

; 05/26/20 4:26 PM

;

;;;BCC B 200526

[ INAUDIBLE ]

[ INAUDIBLE ]

THANK YOU GUN FOR YOUR LEADERSHIP IN ALLOWING US TO ALIGN THE BUDGET HEARING AND BUDGET QUESTIONS TO OUR STRATEGIC PLAN.

IT IS A FIVE-YEAR STRATEGIC PLAN AND SO AS WE BEGIN TO UNFOLD THIS THREE-YEAR INVESTMENT THAT THE MAYOR HAS COMMITTED WE ARE PARSING OUT OUR EFFORT HERE WITH THE FOCUS ON THE MOST UNDER PERFORMING SCHOOL.

S THEN ADDRESSING ALL OTHER SCHOOLS AS WE BEGIN TO ALIGN THE BUILD BPS INVESTMENT WITH THE CITY.

OUR CAPITAL IMPROVEMENT INVESTMENTS AND INVESTMENTS THAT THE MAYOR HAS JUST COMMITTED IN TERMS OF THE \$100 MILLION PRIORITY FOR SOME OF OUR MOST TROUBLING SCHOOLS TO GET HIGH QUALITY SCHOOLS IN EVERY SINGLE NEIGHBORHOOD.

IT IS REALLY IMPORTANT THAT WE'RE ABLE TO MOVE FORWARD WITH THIS BUDGET.

HOWEVER WE KNOW THAT WE HAVE ALSO BEEN SIDE LINED A BIT BY THIS CRISIS WE KNOW THAT THE STATE BUDGET IS ALSO GOING TO BE SIDE LINED BY THIS CRISIS.

AND WE ARE AWARE OF THAT. BUT IN THE END WE KNOW THAT THIS IS OUR CHILDREN AND THEIR FUTURES AND WE KNOW THAT THEY DON'T GET A DO OVER.

THAT THIS IS ONE TIME THEY HAVE TO GET IT A GREAT EDUCATION AND EQUITABLE EDUCATION WE'RE GOING TO CONTINUE TO PROVIDE THAT FOR THEM.

EVEN IN DIFFICULT CIRCUMSTANCES. AS WE TALK TODAY WE'LL BE TALKING JUST ABOUT SOME OF THE INITIAL THINKING ABOUT HOW WE NEED TO ADJUST OUR BUDGET WHAT

WE THINK MIGHT BE SOME  
ADDITIONAL COSTS.  
FOR THE WORK MOVING AHEAD.  
AS YOU KNOW BECAUSE WE'VE HAD SO  
MANY HEARINGS ALREADY OUR BUDGET  
HAS BEEN FOCUSED ON EQUITY.  
IT HAS BEEN FOCUSED ON THE KIDS  
IN SCHOOLS THAT NEED IT THE MO  
MOST.

IT HAS BEEN FOCUSED ON  
PROFESSIONAL DEVELOPMENT AND WE  
DID HAVE INVESTMENTS WITH OUR  
STUDENTS ALREADY AND ALSO  
STRONGER FOCUS ON SUPPORTING OUR  
FAMILIES AND OUR SOCIAL WORKERS  
FOR MENTAL HEALTH.

AS YOU ALL DID ALREADY WE ARE  
REALLY SET UP WITH THIS BUDGET  
AND ALSO WITH THE ADDITION OF  
THE NURSES, SOCIAL WORKERS TO  
PROVIDE SIGNIFICANTLY DIFFERENT  
TYPE OF EXPERIENCE FOR OUR  
CHILDREN IN BOSTON PUBLIC  
SCHOOLS I'M LOOKING FORWARD TO  
CONTINUE TO TALK HOW WE MIGHT  
NEED TO ADJUST A LITTLE BIT  
BECAUSE OF THIS PANDEMIC.  
I'M GOING TO TURN IT OVER TO I  
THINK -- THIS TIME AROUND.

LOOK FORWARD TO YOUR QUESTIONS.  
THANK YOU SO MUCH FOR YOUR TIME.  
>> THANK YOU, SUPERINTENDENT.

AS I PULL THIS UP SAY GOOD  
AFTERNOON AGAIN TO OUR CITY  
COUNCILORS AND BOSTON SCHOOLS  
COMMUNITY AND BOSTON COMMUNITY  
AT LARGE.

THANK YOU FOR JOINING YOU US AT  
THIS HEARING THIS AFTERNOON.  
I WANT TO MENTION THAT WE'RE  
ALSO BE JOINED BY DEPUTY CHIEF  
FINANCIAL OFFICER AND TAMMY, THE  
SPECIALIST ADVISOR TO THE  
SUPERINTENDENT WHO HAS BEEN OUR  
POINT PERSON ON OUR COVID  
RESPONSE.

GIVEN THE COUNCIL AND PUBLIC'S  
INTEREST OUR BPS FINANCES AND ON  
STUDENTS FOR FOCUSING THIS  
HEARING SOLELY ON TOPIC OF HOW  
THIS PANDEMIC HAS AFFECTED BPS  
AND AS COUNCILOR BOK MENTIONED  
THAT IS AN OPPORTUNITY TO  
DISCUSS THE CHANGES IN FOUR

DIFFERENT TYPE PERIODS.

HOW WE'VE RESPONDED TO THE  
OUTBREAK OF COVID-19, HOW WE'RE  
PLANNING TO -- THROUGHOUT THE  
SUMMER WHAT THE FALL WILL LOOK  
LIKE OUR MAJOR CONSIDERATIONS  
GOING INTO THE FALL THEN  
LONG-TERM FINANCIAL IMPACT.  
THAT WE ARE DEALING WITH.

OUR BUDGET PROCESS RADIOED  
UNDERSTAND STATEMENT FROM THE  
OPPORTUNITY ACHIEVEMENT GAP  
BECAUSE OUR WORK IS FOCUS  
DOLLARS ON CLOSING ACHIEVEMENT  
GAPS AND OPPORTUNITY GAPS THAT  
ARE PERSISTENT IN THE MOST  
RIGOROUS AND ROBUST  
OPPORTUNITIES.

WE THINK THIS IS NECESSARY FOR  
CLOSING PERSISTENT GAPS, THAT  
FOCUS HAS NOT CHANGED DURING  
THIS PERIOD OF DISRUPTION AND UN  
UNCERTAINTY.

WE BELIEVE IT'S MORE IMPORTANT  
THAN EVER.

I WANT TO TAKE THIS OPPORTUNITY  
TO THANK OUR MANY DEDICATED  
TEACHERS, PARAPROFESSIONALS,  
SCHOOL-BASED STAFF AND SCHOOL  
LEADERS.

THEY HAVE CREATED NEW AND  
INNOVATIVE WAYS TO EDUCATE OUR  
STUDENTS, THEY HAVE KNOCKED DOWN  
BARRIERS FOUND NEW WAYS TO  
SUPPORT STUDENTS AND FAMILIES.

THEY WORKED TIRELESSLY TO DO  
WHAT IT TAKES TO ENSURE OUR  
STUDENTS DON'T FALL BEHIND.

THERE IS NO BETTER DEMONSTRATION  
OF AN UNWAVERING FOCUS ON  
CLOSING OPPORTUNITY GAPS IN WHAT  
WE HAVE SEEN IN THE BOSTON  
PUBLIC SCHOOLS.

AS WE ROLLED OUT THE STRATEGIC  
PLAN THIS SPRING WE THOUGHT EYE  
BOW OUR RESPONSE TO EQUITY AND  
COVID.

WE ADDED PRIORITIES TO EACH OF  
THE COMMITMENTS TO INCLUDE  
SOMETHING SPECIFICALLY AND EX  
POLICE ITLY ADDRESSING COVID.

ALSO SHOWED US THAT OUR  
COMMITMENTS AND PRIORITIES ARE  
MORE RELEVANT DURING COVID, NOT

LESS.

WHY WE NEED TO THINK -- WE NEED TO THINK DIFFERENTLY ABOUT DELIVERING, WE DON'T NEED TO THINK DIFFERENTLY ABOUT OUR VALUES.

WE VISIT OUR ASSESSMENT OF HOW WE MEET STUDENT NEEDS BUT WE DO NOT NEED TO REVISIT OUR ASSESSMENT OF THOSE NEEDS.

NEXT SCHOOL YEAR AND BEYOND WE'RE TRYING TO FORECAST THE FINANCIAL AND EDUCATIONAL IMPACT WITH AN UNPRECEDENTED LEVEL OF UNCERTAINTY.

I THINK OUR TEAM'S RESPONSE TO THE SHUT DOWN SHOULD BE A POINT OF PRIDE.

IT HAS BEEN A MODEL FOR OTHER DISTRICTS.

IT'S TAKEN WHOLE DISTRICT I WANT TO HIGHLIGHT THE WORK OF FOUR TEAMS IN PARTICULAR.

OUR ACADEMICS TEAM WHICH GENERATED CULTURALLY AND LINGUISTICALLY IN PRINT AND ONLINE.

IT'S BECOME A NATIONAL MODEL, IT'S BEEN TWEETED OUT AND SHARED WITH OTHER DISTRICTS.

AND IT HAS REALLY CHANGED THE WAY THAT WE'RE WORKING TO SUPPORT SCHOOLS AND TEACHERS.

OUR TECHNOLOGY TEAM IS RESPONDED BY DELIVERING MORE THAN 31,000 CHROME BOOKS AND ENSURING INTERNET ACCESS TO ALL STUDENTS REGARDLESS OF INCOME AND IMMIGRATION STATUS.

OUR STUDENT SUPPORT TEAM COUNCILORS AND PSYCHOLOGISTS HAVE CREATED NEW STANDARDS FOR STUDENT COUNSELING ENSURING OUR MOST VULNERABLE STUDENTS CONTINUE TO RECEIVE MENTAL HEALTH SUPPORT.

AND FINALLY AS YOU HAVE ALL DISCUSSED IN PRIOR HEARINGS OUR FOOD AND NUTRITION SERVICES TEAM ESTABLISHED 16 FOOD SITES, OVER 600,000 MEALS HAVE BEEN SERVED THROUGH THIS AND 00,000 DELIVERIES DOOR TO DOOR. IT HAS BEEN TRULY IMPRESSIVE.

AGAIN, I WOULD BE REMISS IF ANY MENTION THAT THIS HAS BEEN A DISTRICT-WIDE EFFORT.

WE WANTED TO CALL OUT JUST SOME OF THE TEAMS THAT HAVE BEEN MOST SIGNIFICANTLY IMPACTED AND ALTER OPERATIONS SO RAPIDLY THIS SPRING.

FIRST THING WE'RE TRYING TO DO WAS SUPPORT STUDENTS, MAKE SURE THEY HAVE ACCESS TO TECHNOLOGY AND CAN GET IN LINE -- ONLINE. SECOND WAS TO SUPPORT OUR EMPLOYEES AND ENSURE THAT OUR EMPLOYEES WERE HELD HARMLESS OR WHOLE DURING THIS PERIOD MAKE SURE THAT WE CONTINUE TO PAY EVERYONE.

THE THIRD WAS CREATE FINANCIAL FLEXIBILITY, GOING OUT OF FY20 INTO THE SUMMER.

WE WANTED -- WE KNEW IMMEDIATELY THAT WE WERE GOING TO NEED TO EXPAND SUMMER LEARNING TALK ABOUT.

THAT WAS GOING TO REQUIRE US TO IDENTIFY POTENTIAL OFFSETS AND THEN WHENEVER WE COULD, CREATE MORE FLEXIBILITIES FOR NEXT FALL.

THE AREAS HIGHLIGHTED ON THIS SLIDE SHOW WHERE WE HAVE HAD TO INCREASE COSTS.

I WANT TO HIGHLIGHT A FEW OF THEM.

FIRST IS 5.5 MILLION LEST EXTERNAL FUNDING REVENUE.

WE WORKED TO SUPPORT OUR EMPLOYEES, THERE ARE TWO MAIN SOURCES OF LOSS EXTERNAL FUNDS.

FIRST WAS, DECREASE IN THE FEDERAL MEALS PROGRAM TO PAY ALL OUR FOOD SERVICE WORKERS, MANY PART TIME AND CAFETERIA MA MANAGERS.

SECOND WAS TO AFTER-SCHOOL PROGRAMS WE HAVE MANY PART-TIME EMPLOYEES WHOSE PROGRAMS ARE PAID BY PARENT FEES.

PARENT FEES ARE NO LONGER BEING COLLECTED.

SO THIS IS A PLACE WHERE THE DISTRICT HAS HAD TO INCREASE OUR SPENDING ON ITEMS THAT WERE

UNBUDGETED.

WE HAVE ALSO WORKED TO IDENTIFY SOME OFFSETTING SAVINGS FROM SHUTTING DOWN SCHOOLS.

IN TRANSPORTATION AS I MENTIONED THIS MORNING, BUS MAINTENANCE, LOOKING AT OUR UTILITIES BUT WE HAVE NO REPORTED CHANGE IN UTILITIES AS WE MONITOR THE COSTS.

AND OTHER THING THAT WE DID WAS WE HAD TO PUT A STOP ON SPENDING AT THE SCHOOL LEVEL BECAUSE OF DELIVERIES AND SAFETY AROUND DELIVERIES IN OUR SCHOOL BUILDING.

WE WILL USE SOME OF THAT FLEXIBILITY THAT DECREE CREATED FINANCIALLY TO SUPPORT OUR SUMMER LEARNING.

WE KNOW THAT SUMMERS ARE CRITICAL TIME OUR SUMMER AND REMOTE LEARNING TEAM IS PLANNING TO SUPPORT EVEN MORE STUDENTS THIS SUMMER, IT'S LED BY OUR CHIEF ACADEMIC OFFICER, ANDREA WHO HAS DONE SUMMERS FOR MANY YEARS.

INCLUDES A NUMBER OF SUCCESSFUL MODELS FOR THE SUMMER.

PROGRAMS THAT FIT, EXTENDED SCHOOL YEAR WHICH WE MENTIONED THIS MORNING IS ABOUT SPECIAL EDUCATION SERVICES OVER THE SUMMER.

THE ENGLISH LEARNER SUMMER PROGRAM, IMPORTANT EXAMS, OUR EARLY CHILDHOOD TEAM WORKS TO DEVELOP SUMMER PROGRAMS AS WELL.

WE'LL BE COMBINING AND LOOKING ACROSS, LEVERAGING ALL OF THOSE, REALLY ABOUT MAKE SHUN WE HAVE EFFECTIVE PROGRAMS.

THINKING CREATIVELY AND DIFFERENT OF DIFFERENTLY HOW WE CAN SUPPORT THEM OVER THE SUMMER WHICH IS CRITICAL TIME FOR LEARNING IN A TYPICAL YEAR AND IS GOING TO BE WARRANT TIME FOR ACADEMIC RECOVERY THIS YEAR IN PARTICULAR.

WE'RE ALSO LOOKING FOR EXTENDED OPPORTUNITIES TO PROVIDE PROFESSIONAL DEVELOPMENT FOR

TEACHERS, MODEL CLASSROOMS TO BE ABLE TO EXPLORE DIFFERENT PRACTICES AND IMPROVE PRACTICES ACROSS THE DISTRICT.

KNOWING THAT WE'RE GOING TO NEED TO CARRY THAT FLEXIBILITY AND UNDERSTANDING HOW TO SUPPORT STUDENTS DIFFERENTLY INTO THE FALL.

FOOD SITES AND FOOD DELIVERY WILL CONTINUE ALL SUMMER WE WILL HAVE A PLAN FOR SUPPORTING OUR STUDENTS WITH FOOD AND MEAL PROGRAMS IN THE FALL.

ALSO WORKING ON CLEANING AND FACILITY PREPARATIONS, MANY PROJECTS INCLUDING BATHROOMS AND CLEAN WATER ACCESS.

ARE BEING ACCELERATED OVER THE SUMMER FOR US TO BE ABLE TO PREPARE FOR THE NEXT SCHOOL YEAR.

THAT INCLUDES SANITATION AND MAINTENANCE UPGRADES.

FROM A STAFFING PERSPECTIVE WE EXPECT NORMAL STAFFING LEVELS.

I MENTIONED THAT WE'RE PLANNING TO EXPAND OUR PROGRAMS AND WE'RE LOOKING -- LIKELY HAVE MORE TEACHERS, MORE CUSTODIANS MORE FACILITIES TO WORK OVER SUMMER TO PREPARE FOR OUR STUDENTS.

THERE'S BEEN INCREASED FOCUS ON ENGAGEMENT OF OUR STAKEHOLDERS.

IT'S IMPORTANT TO NOTE THAT A LOT OF WHAT WE DO WILL BE GUIDED BY PUBLIC HEALTH REQUIREMENTS AND RECOMMENDATIONS.

WITH THE SUPPORT FROM PUBLIC HEALTH CRISIS MANAGEMENT EXPERTS.

THIS WILL MEAN THAT OUR ENGAGEMENT WILL INCLUDE A LOT OF INFORMATION SHARING AND WHERE POSSIBLE REQUESTS FOR INPUT WHERE WE HAVE OPTIONS.

WE WILL LIKELY HAVE A FEW ONLINE SECTIONS WITH SUPERINTENDANTS MEETS QUARTERLY WITH THE CITY WIDE PARENT COUNCIL, DISTRICT ENGLISH LEARNER ADVISORY COUNCIL AND SPECIAL EDUCATION PARENT ADVISORY COUNCIL COLLECTIVELY AND USE THIS AS AN OPPORTUNITY

FOR INPUT.

THERE ARE ALSO OTHER EXISTING  
STRUCTURES INCLUDING OUR EQUITY  
ROUNDTABLES WHICH IS  
SUPERINTENDENT HIGHLIGHTED OUR  
COMMUNITY ENGAGEMENT ADVISORY  
COUNCIL.

THAT CAN BE LEVERAGED.

FINALLY WE'LL BE LOOKING AT THE  
POTENTIAL TO CONVENE FAMILIES  
THROUGH PARENT UNIVERSITIES.  
MOVING ON TO PHASE TWO WHICH IS  
BACK TO SCHOOL.

WE RECOGNIZE THESE ARE  
UNPRECEDENTED TIMES.  
CALL FOR UNPRECEDENTED  
LEADERSHIP.

LEADERSHIP 67 BPS HAS BEEN  
WORKING TIRELESSLY TO BOTH P  
PROVIDE HIGHEST QUALITY REMOTE  
LEARNING THROUGHOUT THE SUMMER  
AND THE FALL.

WE CAN'T TELL YOU EXACTLY WHAT  
SCHOOL WILL LOOK LIKE IN THE  
FALL.

WE CAN TELL YOU THAT ALL OF OUR  
PLANNING DECISIONS ARE BEING  
GUIDED BY THREE VALUES.

THE HEALTH AND SAFETY OF OUR  
STUDENTS AND STAFF.

EDUCATIONAL PRACTICES AND OUR  
OPERATIONAL REALITIES IN THE  
BOSTON PUBLIC SCHOOLS.

HIGHEST VALUE IS THAT WE'RE KE  
KEEPING FRONT AND CENTER IN OUR  
PLANNING THE WORK FOR HEALTH AND  
SAFETY OF ALL BPS STUDENTS AND  
BPS STAFF.

WE WILL MEET ALL THE CDC  
GUIDELINES INCLUDING THE  
FOLLOWING.

ALL BE WEARING MASKS.

WE WILL REAL ESTATE VOID  
CROWDING AND BUNCHING OF KIDS BY  
PUTTING PROTOCOLS TO PLACE TO  
RESPECT SOCIAL DISTANCING.

IN OUR BUSES, IN OUR HALLWAYS  
AND OUR CLASSROOMS.

WE WILL FOCUS ON VERY IMPORTANT  
TASK THAT ALL OF US CAN DO TO  
PREVENT INFECTION THAT IS HAND  
WASHING.

WE WILL TEACH IT, WE WILL MODEL  
IT, WE WILL EXPECT FRIT OUR



STUDENTS AND FROM OUR STAFF.  
WE LOOK FORWARD TO WORKING WITH  
OUR BPS FAMILIES TO MAKE SURE  
THEY TOO UNDERSTAND THIS IS VERY  
MOST EFFECTIVE WAY TO KEEP OUR  
CHILDREN AND OURSELVES SAFE AND  
HEALTHY.

WE WILL ALSO BE PROVIDING THE  
VERY HIGHEST QUALITY INSTRUCTION  
POSSIBLE.

ALL OUR BPS LEARNERS.  
INCLUDING OUR GENERAL EDUCATION,  
SPECIAL EDUCATION AND ENGLISH  
LANGUAGE LEARNERS.

OUR ACADEMIC TEAM IS WORKING  
WITH OUR BPS TEACHERS TO PROVIDE  
THEM DURING THE SUMMER WITH  
RESOURCES AND EXPERTISE IN  
REMOTE LEARNING.

ALL TEACHERS HAVE BEEN  
PROVIDED -- WILL HAVE  
OPPORTUNITY TO FOR MORE  
PROFESSIONAL DEVELOPMENT TO  
CONTINUE TO LEARN HOW THEY CAN  
DO GOOD TEACHING ONLINE AND IN  
THE CLASSROOM.

THIRD, WE'LL TAKE OUR COMMITMENT  
TO PROTECTING THE HEALTH AND  
SAFETY OF OUR STUDENTS.

AND TO ADD EXPERTISE IN THE  
EDUCATIONAL PRACTICES.

UP AGAINST OPERATIONAL REA  
LITTLE WHICH WE'RE ABLE TO DO  
OUR WORK.

I DON'T TELL YOU WHAT DECISIONS  
WILL BE MADE ABOUT HOW WILL  
SCHOOL LOOK IN THE FALL.

BUT I CAN TELL YOU THAT THE  
FOCUS ON OUR PLANNING INVOLVES.

WE ARE PROVIDING FAMILIES WITH  
HEALTHY SCREENING CHECKLISTS, WE  
KNOW WHEN IT IS AND ISN'T SAFE  
TO SEND THEIR CHILDREN TO SC  
SCHOOL.

WHO REVIEWING SIZE AND LAYOUT OF  
OUR CLAMS CLASSROOMS.

IMPROVING THE SANITATION AND  
RELIABILITY OF OUR BUS  
TRANSPORTATION SERVICES.

CONTINUE TO PROVIDE HEALTHY  
SCHOOL MEALS FOR OUR STUDENTS.

PUTTING IN PLACE MORE REGULAR  
AND DEEPER CLEANING PROTOCOLS IN  
OUR BUILDING TO PREVENT THE

SPREAD OF DISEASE.  
INCREASING AVAILABILITY OF OUR  
NURSING AND BEHAVIORAL HEALTH  
STAFF SO THAT THEY CAN BE SURE  
THAT EVERY STUDENT AND EVERY  
BUILDING REMAINS HEALTHY AND  
JUST AS IMPORTANTLY, WHAT THEY  
NEED TO DEAL WITH THE STRESS AND  
CHAOS OF THIS PANDEMIC IS  
CAUSING ALL AROUND THEM.  
THROUGH ALL OF OUR PLANNING,  
ENGAGING WITH THE COMMUNITIES WE  
SERVE AND INCLUDING VOICES OF  
TEACHERS, SCHOOL LEADERS,  
STUDENTS AND FAMILIES.  
WE ARE ANNOUNCING SERIES OF  
COMMUNITY FORUMS AND ST  
STAKEHOLDER, WE WILL SHARE THESE  
WITH YOU AS THEY EVOLVE OVER  
NEXT FEW WEEKS.  
I WANT TO REVISIT CHART THAT  
WE'VE BEEN TALKING ABOUT IN  
TERMS OF THE OVERALL COMMITMENT  
TO BPS OVER NEXT THREE YEARS.  
BPS IS MITIGATING CUTS IN FY 1  
KNOWING THAT OTHER DEPARTMENTS  
IN THE CITY AND OTHER CITIES  
ACROSS THE COMMONWEALTH ARE  
EXPERIENCING CUTS.  
I HAD THE OPPORTUNITY TO ENGAGE  
WITH THE CHIEF FINANCIAL  
OFFICERS NETWORK AND I CAN TELL  
YOU THAT THEIR JOB IS MUCH MORE  
DIFFICULT THAN MINE BECAUSE THE  
CITY IS MAINTAINING THE \$80  
MILLION COMMITMENT, 7% INCREASE  
WHEN MOST OTHER DISTRICTS IN THE  
STATE AND ACROSS THE COUNTRY ARE  
FACING SIGNIFICANT CUTS.  
YOU DON'T HAVE TO GO THAT FAR  
OUT OF BOSTON, THE MAYOR OF  
NEWTON ANNOUNCED SIGNIFICANT  
CHANGES TO THEIR BUDGETS AND  
CUTS TO THEIR SCHOOLS AS WELL.  
WE'RE VISITING WHAT OUR NEEDS  
ARE AND HOW COVID WILL IMPACT  
THE DECISIONS AROUND  
TRANSPORTATION OF STUDENT ENROLL  
THE.  
NEED TO CONTINUE ADVOCACY, KEEP  
THE PRESSURE ON THE STATE AND  
FEDERAL GOVERNMENT TO BRING  
RESOURCES BACK TO THE DISTRICT  
BECAUSE CITY CAN'T SUSTAIN LONG

TERM FUNDING FOR BPS WITH ANY SIGNIFICANT CUTS TO STATE AID. WE MENTIONED BEFORE IN PRIOR HEARINGS THAT THERE ARE TWO SOURCES OF ADDITIONAL FUNDING CURRENTLY AVAILABLE FROM THE FEDERAL GOVERNMENT. THE FIRST IS THE FEDERAL EMERGENCY MANAGEMENT AGENCY OR FEMA, THEIR REIMBURSEMENT FOR LIMITED RANGE OF EXPENSES DIRECTLY RELATED TO COVID FINALLY THE CARES ACT OF FEDERAL SIM MY HUSBAND FUNDING THAT HAS COME THROUGH. OTHER GRANTS THAT ARE ADMINISTERED BY THE STATE. CAN'T EMPHASIZE ENOUGH HOW CRITICAL IT IS FOR YOUR ADVOCACY IN THIS AREA FOR US TO CONTINUE TO ADVOCATE FOR ADDITIONAL MAINTAIN FUNDING AT THE STATE LEVEL. WE ALSO NEED TO MAKE PROGRESS ON MAJOR LEVELS THAT PROMOTE FINANCIAL HEALTH. THE DIFFICULTY WE HAVE IS HOW DO WE ENGAGE MAJOR SHIFT INCLUDING BUILD BPS, THINK OF OVERALL DISTRICT. WE NEED TO CONTINUE TO THINK ABOUT REFORMING THE CENTRAL OFFICE, WE'VE TALKED THIS MORNING ABOUT FOOD OPERATIONS AND TRANSPORTATION. AMONG THE OTHER OPTIONS AND OPERATIONS IN THE DISTRICT. TO CONTINUE TO FIND WAYS TO LEVERAGE OUR RESOURCES BETTER AND TO SAVE MONEY. WE ALSO NEED TO CONTINUE TO MAKE PROGRESS INVESTMENT THAT WILL CLOSE ACHIEVEMENT OPPORTUNITY GAPS. THOSE THINGS THAT WE KNOW WERE IMPORTANT BEFORE COVID THEY WILL BE IMPORTANT AFTER COVID WE NEED TO BE THINKING CRITICALLY 'OUT HIGH SCHOOL REDESIGN. THERE WILL BE UPCOMING PRESENTATION OF SCHOOL COMMITTEE ON OUR PLANS IN THAT AREA. WE NEED TO CONTINUE INVESTMENT SOCIAL WORKERS, INSTRUCTIONAL

FACILITATORS, WE NEED TO CONTINUE TO EXPAND OP OPPORTUNITIES, MANY OF WHICH WERE RAISED BY THE CITY COLORS ARE CRITICAL ISSUES. WITH THAT I'LL TURN BACK OVER TO COUNCILOR BOK FOR QUESTIONS AND I APPRECIATE YOUR TIME THIS MORNING.

>> GREAT.

THANK YOU SO MUCH, NATE. AND SUPERINTENDENT.

WE'LL JUMP STRAIGHT INTO QUESTIONS AS HAS BEEN OUR PATTERN.

WE'LL GO FIRST TO COUNCILOR FLYNN.

THEN IT WILL BE COUNCILOR FLAHERTY I'LL PUT ORDER IN THE CHAT FOR COUNCILORS.

COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR BOK.

THANK YOU SUPERINTENDENT AND YOUR TEAM FOR BEING HERE TODAY.

SOME OF THE QUESTIONS I WAS GOING TO ASK WERE ANSWERED BY NATE ALREADY.

BUT I'LL JUST HIGHLIGHT SOME OF THE COMMENTS I HAD THAT NATE ALSO FOCUSED ON IS NOT GOING INTO -- A MODE DURING THIS PERIOD.

MAKING SURE THAT THE CARES ACT OR OTHER FEDERAL STIMULUS REACH OUR SCHOOLS AND REACH OUR TEACHERS.

ALSO I KNOW IT'S IMPORTANT TO FOCUS ON DATA.

BUT WE DON'T WANT TO OVER LOAD OUR TEACHERS AS WELL BY ALWAYS DOCUMENTING OR ALWAYS DOING DATA ENTRY.

MAKE SURE THAT THE TEACHERS HAVE THE TIME TO DO THE TEACHING AND ENGAGING STUDENTS IN THE CLASSROOM.

THOSE ARE THREE BRIEF COMMENTS.

BUT SUPERINTENDENT, I JUST WANTED TO ASK ONE QUESTION.

THE STUDENTS GOING INTO AUGUST STUDENTS REALLY HAVEN'T BEEN INTO PHYSICAL CLASSROOM IN SIX MONTHS.

WHAT CAN WE DO TO ENSURE THAT IF

THEY HAD PRIOR MENTAL HEALTH COUNSELING AVAILABLE THROUGH THE SCHOOL OR IN THE COMMUNITY, WHAT OUTREACH ARE WE DOING TO THOSE STUDENTS AND PARENTS TO MAKE SURE THAT THEY MAY HAVE MISSED A LOT OF THOSE APPOINTMENTS, WE GET THEM BACK ON TRACK IN TERMS OF MENTAL HEALTH COUNSELING GOING FORWARD.

>> WE ARE CONCERNED ABOUT THAT AS WELL, GOING BACK TO SCHOOL IS GOING TO BE A REALLY DIFFERENT TYPE OF SITUATION FOR US THIS TIME AROUND BECAUSE, DIDN'T HAVE CLOSURE WITH THEIR TEACHERS. THEY OFTEN FEEL DISCONNECTED NOW.

AND WE WANT TO RECONNECT WITH THEM, BUILD A NEW SENSE OF COMMUNITY, HAVE JOYFUL LEARNING ENVIRONMENTS FOR THEM THAT ARE COLORFUL AND BRIGHT.

SO THERE'S A LOT THAT WE'RE GOING TO BE DOING ON OUR CAPITAL SIDE TO BRIGHTEN UP OUR ENTRANCES IN OUR BUILDINGS, MAKE SURE THAT OUR CLASSROOMS ARE CLEAN, OBVIOUSLY.

AND ALSO THEN HOW DO WE INTERACT WITH STUDENTS IN A TIME WHEN WE HAVE TO SOCIAL DISTANCE.

A NUMBER OF OUR STUDENTS WERE EXPERIENCING SOME MENTAL HEALTH ISSUES BEFORE AND THEY ARE CONTINUING TO HAVE SERVICES NOW.

WE HAVE HAD OVER A THOUSAND, I THINK MIGHT EVEN BE MORE CLOSE TO,000 NOW TELEMENTAL HEALTH SESSIONS WITH STUDENTS.

AND SEVERAL THOUSAND TOUCH POINTS WITH STUDENTS AND SO OUR MENTAL HEALTH TEAM HAS JUST BEEN REACHING OUT.

WE ALSO PUT IN PLACE STUDENT SUPPORT TEAM PROCESS AND WE ARE PROVIDING TIER TWO AND THREE SUPPORTS EITHER TOUCH POINT WITH A SOCIAL WORKER OR PSYCHOLOGIST OR OUTSIDE COMMUNITY MENTAL HEALTH PROVIDER TO BE ABLE TO HELP STUDENTS.

THEN WE HAVE A CRISIS HELP LINE AS WELL THAT CALL CAN GET IF

THEY NEED IT AND WE'LL PROVIDE SERVICES.

THIS IS TOP OF THE MIND FOR US. OUR TEAM HAS REALLY RALLIED AROUND SUPPORTING OUR YOUTH AND WE ARE ALSO THINKING ABOUT THIS IN TERMS OF OUR RETURN.

>> THANK YOU, SUPERINTENDENT. MY FINAL QUESTION OR COMMENT, SIMILA TO THAT QUESTION AND ANSWER, SUPERINTENDENT, BUT FOR STUDENTS THAT HAVEN'T ENGAGED IN ANY PHYSICAL FITNESS ACTIVITY OVER THE LAST FIVE OR SIX MONTHS AND GOING INTO SCHOOL THEN SOCIAL DISTANCING, WHAT PROGRAMS ARE YOU LOOKING AT IN TERMS OF PHYSICAL FITNESS AND GETTING SOME EXERCISE FOR THE STUDENTS.

>> I'M PROUD OF OUR ATHLETICS TEAM WHO, I KNOW IN OUR LAST HEARING THEY TALKED TO THE FACT THAT SOME OF OUR TEAMS ARE MISSING OUT ON THEIR SPORTS THIS SUMMER, THAT'S JUST HEARTBREAKING THAT THEY'RE MISSING OUT ON THEIR BASEBALL AND OTHER SPORTS THAT THEY GOT TO PLAY.

OUR ATHLETIC TEAM AND COACHES HAVE GOTTEN TOGETHER THEY HAVE BEEN PRODUCING VIDEOS ON FITNESS AND PHYSICIAN, I'VE BEEN DEMONSTRATION NUTRITION AND FITNESS FOR OUR STUDENTS TRYING TO CONNECT THAT WAY DOING SOME INNOVATION.

I THINK THIS THAT THEY'RE DOING GOING TO SET MODEL TO MOVE TO ADOPTING THE MASS CORE IN OUR HIGH SCHOOLS AND DEVELOPING NEW AND INNOVATIVE WAYS TO OFFER PHYSICAL EDUCATION REMOTELY BECAUSE WE JUST DON'T HAVE ENOUGH GYM SPACE FOR STUDENTS TO TAKE P.E. AND MEET THE REQUIREMENTS.

WE'RE REALLY LOOKING AT THIS AS A MODEL FOR HOW WE'RE GOING TO BE MOVING FORWARD AS WELL.

>> THANK YOU, SUPERINTENDENT. THANK YOU, COUNCILOR BOK.

>> GREAT.

THANK YOU SO MUCH COUNCILOR

FLYNN.

NEXT UP IS COUNCILOR FLAHERTY  
THEN WILL BE COUNCILOR BRAEDEN.

>> I THINK EVERYONE IS WONDERING  
DOES COUNCILOR O'MALLEY HAVE A  
HAMMOCK IN THAT PEACEFUL  
BACKGROUND OF HIS?

>> MADAM CHAIR, THROUGH YOU TO  
THE QUESTIONER.

I DO NOT.

I AM ON THE BACK DECK SOME  
BEAUTIFUL TREES OF WARD 20.  
A NEIGHBORHOOD I KNOW YOU KNOW  
WELL.

WHEN WE'RE ABLE TO SOCIALLY  
DISTANCE A LITTLE LESS YOU'RE  
ALL WELCOME OVER FOR A BARBECUE  
I LOOK FORWARD TO THAT DAY  
HOPEFULLY SOONER RATHER THAN  
LATER.

>> THAT LOOKS VERY PEACEFUL.

THANK YOU, MADAM CHAIR.

TO THE SUPERINTENDENT, OBVIOUSLY  
GREAT TO HEAR NATE MENTIONED  
THAT THE SCHOOL -- FOOD  
DISTRIBUTION WILL CONTINUE IN  
THE SUMMER I WOULD BE REMISS IF  
WE DIDN'T GET A SHOUT OUT TO THE  
DIRECTOR AND HER TEAM FOR GREAT  
WORK THAT THEY HAVE BEEN DOING,  
WORKING HARD TO PROVIDE MEALS  
FOR STUDENTS DURING THIS  
PANDEMIC.

I GUESS QUESTION THERE IS, I  
GUESS PARTICIPATION NUMBERS I  
WOULD ASSUME WOULD BE OFF FROM  
WHAT WE'RE USED TO DURING THE  
SCHOOL YEAR.

WHAT IF ANY CONSEQUENCES WILL  
THAT BE FOR MEAL REIMBURSEMENT  
THAT WE GET FROM USDA, ALSO ON  
THAT SAME NOTE.

WE USED TO HAVE A PROGRAM OR  
PROJECT.

WE'RE ABLE TO SAVE SOME MONEY  
REDUCE SOME OF THE  
ADMINISTRATION COSTS AROUND OUR  
PARTICIPATION IN THAT MEALS  
PROGRAM.

IT WAS -- MEALS WERE SERVED, I  
THINK IT WAS CALLED COMMUNITY  
ELIGIBILITY PROVISION WHICH  
ALLOWED FOOD DISTRIBUTION IN  
HIGH NEED SCHOOLS.

HOPEFULLY THAT IS CONTINUING.  
IF IT IS, I'M NOT SURE WHAT THAT  
IS GOING TO SAVE US.  
THOSE ARE THE TWO FOOD NUTRITION  
SIDE.  
THEN DIVE IN DEEPER ON SCHOOL  
ATHLETICS AND WHAT THE COVID-19  
MEANS FOR OUR STUDENTS WITH  
RESPECT TO STUDENT ATHLETES.  
THE DIFFERENCE BETWEEN GOING TO  
SCHOOL AND NOT GOING TO SCHOOL.  
DIFFERENCE BETWEEN GRADUATING  
AND NOT GRADUATING.  
SOME AN OPPORTUNITY AT A COLLEGE  
SCHOLARSHIP.  
HOPEFULLY WE ARE PROVIDING SOME  
HOPE FOR OUR STUDENTS WITH  
RESPECT TO FALL SPORTS AND  
WINTER SPORTS.  
AND THAT OUR COACHES ARE DOING  
BEST THEY CAN TO STAY IN TOUCH  
WITH THEIR STUDENT ATHLETES AND  
WE HAVE A LOT OF KIDS,  
PARTICULARLY JUNIORS GOING INTO  
THEIR SENIOR YEAR THAT CANNOT DO  
THESE COLLEGE VISITS  
PARTICULARLY OUR STUDENT  
ATHLETES.  
PUT THEM AT A TREMENDOUS  
DISADVANTAGE WITH OTHER SCHOOL  
DISTRICTS.  
I HOPE THIS IS ON THE FOREFRONT  
THAT WE HAVE A GREAT STUDENT  
ATHLETE THAT HAS REAL POTENTIAL  
THAT SOMEHOW, SOME WAY WE'RE  
ENGAGING THESE COLLEGES EARLY,  
WHETHER THEY ARE VIRTUAL SCHOOL  
VISITS, WHETHER WE GET VIDEO OF  
THESE KIDS AND SOCIAL DI  
DISTANCING, PRACTICING PITCHING,  
HURLING, WHATEVER THEIR SPORT IS  
IS.  
I WANT TO MAKE SURE THAT THAT  
STAYS IN THE MIX HERE.  
AGAIN I JUST KNOW FROM FIRSHTHAND  
EXPERIENCE IT WAS DIFFERENCE OF  
STAY INK SCHOOL OR NOT OR  
PRODUCING.  
SOME COACHES STAY ON YOU TO MAKE  
SURE YOU ARE GETTING CERTAIN  
GRADE POINT AVERAGE.  
OR ADDITIONAL PRESSURE TO MAKE  
THEIR THAT THEY'RE GETTING TO  
CLASS.



IT'S ALL PART OF SCHOOL  
EXPERIENCE.

COUNCILOR FLYNN TOUCHED ON IT I  
WANTED TO DIAL IN DEEPER ON OUR  
ATHLETIC PROGRAMS AND WHAT WE'RE  
DOING TO PREPARE OUR STUDENT  
ATHLETES FOR FALL AND WINTER,  
OBVIOUSLY SPRING SEASON COMING  
UP BECAUSE WE JUST SAW SPRING  
SEASON GET CANCELLED FOR A LOT  
OF KIDS.

WHAT THAT MEANS IN TERMS OF  
COLLEGE OPPORTUNITIES.

THANK YOU, MADAM CHAIR.

>> THANK YOU, COUNCILOR, FOR  
THAT.

JUST IN TERMS OF OUR MEALS.

WE CONTINUE TO SEE INCREASES IN  
OUR MEAL DELIVERY AND ALSO OUR  
MEAL AVAILABILITY AT THE  
DISTRIBUTION SITES.

WE'RE OPEN YESTERDAY ON A  
HOLIDAY EVEN FOR OUR FAMILIES.

THEY HAVE DONE A GREAT JOB.

A HIGH POINT LAST FRIDAY WITH  
OUR MEALS SERVED.

JUST WE'RE SUPER PROUD.

AS THIS COVID PANDEMIC CONTINUES  
ON WE SEE MORE AND MORE FAMILIES  
LOSING ACCESS TO FOOD.

I THINK THAT THAT IS A TROUBLING  
SIGN.

BUT FEDERAL GOVERNMENT HAS  
LESSEned THEIR RESTRICTIONS ON  
SERVING CHILDREN AND FAMILIES  
USING OUR SUMMER FEEDING MODEL  
OF THOSE DEALS.

SO THERE'S GREATER FLEXIBILITY  
IN WHO WE SEE.

WE DON'T ANTICIPATE HUGE AMOUNT  
OF LOSSES.

BECAUSE OF THE FLEXIBILITY.

AT LEAST FOR REIMBURSEMENT.

BECAUSE OF THE FLEXIBILITY.

SOME OF THE CARES ACT MAY HELP  
WITH THAT AS WELL.

THEN IN TERMS OF ATHLETICS, THIS  
IS MUCH MORE DIFFICULT PIECE FOR  
US BECAUSE SO MANY OF OUR SPORTS  
ARE CONTACT SPORTS.

SOME REQUIRE THAT YOU HAVE MORE  
THAN TEN PEOPLE IN A LOCKER ROOM  
OR AROUND.

WE ARE AT THE MERCY REALLY THE

RESTRICTIONS RIGHT NOW IN TERMS OF THE ATHLETIC TEAMS AND WHAT IS BEING DONE.

WHAT OUR COACHES AND OUR ATHLETIC DIRECTOR ARE REALLY, REALLY THINKING DEEPLY ABOUT WHAT OTHER OPPORTUNITIES CAN WE CREATE TO KEEP KIDS IN SHAPE AND KEEP THEM CONNECTED AND HOPEFUL ABOUT THEIR FUTURES.

HEARTBREAKING.

>> JUST LASTLY, NATE, YOU WERE VERY OPTIMISTIC ABOUT OUR SCHOOL BUSES AND STUDENTS AND KEEPING THEM DISTANCED WHAT HAVE YOU, NOT SURE WHETHER OR NOT THAT GOES TO THE OVERALL OCCUPANCY OF A VEHICLE.

HAPPY TO DO MAYBE -- YOU AND/OR SUPERINTENDENT SOMETIMES THAT BUS RIDE CAN BE A LITTLE CHAOTIC WITH KIDS BOUNCING AROUND FROM SEAT TO SEAT.

MAKE SURE THAT WHATEVER BEST EFFORTS WE'RE PUTTING FORWARD TAKES THAT INTO CONSIDERATION, PARTICULARLY OUR YOUNGER STUDENTS.

TOUGH TO SIT STILL.

WE DON'T HAVE SEATBELTS UNLESS WE'RE GOING TO CONSIDER BUS MONITORS.

THAT ONE IS GOING TO BE TOUGH TO POLICE.

IT'S IMPORTANT BECAUSE ONCE WE GET BACK TO SCHOOL AND KIDS ARE GOING TO BE RIDING TOGETHER THAT THEY NEED TO ADHERE TO SOCIAL DISTANCING PIECE OR AT LEAST TO THE BEST OF OUR ABILITY MAKE SURE WE'RE DOING OUR PART TO MAKE SURE THAT WE DON'T HAVE THAT THING COME BACK TO US AND AFFECT STUDENTS.

THANK YOU, MADAM CHAIR.

>> THANK YOU COUNCILOR FLAHERTY. NEXT IS COUNCILOR BRAEDEN THEN COUNCILOR JANEY.

>> THANK YOU, EVERYONE.

TO OUR SPECIAL NEEDS STUDENTS. STUDENTS WITH PHYSICAL DISABILITIES UNDER NORMAL CIRCUMSTANCES WOULD BE FOLLOWED BY THEIR PHYSICIAN, GOING TO

EQUIPMENT CLINICS AND PHYSICAL THERAPIST AND THOSE WOULD BE KEEPING AN EYE ON THEIR NEEDS. BEING OUT FOR SIX MONTHS BY THE TIME THEY GET BACK TO SCHOOL, JUST WONDERING IN TERMS OF, THERE'S GOING TO BE A LOT OF CATCH UP IN TERMS OF MOBILITY EQUIPMENT NEEDS AND LETTERS OF MEDICAL NECESSITY.

I DON'T KNOW IF THAT IS BEING BUDGETED FOR EXTRA TIME FOR THAT?

>> ABSOLUTELY.

WE UNDERSTAND THAT THERE ARE GOING TO BE ADDITIONAL COMPENSATORY REQUIREMENTS FOR US TO PROVIDE SERVICES TO OUR STUDENTS FOR TIME LOST THIS PAST SPRING.

>> OUT OF INTEREST I WONDER HOW IT'S GOING WITH THE DISTANCE LEARNING FOR OUR SPECIAL NEEDS STUDENTS UP UNTIL NOW AT THIS POINT IN TIME?

>> IT'S HIT AND MISS.

IT'S BASED ON THE STUDENTS IEP TO THE BEST THAT WE'RE ABLE TO MEET THEIR NEEDS.

SO SOME STUDENTS WHO HAVE LESS NEED FOR ONE TO ONE OR FACE TO FACE INTERACTION.

IN PERSON FOR THEM TO BE ABLE TO PROGRESS THAT'S BEEN CHALLENGING OBVIOUSLY WITH THE SOCIAL DISTANCING.

WE HAVEN'T BEEN ABLE TO PROVIDE AS MUCH OF THAT SUPPORT AS WE WOULD HAVE LIKED.

HOWEVER STUDENTS WHO HAVE LEARNING DISABILITIES THEY CAN GET THE SERVICES FROM THEIR CLASSROOM TEACHER OR THEIR RESOURCE ROOM SUPPORT FROM PARAPROFESSIONALS.

>> I'M ALSO JUST CURIOUS ABOUT OUT OF DISTRICT STUDENTS BASED ON PLACEMENTS TO SCHOOLS THAT -- ARE THEY FOLLOWING UP ON PROVIDING DISTANCE SUPPORT AS WELL AS IN THIS TIME?

>> YES.

WE ARE TRYING TO DO AS MUCH AS WE POSSIBLY CAN WITH OUR OT/PT,

TELEHEALTH OR OUR OTHER RELATED SERVICES AS MUCH AS POSSIBLE. THROUGH THE VIRTUAL REALM AS MUCH AS WE CAN.

>> THAT'S ALL I HAVE.

>> THAT'S REALLY GENERAL DENT ON THE FAMILY AND WHETHER THE FAMILY IS ABLE TO HELP ASSESS WITH SOME OF THAT AS WELL. SOME OF OUR STUDENTS ARE JUST NOT ABLE TO DO THAT THEMSELVES. THEY NEED TO HAVE ADDITIONAL ADULT HELP TO BE ABLE TO PROVIDE WITHIN THEIR IEP.

>> I UNDERSTAND THAT.

THANK YOU.

THAT'S ALL I HAVE FOR NOW.

>> GREAT, THANK YOU COUNCILOR BRAEDEN.

COUNCILOR JANEY THEN COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU SO MUCH.

THANK YOU AGAIN TO THE TEAM. VERY IMPORTANT CONVERSATION. WOULD LOVE TO FOLLOW UP SOME OF THE QUESTIONS THAT COUNCILOR BRAEDEN HAD ON SPECIAL ED EDUCATION.

DO YOU HAVE A SENSE OF HOW MANY STUDENTS WE'RE TALKING ABOUT. WHAT PERCENTAGE OF STUDENTS IN TERMS OF WHO ARE CONTINUING WITH GETTING THEIR SERVICES THROUGH THEIR IEP?

THEN I WOULD HAVE VERY SIMILAR QUESTION FOR EL STUDENTS IN TERMS OF WHATEVER SUPPORT THAT THEY WERE GETTING THAT MAY NOT BE COMING ACROSS WITH THE GENERAL CLASSROOM SETTING IN THEIR ONLINE LEARNING.

DO WE HAVE THOSE NUMBERS?

>> PRESIDENT JANEY WE CAN GET THAT FOR YOU.

WE ARE RIGHT NOW ASSESSING WITH OUR STUDENT SUPPORT TEAM AND SUCCESS PLANS AS WELL AS WITH IEP AND TAKING DEEP DIVE INTO THAT SO THAT WE CAN GET PREPARED FOR SUMMER SCHOOL AND IDENTIFYING THOSE STUDENTS. WE'LL HAVE THAT, WE DON'T HAVE IT COMPLETED YET.

>> I WONDER, BECAUSE A LOT OF

WHAT WE'RE DISCUSSING IS REALLY  
LOOKING FORWARD IN TERMS OF  
PLANNING FOR FY121 AS  
RESTRICTIONS ARE LOOSENED, WHAT  
PLANS ARE IN PLACE TO TRY TO  
INCREASE EXPECTING TO SEE NOT --  
WE DON'T -- TO BE HONEST WE HAVE  
CHILDREN WHO ARE NOT GETTING  
THEIR NEEDS MET THROUGH THEIR  
IEP LONG BEFORE COVID CAME.

IN TERMS OF REALLY HONORING THE  
SPIRIT OF THAT IEP AND GETTING  
STUDENTS WHAT THEY NEED.

BUT I KNOW EVERYONE IS WORKING  
HARD.

ESPECIALLY DURING THIS PANDEMIC  
AS RESTRICTIONS ARE LOOSENED I  
WONDER IF THERE'S ANY THOUGHT TO  
HOW WE MIGHT BEGIN TO DO --  
PROVIDE MORE OF THOSE SERVICES.  
THOSE THAT WE WEREN'T ABLE TO DO  
THROUGH AN ONLINE CLASSROOM OR  
REMOTE CLASSROOM SETTING?

>> WE HAVE THOUGHT ABOUT THAT.  
IT IS A CONSIDERATION ON THE  
TABLE.

JUST MAKE SURE THAT WE'RE  
PUTTING THE SAFETY OF OUR  
CHILDREN FIRST.

>> WHAT ARE WE EXPECTING  
OF-YOUNG PEOPLE.  
OF OUR EDUCATORS.

I KNOW THIS HAS BEEN VERY  
DIFFICULT NOT JUST FOR THE  
STUDENTS OR FOR OUR TEACHERS BUT  
FOR PARENTS.

MANY OF OUR PARENTS WHO ARE  
ESSENTIAL WORKERS WHO HAVE STILL  
HAD TO WORK OUTSIDE OF THE HOME.  
OTHERS WHO ARE WORKING IN THE  
HOME WHILE THEIR CHILDREN ARE  
ALSO TRYING TO GO TO SCHOOL IN  
THE HOME.

THIS HAS BEEN DIFFICULT.

WHAT ARE THE EXPECTATIONS FOR  
EACH, FOR OUR STUDENTS AND FOR  
OUR EDUCATORS?

>> LET ME START WITH THE  
EDUCATORS.

YOU KNOW THAT WE HAVE MOU WITH  
THEM, THEY ARE EXPECTING TO  
TEACH THREE HOURS IN A DAY  
SYNCHRONOUSLY.

MEANING INTERACTION WITH LIVE

HUMAN BEING SOMEHOW.  
AND THEN ONE HOUR OF  
ASYNCHRONOUSLY, MAKING A VIDEO  
VIDEO OR SPECIAL DEVELOPMENT OR  
GRADING PAPERS THAT SORT OF  
THING.  
THAT IS MINIMUM EXPECTATION.  
MUCH OF OUR TEACHERS ARE DOING  
ABOVE AND BEYOND WAY MORE THAN  
THAT.  
BECAUSE THEY ARE ALSO TAKING  
CARE OF THE SOCIAL, EMOTIONAL  
NEEDS OF THEIR CHILDREN AS WELL  
AS THE HOUSING NEEDS AND FOOD  
SECURITY NEEDS.  
THEY ARE PROBLEM SOLVING FOR  
FAMILIES.  
THEY HAVE ALL TURNED INTO  
MINIATURE DEPUTIZED SOCIAL  
WORKERS.  
>> I WOULDN'T SAY THEY TURNED IN  
TO -- TEACHERS HAVE HAD TO STEP  
INTO THESE ROLES.  
TO PROVIDE FOR YOUNG PEOPLE.  
GREAT HALF THEY HAVE DONE THAT.  
SOUNDS LIKE THAT IS CONTINUING.  
>> COULD I ALSO SPEAK TO THE  
LEARNING NEEDS AS WELL.  
THE SOCIAL, EMOTIONAL NEEDS THAT  
THEY DO.  
BUT WE ARE BRINGING OUR TEACHERS  
UP TO SPEED BECAUSE SO MANY OF  
OUR TEACHERS, WE WEREMENT A ONE  
TO ONE DISTRICT.  
THEY ARE EXPECTED TO TAKE  
PROFESSIONAL DEVELOPMENT TO  
LEARN FROM THEIR COLLEAGUES.  
TO CONTINUE TO TRY AND INNOVATE  
AND LEARN IN THIS NEW PLATFORM.  
AND TO FIND CONSENT.  
>> WHAT TIME TEACHERS HAVE FOR  
PLANNING OR SUPPORT OR  
COLLABORATION.  
THAT IS OBVIOUSLY THING THAT IS  
MISSING WHEN YOU'RE NOT IN BU  
BUILDING TOGETHER TO FIT IN THE  
COFFEE ROOM AND KIND OF HAVE  
THAT SHARED PLANNING TIME.  
ALL THAT.  
I'D BE INTERESTED WHEN THOSE  
OPPORTUNITIES ARE HAPPEN  
HAPPENING.  
COULD YOU SPEAK TO WHAT THE  
EXPECTATION IS IN TERMS OF

ONLINE.

I'M -- LIKE WHAT ARE THE PROS  
AND CONS OF DIFFERENT PLATFORMS.  
I'M HEARING SOME ARE USING ZOOM.  
THAT THAT IS VERY POPULAR LIKE  
WE'RE USING ZOOM NOW.

WHAT ARE THE PROS AND CONS OF  
CLEVER.

I'M HEAR SOME ARE USING GOOGLE  
CLASSROOM, WHAT ARE PROS AND  
CONS OF GOOGLE CLASSROOM.

COULD YOU SPEAK TO WHO IS USING  
WHAT, WHAT THE PROS AND CONS OF  
EACH.

>> CLEVER, WE'RE NOT CAPTURING  
ALL OF THE ZOOM DATA AS OF YET.  
TEACHERS ARE ABLE TO USE IT SO  
WE'VE JUST NOW GOTTEN NEW DATA  
SYSTEM WE'RE TRYING TO GET ALL  
OF THOSE APPLICATIONS, LEARNING  
APPLICATIONS AND VIDEO  
CONFERENCING APPLICATIONS AND  
PHONE CALLS INTO OUR DATA  
SYSTEM.

THAT THEN WILL GIVE US A BETTER  
ACCURATE PICTURE OF HOW MANY  
STUDENTS ARE ACTUALLY ONLINE  
ENGAGED IN VIRTUAL AND REMOTE  
LEARNING.

THEN CLEVER IS WHERE ALL THOSE  
APPLICATIONS GO INTO, IT'S LIKE  
A STORAGE PLACE FOR ALL OF THE  
DIFFERENT APPLICATIONS AND  
WEBSITES THAT STUDENTS WOULD  
VISIT IN TERMS OF THEIR LEARNING  
AND WHAT IS GOING ON WITH THEIR  
PROJECTS.

AND ASSIGNMENTS.

SO, YOU CAN IMAGINE A TEACHER  
MIGHT ASSIGN A WEBSITE, DO  
RESEARCH FOR SOMETHING.

WE WEREN'T CAPTURING THAT PRIOR  
TO COVID.

NOW WE HAVE TEACHERS PUT THAT IN  
TO THE CLEVER BACKPACK SO TO  
SPEAK SO THAT WE CAN CAPTURE IT  
IN OUR DATA SYSTEM.

SECOND ANOTHER APPLICATION  
CALLED GOOGLE CLASSROOM.

YOU GO IN WITH ALL THE GOOGLE  
APPLICATIONS, GOOGLE G L MAIL.  
GOOGLE HALT WE CAPTURE THAT.  
DIFFERENT TEACHERS CHOOSE TO USE  
DIFFERENT APPLICATIONS AND

DIFFERENT LEARNING TOOLS.  
WE'RE TRYING TO CAPTURE ALL OF  
THAT NOW.  
YOU CAN IMAGINE 4500 TEACHERS  
WHO ARE GETTING NEW APPLICATIONS  
AM THE TIME TO TRY.  
IT'S QUITE A TASK TO TRY TO GET  
ALL OF THAT INTO THE CHILD'S  
DIGITAL BACKPACK SO THAT WE CAN  
MEASURE IT.

>> THANK YOU, MADAM CHAIR.  
I'LL SAVE MY FOLLOW UP FOR THE  
NEXT ROUND.

>> GREAT, THANK YOU, MADAM  
PRESIDENT.

NEXT UP IS COUNCILOR  
ESSAIBI-GEORGE THEN IT WILL BE  
COUNCILOR MEJIA THEN COUNCILOR  
O'MALLEY.

COUNCILOR ESSAIBI-GEORGE.

>> THANK YOU AGAIN, MADAM CHAIR,  
SUPERINTENDENT AND YOUR TEAM.  
I WANT TO JUST CONTINUE SOME OF  
THE CONVERSATION THAT WAS  
STARTED IN THE EARLIER HEARING  
THEN THIS AFTERNOON ON SPRING  
ATHLETICS IN PARTICULAR.

WE SPOKE IN THE EARLIER HEARING  
ABOUT KEEPING AS MANY SCHOOL  
PERSONNEL ON PAYROLL AND  
CONTINUE TO PAY THEM.

BUS DRIVERS IS ONE OF THOSE  
EXAMPLES.

ER R ARE SPRING COACHES STARTED  
THE SEASON, MANY HAVE CONTINUED  
DIFFERENT ACTIVITIES AND  
ENGAGEMENTS WITH THEIR STUDENT  
ATHLETES.

BUT THEY HAVEN'T CONTINUED TO BE  
PAID THEIR SPRING STIPEND WHICH  
ISN'T A GREAT DEAL OF MONEY.

I'M JUST CURIOUS ABOUT DECISIONS  
TO NOT PAY OR NOT FULLY PAY  
SPRING COACHES AND WHAT ARE OUR  
PLANS FOR FALL ATHLETICS.

AGAIN, MY BOYS LOOK FORWARD TO  
THAT FALL SEASON AS I KNOW MANY  
STUDENTS ARE ACROSS THE  
DISTRICT.

AND CURIOUS ABOUT THE PLANNING  
THAT IS GOING INTO THE FALL  
SPORTS THEN ALSO PRECAUTIONS  
WE'RE WORKING ON WITH EITHER CDC  
GUIDANCE OR STATE B PH GUIDANCE



THEN MY HOPE DONE IN  
COLLABORATION WITH THOSE CO  
COACHES.

SPRING COACHES.

PLANNING FOR FALL SPORTS.

ANY CHANGES THAT MAY BE  
HAPPENING, ANY COLLABORATION  
THAT IS HAPPENING WITH THOSE  
COACHES.

>> PER OUR AGREEMENT WITH THE  
BOSTON TEACHERS UNION WE PAY  
COACHES FOR ONE-SIXTH OF THEIR  
SALARY FOR WORK THAT HAD ALREADY  
BEEN DONE.

THEY'RE NOT CURRENTLY BEING PAID  
FOR WORK THAT IS -- JUST WEREN'T  
ABLE TO HOST SPORTS THIS SEASON.

AND WE ARE WORKING WITH MIAA AS  
WELL AS CDC GUIDELINES AND STATE  
GUIDELINES AROUND WHAT IS GOING  
TO BE ACTUALLY POSSIBLE FOR FALL  
SPORTS.

WE DON'T HAVE AN ANSWER QUITE  
YET ON THAT.

WE'RE WAITING FOR STATE GUIDANCE  
ON WHAT IS GOING TO LOOK LIKE.

>> MY HOPE IS THAT THE -- WHEN I  
COACHED, I COACHED SOFTBALL, LOT  
OF GOOD RELATIONSHIPS WITHIN  
SPRING COACHES COMMUNITY HAVE  
BEEN ENGAGED IN SOME OF THAT  
ONLINE WORK TO KEEP OUR KIDS  
MOTIVATED AND ENGAGED OUR  
STUDENT ATHLETES IN PARTICULAR.  
JUST I HOPE THAT THEY'RE AT THE  
TABLE I KNOW THEY HAVE A LOT OF  
INSIGHT INTO OUR CHILDREN AND  
THEIR NEEDS BECAUSE THEY DO HAVE  
ONGOING RELATIONSHIPS WITH THOSE  
KIDS.

WILL HAVE RELATIONSHIPS FOR THE  
FALL SEASON.

AS MUCH AS YOU CAN INCLUDE THEM  
IN THAT WOULD BE GREAT.

I ALSO THINK JUST FROM COUNCILOR  
FLYNN BROUGHT UP PHYSICAL  
EDUCATION.

JUST KNOWING AGAIN, JUDGING MY  
OWN CHILDREN'S BEHAVIOR AND WE  
WANT TO KEEP THEM AT HOME,  
TRYING TO KEEP THEM AT HOME  
WHICH MAKES BEING PHYSICALLY  
ACTIVE A LITTLE BIT MORE  
DIFFICULT.

I WONDER IF THERE IS AN OPPORTUNITY THROUGH SUMMER SCHOOL, NONTRADITIONAL SUMMER SCHOOL OR SOME SORT OF STUDENT ENGAGEMENT IF THERE COULD BE AN OPPORTUNITY PERHAPS TO ENGAGE KIDS IN SOME MORE PHYSICAL ACTIVITY.

OUTDOOR PHYSICAL ACTIVITY AS THINGS START TO OPEN UP AS OUR PARKS START TO OPEN UP.

I THINK THAT IS A WAY TO ENGAGE SOME OF OUR COACHES AND THINKING ABOUT PLANNING FOR A FALL SEASON.

WE TALKED ABOUT IT THIS MORNING'S HEARING AS WELL AROUND SCHOOL SAFETY.

SPECIFICALLY TO PREPARING OUR BUILDINGS BOTH COSMETICALLY SO MAKING SURE THAT THEY'RE GETTING THE SPRING CLEANING WHETHER IT'S LAWN MOWING.

I WAS BY A SCHOOL YESTERDAY THAT HADN'T BEEN WELL MAINTAINED FROM THE OUTSIDE.

IT APPEARS TO NOT BE WELL MAINTAINED FROM THE OUTSIDE. BUT MAKING SURE THAT SPRING CLEANING IS HAPPENING.

DEEPER CLEANINGS ARE HAPPENING HOW WILL WE MAKE SURE THAT THE DEEPER CLEANS ARE HAPPENING IN THE NEW SCHOOL YEAR AND WHAT ARE THOSE PROTOCOLS THAT WILL BE IN PLACE OBVIOUSLY AGAIN WITH CDC, B PH GUIDELINES.

>> PRIOR TO COVID WE WERE IN THE PROCESS OF DOING SCHOOL AUDITS TO LOOK AT OUTDOORS.

DON AND SCHOOL CLASSROOMS AND JUST CHECKING ALL OF THAT.

SO WE WERE JUST ABOUT FINISHED WITH THAT AUDITING.

WE'LL USE THAT AS GUIDE AS WE LOOK AT SUMMER CLEANING AND SUMMER CAPITAL IMPROVEMENTS AS NATE SAID EARLIER.

SOME THAT HAVE IS GOING TO BE RAMPED UP LIKE WITH OUR BATHROOMS AND OUR HAND WASHING BECAUSE WE KNOW THAT OUR BUILDINGS ARE GOING TO HAVE TO BE MUCH CLEANER THAN HA WHAT

THEY WERE BEFORE THIS.  
IN ORDER TO KEEP OUR KIDS SAFE.  
IT IS TOP OF MIND.  
IT'S PART OF OUR REOPENING PL  
PLANS.  
WE'RE GOING TO KNOW, BECAUSE  
WE'RE GOING TO HOLD OURSELVES  
ACCOUNTABLE.  
WE DID ADD 24 NEW -- 25 NEW  
CUSTODIAL POSITIONS, NOW YOU'LL  
HAVE NIGHT CUSTODIAL POSITIONS  
AS WELL AS DAY.  
WE THINK THIS IS ALSO GOING TO  
HELP WITH CREATING SAFER AND  
HEALTHIER SCHOOL COMMUNITIES FOR  
OUR CHILDREN.  
AND OUR STAFF.

>> GREAT, THANK YOU,  
DR. CASSELLIUS.

>> NEXT UP COUNCILOR MEJIA.

>> YES, THANK YOU.

I FEEL LIKE WE SHOULD -- WE  
SPEND 24 HOURS A DAY TOGETHER  
WITH THESE LONG SESSIONS, THANK  
YOU FOR BEARING WITH US.

I JUST HAVE A FEW QUESTIONS  
ABOUT THE SURVEY THAT WENT OUT  
ON APRIL THE 3rd.

ABOUT LEARNING FROM AT-HOME  
EXPERIENCE.

ONE QUESTION ASKED ABOUT FOOD IN  
INSECURITY.

I WAS CURIOUS WHAT PERCENTAGE OF  
RESPONDENTS ANSWERED THAT THEY  
HAD ENOUGH FOOD AND HOW MANY  
NEED MORE.

I'M NOT SURE IF YOU HAVE  
INFORMATION ABOUT THAT.

>> ABOUT 20%, COUNCILOR.

>> WHAT PERCENTAGE OF HOUSEHOLDS  
THAT THEY HAVE INTERNET ACCESS.

>> THAT WAS AT ABOUT 5% THAT  
TOLD US THAT THEY STILL NEEDED  
INTERNET ACCESS.

WE WERE ACTUALLY PRETTY  
SURPRISED BY THAT NUMBER.  
THAT INDICATED THAT OUR PARENTS  
WERE TELLING US AT LEAST THAT  
THEY HAD MORE INTERNET ACCESS  
THAN WHAT WE HAD ACTUALLY  
ANTICIPATED.

5% SAY THEY STILL NEEDED HELP  
WITH THAT.

>> QUESTION 18 ASKS, HOW MUCH

TIME FAMILY SPENDS ON EDUCATION EVERY DAY.

CAN YOU PROVIDE A BREAK DOWN OF THE RESPONSES TO THAT QUESTION, DO YOU KNOW?

>> GIVE ME JUST A SECOND.

I DON'T HAVE THAT DATA POINT.

BUT I WILL -- IT WAS 14%.

IT'S BEEN ONGOING SURVEY WE STILL ARE GETTING RESPONSES.

AT ONE POINT IT WAS 20% FOOD INSECURITY I'M GLAD TO SEE

THAT'S GONE DOWN TO 14%.

IN JUST A SECOND I'LL HAVE MOST UP TO DATE NUMBER ON YOUR LAST QUESTION.

>> CAN YOU TALK A LITTLE BIT MORE ABOUT YOUR EDUCATORS FOCUS GROUP, HOW MANY HAVE YOU DONE TO DATE.

WHO HAS BEEN INVITED TO TAKE PART AND WHAT KIND OF RECOMMENDATIONS HAVE YOU HEARD FROM THE PLANS TO IMPLEMENT THOSE RECOMMENDATIONS.

>> WITH EDUCATORS I HAVE HAD TWO SO FAR FOCUSED MEETINGS BECAUSE WE'VE JUST BEEN ON REMOTE LEARNING NOW SINCE MAY 4.

I WANTED TO START THOSE WHEN WE STARTED HAVING MORE OF A COHERENT EXPECTATION AROUND WHAT WE WERE GOING TO BE DOING AND REMOTE LEARNING AND REMOTE LEARNING PLAN TO SEE HOW THAT WAS WORKING.

BECAUSE I THINK THIS IS ONE BIG PILOT ON HOW WE'RE ACTUALLY GOING TO BE DOING IT THIS FALL. HOW REMOTE LEARNING CAN WORK IN A BLENDED ENVIRONMENT AS WELL. SO FIRST ONE WAS A GENERAL ONE WITH TEACHERS.

AND OUR ACADEMIC OFFICE CONVENE THAT FOR US.

WE GOT SOME REALLY GREAT FEEDBACK ABOUT WHAT WAS WORKING AND WHAT WAS NOT WORKING.

THE SECOND ONE WE HELD LAST WEEK WAS WITH OUR ESL TEACHERS GIVING US FEEDBACK AROUND EL AND WHAT WAS WORKING AND NOT WORKING.

GENERALLY WE HAD TEACHERS SAYING HOW, EVEN THOUGH THEY ARE

DISCONNECTED THEY FEEL MORE  
CONNECTED BECAUSE THEY ARE  
CONTINUING TO TALK TO THEIR  
FAMILIES, LIKE DAILY.

AND SO THIS HAS BEEN GIVING THEM  
MORE ACCESS.

WE SEE WITH OUR EL TEACHERS  
SAYING THAT THEY NEED ADDITIONAL  
SUPPORT WITH MULTI-LINGUAL  
MATERIALS.

>> I'M CURIOUS, THOUGH, WHAT  
SCHOOLS DID YOU HAVE SAMPLE  
OF -- ABOUT WHO WERE TEACHERS  
THAT WERE PARTICIPATING BECAUSE  
I KNOW EVERY SCHOOL IS UNIQUELY  
DIFFERENT.

SO ARE THE NEEDS OF EDUCATORS.

>> I DON'T HAVE LIST OF SCHOOLS.  
WE CAN CERTAINLY GET IT FOR YOU.  
WE HAD OUR ACADEMIC OFFICE WORK  
WITH OUR BPU PARTNERS TO GIVE US  
TEACHERS WHO WERE AT THE  
ELEMENTARY LEVEL AND HIGH SCHOOL  
LEVEL, SECONDARY LEVEL SO THAT  
WE GOT ALL LEVELS OF TEACHERS ON  
THAT FEEDBACK CALL.

>> THANK YOU.

THEN I'M JUST CURIOUS, DURING  
OUR HEARING ON FOOD ACCESS,  
DURING COVID-19 WE LEARNED THAT  
DID NOT COLLECT ANY INFORMATION  
ON PEOPLE WHO USED OUR MEAL SI  
SITE.

EVEN -- MOVING FORWARD DO WE  
HAVE ANY PLANS TO LEARN MORE  
ABOUT HOW EFFECTIVE THIS PROGRAM  
HAS BEEN BEYOND JUST NUMBER OF  
MEALS HANDED OUT?

FOR EXAMPLE, NEIGHBORHOODS THAT  
ARE NOT UTILIZING AS MUCH.

ANY PLANS TO INCREASE  
ACCESSIBILITY IN THOSE  
NEIGHBORHOODS?

>> WE DO ACTUALLY HAVE THE  
INFORMATION ON FOOD ACCESS BY  
OUR NEIGHBORHOOD.

AND HOW MANY -- EAST BOSTON IS  
OUR HIGHEST AREA WHERE WE'RE  
HANDING OUT MOST OF OUR FOOD.  
GETTING THE WORD OUT THERE AND  
FAMILIES ARE ACCESSING FOOD  
THERE.

THEN WE HAVE OTHER SITES THAT  
AREN'T HANDING OUT AS MUCH FOOD.

WE THINK SOME OF THIS MIGHT BE LIKE LOCATION OF THE SCHOOLS WITHIN THE NEIGHBORHOOD AND ACCESS TO IT.

WE WILL BE RE-EVALUATING THAT IN TERMS MUCH OUR SUMMER SITES, WHICH ONES DO WE HAVE OR OTHER NEIGHBORHOODS WHERE WE NEED TO ADD ADDITIONAL ONES.

THIS IS BPS OUR DISTRIBUTION BUT WE'RE PARTNERING WITH THE CITY AND THE CITY IS ALSO HAS THEM AT THEIR NEIGHBORHOOD CENTERS AND ACROSS THE CITY AS WELL.

WE SEE THIS AS A JOINT EFFORT WITH OUR CITY PARTNERS.

AND FOOD ACCESS FOR THE ENTIRE CITY.

WE ARE SERVING THE CHILDREN BECAUSE THAT'S WHAT WE'VE IMPURSED FOR.

>> THANK YOU.

>> AND NOT JUST SERVING BOSTON PUBLIC SCHOOLS STUDENTS, WE'RE SERVING ANY CHILD THAT COMES UP.

>> THANK YOU.

I'M JUST CURIOUS ABOUT, I ALWAYS TALK ABOUT STUDENTS WHO ARE ABSENT, IF THEY WERE CHRONICALLY ABSENT BEFORE COVID I'M JUST CURIOUS ABOUT WHAT ARE WE LEARNING AND WHAT ARE WE LOOKING IN FROM GRADUATION RATES FOR SOME OF THE STUDENTS WHO HAVE FALLEN BEHIND AS A RESULT OF COVID-19.

WHAT IS THAT LOOKING LIKE, WHAT ARE WE THINKING ABOUT DOING TO SUPPORT THESE STUDENTS.

>> TO GET AT YOUR EARLIER QUESTION, IT WAS ABOUT 2% SAY THAT NONE OF THE DAY, 15% A LITTLE BIT.

DAY.

9% SAY, ALMOST ALL OF THE DAY. AND SO THAT IS KIND OF WHERE WE'RE AT.

THEN REMAINDER ABOUT 74% SAY THAT THEY'RE LEARNING MOST OF THE DAY.

THAT WAS QUESTION YOU ASKED EARLIER.

LAST QUESTION WAS ABOUT LEARNING, WHAT WE'RE FINDING OUT

ABOUT THEIR LEARNING.

>> THOSE WHO ARE CHRONICALLY ABSENT.

>> AS YOU KNOW THAT IS REALLY SCHOOL BY SCHOOL.

SOME OF OUR SCHOOLS HAVE REALLY GOOD ATTENDANCE.

SOME OF OUR SCHOOLS LIKE SOME OF OUR ALTERNATIVE SCHOOLS HAVE STRUGGLED WITH THEIR ATTENDANCE AND CHRONIC ABSENTEEISM PRIOR TO COVID.

WE SEE SOME OF THOSE SIMILAR PATTERNS HAPPENING STILL DURING THE COVID PERIODS.

STUDENTS WHO DIDN'T ENGAGE PRECOVID ARE STILL HAVING DIFFICULTY ENGAGING NOW.

WHAT WE'VE DONE IS ASKED SCHOOL LEADERS TO WORK WITH THEIR SCHOOL TEACHERS, SOCIAL WORKERS AND STUDENT SUPPORT TEAM TO DEVELOP PLANS.

THAT MAY BE WHY WE HAVE A LITTLE BIT LARGER PERCENTAGE OF STUDENTS ON SUPPORT PLANS THAN WHAT WE WOULD HAVE TYPICALLY ANTICIPATED WE WOULD HAVE. WE'RE ALSO USING OUR STUDENT ATTENDANCE OFFICERS TO HELP US WITH LOOKING AT STUDENTS AS WE WELL.

>> I'LL SAVE THE REST -- GREAT.

THANKS SO MUCH COUNCILOR MEJIA. COUNCILOR O'MALLEY THEN COUNCILOR CAMPBELL THEN COUNCILOR --

>> THANK YOU, MADAM CHAIR, GOOD AFTERNOON SUPERINTENDENT AND YOUR ENTIRE TEAM.

GREAT WORK DURING A VERY DIFFICULT TIME.

COUPLE OF QUESTIONS.

I WANT TO SKIP AROUND TO THE FIRST IS COUNCILOR ESSAIBI-GEORGE'S QUESTION ABOUT THE SPRING COACHES, YOU MENTIONED AGREEMENT MADE -- I KNOW THAT WITH SUBSTITUTE TEACHERS WE WERE PAYING AT PRIOR RATE IS THAT CONTINUING TO THE END OF THE SCHOOL YEAR?

>> YES.

WE ARE CONTINUING ALL OF THE AGREEMENTS THROUGH THE END OF THE SCHOOL YEAR.

THAT INCLUDED SUBSTITUTES.  
PER DIEM SUBS.

>> THANK YOU FOR THAT.

>> THE CONTRACT DOESN'T START UNTIL THE FIRST PAYROLL IS LATER IN AUGUST THAT THEIR START DATE THEIR CONTRACT YEAR IT DOES RUN A LITTLE BIT DIFFERENT FROM THE FISCAL YEAR IN TERMS OF THE DATES FOR MANAGER.

THE MANAGERIAL, WE'VE BEGUN HIRING FOR THOSE.

THEY WILL BE ACTIVE JULY 1.

DEPENDS ON WHETHER IT'S BTU OR BASIS POSITION.

>> SURE.

I UNDERSTAND.

SUFFICE IT TO SAY THAT TO DO SOME OF THE COMMUNITY OUTREACH AND FAMILY OUTED REACH THAT IS DESPERATELY NEEDED THROUGH THE SUMMER THERE WILL BE ADDED BODIES ON STAFF TO HELP FACILITATE THAT.

BAPTISM BY FIRE FOR SURE.

BUT AT LEAST THEY WILL BE ABLE TO HELP SUPPORT FAMILY ENGAGEMENT PIECE, IT'S CRUCIAL.

>> ABLE TO HIRE EARLIER WE COULD STILL OFFER THAT THEY PARTICIPATE IN PROFESSIONAL DEVELOPMENT WITH OUR TEAM ESPECIALLY THOSE 33

TRANSFORMATIONAL SCHOOLS WILL BE DOING A LOT OF PROFESSIONAL DEVELOPMENT THIS SUMMER.

>> COULD YOU HIRE THEM BEFORE THE BUDGET PASSED OR IS IT CONTINGENT ON THE BUDGET?

>> I DON'T KNOW IF WE COULD HIRE THEM BEFORE THE BUDGET IS ACTUALLY PASSED.

WE ARE CERTAINLY INTERVIEWING AND GETTING FOLKS IN THE PIPELINE READY TO GO ASSUMING THE BUDGET WILL PASS.

>> JUST MORE CURIOUS, I GUESS SOONER WE CAN GET THEM TO START HELP BOLSTER SOME OF THE EXTRA WORK THAT'S BEEN ADDED ON FOR YOU AND YOUR TEAM.



>> IF PEOPLE KNOW THEY'RE GOING TO BE HIRED, WE TELL THEM WHAT THEIR START DATE IS WE CAN STILL OFFER THEM TO COME ON BOARD AND PARTICIPATE IN THE PROFESSIONAL DEVELOPMENT.

>> SURE.

COMING FROM A FAMILY OF BOSTON PUBLIC SCHOOLS SCHOOL TEACHERS I'M CERTAIN THAT NEW HIRES WILL BE MORE THAN AMENABLE TO STARTING EARLY TO HELP, THE AMOUNT OF CHALLENGES AHEAD. YOU TALKED ABOUT WE'RE NOT QUITE SURE WHAT THE FALL LOOKS LIKE. I DON'T THINK ANYBODY IS TO BE HONEST WITH YOU, I DON'T THINK ANY SYSTEM IS.

SOME SYSTEMS HAVE BEEN MORE BU BULLISH ON PROSPECTS AND OTHERS, YOU CAN'T ANSWER THIS QUESTION BECAUSE BEEN WE DON'T KNOW WHAT IS GOING TO CHANGE.

DO YOU HAVE ANY SORT OF DATES IN TIME OR SORT OF BENCHMARKS WHERE YOU'RE GOING TO MAKE A DECISION ON WHAT THE SCHOOL YEAR WILL LOOK LIKE OR IS IT MORE WE'RE GOING TO COME UP WITH A BUNCH OF DIFFERENT CONTINGENCY PLANS AND SEE WHICH ONE NEEDS -- I GUESS BRIEFLY SORT OF TALK ABOUT WHAT THE THOUGHT PROCESS IS REALIZING SUCH A MAMMOTH UNDERTAKING SORT OF -- WE ARE THREE OR FOUR MONTHS AWAY WHEN THE NEW SCHOOL YEAR WOULD START.

WHAT IS GOING INTO THE CONVERSATIONS AND DECISION MAKING IN TERMS OF WHAT THE SEPTEMBER IS GOING TO LOOK LIKE AT BPS.

>> THERE ARE FOUR MAJOR BUCKETS THEN THE BUDGET BUDGET THAT WE'RE ALL TALKING ABOUT RIGHT NOW.

BUT BIGGEST MAJOR BUCKET IS AROUND ENROLLMENT, REGISTRATION AND ASSIGNMENT AND GETTING KIDS REGISTERED AND ENROLLED.

THAT IS A HUGE BIG PIECE.

THE SECOND IS THE HEALTH AND SAFETY OF OUR STUDENTS AND REALLY ALL OF THE PROVISIONS

THAT HAVE TO GO IN HEALTH AND SAFETY OF OUR STUDENTS. FROM PPE ORDERING AND HAND SANITIZING AND SOCIAL DISTANCING CONTINGENCIES. AND ALL WITHIN THE CDC GUIDANCE AND STATE GUIDANCE AROUND GROUP SIZE. AND WHAT IS POSSIBLE IN TERMS OF OPENING AND BEING IN BUILDINGS AND VENTILATION SYSTEMS AND ALL OF THAT. THEN WE GO INTO THE THIRD BUCKET WHICH IS FACILITIES. WE'RE LOOKING AT OUR SCHOOL BUILDINGS AND HOW BIG CLASSROOMS ARE AND TRYING TO FIGURE OUT HOW MANY KIDS CAN FIT IN A CLASSROOM. HOW MANY KIDS CAN FIT IN A DAY. HOW YOU WOULD SERVE FOOD DURING THE SCHOOL DAY. AND THEN THAT THEN DETERMINES STUDENTS' SCHEDULES AND WHAT DAYS KIDS TO GO SCHOOL IF THEY GO ALL DAY SOME DAYS, HALF DAYS, LIKE ALL OF THESE CONTINGENCIES THAT HAVE TO BE CONSIDERED. THEN FOURTH BUCKET IS REALLY TRANSPORTATION AND HOW DO YOU GET KIDS TO AND FROM SCHOOL SAFELY. DO THAT IN A WAY THEY CAN STILL GET THERE ON TIME. GETTING KIDS TO SCHOOL ON TIME IS A CHALLENGE. BUT NOW WITH COVID WE HAVE A LOT OF DIFFERENT CONSIDERATIONS IN TERMS OF HOW MANY KIDS CAN BE ON A BUS, HOW DO YOU KEEP THEM SOCIAL DISTANCE. HOW DO YOU KEEP THEM SAFE AND HOW BUSES ARRIVE. AND KIDS GET ON AND OFF BUSES. THOSE ARE REALLY THE KEY CORE AREAS. THAT IS ALL OBVIOUSLY GOING TO BE IMPACTED BY RESOURCES AND RESOURCE MANAGEMENT, PERSONNEL MANAGEMENT. IS THAT A FRAMEWORK FOR TI TIMELINE. WE KIND OF WORK BACKWARDS SAY, OKAY SCHOOL SUPPOSED TO START

SEPTEMBER 10.

WHAT DECISIONS, WHAT TIMELINES  
HAVE TO BE MET IN ORDER TO MEET  
THE GOALS OF WHATEVER THAT  
ACTION STEP IS THAT WE WANT TO  
DO.

>> RECOGNIZING THE FACT THAT  
EVEN WITH THE BEST PREPARATION,  
I KNOW YOU ARE DOING EVERYTHING  
HUMANLY POSSIBLE TO SORT OF PLAN  
OUT EVERY CONTINGENCY.

EVEN WITH THE BEST PREPARATION  
WHICH I WOULD -- ANY CITY IN  
AMERICA SUBPOENA AGAINST, THINGS  
CAN CHANGE.

THIS IS A LOT OF UNKNOWNNS RIGHT  
NOW THAT ARE GOING TO HAVE AN  
IMPACT.

JUST REST ASSURED,  
SUPERINTENDENT, I AND I KNOW I  
CAN SPEAK FOR MY COLLEAGUES WE  
ABSOLUTELY SUPPORT YOU AND THE  
ENDEAVOR.

IT IS INCREDIBLY HARD,  
INCREDIBLY COMPLICATED.

NOTHING IS EASY.

OUT OF EVERY CHALLENGE THAT  
COVID-19 HAS PUT BEFORE US I  
THINK THIS IS ONE OF THE MOST  
FAR REACHING AND IMPACTFUL.

WE APPRECIATE YOUR GOOD WORK.  
MY TIME IS NEARLY UP BUT I THINK  
WHOLE IDEA ABOUT FACILITIES IS  
GOING TO BE A HUGE COST  
ASSOCIATED WITH THAT.

FOR SOMETHING AS SIMPLE AS I  
ASSUME WE'D WANT TEMPORARY SINKS  
AND SOAP DISPENSERS IN EVERY  
CLASSROOM.

SOMETHING LIKE THAT IS JUST  
GOING TO OBVIOUSLY BE VERY  
EXPENSIVE.

BUT WE'RE COMMITTED TO IT.  
COMMITTED TO PROVIDED SAFE AND  
HEALTHY ENVIRONMENT FOR OUR KI  
KIDS.

THANK YOU ALL.

I'LL FOLLOW UP WITH ADDITIONAL  
QUESTIONS IN THE NEXT ROUND.

>> COUNCILOR, I'M ACTUALLY  
SURROUNDED BY AN INCREDIBLE TEAM  
OF FOLKS AT THE CENTRAL OFFICE  
WHO ARE HIGHLY TALENTED AND  
WE'RE ALL THINKING THROUGH THESE

THINGS TOGETHER.

DOING IT WITH THE MAYOR AND HIS FOLKS, AT THE CITY SO THAT WE CAN ALIGNED, EFFICIENT WITH OUR RESOURCES AND THEN REALLY PROTECTING OUR CHILDREN AND THEIR HEALTH AND SAFETY.

THANK YOU.

>> THANK YOU.

>> THANK YOU SO MUCH.

NEXT UP IS COUNCILOR CAMPBELL

THEN COUNCILOR ARROYO.

THEN COUNCILOR CAMPBELL.

COUNCILOR CAMPBELL.

SHE'S OFF.

GOING TO JUMP TO COUNCILOR

ARROYO.

>> HELLO.

THANK YOU, CHAIR.

MADAM CHAIR, I MIGHT NEED TWO ROUNDS ON THIS.

WE DO HAVE A HEARING SCHEDULED I THINK WE'RE LOOKING AT JUNE FOR THAT HEARING SPECIFICALLY TO ADDRESS THE REOPENING LOOKS LIKE AND WHAT THE SCHOOL YEAR 2021 LOOKS LIKE.

IF I COULD JUST GO BACK TO THE SLIDE.

WE HAD PHASE ONE.

PHASE TWO.

IT LOOKS LIKE PHASE TWO IS SPEAKING DIRECTLY TOWARDS THE FALL, IS THAT THE IDEA OF WHAT PHASE TWO IS?

BACK TO SCHOOL?

>> YES.

>> WHEN I LOOK AT THAT AND I THINK, IS IT SAFE TO SAY THAT IN THE THINKING BEHIND THE PHASE TWO OF BACK TO SCHOOL, THE PHASE ONE RETURN REFOCUS REALITY IS GOING TO HEAVILY ADDRESS SORT OF WHAT THAT LOOKS LIKE?

>> THE IDEA BEING THAT WE'RE ASSESSING HOW OUR LEARNING IS GOING TO BE ABLE TO REALLY UNDERSTAND WHERE THE DYNAMICS OF STUDENT LEARNING.

WE'RE SPENDING THE SUMMER UNDERSTANDING OUR OPERATIONAL CONSIDERINGS, THE SUPERINTENDENT MENTIONED THERE ARE A NUMBER OF DIFFERENT PARALLEL PATHS THAT

ARE ALL HAPPENING AROUND LOGISTICS, SAFETY, OPERATIONS AND COSTS.

THIS SUMMER IS THAT OPPORTUNITY TO BUILD THOSE PLANS OUT TO THE FALL BUILD FLEXIBILITY WITHIN THOSE PLANS FOR THE FALL.

>> IS THERE ANY HARD CONSIDERATIONS OR ANY ONE THING THAT WOULD PREVENT YOU FROM OPENING -- ANY ONE THING THAT HAS TO BE CHECKED, ONE BOX THAT WOULD HAVE TO BE CHECKED IN ORDER TO REOPEN?

>> CHILDREN HAVE TO BE ABLE TO RETURN AND THEIR HEALTH AND SAFETY BEING GUARANTEED.

I THINK THAT IS THE HARD BOX THAT THE MAYOR AND I WANT TO BE ABLE TO CHECK OFF.

THAT'S GOING TO BE RELIANT ON THE CDC AND THE STATE GUIDANCE AROUND REOPENING AND SAFETY OF OUR STUDENTS.

REALLY BASING THAT ON THE SCIENCE.

>> SO, I GUESS MY POINT IS IF THAT IS THE CASE, IF THE PANDEMIC IS STILL -- IF WE DON'T HAVE VACCINATION, DON'T HAVE SOME KIND OF CURE FOR THIS, IF IT'S STILL GOING ON IN THE FALL. YOU FORESEE A REALITY IN WHICH YOU COULD HAVE A SAFE SCHOOL REOPENING?

>> I DO SEE A REALITY IN WHICH WE COULD HAVE A SAFE SCHOOL OPENING.

BUT WE WOULD HAVE TO BE ABLE TO CHECK ALL THOSE BOXES AND THE WAY I UNDERSTAND IT NOW IS THAT WE'RE ABLE TO TEST, WE'RE ABLE TO SEE CONTINUED DECLINES IN THE COMMUNITY IN TERMS OF NEW CASES.

ALL OF THOSE GO INTO THE MEASURES AND THEN ALSO BEING ABLE TO HAVE ALL OF THE OTHER BOXES CHECKED AROUND OUR OWN HEALTH AND SAFETY, BEING ABLE TO ISOLATE STUDENTS.

IF THEY'RE SICK, HAVING OUR NURSING STAFF IN OUR BUILDING, THANK GOD WE ALREADY PASSED THAT LAST YEAR.

WE'LL HAVE THAT.

THERE'S A NUMBER OF THINGS THAT HAVE TO BE CHECKED FOR US TO BE ABLE TO OPEN UP SAFELY.

>> I THINK MY ONE CONCERN THAT I'M HAVING RIGHT NOW WITH THAT IS HAPPY 14th WE HAD A HEARING HERE, WOULD WERE HERE, I ASKED YOU SPECIFICALLY ABOUT REOPENING AND WHETHER OR NOT WE COULD DO THAT IF IT REQUIRED SOCIAL DISTANCING AND YOUR ANSWER WAS, QUOTE, I DON'T THINK WE CAN SAFELY OPEN SCHOOLS WITH SOCIAL DISTANCING FOR CHILDREN. CHILDREN -- I JUST DON'T KNOW HOW THAT WOULD EVEN BE POSSIBLE QUOTE HONEST LEE.

YES SEE NOW TEACHER COULD MANAGE THAT WITH TEN KIDS. THAT WOULD NOT BE MY RECOMMENDATION.

AND SO IN THE SPAN OF A LITTLE BIT OVER A MONTH, ARE WE NOW COMING ALONG TO THE THINKING THAT ALL OF THAT ISN'T ACTUALLY THE CASE WHEN IT COMES TO SOCIALLY DISTANCING REOPENING.

>> COUNCILOR ON APRIL 14 I DIDN'T REALIZE WHAT IS TODAY. AS THIS THING EVOLVES, I GET MORE AND MORE EVIDENCE AND I GET MORE AND MORE CLEAR ON WHAT THIS VIRUS IS AND LOOKING TO SCIENCE AND LISTENING TO THE ADVISORS OF THE CDC OBVIOUSLY.

SO THAT WILL BE MY GUIDE POST FOR HOW WE OPEN.

I DO THINK FOR OUR YOUNGER CHILDREN, THIS IS WHAT I'M HEARING ACROSS THE NATION IS IT'S MUCH HARDER FOR YOUNGER CHILDREN, RIGHT?

THEY WILL TAKE THEIR MASKS OFF OR PUT IT BACK ON.

WE HAVE TO REALLY THINK ABOUT WHAT WE PUT IN PLACE TO BE ABLE TO ASSURE FOR OURSELVES AND FOR OUR PUBLIC AND FOR OUR PARENTS THAT CHILDREN WILL BE SAFE WHEN WE RETURN THEM.

THAT WILL HAVE TO BE -- I WILL HAVE TO FEEL 100% CONFIDENT IN THAT WHEN WE SEND KIDS BACK TO

SCHOOL.

>> I THINK THE REASON WHY I PUT MORE THOUGHT ON APRIL 14th REASON FOR THAT IS, THE CDC WITH ALL DUE RESPECT I THINK THESE ARE THE CORRECT GUIDELINES THAT THEY'RE TRYING TO PUT OUT BUT THEY'RE NOT EDUCATORS.

THEY DON'T WORK WITH 3rd GRADERS AND 2nd GRADERS AND DON'T RECOGNIZE WHETHER THEY WOULD BE ABLE TO SOCIALLY DISTANCE.

AS AN EDUCATOR, I THINK THAT THOSE CONCERNS ARE CONCERNS ARE MULTIPLE TEACHERS, MULTIPLE PARENTS.

THE IDEA THAT THEY CAN'T DO THIS SOCIAL DISTANCING AND WE TALK ABOUT REOPENING.

MY CONCERN IS THAT THE REOPENING IS BECOMING POLITICAL DECISION, REOPENING IS BECOMING DECISION ABOUT WHAT CDC AND STATE GUIDELINES ARE.

BECAUSE IT HELPS WITH REOPENING OF OUR ECONOMY TO HAVE SCHOOLS OPEN RATHER THAN THE SAFETY OF OUR CHILDREN.

FROM THE CONCERNS THAT I HAVE, IT CONCERNS ME THAT WHEN WE'RE TALKING ABOUT EVEN A REEDUCATION AS TO WHAT SAFETY GUIDELINES ARE, A MONTH AGO YOU WERE ADAMANT THAT CHILDREN JUST COULDN'T FOLLOW THESE GUIDELINES.

NOW IN POSITION WHERE CDC FOR STATE GUIDELINES CAN SAY, WELL THESE ARE WHAT THE GUIDELINES ARE.

CHILDREN CAN FOLLOW THAT.

I THINK THAT IS NOT GOING TO HOLD UP.

MY CONCERN INSTEAD OF FOCUSING ON WAYS TO MAKE REMOTE LEARNING BETTER DURING FALL SEMESTER WHEN WE -- IF GOAL NOT TO REOPEN UNSTILL IT'S SAFE FOR ALL OUR CHILDREN I DON'T THINK WE CAN MAKE THAT COMMITMENT.

I DON'T THINK WE CAN ACTUALLY SAY THAT WE CAN KEEP ALL OF OUR CHILDREN SAFE IN REOPENING

SCHOOLS.

IF THAT IS ACTUALLY THE GOAL I  
THINK OUR TIME BETTER SPENT  
TRYING TO FIGURE OUT HOW TO MAKE  
REMOTE LEARNING WORK DURING FALL  
SEMESTER THAN TRYING TO FORCE  
THEM INTO SCHOOL AND FOLLOW  
THESE GUIDELINES THAT DON'T WO  
WORK.

I RECOGNIZE FOR A NUMBER OF  
DIFFERENT STANDPOINTS, KIDS WHO  
NEED DIFFERENT LEARNING, REMOTE  
LEARNING IS NOT CUTTING IT.

THAT IS HA REAL ISSUE.

FROM A HEALTH STAND POINT I  
WOULD HAVE ISSUE WITH IT WHERE  
THEY HAVE SEVERE COMPLICATIONS  
OR FAMILIES HAVE SEVERE  
COMPLICATIONS.

I THINK IN YOUR HEART AND IN MY  
HEARTED I RECOGNIZE THAT EVEN AS  
HIGH SCHOOLER I PROBABLY  
WOULDN'T KEEP THE MASK ON OR  
STAY AWAY FROM MY FRIENDS.  
THAT'S JUST REALITY WE HAVE TO  
FACE.

IT'S A HARD ONE.

BUT I DON'T SEE WORLD WE CAN  
FULLY REOPEN STAVE SAFELY.  
A MONTHOLOGY, I JUST WANT TO  
MAKE THEIR THAT AS WE MOVE  
FORWARD WE KEEP TRACK OF WHAT IS  
REALISTIC.

>> I APPRECIATE THAT, COUNCILOR.  
I JUST WANT YOU TO KNOW THAT I'M  
AT THE TABLE WITH THE MAYOR  
MAKING THESE REALLY HARD  
DECISIONS.

AND BOTH OF OUR HEARTS ARE AT  
THE TABLE, THEY'RE ALWAYS GOING  
TO BE FOCUSED ON CHILDREN AND  
NOT A POLITICAL DECISION.

THAT'S WHAT I HAVE COME TO  
REALLY ADMIRE ABOUT HIM THAT HE  
IS PUTTING THE HEALTH AND SAFETY  
OF OUR COMMUNITY FIRST AS WELL  
AS I AM.

WE'LL BOTH BE AT THE TABLE.

WE'LL HAVE TO CHECK OFF A BUNCH  
OF BOXES BEFORE I WOULD MAKE THE  
DECISION AND RECOMMEND THAT TO  
THE MAYOR THAT WE REOPEN.

SO MY JOB AS SUPERINTENDENT IS  
TO ENSURE THAT WE ARE ABLE TO DO



THIS SAFELY.  
WHETHER IT'S FIVE KIDS IN A  
CLASS OR TEN KIDS IN A CLASS.  
I'M THINKING ON APRIL 14th, A  
NORMAL CLASS WAS 25 CHILDREN OR  
26 CHILDREN IN IT.  
THAT WOULD NOT BE FEASIBLE.  
BUT IF WE WERE HAVING MUCH SM  
SMALLER NUMBER OF CHILDREN IN A  
CLASSROOM IT WOULD BE MUCH MORE  
FEASIBLE FOR CHILDREN TO BE ABLE  
TO DO THAT AND SOCIAL DISTANCE.  
BUT IT WOULD BE REALLY  
CHALLENGING FOR TEACHER TO DO  
THAT WITH 26 KIDS IN A VERY  
SMALL CLASSROOM.  
WE'RE DOING ALL OF THOSE  
PREPARATIONS NOW.  
MEASURING OUR CLASSROOMS.  
LOOKING HOW MANY STUDENTS CAN  
SAFELY BE IN THERE AND WHAT  
WOULD BE THE NORMAL PROTOCOLS  
THAT TEACHER AND HOW MANY ADULTS  
WOULD IT TAKE TO BE ABLE TO DO  
THAT SAFELY.  
SO WE'LL HAVE ALL OF THAT READY  
TO GO BEFORE WE ACTUALLY SAY,  
YES, WE WILL BE REOPENING.  
>> I SEE THE GAVEL.  
I HAVE ONE DIRECT FOLLOW UP THAT  
WILL BE SHORT.  
>> YOU'RE WAY OVER, COUNCILOR.  
>> I'LL SAVE IT FOR ROUND TWO.  
THAT'S FINE.  
THANK YOU.  
>> NEXT UP COUNCILOR CAMPBELL  
WHO HAD GOTTEN KICKED OFF.  
THEN COUNCILOR EDWARDS.  
>> THANK YOU.  
VERY QUICK.  
MY COLLEAGUES HAD GONE THROUGH  
REOPENING QUESTIONS.  
I'LL JUST STICK TO, THESE ARE  
IDEAS OR SUGGESTIONS AND  
THOUGHTS ABOUT IT.  
ALSO PARTNERSHIP THAT WE MIGHT  
CONSIDER.  
ONE PARTNERSHIP I'M CURIOUS IF  
WE THOUGHT ABOUT IS OUR  
UNIVERSITIES.  
THEY HAVE BEEN HELPFUL IN TERMS  
MUCH SPACE AND DORMS FOR OUR  
HOMELESS POPULATION BUT I'M  
WONDERING IF THEY DO NOT COME

BACK AND THEY GO ONLINE OR THEY GO TO LIMITED RESOURCES, THEY HAVE CLASSROOM SPACE AS WELL. I'M WONDERING IF PARTNERING WITH THEM ALLOWS FOR OUR CLASSES TO STRETCH OUT OR FOR SOME OF OUR OLDER, LARGER STUDENTS TO BE ABLE TO USE SOME FACILITIES.

ON OUR UNIVERSITY CAMPUSES. WHAT KIND OF PARTNERSHIP THAT WOULD ALLOW FOR US TO STRETCH OUR KIDS OR STRETCH THEM FURTHER.

I ALSO WONDER IN TERMS OF PARTNERSHIP FOR SOCIALLY DISTANCES FOR OUR LITTLE ONES, NOT JUST ON UNIVERSITY CAMPUSES, DAYCARE, LOOKING AT GENERAL DAYCARE FACILITIES WONDERING HOW AND IF UNIVERSAL PRE-K COULD BE ADJUSTED IN A DIFFERENT WAY THAT ALLOWS FOR US TO START THE PIPELINE AND ALSO SOCIALLY DISTANCE.

I'M WONDERING IF THERE HAVE BEEN ANY CONVERSATIONS ON UNIVERSITIES HOW THEY CAN BE HELPFUL, WHICH THEY HAVE BEEN NOT AS GOOD WHEN IT COMES TO THEIR PILOT PAYMENTS BUT THEY HAVE FACILITIES, THEY HAVE SP SPACE.

I'M CURIOUS IF BPS EVEN TRIED TO TAP INTO THAT?

>> OUR UNIVERSITY PARTNERS HAVE REACHED OUT TO US ESPECIALLY LIKE TUTORING USING SOME OF THE P COUNSELING STAFF OR PRESERVICE TEACHERS TO SUPPORT US IN OUR WORK IN TERMS OF FACILITIES WE'RE LOOKING AT THE -- ALL OPTIONS ARE ON THE TABLE.

WE'D BE GLAD TO CONTINUE TO LOOK AT THAT AS A POSSIBILITY.

>> MOSTLY BECAUSE THEY HAVE BEEN PRETTY BAD IN TERMS OF THEIR COMMUNITY BENEFITS AND THEIR PILOT PAYMENTS TOWARDS THE CITY OF BOSTON.

I THINK IT'S A TIME FOR THEM TO RISE TO THE OCCASION, IT COULD BE GUIDED BY BPS.

I HOPE THERE IS MORE AGGRESSIVE CONVERSATION WITH THEM ABOUT THE

COMMUNITY COMMUNITY BENEFITS  
THAT THEY HAVE AGREED TO PROVIDE  
TO THE CITY OF BOSTON.  
TO HELP US AND BPS SCHOOLS.  
THE OTHER THING I WAS WONDERING  
IS, I THINK IT'S THE LAST  
HEARING, TWO BUDGETS AGO, WE  
DISCUSSED VACCINATION.  
AND AT THE TIME THE VACCINATION  
RECORDS RATE NOT THE ACTUAL KIDS  
WHO GOT THE SHOT WAS LIKE 50%.  
THAT WE HAD RECORDS ON KIDS WHO  
HAD GOTTEN VACCINATED.  
I'M CURIOUS, AGAIN, FINGERS  
CROSSED THERE'S A VACCINATION OR  
SOMETHING THAT PUTS US US IN A  
BETTER POSITION NOT JUST IN THIS  
PANDEMIC IN GENERAL.  
WHAT ARE VACCINATION RATES RIGHT  
NOW -- VACCINATION RECORD RATES.  
I THINK THE GOAL WAS TO GET  
TO -- GOAL WAS 100%.  
BUT WE WERE MOVING FAST TOWARDS  
GETTING THAT TAKEN CARE OF.  
>> WE DO REQUIRE VACCINATIONS  
UPON REGISTRATION.  
SO WE CAN CERTAINLY GET WHAT  
THAT PERCENTAGE IS.  
I THINK IT'S BETTER THAN 50%.  
BUT I DON'T HAVE THOSE  
PERCENTAGES RIGHT IN FRONT OF ME  
IN TERMS OF OUR -- I THINK WE'RE  
WELL ABOVE 50% RATE.  
AND THEN IF THE NEW VACCINE IS  
GIVEN I'M SURE THAT IT'S GOING  
TO BE AVAILABILITY OF THOSE  
VACCINES.  
THE CDC AND STATE MAKE THOSE  
DECISIONS ABOUT HOW THOSE ARE  
ACTUALLY GIVEN OUT.  
>> RIGHT.  
BUT WE NEEDED TO MAKE SURE THAT  
WE HAD OUR RECORDS TOGETHER.  
IT WAS AS WELL AS 50% IN TERMS  
OF THE RECORDS.  
NOT THE KIDS WHO GOT THE SHOTS.  
I WANT TO MAKE THAT DISTINCTION.  
I DON'T BELIEVE THAT ONLY 50% OF  
THE KIDS IN BPS WERE VACCINATED.  
I THINK THAT WE MADE THAT CLEAR  
IN THAT HEARING, WE DIDN'T HAVE  
RECORDS FOR A LOT OF THEM.  
THAT NEEDS TO BE CORRECTED MAY  
HAVE WELL BEEN BUT I'M CURIOUS

WHERE WE ARE ON THAT.  
AND THEN IN TERMS OF OUR SENIORS  
OR OLDER STUDENTS, THIS SEEMS  
LIKE A WONDERFUL OPPORTUNITY,  
OTHER HIGH SCHOOLS HAVE BEEN  
BUILDING A PLATFORM AND PIPELINE  
INTO LOCAL COMMUNITY COLLEGES.  
TO BASICALLY HAVE THEM GRADUATE  
WITH A YEAR OF COLLEGE UNDER  
THEIR BELT.

I FEEL LIKE COLLEGES ARE MOVING  
ONLINE SOME OF OUR CLASSES ARE  
GOING TO STAY ONLINE FOR SOME OF  
OUR OLDER KIDS, THE ABILITY FOR  
THEM TO LEARN AND GET COLLEGE  
CREDIT I THINK THAT IS AN  
INFRASTRUCTURE THAT WE SHOULD  
KEEP.

IT ALLOWS FOR THEM TO DO SOCIAL  
DISTANCING, ALLOWS FOR US TO  
HAVE FEWER KIDS IN SCHOOL,  
ESPECIALLY AS THEY GET SENIOR,  
JUNIOR LEVEL.

SO IT DOESN'T HOLD THEM BACK,  
ALLOWS THEM TO KEEP PUSHING  
FORWARD.

I'M CURIOUS HOW WE'RE  
STRENGTHENING RELATIONSHIP WITH  
LOCAL COMMUNITY COLLEGES FOR  
KIDS WHO ARE READY AND ABLE TO  
START EARNING COLLEGE CREDITS.  
THAT THEY CAN DO SO FROM HOME.

>> A CONSORTIUM OF UNIVERSITY  
PARTNERS THAT OUR TEAM IS  
WORKING WITH WEEKLY.

ALSO PART OF OUR HIGH SCHOOL  
REDESIGN TO DO EARLY COLLEGE AND  
CONCURRENT ENROLLMENT.

WE'LL BE STRENGTHENING THOSE  
RELATIONSHIPS NEXT YEAR.

AS YOU KNOW FOR OUR HIGH SCHOOL  
REDESIGN, AS OUR HIGHER  
EDUCATION PARTNERS AT THE TABLE  
WITH US THERE AS WE DEVELOP OUR  
PATHWAYS AND EARLY COLLEGE  
PROGRAMS.

>> I SEE MY TIME IS UP.

BUT I -- IF I HAVE ANY QUESTIONS  
AFTER THE SECOND ROUND I WILL  
STICK AROUND.

THANK YOU VERY MUCH.  
REALLY WOULD LIKE THE  
VACCINATION EFFORTS.

>> THANK YOU.

>> GREAT.  
THANK YOU SO MUCH COUNCILOR EDWARDS.  
NEXT UP NOW COUNCILOR CAMPBELL.  
>> THANK YOU, COUNCILOR BOK.  
MY APOLOGIES FOR FALLING OFF THE INTERNET CONNECTION WENT BAD FOR A MINUTE.  
MANY OF MY QUESTIONS SPECIFICALLY WERE ASKED BY SOME OF THE COLLEAGUES.  
I ALSO HAD QUESTIONS RELATED TO OUR SPECIAL NEEDS AND ENGLISH LANGUAGE LEARNERS.  
FOR THE SAKE OF TIME, COUNCILOR JANEY AND OTHER COUNCILORS ALSO ASKED QUESTIONS I THINK COUNCILOR JANEY HAS SPECIFIC REQUESTS AROUND SOME INFORMATION THAT WE COULD GET NUMBERS OF HOW STUDENTS ARE DOING.  
I WOULD JUST ADD MY NAME IS THAT REQUEST.  
ONE QUESTION I DO HAVE IS WITH RESPECT TO THE REOPENING CONVERSATION, THERE'S SOME TASK FORCE FORMING TO MAKE A SPACE FOR TEACHERS AND EDUCATORS TO BE ABLE TO INFORM THOSE CONVERSATIONS WHICH I THINK IS INCREDIBLE.  
CURIOUS IF THERE IS GOING TO BE ANY OTHER WORKING GROUPS OR TASK FORCE WHERE SOME STUDENTS OR FAMILIES OR PARENTS MIGHT BE ABLE TO PARTICIPATE WITH BPS WITH RESPECT TO THE REOPENING CONVERSATIONS IN THE FALL.  
AND ALSO OF COURSE ANY PLANNING WITH RESPECT TO THE SUMMER, CURIOUS TO WHAT EFFORTS ARE BEING DONE FROM THERE TO SPECIFICALLY INCLUDE STUDENTS, PARENTS AND FAMILIES.  
WITH STRATEGIC PLANNING.  
BUT ALSO TRYING TO ENGAGE WITH ALL OF OUR KEY STAKEHOLDER GROUPS, THE OAG TASK FORCE, SOME OF THE MORE OFFICIAL FORMAL WAYS BUILT ALSO JUST PARENTS IN HAVING THEM PARTICIPATE THEN WE'VE BEEN PARTICIPATING WITH OUR EQUITY ROUNDTABLE WHICH HAS, AGAIN, OVER 80-120 EACH WEEK OF

OUR PARTNERS AND KEY PARTNERS  
AND STAKEHOLDERS.  
WE BEGIN TO HAVE THOSE  
CONVERSATIONS WITH THEM AS WELL.  
SO THAT IS ANOTHER WAY TO ENGAGE  
THEM.  
THEN I MEET WEEKLY WITH THE BSAC  
MEMBERS AND YOUTH CABINET.  
THAT IS ANOTHER WAY.  
I DO THINK IT WOULD BE GOOD TO  
HAVE A YOUTH TOWN HALL AROUND  
THESE IDEAS AS WELL.  
>> THANK YOU, SUPERINTENDENT.  
THAT SOUNDS FANTASTIC.  
KUDOS TO YOU FOR THINKING  
OUTSIDE OF THE BOX WITH RESPECT  
TO SOME OF THE GROUPS.  
AND INTENTION FAMILIAR HOW YOU  
ENGAGE PARENTS THAT MAY NOT SHOW  
UP IN THAT CASE.  
MAY SHOW UP IN COMMUNITY-BASED  
ORGANIZATIONS OR OTHER SPACES OF  
COURSE OUR YOUNG PEOPLE.  
THANK YOU FOR OTHER QUESTION I HAVE,  
AND I APOLOGIZE -- IF THIS CAME  
UP, COUNCILOR BOK CAN JUST SAY,  
THAT CAME UP, LISTEN TO THE PART  
YOU MISSED -- IS -- THERE'S  
OBVIOUSLY A LOT OF TALK IN  
CONVERSATION, NOT JUST IN BOSTON  
BUT ACROSS THE COUNTRY ON  
LEARNING LOSS.  
SOME PEOPLE CALL IT COVID-19  
LEARNING LOSS.  
RIGHT?  
WHAT STUDENTS WERE ALREADY  
SUSCEPTIBLE TO LEARNING LOSS AND  
NOW, OF COURSE, EVERYONE -- ALL  
OF OUR STUDENTS ARE SUSCEPTIBLE  
TO SOME LEARNING LOSS BECAUSE OF  
THIS AND, SPECIFICALLY, YOU  
KNOW, STUDENTS WHO ARE -- OUR  
SPECIAL NEEDS STUDENTS, STUDENTS  
WITH IEPs, ENGLISH LANGUAGE  
LEARNERS, THOSE STUDENTS WHO ARE  
TRYING TO WORK VIRTUALLY WHILE  
ALSO TAKING CARE OF A YOUNGER  
SIBLING.  
I'VE SEEN THAT IN SOME OF MY  
VIRTUAL CLASSROOM SETTINGS.  
IT'S REAL.  
I'M CURIOUS ON A HIGH LEVEL,  
PEOPLE ARE GOING TO TRY TO DO  
MORE STUDIES ON THIS.

OBVIOUSLY, WE STILL NEED A LOT MORE -- WE NEED TO KNOW MORE IN ORDER FOR US TO MAKE -- BEFORE WE MAKE CONCLUSIONS, RIGHT, WITH RESPECT TO THE LEARNING LOSS, BUT BASED ON WHAT YOU'RE SEEING AND HEARING FROM YOUR TEAM MEMBERS, COMMUNITY, PARENTS, ALL OF THE STAKEHOLDERS YOU'RE ENGAGING WITH, I'M CURIOUS WHAT YOUR PERSPECTIVE IS ON THE LEARNING LOSS THAT WILL HAPPEN AS A RESULT OF COVID-19 FOR OUR STUDENTS AND PARTICULARLY SOME THAT FALL INTO CERTAIN CATEGORIES, WHAT YOUR SORT OF PERSPECTIVE IS ON THAT.

>> WELL, CERTAINLY KNOW WE HAD 75% OF OUR STUDENTS WHO ARE HIGH NEED IN BOSTON, 50% WHO HAVE HOME LANGUAGES OTHER THAN ENGLISH, A LARGE UNDOCUMENTED NEW-TO-COUNTRY POPULATION AS WELL AS 22% OF OUR STUDENTS WITH DISABILITIES.

SO THE CHALLENGES AND THE BARRIERS THAT SOME OF OUR CHILDREN FACING, BOTH HISTORIC AND SYSTEMICALLY, ARE GREAT, RIGHT?

AND THEN THIS HAS REBILLED THEM EVEN FURTHER AND FAMILIES ARE STRUGGLING AS WE SEE WITH OUR NUMBERS OF FOOD DISTRIBUTION GOING UP EACH WEEK, WE KNOW THAT THIS IS NOT GETTING EASIER BUT IT'S GETTING HARDER FOR FAMILIES.

AND AS THIS GOES ON, WE KNOW THAT THE EFFECTS ARE VERY -- ARE CUMULATIVE AROUND THE MENTAL HEALTH OF WHAT IT MEANS TO BE SHELTERING IN AND THE CHALLENGES.

THAT'S WHY I THINK IT'S SO IMPORTANT TO CONTINUE TO ENGAGE OUR STUDENTS AND TRY TO FIND WAYS TO DO THAT.

AND WE'VE DONE THAT WITH OUR STUDENT SUPPORT TEAMS TO FIGURE OUT EACH -- FOR EACH INDIVIDUAL FAMILY BECAUSE CIRCUMSTANCES ARE SO UNIQUE AND DIFFERENT FOR EACH FAMILY.

IT'S -- THAT IS REALLY THE CHALLENGE.

AND REALLY THE ONLY WAY I'VE ACTUALLY SEEN US BE ABLE TO CLOSE OPPORTUNITY ACHIEVEMENT GAPS IS ONE BY ONE, CASE BY CASE WITH THE STUDENT SUPPORT TEAM MODEL IN MY CAREER.

SO I'M GLAD TO HAVE PUT THAT IN PLACE IN A MORE COHERENT WAY ACROSS THE ENTIRE DISTRICT BECAUSE IT WAS -- SOME SCHOOLS HAD REALLY STRONG PROCESSES AND SOME SCHOOLS DIDN'T HAVE STRONGS FOR THAT.

AND NOW WE'VE BUILT A REALLY STRONG PROCESS FOR THAT AS WELL AS OUR EQUITY ROUND TABLES FOR SCHOOL LEADERS TO PARTNER WITH THEIR COMMUNITY AND WITH COMMUNITY-BASED ORGANIZATIONS SO THAT THEY CAN TAKAL PRACTICE AND REALLY SOLVE IT TOGETHER.

AND I THINK THOSE TWO PIECES ARE TWO PIECES THAT ARE GOING TO CONTINUE INTO THE FUTURE THAT ARE GOING TO HELP US IDENTIFY WHERE THIS LEARNING LOSS HAS HAPPENED -- IS HAPPENING.

AND THEN TO CONTINUE TO SUPPORT CHILDREN AND THEIR FAMILIES, NOT JUST CHILDREN, BUT ALSO THEIR FAMILIES AND WRAP AROUND THE COMMUNITY SUPPORTS TO DO THAT, BECAUSE WE CANNOT DO IT ALONE. AND IT'S GOING TO TAKE ALL OF US.

>> THANK YOU, SUPERINTENDENT. I SEE THE GAVEL.

I CAN WAIT FOR ANY PRESSING QUESTIONS FOR THE NEXT ROUND. THANK YOU, GUYS.

THANK YOU, SUPERINTENDENT.

>> GREAT.

THANK YOU SO MUCH, COUNCILOR CAMPBELL.

NOW JUMP TO MY QUESTIONS.

TO START OUT WITH, I GUESS THESE ARE SORT OF BUDGET RELATED AND MAYBE MORE FOR NATE, JUST ABOUT -- SO, I MEAN, WHEN YOU PULLED UP THE EXTRA COSTS FOR FY'20, 7.5 MILLION OF THOSE SEEMED PLAUSIBLE FOR



REIMBURSEMENT FROM A -- LIKE,  
FEMA MAYBE C.A.R.E.S. ACT  
PERSPECTIVE, BUT SOME OF THAT,  
LIKE, THE LOST FOOD AND THE --  
SORRY.

THAT'S COUNCILOR CAMPBELL'S  
TIMER.

SOME OF THAT, LIKE, THE FOOD WE  
HAD TO THROW AWAY, THE EXTERNAL  
FUNDS THAT WE DROPPED, THOSE  
SEEM LIKE LESS GOOD CANDIDATES.  
WHAT'S YOUR EXPECTATION ABOUT  
HOW WE'RE GOING TO FILL THAT  
HOLE?

AND THEN MY SECOND QUESTION IS  
KIND OF LOOKING AHEAD.

I MEAN COUNCILOR O'MALLEY  
ALLUDED TO THE FACT THAT THE  
KINDS OF RETRO-- THE KINDS OF  
ADJUSTMENTS TO OUR SCHOOL  
ENVIRONMENTS THAT THE CDC'S  
GUIDANCE IS GOING TO ENTAIL SEEM  
ENORMOUSLY COSTLY.

THEY'RE WELL BEYOND THE CAPITAL  
INVESTMENTS THAT WE ARE  
PLANNING.

CERTAINLY, I THINK, THERE'S A  
HUGE QUESTION MARK VIS-À-VIS  
BUSES.

DO YOU NEED TO BE RUNNING DOUBLE  
TRIP?

WHAT ARE YOU PAYING TO DO THAT?  
AND THE POTENTIAL FOR, LIKE, AN  
EXTREMELY LARGE DELTA HERE IS  
PRETTY HIGH.

SO I'M SURE THAT WE WOULD FIRST  
BE SEEKING THAT MONEY THROUGH  
FEMA, THROUGH C.A.R.E.S., ETC.,  
BUT PRESUMABLY TO TAKE ON A  
FINANCIAL LIABILITY THAT COULD  
LOOK LIKE, WE OH, I DON'T KNOW,  
10% OF THIS DISTRICT'S BUDGET,  
20% OF THE DISTRICT'S BUDGET?  
WE'RE TRYING TO GET UP INTO  
REALLY HIGH NUMBERS.

I'M WONDERING HOW YOUR TEAM AND  
THE BUDGET OFFICE ARE THINKING  
ABOUT WHAT WE CAN TAKE ON WITH A  
REIMBURSEMENT EXPECTATION AND  
HOW WE'RE GOING TO HANDLE THAT  
FINANCIALLY?

>> SO AT FIRST I WOULD SAY A  
LARGE PORTION OF THE CHROMEBOOK  
COSTS WERE PAID FOR OUT OF THE

RESILIENCY FUND, SO WE'RE VERY FORTUNATE TO BE ABLE TO DO THAT. WE ALSO HAD PLAN IN PLACE ALREADY FOR FY21 TO MOVE TO ONE-TO-ONE DEVICES.

WE'RE EXPLORING THAT ONE-TO-ONE OUT DISTRICT-WIDE AS A WAY TO DEAL WITH THAT.

I SHOULD HAVE SAID UP FRONT -- I APPRECIATE YOU GIVING ME THE OPPORTUNITY -- WE'RE EXTREMELY CONFIDENT THAT WE'RE GOING TO BE ABLE TO CLOSE THIS FISCAL YEAR WITHOUT ANY ADDITIONAL APPROPRIATIONS AND TO CREATE SOME FLEXIBILITY FOR SUMMER SCHOOL BY -- WE DID PUT IN PLACE SORT OF A SHUTDOWN OF ALL SPENDING AT THE SCHOOL LEVEL AND SOME OTHER OFFSETTING SAVINGS FROM THINGS LIKE UTILITIES OR FROM TRANSPORTATION.

YOU ARE CORRECT.

A MILLION DOLLARS IN MAINTAINING SAFE AND HEALTH FOR OUR FRONTLINE WORKERS.

SOME OF THAT WILL BE SUBMITTED TO FEMA FOR REIMBURSEMENT. WE'RE TRYING TO FIGURE OUT HOW TO LEVERAGE THAT IN THE BEST WAY FOR FY21.

I THINK THERE ARE SO MANY DIFFERENT SCENARIOS THAT WE'RE EXPLORING WITH SO MANY HIGH COSTS THAT YOU'RE RIGHT, THAT IF YOU START IT DO IT ON THE BACK OF THE UNTIL, IT STARTS TO BECOME -- OF THE UNTIL, IT STARTS TO BECOME --

>> ENORMOUS.

IT'S HARD NOT TO, PARTICULARLY WHEN WE START TALKING ABOUT OUR TRANSPORTATION BUDGET.

I THINK WHAT WE KNOW AND WA WE'RE EXPLORING ARE HOW YOU CAN DO IT IN MULTIPLE DIFFERENT SCENARIOS AND FIGURE OUT WHAT IS THE MOST EFFECTIVE WAY FOR ENSURING EDUCATION IN OUR STUDENTS.

AND I THINK WHAT WE'RE TALKING ABOUT IS TRADE-OFFS THAT ARE BOTH RELEVANT AS THE

SUPERINTENDENT SAID, NOT COMPROMISING ON THE HEALTH AND SAFETY OF OUR STUDENTS AND STAFF.

THAT'S NOT SOMETHING TO BE FACTORED IN -- THAT IS A -- SORT OF A EXCLUSIONARY FACTOR.

THEN THE SECOND IS WHAT ARE THE TRADE-OFFS?

WHAT ARE THE BENEFITS OF REMOTE VERSUS IN-PERSON?

WHAT ARE THE DIFFERENT WAYS TO SERVE KIDS?

HOW ARE WE THINKING ABOUT IT FOR -- FOR A -- BASICALLY BEING ABLE TO SUPPORT FAMILIES IN THIS?

I KNOW AS A PARENT OF TWO YOUNG KIDS, WHEN I THINK ABOUT THE ALTERNATIVES AND HOW WE MAINTAIN OUR WORK SCHEDULES IN ONLINE LEARNING AS I THINK COUNCILOR WU MENTIONED THIS MORNING IN A HEARING THAT SHE HAD TO MAKE SURE ONE OF HER KIDS IS LOGGING INTO ZOOM.

IT'S A LOT OF WORK.

IT'S A LOT OF RELYING ON PARENTS AND FAMILY.

SO WE WANT TO GET A LOT OF FEEDBACK ON THAT.

WE'RE JUST GOING DOWN BASICALLY A NUMBER OF PARALLEL PATHS TO DO A LOT OF COSTING OUT, COME UP WITH A NUMBER OF SCENARIOS, PARTNERING WITH OTHER DISTRICTS, LEARNING WHAT THEY'VE DONE IN OTHER COUNTRIES AND RAPIDLY GETTING UP TO SPEED IN A NUMBER OF DIFFERENT OPTIONS.

IT'S PREMATURE FOR US TO NARROW DOWN BECAUSE AT THIS POINT, WHAT WE'RE REALLY TRYING TO DO IS JUST UNDERSTAND THE DIFFERENT CALCULATIONS BEING PUT IN PLACE.

AND SO THE SUPERINTENDENT MENTIONED SORT OF THE FOUR CRITICAL FACTORS, THE REASON WE KEEP TALKING ABOUT TRANSPORTATION IS -- THE REASON IT CAME UP THIS MORNING IS THE REASON IT COMES UP EVERY YEAR IN CITY COUNCIL.

WE SPEND A LOT OF MONEY ON TRANSPORTATION.

IT'S VERY EXPENSIVE RUNNING A FULL CHOICE DISTRICT. AND HAVING A LOT OF VERY SMALL SCHOOLS THAT WE ARE TRANSPORTING KIDS IN MANY DIFFERENT VERSIONS. EVEN AS I HEARD COUNCILOR EDWARDS' VERSION OF MAYBE USING UNIVERSITY SPACE, ALL I COULD THINK OF IT'S ONE MORE PLACE THAT WE'RE GOING TO BE TRANSPORTING KIDS. AND SO THESE ARE ALL THE FACTORS THAT ARE SPOILING AROUND IN OUR TEAM'S HEAD. THERE ARE A NUMBER OF PEOPLE MUCH SMARTER THAN I AM DOING THE MATH ON THE DIFFERENT SCENARIOS, AND SO I THINK WE'RE GOING TO BE LEARNING A LOT OVER THE SUMMER AND COMING UP WITH A LOT OF GREAT SOLUTIONS TO THIS CHALLENGE.

>> YEAH.

I GUESS THAT'S WHERE IT CONCERNS ME THAT WE HAVE A JUNE 30th DEADLINE MENTIONED IN THE MORNING FOR ASSIGNING IS A TRANSPORTATION CONTRACT JUST BECAUSE I CAN IMAGINE WITH THE PARALLEL PROCESSING SOME PRETTY RADICALLY DIFFERENT TRANSPORTATION, LIKE, SOLUTIONS, SOME OF WHICH WOULD POTENTIALLY PROVIDE SOME OF THE SAVINGS WE'RE GOING TO NEED FOR A NUMBER OF OTHER ENORMOUS COSTS.

>> I WOULD JUST SAY IN TERMS OF TRANSPORTATION AND -- I THINK THERE ARE TWO LIMITING FACTORS WHEN WE THINK ABOUT THE FLEXIBILITY IN TRANSPORTATION, THE FIRST IS THE CONTRACT WITH OUR TRANSPORTATION VENDOR, TRANSDEV, I THINK THERE'S A LOT OF FLEXIBILITY.

THE CONTRACT IS WRITTEN TO BE INNOVATIVE IN TERMS OF HOW THEY MANAGE THEIR OPERATIONS BACK WHEN WE FIRST IMENTED IT, NOW SIX OR SEVEN YEARS AGO.

THE OTHER CONSIDERATION IS COLLECTIVE BARGAINING.

WE ARE UNDER -- WE DO HAVE A COLLECTIVE BARGAINING AGREEMENT

WITH THE DRIVERS.

SO WHEN WE GO IN AND WE START TO CONSIDER DOING -- UPDATING ROUTES THROUGHOUT THE YEAR, THESE ARE FACTORS THAT REALLY WILL COME INTO PLAY AND SO THAT'S JUST A THIRD COMPLICATING FACTOR ON TRANSPORTATION -- OR ANOTHER COMPLICATING FACTOR ON TRANSPORTATION NOT JUST THINKING ABOUT THE VENDOR CONTRACT BUT ALSO OUR COLLECTIVE BARGAINING AGREEMENTS WITH THE DRIVERS UNION.

AND I SHOULD SAY -- I SHOULD HAVE SAID THIS AT THE START, I THANKED A UP INTO OF PEOPLE FOR THEIR HARD WORK.

OUR ASK ME UNION, OUR COLLECTIVE BARGAINING PARTNERS AND FACILITIES TEAM, REALLY THE CUSTODIANS HAVE DONE AN AMAZING JOB IN THEIR BUS DRIVERS, THE LOCAL BUS DRIVERS UNION, THEY HAVE ALSO BEEN GREAT PARTNERS WITH US.

SO WE ARE ASKING PEOPLE TO STEP UP AND DO MORE THAN THEY'VE EVER DONE BEFORE, AND I DON'T WANT TO MAKE IT SEEM LIKE THEY ARE AN -- SOMETHING TO OVERCOME.

IT'S JUST ANOTHER FACTOR TO CONSIDER WORKING WITH AS WE LOOK FOR MORE FLEXIBLE OPTIONS.

>> ABSOLUTELY.

AND I GUESS ONE OF THE THINGS I WONDER ABOUT IS, AS WE SORT OF PARALLEL PROCESS HERE, WE DO HAVE A LOT OF IMPORTANT COLLECTIVE BARGAINING AGREEMENTS AND I MEAN, WHEN YOU GO AND LOOK AT THE CDC GUIDELINES THAT WERE INTRODUCED LAST WEEK, FOR INSTANCE, RIGHT, THEY SUGGEST REALLY NOT MIXING GROUPS OF STUDENTS.

SO SUDDENLY, LIKE, YOU MIGHT HAVE SCHOOLS WHERE THE NORM IS TO SEND A -- REARRANGE THE CLASS GROUPINGS ESPECIALLY IN HIGH SCHOOLS OR WHATEVER WHERE WE MIGHT ACTUALLY WANT TO KEEP THEM STATIC AND SUDDENLY YOU'RE TALKING ABOUT CHANGING YOUR

WHOLE SCHEDULING DAY AND IF WE'RE ASKING TEACHERS TO SPLIT THEIR CLASS AND WE'RE STAGGERING TIMES AND, THEREFORE, YOU'RE ASKING EVERYBODY TO TEACH EVERY CLASS TWICE, I MEAN, THESE ARE ENORMOUS CHANGES IN OUR PRACTICE WITH OUR WORKERS.

AND SO I GUESS YOU JUST BROUGHT IT UP, NATE, BUT WE HAVEN'T REALLY TALK THE ABOUT THE COLLECTIVE BARGAINING PIECE OF HOW THAT GOES INTO THE PUDDLE TO MAKE WHATEVER RADICAL SHIFT NEEDS TO HAPPEN FOR THE FALL HAPPEN.

SO CAN YOU JUST EXPLAIN A LITTLE BIT ABOUT THE TIMING ON THAT?

>> LIKE I SAID, THIS IS -- THERE ARE PARALLEL PATHS TO ALL OF THESE OPTIONS.

WHAT WE NEED TO DO IS UNDERSTAND AN OPTION, UNDERSTAND FIRST OF ALL ITS ACADEMIC IMPACTS AND ACADEMIC VIABILITY OF IT, AND THEN WE'RE IN CONVERSATIONS NOW WITH ALL OF THE DIFFERENT PARTNERS TO GO DOWN THESE PARALLEL PATHS.

AND SO IT'S ONE OF THOSE THINGS WHERE MULTIPLE OPTIONS ARE MOVING DOWN THE PATH AND THINGS WILL START TO COME TOGETHER. OBVIOUSLY FOR FAMILIES, FOR THE CITY, WE ALL NEED MORE PREDICTABILITY, BUT THIS IS JUST -- I THINK WE COULDN'T COMMIT TO ANY SPECIFIC TIMELINE RIGHT NOW BECAUSE THERE'S SO MANY DIFFERENT FACTORS THAT WE'RE TRYING TO TAKE INTO ACCOUNT.

>> ALL RIGHT.

WELL, THAT'S ALL MY TIME. SO WE'LL GO BACK TO THE TOP. GOING TO COUNCILOR ED FLYNN. COUNCILOR FLYNN?

>> THANK YOU, COUNCILOR BOK. AND THANK YOU AGAIN TO THE SUPERINTENDENT AND TO HER BPS TEAM. SUPERINTENDENT, I JUST HAVE ONE QUESTION. I KNOW WE'RE PROVIDING

TREMENDOUS OUTREACH AND SUPPORT TO STUDENTS DURING THIS DIFFICULT PERIOD AND AS WELL AS FOR THE UPCOMING SCHOOL YEAR. COULD YOU TALK ABOUT SOME OF THE SERVICES OR PROGRAMS OR OUTREACH AND SUPPORT WE'RE ALSO ABLE TO PROVIDE TO OUR TEACHERS?

IT'S ALSO GOING TO BE A CHALLENGING TIME FOR THEM AND THEIR FAMILIES MAYBE BALANCING THEIR DUTIES AS A TEACHER BUT ALSO BALANCING THEIR DUTIES AS A PARENT OR TAKING THEIR KIDS TO A MEDICAL APPOINTMENT AS WELL. THOSE TYPES OF ISSUES.

BUT WHAT TYPE OF -- ARE WE THINKING OUTSIDE OF THE BOX, LIKE NATE SAID, IN TERMS OF WHAT WE COULD DO TO MAKE SURE THAT OUR TEACHERS ARE ALSO SUCCESSFUL AND BEING HELPED DURING THIS CHALLENGING TIME AS WELL?

>> THANK YOU FOR THAT QUESTION. AND I JUST WANT TO DO ANOTHER SHOUT-OUT TO OUR TEACHERS WHO ARE DOING AN AMAZING, AMAZING JOB OF REACHING OUT.

I KNOW IN THE EARLIER HEARING I TALKED A LITTLE BIT OF NOT ONLY ARE THEY PROVIDING THE REMOTE LEARNING EXPERIENCE BUT ALSO THE WRAP-AROUND SERVICES AND SUPPORT AND PROBLEM-SOLVING FOR FAMILIES TOO TO HELP STUDENTS AND THEIR FAMILIES GET WHAT THEY NEED. TEACHERS GET THEIR LARGEST SUPPORT FROM THEIR SCHOOL LEADERS.

WE BUILT THE MOU SO TEACHERS COULD WORK WITH INPUT INTO THEIR SCHEDULES KNOWING THAT TEACHERS HAD THEIR OWN FAMILIES AND CIRCUMSTANCES THAT THEY WERE ALSO DEALING WITH AT HOME. I CAN'T EVEN IMAGINE TRYING TO TEACH BACK WHEN I WAS A SINGLE MOM AND RAISING MY SON AND THEN HAVING TO TEACH MIDDLE SCHOOLERS REMOTELY BY A COMPUTER NOT HAVING ANY COMPUTER EXPERIENCE MYSELF AT THAT TIME.

I THINK IT WOULD HAVE BEEN EXTREMELY CHALLENGING TO DO SO.

SO, PRINCIPALS HAVE BEEN  
ADJUSTING AND WORKING WITH  
TEACHERS AND THEIR SCHEDULES.  
SOME TEACHERS ARE ACTUALLY  
WORKING ON WEEKENDS TO BE ABLE  
TO ADJUST THOSE SCHEDULES OR  
DOING THINGS IN THE EVENING AS  
WELL.

SO I THINK THAT THAT -- THAT'S  
ONE WAY WE'RE HELPING TO SUPPORT  
FOR THE UNIQUE NEEDS OF OUR  
TEACHERS AS WELL.

WE DO HAVE IN EMPLOYEE  
ASSISTANCE PROGRAMS IF TEACHERS  
ARE HAVING DIFFICULTY WITH  
MENTAL HEALTH SUPPORT.

SO WE ARE ALSO PROVIDING THAT  
SERVICE TO TEACHERS.

THEY ALSO CAN TAKE THEIR LEAVE  
IF THEY NEED TO TAKE THEIR  
LEAVE, WE'VE BEEN REMINDING THEM  
OF THAT, THAT IF THEY DO NEED TO  
TAKE LEAVE WE ARE PAYING OUR PER  
DIEM SUBS SO WE -- IF THEY NEED  
TIME, THEY SHOULD TAKE THE TIME  
AND WE CAN GET A SUBSTITUTE  
TEACHER LIKE WE WOULD DO DURING  
A REGULAR SCHOOL YEAR.

ALSO TEACHERS WANT TO FEEL  
HEARD.

THEY WANT TO FEEL VALUED.  
AND THAT GOES ALONG WAY TO THEM  
FEELING APPRECIATED AND IN DOING  
THIS WORK BECAUSE THEY ARE HUMAN  
LIKE EVERYBODY ELSE, AND I THINK  
TRYING TO -- IT'S WHY I DO THE  
FOCUS GROUPS AND WHY I MAKE  
MYSELF AVAILABLE.

I RESPOND TO TEACHERS  
IMMEDIATELY WHEN THEY SEND ME  
EMAILS AND EXITS BECAUSE I THINK  
THEY JUST WANT TO FEEL HEARD.

AND THAT GOES A LONG WAY WITH  
THEIR MENTAL HEALTH AND  
SUPPORTING THEM.

SO THOSE ARE SOME WAYS, AND  
THEN, OF COURSE, WE'RE DOING THE  
OTHER THINGS WITH PROVIDING  
PROFESSIONAL DEVELOPMENT FOR OUR  
TEACHERS AND THEN HAVING THEM  
SHARE THEIR BEST PRACTICES WITH  
EACH OTHER.

THAT GIVES TEACHERS ENERGY.

I ALWAYS SAY TEACHERS LEARN BEST



FROM OTHER TEACHERS.  
AND IF THEY HAVE THE OPPORTUNITY  
TO SHARE WITH EACH OTHER AND  
THEY GET JOY FROM THAT, I THINK  
THAT THAT'S GREAT.

YOU'LL SEE THESE WONDERFUL  
LITTLE VIDEO CLIPS THAT ARE  
GOING AROUND WHERE THEY'RE  
STAYING CONNECTED WITH EACH  
OTHER.

THEY'RE HOLDING UP SIGNS AND  
EDITING THESE VIDEOS SAYING, WE  
MISS YOU.

KIDS HAVE DONE WONDERFUL THINGS  
WITH DRIVING BY THEIR TEACHERS'  
HOUSES.

IVE OOH SEEN A COUPLE OF VIDEOS  
OF THAT ON TEACHER APPRECIATION  
DAY WHERE THEY DID REALLY  
SPECIAL EVENTS FOR TEACH  
TEACHERS TOO.

SO I THINK THOSE ARE THINGS THAT  
BUILD A SENSE OF COMMUNITY, A  
SENSE OF PRIDE AND A SENSE OF  
FAMILY THAT KEEP SUSTAINING US  
ALL.

>> WELL, THANK YOU,  
SUPERINTENDENT.

AND I KNOW YOU'VE ONLY BEEN HERE  
A SHORT PERIOD OF TIME, BUT I  
THINK YOU'VE DONE -- BEEN DOING  
AN EXCELLENT JOB BRINGING GREAT  
LEADERSHIP TO THE PUBLIC SCHOOLS  
AND THE CHILDREN AND THE  
TEACHERS.

SO JUST WANT TO SAY THANK YOU  
FOR BEING VERY RESPONSIVE AS  
WELL TO THE CITY COUNCIL.

THANK YOU, SUPERINTENDENT.  
AND THANK YOU, COUNCILOR BOK.

>> THANK YOU --  
SO MUCH.

THANKS, COUNCILOR FLYNN.  
NEXT UP, COUNCILOR -- I THINK  
COUNCILOR FLAHERTY HAD TO STEP  
OUT.

SO ACTUALLY WE'LL JUMP TO  
COUNCILOR BREADON.

COUNCILOR BREADON?

OKAY.

COUNCILOR BREADON, I'M GOING TO  
SKIP YOU BECAUSE WE'RE JUST  
GOING TO NEED TO KEEP GOING.  
SO KIM JANEY, COUNCILOR JANEY.

>> HOW ARE YOU?  
CAN YOU HEAR ME?  
>> YEAH, GREAT.  
THAT'S AN ADORABLE PHOTO.  
>> AW.  
THANK YOU.  
I THINK I WAS ABOUT 2 YEARS OLD  
THERE.  
ON MY LITTLE PLAY TELEPHONE.  
I JUST WANTED TO FOLLOW UP SOME  
OF THE QUESTIONS THAT I HAD  
BEFORE.  
THANK YOU, SUPERINTENDENT.  
YOU GAVE VERY THOROUGH, HELPFUL  
ANSWERS BUT HAD JUST A FEW  
FOLLOW-UPS.  
SO WE WERE TALKING ABOUT THE  
DIFFERENT ONLINE PLATFORMS SO  
YOU WERE MENTIONING, I THINK, AS  
THE CHIME WAS GOING OFF, YOU  
WERE MENTIONING, LIKE, IF A  
CHILD LOGS ON TO WIKIPEDIA OR  
SOMETHING FOR AN ASSIGNMENT THAT  
THERE IS AN ONLINE CLEBER, IS  
THAT WHAT IT'S CALLED, CLEBER IS  
CAPTURING THAT?  
>> YES, THE TEACHER HAS TO PUT  
THAT WEBSITE INTO THE CLEBER  
APPLICATION AND THEN WE CAN  
CAPTURE WHETHER THEY'RE ON THAT.  
IF THEY DO AN ASSIGNMENT, THEY  
CAN POST THEIR ASSIGNMENTS TO  
THE GOOGLE CLASSROOM OR A  
BULLETIN OR CHATS OR THINGS LIKE  
THAT, AND WE CAN CAPTURE THAT  
TOO IF THEY'RE SIGNED INTO THEIR  
GOOGLE ACCOUNT.  
>> SO I'M HEARING SOME FEEDBACK  
FROM TEACHERS THAT THE MORE  
STEPS THAT THEY GIVE FOR A YOUNG  
PERSON, THE LESS LIKELIHOOD OF,  
LIKE, LOGGING ON.  
SO IF YOU HAVE TO LOG INTO THIS  
AND THEN YOU LOG INTO THAT AND  
THEN YOU LOG INTO THIS THAT  
YOU'RE GOING TO LOSE FOLKS.  
IS THAT -- SO HELP ME -- I JUST  
DON'T KNOW WHAT THE PROCESS IS,  
AND I CERTAINLY WOULD SHARE THAT  
CONCERN.  
LIKE, I DON'T WANT TO BE  
OVER-COMPLICATES THINGS.  
OBVIOUSLY, I THINK IT IS VERY  
IMPORTANT THAT WE UNDERSTAND

WHAT -- WHICH STUDENTS ARE LOGGING ON TO THESE DIFFERENT SITES AND COMPLETING THEIR LESSONS AND WHO ISN'T SO THAT WE CAN SUPPORT THOSE WHO AREN'T, BUT COULD YOU JUST SPEAK TO THE PROCESS A LITTLE MORE?

>> AS LONG AS THEY LOG ON WITH THEIR BPS EMAIL, WE CAN PRETTY MUCH CAPTURE JUST ABOUT EVERYTHING.

BUT THERE ARE SOME APPLICATIONS, LIKE IF THEY SEND THEM TO A DIFFERENT APPLICATION AND WE DON'T HAVE THAT IN THERE AND SO THEN WE CAN'T GET THEM -- WE CAN'T SEE THAT IN OUR DATABASE.

>> I'M SORRY.

--

JUST KNOW THAT OUR CHAIRWOMAN IS VERY GOOD AT TIMEKEEPING AND SO I CERTAINLY DON'T MEAN TO CUT YOU OFF. I JUST HOPE TO GET IN A FEW MORE QUESTIONS.

I WONDER -- SO, IS THERE A SUGGESTED PREFERRED PLATFORM? ARE WE ASKING PEOPLE TO DO THE GOOGLE CLASSROOM VERSUS THE ZOOM VERSUS THE THIS VERSUS THE THAT? ARE TEACHERS WORKING WHAT'S BEST FOR THEM AND THEIR STUDENTS? HOW DOES IT ALL WORK? HELP ME UNDERSTAND THAT.

>> WELL, IT'S ALL OF THAT. RIGHT?

SO WHAT WE'RE TRYING TO DO WITH OUR DATA SYSTEM NOW, WHICH WE'VE HAD FOR JUST A FEW WEEKS, IS CAPTURE ALL OF THAT.

WE DO HAVE A NEW DATA SYSTEM THAT'S GOING TO BE MATCHED WITH IT.

I THINK IT'S CALLED IN "V" OR IN VINE OR INVIN.

IT'S A NEW SYSTEM THAT WILL BE ABLE TO CAPTURE OUR ZOOM OR OTHER APPLICATIONS THAT WE HAVEN'T BEEN ABLE TO CAPTURE BEFORE.

>> IN ADDITION --

HAVE A FEELING THAT'S PROMISING AND THAT WOULD BE INVISIBLE TO THE USER SO THAT

THEN THEY DON'T HAVE TO DO ALL  
THESE OTHER CLICKS.  
WE CAN ACTUALLY JUST CAPTURE IT.  
>> AND THE USER BEING THE  
STUDENT AND THE EDUCATOR.  
RIGHT?

>> YES.  
NO EXTRA WORK FOR EITHER.  
YES.

AND SO THIS IS A NEW PROBLKT  
THAT WE'VE JUST GOTTEN SO WE'RE  
DOING SOME DATA INTEGRITY TRIALS  
WITH THAT NOW AND SOME QUALITY  
CLEANUP AROUND THAT SO THAT WE  
CAN USE THAT AND ADD THAT TO OUR  
OTHER SYSTEMS AND HAVE A BETTER  
PICTURE OF WHEN STUDENTS ARE  
ONLINE OR WHETHER THEY'RE  
PARTICIPATING BY PHONE OR OTHER  
ZOOM AND THAT SORT OF THING.

>> AND ONE QUESTION I HAD IN THE  
EARLIER ROUND THAT I DON'T THINK  
WE GOT TO WAS HOW TEACHERS ARE  
BEING SUPPORTED IN THEIR EFFORTS  
TO COLLABORATE, TO DO SHARED  
PLANNING FOR PROFESSIONAL  
DEVELOPMENT.

AND I WONDER ABOUT THAT, JUST  
HOW TEACHERS HAVE TO DO THAT AS  
PART OF -- THAT'S WHAT THEY --  
FROM MY CONVERSATIONS WITH  
TEACHERS, THAT IS VERY HELPFUL  
TO THEM AND THAT'S SOMETHING  
THAT WOULD BE GOOD TO CONTINUE.  
BUT IN ADDITION TO THAT, I THINK  
JUST ANOTHER QUESTION ABOUT HOW  
WE SUPPORT OUR EDUCATORS IN  
USING THESE VARIOUS PLATFORMS  
BECAUSE I WOULD ANTICIPATE LIKE  
MANY OF US WHO HAVE BEEN THROWN  
INTO A NEW -- IT'S ONE THING,  
YOU KNOW, YOU'RE BEING ASKED TO  
DO YOUR WORK IN A TOTALLY  
DIFFERENT WAY AND I KNOW THAT  
LOOKS DIFFERENT FOR SOME OF OUR  
BARGAINING UNITS, BUT ARE WE  
ABLE TO THEN KEEP UP WITH THE  
DIFFERENT PLATFORMS AND HOW  
WE'RE SUPPORTING FOLKS ON THE  
TECHNOLOGY SIDE.

AND I'M LOOKING AT THE DIVERSITY  
OF AGE IN TERMS OF OUR EDUCATORS  
AND JUST DIFFERENT EXPERIENCE  
WITH TECHNOLOGY AND OUR DIGITAL

DIVIDE ISN'T SOMETHING THAT GOES AWAY WHEN PEOPLE GRADUATE AND GO TO COLLEGE.

SOME OF OUR HOUSEHOLDS, ADULTS, WORKING FAMILIES WHO ARE PROFESSIONALS, WHO MAYBE ARE NOT USED TO DOING VIDEO CONFERENCING AND RAISING BLUE HANDS AND ALL OF THIS OTHER STUFF.

SO HOW ARE WE SUPPORTING EDUCATORS ON BOTH FRONTS?

>> WELL, THE FIRST -- WE'RE DOING IT IN BOTH FORMAL AND INFORMAL WAYS.

SO THE VERY INFORMAL WAY IS OUR ACADEMIC OFFICE HAS CURATED LESSONS ON A LEARNING RESOURCE PAGE THAT A LOT OF OTHER DISTRICTS ARE USING AND WE'RE GETTING NATIONAL ATTENTION AROUND OUR MULTILINGUAL LIBRARY, WHICH IS PHENOMENAL.

SO TEACHERS CAN GO TO THAT IF THEY'RE NOT AS COMFORTABLE AND IF THEY HAVE EMERGING SKILLS. WE ALSO REQUIRE FIVE HOURS OF PROFESSIONAL DEVELOPMENT AROUND REMOTE LEARNING SO THAT THEY KNEW HOW TO DO THE GOOGLE CLASSROOM AND THE CLEBER, KNOW HOW TO USE ZOOM AND OTHER TOOLS SO THEY GET THOSE.

AND THEN THERE ARE THE INFORMAL WAYS WHERE SCHOOL LEADERS ARE WORKING WITH THEIR STAFFS TO SHARE BEST PRACTICE AND THEY'RE SHARING THESE ACROSS CLASSROOMS, ACROSS PLATFORMS.

THEY'RE COLLABORATING IN WAYS THAT THEY'VE REALLY NOT DONE TO THIS EXTENT BEFORE BECAUSE TEACHERS WANT TO BE SUCCESSFUL IN THIS ENVIRONMENT AND SO THEY'RE ASKING A LOT MORE QUESTIONS OF EACH OTHER AND SHARING MORE FREELY WITH ONE ANOTHER.

AND WE'VE BEEN ABLE TO CAPTURE SOME OF THAT IN OUR OWN CAPTURE AROUND DATA CLASSROOMS, FOR INSTANCE, ALL OF THE SCHOOL LEADERS SHARED THEIR MASTER SCHEDULED SO ALL SCHOOL LEADERS CAN SEE OTHER SCHOOL LEADERS'

MASTER SCHEDULE.

WE'RE DOING A LOT MORE OF THAT SHARING ORGANICALLY AND MORE FORMALLY IN OUR NEW LINK LEARNING PLATFORM.

>> AND THEN I WONDER -- I THINK THIS IS GREAT.

THE MORE WE CAN SUPPORT OUR EDUCATORS, THE MORE WE CAN SUPPORT OUR YOUNG PEOPLE, THE MORE WE CAN SUPPORT OUR FAMILIES.

I'M THINKING ABOUT THAT MORE AND MORE PEOPLE ARE GOING BACK TO WORK MEANING PERHAPS LEAVING THE HOME AND GOING TO A PHYSICAL SPACE EVEN WHILE OUR STUDENTS REMAIN AT HOME AND I -- OBVIOUSLY, WE CAN'T BE OVER-INTRUSIVE IN TERMS OF TRYING TO UNDERSTAND WHAT'S GOING ON IN EVERY SINGLE HOUSEHOLD BUT IF THERE'S WAYS TO REACH OUT AND SUPPORT FAMILIES WHO NOW MAY HAVE FEWER ADULTS AT HOME BECAUSE MORE OF THEM ARE BEING ASKED TO GO BACK TO WORK, I JUST -- I WANT TO FLAG SOMETHING FOR US TO BE WORRIED ABOUT AND TO THINK ABOUT AS WE MOVE FORWARD, AND OBVIOUSLY, THAT GOES BEYOND YOU, SUPERINTENDENT.

THAT'S SOMETHING THAT WE ALL HAVE TO BE THINKING ABOUT HOW WE SUPPORT OUR YOUNG PEOPLE.

I WANT TO SAY THANK YOU AGAIN TO YOU AND YOUR TEAM, PARTICULARLY CONCERNED ABOUT FOR THIS HEARING, AGAIN LIFTING UP THE ENGLISH LANGUAGE LEARN ENTERS OUR STUDENTS WING DISABILITIES AS WE MOVE FORWARD AROUND LIFTING SOME OF THESE RESTRICTIONS AND HOW WE CONTINUE TO OFFER MORE AND MORE SERVICES AND SUPPORTS TO THOSE STUDENTS WHILE BEING SAFE, OBVIOUSLY, THAT WE TALKED ABOUT IN THE FIRST ROUND.

SO ANY PLANS MOVING FORWARD OR FOLLOW-UP DISCUSSIONS, I'M VERY INTERESTED IN THAT.

AND IF YOU HAVE A BRIEF

RESPONSE, THANK YOU, BUT I THINK  
I SEE THE GAVEL.

AND THAT WOULD BE IT FOR ME.

THANK YOU SO MUCH,  
SUPERINTENDENT.

THANK YOU.

>> THANK YOU FOR YOUR SUPPORT IN  
THAT AND THOSE ARE ALL  
CONSIDERATIONS THAT WE ARE  
THINKING ABOUT, ESPECIALLY  
SUPPORTING THE CHILD AND THE  
FAMILY.

TYPICALLY, WE ENGAGE WITH  
FAMILIES, BUT IT'S MORE  
TANGENTIALLY AND INDIVIDUAL  
STUDENTS BUT WE KNOW THAT WE  
HAVE TO DO A LOT MORE IN THIS  
PARTICULAR CRISIS TO SUPPORT OUR  
FAMILIES WITH -- AS WE SUPPORT  
OUR STUDENTS IN 35ING NOT ONLY  
THE EDUCATION BUT ALSO JUST  
CREATING RETEENS IN THE  
CLASSROOM -- I MEAN IN THE HOME  
AND SETTING THEM UP FOR SUCCESS.

>> GREAT.

THANKS.

THANKS SO MUCH, PRESIDENT JANEY  
AND SUPERINTENDENT.

NEXT UP IS COUNCILOR ESSAIBI  
GEORGE AND THEN IT WILL BE  
COUNCILOR MAJIA.

COUNCILOR ESSAIBI GEORGE.

>> THANK YOU, AGAIN, MADAME  
CHAIR.

I'M CURIOUS THROUGH THIS TIME  
AND WHAT THE PLANS ARE GOING  
FORWARD TO ENGAGE SOME OF OUR  
NONPROFIT PARTNERS THAT ARE  
REALLY IMPORTANT PARTNERS TO THE  
WORK THAT HAPPENS IN OUR  
SCHOOLS, ESPECIALLY AS THEY ON  
THEIR OWN HAVE SOME PRETTY DEEP  
AND UNIQUE RELATIONSHIPS WITH  
OUR STUDENTS AND WHEN WE THINK  
ABOUT STUDENTS WHO AREN'T -- WHO  
ARE EITHER DISENGAGED OR NOT  
FULLY ENGAGED IN SCHOOL FROM  
HOME, THEY MAY HAVE DIFFERENT  
SORT OF INSIGHT INTO HOW DO WE  
ENGAGE THESE KIDS IN THEIR  
SCHOOLWORK.

SO BASICALLY HOW ARE WE ENGAGING  
OUR NONPROFIT PARTNERS TODAY?

HOW DO WE PLAN ON UTILIZING THEM

OVER THE SUMMER?

AND WHAT DOES IT POTENTIALLY A  
NEW SCHOOL YEAR LOOK LIKE IN  
PARTNERSHIP WITH THEM?

>> THAT'S SUCH A GOOD QUESTION,  
COUNCILOR GEORGE.

WE HAVE SO MANY PARTNERS WHO ARE  
DOING SUCH AMAZING WORK, THE "Y"  
HAS BEEN AN INCREDIBLE PARTNER,  
TENACITY.

I CAN NAME SO MANY PARTNERS THAT  
WE HAVE.

WHO ARE STILL ENGAGING WITH OUR  
YOUTH AND KEEPING THEM ENGAGED  
AND CONNECTING AND CHECKING IN  
WITH THEM.

IT'S REALLY QUITE INSPIRING TO  
SEE THE WORK OF OUR  
COMMUNITY-BASED ORGANIZATIONS  
AND THE WORK THAT THEY'RE DOING  
DURING THIS TIME.

WE JUST REALLY COULDN'T HAVE  
DONE IT WITHOUT THEM IN TERMS OF  
OUR STUDENTS' MENTAL HEALTH AND  
CONNECTEDNESS.

SO IT'S BEEN QUITE INSPIRING.

>> GREAT.

THANK YOU.

SO I DO HOPE THAT THEY ARE  
ENGAGED IN SORT OF THE EFFORTS  
GOING FORWARD AND HAVE A SEAT AT  
THE TABLE AND SOME OF THAT  
PLANNING.

>> AND WE'VE ALSO KEPT ALL OF  
OUR CONTRACTS WITH THEM DURING  
THIS TIME AS WELL.

NOT ONLY ARE THEY COMPELLED TO  
DO IT BECAUSE WE'RE STILL  
CONTRACTING WITH THEM TO DO IT  
BUT THEY'VE ALSO BEEN TERRIFIC  
PARTNERS JUST BECAUSE IT'S THE  
RIGHT THING TO DO.

>> ARE WE -- JUST CONSIDERING  
THAT AND CONSIDERING SENSITIVE  
COMMUNICATION THAT HAPPENS  
BETWEEN A YOUNG PERSON AND AN  
ADULT, WHETHER IT BE A TEACHER  
OR A PROGRAM, AN OUTSIDE PROGRAM  
WORKING WITH OUR KID, ARE WE  
ENSURING SOME OF THE PROTECTIONS  
AROUND PRIVACY, THINKING ABOUT  
THE TECHNOLOGY PIECE IN  
PARTICULAR WHEN THESE PROGRAMS  
ARE INTERFACING WITH OUR KIDS?



I GUESS, FOR THAT MATTER, ARE WE MAKING SURE THAT THAT'S ALSO BEING APPLIED WHEN OUR TEACHERS ARE TEACHING WITH OUR STUDENTS?

>> YEAH, IT'S STILL A REQUIREMENT FOR ALL OF OUR PARTNERS TO HAVE --

>> I GUESS MY QUESTION IS MORE AROUND THE TECHNOLOGY AND THE USE OF THE INTERNET.

THERE IS, I GUESS -- NOW THAT I'M SAYING IT OUT LOUD, I'M REALIZING THERE'S THIS FALSE SENSE OF SECURITY WHEN THINGS ARE HAPPENING IN A CLASSROOM OR IN A SCHOOL BUILDING.

THERE IS A SENSE OF SECURITY, WHETHER IT'S REAL OR NOT REAL. BUT NOW WHEN TECHNOLOGY IS USED AT HOME OR IF YOU LOOK AT SOME OF MY COLLEAGUES ON THEIR BACK PORCHES, THAT STUDENT INFORMATION AND COMMUNICATION MAY BE MORE AT RISK OF SABOTAGE OR ENCROACHMENT.

I DON'T KNOW WHAT THE RIGHT WORD WOULD BE.

>> YEAH, SO WE ARE ABSOLUTELY MINDFUL OF THAT, AND WE'VE ISSUED GUIDANCE TO OUR PARTNERS AROUND THAT -- OUR FAMILY ENGAGEMENT AND ADVANCEMENT OFFICE.

SO PARTNERS HAVE AGREEMENTS WITH US AND MOUs WITH US AND THEY'VE BEEN ISSUED GUIDANCE ON HOW TO INTERACT ON ONLINE LEARNING.

>> THANK YOU.

FOR ME AS A FORMER TEACHER, AS A PARENT, IT IS -- IT'S

TREMENDOUSLY IMPORTANT TO ME THAT WE ARE DOING ALL WE CAN TO MAKE SURE THAT STUDENTS CAN RETURN TO SCHOOL IN SEPTEMBER.

WE THINK ABOUT ALL OF THE CHALLENGES THAT WE FACED AND THE QUESTION AND UNCERTAINTY WE FACED IN MARCH WHEN MAKING THE DETERMINATION TO CLOSE SCHOOLS, WE KNEW THAT KIDS WOULDN'T HAVE ACCESS TO FOOD AND NUTRITION. WE KNEW THAT THERE WERE SOME SIGNIFICANT SAFETY CONCERNS.

WE KNEW THAT WE MAY LOSE SOME KIDS AND KIDS WILL FALL THROUGH THE CRACKS BECAUSE WE'RE NOT ABLE TO COMMUNICATE WITH THEM. WE KNOW ABOUT THE TECHNOLOGY DIVIDE.

WE KNOW ABOUT THE CHALLENGES THAT MANY OF OUR FAMILIES HAVE WITH ACCESSING THE CONTENT.

MY KIDS ARE NOW DOING HIGH SCHOOL MATH.

IT IS COMPLEX FOR ME.

IT'S COMPLEX FOR MY HUSBAND, WHO'S AN ENGINEER TO GET -- YOU KNOW, TO SORT OF WRAP OUR HEADS AROUND THE NEW MATH AND THE NEW CONTENT AND THE NEW STYLE OF TEACHING AND CURRICULUM DESIGN.

AND GRANTED THIS NEEDS TO BE A PUBLIC HEALTH -- THERE NEEDS TO BE A PUB RESPONSE TO THIS

PANDEMIC AND TO THIS CRISIS, BUT IT'S SO IMPORTANT TO ME THAT WE DO ALL THAT WE CAN TO MAKE SURE THAT KIDS CAN RETURN TO SCHOOL SAFELY IS IN SEPTEMBER IF NOT

INTO SOME SUMMER PROGRAMMING BEFORE BECAUSE THE LEARNING LOSS WILL BE ADDRESSED, THE

TECHNOLOGY DIVIDE TO SOME DEGREE AT LEAST DURING THE SCHOOL DAY CAN BE ADDRESSED IF WE GET KIDS BACK INTO OUR CLASSROOM.

ACCESS TO FOOD AT LEAST DURING THE DAY CAN BE ADDRESSED IF WE CAN GET KIDS BACK INTO OUR CLASSROOM.

IT'S SO IMPORTANT THAT WE'RE MAKING THE STEPS.

AND OF COURSE, PLANNING SHOULD THERE BE A CHANGE, SHOULD THERE BE A SURGE.

SHOULD THERE BE A SECOND SPIKE TO RESPOND TO THAT WITH THE LESSONS WE'VE LEARNED OVER THE LAST FEW MONTHS, BUT IT IS SO IMPORTANT THAT WE GET KIDS BACK INTO THE CLASSROOM IN SEPTEMBER.

>> WELL, WE KNEW, COUNCILOR, BEFORE COVID THAT SCHOOL IS THE SAFEST PLACE FOR SOME OF OUR KIDS.

RIGHT?

WE KNOW THAT THEY PROVIDE A

SECOND HOME AND A SECOND FAMILY FOR CHILDREN AND THERE'S SO MUCH MORE TO GOING TO SCHOOL THAN JUST LEARNING.

MANY TIMES, IT'S WHERE THEY GET LOVE.

THEY GET FOOD.

THEY GET COMMUNITY.

THEY GET CONNECTION.

THEY HAVE FRIENDS.

IT'S SO FUN WHEN YOU -- AND HEARTBREAKING AT THE SAME TIME -- WHEN YOU SEE THESE KIDS IN THE VIDEO SAYING, OH, I GOT TO SEE MY FRIENDS AGAIN.

SO IT'S JUST SO IMPORTANT FOR THEM TO HAVE THAT AS CHILDREN FOR THEIR OWN CHILD DEVELOPMENT.

I REALLY WORRY ABOUT OUR CHILDREN AND THIS GENERATION IF WE CAN'T GET BACK TO SCHOOL SOON.

AND SO BALANCED OFF OF COUNCILOR ARROYO'S CONCERNS AROUND SAFETY AND THAT'S WHY I SAID, IT'S MY JOB, WHETHER IT'S FIVE KIDS IN CLASSROOM OR, WHETHER IT'S TEN KIDS IN A CLASSM RIO, WHATEVER IT SOMEBODY, AT AT EARL --ROOM, WHATEVER IT IS, AT THE EARLIEST CONVENIENCE WE HAVE, THE EARLIEST WAY SAFE TO BE ABLE TO PROVIDE THESE SERVICES TO OUR SPECIAL ED KIDS, PROVIDE THESE SERVICES TO ALL OF OUR KIDS, I WANT TO BE ABLE TO DO THAT, BUT I HAVE TO BE ABLE TO GUARANTEE THEIR SAFETY FIRST.

AND THEN THAT MEANS THAT, AS SUPERINTENDENT, I NEED TO FIND A WAY FOR THAT TO SAFELY HAPPEN.

>> ALL RIGHT.

S SOON AS POSSIBLE.

YEAH, NO, THANK YOU FOR THAT.

I APPRECIATE THAT.

AND YOU JUST RECOGNIZE ALL THE NEEDS THAT OUR KIDS HAVE.

YOU KNOW IT.

ANYONE WHO SPENT A MINUTE IN A CLASSROOM RECOGNIZES THE NEEDS OF OUR STUDENTS ACROSS THE DISTRICT AND OFTENTIMES, THOSE NEEDS ARE ASSOCIATED WITH POVERTY, WITH LACK OF ACCESS TO

MENTAL HEALTH AND PHYSICAL HEALTH AND THE CHALLENGES OF THE ENVIRONMENT AROUND THEM. SCHOOL AND THE CLASSROOM IS A TREMENDOUS EQUALIZER, ESPECIALLY WHEN THOSE CLASSROOMS ACROSS THE DISTRICT ARE OFFERING HIGH-QUALITY SERVICES IN ADDITION TO THE ACADEMICS, THE ATHLETICS, THE ART, THE ENRICHMENT, THE SOCIAL AND -- ENRICHMENT, THE SOCIAL AND EMOTIONAL SUPPORT.

I LOOK FORWARD TO OBVIOUSLY A CONTINUED CONVERSATION OVER THE COMING WEEKS AND MONTHS AND HOPEFUL FOR A SAFE AND SPEEDY RETURN TO SCHOOL.

THANK YOU, DR. CASSELLIUS, AND EVERYONE.

>> THANK YOU.

SO EDGE, COUNCILOR  
ESSAIBI GEORGE.

NEXT UP IS COUNCILOR MAJIA, AND THEN IT WILL BE -- SORRY.

I LOST MY LIST.

AND THEN IT WILL BE COUNCILOR  
O'MALLEY.

COUNCILOR MAJIA.

>> YES.

THANK YOU FOR ROUND 2.  
HERE WE GO.

I AM JUST KIND OF BUILDING OFF A LITTLE BIT OF COUNCILOR ESSAIBI GEORGE'S QUESTIONS IN REGARDS TO JUST THE TRANSITION FOR A LOT OF OUR STUDENTS.

I'M JUST REALLY CURIOUS ABOUT THE MENTAL AND EMOTIONAL WELL-BEING.

IT SEEMS LIKE WE JUST WENT INTO DIRECT ACDEM ICT, WHICH IS IMPORTANT, BUT I'M JUST WONDERING WHAT, IF ANY, OPPORTUNITIES EXIST WHEN WE START LEARNING ABOUT REMOTE LEARNING BEYOND IN THE SUMMER AND AS WE START GETTING READY IN THE FALL AND WHAT OPPORTUNITIES EXIST TO BE A LITTLE BIT MORE MINDFUL ABOUT THE SOCIAL AND EMOTIONAL AND MENTAL WELL-BEING OF STUDENTS.

THIS ISOLATION ISSUE, THE ISSUES

OF JUST THE TRAUMA OF BEING AT HOME, OFTENTIMES IN HOMES THAT YOU'RE NOT WELL LOVED OR CARED FOR, ALL OF THOSE THINGS HAVE BUBBLED UP TO THE TOP FOR A LOT OF STUDENTS AND I'M JUST CURIOUS WHAT THIS LOOKS LIKE GOING BACK -- GOING BACK -- I WOULDN'T SAY GOING BACK TO NORMAL BUT -- >> SO I DON'T THINK THERE'S EVER GOING BACK TO THE NORMAL, ONE. I THINK WE'VE LEARNED A LOT IN REMOTE LEARNING THAT ACTUALLY CAN HELP US MEET THE NEEDS OF OUR STUDENTS AND MORE PERSONALIZED LEARNING TO OUR STUDENTS AND ALSO HELP US STAY BETTER CONNECTED WITH OUR PARENTS AND OUR COMMUNITIES. SO THOSE LESSONS WILL TAKE IN TO CREATE BETTER EQUITY. I KNOW THAT WE'RE STRONGER FOR THAT. AS FOR THE SOCIAL AND EMOTIONAL HEALTH AND RECONNECTING WITH OUR STUDENTS, WE HAVE TO BE REALLY MINDFUL OF WHAT THOSE FIRST TWO WEEKS OF SCHOOL LOOK LIKE WHEN WE COME BACK. THERE WILL BE A LOT OF NEW ROUTINES TO LEARN IF WE'RE SOCIAL DISTANCING AND WE WILL BE SOCIAL DISTANCING. HOW DO WE CREATE STILL JOYFUL LEARNING ENVIRONMENTS FOR CHILDREN AND ADULTS BECAUSE HAPPY ADULTS MAKES FOR HAPPY CHILDREN. AND I THINK THERE WILL BE SOME GRIEVING PROCESS WITH ALL THE TRAUMA THAT'S HAPPENING IN TERMS OF HOW DO WE RE-ESTABLISH OUR SENSE OF COMMUNITY IN THE CLASSROOM. SO I MEAN, WE HAVE THIS IDEA THAT WE GO BACK TO SCHOOL AND WE HAVE SOME RECONNECTION WITH THE TEACHERS THAT WERE PREVIOUS BEFORE WE MOVE ON TO THE NEW TEACHER SO THAT THERE'S FAMILIAR FACES FOR THE CHILDREN AND FAMILIAR RELATIONSHIPS THAT THEY CAN DEPEND ON. SO I THINK THAT THAT'S JUST

REALLY, REALLY IMPORTANT TO THIS RECONNECTED-NESS IN THE SENSE OF BUILDING AND COMMUNITY AND TO BUILD WITH THE -- DEAL WITH THE TRAUMA.

SO WE'LL BE WORKING WITH ANDREA AMDOOR'S TEAM.

I CAN IMAGINE A LOT OF TEARS AND A LOT OF RECONNECTING AND A LOT OF COMMUNITY BUILDING SO THAT'S PART OF IT.

AND THEN JUST THE ENVIRONMENT ITSELF.

I MEAN, IF DESKS ARE SIX FEET APART OR IF CHILDREN DON'T HAVE THE SAME KIND OF MANIPULATIVES OR IF THEY CAN'T GO OUT FOR RECESS, WHAT ARE WE GOING TO DO TO STILL HAVE JOYFUL SPACES? BECAUSE OTHERWISE IT'S TOO SANITIZED, AND IT'S -- IT BECOMES MUCH MORE DIFFICULT TO CREATE THAT SENSE OF COMMUNITY AND THAT SENSE OF NORMAL FOR CHILDREN.

>> THANK YOU FOR THAT.

SO JUST TWO QUICK QUESTIONS, ADDITIONAL, THAT I'D JUST LIKE TO GET IN.

FOLLOWING UP ON COUNCILOR ESSAIBI GEORGE'S QUESTION, CAN YOU GO INTO DETAIL ON THE BPS PLANS IN THE EVENT FOR A SECOND WAVE OF THIS PANDEMIC?

WHAT'S THAT GOING TO LOOK LIKE?

>> SO, WE ARE WORKING ON THOSE CONTINGENCY PLANS RIGHT NOW.

IF THERE IS A SECOND WAVE, OBVIOUSLY, IF IT IS SERIOUS ENOUGH, IT WOULD INVOLVE CLOSURES.

IT COULD INVOLVE CLOSURE 1, 2 OR MULTIPLE SCHOOLS, AND SO I THINK THAT THOSE INTERRUPTIONS ARE BEING PLANNED FOR NOW AND WHAT WOULD THAT LOOK LIKE?

WE DON'T HAVE ALL OF THE ANSWERS FOR THAT YET, BUT BECAUSE IT IS EVOLVING IN TERMS OF THE CDC GUIDANCE AND SO ONCE WE DO HAVE THAT, WE WILL, FOR SURE, COMMUNICATE THAT MORE BROADLY.

>> SO WHAT I'M CONCERNED ABOUT IS THAT OFTEN THE SCHOOLS THAT

ARE MOST -- ARE USUALLY  
OVERCROWDED ARE IN LOW-INCOME  
COMMUNITIES AND SO WHEN WE START  
THINKING ABOUT THE PLAN TO GO  
BACK, I KNOW THAT SOME OF THESE  
SCHOOLS ALREADY BEAR THE BRUNT  
OF OVERCROWDEDNESS SO SOMETHING  
TO --

>> YEAH, SO WE WON'T HAVE  
OVERCROWDEDNESS.

WE WILL HAVE STRICT GUIDANCE  
ABOUT HOW MANY STUDENTS CAN BE  
IN EACH CLASSROOM AND WE WILL  
HAVE STRICT GUIDANCE ON  
TRANSITIONING IN TERMS OF --  
TYPICALLY, THE BELL RINGS AND  
ALL THE KIDS GO OUT IN THE  
HALLWAY AND EVERYBODY'S -- THERE  
WILL BE NONE OF THAT.

WE WILL HAVE TO THINK ABOUT HOW  
KIDS TRANSITION OR IF THEY DO  
EVEN TRANSITION AND MAYBE  
THEY'RE IN FAMILY GROUPS.  
SO WE'RE REALLY THINKING ABOUT  
ALL OF THAT AND HOW WE SCHEDULE  
AND HOW WE GROUP OUR STUDENTS TO  
THE HIGHEST SAFETY FOR THEM.

>> AND ONE LAST QUESTION BEFORE  
I GET THE BOOT HERE IS ARE THERE  
ANY PLANS TO RELEASE A SURVEY  
SIMILAR TO THE ONE WE LEASED IN  
APRIL FOR SUMMER LEARNING  
PROGRAMMING OR WILL THE SURVEY  
THAT WAS RELEASED IN APRIL  
OPERATIONALIZE AND UPDATE IT FOR  
THE SUMMER?

>> SO THE SURVEY IS STILL OPEN  
AND ONGOING AND SO WE ARE STILL  
LOOKING AT THOSE RESULTS AND  
COMPARING THOSE RESULTS NOW TO  
HOW THEY LOOKED AT THE BEGINNING  
WHEN WE FIRST LAUNCHED IT SO  
THAT SURVEY IS STILL OPEN AND  
ONGOING, AND WE CONTINUE TO WANT  
TO SURVEY OUR FAMILIES.

I ANTICIPATE LOOKING PRIOR TO  
SUMMER START AT HOW DO WE GET  
MORE AND MORE FEEDBACK FROM OUR  
PARENTS IN TERMS OF SURVEYING  
THEM AND UNDERSTANDING THIS  
EXPERIENCE AND HOW IT'S GOING  
FOR THEM.

>> THANK YOU.  
THAT IS ALL.

THANK YOU, CHAIRMAN BOK.

>> GREAT.

THANK YOU SO MUCH, COUNCILOR  
MAJIA.

NEXT UP WE'VE GOT COUNCILOR  
ARROYO.

>> THANK YOU, MADAME CHAIR.  
SO I'M JUST GOING TO TRY AND  
PICK UP WHERE I LEFT OFF.

SINCE THEN, YOU'VE SPOKEN MORE  
ABOUT THE IDEA THAT CLASSROOMS  
MIGHT HAVE SMALLER SIZES, SCHOOL  
LET OUT AND SOCIAL DISTANCING  
MIGHT HAVE TO BE ENFORCED IN A  
MUCH BETTER WAY, AND I THINK

CHAIRWOMAN BOK BROUGHT UP THE  
FINANCIAL COSTS IN A REAL WAY, I  
I THINK I DON'T HAVE TO REVISIT.

BUT I'M JUST TRYING TO FIGURE  
OUT, FROM A MONTH AGO, WHEN YOU  
SPOKE VERY CLEARLY IN MY OPINION  
ON THE IDEA THAT CHILDREN JUST  
CANNOT BE DEPENDED ON TO SOCIAL  
DISTANCE, WHAT, IN YOUR  
THINKING, HAS CHANGED NOT THE  
CDC SAYING THEY SHOULD BECAUSE I  
THINK WE ALL AGREE THAT THEY  
SHOULD, BUT WHAT IN YOUR OPINION  
HAS CHANGE THE WITH THEIR ACT TO  
ACTUALLY DO THAT?

I JUST -- I THINK WE HAVE SUCH A  
HARD TIME KEEPING ADULTS OFF OF  
CARSON BEACH, NEVER MIND HIGH  
SCHOOLERS FROM SEEING THEIR  
FRIENDS AND WANTING TO GO SIT  
WITH THEM OR FROM CHILDREN  
WANTING TO HUG PEOPLE.

AND THEN ON TOP OF THAT, I THINK  
A SEPARATE PART OF THAT IS I HAD  
ASKED YOU AS A FOLLOW-UP WHAT IF  
WE DID SMALLER CLASSROOM SIZES?  
AND YOUR ANSWER WAS YOU DIDN'T  
THINK TEACHERS COULD MANAGE THIS  
EVEN WITH TEN CHILDREN.

BUT YOU BROUGHT UP A SECOND MORE  
RELEVANT POINT, AND THAT'S A  
QUOTE.

IT'S APRIL 14th.

BUT YOU SAID YOU DIDN'T THINK  
TEACHERS COULD MANAGE THIS EVEN  
WITH TEN KIDS, BUT WHAT YOU  
BROUGHT UP THAT WAS EQUALLY  
IMPORTANT TO ME WAS THAT YOU  
BELIEVED THAT THERE WOULD BE A



SOCIAL AND -- THAT IT WOULDN'T BE SOCIALLY AND EMOTIONALLY CORRECT FOR OUR CHILDREN, THAT THERE WOULD BE A PSYCHOLOGICAL COST TO SOCIALLY DISTANCING IN SCHOOLS.

AND SO IF YOU COULD JUST TELL ME WHAT, IN THE LAST, I GUESS, EIGHT WEEKS -- I THINK THAT'S EIGHT WEEKS -- HAS CHANGED THAT -- OR SIX WEEKS, RATHER, HAS CHANGED TO TELL YOU THAT CHILDREN COULD HANDLE THIS NOW, THAT IT WOULDN'T BE SOCIALLY AND EMOTIONALLY INCORRECT FOR OUR CHILDREN TO HAVE TO DO THIS IN SCHOOLS.

I JUST DON'T -- I'M HAVING A HARD TIME UNDERSTANDING HOW YOU REVERSED ON THAT POSITION OR IF YOU HAVE REVERSED ON THAT POSITION.

DO YOU NOT BELIEVE TODAY LIKE YOU DID THEN THAT CHILDREN CAN'T BE DEPENDED UPON TO SOCIALLY DISTANCE?

>> YEAH, I DON'T KNOW THAT CHILDREN CAN BE DEPENDED ON TO DO IT.

THAT'S WHY THE ADULTS WILL HAVE TO SET UP THE ROUTINES FOR CHILDREN TO BE ABLE TO DO THAT. IF I ASKED A SECOND-GRADE CLASS TO GET INTO A LINE, THEY COULD GET INTO A LINE AND THEY WOULD NOT SOCIALLY DISTANCE, BUT IF I ASKED THEM TO GET IN A LINE AND I HAVE MARKERS ON THE FLOOR THAT ARE ALL DIFFERENT COLORS AND MAYBE THERE'S SOME FROGS AND SOME LITTLE LILY PADS AND I ASKED THEM TO GET ON THOSE, IT'S KIND OF A MORE FUN ACTIVITY FOR THEM.

AND THEN THEY DO COMPLY. IT'S ABOUT THE ADULTS AND THE ROUTINES AND BEING ABLE TO WORK WITH THEM.

JUST THE OVERWHELMING THOUGHT OF -- ON APRIL 14th, OF DOING THIS, I HADN'T REALLY THOUGHT THROUGH ALL OF THE DIFFERENT PIECES OF GETTING THAT TOGETHER. I HAVE NOT SHIFTED MY THINKING ON THE SOCIAL BURDEN -- THE

SOCIAL AND EMOTIONAL BURDEN THAT I THINK THIS IS GOING TO HAVE A COST ON OUR CHILDREN, WHETHER IT'S AT HOME OR WHETHER IT'S IN THE CLASSROOM.

BUT I DO NEED -- I DO FEEL THAT WE HAVE TO ADJUST FOR THAT, BECAUSE THE CUMULATIVE EFFECTS -- AND I DON'T THINK I HAD ACCOUNTED FOR THAT ON APRIL 14th.

I MEAN, I WAS STILL THINKING THIS IS SHORT TERM.

I WASN'T THINKING THAT THIS IS ACTUALLY GOING TO BE WITH US FOR A VERY LONG TIME, GIVEN THE NEW SCIENCE THAT IS AVAILABLE AND THE LEARNING THAT I HAVE.

AND I THINK THAT THE CUMULATIVE EFFECTS OF NOT OPENING MAY OUTWEIGH THE EFFECTS OF OPENING. SO IT'S REALLY A TOUGH DECISION.

>> SO --

AND I DON'T KNOW THAT THERE ARE ANY WINS IN IT BECAUSE WE CAN'T GO BACK TO HOW IT WAS NORMAL UNTIL WE ACTUALLY DO HAVE A VACCINE.

WE ARE GOING TO HAVE TO CONTINUE TO SOCIAL DISTANCE AND WE ARE AS ADULTS GOING TO HAVE TO FIGURE THIS OUT TOGETHER.

BUT IF WE AREN'T ABLE TO CHECK ALL THOSE BOXES, LIKE I SAID BEFORE, AND I'M NOT CONFIDENT THAT WE HAVE THE ROUTINES IN PLACE TO KEEP OUR CHILDREN SAFE, THEN WE JUST WON'T BE ABLE TO OPEN.

>> SO, I JUST -- BECAUSE WE HAVE SUCH LIMITED TIME AND I'D LIKE TO PREVENT MYSELF FROM HAVING TO DO THREE ROUNDS, IT JUST -- EVEN ON THAT DATE, RIGHT, WHICH IS A MONTH AGO, THE QUESTION WAS ABOUT REOPENING THE IN THE FALL AND YOUR SUGGESTION AT THE TIME, YOU SAID YOUR BEST ADVICE THAT YOU DID NOT BELIEVE POLITICALLY OTHER PEOPLE WOULD FOLLOW BUT THAT YOUR ADVICE WAS FOR CHILD PSYCHOLOGY PURPOSES, REMOTE LEARNING IS PROBABLY MORE ADEQUATE.

AND I THINK PEOPLE ARE ALLOWED TO CHANGE THEIR MINDS AND HAVE THEIR OPINIONS, BUT I WAS JUST TRYING TO FIGURE OUT HOW ANYTHING HAS CHANGED SINCE THEN TO ACTUALLY LEAD TO THAT KIND OF A DRASTIC CHANGE IN IN OPINION IN SIX WEEKS.

AND THE REASON WHY THIS IS SO IMPORTANT FOR ME IS I THINK IF I ASKED -- AND THAT'S WHY I'M NOT GOING TO WASTE ANY TIME ASKING -- HOW MANY CHILDREN ARE ALLOWED TO GET SICK OR HAVE ANY COMPLICATIONS OR GRANDPARENTS OR APPARENTS ARE ALLOWED TO GET SICK AND HAVE COMPLICATIONS THAT WE CONSIDER THAT AN ACCEPTABLE LOSS TO REOPEN SCHOOLS SO THAT KIDS CAN GET ALL THE OTHER THINGS THAT SCHOOL BRINGS THEM, AND I THINK THE ANSWER WOULD BE ZERO.

I DO.

AND SO WHEN YOU TALK ABOUT ALL THE WAYS THAT WE WOULD HAVE TO MAKE THIS WORK TO ACTUALLY GET KIDS BACK IN SEPTEMBER, I DON'T SEE A ROAD MAP TO THAT.

I'LL GIVE YOU AN EXAMPLE.

I HAD TO TAKE MY PUPPY TO THE VET, AND I COULDN'T EVEN GET IN THE DOOR BECAUSE THEY WANTED TO MAKE SURE THAT I HADN'T BEEN TESTED WITHIN THE LAST SEVEN DAYS AND I WASN'T WAITING FOR TEST RESULTS, AND I HAD TO LEAVE THE PUPPY AT THE DOOR FOR THEM TO GET THE PUPPY TO BRING HIM INTO THE VETERINARIAN'S CLINIC.

WE'RE IN A SITUATION WHERE 77% OF COLOR MAKE UP ESSENTIAL WORKERS WHERE THEY HAVE HIGHER MORTALITY RATES, WHERE WE ARE IMPACTED IN MORE WAYS THAN ONE, AND WHERE THOSE KIDS BELONG TO THOSE PARENTS AND THOSE GRANDPARENTS AND THEY'RE COMING TOLE 62S AND THEY'RE INTERACTING.

AND WE DON'T HAVE THE ABILITY TO ASK OPPORTUNITY STUDENTS EVERY DAY, IS SOMEBODY IN YOUR FAMILY GETTING TESTED FOR COVID-19 AND

AWAITING RESULTS?  
AND IF THE ANSWER IS YES, WHAT'S  
THE ANSWER TO THAT?  
DO WE TELL THEM TO STAY HOME?  
DO WE WAIT FOR THE RESULTS OF  
THE TEST TO COME IN BEFORE WE  
TELL THEM TO STAY HOME?  
WHAT ARE WE ALLOWED TO DO NOT  
JUST FOR KITS IN THE SCHOOLS BUT  
THE PARENTS IN THE HOMES THEY'RE  
GOING BACK TO, WHAT DO WE DO  
WHEN THEY'RE SICK AT SCHOOL?  
IS THAT A RED FLAG?  
SO THERE'S A NUMBER OF  
DIFFERENT ISSUES WITH  
ASYMPTOMATIC ISSUES, WITH THE  
REALITY THAT THEIR FAMILY  
MEMBERS ARE BOTH MORE AT RISK  
FOR COVID-19 AND ARE MORE AT  
RISK FOR DEATH WITH COVID-19.  
AND SO FOR ME, IT'S LIKE I GUESS  
WE'RE LOSING A NUMBER OF  
DIFFERENT THINGS AND THERE'S A  
NUMBER OF STUDENTS WHO JUST  
CAN'T LEARN THE WAY THAT WE'RE  
TRYING TO DO IT, BUT IF WE'RE  
TALKING ABOUT TRYING TO THINK  
THROUGH MULTIPLE SCENARIOS FOR  
HOW WE REOPEN, THE REALITY IS I  
DON'T THINK WE'RE GOING TO BE IN  
A POSITION IN SEPTEMBER, AND I  
WOULD BE HARD-PRESSED TO BELIEVE  
WE'LL BE IN A POSITION IN  
SEPTEMBER THAT WE CAN GUARANTEE  
THE HEALTH AND SAFETY OF EVERY  
STUDENT GOING BACK TO SCHOOL.  
I JUST DON'T THINK THAT'S A  
GUARANTEE.  
IBB IN HERE WOULD SIGN A  
CONTRACT ON AND SAY THAT'S A  
THING.  
SO IF THAT'S THE CASE, WHY  
WOULDN'T WE DEDICATE EVERY  
MINUTE OF EVERY DAY TO TRYING TO  
MAKE REMOTE LEARNING LOOK BETTER  
AND WORK IN A WAY THAT WE WANT  
IT TO RATHER THAN TRYING TO  
REOPEN AND SPENDING RESOURCES  
AND DEDICATED RESOURCES TO  
SOMETHING THAT'S JUST NOT GOING  
TO GUARANTEE, WHICH I BELIEVE IS  
WHAT YOU SAID, THE HEALTH AND  
SAFETY OF EVERY CHILD IS WHAT  
WOULD DETERMINE WHETHER OR NOT

SCHOOL REOPENED, I DON'T -- I'M  
LOOKING AT YOU NOW AND I CAN'T  
UNDERSTAND HOW WE WOULD GET  
THERE.

I DON'T SEE A WORLD IN WHICH  
THAT'S POSSIBLE IN THE MIDST OF  
A PANDEMIC.

SO AS WE SIT HERE AND WE TALK  
ABOUT HOW WE ALLOCATE RESOURCES,  
DOESN'T IT MAKE MORE SENSE TO  
ALLOCATE OUR RESOURCES, OUR  
TIME, ALL THE STRESS BRAIN POWER  
AND STRAIN BRAIN POWER WE HAVE  
AT BPS, TRYING TO MAKE SO MANY  
DIFFERENT THINGS WORK, WOULDN'T  
IT MAKE MORE SENSE TO FOCUS ON  
ONE PLAN FOR THE SHORT TERM  
WHICH WOULD BE REMOTE LEARNING  
FOR THAT FIRST SEMESTER AND THEN  
REVISIT AS WE'RE DOING THAT THE  
IDEA OF REOPENING SCHOOLS  
POST-JANUARY?

WOULDN'T THAT MAKE MORE SENSE?

>> I WISH IT WAS THAT SIMPLE,  
COUNCILOR, BUT IT'S JUST NOT.

WE ARE THROWING EVERYTHING THAT  
WE HAVE AT MAKING REMOTE  
LEARNING WORK, AND WE'RE  
LEARNING EVERY WEEK AND GETTING  
BETTER AND STRONGER AT IT, AND  
OUR TEACHERS ARE ADAPTING TO THE  
REMOTE LEARNING EXPERIENCE.  
CERTAINLY, IT WILL TAKE SOME  
TIME TO GET PERFECT AT IT, BUT  
THEY ARE DOING EVERYTHING THAT  
THEY CAN TO GET GOOD AT THE  
REMOTE LEARNING.

IT WILL BE PART OF ANY REOPENING  
PLAN.

BUT WE WILL HAVE TO REOPEN AT  
SOME POINT.

AND SO WHETHER THAT'S NOW,  
WHETHER -- EITHER THAT'S IN THE  
FALL, WHETHER THAT'S SOMETIME IN  
THE WINDERTIME, WHATEVER THAT  
TIMELINE IS, WE WILL HAVE A  
CLEAR FRAMEWORK ON HOW WE'RE  
GOING TO DO IT.

WE'LL BE ABLE TO ANSWER ALL OF  
YOUR QUESTIONS.

AND BUILD THAT PUBLIC  
CONFIDENCE, BECAUSE IF WE AREN'T  
ABLE TO DO THAT, PARENTS SIMPLY  
WILL NOT SEND THEIR CHILDREN TO

SCHOOL.

AND SO IT IS INCUMBENT UPON US AS THE ADULTS TO BE ABLE TO HAVE THOSE PLANS SO WELL LAID OUT, SO WELL THOUGHT OUT IN TERMS OF TEMPERATURE CHECKS OR PPE AVAILABILITY OR HOW WE KEEP CHILDREN SOCIALLY DISTANCED, AND HOW WE ISOLATE IF A CHILD IS SICK AND HOW THE NURSE GETS THEM BACK HOME SAFELY OR IF THEY HAVE A FAMILY MEMBER OR IF WE CLOSE. SO WE HAVE ALL OF THOSE CONTINGENCIES AS PART OF OUR DECISION MATRIX READY AND AVAILABLE NOW AND THE PUBLIC WILL BE ABLE TO SEE THAT TRANSPARENTLY ONCE WE HAVE THOSE PLANS FINALIZED SO THAT WE CAN BUILD THE PUBLIC CONFIDENCE AND SEND OUR CHILDREN BACK TO SCHOOL AS WELL AS KNOW THAT IT IS THE MORALLY AND RIGHT THING TO DO AT THAT MOMENT AND AT THAT TIME, AND IF WE DO DO IT AND WE ARE SEEING THAT WE ARE UNSUCCESSFUL, THEN WE WILL MAKE SWIFT ACTION AND SHIFT OUR DECISION AT THAT TIME.

>> THANK YOU.

AND SO I THINK THE GAVEL.  
AND I HEARD THE WIND CHIME.  
SO I THINK I'M GOING TO SAVE THE REST OF MY QUESTIONS FOR THE HEARING THAT I AND COUNCILOR ESSAIBI GEORGE ARE COSPONSORING AND I KNOW WE'RE COMING AT THIS FROM TWO DIFFERENT ANGLES.  
SO I'LL SAVE IT FOR THEN.  
THANK YOU FOR THE ANSWERS.  
I JUST -- I THINK THERE'S A LOT OF GROUND TO COVER ON THAT FRONT, WHICH IS PROBABLY LESS RELATED TO THE BUDGET BUT I'LLCEED THIS TIME AND THANK YOU FOR ANSWERING THOSE QUESTIONS AND I'M SORRY, CHAIRWOMAN, BOK FOR HOW MUCH I MAKE YOU HOLD THAT GAVEL.

THANK YOU.

I APPRECIATE IT.

>> THANK YOU, COUNCILOR ARROYO.  
I THINK NOW IT'S GOING TO COME TO ME.

AND THEN I'M AGAIN NOT PLANNING  
A FULL ROUND OF -- THIRD ROUND  
OF QUESTIONS, SO PEOPLE WHO HAVE  
A BURNING QUESTION BEFORE WE  
CONCLUDE THE HEARING SHOULD  
RAISE THEIR BLUE HAND.

LET ME SET MYSELF A TIMER.

SUPERINTENDENT, I'M CERTAINLY  
GLAD TO HEAR YOU ALL ARE WORKING  
ON -- I KNOW OUR TEACHERS ARE  
WORKING ON THE REMOTE LEARNING  
PLATFORM AND IT DOES SEEM AS  
THOUGH -- EVEN LOOKING AT THE  
CDC GUIDELINES AROUND MAKING IT  
EASIER JUST TRYING TO SUPER  
ENCOURAGE KIDS TO STAY HOME AND  
MISSCHOOL IF THEY'RE FEELING  
SICK OR SOMEONE IN THEIR FAMILY,  
ETC., WE'RE GOING TO NEED TO  
HAVE SOME WAY FOR KID WHO HAVE  
TO BE OUT OF SCHOOL FOR A  
SUSTAINED PERIOD OF TIME TO  
LEARN EVEN IF WE'RE BACK IN  
SCHOOL.

SO DEFINITELY FEELS IMPORTANT TO  
BE INVESTING A LOT IN THE  
PLATFORMS ON THAT FRONT.

I WANTED TO -- I FEEL LIKE WE'VE  
ALL LOOKED SO FAR -- LIKE, WE'VE  
ALL LOOKED STRAIGHT AT THE FALL  
SO WE'VE JUMPED THE CONVERSATION  
A LITTLE BIT OF THE SUMMER.

AND I JUST WANTED TO ASK YOU AND  
YOUR TEAM, NATE MENTIONED  
BRINGING UP SOME RESOURCES FROM  
FY '20 TO POOR INTO THE SUMMER  
SCHOOL EFFORTS AT THE BEGINNING  
OF FY21.

I GUESS I'M REALLY WONDERING  
EXACTLY WHAT THAT'S GOING TO  
LOOK LIKE FROM A -- YOU GUYS  
MENTIONED IN YOUR SLIDES SORT OF  
MAKING -- EXPANDING SUMMER  
OFFERINGS BUT ALSO THERE'S THIS  
VIRTUAL NECESSITY FOR MANY OF  
THEM.

SO COULD -- CAN YOU SPEAK A  
LITTLE MORE TO THE PLAN ON THAT  
FRONT?

>> YEAH, I WAS -- I'M SORRY.

I WAS JUST GOING TO SAY ALL OF  
THE SUMMER LEARNING THIS SUMMER  
WILL BE REMOTE, AND WE'RE  
COMBINING MULTIPLE PROGRAMS AND

LOOKING ACROSS THEM TO MAKE SURE WE'RE LEVERAGING AND MATCHING STUDENTS WITH THE MOST APPROPRIATE PROGRAM THAT MEETS THEIR EDUCATIONAL NEEDS.

AND THEN WE'RE ALSO MAKING SURE THAT WE'RE EXPANDING ACCESS TO BE ABLE TO SERVE MORE STUDENTS BECAUSE WE KNOW THAT WILL ARE MORE STUDENTS WHO NEED EITHER CREDIT RECOVERY OR JUST SUPPLEMENTAL SUPPORT OF THIS SUMMER.

SO PART OF THAT IS JUST LOOKING ACROSS WORKING WITH SCHOOLS TO IDENTIFY KIDS AND MAKE SURE WE HAVE RESOURCES AVAILABLE.

>> SORRY, SUPERINTENDENT, IF YOU WANT -- OR JUST HOW MANY STUDENTS ARE WE EXPECTING TO SERVE AND HOW MANY WOULD WE HAVE SERVED IN A TYPICAL SUMMER?

>> SO TYPICALLY, WE SERVE AROUND 7,000 STUDENTS IN THE SUMMER SCHOOL.

WE THINK WE COULD SERVE DOUBLE THAT DEPENDING ON WHICH SESSION WE'RE TALKING ABOUT.

REMEMBER, I TALKED ABOUT KIND OF THE THREE PHASES, THE THREE OPPORTUNITIES FOR ENGAGING STUDENTS, ONE BEING KIND OF MORE OF OUR TRADITIONAL SUMMER SCHOOL BUT DONE REMOTELY.

THE SECOND BEING WHERE WE HAVE CONTINUITY OF LEARNING PLANS BASED OFF OF OUR STUDENTS THAT WE ARE SERVING NOW IN THE TIER 2 AND TIER 3 INTERVENTIONS.

AND THEN THE THIRD IS KIND OF THIS THINKING AROUND A BOOT CAMP BEFORE WE GO BACK TO SCHOOL, WHETHER THAT'S FULLY REMOTE OR WHETHER THAT IS SOME SORT OF HYBRID FOR STUDENTS WHO WE THINK HAVE BEEN EITHER FURTHER BEHIND OR DISENGAGED IN THEIR LEARNING OR WHO NEED TO GRADUATE STILL FROM HIGH SCHOOL.

AND SO THOSE ARE KIND OF THE THREE BUCKETS THAT WE'RE LOOKING AT.

AND THEN, OF COURSE, THERE'S THE TRADITIONAL OPPORTUNITIES WITH



BOSTON AFTER SCHOOL AND BEYOND  
AND IF THERE'S ANY OPPORTUNITY  
AT ALL THIS SUMMER TO DO SMALLER  
GROUPS OF STUDENTS WHO COULD  
PARTICIPATE IN SUMMER ENRICHMENT  
ACTIVITIES IF THAT'S EVEN  
POSSIBLE.

>> UH-HMM.

AND HAVE WE THOUGHT AT ALL  
ABOUT, I MEAN, ACCOMPANYING -- I  
DON'T KNOW.

IF FEELS TO ME LIKE ACCOMPANYING  
SOME KIND OF TOTALLY VIRTUAL  
THING FOR THE SUMMER WITH YOUNG  
PEOPLE, YOU EITHER -- YOU EITHER  
NEED LIKE A TACTILE DIMENSION  
WHERE YOU'RE DROPPING OFF WITH  
THEM THE SUPPLIES TO DO SOME  
KIND OF ACTIVITY OR YOU'RE  
CREATING SOME KIND OF STRUCTURE  
OR COMPETITION.

I JUST THINK ABOUT EVERY KID  
WHO'S EVER BEEN ASSIGNED TO  
WATCH 20 HOURS OF SOMETHING OVER  
THE SUMMER AND HOW NOBODY DOES  
IT.

RIGHT?

THERE'S A REAL CHALLENGE, WE  
KNOW, IN SORT OF MORE  
TRADITIONAL ONLINE LEARNING  
APPLICATIONS TO GETTING PEOPLE  
TO LOG IN, ESPECIALLY IN  
SUMMERTIME.

SO I JUST -- IS THE TEAM  
THINKING ABOUT THAT PIECE, THE  
TACTILE PIECE AND WHAT THE COST  
INCH KANGES OF THAT COULD BE?

>> YEAH, WE ACTUALLY HAVE A  
SMALLER PROJECT THAT WE'RE DOING  
WITH OUR EARLY LEARNING TEAM  
AROUND KITS THAT WE WANT TO HAVE  
FOR 700 OF OUR UPK STUDENTS AND  
SO WE'VE BEEN WORKING TO LOOK AT  
WHAT DOES THAT LOOK LIKE FOR  
WEEK ONE LEARNING KITS, WEEK TWO  
LEARNING KITS FOR OUR YOUNGEST  
LEARN ERBS.

WE'VE HAD INCREASINGLY PARENTS  
TALKING WITH US AND AS WELL AS  
TEACHERS WHO TEACH OUR YOUNGER  
STUDENTS AROUND WHAT WOULD THAT  
LOOK LIKE IN REOPENING TO GIVE  
STUDENTS KIND OF REMOTE LEARNING  
KITS, YOU KNOW, DRY ERASE

BOARDS, MARKERS, CRAYONS, OTHER MANIPULATIVES AND THINGS THAT KIDS WOULD USE.

AND EVEN AS WE GO BACK TO OUR OWN CLASSROOMS, CDC GUIDELINES IS NOT SHARING MATERIALS AND SO MUCH OF WHAT THEY LEARN, ACTUALLY OUR ENTIRE SCHOOL CULTURE'S RESPONSIVE CLASSROOM AND AROUND SHARING MATERIALS WITH ONE ANOTHER, SO IT'S A COMPLETE RETHINKING ABOUT THE MANIPULATIVES AND THE KITS AND SCIENCE ACTIVITIES AND ALL OF THAT THAT WOULD REQUIRE US TO THINK DIFFERENTLY ABOUT MATERIALS AND ENDED UP BEING A TENT AND THAT ACTUALLY WILL HAVE A SIGNIFICANT BUDGET IMPACT.

I THINK THE KITS FOR THE EARLY LEARNING -- CORRECT ME IF I'M WRONG, NATE -- I THINK THEY'RE ABOUT \$200 A PIECE FOR THOSE EARLY LEARNING KITS.

>> I ACTUALLY DON'T HAVE THAT NUMBER IN FRONT OF ME.

>> I THINK IT WAS, BECAUSE I REMEMBER THE OVERALL COST WAS SOMEWHERE LIKE \$150,000 OR SOMETHING FOR THOSE KITS.

AND THAT'S A SMALL LITTLE PILOT TO SEE -- PUTTING THOSE KITS TOGETHER, DISTRIBUTING THEM, HOW WILL WE DISTRIBUTE THEM SAFELY AND GET THOSE OUT?

AND I THINK THAT THAT'S THE CHALLENGE WITH THE KIND OF SITUATION WE'RE INTO.

WE HAVE THE GOOD INTENT AND THE MEANING TO DO IT BECAUSE WE KNOW IT'S IMPORTANT TO STUDENTS' LEARNING, AND WE JUST RECENTLY ALSO WORKED WITH PARTNERS TO DISTRIBUTE 4,000 ART KITS AT OUR FOOD DISTRIBUTION SITES ACROSS THE CITY.

AND SO WE'RE LEARNING FROM THOSE TYPES OF PROJECTS AND HOW DO WE DEVELOP REMOTE LEARNING IN A WAY THAT'S NOT JUST SCREEN BASED BUT IS ALSO PROJECT BASED AND SO THOSE ARE -- AS WE LEARN AND GROW AND WE WILL GET BETTER AT IT.

>> YEAH.

I GUESS I -- I'M -- I MEAN, I THINK, YEAH, IT'S GOING TO BE -- WE'RE GOING TO NEED -- IT'S GOING TO BE A LOT OF CLAY. A LOT OF PIPE CHEAPERS, A LOT OF WUT -- PIPE CLEANERS AND A LOT OF WATER COLOR. SITTING IN A WAYS AND MEANS CAPACITY, I'M CONCERNED ABOUT THE QUESTION OF HOW WE PROVIDE THOSE RESOURCES AND HOW WE MAKE SPACE FOR THEM IN THE BUDGET. BECAUSE IT JUST SEEMS LIKE WE'VE BEEN TALKING LOT ABOUT EQUITY AND THE DIFFERENCE IN PEOPLE'S HOMES AND WE FOCUSED A LOT ON THE FACT THAT PEOPLE HAVE DIFFERENTIAL ACCESS TO AND FACILITY WITH TECHNOLOGY --

>> I THINK IT'S IMPORTANT TO KNOW THAT WE PROVIDED THAT IN SCHOOL ALREADY.

SO NOW IT'S MORE OF A DISTRIBUTION AND HOW DO YOU GET IT OUT MORE SO THAN A SECURING OF THE RESOURCES AND OF THE MATERIALS, BECAUSE WE DID PROVIDE THOSE FOR OUR STUDENTS. BUT IF YOU'RE NOT ABLE TO SHARE CRAYONS, FOR INSTANCE, IT'S A BIT OF A DIFFERENT EXPENSE IF YOU'RE GOING TO HAVE TO HAVE INDIVIDUAL UNITS OF CRAYONS RATHER THAN EVERYBODY SHARING THE SAME BOX OF CRAYONS OR TWO KIDS ARE SHARING THE SAME BOX OF CRAYONS.

>> RIGHT.

BUT I GUESS THE GOOD THING ABOUT THAT IS THAT AT LEAST IT MEANS IF WE KNOW WE HAVE TO ACQUIRE A WHOLE BUNCH OF INDIVIDUAL BOXES OF CRAYONS, WE COULD ACQUIRE THEM AND THEN IF WE'RE BACK IN CLASSROOMS, GREAT, AND IF WE SUDDENLY HAVE TO -- IF THOSE HAVE TO BE PART OF A PACKAGE WE'RE GETTING OUT TO PEOPLE BECAUSE WE'RE CONTINUING REMOTE LEARNING, THERE IS SOME MORE ABILITY TO LATER ON BRANCH IN OUR DECISION-MAKING.

YEAH.

NO.  
THAT'S --  
>> THAT'S A HUGE EQUITY  
QUESTION.  
RIGHT?  
IT GOES BACK TO SIMILARLY THE  
FUNDRAISING QUESTION THAT WE  
HAD.  
YOU HAVE TO MAKE SURE THAT WHEN  
YOU DO DO THAT THAT YOU'RE  
GETTING KIDS WHO NEED IT THE  
MOST GET IT FIRST.  
RIGHT?  
I MEAN, YOU CAN'T LET THOSE  
STUDENTS FALL THROUGH THE  
CRACKS.  
SOME SCHOOLS ARE PREPARING ALL  
THESE PACKETS AND CRAYONS AND  
GETTING THEM OUT AND THEN OTHER  
SCHOOLS AREN'T GETTING IT.  
>> TOTALLY AGREE.  
NO, AND THAT'S WHAT I WAS GOING  
TO SAY IS JUST THAT WE TALK  
ABOUT RESOURCES AND WE TALK  
ABOUT TECHNOLOGY, BUT THESE  
NON-TECHNOLOGY RESOURCES, WHAT  
SUPPLIES PEOPLE HAVE IN THEIR  
HOMES IS A HUGE DIFFERENTIAL AND  
WHAT SUPPLIES THEIR FAMILIES ARE  
ABLE TO GO OUT AND PURCHASE UPON  
NEED IS JUST REALLY, REALLY  
RADICALLY DIFFERENT FOR OUR  
STUDENTS.  
>> AND THEN ANOTHER EQUITY ISSUE  
IS JUST FAMILIES.  
HOW EQUIPPED ARE FAMILIES TO BE  
ABLE TO HELP LEAD THEIR CHILDREN  
THROUGH THESE ACTIVITIES TOO?  
AND THAT'S ANOTHER REALLY TOUGH  
PIECE.  
WE JUST HEARD COUNCILOR GEORGE  
TALKING ABOUT HELPING WITH THE  
MATH BECAUSE WE MOVED TO THIS  
NEW INTEGRATED MATH PROGRAM THAT  
DOESN'T HAVE -- IT'S NOT AS  
TRADITIONAL AND HOW WE LEARNED  
IT AS KIDS, SO HOW DO YOU BRING  
THE PARENTS UP TO SPEED SO THAT  
THEY CAN ACTUALLY HELP THEIR  
CHILDREN?  
>> YEAH.  
AND I WONDER -- AND HAVE YOU  
GUYS BEGUN THE CONVERSATIONS  
WITH THE VOLUNTEER PARTNERS WHO

ARE TRADITIONALLY IN PERSON ABOUT THE POSSIBILITY OF THEM HAVING TO BE REMOTE BUT STILL MAYBE HELPING WITH TUTORING OUR KIDS AND SUCH?

>> WE HAVE, AND THERE'S BEEN A NUMBER OF PARTNERS WHO HAVE BEEN SUPPORTIVE IN TUTORING AND I THINK THIS IS AN AREA THAT WILL BRANCH OUT AND ACTUALLY THE B-SAC, THE STUDENT ADVISORY COUNCIL HAS TALK FLE TALKED ABOUT PEER-TO-PEER TUTORING AND HOW DO THEY GET INVOLVED WITH THAT AS ACTUALLY EMPLOYMENT OPPORTUNITIES THIS SUMMER TO DO SOME PEER TUTORING FOR YOUNGER STUDENTS.

>> GREAT.

ALL RIGHT.

WELL, THAT'S DEFINITELY MY TIME.

LET ME JUST SEE IF I HAVE

COLLEAGUES -- YES, I DO.

SO WE'LL GO BACK UP TO THE TOP WITH A FEW THIRD-ROUND QUESTIONS STARTING WITH COUNCILOR BREADON.

>> THANK YOU, COUNCILOR BOK.

THANK YOU, EVERYONE.

WHEN COUNCILOR MAJIA WAS TALKING, YOU SAID THAT SOME OF THE ALTERNATIVE HIGH SCHOOLS HAVE THE HIGHEST LEVEL OF ABSENTEEISM, AND JUST SEEMED TO BE -- HAVE THE GREATEST CHALLENGES.

SO MANY OF THOSE OLDER HIGH SCHOOLERS ARE WORKING, ETC. GOING BACK TO THAT MODEL THING AGAIN ABOUT WHETHER OR NOT IT'S -- IN TERMS OF MAKING UP FOR LOST LEARNING OPPORTUNITIES IF THE MODEL OF CLASSROOM BEST APPROACH IN REGULAR SCHOLARS IS REALLY THE BEST WAY TO DELIVER EDUCATION TO THAT PARTICULAR GROUP?

THAT'S MY QUESTION.

OR MORE OF A STATEMENT.

>> YEAH.

SO -- SORRY.

I WAS TRYING TO GET MY MUTE OFF.

WHAT WE'RE DOING NOW IS SIMPLY NOT WORKING FOR ALL OF OUR STUDENTS WITH ALTERNATIVE

SCHOOLS AND MANY OF THEM HAVE SIGNIFICANT CHALLENGES, CONFRONTING THEM, EITHER THEY'VE BEEN MAINTAINED IN SCHOOLS OR THEY HAVE MENTAL HEALTH-CARE ISSUES OR THEY'RE PREGNANT OR PARENTING OR THEY HAVE SUBSTANCE ABUSE OR OTHER CONCERNS AND SO HOW WE THINK ABOUT HOW WE SERVE SOME OF OUR STUDENTS WHO HAVE HAD SOME CHALLENGES IS CRITICAL IN THE WORK OF HIGH SCHOOL REDESIGN IN THE FUTURE BECAUSE WE HAVE TO SERVE THEM BETTER. WE'VE JUST UNDERGONE AN ENTIRE EVALUATION OF OUR ALTERNATIVE SCHOOLS AND I WILL BE BRINGING FORWARD SOME RECOMMENDATIONS AROUND ALTERNATIVE SCHOOLS IN THE FUTURE.

AND HOW WE INTEGRATE THOSE STUDENTS INTO THEIR LEARNING BETTER AND PROVIDE MORE MEANINGFUL AND RELEVANT INTERVENTIONS AND LEARNING SUPPORTS FOR THEM IN THE FUTURE.

>> I'M LEARNING MORE EVERY DAY AND OUR SCHOOL DISTRICT, AND. HOW MANY ALTERNATIVE HIGH SCHOOLS OR ALTERNATIVE LEARNING SITUATIONS DO WE HAVE?

>> THE EXACT NUMBER I DO NOT HAVE, BUT WE WILL ABSOLUTELY GET THAT FOR YOU.

SOMEBODY MAY HAVE THAT FOR ME AND I KNOW WE HAVE, I THINK, 32 HIGH SCHOOLS, AND I THINK THE ALTERNATIVE NUMBER IS SOMEWHERE AROUND 11 OR 12, BUT I'M --

>> YEAH, THERE'S A BLEND OF PROGRAMS AND ACTUAL -- PLUM GRANTING SCHOOLS.

SO BOSTON COLLABORATIVE HIGH SCHOOL IS THE DIPLOMA GRANTING AGE -- THE GROUP THAT COVERS A NUMBER OF OUR ALTERNATIVE PROGRAMS THAT THE SUPERINTENDENT HAD MENTIONED INCLUDING ABCD UNIVERSITY, US ATICA HIGH, JUST TO NAME A FEW OF THE DIFFERENT PROGRAMS AND THEN WE HAVE ALTERNATIVE SCHOOLS FOR DEPENDING ON HOW TO SORT OF GROUP THE CATEGORIES, THERE'S

BOSTON DAY AND EVENING ACADEMY,  
GREATER EGLESTON.

THERE'S BOSTON TECHNICAL  
ACADEMY.

WE HAVE THE ADULT PROGRAM WHICH  
IS SEPARATE FROM BOSTON ADULT  
TECHNICAL ACADEMY SO THERE'S A  
LOT OF DIFFERENT OFFERINGS WE  
HAVE.

PART OF THE WORK IS JUST TRYING  
TO FIGURE OUT HOW THEY CAN  
COMPLEMENT EACH OTHER AND HOW WE  
MIGHT INTEGRATE THEM BETTER INTO  
OUR TRADITIONAL HIGH SCHOOLS AS  
WELL.

SO PROGRAMS LIKE DIPLOMAS PLUS  
WHICH HAS BEEN INTEGRATED WITHIN  
CHARLESTOWN HIGH SCHOOL IN THE  
PAST.

AND SO IT'S THINKING ABOUT THAT.  
SO IT'S A BLENDED MODEL.

THAT'S WHY THERE'S NOT SORT OF  
LIKE 6 -- 6 IS NOT THE EASY  
ANSWER.

IT DEPENDS HOW DO YOU CATEGORIZE  
A SCHOOL.

COMPUTER ACADEMY IS ANOTHER  
EXAMPLE IN JAMAICA PLAIN OF  
ANOTHER OF ALTERNATIVE HIGH  
SCHOOLS.

>> CERTAINLY AN AREA OF INTEREST  
OF MINE AND IF WE DO A BETTER  
JOB IN THOSE -- WITH THOSE  
PARTICULAR STUDENTS, IT CAN BE  
TOTALLY LIFE CHANGING FOR THEM  
AND FOR THEIR -- FOR THE NEXT  
GENERATION COMING AFTER THEM.  
SO THANK YOU --

>> AND THE GOAL IS TO GO A  
LITTLE EARLIER TO USE OUR EARLY  
WARNING SYSTEMS TO BE ABLE TO  
INTERVENE MUCH EARLIER WITH  
STUDENTS AND MOVING TO THE 712  
MODEL WILL ALLOW US TO SUPPORT  
THE STUDENTS MORE STRATEGICALLY.  
I THINK ALSO WITH THE ADDITION  
OF REMOTE LEARNING AND  
PERSONALIZATION THERE AND THEN  
THE ADDITION OF OUR HUB SCHOOL  
MODEL AND ALL OF THOSE  
WRAP-AROUND SERVICE AT A MUCH  
EARLIER AGE HELPS US TO MOVE  
UPSTREAM AS OUR CHIEF  
ACCOUNTABILITY OFFICER LIKES TO

SAY AND WHERE WE'RE NOT ON THE  
BACK END AFTER CHILDREN HAVE HAD  
A LOT OF DIFFICULTY IN SCHOOL.

>> YEAH.

I REALLY LOOK FORWARD TO HEARING  
MORE ABOUT YOUR PLANS FOR HIGH  
SCHOOLS AND THANK YOU SO MUCH  
FOR ALL OF YOUR WORK.

THANK YOU.

THAT'S ALL MY QUESTIONS TODAY.

COUNCILOR BOK?

>> GREAT.

THANK YOU SO MUCH, COUNCILOR  
BREADON.

NEXT UP IS COUNCIL PRESIDENT  
JANEY AND THEN IT WILL BE  
COUNCILOR ESSAIBI GEORGE.

>> CAN YOU HEAR ME OKAY?

YEP.

HEAR YOU FINE.

>> I JUST WANTED TO THANK THE  
TEAM YET AGAIN.

I DIDN'T REALLY GET TO FOCUS ON  
THE PARTNERSHIP QUESTIONS BUT  
I'VE HAD OPPORTUNITY TO ENGAGE  
WITH PIC AND BAM.

I WONDER ABOUT OTHER PEARBS AND  
WHETHER THEY'RE STRATEGIC PLACED  
IN OUR SCHOOLS AND FOR THOSE  
THAT ARE EFFECTIVE IN THEIR  
WORK HOW WE CAN EXPAND, HOW WE  
CAN MAYBE INCREASE THE BUDGET OR  
JUST EXPAND TO ADDITIONAL  
PARTNERS OR REPLICATE WHAT THOSE  
PARTNERS ARE DOING.

SO FOR EXAMPLE, BAM WAS -- IS  
AN ORGANIZATION THAT I'M VERY  
IMPRESSED WITH THE WORK THAT  
THEY'VE BEEN DOING.

HOW DO WE GET THEM INTO MORE  
SCHOOLS?

AND I KNOW PEOPLE MENTIONED THE  
PIC AND OTHERS.

THANK YOU.

AND THEN THAT'S IT FOR ME.

>> YEAH.

I BELIEVE WE HAVE AN INCREASE IN  
THIS BUDGET FOR MY BROTHERS  
KEEPER AND I KNOW THAT THEY  
OVERSEE THE WORK OF OUR -- OF  
BAM AND SOME OF THOSE  
INITIATIVES.

WE HAVE OVER 150 PARTNERS.

WE HAVE A PARTNERSHIP FUND.



AND WE USE OUR OPPORTUNITY INDEX FOR THAT TO PROVIDE THE FUNDING ALLOCATION OUT.

HOWEVER, I THINK WE CAN BE MUCH MORE INTENTIONAL IN THE HANDSHAKE AND THE RELATIONSHIPS THAT WE BUILD AND THAT'S PART OF THIS ASSET MAPPING THAT WE'RE GOING TO BE DOING AND THAT MARGARET FARMER HAS DESIGNED, AND I INVITE YOU TO GO TO THE NEW WEBSITE, AND I THINK YOU'LL SEE THAT CONTINUING TO GROW AND EXPAND AS WE BROADEN OUR REACH FOR EACH OF OUR SCHOOLS IN A MORE EQUITABLE WAY.

>> COUNCILOR JANEY, YOU ALL SET? THAT WAS IT FOR ME.

THANK YOU.

>> GREAT.

THANKS SO MUCH.

ALL RIGHT.

NEXT WE'RE GOING TO COUNCILOR ESSAIBI GEORGE, AND THEN IT WILL BE COUNCILOR MAJIA.

COUNCILOR ESSAIBI GEORGE.

>> THANK YOU AGAIN, MADAME CHAIR.

AND I'LL TRY TO BE QUICK.

JUST WANT TO FOLLOW UP ON THAT ACADEMIC BOOT CAMP PIECE FOR THIS SUMMER.

I THINK THAT'S GREAT ESPECIALLY THINKING ABOUT AN OPPORTUNITY TO DO SOME IN-PERSON ACADEMICS.

JUST WANT TO SUPPORT THAT IDEA, OBVIOUSLY, OF COURSE, IF IT'S SAFE.

BUT SPEAKING OF SAFETY AND SPEAKING ABOUT A HOPE TO RETURN TO SCHOOL IN A SAFE MANNER, WHAT IS THE SCIENCE THAT WE'RE FOLLOWING?

WHAT ARE THE STUDIES THAT ARE UNDERWAY THAT WE'RE LOOKING TOWARDS FOR INFORMATION ABOUT A SAFE RETURN TO SCHOOL, THE -- THERE'S BEEN SOME RESEARCH DONE INTERNET GLOBALLY AROUND COUNTRIES WHO HAVE HAD A SAFE RETURN TO SCHOOL FOR STUDENTS.

I'M JUST CURIOUS, WHAT IS THE SCIENCE -- AND, OF COURSE, WE WANT TO RELY ON THE CDC

RECOMMENDATIONS BUT WE ALSO KNOW THAT THOSE RECOMMENDATIONS ARE CHANGING PRETTY REGULARLY AND THAT'S PROBABLY THE ONLY THING WE CAN COUNT ON THAT THOSE CDC RECOMMENDATIONS ARE GOING TO CHANGE.

SO I'M CURIOUS ABOUT THE SCIENCE BEHIND AND THE RESEARCH THAT WE SHOULD BE FOLLOWING.

WHAT ARE WE FOLLOWING?

>> SO I'M CERTAINLY NOT A SCIENTIST IN THIS AREA, SO I HAVE TO DEPEND ON THE CDC. I HAVE TO DEPEND ON CHIEF MARTINEZ AND HIS DISCERNMENT AND WE PARTNER WITH OUR CITY HEALTH COMMISSION, THEIR RECOMMENDATIONS.

SO THIS IS A WHOLE TEAM EFFORT IN HOW WE MAKE THIS DECISION. AND OF COURSE, THEY'RE LOOKING AT VARIOUS INDICATORS RIGHT NOW ABOUT TESTING AVAILABILITY.

THEY'RE LOOKING AT THE NUMBER OF NEW CASES TO DETERMINE WHETHER THEY THINK THEY'RE SEEING A SPIKE OR NOT AND WHETHER WE'RE ON THE FLATTENING OF THE CURVE, SO TO SPEAK, AND THEN THE AVAILABILITY OF ANY KIND OF VACCINE IN THE FUTURE.

SO THOSE -- AND BROAD TESTING IS THE BEST SCIENCE THAT'S AVAILABLE TO US RIGHT NOW, AND THAT'S WHAT WE'RE WATCHING AND THAT'S WHERE I'M GETTING MY GUIDANCE FROM.

>> THERE'S ALSO SOME -- JUST OVER THE LAST FEW DAYS BECAUSE I'VE BEEN PAYING PARTICULAR ATTENTION TO IT, AND, YEAH, IT'S PARTLY MY INTEREST TO GET KIDS BACK INTO THE CLASSROOM BECAUSE I THINK THAT THE BEST PLACE FOR THEM TO BE IN IT'S SAFE AND ALSO MY EXPERIENCE AS A PARENT WITH FOUR TEENAGERS HOME, I'M ANXIOUS TO GET THEM BACK INTO THE CLASSROOM.

SO OVER THE LAST FEW DAYS IN PARTICULAR, THERE'S BEEN SOME MEDICAL RESEARCH DONE BY MAINSTREAM RESEARCH.

I SHOULD HAVE BROUGHT IT WITH ME TO REFERENCE IT MORE PROPERLY. BUT THERE'S BEEN SOME STUDIES DONE, CLINICAL STUDIES DONE, WITH ALBEIT SMALLER GROUPS OF KIDS IN SCHOOL SETTINGS ACROSS THE COUNTRY, IN AUSTRALIA IN PARTICULAR, AND THEN IN DENMARK, THERE WAS A SPECIAL ON WHAT WHAT THEY'RE DOING.

AS WE LOOK TO THE CDC FOR THAT FINAL GUIDANCE AND THOSE RECOMMENDATIONS AS THE FEDERAL AGENCY LEADING THE EFFORT THAT THERE'S SOME -- THE REAL SCIENCE BEHIND THIS EFFORT SHOULD ALSO BE REFERENCED AND REVIEWED. AND THAT'S SOMETHING THAT I THINK IS IMPORTANT FOR CHIEF MARTINEZ AND HEALTH AND HUMAN SERVICES TO TAKE A LOOK AT AS WELL.

I SEE THE GAVEL.

I THANK YOU FOR YOUR TIME THIS AFTERNOON IN TALKING ABOUT SOME REALLY IMPORTANT DECISIONS, NO DOUBT, THAT YOU HAVE TO MAKE, AND YOU HAVE TO DO THE BEST THAT YOU CAN AND I NO DOUBT THAT YOU WILL WITH THE INFORMATION YOU HAVE WHEN THAT TIME COMES. THANK YOU, MADAME CHAIR. THANK YOU, SUPERINTENDENT.

>> THANK YOU.

WE ARE LOOKING AT OTHER INTERNATIONAL MODELS FOR OPENING SCHOOL AND WHAT THEY'RE DOING FOR OPENING SCHOOL.

I DON'T KNOW IF THAT'S BASED ON THE SCIENCE OF WHY THEY CHOSE TO OPEN OR NOT OPEN, BUT WE ARE LOOKING AT SOME OF THE PROCEDURES, ROUTINES, HOW THAT'S WORKING FOR THEM, HOW IT'S NOT WORKING FOR THEM, AS YOU HEARD ABOUT WHAT HAPPENED IN FRANCE. SO I THINK THAT THERE'S SOME DIFFERENT THINGS THAT WE ARE LOOKING AT IN TERMS OF OUR OVERALL DECISION-MAKING AROUND REOPENING.

THE SCIENCE, HOWEVER, ON JUST KIND OF THE DISEASE AND THE VIRUS AND HOW IT'S REACTING AND

EVOLVING IS SOMETHING THAT I  
HAVE TO LEAVE TO THE EXPERTS IN  
THAT AREA AND THE RESEARCHERS IN  
THAT AREA AND CHIEF MARTINEZ AND  
THE STATE.

>> THANK YOU.

THANK YOU, MADAME CHAIR.

>> THANK YOU SO MUCH, COUNCILOR  
ESSAIBI GEORGE.

ALL RIGHT.

NEXT UP, COUNCILOR MAJIA.

>> YES.

WE'RE AT THE FINAL STRETCH HERE.

THANK YOU, COUNCILOR BOK.

AND DR. CASSELLIUS AND YOUR  
WHOLE ENTIRE TEAM.

I JUST WANTED TO -- I'M CURIOUS  
ABOUT THE BOSTON PUBLIC HEALTH  
COMMISSION.

THEY HAVE A PROGRAM CALLED YOUTH  
DEVELOPMENT NETWORK.

THEY WORK WITH HIGH-RISK YOUTH  
IN CHARLESTOWN, THE BURG,  
BRIGHTON, A NUMBER OF DIFFERENT  
SCHOOLS, CHARLESTOWN BEING ONE  
OF THEM.

AND I ASKED THIS QUESTION I'M  
NOT SURE WHICH HEARING BECAUSE  
THEY'RE ALL SOUNDING THE SAME TO  
ME THESE DAYS.

I THINK IT WAS AT THE BOSTON  
PUBLIC HEALTH COMMISSION'S  
HEARING, ABOUT THE NEED TO  
EXPAND THAT PROGRAM TO HELP  
SUPPORT STUDENTS WHO ARE  
CHRONICALLY ABSENT AND AS WE  
START THINKING ABOUT WHAT WE  
HAVE SEEN ON THE VIRTUAL FRONT  
JUST CURIOUS WHAT, IF ANY WANTS  
EXIST TO HELP -- IF ANY  
OPPORTUNITIES EXIST TO HELP  
CHILDREN IN MIDDLE SCHOOL AS A  
PREVENTION AS OPPOSED TO AN  
INTERVENTION MODEL, IF WE CAN  
GET KIDS AT AN EARLIER AGE WITH  
THESE TARGETED SUPPORT SERVICES  
AND CASE MANAGEMENT, STUDENTS  
WHO ARE CHRONICALLY ABSENT EVEN  
IN MIDDLE SCHOOL, WHAT, IF  
ANYTHING, IS BEING DONE NOW AS  
WE'RE LOOKING AT COVID-19 AND  
THE REMOTE LEARNING?  
WHAT ARE WE LEARNING ABOUT KIDS  
WHO ARE IN MIDDLE SCHOOL?

JUST CURIOUS ABOUT THAT.

>> YEAH.

MIDDLE SCHOOL IS A REALLY TOUGH AGE.

I SPENT A LOT OF MY CAREER AS A MIDDLE SCHOOL TEACHER AND ADMINISTRATOR.

IT HAS A SPECIAL HEART.

YOU EITHER LIKE MIDDLE SCHOOLERS OR YOU DON'T.

AND I LOVE MIDDLE SCHOOLERS.

SO IT IS A -- IT'S REALLY

HARD -- THIS IS HARD TIME FOR THEM ANYWAYS IN THEIR ADOLESCENT DEVELOPMENT.

AND SO WE HAVE SEEN SOME FALL-OFF OF OUR EIGHTH-GRADERS AND THEIR ENGAGEMENT SO THAT'S CONCERNING TO US.

AND A LOT OF -- THIS IS WHY I PUT IN PLACE THE STUDENT SUPPORT TEAM PROCESS SO THAT THE STAFF IS WORKING TO PROVIDE THE SUPPORT AND WHY WE BUILT IN THE FAMILY LIAISONS AS WELL AS SOCIAL WORKERS AND NURSES AND THOSE THREE KEY POSITIONS WILL WORK WITH OUR STUDENT SUPPORT TEAMS IN ORDER TO SUPPORT STUDENTS AND DO FURTHER INTERVENTIONS WITH THEM AND SUPPORT SYSTEMS FOR THEM IN THE COMMUNITY MAKING SURE THAT THEY'RE CONNECTED, ESPECIALLY CONNECTED TO THEIR PEERS IN VERY POSITIVE WAYS AND CONNECTED TO AN ADULT WHO CAN KEEP TRACK OF THEM.

>> AND SO JUST CURIOUS ABOUT THE YOUTH DEVELOPMENT NETWORK.

ARE YOU FAMILIAR WITH IT?

IT'S LED THROUGH THE BOSTON --

>> I HAVE JUST RECENTLY HEARD ABOUT THAT AS WE'VE BEEN DOING WORK ON SUMMER JOBS FOR OUR KIDS.

I AM STILL LEARNING ABOUT ALL OF THE CITY RESOURCES THAT ARE AVAILABLE, OBVIOUSLY BEING NEW, BUT THAT IS SOMETHING I'VE JUST RECENTLY HEARD OF.

AND ALSO WORKING WITH OUR OFFICE OF NEIGHBORHOOD SERVICES MORE DELIBERATELY TOO AND HOW WE

PROVIDE SERVICES IF THOSE ARE ABLE TO OPEN UP IN ANY WAY.  
>> THE REASON WHY I BRING IT UP BECAUSE IT'S PROGRAM THAT ALSO EMPLOYS CHRONICALLY ABSENT STUDENTS AND THEY LEARN A LOT OF LIFE SKILL SO IT'S NOT JUST ABOUT A JOB BUT IT'S REALLY A WRAP-AROUND AND THEN THEY GO BACK INTO THESE SCHOOLS AND GET ADDITIONAL CASE MANAGEMENT. SO I'M HOPING THAT A SIMILAR MODEL LIKE COULD BE EXPANDED INTO THE MIDDLE SCHOOL AREA NOW THAT I HAVE -- I HAVE HEARD FROM SOME PARENTS WHO HAVE EIGHTH-GRADERS THAT ARE STRUGGLING RIGHT NOW SO THIS IS WHY I'M BRINGING IT UP TO YOUR ATTENTION AS SOMETHING TO LOOKS AT AS AN -- MORE AS A PREVENTION AS OPPOSED TO AN INTERVENTION. AND THEN THE LAST THING THAT I'D LIKE NO JUST UPLIFT AS WE START THINKING ABOUT GOING BACK IS THAT I WANT TO JUST CONTINUE TO HARP ON THE MENTAL WELLNESS PIECE.

THERE ARE A LOT OF STUDENTS RIGHT NOW WHO ARE IN HOMES WHO ARE NOT DOING WELL OR WELL SUPPORTED.

AND BECAUSE EDUCATORS ARE MANDATED REPORTERS, THERE'S REALLY NO ONE ABLE TO DO THESE WELLNESS CHECKS.

LIKE, HOW CAN YOU ASK A CHILD IF THEY FEEL SAFE AT HOME?

JUST REALLY CURIOUS ABOUT HOW WE'RE PAYING ATTENTION TO THE NEEDS OF STUDENTS WHO ARE AT RISK FOR BEING ABUSED OR NEGLECTED, JUST CURIOUS.

>> I GOT TO SAY DURING THIS WHOLE ENTIRE TIME THAT IS ONE THING THAT HAS WEIGHED HEAVILY ON ME IN TERMS OF OUR CHILDREN'S HEALTH AND SAFETY, THEIR SOCIAL AND EMOTIONAL HEALTH AND ALSO ABUSE OR NEGLECT, AND THAT THAT -- WE DON'T ALWAYS HAVE AN EYE INTO THE HOME NOW AND WE ALSO COULD SEE CHILDREN WHEN THEY CAME TO US AND KNOW IF

SOMETHING WASN'T RIGHT AND THEN WE WERE MANDATORY REPORTERS, OBVIOUSLY, AND SO IF WE DIDN'T SEE IT, WE REPORTED IT.

IF WE SAWING IS THAT LOOKED FUNNY TO US, THEN WE WOULD REPORT IT OR THE NURSE WOULD REPORT IT AND OBVIOUSLY NOT HAVING CHILDREN RIGHT THERE INN'T FRO OF US, IT'S HARDER TO KNOW WHAT'S HAPPENING.

I KNOW WHEN I GREW UP, I USED TO GET WHOOPINES FROM MY DAD AND WHAT HAPPENED IN THE HOUSE STAYED IN THE HOUSE AND YOU DIDN'T TALK ABOUT IT.

AND SO I THINK THIS IS VERY CONCERNING TO ME AS WE THINK ABOUT THE TRAUMA THAT THIS WHOLE ENTIRE SITUATION IS HAPPENING.

I DO WANT TO -- SAM SENT ME A NOTE AND SAID THAT OUR SUPERVISORS OF ATTENDANCE WORK RIGHT NOW WITH THE YOUTH DEVELOPMENT GROUP SO -- AND THEY WORK WITH THAT PROGRAM VERY CLOSELY.

I JUST -- I JUST DIDN'T KNOW HOW CLOSELY THEY WORKED WITH THEM YET.

>> I'M A BIG SUPPORTER.

I WORK WITH THAT PROGRAM EVERY SUMMER.

>> GOOD.

YEAH, THEY'RE WORKING CLOSELY WITH OUR SUPERVISORS OF ATTENDANCE.

AT THE BEGINNING OF THE YEAR, THERE WAS A BIG "GLOBE" ARTICLE BECAUSE THIS IS SUCH AN IMPORTANT PIECE FOR ME AROUND ATTENDANCE, AND I THINK THAT IT HOOKS RIGHT INTO THE TRAUMA THAT STUDENTS ARE HAVING.

I MEAN, I THINK KIDS DON'T COME TO SCHOOL BECAUSE EITHER THEY DON'T FEEL WELCOMED OR THERE'S NOT AN ENVIRONMENT -- THERE'S -- THE HOME ENVIRONMENT IS TOUGH, AND SO THIS IS A HUGE CONCERN. THEY DON'T JUST NOT COME TO SCHOOL BECAUSE THEY DON'T WANT TO COME TO SCHOOL.

THERE ARE REAL REASONS WHY

CHILDREN DON'T ATTEND SCHOOL AND WE HAVE TO DO BETTER IN FOLLOWING UP ON OUR KIDS AND NOT LETTING THEM FALL THROUGH THE CRACKS.

>> I'LL SAY THIS LAST THING BEFORE I HEAR THE WIND CHIMES IS THAT I AM -- I AM PERSONALLY COMMITTED TO THIS ISSUE AS A KID THAT WAS CHRONICALLY ABSENT AND DROPPED OUT AND WENT BACK TO SCHOOL.

THIS IS NEAR AND DEAR TO ME SO ANYTHING I CAN DO TO HELP SUPPORT YOU IN THIS SUPPORT, PLEASE COUNT ON ME.

>> YEAH, ME TOO, COUNCILOR MAJIA.

MY MOM WAS CLINICALLY DEPRESSED AND MY SENIOR YEAR, MY SECOND SEMESTER OF MY SENIOR YEAR, I MISSED 17 DAYS OF SCHOOL TAKING CARE OF HER.

SO I KNOW PERSONALLY WHAT IT -- THE IMPACT IS TO CHILDREN SOMETIMES WHEN THE HOME LIFE IS CHALLENGING.

>> THANK YOU.

THANK YOU, CHAIRMAN BOK.

>> THANK YOU, COUNCILOR MAJIA. AND THANK YOU, SUPERINTENDENT. ALL RIGHT.

NEXT UP IS COUNCILOR ARROYO.

>> THANK YOU, MADAME CHAIR. I'M GOING TO SAVE MOST OF MY QUESTIONS FOR OUR EVENTUAL HEARING.

BUT ONE QUESTION I DO HAVE IS, AS YOU DO THE PHASE 1 RETURN, REFOCUS, REALITY CHECK PORTION OF THE TIMELINE, IS THE INPUT ESSENTIALLY WEIGHTED?

ARE YOU GIVING MORE WEIGHT TO TEACHERS AND EDUCATORS AND PARENTS THAN YOU ARE, SAY, SCIENCE GUIDELINES?

ARE THEY EQUALLY WEIGHED IN? WHAT ARE THE CALCULUS FOR ALL OF THAT DIFFERENT INPUT?

>> SO, I DON'T KNOW THAT THERE WILL BE WEIGHTS.

IT WILL BE THAT EVERY BOX HAS TO BE CHECKED 100%.

>> SO BASICALLY IF YOU CAN'T



100% SAY THAT CHILDREN WILL BE SAFE IN SCHOOLS, THEN THAT'S IT. LIKE, THAT'S THE FOCUS?

>> YEAH, AS SUPERINTENDENT, I THINK THAT THAT'S WHAT I NEED TO BE WABLE TO SAY THAT I'M CONFIDENT THAT CHILDREN CAN GO BACK TO SCHOOL SAFELY AND THAT EVERY BOX HAS BEEN CHECKED, THAT WE SEE AS A BOX FOR THEIR SAFETY.

>> THAT GIVES THAT -- I APPRECIATE THAT.

>> AND OUR STAFF. AND OUR STAFF.

>> I APPRECIATE THAT. THAT ACTUALLY, I THINK, IS SOMETHING THAT -- THOUGH I THINK I TAKE AND MOST PEOPLE TAKE FOR GRANTED IS ALWAYS GOOD TO HEAR AGAIN.

AND SO ONE OF THE OTHER QUESTIONS THAT I HAVE IS, WE DO HAVE SOME ISSUES WITH SOME OF OUR FACILITIES.

FOR INSTANCE, I HAVE A SCHOOL IN DISTRICT WHERE THE WINDOWS DON'T OPEN.

AND SO WE DO HAVE SOME FACILITIES THAT, IF WE'RE REVISITING THE IDEA OF OPENING AT ANY TIME, WE'RE GOING TO HAVE TO REVISIT KIND OF THE ABILITY FOR AIR CIRCULATION, ALL THESE DIFFERENT THINGS TO ACTUALLY FUNCTION, AND SO IS THERE ANY PLAN TO DO A SURVEY SPECIFICALLY OF SCHOOLS, DISTRICT SCHOOLS AND WHAT THEY'RE CAPABILITIES ARE TO REOPEN AND HAVING WINDOWS OPEN, AIR CIRCULATION, ALL THESE DIFFERENT THINGS?

IS THERE ANY PLAN FOR A SURVEY FOR THAT TO.

WHAT OR HAS IT HAPPENED?

>> YES.

SO WE ARE LOOKING AT THE SCHOOL MAPS RIGHT NOW AND BLUEPRINTS AND WE'LL BE WALKING OUR SCHOOL BILLINGS TO BE ABLE TO LOOK AT THOSE BECAUSE THERE COULD HAVE BEEN MODIFICATIONS SINCE WE HAD THE BLUEPRINTS SO TAMMY PUST WHO IS OUR COVID CZAR, I CALL HER,

HAS BEEN WORKING WITH OUR FACILITIES DEPARTMENT, SAM DEPENA, AND BRIAN McLAUGHLIN AND OTHERS AS WE BEGIN TO LOOK AT RAMPING UP OF ALL OF THE CAPITAL IMPROVEMENTS THAT WE HAVE TO DO TO ENSURE A SAFE RETURN.

>> AND JUST FINALLY, AS WE TALK ABOUT AN EVENTUAL RETURN WITH SAFETY GUIDANCE AND EFFECT WHICH WOULD INVOLVE TEMPERATURE CHECKS AND ALL THESE DIFFERENT THINGS, THAT'S TIME CONSUMING AND I REMEMBER MY DAYS IN SCHOOL, HOME RUN CHECK-IN WOULD TAKE A CERTAIN AMOUNT OF TIME.

HOW ARE WE FACTORING IN WHAT THE IMPACT ON LEARNING TIME IS BOTH FOR TRANSPORTATION NOW -- FOR INSTANCE, REMOTE LEARNING WHICH IS NOT WORKING NECESSARILY THE WAY WE WOULD WANT IT TO FOR A NUMBER OF DIFFERENT PEOPLE DOES TAKE OUT TRANSPORTATION.

IT DOES ELIMINATE SORT OF THE NEED TO DO THESE KIND OF WELLNESS CHECKS WHICH TAKES UP TIME.

FROM THE STANDPOINT OF OPENING UP SCHOOLS AGAIN AND A KIDS CLASSROOM CALENDAR WHO'S GOING TO BE RESPONSIBLE FOR TEMPERATURE CHECKS FOR THE STUDENT BODY?

HOW IS THAT GOING TO HAPPEN IN AN ORDERLY FASHION?

WHAT DO WE THINK WE'RE ACTUALLY LOOKING AT FROM A SCHEDULE STANDPOINT ON THAT?

ARE WE GOING TO HAVE TO STAGGER SCHEDULES TO MEET THESE SMALLER CLASSROOMS AND SMALLER STUDENT BODIES?

ARE WE GOING TO HAVE TO DO DIFFERENT DAYS?

SEEMS LIKE A NUMBER OF DIFFERENT ISSUES THERE AND I DON'T KNOW AND I'M NOT EXPECTING

NECESSARILY THAT YOU HAVE EXACT ANSWERS BUT AS YOU FRAME THAT AND YOU THINK ABOUT THAT, WHOSE RESPONSIBILITY ARE WE BELIEVING IT SHOULD BE?

IS IT THE TEACHERS' RESPONSIBILITY TO BE ESSENTIALLY TEMPERATURE CHECKING THE STUDENTS OR IS IT GOING TO BE SOME OTHER ENTITY WITHIN THE SCHOOL THAT'S GOING TO DO THESE TEMPERATURE CHECKS AND DO ALL THESE DIFFERENT THINGS?

>> SO WE ARE WORKING ON ALL OF THOSE QUESTIONS.

YOU HAVE A LOT OF REALLY GREAT QUESTIONS AND WE DON'T HAVE YET ALL OF THE ANSWERS BUT WE ARE CONSIDERING ALL OF THESE QUESTIONS THAT YOU'RE ASKING BECAUSE EVERYBODY'S CONSIDERING THESE ACROSS THE NATION AND AS I MEET WITH SUPERINTENDENTS, I LEARN EVERY DAY NEW QUESTIONS WE NEED TO BE ASKING, SO WOULD LOVE TO HAVE A LIST OF ALL OF YOUR THOUGHTS THAT YOU'RE THINKING THROUGH BECAUSE IT'S -- YOU'RE THINKING THROUGH VERY DEEPLY AND SO ANY ADVICE OR COUNSEL THAT YOU WOULD LIKE TO GIVE US AS WELL WOULD BE HELPFUL.

WE ARE HOLDING A STAKEHOLDER ENGAGEMENT MEETINGS AS WELL TO GET FEEDBACK FROM TEACHERS AND FROM OUR NURSES AND ALSO FROM THE PUBLIC.

SO THERE WILL BE A LOT OF INPUT INTO INFORMING THESE PLANS AS WE MOVE FORWARD AND OPPORTUNITIES AND LISTENING SESSIONS SO THAT WE CAN REALLY UNDERSTAND WHAT KIND OF QUESTIONS THAT PEOPLE HAVE AND HEAR SOME OF THE REALLY GREAT CREATIVE IDEAS THAT I THINK WE'LL HAVE FROM OUR COMMUNITY.

>> I'D LOVE TO PARTICIPATE, AND IF YOU CAN MAKE THE ANNOUNCEMENT IF YOU HAVE THOSE DATES NOW SO THAT THE PUBLIC CAN HAVE THEM, THAT WOULD BE GREAT. JUST I WOULD LOVE TO PARTICIPATE.

OBVIOUSLY, I WENT TO BPS. I HAVE A G.E.D. BUT I ATTENDED BPS FOR ALL OF MY EDUCATION, GREAT 1 THROUGH 12, MY NIECES AND OF INUS CONTINUE TO GO TO

BPS AND MY MOM AND MY SISTER --  
MY SISTERER A A CURRENT TEACHER.  
MY MOTHER WAS A TEACHER.  
I'M VERY AWARE OF THE BPS  
POPULATION AND WHAT THESE  
SCHOOLS LOOK LIKE AND KIND OF A  
FUNCTIONAL REALITY OF THAT.  
I'M ONLY 32.  
SO I'M NOT THAT FAR REMOVED.  
AND SO WHEN WE TALK ABOUT  
SCHOOLS IN GENERAL AND KIND  
OF -- AS WE TALK ABOUT HEALTH  
ISSUES, I THINK AS MUCH AS WE  
CAN DO TO FOCUS ON MAKING THE  
MOST OF WHAT OUR REALITY IS  
RIGHT NOW WHICH IS NOT APARTMENT  
MUM, MOVING FORWARD, I JUST  
WORRY THAT THE DISRUPTION OF  
STARTING SCHOOL AGAIN, HAVING TO  
PULL CHILDREN OUT IF THERE'S A  
SECOND -- CANCEL 0 A SCHOOL OR  
CLOSE A SCHOOL IS MORE  
DISRUPTIVE THAN TRYING TO FIGURE  
OUT A WAY TO MAKE REMOTE  
LEARNING WORK BETTER FOREIGN  
EVERYBODY IN THIS TIME FRAME.  
AND I THINK WE ARE GOING TO HAVE  
TO GET CREATIVE AND SO I  
APPRECIATE YOU ANSWERING  
QUESTIONS.  
I'M NOT TRYING TO PUT FOLKS ON  
THE SPOT.  
I'M JUST TRYING TO GET ANSWERS  
THAT I KNOW PARENTS AND TEACHERS  
AND CONSTITUENTS ARE GOING TO  
HAVE.  
AND AS WE MOVE FORWARD I'M HAPPY  
TO TAKE PART IN THAT AND THAT  
INCLUDES SENDING YOU PRIOR TO  
THAT HEARING SORT OF AN OUTLINE  
ON WHAT MY THOUGHTS ARE ON THIS.  
SO YOU GO IN FULLY UNDERSTANDING  
WHERE MY QUESTIONS ARE AND WHERE  
MY CONCERNS LIE.  
SO THANK YOU SO MUCH.  
I SEE THE GAVEL.  
THANK YOU.  
I APPRECIATE THE FACT THAT  
YOU'VE HAD SOME HARD QUESTIONS  
HERE AND YOU'VE DONE YOUR BEST  
TO ANSWER THEM.  
THANK YOU SO MUCH.  
>> VERY MUCH APPRECIATE YOUR  
QUESTIONS.

AND YOUR CONCERN.

AND I SHARE IT.

AND SO I INVITE YOUR PARTNERSHIP  
AS WE BEGIN TO THINK ABOUT  
REOPENING OUR SCHOOLS AND LOVE  
TO SEE YOU AT OUR STAKEHOLDER  
ENGAGEMENT SESSIONS, WHICH WE  
SHOULD BE ANNOUNCING EITHER LATE  
THIS WEEK OR EARLY NEXT.

>> GREAT.

THANK YOU SO MUCH, COUNCILOR  
ARROYO.

JUST BEFORE I JUMP TO A NEW SET  
OF QUESTIONS, NATE, I THINK YOU  
SAID YOU HAD AN ANSWER TO A  
QUESTION FROM COUNCILOR EDWARDS  
EARLIER?

>> YEAH, THE QUESTION ABOUT  
VACCINATIONS IN TERMS OF THE  
PERCENTAGE OF OUR STUDENTS.  
WE HAVE ALMOST 90% -- IT'S ABOUT  
89% OF OUR STUDENTS DO HAVE FULL  
VACCINATION RECORDS ON FILE  
RIGHT NOW.

THE -- THERE'S ABOUT 5600  
STUDENTS WHO, AS OF MAY, DID NOT  
HAVE -- ONE OF THEIR VACCINATION  
RECORDS IN -- SO IT'S NOT THAT  
THEY WERE COMPLETELY NO RECORDS.  
IT WAS JUST THAT THERE ARE  
MULTIPLE VACCINATIONS THEY HAVE  
TO HAVE THEIR PAPERWORK IN.  
THAT WAS A QUESTION THAT WAS  
ASKED A COUPLE TIMES.

SO I WANTED TO MAKE SURE --

>> CAN YOU SAY THE PERCENT  
AGAIN, NATE.

>> IT'S NEARLY 90% OF OUR  
STUDENTS HAVE FULL AND COMPLETE  
VACCINATION RECORDS IN HAND.  
AND THERE ARE ABOUT 5500  
STUDENTS -- 5600 STUDENTS WHO  
ARE MISSING ONE OF THEIR  
VACCINATION RECORDS THAT WE'RE  
WORKING TO COLLECT.

>> SO JUST A LITTLE -- RIGHT  
AROUND 10% OR LESS MIGHT BE  
MISSING ONE OR MORE.

>> UH-HMM.

GREAT.

COUNCILOR ESSAIBI GEORGE, DID  
YOU WANT --

>> I JUST WANT -- I BELIEVE I  
MAY HAVE CHAIRED OR SPONSORED

THAT HEARING ON THE NURSING  
PIECE THAT BROUGHT UP THE  
VACCINATIONS, AND I THINK THAT  
THE NUMBER THAT PERHAPS  
COUNCILOR EDWARDS WAS  
REFERENCING ON THE 50% WAS THE  
DIGITIZING SOME OF THAT  
INFORMATION.

SO KIDS HAD THEIR VACCINATIONS  
IN BUT PERHAPS ONLY ABOUT 50% OF  
THEM WERE FULLY DOCUMENTED  
ONLINE.

THAT MAY HAVE BEEN THAT 50%  
NUMBER.

THAT'S IT.

JUST CLARIFICATION, PERHAPS  
ADDITIONAL CLARIFICATION OR  
PERHAPS MAKING THE SITUATION  
MORE COMPLICATED.

>> MAYBE THAT MIGHT HAVE BEEN  
IMPROVED NOW WITH NEW SYSTEMS  
AND DOCUMENTATION.

I'M NOT SURE.

>> RIGHT.

I'D SAY THAT WAS A FEW YEARS  
AGO.

THANK YOU.

SORRY FOR THAT.

>> THANK YOU.

OKAY.

YEAH.

I JUST HAD A COUPLE MORE  
QUESTIONS.

SORRY.

AND THEN WE'LL BE DONE.

ONE IS JUST -- I MEAN IN THE  
CONTEXT OF CONTINGENCY PLANNING  
FOR ALL ESSENTIALIALITIES, I  
THINK I MENTIONED THIS BEFORE  
PHYSICALLY RESPONSIBLE TO MAKE  
THIS SET OF HIRES ON THE  
JULY 1ST.

THEN SECONDLY, WITHIN THAT, YOU  
KNOW, DO WE FEEL -- LIKE DO YOU  
THINK YOU ARE ABLE TO, YOU KNOW,  
AT LEAST IN THOSE CONTRACTUAL  
RELATIONSHIPS THINK ABOUT  
SUFFICIENT FLEXIBILITY THAT YOU  
COULD, IF THOSE HIRES ARE WELL  
POSITIONED TO SUPPORT WHAT WE  
ARE DOING REGARDLESS OF --  
REGARDLESS OF THE DIFFERENT WAYS  
THAT SCHOOL COULD LOOK IN THE  
FALL?

>> AND THE ANSWER IS SIMPLY YES.  
ONE, I DON'T THINK WE CAN DO  
THIS WORK WITH LESS.  
THAT'S FOR SURE.  
I THINK IT IS GOING TO TAKE MORE  
BUT WE NEED OUR FEDERAL PARTNERS  
TO STEP UP WITH THE HEROES ACT,  
ANY SUPPORT YOU CAN GET TO GO  
THROUGH AND PRESSURE TO PUT ON  
OUR LEADERS FOR THAT ACT.  
THAT'S A BIG AMOUNT OF FUNDING  
FOR SCHOOLS, I THINK IT IS  
\$100 BILLION WOULD GO TO K-12  
SCHOOLS AND THEN THERE IS  
500 BILLION THAT WOULD GO TO  
STATES SO HOPEFULLY THERE  
WOULDN'T BE THIS ROB PAUL TO PAY  
PETER IN STATE AND CITY BUDGETS.  
SO IT IS REALLY IMPORTANT FOR US  
TO STAY FOCUSED ON OUR STATE AND  
-- I AM SORRY.  
MY PUPPY IS GOING CRAZY.  
AND THEN I THINK ALSO BECAUSE,  
THIS SITUATION HAS REALLY BEEN  
FOCUSED ON EQUITY, THIS BUDGET,  
IT IS ALREADY BUILT WITH FAMILY  
IN MIND.  
IT IS BUILT WITH SOCIAL WORKERS  
WITH MENTAL HEALTH IN MIND.  
IT IS BUILT WITH ONE TO ONE  
TECHNOLOGY.  
IT IS BUILT WITH THE FACILITY  
UPGRADES THAT WE HAVE TO DEAL  
WITH, YOU KNOW, LIKE ALMOST, IT  
IS ALMOST LIKE WE KNEW THAT IT  
WAS GOING TO REQUIRE WITH THIS  
PANDEMIC THESE TYPES OF  
INVESTMENTS.  
AND SO, YOU KNOW, WE ALREADY HAD  
A LARGE CAPITAL IMPROVEMENT  
REQUEST PUT FORTH FOR BATHROOMS  
AND CLEANING WITH THE  
CUSTODIANS.  
I MEAN, EVERY SINGLE PIECE OF  
THIS BUDGET WAS BIT ON AN EQUITY  
FRAME AND IT IS ALSO BUILT --  
THE ONLY THING I CAN SAY IS WE  
JUST NEED MORE OF IT.  
YOU KNOW, IN TERMS OF THE FOCUS.  
GREAT.  
WELL, THANK YOU SO MUCH, MADAM  
SUPERINTENDENT, I THINK THOSE  
ARE ALL OF THE COUNCIL'S  
QUESTIONS AND I JUST WANTED TO

GIVE YOU THE OPPORTUNITY SINCE THIS IS THE END OF A SERIES OF AID H, MAYBE MORE, DEPENDING HOW YOU COUNT ON THE BUDGET,.

[ EIGHT ] WE WILL OBVIOUSLY BE HAVING A PUBLIC TESTIMONY HEARING TONIGHT AND WE ARE LOOKING FORWARD TO THAT AT 6:00 O'CLOCK, IF YOU ARE WATCHING PLEASE FEEL FREE TO JOIN AND GIVE TESTIMONY.

BUT WE WANTED TO GIVE YOU AN OPPORTUNITY TO SAY ANYTHING AT THE CLOSE.

>> THANK YOU SO MUCH.

FIRST, I JUST WANT TO ACKNOWLEDGE THAT WE LOST A MEMBER OF OUR BPS FAMILY TODAY, MR. KEITH LOVE FROM TECH BOSTON HAD A COURAGEOUS FIGHT AND BATTLE WITH CANCER, JUST RECENTLY WE WERE ABLE TO DO A PARADE TO SHOW HIM OUR LOVE AND APPRECIATION BEFORE HE PASSED AWAY THIS PAST NIGHT, AND WE ARE JUST ALL VERY SADDENED BY HIS PASSING AND -- BUT VERY HUMBLLED BY HIS INCREDIBLE SERVICE TO THIS COMMUNITY AND TO THE CHILDREN, AT TECH BOSTON AND CHILDREN IN BOSTON ALTOGETHER, SO I JUST WANTED TO MAKE THAT RECOGNITION OF HIS LIFE AND HIS LEGACY IN OUR SCHOOL DISTRICT. AND THEN I HAVE JUST MORE OF A FORMAL STATEMENT I WOULD LIKE TO SHARE JUST ABOUT THE OVERALL BUDGET AND JUST SHARING THAT I AM DEEPLY GRATEFUL FOR THE OPPORTUNITY TO LEAD BOSTON PUBLIC SCHOOLS AND HUMBLLED BY THE CHANNEL AT HAND WITH THIS PANDEMIC, BUT HONORED TO BE ABLE TO DO SO WITH OUR CITY PARTNERS AND MAYOR WALSH AND HIS LEADERSHIP.

I AM THANKFUL OF MAYOR WALSH TO PUTTING FORWARD BUDGETS THAT I THINK IS HISTORIC AND REALLY UNDERSTANDS THE INCREDIBLE WORK THAT IS AT HAND AND THAT IT CAN'T JUST BE DONE IN ONE YEAR IN YEAR TO YEAR BUDGETS BUT REALLY A THREE-YEAR BUDGET WHERE



WE ARE ABLE TO DEPEND ON THE FUNDING MOVING FORWARD TO DO THIS REALLY DEEP SYSTEMIC WORK AROUND THE INEQUITIES THAT EXIST WITHIN OUR SYSTEM.

THIS IS JUST MY FIRST YEAR HERE AS SUPERINTENDENT, BUT AS I LEARNED A LOT FROM ALL OF YOU AND YOUR VERY THOUGHTFUL QUESTIONS AND HOLDING US ACCOUNTABLE TO DO BETTER BY OUR KIDS AND THEN ALSO FROM THE PUBLIC AND DOING THE STRATEGIC PLAN IN WHAT REALLY THIS BUDGET IS REFLECTIVE OF THE THOUSANDS OF PEOPLE WHO GAVE INPUT INTO OUR BUDGET AND INTO OUR STRATEGIC PLAN AND AS WE DEAL WITH THE EMERGING ISSUES OF THE PANDEMIC WE ALSO ARE STILL TRYING TO MOVE FORWARD WITH OUR STRATEGIC PLAN BECAUSE WE KNOW WE WILL GET TO THE PLACE WHERE WE ARE BACK IN SCHOOL AND WE KNOW THAT THERE IS A LOT OF WORK STILL YET TO DO.

WE HAVE HAD ABOUT EIGHT MEETINGS WITH OVER 24 HOURS OF TESTIMONY WITH YOU.

WE HAVE BEEN ABLE TO ANSWER HUNDREDS OF YOUR QUESTIONS, BOTH IN PERSON HERE THROUGH THE ZOOM AND THEN IN WRITING.

AND, YOU KNOW, IT HAS BEEN ABSOLUTELY REMARKABLE.

I WOULD LIKE TO REMIND THE COMMUNITY THAT WE ARE THE BIRTHPLACE OF PUBLIC EDUCATION. WE WILL INNOVATE.

WE WILL GET THROUGH THIS TOGETHER, AND WITH THIS BUDGET THAT WE HAVE THE OPPORTUNITY TO REALLY BE A NATIONAL MODEL FOR CREATING EXCELLENT AND EQUITABLE OPPORTUNITIES FOR OUR KIDS WHERE WE LEARN AND GROW AND INNOVATE CONSTANTLY REGARDLESS OF WHAT IS THROWN OUR WAY.

I WOULD LIKE TO JUST THANK OUR TEACHERS AND I WOULD LIKE TO THANK ALL OF OUR STAFF FOR THE INCREDIBLE WORK THEY HAVE DONE AND THE INCREDIBLE WORK AHEAD. THIS ISN'T THE MAINTENANCE

BUDGET. THIS IS ACTUALLY AN ACCELERATION BUDGET. THIS IS A BUDGET FOCUSED ON EQUITY AND AN EQUITABLE EDUCATION FOR ALL OF OUR STUDENTS IN EVERY ONE OF OUR SCHOOLS, EVERY NEIGHBORHOOD. IT WILL TOUCH ALL OF OUR SCHOOLS OVER THE NEXT THREE YEARS. AND HOPEFULLY BEYOND THAT AS WELL AS WE BEGIN TO PUT IN ALL OF THE INCREDIBLE WORK INTO IT. I HAVE HEARD THE FEEDBACK ABOUT THE BUDGET DOCUMENTS THAT IT IS A DENSE DOCUMENT BUT LIKE YOU SAID, MADAM CHAIR, WE INVITE PEOPLE TO LOOK INTO COMMENT ON THIS BUDGET, TO PROVIDE FEEDBACK SO THAT WE CAN JUST CONTINUE TO DO A BETTER JOB OF COMMUNICATING IT .. TO OUR PUBLIC, MAKING SURE IT IS PLAIN LANGUAGE AND PARENT FRIENDLY AND TRANSLATED INTO FORMATS THAT IS UNDERSTANDABLE. BUT I JUST WANT TO END WITH JUST SOME OF THE MAJOR WINS IN THIS BUDGET.

WE ARE INVESTING IN A STRONG FOUNDATION FOR STUDENT SUCCESS IN THIS BUDGET, LIKE SCHOOL BASED FAMILY SONS AND SOCIAL, I WILL SONIAS.

TO MEET THE, .. CONTINUING TO EXPAND OUR NURSES, SO THAT THERE IS A FULL-TIME NURSE IN EVERY SINGLE SCHOOL.

INCREASING THE ART AND MUSIC AND SCIENCE AND PHYSICAL EDUCATION OF OUR CHILDREN, WHICH WILL CREATE THE JOY AND HELP WITH THE MENTAL HEALTH OF THIS TRAUMA.

SO IMPORTANT WE ARE ALSO INVESTING IN TEACHER SKILL DEVELOPMENT, THROUGH COACHING AND CONSISTENT FEEDBACK ALIGNED TO HIGH QUALITY -- IMPLEMENTING PROFESSIONAL DEVELOPMENT WITH OUR K-8 INITIATIVE, DEVELOP STRONGER READING SKILLS WHICH IS THE FOUNDATION BLOCK FOR ALL FURTHER LEARNING OF STUDENTS. OUR PRE-K INVESTMENT IN EARLY CHILDHOOD, INSTRUCTIONAL FACILITATORS TO HELP COACH OUR TEACHERS AND PROVIDE VETTED

OPPORTUNITIES FOR THEM, OUR  
TEACHER LEADER MODEL AROUND OUR  
TELESCOPE NETWORK, DUAL LANGUAGE  
AND CULTURALLY RESPONSIVE FOCUS  
THAT WE WILL HAVE AND THEN  
ENSURING ALL K-12 CLASSROOMS  
HAVE A FULL PROFESSIONAL IN  
THEM.

AND THEN JUST FINALLY, WE ARE  
INVESTING IN STUDENT LEARNING  
WITH HIGH QUALITY LEARNING  
MATERIALS AND RESOURCES IN THIS  
BUDGET BY EXPANDING THE ACCESS  
TO TECHNOLOGY.

NOW WE DIDN'T KNOW WE WOULD BE  
IN A PANDEMIC AND BE DOING  
REMOTE LEARNING BUT WE DID KNOW  
THAT CHILDREN HAVE TO HAVE THE  
TOOLS EQUITABLY IN WHICH TO  
LEARN AND TO BE ABLE TO CONNECT  
REMOTELY AND TO HAVE THIS  
OPPORTUNITY WOULD BE GREAT TO BE  
ABLE TO PROVIDE CONSISTENT HIGH  
QUALITY LITERACY MATERIALS AND  
OPPORTUNITIES AND ACCESS TO OUR  
STUDENTS AND THEN BEING ABLE TO  
HAVE ENVIRONMENTS IN WHICH WHEN  
THEY ARE ABLE TO COME BACK THAT  
ARE -- THE ADDITIONAL 25  
CUSTODIANS AND BAIG PARTICULAR  
ATTENTION TO OUR LEARNING  
ENVIRONMENTS AND GETTING THOSE  
READY FOR WHEN CHILDREN COME  
BACK.

AS WE HAVE DISCUSSED AT OUR  
HEARINGS WE ARE ADAPTING TO  
LEARNING EVERY SINGLE DAY DURING  
THIS COVID CLOSURE BUT WE ARE  
NOT SLOWING DOWN AND WITH YOUR  
SUPPORT IN THIS BUDGET WHETHER  
HE PROVIDE THE RESOURCES NEEDED  
TO IMPLEMENT OUR STRATEGIC PLAN  
AND CULTIVATE THE AMAZING  
POTENTIAL IN EVERY SINGLE ONE OF  
OUR STUDENTS SO WITH THAT I  
WOULD LIKE TO THANK MR. DO YOU  
DOER, MR. BLOOM, THE ENTIRE  
FINANCE TEAM OUR CENTRAL OFFICE  
EMPLOYEES WHO CONTRIBUTED TO  
THESE HEARINGS AND PROVIDED THE  
BACKGROUND, ANSWERED THE  
QUESTIONS AND DATA, SO THAT YOU  
COULD BE FULLY INFORMED AS WE  
PREPARED THIS HISTORIC BUDGET

FOR OUR KIDS.

THANK YOU TO ALL OF YOU, OUR  
SCHOOL LEADERS, OUR TEACHERS,  
THE ENTIRE BPS STAFF AND OUR  
MANY, MANY PARTNERS FOR THE  
INCREDIBLE SUPPORT DURING THIS  
UNPRECEDENTED TIME.

SO THANK YOU.

>> THANK YOU SO MUCH, DR. CON  
SILL USE AND LET ME ADD THANKS  
TO OUR WHOLE TEAM AND, YOU KNOW,  
WE REALLY APPRECIATE THIS CHANCE  
.. TO SCRUTINIZE THE BUDGET NOT  
JUST AS A COUNCIL BUT ON BEHALF  
OF THE PUBLIC AND TO DO IT IN  
THIS PUBLIC FORUM IN A WAY THAT  
IS KIND OF OPENS UP THIS, YOU  
KNOW, THIS PUBLIC GOOD, PUBLIC  
SCHOOLING THAT -- THE FOLKS WE  
REPRESENT CARE SO MUCH ABOUT,  
AND THAT WE ALL CARE SO MUCH  
ABOUT.

SO I AM SURE THERE IS GOING TO  
CONTINUE TO BE BUDGET  
CONVERSATIONS THROUGH JUNE, THEN  
WE ARE ALL GOING TO BE IN  
PARTNERSHIP FIGURING OUT HOW TO  
MEET THE CHALLENGE OF COVID IN  
THE MONTHS AFTER THAT, BUT THANK  
YOU SO MUCH FOR JOINING US AND  
SPENDING ALL OF THIS TIME.

>> THANK YOU.

>> AND WITH THAT, I WILL JUST  
AGAIN REMIND THE PUBLIC AT  
6:00 P.M. TONIGHT WE WILL BE  
CONVENING PUBLIC TESTIMONY  
HEARING FOCUSED ON THE BPS  
BUDGET AND WITH THAT, THIS  
MEETING OF THE BOSTON CITY  
COUNCIL WAYS AND MEANS COMMITTEE  
IS ADJOURNED.

THANK YOU.

>> BYE, EVERYBODY.

>> HAVE A GOOD AFTERNOON.

>> SEE YOU AT 6:00.

>>