

DISTRICT 9 COUNCILOR.

TODAY IS MONDAY, APRIL 29th WE ARE HERE WITH OUR BOSTON PUBLIC SCHOOLS TEAM TO DISCUSS THE OFFICE OF SOCIAL, EMOTIONAL LEARNING AND WELLNESS AS THEY PERTAIN TO DOCKETS 0622 THROUGH 0625.

ORDERS FOR THE FY20 OPERATING BUDGET INCLUDING ANNUAL APPROPRIATION FOR DEPARTMENTAL OPERATIONS, ANNUAL APPROPRIATIONS FOR THE SCHOOL DEPARTMENT, APPROPRIATION FOR OTHER POST EMPLOYMENT BENEFITS AND APPROPRIATIONS FOR CERTAIN TRANSPORTATION AND PUBLIC REALM IMPROVEMENT.

AS WELL AS DOCKETS 0626 AND 0628, CAPITAL BUDGET APPROPRIATIONS INCLUDING LOAN ORDERS AND LEASE PURCHASE AGREEMENTS.

LIKE TO REMIND FOLKS THAT THIS IS A PUBLIC HEARING BEING RECORDED AND BROADCAST ON COMCAST 8, RCN82, ER ADVISE ON 1964 AND STREAMED AT BOSTON.GOV/CITY.COUNCIL-TV I ASK FOLKS TO SILENCE THEIR ELECTRONIC DEVICES.

WE WILL TAKE PUBLIC TESTIMONY AT VARIOUS POINTS THROUGHOUT THE HEARING.

APPRECIATE IT IF FOLKS WOULD SIGN IN ON THE SHEET TO MY LEFT IF THEY WISH TO TESTIFY.

PLEASE STATE NAME, AFFILIATION, RESIDENCE AND PLEASE MARK THE BOX YES IF YOU DO WISH TO TESTIFY.

THIS BUDGET REVIEW WILL ENCOMPASS AROUND 34 HEARINGS, OVER ROUGHLY THE NEXT SIX WEEKS. WE STRONGLY ENCOURAGE RESIDENTS WHETHER HERE IN THE CHAMBER OR AT HOME TO TAKE A MOMENT TO ENGAGE IN THIS PROCESS BY GIVING TESTIMONY FOR THE RECORD.

YOU CAN DO THIS IN SEVERAL WAYS, COME TO ONE OF THE HEARINGS AND GIVE PUBLIC TESTIMONY.

COME TO THE HEARING DEDICATED TO

PUBLIC TESTIMONY ON TUESDAY JUNE  
4th, ANY TIME FROM 2:00 P.M.  
TO 6:00 P.M.

WE WILL BE HERE FOR AT LEAST  
THAT TIMEFRAME AND WE'LL STAY AS  
LONG AS WE NEED TO TO HEAR FROM  
EVERYONE WHO WOULD LIKE TO SPEAK  
ON THE BUDGET.

YOU CAN ALSO SEND YOUR TESTIMONY  
VIA LET TORE THE COMMITTEE ON  
WAYS AND MEANS, CITY COUNCIL,  
FIFTH FLOOR, BOSTON CITY HALL,  
BOSTON MASS, 02201.

OR E-MAIL US AT CCC.WM@BOSTON.G  
SOCKSV.

I'M GOING TO INTRODUCE MY  
COLLEAGUES IN ORDER OF THEIR  
ARRIVE.

TO MY FAR LEFT, COUNCILOR AT  
LARGE MICHAEL FLAHERTY.

NEXT TO HIM, COUNCILOR ED FLYNN.

NEXT TO ME COUNCILOR ANNISSA  
ESSAIBI-GEORGE.

AND TO MY FAR LEFT AGAIN,  
COUNCILOR TIM McCARTHY TO MY  
FAR RIGHT COUNCILOR ANDREA  
CAMPBELL.

BEFORE I HAND IT OVER TO BPS WE  
HAVE A SHORT VIDEO THAT WE'D  
LIKE TO PLAY BEFORE WE START  
YOUR PRESENTATION.

SO I APPRECIATE THAT.

§§ §§

>> THANK YOU.

WITH THAT I WILL NOW TURN IT  
OVER TO BPS FOR YOUR OPENING  
STATEMENTS.

>> ALL RIGHT.

THANK YOU, CHAIR AND GOOD  
EVENING, GOOD AFTERNOON  
COUNCILORS.

MY REMARKS FROM EARLIER EXTEND  
TO THIS SESSION, WHERE I'M  
JOINED BY ASSISTANT  
SUPERINTENDENT FOR SPECIAL  
EDUCATION, CINDY NIELSEN AND  
ASSISTANT SUPERINTENDENT FOR  
OFFICE OF SOCIAL, EMOTIONAL  
LEARNING AND WELLNESS, JILL  
CARTER.

I'M GOING TO LET THEM JUMP RIGHT  
IN AND WE'LL START WITH JILL  
CARTER.

>> GOOD AFTERNOON, COUNCILOR.

MY NAME IS JILL CARTER I AM  
ACTING ASSISTANT SUPERINTENDENT  
FOR OFFICE OF SOCIAL EMOTIONAL  
LEARNING AND WELLNESS.  
BOSTON PUBLIC SCHOOLS STRIVES TO  
BE ONE OF THE HEALTHIEST SCHOOL  
DISTRICTS IN THE COUNTRY.  
WE ABSOLUTELY KNOW THAT HEALTHY  
STUDENTS ARE BETTER LEARNERS,  
THANK YOU FOR THE OPPORTUNITY TO  
PRESENT ON THE BUDGET AND ROLL  
OF THE OFFICE AND THAT IT PLAYS  
IN THIS DIVISION THAT WE'RE  
ASPIRING TO BE ONE OF THE  
HEALTHIEST SCHOOL DISTRICTS IN  
THE COUNTRY.  
WE ARE COMMITTED TO ACTIVELY  
PROMOTING THE SOCIAL, EMOTIONAL  
AND PHYSICAL WELLNESS OF ALL  
STUDENTS TO SUPPORT BOTH THEIR  
HEALTHY DEVELOPMENT AND  
READINESS TO LEARN.  
WE KNOW THAT ADDRESSING THESE  
THREE DIMENSIONS OF WELLNESS ARE  
KEY TO CLOSING THE OPPORTUNITY  
AND ACHIEVEMENT GAPS.  
WE MUST ADDRESS THESE HEALTH  
INEQUITIES.  
AND CONTRIBUTE TO THEM MISSING  
SCHOOL.  
ADDITIONALLY WE MUST ENSURE THAT  
ALL STUDENTS HAVE AUTHENTIC  
LEARNING OPPORTUNITIES.  
THE DISTRICT'S STRATEGIC  
IMPLEMENT THE TAKES LAB  
PRIORITIZES THE WHOLE CHILD.  
CALLING FOR RIGOROUS  
STANDARDS-BASED INSTRUCTION THAT  
IS CULTURALLY AND LINGUISTICALLY  
SUSTAINING AND SERVICES THAT  
WILL SUPPORT THE WHOLE CHILD.  
OUR INSTRUCTIONAL STANDARDS  
CALLED THE ESSENTIALS FOR  
INSTRUCTION TALL EQUITY STATE  
THAT EDUCATORS WILL CREATE  
SUSTAINING LEARNING ENVIRONMENTS  
IN SUPPORT OF THAT WHOLE CHILD.  
AND ADDRESSING THE NEEDS OF THE  
WHOLE CHILD ARE ESSENTIAL FOR  
ENSURING THAT ALL STUDENTS  
GRADUATE COLLEGE AND CAREER  
READY.  
TO DO THIS WE MUST MAKE SURE  
THAT EVERY CLASSROOM IS SAFE,

HEALTHY AND SUSTAINING.  
SUPPORTING THE DEVELOPMENT OF  
THE WHOLE CHILD.  
THAT INCLUDES HAVING STUDENTS  
EXPERIENCE THING CULTURALLY AND  
LING GUESS TIKELY RATHER THAN  
CURRICULUM, HAVING ACCESS TO  
WATER AND HEALTHY FOOD.  
OPPORTUNITIES TO MOVE AND LEARN  
ABOUT THEIR HEALTH.  
BUILDING TRUSTING RELATIONSHIPS  
WITH ADULTS AND THEIR OWN SOCIAL  
EMOTIONAL SKILLS.  
FINALLY, OF COURSE, ACCESS TO  
MEDICAL SUPPORT.  
IT TAKES A TEAM.  
NURSES, PSYCHOLOGISTS, SOCIAL  
WORKERS ARE EXTREMELY IMPORTANT  
AS OR GUIDANCE COUNCILORS,  
TEACHERS OF ALL CONTENT AREAS  
BUT ESPECIALLY INCLUDING HEALTH  
ED, CAFETERIA STAFF,  
ADMINISTRATORS, IT REALLY TAKES  
THE WHOLE TEAM WORKING TOGETHER  
TO ENSURE THAT EQUITY OF  
PROGRAMS AND SERVICES FOR ALL  
STUDENTS ADDRESSING THE NEEDS  
ESPECIALLY OF OUR MOST  
MARGINALIZED STUDENTS, ALSO  
TAKES COMMUNITY PARTNERS AND  
FAMILIES AND THIS ALL GOES TO  
THE HEART OF THE BPS PRACTICE.  
IT TRULY TAKES A WHOLE SCHOOL,  
WHOLE COMMUNITY, WHOLE CHILD  
APPROACH TO CREATE SAFE, HEALTHY  
AND SUSTAINING SCHOOL  
ENVIRONMENTS SOMETHING THAT IS  
OUTLINED IN OUR WELLNESS POLICY  
AND WHICH IS OUR WELLNESS POLICY  
HAS BEEN RECOGNIZED AS ONE OF  
THE MOST COMPREHENSIVE IN THE  
COUNTRY.  
THE OFFICE OF SOCIAL EMOTIONAL  
LEARNING AND WELLNESS IS  
COMPRISED OF 14 PROGRAMS IN SIX  
DEPARTMENTS OR OFTEN CALLED  
RCs RESPONSIBILITY CENTERS.  
THE WORK OF THESE DEPARTMENTS  
INCLUDE DIRECT SERVICES AND  
SCHOOL SUPPORTS AND CURRICULUM  
AND INSTRUCTION AND SCHOOL  
CLIMATE AREAS.  
BECAUSE IT'S A FAIRLY NEW OFFICE  
I'D LIKE TO NAME THE PROGRAM

AREAS THAT ARE IN THIS OFFICE  
JUST FOR PEOPLE'S FAMILIARITY  
WITH IT.

I WOULD ALSO RECOGNIZE THAT  
THERE ARE DIRECTORS AND LEADERS  
FROM EACH OF THESE PROGRAM AREAS  
SO THEY WILL BE ABLE TO BE  
CALLED DOWN TO SUPPORT WITH  
QUESTIONS AS WE GET DEEPER INTO  
THE WORK.

BUT IN SEL WELL YOU FIND  
RESTORATIVE PRACTICES.

OPPORTUNITY YOUTH  
INCLUDES HOMELESSNESS, HOME AND  
HOSPITAL DUT FORKING AND 'TEN  
DENSE.

ATHLETICS, SCHOOL HEALTH  
SERVICES AND SYSTEMS INVOLVED  
YOUTH INITIATIVE.

AS ON OFFICE OUR PRIORITIES HAVE  
INCLUDED IMPROVING SOCIAL,  
EMOTIONAL LEARNING ACROSS THE  
DISTRICT, PROVIDING EQUITABLE  
ACCESS TO CONTINUUM OF HIGH  
QUALITY SERVICES, FOSTERING  
SAFE, HEALTHY AND SUSTAINING  
ENVIRONMENTS, ENSURING HEALTH  
AND PHYSICAL LITERACY OF ALL BPS  
STUDENTS AND IMPROVING ALIGNMENT  
AND COORDINATION.

THIS SLIDE INCLUDES A TABLE THAT  
LISTS BUDGETS FOR ALL SIX  
DEPARTMENTS IN SELWELL.

OR RCs.

OUR BUDGET -- TOTAL BUDGET FOR  
NEXT YEAR IS JUST CLOSE TO \$22  
MILLION WHICH IS A NET CHANGE  
ABOUT 922,000.

ON THE NEXT SLIDE IT SHOWS YOU  
THAT THE INCREASE IS PRIMARILY  
DUE TO SMALL INCREASE IN THE  
McKINNEY HOMELESSNESS GRANT,  
ALSO INCREASE IN DISTRICT  
INVESTMENTS IN BECOMING A MAN.  
BEHAVIORAL HEALTH SERVICES,  
PSYCHOLOGICAL ASSESSMENTS,  
HEALTH SERVICES, MEDICAL RECORD  
AND ALSO INCREASE IN HOME AND  
HOSPITAL TUTORING.

WE ALSO SAW SOME FUNDING  
TRANSFERRED OUT OF OUR OFFICE  
DEPARTMENTS SO YOU'LL SEE A  
SLIGHT DECREASE IN THE SELWELL  
BUDGET.

THE NEXT SLIDE SHOWS WHERE SOME BRIGHT SPOTS ACROSS THE OFFICE, THERE ARE MANY.

I'M JUST GOING TO HIGHLIGHT A FEW.

SORRY, I'M ACTUALLY -- LOOKS LIKE ONE OF OUR -- I THOUGHT WE HAD ANOTHER SLIDE THERE.

I WANT TO HIGHLIGHT A FEW OF THE GREAT THINGS THAT ARE GOING ON IN THE OFFICE THIS YEAR.

SO FAR THIS YEAR WE HAVE PROVIDED OVER 2,000 STAFF WITH PROFESSIONAL DEVELOPMENT ACROSS THE SELWELL DEPARTMENTS.

PROVIDES 633 SECTIONS IN INSTRUCTIONAL COACHING SUPPORT AS WELL AS OVER 600 SAFE WELLNESS SCHOOL SPECIALIST SUPPORTS TO SCHOOL.

IN DIRECT SERVICE WE'VE HAD 385 STUDENTS SERVED AT SUCCESS SAID BOSTON, CLOSE TO 2800 IEP AND 504 ASSESSMENTS BY BEHAVIORAL HEALTH STAFF.

MORE THAN 6,000 STUDENTS ARE PARTICIPATING IN MIDDLE SCHOOL AND HIGH SCHOOL SPORTS.

NURSES HAVE COMPLETED OVER 79,000 HEALTH SCREENINGS AND THERE'S A 300% INCREASE EBB ENROLLMENT IN THE SUMMER PROGRAM.

IF YOU ARE LOOKING AT GRANTS WE HAVE APPLIED FOR MANY NEW GRANTS AND WERE AWARDED SOME SIGNIFICANT ONES LISTED THERE ON THE SLIDE.

WE ALSO JUST WANTED TO HIGHLIGHT A FEW OF THE OUTCOMES THAT HAVE CHANGED -- THAT WE KNOW ABOUT WHICH IS SLIGHT DECREASE IN CHRONIC ABSENTEEISM AND IMPROVED RATE OF IMMUNIZATION ALSO DECREASE IN SELF RECORDED SUICIDE ATTEMPTS THROUGH OUR HIGH SCHOOL STUDENTS.

THIS SLIDE, WHAT YOU'LL SEE IS A HIGHLIGHTED -- HIGHLIGHT ALLOCATIONS OF SELWELL FUNDING THAT GOES TO SUPPORT SCHOOLS. THIS IS THROUGH SCHOOL CAPACITY BUILDING, THROUGH DIRECT SERVICES, THROUGH RESOURCES LIKE

CURRICULUM AND EQUIPMENT AND THROUGH INTENSIVE PROGRAMMING. WE'VE ALSO PROVIDED SOME INFORMATION ABOUT OTHER TYPES OF STUDENT SUPPORT SERVICES THAT ARE DIRECTLY FUNDED ON SCHOOL BUDGETS.

FINALLY I'LL JUST HIGHLIGHT A FEW OF THE IMPORTANT NEXT STEPS THAT WE'RE WORKING ON IN SELWELL.

WE'RE DEVELOPING A SHARED VISION FOR SEL IMPLEMENTATION ACROSS THE DISTRICT.

WE'RE LINING OUR SUPPORT WITH DISTRICT NETWORK STRUCTURES AND WE'RE IMPROVING OUR DATA SYSTEMS SO THAT WE'RE ABLE TO BETTER ALLOCATE RESOURCES AND MEASURE OUR IMPACT.

WE'RE IMPROVING THE CLARITY ACROSS DEPARTMENTS FOR SERVICES DELIVERY AND IMPLEMENTING THE STRATEGIC COMMUNICATION PLAN TO PROVIDE BETTER UNDERSTANDING OF THE SUPPORTS AVAILABLE TO SCHOOLS IN SELWELL AND CONTINUING TO CONTRIBUTE TO THE ASSET PRIORITIES AS WELL.

WITH THAT, I WILL TURN IT OVER TO CINDY.

>> GOOD AFTERNOON, COUNCILORS. THANK YOU FOR THE OPPORTUNITY TO SHARE REGARDING OFFICE OF SPECIAL EDUCATION FOR FY20. THE OFFICE OF SPECIAL EDUCATION TARGETS FIVE KEY AREAS TO CONTINUE TO BUILD INCLUSIVE PRACTICES.

THEY ARE IDENTIFICATION AND PLACEMENT, QUALITY OF INSTRUCTIONAL SUPPORTS AND SERVICES, STUDENTS, FAMILY AND COMMUNITY ENGAGEMENT, ACCOUNTABILITY OR COMPLIANCE AND TRANSITION SERVICES.

AT THE MARCH 29, 2019 THERE ARE 12,015 STUDENTS BEING SERVICED ON INDIVIDUALIZED IN BOSTON PUBLIC SCHOOLS.

66% OF OUR STUDENTS ARE MALE, 33.8% ARE FEMALE.

IN ADDITION, DATA ILLUSTRATES THAT.

PROVIDES MORE IN DEPTH LOOK AT THE BREAK DOWN BY SETTING, BY RACE AND THEN AGAIN BY GENDER. OVERALL MALES IN ALL RACE CATEGORIES EXCEPT THE OTHER CATEGORIES ARE SERVED IN LESS INCLUSIVE SETTINGS THAN FEMALE. OVERALL ENGLISH LEARNERS WITH DISABILITIES ARE SERVED AT SIMILAR RATES WHEN COMPARED AGAINST THE TOTAL POPULATION. 64% ARE 2,604 OF LEARNERS SPEAK SPANISH AS FIRST LANGUAGE. NEXT MOST PREVALENT FIRST LANGUAGE IS HAITIAN CREOLE REPRESENTING 6% OR 243 STUDENTS. CAPE VERDEAN IS NEXT 4.6 OR 187 STUDENTS THEN VIETNAMESE SPEAKING STUDENTS ARE REPRESENT 2.7% OR 110 OF OUR STUDENTS. THERE ARE OVER 40 DIFFERENT LANGUAGES IDENTIFIED AS STUDENTS FIRST LANGUAGE BEING SERVED IN INDIVIDUALIZED PROGRAMS OR IEP. INDIVIDUALS WITH DISABILITIES EDUCATION ACT OUTLINES THAT EACH PUBLIC SCHOOL DISTRICT PLAN FOR AND PROVIDE AN ARRAY OF SETTING THAT OUR STUDENTS NEED TO BE EDUCATED IN SO THAT THEY ARE RECEIVING A FREE AND APPROPRIATE PUBLIC EDUCATION. A SCHOOL OUT OF STUDENT DISTRICT IS ONE OF THESE OPTIONS FOR SPECIALIZED INSTRUCTIONS THAT ADDRESSES MOST SEVERE IMPACT ON STUDENT'S ABILITY TO LEARN AND PROGRESS. THE DATA PROVIDED ON THE SLIDE SHOWS BREAK DOWN OF STUDENTS THAT ARE STATE INVOLVED NOT STATE INVOLVED. NON-STATE INVOLVED MEANS THAT THE DECISION TO PLACE STUDENTS HAPPEN THROUGH AN IEP TEAM MEETING, MEDIATION AGREEMENT, SETTLEMENT AGREEMENT, BUREAU OF SPECIAL EDUCATION APPEAL DECISION, IMPLEMENTATION OF IEP DETERMINED BY ANOTHER DISTRICT. STATE INVOLVED STUDENTS INDICATE THAT ONE OR MORE OF THESE INVOLVED WITH THE EDUCATIONAL DECISION MAKING FOR STUDENTS.



DEPARTMENT OF CHILDREN AND FAMILY, BCF, DEPARTMENT OF PUBLIC HEALTH OR DEPARTMENT OF CORRECTIONS OR MCI.

WE CURRENTLY HAVE 454 STUDENTS BEING SERVED.

THIS REPRESENTS ABOUT 4% OF THE TOTAL STUDENTS WITH DISABILITIES POPULATION IN BOSTON.

ALSO MEAN WE'RE SERVING 96% OF OUR 1215 STUDENTS IN DISTRICT ONE PROGRAMS.

THE SIX YEAR SPAN SHOWS HIGH NUMBER OF SCHOOLS IN SCHOOL '16-17.

FOR COMPARISON PURPOSES, SCHOOL YEAR 2013-14 THERE WERE 297 STUDENTS OUT OF DISTRICT.

279 STATE INVOLVED ARE BEING SOMETHING WITH THE DECISION BASED IN THE DISTRICT.

AND 90 STUDENTS BEING STATE INVOLVED.

IN SCHOOL YEARS '16-17 WHERE IT SEEMS THERE WAS SPIKE IN STUDENTS OUT OF DISTRICT WE HAD 242 NON-STATE INVOLVED STUDENTS AND 2340 STATE INVOLVED STUDENTS.

SPECIAL EDUCATION OFFICE TO EDUCATE STUDENTS IN THEIR COMMUNITY THAT BEING CITY OF BOSTON, WE'RE BALANCING THE NEEDS OF THE STUDENT HOW WE CAN PROVIDE THEIR EDUCATION WITHOUT DISRUPTING EDUCATION OF THE OTHER STUDENTS IN THE CLASSROOM. THERE ARE TIMES AS EVIDENCED BY STUDENTS OUT OF DISTRICT THAT THE LEAST RESTRICTED ENVIRONMENTAL IS TO BE EDUCATED OUT OF DISTRICT.

ANOTHER DEMOGRAPHIC AREA THAT WE USE TO DETERMINE GOALS IS THE OFFICE OF SPECIAL EDUCATION IS THE BREAK DOWN OF OUR STUDENTS BY PRIMARY DISABILITY.

DISABILITY CAN BE CATEGORIZED IN THREE GROUPS.

HIGH INCIDENTS, LOW INCIDENTS AND FUNCTIONAL DISABILITIES. HIGH INCIDENTS, COMMUNICATION, EMOTIONAL IMPAIRMENT, INTELLECTUAL IMPAIRMENT AND

SPECIFIC LEARN CAN DISABILITIES ARE DETERMINED BY EDUCATIONAL TEAMS IN OUR SCHOOLS.

LOW INCIDENTS DISABILITIES, HEALTH, HEARING, MULTIPLE DISABILITIES ON THE MEDICAL COMMUNITY TO ASSIST IN DIAGNOSING.

OTHERS INCLUDE AUTISM AND DEVELOPMENTAL DELAY AND THOSE USUALLY IMPACT STUDENTS GLOBALLY.

THE DISTRIBUTION OF WHERE WE HAVE INCREASED OUR RESOURCES HAVE STAYED THE SAME.

OUR TOTAL BUDGET FOR FY19 IS 99,367,857.

INCREASE TO 103,448,84 IN FISCAL YEAR '20.

IN ORDER TO ADDRESS THE FIVE PRIORITIES, CENTRAL OFFICE FUNDS, 864.7 FULL TIME EQUIVALENT TO SUPPORT AND DO OUR WORK IN IDENTIFICATION AND PLACEMENT, FAMILY COMMUNITY AND, THE QUALITY OF INSTRUCTIONAL SUPPORTS AND SERVICES ACROSS ALL SETTINGS.

733.3 ARE CENTRALLY LOCATED AND DEPLOYED FROM CENTRAL OFFICE.

UPCOMING FISCAL YEAR FY20 ADDITION INCLUDE 77 SPECIALISTS, ONE ORDER CERTIFIED ANALYST THAT WILL INCREASE OUR AABILITY TO PROVIDE SERVICES IN DISTRICT.

IN ORDER TO INCREASE THE QUALITY CONSISTENCY AND PROVIDING SPECIAL EDUCATION SERVICES TO ELIGIBLE STUDENTS, WE WOULD LIKE TO CREATE A SIX MEMBER TEAM OF PROVIDERS INCLUDING CO COORDINATORS, SPIRAL AND LANGUAGE THERAPISTS AND SPECIAL EDUCATION TEACHER TO HELP US PROVIDE SERVICES IN PRIVATE AND PAROCHIAL SCHOOLS.

CREATION OF THE LEADERSHIP POSITION THAT WILL SUPPORT SUPERVISION OF SCHOOL SUPPORT PROVIDED IN SPECIAL EDUCATION.

THE GOAL TO INCREASE QUALITY OF INSTRUCTION.

LAST CREATED OUR VETERAN COORDINATORS, MENTOR OUR NEW

COORDINATORS TO HELP WITH  
NAVIGATING CHALLENGING MEETINGS  
WITH TOPIC OF EXTENDED SCHOOL  
YEAR AND TRANSPORTATION.  
OFFICE OF SPECIAL EDUCATION  
LOOKS FORWARD TO CONTINUE TO  
ENSURE THAT OUR STUDENTS ARE  
RECEIVING THE SERVICES THEY ROY.  
THANK YOU.

>> THANK YOU.

>> THANK YOU.

LET ME RECOGNIZE COUNCILOR  
ESSAIBI-GEORGE.

MICHAEL FLAHERTY, I'M SORRY.

>> THANK YOU, MR. CHAIRMAN.

START OFF WITH TALKING ABOUT --  
I WAS ON THE COUNCIL WHEN WE  
CREATED THAT CAN YOU DO A DEEPER  
DIVE.

LOOKS LIKE IT'S A TRANSFER OF  
691,000 OUT OF ONE AREA INTO  
ANOTHER AREA OR IS THIS PROGRAM  
BEING ELIMINATED OR GOING TO BE  
FALLING UNDER ANOTHER ROOF?

>> SO, OSTIGUY HIGH FUNDING USED  
TO BE IN THE SELWELL OFFICE RC  
AND IT HAS JUST -- SHIFT TO THE  
HIGH SCHOOL ALTERNATIVE  
EDUCATION PROGRAMMING THERE'S NO  
CHANGE.

>> THE PROGRAM WILL STILL RUN AS  
OSTIGUY HIGH AS WE KNOW IT THEN?  
HOW MANY STUDENTS ANTICIPATE  
EDUCATING IN NEW CALENDAR YEAR  
TOTAL?

JUST FOR BOSTON PUBLIC SCHOOLS.  
TOTAL NUMBER OF STUDENTS.

>> TOTAL ENROLLMENT I BELIEF  
54,000 IS THE NUMBER WE'VE BEEN  
USING.

>> 54,000 AND SOME CHANGE, RAIN?

>> PERCENTAGE OF THOSE STUDENTS,  
STUDENTS WITH DISABILITIES.

>> PERCENTAGE OF STUDENTS IS  
BETWEEN 21-%.

>> IS THAT AVERAGE FOR CITIES  
OUR SIZE?

>> IT IS A LITTLE BIT HIGHER  
THAN AVERAGE WHICH IS 17%,  
MASSACHUSETTS IS HIGHER  
IDENTIFICATION RATE OF SPECIAL  
EDUCATION NATIONALLY.

LOT OF OUR PARTNER CITIES IN THE  
STATE, HALF OUR SIZE ARE USUALLY

THE SAME NUMBERS.

>> WITH RESPECT TO "THE ATLANTIC" BUDGET, SPORTS IN SCHOOLS.

DIFFERENCE BETWEEN A KID STAYING IN SCHOOL OR NOT OR BEING ABLE TO PARTICIPATE GET SCHOLARSHIP. I'M CONCERNED ABOUT THAT. ANY RATIONAL BEHIND DECLINE IN FUNDING FOR ATHLETICS DEPARTMENT?

>> THE ATHLETIC BUDGET WILL NOT GO DOWN, IT APPEARS THAT IT HAS GONE DOWN THAT IS JUST BECAUSE ONE OF THE GRANTS THAT IS EXPECTED IS NOT YET LOADED INTO THE BUDGET FOR NEXT YEAR. THERE SHOULD BE NO DECREASE.

>> YOU GUYS REPORT THAT THE BAM PROGRAM WILL INCREASE BY 275,000, CAN YOU DESCRIBE THAT PROGRAM HOW MANY STUDENTS ARE INVOLVED, YOU CAN SAY OF THAT PROGRAM.

>> SURE.

BECOMING A BAM PROGRAM IS AT HIGH SCHOOLS IN SEVEN OF THE HIGH SCHOOLS IN THE BOSTON PUBLIC SCHOOLS.

AND THE PROGRAM HAS BEEN IN PLACE FOR THE LAST COUPLE OF YEARS.

WE'RE PLANNING ON EXPANDING TO ANOTHER COUPLE OF SCHOOLS AND THAT'S REASON FOR THE INCREASE. I'M GOING TO HAVE TO CHECK MY NUMBERS TO SEE ABOUT THE TOTAL NUMBER OF STUDENTS WHICH IS WHAT YOU JUST ASKED I'LL HAVE TO GET BACK TO YOU.

>> THE PROGRAM, IS IT HIGH SCHOOL STUDENT IS FATHERING A CHILD OR -- TELL ME ABOUT THE PROGRAM.

>> NO.

IT IS -- AN OPPORTUNITY FOR YOUNG MEN TO COME TOGETHER AND RECEIVE MENTORING.

IT IS A NATIONAL PROGRAM THAT WAS BROUGHT TO BOSTON, IT'S VERY -- IT'S VERY WIDESPREAD IN THE CHICAGO PUBLIC SCHOOLS. IT FOCUSES ON DEVELOPING SOCIAL, EMOTIONAL SKILLS OF YOUNG MEN WITH SUPPORT FROM MENTORING.

I CAN GET BACK WITH YOU FOR THE NUMBER.

>> THE CONCERN AROUND THAT, ATLANTIC SCHOOLS, THERE'S OBVIOUSLY MORE GIRLS PARTICIPATING IN SCHOOL SPORTS THAN HAVE IN THE PAST.

I WOULD THINK ATHLETIC FUNDS WOULD BE ON SORT OF UPWARD TRAJECTORY.

CAN YOU EXPLAIN WHY SOME ATHLETIC OFFERINGS ARE IN CERTAIN SCHOOLS AND NOT OTHERS OR 3 THERE IS A SCHOOL THAT WOULD LIKE AN ATHLETIC OFFERING, IS THERE FUNDING AVAILABLE TO OFFER THAT?

>> I'M GOING TO ASK THE DIRECTOR OF ATHLETICS TO WOMAN DOWN AND TALK A LITTLE BIT ABOUT SCHOOL -- OR SPORT OPPORTUNITIES.

>> THAT WOULD BE GREAT. OBVIOUSLY THE KEY DIFFERENCES WHAT IS OFFERED FOR MIDDLE SCHOOLERS AND FOR HIGH SCHOOLERS.

HOW MANY SPORTS ARE OFFERED IN EACH SCHOOL FOR BOYS AND FOR GIRLS.

[ SPEAKING OFF MICROPHONE ]

>> -- FOR DIFFERENT STUDENT POPULATIONS WE DO PLAN FOR INCREASES THROUGHOUT THE YEAR AS DAVID MENTIONED IN EARLIER HEARING, YOU ASKED A QUESTION HOW MANY STUDENTS WERE PROBABLY GOING TO SERVE, BECAUSE STUDENT COMING IN LATE OR LEAVING EARLY WE DO ANTICIPATE SOMEWHERE IN THE RANGE OF 59,000 TO 60,000 WILL ACTUALLY COME INTO THE BOSTON PUBLIC SCHOOLS AT SOME POINT THROUGHOUT THE YEAR. THAT JUST SHOWS AS SORT OF URBAN DISTRICT WE HAVE HIGHLY MOBILE STUDENT POPULATION BOTH WITHIN PROGRAMS AND WITHIN OUR DISTRICT.

THE 55,000 IS THE NUMBER THAT WE USE FOR PLANNING PURPOSES TO PREPARE OUR CAPACITY.

>> IS THERE AVERAGE NUMBER THAT GOES FROM BPDA BPS OVER TO

CHARTER THEN BACK TO BOSTON  
PUBLIC SCHOOLS SORT OF MIDWAY IN  
DOES THAT FUNDING FLOW BACK WITH  
THE CHILD?

>> SO, THERE IS -- THE CHARTER  
DATA IS A LITTLE BIT DIFFICULT  
TO MASK.

WE GET ON ON WALL BASIS FROM THE  
STATE.

WE HAVE DONE SOME WORK WITH  
OFFICE OF DATA AND  
ACCOUNTABILITY TO LOOK AT THE  
NUMBER OF STUDENTS WHO ARE  
ENROLLED WHO LEAVE THROUGHOUT  
THE YEAR.

CHARTER ASSESSMENT ENROLLMENT  
HAPPENS FOUR TIMES A YEAR FOR  
THEM.

I BELIEVE THAT THE FUNDING  
CALCULATION THAT THEY'RE USING  
IS A QUARTERLY PRO RATED AMOUNT.  
IF THE STUDENT THERE FOR THREE  
MONTHS THEY ARE ONLY BILLED FOR  
THREE MOSSES VERSUS THE FULL  
YEAR.

FROM A FUNDING PERSPECTIVE THAT  
IS ACCOUNTED FOR.

>> THANK YOU.

>> BACK TO SPORTS.

WHAT PROGRAMS ARE OFFERED TO THE  
MIDDLE SCHOOL, WHICH ARE OFFERED  
IN HIGH SCHOOL, MORE GIRLS ARE  
PARTICIPATING THAT WOULD LEND ME  
TO THINK THAT THE ATHLETIC  
FUNDING WOULD GO UP NOT DOWN.  
IT'S DOWN 4.7% ALMOST 5%.

MAYBE EXPLAIN WHAT IS GOING ON?

>> JUST CLARIFY AGAIN ATHLETIC  
BUDGET IS NOT DOWN.

THE NUMBERS HERE ARE  
REFLECTED -- ARE NOT REFLECTING  
SOME OF THE GRANT DOLLARS THAT  
WILL BE IN SO THAT IT WON'T BE  
DOWN.

IT ISN'T DECREASING.

>> APPEARS BASED ON THE NUMBERS  
LOOK LIKE IT'S DOWN, 185,000  
DIFFERENTIAL IN A SOUTHERLY  
DIRECTION.

YOU'RE SAYING THERE'S SOME GRANT  
MONEY, BUT THE NUMBERS THAT I'M  
READING, BEEN DECREASED BY  
4.67%.

FOR TOTAL OF 185.

ATHLETIC BUDGET LAST YEAR WAS  
3.8 THIS YEAR IT'S 3.7 AGAIN  
BOTH HAVING SOME CHANGE ON BOTH  
OF THOSE.

SOMEWHERE BETWEEN 175 OR TO  
185,000 LESS THIS YEAR THAN WE  
HAD LAST YEAR SAYING IT'S ON  
GRANT FUNDING.

>> THAT IS GRANT MONEY.

>> WHAT OTHER NUMBERS HAVE GONE  
DOWN THAT ARE GRANT MONEY AND  
WHAT OTHER NUMBERS IN THIS  
PACKET HAS GONE UP THAT'S GRANT  
MONEY.

>> THE NUMBERS HAVE STAYED  
CONSISTENT I THINK WE'RE JUST  
NOW REFLECTING THE GRANT MONEY  
WE HAD FROM THE PLAY BALL  
FOUNDATION FOR SOME OF THE  
MIDDLE SCHOOL OPPORTUNITIES THAT  
WE HAD IN THE DISTRICT.

ADDS UP TO ABOUT THAT 185, 175  
NUMBER THAT YOU'RE IDENTIFYING  
THERE.

>> IS THAT GOING TO BE LESS  
PROGRAMMING, LESS SHIRTS, LESS  
BASKETBALL, LESS FOOTBALL  
EQUIPMENT?

>> I DON'T THINK IN TERMS OF --  
WE HAVE BEEN ATHLETICALLY IN  
TERMS OF OUR DEPARTMENT WE'VE  
BEEN STEADILY FUNDED, THERE  
HAVEN'T BEEN ANY CUTS SINCE I'VE  
BEEN HERE THE LAST FOUR YEARS.  
I KNOW COMPARED TO SOME OF OUR  
OTHER DEPARTMENTS AND CUTS THEY  
HAVE HAD TO DEAL WITH WE'VE BEEN  
ABLE TO KIND OF WORK THROUGH  
THOSE AREAS.

WE ARE STEADY.

THOSE NUMBERS ARE ALL BROKEN UP  
INTO AREAS THAT WE SPEND FUNDING  
ON TO PROVIDE UNIQUE PARTS OF  
THE ATHLETIC PROGRAM SO THERE  
ISN'T ANY AFFECT IN TERMS OF THE  
EQUIPMENT THAT PEOPLE SEE OR  
THINGS THAT THEY NEED TO OPERATE  
THEIR SEASON.

>> WHAT IS OFFERED IN MIDDLE  
SCHOOLS VERSUS HIGH SCHOOLS IS  
THERE A DIFFERENCE?

>> MIDDLE SCHOOL AND HIGH  
SCHOOL, THERE IS A DIFFERENCE.  
I THINK WE'VE -- AS I HAVE

UNCOVERED WE'VE ALLUDED TO IN PREVIOUS BUDGET HEARINGS, OUR MIDDLE SCHOOLS TAKE ON NUMBER OF CONFIGURATIONS IN TERMS OF OUR ABILITY TO REACH OUT AND TO HAVE PROGRAMMING ALL THOSE SCHOOLS SOMETIMES DIFFICULT.

EACH OF THE SCHOOLS ARE DIFFERENT.

ENROLLMENTS ARE DIFFERENT.

THE FACILITIES ARE DIFFERENT.

WHAT THEY'RE LOOKING TO PARTICIPATE IN IS DIFFERENT.

WE'VE DONE A LOT OF WORK

ESPECIALLY THIS YEAR IN TRYING

TO PROVIDE SOME ADDITIONAL

OPPORTUNITIES TO THE MIDDLE

SCHOOLS I THINK WE'RE UP 30% OR

SO WHERE WE HAD FIVE OR SIX NEW

SCHOOLS IN BASKETBALL.

WE'RE UP TO 14 TEAMS IN MIDDLE

SCHOOL VOLLEYBALL, SO WHERE DID

THE -- WHERE WE'VE BEEN ABLE TO

MEET IT WE'VE DONE THAT.

>> THANK YOU.

>> BEFORE I RECOGNIZE COUNCILOR

FLYNN WE'VE BEEN JOINED BY

COUNCILOR KIM JANAY.

COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR CIOMMO

THANK YOU FOR BEING HERE AND

YOUR LEADERSHIP ON THESE

IMPORTANT ISSUES.

I WAS THE SOUTH END AND TALKED

TO PARENTS IN THE SOUTH END MANY

WERE AT THE BLACKSTONE SCHOOL

ALSO SOME OF THE STUDENTS

PARTICIPATE IN THE AFTER SCHOOL

PROGRAM WITH EBA, WHAT ARE WE

GOING TO DO DURING THE

SUMMERTIME IN TERMS OF AFTER

SCHOOL -- SUMMER PROGRAMS FOR

MANY OF THE STUDENTS IN THIS

AREA BUT ESPECIALLY STUDENTS

THAT SPEAK SPANISH AS WELL HOW

ARE WE GOING TO MAKE SURE THIS

THEY GET THE SERVICES FOR THE

SUMMER WHEN THAT'S A CRITICAL

TIME FOR US FOR THAT LEARNING

PROCESS.

I JUST WANTED TO LEAVE THAT

QUESTION FOR YOU.

>> BLACKSTONE SPECIFICALLY?

>> IT'S A COMBINATION OF THE



BLACKSTONEND THEY ALSO HAVE GREAT PROGRAMMING WITH EBA, THEY WERE CONCERNED ABOUT SOME OF THE -- DURING THE SUMMERTIME WHEN STUDENTS ARE NOT ENGAGED IN ACADEMICS, WHAT CAN WE DO TO MAKE SURE THAT THEY CONTINUE THAT PROCESS OF LEARNING AND READING AND WRITING.

>> I'M NOT AWARE OF ANY PARTICULAR CUTS TO PROGRAMMING FOR THE SUMMER.

BE HAPPY TO LOOK INTO IT AND GET BACK TO YOU WITH DETAILS.

WE HAVE OUR SUMMER PROGRAMMING THAT WILL CONTINUE AGAIN THIS YEAR FOR STUDENTS DISTRICT WIDE. AND FAMILIES WHO ARE INTERESTED IN PARTICIPATING IN THE PROGRAMMING.

>> THANK YOU.

ANOTHER QUESTION I HAVE IS THE MAYOR HAS PROPOSAL TO ADD SEVERAL HUNDRED PRE-K SEATS. THERE WAS A PROGRAM AT THE -- THERE WAS AN AFTER-SCHOOL PROGRAM AT THE PERRY SCHOOL IN SOUTH BOSTON.

BUT I WANT TO SEE WHAT WE CAN DO AS RELATES TO THE CONDONE SCHOOL THAT IS LOCATED IN PUBLIC HOUSING DEVELOPMENT.

A LOT OF STUDENTS THERE REALLY COULD BENEFIT IN AFTER SCHOOL PROGRAM THAT'S SOMETHING MAYBE WE CAN CONSIDER AS WELL.

>> DEFINITELY.

WE CAN LOOK INTO THAT AND GET BACK TO YOU.

>> AS IMPORTANT AS I HEAR WHEN WE HAVE SCHOOLS LOCATED IN PUBLIC HOUSING DEVELOPMENTS, MAKING SURE THAT WE PROVIDE AS MUCH PROGRAMMING AND SUPPORT FOR THOSE STUDENTS AND FAMILIES AS WELL.

ESPECIALLY DURING THE SUMMERTIME WHEN SKILL IS NOT OPEN BUT TO CONTINUE THAT LEARNING PROCESS, THINK THOUGHTS ABOUT THAT, DOCTOR?

>> ARE YOU SAYING SPECIFICALLY WHERE PUBLIC HOUSING DEVELOPMENTS MAKING SURE THAT THERE ARE AFTER-SCHOOL

PROGRAMMING.

>> EXACTLY.

>> THERE ARE NUMBER OF THINGS WE'RE LOOKING AT.

WHEN JILL SHARED EARLIER IN THE PRESENTATION OUR WHOLE APPROACH WHICH IS A PART OF WHAT WE AIM AND STRIVE FOR.

WE'VE RECENTLY BEEN HAVING A CONVERSATION IN DISTRICT AROUND HUB COMMUNITY SCHOOLS AND WHAT IT MEANS TO TRULY HAVE A FULL SERVICE COMMUNITY SCHOOL AND SEEKING SOME GRANT OPPORTUNITIES AND EXTERNAL FUNDING OPPORTUNITIES FOR THAT.

I THINK THAT THAT IS A GOOD PLACE AS WE HAVE THIS GROUP OF INDIVIDUALS THINKING THROUGH HOW TO START THAT WORK.

I WOULD SAY DOING IT -- LOOKING AT COLLABORATIONS WITH PUBLIC HOUSING FACILITIES IS AN IMPORTANT -- WILL BE A GREAT OPPORTUNITY.

THAT IS INFORMATION THAT I WILL DEFINITELY TAKE BACK.

TO DATE I DON'T THINK THAT WE HAVE ANY EXCLUSIVE PROGRAMMING THAT COMES TO MIND THAT ARE IN FACILITIES.

I'LL INCLUDE THAT WITH THE QUESTION AROUND THE BLACKSTONE INFORMATION AND GET BACK TO YOU.

>> THANK YOU.

AS IT RELATES TO LEARNING DIFFER CULL TEASE AND LEARNING DISABILITIES, DYSLEXIA OR ANY OTHER LEARNING DISABILITY WHAT TYPE OF AFTER-SCHOOL PROGRAMMING DO WE HAVE FOR THOSE STUDENTS WITH THOSE CHALLENGES, HOW CAN WE BE MORE EFFECTIVE IN EDUCATING THEM AND HOW CAN WE BE MORE EFFECTIVE IN ALSO COMMUNICATING WITH PARENTS AND PROVIDING THE PARENTS AS WELL WITH THE SUPPORT.

>> I THINK WE DEFINITELY WORK, REACH OUT TO COMMUNITY PARTNERS TO PARTNER BETTER TO HELP PROVIDE STRATEGIES AND WORK WITH THEM ON THINGS THAT WORK FOR STUDENTS WITH DISABILITIES.

AND COMMUNICATION WITH PARENTS  
WE ARE DEFINITELY WORKING ON  
THAT CONSTANTLY, TRYING TO MAKE  
SURE THAT EVERYTHING TRANSLATED,  
INTERPRETED TO MAKE SURE THAT  
ALL ARE GETTING ACCESS TO THE  
IEP PROCESS WHICH IS  
COMPLICATED.

BECAUSE IT IS SUCH A COMPLICATED  
PROCESS I THINK IT IS CHALLENGE  
FOR A LOT OF FAMILIES BUT WE'RE  
REACHING OUT TO FAMILIES AND  
MAKE SURE REACHING OUT TO  
FAMILIES SO THEY UNDERSTAND  
BETTER HOW TO SUPPORT THE  
DISABILITY.

>> THANK YOU.

I GUESS MY FINAL QUESTION AT  
VARIOUS EVENTS I SEE IN MY  
DISTRICT AND ACROSS THE CITY I  
OFTEN SEE THE JUNIOR HIGH ROTC  
STUDENTS PARTICIPATING AND I  
TALK TO THEM FREQUENTLY AND THEY  
TELL ME ABOUT THE GREAT PROGRAM  
THAT THEY HAVE, A LEADERSHIP  
PROGRAM AS WELL I THINK IT'S ONE  
OF THE BEST THINGS THAT BOSTON  
PUBLIC SCHOOLS HAS.

I'D LOVE TO SEE IT EXPANDED,  
INCREASED THE FUNDING, IT  
PROVIDES A GREAT OPPORTUNITY TO  
LEARN, TO PROVIDE LEADERSHIP AND  
MADE UP OF SUCH A DIVERSE GROUPS  
OF STUDENTS AS WELL.

I HOPE WE CAN CONTINUE  
SUPPORTING OUR JROTC PROGRAM, I  
WOULD REALLY NEVER WANT TO SEE  
THAT TYPE OF PROGRAM CUT, ANY  
THOUGHTS ABOUT THAT?

>> THE JROTC PROGRAM IS A REALLY  
GREAT ADDITION TOLT  
OPPORTUNITIES THAT STUDENTS HAVE  
IN BOSTON AND THAT IS PARTIALLY  
FUNDED FROM THE FEDERAL  
GOVERNMENT ITSELF AND THEN WE  
HAVE MATCHING FUNDS TO SUPPORT  
THAT.

AND THEY WORK CLOSELY WITH US IN  
A NUMBER OF DIFFERENT AREAS,  
ESPECIALLY AROUND PHYSICAL  
EDUCATION, WE BUILD STRONG  
RELATIONSHIPS WITH THEM OVER  
TIME.

I DON'T THINK -- THERE'S NO PLAN

TO DO ANYTHING THAT WOULD  
DECREASE THE FUNDING FOR THAT AT  
ALL.

DEFINITELY IF ANYTHING JUST TO  
STRENGTHEN HOW IT CONNECTS TO  
BOTH THE ACADEMIC AND THE SOCIAL  
EMOTIONAL ELEMENTS OF ASSETS.

SCHOOL-BASED FUNDED.

INDIVIDUAL SCHOOLS MATCH FOR THE  
JROTC.

>> IF THERE'S ANYTHING I CAN DO  
TO BE HELPFUL WHETHER IT'S IN MY  
DISTRICT OR NOT I WOULD REALLY  
GO TO BAT FOR JROTC PROGRAM  
ACROSS THE CITY.

I THINK THEY'RE EXCELLENT.

I JUST WANT TO SAY THANK YOU TO  
THE GREAT LEADERSHIP OF THE  
PEOPLE THAT ARE INVOLVED IN THE  
JROTC PROGRAM AS WELL.

THANK YOU.

>> COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU.

THANK YOU ALL FOR BEING HERE  
TODAY.

I HAVE A COUPLE OF QUESTIONS  
ABOUT BPS.

I JUST WANT TO CONGRATULATE OUR  
STUDENTS AND LOT OF OUR SUCCESS  
THAT WE'VE HAD IN ALL SEASONS OF  
SPORT HERE IN BOSTON AND THANK  
YOU FOR YOUR EFFORT TO GET WHOLE  
BUNCH OF YOUNG WOMEN TO CITY  
HALL IN I THINK IT WAS FEBRUARY  
WHEN WE CELEBRATED NATIONAL  
WOMEN AND SPORTS DAY.

THANK YOU FOR THAT.

I WANT TO TALK A LITTLE BIT  
ABOUT EARLIER HEARINGS AND  
CONVERSATIONS AROUND BUDGETING  
REFLECT SOME OF THE THINGS THAT  
WE'RE PLANNING IN BPS THROUGH  
BUILD BPS.

GREAT CONFIGURATIONS.

WE TALK ABOUT MIDDLE SCHOOL  
SPORTS AND HOW WE'RE MAKING SURE  
THAT WE'RE LOOKING AT STRENGTHEN  
MIDDLE SCHOOL PROGRAMS  
ESPECIALLY AS WE LOOK TO EXTEND  
SOME OF OUR HIGH SCHOOL 7-12.

>> IN TERMS OF THE MIDDLE  
SCHOOLS I THINK AS I MENTIONED  
PRIOR, WE DID HAVE TO DO SOME  
MAINTENANCE ON THOSE IN THE LAST

FEW YEARS IN TERMS MUCH  
IDENTIFYING WHERE THE POCKETS OF  
6th, 7th AND 8th GRADERS  
ARE AND RECENTLY DEALING WITH  
SOME SCHOOLS THAT IDENTIFIED 5  
GRADERS AS MIDDLE SCHOOLERS  
TRYING TO FIGURE OUT WHERE THE  
PROGRAMMING NEEDS TO BE  
DELIVERED.

WE DO BELIEVE THAT HAVING A  
STRONG MIDDLE SCHOOL PROGRAM  
WILL AFFECT OUR ABILITY TO HAVE  
A STRONGER HIGH SCHOOL PROGRAM.  
THE SCHOOLS THAT WE'RE DEALING  
WITH NOW ARE THE ONES THAT I  
THINK WE HAVE PROBABLY COUPLE  
LAYERS.

WE HAD OUR TRADITIONAL MIDDLE  
SCHOOLS THAT WERE THE 6-8.  
THEN WE'VE HAD SOME SCHOOLS THAT  
HAVE EXTENDED EITHER FROM THE  
Q-5 MODEL OR K-6 TO 6-8 TO MAKE  
SURE THAT WE'VE INCLUDED THEM.  
I THINK THAT THE PIECE THAT  
WE'RE LOOKING AT NOW IN  
TARGETING IS THE EXAM SCHOOL  
SPIKE THE FACT THAT THEY HAVE  
LARGE NUMBERS OF MIDDLE SCHOOL  
STUDENTS AND HOW DO WE WORK TO  
ENSURE THAT THEY HAVE AN  
OPPORTUNITY TO PARTICIPATE IN  
THE MIDDLE SCHOOL PROGRAM AS  
WELL.

IT'S KIND OF A MOVING TARGET IN  
TERMS OF HOW WE WORK WITH THEM  
BUT ONCE WE HAVE AN IDEA OF WHAT  
PEOPLE ARE INTERESTED IN, WE'VE  
BEEN DOING OUR BEST TO MAKE SURE  
THAT WE MEET THOSE NEEDS WITH  
PROGRAMMING THAT WE HAVE.

>> MY OWN BOYS WHO ARE IN MIDDLE  
SCHOOL AND 7th AND 8th GRADE  
HAVE TRIED OUT FOR SPORTS, ONE  
IS PLAYING ON A 9th GRADE TEAM  
BUT HE'S -- HE'S AT LATIN SCHOOL  
HAVE THREE BASEBALL, 9th  
GRADER, JV AND VARSITY.  
AND THE COACHING NUMBERS ARE  
VERY LOW.

DOESN'T SEEM TO BE ENOUGH ADULTS  
AND COACHES AROUND TO SUPPORT  
THAT PROGRAMMING.

WITH MY OTHER SON WHO IS AT  
LATIN ACADEMY TRIED OUT FOR

BASEBALL WITH THE 7th GRADER,  
ONLY JV AND VARSITY AND THERE  
WERE 70 STUDENTS THAT CAME OUT  
FOR BASEBALL THERE'S NO CAPACITY  
TO FIELD AS MANY TEAMS AS THERE  
COULD BE AN INTEREST FOR I THINK  
ABOUT LATIN ACADEMY I'M SURE AT  
THE OWE BRYANT AS WELL AS ANY  
OTHER HIGH SCHOOLS THAT WILL  
EXPAND TO ADD 7th AND 8th  
GRADE WE COULD HAVE VERY ROBUST  
MIDDLE SCHOOL PROGRAM BUT IF WE  
DON'T HAVE ADULTS AND COACHING  
STAFF TO SUPPORT IT WE'RE NOT  
GOING TO ABLE TO GET THERE.  
CAN YOU TALK A LITTLE BIT ABOUT  
THE FEWER TOUR NEEDS WHAT THOSE  
RESOURCES WILL BE AND MIGHT NEED  
TO BE AS WE LOOK TO BUILD FOR  
THE FUTURE?

>> I THINK IT BUILDS INTO A  
CONVERSATION AROUND QUALITY I  
THINK IN MY OFFICE, WE'VE DONE  
LOT OF WORKING AROUND HOW DO WE  
MEASURE QUALITY AND ATHLETICS  
WHAT IS THE QUALITY EXPERIENCE  
LOOK LIKE.

COACHING IS PART OF THAT.  
THE ABILITY TO LEARN THE SPORT,  
TO COMPETE IN THE SPORT I THINK  
FROM A STUDENT'S PERSPECTIVE TO  
UNDERSTAND THAT COMMITMENT  
THAT'S INVOLVED TO UNDERSTAND  
THAT THEY'RE AT ONE OF THE  
HIGHEST COMPETITIVE LEVELS OF  
SPORTS THAT YOU'RE GOING TO  
REACH IN HIGH SCHOOL REALM AND  
WHAT THAT MEANS.

AND WHAT ARE SOME OF THE THINGS  
THAT WE NEED TO SEE OR MAKE SURE  
THAT PEOPLE UNDERSTAND WHEN  
THEY'RE IN THE PROGRAM TO MEET  
THAT.

TO KIND OF GO BACK TO WHAT YOU  
WERE TALKING TO, THE COACHING IS  
A MAJOR PART OF THAT.

I THINK OUR ABILITY TO ONE,  
EVALUATE COACHES BUILT TO  
UNDERSTAND WHAT SOME OF THE  
NEEDS ARE WHEN IT COMES TO THAT  
AND THE OTHER PIECE GOING TO THE  
7-12 MODEL I THINK IN MY MIND IT  
LOOKS LIKE THE WAY I SEE IT, THE  
VISION I SEE IS MORE STREAMLINED

APPROACH TO ATHLETICS, THE ABILITY TO DELIVER THAT MIDDLE SCHOOL OFFERING ALL THE WAY THROUGH THE HIGH SCHOOL AND THROUGH THE VARSITY AND JV OFFERING, SOME INSTANCES EXPLORE IS THERE A NEED FOR MORE OPPORTUNITIES FOR FRESHMEN TEAM. OUR LARGER SCHOOLS YOU ALLUDED TO, O'BRIEN, LATIN SCHOOLS, JUST HAVE MORE STUDENTS THAN SOME OF THE OTHER SCHOOLS THAT WE WORK WITH.

THAT'S ANOTHER AREA THAT WE HAVE TO LOOK AT AND KIND OF DETERMINE HOW DO YOU DETERMINE WHAT THE RIGHT NUMBER OF OPPORTUNITIES IS FOR A SCHOOL AND ONCE YOU HAVE THAT HOW DO YOU PUT THOSE THINGS INTO ACTION.

>> I THINK ALSO THE COACHING STAFF YOU MENTIONED IS THERE IS CRITICAL.

YOU CAN HAVE THE KIDS BUT IF WE DON'T HAVE THE COACHES OR DON'T HAVE APPROPRIATE LEVEL OF COACHES THAT BECOMES A PROBLEM FOR SAFETY BUT ALSO FOR AGAIN, QUALITY OF COACHING.

I USED TO COACH WHEN I WAS TEACHING IN BOSTON AND FOR MOST OF OUR VARSITY AND JV PROGRAMS AS VARSITY COACH AND JV COACH BUT TO HAVE A HIGH QUALITY PROGRAM THOSE VARSITY COACH CERTAINLY NEEDS AN ASSISTANT AT THE VARSITY LEVEL I WOULD ARGUE THAT MANY OF OUR JV PROGRAMS ARE HIGHER QUALITY THAT HAVE HIGHER NUMBER OF KIDS THAT YOU ALSO NEED AN ASSISTANT AT THAT LEVEL. HAS THERE BEEN ANY EFFORT OR RESEARCH DONE TO IDENTIFY THAT WOULD COST TO ADD ASSISTANT AT LEAST AT THAT VARSITY LEVEL.

>> WE'VE LOOKED AT IT.

TO BE QUITE FRANK AND HONEST, I MEAN WE IN BOSTON PAY VERY GOOD STIPEND TO OUR COACHES WHICH IS FINE.

I THINK THE PIECE THAT WE NEED TO BE AWARE OF THAT I'M COGNIZANT OF IS, COACHING LIKE MANY OTHER JOBS IS SOMETHING

THAT YOU BUILD OFF OF  
EXPERIENCE.

AND SO I THINK WE'VE ALWAYS  
LOOKED AT IS THERE A WAY THAT WE  
CAN ENGAGE SOME OF THE OTHER  
PEOPLE THAT ARE IN THE COMMUNITY  
THAT ARE INTERESTED IN BEING A  
COACH OR GETTING INVOLVED IN  
ATHLETICS AND GIVE THEM THAT  
EXPERIENCE.

BUT AT A REASONABLE INTERNSHIP.  
ACKNOWLEDGING THAT YOU DON'T  
HAVE THE EXPERIENCE, RIGHT?  
AND ACKNOWLEDGING THAT THIS IS  
AN OPPORTUNITY, ONE THAT WE  
BENEFIT FROM BUT, TWO, ALSO THAT  
AS ASSISTANT COACH YOU GET THE  
OPPORTUNITY TO GET THAT  
EXPERIENCE AND HAVE THAT AS A  
BUILDING BLOCK FOR WHAT YOU WANT  
TO DO IN YOUR COACHING CAREER.  
WE HAVE TALKED ABOUT IT.

I THINK WE CAN PULL TOGETHER  
SOME NUMBERS BASED ON WHAT WE  
HAVE.

AND I'M SURE THOSE NUMBERS WILL  
BE PRETTY STRIKING IF YOU LOOK  
AT IT.

BUT IT IS PART OF THE STORY THAT  
WE CAN START TO TELL AROUND WHAT  
SOME OF THOSE THINGS WOULD LOOK  
LIKE.

>> I DO HAVE ADDITIONAL  
QUESTIONS I'LL SAVE THEM.

>> WE'VE BEEN JOINED BY  
COUNCILOR AT LARGE MICHELLE WU.  
COUNCILOR McCARTHY.

>> WELCOME, I'LL KEEP ON  
ATHLETIC TOUR FOR A LITTLE WHILE  
WHILE I GOT YOU HERE.

COUPLE OF THINGS, FIRST AND  
FOREMOST, THE SCHEDULING ISSUE  
THAT WE ADDRESSED LAST YEAR AS A  
FORMER COACH AND HIGH SCHOOL  
REF, I LITERALLY DID NOT GET A  
SINGLE PHONE CALL OF WE SHOWED  
UP AT THE GYM THE OTHER TEAM  
WASN'T THERE, THE REFS WEREN'T  
THERE THAT WAS ALL ELIMINATED.  
THANK YOU FOR YOUR HARD WORK ON  
THAT.

BECAUSE NOTHING WORSE THAN  
APPEARING FOR GAME SHOWING UP  
AND NO SCORE KEEPER, NO REFS, NO



ANYTHING, IT DOESN'T REFLECT  
WELL ON BPS THAT'S BEEN  
STRAIGHTENED OUT.  
YOU'VE TALKED ABOUT ASSISTANT  
COACHES, MY FRIEND FROM  
DORCHESTER MENTIONED, I TALKED  
ABOUT THIS FOR YEARS, NOBODY HAD  
THE APPETITE TO TAKE A BITE OF  
THAT APPLE.

BUT I'VE ALWAYS FELT THAT THE  
CITY OF BOSTON SHOULD HAVE AN  
EMPLOYEE FLEX TIME PACKAGE FOR  
PEOPLE WHO WORK FOR THE CITY,  
WHO WANT TO COACH A SPORT.

I COACHED FOOTBALL FOR 20 YEARS  
I'D LOVE TO COACH A SPORT, NOT  
IN THIS JOB, I DON'T WANT TO GET  
IN TROUBLE WITH ANYBODY.

BUT THERE ARE PLENTY OF PEOPLE  
WHO WORK FOR PUBLIC WORKS OR  
TRANSPORTATION, WHO WORK FOR  
PARKS OR WHATEVER WHO ARE  
ROWERS, GYMNASTICS PEOPLE, WHO  
ARE WHATEVER, WHO WOULD LOVE TO  
BE ABLE TO DO THAT BUT THEIR JOB  
IS 9:00 TO 5:00.

DURING THE SEASON I DON'T SEE  
ANY REASON COMMISSIONER COULDN'T  
HAVE THE ABILITY TO MAKE A TIME  
7:30 DO 3:30 SO SOMEBODY COULD  
GO POSITIVELY AFFECT THE KIDS IN  
THE CITY OF BOSTON.

I'D LOVE TO TALK TO YOU FURTHER  
OFF LINE ABOUT SOMETHING LIKE  
THAT.

I DON'T THINK IT'S VERY  
DIFFICULT TO DO.

I THINK THAT YOU WOULD QUICKLY  
SEE HOW FULL UP YOUR RANKS WOULD  
BE OF COACHES AND ASSISTANT  
COACHES.

MY MAIN FOCUS IS ON -- MY NEPHEW  
PLAYED FOR BLA LAST YEAR.  
FOOTBALL.

BUT I GET LOT OF THE COMPLAINTS,  
I WAS IN THE PARKS DEPARTMENT  
LOT OF YEARS, WE'VE ALWAYS HAD  
COMPLAINT, I KNOW WE PUT SOME  
LIPSTICK OVER THERE AND CLEANED  
IT UP A LITTLE BUT BUT STILL  
HAVE PROBLEMS WITH THE FLOODING,  
WITH THE WOMEN'S BATHROOMS, THE  
LOCKER ROOMS, I WOULD LIKE TO  
SEE A COMPLETE REHAB OF WHITE

STADIUM THE WAY IT DESERVES TO BE, I THINK IT SHOULD ABSOLUTELY BE TURF.

I KNOW PEOPLE FREAK OUT WITH THE TURF AND SOMEBODY SAID THE OTHER DAY, I THINK I KNOW WHO IT WAS, SOMEBODY IN THE YELLOW SWEATER IN THIS CHAMBER, KIDS GROWING UP AREN'T GOING TO BE -- NOT GOING TO REMEMBER PLAY CAN ON GRASS. FIT KEEPS ON GRAINING D.A -- RAINING THEY'RE NOT GOING TO REMEMBER PLAY CAN JUST THE OTHER DAY I STOPPED AT THE ENGLISH HIGH WAS PLAYING BASEBALL AND I STOPPED BY TO CATCH COUPLE OF INNING IT WAS LIKE DRIZZLEY, MISTY, IF THIS WAS GRASS THEY WOULD NEVER GET THE GAME IN. WOULDER -- WE SHOULD HAVE A WORLD CLASS FACILITY WITH TEAMS CAN PLAY AND THAT SHOULD BE PROGRAMMED TO MAX. ANY THOUGHTS WHERE WE'RE GOING WITH THAT DO YOU NEED HELP WITH THAT?

>> I THINK FROM MY PERSPECTIVE AND KUDOS TO EVERYBODY IN BPS THIS YEAR I THINK WE HAVE BEEN ABLE TO STEP UP TO THE CONVERSATION AROUND WHITE STADIUM.

AND HAVE SOME PEOPLE UNDERSTAND WHAT WE'RE LOOKING TO DO, WHAT SOME OF THE LIMITATIONS OF OUR CURRENT SET UP ARE, WHAT SOME OF THE BENEFITS OF DOING A REHAB OR RENOVATIONS OF THE STADIUM COULD BE AND BASICALLY, AROUND QUALITY.

THE ABILITY FOR A GAME TO HAPPEN AS SCHEDULED, ESPECIALLY IN OUR DISTRICT AND NUMBER OF GAMES AND THINGS WE HAVE GOING ON A GIVEN DAY, IT'S AN IMPORTANT PIECE. I HAVE HAD AN OPPORTUNITY TO TALK WITH FACILITIES, I KNOW HAVE BEEN VERY OPEN TO CONVERSATIONS AND AS OF RIGHT NOW I BELIEVE WE'RE IN A POSITION TO LOOK FOR SOME MONEY IN THE CAPITAL IMPROVEMENT BUDGET BUT ALSO LOOK AT 134 DIFFERENT CONVERSATIONS AROUND

WHAT OTHER FUNDING OPPORTUNITIES  
MAY BE AVAILABLE OUT THERE  
WHETHER IT'S PRIVATE, GRANT,  
SOME OTHER CITY FUNDING AND  
LOOKING AT AT LEAST TRYING TO  
GET THE TRACK AND SURFACE DONE.  
I THINK IN TERMS OF OUR ABILITY  
TO BE ABLE TO USE THE FIELD IS A  
PRIORITY IN MY EYES RIGHT NOW, I  
THINK HAVING THAT IN PLACE WOULD  
GIVE US A CHANCE TO LOOK AT WHAT  
WE WANT TO DO WITH WHITE STADIUM  
IN THE LONG TERM.

>> I AGREE.

WE JUST REDID RESERVATION ROAD,  
IT'S BOSTON PARKS DEPARTMENT  
FACILITY.

BUT AGAIN IT'S OPEN 24 HOURS A  
DAY.

RAIN NO MATTER WHAT ESPECIALLY  
PLAYING FOOTBALL OR ANYTHING  
LIKE THAT.

WE'VE TALKED ABOUT AT LENGTH,  
SPORTS IN GENERAL IT IS THE  
ULTIMATE MERITOCRACY.

THAT IS THE WAY BUSINESS WORKS,  
THAT'S THE WAY THE WORLD WORKS,  
SO MANY LIFE LESSONS ARE LEARNED  
ON THE FIELDS.

IF THEY'RE NOT ON THE FIELDS  
BECAUSE IT'S RAINING I CAN'T  
IMAGINE HOW MANY RAIN OUTS  
YOU'VE HAD THUS FAR.

MUST BE ASTRONOMICAL.

I'LL WAIT FOR THE SECOND ROUND.  
THANKS.

>> THANK YOU.

COUNCILOR JANEY.

>> THANK YOU, MR. CHAIR, THANK  
YOU ALL FOR THE PANEL FOR BEING  
HERE TODAY AND FOR YOUR WORK.  
I WANT TO ECHO THE COMMENTS OF  
MY COLLEAGUE THERE WITH WHITE  
STADIUM WHICH IS IN MY DISTRICT  
I CERTAINLY SUPPORT ANYTHING AND  
EVERYTHING THAT WILL GET THAT TO  
WHERE IT NEEDS.

I REMEMBER WHITE STADIUM WHEN I  
WAS A TEENAGER, IT WAS ACTIVATED  
BACK THEN.

IT'S A MISSED OPPORTUNITY.

I WANT TO SHIFT, EVERY MORNING I  
LISTEN TO NPR AND I'M HEARING  
RECENTLY ABOUT ALL THE MEASLES,

OUTBREAKS OF THE MEASLES DO WE  
HAVE ANY CASES IN BPS, SOMETHING  
THAT WE'RE WORRIED ABOUT, WHAT  
ARE WE PUTTING IN PLACE TO  
ENSURE THAT THE OUTBREAK DOESN'T  
HIT OUR STUDENT POPULATION?

>> HI.

I'LL GO AHEAD AND ANSWER THAT.  
SO, WE DO NOT HAVE ANY MEASLES  
OUTBREAKS IN BOSTON PUBLIC  
SCHOOLS.

OR IN THE CITY OF BOSTON PROPER.  
AND IN TERMS OF WHAT ARE WE  
DOING ABOUT IT, WE'VE INCREASED  
OUR OVERALL COMPLIANCE  
VACCINATION RATE TO 86% FOR  
OVERALL VACCINES.

THEN FOR MEASLES WE'RE AT 94%  
COMPLIANCE RATE FOR THE CITY OF  
BOSTON.

>> WHEN PARENTS DON'T WANT TO  
GET THEIR CHILDREN VACCINATED,  
WHAT HAPPENS THEN?

DO YOU GIVE THEM INFORMATION BUT  
ULTIMATELY THEY CAN MAKE THAT  
DECISION ARE THERE KIDS NOT IN  
BPS, WHAT HAPPENS IS IF HE  
REFUSE VACCINATIONS?

>> THERE'S A STATE LAW THAT  
REQUIRES THAT STUDENTS BE  
VACCINATED TO COME INTO THE  
PUBLIC SCHOOLS.

BUILT IT ALSO ALLOWS FOR  
EXEMPTIONS FOR MEDICAL REASONS,  
FOR SOME STUDENTS THEY CAN'T BE  
VACCINATED DUE TO MEDICAL  
CONDITIONS.

AND IT ALSO ALLOWS FOR A  
RELIGIOUS EXCEPTION.

FOR THOSE REASONS THERE ARE  
STUDENTS THAT ARE ALLOWED FOR  
EXCEPTION BUT WE HAVE A VERY  
SMALL NUMBER.

JUST BETWEEN 2-300 EXEMPTIONSS  
IN -- OUT OF THE 50-SOME  
THOUSAND STUDENT.

NOT A REALLY MAJOR ISSUE.

>> WONDERFUL.

WE HAD A RECENT HEARING WITH  
NURSES AND GUIDANCE COUNCILORS  
AND I THINK THAT IS WHEN WE WERE  
TALKING ABOUT SELWELL AND  
STUDENTS WITH DISABILITIES.  
I SAW HERE IN THE SLIDE THAT

SOME DATE THAT THAT THAT I HAD  
ASKED FOR I THINK AT THE LAST  
HEARING WITH THE BREAK DOWN BY  
RACE, I THINK.

SPECIAL ED.

CAN WE GO THROUGH THOSE NUMBERS.

>> THERE'S A COUPLE THAT WE  
WROTE DOWN.

IT'S RIGHT AFTER THE OFFICE OF  
SPECIAL EDUCATION, THERE'S NO  
NUMBER ON THE SLIDE DECK.

CAN WE GO THROUGH THESE QUICKLY?

CAN YOU JUST GIVE ME -- ONCE YOU  
HAVE IT.

>> SURE.

I PROVIDE ON THIS ONE, AS OF  
MARCH 2019, 12,050 IN BOSTON  
PUBLIC SCHOOLS.

56.2% ARE MALE.

33.2% ARE FEMALE.

IN ADDITION, PERCENTAGE WISE,

43.3% ARE HISPANIC.

40% ARE BLACK, 12.2% ARE WHITE.

1% IS OTHER.

OTHER INCLUDES STUDENTS  
IDENTIFIED AS NATIVE AMERICAN  
NOT MULTI-RACIAL.

>> IF WE BREAK THAT DOWN BY  
PROGRAM AREA OR WHAT KIND OF  
SUPPORTS THEY'RE GETTING AS  
STUDENTS WITH DISABILITIES.

ONE OF THE THINGS THAT I JUST  
NOTICED LOOKING AT GENDER, JUST  
LOOKING AT THE TOTAL NUMBER IS  
ALMOST DOUBLE MALE TO FEMALE.  
WHAT DO WE MAKE THAT HAVE JUST  
IN TERMS OF THE GENERAL NUMBERS  
WHY SO MANY BOYS ARE BEING  
IDENTIFIED AS NEEDING AN IEP.

>> I THINK THAT LOOKING AT  
NATIONAL, THERE ARE MORE MALES  
THAN FEMALES IN GENERAL COUPLE  
OF SCHOOLS OF THOUGHT.

ONE BEING THAT A LOT OF TIMES  
STUDENTS IDENTIFY FOR SPECIAL  
VOCATION NEEDS THERE USUALLY IS  
BEHAVIOR THAT SURROUNDS IT.  
ISSUES --

>> BEHAVIOR CHALLENGES MIGHT BE  
IMPACTING THE ABILITY TO ACCESS  
THE CURRICULUM.

USUALLY IN GENERALITIES,  
BEHAVIORS ARE MORE OUTWARD  
SHOWING THAN INTERNALIZING WHICH

WE'RE WORKING ON IDENTIFYING  
MORE OFTEN FEMALES MIGHT BE MORE  
FOR LACK OF BETTER DESCRIPTOR,  
QUIETER ABOUT WHAT THEY MIGHT  
NOT BE ABLE TO GET OR MORE  
COMPLIANT.

OFTENTIMES WHAT THEY MIGHT NEED  
MIGHT BE OVERLOOKED.

>> IF MANY OF US HAVE BEEN  
ENCOURAGING I DON'T KNOW GIRLS  
TO BE MORE ASSERTIVE AND  
OUTSPOKEN NOT SO MUCH LESS  
COMPLIANT BUT AS YOUNG GIRLS  
FIND AND DISCOVER THEIR OWN  
VOICE, ARE WE CONCERNED THAT  
WE'RE GOING TO SEE AN INCREASE  
OF GIRLS WHO ARE NOT BEING  
COMPLIANT AND THERE FOR BEING  
IDENTIFIED AS NEEDING SERVICES?

>> I THINK THAT YOUR POINT ON  
FINDING YOUR VOICE IS VERY  
IMPORTANT AND WHAT WE'RE LOOKING  
AT WHEN STUDENTS HAVE TO  
IDENTIFY WHAT THEY NEED FOR  
THEIR EDUCATION.

ON THE FLIP SIDE OF THAT ALSO IS  
GETTING MORE PROFESSIONAL  
DEVELOPMENT OUT TO SCHOOLS AND  
TO STAFF WORKING WITH STUDENTS  
ABOUT WHAT COMPLIANCE NEEDS TO  
LOOK LIKE.

THAT I THINK IN THAT VEIN MIGHT  
RIGHT SIZE THE GENDER SPLIT A  
LITTLE BIT MORE NOT CALLING OUT  
MAYBE SOME THINGS THAT MIGHT NOT  
BE A COMPLIANCE-BASED SITUATION.

>> I HEARD THE BUZZER SO I'M  
GOING TO YIELD UNTIL THE NEXT  
ROUND.

>> COUNCILOR WU.

>> THANK YOU, GOOD AFTERNOON,  
EVERYONE.

I'M SORRY I MISSED THE  
PRESENTATION TO BEGIN WITH I DID  
MY BEST TO READ THROUGH SLIDE BY  
SLIDE.

CAN YOU JUST -- I KNOW EVERY  
YEAR WE LOOK AT FEELS LIKE A  
LITTLE BIT OF VACUUM FOR THE  
YEAR AHEAD.

AND REVIEWING A LITTLE BIT OF  
QUESTIONS FROM THE YEAR BEFORE.

IF YOU HAVE TO ZOOM OUT TO FIVE  
YEAR OR TEN YEAR SET OF GOALS

FOR THE DISTRICT, WHAT ARE THE TOP ONE OR TWO THINGS THAT WE WOULD IDENTIFY?

>> SPECIAL EDUCATION, THE TOP -- WHICH WE'VE BEEN WORKING ON IN OUR FOURTH YEAR, LIKE A TEN-YEAR GOAL IS EXAMINING OUR SUBSTANTIALLY SEPARATE SETTINGS TO ENSURE THAT THE STUDENTS ARE IDENTIFIED FOR THAT TYPE OF SETTING WHICH WE DO HAVE STUDENTS THAT WILL NEED IT ARE APPROPRIATELY IDENTIFIED, AND RECEIVING HIGH QUALITY EDUCATION OR SERVICES IN THOSE AREAS. I THINK WE STARTED SOME OF THE GROUND WORK FOR THAT THIS IS BASELINE DATA OF UNDERSTANDING WHAT IS HAPPENING AND THE ACCESS TO GENERAL EDUCATION. IN ADDITION TO INTERVENTIONS OR SPECIALIZED INSTRUCTION. MAKING SURE THAT QUALITY OF SERVICE IS THERE. THE FOCUS ON -- NOT ONLY WILL HOPEFULLY HAVE MORE STUDENTS BEING ABLE TO LEAVE THAT SETTING ARE MORE INCLUDED IN GENERAL EDUCATION CLASSROOMS. OR STUDENTS ACHIEVE OUT OF DISTRICT HAVE A LANDING SPOT WHERE THEY ARE ABLE TO COME BACK TO DISTRICT IN THE REEL OF CONTINUUM OF SETTINGS THAT IS MOST NATURAL TO LAND IN, TO BEING IN PUBLIC SCHOOL SETTING AROUND GENERAL EDUCATION STUDENTS AGAIN. THEY DON'T HAVE ANY GENERAL EDUCATION. HAVE HAD TO COME BACK IN TO REACCLIMATE BACK TO THE SYSTEM IN BOSTON AND INCLUSION. THAT IS VERY LONG TEN-YEAR PLAN AGAIN MAKING SURE STUDENTS ARE CORRECTLY IDENTIFIED, WHICH IS A PROCESS, I THINK SPECIAL EDUCATION BEING THE LARGE PIECE THAT IT IS, TO KEEP WORKING TOWARDS WHAT -- THEN AT THE END OF THE DAY MAKING SURE THAT STUDENTS ARE GETTING THE SERVICES THAT ARE REQUIRED. >> I CAN SPEAK ON BEHALF OF THE

OFFICE OF SOCIAL EMOTIONAL LEARNING AND WELLNESS, THERE REALLY LONG TERM GOAL IS TO CREATE SAFE, HEALTHY AND SUSTAINING LEARNING ENVIRONMENTS WHERE STUDENTS HAVE ACCESS TO THE SERVICES THAT THEY NEED TO SUPPORT THEIR HEALTH AND WELL BEING AND ALSO ACCESS TO THE CURRICULUM AND INSTRUCTION THAT THEY NEED TO BUILD THEIR KNOWLEDGE AND SKILLS -- SO THIS THEY CAN BE HEALTHY AND WELL FOR LIFE.

SPECIFICALLY SOME OF THE AREAS AND PRIORITIES WE'RE WORKING ON TO IMPROVE SOCIAL EMOTIONAL LEARNING FOR ALL BPS STUDENTS. WE ALSO WANT TO HAVE -- MAKE SURE THERE'S HE CAN QUESTIONABLE ACCESS TO CONTINUUM OF QUALITY OF STUDENT SUPPORT SERVICES. ENSURING THAT ALL STUDENTS IN BPS ARE HEALTH AND PHYSICALLY LITERAL AND THEN REALLY WORKING AS ENTIRE OFFICE TO SUPPORT THE NETWORKS ACROSS BPS SO THAT WE'RE WORKING AS VERY STRONG TEAM TO HELP SCHOOLS PROBLEM SOLVE AND REALLY FIGURE OUT HOW TO HAVE THAT SAFE, HEALTHY AND SUSTAINING ENVIRONMENT GIVEN WE KNOW THERE ARE MANY DIFFERENT SCHOOLS AND MODELS HOW DO WE SUPPORT SCHOOLS ACROSS ALL THE ELEMENTS OF OUR WELLNESS POLICY.

>> ANY OTHER MAJOR GOALS THAT WE SHOULD BE AWARE?

>> ABSOLUTELY.

THINKING OUTSIDE OF THESE TWO DEPARTMENTS ACADEMICS SOME OF THE THINGS WENT OVER THIS MORNING WITH OUR OFFICE OF ENGLISH LEARNERS, WITH THE PASSAGE OF THE ACT LOOKING TO NUMBER OF WORKING GROUPS THAT ARE EXPLORING MULTI-CULTURAL, MULTI-LINGUAL BPS LOOKS LIKE, WHAT IS THE EXPANSION OF DUAL LANGUAGE AND PROMOTING BILINGUALISM THROUGHOUT MULTI-LINGUAL COMMUNITIES, SCHOOL COMMUNITIES LOOK LIKE. HOW DO WE EMBED THAT INTO



EVERYTHING WE'RE DOING IN TERMS OF HOW TO SUPPORT SCHOOLS AND FUND SCHOOLS.

LITERACY IS AN OPPORTUNITY FOR YOUNG PEOPLE TO TAKE AN EXAM AND HAVE ON THEIR HIGH SCHOOL DIPLOMA SAYING THAT THEY ARE BILINGUAL.

SO WE HAVE THAT AS ONE OF THE MAJOR AREAS IN OFFICE OF ENGLISH LANGUAGE LEARNERS, ALONG WITH CONTINUING TO PUSH OUR CULTURALLY LINGUISTICALLY SUSTAINING PRACTICES, PROFESSIONAL DEVELOPMENT, BOTH IN CENTRAL OFFICE AND IN SCHOOLS.

WE ARE ALSO COMING UP ON THIRD YEAR OF THE EXCELLENCE FOR ALL PILOT WILL HAVE REPORT SOME SUMMER FROM NYU THAT SORT OF SAYS EVALUATION THAT HAVE PILOT THEN BASED ON WHAT WE LEARNED FROM THAT, AND SOME OF THE WORK WE'VE BEEN DOING TO TRY TO LOOK AT WHAT IT TAKES, PROPOSAL COMING FOR THAT WORK.

AND IN ACADEMICS PROFESSIONAL LEARNING I'LL JUST QUICKLY SAY I MENTIONED EARLIER THIS NEED TO FOCUS ON THE QUALITY OF TASK THAT WE PUT IN FRONT OF YOUNG PEOPLE AND SO IF WE COULD DO ANYTHING TO IMPROVE WHAT'S HAPPENING INTO THE CLASSROOM IS PROVIDING TEACHERS WITH SUPPORT, TO BE ABLE TO BY CONTENT EXPERTS, THAT MEANS INVESTING IN THOSE CONTENT EXPERTISE AND CENTRAL OFFICE TO MAKE SURE THAT WE HAVE ACTUAL CAPACITY TO TRY TO GET OUT OF THE SUPPORT SCHOOLS, SCHOOL LEADERS AND TEACHERS.

WHEN WE LOOK AT THE QUALITY INDICATORS FOR EARLY CHILDHOOD THAT WERE TALKED ABOUT EARLIER, ALONG WITH OUR QUALITY FUND EXPANDING THOSE SEATS, KEY FEATURES OF THAT ARE CURRICULUM AND COACHING SUPPORT FOR TEACHERS, THAT'S WHY BOSTON IS A NATIONAL LEADER IN THAT AREA. IT REALLY PAINTS A GOOD ROADMAP

FOR US TO -- MAP FOR US TO LOOK  
HOW TO IMPROVE INSTRUCTIONAL  
QUALITY ACROSS CONTENT AREAS.  
>> FROM ATHLETIC PERSPECTIVES I  
THINK MAJOR ONES WOULD BE TO  
CONTINUE TO LOOK AT ACCESS AND  
DELIVERY OF ATHLETICS AS WE  
TALKED ABOUT AS THE SCHOOLS GO  
THROUGH THEIR TRANSFORMATION,  
MAKING SURE THAT WE HAVE  
APPROPRIATE OPPORTUNITIES AT  
SCHOOLS AND WHATEVER  
CONFIGURATION THEY ARE.  
I THINK THE OTHER KEY POINT  
WOULD BE TO UNDERSTAND AND WORK  
IN HARMONY WITH OUR CAPACITY  
BUILDERS SO UNDERSTANDING AND  
MAKING SURE THAT THEY UNDERSTAND  
WHAT WE'RE TRYING TO ACCOMPLISH  
SO THE FACILITIES DEPARTMENT,  
PARK AND RECREATION DEPARTMENT,  
THE TRANSPORTATION DEPARTMENTS,  
SCHOOL SAFETY DEPARTMENTS ALL  
THE AREAS THAT HELP MAKE  
ATHLETICS HAPPEN TO MAKE SURE  
THAT WE'RE ALL ON THE SAME PAGE  
AND UNDERSTANDING WHAT DIRECTION  
WE'RE GOING IN AND MAKING SURE  
THAT WE'RE ALL IN POSITION AND  
ABILITY TO CARRY THOSE THINGS  
OUT.

I THINK THE LAST WOULD BE THAT  
REALLY LOOK AT THE ROADMAP OR  
THE CURRENT MAP THAT WE HAVE FOR  
ATHLETICS IN BOSTON, I THINK  
THERE'S SOMETIMES IN THE  
ATHLETICS WORLD THERE'S -- WE'RE  
TRYING TO BE EVERYTHING TO  
EVERYONE AND SOMETIMES THERE'S  
OTHER PEOPLE THAT MAY BE DOING  
IT BETTER OR MAY ALREADY BE  
DOING IT AND SO HOW DO WE WORK  
TO MAKE SURE WE'RE NOT  
REPLICATING EFFORTS TO MAKE SURE  
THAT WE UNDERSTAND WHAT  
OPPORTUNITIES ARE OUT THERE IN  
THE CITY AND THAT WE'RE  
WORKING -- OR EVERYBODY IS  
WORKING TOGETHER TO MAKE SURE  
THAT WE'RE DELIVERING THE  
HIGHEST LEVEL POSSIBLE.

>> THANK YOU.

COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU, AGAIN.

COUPLE OF QUESTIONS AROUND BPS ATHLETICS.

AGAIN WE'RE SPENDING OUR RESOURCES, HOW THE POLICY DECISIONS WE MAKE ARE IMPACTING THE SPENDING CHOICES.

WHEN IT COMES TO BOSTON PUBLIC SCHOOLS IT'S ABOUT MAKING SURE THAT OUR STUDENTS ARE SUCCESSFUL THAT THEY HAVE ACCESS TO ENRICHING OPPORTUNITIES IN PARTICULAR ATHLETIC OPPORTUNITIES.

IN LAST YEAR AT THIS TIME I HAD ASKED SOME QUESTIONS REGARDING ATTENDANCE AND TIDINESS AND GOAL FOR THE DISTRICT TO MAKE SURE OUR KIDS ARE IN SCHOOL EVERY DAY.

I THINK THAT ATHLETICS AND ENRICHMENT, ATHLETICS ARE ONE WAY WE ENGAGE KIDS IN SCHOOL. MY KIDS ARE SO EXCITED TO GO TO SCHOOL WHERE THERE'S GAMES OR GOING TO BE PRACTICE THEY JUST ESPECIALLY NOW THEY'RE IN 7th AND 8th GRADE THEY ARE SO HAPPY TO GO TO SCHOOL ON THOSE PARTICULAR DAYS.

OTHER DAYS, NOT SO MUCH.

I THOUGHT THAT IT'S IMPORTANT TO GIVE THOSE EXPERIENCES TO THOSE KIDS.

BUT THERE HAVE BEEN TIMES AGAIN, I PREFER GRASS BUT I GET THE TURF IS IMPORTANT BECAUSE MY BASEBALL PLAYER HAS BASICALLY HASN'T PLAYED IN THREE WEEKS. BUT CAN YOU TALK GENERALLY ABOUT ACCESS TO FIELDS ACROSS OUR CITY BECAUSE THAT'S A LIMITED RESOURCE THAT WE HAVE IN THE CITY I WANT TO KNOW THAT OUR STUDENTS HAVE FIRST ACCESS THEN TALK A LITTLE BIT ABOUT TRANSPORTATION.

LAST YEAR, LAST SCHOOL YEAR THERE WAS REAL SIGNIFICANT PROBLEM OF TRANSPORTING KIDS TO GAMES.

GAMES WERE CANCELLED BECAUSE OF TRANSPORTATION, TALK ABOUT THOSE TWO THINGS VERY DIRECTLY RELATED TO OUR BUDGET.

>> TRANSPORTATION -- I'LL START AT THE END, TRANSPORTATION WE WORK, I CALL IT IN PARTNERSHIP WITH TRANSPORTATION, I DON'T HAVE A BUDGET LINE IN THE ATHLETICS BUDGET FOR TRANSPORTATION, IT WAS THERE. I BELIEVE FIVE OR SIX YEARS AGO WE JUST TRANSFERRED IT ALL TO BPS ATHLETICS TO DELIVER THE SERVICES.

BUT IN TERMS OF OUR PROCESS AND OUR ABILITY TO DELIVER THE TRANSPORTATION WORK NEEDED IT'S BEEN THE PAST TWO SEASONS HAVE BEEN THE MOST SUCCESS I THINK THAT WE'VE ADD SINCE I'VE BEEN HERE THE LAST FIVE YEARS, PART OF THAT WAS REALLY BOTH SIDES SITTING DOWN AND FIGURING OUT WHAT PIECES WERE INVOLVED AND WHAT WE NEEDED TO DO ON OUR END FROM ATHLETIC STANDPOINT TO ENSURE THAT THE TRANSPORTATION NEEDS WERE MET.

SO WE'VE MADE A SHIFT FROM A SLOPPY KIND OF E-MAIL EXCEL PROCESS TO A GOOGLE SHEET. THAT ALL COACHES ARE USING ALMOST SIX WEEKS, EIGHT WEEKS OUT PRIOR TO THE SEASON TO IDENTIFY WHAT THEIR TRANSPORTATION NEEDS ARE. GIVEN THE FACT THAT THEY OF A ALL COME IN THE SAME FORMAT WE'RE UPLOADING THAT INFORMATION WITH THE YARDS AND THROUGH THE TRANSPORTATION DEPARTMENT SO IT'S ALL COMING IN THE SAME FORMAT AND CAN BE READ AND UNDERSTOOD AND NOBODY HAS TO DO ANY EXTRA STEPS TO REALLY SORT IT AND WORK IT THAT HAS MADE HUGE DIFFERENCE.

I THINK WE ALSO UNDERSTOOD WHAT THE LIMITATIONS ARE IN OUR TRANSPORTATION DEPARTMENT BUT ALSO WHAT SOME OF THE AREAS ARE ARE THAT WE NEED TO LOOK AT THINGS DIFFERENTLY TO ENSURE THAT WE GET THE RESULTS THAT WE NEED.

IT'S BEEN A VERY QUIET AND GOOD START OF THE SPRING SEASON IN

TERMS OF BEING ABLE TO KNOW THAT EVERYBODY IS GETTING THE TRANSPORTATION THEY HAVE REQUESTED.

IN TERMS OF THE FACILITIES, AGAIN, I THINK THAT IS ANOTHER AREA WHERE WE HAVE BEEN BETTER THIS YEAR AND PART THAT HAVE IS AGAIN JUST GETTING AND COLLABORATING WITH THE FOLKS AT PARKS AND REC AND FACILITIES TO HAVE A BETTER UNDERSTANDING OF THE FIELDS.

THERE HAVE BEEN A FEW IMPROVEMENTS IN FIELDS THAT HAVE COME BACK ONLINE THIS YEAR THAT HAVE CREATED ADDITIONAL OPPORTUNITIES FOR US TO BE AT BETTER PLACES, NEW CARTEDDER PLAYGROUND CAME WITH TWO ARTIFICIAL TURF SOFTBALL DIAMONDS.

IN TERMS OF TEAMS THAT USED TO PLAY ON GRASS OR TEAMS THAT DIDN'T HAVE ACCESS TO THE TURF, WE NOW HAVE THREE SCHOOLS ABLE TO GO OVER THERE AND USE THAT FACILITY FOR THEIR SOFTBALL PROGRAM WHICH HAS BEEN HUGE. THE SAME AFFECT HAPPENED WITH SOCCER WHERE WE'VE BEEN ABLE TO KEEP SOME TEAMS IN A GEOGRAPHICAL LOCATION THAT LOGISTICALLY MAKES MORE SENSE AND PUTS LESS PRESSURE ON TRANSPORTATION TO USE THE FIELD. WE'VE BEEN HAVING CONVERSATIONS WITH PARKS AROUND LOGISTICS AND THINGS THAT MAKE SENSE IN TERMS OF GEOGRAPHY, UNDERSTANDING WHAT SOME OF THE LEVERS ARE WITH TRANSPORTATION MAKE SURE WE HAVE ACCESS TO THE FIELDS HAVE I THINK HAVE BEEN MUCH BETTER THIS YEAR IN TERMS OF WHAT WE'VE DEALT WITH IN THE PAST.

>> IN ATTENDANCE, BUT STUDENT ATHLETES, IS THERE CORRELATION, THAT IS AN ASSUMPTION I HAVE, I THINK IT'S A TRUE ASSUMPTION.

>> I BELIEVE SO.

I CAN'T SAY THAT WITH 100% POSITIVE FACT BUT IT'S AN AREA THAT I KNOW I'VE TALKED WITH

BRIAN ABOUT AND WE'VE TALKED ABOUT LOOKING AT HOW DO WE COLLABORATE MAYBE TO CELEBRATE SOME OF THE THOSE PEOPLE THAT HAVE BEEN DOING A GREAT JOB WITH ATTENDANCE AND ARE STUDENT ATHLETES FIGURE OUT IF SOMETHING WE CAN MAKE EITHER CONTEST OR A BADGE THAT WE CAN GIVE OUT TO SCHOOLS TO SHOW THAT KIDS ARE DOING WELL WITH ATTENDANCE AND LACK OF TARDINESS.

>> GOOD TO PROMOTE WITHIN ATHLETIC DEPARTMENT FOR SURE TO RECOGNIZE THAT BUT WITHIN ACADEMIC ACHIEVEMENT OFFICE WE SEE, IF WE CAN SEE THAT DIRECT CORRELATION I THINK IT ALSO HELPS ME WHO WANTS TO ADVOCATE FOR ADDITIONAL RESOURCES WITHIN ATHLETICS BUDGET IN PARTICULAR TO SAY, THIS TYPE OF PROGRAMMING IS CRITICALLY TO OUR STUDENT SUCCESS.

THOSE THAT CHOOSE TO BE ENGAGED IN SPORTS AND WOOS WE DEVELOP OUR MIDDLE SCHOOL PROGRAMMING WE CAN SEE A GREATER IMPACT FOR YOUNG PEOPLE.

THAT CORRELATION WOULD BE REALLY IMPORTANT I THINK TO UNDERSTAND. WE'LL LOOK AT BRIAN TO EXPLAIN.

WHAT IS IT THAT YOU NEED, TALK ABOUT BPS ATHLETICS 2.0 THIS NEXT PHASE AS WE TALK ABOUT MAYBE EXPANDING HIGH SCHOOL, WHAT ARE THE ADDITIONAL THINGS THAT THE COUNCIL CAN BE ADVOCATING FOR THAT I CAN BE ADVOCATING FOR ESPECIALLY SEE THAT CORRELATION BETWEEN STUDENT SUCCESS AND ATHLETICS MAKE IT QUICK BECAUSE THAT'S MY TIME.

>> I THINK IT FALLS BACK INTO THAT QUALITY BUCKET FROM OUR STANDPOINT LOOKING AT WHAT ARE THE PIECES THAT ARE ASSOCIATED WITH HIGH QUALITY ATHLETIC PROGRAM.

I THINK THE PIECE WE HAVE TO BE COGNIZANT OF ALWAYS BE AWARE OF IS, WE ARE A LARGER PROGRAM AND SO WHAT WE OFTEN DO SOMETIMES HAS TO BE MULL PLIED OUT

MULTIPLE TIMES TO SEE WHAT OUR  
PIERCE ARE DOING.  
BUT I THINK IT IS AN AREA WHERE  
YOU CAN HAVE A DISCUSSION, YOU  
CAN HAVE A FRANK DISCUSSION WITH  
COACHES, YOU CAN HAVE A FRANK  
DISCUSSION WITH THE KEY  
STAKEHOLDERS AROUND WHERE SOME  
OF THE PIECES THAT WE THINK WE  
CAN BUILD ON AND BE BETTER.  
I THINK WE HAVE MADE SOME  
IMPROVEMENTS BY BEING ABLE TO  
HAVE OPEN CONVERSATIONS AROUND  
WHAT WE WANT TO SEE AND WHAT  
WE'VE HEARD BACK SO THAT PEOPLE  
UNDERSTAND THAT, I THINK WITHIN  
BPS PART OF OUR CHARGE AND  
EVERYONE ON MY TEAM WHAT WE HAVE  
TO DO MAKE SURE THAT WE'RE  
SPEAKING FROM A POINT OF  
KNOWLEDGE AND EDUCATING OTHERS  
AROUND, WHAT ARE THE PIECES THAT  
WE SEE THAT WE MAY FEEL ARE  
GOING TO COME UP OR BE AWARE OF  
MOVING FORWARD.

>> IT MIGHT BE VALUABLE TO  
SURVEY PARENTS AND STUDENTS  
ATHLETES AND COACHES ON SOME OF  
THOSE QUESTIONS.

THANK YOU.

>> COUNCILMEMBER McCARTHY.

>> STICK WITH SPORTS FOR A  
LITTLE BIT.

IT'S MY FAVORITE THING.

WE HAVE NOW ICE HOCKEY TEAMS,  
HOW DO WE WORK ON GETTING MORE  
ICE TIME ALLOTTED, TO NEED HELP  
WITH OUR UNIVERSITIES TO SHARE  
THE LOAD ON THAT BECAUSE I KNOW  
EAST BOSTON THEY HAVE BEEN  
RECRUITING WITHIN THEMSELVES,  
THEY GOT A GOOD SQUAD TOGETHER  
BUT THEY'RE RAISING MONEY TO PAY  
FOR ADDITIONAL ICE TIME.

HOW DO WE WORK WITH OUR  
UNIVERSITIES THAT HAVE  
STATE-OF-THE-ART FACILITIES TO  
MAKE SURE THAT OUR KIDS CAN GET  
GET ON THAT ICE?

>> WE DO HAVE ONGOING  
RELATIONSHIP WITH NORTHEASTERN  
AND THAT'S BEEN MATTHEWS ARENA  
HAS BEEN HOME OF THE HOCKEY  
GAMES IN THE CITY.

ALL OF THESE SCHOOLS I THINK WE DO HAVE CANDID CONVERSATIONS WE DO TALK ABOUT WHAT PROGRAM WE'RE DOING AND WHAT WE HAVE GOING ON. I THINK FROM THEIR PERSPECTIVE, FROM OUR STATE WE HAVE TO UNDERSTAND THAT THEY ARE DEALING WITH CONSTITUENTS, TOO.

SOMETIMES THEY REQUEST, DO LINE UP YOU HAVE THE OPPORTUNITY TO ACCESS THINGS AT A GREATER LEVEL.

SOMETIMES THEIR PROGRAMS GROW AT DIFFERENT RATE AND IT DOESN'T ALWAYS WORK OUT.

BUT I THINK WE CONTINUE TO HAVE CONVERSATIONS, WE CONTINUE TO TALK, ICE TIME AND IT'S AN AREA THAT I'VE HAD TO EDUCATE MYSELF ON.

WE BASICALLY ARE PROVIDING ICE TIME AROUND TWO HOURS PER WEEK, I THINK STANDARD RATE AND WHEN HE TALK TO OTHERS IT'S PROBABLY AROUND THREE HOURS A WEEK. PROBABLY ABOUT TEN, 12, MAYBE 14 HOURS SHORT ON THE SEASON IN TERMS OF PRACTICE.

THAT IS AN AREA I THINK INTERNALLY WE HAVE TO LOOK AT AND PUT A DOLLAR AMOUNT, SEE IF IT'S SOMETHING THAT WE CAN ADDRESS AND WE WILL DO THAT WE HAVE DONE THAT, WE HAVE INCREASED ICE TIME I THINK IT WAS 23 HOURS WHEN I FIRST STARTED WE'RE UP TO 27-28 NOW. WE NEED TO DO A LITTLE BIT MORE WORK BUT IT'S MOVING IN THE RIGHT DIRECTION.

>> I AGREE WITH YOU.

IT IS MOVING IN THE RIGHT DIRECTION.

IF YOU NEED ANY HELP YOU CERTAINLY HAVE A FRIEND HERE IN DISTRICT 5.

LEAN ON ME, IT'S IMPORTANT, MUSIC, ART AND SPORTS THE FIRST THINGS THAT EVERYBODY CUTS YET THOSE ARE THE STUDENTS THAT DO THE BEST ACADEMICALLY.

I'D LOVE TO SEE INCLUDED IN YOUR PACKET HOW MANY BPS ATHLETES THAT PARTICIPATE WHAT IS THEIR



GRADUATION RATE VERSUS PEOPLE WHO DON'T PARTICIPATE EVEN ARTS AND MUSIC THEN ALSO HOW MANY OF THOSE KIDS GO ON TO PLAY IN COLLEGE.

I KNOW GENERALLY THE RULE IS ABOUT 5% BUT I'M SURE SOME OF THE TEAMS WE'VE BEEN PUTTING FORTH SEEMS LIKE WE HAVE A CHAMPIONSHIP BOSTON TEAM IN FRONT MUCH US.

I'M SURE SOME KIDS ARE MOVING ON TO PLAY IN COLLEGE.

SOMETIMES WE DON'T DO GOOD ENOUGH JOB PROMOTING THE POSITIVES THAT WE DO.

EVERYTHING IS ALWAYS ON THE NEGATIVE.

MY QUESTION, CINDY, DO YOU HAVE THANKLESS JOB IN THE CITY.

>> THANK YOU, I APPRECIATE IT.

>> I SAID THANK YOU I WAS GOING TO CALL FOR THE QUESTION, GETTING CUT HERE.

ANYWAY, CINDY, THANK YOU FOR YOUR THANKLESS JOB.

I DON'T KNOW HOW MANY IEPS YOU WRITE, YOU'RE UNBELIEVABLE SO WE THANK YOU VERY MUCH.

WE TALKED ABOUT BEFORE SOME SOCIAL EMOTIONAL SUPPORT, WE HAD TALKED LAST YEAR LIKE A TRAUMA TRIAGE PERSON THAT GOES FROM SCHOOL TO SCHOOL OR DISTRICTS WITHIN THE DISTRICT TO GRAB KIDS WHO MAYBE HAVE SLID THROUGH THAT.

ARE WE STILL ON THAT, IS THAT STILL IN PLAY OR IS THAT -- WAS THAT KIND OF SIDE LINED A LITTLE BIT?

>> WHAT WE DO IN SPECIAL EDUCATION IS THE SUPPORT TEAM. WE HAVE TEN TEACHERS, FIELD COORDINATORS, THERE'S 14 PEOPLE THAT DO GO OUT TO SCHOOLS TO HELP PROVIDE SUPPORT, THIS YEAR IN BPS AGREEMENT WE FOCUSED ON 20 SCHOOLS WHERE THE TEACHERS WERE COMING IN TO CENTRAL OFFICE WHO WERE ASSIGNED TO TEACHERS AND INCLUSION CLASSROOMS. IN THOSE 20 SCHOOLS WITH TWO HOURS COACHING EVERY WEEK THAT

COACHING COULD LOOK LIKE HELPING DEVELOP LESSON PLANS, IT COULD BE SMALL GROUPS, DIFFERENT THINGS THAT TEACHER MIGHT NEED IN ORDER TO ADDRESS ALL THE NEEDS IN THEIR CLASSROOM.

WE STILL HAVE THE CFCs THAT WERE ABLE TO GO OUT MAYBE DO MORE OF THE TRIAGE, IF THERE'S A CHALLENGE HAPPENING IN THE SCHOOL WE'D SEND SOMEONE OUT TO ASSESS THE SITUATION.

THEN ALSO PROVIDE SOME DIRECT SUPPORT IN MODELING TO GET THEM THROUGH THAT BUMP RATHER THAN IN THE PAST IT'S BEEN LOT MORE.

>> THANK YOU VERY.

>> THANK YOU.

>> THANK YOU, MR. CHAIR.

>> THANK YOU SO MUCH.

I'M GOING TO STICK WITH STUDENTS WITH DISABILITIES JUST FOR A LITTLE BIT.

HOW -- SO WITH THIS BUDGET HOW MANY NEW INCLUSION SEATS ARE WE GOING TO SEE, IF ANY?

>> GOING TO INCREASE INCLUSION SEATS, LET ME PULL THAT NUMBER UP FOR YOU.

TOTAL INCLUSION SEATS WILL HAVE NEXT YEAR, I HAVE THIS YEAR'S NUMBER -- FOR THIS YEAR WE HAVE 479 THERE WILL BE INCREASE THAT I CAN GET YOU THE NUMBER.

>> YOU SAY THIS YEAR, YOU MEAN CURRENTLY?

>> CURRENTLY.

I'LL GET YOU THE NUMBER OF THE INCREASE.

>> HOW MANY DO WE CURRENTLY HAVE?

>> 479.

>> 479.

WE WILL SEE INCREASE FOR FY20.

>> YES.

>> WHEN WE LOOK AT THIS 479, DID YOU SAY?

>> YES.

>> SEATS, ARE THESE INCLUSION SEATS WITH SPECIAL ED TEACHER AND A GENERAL ED TEACHER OR IS THIS THE GENERAL ED AND PARA?

>> JUST CLARIFY ONE THING YOU ASKED FOR SEATS.

I GAVE YOU THE NUMBER OF CLASSROOMS.

479 CLASSROOMS.

K-12.

ALSO TO YOUR QUESTION THIS IS THE TOTAL NUMBER OF INCLUSION CLASSES WE HAVE ACROSS THE DISTRICT, WE HAVE FEW DIFFERENT MODEL, IS THAT ARE RUNNING A TEACHER AND PARAMODEL THAT IS INCLUDING,.

>> OUT OF THE 479 CAN YOU TELL ME HOW MANY ARE TWO TEACHER MODEL?

>> I CAN TELL YOU RIGHT NOW.

I CAN BREAK THAT DOWN.

>> WONDERFUL.

IS IT SAFE TO SAY THAT MOST OF THESE CLASSROOMS ARE TEACHER AND PARA?

>> ALSO ANOTHER -- ALSO VARIATION OF THE MODEL, ONE MIGHT BE THAT THESE SCHOOLS ARE DOING ACROSS TWO CLASSROOMS AND GRADE LEVELS, THEY'RE DOING TWO TEACHERS, A TEACHER AND A TWO GENERAL TEACHERS AND SPECIAL ED TEACHERS ACROSS THOSE CLASSROOMS.

THERE'S SOME SCHOOLS DOING THAT MEMORIAL DAY.

IN ADDITION TO SOME SCHOOLS ABLE TO DO THAT --

>> TWO CLASSROOMS SHARING THREE TEACHERS.

>> YES, 1.5 TEACHERS ACROSS THE CLASSROOMS.

SOME OTHER ARE DOING THAT THAT WITH PAIR ARES, MIGHT HAVE 1.5 TEACHERS.

>> GOAL TO MOVE US FORWARD WHERE WE'RE DOING.

THE LEAST RESTRICTIVE, MOST INCLUSIVE CLASSROOM SETTINGS.

>> YES.

>> WHEN I LOOK AT THAT SLIDE AGAIN WITH THE BREAK DOWN BY GENDER THE PROGRAM TYPE SLIDE. JUST LOOKING AT BOYS.

EVEN IF I LOOK AT BOYS AND GIRLS FOR BLACK STUDENTS, BOYS AND GIRLS ARE UNDER THE 50% PARK FOR INCLUSION.

ONLY GROUP THAT IS UNDER 50% SO

GIRLS HERE -- BLACK GIRLS 47%,  
BLACK BOYS, 42%.

WHEN I LOOK AT BOYS ACROSS THE  
BOARD HERE I SEE FOR LATINO  
BOYS, RADIO%.  
50%.

FOR WHITE BOYS 63%.

ASIAN BOYS, 53%.

WHAT ARE WE GOING TO DO TO MAKE  
SURE THAT FOR BLACK STUDENTS,  
PARTICULARLY THE BOYS, BUT GIRLS  
AS WELL, ARE GETTING MORE  
OPPORTUNITY FOR INCLUSION.

>> I THINK THAT IS A GREAT  
POINT.

THE DATA IS HELP HALF HELPS SHOW  
PART OF THIS, ALSO COUPLED WITH  
THE SETTINGS, COUPLED WITH THE  
PRIMARY DISABILITY, IT'S THOSE  
TWO DATA PIECES THAT WE'RE  
LOOKING AT TOGETHER IN A  
COMPOUND MANNER TO SEE THAT WE  
ALSO ARE FINDING A LOT OF OUR  
STUDENTS IDENTIFIED THAT ARE  
BLACK MALES IS EMOTIONAL  
IMPAIRMENT, THE FACT THAT THE  
DISABILITIES WHAT ARE WE CALL  
MORE SUBJECTIVELY DISABILITIES.

THAT IS -- OF ALL OF OUR  
DEPARTMENTS BECAUSE THIS IS AN  
AREA THAT WE NEED TO INCREASE  
OUR CULTURALLY AND  
LINGUISTICALLY TUCSON SUSTAINING  
PRACTICES AND LOOKING AT THE  
WHOLE CHILD AND HADAR R --

>> HOW ARE WE HONING IN ON THAT  
CAN ANYONE ON THE PANEL JUST  
QUICKLY TELL ME HOW WE ARE  
REALLY GETTING AT THAT, WITH THE  
CULTURALLY RESPONSIVE AND  
SUSTAINING --

>> CULTURALLY AND LINGUISTIC  
SUSTAINING.

>> THANK YOU.

>> THE CLSP.

>> CLSP.

HOW ARE WE GOING TO ADDRESS THE  
HIGH NUMBERS OF SEPARATE FOR  
BLACK AND LATINOS BUT  
PARTICULARLY I NOTICE EVEN FOR  
GIRLS THEY WERE MORE LIKELY --  
LESS LIKELY TO BE IN INCLUSIVE  
SETTING MORE LIKELY TO BE  
SUB-SEPARATE.

>> WITH THIS ONE, THIS HAS BEEN  
I THINK CINDY MENTIONED AN AREA  
OF FOCUS FOR A WHILE IN OUR  
DISTRICT.  
I REMEMBER THAT, AND BLACK AND  
LATINO MALES.  
AND EVEN MY TIME AS A TEACHER  
HERE AND THINKING ABOUT CULTURE  
CHANGE AND WHAT IT TAKES TO  
CHANGE ENTIRE CULTURES I THINK  
THAT IS WHAT DR. ROSE WAS  
ALLUDING TO EARLIER.  
AND THE STRATEGY OVER LAST THREE  
YEARS IN TERMS OF CLSP HAS BEEN  
TO WORK WITH SCHOOL LEADERS,  
THEY DO THE HIRING, THEY DO  
EVALUATING TO TRY TO GET THEM TO  
BUY INTO THE APPROACH WHICH THINK  
THEY HAVE.  
AS I GO TO TALK TO SCHOOL  
LEADERS THEY TALK HOW AMAZING  
THE TRAINING WAS.  
PART OF THE FEEDBACK IS THEY  
DON'T ALWAYS FEEL EMPOWERED AND  
READY THEMSELVES TO BE THE  
LEADER TO TURN KEY THE  
INFORMATION TO ALL OF THE  
TEACHERS IN THEIR BUILDING.  
I THINK THE WORK WE HAVE TKUP  
THE LAST FEW MONTHS, THINKING  
ABOUT HOW TO PROVIDE MORE  
SUPPORT FOR SCHOOL LEADERS AND  
DOING THAT.  
THEN THINKING ABOUT NOT JUST  
WHAT HAPPENS IN THE CLASS ROM  
THERE.  
IS A LOT THAT HAPPENS OUTSIDE OF  
THE CLASSROOM.  
LIKE MEETINGS AND SERVICES YOUNG  
PEOPLE RECEIVE OUTSIDE OF THE  
CLASSROOM.  
WE RECEIVE FEEDBACK FROM SCHOOL  
LEADERS ALSO AS WE ROLL OUT  
SOCIAL AND EMOTIONAL LEARNING  
THEY'RE WORKING WITH TEACHERS  
THAT MAYBE STRUGGLING TO DO  
THAT.  
THEY'RE RUNNING INTO CULTURAL  
COMPETENCY ISSUES.  
THE PARTNERSHIP OF US WORKING  
TOGETHER IS OVER IN --  
DEPARTMENT THE SOCIAL EMOTIONAL  
LEARNING TEAM AND BEHAVIORAL  
HEALTH SERVICES TEAM, A NUMBER

OF TEAMS COME TOGETHER TO PUT  
THEIR HEADS TOGETHER TO THINK  
ABOUT OUR SOCIAL EMOTIONAL  
LEARNING APPROACH AND BPS AND  
INTEGRATE THAT AND PROVIDE  
INTEGRATED PRACTICES AND  
STANDARDS.

THEN ROLL OUT PROFESSIONAL  
DEVELOPMENT FOR TEACHERS.  
WE DID A SURVEY FOR TEACHERS AND  
CURRICULUM AROUND LEARNING.  
THE LARGEST DIFFICULTY IS MANY  
OF THEM DON'T HAVE TIMEOUT SIDE  
OF THE SCHOOL DAY TO GO TO  
PROFESSIONAL LEARNING  
OPPORTUNITIES.

WE DO OFFER AND SOME TAKE  
ADVANTAGE OF IT BUT NOT ALL.  
WE TALK ABOUT GETTING TO ALL  
TEACHERS TO CHANGE THE EMBEDDED  
CULTURES.

SUCH AS THE OVER IDENTIFICATION  
OF BLACK AND LATINO MALES.  
EMBEDDING WITH SCHOOL TEACHERS  
AND LEADERS.

THE STRATEGY IS TO MAKE SURE  
THERE IS BETTER COACHING.  
WE SIT IN IOT MEETINGS AND  
LEADERSHIP TEAMS, PLANNING  
MEETINGS WITH TEACHERS TO MAKE  
SURE THEY HAVE TRAINED  
PROFESSIONALS AND EXPERTS TO  
PROVIDE SUPPORT THERE AS WELL.  
OUR STRATEGY THAT WE'RE LOOKING  
AT NOW IS HAVING THE DEPARTMENTS  
ACROSS OUR SET, HOW DO WE  
PROVIDE INTENSIVE SUPPORTS TO  
SCHOOLS WITH HIGH NUMBERS OF  
STUDENTS.

ESPECIALLY WITH -- BLACK AND  
LATINO MALES.

AND THE QUALITY OF TEXT PROVIDED  
IN THE CLASSROOMS, RIGHT.  
THEN MAKING SURE I KNOW WHAT THE  
INCLUSIVE SUPPORT TEAMS.  
MAKING SURE WE TAKE ON THE  
EXPERIENCE OF COORDINATORS WITH  
SPECIAL EDUCATION AND THEY  
PROVIDE TRAINING AND GUIDANCE TO  
THOSE NEWER OR LESS EXPERIENCED.  
HOW BEST PRACTICES AROUND, WHEN  
THEY MIGHT BE OVER A  
DEPARTMENTIFICATION ON THE  
HORIZON.

>> -- OVER IDENTIFICATION ON THE HORIZON.

>> SORRY, WERE VERY PASSIONATE ABOUT THIS.

>> THANK YOU FOR THE COMPREHENSIVE ANSWER.

THANK YOU.

>> I DO HAVE, I GUESS, I DON'T WANT TO GO TO -- I HAVE QUESTIONS ABOUT RATIOS.

THE SOCIAL EMERSONAL LEARNINGS +\*P LEARNING WHETHER IT'S AROUND HEALTH PROFESSIONALS, COUNSELORS AND SOCIAL WORKERS, ETCETERA, MY LARGER QUESTION WHEN ASKING THE NUMBERS WE'RE AIMING FOR, PRO SKREBGTING OUT TO IN THE FUTURE. WHAT IS THE PROCESS BY WHICH THE DISTRICT ANALYZES WHETHER THE RAISE YOS WE ARE CHOOSING ARE APPROPRIATE, CLASS SIZES.

PARA VERSUS TEACHERS, INCLUSION CLASSROOMS AND ALL OF THE STAFF I MENTIONED IN THE BEGINNING TOO.

>> TO CLARIFY YOU'RE ASKING HOW DO WE DETERMINE THE RATIOS OR NUMBER OF SUPPORT STAFF FOR A GIVEN SCHOOL AND INCLUDING PSYCHOLOGISTS AND SOCIAL WORKERS AND OTHERS.

IS THAT --

>> I UNDERSTAND RIGHT NOW SOME OF THE CONCERN IS THAT THERE ARE NOT STAFFING SUFFICIENT RATIOS FOR SCHOOL BY SCHOOL.

MY UNDERSTANDING IS THERE IS NO KIND OF MINIMUM LEVEL OR MAXIMUM, I GUESS I SHOULD SAY, FOR WHEN A SCHOOL NEEDS MORE FUNDING TO GUARANTEE THE TYPE OF POSITION OR THAT TYPE OF POSITION.

I KNOW COUNSELOR ESSAIBI-GEORGE HAS TALKED ABOUT THIS AND WHEN THERE ADJUSTMENTS AIMING FOR .5 EXAMPLE, PER SCHOOL MEANING OTHER SCHOOLS HAVE LOST FRACTIONS OR HOURS OF WEEK OF STAFF TIME. I'M CURIOUS IS THIS, WHAT IS THE PROCESS TO LOOKING AT THE DATA AROUND WHAT THE NUMBERS ARE FOR RATIOS NOW.

WHETHER THOSE ARE THE GUIDE

POSTS THAT WE SHOULD BE GOING BY.

>> SO, I CAN SPEAK TO, I WANT TO FRAME IT A LITTLE BIT.

I WILL ASK OUR DIRECTOR OF BEHAVIOR OF SELF SERVICES TO TALK SPECIFICALLY ABOUT THE PSYCHOLOGIST PIECE.

I WILL SAY THAT IF YOU, ONE OF THE SLIDES IN THE DECK WHICH MINE SAYS SLIDE 9.

IT COULD BE SLIDE 10 OR 11 FOR YOU.

THERE IS A BREAKDOWN SHOWING THE NUMBER OF POSITIONS, SOCIAL WORKERS, CLINICAL COORDINATORS, GUIDANCE COUNSELORS, STUDENT SERVICE COORDINATORS.

THOSE POSITIONS ARE FUNDED ON SCHOOL BUDGET.

THAT MEANS SCHOOLS DECIDE HOW THEY'RE --

>> I UNDERSTAND THAT.

MY QUESTION IS, IS THERE ANY PLANNING OUT OF WHAT IS ACCEPTABLE RATIOS FOR THE DISTRICT.

REGARDLESS HOW SCHOOLS PLAN TO USE THE DOLLARS.

>> I THINK -- SO YOU'RE NOT LOOKING FOR A SPECIFIC CATEGORY OF STAFF.

YOU'RE LOOKING AT THIS BROADER ON CLARIFYING WHAT STAFFING RATIOS SHOULD BE AT SCHOOLS FOR THESE TYPES OF POSITIONS?

>> YES.

>> OKAY.

>> LET ANDREA --

>> GOOD AFTERNOON.

I'M DIRECTOR OF BEHAVIORAL HEALTH AT BOSTON PUBLIC SCHOOLS.

I WILL TALK ABOUT THE STAFF FOR MY DEPARTMENT.

SCHOOL PSYCHOLOGIST SCAD JUSTMENT WORKERS WHO ARE LICENSED SOCIAL WORKERS.

PSYCHOLOGISTS ARE ASSIGNED TO SCHOOLS ON MULTIPLE FACTORS.

ONE IS TOTAL NUMBER OF STUDENTS IN THE BUILDING.

AND STUDENTS WITH SUBSTANTIALLY SEPARATE AND DIFFERENT EDUCATIONAL NEEDS.



WE TAKE IN THE LINGUISTIC NEEDS  
OF THE STUDENT AND MATCH A PSYCH  
PSYCHOLOGIST MATCHES TO THAT  
SCHOOL.

SOME ARE ACROSS THE DISTRICT TO  
SUPPORT ARABIC STUDENTS ACROSS  
THE DISTRICT RATHER THAN  
ASSIGNED TO ONE SCHOOL.

THOSE ARE THE VARIABLES THAT  
COME INTO PLAY.

IN TERMS OF YOU ASKED OF  
RECOMMENDED STANDARDS.  
THE NATIONAL ASSOCIATION OF  
SCHOOL PSYCHOLOGIST RECOMMENDS  
ONE PSYCHOLOGIST TO EVERY 500 TO  
700 STUDENTS.

FOR SOCIAL WORKERS THE SOCIAL  
WORKERS IN MY DEPARTMENT  
REPORTING CENTRALLY, THEY'RE IN  
SCHOOLS AND CAN BE EMPLOYED  
CENTRAL.

>> THEY'RE DIVIDED ACCORDING TO  
THE NETWORKS AND DISTRICT.  
THEY'RE SPREAD ACROSS THE  
DISTRICT WITH EIGHT OF THEM  
SUPPORTING THE SCHOOLS AND THE  
DISTRICT.

AGAIN TWO OF THEM ARE DEPLOYED  
BASED ON THEIR LINGUISTIC  
ABILITIES.

>> SO TO SUMMARIZE WHAT I HEARD.  
THE CLOSEST THING WE HAVE TO A  
STANDARD IS THE NATIONAL  
STANDARD YOU MENTIONED?

>> THERE IS A STANDARD FOR  
SOCIAL WORKERS AND SCHOOL  
PSYCHOLOGISTS AS WELL, YES.

>> OUTSIDE OF NATIONAL  
ORGANIZATIONS.

>> RIGHT.

>> THANK YOU.

>> COUNSELOR ESSAIBI-GEORGE.

>> THANK YOU.

I WILL SHIFT GEARS.

WE TALKED ABOUT BPS, THAT IS  
GOOD.

NOW MOVE ONTO OTHER INTERESTS  
HERE FOR THE BUDGET.

WE HAD A INDEPENDENT OR STAND  
ALONE HEARING ON SCHOOL  
PSYCHOLOGIST, SCHOOL SUPPORT  
SERVICES, MY HOPE IS THAT WE HAD  
A POLICY OF A FULL TIME NURSE IN  
ALL SCHOOL BUILDINGS AND ONE

FULL TIME BEHAVIORAL HEALTH,  
EMOTIONAL HEALTH SERVICE  
PROFESSIONAL.  
COULD WE TALK ABOUT PLANNING FOR  
NEXT YEAR.  
AS IT IS NOW WE HAVE 44 SCHOOLS  
WITH ONLY A .5 NURSE.  
CAN WE TALK ABOUT THE OUT LOOK  
AT IT'S OUTLINED IN THE BUDGET  
FOR NEXT SCHOOL YEAR.  
IS IT STILL 44 SCHOOLS WE HAVE.  
>> WE HAVE THE SAME FUNDING AND  
RESOURCES.  
>> -- RESOURCES IN THE BUDGET  
FOR THE NEXT SCHOOL YEAR.  
SOME SCHOOLS MAY EVER PW-PBL  
RIGHT SIZING.  
LESS THAN A FULL TIME NURSE OR  
FULL TIME NURSE.  
BECAUSE OF THE BUDGET IS LESS  
FOR THE SCHOOL YEAR THEY HAVE A  
DECREASE IN BUDGET THAT THEY  
MAYBE PULLING FOR.  
THAT THE NUMBERS STILL STAND AT  
44?  
>> I THINK I WILL ASK MARGARET  
TO SPEAK ON THE SPECIFICS OF.  
THAT YOU'RE RIGHT THE CENTRALLY  
FUNDED NURSING FUNDS ARE STABLE.  
THE SAME FOR NEXT YEAR.  
AS YOU KNOW WE SPOKE BEFORE.  
SCHOOLS CAN INCREASE THE AMOUNT  
OF NURSING THROUGH THEIR OWN  
BUDGETS.  
THAT ALSO MEANS IF THEY LOOSE  
BUDGET.  
IF THE SCHOOL BUDGET GOES DOWN  
OR THEY HAVE OTHER NEEDS TO  
REALLOCATE THEY MAY CHOOSE TO  
REDUCE THE AMOUNT OF NURSING.  
SEE IMPACT OF THE FUNDING  
SOURCES AT SCHOOLS.  
I THINK MARGARET IS THE BEST.  
SHE IS COMING.  
[INAUDIBLE]  
>> -- WE'RE NOT SEEING A  
DECREASE IN THE NUMBER OF NURSES  
AND BECAUSE OF THE VAST MAJORITY  
OF THE NURSES THAT ARE FUNDED ON  
SCHOOL BUDGETS ARE SPECIFIC  
ALLOCATION TO SCHOOLS THIS.  
IS NOT FUNDED IN WSF AS  
MENTIONED.  
THERE ARE SCHOOLS THAT DO OR MAY

USE DISCRETIONARY DOLLARS TO ADD  
ADDITIONAL NURSES THAT IS  
INCREDIBLY RARE INVESTMENT FROM  
THE SCHOOL PERSPECTIVE.

>> HOW MANY DO IT THOUGH?  
HOW MANY SCHOOLS DO THEIR OWN  
BUDGET AND RIGHT SIZE THEIR  
NURSING LEVELS OR INCREASE THE  
NURSING LEVELS?

I WOULD ARGUE, RIGHT SIZE.

>> I THINK WE'RE STILL AT 5  
SCHOOLS LAST YEAR FOR A FULL  
TIME NURSE IN EVERY SCHOOL.  
I KNOW ONE SCHOOL IS CONSIDERING  
IT FOR NEXT YEAR.

POSSIBLY TWO.

AS FAR AS I KNOW THERE IS NOT  
ANY INCREASE, THERE IS NO CHANGE  
IN WHAT WE CALL THE PAIRINGS OF  
SCHOOL.

THE .5 AND THE .5 WE HAVEN'T  
CHANGED THOSE IN TERMS OF  
LOOKING AT HIRING.

>> SO I HAVE IT CORRECT.  
FIVE SCHOOLS CURRENTLY UP SIZE  
THEIR NURSING LEVELS.

SO, FROM A .5 TO A --

>> A ONE.

>> A ONE FTE.

>> I'M NOT A HUNDRED PERCENT  
SURE.

THEY'RE STILL ON THE FINAL  
BUDGET.

I THINK WE HAVE THE FIVE SCHOOLS  
ADDING A .5.

>> POTENTIALLY I THINK THIS ARE  
CURRENTLY IN OUR PORTFOLIO 44  
SCHOOLS WITH A .4 NURSE.  
IT WOULD BE 49 IF THEY WEREN'T  
CONTRIBUTING SOME OF THE SCHOOL  
BASED FUNDING TO NURSES.

>> YES.

>> I HAD TO THINK ABOUT THE --  
IT'S A .5 ALL SCHOOLS HAVE .5.

>> OKAY.

44 OF THEM ONLY HAVE A .5.

>> YES.

>> WHAT WOULD IT COST A  
DISTRICT.

THIS CAME UP IN NURSING AND  
EMOTIONAL SUPPORTS SPECIALIST  
HEARING.

WHAT WOULD IT COST US TO FUND  
THROUGH THE CENTRAL OFFICE THE

49 NURSES NOW, NOT 44.  
I UNDERSTAND THAT FIVE OF THEM  
ARE RIGHT SIZING ON THEIR OWN.  
>> TO GET EVERY SCHOOL TO A 1 IN 1.0  
NURSE.  
>> AT LEAST A 1.0.  
>> YES.  
23 ADDITIONAL FTE.  
2.9 MILLION.  
>> 23 FTE, 2.9.  
-- 23 OPPOSED TO.  
>> TO INTEGRATED.  
IT'S 23 1.0 FULL TIME EQUIVALENT  
NURSES.  
I DON'T KNOW THE 44 NUMBER YOU  
MENTION THE.  
BUT THE 23 WOULD GET 46 SCHOOLS  
UP .5.  
THAT IS TAKING A NUMBER OF OTHER  
SCHOOLS THAT COULD BE A .8 OR .1  
AND GETTING TO A 1 AS WELL.  
>> THE NURSES BUCKET OF SERVICES  
WE HEAR FROM STUDENTS REGULARLY  
STUDENTS DON'T HAVE ACCESS TO  
MENSTRUAL PRODUCTS.  
TAMPONS AND PADS.  
NURSES DON'T HAVE ADDITIONAL  
FUNDS.  
TALK ABOUT THE EXTRA THINGS THAT  
KIDS ARE GOING TO THE NURSE FOR.  
WHAT IS THE BUDGETING FOR THAT  
AND WHAT DO WE REALLY NEED?  
HOW DO WE RIGHT SIZE THAT AT  
ALL.  
>> MARGARET, I WILL MAKE A  
COMMENT AND TURN IT TO YOU.  
ONE THING IS A COUPLE OF YEARS  
AGO THE ALLOCATION -- FOR  
MEDICAL SUPPLIES OVER ALL WENT  
FROM ABOUT 23,000 TO 85,000.  
IN RECENT YEARS WE HAVE SEEN A  
LARGE ALLOCATION INCREASE FOR  
MEDICAL SUPPLIES OVER ALL.  
THE NURSES CAN DEFINITELY ORDER  
AND MANY DO ORDER THE MENSTRUAL  
SUPPLIES THROUGH THAT BUDGET.  
I WILL TURN IT OVER TO EITHER  
NATE OR MARGARET TO ADD ANYMORE  
TO THAT.  
>> I THINK THE BIGGER ISSUE IS  
NOT ONLY WHO IS PAYING FOR THE  
SUPPLIES BUT HOW DO STUDENTS  
ACCESS THEM.  
THERE IS NO DISPENSERS IN ANY,

THERE MAYBE DISPENSERS IN A FEW HIGH SCHOOLS.

MOST PART WE DON'T HAVE DISPENSERS IN THE BATHROOM. MOST OF THE STUDENTS HAVE TO GO TO THE NURSE TO GET ANY KIND OF SUPPLIES WHICH THEY'RE OUT OF CLASSROOM MORE AND IT'S ALSO JUST A EMBARRASS PHEPBLT IF YOU'RE TALKING ABOUT A SIXTH OR SEFBGT GRADE STUDENT GOING BACK TO THE HOME ROOM TEACHER OR CLASS THEY ARE IN AND ASK FOR A PASS FOR THE NURSE.

WE DON'T HAVE A SYSTEM REALLY TO DISTRIBUTE PRODUCTS IN THE SCHOOL.

>> FROM A BUDGETING PERSPECTIVE THAT WE HAVE THE TP-PL RESOURCES TO SUPPORT.

THAT I KNOW WHEN I WAS TEACHING IT WAS MY BOTTOM RIGHT HAOPBD DRAWER WAS LOADED FOR KIDS SO THEY COULD ACCESS WHAT THEY NEED THROUGH THE DAY.

IT'S EXPENSIVE.

IF YOU FOR GET IT YOU BOTHER THE NURSE.

IT'S ALSO A EXPENSE FOR THAT BUDGET ITEM.

GRANTED IT'S SMALL IN THE LARGE SCHEME OF THINGS WE ARE TALKING ABOUT.

IT MAKES A IMPACT ON OUR SCHOOLS.

WE WANT OUR KIDS IN SCHOOL, SO THE SUPPLIES ARE PART OF WHAT THEY NEED.

IT'S ALSO THE BANDAIDS AND ADDITIONAL SORT OF SIMPLER MEDICAL SUPPLIES WE NEED IN THE SCHOOLS.

>>

>> I WOULD SAY FROM A BUDGETING PERSPECTIVE THE MEDICAL SUPPLY FRONT ARE ESSENTIAL ITEMS.

IT'S NOT TO BE FUNDED AT THE SCHOOL LEVEL OR WFS FUNDING.

WE WERE IN A MEETING WITH BSAC. BOSTON STUDENT ADVICERY COUNCIL TWO WEEKS AGO.

STUDENTS ADVOCATED FOR WHAT MARGARET REFERENCED.

MORE DISPENSERS IN THE BATHROOMS

AND BETTER ACCESS TO THE PRODUCTS.

WE ARE GOING TO CONSIDER THAT AS PART OF A DISTRICT WIDE INITIATIVE.

THINKING TO CREATE HEALTHIER ENVIRONMENTS FOR STUDENTS.

APPRECIATE THAT FEEDBACK.

>> THANK YOU.

COUNSELOR EDWARDS.

>> THANK YOU, VERY MUCH.

AGAIN I APOLOGIZE FOR BEING LATE.

SOME OF MY QUESTIONS ARE REPETITIVE I ASK FOR PATIENCE. JUST LAUNCHING INTO IT, PICKING UP ON THE CONVERSATIONS I HAVE HEARD ABOUT THE NURSES.

I THINK WE AGREE WITH THE LOTTABLE GOALS ONE NURSE IN EACH SCHOOL.

I UNDERSTAND THAT GOAL HAS CERTAIN BURDENS FINANCIALLY AND THE ABILITY TO GET THAT DONE.

I'M CURIOUS OF LOOKING AT OUTSIDE SOURCES, PUBLIC PRIVATE PARTNERSHIPS WITH THE UNIVERSITIES WHO HAVE NURSING AS PART OF A GRADUATE PROGRAM.

LOOKING AT POSSIBLY SETTING UP A PILOT PROGRAM OR ALLOWING FOR NURSING STUDENTS TO COME AND BE PRESENT IN BPS SCHOOLS IN A WAY THAT MAY OFF SET COSTS.

A LOT OF SCHOOLS ARE ALSO LATE OR NOT LATE JUST NOT PAYING THE PILOT PROGRAM FUNDS TO THE SCHOOL THIS.

MAYBE A COMMUNITY BENEFIT THAT MAY HELP TO OFF SET WHAT THEY OWE.

SO I WONDER IF THAT'S OTHER THAN AVENUE THAT'S BEEN EXPLORED.

IF SO HOW DID THAT GO.

I WILL GO THROUGH THE OTHER QUESTIONS REALLY QUICK.

IN TERMS OF, I HEARD ABOUT ATHLETICS AND I DON'T MEAN TO TALK ABOUT HOW INCREDIBLY IMPORTANT THEY ARE TO A SCHOOL CULTURE AND INDIVIDUAL TEAM BUILDING.

I KNOW EQUITY IS A HUGE ISSUE FOR BPS AND HAVING A EQUITY LENS

LOOKING AT ATHLETICKICS.  
I'M CURE KWROEUS HOW THE SCHOOL  
LOOKS AT.

THAT THE ABILITY FOR THE SCHOOL  
TO RAISE A LOT OF MONEY FOR ONE  
RESOURCE.

A LOST TIMES THE SCHOOL CAN  
RAISE MONEY FOR THE BASKETBALL  
TEACH OR HOCKEY TEAM THAT OTHER  
SCHOOLS CAN'T RAISE.

THE MORE SEATS OFFER MORE  
OPPORTUNITY.

DOES THE OPPORTUNITY  
UNDISSECTION EXTEND TO SPORTS.  
AND THEN THE CURIOUS ABOUT  
RESENT ANNOUNCEMENT ABOUT THE  
HORACE MAN.

I THINK SOME PARENTS APPROACHED  
ME NOTICING THE BUILDING ITSELF  
AND INFRASTRUCTURE, THIS IS A  
ISSUE WITH IT.

IT'S ONE TO TWO YEARS UNTIL THEY  
REDO OR REINVEST IN IT.

I WOULD LOVE TO HEAR ABOUT THE  
FUTURE OF HORACE MAN AND BPS.

>> OKAY.

>> START WITH THE NURSES.

>> WE ARE CURRENTLY USING  
NURSING STUDENTS FROM EIGHT  
DIFFERENT PROGRAMS IN THE CITY  
OF BOSTON.

WE WORK INTENSELY WITH UMASS  
BOSTON TO DEVELOP A MODEL TO  
FORMULIZE THE ARRANGEMENTS WE  
HAVE WITH THE CURRICULUM FROM U  
PHALGS BOSTON AND TRAINING  
BOSTON PUBLIC SCHOOL NURSES TO  
PRECEPT AND MENTOR STUDENTS.  
THE STUDENTS ARE A HUGE RESOURCE  
FOR US IN THE CITY.

IT'S UP TO A NURSE AT THIS POINT  
IF THEY WANT TO TALK ANY  
STUDENTS.

SOME IS DICTATED BY THE SIZE OF  
THE OFFICE.

PEOPLES SKILL LEVEL.

IT'S SOMETHING WE HAVE BEEN  
DOING.

IT'S SOMETHING THAT WE HAVE A  
PRETTY STRONG PARTNERSHIP WITH A  
NUMBER OF NURSING PROGRAMS.

>> FULL TIME NURSES ?

>> NO, THEY COME.

LIKE UMASS BOSTON NURSES COME TO

US TWICE A WEEK FOR ANYWHERE  
FROM FOUR TO SIX HOURS.

THE OTHER PROGRAM THE NURSES  
ARE THERE IN GENERAL FOR A 7  
HOUR PRACTICUM FOR THE SCHOOL  
DAY OF THE THURSDAY.

WE DON'T GET FULL TIME NURSES  
FROM THE PROGRAMS.

WE GET NURSES ONCE A WEEK.  
THROUGHOUT THE SEMESTER.

SO IT'S 30 DAYS OVER THE COURSE  
OF THE SCHOOL YEAR.

>> AT EIGHT DIFFERENT SCHOOLS.

>> MORE THAN EIGHT DIFFERENT  
SCHOOLS.

>> I SEE.

>> I WOULD HAVE TO GUESS, I  
THINK ALMOST HALF OF OUR NURSES  
TAKE A TAUDENT AT SOME POINT  
DURING THE SCHOOL YEAR.

>> OKAY.

>> I ALSO WANTED TO SAY WE HAVE  
PARTNERSHIPS WITH SCHOOL BASED  
HEALTH CENTERS.

SCHOOL BASED HEALTH CENTERS IN  
SCHOOLS.

COMMUNITY HEALTH CENTERS WITH  
CLOSE PARTNERSHIPS WITH OUR  
SCHOOLS.

THOSE ARE OTHER RESOURCES THAT  
WE BRING INTO THE SCHOOLS  
BESIDES THE SCHOOL NURSES.

>> FROM THE ATHLETIC  
PERSPECTIVES THE OPPORTUNITY IN  
DISSECTION IS SOMETHING WE USE  
IN OUR OFFICE.

ESPECIALLY WHEN IT COMES AROUND  
SOME OF THE TOUGH DECISIONS.

SOMETIMES SCHOOLS MAY STRUGGLE  
WITH NUMBERS THAT WE SET IN  
TERMS OF SCHOOLS ABILITY TO  
PARTICIPATE IN A PROGRAM.

WE USE THAT TO BE AWARE OF WHAT  
OTHER ISSUES ARE THAT THEY MAY  
BE DEALING WITH AS A COMMUNITY  
TO SEE IF WE CAN WORK THAT HOW  
THE TO MACK SURE THE OPPORTUNITY  
PRESENTS ITSELF IN THE SCHOOL  
WHEN IT COMES TO FUND RAISING  
AND THINGS OF THAT NATURE, I  
THINK MOST OF THE SCHOOLS ARE  
FUND RAISING FOR WANTS.

>> FOR WHAT.

>> FOR WANTS.



THE WANTS AND THE NEEDS.

I CAN PRETTY CONFIDENTIALLY SAY  
AS A OFFICE WE PROVIDE MOST OF  
THE NEEDS THEY NEED TO START A  
SEASON AND MAKE IT THROUGH A  
SEASON.

THEY MAY FUND RAISE FOR WANTS.  
WHETHER IT'S A SWEAT SUIT OR  
OTHER THINGS THAT COME WITH TEAM  
OPPORTUNITIES.

ALL OF OUR ATHLETIC COORDINATORS  
HAVE BEEN TRAINED BY THE EQUITY  
OF COURSE ON HOW THE FUND  
RAISING SHOULD LOOK.

ENTRY FEES AND ADMISSION FEES AT  
GAMES SHOULD GO.

PEOPLE WANT TO HELP AND THE PART  
OF THE TEAM, MOST SITUATIONS I  
HAVEN'T HEARD IT'S THINGS THAT  
THEY WANT OUTSIDE OF WHAT WE'RE  
PROVIDING.

>> OKAY.

>> YES, PLEASE.

>> WE -- IN LETTERS HOME TO  
FAMILIES ATTENDING THE JACKSON  
MAN K-8 AND HORSE MAN IN BRIGHT  
ON.

UNFORTUNATELY DUE TO  
DETERIORATING CONDITIONS OF THE  
BUILDING --

>> IT'S ONE NEIGHBORHOOD.

[LAUGHING]

>> I DIDN'T MEAN TO SPARK DEBATE  
ON THAT.

THAT DUE TO THE FACILITY  
CONDITIONS WE NEED TO START A  
TWO YEAR TRANSPARENT PROCESS OF  
THE COMMUNITY RELOCATING BOTH  
SCHOOLS.

IT HAS CERTAINLY ACCELERATED THE  
TIME LINE OF CONSIDERATION.

WE STARTED WITH THE HORACE MAN  
SCHOOL FOR THE DEAF AND HARD OFT  
WE TRIED TO FIND A STAND ALONE  
SITE FOR THEM.

40 STUDENTS OUTSIDE OFÑi THE:  
DISTRICT.

THEY'RE CURRENTLY THE ONLY  
SCHOOL IN THE START WITH A  
DESIGNATION AND DON'T HAVE THEIR  
OWN FACILITY.

WE'RE LOOKING FOR POTENTIAL  
SITES FOR.

THAT WORKING WITH THE SCHOOL

COMMUNITIES AND THE PARENTS TO  
BE TRANSPARENT ABOUT THE  
CONDITION IT'S IN.

WE ARE TRYING TO GET AHEAD OF  
THE SITUATION SO WE'RE NOT IN A  
SIMILAR SITUATION OF THE WEST  
ROXBURY EDUCATION.

WE ANTICIPATE THE BUILDING WILL  
BE OPEN TO MORE ACADEMIC YEARS  
AFTER THIS ONE.

POSSIBLY MORE.

WE ARE WORKING CLOSELY WITH  
FACILITIES TO OPERATE.

IT'S NOT A SIT OWE CONCERN IT'S  
THE BUILDING INFRASTRUCTURE AND  
AIR HANDLING SYSTEM IN THE  
BUILDING.

THAT IS THE RAPID FIRE VERSION  
OF THE TWO SCHOOLS.

>> THANK YOU.

>> COUNSELOR ESSAIBI-GEORGE.

>> THANK YOU.

I DO HAVE SOME QUESTIONS RELATED  
TO OFFICE AND SPENDING  
HOMELESSNESS.

WHILE BRIAN WORKS HIS WAY DOWN I  
HAVE A FEW QUESTIONS ON SPENDING  
OF OUT OF DISTRICT STEWED  
SKPEBTS I WILL GET TO BUY IN  
THERE.

ARE UPS AND DOWNS.

THIS IS A GENERAL INCREASE IN  
THE NUMBER OF STUDENTS EDUCATING  
OUTSIDE OF OUR DISTRICT.

WE FAULK A LITTLE BIT ABOUT THE  
AVERAGE COST PER STUDENT THAT IS  
BEING EDUCATED OUTSIDE OF OUR  
DISTRICT.

>> IF THERE IS INFORMATION  
AROUND BREAKING IT DOWN BY DCS  
AND DYS.

ANY STUDENTS IN A CORRECTIONAL  
FACILITY.

>> I CAN -- JUST TO BE CLEAR  
ABOUT THE NUMBERS WE'RE USING.  
FOR COMPARISON PURPOSES WE HAVE  
NUMBERS FROM OCTOBER 1 RUN EVERY  
YEAR TO COMPARE.

FOR STUDENTS IN PRIVATE DAY  
SCHOOLS -- 45% OF THEM.

DCS IS 24 STUDENTS.

ATTENDING OR LIVING IN A GROUP  
HOME THAT ARE FAR TO TRANSPORT  
BACK THAT'S 12% OF THE

POPULATION.

STUDENTS IN DYS WE HAVE HOW  
STUDENTS OR 9%.

>> 40.

>> YES.

STUDENTS IN RESIDENTIAL SCHOOLS  
WE HAVE 35 STUDENTS.

8% OF THE POPULATION.

I AM NOT SURE IF YOU ARE AWARE  
WE HAVE STUDENTS THAT RESIDE IN  
PEDIATRIC NURSING HOMES.

WE HAVE FIVE STUDENTS AT THAT  
LEVEL OF NEED.

THAT'S ONE PERCENT OF THE  
POPULATION.

WE HAVE SOME STUDENTS AT CO  
COLABERS TO.

OFTEN WE ARE WORKING ON TWO  
DISTRICTS.

WE HAVE A PARENT IN DIFFERENT  
DISTRICTS AND WE COST SHARE.

I'M NOT SAYING THE PERCENTAGE  
IT'S AROUND ONE OR ZERO PERCENT  
NOW.

WE HAVE ONE STUDENT  
RESIDENTIALLY FUNDED BY DCS.

WE HAVE ABANDONED CHILDREN.  
WE HAVE TWO OF THEM.

ANOTHER IS THE APRIL 1 RULE IF  
THE FAMILY MOVES INTO BOSTON  
AFTER APRIL 1st AND THEY  
ATTEND A PRIVATE DAY SCHOOL, THE  
SENDING DISTRICT THEY COME FROM  
THEY'RE RESPONSIBLE FOR A YEAR.

>> DO WE HAVE THAT SAME  
RESPONSIBILITY OF A STUDENT  
MOVES OUT OF BOSTON --

>> TO A PRIVATE SCHOOL.

COLLABORATIVES.

WE HAVE TWO STUDENTS WITH THAT  
WITH.

NINE WITHIN DISTRICT CODES  
MEANING THEY'RE PROBABLY ON  
TEMPORARILY PLACE HADN'T.  
THEY HAVEN'T OFFICIALLY LEFT THE  
CITY TO BE EDUCATED FULL TIME  
BUT MAYBE EDUCATED OUTSIDE OF  
THE DISTRICT.

>> WHAT IS THE DOLLAR AMOUNT  
WE'RE SPENDING ON THE 454  
STUDENTS.

>> DOLLAR OTHER MOUNT IS.

IT'S ABOUT 40 MILLION BUDGET

-DZ.

AS A REMINDER WE GET ABOUT  
17 MILLION BACK IN CIRCUIT  
BREAKER.

A STATE RELIEF OF STATE FUNDING  
TO PROVIDE SERVICES FOR OUR  
STUDENTS.

>> SO 40 MILLION.

>> THIS IS A GROUP OF STUDENTS  
WE SPEND ON AVERAGE \$88,000 A  
STUDENT.

>> DOES THIS INCLUDE  
TRANSPORTATION.

>> IT DOES NOT.

>> ANYONE HERE WITH THAT NUMBER  
NOW?

>> I GUESS I CAN CONTINUE ON MY  
NEXT ROUND.

QUICK QUESTIONS FOR BRIAN.

I WANT TO THANK BRIAN FOR HIS  
INVOLVEMENT AND LEADERSHIP IN  
THE FAMILY STABILITY PILOT  
PROGRAM.

WORKING WITH A NUMBER OF OUR  
SCHOOLS, 7 SCHOOLS TO CREATE  
HOUSING FOR HOMELESS STUDENTS.

CAN YOU SHARE ABOUT THE  
ADDITIONAL FUNDING THAT THE  
ADMINISTRATION AND SCHOOL  
DISTRICT ARE FUNDING FOR  
STUDENTS EXPERIENCING  
HOMELESSNESS.

AND TALK ABOUT HOW SCHOOLS ARE  
USING THAT MONEY.

>> SURE, ABSOLUTELY.

ESSENTIALLY THE CITY HAS MADE  
INVESTMENT IN STUDENTS  
EXPERIENCING HOMELESSNESS WITH  
DEDICATED FUNDING THAT GOES TO  
SUPPORT SCHOOL BUDGETS.

THAT IS ALLOCATED TAKING INTO  
ACCOUNT THE TOTAL NUMBER OF  
STUDENTS EXPERIENCING  
HOMELESSNESS IN THE SCHOOLS.  
AND ADDITIONAL ALLOCATION BASED  
ON CONCENTRATION.

SCHOOLS WITH FIVE PERCENT OR  
MORE EXPERIENCING HOMELESSNESS  
GET AN ADDITIONAL PER PUPIL  
ALLOCATION.

THAT HELPS NOT ONLY MONETARILY  
FOR RESOURCES OF THE SCHOOL, BUT  
IT HELPS TO INCREASE OUR  
IDENTIFY OF STUDENTS  
EXPERIENCING HOMELESSNESS.

THAT'S ESSENTIAL TO KNOW WHERE TO ALLOCATE RESOURCES, WHERE THE GREATEST NEED IS.

WE SEE THE MOST RECENT UPCOMING FISCAL YEAR THAT IS UP TO NEARLY \$2 MILLION.

IT STARTED AT I BELIEVE 1.2 MILLION A COUPLE OF YEARS BACK.

THIS YEAR WE'RE SEEING A STRONG IMPROVEMENT IN TERMS OF SCHOOLS BEING MORE ACT LA MATED TO THE FUNDING.

KNOWING THE FUNDING IS AVAILABLE.

KNOWING DIFFERENT WAYS TO USE THE FUNDING.

>> CAN I INTERRUPT YOU THERE.

WHEN IT'S OWN BUCKET OF FUNDS THAT A SCHOOL WOULD SAY OKAY WE HAVE THIS MANY DOLLARS THIS.

IS HOW WE LYN VEST IT.

NOW IT'S EMBEDDED.

ARE WE MISSING SOME OPPORTUNITIES?

>> I THINK WE SEE AS WE HAVE HAD A IMPROVEMENT THIS YEAR.

BOTH IN TERMS OF HOW SCHOOLS INNOVATED WAYS SCHOOLS ARE UTILIZING THE FUNDING AND IN TERMS OF SCHOOLS ABILITY TO EXTEND THE DOLLARS EFFECTIVELY.

TO GIVE YOU A FEW EXAMPLES EAST BOSTON HIGH SCHOOL HAS A PROGRAM THEY PUR CLAYSES FREEZER AND REFRIGERATOR.

THEY HAVE FRESH FOODS AS PART OF THE FOOD PANTRY FOR STUDENTS.

THEY ARE ALSO MAKING SHOWER SUPPLIES AVAILABILITY SO

STUDENTS CAN TAKE SHOWERS IN THE SCHOOL AND HAVE THE PRODUCTS THEY NEED TO TAKE THE SHOWERS.

WE SEE THE BOOST BAG PROGRAM AT A NUMBER OF SCHOOLS, FOOD PANDERIES.

DEDICATED STAFFING.

AND LIKE THE FREDERICK THEY HAVE DEDICATED STAFFING AND BILINGUAL STAFF TO PROVIDE ADDITIONAL SUPPORT TO ACCESS RESOURCES.

BOSTON LATIN ACADEMY IS PURCHASING A WASHER AND

STKRAOEUR FOR STUDENTS TO DO

LAUNDRY IN THE SCHOOL, AND PARTNERSHIPS ARE INCREASING. WE SEE BOSTON COLLABORATIVE HIGH SCHOOL WORKING WITH ABCD FOR INCREASED YOUTH SERVICES IN THE SCHOOL.

THERE IS A RANGE OF DIFFERENT PROGRAMMING ROLLED OUT FROM THIS INITIAL INVESTMENT.

>> THANK YOU, BRIAN.

THANK YOU FOR ALL OF THE WORK YOU DO FOR THOSE STUDENTS.

>> THANK YOU.

>> COUNSELOR EDWARDS.

>> I THINK WE HAVE THE ANSWER TO THE OTHER QUESTION.

>> YES TOTAL COST OF TRANSPORTATION FOR STUDENTS IN OUT PLACE SETTINGS.

FOR FY20 TOTAL BUDGET 16 MILLION THERE.

ARE ROUGHLY 209 STUDENTS SERVE.

THAT'S AVERAGE COST PER PUPIL OF ALMOST 29,000.

>> 209 OF THE 454 RECEIVE TRANSPORTATION.

>> YES.

THAT'S SEPARATE FOR TRANSPORTATION FOR NON BPS. HOMELESS STUDENTS TRANSPORTED TO AND FROM BPS, OUTSIDE OF THE DISTRICT.

>> THE 454 DOESN'T INCLUDE STUDENTS EXPERIENCING HOMELESSNESS.

>> NO.

THAT'S FOR THE CEREBRAL EDUCATION STUDENTS ONLY.

>> GREAT.

>> THANK YOU.

>> COUNSELOR EDWARDS.

>> -- ATHLETICS AGAIN.

I'M CURIOUS ABOUT TWO THINGS.

ONE, TALK ABOUT COMPLIANCE TITLE NINE.

THINK IT'S POPULATION BASED.

GIRLS AND BOYS IN SPORTS AND FUNDING IN COMPLIANCE OF TITLE

9.

AND I'M CURIOUS ARE WE STARTING TO LOOK AT THE SAFETY OF FOOTBALL.

CTE AND OTHER WAYS WE HAVE FOUND IT'S PRESENTING EARLIER, SOME

STUDIES SHOW THAT.  
HOW WE MAKE SURE THE KIDS  
PLAYING FOOTBALL.  
THEY'RE INVOLVED IN A CONTACT  
SPORT, HOW DO WE MONITOR FOR  
THEIR SAFETY?  
>> I CAN JUST ANSWER THE FIRST  
QUESTION.  
AVERY, THEN GIVE YOU THE  
QUESTION.  
THIS IS EASY.  
SO ON WHAT WE -- IN TERMS OF THE  
TITLE NINE QUESTION.  
IN MIDDLE SCHOOLS BOYS  
PARTICIPATION IS 1006.  
GIRLS WAS 1172.  
THERE WERE MORE GIRLS IN THE  
MIDDLE SCHOOL PROGRAM AND AT THE  
HIGH SCHOOL PROGRAM THE BOYS  
PARTICIPATING WAS 2307.  
GIRLS WAS 2063.  
SO, I THINK AGAIN THE ATHLETICS  
DEPARTMENT HAS DONE A GREAT JOB  
IN EFFORTS TO INCREASE.  
SO BOTH BOYS AND GIRLS ARE  
PARTICIPATING IN SPORTS.  
AVERY, DO YOU HAVE SOMETHING  
ELSE TO ADD TO THAT.  
>> YES.  
I THINK THE ONLY OTHER THING OF  
NOTE IS WILL CURRENT OFFERINGS  
AND OPPORTUNITIES.  
A LOT IS MATCHED TO THE DEMAND.  
THE HIGH NUMBERS FOR GIRLS AT  
THE MIDDLE SCHOOL BODES WELL AS  
THEY PROGRESS INTO HIGH SCHOOL.  
WE GET INTO A POSITION TO MAKE  
ADJUSTMENTS AND LOOK AT A DIGS  
AL OPPORTUNITIES FOR EVERYBODY  
TO PARTICIPATE.  
THAT, THOSE ARE THE DRIVERS  
THERE.  
IN TERMS OF THE CONCUSSION  
PIECES THERE IS I GUESS THREE  
LEVELS THAT WE DEAL WITH ON A  
REGULAR BASIS.  
FIRST STUDENTS PARTICIPATING IN  
THE PROGRAM GET INFORMATION ON  
HEAD INJURIES AND DO A SIGN OFF  
AND PROVIDE A SHEET TO THEIR  
ELIGIBILITY OF HAVING LEAD  
INJURIES AND ALSO NOTIFY -- TO  
ACKNOWLEDGE THEY ARE AWARE OF  
THE OF THE HEAD INJURIES THAT

CAN TAKE PLACE.

THE SECOND PIECE IS ALL OF OUR COACHES ARE REQUIRED ON AN ANNUAL BASIS TO DO THE CDC CONCUSSION CERTIFICATION.

SO THAT'S 35-40 MINUTE ON-LINE COURSE.

IT GOES THROUGH THE SIGNS OF CONCUSSIONS AND HOW WE DEAL WITH IT.

THEN I THINK THE THIRD IS IN TERMS OF AT A DISTRICT LEVEL WE HAVE GUIDELINES AND PIECES BETWEEN THE NURSES AND THE ATHLETICS DEPARTMENT AROUND HEAD INJURY.

IT HAS, THE PIECE THAT YOU RAISED IS ACCURATE.

I THINK IN RECENT YEARS AND GIVEN THE HEIGHTENED AWARENESS OF HEAD INJURIES WE HAVE BEEN IN CONVERSATION WITH MASS DEPARTMENT OF HEALTH AROUND SOME OF THEIR BEST PRACTICES AND PIECES THAT WE NEED TO BE AWARE OF IN BPS.

WORKING WITH THEM ACTUALLY IN AN ON GOING CONVERSATION AROUND MAKING SURE OUR PROTOCOLS AND INFORMATION WE HAVE IS UP TO DATE.

WE'RE PROVIDING THAT ACCURATELY. IT IS A HOT TOPIC ITEM.

ACTUALLY SOCCER IS JUST AS, YOU KNOW, THE LEVEL OF CONCUSSION IN SOCCER IS THERE TOO.

ACROSS THE SPORTS.

BEING AWARE THE HEAD INJURY PIECE IS PEOPLE ARE WELL PREPARED AND TRAINED, WE'RE AWARE OF IT.

>> THE INFORMATION, I THINK THAT'S GREAT.

THANK YOU FOR.

THAT THE INFORMATION YOU'RE GIVING OUT IS MULTI LINGUAL OR A NOTICE AT THE BOTTOM THAT IT'S IMPORTANT AND SHOULD BE TRANSLATED.

>> THAT'S CORRECT.

WE HAVE TRANSLATED OUR INFORMATION WE HAVE AND BPS HANDS OUT.

WE HAVE GOTTEN INFORMATION IN



DIFFERENT LANGUAGES FROM MASS  
DEPARTMENT OF HEALTH.

>> THANK YOU.

>> COULD I ADD ONE THING.

I THINK IT'S IMPORTANT.

WE HAVE TALKED ABOUT ATHLETICS.

ONE OF THE BIGGEST THINGS WE  
HAVE DONE IN THE DISTRICT THE  
LAST SEVEN, EIGHT, NINE YEARS IS  
IMPROVE THE QUANTITY AND QUALITY  
OF PHYSICAL EDUCATION IN THE  
DISTRICT.

RESEARCH TELLS US BUILDING THOSE  
SCHOOLS DEVELOPMENTALLY AT YOUNG  
AGES IN CHILDREN.

BUILDING THEIR CONFIDENCE AND  
COMPETENCE.

IT'S UNUSUAL YOU GET SOMEONE  
THAT WOULD JUMP INTO A FULL  
BLOWN SPORT IN MIDDLE SCHOOL OR  
HIGH SCHOOL IF THEY HADN'T  
DEVELOPED THAT COMFORT.

I WANT TO HIGHLIGHT.

THAT THINK IT'S SOMETHING WE'RE  
NOT ANSWERING QUESTIONS ON BUT  
WOULD LOVE TO.

THE PROGRAM HAS GROWN.

THROUGH THE PHYSICAL EDUCATION  
AND OUR DIRECTOR OF PHYSICAL ED  
AND AVERY WORK TOGETHER TO BRING  
THAT.

GET MORE STUDENTS.

WE DON'T WANT JUST SIX THOUSAND  
STUDENTS.

WE HAVE 54,000 STUDENTS.

THERE ARE MORE STUDENTS THAT  
COULD CHOOSE TO DO ATHLETICS.

>> THANK YOU, JILL.

>> COUNSELOR ESSAIBI-GEORGE.

>> I JUST, I DIDN'T THINK I HAD  
MORE ATHLETIC QUESTIONS.

SINCE YOU ARE HERE, THANK YOU  
COUNSELOR FOR ASKING THE SAFETY  
QUESTIONS.

WHAT DO WE DO IF THERE WAS  
UNFORTUNATELY A INJURY ON THE  
FIELD OF PLAY.

I ONCE HAD A STUDENT BREAK A LEG  
SLIDING INTO SECOND.

IT'S NO FUN AS A COACH AND I  
REMEMBER FEELING REALLY ILL  
PREPARED.

>> WHAT TRAINING IS COACHES  
RECEIVING AND SUPPORT ON THE

FIELD.

>> CURRENTLY ALL OF OUR COACHES  
ARE REQUIRED TO BE CERTIFIED IN  
CPR, FIRST AID AND AED USE.

>> ARE AEDs AT OUR GAMES.

>> YES THEY'RE PROVIDED TO ALL  
VARSITY COACHES.

MOST INSTANCES WE'RE AWARE WHERE  
THE CLOSEST AED IS IN THE EVENT  
OF A EMERGENCY.

SO, IT'S, THE COACH AGAIN  
ANOTHER AREA WE HAVE PUT ON  
THEM.

WE ALSO DO HAVE A ATHLETIC  
TRAINER THAT WE USE FROM A  
CENTRALIZED PERSPECTIVE.

AGAIN THAT'S ANOTHER AREA THAT  
WE KIND OF ARE LOOKING AT AND  
EVALUATING, FIGURING OUT YOU  
KNOW WHAT, WHAT IT SHOULD LIKE  
OR COULD LOOK LIKE IN AN  
EXPANDED CAPACITY.

WE HAVE HAD CONVERSATIONS AND  
WORK IN PARTNERSHIP WITH  
CHILDRENS HOSPITAL.

AND WITH BU AND BOSTON MEDICAL  
CENTER.

AROUND SOME MEDICAL COVERAGE FOR  
OUR GAMES.

THERE ARE SPORTS THAT ARE  
REQUIRED TO HAVE ATHLETIC  
TRAINERS AT THEM.

ALL OF OUR FOOL BALL GAMES,  
HOCKEY GAMES MIA GAMES WE HAVE A  
ATHLETIC TRAINER PRESENT.

STATE CHAMPIONSHIP EVENTS WE DO  
THAT.

WE MAKE SURE THERE IS AN  
ATHLETIC TRAINER PRESENT.

IT'S AN AREA TO CONTINUE TO LOOK  
AT AND CONTINUE TO FIGURE OUT  
WITH AS TO EXPANDED ACCESS FOR  
STUDENT ATHLETES TO HAVE MORE  
CONSISTENT ATHLETIC TRAINING  
COVERAGE.

>> THAT'S GOOD TO HEAR ABOUT THE  
ATHLETIC TRAIN SKPERTZ NEED.

I WOULD SUGGEST THAT JV COACHS  
HAVE ACCESS TO AN A ED.

AND VOLUNTEER COACHES.

I KNOW A LOT OF PROGRAMMING,  
ESPECIALLY THE BIGGER SCHOOLS  
THERE ARE VOLUNTEER COACHES.

MAKING SURE, INSURING THEIR CPR

AND CERTIFIED AS WELL.

>> YES.

THAT'S A REQUIREMENT AS WELL.  
WE DO TAKE A FORM FROM ALL OF  
OUR VOLUNTEER COACHS TO MAKE  
SURE THEY'RE IDENTIFIED AND HAVE  
THAT.

WE MAKE SURE IT'S ALL IN PLACE.

>> TWO MORE QUESTIONS.

THINK LAST YEAR, I WAS LOOKING  
AT THE NOTES FROM LAST YEAR WE  
TALKED ABOUT THE NUMBER OF  
TEACHERS CERTIFIED TO TEACH  
SEXUAL WELL HEALTH.

HAS THAT NUMBER CHANGED OVER THE  
LAST SCHOOL YEAR.

DO WE HAVE MORE CERTIFIED  
TEACHERS IN THAT AREA WITH THE  
TRAINING.

>> FIRST I WILL SAY THE LICENSE  
IS IN HEALTH EDUCATION OVER ALL.  
THIS IS A FOCUS ON SEXUAL HEALTH  
EDUCATION.

YOUR QUESTION WHETHER THE NUMBER  
HAS CHANGED SINCE LAST YEAR.

WE DO HAVE THE NUMBER TO  
TKHAUPBG.

I MAY HAVE TO LOOK AT THE  
EXPERTS.

IF I HAVE ME ONE SECOND.

>> CONSIDERING TIME -- JUST LAST  
QUESTION FOR YOU.

A FEW WEEKS AGO WE HAD RAY  
SPECIAL ED HEARING.

CAN YOU TELL ME ABOUT THE TWO  
ADDITIONAL COORDINATORS IN THE  
FY20 BUDGET WILL WE SEE THOSE  
TWO COORDINATORS ALLEVIATE THE  
CONCERNS WE HEARD.

YES, THOSE INCLUDED IN THE  
BUDGET FOR NEXT YEAR WE'RE  
BETTER SERVING OUR STUDENTS THAT  
WE COVERED IN THE LAST HEARING.  
BOSTON PUBLIC SCHOOLS ARE  
RESPONSE I BELIEVE FOR THE CITY  
OF BOSTON FOR SPECIAL EDUCATION  
SERVICES.

SO PROVIDING SERVES IS AND WE  
STUDENTS A SIDE TO TEAM MEMBERS  
TO SCHOOLS.

STUDENTS COME IN TO GET  
EVALUATED.

THEY HAVE NO TIE TO THE SCHOOL  
OTHER THAN LIVING NEAR THE

SCHOOL.

NEXT YEAR WE WILL CONSOLIDATE THAT.

WE HAVE MORE CONSISTENCY ON RUNNING THE MEETINGS AND THE ELIGIBILITY, CONSISTENCY ACROSS, WHO IS AVAILABLE.

WE THINK THAT'S HELPFUL.

SO THAT IS HELPFUL FOR THAT.

ALSO TWO SPEECH AND LANGUAGE PATHOLOGISTS, ONE OCCUPATIONAL THERAPIST AND ONE RESOURCE TEACHER.

ALSO PROVIDED SEFRBSZS PUBLIC SCHOOLS MAY HAVE TO PROVIDE SERVICES TO USE THE SPACE.

NOT NECESSARILY ENCROACH ON WHAT IS HAPPENING WITH THE EDUCATION.

>> AN EARLIER BUDGET HEARING.

THE OVER VIEW HEARING WE TALKED ABOUT.

OUR HIGH SCHOOL STUDENTS WILL RECEIVE THE M7.

HOW WILL THAT HELP US IMPROVE SOME OF THE TRANSIT TRAINING AND TRAVEL TRAINING FOR STUDENTS.

STUDENTS PREPARING FOR TRANSITION.

>> I THINK THE M -P IS A GOOD OPPORTUNITY FOR OUR STUDENTS. DOOR TO DOORWAY TO HAVE THEM MOVE WHAT IT'S A CORNER TO CORNER.

AND THEN TRAVEL ON THEIR OWN OBVIOUSLY.

THAT'S ONE STEP WE WANT MOST.

OUR STAFF, WE HAVE A GREAT PARTNERSHIP AND THEY DO A WONDERFUL INTRODUCTION TO THE MBTA.

SO WE PARTNER A BUNCH OF SCHOOLS FOR THAT TRAVEL TRAINING AND THE GOALS AGAIN.

>> THE TEACHING STAFF SUPPORTS THAT TRAVEL TRAINING?

>> THE TRAVEL TRAINING PART OF IT WE HAVE THE PARTNERSHIPS COME IN.

THIS IS PART OF WHAT THE OVER ARCHING GOAL OF THE TRANSITION SERVICES IS.

TEACHING HAPPENS YOU THIS THE DAY AS WELL.

THAT COULD BE SOMETHING WE'RE

DOING IN A CLASS.

THE TEACHER IS DOING THAT WITH SUPPORT.

THAT'S PART OF THE IEP AND PART OF THE SCHOOL DAY.

>> YOU HAVE THE ANSWER.

>> ARE YOU READY?

>> I CAN ANSWER, YES.

THIS ARE 30 TEACHERS IN THE DISTRICT WITH A LICENSE.

ONLY FOUR LICENSE TEACHERS ARE CLASSROOM BASED.

THE TEACHERS ARE INTEGRATING SOME HEALTH INTO OTHER SITES SUCH AS PHYSICAL EDUCATION AND SCIENCE.

THOSE ARE LICENSES TEACHERS.

WE HAVE OTHER TEACHERS TEACHING HEALTH EDUCATION.

NOT THROUGH A LICENSED EDUCATOR. .

>> BRIEFLY I RECENTLY READ, I WANT YOU TO FOLLOW-UP ON THE RECENT CASE OF THE MUMPS.

I THINK IT WAS EAST BOSTON AND VACCINATIONS IN GENERAL.

SORRY IF YOU ADDRESSED THIS ALREADY.

I THINK IT'S ON THE LINE OF A SCHOOL NURSE.

I READ WHAT I THOUGHT WAS GOOD NEWS.

VAST MAJORITY OF STUDENTS IN BPS SCHOOLS ARE VACCINATED.

THERE ARE NATION WIDE, I DON'T KNOW ABOUT MASSACHUSETTS BUT AN ANTI-VAC MOVEMENT TO PREVENT GETTING KIDS VACCINATED.

IS THERE A PLAN TO DEAL WITH THAT ANTI-VAC MOVEMENT AND KIDS SPECIFICALLY WITH MUMPS.

HOW DO WE RESPOND?

WHAT IS THE SYSTEM RESPONSE TO A MEASLES OR SOMETHING LIKE THAT FOR A CHILD.

>> YES, ONE CHILD WAS DIAGNOSED DIAGNOSED WITH MUMPS IN EAST BOSTON.

TO THE QUESTION ABOUT VACCINATION RATES AND BEGINNING PIECES.

WE HAVE ABOUT 95% OF OUR STUDENTS ARE CURRENTLY, FULLY VACCINATED FOR MEASLES.

THE VACCINE FOR MEASLES MMR.

THAT MEANS THAT THE BULK OF OUR

STUDENTS ARE VACCINATED.  
>> MEASLES, MUMPS AND RU BELL  
RUBELLA.HOWEVER THERE ARE MANY  
VACCINATIONS REQUIRED.  
WE'RE AT ABOUT 86% OF OUR  
STUDENTS ARE COMPLIANT WITH ALL  
VACCINES.  
WHICH IS REALLY GREAT.  
THAT'S A HUGE INCREASE FROM LAST  
YEAR AT THIS TIME.  
IN TERMS OF THE STUDENTS WHO ARE  
EXEMPT FROM VACCINES AND NOT  
GETTING VACCINATED.  
WE HAVE BETWEEN TO 0 AND 300  
STUDENTS THAT HAVE A EXCEPTION  
OF BEING VACCINATED.  
SOME ARE MEDICAL, SOME ARE  
RELIGIOUS EXEMPTIONS.  
I DON'T SEE THAT AS BEING A  
MAJOR PIECE OF WHAT WE'RE  
SEEING.  
WE WANT TO GET TO A HUNDRED  
PERCENT COMPLIANCE.  
THAT'S OUR GOAL.  
WE'RE WORKING HARD NOW.  
ESPECIALLY NOW TO INCREASE  
AWARENESS OF THE NEED TO BE  
FULLY VACCINATED.  
IT'S A REQUIREMENT AND WORK WITH  
PUBLIC HEALTH PARTNERS AND  
COMMUNITY HEALTH CENTERS TO MAKE  
SURE ONE, WE ARE ABLE TO GET THE  
RECORDS.  
>> WE EXPECT THE DOCUMENTATION  
AND RECORDS THAT WE DON'T YET.  
HAVE SOMETIMES WE MAY HAVE THEM  
BUT THEY'RE NOT INPUT OF THE  
SYSTEM.  
OUR BIGGEST PUSH IS MAKING SURE  
ALL OF THE DOCUMENTATION OF  
STUDENTS VACCINATED ARE IN THE  
SYSTEM FOR A ACCURATE RECORD.  
WE'RE PUTTING ADDITIONAL  
RESOURCES INTO DOING THAT.  
SCHOOLS WITH THE RATE OF  
COMPLIANCE ISN'T AS GREAT AS THE  
OVER ALL DISTRICT AVERAGE.  
MAKING SURE WE BRING ADDITIONAL  
NURSING SUPPORT TO HELP WITH THE  
FOLLOW-UP.  
>> SO JUST TO FOLLOW-UP ON A  
POINT.  
YOU SAID WE'RE AT 86% FOR ALL  
VACCINATIONS.

>> THAT'S RIGHT.  
>> THAT'S HIGHER THAN LAST YEAR.  
>> YES.  
>> WHAT WAS IT LAST YEAR.  
>> A LITTLE OVER 50%.  
>> IT WOULD GO 50 TO 80.  
ONE OF THE THINGS THE STATE STK  
AND THEY DID THE LAST YEAR OVER  
LEADERSHIP HERE.  
THE SOFTWARE PACKAGE ALLOWS US  
TO CONNECT WITH THE STATES  
SYSTEM.  
IT HAS ALL OF THE DIRECTORS TO  
THE STATE.  
THAT ALLOWED US TO LINK IN AND  
GET THAT INFORMATION WITHOUT  
REQUIRING PARENTS TO GET IT TO  
US.  
WE GET THAT DIRECTLY.  
I WOULD SAY THAT YOUR FINAL  
PIECE, YOUR PIECE SAID WHAT  
WOULD WE DO IF THERE WAS AN OUT  
BREAK.  
WE PARTNER WITH THE BOSTON  
PUBLIC HEALTH COMMISSION VERY  
CLOSELY.  
WE HAVE CONVERSATIONS WHERE WE  
ARE AND WHAT WE'RE DOING TO  
INCREASE THE RATES.  
WE ALSO WORK CLOSELY WITH THE  
MASS DEPARTMENT PUBLIC HEALTH,  
SCHOOL HEALTH SERVICES UNIT.  
WE HAD A PHONE CALL WITH THEM  
TODAY.  
I THINK WE V YOU KNOW WE'RE WELL  
POSITIONED TO PREVENT SUCH A  
THING FROM HAPPENING.  
>> IF IT DID, I THINK WE WOULD  
BE WELL POSITIONED WITH OUR  
PARTNERS TO RESPOND.  
>> THANK YOU.  
>> I THINK I'M DONE.  
>> OKAY.  
I HAVE SOME FINAL QUESTIONS.  
I WILL BE QUICK AS I CAN.  
TIME IS UP.  
>> YOUR TIME SUP.  
>> SO, WE HAVEN'T TOUCHED ON  
CHRONIC ABSENTEEISM.  
I WONDER THE HISTORICAL.  
YOU HAVE THE LAST COUPLE OF  
YEARS.  
IN SEPTEMBER YOU START OFF  
HIGHER, YOU DROP A LITTLE BIT.

THIS YEAR BETTER THAN LAST YEAR.  
WHAT IS ABOUT THE PERCENTAGE  
HISTORICALLY OF, AND I GUESS HOW  
IS THE DEPARTMENT DEFINE CHRONIC  
ABSENTEEISM.

>> OKAY.

YES, I WILL ASK BRIAN.

THESE NUMBERS ARE REALLY, HE  
STUDIES THESE EXTREMELY CLOSELY.  
I WILL ASK HIM TO COME BACK  
OVER.

IF HE'S HERE.

>> THERE HE IS.

>> THERE HE IS.

YES, WE ARE, YOU KNOW THE FACT  
YOU ARE SEEING A DECREASE IS  
SOMETHING THAT WE ARE HAPPY WE  
CAN SHARE WITH YOU.

I WILL LET BRIAN ANSWER THE  
DEFINITION.

>> SURE.

SO OUR DEFINITION THAT WE USE  
WHICH IS ESSENTIALLY A NATIONAL  
STANDARD.

BEING CHRONICALLY ABSENT IS  
MISSING TEN PERCENT OR MORE OF  
SCHOOL AT ANY GIVE TIME.

SO FOR THE SCHOOL YEAR THAT  
TRANSLATES TO ABOUT 18 DAYS IN  
BOSTON PUBLIC SCHOOLS.

WHEN WE STARTED TRACKING CHRONIC  
ABSENTEEISM AROUND 2008, 2009  
APPROXIMATELY.

THE DISTRICT WAS AT ABOUT  
28 PERCENT.

YOU SEE THE SUBSEQUENT YEAR  
IMMEDIATELY AFTER THAT, THAT  
METRIC WAS BEING TRACKED THAT  
THERE WAS A DROP TO THE  
NEIGHBORHOOD OF 24 TO  
25 PERCENT.

WE HAVE BEEN HOVERING IN THAT  
AREA FOR SEVERAL YEARS.

AS MANY OF YOU PROBABLY KNOW THE  
DEPARTMENT OF ELEMENTARY AND  
SECONDARY EDUCATION HAS INCLUDED  
CHRONIC ABSENTEEISM AS ONE OF  
THE SCHOOL AND DISTRICT  
ACCOUNTABILITY MEASURES MOVING  
FORWARD.

WE VIEW THAT AS A GOOD THING.

I THINK IT FOCUSES MORE EMPHASIS  
ON THE IMPORTANCE OF ADDRESSING  
CHRONIC ABSENTEEISM.



AS WE HAVE SAID IN MANY FORUMS  
IN THE PAST LOOKING AT AVERAGE  
DAILY ATTENDANCE CAN HIDE IN THE  
SHADOW STUDENTS THAT ARE  
CHRONICALLY ABSENT.  
THINK IT'S CRITICAL THAT WE  
FOCUS ON MAKING SURE THAT OUR  
STUDENTS ARE IN SCHOOL EVERY DAY  
CONSISTENTLY.  
WE PROVIDED A NUMBER OF TOOLS TO  
THE SCHOOLS TO BE ABLE TO LOOK  
AT THE CHRONICALLY ABSENT  
STUDENTS AND DRILL DOWN TO SEE  
WHAT STUDENTS ARE ON THE LIST.  
WE'RE EVEN WORKING ON DATA TOOLS  
MOVING FORWARD SO SCHOOLS WILL  
BE ABLE TO SEE WHAT STUDENTS ARE  
NEARING OR APPROACHING BEING  
CHRONICALLY ABSENT AS WELL.  
>> HOW DO YOU ACTUALLY TRACK THE  
NUMBERS THEN.  
DO PEOPLE, DO STUDENTS COME ON  
THE LIST AND GO OFF THE LIST  
THROUGHOUT THE YEAR?  
HOW DOES THAT KWORBG.  
>> AGAIN TO YOUR POINT,  
HISTORICALLY SPEAKING WE'RE  
AROUND 25, GIVE OR TAKE A FEW  
PERCENT.  
THAT'S A QUARTER OF ALL KIDS  
GOING TO OUR SCHOOLS THAT  
CORRELATES TO OUR GRADUATION  
RATES ODDLY ENOUGH.  
75% GRADUATE, 25% DON'T.  
TO YOUR POINT THEY CAN'T LEARN  
IF THEY'RE NOT IN SCHOOL.  
MOSTLY.  
SO HOW DO WE TRACK THIS?  
>> SO THIS COMES DIRECTLY FROM  
THE ATTENDANCE DATA THAT IS  
CAPTURED AT THE SCHOOL LEVEL.  
IT'S ALL INPUTTED INTO THE  
STUDENT INFORMATION SYSTEM.  
TARDIES AND ABSENTEEISM.  
WE USE ANOTHER DATABASE WHERE WE  
HAVE THE DISTRICT AND EACH  
SCHOOL HAS THEIR OWN DASHBOARD  
AROUND ATTENDANCE.  
THERE IS A SPECIFIC SCHOOL FOR  
CHRONIC ABSENTEEISM.  
SO SCHOOLS CAN SEE WHERE THIS IS  
IN REAL TIME AND DRILL DOWN INTO  
A LIST OF ACTUAL STUDENTS.  
I DON'T HAVE A TON OF

INFORMATION ABOUT HOW FREQUENTLY STUDENTS GO ON THE LIST OR COME OFF THE LIST.

ANECDOTALLY I WOULD SAY THERE WOULDN'T BE A TON OF MOVEMENT IN EITHER DIRECTION.

WOULD I HAVE TO TAKE A CLOSER LOOK AT THAT DATA POINT TO KNOW FOR SURE.

>> I WAS WONDERING IF YOU DO TRACK THEM CAN YOU TRACK THEM BY ZIP CODE.

ARE THEY TRACKED BY NEIGHBORHOOD, SCHOOL, ZIP CODE. HOW ARE THEY TRACKED?

>> THAT'S A EXCELLENT QUESTION. SO WE'RE WORKING ON A TOOL, WHEN I SAY WE, IT'S THE OFFICE OF DATA AND ACCOUNTABILITY. THEY HAVE BEEN ESSENTIALLY SHOPPING THAT, THAT TOOL WITH OTHER DEPARTMENTS INCLUDING THE DEPARTMENT OF OPPORTUNITY YOUTH TO HAVE THOSE EXACT FEATURES YOU'RE REFERRING.

TO A HEAT MAP BY ZIP CODE.

MUCH MORE SOPHISTICATED ANALYTICS WHEN IT COMES TO DEMOGRAPHICS AND STUDENT POPULATION.

I THINK THAT'S VERY EFFECTIVE. ONE OF THE KEYS FOR OVERCOMING CHRONIC ABSENTEEISM IS UNDERSTANDING THE SUBSETS OF STUDENTS THAT ARE SHOWING CHRONIC ACT SEN TEISM IN HIGH NUMBERS.

OFTEN TIMES THERE ARE DIFFERENT STRATEGIES BASED ON THE GROUP OF STUDENTS FOR THE SCHOOL AND ACROSS THE DISTRICT.

>> CINDY SAID AT THE BEGINNING THAT WE ARE SOMEWHAT HIGHER THAN THE STATE AVERAGE?

>> YES.

>> THE STATE AVERAGE IS 17.

>> 17% WHICH IS STILL HIGH.

HAVE WITH LOOKED AT OTHER SCHOOL DISTRICTS, STATES, MUNICIPALITIES WITH STRATEGIES THAT SHOW, YOU KNOW, THE RESULTS IN GETTING KIDS IN THEIR SEATS?

>> FOR IDENTIFICATION.

>> FOR CHRONIC ABSENTEEISM.

>> I'M SURE WE HAVE LOOKED AT OTHER DISTRICTS.

>> YES, ABSOLUTELY.

I THINK ULTIMATELY, YOU KNOW, WHEN WE'RE LOOKING WITHIN MASSACHUSETTS ONE THING WE KEEP IN MIND IS THAT WE'RE STRIVING TO BE AT THE SAME LEVEL AS, YOU KNOW SOME OF THE SUBURBAN DISTRICTS IN THE STATE.

OBVIOUSLY OUR CHRONIC ABSENTEEISM IS HIGHER THAN SOME OF THE SUBURBAN DISTRICTS. WHERE AS WHEN YOU LOOK AT SOME OF THE OTHER URBAN SCHOOL DISTRICTS, AND LARGER SCHOOL DISTRICTS ACROSS THE COUNTRY YOU SEE BOSTON PUBLIC SCHOOLS HAS A BETTER CHRONIC ABSENTEEISM RATE THEN MANY CITIES.

HOWEVER WE'RE STRIVING TO THE THE BEST.

WE RECOGNIZE.

THAT MASSACHUSETTS HAS SOME OF THE BEST PUBLIC SCHOOL DISTRICTS IN THE COUNTRY.

WE WELCOME THE ABILITY TO LEARN FROM THE SCHOOL DISTRICTS.

WE HAVE LOOKED AT OTHER DISTRICTS IN MASSACHUSETTS FOR SPECIFIC PROGRAMMING.

ONE WOULD BE A PROGRAM OUT OF LOWEL PROVIDING WORKSHOPS AND TRAINING FOR PARENTS WHO TYPICALLY HAVE YOUNGER CHILDREN. THAT OBVIOUSLY WOULDN'T FALL ON THE YOUNGER CHILD IF THEY MISS SCHOOL FREQUENTLY.

THAT'S TPAULDZ ON THE RESPONSIBILITY OF THE PARENT.

THAT IS SOMETHING WE ARE CURRENTLY ROLLING OUT WELL.

WILL IMPLEMENT WITH A COHORT THIS YEAR AND EXPANDED FOR NEXT YEAR.

THAT'S A PARTNERSHIP WITH THE OFFICE OF ENGAGEMENT IN BPS AND THE HOME FOR LITTLE WANDERERS. IT WILL BE CALLED THRIVE SQUARED.

IT WILL GIVE PARENTS THE OPPORTUNITY TO LEARN MORE ABOUT SOME OF THE CHALLENGES THEY MAYBE FACING BUT ALSO TO

RECOGNIZE HOW TO CON TREUB BUTTE  
TO IMPROVE ATTENDANCE FOR THEIR  
CHILD AND CONNECT THEM WITH  
RESOURCES AND SERVICES.  
I SAY THAT'S ONE OF THE MORE  
TANGIBLE PROGRAMS WE HAVE LOOKED  
AT WITHIN MASSACHUSETTS THAT  
WE'RE LOOKING TO IMPLEMENT.  
ON A NATIONAL LEVEL WE HAVE  
LOOKED AT WHAT OAKLAND PUBLIC  
SCHOOLS ARE DOING.  
THEY HAVE DONE A LOT OF WORK FOR  
CHRONIC ABSENTEEISM.  
I THINK PREVENTION IS THE KEY  
WITH INTERVENTION FOR DISTRICT  
WIDE POLICIES AND HELPING  
STUDENTS UNDERSTAND WHAT IS  
STRONG ATTENDANCE AND  
UNDERSTANDING WHERE THEIR CHILD  
MAY FALL IN COMPARISON TO OTHER  
STUDENTS.  
>> GREAT.  
OBVIOUSLY A LOT OF URBAN SCHOOL  
DISTRICTS STRUGGLE WITH THIS.  
ACCORDING TO YOUR TESTIMONY.  
TO ME IF THE KIDS ARE NOT IN  
SCHOOL THEY CAN'T LEARN.  
THE INTERVENTION AND  
IDENTIFICATION OF THESE AS EARLY  
AS POSSIBLE I GUESS, WOULD  
PROBABLY, YOU KNOW WOULD I LOVE  
SEE IT THE BREAKDOWN OF WHO YOU  
IDENTIFY BY GRADE.  
YOU KNOW NOT THAT ANYONE IS  
EXPENDABLE AT ANY POINT IN THEIR  
SCHOOL CAREER.  
CERTAINLY IF YOU CAN INTERVENE  
EARLIER YOU KNOW YOU MIGHT FIND  
THERE ARE PARENTAL ISSUES AND  
HOW TO SUPPORT THEM TO GET THE  
KIDS TO SCHOOL.  
ANYWAYS, UNLESS ANYONE HAS  
ANYTHING ELSE.  
NO TESTIMONY.  
GREAT.  
I WANT TO THANK YOU AGAIN FOR  
THIS AFTERNOON'S TESTIMONY.  
THE HEARING REGARDING STUDENT  
SUPPORTS, BPS, FY20 BUDGET IS  
ADJOURNED.