  
HAVE BARGAINED OUT THAT  
REQUIREMENT.  
AND THAT'S ABOUT -- LET ME GET  
MY NUMBERS RIGHT.  
OF THE 11,000, THE NUMBERS --  
THE MANAGERIAL EMPLOYEES ARE THE  
GROUP THAT WOULD MOST LIKELY BE  
COVERED UNDER THE RESIDENCY  
REQUIREMENT.  
AND THAT IS APPROXIMATELY 800.  
I'M LOOKING AT JOHN.  
AROUND 800 MANAGERIAL.  
BUT WITHIN THAT GROUP, THERE'S A  
NUMBER OF MANAGERIAL EMPLOYEES  
WHO ARE COVERED BY THE STATE  
STATUTES THAT EXEMPT, I'LL PUT  
QUOTES AROUND IT, THE STATE  
STATUTE SAYS EMPLOYEES IN THE  
LINE OF UP DESTRUCTION.  
SO THAT NUMBER IS PROBABLY  
AROUND, 300 OR 400 WHO ARE IN  
THAT LINE, DEPENDING ON HOW YOU  
DEFINE IT.  
>> SO IN THE LINE OF INSTRUCTION  
TO ME MEANS CLASSROOM TEACHER?  
>> MM-HMM.  
>> SO WE HAVE 400 MANAGERIAL  
POSITIONS, THAT ARE EXEMPT FROM  
BOSTON RESIDENCY?  
>> YEAH.  
SO WE'RE WORKING ON THIS, AND  
WE'RE APPLYING THROUGH ALL THE  
JOB CODES.  
>> SO LET ME JUST -- IF YOU CAN  
GET US THAT INFORMATION THAT  
WILL BE  
>> ABSOLUTELY.  
>> THAT I THINK IS INCREDIBLY  
IMPORTANT INFORMATION.  
>> YES.  
>> I THINK THAT IT'S REALLY  
IMPORTANT, THIS IS MY OPINION.  
>> YES.  
>> THAT OUR EMPLOYEES LIVE IN  
THE CITY OF BOSTON.  
AND WHEN WE HAVE A NUMBER OF  
MANAGERIAL POSITIONS THAT ARE  
NOT CLASSROOM TEACHERS, THAT ARE

MAKING ON THE HIGHEST END, I  
WOULD SAY OF THE SALARY  
SPECTRUM, NOT REQUIRED TO LIVE  
IN THE CITY OF BOSTON.

THAT'S A PROBLEM FOR ME.

AND I'M MOST INTERESTED IN  
THE -- WE HAVE ONE

SUPERINTENDENT I DO KNOW HE  
LIVES IN THE CITY OF BOSTON.  
BUT OUR CHIEF, OUR EXECUTIVE  
SUPERINTENDENTS, OUR ASSISTANT  
SUPERINTENDENTS, OUR DEPUTY  
SUPERINTENDENTS, THAT AS THOSE  
ON THE HIGHEST END OF THE  
PAYROLL SPECTRUM WE TALK ABOUT  
BUDGET.

WE'RE SPENDING THE MOST AMOUNT  
OF MONEY ON THEM, BUT THEY ARE  
LIVING IN THE CITY OF BOSTON,  
THAT IS VERY, VERY IMPORTANT TO  
ME.

AND SECOND TO THAT IS MANAGERIAL  
FOLKS THAT ARE NOT IN THE  
CLASSROOM CLAIMING THAT STATE  
EXEMPTION.

>> OKAY.

WE CAN GET YOU THAT DATA.

>> THEN MY LAST QUESTION IS HOW  
MANY TEACHERS DO WE HAVE FOR  
DISCIPLINARY INVESTIGATIONS?

>> THOSE ARE PRIMARILY HANDLED  
THROUGH OUR OFFICE OF LABOR  
RELATIONS.

I DO NOT HAVE THAT DATA.

I WILL.

>> SORT OF WHAT THE PROCESS IS.  
REINTRODUCING THOSE TEACHERS,  
AND STAFF BACK INTO OUR  
BUILDING, THAT THE

FINDINGS ARE,

IF THERE ARE NO FINDINGS FOUND,  
AND THEN IF THERE ARE FINDINGS  
FOUND, WHAT ARE THEY?

AND WHAT ARE WE DOING ABOUT IT?

>> SURE.

>> GREAT.

THAT WAS MY CLOCK FOR ME.

COUNCILOR JANEY.

>> GREAT.

SO YOU MENTIONED THAT MOST OF  
THE TEACHERS ARE IN CLASSROOMS.  
IS THERE STILL THE SUITABLE  
PROFESSIONAL CAPACITY  
THAT MEANS EVERY SINGLE ONE OF

THEM IS IN THE CLASSROOM, THEY ARE COTEACHING.  
IN SOME CASES.  
IN OTHER CASES THEY DO HAVE FULL CASE LOADS.  
JUST RECENTLY FULL CASE LOADS OF STUDENTS, THE BUDGET FOR THE FPC LINE IS CURRENTLY FOR FY'1917.  
>> OKAY AND HOW MANY EMPLOYEES DOES YOUR OFFICE HAVE, EMILY?  
>> WE HAVE APPROXIMATELY 45 FTEs ON OUR ROSTER.  
OURAT &F &C1 &D0 &Q6 S37=5 N0 &K0 OFFICE.  
>> WE ARE OVER 50% PEOPLE OF COLOR.  
I DON'T HAVE THE EXACT NUMBER, PROBABLY AROUND 55.  
>> REPRESENTED?  
>> WITH AN OAC?  
>> WE HAVE MADE OF SPANISH SPEAKERS.  
WE HAVE A NATIVE ARABIC SPEAKER, A FRENCH SPEAKER.  
WHO ELSE.  
>> OKAY.  
>> I APPRECIATE THAT.  
DOWN TO THE SCHOOL LEVEL, WHEN PRINCIPAL IN THE LAST ROUND OF QUESTIONS YOU ASSURED ME THAT PRINCIPALS AND SCHOOL COUNSELLORS WERE STILL A VERY MUCH AN ACTIVE PART OF THE HIRING PROCESS.  
WHAT KIND OF TRAINING ARE THEY GETTING TO, YOU KNOW, RECOGNIZE THE BEST CANDIDATES, WHAT KIND OF TRAINING ARE THEY GETTING TO HIRE BLACK AND LATINO TEACHERS? WHAT'S HAPPENING AT THE SCHOOL LEVEL, AND WHO IS SUPPORTING THAT?  
AND IS THAT THROUGH YOUR OFFICE? IS THAT A JOINT VENTURE WITH THE BTU?  
>> YEAH SO THAT'S PRIMARILY A JOINT VENTURE OF THE OFFICE OF EQUITY AND OFFICE OF HUMAN CAPITAL.  
OUR SCHOOLS HAVE MANDATORY TRAINING WHERE THEY MUST SEND AT LEAST ONE PERSON WHO IS LEADING HIRING EFFORTS FOR THEIR SCHOOL TO A TRAINING THAT IS VERY MUCH

FOCUSED ON INCREASING SPECIFICALLY THE NUMBER OF BLACK AND LATINO TEACHERS.

AND THAT ARE HIRED EACH YEAR. AND WE'VE ADDED A COMPONENT THIS YEAR FOR THE FIRST TIME OF SPECIFIC STRATEGIES FOR RETENTION, SO NOT ONLY DOES THAT TRAINING COVER HOW TO SELECT BLACK AND LATINO TEACHERS, AND WHY THAT'S IMPORTANT, BUT IT ALSO COURSE HOW TO RETAIN THE TEACHERS ONCE THEY COME INTO YOUR BUILDING AND WHAT ARE SOME STRATEGIES THAT SCHOOL LEADERS CAN USE TO ENSURE THAT NEW TEACHERS WILL STAY.

WE ALSO DID SOME TRAINING WORK WITH THE INSTRUCTIONAL SUPERINTENDENTS BECAUSE THEY TEND TO BE A SORT OF DAY-TO-DAY IN PARTNERSHIP WITH SCHOOL LEADERS, SO WE DID SOME TRAINING WITH THEM.

VERY SIMILAR TRAINING SESSION TO THE ONE I JUST DESCRIBED, SO THEY'RE ALSO FAMILIAR WITH WHY WE VALUE BLACK AND LATINO TEACHERS IN PARTICULAR, AND WHAT KINDS OF INTERVENTIONS WORK TO ENSURE THAT THE RESULTS OF OUR HIRING PROCESSES ARE WHAT WE WANT --

>> AND AS YOU GUYS ALREADY KNOW, YOU KNOW, THIS IS, I THINK A VERY IMPORTANT STRATEGY FOR CLOSING OPPORTUNITY AND ACHIEVEMENT.

THAT'S WHY WE SPEND SO MUCH TIME AND HAVE THESE HEARINGS.

>> ABSOLUTELY.

>> SO YOU SAY THAT THERE ARE TRAININGS HAPPENING.

ARE THEY ALSO BEING HELD ACCOUNTABLE?

IS IT IN THE JOB DESCRIPTION?

IS IT IN THE EVALUATION?

IS THERE A LINE IN EVALUATIONS AROUND HIRING DIVERSE TEACHERS?

>> YES.

>> IN THE EVALUATION ARE PRINCIPAL?

>> YES, WE'RE ALSO IN THE MIDFUL A REVAMP OF THE PRINCIPAL EE



VALUE TO BE MORE SPECIFIC  
BECAUSE IT'S BEEN IN THERE.  
>> AS WELL AS THE ASSISTANT  
SUPERINTENDENTS WHO ARE THEN  
SUPERVISING PRINCIPALS?  
>> YES.  
I WANT TO SAY ONE OTHER THING IS  
WE TALKED ABOUT THE DIVERSITY  
FOCUS SCHOOLS INITIATIVE.  
WE ALSO FOCUSED ON SPECIFICALLY  
NINE LOW-PERFORMING SCHOOLS, WHO  
MAY OR MAY NOT BEL IN THE LOW  
DIVERSITY GROUP OR NOT BUT THEY  
GET SPECIFIC TRAINING ON SETTING  
UP SCHOOL SITE PERSONAL -- SORRY  
SCHOOL SITE PERSONNEL  
SUBCOMMITTEE.  
THEY GET TRAINING ON HOW TO RUN  
AN EFFECTIVE HIRING PROCESS.  
BECAUSE WHAT WE SEE IN SOME OF  
THOSE SCHOOLS IS THAT ONE OF THE  
REASONS THEY ARE LOW PERFORMING  
IS BECAUSE THEY DO NOT HIRE  
WELL.  
THEY DON'T HIRE EARLY.  
THEY DON'T HIRE DIVERSELY.  
THEY DON'T HIRE STRONG TEACHERS.  
SO THAT'S A SPECIFIC  
INTERVENTION.  
>> COMING BACK TO THE DIVERSITY  
FOCUS SCHOOLS, IT'S THE  
COMBINATION OF THOSE THAT HAVE  
THE LARGEST GAP BETWEEN THE  
DIVERSITY OF THE STUDENTS WITH  
THE TEACHERS, AS WELL AS  
OPENINGS.  
>> EXACTLY.  
>> SO HOW MANY SCHOOLS HAVE THE  
LACK OF DIVERSITY BUT MAYBE NOT  
THE OPENINGS, BECAUSE THEY  
RETAIN THEIR TEACHERS?  
SO I'M WONDERING HOW MANY  
SCHOOLS WOULD FALL INTO THAT  
CATEGORY BUT ARE NOT GETTING  
SUPPORT FROM YOUR OFFICE?  
>> I DON'T KNOW THE ANSWER.  
I'M SURE WE COULD GET THAT TO  
YOU.  
>> THAT WOULD BE GREAT.  
>> BUT WHAT I WOULD SAY IS  
THAT -- ALL OF OUR SCHOOLS ARE  
GETTING INTERVENTION OF SOME  
SORT IN THE SENSE THAT, FOR  
EXAMPLE, OUR SCHOOL LEADERS ARE

PARTICIPATING IN PROFESSIONAL DEVELOPMENT AROUND CULTURALLY AND LINGUISTICALLY SUSTAINING PRACTICES IN AN INTENSIVE WAY. SO WHILE THE DIVERSITY FOCUSED SCHOOL RESOURCES ARE JUST THAT, THEY ARE HONING IN ON THOSE APPROXIMATELY 20 SCHOOLS A YEAR THAT FIT THAT CRITERIA, THERE'S NO SCHOOL LEADER WHO'S BEEN UNTOUCHED BY THIS WORK.

>> OKAY.

>> THAT'S WHO THE FPC TEACHERS, SO 56 TEACHERS, THEY'RE ALL IN CLASSROOMS.

>> YEP.

>> HOW MANY -- SO WE EXPECT THAT ALL OF THESE -- SO WHERE ARE THEY IN TERMS OF THEIR EVALUATION RATINGS?

ARE THEY GOING TO HAVE THEIR OWN CLASSROOM ONE DAY?

IS THAT THE GOAL TO GET THEM INTO THEIR OWN CLASSROOM?

AND WHAT IS THE DIVERSITY OF THIS POOL?

>> SO THE GOAL IS ALWAYS TO NOT HAVE TEACHERS IN FPC, TO REDUCE THAT NUMBER.

SOMETIMES THAT HAPPENS THROUGH EXFITS, EITHER THROUGH EVALUATION OR THROUGH SOMEBODY RESIGNING BECAUSE IN MANY OF THESE CASES, LIKE I SAID THEY ONLY HAVE ONE LICENSE AND IT'S IN BUSINESS SERVICES OR SOMETHING THAT IS NOT A HIGH NEED.

AND WHEN THEY ARE STRONG WE WANT THEM HIRED AS SOON AS POSSIBLE SO WE STARTED THE YEAR WITH ABOUT 100 ON THE FIRST DAY OF SCHOOL AND WE'RE DOWN TO 56.

>> OKAY.

>> THE DATA ON WHY --

>> CAN YOU GET THE DIVERSITY DATA TO ME?

>> YEP.

I WAS GOING TO TELL YOU THE TEACHERS WHO HAVE EXITED THIS YEAR, 18 WERE HIRED, 13 RESIGNED, VERSUS FROM SEPTEMBER TO LAST MONTH.

>> HOW THE NUMBER GOT DOWN TO

56?

>> YEAH, EXACTLY.

ONE RETIRED.

WE ALSO HAD A IN PARTNERSHIP  
WITH THE BOSTON TEACHERS UNION  
WE OFFER A VOLUNTARY SEVERANCE  
AGREEMENT WHERE A TEACHER CAN  
TAKE A LUMP SUM, AND ABOUT SEVEN  
PEOPLE DID THAT THIS YEAR.  
AND THEN THERE'S A COUPLE WHO  
ARE ON LEAVE OF ABSENCE, WHICH  
THEY CAN'T, YOU KNOW, THEY CAN'T  
GET HIRED DURING THAT TIME.

>> IF YOU COULD GET THAT DATA TO  
US I THINK IT WOULD BE REALLY  
HELPFUL.

>> SURE.

>> I WANT TO KIND OF RELATE IT,  
SWITCH TO THE RETIREMENT,  
RESIGNATION.

>> SURE.

>> DISMISSAL.

>> YEP.

>> INTERESTED IN HOW THAT BROKE  
DOWN.

HOW MANY WERE RETIREMENTS  
OVERALL LOOKING AT ALL TEACHERS.  
HOW MANY RETIREMENTS VERSUS  
RESIGNATIONS, VERSUS DISMISSAL  
AND LAYOFF.

AND THEN IF YOU COULD ALSO BREAK  
THAT DOWN BY RACE.

>> SURE.

ALL RIGHT.

LET ME SEE -- IT MIGHT BE HERE.  
THAT 392 EXITS, RIGHT, TOTAL?  
THERE WE GO.

OKAY.

SO EXITS, 392 WAS THE TOTAL.  
COUNCILOR JANEY IF I GO THROUGH,  
WE HAD 89 WERE RETIREMENTS.  
186 WERE RESIGNATIONS.  
70 WERE PROVISIONAL CONTRACTS  
THAT WEREN'T RENEWED.  
35 WERE LAYOFFS.  
8 WERE DISMISSALS.  
1 WAS DEATH.

>> OH, GOSH.

>> SO THAT SHOULD ADD UP.

AND 17 WAS OTHER.

>> SO THE RESIGNATION IS PRETTY  
HIGH?

COMPARED TO THE OTHER BUCKETS,  
AND AS COUNCILOR ESSAIBI-GEORGE

MENTIONED IT WOULD BE HELPFUL TO UNDERSTAND WHY THAT IS.

I WOULD ALSO LIKE TO SEE THOSE STATES BROKEN DOWN BY RACE IF YOU COULD PROVIDE THAT AT A LATER TIME.

I WANTED TO COME BACK TO, THERE ARE A COUPLE OF BRIGHT SPOTS TO HIGHLIGHT.

ONE WAS THE RETENTION OF 82% OF THE INDIVIDUALS, IT'S GOOD TO SEE.

INCREASING LINGUISTIC DIVERSITY FROM 35% TO 41%.

AND SOME OF THESE AREAS, INTEL PREP, YOU KNOW, THAT'S BEEN AROUND FOR AWHILE.

I'M GLAD THAT YOU'VE HAD THE SUCCESS THIS YEAR.

BUT I THINK WE'VE KNOWN FOR QUITE SOME TIME WHAT WORKS, INTEL PREP, KIND OF BUILDING THE PIPELINE, AND AND THE

FRUSTRATION, I THINK, IS, IT'S JUST BECAUSE OF THE URGENCY OF THIS SO IT FEELS LIKE WE ARE CELEBRATING SUCCESSES THAT WE KNOW COULD WORK, THAT WE KNEW FIVE YEARS AGO.

TEN YEARS AGO.

LIKE OPEN POSTINGS.

THAT WAS BLACK IN THE 2000 CONTRACT.

SO YOU KNOW, I'D LIKE TO SEE AS MUCH AS POSSIBLE MORE INTENTIONALITY AROUND MOVING FORWARD ON WHAT DOES WORK SO THAT WE CAN REALLY GET TO THE SHARED GOALS THAT WE ALL HAVE, INCLUDING THE BOSTON SCHOOL COMMITTEE, WHICH IS HAVING THE TEACHING STAFF REFLECT THE DIVERSITY OF OUR STUDENT BODY CURRENTLY, YOU KNOW, 38% EDUCATORS OF COLOR VERSUS 86% STUDENT BODY.

SO, I'M SURE WE'LL CONTINUE TO HAVE CONVERSATION.

I KNOW OTHERS CONTINUES TO HAVE QUESTIONS.

SO I WILL YIELD MY TIME.

>> THANK YOU.

>> THANK YOU COUNCILOR JANEY.  
COUNCILOR McCARTHY.

>> THANK YOU MADAM CHAIR.  
I APOLOGIZE FOR BEING LATE.  
I HAD A SCHEDULE CONFLICT.  
I WON'T REINVENT THE WHEEL.  
I JUST HAVE REALLY TWO QUESTIONS  
AREAS TO FOCUS.  
ONE THE BPS NURSES.  
I'M REALLY HAPPY THAT WE'RE  
ADDING MORE.  
BUT FROM THE NURSES THAT I HAVE  
TALKED TO, THEY ARE VERY  
CONCERNED ABOUT THE FAMILY  
RESOURCE CENTERS.  
KIDS COMING IN, NO FORMS, NO  
RECORDS, TREMENDOUS LANGUAGE  
BARRIERS, AT THE REGISTRATION,  
DATA ENTRY ISN'T VERY SOLID.  
IS THERE A WAY WE CAN ADDRESS  
THAT?  
BECAUSE I KNOW FROM PERSON WHO  
RAN CAMPS FOR A LONG, LONG TIME,  
YOU KNOW, YOU CAN'T GET INTO A  
YMCA CAMP WITHOUT ALL YOUR FORMS  
IN ORDER YET YOU CAN SIT NEXT TO  
22 OTHER PEOPLE WITH YOUR FORMS  
NOT CORRECT FOR 180 DAYS.  
SO THERE'S AN ISSUE.  
>> YEAH, YEAH.  
WE HAVE A MONTHLY MEETING WITH  
THE BTU LEADERSHIP AND THIS HAS  
COME UP THERE FOR ALL KINDS OF  
REASONS.  
I AGREE IT NEEDS TO BE  
ADDRESSED.  
I DON'T-I WILL JUST REAFFIRM  
THAT THAT IS VERY IMPORTANT, AND  
WE DON'T HAVE A SOLUTION YET.  
BUT IT'S RISEN TO US FROM THEM.  
>> OKAY.  
ALL RIGHT.  
SO YOU'RE WORKING ON IT.  
>> YES.  
>> YOU GOT IT.  
SECOND, IF YOU COULD DIVE IN A  
LITTLE BIT TO THE CITY CONNECTS  
PROGRAM, IN PARTICULAR THE BATES  
SCHOOL IN MY DISTRICT IS LOSING  
A BELOVED TEACHER.  
IN FACT THEY'VE GOT A GO FUND ME  
PAGE GOING ON TRYING TO RAISE  
MONEY FOR MR. PRISBY.  
I KNOW THAT THE BATES ISN'T  
CONSIDERED A HIGH NEEDS SCHOOL.  
BUT AS THEY MOVE TOWARDS

INCLUSION, MR. PRISBY IS BECOMING A REALLY INTEGRAL PART OF THEIR COMMUNITY. HOW DO WE GET MONEY BACK INTO THAT LINE? OR HOW COULD WE FUND THOSE POSITIONS? >> I COULD SPEAK TO THAT. THE PARTNERSHIP DOLLARS THIS YEAR IN THE BOSTON PUBLIC SCHOOLS WERE REALLOCATED. IN THE PAST, AND THAT'S -- CITY CONNECTS IS ONE OF OUR EXTERNAL PARTNERS. IN THE PAST THOSE DOLLARS WERE BEING ALLOCATED BASED ON RELATIONSHIPS. HEY SOMEBODY AT CITY HERE KNOWS SO AND SO AT THIS SCHOOL. CAN WE COME TO YOUR SCHOOL? SURE THAT SOUNDS GOOD. SO IT WAS BASED ON PEOPLE KNOWING EACH OTHER, LEGACY RELATIONSHIPS. WE WANTED TO APPLY A LENS OF EQUITY TO OUR PARTNERSHIP DOLLARS. AND THIS WAS REALLY THE LAST CORNER OF THE BOSTON PUBLIC SCHOOLS BUDGET WHERE THERE WAS NOT A DELIBERATE FORMULA TO ENSURE BOTH FAIRNESS, AND EQUITY IN HOW THE PARTNERSHIP DOLLARS WERE BEING ALLOCATED. AND SO I WAS PART OF A WORKING GROUP, ALONG WITH FOLKS FROM THE BUDGET OFFICE, OPPORTUNITY AND ACHIEVEMENT GAP OFFICE, AND OTHERS, TO LOOK AT HOW WE COULD DO TWO THINGS AT THE SAME TIME. FIRST, ALLOCATE THOSE DOLLARS IN A WAY THAT MADE MORE SENSE IN TERMS OF BOTH FAIRNESS AND EQUITY. AND SECOND, GIVE SCHOOLS THE DISCRETION TO SELECT THE PARTNERS THAT THEY FELT WOULD BE MOST HELPFUL GIVEN THEIR PARTICULAR STUDENTS' NEEDS. IN THE PAST, AS I SAID, IT WAS A MORE INFORMAL CONNECTIONS KIND OF RELATIONSHIP, VERSUS A PARTICULAR SCHOOL SAYING CITY CONNECTS IS THE PROGRAM WE WANT.

THAT WE HAVE "X" NUMBER OF PARTNERSHIP DOLLARS AND CITY CONNECTS, WE FEEL, WOULD BE THE MOST EFFECTIVE PARTNER SHOW USE THOSE DOLLARS FOR.

SO AS A RESULT OF THAT REALLOCATION OF FUNDS, AND THE AUTONOMY THAT WE GAVE SCHOOLS, AND I SHOULD ALSO ADD THAT THE PARTNERSHIP'S OFFICE THAT WAS INVOLVED IN THIS EFFORT WENT THROUGH A VETTING PROCESS WHERE THEY REVIEWED ALL OF THE PARTNER ORGANIZATIONS AND ENSURED THAT WE WERE OFFERING UP PARTNERS THAT WERE EFFECTIVE, AND MET CERTAIN STANDARDS FOR THE DISTRICT.

THE ALLOCATION OF DOLLARS. THE VETTING OF PARTNERS, AND THE ADDITION OF AUTONOMY FOR OUR SCHOOLS AND SELECTING PARTNERS. SO AS A RESULT OF THAT, SOME OF OUR SCHOOLS INCREASED THEIR PARTNERSHIP DOLLARS.

SOME DECREASED.

SOME GOT PARTNERSHIP DOLLARS FOR THE FIRST TIME AFTER NEVER HAVING THEM BEFORE, ET CETERA. SO, I THINK THAT OVERALL THIS IS A REALLY EXCITING STEP FOR THE DISTRICT, AND AS HAPPENS WHEN YOU HAVE LIMITED RESOURCES, NOT EVERYONE IS GOING TO GAIN. BUT, I DO BELIEVE IT'S A GREAT STEP FOR US.

>> AND I CAN SPEAK SPECIFICALLY TO YOUR QUESTION ABOUT THE BAITHS.

I'M JUST LOOKING AT MY SCREEN SINCE I HAVE INFORMATION. THE FUNDING FOR THE COUNCILOR POSITION HAS BEEN RESTORED. IN LARGE PART DUE TO ADDITIONAL FUNDING FROM THE DISTRICT. SO THAT IS RELATIVELY NEW INFORMATION.

>> SO MR. PRISBY STAYS?

>> THAT'S WHAT THIS -- YES.

>> WELL THAT'S A VERY HAPPY PHINEAS BATES FOXES.

>> BREAKING NEWS I GUESS.

>> JUST LOOKING UP THERE GOING, DID I JUST --

>> I'M LOOKING AT MY CFO BUT I GOT THE OKAY.  
>> NO, GOOD.  
THAT SCHOOL'S AN AWESOME SCHOOL.  
WOW, THAT WAS EASY.  
>> A FOLLOW-UP TO THAT.  
WHERE DID THE MONEY COME FROM?  
>> THAT IS THE LEVEL OF DETAIL I HAVE.  
THAT'S ALL WE HAVE RIGHT NOW.  
IT SAYS FROM THE DISTRICT IN THE E-MAIL I HAVE.  
>> OKAY.  
MAYBE WE'LL GET IT IN THE RESUBMITTAL OR SOMETHING LIKE THAT.  
COUNCILOR PRESSLEY?  
>> THANK YOU.  
>> SURE.  
>> MADAM CHAIR.  
I JUST WANT TO ASK ABOUT THE SECOND ANNUAL EMERGING BEST PRACTICES, PREVENTING AND ADDRESSING BIAS BASED INCIDENTS IN SCHOOLS.  
ARE THOSE INCIDENTS DEFINED BY STUDENT BEHAVIOR, OR FOR TOTAL SCHOOL CULTURE?  
>> YES, SO THE CONFERENCE DREW OVER 200 EDUCATORS FROM MASSACHUSETTS, CONNECTICUT AND RHODE ISLAND.  
SO THIS IS -- THIS IS THE BOSTON PUBLIC SCHOOLS OFFICE OF EQUITY SHARING OUT OUR BEST PRACTICES. AND THE CONFERENCE ORIGINATED WHEN, AFTER WE WERE IN THE NEWS REGARDING BOSTON LATIN SCHOOL, DISTRICTS BEGAN CONTACTING US SAYING WE HEAR YOU KNOW HOW TO DO THIS.  
WE HEAR YOU LEARNED A LOT ABOUT HOW TO ADDRESS STATES AND WE FRANKLY DON'T HAVE THE TIME TO ANSWER EVERY ONE OF THOSE CALLS, AND BE CONSULTANTS TO ALL THE OTHER DISTRICTS.  
SO IT WAS THAT EVIDENCE THAT INSPIRED US TO ORGANIZE THIS CONFERENCE AND WE'VE BEEN LUCKY TO HAVE SUPPORT FROM MULTIPLE SPONSORS INCLUDING THIS YEAR, WE WERE EXCITED TO HAVE A GRANT FROM TEACHING TOLERANCE, WHICH



IS PART OF THE SOUTHERN POVERTY  
LAW CENTER FOR A CONFERENCE AND  
TO HAVE THEIR DIRECTOR BE ONE OF  
OUR KEYNOTE SPEAKERS.

SO THE CONFERENCE IS AIMED AT  
PREVENTING ANY FORM OF BIAS IN  
SCHOOLS.

SO THAT WOULD BE A STUDENT  
INCIDENT.

AN EMPLOYEE-TO-STUDENT INCIDENT.  
A STUDENT-TO-EMPLOYEE --

>> SO THAT'S WHAT I'M GETTING  
AT.

SO DOES THAT INCLUDE DISCIPLINE?

>> WHAT DO YOU MEAN?

>> BIASES RESULTING IN A  
DISPROPORTIONATE OUT OF  
CLASSROOM TIME?

>> ABSOLUTELY.

THIS IS AN ISSUE THAT WAS IN  
BOSTON PUBLIC SCHOOLS.

WE ARE WORKING ON EVERY DAY.

>> OKAY.

>> IN MULTIPLE WAYS.

LOOKING AT THE DATA, AND TRYING  
TO INTERPRET WHAT THEY MEAN.

FIGURING OUT ALTERNATIVES TO  
OUT-OF-SCHOOL SUSPENSION.

INCREASING THE USE OF  
RESTORATIVE JUSTICE.

SO WE HAVE 26 SCHOOLS THIS YEAR  
THAT HAVE RESTORATIVE JUSTICE  
PROGRAMS FOR THE FIRST TIME.

AND THE OFFICE OF EQUITY IS  
ABSOLUTELY SUPPORTING ALL OF  
THOSE EFFORTS.

>> OKAY, GREAT.

I JUST WANTED TO THANK YOU FOR  
CLARIFYING THAT, AND IF YOU DO  
NOT ALREADY HAVE IT I WILL MAKE  
SURE THAT MY OFFICE GETS YOU A  
COPY OF OUR RECOMMENDATION FROM  
OUR PARTNERSHIP WITH THE  
NATIONAL BLACK WOMEN'S JUSTICE  
INSTITUTE TO SPECIFICALLY  
ADDRESS PUSH-OUT THAT IS  
HAPPENING IN ALL BOSTON AREA  
SCHOOLS.

SO THIS IS NOT JUST A CHARTER  
PROBLEM, OR, YOU KNOW, IT'S FOR  
ALL THE SCHOOLS.

WE DID EVIDENCE-BASED RESEARCH  
WITH 100 BLACK AND LATINA GIRLS  
WHO WE PAID, WE STIPE ENDED TO

DO THIS RESEARCH, AND THEY JUST TALKED ABOUT HOW THEY WERE FEELING.  
AND A LOT OF THE OUT-OF-CLASSROOM TIME HAD TO DO WITH DRESS CODE.  
SO TO ME, THAT'S SOME REALLY LOW HANGING FRUIT, AND SO IF YOU DON'T HAVE THE REPORT, WE CAN MAKE SURE YOU GET A HARD COPY BEFORE YOU LEAVE HERE.  
RONALD PLEASE CONFER WITH HER TO MAKE THAT HAPPEN.  
WE CAN SEND IT ELECTRONICALLY AS WELL OUR RECOMMENDATION.  
AND I KNOW THAT BPS WANTS TO BE A PARTNER IN THE IMPLEMENTATION OF THESE.  
AND SOME OF THEM WILL REQUIRE A CHANGE THROUGH SCHOOL COMMITTEE.  
BUT FOR THOSE THINGS THAT YOU HAVE THE IMMEDIATE AUTONOMY TO ADDRESS, I'M JUST UNDERSCORING THE NEED AND ASKING FOR YOUR PARTNERSHIP.  
>> YEAH.  
I HAVE READ TAE REPORT, AND I THANK YOU --  
>> OH, THANK YOU.  
>> I THANK YOU FOR YOUR WORK. AND I THANK THE STUDENTS FOR THEIR WORK.  
>> THANK YOU FOR PARTICIPATING, TOO.  
>> AND I'VE BEEN PART OF CONVERSATIONS TO FIGURE OUT WHAT OUR TOP PRIORITIES ARE IN TERMS OF IMPLEMENTATION OF SOME EXCELLENT IDEAS THAT ARE THERE. LAST YEAR WE ISSUED A DRESS CODE POLICY THAT IS GENDER NEUTRAL AND THAT IS PART OF WHAT IS NEEDED IN ORDER TO AVOID DRESS CODE VIOLATIONS AS A SOURCE OF DISCIPLINE.  
>> OKAY.  
>> THERE ARE MULTIPLE WAYS TO TRY TO MITIGATE THOSE DISCIPLINARY ACTIONS. BUT ONE OF THEM IS BY HAVING A GENDER NEUTRAL CODE.  
>> IS THE POLICY A PART OF -- IS THAT IN WRITING ANYWHERE?  
>> IF YOU LOOK AT THE MODEL

DRESS CODE, THERE'S NOTHING  
THERE REGARDING HAIR.  
THE ONLY CONCERNS WE HAVE ABOUT  
HAIR IS THERE ARE OFTEN RULES  
AROUND HEAD COVERINGS THAT ARE  
GENDER NEUTRAL RULES AND THEN OF  
COURSE SAFETY.

IF A STUDENT IS INVOLVED WITH  
ATHLETICS IN CERTAIN SPORTS YOU  
MAY NEED TO PUT YOUR HAIR IN  
ELASTIC, WHETHER YOU'RE MALE OR  
FEMALE.

GENDER NONCONFIRMING.

>> THIS IS COUNCILOR  
ESSAIBI-GEORGE PARTICIPATED IN  
THE LISTENING ONLY HEARING THAT  
WE HAVE WITH A NUMBER OF GIRLS  
WHO PARTICIPATED IN OUR  
EVIDENCE-BASED RESEARCH.

AND NUMBERS OF BLACK GIRLS  
ESPECIALLY SPOKE ABOUT THEIR  
EXPERIENCES IN WEARING THEIR  
HIJABS, AND THEY HAD ALSO  
JUST -- SO I WANTED TO JUST ASK  
IN TERMS OF A TEACHER TRAINING,  
IS THERE A CULTURAL COMPETENCY  
SPECIFICALLY IN THAT REGARD  
BECAUSE WE'RE SORT OF SAYING WE  
KNOW FOLKS DON'T MEAN ANY HARM  
BUT EVEN WITH OUR MALE TEACHERS  
SOMETIMES HOW THEY ARE RELATING  
TO US, IS NOT COMFORTABLE IN  
KEEPING WITH OUR RELIGIOUS  
PRACTICES.

I JUST WANTED TO MAKE SURE THAT  
IS A PART OF THE PROFESSIONAL  
DEVELOPMENT AND CULTURAL  
COMPETENCY.

AND THEN THE OTHER QUESTION THAT  
HAD BEEN RAISED, AND I KNOW THIS  
GETS VERY DIFFICULT IS YOU DON'T  
WANT TO SET A PRECEDENT BUT THEY  
HAD RAISED ABOUT SAFE PLACES FOR  
PRAYER.

IS THIS SOMETHING THAT CAN BE  
ADDRESSED?

OR THAT YOU ARE DISCUSSING?

>> ABSOLUTELY.

SO THE OFFICE OF EQUITY IS  
RESPONSIBLE FOR SIGNING TO ALL  
REQUESTS FOR RELIGIOUS  
ACCOMMODATIONS IN THE DISTRICT.  
AND THAT INCLUDES OUR EMPLOYEES,  
AS WELL AS OUR STUDENTS AND

FAMILIES.

>> OKAY.

>> AND ANY STUDENT, OR FAMILY, OR EMPLOYEE THAT REQUESTS A QUIET, CLEAN, PRIVATE PLACE TO PRAY IN THE BOSTON PUBLIC SCHOOL BUILDING WILL BE PROVIDED WITH THAT.

>> IS THERE A DESIGNATED PLACE THAT JUST EXISTS THAT PEOPLE KNOW?

OR IS IT A CASE BY CASE?

>> IT'S TOTALLY CASE BY CASE. BECAUSE DEPENDING ON THE CIRCUMSTANCES OF THAT PARTICULAR SCHOOL, AND THAT PARTICULAR SCHOOL BUILDING, DIFFERENT ACCOMMODATIONS WILL WORK IN DIFFERENT CASES.

BUT THOSE REQUESTS WILL ALWAYS BE MET.

>> THEN A SPECIFIC POINT ON WHAT THE BLACK MUSLIM GIRLS WERE SHARING IN THEIR TESTIMONY, WHAT CAN BE DONE ABOUT THAT?

>> WE ARE CONTINUING TO DO CULTURAL COMPETENCE WORK IN THE DISTRICT ON A WIDE VARIETY OF ISSUES, AND THIS IS ONE OF THEM. IN FACT, JUST YESTERDAY, OUR TEAM WAS REVIEWING SOME EXCELLENT SUGGESTIONS AROUND ENSURING THAT OUR SCHOOL EMPLOYEES ARE AWARE OF THE EMILY INDICATIONS OF RAMADAN WHICH IS STARTING VERY SHORTLY THIS YEAR AND MAKING SURE FOR EXAMPLE THAT THERE'S SOME THOUGHTFULNESS AROUND THE SCHEDULING OF MCAS IN TERMS OF LINING UP WITH WHEN STUDENTS MAY BE FASTING.

>> EXCELLENT.

>> SO WE ARE ABSOLUTELY THINKING ABOUT THOSE ISSUES VERY ACTIVELY DAY-TO-DAY.

>> AND THEN I GUESS I WAS JUST MISSING THE SLIDE ON THE GENDER BREAKDOWN FOR YOUR EDUCATORS. YOU KNOW, JUST MY OLD EYES HERE. I SEE ALL THE SLIDES AND WE'VE BEEN DEEP DIVING ON THAT, AND I KNOW COUNCILOR JANEY HAD REFERENCED SPECIFICALLY THE COHORT PROGRAM AROUND MALE

TEACHERS OF COLOR, BUT OBVIOUSLY THAT WAS CREATED TO ADDRESS WHAT IS A GENTER DISPARITY.

DO WE HAVE THAT BREAKDOWN IN TERMS OF MALE, FEMALE?

>> I DO.

75% OF OUR TEACHERS ARE FEMALE. AND 25% OF OUR TEACHERS ARE MALE.

>> OKAY.

>> THANK YOU.

>> YOU'RE WELCOME.

>> AND THEN -- THE PREGNANT WORKERS FAIRNESS ACT PROMPTS ME TO ASK A QUESTION THAT WE'VE BEEN ABLE TO DO I'VE SEEN IN SOME CHARTERS.

THE WHOLE POINT OF CHARTERS WAS TO, YOU KNOW, IF THERE ARE THINGS THAT WE CAN REPLICATE BEST PRACTICES SO WE TALK ABOUT TEACHER RETENTION.

ONE OF THE THINGS THAT I SEE, ESPECIALLY FOR OUR YOUNGER TEACHERS, IS THAT WHEN THEY BECOME PREGNANT, IT IS VERY TOUGH TO GET THEM BACK AFTER THEY'VE GIVEN BIRTH TO THAT CHILD.

AND YOU KNOW, THAT'S NOT THAT'S A PROBLEM IN THE WORKFORCE, PERIOD.

BUT I HEAR IT MORE FROM YOUNG TEACHERS.

I WANTED TO KEEP TEACHING.

THERE'S SOME CHARTER SCHOOLS HAVE MADE IT POSSIBLE TO HAVE ON-SITE CHILD CARE AS A WAY TO RETAIN THEIR YOUNG TEACHERS.

AND, YOU KNOW, WE'RE RAISING A FAMILY, AND YOU KNOW, HAVE A LOT MORE YEARS OF SERVICE THAT THEY WANT TO GIVE TO THE SYSTEM.

BUT CHILD CARE IS A REAL ISSUE.

IT'S NOT SO MUCH A CONFLICT ABOUT DO I WANT TO BE A STAY AT HOME MOM, IT'S THE ISSUE OF CHILD CARE.

SO I JUST WONDER IF THIS IS SOMETHING THAT WOULD IN ANY WAY BE FISCALLY SUSTAINABLE, OR POSSIBLE, IS IT SOMETHING THAT'S BEEN DISCUSSED?

>> I'M NOT AWARE OF ANY

CONVERSATIONS ABOUT THAT BUT I CERTAINLY WOULD LOVE TO BE AT THE TABLE TO EXPLORE THAT.

>> OKAY.

ALL RIGHT.

AND THEN MY LAST QUESTION IS ON PAGE SIX, THE BULLET THAT SAYS, PARTNERING WITH BLS TO IMPLEMENT YEAR TWO OF DOJ RESOLUTION AGREEMENT.

WHAT IS THAT?

>> SO THAT THE TIME THAT WE ORIGINALLY RECEIVED AN INFLUX OF CONCERNS FROM STUDENTS AT BOSTON LATIN SCHOOL A GROUP OF ADVOCATES WENT TO THE U.S. DEPARTMENT OF JUSTICE REQUESTING AN EXTERNAL INVESTIGATION INTO WHAT HAD OCCURRED.

>> OKAY.

>> AND AT THAT TIME THE U.S. ATTORNEY INVESTIGATED BOSTON LATIN SCHOOL, AND IN THE END THEY FOUND THAT THERE WAS ONE INCIDENT OF ALL THOSE THAT HAD BEEN BROUGHT FORWARD THAT IN PARTICULAR SHOULD HAVE BEEN HANDLED DIFFERENTLY.

AS A RESULT OF THAT, SO THIS IS NOT A LEGAL CONCLUSION.

THERE WAS NO FINDING, LEGAL FINDING AGAINST BOSTON LATIN SCHOOL BUT IT WAS AN OBSERVATION THAT WAS MADE BY THE DEPARTMENT AND AS A RESULT WE ENTERED INTO A CONSENT AGREEMENT WITH THE DEPARTMENT OF JUSTICE.

IT ESSENTIALLY REQUIRES US TO DO THE SAME WORK THE OFFICE OF EQUITY IS DOING IN EVERY OTHER SCHOOL, PLUS A FEW ADDITIONAL THINGS.

SO, THE PART THAT'S COMMON TO ALL OF OUR SCHOOLS, INCLUDING BOSTON LATIN IS THAT WE'RE WORKING CLOSE -- WE'RE TRAINING ALL OF OUR ADMINISTRATORS, WE'RE TRAINING OUR STUDENTS AROUND EQUITY PROTOCOLS.

WE'RE PARTNERING WITH OUR SCHOOL ADMINISTRATORS WHEN INCIDENTS OCCUR TO MAKE SURE THAT THEY ARE ADDRESSED SUFFICIENTLY AND COMPREHENSIVELY.

SOME OF THE PIECES THAT ARE A LITTLE BIT DIFFERENT AT BOSTON LATIN SCHOOL INCLUDE DEEPER WORK AROUND CULTURAL COMPETENCE THAT'S MANDATORY FOR ALL FACULTY, AND ANNUAL RACIAL AND ETHNIC CLIMATE AUDIT FOR A TOTAL OF THREE YEARS.

SO WE ARE NOW NEAR COMPLETION OF YEAR TWO OF THE THREE-YEAR AGREEMENT AT THE DEPARTMENT OF JUSTICE.

AND IN ALL RESPECTS WE HAVE MET THOSE REQUIREMENTS AND EXCEEDED THEM IN MANY AREAS.

>> THANK YOU.

>> THANK YOU.

HAS THERE BEEN A DECISION YET ON THE NEW HEADMASTER APPOINTMENT FOR BOSTON LATIN ACADEMY?

>> MY MOST RECENT UPDATE WAS THAT WAS IMMINENT.

IT HAS NOT BEEN ANNOUNCED YET.

>> I THINK THAT THE RECOMMENDATION WAS MADE FROM THE SECTION COMMITTEE, PERHAPS THE FIRST OR SECOND WEEK OF APRIL?

>> AND THEN IF THAT'S -- THE PROCESS IS THAT IT THEN GOES TO THE SUPERINTENDENT.

WHICH IS WHERE IT IS RIGHT NOW.

>> OKAY.

THE EVALUATION PLATFORM THAT'S PART OF THE ADDITIONAL INVESTMENT FOR FY'19?

WHAT ARE WE INVESTING IN?

>> SO WE CURRENTLY HAVE OUR HOME GROWN ONE THAT WE BUILT.

THE ONE THAT WE WENT THROUGH THE RFP PROCESS.

CALLED THE TEACH SCAPE.

IT HAS A VERSION OF THAT NAME. IT'S A PURCHASED PROGRAM THAT WILL FIT THE MASSACHUSETTS REGS.

>> WHAT'S THE CURRENT COMPLETION RATE ON EVALUATIONS?

>> YOU WANT ME TO PULL IT UP?

IT'S AROUND 98%.

SO OVERALL TEACHER COMPLETION WAS 90.4% FROM SCHOOL YEAR 2016-17.

SINCE THAT'S COMPLETE.

FOR TEACHERS WE WERE AT 95 FOR PRINCIPALS.

>> THAT'S UP FROM I THINK LAST YEAR WAS MAYBE ABOUT 84% COMPLETION?

>> THE ONE I HAVE 93% THE YEAR BEFORE, FROM TEACHERS.

BUT I HAVE -- GOING BACK FIVE YEARS, 85, 79, 94, 93, 90.

>> OKAY.

THE INITIAL EARLIER ONE.  
AND THEN WHAT ABOUT OUR WORK AROUND TRAINING, YOU KNOW, THINKING ABOUT THE HIRING PROCESS, THINKING ABOUT DEVELOPING, CULTIVATING, FUTURE TEACHERS, TALK TO ME A LITTLE BIT ABOUT THE WORK AROUND TRAINING PARENTS AND PERHAPS EVEN SUBSTITUTES WHO ARE ALREADY CONNECTED TO OUR SCHOOLS.

>> THAT WOULD BE INDIVIDUALS COMING IN, EITHER THROUGH OUR BPS TEACHING FELLOWSHIP, OR MOST LIKELY THROUGH OUR BPS ACCELERATED COMMUNITY TEACHER PROGRAM.

AND I SHARED EARLIER THAT BPS TEACHING FELLOWSHIP IS AN INITIATIVE THAT THE STATE HAS GRANTED US PERMISSION TO BE ABLE TO GIVE INITIAL LICENSURE. SO IN SOME CASES, IF THEY'RE COMING INTO OUR SUBSYSTEM BUT IN MOST CASES BECAUSE OF BEING FULL-TIME BPS EDUCATORS THOSE PEOPLE ENTER THROUGH OUR ACCELERATED COMMUNITY TEACHER PROGRAM.

AND IT'S BECAUSE OF SATURDAY SESSIONS AND THE FOLKS CAN ALSO BE IN THE CLASSROOM, AND ALSO CONTINUE LEARNING ON SATURDAYS.

>> AND THEN DO THEY REQUIRE AT THAT POINT TO ALREADY HAVE A BACHELOR'S?

>> YES, A BACHELOR'S DEGREE IS THE BASE.

AND THROUGHOUT THE 12-MONTH PROGRAM THEY GET MTEL SUPPORT AND THEY'RE IN PRACTICE WITH EXISTING MENTOR TEACHERS THAT ARE BPS EMPLOYEES AND TEACHERS.

>> AND WHEN I THINK ABOUT DIVERSITY AND I THINK ABOUT HIRING LOCAL, CAN WE TALK A



LITTLE BIT ABOUT WHAT WE'RE  
MAYBE DOING IN OUR SCHOOLS, AND  
THIS IS A PLANTED QUESTIONS FOR  
YOU, BUT HOW ARE WE PROMOTING  
THE PROFESSION WITH OUR  
STUDENTS?

>> WELL, YOU MIGHT HAVE HEARD  
YESTERDAY WE HAVE AN EXISTING  
HIGH SCHOOL TEACHER PROGRAM, AND  
ANNISSA IS SMILING ONLY BECAUSE  
SHE AND I WORKED ON A SIMILAR  
PROGRAM A COUPLE YEARS BACK.  
BUT WE CONTINUE DO SO.

WE RECRUIT OUR HIGH SCHOOL  
STUDENTS TO BECOME EDUCATORS.  
WE RECRUIT ALSO HIGH SCHOOL  
MENTORS THAT ARE BOTH EDUCATORS,  
AND DIVE INTO OTHER ROLES IN THE  
DISTRICT.

THE MOST EXCITING THING FOR US  
GOING FORWARD IS OUR PARTNERSHIP  
WITH CITY WHERE WE'RE PARTNERING  
WITH CITY AND U MASS BOSTON TO  
NOT ONLY GET OUR KIDS EXCITED  
BUT TO CLEAR A PATH FOR THEM TO  
PURSUE AN UNDERGRADUATE DEGREE  
AS AN AFFORDABLE COST AND  
CONNECT WITH UMASS BOSTON TO  
SECURE DEBT FREE.

A GAP YEAR BETWEEN HIGH SCHOOL  
AND COLLEGE FOR THEM TO DOUBLE  
DOWN AND FOCUS ON WHAT CONTENT  
AND ALSO WHAT GRADE LEVEL AND AS  
THEY GRADUATE FROM UNDERGRAD WE  
CONTINUE TO CONNECT WITH THEM  
THROUGHOUT THEIR UNDERGRADUATE  
YEARS.

SO, YOU SEE A LOT OF OUR HIGH  
SCHOOL TO TEACHER STUDENTS AS  
THEY PURSUE THE CITY-YEAR PATH  
WAY IN AND AROUND THE BOSTON  
SCHOOLS IN THE SUMMER DOING  
INTERNSHIPS AND JUST GENERALLY  
LEARNING HOW TO CONTINUE TO BE A  
GREAT EDUCATOR.

>> AND THEN DO WE HAVE, THIS IS  
MY VERY LAST QUESTION, DO WE  
HAVE A IDEA WHEN WE TALK ABOUT  
RECRUITMENT, WHAT ARE WE  
SPENDING PER RECRUIT?  
WHAT'S THAT AVERAGE SEND?  
WHAT'S THAT INVESTMENT TO GET --  
>> PER TEACHER THAT WE BRING IN  
FROM THE OUTSIDE.

>> SO THIS SUMMER YOU MIGHT HAVE AN ANSWER IN YOUR HEAD. THIS SUMMER WE'RE HOPING TO DO A RETURN ON INVESTMENT STUDY WITH A PIONEER FELLOW FOR THIS REASON.

I DON'T KNOW IF YOU HAVE AN ESTIMATE.

>> I'M LOOKING AT AMANDA, I DON'T THINK WE HAVE A DOLLAR FIGURE PER INDIVIDUAL BRINGING IN?

[ INAUDIBLE ]

>> YOU HAVE TO COME TO THE MIC.

>> I THINK IT'S REALLY INTERESTING TO DO THAT.

I'LL BE INTERESTED IN THAT RETURN, ROI STUDY.

>> WE'RE GOING DO BE DOING THAT.

>> I THINK WE'RE GOING TO FIND SOME CORRELATIONS BETWEEN HOW MUCH CULTIVATION, AND I THINK IN THE END, HOW MUCH WE'RE SPENDING.

>> RIGHT.

>> TO RECRUIT THOSE TEACHERS. BUT I ALSO THINK IN RETAINING TEACHERS, THE RETENTION PIECE IS REALLY IMPORTANT, AND A BETTER UNDERSTANDING OF WHY TEACHERS ARE LEAVING.

>> YES.

>> THAT CAN HELP US SPEND WISER ON THAT.

>> ONE OF THE THINGS THAT WE DO WELL IS PROVIDE OPPORTUNITIES FOR PROFESSIONAL GROWTH AND DEVELOPMENT FOR OUR EDUCATORS. YOU MENTIONED THE MASTERS PROGRAM.

THAT'S ONE OPTION.

BUT WE ALSO IN OUR OFFICE HAVE OPPORTUNITIES FOR TEACHERS TO BE MENTORS TO NEW TEACHERS.

SO A BPS TEACHING FELLOWSHIP WE RECRUITED SIX AMAZING EDUCATORS TO WORK WITH US IN THE SUMMER AS COACHES.

SO AGREED I THINK THERE'S ONE SIDE OF THE LEDGER FIGURING OUT WHY FOLKS LEAVE, AND THE OTHER SIDE IS TO CONTINUE TO PROVIDE OPTIONS FOR FOLKS TO SEE THEMSELVES DEVELOPING AND

GROWING IN THE BOSTON PUBLIC  
SCHOOLS.

SO THOSE ARE HIGH SCHOOL TEACHER  
MENTORS ARE INDIVIDUALS WHO WANT  
TO DO SOMETHING DIFFERENT.  
AND SEE THAT AS A PLACE OF  
GROWTH, AND SUPPORTING OUR  
FUTURE EDUCATORS.

>> WELL I THINK IT ALSO, THOUGH,  
GOES BACK TO JUST GENERALLY OUR  
PROFESSIONALISM THAT WE TREAT  
OUR TEACHERS WITH.

>> ABSOLUTELY.

>> BUT I THINK IT ALSO TIES BACK  
TO CONVERSATIONS AROUND THAT  
DSPC POOL AND HOW THOSE  
TEACHERS, AND I'D SAY MOST OF  
THEM ARE MORE VETERAN TEACHERS.

>> YEAH.

>> YOU KNOW, WHAT THEIR  
EXPERIENCE IS, ESPECIALLY, YOU  
KNOW, TOWARDS THE, YOU KNOW,  
INTO THE SECOND HALF OF THEIR  
CAREER.

THE MESSAGES THAT THAT CREATES  
FOR THE FUTURE TEACHERS, BOTH  
YOUNG TEACHERS MAYBE IN THE SAME  
BUILDING, BUT THEN ALSO OUR KIDS  
WHO ARE THINKING ABOUT THAT  
PROFESSION.

HAVING HAPPY, AND PROFESSIONALLY  
FULFILLED TEACHERS IN THE  
CLASSROOM WILL HELP GROW THAT  
CAREER, AND I THINK WITH THAT  
LINE I'LL JUST MENTION THAT ONE  
OF MY HIGH SCHOOL TEACHERS  
HAPPENS TO BE IN THE ROOM, MISS  
CHENEY.

SO I'M ALWAYS ON MY BEST  
BEHAVIOR WHEN SHE IS HERE.

>> OH.

>> AND ACTUALLY I'LL JUST SAY  
IT, I MENTIONED IT THIS MORNING,  
I HAD AN OPPORTUNITY TO ATTEND A  
TEACHER EVENT WHERE MISS CHENEY  
WAS AND ONE OF MY FORMER  
STUDENTS WAS THERE AS A BPS  
TEACHER.

SO WHEN WE CREATE THE  
GENERATIONS OF TEACHING, I THINK  
IT'S VERY POWERFUL.

BUT THAT'S, YOU KNOW, CREATING  
THE APPROPRIATE CULTURE FOR

TEACHERS.

IN WHICH TO PERFORM AT THAT HIGH EXPECTATION, AND HIGH PERSONAL FULFILLMENT WILL HELP WITH THAT RETENTION, AND ALSO GROWTH, AND LIFE OF THE PROFESSION AS A WHOLE.

>> RIGHT.

>> ABSOLUTELY.

>> GREAT.

>> COUNCILOR JANEY?

>> I GUESS IN PARTING, I WON'T GO ON.

REALLY, I HAVE ADDITIONAL QUESTIONS AROUND RETENTION, AND WONDERING IF YOU HAVE WERE A LOT OF TEACHERS OF RETIREMENT AGE. PARTICULARLY TEACHERS OF COLOR, BLACK TEACHERS SPECIFICALLY THAT WERE LEAVING THE SYSTEM HAS THIS SLOWED DOWN ANY?

>> YES, WE HAD A GOOD YEAR IN GROSS.

I WILL TELL WHAT YOU IT IS AND TELL YOU THE NUMBERS.

WE ALSO KNOW A LOT IS DRIVEN BY DEMOGRAPHICS.

WE CAN DO THINGS TO MAKE A DIFFERENCE.

BUT WE KNOW THAT THERE IS A LARGE GROUP OF TEACHERS OF COLOR WHO ARE AT THAT RANK.

WE DID HAVE A REDUCTION IN --

LET ME GET THE EXACT NUMBER.

FOR EXAMPLE, BETWEEN

OCTOBER 2016 AND OCTOBER 2017

THIS IS JUST SPECIFICALLY AROUND BLACK EDUCATORS EXITING THE SYSTEM.

2016 WE HAD 110 BLACK EDUCATORS EXIT.

IN 2017 WE HAD ONLY 56 BLACK EDUCATORS EXIT.

THE CORRESPONDING NUMBERS FOR LATINO EDUCATORS.

51 FOR 2015.

DOWN TO 46 IN OCTOBER OF 2017.

THOSE ARE SPECIFICALLY FOR ALL EXITS.

SO THERE IS A POSITIVE.

A POSITIVE NUMBER THERE.

I KNOW OTHER RETENTION PROGRAMS ARE HAVING A POSITIVE INFLUENCE.

HOWEVER WE KNOW THE DEMOGRAPHICS

DRIVE US.  
NEXT YEAR I DON'T KNOW WHERE THE  
NUMBERS WILL FALL.  
>> I HAVE SEVERAL ADDITIONAL  
QUESTIONS BUT I THINK, I'M  
HOSTING A HEARING ON TEACHER  
DIVERSITY, SPECIFICALLY WHAT I  
HOPE TO DIVE INTO.  
NOT JUST THE HIRING AND  
RECRUITMENT PIECE THAT IS  
CRITICALLY IMPORTANT BUT THE  
SUPPORT AND DEVELOPMENT.  
MAKING SURE THAT TEACHERS, YOU  
KNOW, FEEL SUPPORTED AND  
WELCOMED.  
THAT WE ARE NOT CREATING HOSTILE  
ENVIRONMENTS IN THE WORK PLACE.  
THAT THEY HAVE, YOU KNOW THE --  
SCHOOL LEADER.  
I WANT TO GET INTO THE PIPELINE.  
OBVIOUSLY, I HAVE OTHER  
COMMITMENTS.  
I THINK I WILL DEFER UNTIL THAT  
HEARING.  
>> OKAY.  
>> IF THAT'S OKAY.  
AND PROBABLY LIKE THE THREE OF  
YOU TO ALL BE IN ATTENDANCE.  
>> THANK YOU.  
COUNSELOR JANEY.  
COUNSELOR PRESSLEY?  
>> I WAS JUST WONDERING IN TERMS  
OF RETENTION AND CLIMATE, YOU  
KNOW I REMEMBER ONE OF THE  
HEARINGS THAT I SPONSORED AROUND  
IMPROVING TRANSITIONS FOR  
STUDENTS WITH SPECIAL EDUCATION  
SERVICES.  
ONE OF THE MOMS FROM SPED PAC  
SAID EXCLUSION IS NOT A SEAT AT  
THE TABLE IT'S EXPERIENCE.  
IN TERMS OF EXPERIENCE,  
COUNSELOR JANEY'S POINT BEING  
MORE SUPPORTIVE.  
I WONDERFUL YOU HAVE CONSIDERED  
AN ADULT MODEL OF THE POSSE  
PROGRAM.  
WHERE PEOPLE, FOLKS ARE ONBOARD  
AND IN A COHORT.  
NOT TO CREATE A SEPARATE, YOU  
KNOW SUB CULTURE OF A COMMUNITY.  
JUST I THINK IT COULD GO A LONG  
WAY SO FOLKS DON'T FEEL LIKE A  
ONE OFF OR ISO LIGHTED.

ALL OF THE NEW EXPERIENCES  
TOGETHER, THERE IS A COMMON  
EXPERIENCE.  
>> WE HAD THIS LAST YEAR.  
SIX OF THE BPS FELLOWS AT THE  
ELLIS NOW.  
>> OKAY.  
>> I THINK ONE PLAY, ONE  
ENVIRONMENT, MULTIPLE  
EXPERIENCES -RBGSZ AND ONE  
EXISTING FULL TIME COACH  
SUPPORTING THEM FOR THE YEAR.  
THE OUTCOME IS REALLY STRONG.  
WE HAVE OF THE SIX TEACHERS,  
FIVE WILL BE RETURNING NEXT  
YEAR.  
ONE WILL BE CHOOSING -- APPLYING  
FOR OTHER POSITIONS.  
THEIR EXPERIENCE, I THINK, THEY  
WILL SAY THEY HAVE MADE FRIENDS  
FOR LIFE.  
HAVING THE FIRST YEAR TOGETHER,  
HAVING ALL OF THEM BEING IN ONE  
COMMUNITY WITH THEIR SAME COACH  
WE HAD DINNER, I HAD DIN WE ARE  
THEM THREE WEEKS AGO.  
THEY'RE A GROUP OF MULTI RACIAL  
EDUCATORS AT THE ELLIS.  
I WOULD SAY THEY HAVE A LOT TO  
SAY ABOUT THEIR EXPERIENCE.  
A LOT HAS TO DO WITH THE VALUE  
OF THE.  
WE SHARED THE CANDIDATES AS  
OPPORTUNITIES THIS.  
PARTICULAR SCHOOL LEADER TOOK ON  
THE CHALLENGE KWREFPLTS WE HAD A  
SMALL COHORT THERE.  
THEY SMILE.  
I WILL SAY THEY HAVE HAD AN  
EXPERIENCE TOGETHER.  
THEY VALUE THEIR PEERS AND ALSO  
THEIR COACHES BEING SOMEONE --  
>> IS THIS SOMETHING WE PLAN TO  
REPLICATE.  
>> WE WILL MAKE EVERY EFFORT TO  
HAVE SCHOOL LEADERS SEE THE  
VALUE OF HIRING ONE OR TWO,  
THREE OF THE COHORT MEMBERS IN  
ONE BUILDING.  
THEY COME WITH A COACH.  
>> GREAT.  
GETTING BACK TO SCHOOL CULTURE  
AND KHRAOEU P MAT.  
BOTH FOR EDUCATORS AND STUDENTS.

WHAT IS THE KEURPBLT PROCESS IF SOMEONE FEELS THREATENED AND UNCOMFORTABLE, YOU KNOW EITHER DISCRIMINATION OR SEXUAL HARASSMENT.

A RACIAL SPUR, ARE ALL OF THE STUDENTS EDUCATED ABOUT WHAT IT IS THEIR RIGHT TO DO OR ONLY THE 200 THAT MAYBE CAME TO A CONFERENCE STPEU WANT TO MAKE SURE EVERYONE KNOWS WHAT THEIR RIGHTS ARE AND HOW TO ACTIVATE THE PROCESS.

>> YES, THE OFFICE OF EQUITY CONDUCTS VERY SYSTEMATIC TRAINING AND EDUCATION PROGRAMS TO INSURE OUR STUDENTS, FAMILIES AND EMPLOYEES ARE AWARE OF EQUITY PROTOCOLS.

WE HAVE INFORMATION FOR EQUITY PROTOCOLS IN THE PARENT/STUDENT HANDBOOK.

WE HAVE A REQUIREMENT THAT SCHOOL LEADERS MAKE INTERCOM ANNOUNCEMENTS IN AGE APPROPRIATE LANGUAGE.

IF YOU FEEL SOMEONE IS NOT RESPECTING YOU, THIS IS WHAT YOU CAN DO.

WE HAVE WORKED WITH THE BOSTON STUDENT ADVISORY COUNCIL. THERE IS A REPORTING FORM IN THE STUDENT RIGHTS APP.

WE ADDED A ON-LINE REPORTING FORM FOR EQUITY WEB SITES -->> OKAY.

>> -- WE HAVE ATTACKED THIS ALL WAYS WE CAN.

I THINK THE RESULTS ARE OBVIOUS. WE HAVE HAD NEARLY 800 CONCERNS BROUGHT TO US THIS YEAR.

THAT IS KPÆURPD TO A COUPLE OF DOZEN FROM THE YEAR BEFORE WE STARTED THIS WORK.

>> I KNOW COUNSELOR, THEY ASKED THE MOST COMMON INVESTIGATION. WERE YOU ASKING FOR EDUCATORS OR IN GENERAL.

>> -- ASKING THE INCIDENT REPORTS.

>> OKAY.

SO, I WONDER HOW THE OF THE CLAIMS, IF YOU WILL, WHAT DO WE SEE AS THE LARGEST.

>> THE TWO LARGEST CATEGORIES  
ARE RACE AND ALLIGATIONS OF  
SEXUAL MISCONDUCT.  
INAPPROPRIATE SEXUAL BEHAVIOR.  
>> OKAY.  
>> GREAT, THANK YOU.  
>> YOU'RE WELCOME, COUNSELOR  
MANY.  
>> THANK YOU.  
>> ANYTHING ELSE TO SAY, NO  
PUBLIC TESTIMONY FOR THIS  
YEARING.  
>> OKAY.  
>> ADJOURNED.  
>> THANK YOU, VERY MUCH.